

SPECIAL NEEDS AND INCLUSIVE EDUCATION

TUTOR'S GUIDE

3

OPTIONS:

ECLPE, SME, SSE & LE

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FOREWORD

Dear tutors,

Rwanda Basic Education Board is pleased to present year three Special Needs and Inclusive Education tutor's guide which serves as a guide to teaching and learning of Special Needs Education and Inclusive Education subject in TTCs. The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. Special attention was paid to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers.

With the help of the tutor, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own lives but also in the lives of others.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills, values and attitudes by the learner, where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about the things they are doing. They are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and

experienced people.

- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. It is divided into 3 parts:

The part 1: Explains the structure of this book and gives you methodological guidance;

The part 2: Gives the sample lesson plans as reference for your lesson planning process;

The part 3: Provides details the teaching guidance for each concept given in the student book

.Even though this tutor's guide contains the answers for all activities given in the student- teacher's book, you are requested to work through each question and activity before judging student's findings.

I wish to sincerely appreciate all people who contributed towards the development of this tutor's guide, particularly REB staff who organized the whole process from its inception. Special gratitude goes to illustrators and designers who provided experts in design and layout services, illustrations of image, lecturers and teachers who diligently worked for the successful completion of this guide. Any comment or contribution would be welcome for the improvement of this Teacher's guide for the next edition.

Dr. MBARUSHIMANA Nelson

Director General, REB

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PART I. GENERAL INTRODUCTION

1.0 Introduction

The purpose of this tutor's guide is to help you implement the Special Needs and Inclusive Education textbook. It is designed to stimulate you to create exciting and meaningful lessons by enabling you to choose relevant and purposeful activities and teaching strategies. It will encourage you to undertake research and look for new and challenging ways of facilitating students' learning. The tutor guide and the textbook must be used side by side. The syllabus outlines the content and skills that students will learn, and the assessment requirements.

The tutor's guide provides direction for you in using the outcomes approach in your classroom using a step by step approach. This tutor's guide provides examples of teaching and learning strategies for Special Needs and Inclusive Education, elaboration of suggested activities and content, detailed information on how to mark assessment tasks and the resources needed to teach Special Needs and Inclusive Education.

1.1. The structure of the guide

This section presents the overall structure, the unit and sub-heading structure to help tutors understand the different sections of this guide and what they will find in each section.

Overall structure

This tutor guide has three main parts as follows:

Part I: General Introduction.

This part provides general guidance on how to develop the generic competences, and integrate cross cutting issues, how to cater for learners with Special Educational Needs and Disabilities, active methods and techniques of teaching Special Education and Inclusive Education and guidance on assessment.

Part II: Sample lesson plan

This part provides a sample lesson plan developed and designed to help tutors develop their own lesson plans.

Part III: Unit development

This is the core part of this tutor's guide. Each unit is developed following the structure below. The guide ends with references.

3.1. Structure of a unit

Each unit is made of the following sections:

- **Unit title: From the syllabus**
- **Key unit competence: From the syllabus**
- **Prerequisites (knowledge, skills, attitudes and values)**

This section indicates prior knowledge, skills and attitudes of learners required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The teacher will find an indication of those prerequisites and guidance on how to establish connections.

- **Cross-cutting issues to be addressed.**

This section suggests cross-cutting issues to be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue.

Note that the issue indicated is a suggestion; tutors are free to take another cross-cutting issue taking into consideration the learning environment.

- **Guidance on the introductory activity:**

Each unit starts with an introductory activity in the learner's book. This section of the tutor's guide provides guidance on how to conduct this activity and related answers.

Note that learners may not be able to find the right solution but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning of lessons or during the lesson.

- **List of lessons/sub-heading**

This section presents probable lesson titles/suggested list of lessons in a table, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /subheading is then developed.

- **End of each unit**

At the end of each unit the tutor's guide provides the following sections:

- Skill lab which is more a practice part that helps students to transfer practically the knowledge and skills acquired in their everyday life.

- Summary of the unit which provides the key points of content developed in the student's book.
- Additional information which provides additional content compared to the student's book for the tutor to have a deeper understanding of the topic.
- End unit assessment which provides the answers to questions of end unit assessment in the textbook and suggests additional questions and related answers to assess the key unit competence.
- Additional activities: remedial, consolidation and extended activities. The purpose of these activities is to accommodate each learner (slow, average and gifted) based on end unit assessment results.

3.2. Structure of each-sub heading/lesson title

Each lesson/sub-heading is made of the following sections:

- **Lesson /Sub-heading title**
- **Prerequisites/Revision/Introduction:**

This section gives a clear instruction to the teacher on how to start the lesson

- **Teaching resources:** This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Tutors are encouraged to replace the suggested teaching aids by the ones available in their respective TTCs and based on learning environment.
- **Teachers' activities:** This section provides a short description of the methodology and any important aspect to consider. It provides also answers to learning activities with cross reference to text book/learner's book:
- **Exercises/Self-assessment:** This provides answers for exercises/application activities with cross reference to the textbook/learner's book

1.2. Methodological guidance

1.2.1. Developing competences

Since 2015, Rwanda shifted from a knowledge based to a competence-based curriculum for pre-primary, primary and general secondary education. This review comes as a response to the needs of learners, society and the labour market. With a holistic learner-centered approach, it demands major changes in teaching methodology and the use of a wider range of assessment techniques focusing more on formative or on-going continuous assessment. This has implications for teacher education and the necessary provision of support and guidance provided to colleges to ensure effective implementation. Since 2016

up to 2018, TTC curriculum has been revised to be competence-based in line with the basic education curriculum. The review was to align the pre-service teacher education programs to the new National Basic Education competence-based curriculum.

This called for changing the way of learning by shifting from teacher centered to a learner-centered approach. Teachers are not only responsible for knowledge transfer but also for fostering student's learning achievement, and creating safe and supportive learning environment. It implies also that a student has to demonstrate what he/she is able to do using the knowledge, skills, values and attitudes acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learners can do rather than what learners know. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than the traditional didactic approach. The student is evaluated against set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life.

Below are examples of how generic competences can be developed in the subject of Special Needs and Inclusive Education:

- **Critical Thinking:** Learners analyze their environment or community and identify problems and challenges encountered by children with disabilities. After, they suggest possible remedies to the identified problems.
- **Research and problem solving:** Learners collect data using interviews, field visits to schools, observations checklists, questionnaires and any other tool, analyze the data gathered and suggest solutions regarding characteristics of an inclusive classroom.
- **Creativity and Innovation:** Learners analyze the benefits of inclusive education clubs in schools. They develop or come up with new ways of establishing or setting up inclusive education clubs in schools.
- **Communication Skills:** Learners can stand in front of others and present findings of their works in a clear and understandable languages. They can also write different documents like, articles in newspapers, Memo or notice etc.
- **Teamwork, Cooperation, Personal and Interpersonal management**

and life skills: Learners in teams complete different tasks where each may take on a different role while complementing each other's strengths and weaknesses in team leadership. Alternatively, teams compete to prepare and present a guideline on how to overcome barriers hindering the implementation of inclusive education.

- **Lifelong Learning:** Learners lead a problem solving and decision-making process in a team. Does a self-evaluation to identify own areas of strengths, areas of weaknesses and propose strategies for enhancing and improving in a team leadership. Alternatively, learners analyze a scenario involving abuse of children with disabilities' rights. They identify the causes and suggest solutions on how to rectify the problem and apply the suggested solutions in real life situations.

1.2.2. Addressing cross-cutting issues

Among the changes in the competence-based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. There are eight cross cutting issues identified in the national curriculum framework.

Some cross-cutting issues may seem specific to particular learning areas/ subjects but the teacher needs to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these crosscutting issues both within and out of the classroom.

Below are examples on how crosscutting issues can be addressed in Special Needs and Inclusive Education subject:

- **Gender education:** Remind learners that both males and females have similar opportunities, rights and obligations in the community, schools and workplaces, and therefore need to be treated fairly and equally as they look for opportunities in education, employment. Remind learners that both girls and boys whether they have disabilities or not have the same rights to quality education.
- **Environment and sustainability:** During the unit on models of inclusive Education, learners need to acknowledge that environment can be the greatest barriers to successful inclusion of children with disabilities and other SEN. So, throughout the unit/lesson learners have appreciated the need to take great care for environment as it is paramount for success of inclusive education.
- **Inclusive education:** Learners need to appreciate the fact that we are all equal and should be treated equally regardless of race, culture, religion

believes, disabilities, economic status, political, physical background. Much emphasis should be put on how we all have the same rights. During legal framework affecting Inclusive Education unit, learners may discuss and appreciate need to respect and advocate for the rights to education to all children and particularly for children with disabilities and other SEN.

- **Peace and Values:** Right before the lesson begins; there are quite a lot of opportunities for tutors to promote peace and values among learners. Being punctual for activities (time management), involvement in various activities (teamwork), keeping their school environment clean (responsibility), greeting one another are among such opportunities (empathy). In a lesson the tutor should encourage learners to greet one another, create a conducive learning environment, clean the chalkboard, arrange the classroom, and assist one another with pens, books, class work, among others. Also in case of conflicts within a lesson, take time to address the conflicts and discuss with learners the need to resolve conflicts amicably. You may also give learners an opportunity to participate in conflict resolution and decision making. Create an opportunity to teach students on how to respect diversity in the classroom. Let the smart students respect and help slow students.
- **Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health):** During the lessons/activities, learners should be given an opportunity to discuss freely about the various changes they are undergoing, as they are adolescents. They should be aware of how to manage the changes in their bodies, discuss HIV/AIDS without stigmatization, STIs and how to control them, family planning gender equality and reproductive health. Learners should be encouraged to seek for appropriate help whenever needed. This may not directly fit or come in the lessons but utilize opportunities observed among the learners both in and outside of the class.
- **Financial Education:** Learners need to realize that the successful implementation of inclusive education will require financial means. This may involve teaching/ learning materials cost, transportation costs, training costs etc. Let the learners discuss on the way to reduce those costs by involving the use of available materials and experts (Local artisans making crutches for learners with orthopedics impairments).
- **Standardization Culture:** In every lesson take an opportunity to share with learners that standards should be respected since they are part and parcel of our lives. From school uniform, to class size, to lesson duration, language of instruction, among others. So always, create opportunities to have learners discuss where standards apply and when they need to be conscious about standards during their everyday activities. Help the

learners to appreciate the fact that children with disabilities should also be given an education with quality and standard. Children with disabilities are not less human and therefore the quality of services they are given should meet the same standards as their peers without disabilities.

- **Genocide Studies:** Learners need to become aware that all human beings are equal and have equal rights. At the work place, school, home, community, they should avoid and denounce all instances that result into other's rights being violated. Give learners opportunities to share how an inclusive education can promote the fight against genocide ideologies. During rights and responsibilities session, learners relate the genocide of 1994 against the Tutsi and violation of human rights.

1.2.3 Attention to Special Needs and inclusive education

In the classroom, learners may have diverse needs. They learn in different ways depending on their interests, abilities, learning pace and needs they might have. However, a tutor has the responsibility to know how to adapt his/her methodologies and approaches in order to meet the learning needs of each learner in the classroom. Also tutors need to understand that learners with special needs; have to be taught different differently or need some accommodations to enhance the learning environment.

In order to create a well-rounded learning atmosphere, tutors need to:

- Remember that learners learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities)
- Maintain an organized classroom and limit distractions. This will help learners with special needs to stay on track during lesson and follow instructions easily.
- Vary the pace of teaching to meet the needs of each learner. Some learners process information and learn more slowly than others.
- Break down instructions into smaller, manageable tasks. Learners with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.
- Use clear and consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a learner who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything. Both learners will benefit from this strategy.
- Use multi-sensory teaching strategies. As all learners learn in different

ways, it is important to make every lesson as multi-sensory as possible. Learners with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues. Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each learner is unique with different needs and that should be handled differently.

▪ **Teaching strategies to help a learner with intellectual challenges and learning difficulties:**

- Use simple words and sentences when giving instructions.
- Use real objects that the learner can feel and handle; rather than just working abstractly with pen and paper.
- Break a task down into small steps or learning objectives. The learner should start with an activity that he/she can do already before moving on to something that is more difficult.
- Gradually give the learner less help
- Let the learner work in the same group with those without disability.

▪ **Teaching strategies to help a learner with Visual Impairment:**

- Help learners to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- Make sure the learner has a group of friends who are helpful and who allow the child to be as independent as possible.
- Plan activities so that learners work in pairs or groups whenever possible
- Use braille and other tactile materials. If a child has low vision, provide large print materials/ notes
- Provide note in advance, if necessary soft copy of note to help the students who might need to use computer with appropriate software (JAWS for examples)
- Arrange the classroom in way that facilitates the movement of learners with Visual Impairments.
- Ensure the learner with Visual Impairment is seated in a place where there is appropriate lightening.
- Always remember to ask students how you can help them.

▪ **Teaching Strategies to help a learner with Hearing Impairment:**

- Always get the learner's attention before you begin to speak.

- Encourage the learner to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible
- Keep background noise to a minimum.
- **Teaching Strategies to help learners with physical disabilities or mobility difficulties:**
 - Adapt activities so that learners who use wheelchairs or other mobility aids can participate.
 - Ask parents/caregivers to assist with adapting furniture e.g. the height of a table may need to be changed to make it easier for a learner to reach it or fit in it.
 - Encourage peer support but not over protection. Let the learner with Physical Disabilities do things on his or her way.
 - Get advice from parents or a health professional about assistive devices
 - Arrange the classroom to facilitate movement of learners with orthopedic impairments, especially persons in wheel chairs
 - Remember to always ask students how you can help them
- **Adaptation of assessment strategies**
 - Each unit in the tutor's guide provides additional activities to help learners achieve the key unit competence. Results from assessment inform the teacher which learner needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of learners; slow, average and gifted learners respectively.

.1.2.4. Guidance on assessment (in terms of lesson evaluation)

Assessment is an ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes and can be integrated into the students' normal learning activities. Assessment is an important part of teaching and learning. It is used to:

- Evaluate and improve teaching and learning
- Report achievement
- Provide feedback to students on their progress.

▪ Types of Assessment

- **Assessment for learning (Continuous/ formative assessment):** Assessment for learning is often called formative assessment and is an assessment that gathers data and evidence about student learning during the learning process. It enables you to see where students are having

problems and to give immediate feedback, which will help your students learn better. It also helps you plan your lessons to make student learning, and teaching more effective. Often it is informal and students can mark their own work or their friends. An example is a quick class quiz to see if students remember the important points of the previous lesson.

- **Assessment of learning (Summative assessment):**

Assessment of learning is often called summative assessment. It is used to obtain evidence and data that shows how much learning has occurred, usually at the end of the term or unit. End of year examinations are examples of summative assessment. It is usually done for formal recording and reporting purposes.

▪ **Assessing Special Needs and Inclusive Education units**

In the Special Needs and Inclusive Education syllabus, the key unit competences, which link to the broad learning outcomes, are assessed through specified assessment tasks using a range of assessment methods. Assessment criteria for each unit outcome provide clear indications of how, and to what extent, the achievement of the learning outcomes may be demonstrated. Performance standards, marking guides and assessment criterion help teachers with the marking process and this ensures that assessment is consistent across schools.

When you set a task, make sure that:

- The requirements of the task are made as clear as possible to the learners
- The assessment criteria and performance standards or marking guides are provided to the student so that they know what it is that they have to do
- Any sources or stimulus material used are clear and appropriate to the task
- Instructions are clear and concise
- The language level is appropriate for the grade
- It does not contain gender, cultural, disability, or any other bias
- Materials and equipment needed are accessible, locally available to students and adapted to meet the needs of students with special needs
- The timing must be flexible for completion of the tasks

Feedback

When you assess the task, remember that feedback will help the student understand why he/she received the result and how to do better next time.

Feedback should be:

- Constructive so that students feel encouraged and motivated to improve
- Timely so that students can use it for subsequent learning

- Prompt so that students can remember what they did and thought at the time
- Focused on achievement and effort of the student
- Specific to the unit learning outcomes so that assessment is clearly linked to learn

Feedback can be:

- **Informal or indirect** – such as verbal feedback in the classroom to the whole class, or person to person
- **Formal or direct** – in writing, such as checklists or written commentary to individual student either in written or verbal form
- **Formative** – given during the topic with the purpose of helping the student know how to improve for example use of portfolios as a tool of assessment during, after or at end of the lesson.
- **Summative** – given at the end of the unit with the purpose of letting the students know what they have achieved for example use of portfolios as a form of end of unit assessment

Tests

A test is a formal and structured assessment of student achievement and progress which the tutor administers to the class. Tests are an important aspect of the teaching and learning process if they are integrated into the regular class routine and not treated merely as a summative strategy. They allow students to monitor their progress and provide valuable information for you in planning further teaching and learning activities.

Tests assist student learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student progress than one long test. It is extremely important that tests are marked and that students are given feedback on their performance. There are many different types of tests. Tests should be designed to find out what students know and about the development of thinking processes and skills. Open questions provide more detailed information about achievement than a question to which there is only one answer.

▪ **Principles of designing classroom tests**

Tests allow a wide variety of ways for students to demonstrate what they know and can do. Therefore;

- Students need to understand the purpose and value of the test
- The test must assess intended outcomes
- Clear directions must be given for each section of the test

- The questions should vary from simple to complex
- Marks should be awarded for each section
- The question types (true/false, fill-in-the-blank, multiple choice, extended response, short answer, matching) should be varied.

- **Tests should:**

- Be easy to read (and have space between questions to facilitate reading and writing)
- Reflect an appropriate reading level
- Involve a variety of tasks
- Make allowance for students with special needs
- Give students some choice in the questions they select
- Vary the levels of questions to include gathering, processing and applying information
- Provide sufficient time for all students to finish.

- **Tutor assessment**

- Assessment is a continuous process. You should;
- Always ask questions that are relevant to the outcomes and content
- Use frequent formative tests or quizzes
- Check understanding of the previous lesson at the beginning of the next lesson through questions or a short quiz
- Constantly mark/check the students' written exercises, class tests, homework activities
- Use appropriate assessment methods to assess the tasks.

- **Self-assessment and peer assessment**

Self and peer assessment helps students to understand more about how to learn. Students should be provided with opportunities to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set criteria.

- **Self and peer assessment:**

- Continues the learning cycle by making assessment part of learning
- Shows students their strengths and areas where they need to improve
- Engages students actively in the assessment process
- Enables students to be responsible for learning
- Helps students understand the assessment criteria and performance standards.

1.2.5 Students' learning styles and strategies to conduct

teaching and learning process

How students learn:

- What I hear I forget.
- What I hear and see I remember a little.
- What I hear, see and discuss I begin to understand.
- What I hear, see, discuss and do, I acquire knowledge and skills.
- What I teach to another, I master. (Active Learning Credo statement by Silberman 1996)

In support of this are the findings that we remember:

- 20% of what we hear
- 40% of what we see
- 90% of what we see, hear, say and do or what we discover for ourselves.
- **A student-centered approach to learning**

Different students learn in different ways. Some students learn best by writing, others by talking and discussing, others by reading and others by listening. Most students learn by using a combination of those. All students learn skills through practicing and repetition. You need to use a variety of teaching strategies to cater for the different ways your students learn.

The selection of teaching method should be done with the greatest care and some of the factors to be considered are:

The uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; instructional materials available; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles.

Teaching and learning strategies

In order to cater for different students' learning styles and to assist and encourage students to learn, teachers need to perform certain tasks. These are teaching strategies.

You need to engage students directly in learning but there are times when you have to take charge of the learning in the class and teach particular concepts or ideas

Other Teaching strategies include:

- Group work
- Skills lab
- Research/inquiry

- Class discussions/debates
- Problem-solving activities
- Teacher talk, instructions, explanations, lectures or reading aloud
- Directed question and answer sessions
- Audio-visual presentations
- Text books or worksheets
- Directed assignments
- Demonstration and modeling
- Guest speakers
- Classroom displays.

1.2.6 Teaching methods and techniques that promote the active learning

In active learning, teachers should consider different learning styles of students.

▪ What is Active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

▪ The role of the teacher in active learning

- The teacher engages learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Teacher supports and facilitates the learning process by valuing learners' contributions in the class activities.

▪ The role of learners in active learning

Learners are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A learner engaged in active learning:

- Communicates and shares relevant information with other learners

- through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation)
- Actively participates and takes responsibility for their own learning
 - Develops knowledge and skills in active ways
 - Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings
 - Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking
 - Draws conclusions based on the findings from the learning activities.

▪ **Main steps for a lesson in active learning approach**

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main part and their small steps:

1. Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson through appropriate technique. The teacher opens short discussions to encourage learners to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

2. Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities as explained below:

▪ **Discovery activity**

Step 1

- The teacher discusses convincingly with students to take responsibility of their learning

He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned)

Step 2

- The teacher let the students work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge
- He/she then monitors how the students are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).
- **Presentation of learners' productions**
 - In this episode, the teacher invites representatives of groups to presents the students' productions/findings.
 - After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.
- **Exploitation of learner's productions**
 - The teacher asks the students to evaluate the productions : which ones are correct, incomplete or false
 - Then the teacher judges the logic of the students' products, corrects those which are false, completes those which are incomplete, and confirms those which correct.
- **Institutionalization (summary/conclusion/ and examples)**
 - The teacher summarises the learned knowledge and gives examples which illustrate the learned content.
- **Exercises/Application activities**
 - Exercises of applying processes and products/objects related to learned unit/sub-unit
 - Exercises in real life contexts
 - Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

3. Assessment

In this step the teacher asks some questions to assess achievement of instructional objective. During assessment activity, learners work individually on the task/activity. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases, the teacher can end with a homework assignment.

PART II: SAMPLE LESSON PLAN

Inclusive and Special Needs Education Sample Lesson Plan

School Name: TTC NYAMATA**Teacher's name:** UTAMURIZA Claire

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
1	13 /09/ 2019	Inclusive and Special Needs Education	Level 3	3	2	40 mins	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				1 student with physical disability (Mild Cerebral Palsy) 1 student with visual impairment 1 student with Communication Difficulties 1 student with learning difficulties (Dysgraphia)			
Unit title		Identification, assessment and referral for learners with Special Educational Needs and Disabilities					
Key Unit Competence		Competently identify, assess and recommend referral for learners with SEN and Disabilities.					
Title of the lesson		Role of Special Educational Needs assessment team members					
Instructional Objective		Using notes provided by the tutors, students will be able to explain the role of Special Educational Needs assessment team members in written form in five minutes. Students with Dysgraphia and those with Communication Difficulties will explain the role of Special Educational Needs assessment team members orally in five minutes. Students with Visual Impairments will explain the role of SEN assessment team members in written form using braille machine in ten minutes.					
Plan for this Class (location: in / outside)		Inside the classroom					
Learning Materials (for all learners)		Otoscope, hearing aids, slit lamp machine, eye lens, nursing dresses, communication cards, books, papers, pens.					

References	Teacher's guide, Syllabus, Scheme of work
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Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction minutes	-Tell students to answer the following question: 1. Do you think Special Education Needs Assessment should be done by only teachers? Who else do you think should be part of the team? Mention at least three people who should be part of the team?	-Answer the questions individually and orally -Under the guidance of the teacher, students provide a summary of key ideas.	Critical thinking (students think critically about the questions) Communication (discuss, and argue and tell answers to the rest of the class) Problem solving (students search for answers on their own)

<p>Development of the lesson 25 minutes</p>	<p>-Puts students in groups of eleven and ask each to find out/ discuss the roles of each member of the SEN assessment team.</p> <p>-Moves around to see how students are acting and asks them questions to guide</p> <p>-Chooses one group to act out in plenary</p> <p>-Asks students how they have seen the role-play and how they would improve on it once given more chance.</p>	<p>-In groups of eleven, they discuss the roles of SEN assessment team members share the roles and act them out.</p> <p>-Ask questions to the teacher and guide each other on the roles acted out.</p> <p>-One group acts out the roles of SNE assessment team members the rest of the class watch.</p> <p>-Share how they have seen the role-play and how they can improve on it once given more chance.</p>	<p>Communication and collaboration skills (through answering questions and peer discussion, coming to common agreement in choosing roles, giving each other turns in discussion, and respecting each other's views and appreciating one another for working as one team etc)</p> <p>Peace and Value</p> <p>Trough role-play and group discussions students socialize and develop some values like sharing, honesty, cooperation, respect, turn taking.</p>
<p>3. Synthesis & Conclusion 5 minutes</p>	<p>- Harmonize and synthesize the learned knowledge (new content)</p> <p>- Engage students to make a conclusion.</p>	<p>- Participate actively in summarizing the learned content.</p> <p>- Take key notes.</p>	<p>-Critical thinking (scrutinize and summarize ideas)</p> <p>-Communication (discuss, agree and write key notes)</p>

<p>Assessment 5 minutes</p>	<ul style="list-style-type: none"> - Engage students to work individually on questions of the self-assessment - Engage students with specific impairments to respond to the adapted questions (in Braille for students with visual impairments) and let students with Dysgraphia and those with Communication Difficulties answer orally. 	<ul style="list-style-type: none"> -Do exercises as indicated in students' text book. -Respond oral questions 	<p>Creativity (students develop a plan of tips suitable for conducting a sensitization session)</p>
<p>Teacher self-evaluation</p>	<p>Strengths: All learners have actively and inclusively participated in the lesson. The objective was achieved.</p>		

PART III: UNIT DEVELOPMENT

UNIT 1

DELIVERY, MONITORING AND ASSESSMENT OF A LESSON IN AN INCLUSIVE CLASSROOM

1.1. Key unit competence:

Students should be able to competently deliver, monitor and assessment of a lesson in an inclusive classroom

1.2. Prerequisite (knowledge, skills, attitudes and values)

In year two, students learned how to plan an inclusive lesson by identifying the key elements in lesson plan including scheme of work, generic competences and cross-cutting issues, setting an instructional objectives for the lesson and deciding on teaching and learning activities. Remind students what they have learned and go in details by adding more information regarding lesson delivery, monitoring and assessment. During the lesson, create awareness in students by letting them know that the contents in this unit will help them to acquire knowledge and skills on how to differentiate the curriculum when delivering the lesson, monitor the progress of each learner and assess their performance based on their ability.

1.3. Cross-cutting issues to be addressed

a) Inclusive Education

This unit requires students to do research by using different sources including book, magazines, novels, policies, consulting internet, educational videos, etc. Then they have to do some critical thinking by analysing and summarizing their findings. This activity demands a higher level of thinking which may be challenging for slow and quick learners. It is recommended to group slow and quick learners with others without special needs in order to give them extra support and an opportunity to participate and express their ideas without feeling embarrassed. For students with total loss of vision it is important to provide Braille (tactile) materials and audios. For those with low vision you have to provide large printings materials. For the visually impaired, magnifiers help as well. Those with hearing impairments will be provided instructions using sign language. For those with fine motor problems, allow them to use computer when

taking notes, and if possible answer orally in assessment in order to help them participate as much as possible by responding to their need.

b) Gender Education

Remind students that everyone in the classroom is welcome to share his/her idea irrespective of their gender. When forming groups make sure that boys and girls are mixed and that groups are led by both gender.

c) Peace and Value

Emphasize to students that everyone has the same right to education regardless if they have disability or not. Remind them to respect their fellows who have special needs by offering them the help they need and including them in all schools' activity without discrimination. Encourage students to do the advocacy for those with disability or special needs by raising awareness in the community on how to fight against stigmatizations, violence, and discrimination done to people with disabilities in their homes or society.

1.4. Guidance on introductory activity

This introductory activity helps you to engage students to brainstorm ideas on how to deliver, monitor, and assess an inclusive lesson in the classroom. This activity will help you to build on prior knowledge of students and reflect on the new lesson.

Teacher's activity

- Ask student to form a small group of 4
- Distribute the illustrations to each group and ask students to observe them carefully and answer to the related questions
- Give each group 5 minutes to do the exercise
- Move around in order to give support when need be and help students with different problems
- Ask each group to present to the rest of the class their answers

The expected answers

On this introductory activity, students might come up with different responses because it is an open questions. However, when linking the theories in the pictures to theory of teaching inclusively, students must understand that in the classroom there is diversity of students, with different needs. So it is important to adapt the teaching methods and approaches that respond to the needs of each learner in the classroom.

For the second question, students choose their position. They can respond yes or no. However, the right answer is yes, because it is very important to monitor

the progress of each learner in the classroom and assess them based on what they can do. This is what we call “teaching inclusively”

1.5. List of lessons/sub-heading

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Lesson delivery and monitoring in an inclusive classroom	<p>Make a classroom an environment conducive for learning.</p> <p>Explain good strategies to display teaching and learning materials in the classroom.</p> <p>Monitor the learning progress of students in the classroom.</p> <p>Identify strategies to use in order to provide individual support by differentiating the curriculum.</p>	2
2	Lesson assessment in inclusive classroom	Explain the purpose of inclusive assessment, its principles and strategies to conduct inclusive assessment	1
3	Assessment	<p>1. What do you understand by an environment that is conducive to the learning of students?</p> <p>2. Give 4 strategies of making an environment conducive to the learning of students</p> <p>3. Identify different methods that can be applied when displaying the teaching and learning materials?</p> <p>4. What to be considered when displaying the teaching materials in the classroom?</p> <p>5. What do you understand by curriculum differentiation</p>	1

	<p>6. Explain strategies of differentiating the curriculum.</p> <p>7. Why is it very important to monitor the learning progress of learners in the class</p> <p>8. Explain the principles of an inclusive assessment</p> <p>9. Identify 4 strategies of an inclusive assessment</p>	
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Lesson 1: Lesson delivery and monitoring in an inclusive classroom

a) Learning objective

- Make a classroom an environment conducive for learning
- Explain good strategies to display teaching and learning materials in the classroom
- Monitor the learning progress of students in the classroom
- Identify strategies to use in order to provide individual support by differentiating the curriculum

b) Teaching resources

Student's book, training manual on inclusive education, internet, handouts, educational videos on inclusive education, Manila paper and markers

c) Prerequisites/Revision/Introduction

This is the first lesson in the first unit of SEN subject in year three. Explain to student that this is a continuation of the last lesson in year two on "planning an inclusive lesson". As a revision, engage students by asking them some questions on that lesson including the requirements and components of inclusive lesson.

d) Learning activities

Teacher's activity:

- Group students in 3 groups
- Give each group a subject for discussion (the first group discuss about strategies and methods to make a classroom a conducive environment for learning, the second group discuss about strategies and methods of displaying teaching and learning materials in the classroom and the last group discuss about how to monitor the progress of learners in the classroom by providing individual support).
- Provide them with different sources: training manual on inclusive education,

guide to inclusive education, and other materials providing information on inclusive education

- Give students markers and manila paper for them to write their ideas
- Move around and monitor the discussions of students, by helping those who have problems to follow along with others
- After the discussion, ask groups to present their findings to the rest of the class
- Ask other students to follow carefully the presentations and ask questions for more clarification
- Complete the groups' presentations, by giving more clarification and explanation
- Harmonize and conclude on the learned knowledge and engage students in making conclusion

Answers for activity 1.1.

Lesson delivery and monitoring

When delivering and monitoring an inclusive lesson, it is important to think on creating a conducive environment, well display the teaching and learning materials in the classroom and providing an individual help by differentiating the curriculum in order to monitor the progress of each learner in the classroom. For more details, refer to student's book, activity 1.1

Answers for self-assessment 1.1:

1. From their choice, students give 5 strategies to make a classroom an environment conducive for learning. For more details confer student's book activity 1.1
2. On this question, students are required to explain 2 methods of well displaying the teaching and learning materials. Students will chose 2 methods from their choice and explain them. Confer student's book activity 1.1
3. This is an open ended question. Students will answer in different way however, the main idea should be that in the classroom there is a diversity of learners with different needs. This is the reason that teachers should provide individual help that focus on the skills and knowledge each child needs to fully participate in the class.
4. On this question, students are required to identify 3 strategies to differentiate the curriculum. Students are free to choose 3 from the list. For more details, refer to student's book activity 1.1

Lesson 2: Lesson assessment in an inclusive classroom

a) Learning objective

Explain the purpose of inclusive assessment, principles and strategies to conduct inclusive assessment

b) Teaching resources

Student's book, training manual on inclusive education, internet, handouts, educational videos on inclusive education, Manila paper and markers

c) Prerequisites/Revision/Introduction

This is the second lesson of the first unit on delivering, monitoring an inclusive lesson and conducting an inclusive assessment. As revision, ask questions related to the previous lesson on delivering and monitoring an inclusive lesson. This will help students to start thinking and reflecting on the new lesson "lesson assessment".

d) Learning activities

Teacher's activity

- Group students in a group of 5
- On a flash card, write 3 subjects of discussion: "purpose of conducting an inclusive assessment, principles of conducting an inclusive assessment and strategies of conducting an inclusive assessment"
- Provide them with different sources: training manual on inclusive education, guide to inclusive education, and other materials providing information on inclusive assessment
- Give students markers and manila paper for them to write their ideas
- Move around and monitor the discussions of students, by helping those who have problems to follow along with others
- After the discussion, ask groups to present their findings to the rest of the class
- Ask other students to follow carefully the presentations and ask questions for more clarification
- Complete the groups' presentations, by giving more clarification and explanation
- Harmonize and conclude on the learned knowledge and engage students in making conclusion

Answers for activity 1.2.

a) Purpose and principles of inclusive assessment

The overall purpose of inclusive assessment is the same as for any assessment that caters for all learners including those with special education needs. The

primary purpose of assessment is to improve learners' learning and teachers' teaching as both learner and teacher respond to the information that it provides. It provides to learners an opportunity to express their learning in different mode and modalities

b) Principles and strategies of conducting an inclusive assessment

For details refer to student's book activity 1.2

Answers for self-assessment 1.2.

1. The purpose of inclusive assessment is to improve learners' learning and teachers' teaching as both learner and teacher respond to the information that it provides. It provides to learners an opportunity to express their learning in different mode and modalities.
2. Principles of inclusive assessment : Inclusive assessment involves the following:
 - A range of methods and strategies that all aim to gather clear evidence about learners' achievements of learning outcomes for specific subjects;
 - Methods that report on the outcomes of learning but also provides teachers with information on how to develop and improve the process of learning for an individual learner or groups of learners in the future.
3. From the list of strategies identified in the student's book, students are free to choose only 2 strategies and explain them.

Skill labs

For the skill lab, student will do it in a group of 5.

- Each group will choose one classroom from their choice and do the observation for 5 hours.
- Guide students by elaborating the observation criteria (what they have to focus on during the observation, ie observing learners during lesson time, and out side of the classroom during break, and then observe the teacher's methods and approaches in the classroom
- After the observation, the group has to collaborate with the lead teacher in the classroom and then plan an inclusive lesson that respond to the needs of learners in the classroom
- Only one person is going to deliver that lesson and the rest of the group are going to observe the lesson and then after provide feedback and comments. Their comments will be based on the following key points :
- The lesson plan: Focusing on the instructional objective (were the instructional objective inclusive), were all learners with SEN in the classroom identified? Was the lesson planned in the way that cater and respond to the needs of all learners with SEN in the classroom?
- The lesson delivery: Was the environment conducive for learning? Was the teacher able to differentiate the curriculum by providing individual

support? What about the display of teaching and learning materials ?

- The lesson assessment: Was the assessment inclusive (providing to learners opportunity to express their learning in different mode and modalities).

1.6. Summary of the unit

The teacher is judged to be teaching inclusively when he/she is able to:

- Plan an inclusive lesson that has inclusive instruction objectives which respond to the needs of each learner in the classroom.
- Deliver and monitor an inclusive lesson by making a classroom an environment that allow learners space and time to interact within the learning and teaching process. Furthermore, the teacher should be able to monitor the progress of each learner in the classroom by providing individual support.
- Conduct an inclusive assessment which provides to learners opportunity to express their learning in different mode and modalities.

1.7. Additional information

It is necessary to let students work in groups because it helps them to learn from each other, and participate in the lesson. Also it is very important to provide different sources for students to read and get more detailed information on differentiation of the curriculum because what have been provided in the student's book is summarized.

1.8 End of Unit 1 Assessment

1. It is an environment that allows learners space and time to interact within the learning and teaching process.
2. Students are going to choose 4 strategies to make a classroom an environment more conducive. Confer student's book activity 1.1 for more details
3. Students are going to explain different methods to display teaching and learning materials. Confer student's book, activity 1.1. for more details
4. What to consider when displaying teaching and learning materials :
 - The resource or materials should be displayed properly so that all learners are able to see, observe and learn out of it.
 - Avoid over displaying of educational resources. They should be removed after one week or two depending on the class and type of learners.
 - Some specimen, models or hardware resources may be dangerous for pupil's to handle on their own. Display such only when you use them with the pupils and withdraw them for storage after the lesson.

5. The curriculum differentiation are differentiated instructions that refers to a wide range of instructional and classroom strategies that teachers can use to help each student achieve the prescribed learning outcomes.
6. Students are going to explain strategies to differentiate the curriculum. Confer activity 1.1 in student's book for more details
7. It is important to monitor the progress of the learners in the classroom in order to identify the needs of learners and be able to provide individual help.
8. Principles of an inclusive assessment :
 - A range of methods and strategies that all aim to gather clear evidence about learners' achievements of learning outcomes for specific subjects;
 - Procedures that may fulfil other purposes in addition to informing teaching and learning (e.g. initial identification of SEN or monitoring of educational standards) but that are based upon shared concepts and values for assessment and inclusion as well as the principles of participation and collaboration.
 - Methods that report on the outcomes of learning but also provides teachers with information on how to develop and improve the process of learning for an individual learner or groups of learners in the future.
9. Strategies of conducting an inclusive assessment :
 - Identify the learning outcomes (what you hope the learner will know) being assessed
 - Identify the assessment criteria (how they can demonstrate knowledge, skills, attitudes) being assessed
 - Identify any part of the task which could pose specific difficulties for learners
 - Consider ways that you could adjust the task

For more details, check student's book, activity 1.2

1.9.Additional activities

1.9.1.Remedial activities

Respond yes or no to the following statement:

1. A conducive environment is an environment that allows the learners space and time to interact within the learning and teaching process.

Answer: Yes

2. The choice of displaying methods determined by the nature and types of materials to be displayed.

Answer: Yes

3. It is very difficult even impossible to well display the teaching and learning materials in small classroom.

Answer: No

4. In an overpopulated classroom, it is not possible to provide an individual support to learners.

Answer: No

5. Learning strategies, graphic organizers, lesson frame, scaffolding and adaptation are strategies of differentiating the curriculum.

Answer: Yes

6. An inclusive assessment provides to learners an opportunity to express their learning in different mode and modalities.

Answer: Yes

1.9.2. Consolidation activities

1. Explain the interconnectivity between UDL (Universal Design for Learning) and curriculum differentiation.

Answer: This is an open ended question, and students are free to express their ideas when responding to this question. However, the main idea that students need to reflect on is that both approaches meet individual needs and create highly supported, engaging learning environment. They both provides multiples ways to develop and express knowledge and skills. Both approaches assess students' progress during learning and provide individual support that respond to the needs of learners.

1.9.3. Extended activities

1. Explain briefly how to differentiate the curriculum based on four components: Content, product, process, and environment.

Answer: This is an open ended question, and students are going to answer from their own opinion. However, in their arguments, students should refer to the following key ideas:

- Content: Explain how students should access the curriculum
- Product : How students demonstrate what they have learned
- Process : How teachers sequences the learning and way students learn
- Environment : How learning is structured.

UNIT 2

GUIDANCE AND COUNSELLING SERVICES

2.1. Key Unit Competence

Students should be able to competently offer career guidance and counselling services to learners with SEN.

2.2. Pre-requisite (Knowledge, Skills, attitude and Value)

The students learnt characteristics of learners with different types of disabilities and the strategies to teach them. Together with the students recall on some characteristics of learners with different types of disabilities and strategies. During this lesson, create awareness in students by letting them know that the content in this unit will help them to gain knowledge and skills about guidance and counselling services for different people and especially for learner with special needs.

2.3. Cross-cutting issues to be addressed

a) Inclusive Education

This unit involves a lot of discussions and lecturing. This may not favour learners with learning difficulties, Visual Impairment, Hearing Impairments and Physical Disabilities (Ex: Cerebral Palsy). To facilitate these learners, teachers may use the following accommodations to help them participate actively:

- For learners with **Learning Difficulties**: Use simple words, use videos and images where necessary, break down the content into smaller steps. Group learners in small groups and help them discuss and present their work
- For learners with **Hearing Impairments**: Use sign language interpreter, and use images and videos with captions. You may also use a Power Point Presentation to visually illustrate the content. Speak loudly and face the learners as you speak to facilitate lip readers. Remember to highlight the important message from each sub unit.
- For learners with **Visual Impairment**: Provide notes early enough and in appropriate format (Braille for blind and large print for learners with Low Vision).

- For learners with **Physical Disabilities**: Let them answer short questions and provide alternative ways of answering oral questions. (e.g. Give them option to provide their answers in written form rather than oral). Arrange the classroom in a way that facilitates their movement as they are moving to join groups or as they move to give their presentations

b) Gender Education

Let the learners know that anyone from the group irrespective of gender can present during the work presentation. Let them know that girls and boys can all be group leaders.

c) Peace and Value

During the discussions, encourage the learners to respect each and every one's opinions and arguments. Let them appreciate that learners with Special Educational Needs can participate equally as their peers without Special Needs.

2.4. Guidance on introductory activity

This introductory activity helps students to brainstorm their ideas on the meaning of guidance and counselling, its importance, and the reasons that may push a person to look for a counsellor. This activity will help you to build on prior knowledge of students.

Teacher's activity:

- Ask students to work in a group of 4, read the case study of Mugabo and discuss the given questions.
- Ask some groups to present their answers
- Ask other students to carefully follow the presentations of other groups
- Write the students' answers on chalk board.
- Engage students to summarize all ideas and draw conclusions
- Remember to provide feedback to students during presentations.

The expected answers

1. Mugabo started drinking alcohol thinking that he would release his mind from that long standing problem. As the time goes by, Mugabo became a serious drunker and he came to the point of shying away from his peers, missing out of school and finally dropped out from school. Her mother was so much concerned about the wellbeing of his beloved son.
2. The role of counsellor was to spend sometimes with Mugabo, after some counselling sessions, the counsellor succeeded to not only bring Mugabo back on his senses, but also the whole family was back together. He has succeeded with the counselling. Because the family is now aware of the real cause of Mugabo's blindness and has resolved to assist him. He is now

a very successful musician.

2.5 List of lesson/Sub-headings

#	Lesson title	Learning objectives	Number of periods
1	Definitions of Guidance and counselling and their importance	Define the guidance and counselling and explain the importance of guidance and counselling.	1
2	Approaches and qualities of school Guidance and Counselling service	Discuss the strategies and qualities of school guidance and counselling services providers	1
3	Types, objectives and components of Guidance and Counselling	Identify the types, objectives and component of guidance and counselling services	1
4	End of unit assessment	<ol style="list-style-type: none">1. Describe the role of counselling.2. Discuss the stages of psychosexual development.3. Discuss the stage of counselling.4. What are the advantages of group counselling?5. What are the main approaches of Guidance and Counselling?	1

Lesson 1: Definitions of Guidance and counselling and their importance

a) Learning objective

Define the guidance and counselling and explain the importance of guidance and counselling.

b) Teaching materials

Students' book, manila, markers, newspapers, videos, computer with internet, radio and TV set etc.

c) Prerequisites/ revision/ introduction

This is the second unit of “guidance and counselling services”. Student have already studied about different learners with special needs, they have also leaners some challenges for both learners and parents, teachers. Perhaps they do not know about guidance and counselling. In this lesson, they will learn the meaning of guidance and counselling services and its importance.

d) Learning activities

Teacher’s activity 2.1

- Ask them to respond individual to the questions
- Reformulate the question to help the learners with learning difficulties.
- Encourage them to use their own ideas to respond to the question
- Write the correct answer on chalkboard
- Help student to summarize and make a conclusion

Answers for activity 2.1

A) Definition of guidance and counseling

Guidance: The term “Guidance” is derived from the word guide which means to show others the way to a place or to direct somebody’s behaviour. Guidance is a personal help and advice about how to do something or about how to deal with different problems.

Counselling is the process by which a person who has issues is helped to identify, explore and examine alternative courses of actions and their possible consequences.

B) Importance and principles of Guidance and Counselling

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

For more details and explanations, please refer to refer to the student book, activity 2.1

Answers for Self-assessment 2.1.

1. Guidance: is derived from the word guide which means to show others the way to a place or to direct somebody's behaviour. Guidance is a personal help and advice about how to do something or about how to deal with different problems.

Counselling: is the process by which a person who has issues is helped to identify, explore and examine alternative courses of actions and their possible consequences.

2. Specific principle of guidance and counselling

A) Specific principle of guidance

The guidance focus on the following principles:

- a) Guidance is concerned with the systematic development of the individuals.
- b) Guidance is not a counsellor's decision or compulsory advice rather it the client who makes the decisions of the action to take.
- c) Guidance is continuous and sequential educational processes. It thus should be provided throughout one's life.

B) Specific principles of counselling

The counselling focus on different principles including but not limited to:

- a) Counselling help the client become more aware of self and realistically accept his/her abilities and limitations.
- b) It is always client-centered. This means that the needs of the client come first. Counsellor should not bring in his/her personal needs or be overly involved.

Lesson 2: Approaches and qualities of school Guidance and Counselling service

a) Learning objective

Discuss the strategies and qualities of school guidance and counselling services providers

b) Teaching materials

Students' book, manila, markers, newspapers, videos, computer with internet, radio and TV set, etc.

c) Prerequisites/ revision/ introduction

This is the second lesson of Unit two "Guidance and Counselling services". Students have studied the meaning and the importance of guidance and counselling but it is important for them to know the strategies and qualities of school guidance and counselling. Remind them the role of guidance and

counselling. In this lesson, student will learn the strategies and qualities of school guidance and counselling.

d) Learning activities

Teacher's activity

- Group students in groups of five to seven
- Provide the necessary materials
- Ask them to read and discuss in their small groups the question in activity 2.2
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible, break the content into smaller steps
- Ask the representatives of the groups to present their findings to the rest of the class
- Tell other students to follow the presentations and make interventions
- Note on the chalk board or manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion

Answers for activity 2.2

1. Approaches of school guidance and counselling

There four main approaches that are used in school guidance and counselling:

- Psychoanalytic
- Behavioural
- Cognitive behavioural
- Client centred theory/person centered theory

2. Quality of school guidance and counselling

The effective counselling is highly depending on skills and techniques used by the counsellor. Counselling goes beyond reading, writing and talking. To be a competent counsellor, one has to use special skills and techniques.

For more details, please refer to student's book activity 2.2.

Answers for Self-assessment 2.2

1. Student should consider and focus on the following:

- Psychoanalytic
- Behavioural

- Cognitive behavioural
 - Client centred theory/person centered theory.
2. The effective counselling is highly depending on skills and techniques used by the counsellor. To be a competent counsellor, one has to use special skills and techniques.
- Attending skills
 - Structuring
 - Active listening
 - Empathy
 - Questioning
 - Self-disclosure
 - Confronting
 - Reflecting feelings
 - Summarizing
3. Here are some of the qualities:
- Stability and security
 - Empathy
 - Good listener and wise
 - Available and accessible
 - Presentable
 - Respected
 - Patient and humble
 - Loving
 - Non-judgmental
 - Role-model
4. In counselling the Sitting of counsellor is given the acronym of **SOLER** (**S**-sit squarely, **O**-maintain an open posture, **L**-lean forward appropriately, **E**-Maintain eye contact, **R**-relax).

Lesson 3: Types, objectives and components of Guidance and Counselling

a) Learning objective

Identify the types, objectives and component of guidance and counselling services **teaching materials**

Students' book, manila, markers, newspapers, videos, computer with internet, radio and TV set, etc.

b) Prerequisites/ revision/ introduction

This is the third lesson of Unit two “Guidance and counselling services”. Student have already learnt about the meaning of guidance and counselling services, strategies and qualities of guidance and counselling. In this lesson, they will study the types, objectives and components of guidance and counselling.

c) Learning activities

Teacher’s activity 2.3

- Group students in groups of five to seven students
- Provide the necessary materials
- Ask them to read the question in activity 2.3 and respond in their groups
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible, break the content into smaller steps
- Ask the representatives of the groups to present their findings to the rest of the class
- Tell other students to carefully follow the presentations and make interventions
- Note on the chalk board or manila paper the student’s ideas
- Provide extra explanation on incomplete or incorrect answers

Answers for activity 2.3

1. The provider of the services uses different types:
 - Individual counselling
 - Group counselling
 - Peer counselling
 - Bibliotherapy
2. The following are components of Guidance and Counselling.
 - Educational Guidance and Counselling
 - Vocational Guidance and Counselling
 - Personal/ social Guidance and Counselling
 - Rehabilitation Guidance and Counselling
 - Marital Guidance and Counselling

For more explanations, please refer to student’s book activity 2.3

Answers for Self-assessment 2.3

1. Please refer to the following points:

- Individual counselling
- Group counselling
- Peer counselling
- Bibliotherapy

1) The difference between Individual and group counselling

a) Individual counselling: This is one on one type of counselling which is used when a client has confidential issues.

It is characterized by:

- Being private between counsellor and client,
- It is a one to one relationship and requires a pledge confidence from each of the parties concerned
- It develops out of the client recognition of existing need for assistance.

b) Group counselling: It involves more than one person. It is common when counselling persons going through the same or related problems. For e.g: learners having drug and substance problems, pregnant adolescent girls.

The advantage of group counselling is:

- Pupils learn from their peers how to deal with certain situations and issues
- Teachers identify from the group, pupils who may become peer counsellors.
- Pupils learn to share their experience during counselling sessions

1. Guidance and Counselling serves following objectives:

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

2. The following are components of Guidance and Counselling:

- Educational Guidance and Counselling
- Vocational Guidance and Counselling

- Personal/ social Guidance and Counselling
- Rehabilitation Guidance and Counselling
- Marital Guidance and Counselling

Skills Lab activity:

- Ask the students to identify the problem of the learner
- Provide the necessary materials.
- When they submit their works, check whether they have covered the following elements:
 - Steps of counseling and guidance
 - Strategies and techniques used to help learner
 - Types of guidance and counseling used.

2.6. Summary of the unit

This is the Unit two “guidance and counselling services”. In the unit we have three lessons, in the first lesson we emphasized on the meaning of guidance and counselling services with their importance, in the second lesson we focused on approaches and qualities of school guidance and counselling and finally the third lesson was the types, objectives and components of guidance and counselling.

2.7 Additional information

The activity requires the teacher to use examples of the real-life situations. Most of all, the teacher needs to actively involve students and promote cooperative learning. Students may perhaps have already seen some of skills about counselling but others not, it will be better to have a study visit specialist in counselling where you can be given clear explanations on everything regarding counselling and guidance services.

2.8 End of unit assessment

These are open-ended questions; students may respond using their own word but referring to the lessons learnt.

Expected answers:

1. Please refer to the student book, the title “Importance and principles of Guidance and Counselling”.
2. Those stages are :
 - ***The oral (0-1 age):*** Children derive pleasure from oral activities, including

- sucking and tasting. They like to put things in their mouth.
- **The anal (2-3 age)**: Children begin potty training.
 - **The phallic (3-6 age)**: Boys are more attached to their mother, while girls are more attached to their father
 - **The latent (6 age to puberty)**: Children spend more time and interact mostly with same sex peers.
 - **The genital.**: Individual are attracted to opposite sex peers
3. Refer on the five main steps of counselling
 - Creation rapport
 - Exploration
 - Understanding
 - Action
 - Termination
 4. The advantages of group counselling are:
 - Pupils learn from their peers how to deal with certain situations and issues
 - Teachers identify from the group, pupils who may become peer counsellors.
 - Pupils learn to share their experience during counselling sessions.
 5. There are four main approaches that are used in school guidance and counselling:
 - Psychoanalytic
 - Behavioural
 - Cognitive behavioural
 - Client centred theory/person centered theory.

2.9. Additional activities

2.9.1 Remedial activities

1. Name two approaches of counselling

Answer: The students choose two approaches from their choice

- Psychoanalytic
- Behavioural
- Cognitive behavioural
- Client centred theory/person centered theory

2. Give three qualities of a good counsellor

Answer: three of the following

Here are some of the qualities:

- Stability and security
- Empathy
- Good listener and wise
- Available and accessible
- Presentable
- Respected
- Patient and humble etc.

3. What is the individual counselling

Answer: This is a one on one type of counselling which is used when a client has confidential issues.

2.9.2 Consolidated activities

1. Describe the process of counselling with its components, and qualities of a good counsellor

Answer: The process of counselling, the description of process should focus on the following points:

- Creation rapport
- Exploration
- Understanding
- Action
- Termination
- Components of guidance and counselling:
 - Educational Guidance and Counselling
 - Vocational Guidance and Counselling
 - Personal/ social Guidance and Counselling
 - Rehabilitation Guidance and Counselling
 - Marital Guidance and Counselling
- Here are some of the qualities:
 - Stability and security
 - Empathy
 - Good listener and wise
 - Available and accessible
 - Presentable
 - Respected
 - Patient and humble

- Loving
- Non-judgmental
- Role-model

2. Differentiate the psychoanalytic approach to cognitive-behavioural approach

Answer: Psychoanalytic theorists believe that behaviour is motivated by unconscious, subconscious and conscious feelings, thought and motives. Its goal is to reduce over dependence on defence mechanism, take demands bringing unconscious information, experiences to conscious and allowing one gain insight into his/her behaviour. This approaches focus on the following points:

- a) Structure of personality
- b) Conscious and unconscious mind
- c) Defence mechanism and stage of development

Cognitive behavioural approach is based on the views that human being is disturbed not by things, but by the views they take of thing or world around them. For example, the belief that learning results from the reorganization of perceptions and formation of new relationships. Everybody has innate/inner potential for rational thinking one and has choices for self-actualization or self-destruction. People are self-talking, self-evaluating and self-sustaining; it is very easy for one to know when s/he is engaged in something wrong.

2.9.3 Extended activities

The following questions, student may respond Yes/No.

1. For behaviourist, a person has the potential of being good and bad?

Answer: Yes

2. Teacher in special needs education assist learners identify and work towards eliminating under desirable behaviour?

Answer: Yes

3. In Cognitive-behavioural approach, Clients are taught to analyse their reality and get rid of distortions?

Answer: Yes

4. Homework is not given to the client to go and practice new skills learnt during the counselling session?

Answer: No

5. The goal of client-centered is not to provide a greater degree of independence and integration of the individual

Answer: No

6. One of the Techniques of client-centered includes unconditional positive regard?

Answer: Yes

7. One of the objectives of guidance and counselling includes to correct maladaptive behaviours?

Answer: Yes

8. Personal/ social Guidance and Counselling should help learners with Disabilities to cope with their problems and to live in harmony with the peers?

Answer: Yes

9. The service providers of counselling are trained and licenced professional in different use of approaches of counselling?

Answer: Yes

10. Summarizing may cover what the client has said?

Answer: Yes

UNIT 3

IDENTIFICATION, ASSESSMENT AND REFERRAL FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

3.1. Key unit competence

Students should be able to competently identify, assess and recommend referral for learners with SEN and Disabilities.

3.2. Prerequisite (knowledge, skills, attitudes and value)

Last year the learners have studied the characteristics of learners with different special educational needs and/or disabilities. During the lessons create awareness in students by emphasizing on the fact that this unit will equip them with knowledge and skills on how to identify, assess the abilities and needs of learners with SEN and do the referral when necessary.

3.3. Cross-cutting issues to be addressed

a) Inclusive Education

This unit require students to use different sources including internet, books, and videos. Then they have to summarize what they have learned and be able to explain it in their own words. It may be challenging for students with special educational needs especially those who are slow, visually impaired, hearing impaired and those with fine motor problems. However, the teacher can make some reasonable accommodations like:

- For students with visual impairment provide large printings or audios. If necessary, use tactile objects to help explain a concept.
- For students who struggle in their academics, group them with others without special needs and assigned roles basing on their abilities. If possible, break a task down into smaller steps or learning objectives. A learner should start with an activity that s/he can do already before moving on to something that is more difficult.
- For those with fine motor problems, allow them to use computers when taking notes, and if possible answer orally in assessment in order to help them participate as much as possible by responding to their need.

- For those with hearing and speaking difficulties use Sign language or total communication and if possible videos with captions.

b) Gender Education

Remind students that everyone in the classroom is welcome to share his/her idea irrespective of their gender. When forming groups, make sure that boys and girls are mixed and that groups are led by both genres.

c) Peace and Value

With this cross-cutting issue, learners will be able to have a better awareness on the respect of right of persons with disability, and how they can build a non-discriminatory environment where everyone can realize his/her full potential and contribute in their communities. This cross-cutting will also enable learners to acquire the universal values such as respect, acceptance, tolerance, equality, empathy and reciprocity.

3.4. Guidance on the introductory activity

The introductory activity helps to understand how to identify, assess and do referral. The learners will also know how to work with multidisciplinary team. This unit is divided into three lessons.

Teacher's activity:

- Group students in groups of three to five
- Ask them to read the text and respond to the question
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible, break the content into smaller steps or reformulate the question to help them understand well the question.
- Ask the representatives of the groups to present their findings to the rest of the class
- Tell other students to follow carefully the presentations
- Note on the chalk board or manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion

Expected answer:

1. She does not attend school simply because her parents think that she is intellectually challenged. Kaneza seems to misunderstand what is being said. Whenever her parents ask her to find something, she would bring

different thing. Even though her parents had no confirmation from specialized personnel, they believed that Kaneza has intellectual challenges. Therefore they find it useless to take her to school.

2. The teacher advised the parents to bring Kaneza to school and eventually the school Multidisciplinary Team assessed Kaneza. The assessment report indicated that Kaneza has a low vision with no indication of intellectual challenges. The assessment team decided to refer Kaneza to the hospital for further assessment and treatment. Kaneza was placed in an inclusive school and the teachers developed a plan to support Kaneza in her learning process.

3.5. List of lesson/Sub-headings

#	Lesson title	Learning objectives	Number of periods
1	Definition, Purposes, Principles and Types of Special Educational Needs Assessment	Identify learners with different SEN	1
2	Areas of SEN assessment and Components of Special Educational Needs Assessment	Prepare and adapt the SEN assessment tools.	1
3	Procedures and Processes of SEN assessment and referral	Organize and participate on the assessment process	1
4	End of unit assessment	<p>What are the types of assessment?</p> <p>Discuss types of referral.</p> <p>Discuss the steps of Special Needs Educational assessment</p> <p>What is the reason that pushes you to planning schedule in assessment process?</p>	1

Lesson 1: Definition, Purposes, Principles and Types of Special Educational Needs Assessment

a) Learning objective

Identify learners with different Special Educational Needs

b) Teaching materials

Students' book, Manila paper, markers, newspapers, and videos, computer with internet, radio and TV set etc.

c) Prerequisites/ revision/ introduction

This is the first lesson of unit three "Identification, assessment and referral of learners with SEN". Students already know some difficulties of learners with SEN and have also learnt principals and models of special needs and inclusive education, and the teaching strategies of learners with SEN. As revision remind students the characteristics of learners with different SEN and strategies to teach them.

d) Learning activities

Teacher's activity 3.1

- Ask students to respond individual to the questions
- Reformulate the question to help the learners with learning difficulties.
- Encourage them to use their own ideas to respond to the question
- Write the correct answer on chalkboard
- Help student to summarize and make a conclusion

Answers for activity 3.1

1. Meaning of SEN assessment:

Assessment in special education is the process used to determine a child's specific learning strengths and needs, and to determine whether or not a child is eligible for special education services. Assessment in special education also is a process that involves collecting information about a student for the purpose of making decisions.

2. Purpose of SEN assessment:

Because assessment in educational settings serves five primary purposes:

- Screening and identification
- Eligibility and diagnosis
- IEP development and placement
- Instructional planning

- Evaluation

3. Members of multidisciplinary team :

Members of multidisciplinary team are composed with different professionals (teacher, speech therapist, audiologist, physiotherapist, ophthalmologist, occupational therapist, a medical doctor/ a nurse, Educational psychologist, Social worker), parents, local leadres, and a learner with SEN.

For more detailas, please refer to student's book, activity 3.1

Answers for Self-assessment 3.1

1. Meaning of identification and assessment:
 - a) Identification is the process of singling out suspected cases of children with special needs in education and/or disability for the purposes of assessment and intervention.
 - b) Assessment in special education is the process used to determine a child's specific learning strengths and needs, and to determine whether or not a child is eligible for special education services. Or Assessment in special education is a process that involves collecting information about a student for the purpose of making decisions.
2. There are three basic types of assessment
 - Baseline assessment
 - Continuous assessment
 - Terminal assessment.
3. Please refer in student's book to the Role of Special Educational Needs assessment team members.
4. It is a multidisciplinary team which brings together professionals from within and beyond the school. Multidisciplinary teams have the potential to offer a range of services to support learners with special needs. It is a group of experts from multiple professional backgrounds, who meet to pursue a common goal, such as SEN assessing, evaluating a learner for placement in education or elaborating an individual plan for the learner.

Lesson 2: Areas of SEN assessment and components of Special Educational Needs Assessment

a) Learning objective

Prepare and adapt the Special Education Needs assessment tools.

b) Teaching materials

Students' book, manila, markers, newspapers, videos, computer with internet, radio and TV set, etc.

c) Prerequisites/ revision/ introduction

This is the second lesson of the unit three “Identification, assessment and referral of learners with SEN”. Students have already learned about the identification of learners with SEN, the meaning of assessment and its types, and the role of members of the assessing team. In this lesson, they will study the areas of assessment and components of Special Educational Needs Assessment.

Learning activities

- Ask learners to work in pairs and write answers in their books
- Provide to students flash card with questions for discussion
- Move around in silence to monitor if they are having any problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Invite the pairs to present their findings to the rest of students
- Tell other students to follow the presentations and give their interventions
- Note on the chalk board or Manila paper the student’s ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion

Answers for activity 3.2

1. Assessment in Special Education should cover the following aspects:
 - Intelligence
 - Language Development
 - Auditory skills
 - Visual Skills
 - Motor skills:
 - Social and emotional adjustment
 - Academic skills and Achievements
 - Physical health and Development History
2. Special Educational Needs Assessment tool is a set of questions that are used to gather relevant information about the child, determine his/ her strengths and weakness for the purpose of helping her/ him.

Answers for self-assessment 3.2

1. Assessment in Special Education should covers the following aspects:
 - Intelligence
 - Language Development

- Auditory skills
- Visual Skills
- Motor skills:
- Social and emotional adjustment
- Academic skills and Achievements
- Physical health and Development History

2. SNE assessment tool should have the following parts:

- Background Information
- Developmental Information
- Social relationship
- Academic information
- Functional Information
- Summary and Recommendations
- Placement option
- Assessment team members and their signature.

Lesson 3: Procedures and Processes of SEN assessment and referral

a) Learning objective

Identify learners with different Special Education Needs

b) Teaching materials

Students' book, manila, markers, newspapers, videos, computer with internet, radio and TV set etc.

c) Prerequisites/ revision/ introduction

This is the third lesson of the unit three "Identification, assessment and referral of learners with SEN". Students have already studied the areas of assessment and components of Special Educational Needs Assessment. In this lesson, they will study procedures and processes of SEN assessment and referral of learners with Special Education Needs.

Learning activities

- Ask them to respond individual to the questions
- Reformulate the question to help the learners with learning difficulties
- Encourage them to use their own ideas to respond to the question but referring to what they have learnt.
- Write the correct answer on chalkboard
- Help student to summarize and make a conclusion

Answers for activity 3.3

1. Before deciding to use a tool you need to think about:
 - **Its purpose:** assessment tool should provide the particular information needed to answer the assessment questions
 - **Appropriateness for the learner:** a tool should fit the learner's needs and abilities.
 - **Appropriateness of assessor:** the tool should match your professional skills
 - **Technical adequate:** the tool should enable collection of reliable and valid data.
 - **Efficient:** the tool should enable collection of the needed information with minimum expenditure of time and effort.
2. A referral is a process or steps a teacher takes to get extra assistance for a student with whom they work directly on a regular basis.

For more details, please refer to student's book activity 3.3

Answers for self-assessment 3.3:

1. Special Educational needs assessment steps:
 - Planning and scheduling the assessment
 - Determining eligibility for special educational needs assessment
 - Assessment of learners' potentials and needs before placement
 - Developing individual education plan (IEP)
 - Monitoring progress
 - Evaluation of achievements
2. A referral is a process or steps a teacher takes to get extra assistance for a student with whom they work directly on a regular basis.

There are three types of referrals:

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

Skills lab activity:

- Group students in a small group of 5 to 6
- Provide them the assignment
- Remind students that when developing an assessment tool they should consider all the components of SEN assessment tool.

3.6. Summary of the Unit

This is unit three on “Identification, assessment and referral of learners with SEN”. It has three lessons, in the first lesson we discussed about the definitions, purposes, principles and types of Special Educational Needs Assessment and the roles of multidisciplinary team. In the second lesson we discussed area and components of assessments. Finally, the third was the procedures and processes of SEN assessment and referral.

3.7. Additional information

This unit may require some technical skills and may not be familiar to some students. It is important that you consider using videos to teach some ways of identification and assessment. You can download some videos using your computer and let the students watch them from your computer in case the school has no facilities. It is also good if you can find a special centre where you can find multidisciplinary team in assessment and participate on the assessing activity of one or more learners with SEN. Alternatively, you can call in some health technicians (Physiotherapist, Occupational Therapist, Medical doctors) to come and share their expertise with students. Here is an example of sample of assessment tool of SEN.

3.8. End of Unit assessment

Expected answers:

1. There are three basic types of assessment
 - Baseline assessment
 - Continuous assessment
 - Terminal assessment
2. There are three types of referrals:
 - **Referrals for disciplinary issues:** done when they want the principal or school disciplinarian to deal with a student issue.
 - **Referrals for special education evaluations:** is a request for a student to be evaluated to determine whether the student may receive different special education services.

- **Referrals to receive counselling services:** should be made for a student for any number of legitimate concerns and does not always necessitate the teacher to take intervening steps prior to filling out the referral.
3. Special Educational needs assessment steps:
- Planning and scheduling the assessment
 - Determining eligibility for special educational needs assessment
 - Assessment of learners' potentials and needs before placement
 - Developing individual education plan (IEP)
 - Monitoring progress
 - Evaluation of achievements
4. Before the assessment process, you and the other team members should have a planning schedule in order to:
- Determine what is to be assessed and how the information will be gathered
 - Clarify referral questions such as: does a learner requires assessment related to a learning difficulty or what are, his/her possible additional difficulties.
 - Determine assessment objectives where you prioritize the area on which you should focus
 - Review the existing information about the learner especially from parents and other teachers.
 - Assign role and responsibilities of members to ensure that information is collected in a variety of ways across multiple settings.

3.9. Additional activities

3.9.1. Remedial activities

- a) Give two examples of professional who may be part of multidisciplinary team?

Expected answer:

Two of the following professionals may be a part of assessment

- Teacher
- Speech therapist
- Audiologist
- Physiotherapist
- Ophthalmologist
- Occupational therapist
- A medical doctor/ a nurse

- Educational psychologist
 - Social worker
- b) Provide two roles of SNE teacher for learners

Expected answer:

The role a teacher plays in a learning process includes:

- Teaching social and academic subjects
- Preparing teaching and learning materials
- Adapting educational resources for learners with special needs
- Collaborating with parents, community and other professional in related fields
- Guiding and counselling learners and parents
- Organizing and training learners in co-curricular activities among others.

3.9.2. Consolidated activities

1. Discuss the areas and process of assessment (two pages Maximum)

Answer:

Please refer in student book on the title “Areas of SEN assessment and Components of Special Educational Needs Assessment tools”

The following points should be focused on:

- Areas of Special Educational Needs Assessment
 - Intelligence
 - Language Development
 - Auditory skills
 - Visual Skills
 - Motor skills
 - Social and emotional adjustment
 - Academic skills and Achievements
 - Physical health and Development History
- Components of Special Educational Needs Assessment tools
 - Background Information
 - Developmental Information
 - Social relationship
 - Academic information
 - Functional Information

- Summary and Recommendations
- Placement option
- Assessment team members and their signature.

3.9.3. Extended activities

1. Discuss the steps of identification and assessment of the learners with SEN

Answer:

Here are some steps that leads to normal identification:

- *Causes of Children's Problems:* suspect the child's exception goes with looking for the root of the problem. Developmental and learning problems of children may be associated with a combination of factors. Teacher needs to view the children's developmental condition, family, the school and surrounding society.
- *Monitoring children's learning:* teacher has to check the progress of the learner, age related, child's performance, attendance of a child in the class, duration, pervasive and severity

Special Educational needs assessment steps:

- Planning and scheduling the assessment
- Determining eligibility for special educational needs assessment
- Assessment of learners' potentials and needs before placement
- Developing individual education plan (IEP)
- Monitoring progress
- Evaluation of achievements

UNIT 4

DISCUSS THE COMPONENTS OF IEP, PLACEMENT CRITERIA AND APPLICATION OF IEP IN A PLANNED LESSON

4.1 Key unit competence

Student should be able to competently design and apply an IEP in an inclusive class

4.2. Prerequisite (knowledge, skills, attitudes and values)

From year one to year three, learners have come across to this term “Individual Education Plan”. They learned how to define this term in year one and in year two and three this term came back in lesson plan, delivery and monitoring. However they didn’t go in details and learn to elaborate an IEP. During the lesson, let the students know that this unit will help them to acquire knowledge and skills on how to respond to the needs of a learner in the classroom by elaborating an Individual Educational Plan.

4.3. Cross-cutting issues to be addressed

a) Inclusive Education

This unit involves a lot of discussions and lecturing. This may not favour learners with learning difficulties, with Visual Impairment and Hearing Impairments. To facilitate these learners, teachers may use the following accommodations to help them participate actively:

- For learners with **Learning Difficulties**: Use simple words, use videos and images where necessary. Group learners in small groups and help them discuss and present their work
- For learners with **Hearing Impairments**: Use sign language interpreter, and use images and videos with captions. You can also use a Power Point Presentation.
- For learners with **Visual Impairment**: Provide notes early enough and in appropriate format (Braille for blind and large print for learners with Low Vision). Speak loudly and face the learner as you speak to facilitate lip readers. Remember to highlight the important message from each sub unit.

b) Gender Education

Let the learners know that anyone from the group irrespective of gender can present during the work presentation. Let them know that girls and boys can all be group leaders. Let them appreciate that among the pioneers of Special Needs and Inclusive Education were men and women.

c) Peace and Value

During the discussions, encourage the learners to respect each and every one opinion and arguments. Let them appreciate that learners with Special Needs can participate equally as their peers without special Needs.

4.4 Guidance on introductory activity

This introductory activity helps you to introduce students on the subject of the day by responding to the questions associated to the case studies of Maliza.

Teacher's activity

- Ask students to read the case study and discuss the questions at their table
- Engage students in working collectively in their groups.
- Help students with different problems
- Ask some students to present their answers while others are following

The expected answers for introductory activity

1. Maliza problems or weakness :
 - Maliza can't work well
 - Maliza has communication and language difficulties
 - Maliza has low muscle tone which affect her sitting and walking skills.
 - She has fine motor problem because she can't hold a pencil or a paper.
 - Maliza get frustrated whenever she fails to write
2. Maliza's strengths :
 - Understand what her peers says
 - Recognize letters
 - Try to write
 - She can hear and see well
 - She is always happy, joyfull and cheering little girl
3. Yes. Maliza needs special education provision because she has special needs. In order for her to adjust and follow in the classroom, the teacher has to use methods and approaches that respond to her needs, set achievable goals that will help and allow her to learn from her pace and depending to her ability.

4.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Definition, principles, objective and structure of IEP	Define Individual Educational plan (IEP) Explain principles, objectives and structure of Individual Educational Plan (IEP)	2
2	Procedure of developing Individual Education Plan	Explain the procedures of developing an IEP	2
3	Assessment	Case study: <i>Kagabo Olivier is a 4 years of age and has started nursery one. He sits in the back corner of the class and does not easily respond to teacher's instructions. He jumps up, down and talks uncontrollably. He get frustrated so easily and it is difficult for him to get along with his peers. When it is during break time, he always get angry and don't let others to take turn when playing.</i> <i>Questions:</i> After reading this case study, do you think Kagabo Olivier needs IEP to follow in the classroom without problem? If yes, elaborate an IEP that respond to his need.	2

Lesson 1: Definition, principles, objective and structure of IEP

a) Learning objective

- Define Individual Educational plan (IEP)
- Explain principles, objectives and structure of Individual Educational Plan (IEP)

b) Teaching resources

Students' book, IEP and assessment tool, training manual, cases studies, computer and projector

c) Prerequisites/Revision/Introduction

This is the first lesson in unit four on definition, principles, objective and structure of IEP. As revision remind students that they have learn the meaning of IEP in year 1 in the first unit. Invite students to recall on that unit and define explain the word IEP.

d) Learning activities

Teacher' activities

- Groups students in small groups of 3 to 5 students. Remember to make a mix group of slow and fast learners)
- Provide the necessary materials (Manila paper, markers etc.)
- Move around in silence to monitor if they are working or having some problems
- Remember to assist those who are weak by providing some clues
- Invite the leader of each group to come and present the findings
- Ask other students to follow carefully the presentations
- Note on chalk board / Manila paper the student's ideas
- Engage students to summarize all ideas and draw conclusions

Answers for activity 4.1

a) Definition of Individual Education Plan (IEP)

The IEP is an official document that describes the education plan designed to meet the unique needs of a learner with a disability, or any other special educational needs. It is also a systematic way to monitor and assess the progress of a learner with special needs. It involves educational planning that caters for each child's specific educational needs. An IEP includes:

- Full identification of the learner including gender, family, education level and background, etc.
- Summarized description of strength and needs of the learner in accordance to the SEN assessment results
- Detailed description of planned activities for education and rehabilitation of the learner with SEN within a specified time frame

b) Principles and objective of IEP

The IEP is a working document and should be useful, available and comprehensible to all those dealing directly with the student. It needs to be considered in the context of home, school and classroom organisation. Effective individual education plans have key characteristics. These are:

- Individualised and child-centred
- Inclusive

- Holistic
- Collaborative
- Accessible

An IEP is meant to ensure that learners receive appropriate teaching and placement, not only in special schools, but also in any other setting that may include inclusive or mainstream schools that provides for learners with SEN. In this way, the learner is assured of specialized and planned assistance where this is necessary, as well as an equal participation in all school activities as his or her peers.

c) Structure and components of IEP

The IEP is an official document that describes the education plan designed to meet the unique needs of a learner with a disability, or any other special educational needs, and the following ought to be included:

- The learner's identity and background,
- The learner's present levels of academic and functional performance (strength and limitations)
- Measurable annual goals, including academic and functional goals
- How the learner's progress toward meeting annual goals is to be measured and reported ..

For more details on the content, please refer to student 'book activity 4.1

Answers for self-assessment 4.1

1. **Individual Educational Plan:** The IEP is an official document that describes the education plan designed to meet the unique needs of a learner with a disability, or any other special educational needs. It is also a systematic way to monitor and assess the progress of a learner with special needs. It involves educational planning that caters for each child's specific educational needs. An IEP includes:
 - Full identification of the learner including gender, family, education level and background, etc.
 - Summarized description of strength and needs of the learner in accordance to the SEN assessment results
 - Detailed description of planned activities for education and rehabilitation of the learner with SEN within a specified time frame
2. **Principle of IEP:** The IEP is a working document and should be useful, available and comprehensible to all those dealing directly with the student. It needs to be considered in the context of home, community, school and classroom organisation. Effective individual education plans have key characteristics. These are:

- Individualised and child-centred
 - Inclusive
 - Holistic
 - Collaborative
3. Components of IEP : Refer to student's book activity 4.1
 4. IEP is very important for learners with SEN because it allows learners to receive appropriate teaching and placement, not only in special schools, but also in any other setting that may include inclusive or mainstream schools. In this way, the learner is assured of specialized and planned assistance where this is necessary, as well as an equal participation in all school activities as his/her peers.

Lesson 2: Procedure of developing Individual Education Plan

a) Learning objective:

Explain the procedures of developing an IEP

b) Teaching resources

Students' book, IEP and assessment tool, training manual, cases studies, computer and projector

c) Prerequisites/Revision/Introduction:

This is the second lesson of the fourth unit on definition, principles, objective and structure of IEP. This lesson will focus on practical part of developing an IEP. It is very important that students follow carefully and participate actively in this lesson because it is very key in inclusive education setting. Emphasize to students that the success of a learner with SEN who can't follow the national curriculum is based on a well-developed and application of IEP.

d) Learning activities

Teacher' activities

- Ask students to work in pair and do activity 4.2 in student's book
- Provide the necessary materials (Manila paper, markers etc.)
- Move around in silence to monitor if they are working or having some problems
- Remember to assist those who are weak by providing some clues and adequate help
- Note on chalk board / Manila paper the student's ideas
- Engage students to summarize all ideas and draw conclusions

Answers for activity 4.2

Refer to student's book, activity 4.2

Answers for self-assessment 4.2

1. Role of the following people in the elaboration of IEP :
 - Role of parent: Parents are key members of the IEP team, along with school personnel. Parents have the right to be involved in meetings that discuss the identification, SEN assessment, IEP development, and educational placement of their children. They also have the right to ask questions, dispute points of concern, and request modifications to the plan, as do all members of the IEP team
 - Role of school leadership: The school leadership is mandated to ensure that all the IEP team members are invited in time and attend, scheduling a mutually agreed meeting timetable and venue, and to ensure that the team members understand the proceedings of IEP team meetings and are facilitated, including arranging interpreters for the Deaf or alternative facilitations where required. The school leadership has to ensure IEP is fully implemented.
 - Role of specialist: The specialist may include any expert able to interpret the instructional implications of the learner's SEN Assessment results. These could be psychologist, physiotherapist, occupational therapist, speech and Language therapists, special education specialist, psychologist, pediatrician etc. It is advisable to include an expert who has involved in learner's SEN assessment.
 - Role of learner with SEN: The learner must attend the IEP meeting and must provide required information where possible. S/he should follow instructions and be part of the implementation of the IEP as the prime beneficiary.
 - Role of a teacher: The class teacher is an important IEP team member in planning, development and the implementation of IEP. S/he is expected to have basic information on the learner performance, advise the school leadership on the learner's eligibility to IEP, helps in identifying the IEP team and in organizing the IEP meeting.
2. When developing an IEP, it is very important to consider the following points :
 - The learner's abilities (strength and limitations)
 - The concerns of the parents
 - Results of the initial or most recent SEN assessment of the learner (including private evaluations conducted)
 - The academic, developmental, and functional level of abilities and needs

of the learner

- Areas of deficits and the corresponding long and short term goals and objectives developed to improve the deficit areas. In the case of a learner whose behavior impedes teaching and learning of other children (E.g. learners with some autistic and ADHD symptoms), the team is required to consider the use of Positive Behavior Interventions and/or alternative support to address the behavior.
- The communication needs of the learner among other things, including use of Braille, sign language interpreter, communication boards or any other available resources.

3. Four possible types of placement in IEP :

- Special school
- Special class or unit
- Integrated schools
- Inclusive school

Skill lab:

For the skill lab, student will do it in a group of 5.

- Students will go to a nearby school (in a group of 5) and choose a child with SEN. They can choose a child with intellectual challenges/ slow learner, autism, multiple disabilities, attention deficit disorder (ADD). Remember that in year 2, students have learned how to identify these types of disability.
- The students are going to collaborate with the school administration, and fix a day for conducting the SEN assessment. (The school administration will notify the parents of the child).
- After fixing the day of assessment, students will prepare all the materials needed to perform the SEN assessment.
- After doing the assessment, the students are going to elaborate an IEP, based on the learner's needs and ability.

4.6. Summary of the unit

This unit discussed about Individual Educational Plan (IEP) in details including the meaning of IEP, the objective of elaborating an IEP, the structure and components of an IEP, and the procedures of developing an IEP.

As definition, IEP is an official document that describes the education plan designed to meet the unique needs of a learner with a disability, or any other special educational needs. It has a purpose to ensure that learners receive appropriate teaching and placement, not only in special schools, but also in any

other setting that may include inclusive or mainstream schools that provides for learners with SEN.

The IEP tool is composed with additional information for a learner's identity and background, the learner's present levels of academic and functional performance (strength and limitations), measurable annual goals, special education and related support provisions, as well as supplementary aids to be provided to the learner, schedules of services to be provided, accommodations that are necessary for the learner's academic and functional performance, ways of evaluating the learner's progress and a statement of plans for successful transition to upper levels of schooling.

The second lesson focused on the role of each team members (parents, teachers, specialists, a learner with SEN, and school leaders). This lesson discussed how to determine eligibility for IEP, the process of elaborating an IEP, its implementation and evaluation.

4.7. Additional information for teachers

- This unit is more about discussions and engagement. For successful learning, try to involve students as much as possible.
- Make your lessons more inclusive (use multisensory teaching approach) and make sure that every learner despite their abilities and differences are learning.

4.8 End of unit assessment (answers)

1. An IEP is an official document that describes the education plan designed to meet the unique needs of a learner with a disability, or any other special educational needs. It is also a systematic way to monitor and assess the progress of a learner with special needs. It involves educational planning that caters for each child's specific educational needs.
2. It is important to elaborate an IEP for a learner with SEN because it allows him/her to receive appropriate teaching and placement, not only in special schools, but also in any other setting that may include inclusive or mainstream schools. In this way, he/ she is assured of specialized and planned assistance where this is necessary, as well as an equal participation in all school activities as his/her peers.
3. Refer to student's book, activity 4.1
4. The members of IEP team are parents of the learner, school leaders, and teachers of the class, specialists, and the learner with SEN.
5. The eligibility for IEP is determined through SEN assessment once it shows that the learner have a special or unique learning needs that cannot be

reasonably accommodated in general education, thus he/she requires special education services.

6. It is very important for IEP team to sign after the elaboration of IEP, because it shows all members accept all that have been put in the IEP and they will collaborate actively to its successful implementation.

4.9 Additional activities

4.9.1 Remedial activities

1. In your own word, what do you understand by IEP?

Answer: The learner is going to explain in his/her own words what is IEP. However, the key ideas for this question is that IEP it is an individualized program which is designed for a learner who have a specific need that prevent him/her to follow the national program. Thus this student needs support or accomodations that respond to his/her needs.

2. Identify members of IEP team

Answer: - Parents

- School leaders
- Specialists
- Teachers of the class
- Learner with SEN

4.9.2. Consolidation activities

Kagabo Olivier is 4 years living with his mother in Ngororero District, Sector Ngarura, and Cell Nkaka in Buzinganjwiri Village. He has started nursery one at Inkingi school. He sits in the back corner of the class and does not easily respond to teacher's instructions. He jumps up, down and talks uncontrollably. He get frustrated so easily and it is difficult for him to get along with his peers. When it is during break time, he always get angry and don't let others to take turn when playing. However, he knows his calculation very well. He is able to express himself when he needs something. He knows his name, where he lives and his mom's name. He likes to draw and enjoy singing.

1. After reading this case study, do you think Kagabo Olivier needs IEP to follow in the classroom without problem?
2. If yes, elaborate an IEP that respond to his need.

Answer: 1. Yes Kagabo needs an IEP to follow in the classroom.

2. The students are going to elaborate an IEP for Kagabo. What to look for in students' response are :

- **Identification of the learner with SEN:** Students must fill in this part, including all the necessary information.
- **Reason for developing an IEP :** Identify the reason for developing the IEP for Kagabo
- **The learning assessment :** Students should be able to identify Kagabo's strengths and needs

Area of strengths:

- Kagabo knows his calculation.
- He can express himself because he can say his name and his mother's name
- He likes to draw and enjoy singing
- *Area of needs:*
- Fail to follow teacher's instruction
- He is hyperactive and has attention deficit (he jumps up and down and speak uncontrollably)
- He has behavior problem: He gets frustrated so easily and it is difficult for him to get along with his peers. When it is during break time, he always gets angry and doesn't let others to take turn when praying
- **Assessment team placement decision:** Regular class with indirect support from SNECOs and specialists
- Educational plan
- General learning goal: Students must formulate at least 3 SMART goals. One related to Kagabo's problem to follow instruction, another related to his attention deficit and the last one related to his behaviour and social skills.
- Objectives must be related to the goals.

4.9.3 Extended activities

1. What is the difference between IEP and section 504

Answer: This question brings in another element that wasn't covered in this subject. However it will require students to do research and learn more about section 504.

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. This was established in USA.

The difference between IEP is section 504 is:

	IEP	504
Basic Description	A blueprint or plan for a child's special education experience at school.	A blueprint or plan for how the school will provide support and remove barriers for a student with a disability
What It Does	Provides individualized special education and related services to meet a child's unique needs	Provides services and changes to the learning environment to enable students to learn alongside their peers
What Law Applies	<p>The <i>Individuals with Disabilities Education Act (IDEA)</i></p> <p>This is a federal special education law for children with disabilities.</p>	<p><i>Section 504 of the Rehabilitation Act of 1973</i></p> <p>This is a federal civil rights law to stop discrimination against people with disabilities.</p>
Who's Eligible	The disability must affect the child's educational performance and/or ability to learn and benefit from the general education curriculum. The child must need specialized instruction to make progress in school.	<p>A child has any disability. Section 504 covers a wide range of different struggles in school.</p> <p>The disability must interfere with the child's ability to learn in a general education classroom.</p>

<p>What's in It</p>	<p>The IEP sets learning goals and describes the services the school will provide. It's a written document.</p> <p>Here are some of the most important things the IEP must include:</p> <ul style="list-style-type: none"> The child's present levels of academic and functional performance how the child is currently doing in school Annual education goals for the child and how the school will track progress The services the child will get this may include special education, related, supplementary, and extended school year services The timing of services when they start, how often they occur, and how long they last Any accommodations changes to the child's learning environment Any modifications changes to what the child is expected to learn or know How the child will be included in general education classes and school activities 	<p>There is no standard 504 plan. Unlike an IEP, a 504 plan doesn't have to be a written document.</p> <p>A 504 plan generally includes the following:</p> <ul style="list-style-type: none"> Specific accommodations, supports, or services for the child Names of who will provide each service Name of the person responsible for ensuring the plan is implemented
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UNIT 5

TEACHING AND LEARNING RESOURCES FOR LEARNERS WITH SEN

5.1 Key unit competence

Students will be able to competently design, adapt and/or produce appropriate teaching and learning resources for learners with SEN

5.2 Prerequisites (knowledge, skills, attitudes and values)

In year 2, students learned how to teach learners with different types of disabilities. Remind students some of the types of disabilities learned and strategies identified to support and respond to the needs of these learners. During the lesson, create awareness in students on the fact that this unit will help them to gain knowledge, skills and attitudes in regards to make and use teaching and learning resources that respond to the needs of learners with different types of SEN in the class.

5.3. Cross-cutting issues to be addressed

a) Inclusive education

This unit involves a range of activities that enhance the spirit of inclusion in students. These activities require sitting in an inclusive way and doing exercises engaging diversity where everyone is fitting and finding his favourite place.

To make it happen, the teacher can make some arrangements like:

Grouping students with special educational needs together with others and share them roles according to individual student's abilities. Alternative formats need to be available, including Braille and use large size texts on the blackboard to meet needs of children who are visually impaired. The teacher will also avail picture symbols and visual aids to meet needs of children with communication difficulties and Sign Language for children with hearing impairment. For slow students, the teacher will need to split the lesson content into small, sequential units. Remember to repeat the main points of the lessons.

b) Gender education

The teacher will emphasize on gender roles and dimension. The teacher will focus on equity and gender consideration through participatory approach where both males and females will be active. Clearly, girl and boy students will be equally helped to develop positive values on their own, support each other, respect each other and build their self-esteem while discussing and learning together.

c) Financial education

This unit focus on making and use diverse teaching and learning materials that respond to the needs of learners with SEN. The teacher should encourage students to be more creative and productive by thinking on how to make the teaching and learning materials using available and local materials familiar to the learners. This will be a way to reduce the costs and minimize unnecessary expenses. Furthermore, it will facilitate the learning process of children with SEN as they will be using learning materials familiar to their environment.

5.4. Guidance on the introductory activity

The introductory activity helps you to introduce students in the lesson and build on their prior knowledge.

Teacher's activity:

- Ask students to observe the pictures/ illustrations in their books and then answer the related questions
- Engage students to answer the questions on a paper.
- Ask students to discuss their findings in pairs.

The expected answers

1. On the first picture, the learner have visual impairment (blind), the second one the learner have hearing impairment (deaf) and the last one, the learner have physical impairment.
2. For the learner with vision impairment, the teacher can use Braille as one of the communication form, tactile and concrete materials, audios, etc. For the learner with hearing impairment, the tacher can use sign language as one of the communication form, hearing aids, flash card, tape/voice recorder, etc. For the learner with physical disability, he can be provided a wheal chair, adapted chair, etc.
3. On this question, students are going to give a list of teaching and learning materials they think can be made locally.

5.5 List of lessons/ sub-headings

#	Lesson title	Learning objectives	Number of periods
1	Educational resource for learners with SEN and its characteristics	<ul style="list-style-type: none"> – Define educational resources – Explain the objectif of using educational resources – Identify the characteristics of a good educational resources 	1
2	Designs, adaptation, and/ or production of appropriate teaching and learning resources for different categories of learners with SEN.	<ul style="list-style-type: none"> – Differentiate teaching and learning materials for learners with SEN (locally made and modern) 	2
3	Assessment	<ol style="list-style-type: none"> 1. What do you understand by educational resources? 2. Give 2 objectives of using educational resources? 3. Explain 3 characteristics of good educational resources 4. On each category of learners with SEN, give 3 examples of teaching and learning materials that can be used that respond to their needs. 5. Why is it important for teachers to make their own educational resources 6. Give two reasons that justify the preference of using local materials when making teaching and learning resources 	1

Lesson 1: Educational resource for learners with SEN and its characteristics

a) Learning objective:

- Define educational resources
- Explain the objectif of using educational resources
- Identify the characteristics of a good educational resources

a) Prerequisites/Revision/Introduction:

This is the first lesson of the fith unit “teaching and learning resources for learners with SEN”. As introduction, remind students that in Year 2, they have learned how to identify learners with different SEN and strategies to teach them.

Imphasize to students that in order to well support the learning process of these with SEN it is very important to adapt the educational resources in order to meet the needs of students and help them learn better.

b) Teaching resources

Student's book, computer, projector, Manila, markers, training manual on inclusive education

c) Learning activities

Teacher's activities

Activity 5.1.

- Ask students to work in a group of 4 and write answers in their books
- Provide the necessary materials (markers, manila paper, etc)
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Invite few groups to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Note on the chalk board or Manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthetize the learned knowledge and engage students to make a conclusion.

Answers for activity 5.1

a) Educational resources are:

Broad term that focuses on all factors outside and within the classroom that make teaching and learning experiences more effective. Educational resource, simply refers to human and materials resources and any other environmental

factors that are necessary to facilitate learning.

b) Objectives of using educational resources :

The main objective of using educational resources is to provide learners with meaningful and productive knowledge, skills, experiences and attitudes. For this to be achieved there must be effective stimulation of the learner's senses through use of appropriate educational resources. The basic assumption underling the use of educational resources is that clear understanding stems from maximum use of senses. This is important particularly for learners with sensory impairments because of their limitations in these senses.

c) Characteristics and qualities of good educational resources

A good educational resource should address the above mentioned aspects. In view of this there are some basic characteristics of a good educational resource.

For more information and details, please refer to student's book, activity 5.1

Answers for self-assessment 5.1

Expected answers are:

1. Educational resources are broad term that focuses on all factors outside and within the classroom that make teaching and learning experiences more effective. Educational resource simply refers to human and materials resources and any other environmental factors that are necessary to facilitate learning.
2. Terms or concepts that are used to describe educational resources :
 - Teaching and learning materials
 - General educational resources
 - Human resources
 - Compensatory or assistive devices
 - Communication resources
 - Adaptation

After listing those terms, students are going to explain 3 of them from their choice.

3. The main objective of using educational resources is to provide learners with meaningful and productive knowledge, skills, experiences and attitudes. For this to be achieved there must be effective stimulation of the learner's senses through use of appropriate educational resources.
4. Students are going to identify 4 characteristics and qualities of a good teaching resource from their choice. Refer to student's book for more details on this question.

Lesson 2: Designs, adaptation, and/or production of appropriate teaching and learning resources for different categories of learners with SEN

a) Learning objectives

- Differentiate teaching and learning materials for learners with SEN (locally made and modern)

b) Prerequisites/Revision/Introduction

This is the second lesson of the fifth unit “teaching and learning resources for learners with SEN”. For revision, ask students question on the first lesson: the definition of teaching resources, the objective of using teaching and learning resource and characteristics & qualities of good teaching and learning resources.

c) Teaching resources

Student's book, computer, projector, training manual on inclusive education, and any other relevant material.

d) Learning activities

Teacher's activity 5.2.

- Ask students to work in a group of 4 or 5.
- Provide manila papers and markers to each group
- Invite students to brainstorm their ideas and write it on manila paper
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Invite each group to present to the rest of the class their responses
- Tell other students to follow carefully the presentations
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion

Answers for activity 5.2

- Educational materials for learners with sensorial impairment
- Educational materials for learners with intellectual challenges
- Educational materials for learners with learning difficulties
- Educational materials for learners with physical and multiple impairment

For more details, refer to student's book, activity 5.2

Answers for self-assessment 5.2

Expected answers are:

1. On this questions, students are going to choose 4 types of teaching and learning materials at each category of disabilities. For more details, refer to student's book activity 5.2
2. There are two reasons that teachers should make their teaching and learning materials:
 - It is not costly to make educational resources when using local materials.
 - Locally-made resources respond to realities the learners live in, and enhance the teaching/ learning process.

Skill lab:

- Students are going to do this activity in a group of 4
- Invite students to bring different materials to use that can be found in their community or at their home (beans, rice, sorghum, maize, small stones, banana leaves, small sticks, etc)
- School can provide also some materials like markes, manila papers, glue, stapler, scissors, rulers, etc
- This activity, can be done in one or 2 days.

5.6. Summary of the unit

Educational resources simply refers to human and materials resources and any other environmental factors that are necessary to facilitate learning. There are different terms and concepts used to describe educational resources. Those terms include teaching and learning materials, general educational resources, human resources, compensatory or assistive devices, communication resources and adaptation.

The main objective of using educational resources is to provide learners with meaningful and productive knowledge, skills, experiences and attitudes. For this to be achieved there must be effective stimulation of the learner's senses through use of appropriate educational resources.

A good educational resource should be motivating to the learner, relevant to the activity, concrete, able to meet the individual needs, flexible, simple, safe, durable, made from familiar materials, age appropriate and culture free.

For better teach learners with SEN, it is very important to use educational resources that respond to their needs.

5.7 Additional information

This lesson requires a lot of hands on activity and more practices. Remember to support as much as possible those with cognitive, sensory, physical or mobility problems that might have difficulties to participate in the lesson.

5.8 End of unit assessment

Expected answers

1. Educational resource: broad term that focuses on all factors outside and within the classroom that make teaching and learning experiences more effective. Educational resource simply refers to human and materials resources and any other environmental factors that are necessary to facilitate learning.
2. The main objective of using educational resources is to provide learners with meaningful and productive knowledge, skills, experiences and attitudes.
3. Students explain 3 characteristics of a good educational resource from their choice. Please refer to student's book activity 5.1
4. On each category of disabilities identified in this lesson, students are going to give 3 examples of educational materials to use when teaching. Refer to student's book activity 5.2
5. It is very important for the teacher to make their own teaching materials using available local materials because of two reasons :
 - It is not costly to make educational resources when using local materials.
 - Locally-made resources respond to realities the learners live in, and enhance the teaching/ learning process.

5.9 Additional activities

5.9.1. Remedial activities

Respond yes or no to the following statement

1. Educational resource simply refers to human and materials resources and any other environmental factors that are necessary to facilitate learning.

Answer: Yes

2. Learning and teaching materials, communication and human resources are terms used to describe educational resources.

Answer: Yes

3. It is not necessary for teachers to waste their time fabricating the educational resources because they can still buy them.

Answer: No

4. Teaching and learning materials should be a little bit complex for learners to manipulate in order to increase their critical thinking.

Answer: No

5. A teacher can use flash card to help learners with visual impairment in order to help them visualize and learn new skills quickly.

Answer: No

6. A learner with hearing impairment can use cochlear implants so that he/she can hear very well.

Answer: Yes

5.9.2 Consolidation activities

1. Using different sources (books, internet, novels, etc) propose other educational materials to use when teaching learners with different SEN : learners with sensorial difficulties, physical and mobility impairment, learning difficulties, and intellectual challenges.

Answer: Students are going to do research on internet, books, articles, novels, etc and make a list of educational materials that have not been listed in the lesson.

5.9.3 Extended activities

1. What do you understand by Open Educational Resources (OER)

Answer: Open Educational Resources are digitised materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research.

Open educational resources include:

- *Learning Content:* Full courses, courseware, content modules, learning objects, collections and journals.
- *Tools:* Software to support the development, use, re-use and delivery of learning content including searching and organization of content, content and learning management systems, content development tools, and on-line learning communities.

Implementation Resources: Intellectual property licenses to promote open publishing of materials, design principles of best practice, and localization of content.

UNIT 6

RESOURCE ROOM USE AND PRACTICES

6.1. Key Unit competence

Discuss the components, functions and design of an inclusive school Resource Room to support teaching and learning for learners with SEN.

6.2. Prerequisite (Knowledge, skills, attitude and values)

The students learnt different types of disabilities and other children who are educational vulnerable. They also learned how to plan, deliver and do assessment of an inclusive lesson. Furthermore, they learned how to adapt the teaching and learning materials to different types of disabilities. Briefly review with the students all these theories by asking them focused questions. During the lesson let students understand that this unit will help them to gain knowledge and skills on how to create a resource room, make it useful to the success of learners especially those with SEN.

6.3. Cross-cutting issues to be addressed

a) Inclusive Education

In this unit, students are required to use different sources of information including internet, books, and videos. Then they have to summarize what they have learned and be able to explain it in their own words. It may be challenging for learners with special educational needs especially those who are slow/quick, have visual impairment, hearing impairment and those with fine motor problems. However, the teacher can make some reasonable accommodations like:

- For learners with **visual impairment**, large printings, magnifiers and audios can be provided. If necessary, use tactile or concrete objects to explain concepts.
- For learners with **intellectual challenges** If possible, break the task into small steps or learning objectives. A learner should start working or learning from known to unknown.
- For learners with **motor coordination problems** can be allowed to use computers when taking notes, and if possible answer orally in assignment

in order to help them participate as much as possible by responding to their need.

- For those learners **with hearing and speaking difficulties** use Sign language or total communication and if possible videos with captions.

b) Gender Education

Remind students that everyone in the classroom is welcome to share his/her ideas/views irrespective of their gender. When forming groups, make sure that boys and girls are mixed and that groups are led by both genres.

c) Peace and Value

With this cross-cutting issue, learners will be able to have a better awareness on the respect of right of persons with disability, and how they can build a non-discriminatory environment where everyone can realize his/her full potential and contribute to their communities. This cross-cutting issue will also enable learners to acquire the universal values such as respect, acceptance, tolerance, equality, empathy and reciprocity.

6.4. Guidance on the introductory activity

This introductory activity introduces students to the use of resource room referring to Uwimana case study. It will help you to build on prior knowledge of students in regards to how they are able to identify the needs of a learner. It will also help you to find where to emphasize more and give insightful explanation when teaching.

Teacher's activity:

- Ask student to form a small group of 4 or 5
- Distribute to groups the case study of Uwimana and questions related to the case study
- Tell them to read carefully the case study and then answer the questions
- Reformulate the question to the slow learners to help them understand
- Move around in order to give support when need be and help students with different problems
- Ask representative of groups to present their answers to the rest of the class
- Guide the presentations by asking questions, and providing more explanation when needed.

The expected answer:

1. She experienced difficulties in reading. By the end of primary one, Uwimana could not read a simple sentence that every learner in primary one would read so easily. The problem persisted until primary two. In primary three, it was even worse. Uwimana could not read a primary one level material. Uwimana felt frustrated, demotivated and desperate.
2. The Resource Room teacher helps Uwimana in many ways. She gives her a well-balanced reading exercises and use visual materials to teach her. She spent almost three hours per day one on one with Uwimana helping her with her homework and classwork. Whenever Uwimana is free, she comes in the resource room to revise her lessons and enjoy other materials and videos that are available in the resource room. The resource room teacher has developed a specific plan to help Uwimana and every time she revises the plan.

6.5. List of lessons/ sub heading

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Definition, Objectives and component of resources room	– Identify the objectives of inclusive school resource room – Design a resource room	1
2	Functions of a resource room teacher and services offered in the resource room	– Identify the function of a resource room teacher – Explain services offered in the resource room	1
3	Position, placement and management of resource room in an inclusive school.	– Discuss the position, organization and management of an inclusive school resource room	1

4	End of unit assessment	<ol style="list-style-type: none"> 1. Differentiate the following terms: <ol style="list-style-type: none"> a) Resource Room b) Resource Room teacher 2. What are the main objectives of a Resource Room? 3. Explain the purposes of a Resource Room? 4. Describe the functions of a Resource Room teacher? 5. Discuss the contribution of parents to the development of the Resource Room? 6. Explain the main services that a Resource Room teacher provide to students? 7. Where the Resource Room should be placed in the school? 8. Discuss how the Resource Room should be managed? 	1
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Lesson 1: Definition, Objectives and Component of Resources Room

a) Learning objective:

- Identify the objectives of inclusive school resource room
- Design a resource room

b) Teaching resources:

Teaching resources include but not limited to student's book, training manual on inclusive education, internet, educational videos, Manila paper, markers, etc. Remember to provide adapted materials for those with special educational needs, for example books with large print, audios, books in Braille for those with visual impairment, etc.

c) Prerequisites/Revision/Introduction:

This is the first lesson of unit six "resource room use and practice". Remind students about learning difficulties and intellectual challenges and the teaching

mechanisms. However, emphasize that in this lesson, they will learn more about the meaning of resource room, objectives and its components of an inclusive school resource room.

d) Learning activity 6.1

Teacher's activity:

- Divide students into 3 groups
- Ask each group to choose someone who will take notes and present to the rest of the class
- Move around and monitor the discussions of students in groups, and help those who have problems to follow along with others.
- After all groups finish, ask the first group to start the presentation and then the second and the third group.
- Ask other students to carefully follow the presentations and allow them to make interventions where necessary.
- Write on chalk board / Manila paper the student's ideas.
- Complete the presentations, by giving more clarification and explanation
- Harmonize and conclude on the learned knowledge and engage students in making conclusion

Answers for activity 6.1

1. A resource room is a classroom where students come for part of their instructional day to receive special education services.
2. It has following purposes:
 - Individual needs are supported in resource rooms as defined by the Individual Education Plan (IEP) of the student.
 - Students access the educational materials in a manner that better suits their learning styles and capabilities.
 - Students come to the resource room to be able to focus and take in the material, especially when new information is being introduced.
 - The material taught in the general education classroom is above the student's level and the resource room serves as a more serene place where the student can go over the material at a slower pace.
 - The small number of student allows them to focus much better, be more engaged, and understand the materials more easily.
 - It is a place where students come to be assessed and tested educationally.
 - The resource room is a calm place, provides a less distracting environment and thus a better chance at success.

- To determine special education eligibility, a child is re-evaluated every three years, and in most cases, the re-evaluation happens in the resource room

Answers for self-assessment:

1. The Resource Room serves the following objectives:
 - a) Helps learners to benefit from targeted instruction and training while remaining included in the mainstream classroom for the majority of the day with their friends and age-mates;
 - b) Enables learners learn at their own pace and according to their readiness and needs.
 - c) Accommodates learners during crisis, emergency or other stressful occurrences, be these health, physical, social or emotional
 - d) Provides an environment where the learner can receive counselling and guidance
 - e) Provides a location where learners can benefit from additional support without the stigma associated
 - f) Provides the school with a flexible resource that enables learners to receive additional support within the framework of a set academic timetable.

7. The following are the components of a Resource Room:

COMPONENTS	DESCRIPTION
Library	A collection of children’s books, teaching resources and information for parents (books, handouts about impairments) available to support all aspects of the child’s programme
Private space	The area of counselling, health care and quiet work space
Work spaces	A variety of workspaces are available including desks for independent work or individual support, tables for small group learning or meetings/clubs and an area that includes a carpet, cushions and a sofa.
Equipment	Equipment that supports the education of CWDs such as computers, assistive materials (Braille equipment...) didactical materials, audio- visual equipment, health supplies (bed, first aids kits and hygienic supplies) and games.

Lesson 2: Functions and services of a Resource Room teacher

a) Learning objective

Outline services of an inclusive school resource room

b) Teaching resources

Teaching resources include Student's book, training manual on inclusive education, internet, educational videos, Manila paper, markers, etc. Remember to provide adapted materials for those with special educational needs, for example books with large print, audios, books in Braille for those with visual impairment, etc.

c) Prerequisites/ Revision/Introduction

This is the second lesson of the Unit six on Resource room use and practice. As revision, ask students some questions related to the first lesson such as the definition of resource room, its objectives and components. This lesson will help students to understand the services and functions of inclusive school resources room.

d) Learning activities 6.2.

Teacher's activity

- Ask students to form a group of 4
- Ask them to read the questions
- Ask students to brainstorm their ideas and share their understanding on the questions on the blackboard
- Ask each group to choose one person who is going to write their responses and present to the whole class
- Move around and facilitate the students', discussions by helping those who may need support.
- After the discussions, groups present their work and the tutor makes interventions and clarifications where necessary.

Answers for activity 6.2

1. The following are the mains functions of the Resource Room teacher:
 - Provide advice about such issues as how to modify the general curriculum to help the child learn; the supplementary aids and services that the child may need to be successful in the regular classroom and elsewhere; how to modify testing so that the student can show what he or she has learned; and other aspects of individualizing instruction to meet the student's unique needs.

- Helping to write the Individualized Education Plan
 - Create schedules and timetables work with the student in a resource room devoted to students receiving special education services.
 - Collaborate with regular education teacher; and work with other school staff, particularly the regular education teacher, to provide expertise about addressing the child's unique needs.
 - The resource room teacher provides professional development and training to teachers, administrators, parents, local leaders and others who provide services for children with disabilities
2. The following are the usual services provided in a resource room.
- a) Assessment and Evaluation services
 - b) Placement Services
 - c) Individualized plans
 - d) Push-in service
 - e) Pull out service

Answers for self-assessment

1. The following are the mains functions of the Resource Room teacher:
- Provide advice about such issues as how to modify the general curriculum to help the child learn; the supplementary aids and services that the child may need to be successful in the regular classroom and elsewhere; how to modify testing so that the student can show what he or she has learned; and other aspects of individualizing instruction to meet the student's unique needs.
 - Helping to write the Individualized Education Plan
 - Create schedules and timetables work with the student in a resource room devoted to students receiving special education services.
 - Collaborate with regular education teacher; and work with other school staff, professionals, particularly the regular education teacher, to provide expertise about addressing the child's unique needs.
 - The resource room teacher provides professional development and training to teachers, administrators, parents, local leaders and others who provide services for children with disabilities
2. The following are the usual services provided in a resource room.
- a) Assessment and Evaluation services
 - b) Placement Services
 - c) Individualized plans
 - d) Push-in service
 - e) Pull out service

3. Push-In service

It is educational approach in special and inclusive education where the general education teacher and the special education teacher work together in close collaboration. The focus is to ensure students are receiving full access to the general education curriculum while limiting any disruption to their daily schedule (such as pulling students out of a classroom). This also includes the implementation of specially designed modifications within the classroom setting.

Pull-Out service

A “pull out” system is where a child attends a session in the resource room during a light period of the day such as singing or physical training, receives individual help in a weak area of learning such as reading or writing. Methods and materials are adapted to students’ learning styles and characteristics using multisensory and other specialized approaches for example, assistance with completing an exam, progress monitoring and other assignments as assigned by general education teacher and special educational teachers.

Lesson 3: Position, placement and management of resource room in an inclusive school

a) Learning objective

Discuss the position, organization and management of resource room in an inclusive school

b) Teaching resources

Teaching resources include Student’s book, training manual on inclusive education, internet, educational videos, Manila paper, and markers. Remember to provide adapted materials for those with special educational needs, for example books with large print, audios, books in Braille for those with visual impairment, etc.

c) Prerequisites/ Revision/Introduction

This is the third lesson of Unit 6 on resource room use and practice. As revision, ask students some questions related to the last lesson such as services offered in the resources room.

d) Learning activities 6.3.

Teacher’s activity

- Ask them to respond individually to the questions
- Reformulate the question to help the learners with learning difficulties.
- Encourage them to use their own ideas to respond to the question
- Write the correct answer on chalkboard

- Help student to summarize and make a conclusion

Answers for activity 6.3

1. This will enable learners to develop their academic, computer and internet skills. The resource room teachers should have Internet access that enables them to use email and to share, collect and resource information.
2. Refer in student book on title “Management of Resource Room”, activity 6.3
3. Parents are considered to be full and equal members of the resource room especially during the elaboration of the IEP. Parents are crucial members of the team because they have unique knowledge of their child’s strengths and needs. In order to fully participate in developing their child’s IEP, parents must be knowledgeable about their child’s specific disabilities and their rights. Parents have the right to be involved in meetings that discuss the identification, evaluation, IEP development and educational placement of their children.

Answers for self-assessment

1. This will enable learners to develop their academic, computer and Internet skills. The resource room teachers should have Internet access that enables them to use email and to share, collect and resource information.
2. The resource room should always be open for all teachers, learners, parents and local authorities. It is a room that used for multiple purposes including conducting assessments, teacher training/meetings, parent meetings, learner counselling, clubs, health care, and most importantly for the targeted teaching of CWDs. The resource room teacher needs to be organised and flexible in order to make maximum use of the room. The creation and maintenance of a resource room time table is critical to achieving this.
3. Parents are considered to be full and equal members of the resource room especially during the making of the IEP. Parents are crucial members of the team because they have unique knowledge of their child’s strengths and needs. In order to fully participate in developing their child’s IEP, parents must be knowledgeable about their child’s specific disabilities and their rights. Parents have the right to be involved in meetings that discuss the identification, evaluation, IEP development and educational placement of their children.

Skills lab activity:

- Identify some schools which accommodate learners with special education needs.
- Ask students to form small groups of 5 and go to these identified schools
- The question is open. However, take note of the following points:

For those who will find the school which do not have the resource room, students should focus on the following points:

- Advise the school on the process of establishing the resource room(explaining to school the importance of having a resource room, providing guidelines regarding the resource room physical components, its emplacement and managements, and services that needs to be delivered in the resource room)
- Identification of a resource room teacher and his/her function

For those who will find the school that already has the resource room, students should assess the resource room, note what is missing and then advise the school on how to solve the noted issues.

6.6. Summary of the Unit

This is the Unit Six “Resource room use and practice”. This unit was divided into three lessons. The first lesson discussed about definition, objectives and component of resources room. The second lesson was the functions of a resource room teacher and services offered in the resource room. The third lesson discussed about position, placement and management of resource room in an inclusive school.

6.7. Additional information for teachers

This unit may require you to take students to visit some schools that have resource room. It is better that you identified those schools in advance and arrange all necessary for the field visit. Also, you can still use videos from the internet explaining the use of the resource room in case the field visit is not possible. In this case, students will be able to well understand and acquire the necessary skills in regard to the establishment of a resource room and its uses in an inclusive school.

6.8. End of Unit assessment

Expected answers:

1.
 - a) A resource room is a classroom where students come for part of their instructional day to receive additional special education services.
 - b) A resource room teacher is a specialized educator that focuses on helping children with Disabilities and other Special Educational Needs in the Resource Room. The resource room teacher works closely with the child’s regular classroom teacher and the parents to ensure the support is indeed helping the student reach their full potential. The resource room teacher

provides the student with the ways and means to succeed in the regular classroom.

2. The resource room serves the following objectives:

- Helps learners to benefit from targeted instruction and training while remaining included in the mainstream classroom for the majority of the day with their friends and age-mates;
- Enables learners learn at their own pace and according to their readiness and needs.
- Accommodates learners during crisis, emergency or other stressful occurrences, be these health, physical, social or emotional
- Provides an environment where the learner can receive counselling and guidance
- Provides a location where learners can benefit from additional support without the stigma associated
- Provides the school with a flexible resource that enables learners to receive additional support within the framework of a set academic timetable

3. It has following purposes:

- Individual needs are supported in resource rooms as defined by the student's Individual Education Plan (IEP).
- Students access the educational materials in a manner that better suits their learning styles and capabilities.
- Students come to the resource room to be better able to focus and take in the material, especially when new information is being introduced.
- The material taught in the general education classroom is above the student's level and the resource room serves as a more serene place where the student can go over the material at a slower pace.
- The small number of student allows them to focus better, be more engaged, and understand the materials more easily.
- It has the place where students come to be assessed and tested.
- The resource room provides a less distracting environment and thus a better chance at success.
- To determine special education eligibility, a child is re-evaluated every three years, and in most cases, the re-evaluation happens in the resource room

4. Teachers in the resource room have a challenging role as they need to design all instruction to meet the specific needs of the students they serve to maximize their learning potential. The following are the usual services provided in a resource room.

- a) Assessment and Evaluation services
 - b) Placement Services
 - c) Individualized plans
 - d) Push-in service
 - e) Pull out service
6. Refer to student book on the title "Right of parents in Resource room for children".
7. The following are the usual services provided in a resource room by teacher.
- a) Assessment and Evaluation services
 - b) Placement Services
 - c) Individualized plans
 - d) Push-in service
 - e) Pull out service
8. The resource room should always be open for all teachers, learners, parents and local authorities. It is a room that used for multiple purposes including conducting assessments, teacher training/meetings, parent meetings, learner counselling, clubs, health care, and most importantly for the targeted teaching of CWDs. The resource room teacher needs to be organised and flexible in order to make maximum use of the room. The creation and maintenance of a resource room time table is critical to achieving this.

6.9. Additional activities

6.9.1. Remedial activities

1. Give two objectives of resources room for your choice?

Answer: Students are going to explain 2 objectives of a resource room by their choice

2. Name three services of resource room for learners with SEN.

Answer: the following are the usual services provided in a resource room. Students are going to choose three of their choice.

- a) Assessment and Evaluation services
- b) Placement Services
- c) Individualized plans
- d) Push-in service
- e) Pull out service

6.9.2. Consolidated activities

1. Discuss about the component services and functions of resources room

Answer: Refer to student book on the title component and design, function and services of resource room

6.9.3. Extended activities

Respond Yes or No to the following questions:

1. In push in services, teachers have to form small groups of two or three students, grouped according to their level or disabilities?

Answer: Yes

2. A pull out system is where a child attends a session in the resource room during a light period of the day such as singing?

Answer: Yes

3. Methods and materials are adapted to students' learning styles and characteristics using multisensory and other specialized approaches?

Answer: Yes

4. The IEP refers to Individualized Education Plan?

Answer: Yes

5. A resource room teacher could be any teacher in the school despite to the fact that he / she has / has not have skills of knowledge in special education.

Answer: No

6. The Resource Room should not be a place where learners with special needs find help and feel comfortable

Answer: No

7. Students access the educational materials in a manner that better suits their learning styles and capabilities?

Answer: Yes

8. It provides opportunities for behaviour interventions, and teachers frequently coach students on their social skills, often by helping them take on leadership responsibilities, such as helping another student learn?

Answer: Yes

UNIT 7

ADVANCED RWANDAN SIGN LANGUAGE & DEAF EDUCATION

7.1. Key unit competence

Use and interpret Rwandan Sign Language at advanced level, and teaching approaches for the Deaf and Hard-of-hearing learners

7.2. Prerequisites/ revision/ introduction

In this lesson you will learn essential vocabularies that are essential in education setting, the grammar rules used and the mode of communication for Deaf and hard of hearing persons. The first thing to do before starting teaching is to remind students what they have learnt in year one and two when they were introduced to the Basic Sign Language and to the Intermediate Rwandan sign language. Remind the students what they have learnt and give them time to practice some Sign Language.

7.3. Cross-cutting issues to be addressed

a) Inclusive Education

This unit involves lots of discussions and lecturing. This may not favor learners with learning difficulties, with Visual Impairment, Hearing Impairments and Physical Disabilities (Ex: Cerebral Palsy). To facilitate these learners, teachers may use the following accommodations to help them participate actively:

- For learners with **Learning Difficulties**: Use simple words, use videos and images where necessary, break down the content into smaller steps. Groups learners in small groups and help them when discuss and present their work
- For learners with **Hearing Impairments**: Use sign language interpretation, and use images and videos with captions. You may also use a Power Point Presentation. To visually illustrate the content.
- For learners with **Visual Impairment**: Provide notes early enough and in appropriate format (Braille for blind and large print for learners with Low Vision). Speak loudly and face the learner as you speak to facilitate lip readers. Remember to highlight the important message from each sub unit.

- For learners with **Physical Disabilities**: Let them answer short questions and provide alternative ways of answering oral questions. (e.g: Give them option to provide their answers in written form rather than oral). Arrange the classroom in a way that facilitate their movement as they are moving to join groups or as they move to give their presentations

b) Gender Education

Let the learners know that anyone from the group irrespective of gender can present during the work presentation. Let them know that girls and boys can all be group leaders.

c) Peace and Value

During the discussions, encourage the learners to respect each and every one opinion and argument. Let them appreciate that learners with Hearing Difficulties can participate equally as their peers without Hearing Difficulties.

7.4. Guidance on introductory activity

This introductory activity helps you to engage learners in Advance Rwandan sign language and Deaf education.

Teacher's activity:

- Ask students to observe the image
- Ask students to read and discuss the questions.
- Let the students discuss their findings in the groups.
- Ask any students to present their findings while others are following
- Help students with different problems.

Expected answers:

1. She is trying to communicate that she is Deaf
2. You could only communicate her using Sign Language
3. Umurisa's message means:
 - MY EYE IS MY EAR: This means that the Deaf person & hard of hearing person use their eye to understand the message/ informations or to send/ receive informations.
 - MY HAND IS MY MOUTH: This means that whatever other person without Hearing difficulties say with their mouth, for Deaf person/Hard of hearing person use their hand to speak, because they use hands when they are signing.

7.5 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Sign language vocabularies	Using Rwandan Sign language at advanced level	5
	Sign Language Grammar rules	Discuss and use Sign Language Grammar rules	2
2	Approaches of teaching and learning for Deaf and Hard-of hearing learners in an inclusive class.	Explain different mode of communication for Deaf and hard of hearing learners	2
3	End unit assessment	Using Sign Language at advanced level	1

Lesson 1: Sign Language Vocabularies at Advanced Level

a) Learning objective

Sign different vocabularies

b) Teaching resources

Students' book, Manila, markers, computer, lpad, projector, Sign Language CDs, Screen, other Concrete material and dictionary of Rwandan sign languages.

c) Prerequisites/ revision/ introduction

This is the first lesson of the seventh unit "Rwandan Sign language vocabulary and grammar at advanced level and teaching approaches for Deaf and hard of hearing learners" In this lesson you will learn different vocabularies, mainly those that are related to education. The first thing to do before starting teaching is to remind students that they have learnt about Sign Language in year one and year two. They already know some vocabularies and can sign different words and some simple sentence. Let students practice again Sign Language.

d) Learning activities

Teacher's activity:

- Ask student to think of the questions

- Tell each to turn to his/ her peer
- Ask them to discuss on the questions
- Provide the necessary and appropriate materials
- Move around to see whether they are all participating equally
- Assist those with difficulties by providing some clues but not answers
- Ask individual students to sign the sentences provided

Expected answers:

1. Imagine you are a new student in the school; how would you sign:



My name



J a n e



Welcome



in



our



school

2. You meet with your colleagues after three years. How would you sign:



How are you?



Well

Answers for self-assessment 7.1

1. Using Rwanda Sign Language, Sign the following sentences:



You



teach



Mathematics



O m a r



loves



pray



God



What



name



your



school?



My



mother



started



doing



business



Our



father



finish



work



Please



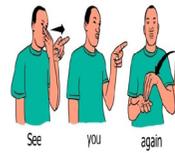
choose



which



topic



you



teach

Lesson 2: Sign Language Grammar Rules

a) Learning objectives:

- Discuss and use Sign Language Grammar rules

b) Teaching resources

Students' book, Manila, markers, computer and projector, Finger spelling alphabet chart, sign language CDs or Rwandan Sign Language Dictionary, screen TV.

c) Prerequisites/ revision/ introduction

This is the second lesson of the seventh unit "Rwandan Sign language vocabulary and grammar at advanced level and teaching approaches for Deaf and hard of hearing learners". Remind the students what they have learnt in year two about the Sign Language Grammar rules. Help them revise and practice some rules.

d) Learning activities

Teacher's activity:

- Ask student to think of the questions
- Tell each to turn to his/ her peer
- Ask them to discuss on the questions
- Provide the necessary and appropriate materials
- Move around to see whether they are all participating equally
- Assist those with difficulties by providing some clues but not answers
- Ask individual students to sign the sentences provided

Answers for activity 7.2

1. Sign Language has its own grammar system, separate from that of English. What this means is that sign language grammar has its own rules for phonology, morphology, syntax, and pragmatics. The word order in English is different from word order in Sign Language.

For example:

English: I am a teacher

Sign Language: Me teacher

English: My brother is visiting me

Sign Language: My brother visits me.

2.

- When you are signing, your hands should move? **True**

- Your palm should always be closed? **False**
- Your palm should always face the audience? **False**
- Your hands should be above your head? **False**

Answers for self-assessment 7.2:

1. True
2. True



Tomorrow



you



teach



English

Lesson 3: Approaches of teaching and learning for Deaf and hard of hearing learners in an inclusive school

a) Learning objectives:

-Explain different mode of communication for Deaf and hard of hearing learners

b) Teaching resources

Students' book, Manila, markers, computer and projector, Finger spelling alphabet chart, sign language CDs or Rwandan Sign Language Dictionary, screen TV.

c) Prerequisites/ revision/ introduction

This is the third lesson of the seventh unit" Rwandan Sign language vocabulary and grammar at advanced leveland teaching approaches for Deaf and hard of hearing learners". Since year one, students have been studying the approaches of teaching Deaf and hard of hearing learners. Guide them as they discus on different approaches used to teach learners with Hearing Impairment.

d) Learning activities

Teacher's activity:

- Ask students to form small groups of 4 to 5 people each group
- Provide the necessary materials
- Ask each group to choose one person to write their responses and present to the whole class

- Ask students to brainstorm their ideas and share their understanding on the questions provided.
- Move around and monitor the discussions of students, by helping those who have problems to follow along with others
- After all groups to finish the discussion, invite each group to present their findings.
- Guide the presentation by asking prompting questions, and providing more explanations when needed

Answers for activity 7.3

1. Total communication, Sign Language, Auditory Oral approach

2.

- Maintain eye contact when talking to Deaf learner.
- Always face the source of light for visibility
- Do not talk while the face is turned away
- Keep your face at the same level with the Deaf learner
- Do not be more than 2 meters away from the Deaf learner
- Do not cover your mouth while speaking
- Speak naturally without exaggerating lip movement
- Consider the hand shape.
- Eye brow movements: Facial expression, body movements

Answers for self assessment 7.3

1.

- **Rwanda Sign Language(RSL)** : Rwanda Sign Language is manual communication (primarily hand and arm shapes, positions, and movements) in the form of signs used as a language with a grammatical structure different from the structures of spoken languages.
- **Fingerspelling** :Fingerspelling is a means of representing the twenty-six letters of the alphabet and also the Arabic numerals of written English by one-to-one correspondence between written letters and hand and figure configurations and movements representing the letters/numerals.
- **Total Communication (TC)**: Involves one or several modes of communication (manual, oral, auditory, and written), depending on the particular needs of the student.
- **Auditory Oral Approach (AOA)**: This is teaching students to use whatever hearing they have to further the acquisition of spoken language.

2.

Mode of communication	Benefits	Limitations
Rwanda Sign Language(RSL)	<ul style="list-style-type: none">-RSL is a fast means of communication if both the user and receiver are proficient.-It can be read from a distance hence	<ul style="list-style-type: none">-Signs are limited in number compared with the vast vocabulary of the English language.-Signs are known and used by a small minority of people
Fingerspelling	<ul style="list-style-type: none">-Fingerspelling is English or representation of any language with which it is used.-There is no limitation to the number of words that may be spelt	<ul style="list-style-type: none">-Fingerspelling tires the reader if read for a long period of time.- It is difficult to read from a distance
Total Communication(TC)	<ul style="list-style-type: none">-TC allows a variety of combinations.-TC is beneficial because it allows the student to use the form that is best for him or her in any given situation	<ul style="list-style-type: none">-Parents and teachers might be reluctant to choose one mode of communication over another

Auditory Oral Approach(AOA

- The primary benefit is being able to communicate directly with a wide variety of individuals.
- Use of this method enables the hearing-impaired child learn language by putting together what they see on the speaker's lips and what they hear through their residual hearing with the help of a hearing aid
- As with every approach to educating children who are Deaf or hard of hearing, not all children will be successful.
- Unanswered questions remain about auditory functioning (even some hearing children cannot use their hearing well), language processing (some children may also have additional language disorders), and learning styles (some learning styles inhibit the attention and vigilance needed to develop orally).

Skill lab : Group students in a group of 5 to 7. Ask them to go to a school that accomodate learners with hearing impairment and observe the teaching methods and approaches teachers use to accomodate and teach these learners. After they will have to elaborate a 2 pages report that explain the methods that teacher have use, and their point of view.

7.6. Summary of the Unit

This unit covered the concept occur exceptionally in daily communication such as vocabularies. Those vocabularies were mainly related to education. This unit also explain more on the rules and grammar used in Sign Language. Further, the four mode of communication used to teach learners with Hearing Impairment were discussed. Understanding these four primary communication methods used in education of Deaf children may help teachers and learners in their activities of teaching/learning. Each individual is different, therefore each individual needs a different type of method to help them with their development of language, communication and to aid them in their learning.

7.7. Additional information for teachers

This unit is more about discussions and practice. For successful Learning, try to involve students as much as possible. Use of book, Manila, markers, computer and projector, Finger spelling alphabet chart, Rwandan Sign Language CDs or Rwandan Sign Language Dictionary, screen TV as much as they are available.

Encourage students to use internet and any other visual resources to learn more about the Rwandan Sign Language and Deaf Education. Let them practice as many time as possible in groups or individually.

Make your lessons more inclusive (Use multisensory teaching approach) and make sure that every learner despite their abilities and differences are learning. Engage them and motivate them to learn and use Sign Language.

7.8. End of Unit Assessment

Answers:

1. You are called in a meeting to interpret for the Deaf persons. How would you sign the following sentences?



He



likes



learning



Geography



She



teach



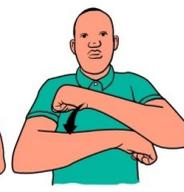
science



in



secondary



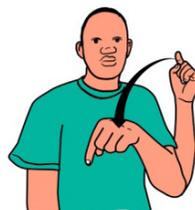
school



When



you



come



church



My



business



doing



well



E



r



i



c



teaches



Chemistry



in



university



Explain



please

2.

- Maintain eye contact when talking to Deaf learner.
- Always face the source of light for visibility
- Do not talk while the face is turned away
- Keep your face at the same level with the Deaf learner
- Do not be more than 2 meters away from the Deaf learner
- Do not cover your mouth while speaking

3. Limitations and Benefits of mode of communication for Deaf and hard of hearing:

▪ **Fingerspelling:**

Benefits

- Fingerspelling is English or representation of any language with which it is used.
- There is no limitation to the number of words that may be spelt.

Limitations

- Fingerspelling tires the reader if read for a long period of time.

- It is difficult to read from a distance.

- **Total Communication:**

Benefits

- TC allows a variety of combinations.
- TC is beneficial because it allows the student to use the form that is best for him or her in any given situation.

Limitations

- Parents and teachers might be reluctant to choose one mode of communication over another

- **Rwanda Sign Language**

Benefits

- RSL is a fast means of communication if both the user and receiver are proficient.
- It can be read from a distance hence

Limitations

- Signs are limited in number compared with the vast vocabulary of the English language.
- Signs are known and used by a small minority of people

7.9. Additional activities

7.9.1. Remedial activities

1. Sign the following verbs:

- Teach
- Explain
- Come
- Start
- Share
- Try
- Play

Answers:

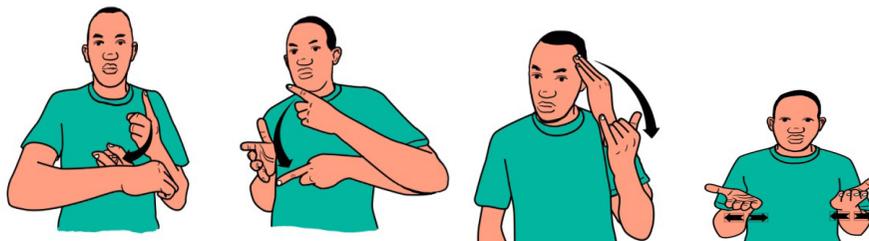


Teach Explain come start share try play

2. Sign the following questions

- When
- What
- Why
- Where

Answer:



When what why where

7.9.2. Consolidated activities

1. If you are an interpreter for the Deaf. How would you sign the following sentences?
 - Why are you coming?
 - She likes science
 - I am pray God
 - My classroom is good
 - I decide to help your mother

Answer:



Why you coming



She



likes



science



I



praying



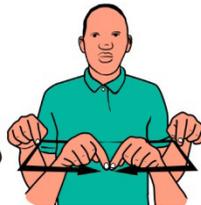
God



My



Classroom



good



I



decide



help



your



mother

7.9.3. Extended Activities

1. What is Simultaneous Communication or Total Communication?

Answer:

Simultaneous Communication, SimCom, or Sign Supported Speech (SSS) or Total Communication is a technique sometimes used by Deaf, hard-of-hearing or hearing sign language users in which both a spoken language and a manual variant of that language are used simultaneously.

2. Using the elements that make up a sign; sign the word PLEASE.

Answer:

Handshape: Open palm

Place of articulation: Chest

Orientation: Open palm fingers resting on the chest

Movement: Circular Movement.

1. If you are a teacher and you have Deaf learners in your class, how would you sign the following sentences ?
- Please answer me ?
 - What is the name of your school ?

Answer:



Please



answer



me



What



name



your



school?

UNIT 8

ADVANCED LEVEL BRAILLE AND TEACHING APPROACHES FOR LEARNERS WITH VISUAL DIFFICULTIES

8.1. Key unit competence

Use Braille transcriptions at advanced level, and teaching approaches for learners with visual difficulties

8.2. Prerequisite (knowledge, skills, attitudes and values)

Concept of Disability and Inclusive Education in senior three in introduction to History and Citizenship for Rwanda Schools and were introduced to Basic Braille and some Braille equipment used in writing Braille in senior four; these reminded learners about the history of Braille and how to write letters of the alphabet, punctuation marks and mathematical operation signs. In senior five, you were introduced to Intermediate Level of Braille which involves simple upper wordsigns, special common wordsigns, group contractions, punctuation marks, mathematical signs and approaches to teaching Braille and resources used. In this unit learners will be introduced to Advanced Level of Braille and Teaching Approaches for Learners with Visual Difficulties. During the lessons, the teacher will create awareness in learners about these facts that the content in this unit will help them to gain knowledge, skills attitudes and values which can lead the learners to be Braille specialists.

8.3. Cross-cutting issues to be addressed

The cross-cutting issues to be addressed by this unit include inclusive education; gender education; and peace and values education.

a) Inclusive education

This unit involves a number of activities on research from different sources and experiments that require listening and vision. This may be challenging to students with special educational needs especially children with visual impairment. However, the teacher can do the following:

Grouping students with special educational needs with others and assign roles basing on individual students' abilities.

Providing procedure earlier before teaching so that students get familiar with them.

They can be embossed or written in Braille depending on available resources. If you have children with low vision remember to print in appropriate fonts.

Every important point is written and spoken. The written points help students with hearing impairment. Speaking some loud helps students with visual impairment. Remember to repeat the main points of the lessons.

b) Gender education

Involve both girls and boys in all activities: No activity is reserved only for girls or boys. Teachers should ensure equal participation of both girls and boys during teaching and learning. Braille as well as during tidying up related activities after the lessons is over.

c) Peace and Values Education

The role of a teacher is to create and promote peace in a learning environment. This cross cutting issue can be integrated at any time in classroom, outside classroom, in school environment and anywhere in life. Teacher should not be a source of conflicts. Learners need to appreciate peace and values and advocate for positive behaviour among them.

8.4. Guidance on introductory activity

This introductory activity helps you to engage learners in the introduction of Advanced Level Braille and Teaching Approaches for Learners with Visual Difficulties.

Teacher's activity:

- In groups or pairs, help learners to read a story one at time.
- Help learners to answer the questions and choose a group representative to present the answers to the whole class.
- Supervise learners while working in groups.

The expected answer:

It was because he was blind and grandfather found him to be a burden to the family. He had also caused separation of his thoughter and her husband.

They found him at the road side where he had been thrown by his grandfather took him to the hospital and nobody came to claim for him.

She was only the child and now had company she never showed jaelous when they give him the presents and cerebrated him good performance.

This was done after the completion of his university education during the celebration of his good performance.

White cane, recorder, tape recorder, Braille machine, Braillino.

8.5. List of lessons/sub-headings

#	Lesson title	Learning objectives	Number of periods
1	Advanced level Braille and tactile transcriptions	Discuss and practice Braille transcriptions to the advanced level Reading and writing advanced level Braille transcriptions (including introduction to Braille grade two level).	5 periods
2	Teaching approaches for learners with visual difficulties and related techniques (Mobility & Orientation, sighted guiding, white cane techniques, etc...)	Apply appropriate approaches and resources to teach learners with visual difficulties.	2 periods
3	End of unit assessment	Debraille and write in braille letter, words and sentences Evaluate whether students have acquired the orientation and mobility skills crossing streets techniques and proper use of white cane.	1 period

Lesson 1: Advanced level Braille and tactile transcriptions

a) Learning objective

By the end of this lesson learners should be able to discuss different lower groupsigns, shortforms, appropriate approaches and resources to teach learners with visual difficulties.

b) Teaching resources

Braille embosser, Perkins Braille, State and stylus, Cubarithme and cubes, Computer with screen readers and with braille translator software, Braille papers, Braille Books.

c) Prerequisites/Revision/Introduction

Remind learners that they had learnt about inclusive education, children with visual impairment and basic Braille in year four; and in senior five they learnt Intermediate Braille. Through questions, learners share the knowledge, skills and attitudes acquired in the previous years.

d) Learning activities

Teacher' activities

- To facilitate smooth running of the lesson, the following are required:
- Ask learners to do individually activity 8.1 in the student textbooks
- Working individually
- Help the learners to develop critical thinking, research and problem solving skills. Make sure that all students are working. If some of them may have got some difficulties to do the activity, help them. Remember to assist those who are weak but without giving them the answers.
- Invite some students to present their answers to the rest of the students, thus developing communication skills.
- Through challenging questions, harmonize and conclude the lesson.

Answers for activity 8.1

1. will rather still child shall this out it which

2. be dis con com bb cc dd ff gg in en

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

3. were was his in enough be to by into

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

4.

because	<u>bec</u>	beneath	<u>ben</u>
before	<u>bef</u>	beside	<u>bes</u>
behind	<u>beh</u>	between	<u>bet</u>
below	<u>bel</u>	beyond	<u>bey</u>

about	ab	against	agst
above	abv	almost	alm
according	ac	already	alr
across	acr	also	al
after	af	although	alth
afternoon	afn	altogether	alt
afterward	afw	always	alw
afterwards	afws	said	sd
again	ag		

to-day, today	td	myself	myf
to-morrow, tomorrow	tm	your	yr
to-night, tonight	tn	yourself	yrf
him	hm	could	cd
himself	hmf	should	shd
herself	herf	would	wd
friend	fr		

conceive	<u>concv</u>	children	<u>chn</u>
conceiving	<u>concvg</u>	either	ei
deceive	dcv	good	gd
deceiving	dcvg	great	grt
declare	dcl	much	<u>mch</u>
declaring	dclg	such	<u>sch</u>

first	<u>fst</u>	must	<u>mst</u>
immediate	imm	necessary	nec
its	xs	neither	nei
itself	xf	oneself	<u>onef</u>
little	ll	ourselves	<u>ourvs</u>
letter	lr		

blind	bl	rejoice	rjc		
braille	brl	rejoicing	rjcg		
paid	pd	quick	qk		
perhaps	<u>perh</u>	themselves	<u>themvs</u>		
perceive	<u>percv</u>	thyself	<u>thyf</u>		
perceiving	<u>percvg</u>	yourselves	yrvs		
receive	rcv	together	tgr		
receiving	rcvg				
about	ab	conceive	<u>concv</u>	ourselves	<u>ourvs</u>
above	abv	conceiving	<u>concvg</u>	paid	pd
according	ac	could	cd	perceive	<u>percv</u>
across	acr	deceive	dcv	perceiving	<u>percvg</u>
after	af	deceiving	dcvg	perhaps	<u>perh</u>
afternoon	afn	declare	dcl	quick	qk
afterward	afw	declaring	dclg	receive	rcv
again	ag	either	ei	receiving	rcvg
against	agst	first	<u>fst</u>	rejoice	rjc
almost	alm	friend	fr	rejoicing	rjcg
already	alr	good	gd	said	sd
also	al	great	grt	should	<u>shd</u>
although	<u>alth</u>	herself	<u>herf</u>	such	<u>sch</u>
altogether	alt	him	hm	themselves	<u>themvs</u>
always	alw	himself	hmf	thyself	<u>thyf</u>
because	<u>bec</u>	immediate	imm	today	td
before	<u>bef</u>	its	xs	to-day	td
behind	<u>beh</u>	itself	xf	together	tgr
below	<u>bel</u>	letter	lr	tomorrow	tm
beneath	<u>ben</u>	little	ll	to-morrow	tm
beside	<u>bes</u>	much	<u>mch</u>	tonight	tn
between	<u>bet</u>	must	<u>mst</u>	to-night	tn
beyond	<u>bey</u>	myself	myf	would	wd
blind	bl	necessary	nec	your	yr
braille	brl	neither	nei	yourself	yrf
children	<u>chn</u>	oneself	<u>onef</u>	yourselves	yrvs

Answers for self-assessment 8.1

1.

I disagree utterly, because I do not consider that he disobeyed orders or that the commanding officer became dissatisfied and disgusted with the behaviour of the company at the terrible conflicts between our forces and the considerable army that bestrides and controls all the conquered territory.

cheap bread meal weak swear steady stabbed rubber pebbles lobby jobbery accelerate tobacco access afflicted differs sheriffs egg baggy aggravating luggage suggested muddled added

This stood plainly on an inner door and suddenly I heard men's and women's voices raised behind it.

"I can't imagine what you were doing," he said after coming in. We were all, in a group on the platform, waiting for the in-coming train; before it came in-it was very late-we saw my brother- in-law with his-what did he call it?-his "mascot". "Enough standing about, for me at least," I said. "Quite enough for us also!" my companions agreed.

"Well I don't know," she declared yesterday, when I demanded to know how she could fit it all into the seven days; "every day I have to do certain things, whatever else may have to go by the board; here's a list if you'd like to know: Monday is washing-day-as everybody knows-by good luck, Father likes to take the children to school on that day-Tuesdays and Wednesdays I go into the town to do shopping.

It will not be necessary to give your idea our immediate scrutiny, as you can present it yourself at the 10:00 pm meeting this afternoon. Into each life a little rain must fall. I was unable to answer your letter immediately. We were rather surprised to learn that some of our boys took part in the riots; they were named as instigators and taken for questioning.

Here and there the sun peeped through the clouds. They met on a blind date and afterwards struck up a very good friendship.

The young people, intent upon the task of learning the words which fell under the parts assigned to them, worked hard during the time left to them, before the great day fixed by the playwright who was also the producer.

Those whose houses are made of glass ought not to throw stones. Whereupon the young chemists began rejoicing except for the one woebegone boy who quickly perceived that he was the single failure.

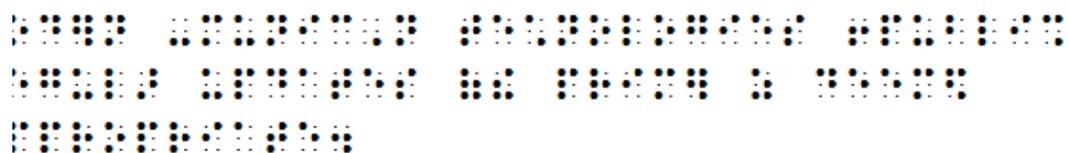
France distances henceforward sentences chance innocence whence penitence
glance pence ignorance dances thence conclusion discussion occasional
affectionate tension conviction intentional invasion decisions fractions painless
meekness likeness goodness unless fearless-ness senseless kindnesses
heartlessness weakness mother-less actionable recklessness remission
exceptional patience contentions satisfaction instances stainless spiritless
fatherless lotion lordliness nameless timeless power-less workless fusion
worldliness openmindedness motherliness mean-spiritedness maintenance
motion concoction blessedness

Patience and confidence are necessary for those who wish to become teachers.
He studied the question with a thoroughness that defies description. An
arrangement for quicker payment.

Finally he recognized the mournful sound in the distance and gasped: "O Lord!
the blood'ounds are on my trail!"

1)

France distances henceforward sentences chance innocence whence penitence
glance pence ignorance dances thence conclusion discussion occasional
affectionate tension conviction intentional invasion decisions fractions painless
meekness likeness goodness unless fearless-ness senseless kindnesses
heartlessness weakness mother-less actionable recklessness remission
exceptional patience contentions satisfaction instances stainless spiritless
fatherless lotion lordliness nameless timeless power-less workless fusion
worldliness openmindedness motherliness mean-spiritedness maintenance
motion concoction blessedness



Lesson 2: Teaching approaches for learners with visual difficulties and related techniques (Mobility & Orientation, sighted guiding, white cane techniques, etc...)

a) Learning objectives

Apply appropriate approaches and resources to teach learners with visual difficulties.

b) Teaching resources

Braille embosser, Perkins Brailier, State and stylus, Cubarithme and cubes, Computer with screen readers and with braille translator software, Braille papers, Braille Books, Chalk, white cane, guide dog, sighted guide.

c) Prerequisites/Revision/Introduction

Remind learners that they had learnt about inclusive education and children with visual impairment and basic Braille. Through questions, learners share the knowledge, skills and attitudes acquired in the year previous years.

a) Learning activities

Teacher's activity:

- Ask learners to do individually activity 8.2. from their textbooks
- Working individually help the learners to develop critical thinking, research and problem solving skills.
- Make sure that all students are working. If some of them may have some difficulties to do the activity, help them. Remember to assist those who are weak but without giving them the answers.
- Invite some students to present their answers to the rest of the students, thus developing their communication skills.
- Through challenging questions, harmonize and conclude the lesson.

Answers for activity 8.2

1. Orientation and mobility is a set of skills that allow for a person who is blind or has low vision to independently and safely navigate their way through their environment.

2. Importance of a white cane and sighted guide is to assist a person with visual impairment to walk without difficulties, to be aware of what is within their surroundings environment and obstacles that may hinder them from moving effectively.

For more explanation, please refer to student's book activity 8.2

Answers for self-assessment 8.2

Orientation skills enable people with visual impairments to use sensory information to know their location in different settings while mobility skills enable them to travel in different areas. answers: hinder them from moving effectively. cles

3. The travel tools and techniques for people with visual impairment are the following:
 - Several choices
 - Human Guide (sometimes referred to as Sighted Guide)
 - Long white cane
 - Dog guide
 - No aid
 - Orientation and mobility training

For more details on this question, please refer to student's book activity 8.2

Skills Lab:

Students are going to visit a special school and /or an inclusive school and identify child with visual impairment who has difficulties in orientation and mobility. Then they will make a plan on the following points:

- Train learners how to use a white cane following the white cane skills learnt
- Train learners on using a sighted guide.

8.6. Summary of the unit

In this unit we discussed lower signs. These signs were divided into three; there are those written at the beginning of the word others in the middle of the word and others in any party of the word. The unit also covered shortforms they are thos that begin with letter a for example about, always, after, etc. others began with letter t, example today, tonight, tomorrow. Others began with letter d, example declare, deceive, among others. The use of dot 5, dot 45, dot 56, dot 6; for instance dot 5w means work, dot 5m means mother, dot 5s means some, etc. Examples of dot 45w represents word, dot 456the sign represent there, dot 56 t represent letters ment. Dot 6 n represent letters ation. In the second lesson, the unit discussed orientation and mobility techniques and equipment used to

Answer:

- Obtain a suitable cane of the right length for your height
- Use the cane with whichever hand feels most comfortable
- Understand the parts of a cane
- Handle the cane
- Know how to walk
- Know how to use the stairs
- Practice using a cane; it takes a while to get used to

8.9.2. Consolidation activities

a) Debraille the following sentence:

There is always a possibility of misunderstanding the feelings of the sender of the message or getting a wrong meaning of it. The words, signs, and figures used in the communication are explained by the receiver in the light of his experience which creates doubtful situations. This happens because the information is not sent in simple language.

Answer:

There is always a possibility of misunderstanding the feelings of the sender of the message or getting a wrong meaning of it. The words, signs, and figures used in the communication are explained by the receiver in the light of his experience which creates doubtful situations. This happens because the information is not sent in simple language.

b) Write in Braille the following paragraph:

The situation of special schools in Rwanda is summarized by the Ministry of Education, Science, Technology and Scientific Research (2005, p.9) that most of special schools do not meet the least educational standards projected. Additionally that only oral methods used in many special schools for visually impaired learners and their teachers are not trained in special education needs and most of these special schools are lacking educational materials. In addition, in 2005, schools for the learners with visual impairment lacked enough Braille writing equipment as well as Braille textbooks (MINEDUC, 2005).

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