SPECIAL NEEDS AND INCLUSIVE EDUCATION

STUDENT'S BOOK

3

OPTION: ECLPE, LE, SME& SSE

FOREWORD

Dear Student,

Rwanda Basic Education Board is honored to present to you the Special Needs and Inclusive Education book Year three. This book is intended to equip you with knoweldge, skills and attitude needed to be able to teach effectively learners with disabilities and other Special Educational Needs.

This book, will equip you with knowledge and skills on how to deliver an inclusive lesson, monitor the progress of each learner in the classroom and conduct an inclusive assessment. You will also learn how to provide guidance and counselling services for learners with special educational needs and disabilities.

Additionally, this book will help you to acquire practical skills on how to respond to the needs of learners with SEN by conducting a special needs assessments, referral and development of Individual Educational Plan (IEP). Furthermore, you will learn how to make and use the teaching and learning materials adapted to the learning needs of each learner in the classroom.

Finally, you will be introduced to the advanced Rwandan Sign Language & Deaf education and advanced level Braille and teaching approaches for learners with visual difficulties.

In competence-based curriculum, learning is considered as a process of active building and developing knowledge and meanings by the learner where concepts are mainly introduced by an activity, a situation or a scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values. For effective use of this textbook, your role is to:

- Work on given activities which lead to the development of skills
- Share relevant information with other learners through presentations, discussions, group work and other active learning techniques such as role play, case studies, investigation and research in the library, from the internet or from your community;
- Participate and take responsibility for your own learning;
- Draw conclusions based on the findings from the learning activities.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this book particularly to Educate! who provided financial support and REB staff who organized the whole process from its inception. Any comment or contribution would be welcome for the improvement of this textbook for the next edition.

Dr. MBARUSHIMANA Nelson

Director General, REB

ACKNOWLEDGEMENT

I wish to express my appreciation to all the people who played a major role in the development of this Special Need Education textbook for year three. It would not have been successful without the active participation of different education stakeholders.

Special acknowledgement goes to the illustrators and designers that provided expertise in design and layout services, illustrations and image anti-plagiarism. I am especially grateful to the university lecturers and other individuals who reviewed this book. Their guidance and professional expertise, eye for accuracy and thoughtful suggestions contributed immensely to making this book a success.

I owe gratitude to Educate! which allowed their staff to bring their expertise in the integration of skills lab pedagogy in all subjects especially the Special Need Education textbooks and financial support provided in development of those books. My appreciation goes to different education partners more especially Humanity & Inclusion, NUDOR and Ubumwe Community Center (UCC) for their technical support.

Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those from Curriculum, Teaching and Learning Resources Department who were involved in the whole process of in-house textbook writing.

Joan Murungi,

Head of Department CTLR/REB

ABBREVIATIONS AND ACRONYMS

AIDS: Acquired Immune Deficiency Syndrome

CwDs: Children with Disabilities

CBC: Competence Based Curriculum

IE: Inclusive Education

HIV: Human Immunodeficiency Virus

IEP: Individual Educational Plan

JAWS: Job Access with Speech

REB: Rwanda Basic Education Board

PwDs: Persons with Disabilities

NUDOR: National Union Disability Organization in Rwanda

SNE: Special Needs Education

SEN: Special Educational Needs

STI: Sexual Transmissible Infection

UDL: Universal Design for Learning

TABLE OF CONTENT

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

Key Unit Competence:

Students should be able to competently deliver, monitor an inclusive lesson and conduct an inclusive assessment

Introductory activity

Every student has **different needs:**

I have trouble focusing for more than 15 min

I think better when my hands are busy

I can talk about what I know bette than I can write about it

I can't grip a pen or pencil

So different students should get different things to help them succeed.

Classroom tests taken over multiple days

Fidget toys and tactile activities

Creating a video instead of composing of paper

Modified writing utensils/ writing on a computer instead

And that's what makes a classroom fair for everyone!

1) Discuss how you could deliver an inclusive lesson by linking the ideas/theories illustrated in the pictures with the theory of teaching inclusively.

2) From your own understanding, is it possible to monitor the progress of each child in the classroom and differentiate the assessment approach based on the ability of each student? If yes, how?

1.1. Lesson delivery and monitoring in an inclusive class

Activity 1.1

1) How could you make a classroom a conducive environment for learning?

2) What are good strategies could you use to display teaching and learning materials in the classroom?

3) How could you monitor the learning progress of students in the classroom?

4) What do you think could be good strategies to use in order to provide individual support by differentiating the curriculum?

1.1.1. Creating a conducive environment for learning

Creating a classroom environment which is conducive to learning is one of the most important things a teacher can do. Education to be effective in schools, the environment needs to be conducive to learning, allowing the learners space and time to interact within the learning and teaching process. Creating and maintaining stimulating learning environments can be achieved through effective classroom organization, interactive and whole school displays and a climate of innovation.

The following are tips to make a classroom a conducive environment for learning:

- Make sure learners with special needs occupy the front place near the blackboard and close to the teacher or any other place of their preference. This is very important for learners with sensorial difficulties and those with learning difficulties.
- Try to arrange the classroom so that learners can move about freely, especially if some children have visual or mobility problems. For example, make sure that a child who uses a wheelchair or crutches can get in and out of his/her desk easily.
- If you have the space, try to set aside an area of the classroom where you can work with certain children individually or in small groups in order to achieve peer learning.
- Sitting arrangement can help to promote cooperative learning during teaching/ learning activities.

- Have a box that contains some story books or simple games that children can use when they have completed their work ahead of others.
- Display pictures, posters, drawings and examples of learner's work on the walls. Make sure they are displayed at the learners' eye level rather than high up on the walls. You can also add different textures for touching to help learners with visual problems.
- For some learning sessions, is better to go outside the classroom. For example, lessons about plants and animals could be done in the school compound.
- Remember that learners with hearing and visual problems will find lessons outside the classroom more difficult to understand. Make sure such learners sit very close to you.
- Bring in a mat to make a quiet reading corner.
- Whenever possible, use real objects to help the learners understand. Make sure teachers allow the children to handle and touch these objects if they are not harmful to them. This is very important for learners with seeing and learning difficulties.
- Keep the classroom clean. Make sure all the learners, including those with special educational needs, help to clean the classroom.

1.1.2. Teaching and learning materials display

a) Display of teaching and learning materials

A good teaching and learning may be worthless unless it is well displayed. Many classrooms are not adequately furnished with facilities for display, but it is important that they should have at least some display. The choice of display methods is determined by the nature and the type of materials to be displayed.

The following methods can be applied:
- Tables or shelves placed or fixed to the sidewalls: These can serve both purposes of display as well as storage.
- Display boards on the side wall: Soft board used for ceiling construction is very good for this purpose because of the easy with which drawing pins can be pushed in and out.
- Strips of finished timber on the side walls: These are very important for hanging three dimensional materials (manipulable materials) with nails.
- Pegboards: A pegboard is a board with hundreds of identical holes which can be used to secure visual aids, specimens as well as models. The holes are used to fix whatever is to be displayed.
- Mobiles: A mobile is an arrangement of cards hang from the ceiling. The cards can be used to display words, ideas or information that the teacher wants the learners to remember. It is the best used where space on the

walls or tables is very limited.

Note: There is no standardized way recommended for display in your classroom but as a teacher you should realize that a lot will depend on the availability of space and type of resources to be displayed. In addition, the diversity of learners needs and your own creativity are other important factors that should guide you displaying educational resources.

b) Points to bear in mind when displaying teaching materials

The following are points that you should remember when displaying your materials:

- The resource or materials should be displayed properly so that all learners are able to access, to touch, 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 pupils to handle on their own. Display such only when you use them with the pupils and withdraw them for storage after the lesson.

1.1.3. Classroom monitoring: Monitoring the progress of learners

It is essential that a teacher walks around the class checking what the children are doing when they are working on their own or in groups. If a teacher does not monitor during a lesson, he/she will not know which learners are having difficulties, thus he/she will not be able to help them. But if the teacher monitors the progress of the learners during the lesson, he/she will be able to provide individual help that responds to their need.

Provide individual help for learners with Special Educational Needs

Learners with special educational needs including those with disabilities and others who are educationally vulnerable need more help and support than their peers without disabilities. They will benefit more if the teaching is directed to their particular needs. Individual help should focus on the skills and knowledge the child needs to fully participate in the class.

Today's classroom reflects the diversity of our communities and includes a mix of students' interests, needs, learning styles, and cultural backgrounds. This is the reason, that the teachers should think on differentiating the curriculum by focusing on the needs of students and provide strategies and approaches that meet their needs.

a) Differentiation of the curriculum

Differentiated instruction refers to a wide range of instructional and classroom strategies that teachers can use to help each student achieve the prescribed learning outcomes. It is the component of classroom instruction that specifically

acknowledges and responds to learners' diversity. Using differentiated instruction establishes a supportive learning environment for all learners.

At the beginning of the school year, (just after some weeks after the school years has started), the teacher should clearly establish the needs of the students in the classroom. In almost every classroom there will be students who require special attention and considerations. Remember, the teacher is not expected to provide totally different programs to students; rather, the differences can be managed using a variety of approaches and teaching methods. The teacher should determine the best way and methods to address students' needs. In an inclusive setting, there may be:

- Students who can benefit from differentiated instruction but for those with special needs the differentiation of curriculum is mandatory.
- Some students who require adaptations to instruction and assessment in terms of lesson evaluation.
- Some students who require additional education supports to perform a given task.
- Some students who require modifications outlined in their Individual Education Plan.
- Some students who require individualized programming outlined in their Individual Education Plan

In that way, the teacher should examine ways to meet the learning needs within the unit or lesson being taught. A teacher who examines the needs of a classroom in this way is able to see commonalties as well as differences in students and be able to differentiate the curriculum.

The differentiated method helps both the teacher and the learners:

- For the teacher, it helps him/her to provide national curricula by accommodating students with a wide range of abilities, interests, and learning styles. Teachers can differentiate curriculum in three broad areas: content, process, and product.
- For the learners, differentiated curriculum facilitates them in their learning process, and at the end help them to succeed because varied instructional approaches are used, thus matching their varied learning styles.

b) Strategies to differentiate the curriculum in the classroom

- **Learning strategies**

Learning strategies are instructional strategies that have been developed to assist students with learning difficulties. Learning strategies include: teaching study skills, editing assignments, reading strategies, and thinking strategies. Two examples of learning strategies that can be used are: **COPS** strategy and the **JETS** strategy.

COPS is an editing strategy that helps students edit their work by focusing on four key elements of the editing process:

C: Capitalization

O: Overall Editing and Appearance

P: Punctuation

S: Spelling

JETS is a strategy for task completion or assistance in preparing to do an assignment.

J: Job: What is it I have been asked to do?

E: Equipment: What will I need to do the job?

T: Time: How much time do I have to complete the job?

S: Satisfactory product: What do I have to do to complete my job in a satisfactory manner?

- **Graphic Organizers**

Graphic organizers also known as mind maps, webs, clusters, think sheets are visual diagrams that help learners understand and think by representing abstract ideas and concepts in a concrete form.

- **Lesson Frame**

Lesson frames are used to present an overview of a lesson or concept. They are presented in writing but may also include pictures or graphics, and are usually placed on overheads, photocopies, chalkboards, or posters. They typically indicate the course, topic, date, lesson outline, lesson outcomes, assignment, and notes. Lesson frames help students to organize their thoughts around a lesson.

The use of visuals (pictures or graphics) in lesson frames can help students learn important routines or strategies. Visuals can be made using computer programs, magazine cut outs, or photographs, and placed in student binders for easy access. The student's schedule may be represented by picture activities scheduled for the day. Visuals may also be used during class presentations to reinforce verbal and written information.

Scaffolding

Students who have behaviour problem, attention deficit or any other special needs, may become frustrated when presented with a large assignment or homework project. It is possible to avoid this frustration by using scaffolding a strategy of providing clear structure and precisely stated expectations, and breaking down tasks into manageable pieces.

Scaffolding Benefits
- Provides clear directions
- Clarifies purpose
- Keeps students on task
- Points students to worthy sources
- Reduces uncertainty, surprise, and disappointment
- Helps students to organize
- Breaks the work down into manageable pieces
- Provides a structure for completing the project

- **Adaptation**

Adaptations are planned, personalized alterations in the way teachers provide instruction, in the way a student demonstrates learning, and in the assessment of progress. Adaptations help students to achieve and to demonstrate the achievement of the expected learning outcomes of the curriculum. Adaptations are developed for individual students through planning by the teacher, student, parents and possibly other support personnel. Students are assessed according to the learning outcomes of the national curriculum. There are a variety of ways that educators can provide adaptations for an individual student. These include adaptations to:
- The physical and/or social environment
- Materials and resources, including the introduction of supportive equipment
- Presentations
- Testing and assessment procedures
- Assignments and homework
- Organizational supports
- The time required to achieve curriculum outcomes

Note: The list is not exhaustive. The strategies provided above are not the only ones to be used when differentiating the curriculum. The teacher should consider using any form of strategy depending to the needs of students in order to support their need.

1) Give 5 strategies to make a classroom a conducive environment for the learning?

2) Explain 2 methods of well displaying the teaching and learning materials in the classroom?

3) Why is it important to provide individual help for learners with SEN?

4) Explain 3 strategies to differentiate the curriculum?

1.2. Conducting an inclusive assessment

Activity 1.2

Explain the purpose of inclusive assessment, principles and strategies to conduct an inclusive assessment
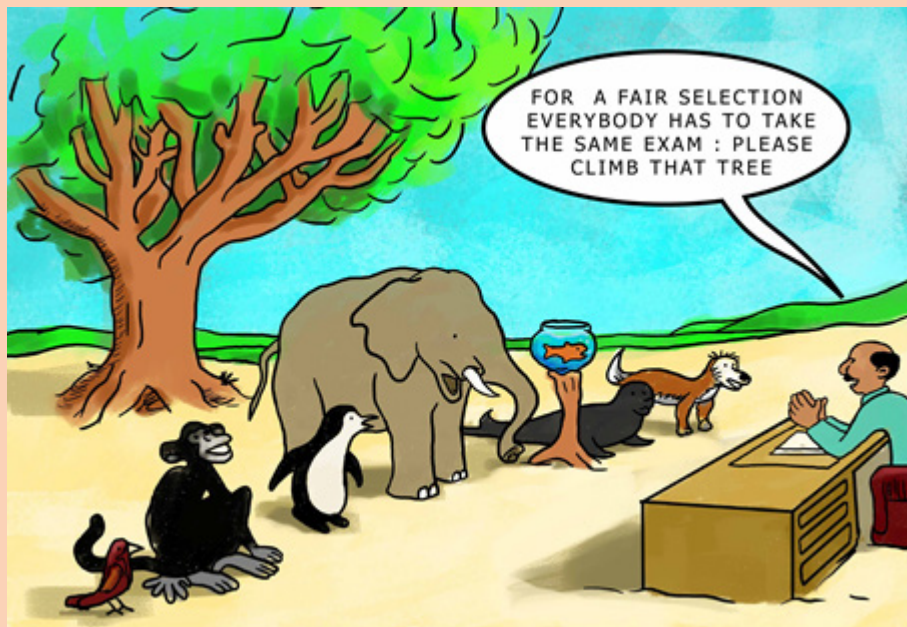
Biased/discriminative assessment

a) Purpose 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.

b) Principles of an inclusive assessments

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.

c) Strategies for conducting an inclusive assessment

Assessment should give an indication of a learner's level of achievement of the learning outcomes associated with the course, topic or skill being assessed. However, if a learner has a special educational need, then the assessment may need to be modified so that the learners can demonstrate their learning.

The following are strategies to conduct an inclusive assessment:

Identify the learning outcomes (what you hope the learner will know) being assessed

- What is the best way a learner can show the learning outcomes?

- Is there more than one way to demonstrate this knowledge/skill?

- Are you clear about which learning outcomes constitute a competence standard? These must apply equally to all learners and may not be modified, though the process by which the learner is enabled to demonstrate the competence standard can be adapted.

Identify the criteria of assessment (in terms of lesson evaluation) (how they can demonstrate knowledge, skills, attitudes) being assessed

- How will you judge the level of achievement of each stage of the assessment task?

- How will you distinguish exceptional performance from partial achievement of the learning outcomes?

- How have you communicated the criteria to the learners?

Identify any part of the task which could pose specific difficulties for learners

List what a learner will have to do to complete the assessment and try to anticipate difficulties, considering learning styles as well as SEN.

- Does this task cater for learners with different learning styles as well as different learning needs?

- Is there an alternative form of assessment which measures the learning outcomes just as well?

- What reasonable adjustments could be made?
- If you feel one of your learners is likely to find the task difficult, discuss this with the learner directly

Consider ways that you could adjust the task

How might you change the task itself to make it more inclusive and less discriminatory for all learners?

- Special arrangements (e.g. extra time) or alternative assessments (e.g. presentation instead of essay) for a few select learners only tend to reinforce the deficit view of learners with special needs.
- An inclusive approach should offer a range of assessments to all learners: i.e. different assessment of the same learning outcomes.

Can the adjustments be built into the curriculum rather than 'tacked on'?

Assessment should be built into the curriculum and should reflect an equality approach to learners rather than trying to fit learners into existing assessments.

- Learners generally do not want to be singled out for special treatment.
- If an alternative assessment which assesses the learning outcomes is available, why can't it be made available to all learners?

Self-assesment 1.2

1) What are the purpose of conducting an inclusive assessment?

2) Explain the principles of an inclusive assessment?

3) Discuss 2 strategies for conducting an inclusive assessment

Skills Lab

Visit a nearby school, select one classroom and do observation for 5 hours (observe the students in the classroom and outside of the classroom, observe the teacher's methods an approaches when teaching). Then after identifying the needs of each learner in the classroom, plan an inclusive lesson, deliver it and then do an inclusive assessment.

1) What do you understand by an environment that is conducive to the learning of students?

2) Give 4 strategies for making a conducive learning environment?

3) Identify different methods that could be applied when displaying the teaching and learning materials?

4) What should   be considered when displaying the teaching materials in the classroom?

5) What do you understand by curriculum differentiation?

6) Explain strategies of differentiating the curriculum?

7) 1Why is it very important to monitor the learning progress of learners in the classroom?

8) Explain the principles of an inclusive assessment?

9) Identify 4 strategies that should be used for an inclusive assessment?

UNIT 2

GUIDANCE AND COUNSELLING SERVICES FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (SEN) AND DISABILITIES

Key Unit Competence:

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

Introductory activity

The case study of Mugabo

Mugabo is a blind (visually impaired) young boy who is 25 years old now. He has three siblings, two brothers and one sister. He became blind at age of 18 as a result of diabetes. However, some family members believed that Mugabo was attacked by demos and become blind. They strongly believed that demos came from her mother who by that time was separated from his farther. This brought conflict between the mother and the rest of the family, especially the farther and the second wife. Mugabo was totally confused and frustrated because he knew very well that he became blind as a result of diabetes and not demons. Frustrated by the conflict between her mother, his farther and her step mother, 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. She decided to step in and help her son. She brought a counsellor who spent sometimes with Mugabo. After some counselling sessions, the counsellor succeeded to not only brings Mugabo back on his senses, but also the whole family was back together. 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.

Tasks:

1) What pushed the mother to call in the counsellor?

2) What was the role of the counsellor? Has he succeeded? Why?

2.1. Definitions of Guidance and counselling and their importance

Activity 2.1

1) What do you understand by the following terms:
   a) Guidance
   b) Counselling
2) How can you explain the role of Guidance and Counselling?

a) Definitions of Guidance and counselling

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. Educational guidance is a process of assisting individual learner to reach optimum individual development by helping individual making choices, as well as make adjustments in relation to schools, curriculum, courses and school life which contribute to the all-round development. It promotes self-direction and self-growth.

Guidance helps individuals understand better their abilities, know their interests, to develop their skills and relate them to life goals. It helps individuals reach a state of mature self-guidance and direction as a desirable member of the society. It helps individuals to understand, accept and utilize his or her aptitudes, interests and attitudinal patterns in relation to his/ her aspirations.

In school and college setting, it is aimed at leading the learners to the achievement of desired life goals. It equips them with knowledge and techniques that enable them to identify and find ways of solving 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.

It is concerned with addressing and solving specific problems, making decisions, coping with crisis, working through feeling and inner conflicts and improving a person's way of relation to others. The overall aim of counselling is to make life more satisfying by helping the client solve their problems or meet their needs.

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

The Counselling provided by trained professionals can have a profound impact on the lives of the beneficiaries first, and second to individuals, families and communities. This service helps people navigate difficult life situations, such as the death of a loved one, divorce, natural disasters, school stress and the loss of a job, drug abuse and life discomfort. It provides the tools and insights to manage mental health issues, such as anxiety and depression. It empowers people to lead healthy and fulfilling lives.

General principle, Guidance and Counselling is based on the belief that human beings are basically self-determining creatures. The human beings have an innate desire for self-direction towards independence and autonomy. Thus, people have the ability to a great extent to control and to fully be responsible for their actions.

i) Specific principle of guidance

The guidance focus on the following principles:

1. Guidance is concerned with the systematic development of the individuals.

2. Guidance is not a counsellor's decision or compulsory advice rather it the client who makes the decisions of the action to take.

3. Guidance is continuous and sequential educational processes. It thus should be provided throughout one's life.

ii) Specific principles of counselling

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

1. Counselling help the client become more aware of self and realistically accept his/her abilities and limitations.

2. 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.

Self-assesment 2.1

1) Describe the following key words: guidance, counselling

2) Discuss the specific principles of guidance and counselling

3) Discuss the role of Guidance and counselling for learners with Special Needs

2.2. Approaches and qualities of school Guidance and Counselling service

2.2.1. Approaches of school guidance and counselling

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

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

a) Psychoanalytic approach

Psychoanalytic theorists believe that behaviour is motived 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

- **Structure of personality**

Personality refers to the unique pattern of psychological and physical processes which control your behaviour and thought and make you distinctly you. In psychoanalytic approach personality is the interplay between the ID, the Ego and the Super ego.

The ID is the biological component of the structure of personality. It is irrational and unconscious. It works on pleasure principle of avoidance pain and seeking pleasure. ID seeks immediate gratification.

The Ego is the psychological component of human personality. It is in realistic and conscious. It develops as growth takes place. Ego balances on the excessive impulses of conscious of the Id and the Super Ego.

The Super ego is the judiciary component of human personality. It develops as a child internalizes the dos and don'ts in the society. It comprises the societal norms. It is a major player in the development of one self-concept, using Super

Ego the child develops operating principles, self-governing rules.

- **Conscious and unconscious mind**

  Conscious is the act or process of being aware, particularly of one's surroundings, thought and bodily condition. It refers to being, alert and understanding your immediate environment. Unconscious is used to refer to process which are outside or blocked from our present mind.

  Unconscious motivates the action of the manner in which a client will present their situation, but as the counsellor you have to try to reach the underlying issue. Many problems are as result of mental processes which are hidden to the client. The hidden process include experiences, wishes and impulses which were either denied or ignored sometimes back hence become repressed. If the repressed information is brought to conscious, faced and explored the some of the client's issues will be accepted, owned and resolved.

- **Psychosexual stages of development**

  It is a central element of the psychoanalytic sexual drive theory, from the birth every human being possess an instinctual libido (sexual energy) that develops in five stages.

Freud`s psychosexual stages
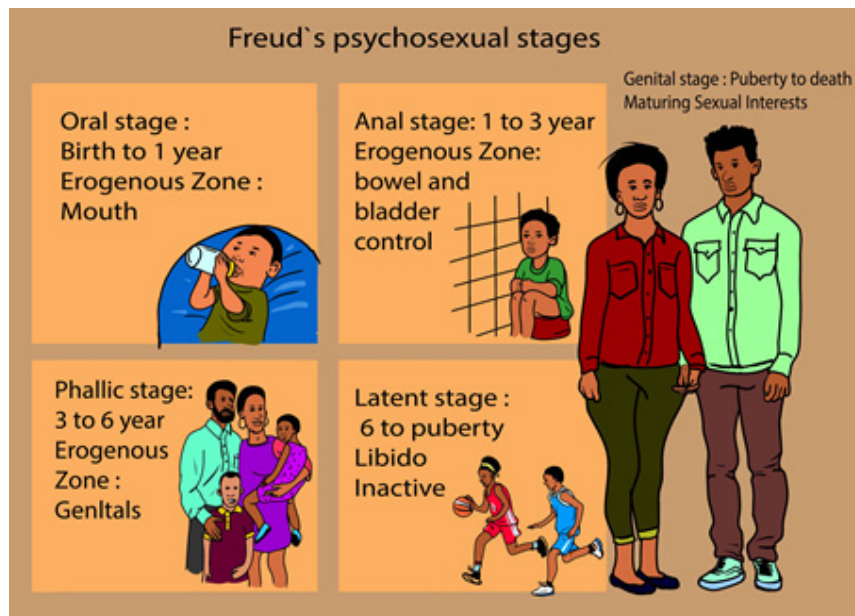
Those stages are:

- **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***:** Individuals are attracted to opposite sex peers

Psychosexual stages of development

Every stage is characterized by its erogenous zone that is the source of the libidinal drive.

▪ **Defence mechanisms**

It is the process used in order to protect oneself against extreme discomfort, tension, mental composure and self-esteem in face of what could be a painful situation. As we learnt in the structure of personality, the ego is governed by the principle of reality, while ID seeks for the immediate gratification. The super ego keeps threatening punishment on the Id and Ego. This scenario generates anxiety. Conflict arises from wishes and reality become a threat that results to the need of defence.

Defence mechanisms are used by parents, persons with special needs and disability, when they have not accepted their situation. They include repression, denial, rationalization, projection, reaction formation, introjection, regression, displacement and rationalization.

▪ **Techniques of psychoanalytic approach**

Therapeutic techniques in psychoanalytic theory include interpretation of behaviour and free associations to create trust and in-depth disclosure. The counsellor looks into the behaviour portrayed and tries to analyse what is motivating it. The counsellor builds trust with the client so that in a friendship's past experience are shared.

b) Behavioural approaches

The behaviourist believe that behaviour can be learnt, unlearnt and re-learnt. Behaviour can be good or bad. Therefore, a person has the potential of being good or bad. They believe that behaviours can be modified, thus a person with unacceptable behaviour can learn acceptable behaviour.

▪ **Goal of behaviourist**

It is to initiate and strengthen adaptive behaviours, weakening and maladaptive behaviour and reducing unwanted fears and anxieties. Teacher in special needs education assist leaners identify and work towards eliminating under desirable behaviour such as hyperactivity, excessive talking, impassivity among others.

▪ **Techniques of behavioural approaches**

A counsellor using behavioural approaches, works having the client

▪ Controlling preceding events of a behaviour

- Reinforcing, acceptable behaviour, using role models and mentors
- Forming mental teaching
- Learning through systematic desensitization.
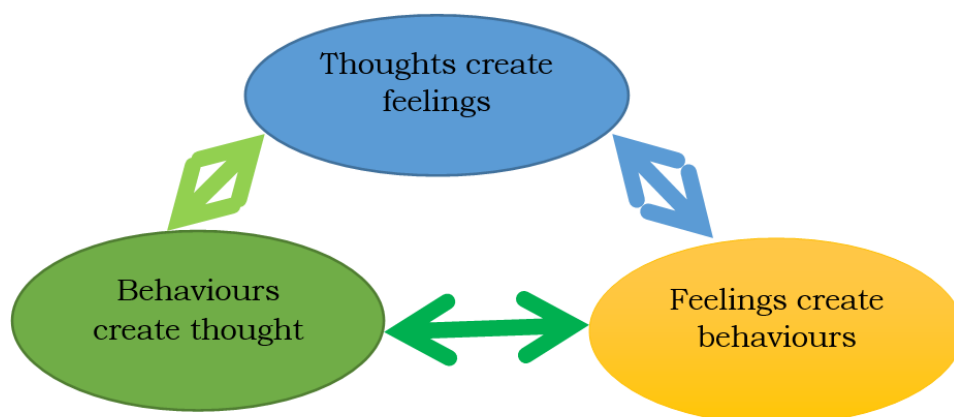
c) Cognitive behavioural approach

It 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.

- **Goal of cognitive behavioural approach**

  It is to help the client overcome emotional blocks and disturbances, so that they become fully functioning and to change and demanding thinking to preferential and acceptable thinking. Clients are taught to analyse their reality and get rid of distortions. When this is done then there is anticipated, reduction or elimination of undesirable emotions.

- **Techniques of cognitive behavioural approach**

  The major technique is teacher- learner approach. The counsellor identifies clients' beliefs, over generalization and disputes what sounds illogical. Homework is given to the client to go and practice new skills learnt during the counselling session e. g assertiveness. The techniques take for granted that the counsellor is more knowledgeable than the client, hence s/he becomes the teacher of the logical. All those techniques are evidence-based methods to change thoughts, feelings, and behaviours and improve overall life satisfaction and functioning.

The cognitive triangle show how thoughts change to feelings and then to behaviours and vice versa

d) Client-centered approach

This approach is known as Rogerian therapy, it is a counselling approach that requires the client to take an active role in his or her treatment with the therapist being nondirective and supportive. They are striving towards self-actualization. It consists of ways in which individuals perceive and define themselves. The counsellor trust in the client's genuineness and ability to move forward, and get solution to his/ her problem. The goal of client- centered is to provide a greater degree of independence and integration of the individual. Counsellor seeks to assist client in their growth process, enabling him/her cope with the problems they are facing now or in the future.

- **Techniques of client-centered**

Therapeutic techniques used in this approach includes:
- Emphasis on the quality interpersonal relationship: client is encouraged to forge more meaning full relationships.
- Providing client with attitudinal conditions of genuine empathy: each client is listen to as an individual and not likened to previous clients.
- Unconditional positive regard: the client is appreciated, trusted and treated valued being.

2.2.2. 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.

Those include:
- **Attending skills:** Include social skills the counsellor uses in welcoming the client as well as the sitting posture the counsellor assumes it's the course of counselling. Sitting of counsellor is given the acronym of **SOLER** (**S**-sit squarely, **O**-maintain an open posture, **L**-lean forward appropriately, **E**-Maintain eye contact, **R**-relax).
- **Structuring**: Establishing working patterns e.g. Time, frequency payment, duration and general plan of counselling.
- **Active listening**: It is the most important counselling skills. It calls for physical, emotional and psychological presence of the counsellor. It includes verbal and non-verbal, it means listening, encouraging and prompting the client to go on talking.
- **Empathy:** Is the capacity to enter the place of the other human being and understand the world from their perspective.
- **Questioning:** Questions should be those elaborate answers leading to a better understanding of the client's story. Avoid answers yes or no and avoid questions start with have or do, are, would.

- **Self-disclosure**: This is when counsellor shares an event which draws similar emotions and feelings to what the client is presently experiencing.
- **Confronting:** Is used to point out inconsistencies in what the counsellor does say.
- **Reflecting feelings:** It involves going back to what the counsellor has said or expressed either in regards to facts or feelings.
- **Giving feedback:** Is used at the beginning of the all counselling or at the end of a follow up counselling session or at the end of a counselling relationship. It involves a summary of issues in previous sessions, goal set and any handicaps that the counsellor may have picked from the client.
- **Summarizing:** It covers what has been said by the client. Summering is normally used to close a topic, change subject or select the next move in a descriptive manner.

2.2.3. Steps of counselling

There are five main steps of counselling

- **Creation rapport:** When individual is considering for help, s/he experiences a mixture of feelings. Creating a warm and welcoming situation minimize these fears and thoughts. It helps to build a relationship and offers psychological relieve which puts the clients at ease.
- **Exploration:** This is the time when the client reveals and discusses his/her issues. Some clients are able to articulate well their issues while others are not, some others may be confused when presenting their issues. It is a difficult stage for the client, so your prime responsibility as a counsellor is to create a safe environment for your client through attending skills, listening and empathy.
- **Understanding:** This is to know or realize meaning of what the client is saying. It bears an element of trust and believe.
- **Action:** At this stage a counsellor help a client to formulate a plan, in a step by step procedure for reaching the goal. Action stage needs not to be hurried.
- **Termination:** Although counselling helps individuals with special concerns, the complexities of the life situation make it such that the counsellor cannot solve all problems that his or her client brings forwards.

2.2.4. Qualities of a good counsellor

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

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

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

Self-assesment 2.2

1) Describe 5 approaches of counselling

2) What are the main techniques of counselling?

3) Discuss the characteristics of a good counsellor

4) What does SOLER stand for in counselling?

2.3. Types, objectives and components of Guidance and Counselling

Activity 2.3

1) In which ways do you think counselling and guidance services should be provided to clients?

2) What are the components of Guidance and Counselling?

2.3.1. Types of Guidance and Counselling

The provider of the services uses different types such as:

- **Individual counselling:**

  This is a one to one type of counselling which is used when a client has confidential issues.

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

- ▪ **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

- ▪ **Peer counselling:**

It involves peer counselling other pupils. People who can counsel colleagues are identified and given the necessary skills and allowed to assist/help their peers. Peer counselling is a good strategy to adopt in schools as pupils who may not easily disclose their problems to the teacher or parents can freely do so with their peers who do not pose any sign of authority over them.

- ▪ **Bibliotherapy:**

Is a type of counselling that is gained by a client through reading relevant literature. For example
- – Motivational books such as think big by Ben Carson
- – Testimonies from people such as T.D Jakes,
- – Focus books for the power of praying
- – Relevant print media such as parents' magazine

2.3.2. Objectives of Guidance and Counselling

Counselling is viewed as a personalized, intimate interview or dialogue between a person experiencing some emotional, social, educational, physical, and vocational problems etc. It can also be seen as a service that helps individual to solve problems and learn to cope with these problems that are not easy to solve. Guidance and Counselling serves following objectives:
- – Help people gain insight into the origins and the development of their emotional difficulties 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.

2.3.3. Components of Guidance and counselling

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

- **Educational Guidance and Counselling**: This is the process of informing the learners with all relevant information that will enhance educational development. Such information includes: type schools, facilities available, quality of teachers, availability of hostels, entry requirements, etc. For example, learners with Visual Impairment should know whether schools are special or inclusive, they should know whether schools have enough facilities and the quality of teachers before they take decision to enrol in a certain school.

- **Vocational Guidance and Counselling**: This is the process of helping learners to choose the right vocation for future carrier on the basis of interest, ability and aptitude. Vocational Guidance and Counselling is very important for learners with Disabilities and SNE because of their limitations. For example, a learner with upper limb amputation may want to do mechanical engineering, but his/ her condition will not favour him/ her. Guidance and Counselling will help her/ him understand his/ her limitations and opt for other options in this case like, law, education etc.

- **Personal/ social Guidance and Counselling:** This is the process of helping the learners to adjust and live happily with the members of his environment in spite of differences. Learners with Special Educational Needs and Disabilities face a myriads of problems which in most cases results into negative self-image, feeling inferior to others, withdraw and poor performance. Personal/ social Guidance and Counselling should help learners with Disabilities to cope with their problems and to live in harmony with the peers.

- **Rehabilitation Guidance and Counselling:** This is the process of assisting person with Disabilities who has suffered a catastrophe and

has lost part of his body which rendered him hopeless to reinstall hope in him and help to maximize the remaining potential in him. The essence of rehabilitation counselling is to discourage begging but encourage independent and effective being so the clients can contribute his total ability to community development.

- **Marital Guidance and Counselling:** This is the process of educating students about the body components and the functions of each parts. It is also a way to provide a holistic education on how to be engaged in inter social relationship with the right person at the right age and in the right forum with total maintenance of self-control and the right social- personal distance and not allowing handshake to go beyond the shoulder. Students with Disabilities should also be counselled to deal with break hurting that may result from a bad relationship.

Self-assesment 2.3

1) Describe the types of counselling and guidance

2) What is the difference between individual and group counselling?

3) Explain the rational of Guidance and Counselling for learners with Special Needs?

4) Briefly explain the components of Guidance and Counselling.

Skills Lab

You are deployed to teach at GS Busasamana immediately after you complete your studies at TTC Zaza. At the beginning of the second term, you are elected as a teacher counsellor by your colleagues. In addition to your usual duty as a teacher, you are now to provide Guidance and Counselling services to students. In your office, a student with Visual Impairment comes to seek for Guidance and Counselling services. He has a number of problems: He face stigma and feel isolated, he has poor academic achievements and find it hard to maintain good relationship with colleagues and friends etc. Taking into consideration the quality of a good counsellor and the components of Guidance and Counselling, write a two page documents on how you could help the students.

1) Describe the role of counselling

2) Discuss the stages of psychosexual development

3) Discuss the stage of counselling

4) What are the advantage of group counselling?

5) What are the main approaches of Guidance and Counselling?

UNIT 3

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

Key Unit Competence:

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

Introductory activity

Kaneza is a beautiful girl and turned seven years this year. She lives with both her parents at Cyimihurura sector. 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. For example, they would ask her to bring a basin and Kaneza would bring a pan. Thought of parents had no confirmation from a specialized personnel, they believed that Kaneza has mental challenges and therefore find it useless to take her to school. One day, Kaneza was playing with other children and the teacher passed by. As an experienced teacher, she noticed something in Kaneza's behaviour which attracted her attention. Kaneza wanted to watch a movie from a smart phone and she holds the smart phone so close that anyone would suspect an abnormality in her vision. The teacher was so much concerned and wanted to know more about Kaneza. The teacher discovered that Kaneza was kept at home by her parents who taught she has intellectual challenges. 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 her in her studies. She is now succeeding very well in her academics.

Questions

1) What was the situation of Kaneza before she was found by the teacher?

2) What happened when KANEZA was brought to school by her parents and teacher?

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

Activity 3.1

1) What do you understand by the term" Special Educational Needs Assessment?

2) Why should we do assessment in Special Education?

3) Dou 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.

3.1.1. Meaning and purpose of SEN assessment

An 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 is a process that involves collecting information about a student for the purpose of making decisions.

Disability and other special educational needs Assessment in educational settings serves five primary purposes:

- **Screening and identification:** To screen children and identify those who may be experiencing delays or learning problems. Identification is the process of singling out suspected cases of children with special needs in education and/or disability for the purposes of assessment and intervention. Identification of children suspected to have disabilities may be done by the following people: Parents, Doctors and nurses, social workers, teachers, siblings and peers. Early detection of disability, learning disabilities and other form of special educational needs simply means to screen a child at early stage of hi/her life with the purpose of designing adequate intervention as earlier as possible. It is a process of providing with adequate special needs and disabilities with the necessary and adequate support to fight against special educational needs and disability . This should be done as early as possible. It may take the form of guidance and counselling to both learner and parents, placement to education programme, referral for medical intervention, provision of home training programs. Every child is unique and may have his/her own strengths and weaknesses. It is natural that some children may excel in certain areas but have deficiencies in other areas. 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. However, if there are noticeable and persistent discrepancies in development compared with that of their peers, teachers and parents should be alert and discuss whether follow-up actions need to be taken.

- **Eligibility and diagnosis:** To determine whether a child has a disability and is eligible for special education services, and to diagnose the specific nature of the student's problems or disability

- **IEP development and placement:** IEP is developed to provide detailed information so that appropriate decisions may be made about the child's educational placement.

- **Instructional planning:** To develop and plan instruction appropriate to the child's special needs

- **Evaluation:** To evaluate student progress

3.1.2. General principles of SEN assessment

The guiding general principles help the assessors to keep in mind that:

a) A child with special educational needs should have their needs met

b) The special educational needs of children will normally be met in mainstream schools or settings.

c) The views of the child should be sought and taken into account

d) Parents have a vital role to play in supporting their child's education

e) Children with special educational needs should be offered full access to a broad, balanced and relevant education.

3.1.3. Types of SEN assessment

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

There are three basic types of assessment

- Baseline assessment
- Continuous assessment
- Terminal assessment.

a) Baseline assessment

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

The process of baseline assessment and its role

The baseline assessment may be carried out through observation of learners either individually or when they are interaction with their peers, family and other community members, at the beginning of a programme. It can be done through formal and informal test. In inclusive classroom, the findings of baseline assessment may help you determine the level at which you start a particular skill or content.

b) Continuous assessment

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

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

c) Terminal assessment

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

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

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

It is a group of experts from multiple professional backgrounds, who meet to pursue a common goal, such as SEN assessing, evaluating a learner for placement in education or creating an individual plan for the learner. In teaching learners with special needs in education, consideration should be made of human resources who offer support to such learners. It is a multidisciplinary team which brings together professionals from within and beyond the school. Multidisciplinary

teams have the potential to offer a range of services to support learners with special needs.

a) Here are some professionals who may be a part of assessment:
- Teacher
- Speech therapist
- Audiologist
- Physiotherapist
- Ophthalmologist
- Occupational therapist
- A medical doctor/ a nurse
- Educational psychologist
- Social worker
- Parents
- A learner/ A child

4. Teacher

S/he is the person who plan and conducts lessons. Some teachers may be trained to teach children with special needs. The role a teacher plays in a learning process include:
- Teaching of 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.

5. Speech therapist

This is highly trained professional who assists persons with speech and language problems. The main roles are:
- Screening children for early identification of a communication difficulties.
- Assessing receptive and expressive language
- Subsequent remediation of difficulties related to articulation and voice

6. Audiologist

These are persons trained to perform the following roles:
- Assess learners who exhibit hearing loss and indicate the range and degree of hearing loss

– Assess the need for amplification devices.

– Provide advice on special placement

7. Educational psychologist

S/he has the role to conduct an in-depth assessment for identification of problems in areas of intellectual and behavioural functioning.

He/she does this through:

– Selecting and administering appropriate tests.

– Scoring and interpreting the findings

– Offering guidance and counselling services to the child and family.

8. Ophthalmologist

These are doctors who are specialized in the treatment of eye disease and conditions.

9. Social worker

Those are especially trained people who act as a link between the schools, family and community in:

– Assisting teachers and parents to solve problems related to disabilities through their influence and knowledge.

– Advising families on how to care for their children with special role in education and places where they can find help and support.

10. Physiotherapist

These are trained professionals who play an essential role in the management of motor difficulties through the use of exercises. They train with moto abilities in the following abilities:

– Correct body posture

– Movement of limbs

– Strengthening of weak muscle or paralysed parts

– Balance and control of body

– Body coordination

11. Occupational therapist

An occupational therapist is a paramedical staff who is trained in art and science of directing a person's participation in selected tasks in order to restore, reinforce and enhance performance in activities of daily living.

They play an essential role in programming and delivering instruction adaptation and exercises which help:

– Children with special needs learn to participate in useful activities of daily life.

– Adults with special needs to maintain their capacity and abilities to function in daily living activities at a level, which allows as independence as possible.
– Children and adults in diminishing or correcting dysfunctional so as to promote and maintain health.

12. Medical Doctor / nurse

This person employed by the school or attached to the school to attend to sick or injured learners within the school.

They have the role of:
– Provide teacher with the information about leaner whose sensory moto or other health problems could classroom performance.
– Give instructions on handling seizure activity and managing leaners with orthopaedic involvement.

b) Parents

Parents are crucial members of the team because they have unique knowledge of their children's strengths and needs. Therefore, their specific roles include:
– Identifying and articulating their child's special educational needs,
– Request for SEN assessment for their child if they suspect any special education needs;
– Provide background information of their child during the SEN assessment processes.

c) School administration

The concerned school managers comprise mainly of the head teacher and the director of studies, and their responsibilities in SEN assessment include:
– Establishing and monitor the school mechanisms of identifying learners with special educational needs;
– Establishing the school mechanisms of conducting special educational assessment processes
– Keep records of the learners with special educational needs;
– Ensure that the school improvement plans and subject plan include special needs and inclusive education as priority;
– Schedule, lead and coordinate the special educational assessment processes;
– Invite and ensure the support to the SEN assessment team
– Ensure the inclusiveness during the SEN assessment processes by providing interpreters or any assistive provisions where necessary;
– Ensure a productive involvement of the learner's parents;
– Ensure a productive involvement of relevant specialists and experts during the SEN assessment processes.

c) Local leaders

The local leaders, especially those in charge of education can be involved in special education needs assessment, and their responsibilities may include, but not limited to:

– Ensuring that the necessary provision is made for learners with special educational needs'.

– Ensuring that schools have programs for SEN assessment in their scheduled activities and records for learners with special educational needs.

– Ensuring that teachers are skilled in identifying and providing for learners with special educational needs.

– Ensuring that learners with special educational needs are identified and participate in SEN assessment processes in all schools.

– Ensuring support for school in relation to SEN assessment programs and procedures

d) Learner

"Nothing about me without me". This is a slogan that is common to persons with Disabilities. It simply means that learners with Disabilities and other Special Educational Needs should be involved in every decision that is taken about them. In Special Educational Needs Assessment, learner should be present and be informed on the decision taken about him/ her. He/ she may also have some useful information that can help the team as they take decisions.

Self-assesment 3.1

1) Discuss the meaning of:
   a) Assessment
   b) Identification

2) Describe 3 types of assessment in Special Education

3) Describe 4 professionals who can help in assessment activities and their role

4) Describe the role of multidisciplinary team in the assessment?

3.2. Areas of SEN assessment and Components of Special Educational Needs Assessment tools

1) If you are to collect information about the child suspected to have disabilities, which areas would you consider?

2) What do you understand by SNE Assessment tool?

3.2.1. Areas of Special Educational Needs Assessment

When carrying out assessment, it should enable the assessor to determine the learner's development and educational needs. Any assessment in Special Education should covers the following aspects:

- **Intelligence**: Assess the child's ability to reason, to think abstractly, and to solve problems. An example of assessment tools includes: Wechsler test and Stanford- Binet intelligence test.

- **Language Development**: Ability to understand incoming spoken language and ability to convey ideas and relate information through oral language. Example of tools include: Wechsler verbal scale and Test of language development

- **Auditory skills**: Ability to break words into syllables and/or discrete sound components. Example of tools include: Wepman Auditory Discrimination Test –2nd Edition

- **Visual Skills**: Ability to detect subtle likenesses and differences in visual stimuli such as symbols, pictures, and designs. Example of tools includes: Wechsler Performance Scale.

- **Motor skills**: Ability to control fine muscle movements, as in writing, drawing, and cutting and ability to coordinate large muscle movements as in running, walking, skipping, and throwing. Examples of tools include: Observation of gross and fine motor activities.

- **Social and emotional adjustment**: You assess the ability of the child to maintain good relationship with others and the level of social maturity and appropriateness of Behaviour. Examples of tool include: Child Behaviour Checklist

- **Academic skills and Achievements**: In these areas, you assess the following skills: Reading and phonics skills, spelling skills, Handwriting skills and mathematical skills. Example of tools include: Wechsler Individual Achievement Test (WIAT) or Woodcock-Johnson, Revised-Tests of Achievement (WJ-R ACH).

- **Physical health and Development History**: You gather information about the development history of the child. You can use interview guide with parents to gather this information.

3.2.2. Components of Special Educational Needs Assessment tools

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. Special Educational Needs assessment tools may have already been developed and the assessors have to only adapt it to the present situation or the assessors will have to develop their own assessment tools. SNE assessment tool should have the following parts:

Part one: Background Information

This part covers personal information about the child. This information should include the name of the child, date of birth, gender, place of residence, father and mother names, their age, marital status, educational level, occupation.

Part two: Developmental Information

This part should talk about the birth history of the child, humanization and medical history of the child and the mother and the family medical history. In this stage, you have to get information about the condition of the child at birth, any chronic illness since birth or any involvement in accident since birth.

Part three: Social relationship

Here, you gather information about the social relationship of the child with other members of the family, school and community.

Part four: Academic information

Here, you gather information about the academic ability of the child. You have to find out whether the child is in the school or not, the academic difficulties and the interventions that were provided to the child.

Part five: Functional Information

Here, you gather information about the fine and gross motor ability of the child. Questions should indicate whether or not a child has difficulties in fine or gross motor activities. The information about the child's visual and hearing conditions should also be gathered. Any intervention that was provided to the child should also be indicated. (Examples: medical, rehabilitation intervention, counselling).

Part Six: Summary and Recommendations

This is a very important part of the assessment tool. You provide short statements

of the child's strengths and weakness. You also have to draw recommendations which will be used to help the child. Recommendations should be related to education, medical or rehabilitation.

Part Seven: Placement option

Here, the team take a decision on placement option. The child may be placed in regular school, special school or special unit.

Part Eight: Assessment team members and their signature

Self-assesment 3.2

1) Briefly explain the areas of SNE assessment?

2) Discuss on the components of SNE assessment tool?

3.3. Procedures and Processes of SEN assessment and referral

Activity 3.3

1) From your understanding, how can you proceed the SEN assessment?

2) What do you understand by referral in SEN assessment?

a) SEN Assessment procedures

When conducting an assessment, you should follow the following procedures:
– Planning for assessment
– Selecting assessment tools
– Administering the test tools
– Analysis and interpretation of findings
– Communicating the findings
– Referral for diagnosis assessment
– Planning for intervention.

b) Planning for assessment

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 require 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.

Pre-planning enables the assessment team to carry out the listed activities and sharpen the focus of the assessment. It also enables the team to include the family not only in the data gathering process but also in the child's program from the beginning.

c) Selecting assessment tools

The assessment process begins with careful planning followed by the selection or development of appropriate assessment tools. Those tools will determine the success of the data gathering process. The appropriateness of the tools depends on the context in which it will be used.

Before deciding to use 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.

d) Administering the tool

The assessment does not begin immediately you select or develop the appropriate tool. You must first ensure that you or the professional responsible for testing are adequately prepared to administer and score the test. A conducive environment is also needed. They should be introduced to the testing experience.

e) Analysis and interpretation of findings

The assessment of findings should be individually and collectively reviewed by the assessment team. However, the analysis and interpretation of findings is done in the following steps:
- Checking data accuracy: involves accuracy of scoring, clarity of notes, completeness of the information gathered, the presence of gaps, in which case call other members of the team or parents for additional information.

– Writing the assessment report: are report incorporated into records that follow the learner and the family for many years. The report should be written using statements which are easy to communicate to parents and which would also be useful to those who will be planning the learner's educational programs in terms of teaching.

– Translating test results: findings should be translated into teaching goals to form the basis for your instructional objectives and classroom teaching. The findings should be shared of communicated. This should involve discussion with team members and parents.

The placement is the act of putting a learner in the most appropriate educational setting or position. It is a very important step taken after assessment and identification of the learner's needs and abilities. It is during placement that you refer the learner to the most appropriate educational programs for early intervention. The choices of educational placement option depend on the age of the child, type and degree of the difficulty.

In this case you may place a learner in:
– An inclusive educational setting
– Special school
– Integrated unit
– Vocational training centre
– Rehabilitation centre
– Home training programme

Special Educational needs assessment steps

S/N	STEP	Timeline	Responsible person
1	Planning and scheduling the assessment	At the beginning of the year	School administration and parents
2	Determining eligibility for special educational needs assessment	Every term, upon new arrivals	School administration and parents
3	Assessment of learners' potentials and needs before placement	At the beginning of the term	Multidisciplinary assessment team
4	Developing individual education plan (IEP)	At the beginning of the term	IEP team
5	Monitoring progress	Monthly	School administration
6	Evaluation of achievements	Termly	Multidisciplinary assessment team

f) Referral for diagnostic assessment

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. It is completed when a teacher believes that a student needs some intervention to help them overcome obstacles that may be preventing them from being successful.

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

- **Referrals for disciplinary issues**: done when they want the principal or school disciplinarian to deal with a 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.

Assessment is used to facilitate referral of the child for further assessment. If the assessment team finds that the child needs further assessment, they should refer him/her to a specialist for assessment. The specialist may be clinical psychologist, paediatrician psychiatrist, a reading specialist or speech pathologist. The specialist will do further assessment to diagnose the problem.

Referral is also one of the decisions from the special educational needs assessment team. Health workers and/or physicians might inform the parents about their learner's problem, or parents might ask for advice from any specialists if they have any worries. Either way, parents ought to consult with the learner's class teacher, the SENCO (Special Educational Needs Coordinator) or the head teacher and find out if:

- The learner is having educational difficulties and/or has SEN,
- The learner is able to work at the same level as peers the same age,
- The learner needs any specific type of help,

Self-assesment 3.3

1) Describe the steps you are required to think about when deciding to use the assessment tool?

2) What is referral? Describe the 3 types of referral.

In your school, as special teacher, you are nominated by your head teacher to be part of the Multidisciplinary team. Unfortunately, the team is new and you don't have an assessment tool. Taking into consideration the parts of an assessment tool, develop a well detailed SEN assessment tool.

End unit assessment

1) What are the types of assessment?

2) Discuss types of referral.

3) Discuss the steps of Special Needs Educational assessment

4) What is the reason that pushes you to planning schedule in assessment process?

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

Key Unit Competence:

The student should be able to completely design and apply an IEP (Individual education plan) in an inclusive class.

Introductory activity

Maliza is a 7 year old girl. She lives with her mother and two young brothers in Nyarugenge District, Nyarugenge Sector, Kiruri Cell, Nyagahondoza Village. She started primary one at Nyakibirira School. From her mother's information, Maliza was born very tired and was put in an incubator for one week. She had difficulties in breastfeeding. It was until the age of eight months that her mother

started to suspect her daughter's delays. Now Maliza has difficulties to hold things like pencil and paper. When she speaks, it is difficult to understand what she is saying. However, she can understand what peers say. She can recognize letters. She tries to write but becomes frustrated because of her disability. She has low muscle tone. She can only walk and sit with assistance. Her mother has taken her to hospital for physiotherapy and occupational therapy services but has stopped due to financial problems. Regarding her social skills, she is a very outgoing and cheerful little girl. She enjoys being with her peers and they all like her.

Questions:

1) Identify Maliza's problems or weakness

2) Identify her strengths (what she is able to do)

3) Do you think Maliza needs special education provision? If yes, why?

4) What is the technical term that describes or cover the special supports that responds to the needs of Maliza?

4.1. Definition, principles, objective and the structure of IEP

Activity 4.1

- What do you understand by the term "Individual Education Plan"?
- What do you think are principles that should govern the Individual Education Plan?
- What should be the objective of an Individual Education Plan
- How do you think an IEP should be structured? What are the components of an IEP?

The assessments of a learner's Special Educational Needs often lead to a recommendation for an Individualized Education Plan (IEP). The IEP is not usually created for any learner with any disability as it is often believed; it is an officially developed document to plan specific education program for a learner who may have demonstrated needs for special education provisions. The IEP is developed through school-based team efforts and is reviewed periodically.

For the IEP to be effective the following procedure is necessary:
- Determination of eligibility for special education,
- Membership and role of the IEP team,
- Role of the parents and the school leaderships in IEP processes,
- Development of learner's individual education plan,

– Acceptance and amendments, determination of the appropriate educational placement,

– Availability of support provisions within an equipped Resource room/centre,

– Implementation after placement, classroom accommodations and review of IEP.

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

An IEP is expected to be a tool for communication and collaboration detailing plan of action, record and progress. It is a framework for decision making and evaluation, therefore, it should be Specific, Measurable, Achievable, Realistic and Time bound (SMART).

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.
- Special education and related support provisions, as well as supplementary aids to be provided to the learner
- Schedules of services to be provided, including when the services are to begin and end, the frequency, duration and location for the services to be provided
- Program modifications or supports provided to school personnel on behalf of the learner
- The amount of time to be spent each day by the learner in general education settings, the amount of time to be spent in the rehabilitation or special educational settings, the time the learner will not participate along with ordinary learners.
- Accommodations that are necessary for the learner's academic and functional performance
- Ways of evaluating the learner's progress
- A statement of plans for successful transition to upper levels of schooling.

An IEP could include other pertinent information found necessary by the team, such as a health and/or a behaviour plan for some of the learners.

Self-assesment 4.1

1) What is Individual Education Plan?

2) What are the principle of IEP?

3) Explain the components of IEP?

4) Why is IEP important for learners with special educational needs?

4.2. Procedures of developing Individual Education Plan

Activity 4.2

– What do you think are the role of team IEP members?
– How can you determine if a learner is eligible for IEP?
– What are process and procedures of IEP development?
– How do you determine the placement of a learner and the review of the IEP?

4.2.1. Membership and roles of the IEP team

The IEP team includes the learner, the learner's parent(s) or legal guardian(s), a special education teacher, at least one general-education teacher, a representative of the school leadership, the responsible local education authority (where required), and an expert able to interpret the instructional implications of the results of the learner's SEN Assessment (psychologist, physiotherapist, occupational therapist, speech and Language therapists, etc). In fact all professionals working in rehabilitation setting can be member and can play a specific role in IEP team. The intervention of each and every one of the professional depends on his area of specialization toward the need of the child.

a) Role of the parents in IEP processes

Parents are key members of the IEP team, along with school personnel. Without them, the professionals will not be able to gather all information on the child. 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.

b) Role of the school leaderships in IEP processes

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. After IEP is developed, the school leadership has to ensure IEP is fully implemented.

Although IEP teams are required to work toward consensuses, if an agreement cannot be reached, the school or district education leadership ought to guarantee credible provisions for ensuring that the learner receives a fair and effective educational program.

c) Role of a 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, orthopedician (P&O), occupational therapist, speech and Language therapists, special education specialist, social workers, paediatrician etc. It is advisable to include an expert who has involved in learner's SEN assessment.

d) Role of class teachers

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, advice the school leadership on the learner's eligibility to IEP, helps in identifying the IEP team and in organizing the IEP meeting.

e) Role of learners 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.

4.1.2. Determining eligibility for IEP

For eligibility of SNE to be determined, the learner must have one or more special and / or unique learning needs that cannot be reasonably accommodated in general education, and requires special education services as determined through SEN assessment.

Before an IEP is written for a learner, the school must first determine whether the learner qualifies for special education services. To determine eligibility, the school must conduct a full SEN Assessment (evaluation) of the learner in all areas of suspected limitations, difficulties or disabilities. Basing on the SEN assessment results therefore, the school in consultation with the parents determines whether special education services are needed.

If the learner is found eligible for special needs educational services, the school is required to convene an IEP team meeting and develop an appropriate Individual Educational Plan (IEP) for the learner. The assessment is conducted in the earliest possible years of schooling, and thus, the IEP should be developed and implemented as soon as the learner is found eligible. The schools should provide a specific timeline that should be respected in all processes for determining eligibility, IEP development and IEP implementation milestones.

4.1.3. Developing a learner's Individual Education Plan

After the learner's eligibility for special educational needs services has been determined, the IEP team is expected to develop an individual education plan as soon as possible, basing on the individual SEN assessment results. When

developing an IEP, the team considers:

- 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 behaviour 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.

The IEP team then drafts a matrix containing:

- The learner's present level of performance
- Ways the learner's disability or difficulties influence participation and progress in the general curriculum
- A statement of measurable goals including benchmarks or short-terms objectives
- The specific educational services to be provided, including program modifications or support provisions, an explanation of the extent to which the learner will or will not participate in general education;
- A description of all transformations and/or interventions suggested by the SEN assessment results.

The IEP team also suggests the projected date for initiation of the interventions and the expected duration of the services; the statement on transition needs, and a statement of interdisciplinary interventions to ensure progress and continuity of services even when the learner is not in school, a statement regarding how the learner's progress will be measured and how the parents will be informed in the process.

4.1.4. Placement and review of IEP

a) Acceptance and amendments of IEP

An initial IEP is required to be accepted and signed by a parent or guardian before any of the above outlined matrix can be implemented. Usually parents and other IEP team members are accorded a specified period of time to consider the IEP before signing the document.

b) Determining the appropriate placement

After the IEP is developed, the IEP team determines or confirms placement, or the most suitable learning and teaching environment in which the learner's IEP can most effectively be implemented. The IEP team is required to be convened before the school term and placement decisions are made, so that the learner's IEP development is also fitted into the existing school program, i.e: the IEP is developed to fit the learner's educational needs, while the placement is chosen to fit the IEP. A learner can only be placed in:

- **A special school:** These are schools for specified special educational needs, such as schools for the blind, schools for the Deaf, school for different learning difficulties and/or disabilities.

- **A special class or unit:** This is special classroom also called unit, provided within mainstream school if the severity or nature of the disability is such that appropriate education services cannot be provided to the learner with peers of the same age in a regular school.

- **Integrated schools:** This happens when a learner with special education needs is accepted in a mainstream school and is expected to adjust to the school system for effective learning. Many mainstream schools in Rwanda receive children with special education needs without any tailored accommodation mechanism in place.

- **Inclusive school**: This occurs when the school puts in place all the necessary accommodation and adjustment mechanisms to effectively support a learner with special education needs basing on the Universal Design for Learning (UDL) approaches.

c) Implementation of IEP after placement

After the IEP is developed and placement is determined, the learner's teachers are responsible for the full and accurate implementation of all educational services, program modifications or support provisions, specified in the learner's IEP as soon as possible. The initial IEPs are required to be developed as soon as the eligibility to IEP has been determined, and schools are required to have IEP in effect at the beginning of the school year.

d) Review and evaluation of IEP

The IEP team is responsible for conducting annual or regular reviews to ensure that the learner is meeting goals and/or making progress on the benchmarks specified for each objective. If an IEP is not helping the learner in the classroom, the school (through the class teachers) is expected to organize its immediate revision.

1) What are the role of the following people in the elaboration of an IEP:
   – Role of parent
   – Role of school leadership
   – Role of specialist
   – Role of a teacher
   – Role of learner with SEN

2) What to consider when developing an IEP?

3) Explain 4 types of possible placement in IEP?

4) When is due the revision of IEP?

Skills Lab

Visit a nearby school, identify a child with special educational needs (intellectual, autism or multiple disability), with the help of the school staff (Head teacher, DOS, teachers) and the parent of the child, perform an assessment of needs and develop an IEP using assessment and IEP tool.

End unit assessment

1) What is IEP?

2) Why is it important to elaborate an IEP for a learner with SEN?

3) Explain the components of IEP?

4) Identify members of IEP team.

5) How do you determine if a learners is eligible for IEP?

6) Why is it important for the parents and other IEP team members to sign at the end of IEP elaboration?

TEACHING AND LEARNING RESOURCES FOR LEARNERS WITH SEN

Key Unit Competence:

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

Introductory activity
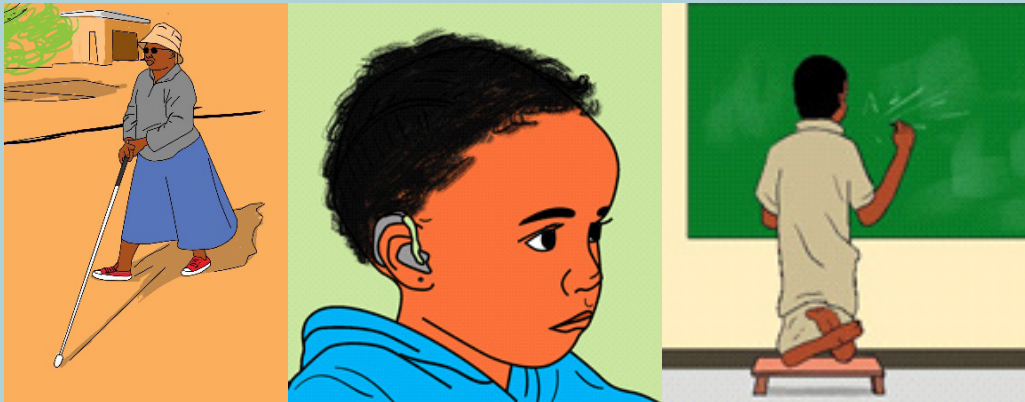
1) Analyze the photographs above and identify the type of special educational needs presented in each photo?

2) Suppose that those are learners among others in your class. Which learning materials should be used to accommodate and teach them?

3) What materials will you be able to make by yourself and what other materials you think you should purchase?

5.1. Educational resource for learners with SEN and its characteristics

Activity 5.1

– What do you understand by educational resources?
– What are the objectives of using educational resources?
– Explain the quality and characteristics of good educational resources?

5.1.1. Educational resources

Educational resource is a 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.

There are a number of terms and concepts used to describe educational resources. These terms and concepts are:

- **Teaching and learning materials**: These refer to equipment and learning materials that make it easy for a child to learn.
- **General educational resources**: These are resources used in our schools on daily basis. They may be visual aids, audio (aural aids) or audio-visual aids.
- **Human resources**: Any human being who support learning is referred to as human resource. In the learning process they are persons who participate and contribute to meet the learning needs of the learners. Examples of human resources may include: teachers, sign language interpreters, and physiotherapists among others.
- **Compensatory or assistive devices**: These are resources aimed at reducing the effect of disabilities resulting from impairments. They enhance the functional abilities of persons with special needs. The choice of compensatory or assistive devices for any individual is dictated by the nature and degree of their special needs and disabilities.
- **Communication resources**: Communication resources are device or facilities necessary to facilitate communication for learners with special needs. The natural ways we communicate is by use of spoken and body language. Learners with special needs in education particularly those with sensory and motor difficulties experience severe limitations in the use of verbal and body language. They require compensatory resource for easy communication.
- **Adaptation**: Adaptation is the process of changing or altering activities, materials and equipment, in order to suit a particular need. Examples

52

include: a toilet seat that is used to enhance a person's sitting position when toileting if he/ she is not able to use the ordinary toilet in the normal way; pencil grips that help the weak or crippled hand to hold a pencil and write and an adapted school desk that enables a person with low vision to perform classroom activities better and keep Braille materials in-order to locate them easily among others.

- **Barrier free environment:** This is an environment free of physical barriers. The physical barriers impede access to facilitate and the surrounding environment as well as limits. The availability of supplementary mediums such as braille, directions, visual warning or evacuation alarms provides public with required information

5.1.2. Objectives, quality and characteristics of good educational resources

a) 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.

b) 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.

Characteristics and qualities of good educational resources include:
- **Motivating** to the learner so as to initiate the learning process
- **Relevant** to the activity, subject or field being taught
- **Concrete** so as to present learning trough practice. Some learners with special needs in education cannot learn to draw meaning from abstract ideas conveyed through oral explanation.
- **Able to meet the individual needs** of pupils at different stage of development. This is particularly important in inclusive classes where children have diverse needs and abilities.
- **Flexible** enough to be used in generalisation and transfer of knowledge and skills
- **Simple** to be manipulated and understood by the learner. Learners with special needs may not benefit from a resource which is complicated and difficult to manipulate.

– **_Safe_** so as not to harm, scare, frustrate or offend the learner
– **_Durable_** to withstand rough and constant handling as some learners with special needs require a lot of extra or repeated practice with resources.
– **_Made from familiar materials_** that learners attach special interest to because the resource is made from familiar materials.
– **_Age appropriate_**: It should be relevant to all learners at different stages of development regardless of their needs, exceptionality and background
– **_Culture free_**: An educational resource which violates culture values of the learner would not only offend them but is likely to cause disunity with the local community and hence lead to poor learning environment.

Self-assesment 5.1

1) Define educational resources?

2) List terms or concepts that are used to describe educational resources? Explain 3 of them

3) Explain the objective of using educational resources?

4) Identify 4 characteristics and qualities of good educational resources?

5.2. Designs, adaptation, and/or production of appropriate teaching and learning resources for different categories of learners with SEN

Activity 5.2

Differentiate different teaching and learning materials for learners with SEN (locally made and modern):
– Educational resources for learners with sensory impairment
– Educational materials for learners with intellectual impairment
– Educational materials for learners with learning difficulties
– Educational materials for learners with physical and multiple impairment

5.2.1. Educational resources for learners with sensory impairment
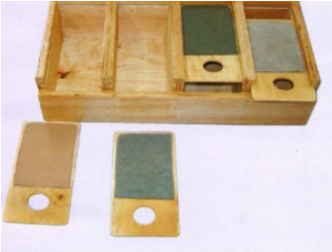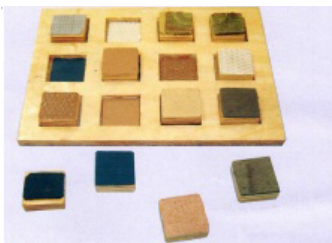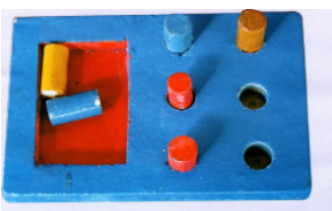
a) Educational materials for learners with visual impairment
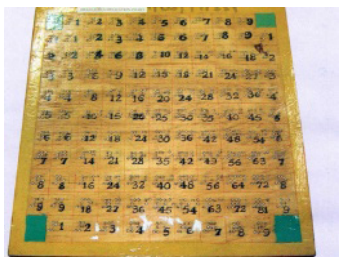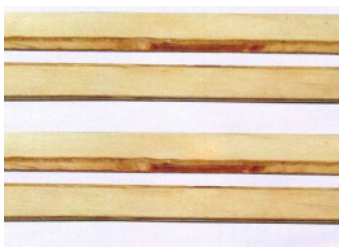
It is common occurrence to find learners with visual impairments learning together with their sighted peers in the same classroom. In order to achieve such levels of inclusion, it is important that teachers make some modifications and adaptation in the existing educational resources and the learning environment

to enable these learners maximize their participation in the learning activities.

Remember that learners with visual impairments have to rely on other sensory modalities such as tactile and auditory to acquire information. Educational resources for such learners need to be tactile, brailed or enlarged.

Some of the locally made materials, learners with visual impairment can use

Name	Pictures	Description	Uses
Feel box		This box is made of plywood (wood that consists of several thin layers) with four reversible lids of diverse textures. The lids (covers) measure 30mm x 15mm x 6mm.	▪ Recognition of various textures; ▪ Fostering communication; ▪ Training finger dexterity in readiness for Braille reading.
Tactile board and learning through tactile in the classroom		This is a board with four different textured blocks to be matched to the recessed textures on the board. The board measures 260mm x 200mm.	It can be used for: ▪ Developing tactile perception; ▪ Making distinction using the sense of touch; ▪ Describing different textures.
Single cell peg board		This is a wooden board measuring 90mm x 70mm x 20mm with 6 holes representing a braille cell. Short dowels of 20 mm are used as pegs (small stick).	▪ Enforcing hand coordination through manipulation of pegs; ▪ Training Braille letters recognition in preparation for reading and writing.

Numeral cell peg board		This is a wooden block with six holes representing a Braille cell, short dowels are used as pegs. The size can be 350 x 250mm.	▪ Enforce hand coordination through manipulation of pegs; ▪ Teach letters of the alphabet in braille and numeral recognition in preparation for reading and writing.
Braille multiplication chart		This is a plywood board divided into 121 squares. Numerals 1-9 are written in print and braille. In each square the correct quotient corresponds to the numbers indicated at the margins.	▪ Teaching the multiplication of single digit number by a single digit number; ▪ Reinforcing the understanding of multiplication of single digit numbers.
Typoscope		This is a wooden frame measuring 210mm x 35mm. It has an opening at the centre enough for at least a single line to be read.	Help the learner with low vision to focus only on the line being read; ▪ Help improve the reading ability of the learners with low vision; ▪ Train eye-hand coordination; ▪ Enhance fixation.
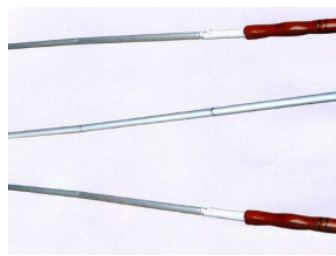
Long cane		This is made from aluminium pipe with a reflecting tape. It has a rubber handle and a hard nylon tip. A light piece of wood can also be used as an alternative. The size is measured as from the floor to the base of the breastbone of the user.	▪ Ease movement of persons with visual impairment within the environment; ▪ Encourage movement and safety to the person with visual impairment; ▪ Facilitate independent movement for a person who is blind.
Large print		Large print refers to the formatting of a book or other text document in which the font is considerably larger than usual, to accommodate people who have low vision.	Facilitate easy reading
Communication boards		A communication board is a board with symbols or pictures that is used to facilitate communication for lower vision impairment. Learners communicate using the board by pointing at the various symbols and pictures following teacher's instructions	Can be used to assist learners with low vision
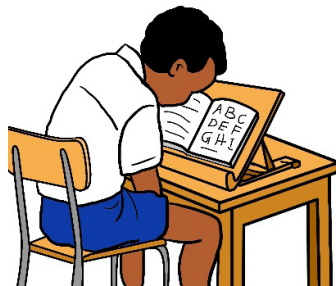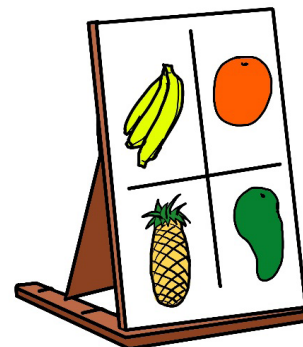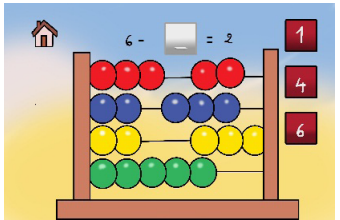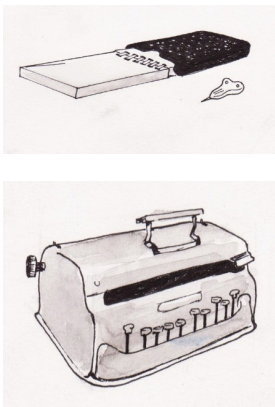
An abacus		Made of wood or plastic having a frame that holds rods with freely-sliding colored beads mounted on them	Used to help learners with Visual difficulties compute numbers Can be used to assist learners with low vision

Some of the modern made materials, learners with visual impairment can use

Learners with low vision access print primarily through the use of optical devices like glasses, telescopes, and magnifying lenses. In some instances, large print may be utilized by learners to read, though some researchers suggest that this practice does not lead to faster reading rates or more comfortable reading distances.

Learners who do not learn efficiently through their visual senses may access the academic curriculum through Braille, a tactile method of reading. Like the print alphabet, it is a code-a way of presenting spoken language in written form.

Names	Pictures	Description	Uses
A slate and stylus **and Perkins machines**	 	**Slate**: Made of thick, durable plastic; enables learners to write in Braille quietly. Designed specifically for use with a full-sized (8 1/2" X 11") sheet of paper **Stylus**: A stylus is a pointed tool used to punch raised dots in the paper.	**A slate and stylus** which are used for taking notes and doing other work when Perkins Braille machine is not available Braille machine is used to write Braille characters
White canes		The straight cane is made of a long tube of aluminium or fiberglass with a handle on one end and a nylon or metal tip on the other. The body of the cane is covered with a white paint or white reflective tape to provide visibility.	White canes are used to ease movement

Binoculars		**Binoculars** or **field glasses** are two [telescopes](#) mounted side-by-side and aligned to point in the same direction, allowing the viewer to use both eyes ([binocular vision](#)) when viewing distant objects. Most are sized to be held using both hands, although sizes vary widely from [opera glasses](#) to large pedestal mounted military models.	To help the learners see distant objects
Stand magnifier		Stand magnifiers with lights are magnifying glasses with stands that rest directly on the object or page being viewed. Their hands free design allows them to be used for extended viewing and can be good if hands are weak or shaky.	To hold the text in one place and closer for easy reading
voice recorder and Victor reader		A voice recorder is a digital, hand held device that is used to record short reminders. Messages can be retrieved sequentially or by direct access by message number.	Helps the learner to record what the teacher teaches and also discussions in the class
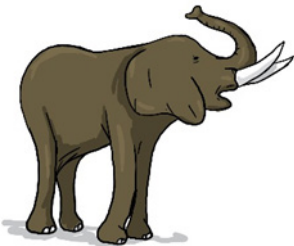
Braille embossers printer		Abraille embossers printer is an impact device that creates tactile dots on heavy paper making written documents accessible to blind individuals	It is used to print document for blind or visually impaired users
Screen enlargement and navigation systems		A screen magnifier or screen enlargement is software that interfaces with a computer's graphical output to present enlarged screen content. By enlarging part (or all) of a screen, people with visual impairments can better see words and images.	For learners with low vision, screen enlargement software can increase the size of the characters on the screen, the cursors, and the menu and dialog boxes.
Braillino		Several types of lightweight electronic note-taking devices are available that learners can use to quickly, quiet, and efficiently take notes while in class or in the library, then download them to a computer for study or to be printed or embossed (as Braille) later on.	Note taking devices. Most of these devices have audio output; some also create Braille on an electronic display

Educational materials for learners with hearing impairment

Sometimes, learners with mild hearing impairments can attend school for several years before their impairment is identified. They are therefore at a disadvantage when compared academically with their classmates who don't have hearing impairment. For this reason, it is important for you to be aware of the possible indicators of hearing impairments and their impact on learning. Once you are sure that a learner has a hearing impairment you need to provide appropriate resources to support their learning.

Some of the instructional materials learners with hearing impairment can use

Name	Picture	Description	Uses
Sound shakers		These are plastic containers measuring 30mm in diameter with materials such as small stones, or seeds that produce sound.	They can be used to: ▪ Stimulate the sense of hearing; ▪ Train learners to recognize different sounds; ▪ Help learners to differentiate various sounds.
Real-time captioning/ interpreting technology		Software that uses voice recognition and converts the spoken word to printed files in a computer is one example. In this application, the teacher uses a microphone connected to a computer with voice recognition software, which picks up the instruction as spoken and translates it into a print file on a computer screen viewed by the learner.	This serves as an **important** communication tool for people who are Deaf, hard of hearing.
Captioning		This is a brief explanation accompanying an illustration used in class and by many current television programs and feature films to make entertainment more accessible to audiences with hearing impairments.	They make information easier to follow along with speech.

Cochlear implants		The cochlear implant is a surgically implanted device designed to make sounds audible for these individuals. Although somewhat controversial in the past, particularly with the deaf culture community, large numbers of learners and adults have been implanted, with favourable results.	Helps many persons who have sensor neural hearing loss so severe that they may not derive significant benefit from conventional amplification devices
Hearing aids		These equipment amplify sounds to enable persons with hearing difficulties to hear clearly.	They include pocket Body worn hearing aid, behind the ear, in the ear, in the canal spectacle hearing aid, loop induction aid and group aid, among others.
Flash cards	 *Elephant*	These are simply cards that display the written word. Word cards should be introduced well after the pictorial cards so as not to interfere with correct pronunciation. Flash cards are a great way to present, practice and recycle vocabulary and when learners become familiar with the activities used in class, they can be given out to early-finishers to use in small groups.	They are effective memory-aid tools that can help learners to learn new materials quickly.
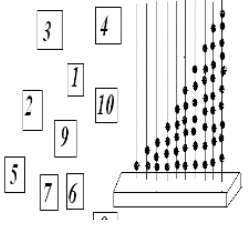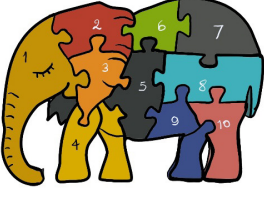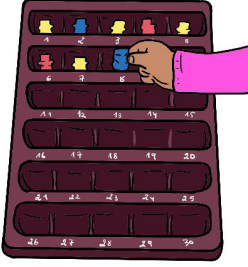
Personal FM listening systems		Brings a speaker's voice directly into a listener's ear by means of a small transmitter unit (with a microphone), and an equally small receiver unit (with a head- or ear-phone).	Listening technologies
Tape/voice recorders		A tape recorder is an electrical device used for recording sounds on magnetic tape and usually also for reproducing them, consisting of a tape deck and one or more amplifiers and loudspeakers.	Can be used to play audio taped text for persons with hard of hearing by listening to recorded text.
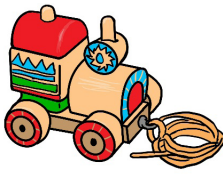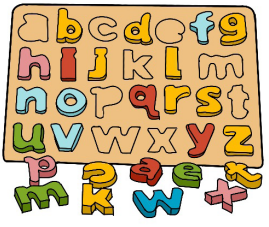
5.2.2. Educational resources for learners with intellectual challenges

When selecting educational resources for learners with mental challenges, you should consider the developmental levels of individual learners. Majority of the resources required by such lectures can be selected from general classroom resources.
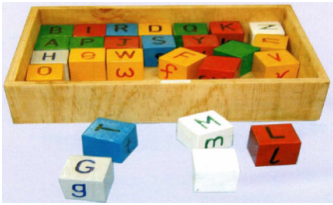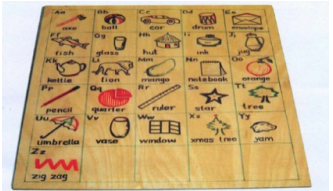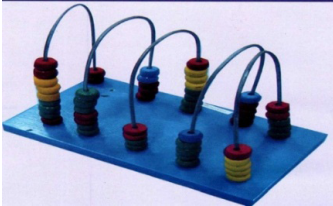
The resources selected should aim at promoting the following developmental areas: motor, social, cognitive, language and basic skills of concentration, attention, listening, identification, turn taking, following instructions and general perceptual skills among others.

Some of the learning resources that can be used by learners with intellectual challenges

Name	Picture	Description	Uses
Abacus		Abacus training focuses on the development of mental calculation capabilities and ensures that the learner understands the basic number system thoroughly.	Pre- number skills & Pre-writing skills
Jigsaw puzzle		Jigsaw puzzle for fitting cut out pieces to complete a picture	Pre-number skills & Pre-writing skills
Counting tray		Counting tray to assist the learner in counting and keeping the counters	Pre-numbers skills
Sorting boards		Sorting board for assisting the learner to sort out different items from mixed materials	Pre-numbers skills and Pre-writing skills
Tracing tools		Puppets, a stacking toy, alphabetic puzzle, words and pictures, picture books, tracing	Pre- language skills

Puppets		These are small scale figures of persons or animals usually made with cloth body and hollow head that fits over and is moved by hand. They are mainly used when teaching language.	Pre-language skills
Stacking toys		These are separate parts of toy to be put together to make a complete toy such as a toy car or lorry	Pre-language skills
Alphabet puzzle		These are cut out letters put together to make correct alphabets.	Pre-language skills
Music and Dancing tools		Drums, flutes, traditional harps, piano or organ, guitar, are used by teachers in a range of tailored activities to develop fine and gross motor, academic, social, speech and language skills through role play, singing, storytelling and dance.	Therapies though singing and dancing to develop a range of delayed.

5.2.3. Educational resources for learners with learning difficulties

Name	Picture	Description	Uses
Block letters		These are sets of wooden building blocks of 45mm x 45mm x 45mm with letters on the surfaces. Capital and lower case letters are written on the surfaces.	**These can be used to:** ▪ Familiarize the learner with the alphabet; ▪ Strengthen left to right progression; ▪ Teach sounds; ▪ Teach letters of the alphabet; ▪ Teach spelling of simple words.
Alphabet chart		This is a plywood board measuring 400mm x 330mm with letters of the alphabet and pictures corresponding to the words which start with each letter. Pictures can be pasted or drawn on the plates.	This can be used for: ▪ Recognition of alphabets in their correct order; ▪ Matching letters with pictures; ▪ Developing eye-hand coordination; ▪ Teaching communication skills.
Counting abacus		This is made from wood measuring 305mm x 175mm, wires and beads (small things with hole through it). Wooden beads indifferent colors are used as counters.	It can be used to develop: ▪ Cognitive abilities through identification of numbers and counting; ▪ The concept of color; ▪ Simple arithmetic skills; ▪ Knowledge of place value of numbers.
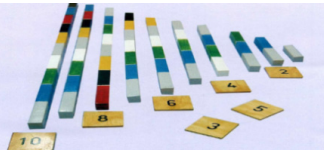
Number rods		These are rectangular wooden rods that can be placed according to size and number of markings. The largest can be 1000mm and the shortest 100mm.	**These can be used to teach:** ▪ Number concepts; ▪ Number values; ▪ Size concept
Clock face model		This is a circular board measuring 300mm in diameter. Units of time are drawn on cylindrical discs as numerals or as activities which take place during the day. The discs are placed in the cut out holes.	This can be used to: ▪ Teach time concept; ▪ Teach number concept; ▪ Develop finger dexterity; ▪ Develop eye-hand coordination; ▪ Help the learner recognize activities of the day.
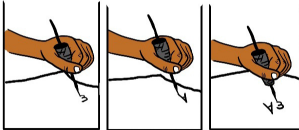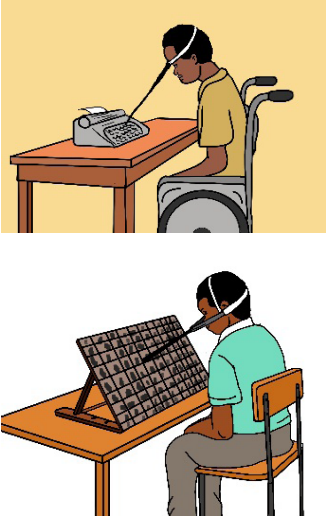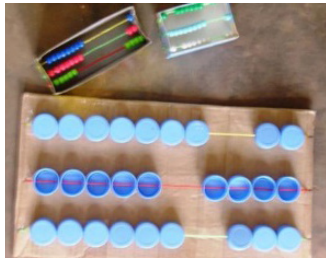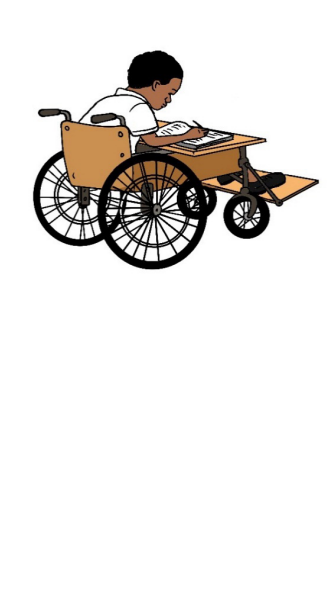
5.2.4. Educational resources for learners with physical and multiple impairment

Choosing educational resource for learners with motor problems demands to have a prior knowledge and experience in identifying the learning needs of the learner. It is therefore your responsibility to know which activity is appropriate and hence decide which resources are needed. Choice of educational resources should aim at meeting specific learning objectives based on different learning needs.

Name	Picture	Description	Uses
Pens and pencils with thick handles		Usually a pen or a pencil rounded by a string to fit the hand. The second one is made of wood measuring 120mm x 40mm x 40mm and rubber band or a piece of string. The surface is cut into the shape of the fingers. A hole, measuring the diameter of a pencil is drilled through where a pencil is put and fastened with a string or rubber band.	Helps for easy grasp of pens and pencils
Head stick		For those who write without hands	This can be used to: ▪ help a person with no hands to point or write; ▪ turn pages when reading by an amputee. Can be used to type.

Abacus		Locally made materials can be: counting tray, peg boards, matching objects and sorting boards…	Just use it to count 1 up to 10
Book holder		A learner with upper limb amputation uses his foot to write. The book is supported on.	A learner with upper limb amputation uses his/her foot to write supported by the book holder.
Wheelchair		A wheelchair is a chair fitted with wheels. The device comes in variations allowing either manual propulsion by the seated occupant turning the rear wheels by hand, or electric propulsion by motors. … Wheelchairs are used by people for whom walking is difficult or impossible due to illness, injury, or disability.	Can be used to compensate the learner's movement and provide support when writing

5.2.4. Making educational resources

Methods and techniques of making educational materials are different. Teachers have to think broadly according to their teaching and their learners' needs. The raw materials are available in the natural environment of teachers and learners; educators are expected to be actively creative enough. Locally-made resources respond to realities the learners live in, and enhance the teaching/ learning process. So, thinking that educational materials are only bought is wrong, because they can also be locally made.

a) Development outline for making low cost educational resources

The following steps should be followed:

- Try to establish the learners' level of development or learning needs through the process of SEN assessment.
- Decide which specific objectives are needed to help the learner overcome his/her learning needs. The type of activity is a crucial guiding factor in the production of resources adapted for individual learners with special educational needs.
- Decide which immediate subject skills or activities you would like to teach in relation to the learner's established learning needs after assessment, e.g. social, motor, language, cognitive, behavioural, academic and others.
- Explain in detail the process you are likely to follow when designing and making the educational resources you have chosen in terms of:
  - Clearly state the tools for making resources.
  - Materials to be used in its production.
  - Size of the resource you intend to make.
  - Quality and quantity of the resource needed.
  - Design or sketch of the resource you intend to make, clear and in details explaining the procedures and plans to be followed in its production.

Examples of materials that a teacher can make and use:

Numbers

Objective: To introduce Braille numbers

Material to use: Hard paper, marker, glue, Manila paper, paints, coloured pencil, scissors

How to use it: Draw and fix them on the wall in the classroom

Fruits and vegetables

Objective: To develop cognitive skills

Material to use: Hard paper, Manila paper, coloured pencils, markers, scissors

How to make: Just cut a piece of Manila paper and draw the type of fruit you need. Use different colours to make it attractive.

Wall clocks

Objective: To develop cognitive skills, eye-hand coordination skills and fine motor skill, numeracy.

Material to use: Manila paper, markers, glue, cords, scissors.

How to make: It is an easy exercise. Just imitate the real one that learners know.

Colours/ Using materials for construction

Objective: To develop classification skills

Material to use: Old paint boxes

How to use it: With these colour bottles, a teacher explains names of colours and helps learners to groups, classify, sort and manipulate the bottles.

Geometric forms
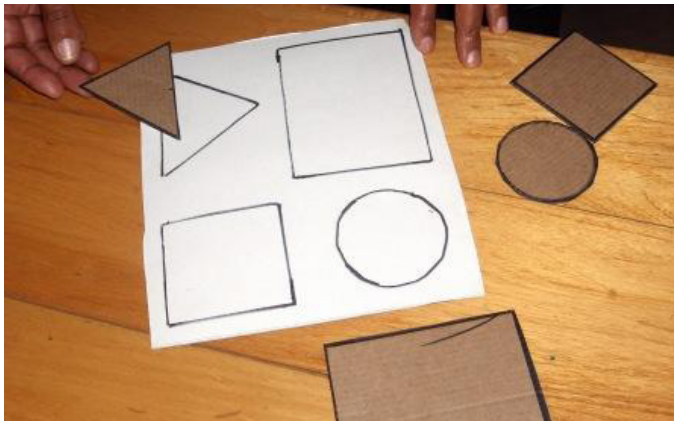
Objective: To introduce different shapes

Material to use: Hard paper, markers, glue, scissors

How to make it: Draw a geometric form and cut it to produce it tangible to learners

Quantities
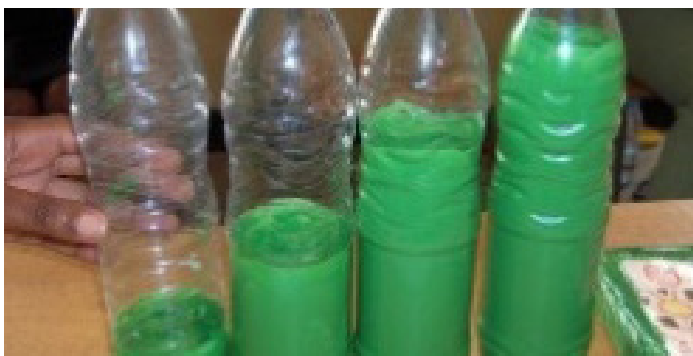
Objective: To identify different weights

Material to use: Empty bottles, paint, juice, coloured water, etc.

How to use it: Use transparent empty bottles (of Nile, Inyange, Huye water) and teach concepts like: 'less than', 'equal', 'more than'. Put the bottles in order help learners to sort them according to sizes, weight, colour, etc.

Self-assesment 5.2

1) On each category of learners with SEN identified in this lesson (learners with visual impairment, learners with hearing impairment, learners with intellectual challenges, learners with learning impairment, learners with physical and multiple disability), give 4 examples of educational materials to be used that responds to their learning needs and/or facilitate their learning process?

2) Why is it important for the teacher to make their own teaching and learning materials?

Skills Lab

Make different teaching and learning materials responding to the needs with different SEN using local materials.

End unit assessment

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 using local materials?

UNIT 6

RESOURCE ROOM USE AND PRACTICES

Key Unit Competence:

Students should be able to discuss the components, functions and design of an inclusive school Resource Room to support teaching and learning for learners with disabilities and SEN.

Introductory activity

Uwimana is in primary four at EP Kayenzi. When she was in primary one, 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. Her Kinyarwanda teacher decided to refer her for assessment over this longstanding reading difficulties. The Multidisciplinary Team discovered that Uwimana has Dyslexia. From that time, Uwimana had to receive additional support from the Resource Room. In the Resource Room, Uwimana meet with an experienced and trained teacher on how to teach learners with reading difficulties. 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 spends 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, there is a lot of progress. Uwimana is now enjoying reading and able to read primary four materials.

Questions:

1) Briefly describe all the difficulties that Uwimana encountered?

2) Explain how the Resource Room teacher supported Uwimana?

6.1. Definition, objectives and component of resources room

1) From your understanding, what is a resource room in special education?

2) What is the purpose/ aim of resource room in an inclusive school?

3) How do you think a resource room should look like?

a) Definition of Resource Room

Physically, a resource room is a classroom where students come for part of their instructional day to receive special education services. These services may include academic, emotional, welfare, health and other supports as needed. Services depend on the student's individual need as outlined in their IEP and may range from reading, writing or math support to learning social skills, organizational skills and work completion. This support may be given individually or in small groups.

b) Purpose and Objectives of the Resource Room

Resource room is both for students who qualify for special education services or for general education students who need some special instruction in an individualized or small group setting for a portion of the day. It has following purposes:

- Learners' needs are supported in resource rooms as defined by individual Evaluation Plan of students.
- 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

Many resource rooms also support the social needs of their students, as the small group setting is less threatening, and students who sometimes fall on the outskirts of the general education classes are more willing to step out of their comfort zones and make friends. 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. It may also serve as a meeting place for IEP evaluations. Teachers, paraprofessionals, parents, students, and any legal representatives typically spend well over 30 minutes discussing the specificities of the student's IEP, reporting on how the student is currently doing in all aspects outlined in the plan, and then revise any sections as needed.

The Resource Room serves the following objectives:

1. 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;

2. Enables learners learn at their own pace and according to their readiness and needs.

3. Accommodates learners during crisis, emergency or other stressful occurrences, be these health, physical, social or emotional

4. Provides an environment where the learner can receive counselling and guidance

5. Provides a location where learners can benefit from additional support without the stigma associated

6. Provides the school with a flexible resource that enables learners to receive additional support within the framework of a set academic timetable.

c) Components and Design of Resource Room

A well designed Resource Room should be designed in way that benefits learners with Disabilities and other Special Education Needs. The Resource Room should be a place where learners with special needs find help and feel conformable in a much focused way. It should be enough equipped with specialized and adapted materials that help the learners improve academically, socially and emotionally.

The following are the components of a Resource Room:

COMPONENTS	DESCRIPTION
1. Library	A collection of children's books, teaching resources and information for parents (books, hand-outs about impairments) available to support all aspects of the child's programme

2. Private space	The area of counselling, heath care and quiet work space
3. 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.
4. 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.

Self-assesment 6.1

1) Explain the objectives of a resource room in special and inclusive education?

2) Discuss the four component of resource room.

6.2. Functions and services of a resource room teacher

Activity 6.2

1) According to you, what are the functions of resources rooms?

2) What kind of services do you think learners get from the Resource Room?

a) Functions of a resource room teacher

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 work 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. 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

b) Services offered in the resource room

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.

- **Assessment and Evaluation services**

The resource room team's first step is to gather specific data regarding the student's progress or academic problems. This may be done through a conference with parents, observation of the student, analysis of the student's performance (attention, behaviour, work completion, tests, classwork, homework, etc.).

- **Placement Services**

The information collected helps school personnel determine the next step. The next step would be to check the extent of disability and the services to be provided to the child. Depending on the needs of the child, his or her IEP may be carried out in the regular class (with supplementary aids and services, as needed), in a special class (where every student in the class is receiving special education services for some or all of the day), or in the resource room.

- **Individualized plans**

After the team collates their observations; they usually plan an IEP meeting. The IEP refers to Individualized Education Plan. It guides the resource teacher in planning lessons and providing appropriate instruction for the child. It spells out what your child's special education services will look like on a day-to-day basis. It is essentially a roadmap guiding the team to provide your child with the help that he or she needs in order to be successful in school.

- **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.

Teachers have to form small groups of two or three students, grouped according to their level or disabilities. This can help with personalizing the teaching without sacrificing class instruction time. For example, in Math class, one group could be working on the basics while a more advanced group could be working on their geometry skills. Students would be grouped together according to similar skill levels and objectives along their educational pathway.

- **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.

Self-assesment 6.2

1) Briefly explain the functions of the resource room teacher?

2) What are the main services provided in the resource room?

3) Briefly explain the pull in and push out services?

6.3. Position, placement and management of resource room in an inclusive school

Activity 6.3

1) In the school, where do you think the resource room should be positioned?

2) Who do you think should be in charge of managing resource room activities?

A good resource room should have the following traits:

- **The physical setting**

The resource room should be first and foremost accessible and welcoming for all users in general and CWDs in particular. The resource room should

be considered as an integral part of the mainstream school. Where possible, choosing a central classroom location is preferred for easy access and school community involvement.

- **Physical characteristics**

The resource room should respect the current standards of school construction and be housed in a mainstream classroom. If a mainstream classroom is not available, then a suitable alternative needs to be found. Once a resource room is identified, it should be fitted out with CWDs in mind, it has to be inclusively accessible. A **computer centre** with tons of educational computer games and a list of approved websites, a **reading area** with tons of books from all levels, an area with games, blocks, a kitchen and tool shop (both those plastic play centres), a **writing centre/place** to improve writing skills, **a math corner** for math related remediation. A **read aloud and teaching area** can also be added.

- **Management of resource room**

During service hours, 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. However, 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.

- **Items for the resource room**

Specialized teaching aids are an integral aspect of remedial education. The special education teacher can make her own teaching aids and also use readymade ones. Basic items to be included in a resource room would be curriculum related books for all grades and levels, stationery and teaching aides/ educational manipulatives. Recyclable items can provide many of the props and materials to be used in the classroom. Items discarded by stores and businesses can sometimes be used.

Parents might bring in other materials to help their children with disabilities in the resource room, such as yarn, buttons, plastic containers, paper-towel rolls, shells, pinecones, rocks, and feathers. Favorited items of children are boxes, which become many things in children's symbolic transformations. Often, items that children use at home can find their way into the classroom resource room. Books, toys, crayons, puzzles etc. are add-ons for children to use during breaks.

Parents contributions by bringing and making some materials for resource room

- **Local resources**

While the government provides a basic level of resources, additional resources will be needed. The school should seek to create and collect additional purposeful resources using local, cheap, innovative and responsive available means. Schools need to use their local equipment, furniture, classrooms, teachers and learners' innovations and donations from the community. It is the head teacher responsibility to take the lead with the creation and collection of resources.

Local materials that are in the resource room

- **Computer and Internet use**

The resource room should be equipped with computers with Internet access. 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.

During the planning, it is important that the resource room teacher develops a

system of planning that enables them to effectively teach their learners. This planning must reflect the expectations of the learners' IEP. It is also important that the resource room teacher develops a system of record keeping that enables them to effectively manage (teach, monitor and evaluate the academic and social progress) of their learners. This information can then be put into the learners' IEP.

- **Right of parents in resource room for children**

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.

Self-assesment 6.3

1) Discuss the role of computer and internet use in Resource Room

2) How does a Resource Room should be managed?

3) What are the rights of parent in Resource Room for children?

Skills Lab

Visit a school in the vicinity of your college that accommodate learners with disabilities or other Special Educational Needs. Check whether the school has a resource room. If the school has a resource room, visit it and spend two hours observing what is happening in the resource room. Taking into consideration, the component of the resource room, the design of the resource room, the function of the resource room teacher and the objectives of the resource room, write two-page document advising the resource room teacher and the school administrators how they can effectively manage the resource room.

If the school doesn't have the resource room, write two-page document advising the school administrators on how to set the resource room and its importance.

1) Differentiate the following terms:
   a) Resource Room
   b) A 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 provides to students?

7) Where the Resource Room should be placed in the school?

8) Discuss how the Resource Room should be managed?

ADVANCED RWANDAN SIGN LANGUAGE&DEAF EDUCATION

Key Unit Competence:

Students should be able to use and interpret Rwandan Sign Language at advanced level, and teaching approaches for the Deaf and Hard-of-hearing learners.

Introductory activity

Umulisa was a new student at GS Remera. The first time she entered in the classroom, she had a post with the above message.
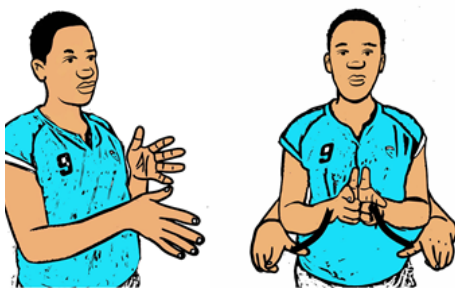
1) What did Umulisa try to communicate?

2) How would you communicate with Umulisa?

3) What is the meaning of Umulisa's message?

7.1. Advanced Rwanda Sign Language vocabulary

1) Imagine you are a new student in the school; how would you sign:
   – My name is Jane
   – Welcome in our school.

2) You meet with your colleagues after three years. How would you sign:
   – How are you?
   – I am well.

RWANDAN SIGN LANGUAGE	MEANING
GREETINGS RELATED VOCABULARIES	
Sign Language sign language	**Sign for "Sign Language":** Open palm for both hands, in circular movement & using fingers to write Letter L, aside (apart).
Welcome	**Sign for "Welcome":** The sign "WELCOME/ hire / invite" is done by holding the flat hand palm up out away from your body (off to the right a bit) and then bringing the hand in toward your torso.

My name is	Sign for "My name is":
  My name	Two fingers (Index finger & middle finger) of both hands have to be stacked on top of one another and the top hand should make movement of up and down.

See you soon	Sign for "See you soon":
  See you soon	– Put the fingers on the eyes and point index finger to the person. – Place the index and middle finger of the "H" hand (your dominant hand) on top of the index and middle fingers of the non-dominant "H" hand. Slide the top "H" hand forward along the index finger of the bottom hand toward the tip of the index finger, then slide the top hand back toward the large knuckle of the bottom hand's index finger. Repeat the movement twice. The non-dominant hand doesn't move.
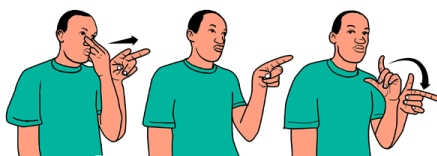
See you later	Sign for "See you later":
  See you later	– Put the fingers on the eyes and point index finger to the person. – Start with an L-sign, with you index finger and thumb extend at right-angles. Then flip you L, over and down.

See you again	Sign for "See you again":
  See you again	– Put the fingers on the eyes and point index finger to the person. – Positioning upward palm and bring a dominating arm with gathered fingers point them in the center of the palm.
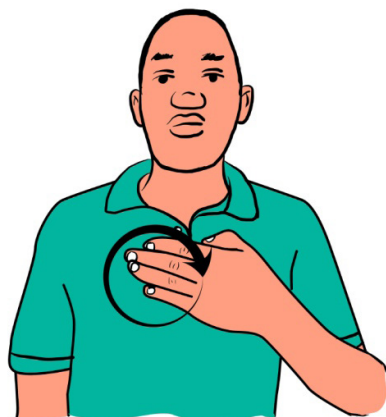
Please	Sign for "Please":
	Sign of Please: draw the cycle on the chest with the hand

God Bless you	Sign for "God bless you":
\n\nGod bless you	− Right arm bended up ward,\n− Both closed hand moved from month toward in front of your counterpart, the both hand ending opened.

POSSESSIVE PRONOUNS	

My/ me	Sign for "My/me":
	My or Me: To sign "My" place your flat hand on your chest. If you want it to mean "mine" gently slap your hand to your chest.

Yours	**Sign for "Yours":** Used to indicate the one belonging to you; a possessive form of "you". It is a singular word (referring to one person). E.g. "It's **yours**." The movement is twice, unlike one movement for "**your**".
His	**Sign for "His":** Full Closed Hand shape starts at side of signer with palm facing down. Hand moves up from wrist as arm moves slightly forward
Hers	**Sign for "Hers":** One closed hand touch on the breast to sign a girl and push an open palm away in your side.
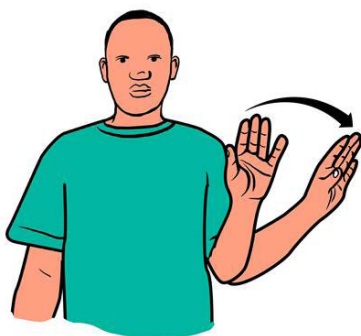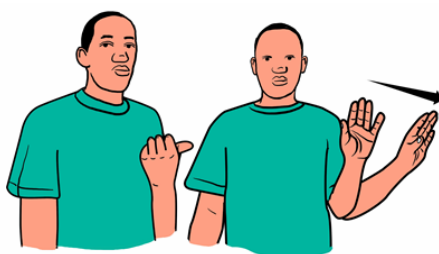
Ours	Sign for "ours":
	– Your arm thumb finger touches to the chest, then you turn it – The pink is touched to the chest.
Theirs/ they	**Sign for "They/ Theirs":**
	Sign "they/ theirs" by drawing a cycle with two index fingers then, open one hand, show it aside in your right or left side,.
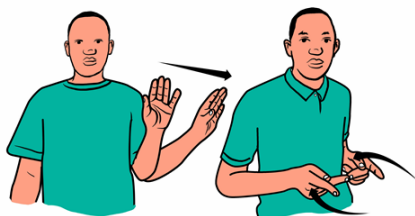
<table>
<tr><td colspan="2" align="center">ADVERBS</td></tr>
</table>
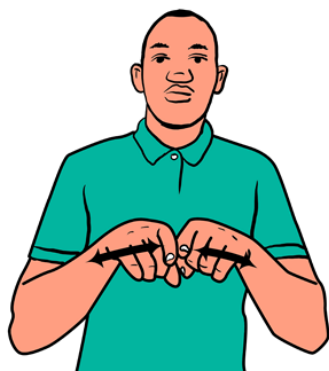
Same	Sign for "Same":
	– The sign for "same" as in, "These two things are the same" can also mean: similar, same as, and alike. You slide a "Y" **hand shape** back and forth between the two items you are comparing. – It is the same as index finger pointing its self. Both two signs have the same meaning.
Well/ Well Done	**Sign for "Well/ Well Done":**
	The thumb of both hands should be facing upward, the face should be like a head of a person who is happy.
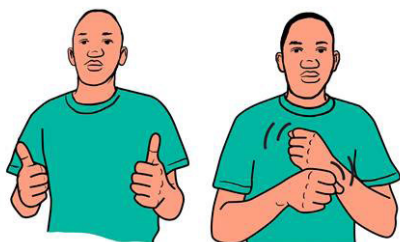
Good	**Sign for "Good":**
	– Put your dominating hand in front of month
	– Lay back your hand to the other hand both have to be open and to be stacked on top of one another and the hand month should be the one on top.
Up	**Sign for "Up":**
	A palm facing upward have to start from down and be raised up just once.
Down	**Sign for "Down":**
	A hand facing downward start from high and take it down, just once.
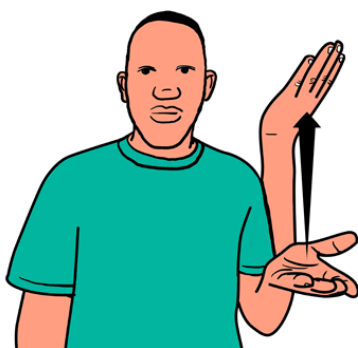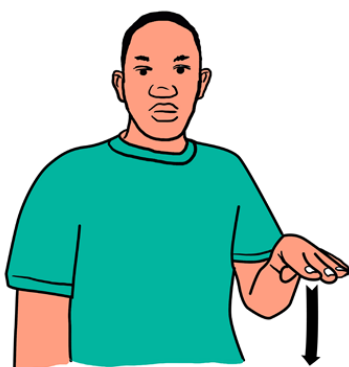
In	Sign for "In":
	Use both hand, one hand forms a "c" letter and the second hand come from up and being inserted in c form.

QUESTIONS	
What	Sign for "What":
	One hand stay stable and facing up, the other hand with only index finger it make a line from up to down.
Why	Sign for "Why":
	– Slide the four fingers (exclude the thumb) on front head – The same hand taken down shaking it and the thumb is up with a curios face.
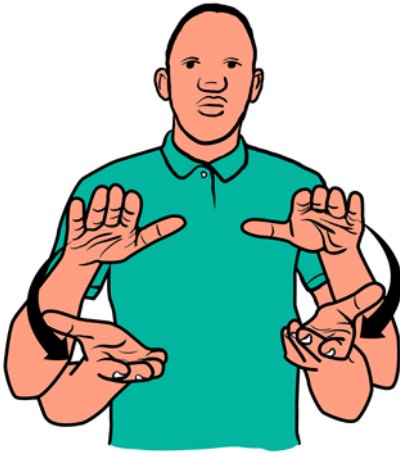
How	Sign for "How":
	Just hold your two hands, open palm facing down then pull them upwards.
Where	Sign for "Where":
	Two hands facing up, make movement side to side left & right
When	Sign for "When":
	One arm positioned in front of the stomach then the index finger of the other hand point on the part where people wear watch, then raise up that finger.
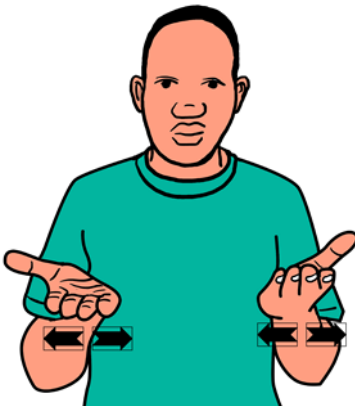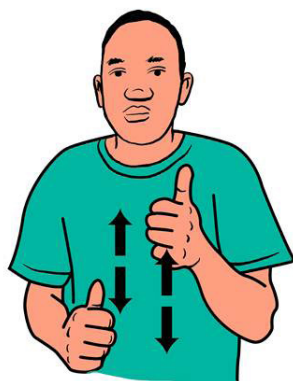
Which	Sign for "Which":
	Two thumb pointing up, each thumb move up and down oppositely

VERBS	
Pray	Sign for "Pray":
	You just close both hands, towards your shine; the head should bend a bit.
Play	Sign for "Play":
	The thump and the little finger of the two hands, should be open the other fingers closed, those fingers opened, check them apart.

Teach	**Sign for "Teach":**
	Index finger should be pointed at the forehead, move it down downward, open hand of the both hands, the left hand fingers, open ward, right hand fingers should be down ward, move them in clock wise twice.
Answer	**Sign for "Answer":**
	Two fingers (Index finger & middle finger) move zigzag towards the face of signer.
Ask	**Sign for "Ask":**
	One hand would trap the arm (middle) while the other hand make a form of an attacking snake toward the audience.

Explain	**Sign for "Explain":**
	Make a letter F positioned in vertical manner, moving frontward and back ward but in opposite direction.
Decide	**Sign for "Decide":**
	Point the both index fingers on the sides of the head just above the ear, and then you take the arm down, The thumb and index finger are joint
Listen	**Sign for "Listening":**
	Put the hand just by the side of the ear and humble yourself as someone who is curious to hear.

Do	Sign for "Do":
	Make the both hands closed and beat against each other, one hand on top of the other
Speak	Sign for "Speak":
	With one hand, the thumb knock against the remaining four fingers up and down twice.
Start	Sign for "Start":
	The index finger turn just one round between two fingers (Index & middle finger) of the other hand.
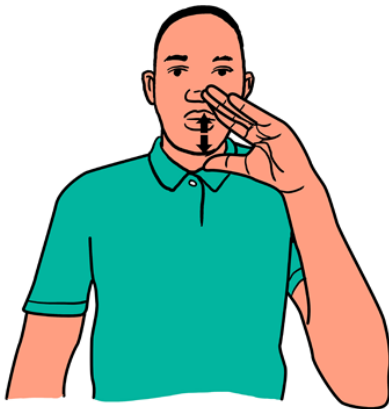
Finish	Sign for "Finish":
	Two hand facing upward then they rotate downward.
Choose	Sign for "Choose":
	Thumb and index finger make a gesture of pick something and the arm get up and show the palm.
Come	Sign for "Come":
	The arm is up and the index finger stands, then the arm come from back side to front side and the index finger point downwards.

Share	Sign for "Share":
	One hand make palm facing up and the other hand slide bother side right & left in the center
Help	**Sign for "Help":**
	A palm facing up the thumb of the other hand stack on top, then both hand come back wards against the chest.
Sing	**Sign for "Sing":**
	Palm facing up and the second hand would make swinging around above the palm, but without touching on the palm (Avoid confusion from sign of share).
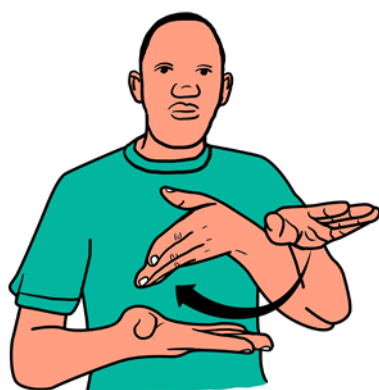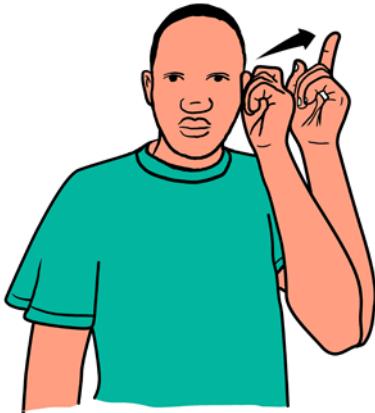
Understand	Sign for "Understand":
	Closed hand, then take up only the index finger, and move the hand bit away from the head.
Think	Sign for "Think":
	Draw a cycle on the head with index finger.
Try	Sign for "Try":
	Two pinky fingers are moving from up to down like drawing letter "J".
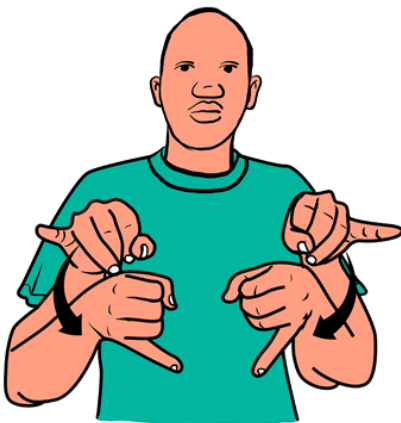
EDUCATION RELATED VOCABULARIES	
TOPIC	**Sign for "Topic"**: Index fingers and middle fingers of both hands up, make movement of them once.
Education	**Sign for "Education":** – Two hands stack one to another, – Palm facing up one hand and the other one take a thing and put in front hand.
School	**Sign for "School":** Two arms stack one up to another.
Teacher	**Sign for "Teacher":** – Two hands, four fingers joint to the thumb and point in the air in front of your eyes but facing the follower. – Open both palms facing each other and move them down parallel.
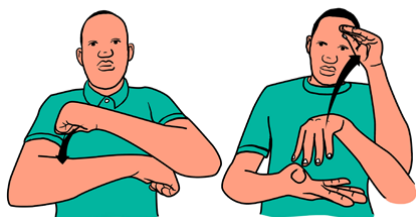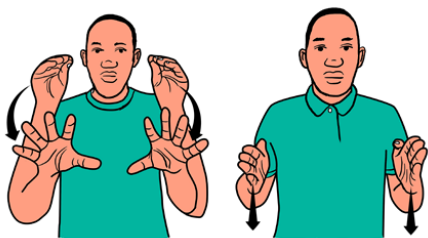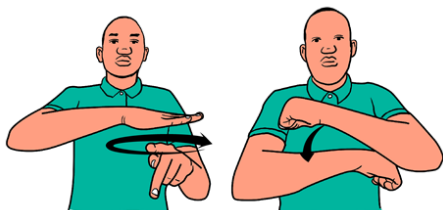
Primary school 	**Sign for "Primary school":** One hand cross in front of your chest then the other hand fingerspell letter P and attached on the elbow of the arm.
Secondary school 	**Sign for "Secondary school":** – Open palm facing up the other hand slide from a side moving in half cycle goes up opposite the month of user – Then sign a school; two hand stack one up of another.
University 	**Sign for "University"**: Two fingers in air index and middle finger make a half cycle close to the head.
Pen 	**Sign for "Pen"**: One hand, two fingers; thumb and index finger writing in air moving right and left
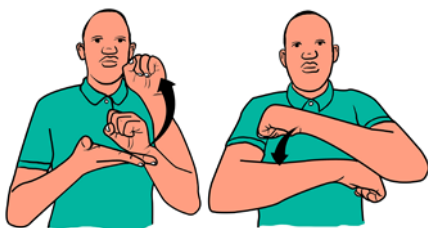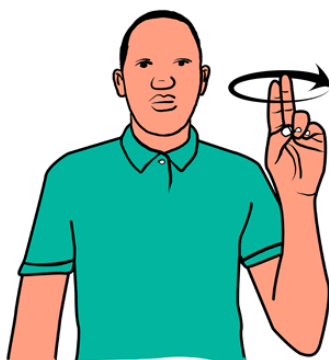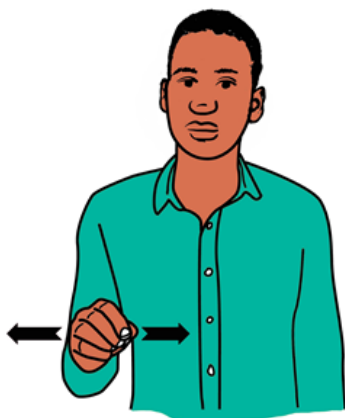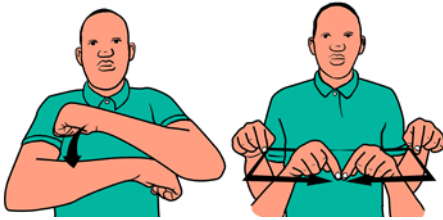
Classroom	Sign for "Classroom":
	– Firstly sign a school two hand stack one to another – Using two index fingers and draw a rectangle.
English 	Sign for "English": Two hands together, one palm over the other hand, and move backwards against the chest.
Mathematics 	Sign for "Mathematics": Two hands, all four fingers joint to the thumb finger and move up and down.
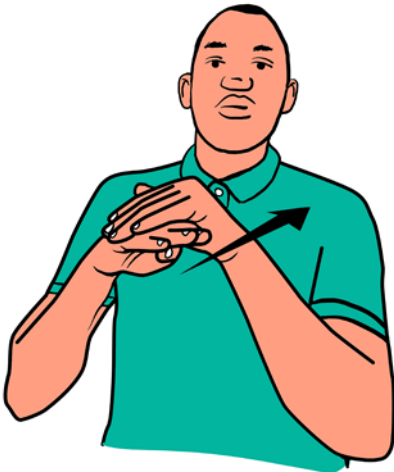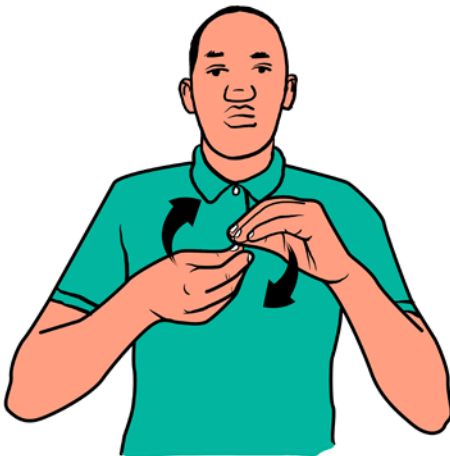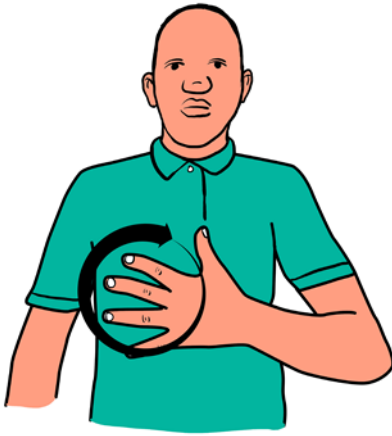
Science	Sign for "Science":
	An open palm draw a cycle just on the stomach.
Biology	Sign for "Biology":
	Fingerspelling the letter B and turn the hand left and right
Chemistry	Sign for "Chemistry":
	Fingerspell letter C in both hands and draw cycle in the air
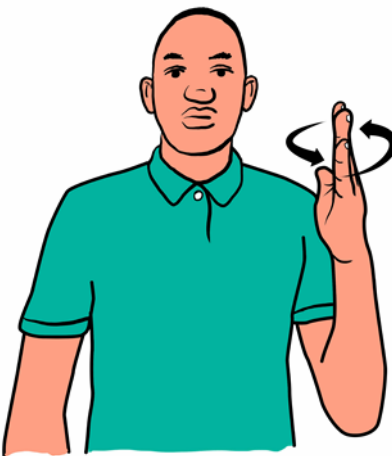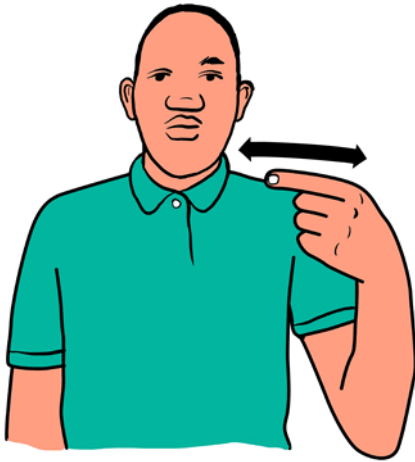
Geography	**Sign for "Geography"**:
	Fingerspell letter G and move it left side and right side.
Business	**Sign for "Business":**
	– Two hands, fingerspell letter "B" in one hand and sign number four in the other hand. – One hand sign number four horizontally the palm facing the stomach, the other hand finger spell letter B slide right and left.
Computer	**Sign for "Computer":**
	– Two hands, use hand like one who typing on keyboard of computer.
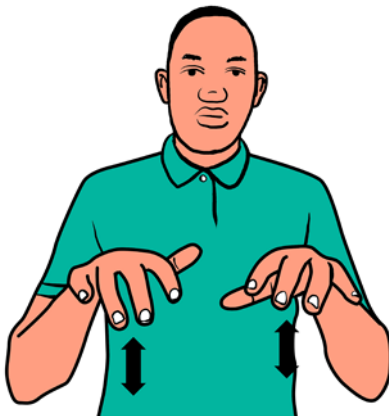
1) Using Rwanda Sign Language, Sign the following sentences:
- You teach Mathematics.
- Omar likes praying God.
- What is the name of your school?
- My mother started doing business.
- Our fathered finish work.
- Please choose which subject you teach.

7.2. Sign Language Grammar Rules

Activity 7.2

1) With an example, explain how Sign Language Grammar is different from English Grammar?

2) Answer by true or false; When you are signing:
- Your hands should move?
- Your palm should always be closed?
- Your hands should always face the audience?
- Your hands should be above your head?

a) Elements of Signs

There are four elements of signs, they include:

1. Hand shape
2. Place of articulation (location)
3. Orientation
4. Movements

- **Hand shape:**

    There are different hand shapes in Rwandan Sign Language which includes:
    - **Extended index finger**: Place the tips of index finger on the lips move them toward and backward alternatively. Eg: Same, What.
    - **Open palm**: Eg: My/Mine (open palm placed in the chest), please, yours, your, welcome, how, etc.
    - **Clow hand**: Eg: Animals.

- **" A" shape**: Eg: Amen, well, which
- **"C" shape**: Eg: Church, Christ.
- **Clenched Fists(S):** Eg.: Yes, Sorry, love

- **Place of articulation(Location):**

  This is the location of the handshape in the relation to the body. Signs are made in specific places either on the body or in the space.

- **Orientation**

  It is the direction of the palm in relation to the body of the signer. When two people are signing you notice that some sign are made with the palm facing the signer or others face different direction.

- **Movement**

  Movement is how your hands moves from one location to the other.

b) Relationship between Elements of a Sign and Meaning.

Different elements of a sign have to combine so as to form in a specific sequence in order to form a meaningful sign.

E.g: In order to make a sign for **please**, the elements have to combine sequential as follows:
- **Hand shape**: Open palm
- **Place of articulation**: Chest
- **Orientation:** Open palm with fingers resting on the chest.
- **Movement**: Circular movement (clockwise).

Making a sign of talk, the elements have to combine sequential as follow:
- **Hand shape**: Extended index fingers
- **Place of articulation**: In front of the lips
- **Movement**: Alternate movement forward and backward

Note: If you change any of the elements, you are likely to change also the meaning as well.

c) Rwandan Sign Language Grammar

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.

- **Sign Language Word Order**

  Sign Language follows several different "word orders" depending on what is needed. Which word order you choose depends on your audience's familiarity

with the topic and what you are trying to do: explain, remind, confirm, negate, cause or consider.

Normal conversations tend to follow **Subject-Verb-Object or Subject-Verb order**. Some people might confuse this as to mean *English* word order. While the word order in Sign Language and English can be similar, Sign Language does not use "**be"** verbs (am, is, are, was, were) or anything to indicate the state of "**being**." Nor does it use articles (a, an, the). These are some distinctions to keep in mind.

Eg: instead of signing **i am happy**, in SL they may just sign; "**i happy**"

Additionally, we also use Time-Subject-Verb-Object or Time-Subject-Verb word order. That is, when discussing past and future events we tend to establish a time-frame before the rest of the sentence.

Eg:
- Last week, I read my book
- Next week, will read my book

- **Object, Subject Verb Word Order:**

The fact is, like English, there are a variety of "right ways" to use sign language. You can use more or fewer words and rearrange them depending on the context of your sentence and what you want to emphasize. To ask the equivalent of "Are you a nurse?" you can sign in any of the formats:
- You a nurse?
- A nurse you?
- You nurse you?

Self-assesment 7.2

1) Answer Yes or No
   - Rwandan Sign Language has its rules for phonology, morphology and syntax.
   - Rwandan Sign Language has its own grammar separate from that of English.

2) Sign the following sentences:
   - Tomorrow, you will teach English

7.3 Approaches of teaching Deaf and hard of hearing learners in an inclusive school

a) Techniques/rules for communicating with Deaf persons

- 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
- Try to use the upper part of your body.
- 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
- Simultaneous communication: Sign Language, Speech Reading, lip reading.

b) Mode of communication for Deaf and hard of hearing learners

During teaching and learning process, it became a problem in the selection of the best communication mode to use since there is such a wide range of students, each with their own abilities. Along with this is the severity of each student's hearing loss. Some suffered from only slight amount of hearing loss and can therefore have better verbal communication skills, while some were completely Deaf and have no way to communicate except through sign language. There is persistent controversy regarding the best methods for teaching students with hearing impairments. Research has shown several different communication approaches, which can be used for effective teaching and learning activities in schools for hearing impaired.

The following are most appropriate mode(s) of communication to use during teaching and learning activities, in order to reduce communication problems being experienced by Deaf learners:

i) Rwandan Sign Language(RSL)

Most Deaf persons in Rwanda communicate with each other and with hearing persons using 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. This sign language is accepted language for the Deaf in Rwanda as Kenyan Sign Language is for Deaf persons in Kenya; American Sign Language (ASL) is for Deaf persons in United States of America and Canada, and British Sign Language (BSL) for Deaf persons in Britain. There is no universal sign language and therefore signing systems differ from one country to another. The downside to these sign languages is that there is no use of sentence structure, making it difficult to have proper grammar construction.

The Deaf community in Rwanda developed Rwandan Sign Language (RSL). It is a visual gestural language, which bypasses the auditory channel and allows visual reception of complex communication. RSL is a complete language with its own vocabulary and complex syntactic, semantic and pragmatic structures that are radically different from those of English or any other auditory-oral language. It is the native language of Deaf children whose parents are Deaf whom are often known by the acronomy CODA, which means Child Of Deaf Adult. These children learn RSL in a fashion remarkably similar to the language learning of normally hearing children whose parents speak.

Benefits and limitation of Rwandan Sign Language

RSL is a fast means of communication if both the user and receiver are proficient. It can be read from a distance hence, and it is appreciated to not make any noise especially in the public places; it can be used in churches, professional meetings, ceremonies and courts. It facilitates social interaction by Deaf persons, and lessens the eyestrain involved in-reading endless finger spelling. RSL is not grammatical hence, knowledge and use of it does not improve English usage. 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.

ii) Fingerspelling

The public often confuses fingerspelling with sign language. 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. This enables one to write a certain word in the air with hand configurations and movements similar to writing on paper with the written alphabet. Fingerspelling alphabets are not naturally and spontaneously created by Deaf people themselves, but are the conscious inventions of hearing educators. Both one-handed and two-handed alphabets are in use, for example the BSL (British Sign Language) is two

handed fingerspelling, and Rwanda has adopted one-handed fingerspelling system, here the user would prefer the dominating hand to use while doing fingerspelling. Fingerspelling is used as both a self-contained means of communication, and an adjunct to sign language.

Benefits and limitation of Fingerspelling

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. Fingerspelling tires the reader if read for a long period of time. It is difficult to read from a distance. Only very few people know and can read fingerspelling. Fingerspelling cannot help a Deaf person who has not learnt the language nor known how to read and write.

iii) Total Communication approach

Total communication (TC), is the title of a philosophy of communication, not a method. Total communication may involve one or several modes of communication (manual, oral, auditory, and written), depending on the particular needs of the student. The original expectation of TC was for teachers to use the communication method(s) most appropriate for a particular student at a particular stage of development. Therefore, there would be situations when spoken communication might be appropriate, other situations where signing might be appropriate, others that would call for written communication, and still others where simultaneous communication might work best. Families and educators may use TC. Since more than 90 per cent of parents of children who are Deaf have hearing themselves many believe that TC is a philosophy that will allow flexibility without eliminating any of the options. By using a total approach of speaking and signing, all members of the family, those who are Deaf as well as those who are hearing, have continuous access to the communication occurring in their environment. Teachers may choose to provide TC options in their classrooms. Those who choose this approach have the responsibility and obligation of acquiring the skills necessary to meet all of the student's communication needs.

Benefits and limitation of Total Communication

The main benefit of TC is that it can open all avenues and modes of communication for the Deaf child. Parents and teachers might be reluctant to choose one mode of communication over another. TC, however, 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.

One limitation of TC is that, while the theory may be sound, it may not be put into practice accurately enough in some situations. Many students who are Deaf are immersed in a form of simultaneous communication that does not match their level of linguistic readiness or ability.

In the classroom, TC often becomes a simultaneous practice of combining manual components (signs and fingerspelling) with spoken components used in English word order. Although TC educational approach will differ on the selection of a manual system, all seem to combine signing with speech. The very nature of the two modes (spoken and visual) may cause signers or speakers to alter their messages to accommodate one or the other mode, causing a compromise between the two methods. It may be impossible for one teacher to meet all the communication needs that might be present in a single classroom of children who are Deaf and hard of hearing.

iv) Auditory Oral approach

The auditory-oral approach is based on the fundamental premise that acquiring competence in spoken language, both receptively and expressively, is a realistic goal for children who are Deaf or hard of hearing. Further, this ability is best developed in an environment in which spoken communication is used exclusively, which includes both the home and the classroom.

Teaching students to use whatever hearing they have to further the acquisition of spoken language is basic to the auditory-oral approach. Four levels of listening skill are detection, discrimination, identification, and comprehension. Because the purpose of developing listening skills is to further spoken language competence, speech is the primary stimulus used in listening activities. Given current amplification technology (i.e., powerful and flexible hearing aids, FM systems, cochlear implants), it is reasonable and realistic to expect most children with hearing loss to hear at conversational levels. This makes an auditory-oral education a possibility for the large majority of such children, given appropriate support.

Benefits and limitation of Auditory oral approach

The primary benefit is being able to communicate directly with a wide variety of individuals. This ability brings with it options in terms of education, vocation, and social life. 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).

1) Briefly explain the mode of communication used to teach Deaf and hard of hearing learners?

2) Discuss two limitations and two benefits of each mode of communication for Deaf and hard of hearing learners?

Skills Lab

Visit a school that accommodate learners with Hearing Impairment (Deaf and Hard of Hearing). Observe the learner in the classroom. Identify the mode of communication that is being used by the teacher. Assess whether the mode used by the teacher is appropriate to the learner 'needs. Write two-page document on mode of communication that is appropriate to the learner.

End unit assessment

1) You are called in a meeting to interpret for the Deaf persons. How would you sign the following sentences?
   – He likes learning Geography.
   – I like teaching.
   – She teaches science in secondary school.
   – When are you coming to church?
   – My business is doing well.
   – Eric teaches chemistry in university.
   – Explain please?

2) Discuss four rules to follow when you are interpreting for Deaf persons?

3) Briefly explain the benefits and the limitations of the three mode of communication used by Deaf learners?

UNIT
8

ADVANCED LEVEL BRAILLE AND TEACHING APPROACHES FOR LEARNERS WITH VISUAL DIFFICULTIES

Key Unit Competence:

Students should be able to use Braille transcriptions at advanced level, and teaching approaches for learners with visual difficulties

Introductory activity

Read the following passage and answer the questions

Muhizi and Nyiramana were married for a period of one year, when God blessed them with a baby boy who was unfortunately blind. This couple had a lot of challenges to accept the reality. They went all of over looking for anyone who could heal their boy. It took them a long time to give him a name because to them he was not a child like other children. The two kept on fighting without solving a problem. The child was called Ruhuma. Later on Muhizi decided to chase his wife who went back to live with her parents.

The issue of coming back home was not accepted positively by the grandparents of Ruhuma. The grand mother did not take long to accept this issue but the grandfather disliked the grand son and he did not want to see him in his presence. Every time the child wanted to move near him he would abuse him and throw him away. This issue affected Nyiramana so much that she felt so depressed but she continued to love her son very much. One day when everybody was not at home the grand father took away Ruhuma and went with him at a far distance where he left him at the roadside and came back home. When Nyiramana and grandmother asked where Rukuma had gone, the grand father told them that he had gone to his uncle's place to play with his cousins. After a few minute Ruhuma was knocked down by a car and he was left bleeding without help. Luckily, a man and his wife passed there and picked him and took him to the hospital for treatment. They took care of him while in the hospital until he recovered. They made an announcement of a lost boy but nobody came for him.

The man and his wife had only one child called Kamikazi. They were very happy to adopt this boy in their family. Mother of Kamikazi who was now his mother went looking for assistance and one of her friend directed her to a school for visually impaired where she went and registered him. After a week Ruhuma was taken to school but now the new parents had given him new name because when they picked him he was not talking because of the accident so the called him Byishimo. Byishimo now started a new life, in school he was given a white cane and after one week he was able to move independently.

He made new friends and worked very hard in school work. At the end of the term, he managed to get position one in class. His parents and sister were very happy and they gave him the presents because of his good performance. After completion of primary education, he went to high school and managed to pass very well.

His parents were very proud of him and they took him to the University of Rwanda Huye Campus where he went to study law. The use of white cane and braille equipment made Byishimo perform very well academically. He had very good performance throughout his years of study and he managed to get first class. Kamikazi and her foster parents were very happy and organized cerebrations where they invited many people including the really mother of Byishimo.

The parents of Byishimo gave speeches and also explained to the people how they became parents of Byishimo. Many people were affected by this sad testimony and congratulated this family for their kind heart. The biological mother of Byishimo was affected she tried to talk to him but Byishimo was not ready to listen. The mother cried askeing for forgiveness but Byishimo rejected her and continued to live with his new parents. He promised to assist her but not to go and live with her because her family members including his father had rejected him because of his blindness. They had considered him to be a useless child but now he has turned out to be a very successful man. He married a very beautiful woman who was also a Lawyer and they lived a happy life together with their four children.

Answer the following questions

1) Why do you think Byishimo was thrown away by his grandfather?

2) Explain how Byishimo was adopted by his new parents?

3) What would make you think that Kamikazi loved her brother?

4) When did the parents of Byishimo reveal that he was not their biological child?

5) What equipment do you think assisted Byishimo to be successful academically?

8.1. Advanced Level of Braille and Tactile Transcriptions

1) Write down the words represented by the following Braille signs

⠿ ⠿ ⠿ ⠿ ⠿ ⠿ ⠿ ⠿ ⠿
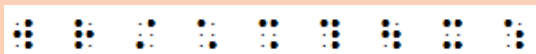
2) Write down any five (5) lower group signs?

3) Give any six (6) lower word signs?

4) Write down any ten (10) short forms that you know.

a) Vocabulary

Simple sign – a sign occupying one cell only.

Composite sign – a sign occupying two or more cells.

Upper sign – a sign containing dot 1, or dot 4, or both.

Lower sign – a sign containing neither dot 1 nor dot 4.

Contraction – a sign which represents a word or a group of letters.

Group sign – a contraction which represents a group of letters.

Word sign – a contraction which represents a whole word.

Short form – a contraction consisting of a word specially abbreviated in braille.

b) Lower group signs

These can be grouped under three headings:
– Those that must be written at the beginning of a word or braille line
  (be   con   com   dis)

  ⠿   ⠿   ⠿   ⠿

– Those that must be written in the middle of a word
  (ea   bb   cc   dd   ff   gg)

  ⠿   ⠿   ⠿   ⠿   ⠿   ⠿

– Those that may be written in any part of a word   (en   in)

                              ⠿   ⠿

i) Lower group signs at the beginning of a word or Braille line

be   con   com   dis

be   dots 2 3 (lower b)

con   dots 2 and 5 (middle c)

com   dots 3 6 (bottom c)

dis   dots 2 and 5 6 (lower d)

These four may only be used when they form the first syllable of a word, or, in the case of a divided word, the first syllable at the beginning of a braille line.

Examples

began   concern   disable

beta   being

But

bell   conk   disc

- **Two of these syllables in sequence**

Where any two of these syllables (be, con, com, dis) occur in sequence at the beginning of a word, the group sign for the first only may be used, because these group signs may only be used at the very beginning of a word.

Example:

disbelief

disconnect

- **Word Division**

Where a word beginning with **be, con, com** and **dis** is divided immediately after one of these syllables at the end of a braille line, the group sign may not be used at the end of the line.

Examples:

be-

lief

con-

tract
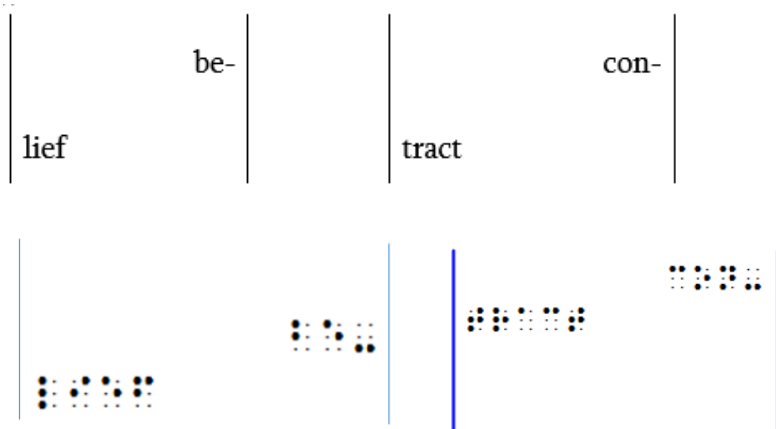
But where one of these syllables begins a fresh line after a word-division, the group sign may be used if another syllable follows and the fragment on the new line is a dictionary word of related meaning, because on that line it satisfies the rule.

Examples:

belief

un-

connect

dis-
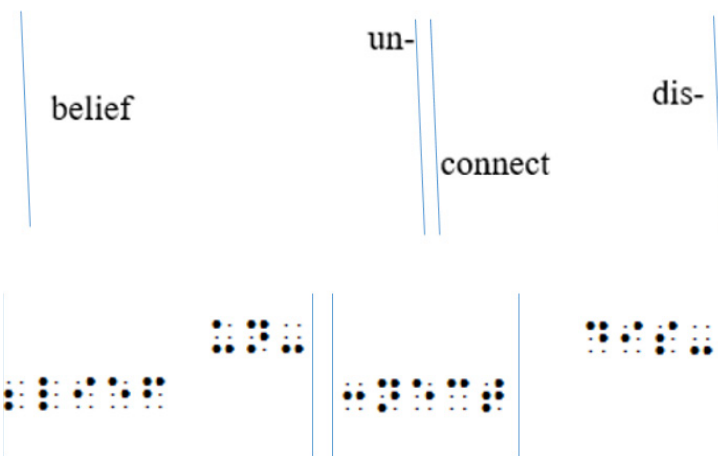
▪ **Short forms**

A number of words in general use are specially abbreviated in braille and are called short forms. The following common words beginning with the syllable "**be**" are thus abbreviated:

because bec

before bef

behind beh

below	bel	⠃⠇
beneath	ben	⠃⠝
beside	bes	⠃⠎
between	bet	⠃⠞
beyond	bey	⠃⠽

A short form may be used within longer ordinary words (that is words that have meaning other than use as proper names) standing alone, provided (a) there is no interference in spelling and (b) an original meaning of the basic short form word is retained.

Examples:

beforehand   behinds behs   besides bess

But

The short form beginning with "be" may not be used after the beginning of a longer word.

Example: hereinbelow   ("below" is not used)

ii) Lower Group signs in the middle of a word

ea   bb   cc   dd   ff   gg

- **ea** dot 2 (middle a)
- **bb** dots 2 3 (lower b)
- **cc** dots 2 and 5 (middle c)
- **dd** dots 2 5 and 6 (lower d)
- **ff** dots 2 3 and 5 (lower f)
- **gg** dots 2 3 and 5 6 (lower g)

Examples:

lead	⠸⠇⠫	But: lea eat tea-cup
rabbit	⠗⠁⠃⠃⠽	But: rab-bit
accept	⠁⠉⠉⠑⠏⠞	But: ac-cept
cliffs	⠉⠇⠊⠋⠋⠎	But: cliff riff-raff skiff's
ragged	⠗⠁⠛⠛⠫	But: rag-ged

- **Choice of Contractions**

    An upper group sign should always be used in preference to a lower group sign. Thus, in words containing the letters "**ear**", the group sign **ar** is always to be used in preference to **ea**. One exception to this rule occurs when the **ar** group sign in compound words would cause confusion, for instance: tearoom.

Examples:

cease earn east beast hearts- ease robber babbled wobble abbey caveat Montreal   Seattle accredited   accurate   accustomed

⠉� (braille text three lines)

iii) Lower group signs in any part of a word

en   **in**

⠢   ⠔

These two lower group signs may be used in any part of a word; in particular they are the only lower group signs that may be used at the end of a word.

Examples:

end ⠑⠝⠙	deny ⠙⠑⠝⠽	den ⠙⠑⠝	
inn ⠔⠝	into ⠔⠞⠕	dined ⠙⠔⠫	din ⠙⠔

- **Choice of Contractions**

  Use the upper group signs **the** and **ing** in preference to en and in, in accordance with the rule.

  Examples:

then	lengthen	spring	nightingale
⠮	⠇⠢⠛⠮⠝	⠎⠏⠗⠬	⠝⠊⠣⠞⠬⠁⠇⠑

NOTE:

1. In the word "been", "be" may not be contracted, because it is not a first

   syllable. It is written: been ⠃⠑⠢

2. distinguish   indistinguishable   ("dis" not first syllable).

   ⠙⠊⠎⠞⠬⠥⠊⠩   ⠔⠙⠊⠎⠞⠬⠥⠊⠩⠁⠃⠇⠑

- **Lower sign rule**

  Any number of lower signs may follow one another without an intervening space, provided the sequence is in contact with an upper sign

  Example:

  "lin en"   ⠦⠇⠔⠢⠴

c) Lower Word signs

  Some of the lower signs are also used as word signs to represent whole words. They can be grouped under two heads:

  - - Those that must be spaced from all other signs.
  - - Those lower word signs should be written unspaced from a word which follows
  - -Those that must be spaced from all other words but may in some cases be in contact with punctuation signs.

  ### i)   Lower word signs that must be spaced from all other signs

be	were	his	was
⠆	⠶	⠦	⠴

be   dots 2 and 3 (lower b, the same as the groupsign be)

were   dots 2 3 and 5 6 (lower g)

his   dots 2 3 and 6 (lower h)

was   dots 3 and 5 6 (lower j)

These four words, "**be**", "**were**", "**his**" and "**was**" are expressed by the above wordsigns, lower **b**, lower **g**, lower **h**, lower **j**, only where they are separated by a space from all other signs (except the capital indicator). Therefore, if the words adjoin lower punctuation in the print copy, they must be spelt out (for otherwise they would be regarded as punctuation themselves; e.g. a quote, etc.); and so, too, is the case where a letter is added to them, as: wasn't, weren't.

Example:

You will be glad

But: "Be glad!"

You were glad

But: As you were!

ii) Lower word signs "to", "into" and "by"

to   into   by

These lower word signs should be written unspaced from a word which follows on the same braille line, even when a sense break or natural pause is present.

Examples: By and by he went to school by bus.

into disuse

to me

These contractions may be sequenced to one another.

Examples: He was referred to by name.

⠈⠮ ⠀⠺⠀⠀⠗⠑⠋⠻⠗⠫⠀⠀⠞⠕⠀⠃⠽⠀⠝⠁⠍⠑⠲

When one of these words is followed by be, enough, were, his, in, was, the first word only in the group should be contracted.

Examples: He wished to be consulted by his friends.

⠈⠮ ⠀⠺⠊⠩⠫ ⠀⠞⠕⠀⠃⠑ ⠀⠉⠕⠝⠎⠥⠇⠞⠫ ⠀⠃⠽⠀⠓⠊⠎ ⠀⠋⠗⠊⠑⠝⠙⠎⠲

iii) Lower word signs that must be spaced from all other words but may in some cases be in contact with punctuation signs

<u>enough</u>   <u>in</u>

   ⠢   ⠔

enough dots 2 and 6 (lower e)

in dots 3 and 5 (lower i)

These two signs, when used as word signs, must be spaced from all other words, but they may be used adjoining punctuation signs provided the whole sequence is in contact with an upper sign.

Have you enough in that box? ⠓⠁⠧⠑ ⠽⠳ ⠢ ⠔ ⠞⠞ ⠃⠕⠭⠦

Have   you   that   box?   "enough's   enough."

⠓⠁⠧⠑ ⠀⠽⠳ ⠀⠞⠞ ⠀⠃⠕⠭⠦ ⠀⠦⠢⠄⠎ ⠀⠢⠲⠴

 "Teach-in". ⠦⠞⠑⠁⠡⠤⠔⠲⠴

Have you enough? ⠓⠁⠧⠑ ⠀⠽⠳ ⠀⠢⠦

- **With Hyphen or Dash**

These two word signs differ from the first group in that they may adjoin the hyphen or dash if the whole sequence is in contact with a letter or upper contraction.

Examples:

stening-in this morning.

⠐⠂⠳⠉� �⠆�

-law.

ugh-more than enough!

enough-in that box?

In the last instance, both word signs may not be used, and it saves more space to use the sign for the longer word.

Remember that in is the only lower word sign which can be used between two hyphens, as long as there is an upper sign in the sequence.

But

I went in-	
at least	
We have enough-	
let us stop now.	
Sure, you have enough	
-in that box?	

- **Short forms (all those beginning with "a", plus "said")**

about ab

above abv

according ac

across acr

after af

afternoon afn

afterward afw

afterwards afws

again ag

again ag

against agst

almost alm

already alr

also al

although alth

altogether alt

always alw

said sd

1. Short forms may be used within longer ordinary words (that is, words that have meaning other than use as proper names), provided

   a) there is no interference in spelling and

   b) an original meaning of the basic short form word is retained.
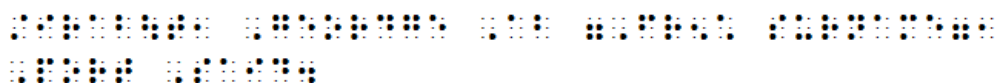
   Example: afterglow ⠿⠿⠿⠿⠿   But: rafter ⠿⠿⠿⠿⠿

2. A short form may not be used if the result could be mistaken for another word.

   Example: abouts ⠿⠿⠿⠿⠿ ("about" is not used as "abs" is a word now in general usage)

3. A short form may not be used if it would cause confusion in pronunciation or in recognition of an unusual word.

   Examples: stirabout, George About (French surname), Port Said.

   ⠿⠿⠿⠿⠿⠿⠿⠿ ⠿⠿⠿⠿⠿⠿⠿⠿ ⠿⠿⠿ ⠿⠿⠿⠿⠿ ⠿⠿⠿⠿⠿⠿⠿⠿⠿
   ⠿⠿⠿⠿⠿ ⠿⠿⠿⠿⠿⠿

- **Short forms**

to-day, today	td	⠮⠙
to-morrow, tomorrow	tm	⠮⠍
to-night, tonight	tn	⠮⠝
him	hm	⠓⠍
himself	hmf	⠓⠍⠋
herself	herf	⠓⠻⠋
friend	fr	⠋⠗
myself	myf	⠍⠽⠋
your	yr	⠽⠗
yourself	yrf	⠽⠗⠋
could	cd	⠉⠙
should	shd	⠩⠙
would	wd	⠺⠙

d) Composite Signs

Composite signs are those which occupy two or more consecutive cells. They will be divided into three classes: **Initial Word signs** and **Final Group signs**

Both initial word signs and final group signs consist of a letter (or in one or two

cases a simple upper group sign) immediately preceded by one, two, or three dots taken from the right side of the first of the two cells—i.e. from dots 4 5 6; in the case of initial word signs, as the term implies, the letter is the first letter of a word; in the case of final group signs, the letter is the last letter of a contracted syllable in a word.

Examples:

Dot 5 and **f** father ⠐⠋ (Initial Wordsign)

Dots 4 6 and **n** -sion ⠨⠝ (Final Groupsign)

e) Initial Word signs

Initial word signs are used to express the whole word shown.

Examples:

Dot 5 and **f** <u>father</u> ⠐⠋

Dot 5 and **l** <u>lord</u> ⠐⠇

But they may also be used as group signs to express part of a word:

Examples:

<u>father</u>ly ⠐⠋⠇⠽   <u>father</u>s ⠐⠋⠎

<u>lord</u>ly ⠐⠇⠇⠽   <u>lord</u>ship ⠐⠇⠩⠊⠏

i) Initial Word signs with Dot 5

Simple Wordsign		Initial Wordsign		
d	do	Dot 5 and **d**	day	⠐⠙
e	every	Dot 5 and **e**	ever	⠐⠑
f	from	Dot 5 and **f**	father	⠐⠋
h	have	Dot 5 and **h**	here	⠐⠓
k	knowledge	Dot 5 and **k**	know	⠐⠅
l	like	Dot 5 and **l**	lord	⠐⠇
m	more	Dot 5 and **m**	mother	⠐⠍

ever may only be used as a group sign when the stress is on the first "e" and the letter group is not preceded by an "e" or an "i".

Examples: sever   reverent

But

severe

reverberate

revere

believer

"Everybody" and other words compounded with "**every"** are written with the word sign ever and the addition of "**y**", i.e. everybody everything. The simple word sign for "**every**" may not be used when joined to other letters.

here may only be used as a group sign when all the letters it represents belong to the same syllable, provided they are not followed by the letters "**d**", "**n**" or "**r**", for then the simple group signs **ed, en** or **er** must be used.

Examples:

adhere   herewith   hereto

But

adhered   inherent

The words: **day**, **father**, **know**, **lord** and **mother** may generally be used as groupsigns wherever the letters they represent occur, even where they do not bear their original meaning.

Examples:

days   Monday   daybreak

Faraday   fatherhood
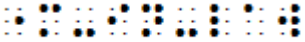
unfatherly   knowing   unknown

("acknowledge" is written: acknowledge; word sign "k" for "knowledge" may not be used when joined to other letters.)

overlord   lording   motherly
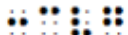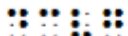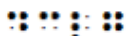
mother-in-law ⠨⠍⠣⠻⠤⠔⠤⠇⠁⠺　　　　smother ⠎⠍⠣⠗

But:

Chemotherapy ⠡⠑⠍⠕⠹⠻⠁⠏⠽

▪ **Short forms**

conceive	concv	⠒⠉⠧
conceiving	concvg	⠒⠉⠧⠛
deceive	dcv	⠙⠉⠧
deceiving	dcvg	⠙⠉⠧⠛
declare	dcl	⠙⠉⠇
declaring	dclg	⠙⠉⠇⠛
children	chn	⠡⠝
either	ei	⠑⠊
good	gd	⠛⠙
great	grt	⠛⠗⠞
much	mch	⠍⠡
such	sch	⠎⠡

NOTE: The "**g**" and not **ing** is used to form the present participle of short forms.

Examples – when used as parts of words:

conceived   concvd ⠒⠉⠧⠙

declared   dcld ⠙⠉⠇⠙

greater   grter ⠛⠗⠞⠻

Simple Wordsign		Initial Wordsign		
n	not	Dot 5 and **n**	name	⠐⠝
o		Dot 5 and o	one	⠐⠕
p	people	Dot 5 and p	part	⠐⠏
q	quite	Dot 5 and q	question	⠐⠟
r	rather	Dot 5 and r	right	⠐⠗
s	so	Dot 5 and s	some	⠐⠎
t	that	Dot 5 and t	time	⠐⠞
u	us	Dot 5 and u	under	⠐⠥
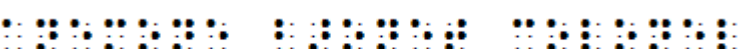
The **one** may only be used as a group sign when all the three letters it represents are pronounced as a single syllable, regardless of pronunciation, e.g. done, stones and gone. One may also be used where a word ends in the letters "oney".
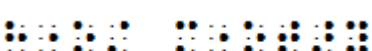
Examples:

stones   lonely   telephone   money   honey
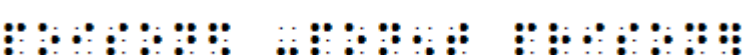
But

anemone   baronet   colonel

The following exceptional words are used where the sign is nevertheless used:

honest   monetary

NOTE: When the letters "one" are followed by "**d**" "**n**" or "**r**", the simple group signs **ed en er** must be used.

Examples: poisoned   component   prisoner

The **part** may be used as a group sign where the letters it represents occur except when followed by the letter "**h**" in words in which the letters "**th**" make a single sound.

Examples:

partly ⠀⠏⠽ impartial ⠊⠍⠏⠊⠁⠇ imparted ⠊⠍⠏��

participle ⠏⠊⠉⠊⠏⠇⠑ participate ⠏⠊⠉⠊⠏⠁⠞⠑

partridge ⠏⠗⠊⠙⠛⠑ apartheid ⠁⠏⠞⠓⠑⠊⠙

But:

Parthian ⠏⠁⠗⠞⠓⠊⠁⠝

The **question** and **right** may generally be used wherever the letters they represent occur.

Examples:

bright   frightened   questioning   Kirkcudbright

⠃⠗⠬⠞   ⠋⠗⠬⠞⠫   ⠟⠬⠛   ⠅⠊⠗⠅⠉⠥⠙⠃⠗⠬⠞

under may only be used as a group sign where the letters it represents are pronounced like the word it denotes.

Examples: blunder   thundered   understand

                ⠃⠇⠥⠝⠙⠗   ⠹⠥⠝⠙⠗⠫   ⠥⠝⠙⠻⠌⠁⠝⠙

But

launder   underived

⠇⠁⠥⠝⠙⠗ ⠥⠝⠙⠻⠊⠧⠫

some should be used as a group sign wherever the letters it represents form a definite syllable of the basic word.

Examples:

somebody   meddlesome   noisome   handsome   handsomer

⠎⠕⠍⠃⠕⠙⠽ ⠍⠫⠙⠇⠑⠎⠕⠍ ⠝⠕⠊⠎⠕⠍ ⠓⠁⠝⠙⠎⠕⠍ ⠓⠁⠝⠙⠎⠕⠍⠗

But:

Somerset	ransomed

⠠⠎⠕⠍⠻⠎⠑⠞ ⠗⠁⠝⠎⠕⠍⠫
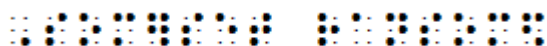
name and **time** should only be used as group signs when the letters they represent are pronounced "name" and "time".

Examples:

namely	renamed	timely	sometimes	maritime	pastime

⠝⠁⠍⠑⠇⠽ ⠗⠑⠝⠁⠍⠫ ⠞⠊⠍⠑⠇⠽ ⠎⠕⠍⠑⠞⠊⠍⠑⠎ ⠍⠜⠊⠞⠊⠍⠑ ⠏⠁⠎⠞⠊⠍⠑
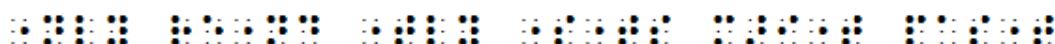
- **Short forms**

first	fst	⠋⠎⠞
must	mst	⠍⠎⠞
Immediate	imm	⠊⠍⠍
necessary	nec	⠝⠑⠉
its	xs	⠭⠎
neither	nei	⠝⠑⠊
itself	xf	⠭⠋
oneself	onef	⠕⠝⠑⠋
little	ll	⠇⠇
ourselves	ourvs	⠳⠗⠧⠎
letter	lr	⠇⠗
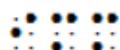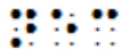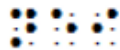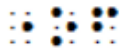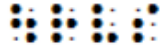
Examples: when used as parts of words:

immediately	immly	⠨⠊⠍⠍⠇⠽
unnecessary	unnec	⠥⠝⠝⠑⠉
letterpress	lrpress	⠇⠗⠏⠗⠑⠎⠎
Letterhead	lrhead	⠇⠗⠓⠑⠁⠙
newsletter	newslr	⠝⠑⠺⠎⠇⠗
mustn't	mstn't	⠍⠎⠞⠝⠄⠞
musty	msty	⠍⠎⠞⠽
mustard	mstard	⠍⠎⠞⠁⠗⠙

But:

"necessarily" ⠝⠑⠉⠑⠎⠎⠁⠗⠊⠇⠽ , otherwise the spelling would be incorrect. "mustang" ⠍⠥⠎⠞⠁⠝⠛ ,"muster" ⠍⠥⠎⠞⠑⠗ ,

"mustache" ⠍⠥⠎⠞⠁⠉⠓⠑ , "musteline" ⠍⠥⠎⠞⠑⠇⠊⠝⠑ , because the original meaning of the word "must" ⠍⠥⠎⠞ is not retained.

And

	immediate-		⠊⠍⠍⠑⠙
ly		⠇⠽	
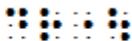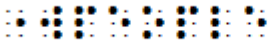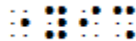
Simple Wordsign		Initial Wordsign		
w	will	Dot 5 and w	work	⠐⠺
y	you	Dot 5 and y	young	⠐⠽
	the	Dot 5 and the	there	⠐⠮
ch	child	Dot 5 and ch	character	⠐⠡
th	this	Dot 5 and th	through	⠐⠹
wh	which	Dot 5 and wh	where	⠐⠱
ou	out	Dot 5 and ou	ought	⠐⠳
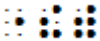
The **ought** may be used as a group sign wherever the letters it represents occur regardless of pronunciation.

Examples: bought   nought   drought
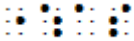
The others in this group retain their meaning when used as group signs.

Examples:
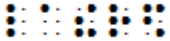
workman   workpeople   working   youngish
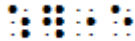
therefore   therewith

characteristic   characterised   throughout

whereas

But:

lathered   withered
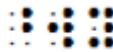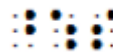
wherever   (because the second "e" in "where" is missing).

- **Short forms**

blind	bl	
rejoice	rjc	
braille	brl	
rejoicing	rjcg	
paid	pd	
quick	qk	
perhaps	perh	
themselves	themvs	
perceive	percv	
thyself	thyf	
perceiving	percvg	
yourselves	yrvs	
receive	rcv	
together	tgr	
receiving	rcvg	

NOTE:

1. There are only six present participles among the short forms:

concvg	dcvg	dclg	percvg	rcvg	rjcg

2. The short form " ⠃⠇ " for "blind" may not be used before a vowel or "y":

e.g. blindly ⠃⠇⠇⠽ but: blinded ⠃⠇⠊⠝⠙⠙ blinding ⠃⠇⠊⠝⠙⠛

3. "Braille" may be used anywhere within a pure proper name.

e.g. Louis Braille ⠠⠇⠳⠊⠎⠀⠠�braille , Versabraille ⠠⠧⠻⠎⠁⠃⠗⠇

ii) Initial Word signs with two dots: 4 5

Simple Wordsign		Initial Wordsign		
u	us	Dots 4 5 and **u**	upon	
w	will	Dots 4 5 and **w**	word	
	the	Dots 4 5 and <u>the</u>	these	
<u>th</u>	this	Dots 4 5 and <u>th</u>	those	
<u>wh</u>	which	Dots 4 5 and <u>wh</u>	whose	

The group sign **word** should be used wherever the letters it represents occur, but **upon**, **these**, **those** and **whose** must retain their meanings as whole words.

Examples:

wordy [braille] thereupon [braille] whosesoever [braille]

But: coupon [braille] theses [braille]

NOTE: These five can be remembered by the sentence: "upon my word, whose are these and those?" Therefore, we now have the following:

Initial Wordsigns with
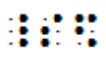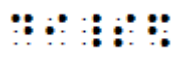
Simple Wordsign			Dot 5		Dots 4 5	
u	us		under		upon	
w	will		work		word	
	the		there		these	
th	this		through		those	
wh	which		where		whose	

iii) Initial Word signs with three dots: 4 5 6
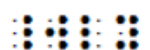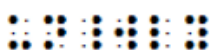
There are six initial signs using all the dots on the right hand side of the first cell (Dots 4 5 6).

Simple Wordsign		Initial Wordsign		
c	can	Dots 4 5 6 and **c**	cannot	⠨⠉
h	have	Dots 4 5 6 and **h**	had	⠨⠓
m	more	Dots 4 5 6 and **m**	many	⠨⠍
s	so	Dots 4 5 6 and **s**	spirit	⠨⠎
w	will	Dots 4 5 6 and **w**	world	⠨⠺
	the	Dots 4 5 6 and the	their	⠨⠮
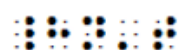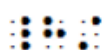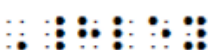
Apart from **had**, these initial word signs may generally be used as group signs wherever the letters they represent occur. The "**had**" may be used as a group sign when the "**a**" is short.

Examples: spirited ⠨⠎� dispirited ⠲⠰⠎⠨⠎ (notice this word especially – do not use the **dis** contraction because spirit takes less room)
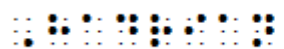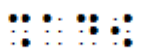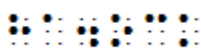
worldly   unworldly   theirs

hadn't   hadst   Hadley
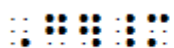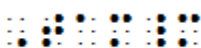
But: Hadrian   shadow   haddock

NOTE: you use **sh** rather than **had** because it is a **single cell group sign** and the words take up the same amount of space whichever group sign you use.

Germany   Romany   Tammany

These six initial signs may be remembered by the sentence: "**Many** in this **world cannot** have **had their spirit**". Therefore, we now have the following:

		Initial Wordsigns with		
Simple Wordsign		Dot 5	Dots 4 5	Dots 4 5 6
c	can			cannot
h	have	here		had
m	more	mother		many
s	so	some		spirit
w	will	work	word	world
	the	there	these	their

f) Final Group signs

Final group signs are used to represent certain syllables in words. They consist of the last letter of the contracted syllable or syllables preceded by one or two dots-in no case more than two-from the right side of the first cell: either Dots 4 6, or 5 6.

Final group signs are so called because the last letter of the contracted syllable(s) is used and not, as in the case of initial word signs, the first letter of the contracted word.

They may only be used as a group sign, for instance, to represent part of a word, never as a word sign to represent a whole word.

They may not be used after the hyphen in a hyphenated word; as, otherness (not a frequent case).

They need not be at the end of a word, but they may not be used at the very beginning of it; where, however, the word is divided at the end of the braille line, they may, like other group signs, stand at the beginning of the new line.

There are twelve group signs: they will be divided into three groups.

i) First group of final group signs

In this group there are three pairs: in each pair the letter is the same, but the "introductory" dots are different.

ance	dots 4 6 and e	
ence	dots 5 6 and e	
sion	dots 4 6 and n	

tion	dots 5 6 and **n**	⠨⠝
less	dots 4 6 and **s**	⠰⠎
ness	dots 5 6 and **s**	⠨⠎

Examples

lances   advance   evidence   commences   mansion
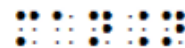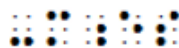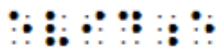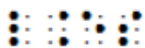
possessions   actions   contraction   determination
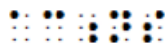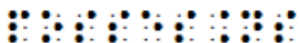
confederation   useless   blessing   fairness   carelessness
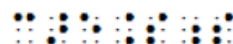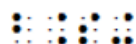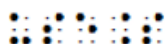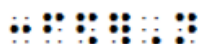
But

ancestor   less   lessened
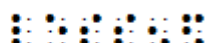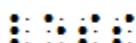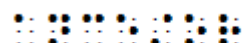
The contraction for **ness** may be used in feminine endings, except when preceded by "**e**" or "**i**", in which case the contractions for **en** or **in** should be used.

Example: lioness

but: chieftainess
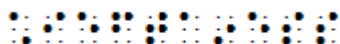
	sec-	
tion		
	bright-	
ness		
	tiresome-	
ness		
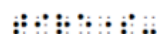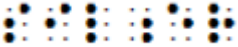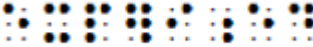
When the letters "**ence**" are followed by "**a**", "**d**", "**n**", or "**r**", the contraction for "**ence**" must be used, for example:

silencer ⠎⠊⠇� braille

experienced (braille)

influenceable (braille)

ii) Second group of final group signs

ound	dots 4 6 and **d**	(braille)
ong	dots 5 6 and **g**	(braille)
ount	dots 4 6 and **t**	(braille)
ment	dots 5 6 and **t**	(braille)
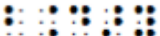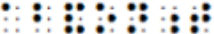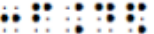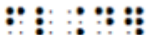
Examples:
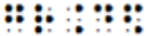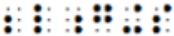
around   longer   mountain   temperamental

(braille) (braille) (braille) (braille)

boundary   tongue

(braille) (braille)

counterfeit   abandonment   confounded   songster

(braille) (braille) (braille) (braille)
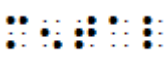
counting-house

(braille)

battlemented   flounder   oblong   fountain

(braille) (braille) (braille) (braille)

grounded   belongings

(braille) (braille)

amendment
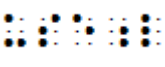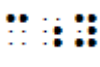
(braille)

But

mental ⠀⠿⠀⠀⠀⠀⠀

iii) Third group of final group signs
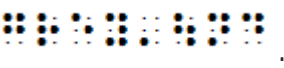
<u>ful</u>   dots 5 6 and l   ⠨⠇

<u>ity</u>   dots 5 6 and y   ⠨⠽

Examples: useful ⠀⠀⠀⠀⠀   city ⠀⠀⠀

But: full   fulfil   fruity

⠀⠀⠀⠀⠀ ⠀⠀⠀⠀⠀⠀ ⠀⠀⠀⠀⠀⠀

NOTE: Final group signs may not be used after an apostrophe, for instance:

grey'ound   ⠀⠀⠀⠀⠀⠀⠀⠀⠀ .

Self-assesment 8.1

1) Debraille the following words and sentences:

⠰⠠⠷⠝⠊⠞ ⠥⠝⠊⠋⠊⠑⠙ ⠃⠗⠁⠊⠇⠇⠑ ⠺⠁⠎ ⠁⠛⠗⠑⠑⠙ ⠃⠽ ⠮ ⠊⠝⠞⠻
⠝⠁⠞ ⠉⠕⠥⠝⠉⠊⠇ ⠕⠝ ⠑⠝⠛⠇⠊⠎⠓ ⠃⠗⠁⠊⠇⠇⠑ ⠁⠎ ⠎⠥⠋⠋⠊⠉⠊⠑⠝⠞
⠇⠽ ⠉⠕⠍⠏⠇⠑⠞⠑ ⠋⠕⠗ ⠉⠕⠝⠎⠊⠙⠻ ⠁⠞⠊⠕⠝ ⠃⠽ ⠍⠑⠍⠃⠻

2) Write in Braille the following paragraph

On 2 April 2004 Unified English Braille was agreed by the International Council on English Braille as sufficiently complete for consideration by member countries for adoption as their national Braille code. On 14 May 2005 the Australian Braille Authority adopted Unified English Braille as Australia's braille code with full implementation envisaged over the next five years. This primer is a decisive step towards that goal. This May 2006 edition of the primer represents a work in progress. We are taking a pragmatic approach to the development of this document, not waiting until all details are finalized, in order to share information and obtain user feedback. In particular, we have the inherent flexibility to expand the scope of the primer to cover new topics considered especially important in the context of Unified English Braille. We shall take advantage of modern communication technologies to publish regular updates of the primer as deemed appropriate.

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

Activity 8.2

1) What is Orientation and Mobility?

2) Explain the importance of a White Cane and a sighted guide to a child with visual impairment.

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. Orientation skills enable people with visual impairments to use sensory information to know their location in different settings, and mobility skills enable them to travel in different areas. There are a variety of ways people can travel in the environment. Examples are trailing a wall, using the sighted guide/human guide technique, using assistive devices like the long cane or a wheelchair, having a dog guide.

a) Mobility aids

Mobility aids are a huge benefit to many and through orientation and mobility consultations, people who are blind or have low vision can find the aid that suits them.

Mobility aids include white canes, Seeing Eye Dogs and monocular – small devices which magnifies information such as street signs, public transport route numbers and destination signs on trains, trams and buses.

Newer mobility aids include devices like the Sunu Band, which uses sonar and vibrations to help people detect obstacles.

An orientation and mobility specialist will work with their client to find the right mobility aids for them and incorporate them into their training, whether that's being guided, locating dropped items or safely navigating their way across a street or down a busy road.

Orientation refers to a person's ability to use their senses to know where they are positioned in their environment. Mobility refers to the person's capability and readiness to move in their environment.

b) How to use a white cane

i) Obtain a suitable cane of the right length for your height
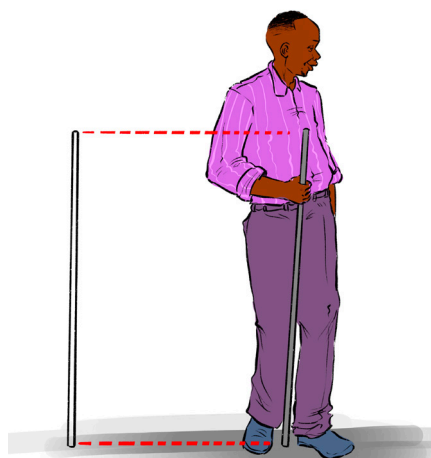
Generally speaking this will mean that the cane grip will reach your armpit when the tip is resting on the floor.

ii) Use the cane with whichever hand feels most comfortable

Generally, a right-handed person should use their left hand.

iii) Understand the parts of a cane

Grip

Cane

Tip
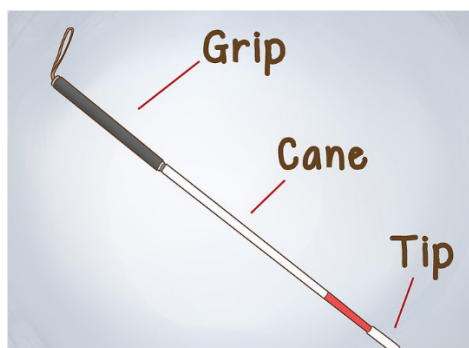
Note that all canes consist of 3 main parts; the grip, the tip, and the cane. Hold the grip firmly but loosely in your hand. If it has a flat surface, (like a golf club grip) lay your index finger on the flat surface.

iv) Handle the cane
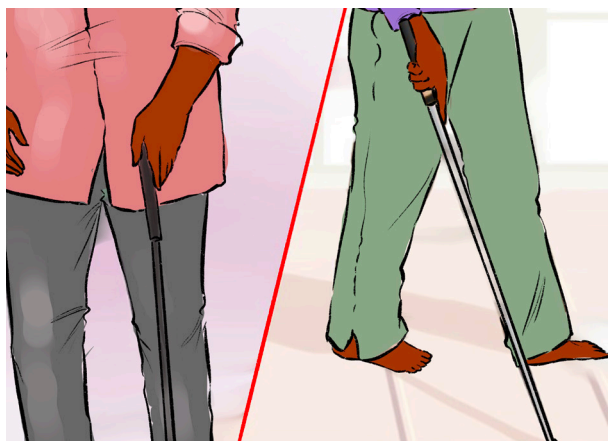
Let your wrist settle to somewhere between your belly button and waist, slightly to one side, and gently swing the cane from side to side. The tip should always stay in contact with the ground, swinging approximately the width of your shoulders.

v) Know how to walk

When you walk, alternate the swing with your steps. As you step with the right foot, your cane should go to the left, and vice versa. If you find that your cane is swinging in the wrong direction, let the cane stay in that general direction and fix it with your next few steps. Your head should be held high and your shoulders kept relaxed. This will allow you to use any remaining vision and whatever hearing you have to aid your mobility.

vi) Know how to use the stairs

When going down stairs, let the cane tip fall onto the next step and don't swing it in case other people are trying to go down the stairs too. When going up the stairs, the cane will hit the first step when you are on the ground level. Grab the cane so it's relatively vertical, and let the cane hit each step as you ascend. Once you reach the top, go back to swinging. When going down the stairs, let the cane tip fall onto the next step and then step down to it.

For a smoother descent push the cane forward along the step and allow the cane drop two steps below, so that it is always a step ahead of you.

- Keep the cane from swinging to allow other people to use the stairs.
- When pushing the cane forward doesn't result in it dropping you know you've reached the end of that set of stairs. To avoid a nasty fall, remember that after the cane has reached the bottom of the stairs, you still have another step to take!

vii) Practice using a cane; it takes a while to get used to
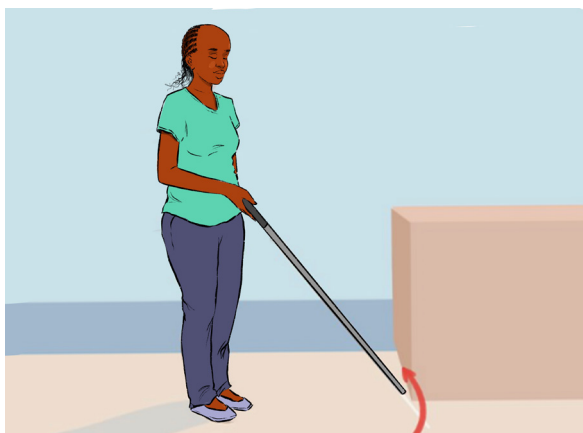
Make sure you are confident in your cane mobility skills before going out alone.

Note: when training students who do not have visual problems you should cover their eye with blindfold.

c) Travel tools and techniques of people who are blind or who have low vision

i) Several choices

People who are blind or visually impaired make choices when it comes to traveling. At any given time, they can travel using a human guide, which involves holding onto someone's arm; using a long, white cane to identify and avoid obstacles or elevation changes; using a dog guide; using special optical or electronic aids; or using no additional aid.

The choice of tools depends on the extent and nature of visual impairment, personal preference, lighting, and familiarity with the area. In order to travel independently, people with visual impairments use whatever vision they have, auditory and tactual information, and any gathered knowledge of an area to keep track of their location and make travel decisions.

ii) Human Guide (sometimes referred to as Sighted Guide)
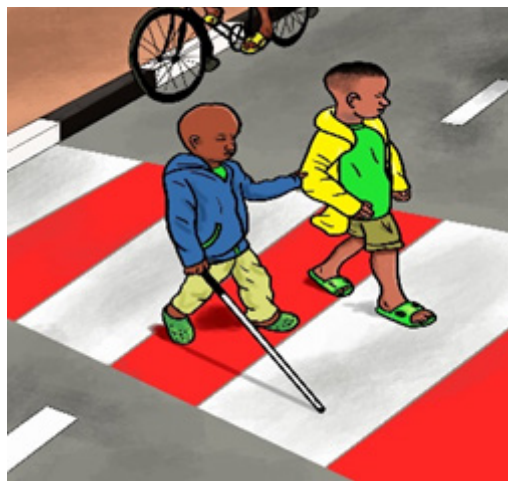
A person with visual impairment with human guide

At one time or another, most people who are blind will make use of the human guide technique, in which a person with sight serves as a guide to a person who is blind or visually impaired.

iii) Long white cane

Pedestrian with long white cane

Many individuals who are blind or visually impaired use a long white cane as a mobility device. In the most common technique, the cane is extended and swung back and forth across their body in rhythm with their steps to provide information about the environment directly in front of them, such as elevation changes or obstacles. In another technique often used by people with low vision, the cane is held diagonally across their body, with the tip about an inch above the ground. When those individuals are unsure about what they are seeing, they usually check the object or sidewalk surface with their cane.

iv) Dog guide

Pedestrian with dog guide

Dog guides are carefully trained service animals used as travel tools by approximately 2% of people who are blind. The dog responds to the

commands of its handler, such as right, left and forward. The dog guides the handler around obstacles and stops at curbs or stairs. However, the handler must know where they are going and make decisions about the proper time to begin a street crossing. Dog guides move in response to directions from their handlers but may disobey commands to avoid danger.

v) No aid

Not all persons considered blind use a long white cane or dog guide. People who are visually impaired often rely on their remaining sight and auditory and tactile cues in their surroundings for orientation and travel. Some may also use aids such as telescopes for specific tasks.

vi) Orientation and mobility training

Many pedestrians who are visually impaired or blind have received Orientation and Mobility training, provided by an Orientation and Mobility (O&M) Specialist. O&M Specialists usually have an undergraduate or graduate degree in teaching travel skills to persons who have visual impairments.

Orientation is the ability to understand where one is located in space and Mobility refers to being able to travel through that space safely. The goal of most O&M training is to prepare a person who is visually impaired to travel in a variety of environments, both familiar and unfamiliar, and to assess new intersections and travel new routes. It is important to note that orientation training and assistance is not provided for every route that a person who is blind needs to travel.

Visually impaired pedestrian w Orientation and Mobility Specialist

8. 2.4. How people with visual impairment cross streets

a) Traditional techniques

Techniques and cues used in crossing streets are diverse and vary by the type of location and by the individual and his or her level of vision. Individuals who are blind or visually impaired often travel to unfamiliar areas and intersections and gather information from available sources in order to do so safely.

The discussion of techniques below describes typical techniques used at unfamiliar intersections, although most travel by pedestrians who are blind is probably on routes with which they are familiar. However, it is also not uncommon for bus drivers or taxi drivers to provide incorrect information about the location or drop off a person at a slightly different location than expected, so it is necessary to regularly confirm information using nonvisual techniques described below.

Once pedestrians who are blind are familiar with an intersection, they do not usually need to analyze the intersection and traffic control system at length every time. However, they still may need to listen long enough to determine that they are at the correct location and that the signal is functioning as usual. Pedestrians who are blind will still need to detect the street, align to cross, identify the walk interval, and maintain alignment while crossing. APS can particularly assist with the task of identifying the walk interval at familiar and unfamiliar locations.

b) Detecting the street

The first information needed by pedestrians who are blind is "Have I arrived at a street?" People who are blind or visually impaired use a combination of cues to recognize the street edge. These may include:

- Curb or the slope of the ramp
- Truncated dome detectable warnings, if available
- End of building line and open sound of the intersection
- Sound of traffic on the street beside them (the parallel street)
- Sound of traffic stopping on the street they are approaching (the perpendicular street)
- Presence of pedestrians
- Presence of an intersecting sidewalk

c) Identifying the street

The next information needed for decision-making at unfamiliar intersections is: "Which street is this?"

- This information is only occasionally provided in any accessible format.
- Pedestrians who are visually impaired develop a mental map and keep track

of where they are within that map, usually by counting blocks and street crossings.

- Where necessary, and available, assistance may be sought from other pedestrians.

d) Analysing intersection geometry

The next information needed is: "What is the geometry of this intersection?" including:

- Is my destination curb straight in front of me, or must I angle to the left or right to reach it?
- How many streets intersect here?
- How wide is this street?
- Should I expect to encounter any islands or medians as I cross this street?
- Am I standing within the crosswalk?

This information may be immediately available to pedestrians having full vision, but it may not be possible for pedestrians who are blind to determine this information by listening to traffic patterns. Incorrect or missing information for any of these questions may result in missing the destination curb or median.

e) Analysing the traffic control system

Next, pedestrians with visual impairments need to know: "What is the type of traffic control system at this intersection:

- Is this a signalized intersection?
- Do I need to push a button to actuate the walk interval? If so, where is the button?
- Is the button close enough to the crosswalk that I will have time to push the button, position myself correctly at the crosswalk, and re-establish my alignment facing the destination curb before the onset of the walk interval?
- Which button controls the walk interval for the street I want to cross?
- Does it stop traffic on one street, or all traffic?
- Do cars still turn during the walk interval?
- Is there a second button on the median or crossing island that I must push?
- Will there be a surge of parallel traffic telling me the walk interval has begun? Will I be able to hear it over other, concurrent traffic sounds?

Techniques for gathering this information include listening to traffic patterns through several signal cycles and searching the sidewalk area for poles with pushbuttons. Missing information for any of these questions may result in failure to use pedestrian pushbuttons, not beginning the crossing during the walk interval, not completing the crossing before perpendicular traffic begins moving, and crossing at times other than the pedestrian phase.

f) Aligning to cross

Before starting to cross, the pedestrian must align to cross or choose a heading for the crossing. Typical techniques for this task include maintaining the alignment used on the approach to the intersection and listening to parallel traffic through a signal cycle to confirm alignment to parallel traffic. The need to use pedestrian pushbuttons often prevents the use of parallel traffic for alignment. After pushing the button, the pedestrian must cross on the next pedestrian phase, which is usually the next time that traffic begins moving parallel to the pedestrian's crosswalk.

g) Identifying the walk interval

After determining the geometry of the intersection, aligning to face towards the destination curb, determining that the intersection is signalized and having pushed a button, where necessary, pedestrians who are blind need to know: "When does the walk interval begin?"

In the most common technique utilized for crossing at signalized intersections, pedestrians who are blind or visually impaired begin to cross the street when there is a surge of traffic on the street parallel to their direction of travel. This technique is dependent upon the presence of traffic and consistent signal phasing. Various types of phasing and intermittent or low volumes of traffic traveling parallel to the pedestrian may affect the reliability of that technique.

h) Maintaining crossing alignment

Once the pedestrian who is blind has begun to cross the street, the next question is: "Am I headed straight towards my destination curb?"

- Traffic going in the same direction on the parallel street provides helpful auditory guidance to many persons if it is present. In addition, pedestrians who are blind may use traffic waiting on the perpendicular street as a partial alignment cue.
- Turning traffic can make it difficult to hear and align with the traffic traveling straight through the intersection.

In the absence of traffic on the parallel street, pedestrians who are blind are more likely to veer toward or away from the intersection.

1) Explain the difference between Orientation and Mobility skills.

2) Explain any four-travel techniques for people with visual impairment?

3) Explain the different steps that should be followed when teaching a person who is blind how to use a white cane

4) Discuss with your colleagues' different techniques which can be used by people with visual impairments to cross the street.

Skills Lab

Group students in small groups (5-8 students per group) and ask them to go on any special or inclusive school. Request them to identify learners with visual impairment (Those who have severe or total visual impairment) and lead some training sessions on orientation and mobility.

End unit assessment (1 period)

1) Give the Braille dots for the following lower group signs: dis, con, com, en, in, were, was, into, by, to, enough.

2) Write the following short forms in print
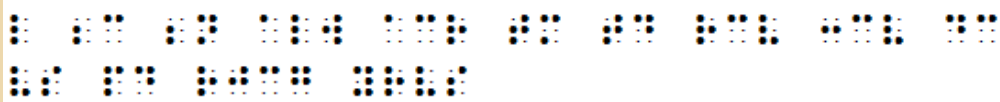
3) Write the following sentences in Braille:

I discovered that I was lost when I was walking in the city of Kigali. My friend declared that, because I came home later, tomorrow and the next day I'll always work before afternoon and then leave for home. Oh! Tonight Keza is coming to attend my birth day because her brother works near my home. She says that she will not stay beyond 10:00 pm because her mother mentioned that she will leave for America by airplane to attend a conference on Special Needs Education.

4) Debraille (write in print) the following sentences
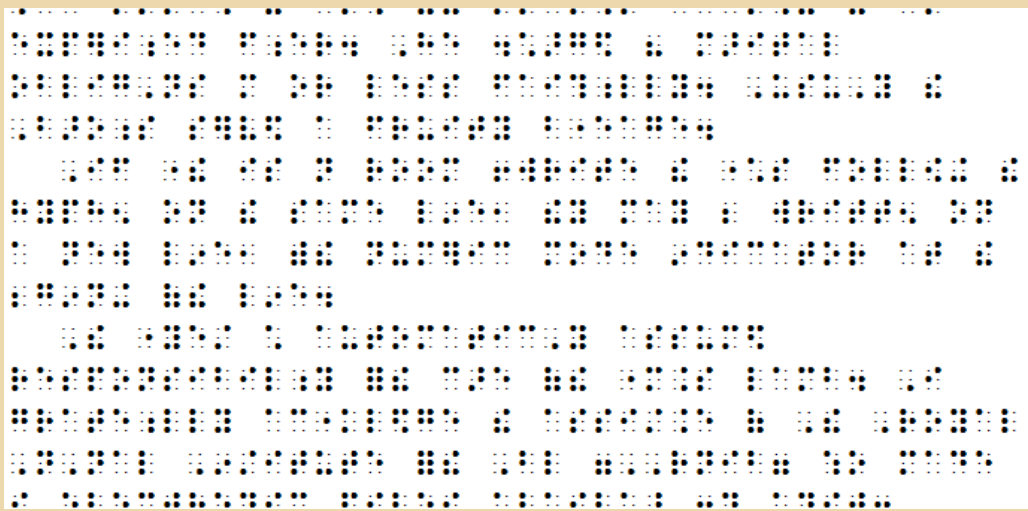
5) Who is a person with visual impairment? Discuss the challenges faced by people with visual impairment while moving within the community without the use of a white cane or a sighted guide.

BIBLIOGRAPHY

– Braille Authority of North America (1994). English Braille American Edition. American Printing House the Blind.

– Braille Authority of the United Kingdom (2004). British Braille: A Restatement of Standard English Braille Compiled and Authorized. Royal National Institute of the Blind Bakewell Road, Orton Southgate Peterborough, Cambridgeshire

– Brown, S. Rust, C. & Gibbs, G. (1994). Strategies for Diversifying Assessment in Higher Education. The Oxford Centre for Staff Development, Oxford. Oxonion Rewley Press.

– Brown, G., Bull, J. & Pendlebury, M. (1997). Assessing Learner Learning in Higher Education, Routledge, London.

– Cowan, J. (2005). In: Designing assessment to enhance learner learning.

– Florian, L & Linklater, H. (2010). Preparing Teachers for Inclusive Education: Using Inclusive Pedagogy to Enhance Teaching and learning for All. Cambridge Journal of Education, 40(4), 369-386. Doi: 10.1080/0305764X. 2010.526588 .

– Howard G. (2010). Multiple intelligences. http://www.howardgardner.com/MI/mi.htm

– Hughes, I E. (1995). Peer assessment of learner practical reports and its influence on learning and skill acquisition. Capability. 1, 39-43.

– Howse, J., Kathy, R., and Leona, H. (2013). *Unified English Braille. Australian Training Manual*. Australia: Round Table on Information Access for People with Print Disabilities

– Howse, J. (2006). *Unified English Braille Primer*. Australia.   The NSW Department of Education and Training Publisher.

– Skinner, M. (2008). *The School Counselor*, Vol.33, No.2

– Karangwa, E. (2008). Initiation a l'Education Speciale et Inclusive. Manuel de formation pour les Enseignants au Rwanda, Kigali.

– Linklater, H. (2013). Teaching and the individuality of everybody FORUM 51(5).

– Pantic, N & Florian, L. (2015). Developing teachers as agents of inclusion and social justice. Education Inquiry 9Edu. Inq.) 6(3), 333-351 & nbsp.

– Padden. (1992). Learning Sign Language. Englewood: Prentice hall.

– Race, P. Brown, S. and Smith, B. (2005). 500 Tips on assessment: 2nd edition, London: Routledge.

– Ramsden, P. (1988). Improving Learning: New Perspectives. London. Kogan Page.

– Thomas, P. (2003). Inclusive Education Training in Cambodia: In-service teacher training on Disability and special needs issues, Disability Action Council Cambodia, published by EENET.

– United Kingdom Association for Accessible Formats (2013). *Unified English Braille (UEB).* Summary of changes for ordinary braille.

– UNESCO Bangkok. (2004). Embracing Diversity: Toolkit for creating inclusive learning Friendly environments, UNESCO Bangkok.

– UNESCO Bangkok. (2004). Creating Inclusive Learning-Friendly Classrooms, Booklet 4 from the 'Embracing Diversity' toolkit, UNESCO Bangkok.

– William, N; Stinson, M., Castle, D.; Mallery, R.; Holcomb. B. (2013). *Rwandan Sign Language Dictionary*. First edition.

ANNEXES

Annex 1: Sample SEN assessment tool

Case study: *MALIZA is a 7 years old girl. She lives with her mother and two young brothers in Nyarugenge District, Nyarusange Sector, Kiruri Cell, Nyagahondoza Village. She started primary one at Nyakibirira School. From her mother's information, MALIZA was born very tired and was put in incubator for 1 week. She had difficult to be breastfeed. It was until the age of 8 months that her mother started to suspect her daughter's delays. Now MALIZA has difficult to hold things, like a pencil, and paper. When she speaks it is difficult to understand what she is saying. However, she can understand what peers say. She can recognize letters. She tries to write but becomes frustrated, because of her disability. She has low muscle tone, she can sit and walk but with assistance. Her mother has previously tried to take her at the hospital for physiotherapy and occupational therapy services but has stopped due to financial problem. Regarding her social skills, she is a very outgoing, cheering little girl. She enjoys to be with her peers and they all like her.*

IDENTIFICATION

SCHOOL: NYAKIBIRIRA

DATE: 11/12/2019

CLASS: P1

COMPLETED BY: Assessing Team

INDIVIDUAL SPECIAL EDUCATIONAL NEEDS ASSESSMENT / PLACEMENT TOOL

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

I. INFORMATION ABOUT THE CHILD

Names: MALIZA

Gender: Girl √   Boy ☐   (please tick)

Date of Birth: 1/1/2012   Current Age: 7 years old

Parental status: (please circle the appropriate number)

1. Having both parents
2. Having one parent   √
3. Completelyorphan

Name of parent/guardian consulted in this assessment:

- NYINAWUMUNTU Annonciata

Relationship of guardian to child: Her mother

II. BACKGROUND INTERVIEW WITH PARENT/GUARDIAN AND WITH CHILD WHERE APPROPRIATE

Explain possible causes and effects of current conditions

1. Condition of child at birth:

Maliza was born very tired and was put in incubator for 1 week. She had difficult to be breastfeed.

2. Any chronic illnesses since birth:

No chronic illness.

3. **Involvement in any accidents since birth**

No

4. **Any psychological/emotional conditions:**

No

Interventional health services that have been involved.

Medical

Which condition was treatment given for: No treatment was given for the above conditions

Which medical service was attended: None

What treatment was received: None

When was treatment received: Not Applicable

Who gave the treatment (title, name and contact): Not Applicable

Rehabilitation

Which condition was rehabilitation given for (eg. speech, occupational, physiotherapy services, assistive devices and other rehabilitative services): Occupational and physiotherapy services

Which rehabilitation service was attended: Physiotherapy and occupational therapy

What rehabilitative treatment was received: Improve her gross motor and fine motor skills (sitting, walking, holding, etc)

When was rehabilitation received: 2015-2016

Who gave the rehabilitation : Physiotherapist and occupational therapist

Counselling

What was the reason for the counselling: Not Applicable

Where was the counselling given: Not Applicable

How was counselling given (e.g. one to one discussion, small group discussion): Not Applicable

When was the counselling given: Not Applicable

Who gave the counselling (title, name and contact): Not Applicable

Were any other remedial interventions sought? Please give details:

No

Current daily living skills and cognitive abilities

Daily Living Skills	▪Washing him/herself ▪Toilet use ▪Cleanliness ▪Putting on clothes ▪Feeding (eating and drinking) ▪Making his/her bed	**Write observations here:** MALIZA has difficulties to fulfill these tasks because of her low muscle tone and difficulties to use her hands. She needs support from adults or peers.
General cognitive abilities	▪ Ability to learn and remember ▪ Memory (short and long term)	Write observations here: MALIZA has a good memory.

Other	Exceptional attitudes and behaviors	Write observations here:
	- Appetite - Persistent and unacceptable behavior - Control of bladder and bowel	MALIZA become frustrated when she tries to write because of her disability. She is able to control her bladder bowel movements.

III. ASSESSMENT PLAN

Areas assessed	Skills	Activities	Comments
			Use the column below to give more information about the area being assessed using the guidance given in the activities column.
Fine and gross motor skills	▪ Hand dexterity ▪ Finger dexterity ▪ Body movement ▪ Hand-eye coordination	E.g. Drawing, writing, picking up small objects, jumping, hopping, standing	She has difficulties to hold writing materials and manipulate objects using hands.

Language development	• Listening • Speaking (clarity, complexity) • Auditory comprehension • Reading • Writing	Eg. Is slow/quick to learn new vocabulary Spoken language exhibits cohesion and coherence Ability to use 1st language idioms and pragmatic expressions Use of new structures	She can understand but she has communication problem. She can recognize letters, but she can't hold a pen when writing.
Numeracy Development	• Counting/ Numeracy	Counting objects, rote counting, addition, subtraction, multiplication and division of concrete and abstract numbers	MALIZA is able to count from 1 to 5 using concrete objects. She is able to do some calculations (addition, subtraction).
Social Skills	• Interaction with peers • Working with peers • Following instructions	Playing Singing Group activities Eye contact Responding to others	MALIZA is a very outgoing, cheering little girl. She enjoys to be with her peers and they all like her.

Sensorial ability

Hearing	MALIZA can hear well
■ Reacts to nearby voices ■ Response to teacher's instructions ■ Visual tracking ability ■ Visual ability (see objects, text and distance) ■ Visual sensitivity to light	
Visual	MALIZA can see well.

IV. SUMMARY AND RECOMMENDATIONS

Summary statements of strengths and needs (please add below as necessary)	**Recommendations**		
	Education & training	**Medication**	**Rehabilitation**
Strenghts : MALIZA can understand, recognize letters, and try to write. She is able to count from one to five and do some calculation (addition, subtraction) She can see well and hear well.	-	-	-

Needs:	Learning in regular Class through IEP	-	Consulting a Physiotherapist for habilitation and rehabilitation,
It is difficult for MALIZA to speak clearly, to hold thinks like pincils or paper. She has difficulties to sit and walk independently because of her low muscle tone.			Provide her with adapted assistive devices(table, wheelchair, clutches, writing tool)

V. PLACEMENT

1. Regular class with indirect support from SNECOs and specialists √

2. Regular class with pedagogical resource assistance from specialist teacher / resource room master ☐

3. Special education class full-time at special center ☐

Names	Position/Responsibility	Signature
1. MUKAMURIGO Alphonsine	Parent	…………………..
2. MUKAMANA Olive	Head teacher	…………………..
3. MUGABO Francois	Director of studies	…………………..
4. NYIRIKWAYA Anne	Teacher	…………………..
5. NKIINDI Joseph	SNECO	…………………..
6. NYIRAMARIZA Marthe	Nurse	…………………..

Annex 2: Sample Individual Education Plan

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

Name of the school: NYAKIBIRIRA   Date: 11/12/2019

District: NYARUGENGE   Sector: NYARUSANGE   Cell: KIRURI   Village:NYAGAHONDOZA

I. IDENTIFICATION OF THE LEARNER WITH SEN

Names: MALIZA   Age: 7 years old

Gender: Female

Class level: P1

Exceptionality: Communication and language difficulties; low muscle tone, hands dexterity difficulties.

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

Student identified as exceptional by the assessing team   √

Student not formally identified but requires special education services, including alternative learning expectations and/or accommodations

III. THE LEARNING ASSESSMENT

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

Areas of Strengths	Areas of Needs
MALIZA can: • Understand what her peers says • Recognize letters • Try to write • MALIZA is able to count from 1 to 5 and do some calculation (addition and substraction) • Maliza can see and hear well • She is outgoing and cheering girl. Enjoy to be with her peers.	• MALIZA can't sit and walk without assistant. She has low muscle tone. • MALIZA has communication and language difficulties. She is unable to speak clearly. • MALIZA has fine motor problem. She finds it difficult to hold things like a pencil and a paper. • MALIZA becomes frustrated when she tries to write.

IV. ASSESSMENT TEAM PLACEMENT DECISIONS (Tick √)

1. Regular class with indirect support from SNECOs and specialists √

2. Regular class with pedagogical resource assistance from specialist teacher / resource room master

3. Special education class full-time at special centre

VI. EDUCATIONAL PLAN

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

– **Communication goal**: By the end of the school year, MALIZA will be able to speak clearly and make a full sentence composed of no more than 5 words.

– **Gross motor goal:** By the end of the school year, MALIZA will be able to show balance when sitting and walking with less assistance

– **Fine motor goal**: By the end of the school year, MALIZA will be able to grasp with the whole hand a small object 4/5 opportunities to do so.

– **Social skills**: By the end of the school year, MALIZA will be encouraged to spontaneously seek assistance/ ask for help/ whenever she needs will less assistance.

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

Specific objectives	Plan of activities		Responsible person for the activity (Tick √)			Schedule (Target date that suits set learning objectives)	Evaluation date
	Actions	Resources	Parent	Teacher	Head Teacher	Specialist	

By the end of 1st term, MALIZA will be able to pronounce clearly 5 words that have no more than 3 syllables.	Use multiple methods and approaches of teaching speaking: – Dividing a word into small chunk in order to facilitate the decoding. – Repetition – Clapping out syllables when pronouncing a word	√	√	√	Pictures, flash cards, storytelling, songs, different games, etc	Speech and language therapist (if available	After 3 months	Review after three months and monitor the progress
By the end of first term, MALIZA will be able to show balance when sitting and walking with close assistance.	- School and home environnent assessment. - School and home physical accessibility improvement.	√	√	√	Availability of Assistive devices (working frame, tricycle, parallel bar or any other walking assistive device)	Physiotherapist (if available)		

By the end of first term, MALIZA will develop palmar grasp movement (hold the pincils in the palm).	Use different exercises to stretch fingers and hands.	- Hand, fingers, exercises(grab a squeeze ball, finger stretch, pencil reach exercises, etc)	√	√	√	Occupational therapist, (if available)	After 3 months
MALIZA will spontaneously seek assistance/ ask for help/ when needed with close assistance.	Use methods and approaches that will help MALIZA to ask for help or seek for help without getting frustrated or irritated.	- Story retelling - Role play - Flash card	√	√	√	Behavior specialist (if available)	3 months

Additional comments:

According to her mother, Maliza shows signs of someone who has epilepsy. Sometimes, she got seizures which last between

2-5 minutes. The multidisciplinary team has recommended to take Maliza to the neurologist and check if she has epilepsy or any other neurological condition that need to be treated.

IEP Planning Team

Names	Position/Responsibility	Signature
1. MUKAMURIGO Alphonsine	Parent	....
2. MUKAMANA Olive	Head teacher	....
3. MUGABO Francois	Director of studies	....
4. NYIRIKWAYA Anne	Teacher	....
5. NKINDI Joseph	SNECO	....
6. NYIRAMARIZA Marthe	Nurse	....

Annex 3: Disability Screen for Children 3 Years to 4-Years-11-Months

Administration Guidelines

The questions in this screen are adapted from the Washington Group on disability statistics, child functioning module. They are a set of questions that can be used to identify the level of disability a child or young person experiences. The questions do not ask about health conditions or how their body is affected. They focus on what the child is able / not able to do, from a functional perspective.

The screen should be administered by a community professional e.g. ECD caregiver or health professional. It should take approximately 20 minutes to complete. Introduce the screen to the family / carer with the following information:

"It is important for children to access as much care and support as possible when they are young. This helps them to grow up to be healthy and to be able to learn well in all environments. If a child experiences any difficulties, it is important to find out as soon as possible because the earlier we can help a child, the more chance we have of helping them to develop to the best of their ability. It is possible for us to identify if a child has any difficulties when they are young, and to start to help the child and the family.

I would like to ask you some questions about xx child. The information you give will help us to understand the child's developmental needs and to identify if they may need some extra support. The information will be held in a national database. If we need to refer the child for additional support, we will ask your permission to share your information with other support services. The questions should not take more than 20 mins to go through. Please feel free to add any other information about the child that you feel it is important for me to know. Do you have any questions? Do you agree that we can go ahead?"

I [name]..agree to take part in the developmental assessment of child [name]..

Primary caregiver signature: Date:

1. Work through the screen, in order, asking each question, one at a time.

2. Tick the answer that corresponds to the child's ability: no difficulty, some difficulty, a lot of difficulty, or cannot do.

3. Make sure you follow the instruction on which question to move to next, in the column on the right. Some questions can be omitted, for some children, depending on the answers to previous questions.

4. Try to keep any free text written clearly and neatly, so that it can be read easily by others.

5. Make notes of any other significant information given by the person answering the questions.

6. When you have completed the screen, if the child has scored any points suggesting they experience a functional limitation, verify the information and ask the family member sign to say they agree.

7. Thank the person completing the screen for their time.

Developmental Disability Screen

Child information

Child's name		Child's date of birth	Child's gender
District	Sector	Cell	Village
Parent / guardian name		Parent / guardian contact number	
Does the family have Mutuelle insurance?		Yes	No
Cooking stove inside house		Yes	No
ECD centre / service (if applicable)		Class	Teacher/ECD caregiver name
Name of person answering the questions		Role (e.g. mother / ECD caregiver)	Contact number (if different from above)

Known health condition(s) / impairment(s)

(list and comment)

CF1. I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT DIFFICULTIES THE CHILD MAY HAVE.

DOES (NAME) WEAR GLASSES?	Yes 1
	No 2 2⇨CF3

CF2. WHEN WEARING HIS/HER GLASSES, DOES (*name*) HAVE DIFFICULTY SEEING?

WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?

No difficulty	1	1⇨CF4
Some difficulty	2	2⇨CF4
A lot of difficulty	3	3⇨CF4
Cannot do at all	4	4⇨CF4

CF3. DOES (*name*) HAVE DIFFICULTY SEEING?

WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?

No difficulty	1
Some difficulty	2
A lot of difficulty	3
Cannot do at all	4

CF4. DOES (*name*) USE A HEARING AID?

Yes	1	
No	2	2⇨CF6

CF5. WHEN USING HIS/HER HEARING AID, DOES (*name*) HAVE DIFFICULTY HEARING SOUNDS LIKE PEOPLES' VOICES OR MUSIC?

WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?

No difficulty	1	1⇨CF7
Some difficulty	2	2⇨CF7
A lot of difficulty	3	3⇨CF7
Cannot do at all	4	4⇨CF7

CF6. Does (*name*) have difficulty hearing sounds like peoples' voices or music? Would you say (*name*) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?	No difficulty 1 Some difficulty 2 A lot of difficulty 3 Cannot do at all 4	
CF7. Does (*name*) use any equipment or receive assistance for walking?	Yes 1 No 2	2⇨CF10
CF8. without his/her equipment or assistance, does (*name*) have difficulty walking? Would you say (*name*) has: some difficulty, a lot of difficulty or cannot do at all?	Some difficulty 2 A lot of difficulty 3 Cannot do at all 4	
CF9. With his/her equipment or assistance, does (*name*) have difficulty walking? Would you say (*name*) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?	No difficulty 1 Some difficulty 2 A lot of difficulty 3 Cannot do at all 4	1⇨CF11 2⇨CF11 3⇨CF11 4⇨CF11

CF10. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (*name*) HAVE DIFFICULTY WALKING?

WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?

No difficulty   1
Some difficulty   2
A lot of difficulty   3
Cannot do at all   4

CF11. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (*name*) HAVE DIFFICULTY PICKING UP SMALL OBJECTS WITH HIS/HER HAND?

WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?

No difficulty   1
Some difficulty   2
A lot of difficulty   3
Cannot do at all   4

CF12. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (*name*) HAVE DIFFICULTY UNDERSTANDING YOU?

WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?

No difficulty   1
Some difficulty   2
A lot of difficulty   3
Cannot do at all   4

CF13. COMPARED WITH CHILDREN OF THE SAME AGE, WHEN (*name*) SPEAKS, DO YOU HAVE DIFFICULTY UNDERSTANDING HIM/HER? WOULD YOU SAY YOU HAVE: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty 1 Some difficulty 2 A lot of difficulty 3 Cannot do at all 4	
CF14. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (*name*) HAVE DIFFICULTY LEARNING THINGS? WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty 1 Some difficulty 2 A lot of difficulty 3 Cannot do at all 4	
CF15. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (*name*) HAVE DIFFICULTY PLAYING? WOULD YOU SAY (*name*) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty 1 Some difficulty 2 A lot of difficulty 3 Cannot do at all 4	

CF16. COMPARED WITH CHILDREN OF THE SAME AGE, HOW MUCH DOES (*name*) KICK, BITE OR HIT OTHER CHILDREN OR ADULTS?

WOULD YOU SAY: NOT AT ALL, THE SAME OR LESS, MORE OR A LOT MORE?

Not at all	1
The same or less	2
More	3
A lot more	4

Additional relevant information (e.g. any significant birth / developmental history)

Confidential notes (comment in boxes)

Nutritional status *(tick and comment)*	Suspected stunting	Suspected malnourishment
Child protection referral required *(fill after leaving the family)*	**Concern of neglect**	**Concern of child abuse**	**Concern of domestic violence**	**Concern of alcohol / substance abuse in the household**

| **Action taken. Referral to:** *(first check if family receives services. If not, tick and comment)* | **Health centre / nutrition programme** | **Inshuti z'umuryango** | **Local authorities** | **Other** |

| **Further follow up required with family** *(comment)* | **Action not yet finalised** *(comment)* | **Assessment not completed – more time needed** *(comment)* |