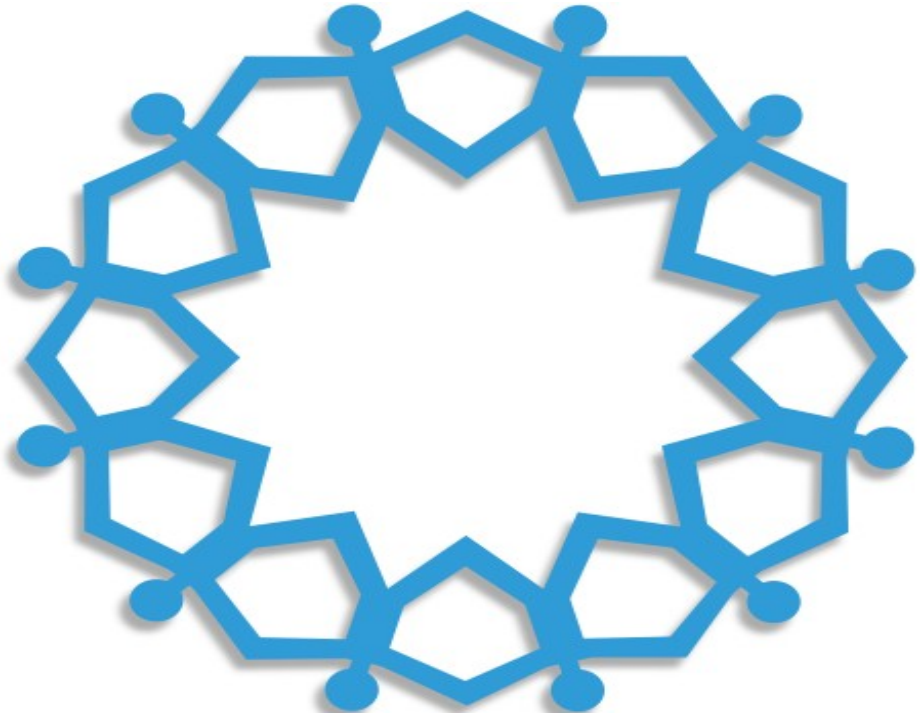
# Addis Ababa Science and Technology University
# College of Natural and Social Science
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# Inclusiveness

# Unit 1: Understanding disabilities and vulnerabilities



# 1.1. Definitions of basic terms

**Impairment is** any loss or abnormality of psychological, physiological, or anatomical structure or function.

(e.g., a missing limb)

- Impairments are problems in body function or structure as a significant deviation or loss.
  - Body functions are the physiological functions of body systems (including psychological functions)
- Impairments represent a deviation from certain generally accepted population standards.

- The presence of impairments do not necessarily indicate that a disease is present or that the individual should be regarded as sick.

- Impairments can be temporary or permanent; progressive, regressive or static; intermittent or continuous.

**Disability is** any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.

- Disability is a condition caused by an accident, trauma, genetics or disease that may limit a person's mobility, hearing, vision, speech or cognitive function.

- It is incapacity recognized by law as limiting or preventing, for example, mobility.

- A **disability exists** when an impairment limits a person's ability to perform certain tasks (e.g., walk, see, etc)

- It can be also be defined as a functional limitation

**Handicap is** a disadvantage for a given individual, resulting from impairment or a disability, that limits or prevents the fulfillment of a role that is normal for that individual (in relation to age, sex, social and cultural factors)

- A person with a disability is not *handicapped, unless* the disability leads to educational, personal, social, vocational, or other problems.

- it is a disadvantage that a person with a disability or impairment encounters when interacting with the environment.

- It is a physical or attitudinal constraint imposed upon a person, regardless of whether that person has a disability or not.

- It is defined as “the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical or social barriers”.

**NOTE:**

- a disability may pose a handicap in one environment but not in another.
- People with disabilities may experience handicap regardless of their disability because of other people’s negative attitude
- Although the terms impairment , disability , and handicap are sometimes used interchangeably, they are not synonymous.

# 1.2. Theoretical Approaches to Disability

- A basic understanding of the main theories of disability can help to shed light on different approaches.

- **The ‘traditional model’**
- Traditionally, in many cultures around the world, people with physical, sensory or mental impairments were thought of as under the spell of witchcraft, **possessed by demons, or as penitent sinners, being punished by God for wrong-doing by themselves or their parents.**

# The Social Model

- The *social model* of disability, on the other hand, sees disability as a socially-created problem and not at all an attribute of an individual.
- On the social model, disability demands a political response, since the problem is created by an unaccommodating physical environment brought about by attitudes and other features of the social environment.

# The Medical model

- The *medical model* views disability as a feature of the person, directly caused by the disease, trauma or other health condition, which requires medical care provided in the form of individual treatment by professionals. Disability, on this model, calls for medical or other treatment or intervention, to ‘correct’ the problem with the individual.

| **Medical model:** | **Social model:** |
| --- | --- |
| Child is faulty | Child is valued |
| Diagnosis and labeling | Strengths and needs identified |
| Impairment is focus of attention | Barriers identified and solutions developed |
| Medical model: | Social model: |
| Segregation and alternative services | Resources made available |
| Re-entry if normal enough or permanent exclusion | Diversity welcomed; child is welcomed |
| Society remains unchanged | Society evolves |

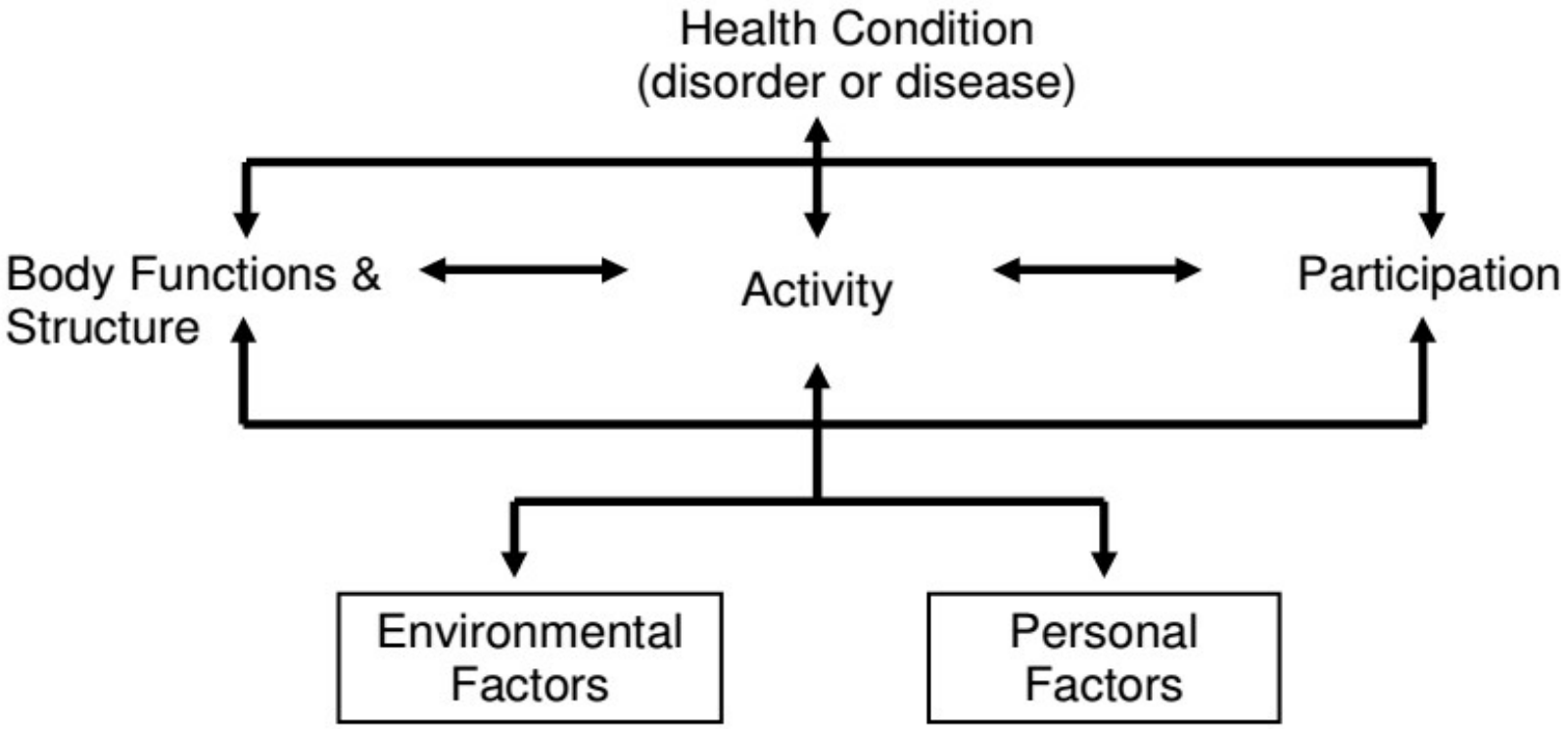
# The Biopsychosocial Model

On their own the medical and social models are partially valid but not adequate so a synthesis of both models is the most useful approach. The latest International Classification and Functioning from the World Health Organisation is based on the *biopsychosocial model* which is an integration of the medical and social models and provides a coherent view of different perspectives of health: biological, individual and social.

# International Classification of Functioning, Disability and Health

- The International Classification of Functioning, Disability and Health is more commonly known as the ICF and it provides a standard language and framework for the description of health and health-related states. The first version was published in 1980 and was updated in 2002.

# *International Classification of Functioning, Disability and Health*



- The diagram identifies three levels of human functioning classified by ICF: functioning at the level of body or body part, the whole person, and the whole person in a social context.

- Disability therefore involves dysfunctioning at one or more of these same levels; impairments, activity limitations and participation restrictions.

- The latest version puts the notion of health and disability in a new light by acknowledging that every human being can experience a decrement in health and thereby experience some disability. This is not something that happens only to a minority of humanity.

- In the ICF, the term *functioning* refers to all body functions, activities and participation, while *disability* is similarly an umbrella term for impairments, activity limitations and participation restrictions.

- In ICF disability and functioning are viewed as outcomes of interactions between *health conditions* (diseases, disorders and injuries) and *contextual factors*.
- Among contextual factors are external e*nvironmental factors* (for example, social attitudes, architectural characteristics, legal and social structures, as well as climate, terrain and so forth); and internal *personal factors,* which include gender, age, coping styles, social background, education, profession, part and current experience,

# 1.3. Causes of disability

- **Genetic Causes**
  - Abnormalities in genes and genetic inheritance can cause down syndrome,
- **Environmental causes**
  - **Poverty and malnutrition in pregnant** mothers can result in deformation issues in the unborn child.
  - The use of drugs, alcohol, tobacco, the exposure to certain toxic chemicals and illnesses, toxoplasmosis, cytomegalovirus, rubella and syphilis by a pregnant mother can cause intellectual disability.
  - Childhood diseases such as a whooping cough, measles, and chicken pox may lead to meningitis and encephalitis. This can cause damage to the brain of the child**.**
  - **Toxic material such as lead and mercury** can damage the brain too. Unfortunate life events such as

**Unknown Causes**

- Humans have still not found all the answers to all the defects in the human body.

**Inaccessible environments**

- When society develops infrastructure such as houses, roads, parks and other public places without consideration to people with impairment, the basically make it impossible for them to take care of themselves.
  - For example, if a school is built with a ramp, it makes it easy for people with wheelchairs to move about freely.
- This way, their impairment is not made worse. Lack of education, support services, health and opportunities for people with impairment can cause additional disability to people with

# 1.4. Types of disabilities

**Some nine major disabilities are listed and briefly**

**1. Visual Impairment** designates two sub-classifications.

**i) Blindness, total or partial inability to see**.

- is not correctable with eyeglasses or contact lenses.
- may not mean a total absence of sight, they may perceive slowly moving lights or colors.

**ii) The term low vision** is used for moderately impaired vision.

- It affects

- only central vision—the area directly in front of

## II. Hearing Impairment

- includes the sub-classifications of the hard of hearing and deaf.

**i) Hard of Hearing:** can also be used to describe persons with enough (usually with hearing aids) as a primary modality of acquisition of language and in communication with others.

**ii) Deaf: those who have difficulty understanding speech, even with hearing aids but can** successfully communicate in sign language.

## III. Specific learning disability

- **Specific Learning Disability means a disorder in one or more of the basic psychological** processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

- The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

# IV. Speech and Language Impairments

can be divided into two groups:

## i) Speech Impairments

There are three basic types of speech impairments: **Articulation disorders** are errors in the production of speech sounds that may be related to anatomical or physiological limitations in the skeletal, muscular, or neuromuscular support for speech production. These include: **Omissions**: (bo for boat), **Substitutions**: (wabbit for rabbit), and **Distortions**: (shlip for sip)

**Fluency disorders** are difficulties with the rhythm and timing of speech characterized by hesitations, stuttering (repetitions), or prolongations of sounds, syllables, words, or phrases, and cluttering: h

**Voice disorders** are characterized by abnormal production and/or absences of vocal quality, pitch, loudness, resonance, and/or duration.

## ii) Language Impairments

- There are five basic areas of language impairments:

## V. Autism

- **Autism** is a neurodevelopment disorder defined by impairments in social and communication development, accompanied by stereotyped patterns of behavior and interest (Landa, 2007).

- It is pervasive developmental disorder characterized by lack of normal sociability, impaired communication and repetitive obsessive behavior such as politeness, turn-taking (Young & Nettlebeck , 2005).

## VI. Emotional and Behavioral Disorders

- According to Individuals with Disabilities Education Act (IDEA), the term Emotional and Behavioral Disorders means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance

1) An inability to learn that cannot be explained by intellectual, sensory, or health factors;

2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

3) Inappropriate types of behavior or feelings under normal circumstances;

4) A general pervasive mood of unhappiness or depression; or

They are also anxious and frequently depressed.

- Psychotic behavior: These individuals show more bizarre behavior. They may hallucinate, deal in a fantasy world and may even talk in gibberish.
- Motor excess: These students are hyperactive. They cannot sit nor listen to others nor keep their attention focused. Kauffman (1993) conclude that emotion or behavioral disorders fall into two broad classifications:

  1) Externalizing Behavior: also called under controlled disorder, include such problems disobedience, disruptiveness, fighting, tempers tantrums, irresponsibility, jealous, anger, attention seeking etc…

  2) Internalizing Behavior: also known as over controlled disorders, include such problems anxiety, immaturity, shyness, social withdrawal, feeling of inadequacy (inferiority), guilt, depression and worries a

## Causes of behavioral and emotional disorders

Behavioral and emotion disorders result from many causes, these includes the following.

1. **Biological-** includes genetic disorders, brain damage, and malnutrition, allergies, temperament and damage to the central nervous system.
2. **Family factors-** include family interactions, family influence, child abuse, neglect, and poor disciplinary practices at home.
3. **Cultural factors-** include some traditional and cultural negative practices, for example watching violence and sexually oriented movies and TV programs.
4. **Environmental factors-** include peer pressure, living in impoverished areas, and schooling

## VII) Intellectual Disability

- Intellectual disability is a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18.
- An individual is considered to have an intellectual disability based on the following two criteria:
  - 1. Sub average intellectual functioning: It refers to general mental capacity, such as learning, reasoning, problem solving, and so on. One way to measure intellectual functioning is an IQ test. Generally, an IQ test score of around 70 or as high as 75 indicates a limitation in intellectual functioning.
  - 2. Significant limitations exist in two or more adaptive skill areas: It is the collection of conceptual, social, and practical skills that are learned and performed by people in their everyday lives.

    - **Conceptual skills**—language and literacy; money, time, and number concepts; and self-direction.
    - **Social skills**—interpersonal skills, social responsibility, self-esteem, gullibility, innocence (i.e., suspicion), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized.
    - **Practical skills**—activities of daily living (personal care),

# VII. Physical disability/Orthopedic Impairment and Health impairment

- Physical disability is a condition that interferes with the individual‘s ability to use his or her body. Many but not all, physical disabilities are orthopedic impairments.
- The term orthopedic impairment generally refers to conditions of muscular or skeletal system and sometimes to physical disabling conditions of the nervous system).
- Health impairment is a condition that requires ongoing medical attention. It includes asthma, heart defects, cancer, diabetes, hemophilia. HIV/AIDS, etc.

**Classification and Characteristics**

It is divided into three. These are:-

- **A. Mild physical disability:- these individuals are able to walk without aids and may make** normal developmental progress.
- **B. Moderate physical disability:- individuals can walk with braces and crutches and may** have difficulty with fine-motor skills
- **C. Severe physical disability:-these are individuals who are**

# 1.5 Vulnerability

- Vulnerable means being at risk of being harmed. Everyone can be harmed, so being vulnerable is part of being human. In principle, everyone is vulnerable to some adverse event or circumstance, but some people are more vulnerable than others.
  - For instance, people with disabilities are more likely as a group to experience greater vulnerability. They are also often more severely affected by the vulnerability they experience.

- People who are helped by others (who are then restricted by commitments) are still vulnerable people, which includes the following extracted from various researches.

A. **Women**: particularly women in developing nations and those who are living in rural areas are vulnerable for many backward traditional practices. These women are oppressed by the culture and do not get access to education and employment

B. **Children:** significant number of children are vulnerable and at risk for development

C. **Minorities:** some people are vulnerable due to their minority background. Particularly, ethnic (cultural and linguistic minority), religious minority. These people are political and socially discriminated ,

D. **Poverty:** people are vulnerable for many

F. **Age:** old people or very young children are vulnerable for all kinds evils

G. **Illiteracy and less education:** people with high rates of illiteracy and lack quality

H. **Sickness:** uncured health problems for example people living with HIV/AIDS are much vulnerable for psychosocial problems, poverty and health

I. **Gifted and Talentedness:** Gifted and talented children are vulnerable for socioemotional developments. Due to lack of psychological support they may feel isolation as they are pulled from their regular classrooms and given instruction in separate settings and due to myths and expectations of themselves and the public .

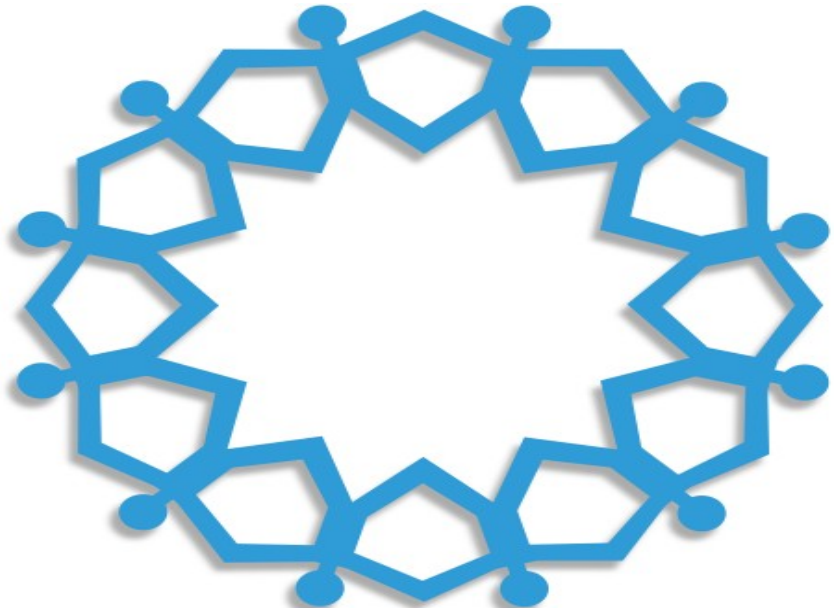
# Causes of Vulnerability

- Vulnerability may be caused by rapid population growth, poverty and hunger, poor health, low levels of education, gender inequality, fragile and hazardous location, and lack of access to resources and services, including knowledge and technological means, disintegration of social patterns (social vulnerability). Other causes includes; lack of access to information and knowledge, lack of public awareness, limited access to political power and representation (political vulnerability), (Aysan,1993).

## Chapter Summary

- Persons with disabilities, health impairments and vulnerable people are people who should be productive and able to live independent life. Their impairment is not something that has disabled them; rather, the social system is the major disabling factor. Disabilities do not only affect an impaired persons; it affect the whole nation, when this people are neglected from education and employment and when they are not actively participate in the social, political and economic activities. These situations make them to lead dependent lives which in turn affect the life of the nation. Hence, inclusiveness is an outlet for

# Unit 2: Concept of Inclusion



# 2.1. Definitions of Inclusion

- Inclusion is seen as a process **of addressing and responding to the diversity of needs** of all persons through increasing participation in learning, employment, services, cultures and communities, and reducing exclusion at all social contexts.
- It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all people, a conviction that it is the responsibility of the social system to educate all children (UNESCO 2005), employ and

- Inclusion is **the process of** bringing together all children with or without disabilities regardless of the nature and severity in **natural environment** where children learn and play.

- It also gives emphasis on groups of learners at risk of marginalization, exclusion or underachievement

# cont…

- Acknowledges that all children can learn and all need some kind of support in learning
- aims to identify and remove **barriers** that hinder learning
- It is about changing attitudes, teaching methods, curriculum to meet the needs of all children

# 2.2. Who are the targets of Inclusion?

- Inclusive education extends beyond special needs arising from disabilities, and includes consideration of other sources of disadvantage and marginalization, such as gender, poverty, language, ethnicity, and geographic isolation. The complex inter-relationships that exist
- Those children traditionally excluded from general education for reasons of
  - Gender,
  - Geographic remoteness,
  - Ethnicity,
  - Poverty, and
  - Disability

# More specifically.....

- race, xenophobia and racism
- sexual orientation
- particular castes, tribes
- Language
- Orphans
- place of residence
- rural (including rural exodus)

- displaced children
- children living and/or working in the streets
- children involved in juvenile justice system
- children affected by armed conflict
- working children
- children subjected to violence
- child beggars
- children affected by HIV/AIDS

- children of parents with HIV/AIDS
- nomadic children
- Non nationals, including immigrant children and illegal immigrants
- children of migrant workers
- refugees/asylum seekers including unaccompanied refugees
- children affected by economic problems /changes
- parental property

# 2.3. Principles of Inclusion

UNESCO (2005) has provided four major inclusion principles that support inclusive practice. These include:

1. **Inclusion is a process**. It has to be seen as a never-ending search to find better ways of responding to diversity.
2. **Inclusion is concerned with the identification and removal of barriers** that hinders the development of persons with disabilities and vulnerabilities.
3. **Inclusion is about the presence, participation and achievement of all persons.**

=Presence‘ is concerned with where persons are provided and how

reliably and punctually they attend;

= participation‘ relates to the quality of their experiences and must

incorporate the views of learners/and or workers and

# 2.4. Assumption of Inclusive Education

- All persons have equal value regardless of their differences.
- All students “belong” and should be made to feel “belongingness” in all curricular activities and those extra-curricular activities.
- Good teaching practice respects each student, not as a member of a group that is defined by someone else, but as an individual.
- Segregated ways of teaching student is meaningless and limits the cognitive, mental, emotional, personal, social developments and their academic performance.

# 2.5. Theoretical Overview of Inclusion

- Solutions to human problems require that we look at all aspects of the problems. That is,
  - the individual,
  - the environment and
  - the interaction between them.

- The following approaches reflect the roots of the different perspectives regarding the education of children with disabilities (Kochhar et al., 2000).

## Individual-Based Paradigm

- In this paradigm the unit of analysis is the person. Individuals do not progress satisfactorily because of inadequate cognitive, behavioral sensory, motor, medical and physical characteristics (Salvia & Ysseldyke, 1988).

- Intervention strategies under the individual-deficit orientation involve assessing individual attributes and include such strategies as correcting conduct disorders and remediating sensory deficits.

- It is unfortunate that this paradigm remains linear and mechanistic and does not account for the complex experiences of individuals in social settings.

## Environment-Based Paradigm

- In this paradigm, the unit of analysis is primarily the environment.
- Since behavior is learned individuals fail to progress because of inappropriate or inadequate environmental circumstances in which they develop or learn.
- Within the environment-deficit orientation, typical intervention strategies include
  - evaluating the learning environment,
  - matching characteristics of teachers and related service providers to individual student characteristics,
  - evaluating student teacher-ratios, and facilitating family involvement (Kochhar, West & Tymans, 2000).

# System–Based Paradigm

- System theories  share the view that all facets of the individual and the environment are important and that development is a complex process in which outcomes are determined through the active interaction of these facets.

- It is the grasp of these theoretical framework which leads to the understanding that learning and behavior deficits are not the result of the individual factors or the environmental factors but the interplay of the two factors.

- The family, the school, the community and the society at large share the responsibility to provide the conditions to help the individual maximize his or her potential.

- That is, creating an inclusive and receptive setting which can enable the individual to mobilize his or her potential to the maximum possible may lead to a better quality and an independent life.

# 2.6. Rationales of Inclusion

***Rationales for Inclusion and Their Respective Descriptions***

**Educational Foundations**

- Children do better academically, psychologically and socially in inclusive settings.
- A more efficient use of education resources.
- Decreases dropouts and repetitions
- Teachers competency( knowledge, skills, collaboration, satisfaction

**Social Foundation**

- Segregation teaches individuals to be fearful, ignorant and breeds prejudice.
- All individuals need an education that will help them develop relationships and prepare them for life in the wider community.
- Only inclusion has the potential to reduce fear and to

**Legal Foundations**

- All individuals have the right to learn and live together.
- Human being shouldn‘t be devalued or discriminated against by being excluded or sent away because of their disability.
- There are no legitimate reasons to separate children for their education

**Economic Foundation**

- Inclusive has economic benefit, both for individual and for society.
- Inclusive education is more cost-effective than the creation of special schools across the country.
- Children with disabilities go to local schools
- Reduce wastage of repetition and dropout
- CWD live with their family use community infrastructure
- Better employment and job creation  opportunities for Pwd.

**Foundations for Building Inclusive Society**

- Formation of mutual understanding and appreciation of

# 2.7. Factors that Influenced Development of Inclusion

Inclusiveness originated from three major ideas.

- ✓ Inclusive education is a basic human right;
- ✓ Quality education results from inclusion of students with diverse needs and ability differences, and
- ✓ There is no clear demarcation between the characteristics of students with and without disabilities and vulnerabilities.

Inclusive education is facilitated by many influencing factors.

1. **Communities:** pre-colonial and indigenous approaches to education and community-based programs movement that favor inclusion of their community members.
2. **Activists and advocates:** the combined voices of primary stakeholders.
3. **The quality education and school improvement movement:** the understanding and practice of inclusive education as being the responsibility of education systems.
4. **Special educational needs movement:** as demonstrated in the Salamanca Statement – has been a positive influence on inclusive education, enabling schools and systems to really respond to

5. **Involvement of International agencies:** the UN is a major influence on the development of inclusive education policy and practice
6. **Involvement of NGOs movements, networks and campaigns:** a wide range of civil society initiatives
7. **Other factors:** the current world situation and practical experiences in education. The current world situation presents challenges such as the spread of HIV/AIDS, political instability, trends in resource distribution, diversity of population, and social inclusion. This necessitates implementation of inclusion to solve the problems.

# 2.8. Features of Inclusive Environment

An inclusive environment reaches out to and includes individuals with disabilities and vulnerabilities at all levels — from first time participants to board members. It has the following major characteristics:

- it ensures the respect and dignity of individuals with disabilities
- it meets current accessibility standards to the greatest extent possible to all people with special needs
- provides accommodations willingly and proactively

Therefore, successful environment has the following characteristics:

- It develops whole-school/environment processes that promote inclusiveness and quality provisions and practice that are responsive to the individual needs and diversities
- It recognizes and responds to the diverse needs of their individuals and ensuring quality provisions for all through appropriate accommodations, organizational arrangements, resource use and partnerships with their community.
- It is committed to serve all individuals together regardless of differences. It is also deeply committed to the belief that all persons can learn, work and be productive.
- It involves restructuring environment, culture, policy, and practice.
- It promoting pro-social activities
- It makes provides services and facilities equally accessible to all people
- It involves mobilizing resources within the community
- It is alert to and uses a range of multi-skilled personnel to assist people in theirlearning and working environment.
- It strives to create strong links with, clinicians, caregivers, and staff in local schools, work place, disability services providers and relevant support agencies within the wider community.

# 2.9 Benefits of Inclusion

## A. Benefits of Inclusion for Students With Disabilities

1. Friendships, belongingness intimacy etc..
2. provided with a quality education that suits their needs and abilities
3. increased acceptance in their classes, communities, and households
4. The skills children learn in the classroom can be used in every day life
5. Increased achievement of IEP goals
6. Greater access to general curriculum
7. Enhanced skill acquisition, discrimination and generalization
8. Higher expectations (preparing a child for work or a higher education degree).
9. It is a means of social comparison for them

## B. Benefits of Inclusion for Students Without Disabilities

1. Meaningful friendships.
2. Increasing appreciations and acceptances of individual differences in the school and community.
3. Increasing in accommodating of differences
4. Respect for all individuals
5. Prepares all students for adult life in an inclusive society
6. Opportunities to master activities by practicing and teaching others
7. Greater academic outcomes by increasing participation
8. All students needs are better met, greater resources for everyone

# C. Benefits of inclusion for families of children with disability

- Lessens the burden on families
- General education schools are cheaper and located near the child's home.
- It makes families with disabilities to be a part of the community since in many cultures, especially in poor and rural areas, they may either voluntarily remove themselves from this network because of embarrassment and shame, or be involuntarily excluded by the community.
- In this way, families of children with disabilities are able to meet each other and other families, and benefit from the support of

## D. Benefits of inclusion for communities

**1.** Communities benefit from inclusion by gaining a knowledge and understanding of disability. Even the introduction of one child with a disability into the daily life of the community breaks down barriers and prejudices.

2. Communities with inclusive education programs become more open minded, creating a more favorable environment for people with disabilities in the future.

3. People within a community also benefit personally from the addition of disabled children into their lives through personal

# E. Benefits of inclusion for schools

1. Inclusive education introduces concepts of individualized education and diversified methods of teaching, such as games, songs, drawing, and participatory activities, as opposed to lecture and rote memorization
2. Teachers participating in inclusive education programs often receive additional training, including exposure overseas. All children benefit from better educated teachers.


Overcome attitudinal barriers
Attain a broad national coverage
Minimize the cost of building special schools
Rationale to shift to inclusive Education in ETH
Brings interaction s
Empower and engage families and the mmunit y
Serve children with hidden undetected disabilities
Enhance the quality of the educational system
Curb the alarming early school drop-out rate

## 2.10. Barriers/Top Challenges in Inclusive Classrooms Education

**What are the top challenges teachers faces in a special needs inclusive classroom? Let's take a closer look:**

- **Lack of experience in an inclusion setting.**

  **Some teachers have not been exposed to special needs classrooms and this can be a disadvantage. Educators need to coordinate efforts and understand the needs of the classroom in terms of developing skills and lesson plans.**

- **Lack of experience in dealing with severe and profound disabilities.**

  **require more adaptation and medical attention than the average student.**

  **Teachers must be skilled in handling severe disabilities and create lesson plans based on individual abilities and adhere to dietary needs of the child.**

  **Lack of experience can lead to the child not progressing with skills or cause of adverse medical incidents.**

- **Including all students in all activities.**

  **Special needs inclusion classrooms must be able to involve its students in all classroom activities. Teachers**

## Top Challenges in Inclusive Classrooms Education

- **Shortage of teacher aids/ teaching aids**

**Due to the nature of the classroom and size, it is imperative that there be an appropriate number of teacher aides to assist the teachers with day to day activities.**

- **Teaching compassion to students.**

***Not all students have been exposed to persons with special needs and this becomes a challenge to teachers. (some students may not be voluntary to integrate with disable sts)***

**Teachers must not tolerate insensitiveness and cruelness and teach that all students are to be treated with respect, regardless of their abilities.**

- **Dealing with parents of "typically developing" students.**

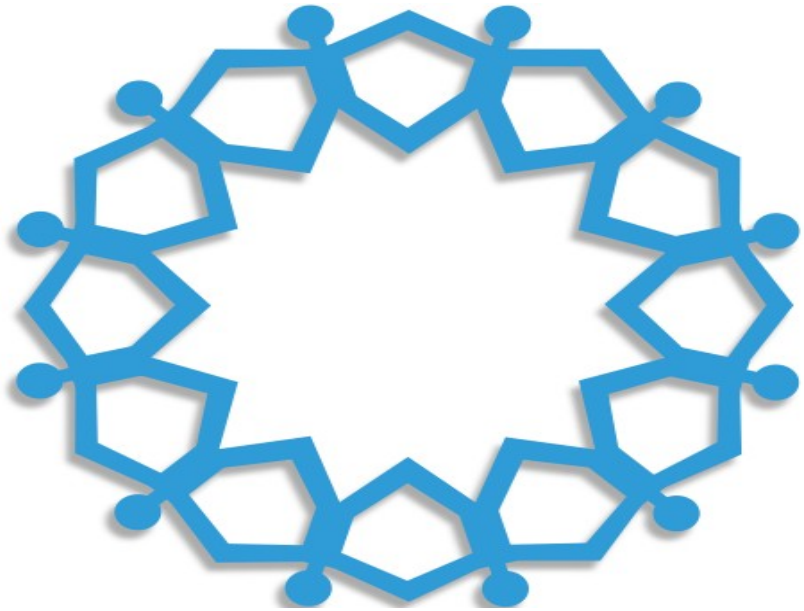
**As some students are not use to dealing with persons with special needs, parents are no exception. Teachers need to convey to parents how the classroom is conducted and that all educational needs will be met.**

- **Individualized lesson plans. Because there are varying abilities in the classroom, teachers can be challenged to address individual academic needs based on ability.**

**Coordinating therapies.**

**A special needs inclusion classroom needs to be well organized and allow for students to attend therapy sessions.**

# Unit 3:Identification & assessment



# Identification

- Detecting the existence of certain impairment or disorder that adversely affect learning.

- In the process of identification, sometimes problems are obvious right from the start, in this case, parents play a crucial role. Sometimes they don’t appear until a child is in school. Some children have trouble learning to read or write. Others have a hard time remembering new information. So, school is the ideal place to deal with.

# Conti

**Why identification**?

The outcome of learning is more than appropriate curriculum, teachers subject matter knowledge rather it is depending on the interaction of many factors.

# Cont…

So, teachers should be aware of such factors that influence learning and ask the following question related to students achievement, ability or skill in different area

- Academic area(reading, writing, speaking)
- Overall achievement
- General Intelligence (ability to learn understand)
- Socio-emotional Status (interaction with teachers, peers).
- Existence of disability

# Cont…

**Techniques of Identification**

**Observation -of two type**

- **non-systemic (informal) observation**
  - ✓ **Simply watching children and note the behavior, characteristics and personal interaction**
- **Systemic Observation**
  - ✓ **Teachers focus on certain precisely defined behavior and measure it’s frequency ,duration and magnitude.**

# The Process of Identification: 10steps

## Step 1. Child is identified as possibly needing special education and related services.

**Child find:** When a child is identified by Child Find as possibly having a disability and as needing special education, parents may be asked for permission to evaluate their child.

**Referral or request for evaluation:** A school professional may ask that a child be evaluated to see if he or she has a disability.

# Step 2: child is evaluated

- Evaluation is an essential early step in the special education process for a child. It's intended to answer these questions:
  - Does the child have a disability that requires the provision of special education and related services?
  - What are the child's specific educational needs?
  - What special education services and related services, then, are appropriate for addressing those needs?
- The  results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child.

## Step 3. Eligibility is decided

- A group of qualified professionals and the parents look at the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by IDEA.

# Step 4: Child is found eligible for services

- If the child is found to be a child with a disability, as defined by IDEA, he or she eligible for special education and related services.

## Step 5: IEP meeting is scheduled

- The school system schedules and conducts the IEP meeting. School staff must:
  - contact the participants, including the parents;
  - notify parents early enough to make sure they have an opportunity to attend;
  - schedule the meeting at a time and place agreeable to parents and the school;
  - tell the parents the purpose, time, and location of the meeting;
  - tell the parents who will be attending; and
  - tell the parents that they may invite people to the meeting who have knowledge or special expertise about the child.

## Step 6: IEP meeting is held and the IEP is written

- The IEP team gathers to talk about the child's needs and write the student's IEP. If the child's placement (meaning, where the child will receive his or her special education and related services) is decided by a different group, the parents must be part of that group as well.

## Step 7: After the IEP is written, services are provided.

- Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.

## Step 8. Progress is measured and reported to parents

- The child's progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year.

## Step 9. IEP is reviewed

- If necessary, the IEP is revised. Parents, as team members, must be invited to participate in these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP, and agree or disagree with the placement

# Step 10. Child is reevaluated

- At least every three years the child must be reevaluated. This evaluation is sometimes called a “triennial.” Its purpose is to find out if the child continues to be a child with a disability, as defined by IDEA, and what the child’s educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child’s parent or teacher asks for a new evaluation

# Assessment

- It is more detailed investigation than identification.

- It refers to the gathering of information about children's learning levels, style and skills in order to make instructional decisions about meeting their needs (McLoughlin & Lewis 2001).

- **Testing** is but one element of educational assessment and involves eliciting children's responses to questions under structured

- Two remaining terms include:
  - **diagnosis,** which refers to the effort to establish the cause of a condition and to outline appropriate treatment implied by that condition; and
  - **evaluation,** which examines the effectiveness of a program, as distinct from focusing on individual children (Cook et al. 2000).

# Cont...

- **Assessment** is the process of determining whether the child
  - ✓ exhibits a developmental problem,
  - ✓ what the problem is,
  - ✓ its causes,
  - ✓ its developmental consequences, and
  - ✓ the best approaches to intervention.

# PURPOSES OF ASSESSMENT

- *Why we are assessing individual* children will have implications for *how* we proceed with that assessment (McCormick & Schiefelbusch 1984)?

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# Screening

- **Screening** occurs before concern has been raised about individual children's developmental pattern. It takes a broad, naturalistic look at children's development, aiming to identify individuals who might need additional assessment.

# Description of current skills

- Description of current skills determines *whether children's development is* atypical and reveals the *nature of children's developmental patterns* (McLoughlin & Lewis 2001), which will involve identification of their strengths and relatively weak skill areas.

# Curriculum Planning

- Having established the nature of children's additional needs, assessment must be able to guide decisions about what supplementary services individual children require and how to deliver these.

# Decisions about placement

- Placement decisions will involve making a choice about which settings will most benefit children with atypical development and which age group of peers will best support their learning and social and emotional growth.

# Classification

- This is a common reason for the assessment of children who are suspected of having developmental delays or advances. Classification is a controversial function of assessment, although by definition giftedness and disability are relative to normal development and so issues of classification are inevitable

# Monitoring children's progress

- A final purpose of assessment is to monitor how children are responding to an educational program. Monitoring serves three purposes (Wolery 1996b):
- to check that the conclusions and priorities generated by earlier assessments are still relevant;
- to build a record of children's progress over time so that educators' accountability is promoted and to celebrate children's achievements; and
- to determine whether and how programs should be modified in response to children's accomplishment or non-attainment of earlier

# Principle of Assessment

- A key principle of assessment is that it must be:
  - **Multidimensional**_ that is, it must employ multiple measures, from multiple sources, over multiple developmental domains and fulfill multiple purposes (as just listed) (Neisworth & Bagnato 1988).

- A second fundamental principle is that assessment must examine:
  - not only the qualities and needs of individual children
  - but also the environmental factors that contribute to their present developmental status (Neisworth & Bagnato 1988).

- Third,  specialist assessors must share information so that they can develop a multidimensional picture of the whole child, not just isolated skills.

- The following additional principles should guide the assessment process for children who are suspected of having additional educational need

# Advocacy

- The principle of advocacy contends that assessment should uphold the interests of all children and aim to improve services for individuals (NAEYC 1988).

# Defensibility

- This criterion refers to *how we assess individual children (Miller 1978, in* McCormick & Schiefelbusch 1984). Any tests that are part of the assessment process must be used only for the purpose for which they were designed and must be valid and reliable—that is, technically sound in their construction and suitable for the ages and ability levels of the children being tested (Hooper & Edmondson 1998; NAEYC 1988).

# Programming relevance(utility)

- Assessment must measure skills that are relevant either to an intended program or in the child's life (Hansen & Linden 1990). That is, the information gained must be educationally useful. To achieve this, tests that yield only a single global score will be less useful than those which provide scores for varying domains of development, for example

# Equity

- Assessment  methods must be culturally fair —which is to say that they should not disadvantage any groups within the community (Hooper & Edmondson 1998). This is a particular issue for children whose primary language is not English or who are bilingual, and for those whose mode of communication is not spoken language. It is imperative that children’s lack of facility with English is not mistaken for a developmental delay or disability (Gonzalez 1974; Marion 1980).To minimize error with these children, examiners could provide the test in the

# Comprehensiveness

- Assessment procedures must minimize what is termed false negatives—that is, when children with additional needs are overlooked. To avoid false negatives, assessment must sample a wide range of behaviours across various developmental domains, in a range of settings, gathering information from many sources (Hansen & Linden 1990). Comprehensiveness is particularly important when classification or placement decisions rest on the findings (NAEYC 1988).

# Skilled Administration

- Personnel who are skilled at and familiar with assessing young children should be the ones to administer tests to this age group (NAEYC 1988).

- Second, testers must know how to communicate their findings appropriately to both lay and professional readers of their assessment reports (Hansen & Linden 1990).

# Pragmatism

- Assessment should be efficient in terms of the administration time and cost and should not unduly burden children with prolonged testing (Fallen 1985).

# ASSESSMENT METHODS

- The instruments used for assessment must be more than impressionistic and must have the power accurately to identify additional educational needs. Thus, performance-based assessments such as portfolios are not described here, as their purpose is generally to document children's products for purposes other than monitoring children's development (see Helm et al. 1998).

# Parental reports

- You can gain parents’ and other primary caregivers’ knowledge of their child’s development by asking them about his or her milestones, needs and interests. They have detailed knowledge of their children’s development, motivation and personalities which allows them to be accurate reporters of their children’s abilities.

- The information ,you receive from parents, will be invaluable:
  - in program planning,
  - to inform your intervention with immediate difficulties, and
  - for opening the communication channels that will permit longer-term problem solving.

# Observation

- A successful approach to observing children's development is to nominate a small group of children to observe for a week, rotating your focus children week by week until you have detailed observations of all the children in your group.
- You might park yourself near to, say, the puzzle table for some minutes on consecutive days and observe whether the supplied activities are actually proving too difficult for the majority of children to access, are too easy for the children, or are unattractive in some way.

- Compared with more formal assessment means, observation has the advantage that:
  - tasks can be varied to suit individual children,
  - giving them the best opportunity to display their skills (Fallen 1985).
- However, without reference to checklists that detail the usual timing of developmental milestones, simply observing children's activities would be like 'solving riddles without clues' (Tannenbaum 1983: 60). Unguided observations are likely to under identify the needs of many children.

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# Developmental checklists

- Recording on a checklist individual children's current development and update the record each time they achieve what is for them the next developmental milestone. This process can sensitize parents and educators to atypical development and avoid some local bias.

- The problem is that they can detail *when children attain particular skills but are less useful* guides to *how the children should be approaching tasks.*

- This can be overcome partly by **judgment-based** assessment, in which children's attention skills, comprehension, memory and concept development can be observed and an intuitive judgment formed about their present skills and needs.

- Second, checklists can indicate that children’s skills are delayed or advanced, but not by how much. Without understanding the extent, some children will be burdened unnecessarily with special programs, while others will wallow without receiving needed assistance. This introduces the need for normed tests.

## PORTFOLIO ASSESSMENT IN THE CLASSROOM

- A portfolio:
  - a collection of student work with a common theme or purpose.
- The focus here is on the use of portfolios for assessment, but portfolios can be utilized to achieve other goals.

- Portfolios may, for example:
  - document varied experiences of the learner in a course or class,
  - provide points for discussion between learner and teacher or among learners,
  - and represent change in student's technique or skill over time.

# The Portfolio as an Assessment tool

- Portfolios are often described as a more authentic means of assessment than the traditional classroom test.
  - Rather than showing that the learner *knows what has been taught,*
  - *the portfolio* demonstrates that the student *can do what has been taught.*
- *For example, we may identify the* component parts of a short story on an objective test. But the inclusion of a short story in a portfolio documents our ability to write a short story.
- Portfolio assessment is most appropriate when learning can be best demonstrated through a *product.*

# The portfolio assessment process

- The use of the portfolio as an assessment tool is a process with multiple steps. The process takes time, and all of the component parts must be in place before the assessment can be utilized effectively.

# *Decide on a purpose or theme*

- Portfolios are most useful for addressing the student's ability to apply what has been learned. Therefore, a useful question to consider is, *What skills or techniques do I want the students to learn to apply?*

# *Consider what samples.*

- Consider what samples of student work might best illustrate the application of the standard or educational goal in question. Written work samples, of course, come to mind.
- However, videotapes, pictures of products or activities, and testimonials are only a few of the many different ways to document achievement.

# Determine how samples will be selected

- A range of procedures can be utilized here. Students, maybe in conjunction with parents and teachers, might select work to be included, or a specific type of sample might be required by the teacher, the school, or the school system

## *Decide whether to assess the process and the product or the product only.*

- Assessing the process would require some documentation regarding how the learner developed the product. For example, did the student use the process for planning a short story or utilizing the experimental method that was taught in class? Was it used correctly? Evaluation of the process will require a procedure for accurately documenting the process used.

# Develop an appropriate scoring system.

- Usually this is best done through the use of a rubric, a point scale with descriptors that explain how the work will be evaluated. There should be a separate scale for each standard being evaluated. For example, if one standard being assessed is the use of grammatically correct sentence structure, five points might be allotted if all sentences are grammatically correct. Then, a specific number of errors would be identified for all other points with zero points given if there are more than a certain number of errors

# *Share the scoring system with the students*

- Qualitative descriptors of how the student will be evaluated, known in advance, can guide learning and performance.

## *Engage the learner in a discussion of the product*

- Through the process of discussion the teacher and the learner can explore the material in more depth, exchange feelings and attitudes with regard to the product and the learning process, and reap the greatest advantage of effective portfolio implementation

# An Example of Portfolio Assessment

- Teaching on descriptive writing, which includes goals related to vocabulary use, sentence structure and grammar
- Attainment will be assessed, in part, by the writing of a descriptive paragraph.
- paragraph writing is a test of their application of the skills taught, not just their knowledge.
- How can you assess students' work?

- Point will be awarded for each main component of the product. For example, “grammatically correct sentence.”: One possible description might be, “no errors in tense, punctuation, or sentence structure.”
- Variety in use of vocabulary could be described as the inclusion of at least a certain number of different descriptive words to receive all points.
- Variety in sentence structure could be assessed by the number of different sentence forms in the paragraph.

# Multiple Uses of the Portfolio

- ***Students with special needs.***
  - Many goals on Individual Education Programs (IEP) of students with significant disabilities cannot be assessed by traditional objective or standardized tests. If a student is to learn to tie shoes, remove and hang up a coat, or wash hands independently, the video component of a portfolio could document these accomplishments.

# Communication between home and school and or school and home

- Portfolios can enhance communication between school and home if they are used appropriately. For example, a work done by an eighth-grade class to address a local environmental problem can do more to show the community what students are learning in science than a set of test results.

# *Documentation of teacher effectiveness.*

- ***Portfolios*** can assist the teacher in demonstrating that students have met standards or IEP goals, that technology and other varied teaching techniques are being used in the classroom, and that students are actively engaged in learning

# Development of students' cognitive skills

- Designing a product with specific goals in mind can improve planning skills and contribute to realistic self-appraisal. Specific descriptors mitigate vague self-assessments, unrealistic positive or negative self-evaluation, generalized "all or nothing thinking" (my work is always bad or always good), and perfectionism.

# Advantages of Portfolio Assessment

- Assesses what students can do and not just what they know.
- Engages students actively.
- Fosters student-teacher communication and depth of exploration.
- Enhances understanding of the educational process among parents and in the community
- Provides goals for student learning.
- Offers an alternative to traditional tests for students with special needs.

# Challenges

- Reliability: It can be quite difficult to establish scoring systems that are reliable over raters or time. Reliability across raters is especially important if major decisions are to be based on the assessment outcome.

- Time: The use of portfolios for assessment is time consuming in terms of hours needed to produce the product, time to develop a workable scoring system, and training for the evaluator(s).

- Depth, not breadth: Portfolio assessment offers the opportunity for depth but not breadth with regard to academic material covered. A written test can include questions from an entire unit with a sample of items from all areas taught. Because of the time it takes to produce products, it is not possible to have a portfolio that represents every aspect of a unit. However, products in the portfolio, if chosen properly, illustrate depth of mastery in the area assessed.

- Fairness: It may be difficult for the evaluator to control outside influences on the product such as parental assistance and access to resources like computers. If the assessment contributes to high stakes decision making, lack of equity in resources can be a significant problem.

- *Interpretation of results: Since the portfolio system* is rarely standardized, stakeholders may wonder what it really says about the student. How does the learner compare to others at his age or grade level? Would the portfolio assessment result be meaningful to those outside the school system such as college admission officers or those selecting scholarship recipients? Those individuals will not know the nature of the assignment, the help that was given, or the quality of the products of other students in the group.

- *Contributions to learning: The use of the portfolio for* assessment purposes could detract from its most important contributions to the learning process, such as
  - honest teacher-student communication,
  - forthright self-assessment, and
  - working toward one's personal best.
- When the portfolio must be scored, or assigned a grade, students may tend to defend their work rather than engage in true self assessment. Teachers may focus more on the scoring process and less on effective communication about the work.

# Unit 4:Differentiation Instruction & IEP Program

# What is Differentiated Instruction?

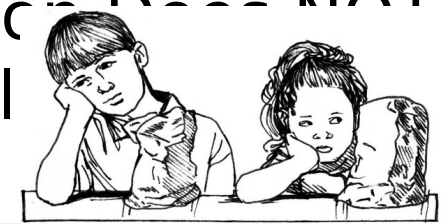
- To differentiate instruction is to RECOGNIZE students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively.
- It is a PROCESS to approach teaching and learning for students of differing abilities in the same class.
- The intent of differentiating instruction is to MAXIMIZE each student's growth and individual success by meeting each where he or she is, and assisting in t process.



# Differentiation Instruction (DI)

"NOT"

- Individualized Instruction
  - Different Reading Assignments
  - Taught Skill Practice
- Tailoring the Same Suit of Clothes
- One-Size-Fits-All Instruction Does NOT Reach Al



"IS"

- Student Centered
  - Multiple Intelligences
  - Learning Styles
- Blend of Whole-Class, Group and Individual Instruction
- Flexible and Responsive
- Learners of Multiple Abilities CAN BE Educated Together
- PROACTIVE



# Traditional Classroom vs. Differentiated Classroom

## TRADITIONAL

- Differences are acted upon when problematic.
- Assessment is most common at the end of learning to see “who got it”
- A relatively narrow sense of intelligence prevails
- Coverage of curriculum guides drives instruction
- Whole class instruction

## DIFFERENTIATED

- Differences are studied as a basis for planning.
- Assessment is on-going and diagnostic to make instruction more responsive to learner needs
- Focus on multiple forms of intelligences is evident
- Student readiness, interest, and learning profile shape instruction
- Many instructional

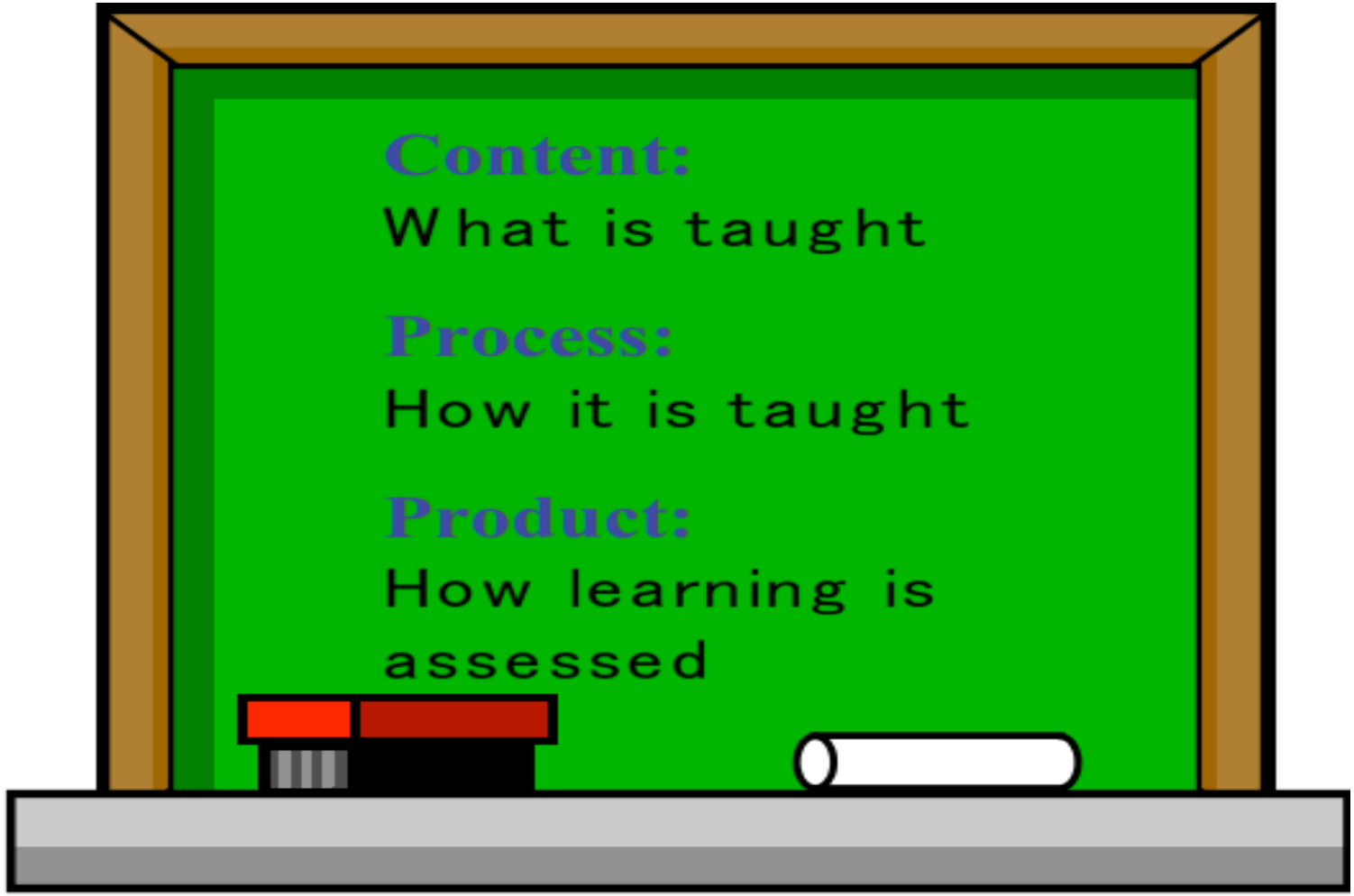
# Principles of a Differentiated Classroom

- All students participate in respectful work.
- Teacher and students work together to ensure continual engagement & challenge for each learner.
- The teacher coordinates use of time, space, and activities.
- Flexible grouping, which includes whole class learning, pairs, student-selected groups, teacher- selected groups, and random groups.

# Principles of a Differentiated Classroom

- **Time use is flexible in response to student needs.**
- **A variety of management strategies, such as learning centers, interest centers, learning buddies, etc. is used to help target instruction to student needs.**
- **Clearly established individual and group criteria provide guidance toward success.**
- **Students are assessed in a variety of ways to demonstrate their own thought and growth.**

# Ways to differentiate



# According to Students'

## Readiness-

Refers to readiness for a given skill, concept, or way of thinking.



## Interests and Attitudes-

Have to do with those things that learners find relevant, fascinating, or worthy of their time.

## Learning Profile & Need-

Refer to things such as learning style, intelligence preferences, how the student processes information, and how the learner sees himself in relation to the rest of the world.

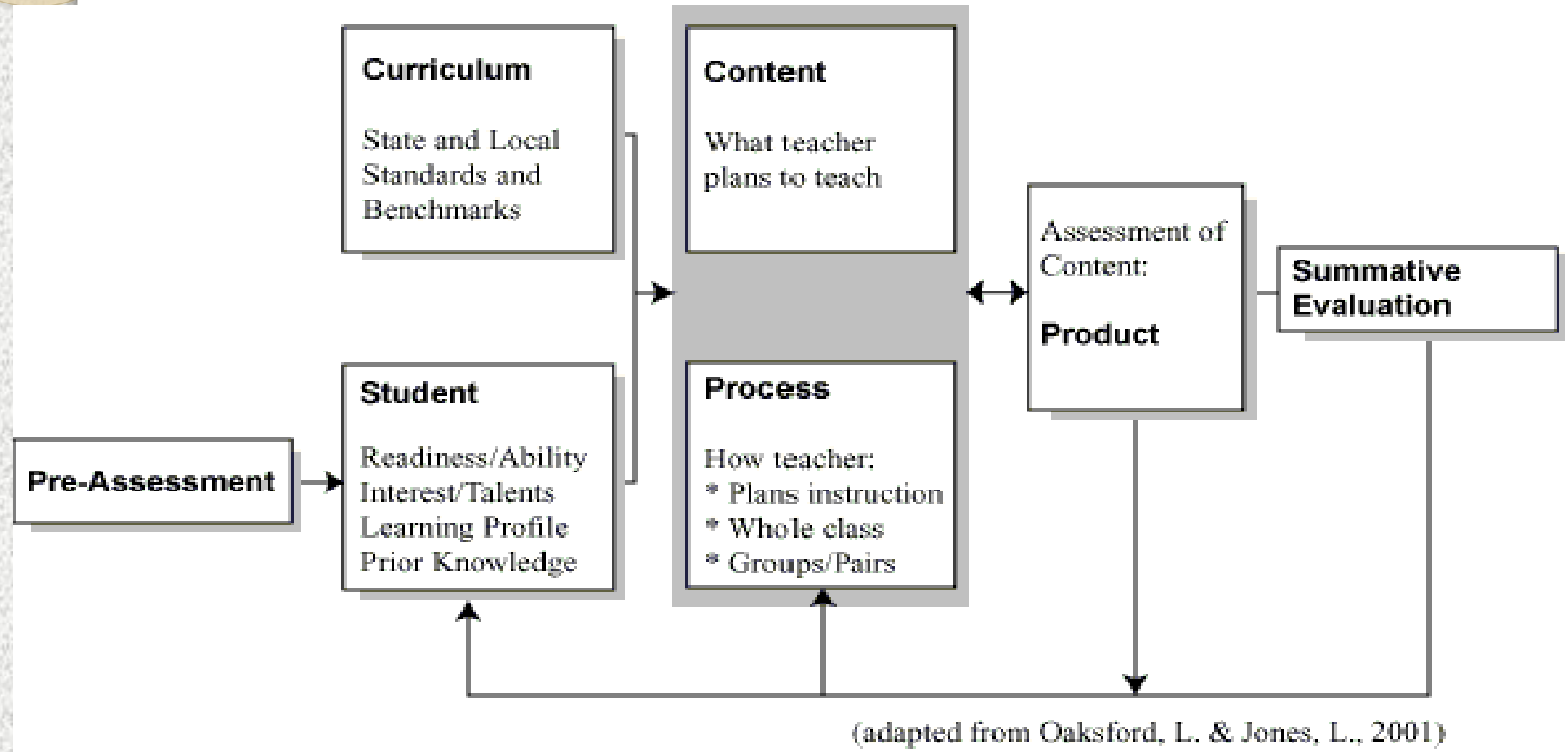
# Universal Design to DI

## Based on Student Readiness, Interest & Learning Profile

1. Content
2. Process
3. Products
4. Learning Environment



# Learning Cycle & Decision Factors Used in Planning and Implementing Differentiated Instruction




(adapted from Oaksford, L. & Jones, L., 2001)



# Content

**How can he/she access the information?**
**How do we Plan?**

How to?

- Determine the Ability Level of Your Students
  - Survey Past Records, Look at Their Cums
- Align Tasks and Objectives to Learning Goals
- Survey Student Interests
  - Interest Inventories, Interview/Conference, Respond to Open-Ended Questionnaire with Questions
- What are Your Students Multiple Intelligences & Learning Styles?
- What are Your Student's Preferences and Motivators?
- Instruction is Concept-Focused and Principle-Driven
- Brain-Based Research
- Know YOUR Students

Examples:

- Use Reading Materials at Varying Readability Levels
- Put Text Materials on Tape
- Use Spelling/Vocab. Tests at Readiness Levels of Students
- Use Reading Buddies
- Meet with Small Groups to Re-Teach an Idea or Skill for Struggling Learners, or Extend the Learning

# How Do We Plan?

Determine a Focus Area:

- Four T's
  - Teaching Objective
  - Target
  - Bloom's Taxonomy
  - Text/Materials
- Instructional Strategies
- Learner Engagement
  - Effective Presentations
- Learning Environment

Based on Research:

- All GOOD Instruction Must Have:
  - Active Engagement
  - Reading & Writing Strategies
  - Address the Auditory, Kinesthetic, Visual & Tactile Learners
  - Address Multiple Intelligences
  - Be Developmentally Appropriate

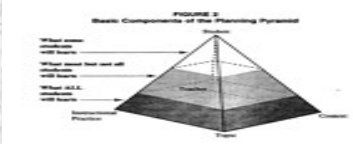
# Planning Pyramid

## Framework for Planning for Diverse Student Needs & a Tool for Planning for DI

The Five Points, or axes, of the Pyramid, Represent the Factors Teachers Consider When Planning Any Lesson:

1. Topic
2. Students
3. Classroom Context
4. Teacher
5. Appropriate Instructional Practices

See Handout, or Online at
Teachervision.fen.com

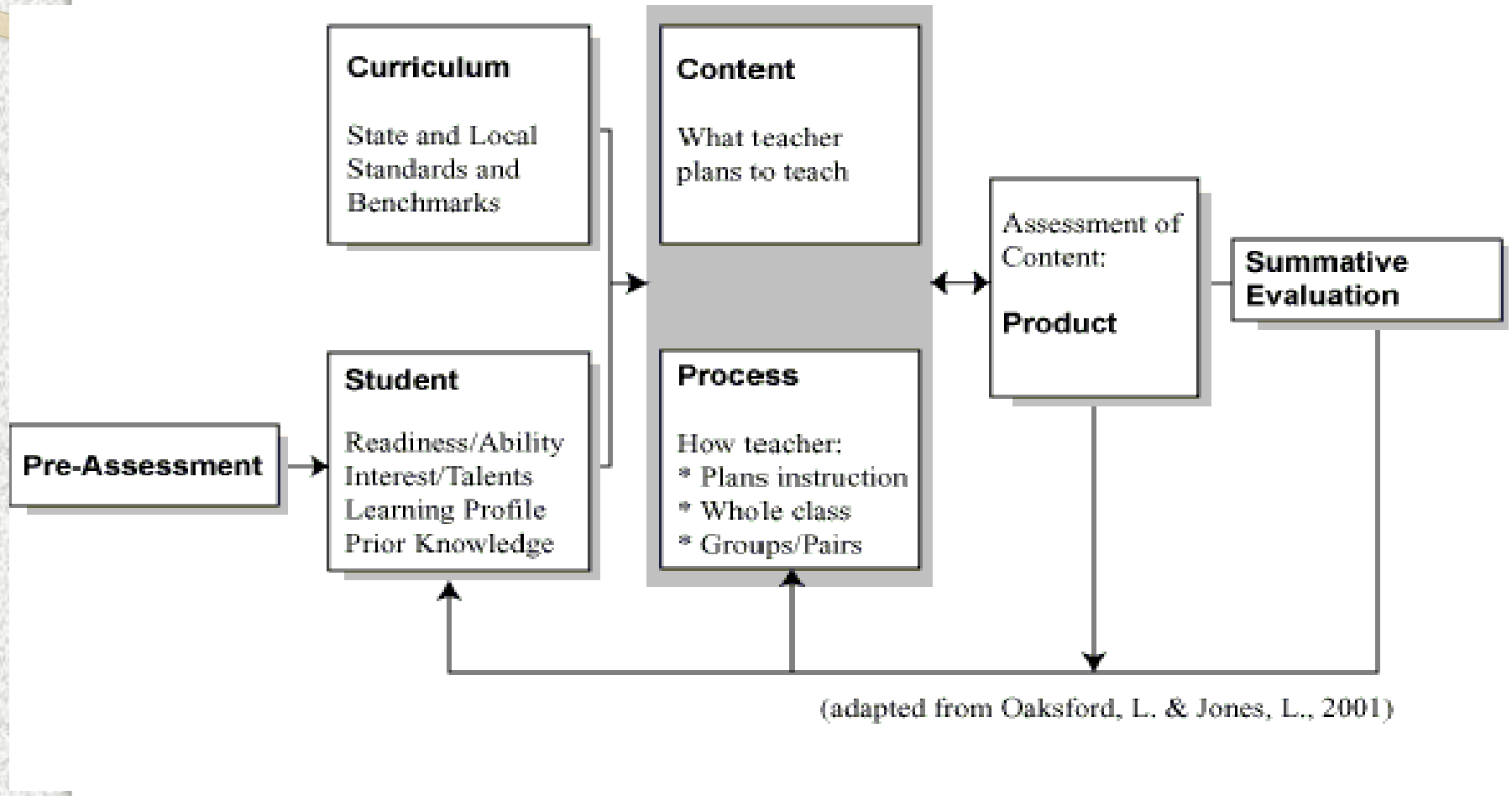


After You Reflected About the Points of Entry:

Teachers Determine What Will Be Taught? How?

1. At the Base of the Pyramid:
   What all students will learn?
   - Indentify Instructional Practices & Adaptations
2. Middle of the Pyramid:
   What Most, But Not All, Students Will Learn?
3. Top of Pyramid:
   What Some Students Will Learn?

# Learning Cycle & Decision Factors Used in Planning and Implementing Differentiated Instruction




(adapted from Oaksford, L. & Jones, L., 2001)



# Process

**How to process information, organize, store retrieve & apply information?**

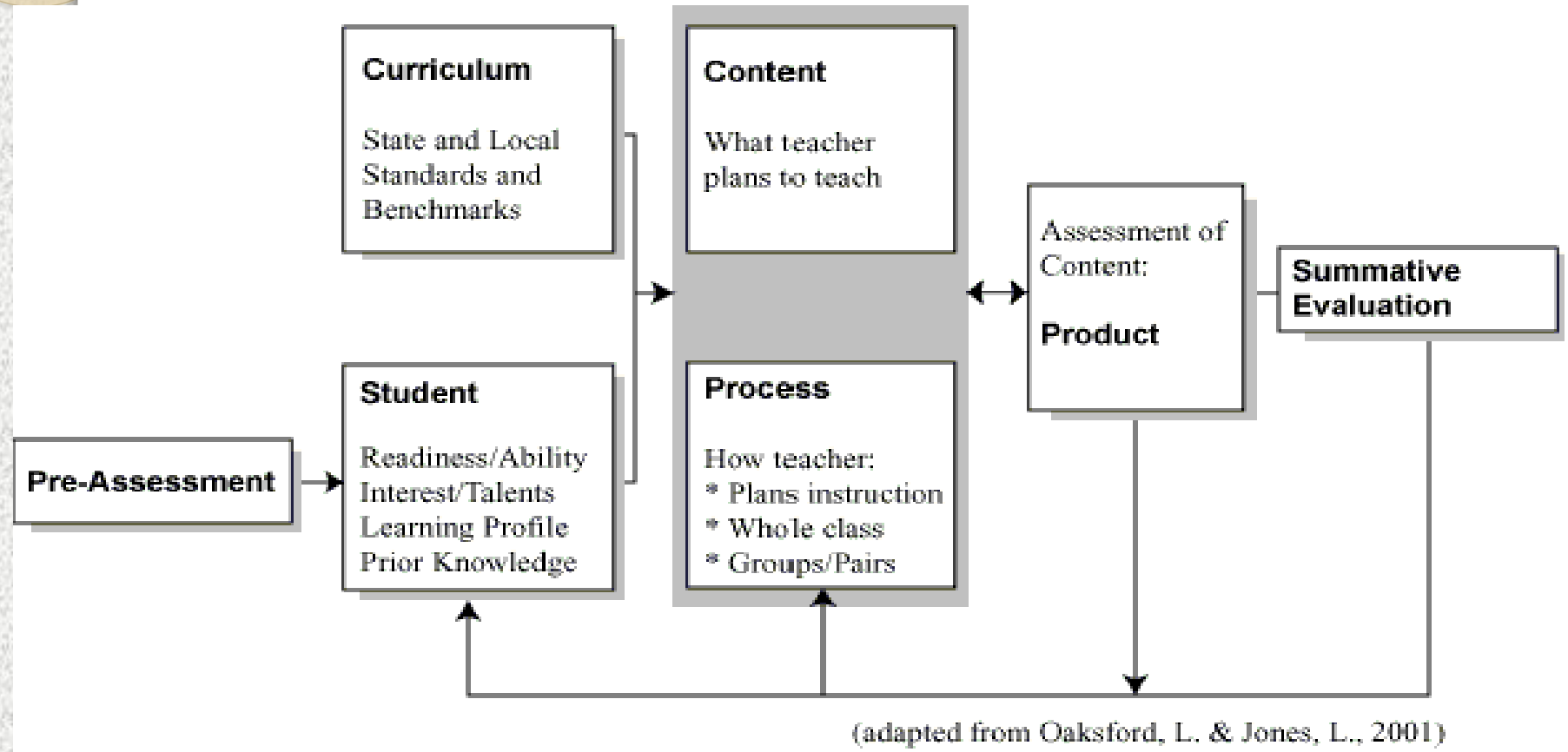
## How to?

- Flexible Grouping is Consistently Used
  - Groupings are Not Fixed, and Should Be Dynamic in Process
  - Teach Whole Class Introductory Discussions ,then Follow with Small Group (or) Pair Work.
- Direct Instruction
- Inquiry-Based Learning
- Cooperative Learning
- Classroom Management Benefits Students and Teachers
  - Organization & Routines

## Examples:

- Use Tiered Activities
- Provide Interest Centers
- Develop Personal Agendas for Completion of Work
- Manipulatives (or) Hands on Supports
- Varying the Length of Time
- Memorization
- KWL
- Reciprocal teaching
- Graphic organizing
- Scaffolding
- Webbing
- Self Talk
- WebQuests
- Guided Notes

# Learning Cycle & Decision Factors Used in Planning and Implementing Differentiated Instruction




(adapted from Oaksford, L. & Jones, L., 2001)




# Products

**Culminating projects that ask the student to rehearse, apply, and extend what he/she has learned in a unit**

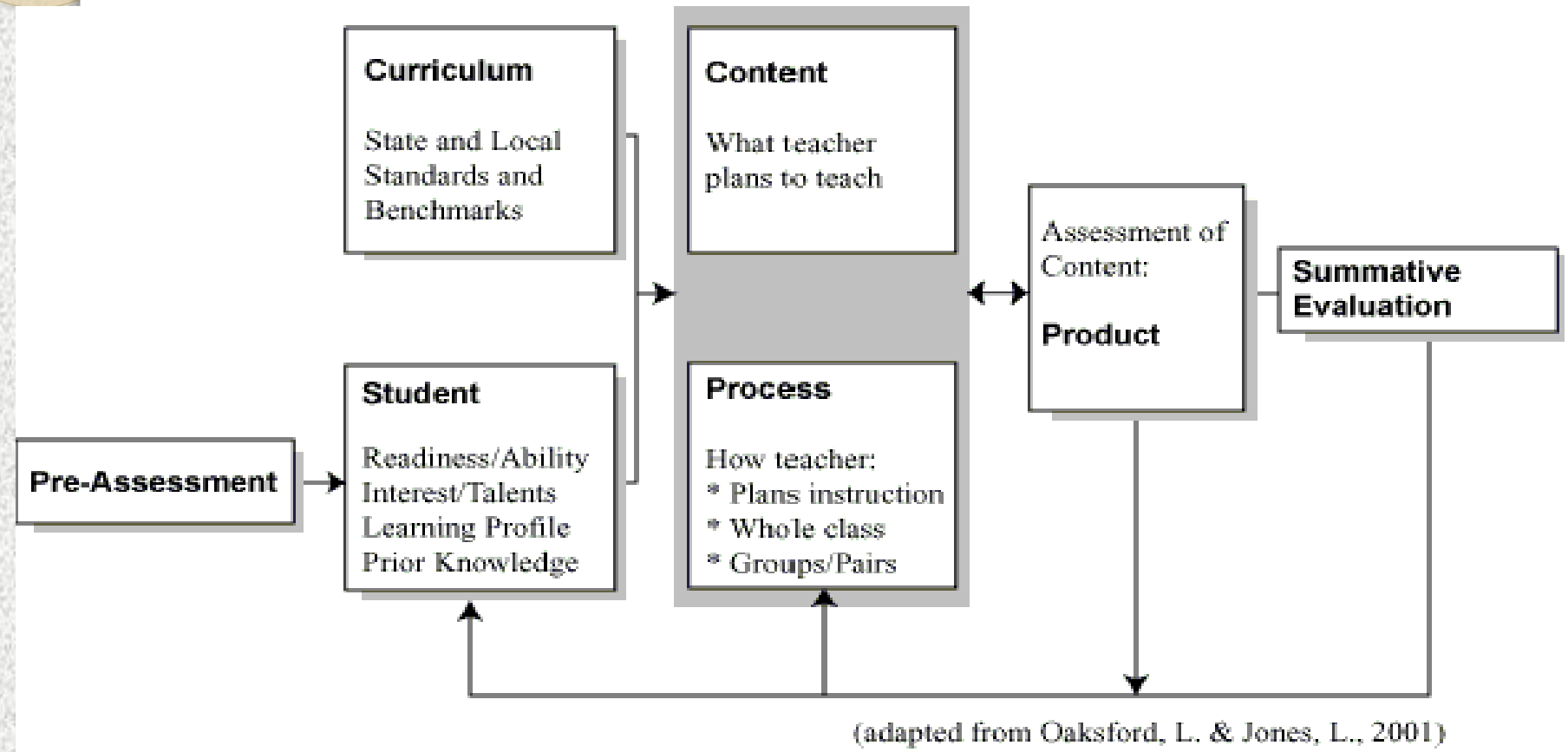
## How to?

- Initial & On-Going Assessment of Student Readiness & Growth are Essential
- Authentic Assessment
- Students are Active & Responsible Explorers
- Vary Expectations & Requirements for Student Responses
- Consider each Student's Multiple Intelligences & Learning Styles Based on Outcomes

## Examples:

- Give Students Options of How to Express Required Learning
  - Create a Puppet Show, Write a Letter, Develop Mural with Labels
- Use Rubrics that Match Student's Varied Skill Level
  - RubiStar.com
- Allow Students to Work Alone (or) in Small Groups
- Performance -Based Assessment
- Student Portfolios
- Knowledge Mapping

# Learning Cycle & Decision Factors Used in Planning and Implementing Differentiated Instruction




(adapted from Oaksford, L. & Jones, L., 2001)



# Learning Environments

**The way the classroom works and feels**

How to?

- How the Classroom is Organized?
- Classroom Behavior Management System is in Place
  - Procedures
  - Consequences
  - Positive Interventions

Examples:

- Places in Room Free of Distractions, and Places that Invite Student Collaboration
- Materials that Reflect a Variety of Cultures & Home Settings
- Clear Guidelines for Independent Work
- Develop Routines
- Students Understand Differences of Learners

# What is an IEP?



## *What is an IEP?*

- IEP stands for **Individualized Education Program** (IEP). The IEP is a written LEGAL document that describes the education plan for a student with a disability.

- Among other things, your IEP talks about:

your disability
what skills you need to learn
what you'll do in school this year
what services your school will provide
where your learning will take place.

# *What is the Purpose of an IEP?*

- The purpose of the IEP is to make sure that everyone you, your family, and school staff knows what your educational program will be this year.



# *Who Comes to the IEP Meeting*

Lots of people will help write your IEP. Some are required by law to come to the meeting (in bold letters). Others, such as you and your parents, must be *invited* to take part in the meeting. The people are listed below:

- You
- Your parents
- At least one of your **regular education teachers**
- At least one of your **special education teachers**
- Other people who know you your strengths and needs very well and who can help you plan your educational program
- Maybe OT, PT, ELL, or SL teachers



## *Why IEP is needed?*

IEP is needed;

- For learners to assure their right to education;
- For teachers and specialists to deliver effective programmes to SWSN;
- To overcome barriers to learning which cannot be overcome by regular classroom strategies;
- To prevent repetition and dropout;

# Cont...

## *IEP Formulation*

- The organization of an IEP may go through some steps that help its implementation and monitoring. The steps include;

***Step 1: Identification of the learner with learning difficulties***

Identification of the competences and needs of the learner should be based on information gathered by teachers, SNE teacher (if there is), principals and parents/guardians.

# Detailed steps of IEP process

1. Referral
2. Assessment
3. Identification
4. Analysis of services
5. Placement
6. Instructional decision making: actual plan
7. Program evaluation

# Cont...

***Step 2: Team Formulation***

IEP is a team work

- Many professionals are likely to be involved in providing service and support to the learner.
- The learner, parents/guardians, the teacher and principal form the core of an IEP team which then can be completed by other members.
- The regular school teacher and/or SNE teacher initiates the organizing and forming the team
- The composition of the team depends on the

# Cont…

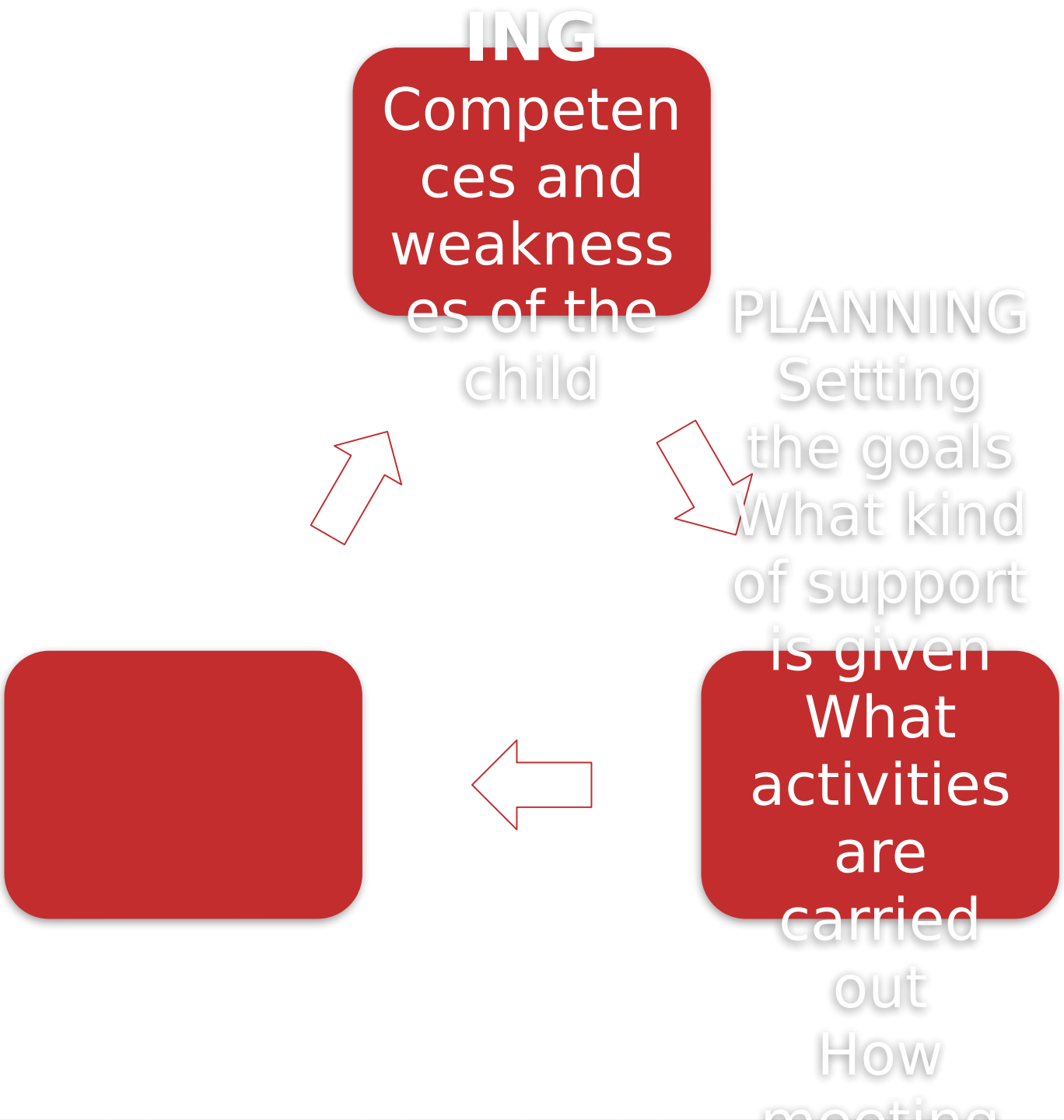
***Step 3: Setting goals and working towards them***

- The IEP team sets the goals and defines the practical solutions that will be carried out in the classroom and other possible environments.

## IEP Process

- The IEP process is consultative and brings together the contribution of the learner, families, school personnel, and other relevant people.
- The IEP may also take the following cyclic format:

1. Diagnose the area(s) of difficulty.
2. Plan accordingly.
3. Implement the plan.
4. Evaluate the plan.
5. Make necessary adaptations / modifications to pave way for further diagnosis.


ING
Competences and weaknesses of the child
PLANNING
Setting the goals
What kind of support is given
What activities are carried out
How

# Designing the IEP

When designing the IEP you have to focus on the following areas:

- Date of initiation and formulation of the IEP
- Some historical background
- Competencies
- Description of learners situation in school and difficulties in learning:
- Goals
  - ✓ Long term goals
  - ✓ Short term goals

# Cont...

- Methods
- Materials provided
- Arrangements and learning environment:
- Support
- Assessment
- Evaluation of the IEP procedure

# Sections of the IEP



- By law, your IEP must include certain information about you. This information is usually organized into the sections listed below. Your new IEP will also have these sections or information.

1. ***Present levels of educational performance****:* This section includes precise information about how you are doing in school and sometimes in other aspects of your life
2. ***Goals*** for the year, broken down into short-term *objectives or benchmarks*
   - Annual goals
   - Short term objectives
3. An explanation of how much of your school day (if any) you will spend *not participating with children without disabilities* in the regular class and other school activities



4. The ***modifications*** you will need when state or district-wide tests are given, or an explanation of why taking these tests is not appropriate for you; if you won't be taking these tests, then your IEP must say how you will be tested instead

***5. When* and *where*** the school will start providing services to you, *how often* the services will be provided, and *how long* the services are expected to last

6. What ***special education and related services*** the school will provide to you

7. The ***transition services*** you need to get ready for life after finishing high school
   - Portfolios
   - About Me Surveys

# Unit 5: Behavior management modifications

- ICR demand modifying or change in way of managing misbehavior from punishment(negative management) to positive (discipline).

## What is punishment and its effect

- Punishment is an action (penalty) that is imposed on a person for breaking a rule or showing improper conduct.
- Punishment aims to control behavior through negative means.

# Cont…

- Two types of punishment are typically used with children:
  - ✓ Verbal punishment involving negative verbal warning  disapproval, insulting
  - ✓ Corporal punishment involving severe physical or emotional pain

## Both types leave the following consequences

- The child learns that the adult is superior, and the use of force – be it verbal, physical, or emotional –  over younger, weaker persons

# Cont…

- This lesson leads to incidents of bullying and violence in school, where older children dominate younger ones and force them into giving the bullies money, food, homework, or other valuable items.
- Punishment makes the child angry, resentful, and fearful. It also causes shame, guilt, anxiety, increased aggression, a lack of independence, and a lack of caring for others,
- can seriously harm a child’s development and result in educational as well as social, interpersonal, and psychological adjustment problems.

# Cont…

## What is Discipline and how to promote in ICR

**Discipline** is the practice of teaching or training a person to obey rules or a code of behavior in both the short and long terms.

- While punishment is meant to control a child's behavior, discipline is meant to develop a child's behavior, especially in matters of conduct.
- It is meant to teach a child self-control and confidence by focusing on what it is we want the child to learn and what the child is capable of learning.

# Cont…

- Children need to be taught so that they understand and follow social rules.
- The ultimate goal of discipline is for children to understand their own behavior, take initiative, be responsible for their choices, and respect themselves and others.

❖ **In ICR teachers expected to use positive discipline techniques**

1. Understanding reasons-students may misbehave due to:-

✓ Personal
✓ Poor teaching
✓ External factors
✓ Need for attention

# Cont...

2. Modeling- showing through example
3. Encouraging positive behaviors-it  is a type of reward that stimulates the child to work, learn, achieve, and builds self-esteem
4. not giving encouragement for misbehavior – such as ignoring attention-getting behaviors
5. Reinforcing correct behavior- eye contact, a nod, a smile, extra credit points, social recognition. When rewards are used, they should always be immediate and small, yet gratifying.

# Cont…

## Seven Principles for Positive Child Discipline

1. Respect the child’s dignity
2. Develop pro-social behavior, self-discipline, and character
3. Maximize the child’s active participation
4. Respect the child’s developmental needs and quality of life
5. Respect the child’s motivation and life views
6. Assure fairness (equity and non-discrimination) and justice
7. Promote solidarity

- The following may help teachers in controlling the behavior in the classroom:
  - Develop the rules of the classroom; the main rule being to respect one another.
  - Avoid confrontations and power struggles.
  - Provide an appropriate peer role model.
  - Develop a system or code that will let the learner know when behavior is not appropriate.
  - ignore attention seeking behaviors that are disruptive to the classroom.

# Cont…

- Develop a code of conduct for the classroom and visually display it in an appropriate place where all learners can see it, review it frequently.
- Provide immediate reinforcement and feedback.
- Create an interesting curriculum with materials that are meaningful to children: it helps learners to be interested and become involved.
- Develop observation and recording skills to determine what causes a particular behavioral problem.

# Unit 6: Resources for the Inclusive Classroom

# Adapting and Modifying Teaching Materials

- involve making changes to the equipment and / or supplies to which a learner with SEN has access to learning during the lesson.
- These can include flash-cards to help with reading; wall charts and pictures.
- Adjust the readability level of written materials by e.g. providing large print texts,
- Provide spoken or tactile equivalents of written or visual material (e.g. spoken description of visuals, Braille, three dimension objects, tactile graphics).
- In teaching or testing procedures use enlarged print, provide oral versions of tests, use calculators.

# Cont...

## *Assistive Aids*

- Special aids and equipment to maximize the function of individuals with particular impairments
- obvious examples are
  - ✓ glasses to help children see better;
  - ✓ crutches and wheelchairs to help them move around school more easily and
  - ✓ hearing aids help children to hear better
  - ✓ Orthosis (device that enhance partial functioning of a body part)
  - ✓ Prosthesis (artificial replacement of missing body part arm, leg)

## Unit 7: Collaborative Partnerships with stakeholders and family

# Partnerships

- To make inclusive education happen schools should work together with
- **Concerned stakeholders with in the school**
- **Other schools with in the district**
- **The community including community workers, people with disability organizations**

# Schools with Stakeholders

- Creating inclusive school or ICR requires partnership between teachers, parents and others in the school.

1. Teachers work together sharing knowledge, skills, experience and decision making
2. Work together with families

The primary stakeholders in inclusive schools are parents.

## cont…

- Working together with families in order to
  - ✓ support for children learning at home
  - ✓ Share knowledge about the child – Families have knowledge like child's functioning at home, community, his/her development, views, ability, inters and so on.

## working together with other schools

- Inclusive education requires the active cooperation and participation of all the schools within a district – special school, pre-school, primary and secondary.

# Cont...

- schools work tougher with others schools through sharing
  - ✓knowledge, skills, experience, special training in special needs education and decision making
  - ✓Resources including-
    - ✓Human resources like special needs teachers, sign language interpreter etc.
    - ✓ Adapted teaching materials
    - ✓ Assistive aids

# Cont ...

## Working with community workers, people with disability organizations

- Working together with health Personnel's
- Schools need to foster close links with health personnel.
- Every country has a network of community health workers.
- In your community there may also be doctors and nurses you can contact or a mobile health clinic.
- There could also be specialists such as therapists.

# Cont...

- working together with community workers like NGOs, GOs, Voluntary organizations Often they raise funds, make donations to individuals and provide services for students with special needs
- Working together with Disability organizations

Offer training and support for their members

*Thank you*