TEACHER TRAINING MODULE ON INCLUSIVE EDUCATION

> If they can't **learn** the way we **teach**, we teach the way they **learn**.

Quaid-e-Azam Academy for Educational Development (QAED), Punjab

September 2023

This module is developed under Transformation in Access, Learning, Equity and Education Management (TALEEM) programme implemented through the financial and technical support of Global Partnership in Education (GPE) and UNICEF. The training module is prepared for the provision of an equitable and inclusive education system along with supportive social structures that provide equal opportunities for quality education and enable creation of inclusive societies.

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TABLE OF CONTENT

ABBREVIATIONS

AEOs	Assistant Education Officers
ADHD	Attention Deficit Hyperactivity Disorder
DEOs	District Education Officers
Dy. DEOs	Deputy District Education Officers
EDI	Equity Diversity and Inclusion
ESTs	Elementary School Teachers
GPE	Global Partnership for Education
IE	Inclusive Education
IEP	Individual Education Profile
LTs	Lead Trainers
PTM	Parents Teachers Meetings
PWD	People with Disability
QAED	Quaid-e-Azam Academy for Educational Development
RTI	Response to Intervention
SBC	Social Behaviour Change
SDGs	Sustainable Development Goals
SED	School Education Department
SETT	Student Environment Task Tool
SLOs	Student Learning Outcomes
SNC	Single National Curriculum
SS	Subject Specialist
SSS	Senior Subject Specialist
TALEEM	Transformation in Access, Learning, Equity and Education Management
TA	Technical Assistance
UDL	Universal Design for Learning
UDHR	Universal Declaration of Human Rights
UNICEF	United Nations Children Fund
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
NDVA	Non-visual Desktop Access

PREFACE

The route to achieve the goal of quality education traverses strong state as well as organizational commitment. Quaid-e-Azam Academy for Educational Development (QAED) is mandated with the mission to develop high quality professional development programmes for all teachers and education managers in Punjab. These include induction, pre-service, in-service and promotion linked mandatory trainings.

Currently, School Education Department (SED) is implementing 5-year Transformation in Access, Learning, Equity and Education Management (TALEEM) programme with the financial support of GPE and UNICEF as Grant Agent (GA). QAED is responsible for implementing component 1 of this programme that is dealing to improve access and learning at primary level through Continuous Professional Development Programme (CPDP).

The module in hand, is one of the benchmarks of the program's plan. The objective of this training module is to build the capacity of the teachers and education mangers on the basic concept of inclusive education which will help them to identify the issues and challenges among the children and ultimately helping them to re-design teaching strategies to meet the needs of the children. This module is divided into four areas including; Concept of Inclusive Education, Assistive Technology, Curriculum Adaptation and Differentiated Instructions. This will help teachers to timely identify the children with different disabilities and guide parents for appropriate action.

Phase wise training on Inclusive Education will be implemented across the province. In first phase Teachers, Head Teachers, AEOs from two districts Jehlum and Multan will be trained. Later this training will be rolled out in all districts of Punjab.

QAED acknowledges and appreciates the commendable inputs of all developers and reviewers in developing this training module and continuous technical support provided by UNICEF team throughout the process and GPE for providing the financial support through TALEEM Programme.

I sincerely believe that this manual will impart necessary knowledge and skills to the teachers and education managers to enhance their capacity in identifying the different challenges and behaviors among children that effect their learning and help them to design effective lesson plans which are inclusive and address the needs of all children.

Sarah Rashid
Director General QAED

GUIDELINES FOR TRAINERS

Few guidelines for the trainers to help them ensure effectiveness of this module:

1 Reach the venue at least 30 minutes before the start of the session.

2 Read each session before delivering the training including handouts, worksheets, and video resources according to the designed activities.

3 Some sessions require trainer to prepare material before the session. Read the module and prepare all the required materials/handouts /charts before conducting the training.

4 Ensure the availability of all the required teaching and learning materials mentioned for activities and make the sessions interactive.

5 Make the learning environment comfortable. If any participant has some sensory impairment or disability, make sure to accommodate him/her with the required provisions for effective participation.

6 Let the participants introduce themselves and share some information about their contexts at the start of the session.

7 Make sure seating arrangement of the training room is made according to the session plans and supportive for adult learning.

8 Share the link of videos with participants through whatsapp in case of unavailability of multimedia or electricity outage, and ask them to watch the videos on their mobile phones.

9 Inform participants that link of complete 'Resource Pack on Inclusive Education' will be shared for further reading and understanding.

Wish you good luck!

SCHEDULE OF THE TRAINING

S.No	Activity	Time
	DAY – 1	
1	Registration and Attendance	8:00 am – 8:10 am
2	Introduction and Training Objectives	8:10 am – 8:30 am
	SESSION – 1	
3	What is Inclusive Education?	8:30 am – 8:55 am
4	Religious Perspective of Inclusive Education	8:55 am – 9:15 am
5	Role of Teachers in Making the Learning Environment Inclusive	9:15 am – 9:35 am
6	Education through the Inclusion Lens	9:35 am – 9:55 am
7	Global Perspective of IE - Equity, Diversity and Inclusion for Inclusive Culture	9:55 am – 10:15 am
8	International and National Commitments & Trends	10:15 am – 10:50 am
9	Quiz on International and National Commitments & Trends	10:50 am – 11:20 am
10	**TEA BREAK**	11:20 am – 11:30 am
	SESSION – 2	
11	Disability and Children with Special Needs	11:30 am – 11:55 am
12	Learning Disabilities and Suggested Remedial Strategies	11:55 am – 12:20 pm
13	Successful People with Special Needs	12:20 pm – 12:40 pm
14	**PRAYER AND LUNCH BREAK**	12:40 pm – 01:40 pm
	SESSION – 3	
15	Introduction and Types of Assistive Technology	01:40 pm – 02:20 pm
	SESSION – 4	
16	Knowledge of Curriculum Adaptations	02:20 pm – 02:40 pm
17	Adaptation in Content	02:40 pm – 03:10 pm
18	Making of Adapted Worksheets for Assessment	03:10 pm – 03:35 pm
	SESSION – 5	
19	Using Available Material as Teaching Aid	03:35 pm – 04:05 pm
20	Low Cost Teaching Aids	04:05 pm – 04:30 pm

DAY – 2		
SESSION – 6		
1	Opening of the Session / Day 2	8:00 am – 8:20 am
2	Differentiated Instruction	8:20 am – 8:35 am
3	Differentiated Instruction	8:35 am – 8:50 am
4	Understanding Different Learning Styles	8:50 am – 9:20 am
5	Universal Design of Learning (UDL)	9:20 am – 9:35 am
6	Response to Intervention (RTI)	9:30 am – 9:55 am
SESSION – 7		
7	Analysis of Lesson Plans	9:55 am – 10:15 am
8	Demonstration of Model Lesson Plan	10:15 am – 10:55 am
9	**TEA BREAK**	10:55 am – 11:10 am
10	Lesson Planning	11:10 am – 11:40 am
11	Practicing the Learned Strategies of IE	11:40 am – 01:05 pm
12	**PRAYER AND LUNCH BREAK**	01:05 pm – 02:00 pm
SESSION – 8		
13	The Beauty of Inclusivity	02:05 pm – 02:30 pm
14	Awareness Campaign Social Behavior Change	02:30 pm – 03:00 pm
15	Join the Missing Links	03:00 pm – 03:30 pm
16	Connecting Community Resources	03:30 pm – 04:00 pm

DAY-1

INTRODUCTION
AND
OBJECTIVES OF THE MODULE

Registration and Attendance

MATERIALS

- Attendance sheet
- Pen

Marking Attendance	10 Min

1. Set up a registration desk for the participants.
2. Greet the participants and allow them to mark their attendance at the beginning of the session.

INTRODUCTORY ACTIVITY	20 minutes

MATERIALS

- Multimedia
- Coloured sticky notes/ cards of four different colours (red, green, yellow, blue)
- Markers
- White board

3. Invite a volunteer to recite **Sura e Abasa** Verses (1-10) from Para 30 or use the following link to play Verses with Urdu translation on multimedia. These verses are about inclusiveness.

   [80 Surah Abasa with urdu translation by Qari waheed zafar qasmi - YouTube](#)

4. Now put flash cards/ sticky notes of different colors in a box/ container and ask participants to:

   a. Pick a coloured card/ sticky note of their own choice.
   b. Write their name on the card.
   c. Write the reason why they like the colour they picked. For example: I like red because it is the color of rose/ blood/warmth, deep affection, intimacy/ prominent color, etc.

2. Give them two minutes to do the task.

3. Meanwhile, draw a table on the board with columns that are titled as the available colours written on the cards.

Red	Green	Yellow	Blue

4. Invite each participant to introduce themselves and share the reason for picking the colour.

5. While the participant is introducing themselves, collect card and paste it in the relevant column.

6. In order to generate a meaningful discussion, select one color (say red) and read aloud the reasons participants have recorded for their choice.

7. Ask them, **"What do you think of the varied reasons for the same color?"** Encourage maximum participation. Make participants attentive by sharing that even in this small activity/task, we have observed diverse perspectives of people. Just think about the whole world, how diverse it must be!

8. Explain the perspective of **'Diversity'** by sharing that people are different with different cognitive and physical abilities, talents and approaches, which is natural and adds to the beauty of the world. Likewise, our classrooms are just like gardens with so many different plants, each of which requires special care to bloom. Conclude this activity by appreciating their participation.

9. After the introduction of the participants, share the objectives of the module and run through the two days schedule. This will help participants to understand the overall learning objectives and structure of the training and maximize their participation.

SESSION – 1

INCLUSIVE EDUCATION

RELIGIOUS AND GLOBAL PERSPECTIVE

INCLUSIVE EDUCATION - RELIGIOUS PERSPECTIVE

INTRODUCTION

Inclusive education is an approach that embraces diversity and seeks equal opportunities for all. Inclusive education is rooted in all religious systems across the globe. However, children are excluded from schools because of disability, race, language, religion, gender, etc. worldwide.

The concept of inclusive education in which "inclusion" underpins a universal vision of equal educational opportunities for all students, it also advocates that all students must be provided equitable learning opportunities to grow to their fullest potentials.

LEARNING OUTCOMES

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

- know about inclusive education and its importance in classrooms.
- recognize and respect the teachings of different religions about inclusive education.
- share examples from history that support inclusive education.
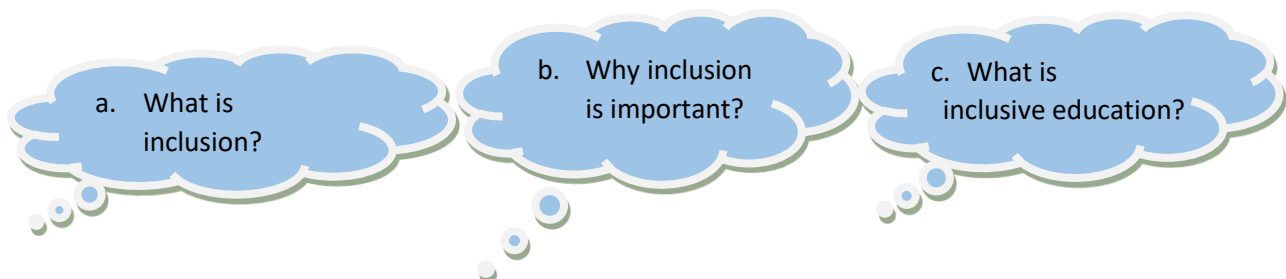- understand the role of the teacher in creating an inclusive learning environment.

MATERIALS

- Flip charts
- Fresh board markers
- Paper, pencil
- Pictures

Activity 1: Inclusive Education	25 Min

1. Write the following questions on the writing board:

   a. What is inclusion?

   b. Why inclusion is important?

   c. What is inclusive education?

2. Ask participants to think individually and write their responses on writing pads.
3. Give them five minutes to think about each question and write their responses.
4. Take responses from different participants randomly and write it on the writing board.
5. Appreciate participants for their active participation and sharing their perspectives.

6. After taking their responses, share the following information to clarify the concept of inclusion, its importance and what is inclusive education through PPT or already prepared flip charts.

What is inclusion?	Why inclusion is important?	Inclusion in education
Inclusion means **to add** or **to be together** which refers to embrace all people irrespective of race, colour, gender, disability, social, emotional, physical, medical or other need. It is about giving equal access and opportunities and getting rid of discrimination and intolerance (removal of barriers).	Inclusion creates a sense of belonging and promotes acceptance and appreciation for diversity. It is a key to build effective societies. Exclusion of people from meaningful participation in educational, economic, social, political and cultural activities is one of the greatest problems facing individuals in our society today. Such societies are neither efficient nor desirable.	Inclusion, thus, involves adopting a broad vision of **Education for All** by addressing the spectrum of **needs of all learners**, including those who are vulnerable, marginalized and excluded. *Some examples of Marginalized / Excluded/ Vulnerable Groups are:* *Refugee children* *Displaced children* *Ethnic minorities* *Children in conflict zone* *Nomadic children* *Children with disabilities/ or differently abled children*

What is inclusive education?

Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive.

Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages, ethnic background, migrants, girls etc. too[1] .

Inclusive systems value the unique contributions of students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all.

"Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all". **(Salamanca Statement, Art. 2)**

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[1] https://www.unicef.org/education/inclusive-education

> *"a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning."[2]*

7. Afterwards, ask participants to further dig down and identify what 'Inclusion **IS**' and what 'inclusion is **NOT**' by reading the **Handout 1.1**.

8. Allow them five minutes to read the handout carefully. Ask each participant to underline the main points and discuss it with the person sitting next to him/her.

9. Conclude the activity by sharing that in these two days we will explore these concepts in greater detail and identify the strategies to make our classrooms inclusive to cater the needs of all children.

Activity 2: Religious Perspective of Inclusive Education	20 Min

1. Ask participants, why we have specially recited/ played **Sura e Abasa** at the start of the session. Allow them few seconds to think and relate the message of the Surah with the concept of inclusiveness.

2. Take few moments to explain the background of the recited verses provided as trainer's note in **Handout 1.2** (story of the blind man who ambitiously visited the last Prophet Muhammad (MPBUH) to learn something) and share that Allah has also emphasized on respecting all human beings irrespective of their differences, which is the spirit of **inclusiveness**.

3. Ask the participants to think of a few examples of inclusiveness from the Islamic history (for example, Hazrat Bilal Habshi (RA) was given the title of "Moazzan-e-Islam despite his speech impairment and being a black slave).

> Abdullah Ibn Umm-Maktum was among the first converts to Islam. He was blind by birth. Muhammad (MPBUH) sent him and Mus`ab ibn `Umair to Medina for teaching Qur'an to the inhabitants before the Hijra took place. He and Bilal Ibn Rabah were chosen as muezzins in Medina by Muhammad. When Muhammad left Medina for participating in battles, Abdullah Ibn Umme- Maktum was given the responsibility of leading the prayers.

4. Encourage participants to come up and give examples of inclusiveness from other religions, too.

5. Give them two minutes to think about any example from other religions. If they are unable to recall any, share the following examples:

Genesis 1:27

"So God created the human race in his own image . . . male and female he made them."

Genesis 1:28

"Be fruitful, increase in number, fill the earth and subdue it."

This divine command calls explicitly for the scattering of the race -- a theme that shall recur in the Genesis narratives -- and thus calls implicitly for cultural diversification.

Hebrew Bible

"My House will be called a house of prayer for ALL nations." Judaism

"From one man God made every nation of the human race, that they should inhabit the whole earth" (Acts 17:26) Judaism

Guru Granth Sahib: "there is light in all, and that light is the divine one." We believe that all people are created equal and are of equal value in the eyes of God.

1. After sharing the examples, tell them that all religions respect diversity and inclusivity. There is no single religion, which does not encourage it, so inclusiveness is not limited to religion, it is about all human beings irrespective of religion, caste, color, creed, language, socio-economic status, disability, gender etc.

2. Now ask, 'Are we living in an inclusive society?'

3. Record their responses, "Yes" or "No".

4. Randomly ask two to three participants to share the reasons for their responses with evidence.

5. Conclude the activity by summarizing their viewpoints to make our society more inclusive.

Activity 3: Role of Teachers in making the Learning Environment Inclusive	20 Min

1. Ask the following questions from the participants:
    * Is your school inclusive?
    * If Yes: ask examples of inclusiveness
    * If not, ask the reason?
    * Do you believe that your schools can become inclusive?

2. Collect their responses and appreciate their participation.

3. **Note:** Write 5 statements on separate cards/ paper slip using **Handout 1.3** before the session starts.

4. Divide the class into five groups (in case of large sized class, divide the class into groups of four and assign the same task to two or more groups)

5. Provide one statement to each group.

6. Tell them to discuss the statement within the group and answer the following question:
    * What should be your role as a teacher to create an environment in the class that encourages the objective/ purpose/ motive of the given statement?

7. During group work, move around and examine if they are able to pick the key message in the statement they are working on (if they don't, provide your input by using the following key messages within each statement).

1 Key Message Statement 1
No one is ugly because Allah has made them beautiful.

2 Key Message Statement 2
No one is superior or inferior because Allah has made them equal.

3 Key Message Statement 3
All are respectable

4 Key Message Statement 4
Education is highly encouraged and is obligatory for all.

5 Key Message Statement 5
People have different/ varied potentials.

8. Give them ten minutes to work on the task.
9. Invite each group to present their group work.
10. Encourage focused discussion and relevant questions.
11. Summarize the discussion by sharing that in the school, teachers should be extra vigilant to assure due care to all students.

Activity 4: Education through the Inclusion Lens	20 Min

1. Divide the participants into group of fours and provide them flip charts and markers.
2. Assign them **Handout 1.4** to read and see the education through the inclusion lens.
3. Allow them five minutes to prepare their presentation.
4. Invite 2-3 group representatives to share their group work with the whole class. Ask rest of the class to share any idea that is not being discussed.
5. Conclude the activity by emphasizing that child is not a problem regardless of any difference, we need to revise our strategies to accommodate that child holistically through inclusive approach. Differently abled children can be assets for the society if treated appropriately in their educational process.

Reflection Questions

Ask from the participants:

*   What new concepts you have learnt from this session?

HANDOUT 1.1

UNDERSTANDING INCLUSION

Inclusion is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings. Rather than being a marginal issue on how some learners can be integrated in mainstream education, inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem. Inclusion emphasizes providing opportunities for equal participation of persons with disabilities (physical, social and/or emotional) whenever possible into general education, but leaves open the possibility of personal choice and options for special assistance and facilities for those who need it.

In defining inclusion, it is important to highlight the following elements[3]:

Inclusion 'IS' about:	Inclusion is 'NOT' about:
☺ welcoming diversity	☹ reforms of special education alone, but reform of both the formal and non-formal education system
☺ benefiting all learners, not only targeting the excluded	☹ responding only to diversity, but also improving the quality of education for all learners
☺ children in school who may feel excluded	☹ special schools but perhaps additional support to students within the regular school system
☺ providing equal access to education or making certain provisions for certain categories of children without excluding them	☹ meeting the needs of children with disabilities only
	☹ meeting one child's needs at the expense of another child

In particular, four key elements have tended to feature strongly in the conceptualization of inclusion. The four elements are as follows:

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[3] Guideline for Inclusion: Ensuring Access to Education for All by UNESCO 2005

- ***Inclusion is a process.*** That is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learning how to learn from difference. In this way differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults.

- ***Inclusion is concerned with the identification and removal of barriers.*** Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving.

- ***Inclusion is about the presence, participation and achievement of all students.*** Here "presence" is concerned with where children are educated, and how reliably and punctually they attend; "participation" relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and "achievement" is about the outcomes of learning across the curriculum, not merely test or examination results.

- ***Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.*** This indicates the moral responsibility to ensure that those groups that are statistically most "at risk" are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement in the education system. It is important to highlight that a holistic view of the education system, encompassing both the private and public system, must be taken when considering adopting an inclusive approach.

HANDOUT 1.2

NAZOOL SURA – E – ABASA

TRAINER'S NOTE:

Share with the participants:

1. As you know in the past, all teaching and learning would take place through preaching, lecturing and debating in social or religious gatherings. Therefore, the lesson in these verses clearly conveys the message of Allah (SWT) to respect and include everyone in learning regardless of their background or appearance.

2. Then share the following excerpt to explain the occasion of the recited verses' revelation.

These words show that Allah has blamed someone for an action which gave superiority to a man or men of wealth rather than to a blind man who was seeking the truth. But who was the admonished one? There are a variety of ideas on this subject, but the most famous commentary among the scholars is the following:

Once the Prophet (خاتم النبین حضرت محمد صلی اللہ علیہ وآلہ واصحابہ وسلم) was deeply engaged in trying to explain the Holy Qur'an to some pagan [renowned] Quraish leaders such as 'Atabat-ibn-i-Rabi 'ah, Abu-Jahl, 'Abbas-ibn-'Abdul-Mutallib and some others. He was hopeful that it would attract them to Islam, and in so doing, surely a lot of others would come to Islam, too. And therefore, put an end to their sabotage. But, suddenly, he was interrupted by a blind man;

'Abdullah-ibn-Ummi-Maktum, who was apparently poor, so that no one took notice of him. He wanted to learn the Qur'an and asked the Prophet (خاتم النبین حضرت محمد صلی اللہ علیہ وآلہ واصحابہ وسلم) to teach him. He repeated his statement again and again, because he did not know exactly whom he was talking to.

The Holy Prophet (خاتم النبین حضرت محمد صلی اللہ علیہ وآلہ واصحابہ وسلم) naturally did not like the frequent interruptions, and this was seen on his face.

"These Arab leaders", he said to himself

"may think of Muhammad SAW (خاتم النبین حضرت محمد صلی اللہ علیہ وآلہ واصحابہ وسلم) *as a Prophet of the poor and the blind."*

Then he turned away from 'Abdullah and continued the work at preaching Allah's Message to them. At that moment he received the new verses stated above, which admonished the Prophet (خاتم النبین حضرت محمد صلی اللہ علیہ وآلہ واصحابہ وسلم) for this action. Afterwards, he always held 'Abdullah in high honor, and whenever he saw him, he used to tell him

"Hail to the one for whom Allah admonished me."

And, then, he questioned the man:

"Is there anything that I can do for you?"

The blind man became a true and sincere Muslim and as a direct appointment by the Prophet, himself, become a governor of Medina on two occasions when the Prophet (خاتم النبین حضرت محمد صلی اللہ علیہ وآلہ واصحابہ وسلم) went to battle.

A second opinion about this revelation is given for these verses, which is that a man from the Umayyads was sitting with the Prophet Muhammad (خاتم النبین حضرت محمد صلی اللہ علیہ وآلہ واصحابہ وسلم) when 'Abdullah-ibn

Ummi-Maktum arrived. When this man saw 'Abdullah, he frowned and turned his back to him, as if he might become infected by him.

The aforementioned verses were about the man sitting with the Prophet (خاتم النّبین حضرت محمد صلّی اللہ علیہ وآلہ واصحابہ وسلّم) and the admonishment was for him. It has been narrated that Imam Sadiq (as) agreed with this opinion when he was asked about this occasion of revelation. The late Sayyed Murtaza, the great scholar of Islam, approved with this occasion of revelation, as well.

Reference:

https://www.al-islam.org/enlightening-commentary-light-holy-quran-vol-19/surah-abasa-chapter-80

قرآن مجید میں سورۃ نمبر 80 "سورۃ عبس" بالخصوص (Differently abled) لوگوں کے حقوق کے حوالے سے موجود ہے جو اس بات کی دلیل ہے کہ اللہ تعالیٰ نے خاتم النّبیین حضرت محمد صلّی اللہ علیہ وآلہ واصحابہ وسلّم کو خاص طور پر ہدایت فرمائی ہے۔ اس سورۃ میں ایک واقعہ بیان کیا گیا ہے جس میں بتایا گیا ہے کہ ایک مرتبہ خاتم النّبیین حضرت محمد صلّی اللہ علیہ وآلہ واصحابہ وسلّم کی مجلس میں مکہ کے چند بڑے سردار بیٹھے تھے اور خاتم النّبیین حضرت محمد صلّی اللہ علیہ وآلہ واصحابہ وسلّم ان کو اسلام قبول کرنے پر آمادہ کرنے کی کوشش فرما رہے تھے۔ اتنے میں حضرت ابن ام مکتوم رضی اللہ تعالیٰ عنہ جو کہ نابینا تھے تشریف لائے اور آپ خاتم النّبیین حضرت محمد صلّی اللہ علیہ وآلہ واصحابہ وسلّم سے اسلام کے متعلق کچھ پوچھنا چاہا۔ آپ خاتم النّبیین حضرت محمد صلّی اللہ علیہ وآلہ واصحابہ وسلّم کو ان کی مداخلت ناگوار گزری اور آپ خاتم النّبیین حضرت محمد صلّی اللہ علیہ وآلہ واصحابہ وسلّم نے ان سے بے رخی اختیار کی۔ یہ بے رخی اس بنا پر نہ تھی کہ آپ خاتم النّبیین حضرت محمد صلّی اللہ علیہ وآلہ واصحابہ وسلّم نے بڑے لوگوں کو معزز اور نابینا کو حقیر جانا بلکہ خیال یہ تھا کہ ایک نابینا کی نسبت اگر سرداران قریش اسلام لے آئے تو دعوت کا کام آسان ہو جائے گا۔ لیکن اللہ تعالیٰ نے آپ خاتم النّبیین حضرت محمد صلّی اللہ علیہ وآلہ واصحابہ وسلّم کو سمجھایا کہ اسلامی دعوت و تربیت کا صحیح طریقہ یہ نہیں ہے بلکہ تربیت کے حوالے سے ہر وہ انسان اہمیت رکھتا ہے جو طالب ہو یعنی خواہش رکھتا ہو چاہے وہ کیسا ہی کمزور، بے اثر یا معذور ہو۔ اور بعد کے حالات نے یہ ثابت بھی کیا۔ وہی نابینا ہستی اس مقام پر نظر آئیں کہ جس کی نذیر نہیں ملتی۔ آپ خاتم النّبیین حضرت محمد صلّی اللہ علیہ وآلہ واصحابہ وسلّم نے اپنی غیر موجودگی میں حضرت ابن ام مکتوم رضی اللہ تعالیٰ عنہ کو دو مرتبہ مدینہ منورہ کا امام مقرر کیا۔ یاد رہے کہ اس وقت امام آج کل کی طرح صرف نماز پڑھانے کا کام نہیں کرتے تھے بلکہ اس امام کو آپ خاتم النّبیین حضرت محمد صلّی اللہ علیہ وآلہ واصحابہ وسلّم کی غیر موجودگی میں قائم مقام کے فرائض انجام دینے ہوتے تھے۔

اس واقعہ سے آپ اندازہ لگا سکتے ہیں کہ تعلیم کی معاشرے میں کیا اہمیت ہے اور اس کے لیے مکمل صحت مند ہی نہیں بلکہ (differently abled) افراد کا بھی وہی مقام اور اہمیت ہے جو کہ ایک مکمل صحت مند انسان کی ہے۔ اسلام ایک ایسا مکمل دین ہے جو ہر دور کے لوگوں کے لیے راہِ ہدایت ہے۔ اس کی تعلیمات ہر دور کے انسان کے لیے ہیں۔ اگر ہم آج کے دور میں دیکھیں تو ہمیں کتنی ہی ایسی مثالیں ملتی ہیں جہاں معذور افراد کو موقع دیا گیا ہو اور انہوں نے اپنے آپ کو منوایا نہ ہو۔

ایک مشہور فزکس دان اور کاسمولوجسٹ سٹیفن ہاکنگ اکیس سال کی عمر میں ایک بیماری کا شکار ہو کر اپنی آواز کھو بیٹھا اور ساتھ ہی وہیل چیئر کا محتاج بھی ہو گیا۔ اسی حالت میں اس نے اپنی پی-ایچ-ڈی مکمل کی۔ وہ اپنی تعلیم کے ساتھ ساتھ بچوں کو پڑھاتا بھی تھا۔ اس محنت کے نتیجے میں اس نے کتنے

ہی ایوارڈ اپنے نام کیے۔ وہیل چیئر کبھی بھی اس کی محنت میں آڑے نہ آئی۔ اپنی موت سے پہلے تک یونیورسٹیز میں جاکر لیکچر دیتا رہا تھا۔ اس طرح کی اور بھی مثالیں دنیا میں موجود ہیں۔

اسی طرح دنیا میں تمام مذاہب کہیں نہ کہیں معاشرے میں موجود مختلف قابلیت (differently abled) کے حامل لوگوں کے حقوق ہم پہنچانے کی بات کرتے ہیں۔ اگر بغور مطالعہ کیا جائے تو معذوری اور محتاجی کے سدباب کے لیے احکامات اور انتظامات موجود ہیں۔ تمام مذاہب الہامیہ میں یہ امر بلعموم لیکن اسلام میں بلخصوص موجود ہے۔ تورات، زبور اور انجیل میں ان طبقات کی فلاح و بہبود کے احکامات واضح طور پر موجود ہیں۔ قرآن مجید تو اس بارے میں بڑے صاف الفاظ میں احکامات دیتا ہے۔

قرآن مجید میں ارشاد ہے کہ 'ہم نے انہیں میں سے ایک پیغمبر بھیجا جو انہیں اللہ کی آیات پڑھ کر سنائے اور ان کو پاک کرے اور انہیں کتاب اور حکمت کی تعلیم دے'۔

یہاں پر بات صرف ان انسانوں کی نہیں کی گئی جو صحت مند ہیں بلکہ ہر بنی نوح کے بارے میں بات کی جا رہی ہے جس میں اس معاشرے کے معذور اور محتاج بھی شامل ہیں۔ یہاں لفظ حکمت بڑے وسیع معنی میں استعمال ہوا ہے۔ دینی اور دنیاوی تعلیم کے ساتھ ساتھ فنی مہارت کی تعلیم جو معذور اور محتاج کو معاشرے میں ایک باعزت مقام بھی دے۔

حضرت سید معاذ رضی اللہ تعالیٰ عنہ کی روایت کے مطابق 'علم وحشت میں مونس و غم خوار، اجنبی ماحول میں ساتھی، تنہائی میں رفیق، خوشحالی و تنگدستی میں رہنما اور دشمنوں کے خلاف ہتھیار ہے'۔

اگر آپ نے ایک اچھا اور صحت مند معاشرہ تشکیل دینا ہے تو ہمیں اپنے ان بہن بھائیوں کو اپنے ساتھ شامل کرنا ہو گا جو ہماری طرح صحت مند نہیں ہیں بلکہ کسی جسمانی یا ذہنی معذوری کا شکار ہیں۔ دین اسلام نے کسی شخص کے جسمانی نقص یا کمزوری کی بنا پر اس کی توقیر، عزت بلکہ اس کی معاشرتی ضرورت اور رتبہ کو کم کرنے کی اجازت نہیں دی۔

متفق علیہ حدیث ہے کہ 'تم میں سے اس وقت تک کوئی مومن نہیں ہو سکتا جب تک کہ وہ اپنے بھائی کے لیے وہی بات پسند نہ کرے جو وہ اپنے لیے کرتا ہے'۔

ایک اور دوسری جگہ قرآن مجید میں ارشاد ہے کہ 'تم میں سے ہر ایک نگہبان ہے اور ہر ایک سے اس کے ماتحتوں کے بارے میں بازپرس ہو گی'۔

آئیے ہم بھی اپنے معاشرے کے مختلف طرح سے قابل (differently abled) افراد کی معاونت کریں۔ ان کو معاشرے کا بیکار انسان سمجھ کر پیچھے نہ دھکیل دیں بلکہ ان میں جس قسم کا ٹیلنٹ موجود ہے اس کے مطابق ان کو کار آمد بنائیں تاکہ وہ معاشرے کا بہترین حصہ بن سکیں اور ملک و قوم کی خدمت کا فریضہ انجام دے سکیں اور کسی پر انحصار کرنے کے بجائے خود مختار بن کر اپنے کام کر سکیں۔

<div dir="rtl" align="center">

جنہیں حقیر سمجھ کر بجھا دیا تم نے

وہی چراغ جلیں گے تو روشنی ہو گی

بقول علامہ اقبال

نہیں ہے چیز نکمی کوئی زمانے میں

کوئی برا نہیں قدرت کے کارخانے میں

</div>

HANDOUT 1.3

ROLE OF TEACHERS IN MAKING THE LEARNING ENVIRONMENT INCLUSIVE

There are four pillars on which the concept of inclusive education rests in Islam. These include: 1. the equality of all humans, 2. the superiority of humans to all other species, 3. seeking knowledge is an obligation (Duty) for which no exception is allowed on any basis, 4. no human can be a burden beyond his/her limits, and every human is created in the best possible form.

1. All humans are born equal. They all have equal rights to respect, education, health protection, and speech, etc. There is no preference on the basis of color, caste, wealth, ethnic identity, gender, or disability. Humans can only be ranked on the basis of piety (Taqwa) which can be earned by all. All other basis of human classification such as color, wealth, IQ, body function, gender, and ethnicity is false.

2. This supremacy of humans along with respect and dignity is indivisible and inseparable. Under no circumstances, even with profound disability, it cannot be withdrawn. Disability does not reside within an individual, it rather manifests outside the individual while interacting with the environment. Even wheelchair user is able to access all point of a multi-stories building if the elevator is available.

3. Seeking knowledge is not a choice, it is a duty that has no exception. The student in this regard is the right bearer and the teacher is the duty bearer. When a teacher fails to perform its duty of teaching right the child to seek knowledge is denied. Since each child has this duty to perform without fail, a teacher has to meet the diversified needs of each child.

4. No human can be asked to perform a task that is beyond his/her limitation. If a child with hearing impairment cannot speak then forcing it to speak is against the teaching of Islam. The teacher needs to explore alternate modes of communication. Sign language is such an alternative. It is a right of such a child to be taught in sign language. A similar case is a child with visual impairment or developmental delays.

5. Every human is created by The Creator (Allah) in the best possible form of mankind. This may be our limitation that we are unable to recognize his/ her potential at the very outset. But while working with even with children with profound disability levels it starts giving us surprises. Stephen Hawking, an English theoretical physicist is a good example of a person who is apparently crippled but has done wonders.

These principles of Islam clearly forbid all types of discrimination, hatred, and exploitation of people especially children who have been marginalized on different false bases.
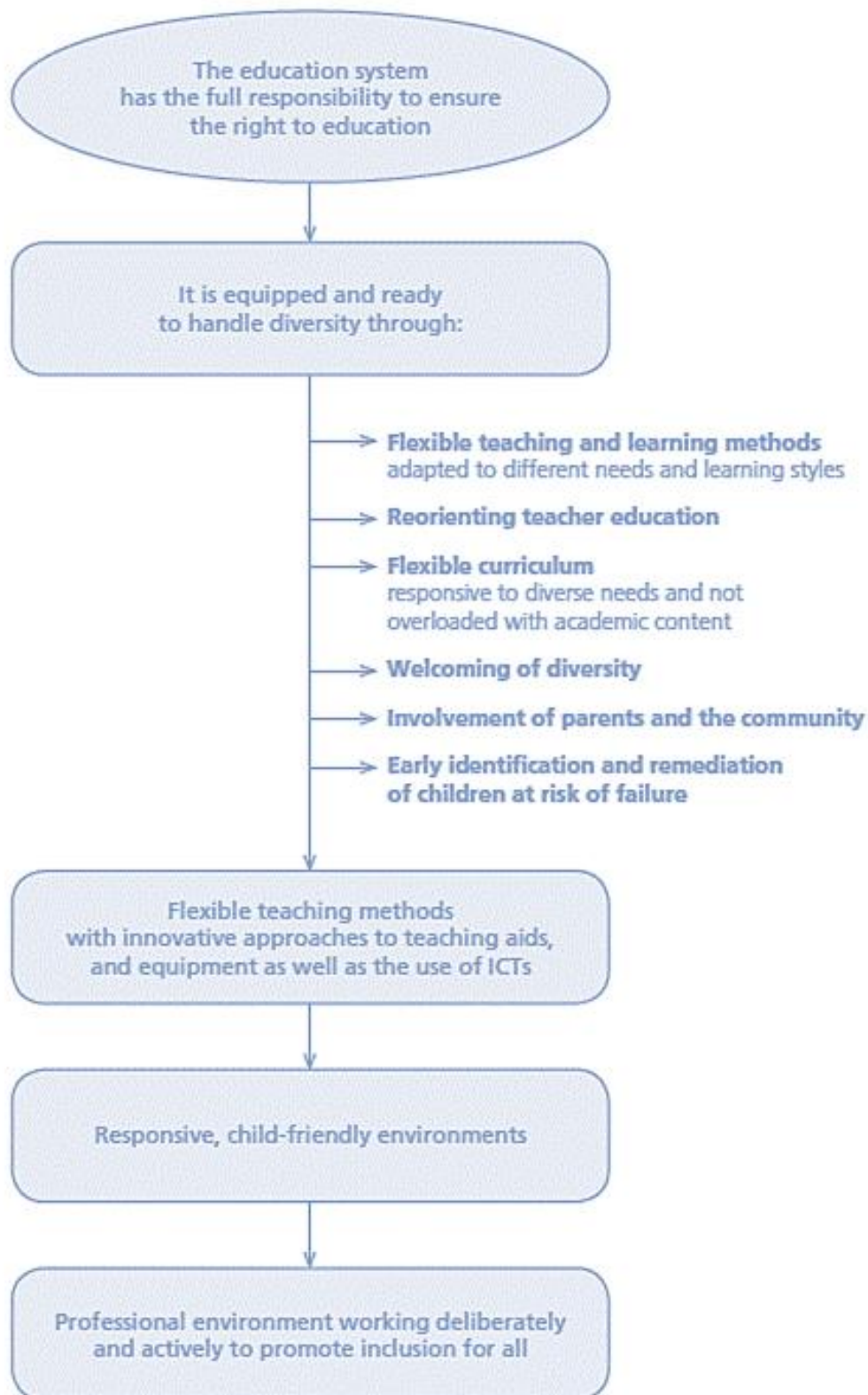
HANDOUT 1.4

EDUCATION THROUGH THE INCLUSION LENS

Seeing education through the inclusion lens implies a shift from seeing the child as a problem to seeing the education system as the problem that can be solved through inclusive approaches.

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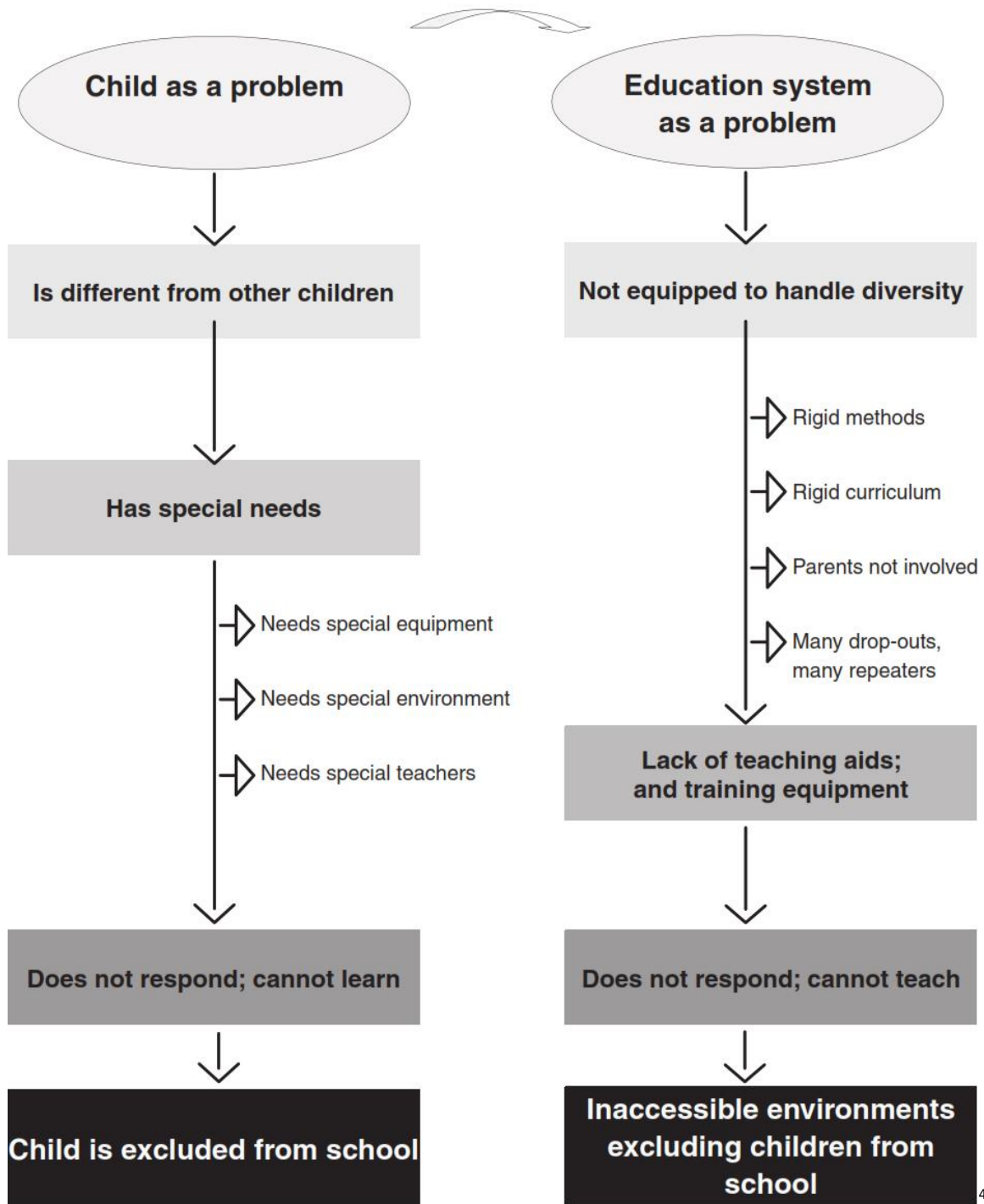
[4] Guideline for Inclusion: Ensuring Access to Education for All by UNESCO 2005

Education through the Inclusion lens:

The education system
has the full responsibility to ensure
the right to education

It is equipped and ready
to handle diversity through:

→ **Flexible teaching and learning methods**
adapted to different needs and learning styles

→ **Reorienting teacher education**

→ **Flexible curriculum**
responsive to diverse needs and not
overloaded with academic content

→ **Welcoming of diversity**

→ **Involvement of parents and the community**

→ **Early identification and remediation**
of children at risk of failure

Flexible teaching methods
with innovative approaches to teaching aids,
and equipment as well as the use of ICTs

Responsive, child-friendly environments

Professional environment working deliberately
and actively to promote inclusion for all

[5]

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[5] Policy Guidelines on Inclusion Education by UNESCO 2009

INCLUSIVE EDUCATION - GLOBAL PERSPECTIVE

INTRODUCTION

Inclusive education is an important issue as it addresses the disparities and inequalities in educational access and quality that exist across different countries and regions. In many parts of the world, marginalized groups such as children with disabilities, ethnic minorities, girls, and those from low-income backgrounds face significant barriers to accessing education and are often excluded from mainstream schools. The global perspective on inclusive education emphasizes the need to ensure that all children have the right to education and should be included in regular schools and facilitated with appropriate support services and accommodations. This perspective aligns with international frameworks and agreements, such as the United Nations Convention on the Rights of Persons with Disabilities, which calls for inclusive education as a fundamental right.

LEARNING OUTCOMES

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

- know about inclusive culture.
- recognize human diversity.
- discover diversity in a classroom.
- know and compare international commitments and trends about inclusive education.

MATERIALS

- Multimedia
- Writing board, markers
- Charts
- Sticky notes

Activity 1: Equity, Diversity and Inclusion for Inclusive Culture	20 Min

1. Explain learners' **diversity** that exists in a classroom using a following diagram and share that Teachers need to discipline themselves to come together to build awareness, provide support, and establish a coherent framework to better serve diverse learners in the classroom.
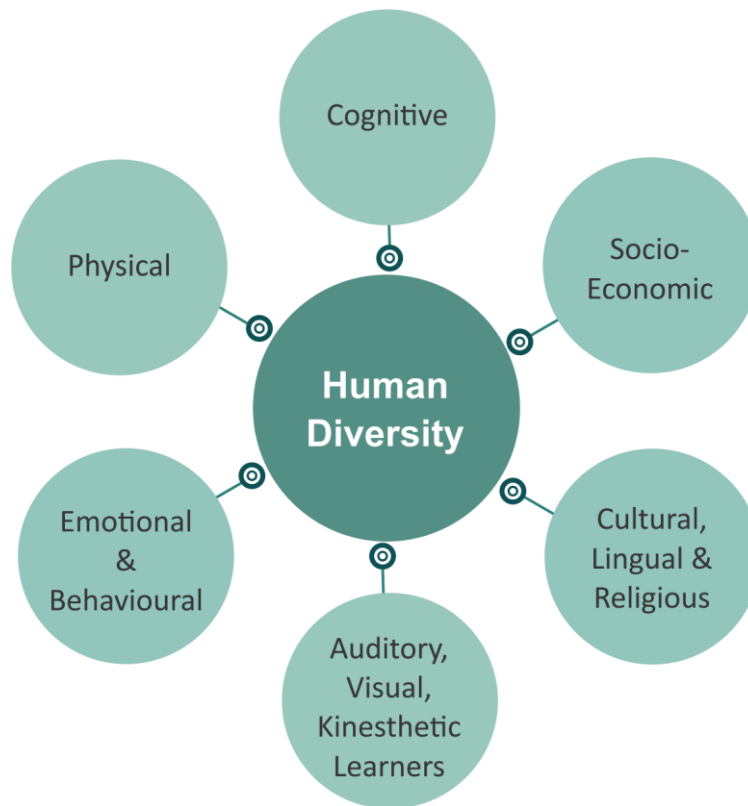
2. After explaining the diagram, now introduce and explain the concepts of **Equity, Diversity and Inclusion (EDI)** by using **Handout 1.5**.

3. Divide participants into three groups by calling 1, 2, 3 and putting them in groups respectively. Assign one concept of EDI (Equity, Diversity, and Inclusion) to each group:

    Group 1; Equity

    Group 2: Diversity

    Group 3: Inclusion

4. Ask them to discuss and enlist 1 – 2 activities according to the indicators in the given picture. Ask each group to work on one indicator only. Make sure that groups work on different indicators. Allow each group to choose any one indicator.

Express interest in diversity.

Remain sensitive to differences.

Learn about Students' Cultural Backgrounds

Maintain high expectations for all students.

Teach a culturally inclusive curriculum.

Establish a Zero – Indifference Negative Behavior Policy

5. Ask each group to share their input with the other participants, they may also present it through role play.

6. Conclude the session by summarizing the key learning from the activity by describing the following relationship of EDI concepts and how they feed into each other.

7. Open the linked video about the salient features of an inclusive classroom and ask participants to watch the video carefully and note down the important points and strategies.

8. In case of unavailability of multimedia or electricity outage, share the link with the participants and ask them to watch the video on their mobile phones about inclusive classroom https://www.youtube.com/watch?v=K-AWPB8adE4

9. Conclude the activity by recapping significant ideas in the discussion and video for establishing an environment in the classroom that includes everyone in the class.

Activity 2: International and National Commitments & Trends	**35 Min**

1. Share with the participants that the subsequent activity will allow us to engage in self-reflection.

2. Ask them to open their writing pads and tear a sheet.

3. Now draw a smile of reasonable size on it.

4. Tell them to suppose this is a child in their class. Now think about all those impolite words that a teacher usually uses for a student who does not perform up to the mark (for example we use lazy, brat, dirty, slow, dull, etc.).

5. Tell them to recount all those words that they have heard in a conventional classroom cut a strip of paper for each word. For example, cut a strip for lazy, second for slow, etc.

6. Instruct them to cut the strips vertically in such a way that they do not totally tear apart but remain intact with the paper with the smiley.

7. Once they are done, tell them to think about the personality of the child after all these wounds on his/her face.

8. Divide them into appropriate number of groups, 3 to 4, and ask them to open a cut out of a child given on **Worksheet 1.1.**

9. Ask them to visualize this as your own child and take few moments to think and discuss within the group on all the **rights that you would like your child to have**, for example, the right to education and the right to life, play etc.

10. Give them ten minutes to discuss and make a presentation for the class.

11. Now ask them to read **Handout 1.6** UNCRC to understand the rights of children for further information.

Activity 3: Quiz on International and National Commitments & Trends	30 Min

1. Ask them to read **Handout 1.7** individually and prepare for the quiz.

2. Divide the class into two wings and call them wing A and wing B.

3. Tell them that they will be asked 5 questions from each wing. Only those participants will answer, who have not participated in activities so far. Also, tell them that group members can help their teammates to give correct answers.

4. Inform them that the winning wing will have the right to ask the other group to explain any concept/ term that they've learnt in the session. For example, what is 25-A of the Constitution? Or how can we inculcate inclusive culture in our classrooms, given the fact that we have limited resources in our schools?

5. After the quiz, refer to the first part of the activity and ask them to take a few minutes and think about, 'what can we, as teachers, do to mitigate the damage we cause, intentionally/un-intentionally to our students.

6. Collect their suggestions/ view points and appreciate.

7. Conclude this session by sharing a beautiful hadith 'be respectful to elders and kind to children.' explain the term 'Kind' in reference to teaching/ learning assistance to students.

Reflection

Ask the participants:

1. What new ideas have you learned?

2. What do you see as your next steps?

Quiz with Answer Keys for Trainer

Sr.No	Questions	Answer key
1	When were children's rights drafted?	1989
2	What does UNCRC stand for?	United Nations Convention on the Rights of Children
3	Which two countries did not endorse this Convention?	Somalia and South Sudan
4	How many articles have been outlined in this Convention for rights of children?	41
5	Under this Convention, till what age does this Convention apply for rights of Children?	Under 18
6	What does inclusive mean?	All children in the same classrooms in the same schools. All individuals reach at least a basic minimum level of skills (definition of inclusion)
7	What does UNCRPD stand for?	United Nation Convention for the Rights of Persons with Disabilities
8	What Sustainable Development Goal is targeted towards quality teaching?	SDG4
9	How can we ensure that child rights are practiced in our classrooms?	We can ensure equal rights to participation, freedom to express feelings and freedom of

		expression, admission in schools, child protection and so on.
10	Which article in the Constitution of Pakistan addresses right to education?	Article 25 A
11	What measures will you take to make your classrooms inclusive?	Provision of equal participation ensuring provision of rights using UDL Be calm and model appropriate reactions Ensure for proactive classroom management Understand each student's needs Manage transitions between spaces and activities etc.

HANDOUT 1.5
EQUITY, DIVERSITY & INCLUSION

Equity, Diversity & Inclusion:

1. **Equity:** Creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

2. **Diversity:** Diversity, is defined as a complex construct that represents an array of identity factors such as race, ethnicity, gender, and disability.

3. **Inclusion:** Active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Inclusive Culture:

An inclusive culture refers to a social environment that embraces diversity, respects the rights and dignity of all individuals, and ensures equal access to opportunities and resources.

Characteristics of an Inclusive Culture:

- Embracing diversity and valuing individual differences.

- Providing equal opportunities for participation and engagement.

- Fostering respect, empathy, and understanding.

- Removing physical, communication, and attitudinal barriers.

- Promoting collaboration and shared decision-making.

Principles & Approaches for Inclusive Culture in School:

Several principles and approaches are crucial for establishing an inclusive culture in education. These include:

Respect and Valuing Differences:

Inclusive culture begins with recognizing and respecting the diversity of learners. It involves appreciating the unique contributions each student brings and ensuring that their voices are heard and valued.

*Equity and Equal Opportunities:*

Inclusive culture requires providing equitable access to resources, support, and opportunities to all learners. This involves removing barriers and addressing systemic inequalities that may hinder some students from fully participating in the educational process.

Collaboration and Cooperation:

Inclusive culture encourages collaboration and cooperation among students, teachers, families, and the broader community. By working together, stakeholders can create an inclusive learning environment that supports the needs of all learners.

WORKSHEET 1.1
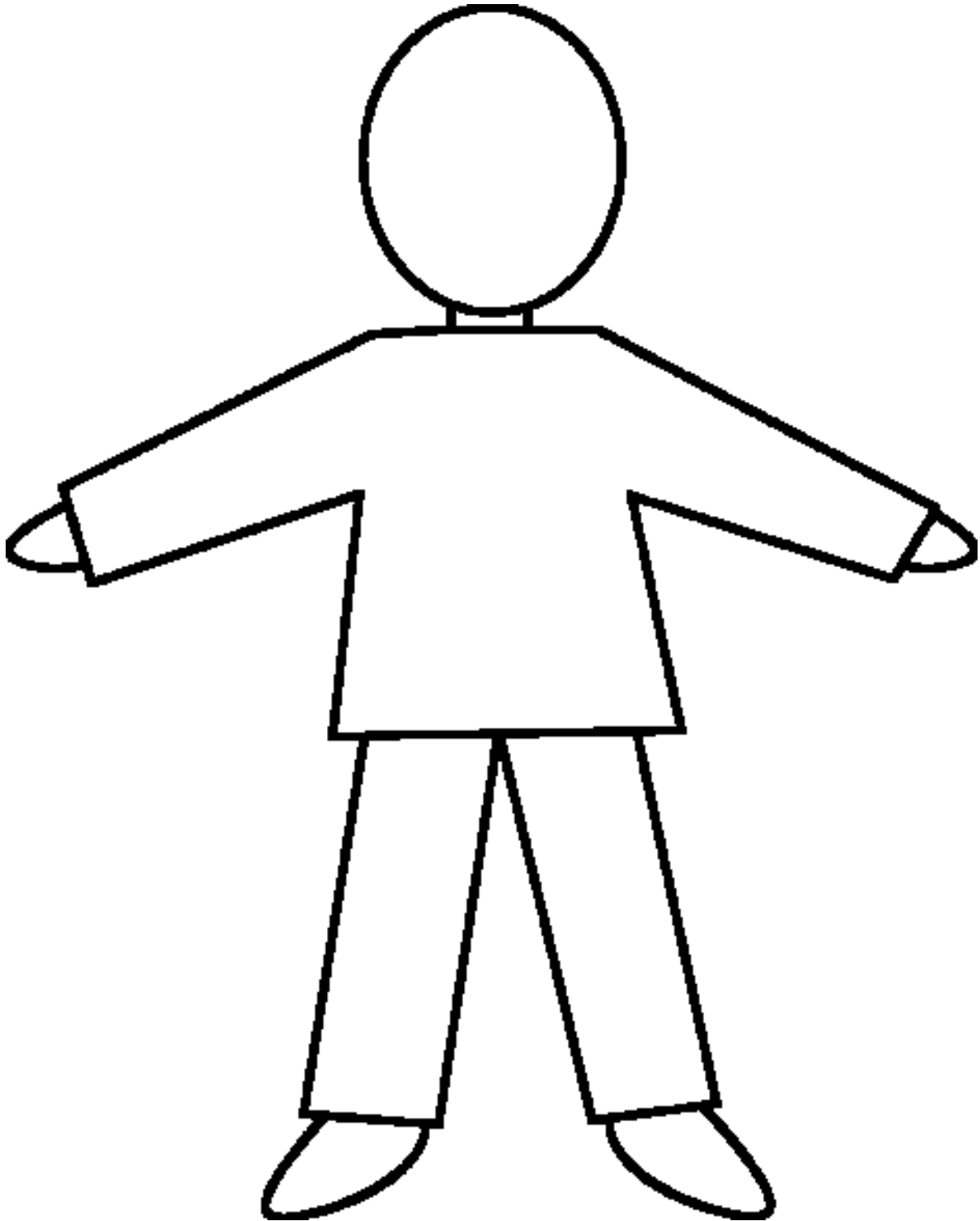
HANDOUT 1.6

CONVENTION ON THE RIGHTS OF THE CHILD

The Convention on the Rights of the Child (CRC) is the most universally accepted human rights instrument, ratified by every country in the world except two. The Convention outlines in 41 articles the human rights to be respected and protected for every child under the age of eighteen years.

Article 1:	Definition of child as "every human being below the age of eighteen years", unless the national law considers majority attained at an earlier age.
Article 2:	The rights safeguarded in the Convention shall be ensured without any discrimination of any kind.
Article 3:	In all actions concerning children the best interest of the child shall be of primary consideration.
Article 6:	Every child has the inherent right to life
Article 7:	The child has the right to a name, to acquire a nationality and to know and be cared for by its parents
Article 8:	The child has the right to identity and nationality.
Article 12:	The child has the right to express views on all matters affecting him/her and the child's views should be given due weight.
Article 13:	The child has the right to freedom of expression, including the right to seek, receive and impart information and ideas of all kinds.
Article 14:	The right of the child to freedom of thought, conscience and religion shall be respected.
Article 15:	The child has the right to freedom of association and peaceful assembly.
Article 16:	No child shall be subjected to arbitrary or unlawful interference with his/her privacy, family, home or correspondence; the child should be protected from unlawful attacks on his/her honour and reputation.
Article 17:	The State shall ensure the right of the child to access to information and material from national and international sources
Article 18:	Parents have the prime responsibility for the upbringing and development of the child.
Article 19:	The State shall take all legislative, administrative, social and educational measures for the protection of the child from all forms of physical or mental violence, injury, abuse, neglect, maltreatment or exploitation.

Article 24:	The child has the right to the highest attainable standard of health care, with emphasis on primary health care and the development of preventive health care.
Article 26:	The child has the right to benefit from social security.
Article 27:	The child has the right to a standard of living which will allow physical, mental, spiritual, moral and social development.
Articles 28 & 29:	The child has the right to education. The State shall make primary education compulsory and available and free to all and encourage the development of different forms of secondary education, make them available to every child.
Article 30:	The child has the right to enjoy his/her own culture.
Article 31:	The child has the right to rest and have fun, to play and freely participate in cultural life and the arts.
Article 32:	The child shall be protected from economic exploitation and from performing work that is hazardous to his/her life and development.
Article 33:	The child shall be protected from illicit use of narcotic drugs.
Article 34:	The child shall be protected from all forms of sexual exploitation and sexual abuse, the use of children in prostitution or other unlawful sexual practices, in pornographic performances and materials.
Article 38:	The State shall take all feasible measures to protect and care for children affected by armed conflict.
Articles 40 & 37:	Every child accused of having committed an offence or crime should be guaranteed to be presumed innocent until proven guilty, to have legal assistance in presenting his/her case.

Note for trainers and teachers:

if there is any issue to understand the legal language used in children' rights, please seek help from litigation officers in education department.

HANDOUT 1.7

INTERNATIONAL AND NATIONAL COMMITMENTS / POLICIES

Commitment 1

Convention on the Rights of the Child (UNCRC)

In 1989, the UNCRC was drafted to protect the rights of children all across the globe. The Convention on the Rights of the Child (CRC) is the most universally accepted human rights instrument, ratified by every country in the world except two (Somalia and South Sudan). The Convention outlines in 41 articles the human rights to be respected and protected for every child under the age of eighteen years.

Article 17:	The State shall ensure the right of the child to access to information and material from national and international sources
Article 19:	The State shall take all legislative, administrative, social and educational measures for the protection of the child from all forms of physical or mental violence, injury, abuse, neglect, maltreatment or exploitation.
Articles 28 & 29:	The child has the right to education. The State shall make primary education compulsory and available and free to all and encourage the development of different forms of secondary education, make them available to every child.
Article 30	The child has the right to enjoy his/her own culture.
Article 31:	The child has the right to rest and have fun, to play and freely participate in cultural life and the arts.

Commitment 2

The Sustainable Development Goal 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG4's 10 targets

SDG 4 is composed of 7 outcome targets and 3 means of implementation. SDG4's 10 targets constitute the backbone of GCE's policy and advocacy work since 2015.

Outcome Targets

By 2030 ensure;

- all girls and boys complete free, equitable, and quality primary and secondary education

- all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education.
- equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- substantial increase in the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.
- gender disparities in education are eliminated and equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations is guaranteed.
- all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- all learners acquire the knowledge and skills needed to promote sustainable development, through education for sustainable development and sustainable lifestyles.

Means of implementation

1. Promote effective learning environments by building and upgrading education facilities that are child, disability, and gender sensitive and provide safe, non-violent, inclusive, and effective learning environments for all.

2. By 2020, substantially expand the number of scholarships available to developing countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering, and scientific programmes.

3. By 2030, substantially increase the recruitment of qualified teachers, through international cooperation for teacher training.

Commitment 3

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

The UNCRPD insists that within an inclusive education system, from which children with disabilities must not be excluded due to disability, they must also be provided with reasonable accommodation and in dividualised support measures to enable them to maximise their educational opportunities.

    a. A legally binding international treaty that outlines the rights of persons with disabilities.

    b. Emphasizes the importance of inclusive education, accessibility, and equal participation.

    c. Calls for the removal of barriers and the promotion of inclusive policies and practices.

Article 7, Children with Disabilities: (KEY CLAUSES)

1. States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.

2. In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.

3. States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right. human rights. Yes! action and advocacy on the rights of persons with disabilities

- Consider children's best interests;

- Listen to children with disabilities;

- Challenge your own and other's assumptions about the needs and perspectives of children with disabilities; - Don't make assumptions about what children with disabilities can and cannot do; - Don't make assumptions about the needs and perspectives of children with disabilities (ask them!);

- Value diversity - Consider differences between disabilities and abilities; - Seek to develop the child's abilities and competencies;

- Consider the child as a whole and the whole range of his or her development and needs

- Analyze the situation of the child as a whole in its broader context of family and community;

- See children with disabilities as "social actors" who are involved in decision-making.

Commitment 4

ARTICLE 25-A CONSTITUTION OF PAKISTAN

The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.

RIGHT TO FREE AND COMPULSORY EDUCATION (Key Clauses)

1) Every child shall have a right to free and compulsory education from class one to ten, non-formal education, vocational education or a combination of all or any of the two as notified by the Government considering the needs, capability and age of the child so as to ensure completion of education or specified education in a school in the neighborhood or the school allocated for the child.

2) The Government shall prescribe academic calendar for class one to class ten and for non-formal education, vocational education and special education.

3) For purposes of subsection (1), a child or parent shall not be liable to pay any kind of fee or charges or expenses for completing the education in a school mentioned in sub-clause (i) of clause (k) of section2.

4) The Government shall, in the prescribed manner, provide or cause to be provided suitable education to a child suffering from disability or a special child.

Duty to provide education.

1) The Government shall:

a) provide free and compulsory education to every child in the neighborhood school or the school allocated for the child;

b) ensure good quality education conforming to the standards and norms of quality education; and

c) prepare an annual statement of the children admitted and retained in the educational institutions.

2) A local government shall:

a) maintain, in the prescribed manner, a record of children up to the age of sixteen years residing within its jurisdiction; and

b) ensure and monitor admission, attendance and completion of education by every child residing within its jurisdiction.

4. Special provisions for education – If a child above five years of age has not been admitted in any school or after admission, could not complete education, the local Government shall, in the prescribed manner, develop a mechanism to ensure admission of the child in a school according to age, previous class and other circumstances.

5. Transfer to other school.

1) Where in a school, there is no provision for completion of the prescribed education, a child or a parent may opt for transfer of the child to any other school for completing his education.

2) Where a child is required to move from one area to another, for any reason, such child shall continue to have a right to complete his education in such other area.

3) For purposes of admission in another school, the in charge of the school where the child was last admitted, shall immediately issue the transfer certificate or school leaving certificate

SESSION – 2

CHILDREN WITH SPECIAL NEEDS

DIFFERENTLY ABLED CHILDREN

CHILDREN WITH SPECIAL NEEDS

INTRODUCTION

Any physical or mental weakness/impairment that limits any factor/activity of life is disability (American with Disabilities Act, 1990). Disability is a human reality. It should not cripple or abandon a person (with disability) from leading a normal life.

There are many examples of accomplished people who suffered with disabilities, for example Thomas Edison, the scientist who invented the lightbulb had hearing issue or Helen Keller, who was deaf and blind. There are many others who transformed challenges into opportunities and touched many lives with their grit and grace.

LEARNING OUTCOMES

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

- understand the concept and main types of disability.
- understand the difference between Medical Model and Social Model.
- enlist different special needs of students.
- share achievements of some successful people with special needs.

MATERIALS

- Multimedia
- Writing board and markers
- Flip charts

Activity 1: Disability and Children with Special Needs	25 Min

1. Ask participants what do you think "what are the different disabilities found in the children"

2. List down their responses on the board so that they can be referred later.

3. Share with participants that:

   Persons with disabilities (PWDs) are often one of the most marginalized groups within the society and experience discrimination at all levels. This is not a unique phenomenon to Pakistan as PWDs experience exclusion in almost all societies. For a long time, disability has been conceived of as a stigma and people have thought of psychological, physiological and anatomical disorders as an individual pathology.

4. Now tell participants; let's see how the concept of disability is defined internationally and nationally by using **Handout 2.1** and the information given in the box below.

> The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2008) defines a disability as any long-term **physical**, **mental**, **intellectual** or **sensory impairment** which, in interaction with various barriers, **may hinder the full and effective participation** of disabled people in society on **an equal basis with others**.

5. Share alternate terms that are used to address children with disabilities e.g.,
   - Person with Disabilities (PWDs)
   - Special children
   - Children with special needs,
   - Children with special educational needs
   - Differently abled children

6. Divide participants into Four (4) groups.

7. Now provide one case study to each group.

Group 1

Case 1: Teacher shuffled students' seating. Ali, who has hearing issues, was shifted from the first row to fourth row and his seat was near the window. Also, the school's management brought some plants, which were visible from his place. The teacher noticed that Ali was not paying attention to her and was consistently looking outside through the window.

Group 2

Case 2: Fatima had a squint, which affected her eyesight too. So, she wears glasses. Other students make fun of her. The teacher noticed that Fatima avoids participating in group learning experiences as well as in socializing with her classmates .

Group 3

Case 3: Aahil can neither write a word with correct spelling nor read it correctly. It seems like he has Dyslexia. Consequently, he takes a long time to read even a simple word. Other students make fun of him. He requested his parents to discontinue schooling.

Group 4

Case 4: Ayesha uses crutches to walk because polio affected her legs. Her new classroom is upstairs, and it is very difficult for her to climb stairs daily.

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8. Ask them to read and analyze the case. Discuss with group members to identify the **challenge to the student** and **frame strategies/ actions** for a teacher to resolve the issue and to facilitate student's learning.

9. Give them five minutes to do the task then invite each group to share their group work with other participants.

10. Sum up the activity by discussing the most common educational challenges of students with special needs and their solutions as explained in **Handout 2.2**. In case most of the challenges and solutions are already shared by participants, ask them not to repeat these and share only the different ones if any.

Activity 2: Learning Disabilities and Suggested Remedial Strategies   **25 Min**

1. Now ask them to individually read **Handout 2.3** based on a checklist for ten minutes.

2. After ten minutes, initiate discussion by floating a question, "have you ever noticed such symptoms in your classrooms? If yes, what measures did you take to facilitate those children?

3. Give input and conclude the activity by sharing that if there are students with such difficulties that require special arrangements, such as hearing device, eyesight glasses, special therapy etc. then talk to the parents and coordinate with SED and special education departments.

4. Share with the participants that a detailed checklist has been provided in **Handout 2.4** based on categories of disabilities, educational methods and materials. Instruct them to read this handout on their own and acquaint themselves with latest techniques and methodologies.

Activity 3: Successful People with Special Needs   **20 Min**

1. Show the following video on the multimedia or share the following link with the participants in case of electricity failure or non-availability of multimedia, ask them to watch a video of a well-known person with special needs e.g. Helen Keller.

   (Video link: https://www.youtube.com/watch?v=Wf6yFbtZZrw)

2. After watching the video, divide the class into four groups and assign them the stories of successful people with special needs as **homework** given on **Handout 2.5**.

3. Assign one story to each group.

4. Ask them to read and prepare a presentation for the class.

5. Tell them, they can be as innovative as they can in their presentation. For example, they can sing the story or even enact it.

6. Tell them that Day-2 will begin with the assigned task.

HANDOUT 2.1

EDUCATIONAL CHALLENGES ASSOCIATED WITH CHILDREN WITH SPECIAL NEEDS

Special Education Policy 2020 refers that the concept of disability is a multidimensional experience of an individual, living with such a condition that affects her/his physical body, experiences, cognition and communication. Special Education Policy 2020 is a paradigm shift from a **medical model** to a **social model** of disability. It emphasizes on the social inclusion, rehabilitation and economic empowerment of persons with disabilities (PWDs) to make them productive and respected citizens.

Disability has long been considered as an **"individual pathology"** and policy makers and caregivers focused on provision of **psychological, physiological and anatomical services** for rehabilitation of Persons with Disabilities (PWDs). **Intellectual disabilities or physical deformities** were considered as a stigma paving way for social exclusion. Socialization and rehabilitation of PWDs was considered a life-long problem.

There are many types of disabilities, such as those that affect a person's:

- Vision
- Movement
- Thinking
- Remembering
- Learning
- Communicating
- Hearing
- Mental health
- Social relationships

Although "people with disabilities" sometimes refers to a single population, this is actually a diverse group of people with a wide range of needs. Two people with the same type of disability can be affected in very different ways. Some disabilities may be hidden or not easy to notice.

According to the World Health Organization, disability has **three dimensions:**

Impairment in a person's body structure or function, or mental functioning; examples of impairments include loss of a limb, loss of vision, or memory loss.

Activity limitations, such as difficulty seeing, hearing, walking, or problem-solving.

Participation restrictions in normal daily activities, such as working, engaging in social and recreational activities, and obtaining health care and preventive services.

HANDOUT 2.2

EDUCATIONAL CHALLENGES OF STUDENTS WITH SPECIAL NEEDS

Challenge

A student with a disability may find it difficult to sit still or focus during a lesson. Classroom decorations, classmates, and other stimuli may be distracting for a student with a disability, making it nearly impossible to pay attention to the proceedings of the class.

Solution

Teachers should remove any distractions and keep the classroom neat and organized. Teachers can even implement fun organizational systems for students to participate in!

Challenge

Students with disabilities tend to struggle with making or maintaining friendships, as certain disabilities can make social situations confusing or difficult to navigate, which may be exacerbated by attitudes peers may hold toward individuals with disabilities.

Solution

Peer mentoring can be an effective way to inspire one another and spark unexpected friendships and encourage positive attitudes. When possible, teachers should partner students with disabilities with students who do not have disabilities, allowing students to socialize with peers and learn from each other's unique strengths and knowledge. Opening the doors to peer mentoring can help all students develop social skills, independence, and problem-solving.

Challenge

Students with disabilities may read or write slower than their peers. Falling behind often leads to a student feeling frustrated or discouraged.

Solution

Every student learns differently. Teachers need to remain flexible and explore a variety of styles that cater to a range of learner needs and abilities. Employing a variety of teaching styles not only make lessons accessible to all learners but also make them interesting.

Challenge

When a classroom is inaccessible to students with special needs, it hinders their ability to learn alongside their classmates. Whether it be physical barriers or a lack of resources, many classrooms do not provide the proper accommodations for all students.

Solution

Advocate for students with disabilities. In the absence of required resources, be creative and innovative and raise your voice if you notice lack of resources.

Challenge

Some teachers are not aware of the extent of their students' disabilities. This context creates learning issues for both the teacher and the student.

Solution

The teacher should know about the strengths and weakness of every student. Every student with a disability should have clear accommodations or modifications, that are specifically designed for them. Teachers should be educated on all of their students' disabilities and how to appropriately teach them. Every student is different and deals with their own unique struggles, so the adults in the classroom should be prepared to cater to their needs and use differentiated instruction.

HANDOUT 2.3

CHILDREN WITH LEARNING DISABILITIES AND THEIR SUGGESTED REMEDIAL STRATEGIES

Children with Learning Disabilities and their suggested remedial strategies				
Disability	**Symptoms**	**Who can help**		
		Parents	**Teacher**	**Medical Professional**
Children with Learning Disabilities (some of them are common and teachers can help a child to perform up to the mark.)	Problems in reading and/or writing (due to eyesight problem, grip issue, hearing issue)	Yes (by practicing with them)	Yes (use assistive technology)	
	Dyscalculia-Problems with math (due to learning style, or non-nurtured logical intelligence)	Yes	Yes	
	Dysgraphia • Difficulties writing in a straight line. • Difficulties with holding and controlling a writing tool. • Writing letters in reverse. • Having trouble recalling how letters are formed. • Having trouble knowing when to use lower or upper case letters.	Yes	Yes	
	Poor memory Problems (cannot retain information for long period of time.)	Yes	Yes	Yes
	Difficulty in paying attention may be due to psychological issues or learning styles.	Yes	Yes, by utilizing relevant pedagogical strategies	Consultation is better
	Trouble following directions		Yes, by utilizing relevant pedagogical strategies	
	Clumsiness	Yes, by repetitive technique	Yes	
	Trouble telling time	Yes	Yes	

Children with Learning Disabilities and their suggested remedial strategies				
Disability	**Symptoms**	**Who can help**		
		Parents	**Teacher**	**Medical Professional**
	Acting without really thinking about possible outcomes (impulsiveness)	Yes	Yes	Yes
	Problems in understanding words or concepts	Yes	Yes	
	Problems dealing with changes in schedule or situations	Yes	Yes	
	Having a hard time listening	Yes	Yes	
	Speaking like a younger child; using short, simple phrases; or leaving out words in sentences			Yes
	Problems with school performance from week to week or day to day	Yes	Yes	
	Difficulty saying a word correctly out loud or expressing thoughts	Yes	Yes	Yes
Autism Spectrum Disorder in Children (by observing these symptoms, better idea would be to consult a doctor and let him/her to diagnose and recommend treatment. All three stakeholders should team up to help a child.)	Lines up toys or other objects and gets upset when order is changed	Yes	Yes	Yes
	Has unusual reactions to the way things sound, smell, taste, look, or feel Flaps hands, rocks body, or spins self in circles	Yes	Yes	Yes
	Must follow certain routines	Yes (keep changing routine activities)	Yes (use varied learning activities)	Yes (to monitor and help)
	Has obsessive interests	Yes (keep changing routine activities	Yes (use varied learning activities)	Yes (to monitor and help)
	Is focused on parts of objects (for example, wheels)	Yes	Yes (monitor keenly for instructions and guidance)	
	Repeats words or phrases over and over (called echolalia)	Yes	Yes	

Children with Learning Disabilities and their suggested remedial strategies				
Disability	Symptoms	Who can help		
		Parents	Teacher	Medical Professional
	Delayed language skills	Yes		Speech therapist can help
	Delayed movement skills	Yes		Expert can facilitate
	Lack of fear or more fear than expected	Yes	Yes	Yes
	Anxiety, stress, or excessive worry	Yes	Yes	Yes
	Unusual mood or emotional reactions	Yes	Yes	Yes
	Gastrointestinal issues (for example, constipation)			Yes
	Unusual eating and sleeping habits			Yes
	Epilepsy or seizure disorder			Yes
	Hyperactive, impulsive, and/or inattentive behavior	Yes	Yes	Yes
	Delayed cognitive or learning skills		Yes	
Dyslexia (If diagnosed with Dyslexia, all three stakeholders should work together. Parents and teachers should be careful enough to treat a child with consultation of an expert because they can harm a child unintentionally)	Reading well below the expected level for age	Yes	Yes	Expert can help
	Problems processing and understanding what is heard	Yes	Yes	
	Difficulty finding the right word or forming answers to questions	Yes	Yes	
	Problems remembering the sequence of things	Yes	Yes	
	Difficulty seeing (and occasionally hearing) similarities and differences in letters and words		Yes	Yes
	Inability to sound out the pronunciation of an unfamiliar word	Yes	Yes	Yes
	Difficulty spelling	Yes	Yes	
	Spending an unusually long-time completing tasks that involve reading or writing	Yes	Yes	

Children with Learning Disabilities and their suggested remedial strategies				
Disability	**Symptoms**	**Who can help**		
		Parents	**Teacher**	**Medical Professional**
	Avoiding activities that involve reading	Yes	Yes	

Reference:

1. https://www.nichd.nih.gov/health/topics/learning/conditioninfo/signs

2. https://www.cdc.gov/ncbddd/autism/signs.html

3. https://www.mayoclinic.org/diseases-conditions/dyslexia/symptoms-causes/syc-20353552

HANDOUT 2.4

S.N	Categories of Disabilities	Definition	Characteristics of Disability	Educational Implications / Activities
1	Intellectual Disability	Intellectual disability is a term used when there are limits to a person's ability to learn at an expected level and function in daily life.	Delayed in their developmental milestones as sit up, crawl, or walk find it hard to remember things have trouble understanding social rules have trouble seeing the results of their actions have trouble solving problems Difficulties learning academic skills and understanding new information.	**Method and Material:** Drilling Method, Reinforcement, Imitation, Audio Visual Aids; Flash Cards, Action Cards, coloring, work sheets, Blocks, Balls, Alphabetic Board, white board, Abacus, Mike, Musical instrument; Xylophone, Piano, Learning Boards • Educable Group; Academic Goals, Sports, Social skills, Vocational Goals • Trainable Group; Self Help Skills, Daily Living Skills, Vocational Training • Speech and Language Therapy Occupational Therapy • Sensory Integration Therapy • Make Individual Education Plan • https://files.eric.ed.gov/fulltext/ED572818.pdf • https://www.naset.org/fileadmin/user_upload/Forms_Checklist_Etc/IEP/Completed_Sample_IEP.pdf • Adaptive behavior skills; cleanliness, Following Directions, Conceptual skills: language, reading, writing, math reasoning, knowledge and memory. • Social skills: interpersonal skills, social responsibility, self-esteem, social judgment, following rules/command following, actively avoiding victimization, and social problem solving. Playing together, sharing things, • Practical skills: activities of daily living, occupational skills, money management, safety, health care, travel /transportation, schedules/routines, use of the mobile, recreation, and organizing school and work tasks.
2	Hearing Impairment	An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance	Speech sound system is delayed and the child is not developing sounds appropriately Difficulties attending and listening. Delayed language skills.	Assistive Devices: Digital Hearing Aids, Cochlear Implant **Material and Methods:** Total Communication Method; Oral, verbal, face expression, body gestures, ,lip reading, speech reading Basic Sign Language Visual Aids; Flash Cards, Mobile, Smart LED's, White Board,

S.N	Categories of Disabilities	Definition	Characteristics of Disability	Educational Implications / Activities
				Therapy: Speech and Language Therapy; Traditional Articulation Therapy
3	Visual Impairment		• not be able to see objects at a distance, like on a whiteboard or blackboard • having trouble reading (or learning to read) and participating in class • not be able to focus on objects or follow them, may squint often and rub their eyes a lot, have chronic eye redness or sensitivity to light • bump into things often	**Material and Methods:** Auditory Perception, Mp3 Audio Aids, Braille, Smart LED's JAWS (software), Perkin Machine
4	Autism Spectrum Disorder	Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction.	• Deficits in nonverbal communicative behaviors ad social interaction, ranging, abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication. • Deficits in developing, maintaining, and understand relationships, difficulties in sharing imaginative play or in making friends; to absence of interest in peers. • Restricted, repetitive	**Method And Material:** Sitting Behaviors, Eye Contact, Attention Span, Concentration, Command following, etc. PEC IEP Develop Develop cognition Skills, Social skills • Speech and Language Therapy • Occupational Therapy • Sensory Integration Therapy • Behavioral Therapy

S.N	Categories of Disabilities	Definition	Characteristics of Disability	Educational Implications / Activities
			patterns of behavior, interests, or activities.	
5	Down Syndrome	Down syndrome is a genetic condition where a person is born with an extra copy of chromosome 21. This means that they have a total of 47 chromosomes instead of 46.		**Method and Material:** Drill Method. Demonstration Method Eye Hand Co-ordination Activities • Speech and Language Therapy • Occupational Therapy • Sensory Integration Therapy • Make Individual Education Plan • https://files.eric.ed.gov/fulltext/ED5728 18.pdf • https://www.naset.org/fileadmin/user_upload/Forms_Checklist_Etc/IEP/Completed_Sample_IEP.pdf
6	Cerebral Palsy	• Cerebral palsy (CP) refers to a group of neurological disorders that appear in infancy or early childhood and permanently affect body movement and muscle coordination. CP is caused by damage to or abnormalities inside the developing brain that disrupt the brain's ability to control movement and maintain posture and balance. The term cerebral refers to the brain; palsy refers to the loss or impairment of motor function.	• Lack of muscle coordination when performing voluntary movements • Stiff or tight muscles • Hearing deficits • Vision impairment • Seizures • Cognitive disability • Attention Deficits Hyperactivity Disorder • Behavioral, emotional issues • Feeding problems and nutritional deficiencies • Gastric reflux • Constipation • Scoliosis • Joint problems • Sleep disorders	**Method and Material:** Gross and Fine Motor Skills Oral Motor Exercises Blowing Exercises • Speech and Language Therapy • Physio therapy • Occupational Therapy
7	Attention Deficit Hyperactivity Disorder (ADHD)	Attention deficit / hyperactivity disorder is a neurobehavioral disorder		**Method and Material:** Pre requisites; Sitting Behavior, Eye contact, Attention span, Concentration and command following Skills Recreational Activities and Sports
8	Emotional Disturbance and Behavioral Disability	A condition exhibiting An inability to build or maintain satisfactory interpersonal	• Inappropriate types of behavior or feelings under normal circumstances.	Behavioral Management Exercises Anger and Stress Management Exercises Aerobics

S.N	Categories of Disabilities	Definition	Characteristics of Disability	Educational Implications / Activities
		relationships with peers and teachers.	• A general pervasive mood of unhappiness or depression. • A tendency to develop physical symptoms or fears associated with personal or school problems.	
9	Deaf/ Blindness	Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.	Communication Difficulties and Vision	Same Method and Activities using for Hearing Impaired and visual impaired children
10	Dyslexia	• It is a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Also called a reading disability, dyslexia is a result of individual differences in areas of the brain that process language	• Slow reading progress. • Finds it difficult to blend letters together. • Has difficulty in establishing syllable division or knowing the beginnings and endings of words. • Unusual pronunciation of words. • No expression in reading, and poor comprehension. • Hesitant and labored reading, especially when reading aloud.	• Give the task to the student to recognize the Alphabetic letters. • Rearrange & Sequencing the Letters. • Short Story having rhymes word. • Reading Loudly
11	Dysgraphia	• It is the condition of impaired letter writing by hand, that is, disabled handwriting.	• Tight, awkward pencil grip and body position • Illegible handwriting • Avoiding writing or drawing tasks	**Method and Material:** • Assign a letter for your students to paint or draw– maybe a letter they've had trouble writing or one they often mistake for a different letter. Encourage them to make it as colorful and creative as they want.

S.N	Categories of Disabilities	Definition	Characteristics of Disability	Educational Implications / Activities
			• Tiring quickly while writing • Saying words out loud while writing • Unfinished or omitted words in sentences • Difficulty organizing thoughts on paper	Once they've finished, have them share their art with the class. • A student will read the Rhyme and assess him/her on difficulty spelling simple words and Problems telling apart letters with similar shapes, such as "b" and "d" or "p" and "q."Also find out if a student is reluctant to read aloud in class.
12	Dyscalculia	It is a learning disorder that affects a person's ability to understand number-based information and math.	Difficulty counting backwards. Difficulty remembering 'basic' facts. Slow to perform calculations. Weak mental arithmetic skills a poor sense of numbers & estimation. Difficulty in understanding place value. Addition is often the default operation. High levels of mathematics anxiety. Difficulty in counting backward. Difficulty in solving word problems.	**Method and Material:** • Count the numbers with the help of Dots, Coins & Sticks. • Rearrange & Sequencing the Blocks according to the Numbers. • Solve the sums with the help of Dots, Blocks & any visual Aids.
13	Speech and Language Impairment	A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance."	A communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment	Speech and Language Therapy
14	Developmental Delayed	Developmental coordination disorder, sometimes referred to as motor clumsiness or developmental dyspraxia, is a movement condition that manifests during child development	• Struggle with everyday activities such as getting dressed, eating meals, and playing games with others as a result of poor motor	**Method and Material:** Gross and Fine Motor Skills Oral Motor Exercises Blowing Exercises • Speech and Language Therapy • Physio therapy • Occupational Therapy

S.N	Categories of Disabilities	Definition	Characteristics of Disability	Educational Implications / Activities
		and is marked by difficulty learning fine and gross motor skills compared to children of the same age.	coordination skills. • Poor social skills • Low Self esteem • Delayed motor milestones • Difficulty engaging in tasks that require fine motor skills such as assembling puzzles, buttoning shirts, eating with utensils, or building blocks	
15	Mental Illness	Mental illnesses are health conditions involving changes in emotion, thinking or behavior (or a combination of these). Mental illnesses can be associated with distress and/or problems functioning in social, work or family activities.	Significant changes in thinking, emotion and/or behavior. Distress and/or problems functioning in social, work or family activities.	Counselling (Psychiatrist) Community Service Tasks
16	Physical Impairment	Students with physical impairments may have difficulties with mobility, manual dexterity and speech. Some would use a wheelchair all or some of the time. They might need support with personal care.	• Progressive muscular weakness, loss of muscular control, contractions and difficulty in walking, breathing, reaching, and use of hands involving strength, muscle rigidity, slowness of movements, and a unique type of tremor. • Slowly progressive paralysis of the voluntary muscles.	**Method and Material:** Wheel Chairs, walkers, Artificial limbs, Prosthetics Gross and Fine Motor Skills Oral Motor Exercises Blowing Exercises • Speech and Language Therapy • Physio therapy • Occupational Therapy
17	Multiple Disabilities	Having impairments (such as intellectual disability blindness, Intellectual disability orthopedic impairment, etc.,		Counselling (Psychiatrist) Community Service Tasks

HANDOUT 2.5

SUCCESSFUL PERSONS WITH SPECIAL NEEDS

Louis Braille

Louis Braille was a French Educator who invented a tactile system of reading and writing for the blind and visually impaired in 1824. The system is called Braille, and it consists of raised dot codes that are used worldwide to read and write until this day.

Louis Braille was born on January 4, 1809, in France. His story began at the age of 3 when Louis' parents Monique and Simon-Rene Braille were making harnesses and saddles one day in their workshop. Louis grabbed an awl from the workshop, started playing with it and accidentally injured one of his eyes with it. Both eyes became infected resulting in complete blindness by the age of 5.

Louis' parents wanted him to obtain an education and enrolled their son at the village school where Louis learned by listening. He was a determined student and at the age of 10 received a scholarship to attend the National Institute for Blind Youth in Paris, France. While there, students were visited by French Army Officer Charles Barbier who introduced the students to a 12-dot cryptography system he created for soldiers to use for night-time battlefield communication. His system was comprised of different combinations of 12 raised dots to represent different symbols. Louis Braille thought that the tactile coding system was a great idea and could be the basis for a form of reading and writing that might be useful for the blind.

From age 12-15, Louis carefully studied Officer Barbier's system and developed a simpler system using only a six-dot code so that the blind could use a single index finger to feel and read. His system only had six dots (three dots lined up vertically next to each other) and he assigned different combinations of dots to different letters and punctuation marks. From then on, Louis spent every waking moment outside of class poking holes in paper, ironically, with an awl like the one that accidentally blinded him. He had now completed the braille system, a tactile reading and writing system of 64 symbols total.

The braille system was presented to Louis' peers for the first time in 1824. Louis and his classmates would no longer have to learn through the slow process of tracing huge, raised print

letters and numbers. Braille was supported by the institute's director, until a new director of the school banned it in 1840 because he was afraid that there would be no need for sighted teachers if everyone who was blind could read as a result of using braille.

Louis continued to work on his education and became an accomplished musician, writer, researcher, inventor, and teacher at the same school he studied at, the National Institute for Blind Youth. At age 20, he published the first braille book Method of Writing Words, Music, and Plain Songs by Means of Dots for Use by the Blind and Arranged for Them.

Louis Braille was later forced to retire from teaching due to tuberculosis and passed away on January 6, 1852, at the age of 43.

Braille went unused by most educators for many years after Louis' death, but it is now recognized as a revolutionary invention and has been adapted for use worldwide in languages, symbols, numbers, math, and music -- all using the six-dot combinations.

Louis Braille was celebrated worldwide in 2009 for Braille's Bicentennial and he remains a recognized genius who is celebrated by many on his birthday every January 4th.

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Moiz Shaukat

Moiz Shaukat is a disabled Pakistani boy who has won many awards including **"Pakistani's youngest inspirational award"**. He is the brand ambassador of **"Peace without Borders"**. He was unable to walk when he was a child but later on when he was in 5th standard, he got operated on because of his disease but it turned out to be in vain and once again he returned to his old position. Now he can walk and stand in a bending position. People used to discourage him by saying that it is good for you to stay at home, but he didn't give importance to those people and always tried to motivate others. We can see the passion of achieving goals in Moiz, in his following motto.

"LEARN FROM YESTERDAY, LIVE FOR TODAY, HOPE FOR TOMORROW"

_____

Zahra Abbas

Zahra Abbas is a girl who is suffering from Tetra-Amelia syndrome. She is deprived of her 4 limbs. However, she never made her disability an excuse. She has completed her studies by writing with her elbows. She got a gold medal from Former CM Punjab Mr. Shahbaz Sharif in her matriculation level in 2008. Life treated her very hard, but she took her disability in a positive way and made herself an example for the youth. She says that she wouldn't have been able to face this society without having the support of her parents. Zahra is a motivational speaker, and she works for the basic educational rights for girls in our society.

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Farhan Saeed

Farhan Saeed is a disabled Pakistani fast bowler who runs with a crutch. His left leg is affected due to polio. He represents Pakistan at international level.

He did not get a chance to study in a normal school or play with normal kids. People used to make fun of him when he wanted to play with normal kids. He never took it seriously and worked on his abilities with all his disabilities and today he turned his disability into ability. Aren't these people enough for us to stay focused on our goals?

Reflection Questions

Ask from the participants:

- What do you all think?
  - ○ Who is successful?
  - ○ Despite a robust school system, Farhan was denied mainstream education.
  - ○ Who do you think is responsible for his success?
  - ○ What can we do as teachers so that children like Farhan can become part of our mainstream schooling system?

Muneeba Mazari

Muniba Mazari Baloch is from a Baloch background, belonging to the tribe of Mazari. She was born in Rahim Yar Khan which is in southern Punjab on 3 March 1987. Muniba went to the Army Public School, and later attended college in her native home town for a BFA. At the age of 18, before she could complete her studies, she was married. In 2008, she was involved in a crash, which left her paraplegic.

On 27 February 2008, Muniba and her husband were travelling from Quetta to Rahim Yar Khan. Their car was in a crash, in which she sustained several major injuries, including broken bones in her arm (both radius and ulna), rib-cage, shoulder blade, collarbone and spine. Her lungs and liver were also deeply cut. Moreover, her entire lower body was left paralysed. She was taken to a nearby hospital, which was ill-equipped to deal with such a severe case. She was then moved to a hospital in Rahim Yar Khan, and eventually, she was admitted to the Aga Khan University Hospital, Karachi. Post-surgery, she was left bed-ridden for two years. Physiotherapy started, which helped her recover enough to use a wheelchair.

Muniba Mazari Baloch also known as the Iron Lady of Pakistan is a Pakistani activist, anchor artist, model, singer and motivational speaker. She became the National Ambassador for UN Women Pakistan after being shortlisted in the 100 Inspirational Women of 2015 by BBC. She also made it to the Forbes 30 under 30 list for 2016. Muniba Baloch is also Pakistan's first model and anchor who uses a wheelchair. She also appeared as a host on Hum News's social show Main Nahi Hum.

Reference:

https://wordswithoutsugarr.wordpress.com/2019/02/01/4-differently-abled-motivators-from-pakistan/

SESSION – 3

THE USE OF ASSISTIVE TECHNOLOGY

ASSISTIVE TECHNOLOGY FOR INCLUSIVE EDUCATION

INTRODUCTION

Assistive technology refers to any equipment, software or device used to enhance functional capabilities of learners, in particular, learners with disabilities. It includes a wide range of tools and resources to help children with special needs in different aspects of their daily lives, including education. The major purpose of assistive technology is to remove barriers to promote equal access to educational opportunities to the diverse learners.

SESSION LEARNING OUTCOMES

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

- Understand the concept of assistive technology.
- Use different types of assistive technology.
- Understand the importance of assistive technology for students with special needs.

MATERIALS

- Writing board
- Multimedia
- Sound system
- Internet connectivity, smart phones

Activity 1: Introduction and types of Assistive Technology	40 Min

1. Define and introduce assistive technology by sharing the importance of assistive technology for inclusive education using **Handout 3.1**.

2. Use the following PPT and explain the concept, its types and its use in the classroom. https://slideplayer.com/slide/12168494/ (given in **Handout 3.2**)

3. Make the lecture interactive by asking questions and suggestions for making classrooms more inclusive.

4. Share with the participants that very comprehensive **Handouts 3.3** have been provided in the module**.** Please read these after this training session to make yourself familiarize with the latest technologies available around the globe.

5. Conclude the discussion by emphasizing the importance of assistive technology in the local context.

Reflection

Have you ever interacted with students having special needs? How can Assistive Technology be helpful for students with special needs?

HANDOUT 3.1

ASSISTIVE TECHNOLOGY

Assistive technology refers to any equipment, software or device which is used to enhance functional capabilities of persons with disabilities. It includes a wide range of tools and resources especially formed to help persons with disabilities in various aspects of their daily life including education. Its purpose is to remove barriers to promote equal access to educational opportunities for individuals with disabilities.

Main Functions of Assistive Technology in Inclusive Education:

- Assistive technology removes barriers to learning and provides equal access to educational activities and materials.

- It allows for customized learning experiences based on individual needs, maximizing academic success.

- Assistive technology promotes independence, self-reliance, and active engagement in learning tasks.

- It facilitates communication and collaboration with teachers, peers, and caregivers, enhancing participation in classroom

- Assistive technology ensures access to educational materials, digital resources, and online platforms.

- It supports the development of critical skills like reading, writing, mathematics, and problem-solving.

HANDOUT 3.2

ASSISTIVE TECHNOLOGY IN THE CLASSROOM

Assistive Technology in the Classroom

What is Assistive Technology?

- IDEA definition (2004)
  - An *assistive technology device* is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability
    - Note: this does not include a medical device that is surgically implanted, or the replacement of such a device
  - An *assistive technology service* means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device

In Layman's Terms…

- Assistive technology is anything that helps anyone do something they couldn't do otherwise (read, write, communicate, hear, see, move, type, etc.)

- In school based terms: anything that will help a student function better in the academic setting

Levels of Assistive Technology

- **Low Tech**- no electronic component, inexpensive, high availability in classrooms

- **Mid Tech**- electronic in nature, less expensive, require less training, often available in many classrooms

- **High Tech**- often based on computer technology, may be complicated to operate, require more training, can be expensive, often powerful and flexible

No/Low Tech Examples

Pencil Grips

Manual Eye Gaze

Slant Board

Highlighters

Planner

Magnifying Board

Picture Exchange Communication System (PECS)

Raised Paper
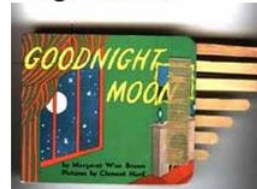
Visual Schedule

No/Low Tech Examples Continued

Large Print Text

Abcd ←

Abcd
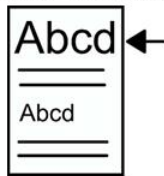
Number Lines
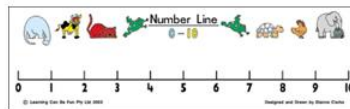
Page Turners

Color Paper

Letter Tiles

Paper Tabs/Post-it

Clamps

100's Chart

Stamps

Mid Tech Examples

Electronic spell checker

Electronic dictionary

Tape/cd player

Audio recorder

Adapted keyboard

Portable FM system

Amplification system

Timers

Calculator

Mid Tech Examples Continued

Portable digital magnifier

Switches

Bookworm

Label Maker

Word Processor
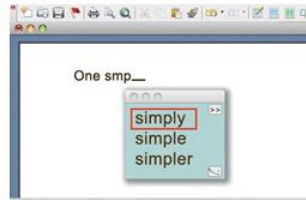
Electronic Pens

High Tech Examples

Computer

iPad

Smartboard

Eye Gaze

Word Prediction

One smp___
simply
simple
simpler
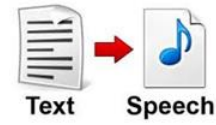
Text to Speech

Text ➡ Speech

Speech to Text

Voice Recognition

Speak now

Help   Cancel

High Tech Braille Devices

High Tech Examples Continued

Power Wheelchairs

APPs

Software

Digital Hearing Aids

Implementation in the Classroom

- Choose assistive technology based on the individual needs in the classroom
- Choose assistive technology that will reach the broadest range of learners (Universally designed learning)
- Take into account how to include all students in the classroom, regardless of disability
- Think of resources that can carry across environments (school to home)
- Make sure the people working with the students are trained in using the assistive technology
- Think of ways to use the resources that are readily available
- Rely on your assistive technology team for training, resources, and recommendations
- Look for motivating and engaging assistive technology
- Make sure the classroom set up supports access for all students

Examples of Use in the Classroom

- Record notes for students (writing and audio)
- Provide visual representations of information
  - picture schedules, model given directions, give visual examples of expectations, pair pictures with words, etc.
- Make sure students are seated according to needs
  - keep in mind students with visual impairments, hearing impairments, communicative disorders, diagnosis such as ADHD, traumatic brain injury, and Autism
- Allow for books on tape
  - Student with reading impairments benefit from hearing the book and following along
- Use amplification if available
  - Use of speakers can support students not only with hearing impairments but those with auditory processing and attention difficulties
- Make sure there are adapted books available
  - Modify books for student with visual, mobility, and reading impairments.
- If a student has a communication device, allow time for the student to participate
  - Program phrases and vocabulary in ahead of lessons, model for the student what was added, and demonstrate patience

SETT Process

- If the student is diagnosed with a disability and needs assistive technology to fully participate in the academic setting, you can request that the student go through the SETT process
- S- Student E- Environment T- Task T- Tools
  - S- What are the students needs?
  - Environment- Where are the needs?
  - Task- What does the student need to accomplish?
  - Tools- What assistive technology tools or services will address and support the tasks
- The SETT process involves the entire IEP team
- All parts of the team should be trained and educated

Student environment Task and Tools (SETT)

Resources

- Dell, A. G., Newton, D., & Petroff, J. G. (2011). *Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall, 2nd Edition.
- http://education.nh.gov/instruction/special_ed/documents/apps_early_literacy.pdf
- http://www.educatorstechnology.com/2012/12/10-awesome-ipad-writing-apps.html
- http://www.iu9.org/District/1541-No-tech-Low-Tech.html
- http://www.pbs.org/wgbh/misunderstoodminds/experiences/readexp1a.html
- http://www.pbs.org/wgbh/misunderstoodminds/mathdiffs.html
- http://www.pbs.org/wgbh/misunderstoodminds/writingdiffs.html
- http://www.tcea.org/documents/PD/Free%20Must-Have%20Apps%20for%20Elementary%20Math.pdf

Ref: https://slideplayer.com/slide/12168494/

HANDOUT 3.3
ASSISTIVE TECHNOLOGY FOR PERSONS WITH SPECIAL NEEDS

1. Assistive Technology for Students with Visual Impairment:

Screen reading technology

Screen reading technology is a powerful tool designed to assist students with visual impairments in accessing digital content and navigating computer systems. It utilizes text-to-speech technology to convert on-screen text into spoken words, enabling individuals with visual challenges to perceive and interact with information presented on computers, tablets, or smartphones. Screen readers interpret the text displayed on the screen and provide audio output, allowing visually impaired students to listen to web pages, documents, emails, and various applications. By providing auditory access to digital content, screen reading technology enhances the educational experience for students with visual impairments and promotes equal opportunities for academic success.

Popular Screen Reading Software (Used in Windows Environment):

JAWS

One widely recognized (paid) screen reading software is JAWS (Job Access with Speech). JAWS provides comprehensive accessibility features, including text-to-speech capabilities, braille support, and navigation assistance for various applications and web browsers.

NVDA

Another notable software is NVDA (Non-Visual Desktop Access), it offers similar functionalities to JAWS but is available for free. NVDA is highly customizable, enabling users to adapt it according to their specific needs. Both JAWS and NVDA play a vital role in enabling blind and visually impaired individuals to access digital content and interact with computers effectively.

Popular Screen Reading Software (Used in Android Environment)

Talkback

Talkback is an accessibility feature developed by Google for Android devices, designed to assist individuals with visual impairments in using their smart phones or tablets. This screen reader offers audible feedback and spoken descriptions of on-screen content, enabling users to navigate through different apps, menus, and elements of the Android interface. Talkback provides a comprehensive auditory experience. This allows visually impaired users to perform tasks such as browsing the web, reading emails, composing messages, and using various applications.

Auto TTS

Auto TTS is a technology that enables computers and other devices to "speak" the text aloud, allowing users to listen to the content instead of reading it. It can read multiple languages and is capable of switching from one language to another. Students with reading difficulties can access their reading materials using their smartphone or tablet. This technology has enabled visually challenged students to read the study material in English as well as in Urdu language using their mobile phones or tablet.

Optical Character Recognition (OCR) Software

Optical Character Recognition (OCR) software is a technology that is designed to convert scanned or printed text documents into editable and searchable digital formats. With the help of this technology, visually challenged students can scan a document using their mobile phone camera or traditional image-scanning device. The latest OCR can understand and convert not only the typed script but also it can recognize handwriting too.

Electronic Magnifiers

Electronic magnifiers, also known as video magnifiers or CCTV (Closed Circuit Television) systems, use cameras and monitors to enlarge printed material or objects. They help visually impaired students with low vision to read and view content more easily. Users can also use magnification software for the same purpose using their mobile phones, computer, or tablets.

Voice Recognition Software

Voice recognition software allows visually impaired students to interact with computers or mobile devices using spoken commands. It enables them to navigate the operating system, access applications, dictate text, take notes and perform various tasks without relying on traditional input methods. With the help of this tool the students with visual challenges can easily dictate their assignments, make notes, or give commands to open different applications.

Talking Calculators and Math Software

Talking calculators and math software assist visually impaired students in performing mathematical calculations by providing auditory feedback. These tools enable them to access and work with mathematical concepts independently. Talking calculators are fully operable and accessible whereas math software for the blind needs more research work to achieve a reasonable level of accessibility.

2. Assistive Technology for the Students with Hearing Impairment

Hearing Aids

Hearing aids are commonly used devices that amplify sound for individuals with hearing loss. They can be beneficial in a classroom setting by enhancing the student's ability to hear the teacher and classmates. These devices can be worn on the body to amplify the sound for better communication.

Cochlear Implants

Cochlear implants are surgically implanted devices that provide a sense of sound for individuals with severe to profound hearing loss. They can be particularly helpful for students who do not benefit from hearing aids alone.

FM Systems

FM systems consist of a microphone worn by the teacher and a receiver worn by the student. The teacher's voice is transmitted directly to the student's receiver, reducing background noise and improving speech clarity.

Visual Alert Systems

These systems use flashing lights or vibrating devices to alert students to various sounds, such as fire alarms, doorbells, or timers. They help ensure that hearing-impaired students are aware of important auditory cues in the environment.

Sign Language Interpreter Services

Qualified sign language interpreters can be provided to facilitate communication between hearing-impaired students and their teachers or peers. This allows for effective participation in classroom discussions and activities.

Vibrating Alarms and Alerts

Vibrating alarm clocks, timers, and other devices can help hearing-impaired students stay on schedule and be aware of important notifications without relying on auditory cues.

Visual Communication Tools

Visual aids such as charts, diagrams, and multimedia presentations can enhance understanding and communication for hearing-impaired students.

3. Assistive Technology for the Students with Physical Challenges

Mobility Aids

Wheelchairs, crutches, walkers, and other mobility aids enable physically challenged students to move around their educational environment independently.

Adapted Computer Input Devices

Special keyboards, switches, joysticks, and trackballs can be used by students with limited mobility to operate computers and access educational software and online resources.

Voice Recognition Software

Voice recognition software enables students with limited hand mobility to control computers using their voice.

Environmental Control Systems

These systems enable students with physical disabilities to control aspects of their environment, such as lights, doors, and appliances, using switches, voice commands, or other input methods.

SESSION – 4

TEACHER'S ROLE IN CURRICULUM ADAPTATION

TEACHER'S ROLE IN CURRICULUM ADAPTATION

INTRODUCTION

Curriculum adaptation is the way in which educators adapt or change instruction based on the individual needs of a student or a group of students. Curriculum adaptations are accommodations permissible in educational environments that allow the student equal opportunity to obtain access, results, benefits and levels of achievement. Adaptations in the curriculum, instruction and assessment offer numerous benefits to children with and without disabilities in inclusive classrooms.

LEARNING OUTCOMES

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

- know about the importance of curriculum adaptations in inclusive education.
- distinguish between adaptations and accommodations in inclusive education.
- adapt the curriculum content and teaching strategies in inclusive classrooms.
- learn about adaptations in the assessment/evaluation method according to the diverse needs of learners.

MATERIALS

- Pencil, paper
- Flipchart
- Multimedia
- White board and markers
- Handout
- Textbook of Science – Grade – V

Activity 1: Knowledge of Curriculum Adaptations	20 Min

1. Brainstorm on the concept of adaptations in curriculum and its importance in inclusive education by asking the following questions:
   - What are curriculum adaptations in your opinion?
   - How is accommodation different from adaptation?
   - Have you ever tried to adapt the curriculum according to the learner's needs?
   - What do you think are the key components of curriculum adaptations?
2. Write down their responses on the writing board.
3. Refer to **Handout 4.1** Nine Types of Curriculum Adaptations.
4. Ask them to read the handout and highlight the key concepts.

5. Explain the concept of input, difficulty and output by using the following diagram and examples given in the **Handout 4.1.**

Input Enlarged text	▷	Difficulty level Low vision	▷	Output Provision of enlarged material to assess learning
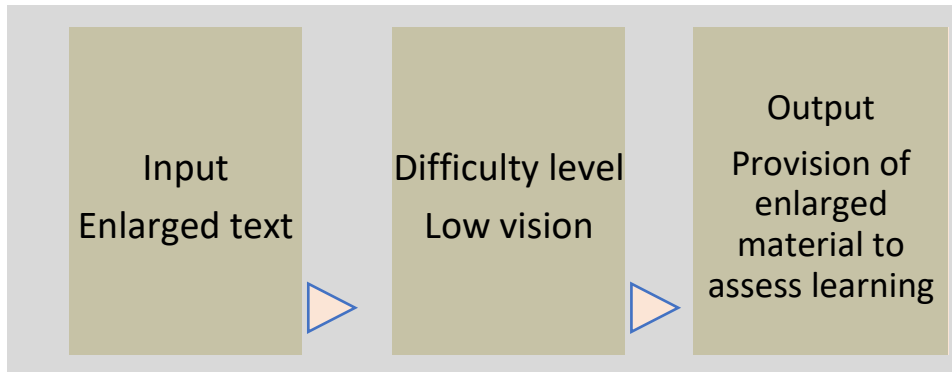
6. Conclude the activity by sharing that curriculum is a backbone of education. It encompasses all educational experiences and learning activities that are pivotal for achieving ultimate educational goals. However, the way it is delivered (Pedagogy) is equally important because unless learners understand the concept, it is difficult, if not impossible to apply them in their lives. Teachers assure the learning of students and their readiness for studies through assessment. All these activities are important, but teachers will have to adapt them to match learning style, capacity/ capability, situation and limitation of the children with special needs.

Activity 2: Adaptation in Content	**30 Min**

1. Explain how to simplify or summarize the content by sharing the solved example given in **Handout 4.2**. Ask them to focus on the key words.

2. Instruct the participants to practice the learnt concept by adapting the content given in **Worksheet 4.1** individually.

3. While participants are working, circulate in the class and provide support to adapt the assigned paragraph if needed.

4. Once every individual is done with the assigned task, ask them to exchange his/her work with the person sitting next to him/her for peer review and feedback.

5. Randomly invite two to three peers to share their task and feedback given to his/her partner with the whole class for more clarity and understanding.

6. Conclude the activity by sharing how simplifying and summarizing the content helps learners in inclusive classrooms while keeping the concepts intact.

Activity 3: Making of Adapted Worksheets for Assessment	25 Min

1. Use **Handout 4.3** to explain how to adapt assessment to facilitate children with special needs.

2. Share with the participants how to format the worksheets for assessment using nine key components of curriculum adaptations.

3. Demonstrate one solved example provided in **Handout 4.4** and explain the techniques of adapting assessment worksheets and various methods to assess children's learning.

4. Divide the participants into 4 groups.

5. Now, assign chapter 3 of the Science textbook of Grade 3

6. Instruct participants to develop adapted worksheets of chapter 3 in accordance with the requirements of hearing-impaired children in inclusive classrooms

7. Ask participants to make presentations.

8. Ask each group to present their work and explain why they have included different forms of materials, resources, pictures, sizes, shapes, signs etc.

9. Conclude the activity by reviewing and sharing adapted assessment worksheets for effective accommodation of diverse students.

Reflection

What have you learnt from this session? Can you share two strategies of curriculum adaptations and how you will apply these in inclusive classrooms?

HANDOUT 4.1

NINE TYPES OF CURRICULUM ADAPTATIONS

Nine Types of Curriculum Adaptations

Quantity:	Time:	Level of Support:
Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery. *For example:* Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets.	Adapt the time allotted and allowed for learning, task completion, or testing *For example:* Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.	Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure. *For example:* Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. Specify how to interact with the student or how to structure the environment.
Input:	Difficulty:	Output:
Adapt the way instruction is delivered to the learner. *For example:* Use different visual aids, enlarge text, plan more concrete examples, and provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.	Adapt the skill level, problem type, or the rules on how the learner may approach the work. *For example:* Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.	Adapt how to student can respond to instruction. *For example:* Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to sow knowledge with hands on materials.
Participation:	Alternate Goals:	Substitute Curriculum **Sometimes called "Functional Curriculum"**
Adapt the extent to which a learner is actively involved in the task. *For example:* In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten).	Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities. *For example:* In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.	Provide different instruction and materials to meet a learner's individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.

- This adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment. The key concept is: Will the student ultimately master the same material but demonstrate that mastery is alternate ways or with alternate supports? If standards are not

fundamentally or substantially altered, this is adaptation is an accommodation to a learning or performance, difference.

- This adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment. If routinely utilized, these adaptations are modifications and require individualized goals and assessment.

Curriculum Adaptations & Accommodations

Adaptation is an umbrella term that includes the changes made to the requirements of the learning task, often reduced over time. A few examples of adaptations are:

- Curricular- what is taught

- Instructional- how it is taught or assessed

- Ecological- where, when or with whom it is taught

Curriculum adaptation offers numerous benefits to children with special needs in mainstream schools. Some of them include:

- It enables students to access grade-level content, ensuring they are not left behind academically.

- Adaptation allows for individualized instruction, taking into account the unique learning profiles and needs of each student.

- By tailoring the curriculum, teachers can provide appropriate support, scaffold learning, and facilitate meaningful participation, promoting academic progress and fostering a positive self-concept.

- By modifying instructional materials, teaching strategies, and assessment methods, curriculum adaptation removes barriers to learning, promotes engagement, and fosters academic and personal growth.

Whereas accommodations are used to refer to changes that are stipulated in an individual student's IEP in order to enable the student to gain access to the classroom or the curriculum. Some examples of this could be:

- allowing extra time on a test

- providing the student with a quiet area

- allowing the student to sit close to the board

Fig. 4.1 *Accommodations VS Modifications*
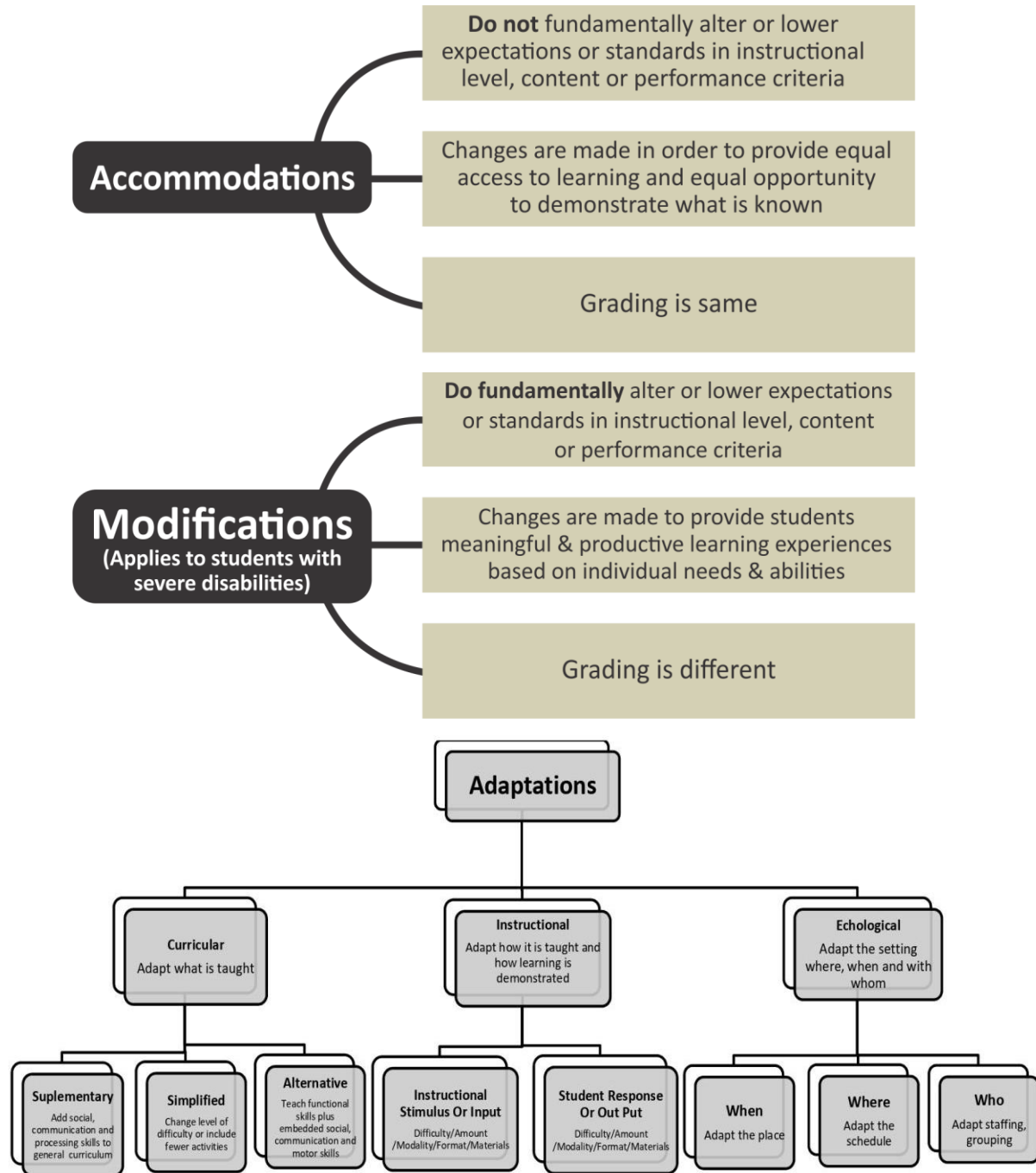
Source: *Janney, R., Ph.D., and Snell, M., Ph.D. (2000). Modifying Schoolwork; Baltimore, MD; Paul H. Brooks Publishing Company*

Curricular adaptations include content alteration of "what is taught through supplementary, simplified and alternative adaptations".

- **Simplifying** or breaking down complex concepts into smaller, more manageable units.

- Providing additional or **supplementary** materials to support understanding.

- Modifying the content to align with the student's developmental level or individualized education plan (IEP).

- Offering **alternative materials** or resources that cater to different learning styles or preferences.

Example: Math lesson may be adapted by adding (supplementing) communication goals

Example: Maths lessons may be adapted by simplifying the lesson and to reducing the difficulty level.

Example: A Social studies lesson may be adapted by altering the objective.

Activity: In social studies, expect a student to be able to locate just the province while others learn to locate capitals, as well.

Alternative Adaptations

Alternative adaptations alter the goal, the instruction, and the activity, and include alternative / parallel activities, remedial instruction, and functional skill instruction.

- ✓ **Example: (Alternative / Parallel Activity):** a student works on appropriate behavior and social skills during group work activities, rather than the academic task
- ✓ **Example: (Remedial Instruction):** a student receives direct instruction in reading during silent-reading time.
- ✓ **Example: (Functional Skill Instruction):** a student works at a grocery store 1 hour per day rather than staying at the high school for academic instruction.

Instructional Adaptations

Instructional adaptations include alterations in delivering the content and creating learning stimulus for students.

- Instructional stimulus and student response adaptations change the level of difficulty, resources, format and material used to teach or respond to instruction.
- Differentiated instructions may be adopted to take responses from a diverse set of students. **Apply (UDL) approach*.**
- Adjust the pace of instruction to allow for more processing time or providing additional practice opportunities.
- Utilizing differentiated instruction to address diverse learning styles, abilities, and interests.
- Incorporating multisensory approaches to engage students and enhance comprehension.
- Providing visual support materials, graphic organizers, or manipulatives to support understanding and organization.

HANDOUT 4.2

ADAPTATIONS IN THE CURRICULUM CONTENT AND TEACHING STRATEGIES

SOLVED SAMPLE

Original Content

Sarah and Amna are friends. Amna is older than Sarah. They are neighbors and go to school together. Their school is at a distance of 1 KM from their house in Allama Iqbal Town. Although they are friends, their age difference is 3 years, and their grade levels are also three years apart. Amna is in grade 7. Which grade is Sarah in?

Key words

1. friends	5. neighbors
2. school	6. distance
3. age difference	7. grade levels
4. three years	

Summarize and simplify the content

Summarized Content

Sarah and Amna are friends, neighbors and go to school together located in Allama Iqbal Town. Amna is three years older than Sarah and they are three grades apart. Amna is in grade 7. Which grade is Sarah in?

WORKSHEET 4.1

Curriculum Adaptations in the Curriculum Content

Adaptations mainly occur at three stages to make the curriculum more accessible to all children. Here the trainer will focus on curricular and instructional adaptations.

Original Content

Naveed Ali is seven years old and lives with his parents in the slum area of Lahore. His family migrated to this place five years ago. His family has lived for three generations in this area. At home, his parents mainly speak Punjabi, although Naveed does speak Urdu. His parents work hard all day to earn money as they desire to send Naveed to school. Naveed is a very hard-working and intelligent boy who will do very well in school, if given an opportunity.

- **Fill the keywords of the given content in the table**

  Key words

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

- **Summarize and simplify the content:**

  _____

  _____

  _____

  _____

  _____

  _____

HANDOUT 4.3
ADAPTATIONS IN ASSESSMENT / EVALUATION PRACTICES

1. Assessment adaptation refers to making modifications or adjustments to the assessment process to accommodate the diverse needs and abilities of students.

2. It involves altering the methods, formats, or conditions of assessment to ensure that all students have an equitable opportunity to demonstrate their knowledge, skills, and understanding.

3. Assessment adaptation recognizes that students may have different learning styles, abilities, language proficiency, or disabilities that may require accommodations or modifications in the assessment process.

4. Offering alternative assessments or modified assessments that align with the student's abilities and needs.

5. Adjusting the format of assessments (e.g., providing extra time, allowing for oral responses, using assistive technology).

6. Providing accommodation during assessments to ensure equal access and fair evaluation.

7. Using alternative methods to measure progress and learning outcomes, such as portfolios or performance-based assessments.

Handout 4.4

SOLVED SAMPLE

Adapted assessment Worksheet (For Hearing-impaired learners)

Book: Science textbook   **Chapter**: 7   **Topic**: Ecosystem

Unit # 02   **Name**: _____   **Class**: _____

Ecosystem: The living and non-living components of an environment make the ecosystem.		Words	Meanings
		Place	جگہ
		Living organisms	جاندار
		Components	اجزاء
		Environment	ماحول
Habitats: The place where living organism are found is called a habitat.		Non-living	بے جان

Activity 1: Match the Animals with their Habitat

Activity 2:

Write the name of the following things in their ecosystem.

Grass, plants, Thick Shrubs Snakes, Penguin, Polar Bear Camel, Tiger, Lion, Elephant, Deer, Fish, Frog, Goat and Sheep.

Forest	Grass land	Pond	Desert	Snow

Components of ecosystem:

- Biotic Components (The living part of the ecosystem)
- Abiotic Components (The non-living part of the ecosystem)
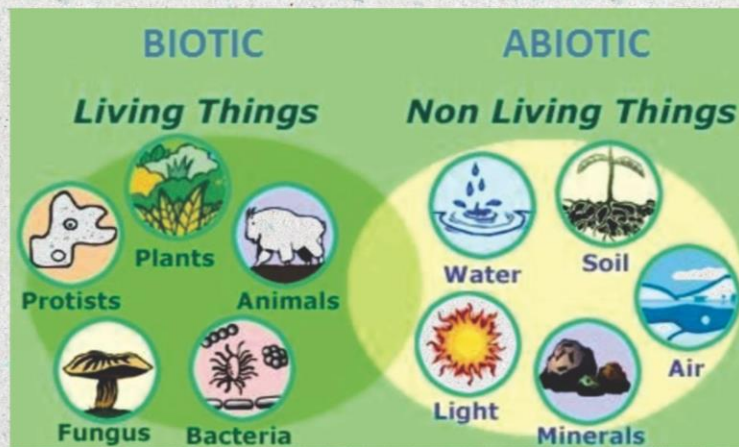
Activity 3:

Separate the biotic & abiotic components from the following picture and list these down in the relevant box in the Table given below:
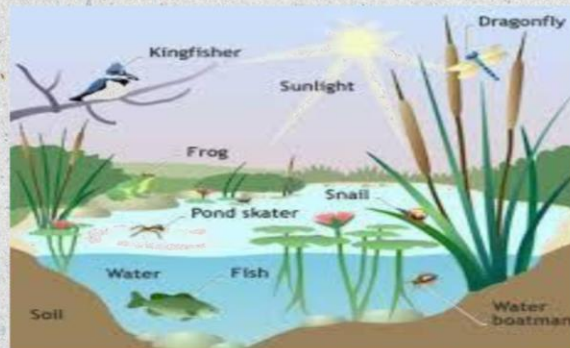
Biotic components	Abiotic components

Food Chain:

The series in which a living organism eats other living organisms

Classification of animals based on their food.
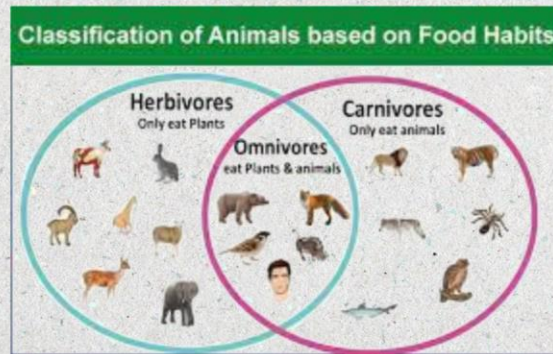
Activity 4:

Give some examples of Omnivores, Carnivores & Herbivores and list them down in the appropriate box:

Carnivores	Omnivores	Herbivores

SESSION – 5

TEACHING LEARNING MATERIAL

TEACHING LEARNING MATERIALS

📖 INTRODUCTION

Instructional materials are essential since they help the teacher and learners avoid overemphasis on recitation and rote learning that can easily dominate a lesson. Resource materials allow learners to have practical experiences which help them to develop skills and concepts and to work in a variety of ways. Low-cost/no-cost materials are materials which require no cost or are available cheaply. They are developed with locally available materials and facilitate the learning process.

🎯 SESSION LEARNING OUTCOMES

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

- use easily available recyclable materials as teaching aids.

- develop low-cost learning materials.

- use the same material for teaching multiple concepts.

✏️ MATERIALS

- Chart papers and markers

- Empty bottles, bottle caps, match boxes, empty containers, stones, sticks, balls etc.

- Writing board and marker

Activity 1: Using Available Material as Teaching Aid	30 Min

1. Use easily available materials e.g., empty bottles, bottle caps, empty boxes, stones, etc. to explain how these can be used to give academic concepts e.g. numbers, positions, size, colors, etc.

2. Write down four different concepts on paper slips e.g. concept of number 4, long & short, big and small, heavy and light etc. and fold it.

3. Divide participants into heterogeneous groups and ask each group to pick one paper slip.

4. Ask each group to brainstorm and write down how common materials can be used as teaching aid to explain the assigned topics.

5. Invite representatives from each group to share their responses.

6. Sum up the activity by taking feedback from participants on the group presentations.

Activity 2: Low-Cost Teaching Aids	**25 Min**

1. Share a few practical examples of low-cost learning materials developed from recyclable materials e.g. cardboard, empty containers, bottle caps etc. (Few examples are given below).

Large Print book for students with visual impairment

Ask students of senior classes (who have good handwriting) to write down one chapter of each specific book in large font with black pointer on white paper. Once all chapters are written, bind those into a book. Your large print book is ready.

Pencil Grip

At times students have difficulty in gripping pencil. If you don't have access to grippers or thick pencils, simply wrap cotton and tap around a common pencil until you reach the required thickness that matches the need of the child.

You can also use a small ball (as shown in image below) as a gripper.
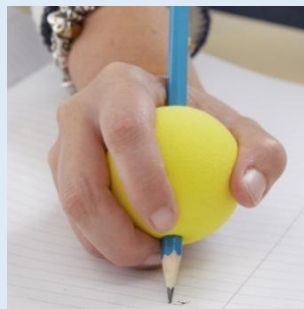
Numbers / Letter fans

Simple ice cream sticks or paper strips can be used to develop creative letters and number fans that can help students learn different letters and numbers.
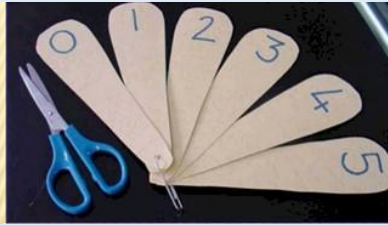
Value of a specific numbers

Children find it hard to understand the value of different numbers. Bottle caps, stones and paper cards can be used to understand concepts e.g. how many are 2 or 3, 4 are more or 5 etc.

2. Divide participants into pairs.

3. Share a list of recyclable materials with them.

4. Ask them to brainstorm, discuss and write down how these materials can be used to teach different concepts.

5. Ask each pair to share their ideas with the rest of the participants.

6. Sum up the activity by sharing how same teaching aids can be used to teach different concepts.

Teaching Different Concepts with Same Teaching Aids

- Different sized empty containers can be used to give concepts of seriation (putting objects according to size), long and short, heavy and light etc.

- Make puzzles by pasting photographs on cardboard and cutting them into different pieces. The puzzles can help in improving concentration, developing visual-spatial ability and enhancing pre-reading skills.

Reflection

Ask participants the following questions?

- What have you learned from this session?
- How will this information help you in your classroom?
- What will be your next step after this training?

DAY-2

SESSION – 6

DIFFERENTIATED INSTRUCTION –

Universal Design of Learning (UDL)

PLANNING DIFFERENTIATED INSTRUCTION USING UDL

INTRODUCTION

Every learner comes to the class with different experiences, interests and learning preferences. A UDL based lesson ensures that maximum number of learners can access, participate and experience achievements in the learning process. From the onset, the teacher plans multiple means of representation, engagement and expression based on the interests, readiness and learning profile of students. It ensures that the lesson is accessible and meaningful for diverse learners.

LEARNING OUTCOMES

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

- Understand the basic concepts of UDL
- Know and appreciate the various considerations of instructional differentiation
- Understand how content, process and product differentiation can be done using UDL
- Explore Response to Intervention (RTI) as an alternate way to support struggling learners.
- Develop diversity friendly lesson plans.
- Practice teaching in an inclusive classroom.
- Identify and analyse the strength and weaknesses of their lesson plans
- Use inclusive lesson plans for teaching more effectively in the classroom

MATERIALS

- Chart Papers
- Markers
- Sticky Notes
- Flip-Charts , flash cards/ index cards
- Multimedia
- Active Internet Connection

Opening of the Session / Day 2	20 Min

1. Greet the participants on the second day of training.
2. Ask any one participant to recite a few verses from the Holy Quran to start the day.
3. Ask all participants to reflect on the previous day's learning and list down any two on their writing pads
4. Invite a few participants randomly to share the previous day's reflections.

5. Select four volunteers from the participants and ask them to present their assigned home task of reading about successful people with disabilities through storytelling/ role play or any other approach they prefer to use.

6. Share the learning outcomes of Day 2 on chart paper/PPT Slides.

Activity 1: Differentiated Instruction	**15 Min**

1. Distribute sticky notes among all the participants.

2. Ask them to write down the meaning of differentiated instruction on sticky notes.

3. After writing their responses, instruct them to paste these on the board.

4. Read a few responses of teachers regarding instructional differentiation.

5. Explain the basic elements of differentiated instruction as shown in the infographics and explained in **Handout 6.1.** – Diversity and Differentiated Instruction.
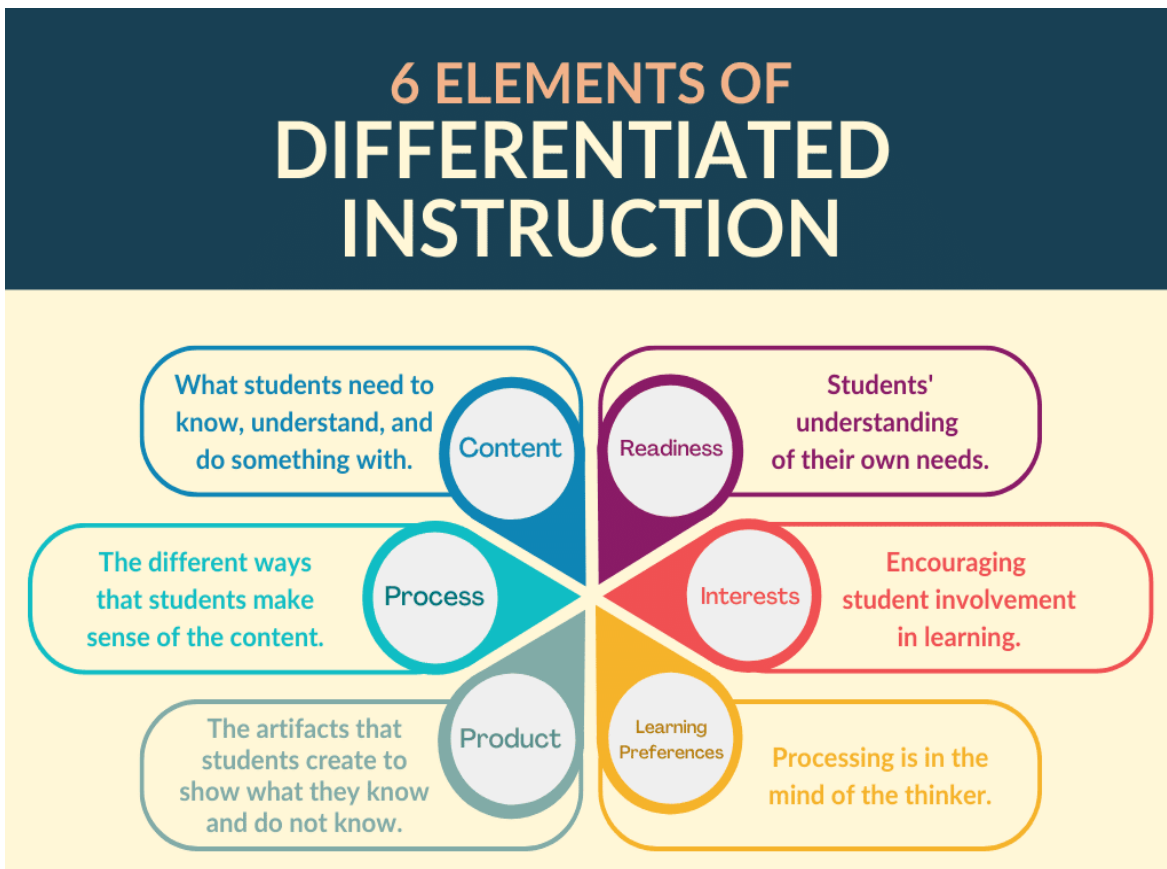
6. Conclude the session by taking feedback from the participants about the basic elements of differentiated instruction.

Activity 2: Differentiated Instruction   **15 Min**

1. Ask participants to work in pairs and identify the type(s) of diversity that exists in their classrooms.

2. Invite two to three participants to share this information with the whole class and note their responses on the writing board. Please encourage participants who have not contributed/spoken, so far.

3. Explain dimensions of student diversity that are important for differentiated instruction i.e. readiness, interest, learning profile etc.

Readiness

Student diversity

Interest

Learning profile
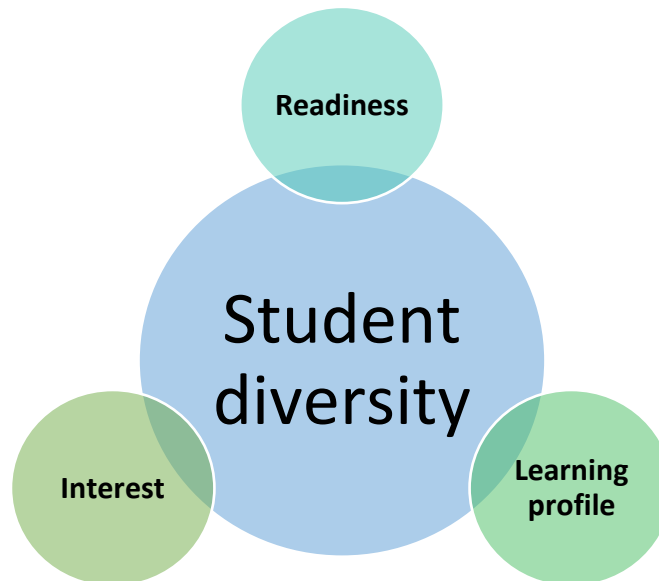
4. Conclude the activity by explaining the following conceptual framework of differentiated instruction through PPT.

5. Allow questions for clarification.

Differentiation of Instruction

Is a teacher's response to learners' needs

Guided by general principles of differentiation

Respectful tasks   Flexible groupings   Ongoing assessments and adjustments

Teacher can differentiate

Content   Process   Product

According to learner's

Readiness   Interests   Learning profile
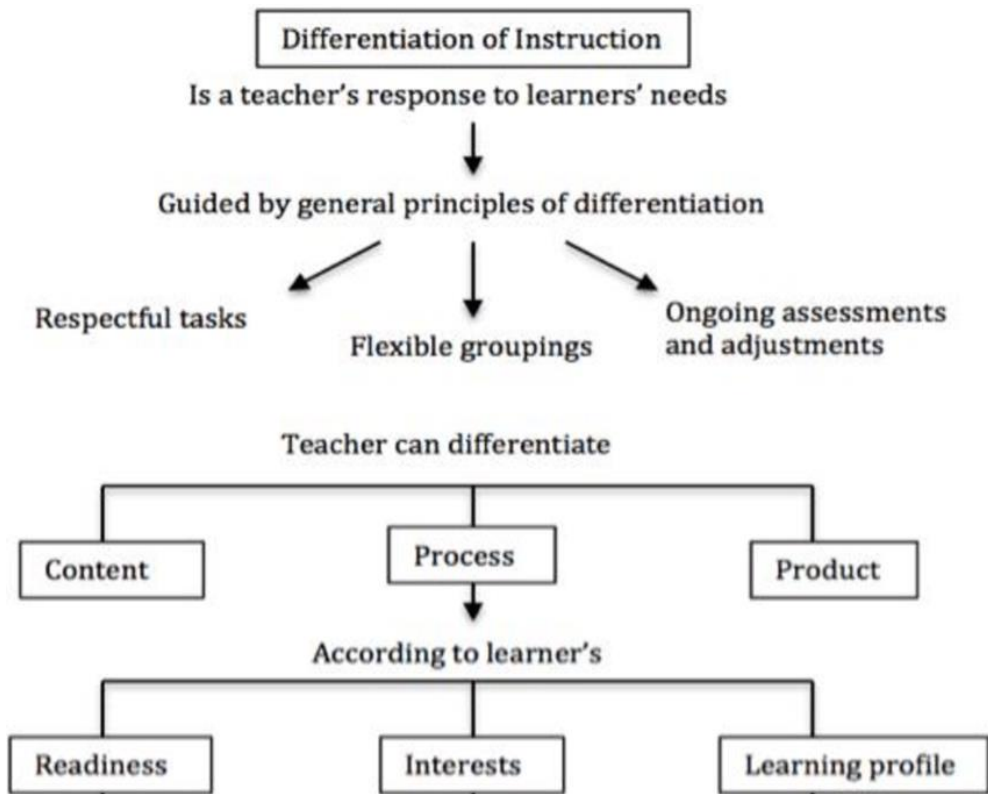
Activity 3: Understanding Different Learning Styles	30 Min

1. Pose a question to participants, "What do you understand by Learning Styles?"

2. Check their understanding about learning styles and its relevance to teaching and learning

3. Take a few responses.

4. Divide them into groups of four.

5. Ask them to read **Handout 6.2** to better understand the concept of Learning Styles.

6. After 5 minutes tell them to do the following activity in their groups.

7. Distribute a flip chart and markers to each group.

8. Draw the following Placement Mat on the writing board and ask participants to copy the same onto the flip charts given to them.

PLACEMENT MAT
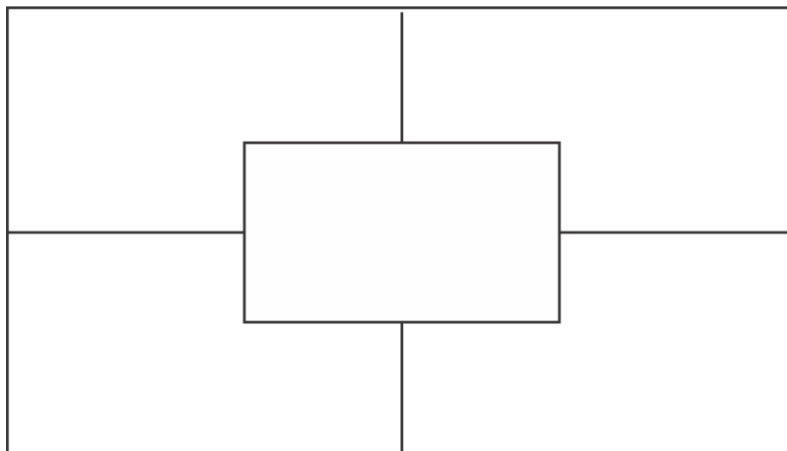
9. Ask each group member to identify their own learning style in view of the information read and write his/her own Learning Style in one of the outer blocks.

10. Ask each group to read everyone's input and in the middle box list down the most repeated Learning Style.

11. Ask them if they have noticed different learning styles in their students as they have identified that almost every individual has a different learning style.

12. Ask a few participants to share their experiences and their perceptions of how students learn, sharing real life examples and stories.

13. Ask them how they cater to various learning styles, what strategies and methods they adopt to ensure the visual, kinesthetic, auditory and verbal/logical learners.

14. Take a few responses and write them on the board.

15. Conclude the activity by reiterating the importance of learning styles for teachers. Tell them that information may not be limited to one style, but teachers can take a logical guess about which style will work best and address multiple learning styles in one class to cater to learner needs.

Activity 4: Universal Design of Learning (UDL)	**15 Min**

1. Introduce the concept of UDL to the participants with the help of the following information.

> **Universal Design for Learning (UDL) is a framework for designing flexible instructional environments that address learner diversity. UDL is based on the idea that instruction can be accessible to a wider range of learners when lessons are intentionally designed to include multiple means for representation, engagement, and expression & action.**

- Explain the basic principles of UDL i.e., multiple means of representation, multiple means of engagement and multiple means of expression & action preferably through this video link (https://www.youtube.com/watch?v=Ih0QVKjYvG4)

1. Show this video on multimedia, in case of unavailability of multimedia or electricity outage, share the link with the participants and ask them to watch the video on their mobile phones. After the participants have watched the video, sum up the activity by sharing the information in the infographic below:

Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action/Expression
Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.	Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.	Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).

Activity 5: Practical Application of UDL	**25 Min**

1. Divide participants into three heterogeneous groups.

2. Assign one area / domain of UDL to each group i.e., multiple means of representation, multiple means of engagement and multiple means of expression & action.

3. Distribute chart papers and markers to each group.
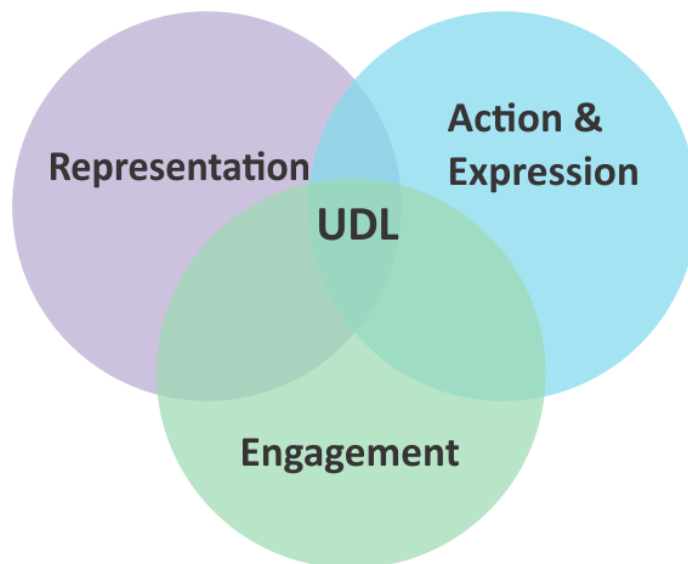
4. Ask participants to read **Handout 6.3** – Universal Design of Learning and give them 5 minutes.

5. Instruct them to list possible differentiation on a chart paper.

6. Remind them to refer to the understanding gained about Learning Styles to do this task

7. Ask them to paste these chart papers on the wall for gallery walk.

8. Instruct each group to share their work and ask other participants to give feedback.

9. Inquire about how they have used their understanding of Learning Styles while attempting this task.

Activity 6: Response to Intervention (RTI) | **40 Min**

1. Divide the class into three groups.

2. Name them as Tier 1, Tier 2 and Tier 3.

3. Distribute the following scenarios to each group.

   - **Assign scenario 1 to Tier 1:**

     In a conventional classroom, the teacher introduces phonics. However, two to three students seem unable to follow the instructions and cannot articulate the exact sound of the letter being introduced.

     What should the Teacher do?

   - **Assign scenario 2 to Tier 2:**

     In an interactive classroom, the teacher has divided students into small groups and has provided cards with visuals that represent the sound of letters that students are required to articulate (for example: /c/ cap, /c/ cat, /b/ bat, /b/ bun etc.)

     Why has the teacher divided the students into smaller groups and used flashcards in this class?

   - **Assign scenario 3 to Tier 3:**

     The teacher has arranged to meet separately with three students during recess/after class, who are facing difficulty in articulating different sounds. The teacher has prepared flashcards, poems using the relevant sounds, pictures and has also ensured some authentic material to facilitate these students (for example: /c/ cap, /c/ caterpillar etc.)

     caterpillar, caterpillar come come come,

     put this cap on your head

     Why did the teacher call the students separately? What purpose will this serve?

4. Ask each group to read the scenario given to them and prepare a role play

5. Tell the participants to observe while a group presents their role play and write down the key elements of each role play presented.

6. At the end of each role play, ask questions given with each scenario to reflect on the Teacher's role and the strategy used.

7. Inquire from the participants what Tier 1, 2 and 3 mean?

8. Take responses randomly and share the concept of RTI (Response to Intervention) using the information given below.

Response to Intervention or RTI is an educational strategy used in schools to:

1. Provide effective and high-quality instruction,
2. Monitor all students' progress to make sure they are progressing as expected, and
3. Provide additional support (intervention) to students who are struggling.

RTI can be considered a tool that is designed to quickly identify students who need extra help, thereby preventing long-term failure. The monitoring of students allows teaching professionals to identify the exact skill areas where pupils need additional instruction that is targeted to a student's individual needs. Response to intervention (RTI) is a prevention strategy focused on maximizing learners' achievement by providing in time support according to their needs.

9. Refer to **Handout 6.4** - Response to Intervention (RTI) and ask them to reflect on the scenario activity and the way RTI was used

10. Inquire from participants how they will apply this strategy to create an inclusive classroom in their local context

11. Conclude the activity by sharing how RTI can be helpful in improving students' learning and ensuring their self-esteem is not damaged.

Reflection

1. Distribute sticky notes to the participants.
2. Tell them to write at least three takeaways from the session.
3. Take 2-3 responses to conclude the session.

HANDOUT 6.1
DIVERSITY AND DIFFERENTIATED INSTRUCTION

Diversity

All teachers are aware of the fact that their classrooms are a miniature social community of diverse learners. Children come from diverse backgrounds, they are different in terms of abilities, experiences, interests and learning styles.

Children can be visual, auditory, tactile or kinesthetic learners. Some children learn better through visual instruction while others might prefer receiving information through auditory channels. Similarly, a child might be interested in colors and painting while some other students in a class might like music and rhyming words. Children also differ in the ways they process information; some are very quick in responding while others take time to understand the concepts being taught.

This diversity also exists in previous experiences, knowledge and skills. Before starting a new topic, a teacher often checks what students already know about the concept by asking questions. It means that children are also divers when it comes to readiness for acquiring skill or knowledge.

Following diagram shows the different types of diversity that exist among students:
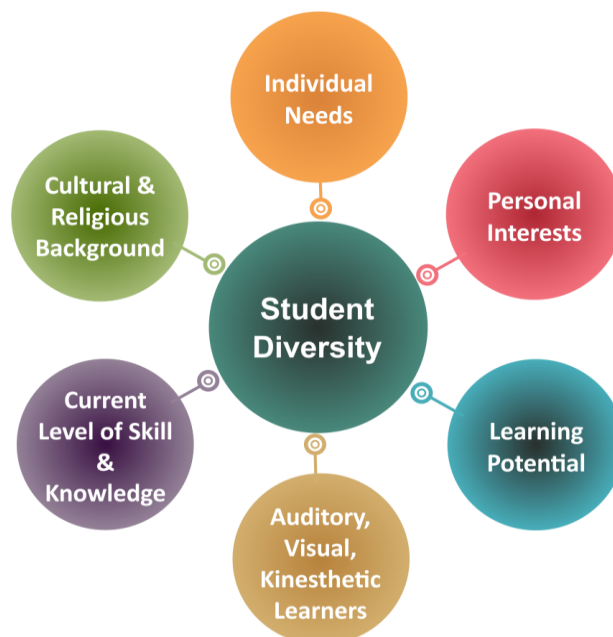
Differentiated Instruction

Curriculum and instructional differentiation is the process of modifying or adapting the curriculum or instructions according to the different ability levels of the students in one class.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

Content – what the student needs to learn or how the student will get access to the information;

Process – activities in which the student engages in order to make sense of or master the content;

Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and

Learning environment – the way the classroom works and feels

HANDOUT 6.2

SEVEN LEARNING STYLE

VISUAL (SPATIAL):
You prefer using pictures, images, and spatial understanding.

- Use images, pictures, color and other visual media to help you learn
- Use color, layout, and spatial organization in your associations, and use many 'visual words' in your assertions.
- Use mind maps
- Replace words with pictures, and use color to highlight major and minor links

AURAL (AUDITORY-MUSICAL):
You prefer using sound and music.

- Use sound, rhyme, and music in your learning
- Use sound recordings to provide a background and help you get into visualizations
- When creating mnemonics or acrostics, make the most of rhythm and rhyme, or set them to a jingle or part of a song
- If you have some particular music or song that makes you want to 'take on the world,' play it back and anchor your emotions and state.

VERBAL (LINGUISTIC):
You prefer using words, both in speech and writing.

- Try the techniques that involve speaking and writing
- Make the most of the word-based techniques such as assertions and scripting
- Record your scripts using a tape or digital audio recorder (such as an MP3 player), and use it later for reviews
- When you read content aloud, make it dramatic and varied
- Try working with others and using role-playing to learn verbal exchanges such as negotiations, sales or radio calls

PHYSICAL (KINESTHETIC)
You prefer using your body, hands and sense of touch.

- Focus on the sensations you would expect in each scenario
- For assertions and scripting, describe the physical feelings of your actions.
- Use physical objects as much as possible
- Keep in mind as well that writing and drawing diagrams are physical activities
- Use role-playing, either singularly or with someone else, to practice skills and behaviors

SOLITARY (INTRAPERSONAL):
You prefer to work alone and use self-study.

- You prefer to learn alone using self-study
- Align your goals and objectives with personal beliefs and values Create a personal interest in your topics
- When you associate and visualize, highlight what you would be thinking and feeling at the time
- You drive yourself by the way you see yourself internally
- Modeling is a powerful technique for you
- Be creative with role-playing
- Your thoughts have a large influence on your performance and often safety

SOCIAL (INTERPERSONAL):
You prefer to learn in groups or with other people.

- Aim to work with others as much as possible
- Role-playing is a technique that works well with others, whether its one on one or with a group of people
- Work on some of your associations and visualizations with other people
- Try sharing your key assertions with others
- Working in groups to practice behaviors or procedures help you understand how to deal with variations

LOGICAL (MATHEMATICAL)
You prefer using logic, reasoning and systems.

- Aim to understand the reasons behind your content and skills
- Create and use lists by extracting key points from your material
- Remember association often works well when it is illogical and irrational
- Highlight your ability to pick up systems and procedures easily
- Systems thinking helps you understand the bigger picture
- You may find it challenging to change existing behaviors or habits
- If you often focus from analysis paralysis, write 'Do It Now' in big letters on some signs or post-it notes

HANDOUT 6.3

UNIVERSAL DESIGN OF LEARNING (UDL)

Universal Design for Learning (UDL) is a framework for making instruction accessible to the maximum number of diverse learners. This framework can be used to differentiate content, process of learning and product or demonstration of learning. It is based on three basic principles:

- **Multiple means of representation – content differentiation**

    Content consists of facts, attitudes, knowledge and skills related to a specific subject, as well as materials that represent those elements. Teacher should present the content using a multi modal approach to benefit so maximum students. Few examples are diagrams, models, manipulatives, audio books, large print text, concrete material, videos, highlighting key information, providing study guide, graphic organizers, concept maps, enriched content, content at different reading level, visual instructions, auditory aids etc.

- **Multiple means of engagement – process differentiation**

    Process is how the learner comes to make sense of or understand the content. It can also be called an **activity**. Teachers should create multiple activities to engage students in learning. For example, allowing students to work individually, in pairs, small groups or as a whole class. Offering activities at different difficulty levels. Adding more practice questions for more intelligent children. Reducing practice questions for children who take more time to complete a task. Providing one on one assistance, peer tutoring, or learning-buddies to keep students motivated and attentive.

- **Multiple means of expression & action – product differentiation**

    The term product refers to the way a student can demonstrate what he or she has come to know, understood, or is able to do as the result of teaching – learning experiences created by the teacher. Few examples can be allowing students to demonstrate their learning through drawings, posters, projects, presentations, audio recordings, videos, role play, demonstration, written work. Using portfolio assessment, giving weightage to class

HANDOUT 6.4

RESPONSE TO INTERVENTION (RTI)

When students fall behind, schools try to help them catch up. Many schools now use an approach that groups kids by how much they're struggling. They give each group targeted teaching, with the kids who are struggling the most getting the most help. Schools monitor how kids do. They move them between groups as needed.

This is called response to intervention (RTI) and has three tiers — for the level of support kids need. Here's a look at the three tiers of RTI.

Tier 1: The whole class

All students in the general education classroom are in Tier 1. Teachers use methods like phonics that are proven to work. With RTI, there must be research backing up the teaching method.

Tier 2: Targeted, Small group interventions

Kids who aren't making progress in Tier 1 will get Tier 2 help. This usually means small group lessons two to three times a week, using methods that are proven to work. It can also mean special teaching. Educators call this help "interventions."

It's important to know that kids who are in Tier 2 still take part in regular lessons with the rest of the class. They still get Tier 1 support.

Every one or two weeks, the teacher checks the skill levels of the students to see if they've made progress. If they're doing great, students might return to Tier 1. If not, the school might keep a child in Tier 2 or even move the child to Tier 3.

Tier 3: Intensive interventions

When kids are struggling and Tiers 1 and 2 support don't seem to help, they are put into Tier 3. This is the most intense level of RTI.

Tier 3 can mean small group work, or it can mean individual lessons. Most kids who get this support still spend a lot of their day in a general education classroom. Yet they may spend bigger parts of the day in a resource room.

Because kids in Tier 3 are the most at-risk students, schools keep a close eye on them. Teachers check their progress a lot, with the goal that the students will improve enough to leave Tier 3.
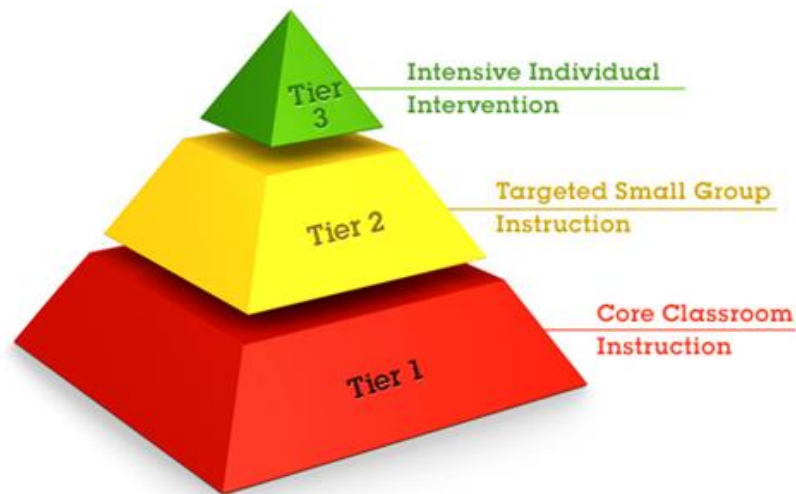
RTI (Response To Intervention)
3 Tiers of Support

Key Characteristics and Components of RTI

Screening: A quick assessment/test that measures students' skills or behaviors to determine if they are achieving at the expected level for their grade.

1. **Progress monitoring:** Teacher frequently checks their progress to see if they are benefiting from the instruction.

2. **Tiered instruction:** Teacher provides relevant support to the students based on their requirements. Mostly students will benefit from differentiated instruction in class. Some might need more individual attention, more time, less quantity of practice work or peer support to learn at grade level. Very few students will have more serious problems in learning and teachers will have to provide them with more extensive support, accommodations and adaptations.

SESSION – 7

LESSON PLANNING & PRACTICING THE ACQUIRED STRATEGIES OF IE

LESSON PLANNING AND LESSON DELIVERY IN INCLUSIVE CLASSROOM

MATERIALS

- Writing board
- Multimedia
- Charts / Markers

Activity 1: Analysis of Lesson Plans	20 Min

1. Share with the participants:

   > **Lesson plans are an essential component of the process of teaching and learning. All teachers are familiar with the various elements of a lesson plan. In this section, you will learn to analyze and explore plans that are developed for an inclusive classroom.**

2. Instruct participants to open the model plan given on **Handout 7.1**

3. Ask them to read the Lesson Plan and highlight the instructions which they feel are written to cater to the needs of diverse children to make their classrooms inclusive.

4. As participants analyse the Lesson Plans, circulate in the class to address any queries and confusions they may have

5. Once the participants have gone over the model lesson plan, instruct them to rate the Lesson Plan against the given criteria in **Handout 7.2**

6. Conclude the activity by explaining the various features that address an inclusive Lesson Plan as per the criteria shared with them.

Activity 2: Demonstration of Model Lesson Plan	40 Min

1. Demonstrate an inclusive classroom lesson with the help of the model lesson plan given in **Handout 7.1.**

2. Invite three to four volunteer observers for the activity

3. Instruct the rest of the participants to act as learners

4. Deliver the lesson so that the purpose 'differentiated and inclusive learning' is clear and evident.

5. Encourage participants to actively participate in the activity as students.

6. After observing the activity, ask observers to share their feedback and justify it against the criteria given on **Handout 7.2.**

7. Sum up the activity by emphasizing the differing learning needs of learners addressed through activities such as sounds, visuals and actions.

Activity 3: Lesson Planning   **30 Min**

1. Tell the participants that everyone will say a number from 1-8 in a sequence and that number will be his or her group number.

2. Provide **Handout 7.3** -Template of Lesson Plan to each group.

3. Tell the groups to develop lesson plans for inclusive classrooms.

4. Ask each group to choose any topic of their interest from any subject and grade.

5. Provide them textbooks from grade 1-5 and ensure the availability of all textbooks

6. Direct them to develop a lesson plan according to the provided template keeping in mind the UDL approach and assessment adaptation techniques.

7. Give them sufficient time to prepare lesson plans.

8. Remind the groups to review their work.

9. Ask them to check their plans for appropriate inclusive and differentiated instruction before performance.

Activity 4: Practicing the Learned Strategies of IE   **85 Min**

1. Share **Handout 7.2** lesson planning feedback form with all the groups.

2. Ask them to use it for peer feedback.

3. Call each group to teach their designed lesson plan. Ask the rest of the class to act as students and actively participate in the teaching activity.

4. Ensure that all groups teach each and every component mentioned in their lesson plan.

5. Give equal time to each group and ask them to focus on explanation of introduction, concept building activities, wrap-up and assessment keeping in mind the UDL and assessment adaptation techniques.

6. After each teaching activity, encourage groups to give constructive feedback with the help of the feedback form to other groups.

7. Conclude the activity by providing constructive feedback to each group and sharing the strategies to make their classrooms more inclusive and diverse.

Reflection

4. Distribute sticky notes to the participants.

5. Tell them to write at least three takeaways from the session.

6. Take 2-3 responses to conclude the session.

HANDOUT 7.1
MODEL LESSON

LESSON

1

UNIT 14: Together WE Live

Topic: Recitation of a Poem – Two Little Kittens

STUDENTS LEARNING OUTCOMES

- Recite Poems with actions
- Match Rhyming words.

MATERIALS

Textbook pg-140, board, chalk / marker, duster, chart paper with designed "The cat in the Hat' poem by Seuss, video of the poems with actions, flash cards of rhyming words.

DURATION | 40 MINUTES

Note for Teachers: Please make sure that you make provisions for physically challenged students by ensuring there are no obstructions for them. In addition, make the visually challenged and hearing-impaired children sit near the whiteboard, so that they may not miss out on any activity. Be sensitive to students with any minor or major impairment and attend to their needs as a priority. Following are some tips for teachers:

- Ensure that students with restricted movement are allowed to sit in front and provide the required material and resources to effectively complete tasks.

- Provide enlarged readable texts to accommodate students with visual impairment.

- Make sure assistive devices are available for students with hearing impairment (if a student does not have hearing aids, inform and coordinate with parents).

- Incorporate multi modal teaching in the classroom to allow maximum participation of all students.

- Allow ample time for students with difficulty in reading, particularly those who struggle with symptoms of dyslexia.

INFORMATION FOR TEACHERS

Jane Taylor (23 September 1783 – 13 April 1824) was an English poet and novelist best known for the lyrics of the widely known "Twinkle, Twinkle, Little Star". The sisters Jane and Ann Taylor and their authorship of various works have often been confused, partly because their early ones were published together. Ann Taylor's son, Josiah Gilbert, wrote in her biography, "Two little poems – 'My Mother,' and 'Twinkle, twinkle, little Star'

Poem:

- Poems usually have rhyming words, and this is how we can differentiate between poetry and prose.

- Poems also have a shorter sentence structure.

- The teacher must learn at least 2 to 3 poems by heart before the start of this period. It will help him / her teach this lesson easily.

Parts of a poem:

Title: The name of the poem is the title of the poem

Theme: The theme of the poem is let the reader know what the poem is about.

Verse: A single line in a poem is a verse of the poem.

Stanza: Stanza is more than two lines of a poem. The stanzas follow a common pattern.

Intonation:

The description of an intonation pattern is the manner a person's voice raises and lowers depending on what they are speaking about.

- An example of an intonation pattern is raising your voice at the close of a question.

- It is the variation in the pitch of the speaker's voice used to convey information or alter meaning.

There are three basic pitches in English – normal, high, and low.

- The normal pitch is whenever the voice usually is medium.

- High is wherever the voice rises to stipulate information focus.

- Low is where the voice falls, usually at the end of sentences.

| **INTRODUCTION** | **| 00 Min** |

1. Tell the students to get ready for an interesting task.

2. Instruct the students that you will be sharing a favorite childhood poem through actions, and they are to guess the poem.

3. Do the actions from a familiar poem (Twinkle, Twinkle little star or any other.)

4. Instruct the students to guess the poem and sing along if they remember it.

5. Appreciate the students who first guessed the poem through your actions. Keep doing the action and ask the students to sing along with the actions. Finish the poem with actions.

6. Ask student, "Why is it important to do actions with the poem?" (Share with the students that actions and rhyme in poems help us remember the words and verses.)

7. Announce the topic by sharing with the students that today they will learn how to recite poems along with actions.

DEVELOPMENT

Activity 1:   `00 Min`

1. Paste the famous poem stanza from The Cat in the Hat by Dr. Seuss on the board, designed on a chart paper by the teacher, or write it on the board.

2. Show a video of the poem with actions if possible.

3. Divide the students into heterogeneous groups of 4 students each.

4. Ask each group to first read / listen to, understand and then practice reciting the poem with action.

5. Allow them to use the picture description of the poem as per requirement.

6. Give them 5 minutes for this task. After 5 minutes ask each group to come in front of the class, turn by turn, and recite the poem with action.

7. Give each group a minute to perform.

8. Appreciate their effort and model the recitation and actions on the following stanza for students.

The sun did not shine.
It was too wet to play.
So we sat in the house
All that cold, cold, wet day.

The Cat in the Hat by Dr. Seuss

Activity 2:   `Part – 1`

1. Tell the students to get ready to recite a beautiful poem by 'Jane Taylor.'

2. Give them little background about the poetess from the teacher information section.

3. Use photographs and videos where required.

4. Stand at a place where every student of the class can see you easily. Recite the poem "Two Little Kittens" by Jane Taylor without actions, intonation or pauses.

5. Now recite the poem with correct intonation. Give a lot of emphasis to rhyming words. The teacher also needs to perform actions with the poem.

6. If the teacher can't perform, he /she can select a few confident volunteers to come and perform actions while he / she recites the poem with them.

7. Explain that actions help us appreciate and understand the poem better. The movement helps us keep the rhythm and rhyme of the poem.

8. Try to use all the space available in the class. Take productive round in the class.

9. Ask the students to follow you in reciting the poem with action.

Activity 2:   Part – 2

1. Divide the students into small groups/groups of four.

2. Instruct them to practice the poem within groups along with actions.

3. Tell them that they are free to change the actions of the poem according to their will, but it should relate to the poem.

4. Give them 5 minutes for this practice.

5. After 5 minutes, invite each group on their turn to recite the poem for the whole class.

6. After all the presentations, ask each group to rate the performance of each group on the given criteria:

Criteria	
2 Thumbs up	Best performance
1 thumb up	Good performance

Activity 3:   00 Min

1. Divide the class into two groups.

2. Ask the students to find and encircle all the rhyming words in the book.

3. Give them 2 minutes for this activity.

4. Meanwhile, write one word from each stanza on the board that has a rhyming word with it. (don't write the highlighted words on the board)

Key Rhyming Words:

✓ **Stanza 1:** Night, Fight

✓ **Stanza 2:** None, Begun

✓ **Stanza 3:** Broom, Room

✓ **Stanza 4:** Mice, Ice

✓ **Stanza 5:** Night, Fight

5. Ask each group, on their turn, to write the rhyming word from the specific stanza of the poem on the board or paste the correct rhyming word from the flash cards placed on teacher desk.

6. Ask them to speak with rhythm and action after writing on the word.

7. This activity will continue till the end of the poem.

⊘ Conclusion / Sum up / Wrap up

Conclude the lesson by asking the class to share the reason for reciting the poem with actions.

☑ Assessment

1. As there are 5 stanzas in this poem, divide the students into 5 groups/ 5 pairs (depending upon the student strength in the class).

2. From each group, call one student.

3. Show each member of the group, any one stanza from the book, and ask them to perform the actions without reciting the poem. Ask his group members to guess the stanza through actions and recite that part of the poem.

4. Repeat this activity with every group member by giving another stanza from the same poem.

5. Appreciate the students for their actions and performance. Ask the best performer to sit on the Hot Seat.

6. Pace your assessment activity in such a way that all students can take part in it.

   Note: Label a chair as the Hot Seat of the class. The student who performs best will sit on it and all the class will clap for him/her. (Optional)

📖 Homework/ Follow up:

1. Ask the students to recite and perform the poem in front of their parents and siblings.

2. Give the students a new poem and ask them to come up with their own actions for each stanza of the poem.

3. Ask each student to practice it and perform in the next class.

> **SAMPLE POEM**
> Rain is falling all around,
> The roofs are wet and so is the ground,
> I cannot hear any sound.
> Rain is falling all around,
> Rain, rain! Please go away,
> Come again some other day,
> Come in June or come in May,
> Little children want play

HANDOUT 7.2

LESSON PLANNING FEEDBACK FORM / CRITERIA

Subject: _____   **Group No.**_____

Components	Indicator	Excellent	Good	Average	Below Average
SLO	Written According to the Curriculum				
Introduction	Clearly defined topic / Opening activity				
Teaching/Learning Materials	Resources are designed for differentiated and inclusive learning. Resources are designed for differently able learners.				
Development *All activities are developed according to inclusive classroom	Appropriate number of activities (At least 2)				
	Activities are according to scope of SLO				
	Activities are in logical progression				
	Use of variety of teaching strategies				
	Use of student-centered activities as per different learning styles				
	Use of differentiated learning/UDL Activities cater to differently able learners Use of RTI support is evident				

Components	Indicator	Excellent	Good	Average	Below Average
Conclusion/ Wrap up	Key concepts are recapped properly				
Assessment	Assessment is done according to the SLO				
	Assessment is designed to cater to differentiated and inclusive learning				
	Assessment activities are designed for differently abled learners.				
Follow up	Homework/ Assignment/ Project				

Remarks:_____

_____

_____

HANDOUT 7.3

TEMPLATE OF LESSON PLAN

Topic

Lesson plan No.
Grade: **Time:**

SLO:

Material / Resources Required:

Information for Teachers:

- New concepts

- New ideas

- Teaching tips

Introduction:

- Warm up

- Brainstorming

- Elicitation

- Mind map, etc.

Development:

Activity 1:

Activity 2: (Minimum two activities)

Conclusion / Sum up / Wrap up:

Assessment: Focus will be on formative assessment

Follow up:

- homework

- written work

- project

- oral assignment, etc.

PREPARING A LESSON PLAN

Below are the important steps of a lesson plan. Each step is accompanied by a set of questions meant to prompt reflection and aid you in designing your teaching and learning activities.

1. Learning Outcomes

The first step is to determine what you want students to learn and be able to do at the end of class. To help you specify your lesson outcomes for student learning, answer the following questions:

- What is the topic of the lesson?

- What do I want students to learn?

- What do I want them to understand and be able to do at the end of the session?

Once you outline the learning outcomes for the class meeting, rank them in terms of their importance. This step will prepare you for managing class time and accomplishing the more important tasks in case you are pressed for time.

Consider the following questions:

- What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?

- Why are they important?

- If I ran out of time, which ones could not be omitted?

- And conversely, which ones could I skip if pressed for time?

2. Develop introduction of the concept

Now that you have your learning outcomes in order of their importance, design the specific activities you will use to get students to understand and apply what they have learned. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic.

That is why you might start with a question or activity to gauge students' knowledge of the subject. For example, you can take a simple poll on a concept, for example "How many of you have heard about 'Fractions'? Raise your hand if you have." When you have an idea of the students' familiarity with the topic, you will also have a sense of what to focus on.

Develop a creative introduction to the topic to stimulate interest and encourage thinking. You can use a variety of approaches to engage students (e.g., personal narrative, historical event, thought-provoking idea, real-life example, practical application, probing question, etc.).

Consider the following questions when planning your introduction:

- How will I check whether students know anything about the topic?

- What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with?

- What will I do to introduce the topic?

3. **Development (the main body of the lesson)**

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. These questions would help you design the learning activities you will use:

- What will I do to explain the topic?

- What will I do to illustrate the topic in a different way?

- How can I engage students in the topic?

- What are some relevant real-life examples, analogies, or situations that can help students understand the topic?

- What will students need to do to help them understand the topic better?

4. **Plan to check for understanding**

Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding – how will you know that students are learning? Think about specific questions you can ask students to check for understanding. Decide on whether you want students to respond orally or in writing.

What questions will I ask students to check for understanding?

- What will I have students do to demonstrate that they are following?

- Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?

An important strategy that will also help you with time management is to anticipate students' questions. When planning your lesson, decide what kinds of questions will be productive for discussion and what questions might sidetrack the class. Think about and decide on the balance between covering content (accomplishing your learning objectives) and ensuring that students understand.

5. Develop a conclusion/sum up/wrap-up

Go over the material covered in class by summarizing the main points of the lesson. You can do this in several different ways:

- can state the main points yourself ("Today we talked about…")

- can ask a student to help you summarize them, or you can even ask all students to write down on a piece of paper what they think were the main points of the lesson

- can review the students' answers to gauge their understanding of the topic and then explain anything unclear in the following class.

- conclude the lesson not only by summarizing the main points, but also by previewing the next lesson. How does the topic relate to the one that's coming? This preview will spur students' interest and help them connect the different ideas within a larger context.

6. Assessment (Formative Assessment)

Take a few minutes after or during each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom.

SESSION – 8

SCHOOL - COMMUNITY COLLABORATION

SCHOOL - COMMUNITY COLLABORATION

📖 INTRODUCTION

Collaboration is an effective tool to facilitate inclusive education. School-Community collaboration is considered as a powerful approach that can provide children with equal and better opportunities for participation and inclusion. The goal of school-community partnership is to engage families, peers, community resources and all stakeholders in providing support to achieve the target of inclusive education in a low-income country like Pakistan. This school-community collaboration model can prove to be a change-agent in achieving SDG-4.

🎯 LEARNING OUTCOMES

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

- foster positive attitudes towards inclusion using social behavior change approach.
- list various approaches to engage families and peers to promote inclusive education.
- learn to connect school with community resources through Community Resource Toolbox.

🖊 MATERIALS

- Chart Papers
- Paper, Chart papers
- Pencil, pen and Markers
- Whiteboard/markers
- Desktop/Laptop/cell phones
- Multi-media
- Ball of a yarn or string

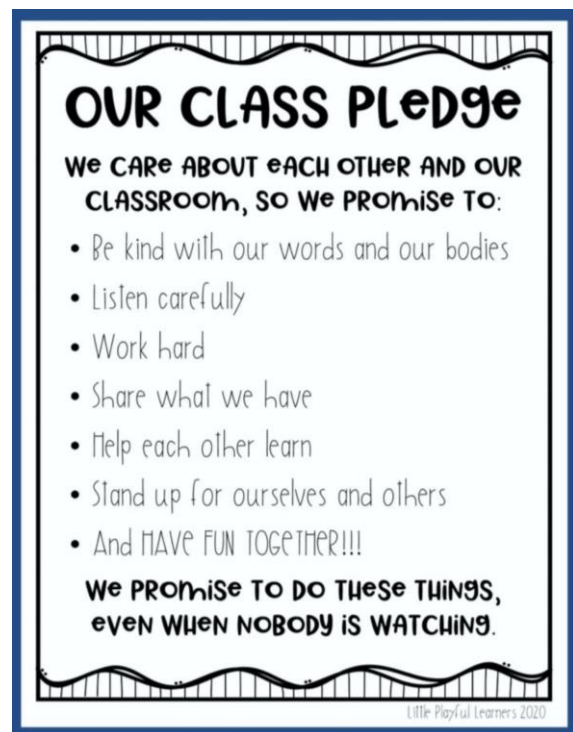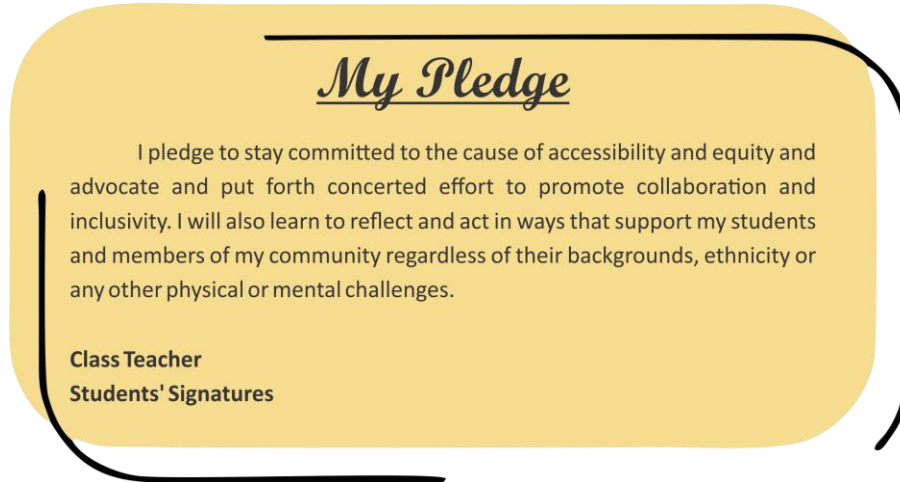| Activity 1: The Beauty of Inclusivity	20 Min

1. Ask participants what they prefer in their classrooms: a collaborative approach or a competitive approach?

2. Using the think pair share strategy, let them first think individually, discuss with their partner and finally with the whole group.

3. Come up with their stance on both approaches. Take a few responses from different groups.

4. Now show them the following video with the instructions to observe what approach is being followed in the video:

   https://www.youtube.com/watch?v=GjVwsgL2i98

5. After the video has ended, ask them for feedback on how their approach was different or similar from the one shown in the video

6. Take a few responses and talk about the benefits and challenges of inclusion

7. Divide participants into groups of four. Provide them with markers and a chart paper. Ask them to draft a pledge in groups. Following are some sample pledges for the use of trainer:

My Pledge

I pledge to stay committed to the cause of accessibility and equity and advocate and put forth concerted effort to promote collaboration and inclusivity. I will also learn to reflect and act in ways that support my students and members of my community regardless of their backgrounds, ethnicity or any other physical or mental challenges.

Class Teacher
Students' Signatures

OUR CLASS PLEDGE

WE CARE ABOUT EACH OTHER AND OUR CLASSROOM, SO WE PROMISE TO:

- Be kind with our words and our bodies
- Listen carefully
- Work hard
- Share what we have
- Help each other learn
- Stand up for ourselves and others
- And HAVE FUN TOGETHER!!!

WE PROMISE TO DO THESE THINGS, EVEN WHEN NOBODY IS WATCHING.

Little Playful Learners 2020 [6]

8. Conclude the activity by drafting a pledge signed by all participants that they will ensure an inclusive and differentiated classroom.

9. Display their pledges in the classroom. Motivate them to draft a similar pledge with the help of their students and display it in their classrooms, as well.

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[6] https://www.pinterest.com/pin/give-your-students-ownership-of-their-behavior-and-build-a-sense-of-community-with-a-daily-class-pledge--90212798777983245/

| **Activity 2: Awareness Campaign Social Behavior Change** | **30 Min** |

1. Ask participants to individually identify at least 2 stakeholders and their role in raising awareness for changing mindsets towards inclusive education.

2. Take their responses randomly and write on the board.

3. Share different ways/means to spread awareness about inclusion by using **Handout 8.1.**

4. Divide participants into 4 groups.

5. Assign one mean of communication to each group.

Group 1	Print media
Group 2	Electronic media
`**Group 3**	Playcard
Group 4	Street theater / role play

6. Ask each group to design an awareness message using the assigned communication way to involve following stakeholders to improve social behaviors and minimize negative mindsets of:

   ● Families _____

   ● Peers _____

   ● Community members _____

7. Once all the groups are done, ask them to share their messages with the whole class.

8. Summarize the activity by providing your feedback and clarifying the queries if required.

| **Activity 3: Join the Missing Links** | **30 Min** |

1. Explain different ways of how families and peer support can contribute to inclusive education.

2. Show short video clips of parents' and peers' effective participation in the school environment for the benefit of learners. Effective Family Engagement Could Look Like This
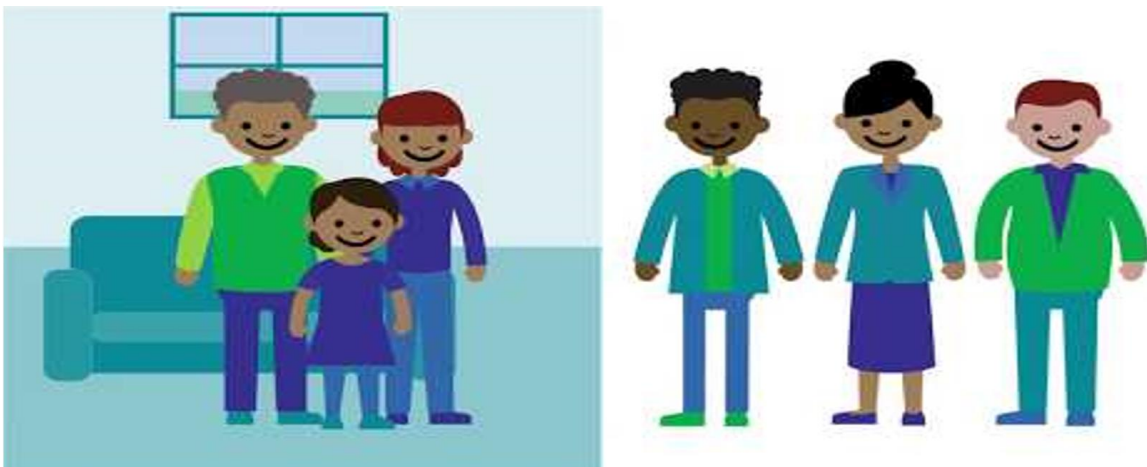
3. Make them aware of joining this missing link, in the form of a support system through families and peers by using **Handout 8.2.**

4. Ask participants to stand in a circle.

5. Use a ball of yarn or string and ask participants to construct a web of engaging parents with the school.

6. Ask one participant to hold onto the end of the string and toss the ball to someone else in the group by sharing one key strategy/point to engage parents or peers to make their classrooms inclusive.

7. Toss the ball of a yarn/string until each participant gets a chance to speck as shown in the picture below:

8. In the same manner, all participants will suggest one practical way to be a part of this support system (families and peers) and build a strong web of networking.

9. Conclude the activity by reiterating some important strategies and points shared by the participants and providing feedback on the importance of joining the missing links.

Activity 4: Connecting Community Resources	35 Min

1. Introduce the concept of Community Resource Toolbox and its formation

2. Ask participants to brainstorm on different community resources that may be utilized for effective inclusion.

3. Explain how schools can be connected with community resources.

4. Divide participants into pairs

5. Ask each pair to draw a web on the chart paper and take school as a central point. The **Handout 8.3** may be consulted to conduct the activity.

6. Ask each pair to think and connect the school of your district with different community resources that can be engaged and used for the benefit and inclusion of students.

7. Ask the participants to give the name "School-Community Collaboration Web" to the drawn web.

8. Each pair will be called to stand in the center of the class and show their web holding the chart paper.

9. Conclude the activity by sharing comments on this activity and acquire their feedback and suggestions.

Reflection:

Ask participants to fill the given checklist to share their feedback on the training.

Indicators	Yes	No	To some extent
1. Has this Training provided a deeper understanding of the importance and principles of inclusive education, as well as the challenges and strategies for implementation?			
2. Has the training emphasis on the rights of all children to access quality education?			
3. Has the Trainers highlighted the significance of inclusion in promoting social justice and equality?			
4. Has the Training stressed the need for creating inclusive and supportive learning environments that accommodate diverse learners and ensure their full participation and achievement?			
5. Are you Satisfied the practical strategies and techniques shared during the training for promoting inclusivity in the classroom?			
6. Do you think you are now able to identify the challenges faced by children in your class and design teaching strategies according to their needs?			

HANDOUT 8.1

WHO CAN BRING SOCIAL BEHAVIOR CHANGE?

The Stakeholders

- Teachers
- Families
- Peers
- Community

Major barrier to inclusion

One of the greatest barriers to inclusion are the negative attitudes of community, and how to change the mindset, use of social behavior change skills for effective collaboration are required.

What is the key to change attitudes towards inclusion?

The key to bring Social Behavior Change (SBC) is **"Communication"** among stakeholders.

Powerful tool for awareness

Media is the most powerful tool to bring social behavior change towards inclusion in the society these days.

1. Electronic media
2. Print media
3. Social Media

Following other approaches may be adopted by the teachers and schools for awareness raising of stakeholders:

1. **Parents:**

   Interpersonal work with parents, parenting programs, reducing and tackling of stigmas, etc.

2. **Peer interactions:**

Teaching and practicing social interaction strategies with all children in the classrooms through group work, co-operative learning, peer to peer story telling etc.

3. **Community:**

   - involving and engaging community members (outreach programs, health awareness and medical screening programs, unified sports, theatres and drama intervention therapies, mass media campaign combined with community level activities etc.)

HANDOUT 8.2

MINI GUIDE – FAMILY ENGAGEMENT / PEER SUPPORT

Family Engagement

- Schedule specific dates for parent-teacher conferences and offer meeting times during and after school or on Saturdays.

- When possible, use other locations, such as the home, to hold parent-teacher conferences to accommodate some families.

- Offer child supervision during meetings with parents.

- Train parents to work as volunteers in schools/train them to be a part of awareness campaign on inclusion

- Provide options for transportation for parents who need it.

- Support student-led Individual Education Program (IEP) meetings.

- Ensure continuous communication with parents to offer both positive and constructive feedback on the child's progress.

- Have disability experts on school staff for parents to better educate themselves on their child's disability.

- Conduct surveys to determine parent and student needs.

- Provide information on special topics of interest to the parents.

- Schedule special educators to visit with parents and students prior to the start of school to ease the transition.

- Provide tutoring after school.

- Offer parent- and teacher-led workshops on topics such as how to help with homework, attention deficit hyperactive disorder (ADHD), dyslexia, positive behavioral supports, or other disabilities such as autism.

- Provide referral services to parents, when required

- Develop flyers to let parents know how the school can assist their families and educate them on their rights.

- Send letters and information to parents suggesting ideas and resources on how to help their children succeed in the classroom.

- Share parenting strategies at PTM meetings, with a focus on preventing or dealing with behavior problems.

- Offer sign-language classes/ECE courses to the parents.

Peer Support

Peer modeling

- Peers provide recorded or live demonstrations of targeted social skills.
- Situations modeled should be familiar ones that students are likely to encounter.
- Peers explicitly tell the observing student what they are doing and why.
- Can be used informally during the course of the day or during formal, structured learning sessions.

Peer buddy systems

- Peers provide incidental teaching during nanostructured, routine classroom activities.
- Many buddy systems in lower grades emphasize increasing and improving a student's communication with peers.
- More formal, structured buddy programs may focus on instructional support for secondary school students during inclusive classes.

Friendship groups

- Lunch, recess, or after-school groups explicitly designed to bring together students with disabilities and their peers for socialization and fun.
- Work especially well when inclusion is minimal or if a student with disabilities is new to a school.
- May meet weekly around specific themes like the homecoming dance or school grounds improvement.
- Good opportunity to build social relationships and provide informal support channels for students with disabilities.

Cooperative learning

- Students work in small, mixed-ability groups and support each other's learning
- Competition is de-emphasized in favor of cooperation, mutual support, and shared accomplishments.
- All group members work together toward a shared goal; a group is successful only when each member achieves the goal.

Peer Tutoring

- Students get one-to-one instruction on a particular topic, assignment, or skill by a classmate, a peer, or an older student.
- Peer tutoring programs can use fixed roles for students or allow them to alternate between tutor/tutee roles.
- Especially effective in incremental learning, in which there's one correct answer that the tutor is able to guide the tutee toward.

HANDOUT 8.3

CONNECTING SCHOOL AND COMMUNITY RESOURCES – COMMUNITY RESOURCE TOOLBOX

COMMUNITY RESOURCE TOOL - BOX

1. Depts. of Health, Mental Health, Social Work, local dispensaries, hospitals

2. Recreation & Parks, Library, Community Based Organizations

3. Sports/Health/Fitness clubs

4. Public and private colleges and universities

5. Volunteer students

6. Vocational/skill development centers

7. Chamber of Commerce

8. Industries/factories

9. Businesses/Corporations/Unions volunteer agencies

10. NGO's, Community clubs and charitable organizations, Lions Club, Rotary Club

11. Mosques, churches, temples or other worship places

12. Neighborhood and homeowners' associations,

13. Parks & recreation, library,

14. Family crisis and support centers, helplines,

15. Childcare/Preschool Centers

16. Vocational Artists and Cultural Institutions colleges;

17. Museums, art galleries, zoos, theater groups,

18. TV and radio stations,

19. Newspapers, TV & radio, local access cable, social media

20. Local shops, restaurants, and banks