

# **Inclusive Education for Children with Disability: Culturally Appropriate Policy and Practice (CAPP)**

***CAPP III***

***The Whole School Approach***

*Developed by*

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**The National Resource Centre for Inclusion, India (NRCII)**

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## Education is an instrument of change.

A critical instrument for change on a large macro scale has to be EDUCATION.

In addition to special programmes, handicapped children should be educated in normal schools, services should be developed for additional categories of children who had peculiar defects such as the partially sighted, the speech handicapped, the aphasic, the brain injured and the emotionally disturbed; the teacher training centres should be strengthened and the Ministries of Health, Education and the Social Welfare Boards, should have a co-ordinated plan for action (Kaur 1985:340).

Proper education generally enables a handicapped child to overcome largely his or her handicap, and makes him into a useful citizen. Social Justice also demands it. It must be remembered that the Constitutional directive on compulsory education includes handicapped children as well.

Other agencies are needed and can indeed have a more apparent impact, but the national system of education is a key instrument that can reach all people. It is not, however, a magic wand to wave wishes into existence. It is a difficult instrument, whose effective use requires political will, commitment and implementing mechanism for the change to happen. It is a sure and tried instrument, which has served other countries well in their struggle for common schooling and an egalitarian system of education. It can, given the will and skill, to do so for India.

*(Extracts from Government of India's Kothari Commission, 1964-1966 and  
NRCII documentation, 2004).*

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## Acknowledgements

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*Mithu Alur and Vianne Timmons*  
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## **Inclusive Education for Children with Disability: Culturally Appropriate Policy and Practice (CAPP III)**

This document lays out a key for good practices in inclusive education involving *children with disabilities*. The Spastics Society of India, Mumbai, has moved from *segregated special education* to *inclusive education* and established a *National Resource Centre for Inclusion, India*, a collaborative partnership between the Roehrer Institute of Canada and the Spastics Society of India under the aegis of the Canadian International Development Agency (CIDA).

A study of inclusive education and the likely barriers has been undertaken. The major aim of NRCII has been to document the issues that emerge and to use these as a part of a code of practice or *a mechanism for carrying out inclusion*. This code of practice is called CAPP or Culturally Appropriate Policy and Practice. CAPP has for its focus inclusion actualized through change at three levels:

**CAPP I on the macro** - level of policy, legislation, political culture at the local, state, national, and global level.

**CAPP II on the mezzo** - level of community, workers and local administrators and bureaucrats.

**CAPP III on the micro** - level of classroom and school values, culture/policies/practice

This volume is known as Capp III. CAPP III outlines *the whole school approach to education*. Capp III is a result of consultations which have been conducted with stakeholders such as disabled activists, families of children with disabilities, NGO's, and

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professionals in the national and international fields. CAPP III has also drawn on the research studies conducted by the IECC team of NRCII through in-depth interviews with children with disabilities, their family members, special and regular educators, education administrators, and government officials in India. While most of the inputs from India are from people in Mumbai, people from communities and regions such as Delhi, Kolkatta, Chennai etc have also contributed through various consultative procedures.

CAPP III seeks to build on these resources by pointing to the essentials for inclusion to take place, ensuring that young people with disabilities, alongside other children, benefit from high quality educational processes.

CAPP III focuses on key relational contexts, wherein practices in education need to be explicit with regard to disability in order for inclusion to occur. These relational contexts involve children with disabilities, their peers, family members, teachers, itinerant supports and school principals. CAPP III also focuses on issues between teachers, between parents, between teachers and principals, and so on, that have direct implications for children with disabilities.

In CAPP III you will find a series of sessions for the whole school to engage in. CAPP III is concerned with the 6-14 year olds. There are sessions for the School Heads, Teachers, Parents, and Peers. Each session has background information, objectives, activities and evaluations.

CAPP III has four major themes:

1. School Heads as Educational Leaders
2. Teachers Supporting Teachers
3. Children Supporting Children
4. Families Supporting Families

**You must be the change you wish to see in the world.**  
**- Mahatma Gandhi**



**Section 1**  
**School Heads as Educational Leaders:**  
**Meetings to facilitate the Inclusive Process**  
**with your staff**



### **Introduction**

The body of research in inclusive education highlights the role of school leaders as key to successful transition to an inclusive educational environment. It is necessary for school leaders to be informed about *the best practices* in inclusive education and encourage staff to adopt the principles and practices which are key. It is important to place inclusive education on the school agenda. The culture of the school need change. This *reculturing* of the whole school environment leads to a *whole school approach*. Becoming an inclusive school takes time. It does not happen quickly. Each day will be a step towards developing an inclusive, community school.

To facilitate the use of this document it has been divided into four sections. These sections have been further divided into background, objectives, activities and evaluations. Overheads have been designed which can be photo copied on to transparencies to be put up during workshops and meetings. The handouts can also be photo copied and given out to the participants to be filled in or referred to as may be the case. The table of contents details clearly the four sections. This Section of CAPP III presents a series of activities that can be covered by the School Heads at staff meetings with senior staff.

They would in turn cover the second section with the rest of the staff in further meetings.

Section 3 would be assigned to all teachers to be covered with their respective classes and Section 4 would be done by the staff with the parents.



## *School Heads as Educational Leaders*

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Through the introduction of CAPP III a whole school approach to inclusion based on experience should happen. The objectives of this section of CAPP III will accomplish the following:

### **Objectives**

- To introduce a policy of inclusive education (accepting all children from the neighborhood) into the school.
- To introduce a culture of inclusion.
- To treat all staff and children in the school as equal members. It does not discriminate amongst children and addresses the diverse needs of all children.
- To encourage all children to participate in all school activities.
- To ensure that all staff treat all staff and children with respect irrespective of class, religion, gender, ability; the dignity of each person is maintained and no person is publicly humiliated.
- To ensure that adequate supports are in place for children with disability them for example physical and academic modifications necessary to follow the syllabus, counselling sessions for families and children if needed, attention to universal design.
- To arrange for specialist support if required.
- To support the family of the child with disability to settle into the school community.

## *School Heads as Educational Leaders*

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- To listen and respond to the concerns of the family.
- To ensure that families are involved in any planning for the full inclusion of their child in school.
- To provide opportunities for families to network (See Family Sessions in CAPP III).
- To provide planning time for teachers to collaborate.
- To support professional development of all staff as well as resources teachers and para professionals working for inclusion in the school.

## What is Inclusive Education

Engaging the staff in a discussion about inclusive education is the first step in moving your school towards becoming an inclusive culture. Your leadership is critical in this process.



*Staff orientation programme on inclusive education*

### Background

The Indian government has adopted a policy of education for all. However, there are still many children excluded from schools. Children of different genders, religions, castes, socio-economic status, and abilities contribute to a rich learning community. Inclusive educational practices are meant do just that. They encourage children to learn from each other.

Your responsibility as educational leaders is to remove the systemic barriers to learning that children experience. CAPP III is one instrument to help you accomplish this transition. As a first step engage your staff in a discussion of inclusion.

### Objective

- To introduce a policy of inclusive education (accepting all children from the neighborhood) into the school.
- To introduce a culture of inclusion.

### **Activity 1**

In a series of six fortnightly staff meetings at the start of the year bring staff together to discuss how the school can move into an inclusive culture. Highlight the activities your school already does in this direction. Introduce CAPP III. Share with them the overhead that identifies the objectives they will be accomplishing which you will present (refer to Overhead 1).

Introduce the idea of inclusive education. How much does the staff know of it? Introduce a pre and post questionnaire (Sample at the end of this module): at this stage a pre questionnaire to ascertain the awareness, beliefs and views of the staff.

Introduce the staff to the definition of inclusive education (refer to Overhead 1):

Inclusive Education means every child learning together in his/her neighborhood school. All children are welcomed in the school and all children learn together in the regular classroom.

### **Activity 2**

Have the staff provide suggestions on how they can move their school towards becoming an inclusive setting. Tell them you want them to go on a journey of transformation with you. It will be a journey that will take time but they will learn a great deal and see themselves grow as educators along the way.

Have each group present and discuss the strategies. Move towards development of a policy for changing the culture. Develop the policy into a poster and display it throughout the school.

**You have begun the journey!**

### Example 1

Mrs. Joshi is the principal of a private school in Mumbai. She has included children with disabilities (children with physical and mental impairment) into her school for the last ten years. Three years ago she received a directive from the Education Department that she was to implement a policy so that children with disabilities comprised at least 3% of the school population. She now has developed that policy which accepts ALL children into her school. She is proud that she is able to implement inclusive education and she feels all schools should implement inclusive education practices. As the practice of inclusive education fosters values of acceptance in all children, she is proud of her school. She says "If inclusion begins at school, it will lead to acceptance in society."

### Example 2

Admissions Policy of the National Resource Centre for Inclusion, India (NRCII) reflecting inclusion of all children at every stage<sup>1</sup>.

- 1) The National Resource Centre for Inclusion, India (NRCII) will admit *all* children with disabilities and without disabilities, numbers permitting and wherever possible. The children with disabilities will be admitted keeping in view the expertise of staff at that point of time.
- 2) No child will be refused services. Even if they are not admitted to the National Resource Centre for Inclusion, India they will be referred to other appropriate organisations or given a base for resource support.
- 3) Admissions will be considered on a priority basis for:

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<sup>1</sup> IECC, Policy for Admissions into the National Resource Centre for Inclusion, India (NRCII)

- i) Children with Cerebral Palsy, unable to avail of services outside, will be given priority, over children with other disabilities.
  - ii) The girl child.
  - iii) The child hailing from the under-privileged section of society.
- 4) The age of children without disability should be on par with the class age requirements as in a mainstream school (as much as is possible).
  - 5) Admissions for children without disabilities to begin from two and half till they are five years. This will be specifically for children not getting any educational services. The main objective will be to facilitate inclusion into a mainstream school. Other children who have dropped out of school may also be taken in and provided the inputs required to support their re-inclusion into regular school.
  - 6) The number of children to be taken in each class will be decided prior to admission procedures by the concerned authorities.
  - 7) (a) Each child with disability being considered for admission needs to have five assessments.
    - Social
    - Physical
    - Speech
    - Psychological
    - Educational
  - (b) Each child without disability above the age of 5 years will have to undergo appropriate assessments.

## *Focus on the Staff*

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- 8) All parents seeking admission for their children are required to submit their applications starting first week of December to end of January. Admission procedures will be complete by March. Social workers will be facilitating Admission procedures.
- 9) Those applying for admission after 31st January will be put on a waiting list.
- 10) Within one month of school re-opening (around June 15th) priority one cases may be re-considered for admission depending on the number of vacancies.
- 11) All parents should be aware that the ultimate goal for each child coming in school is preparing for mainstream education. Hence they should support this through participation in meetings, workshops and liaising with neighbourhood schools.

## Overhead 1

### Objectives of School Heads as Educational Leaders

#### As A School We Will

- Introduce a policy of inclusive education (accepting all children from the neighborhood) into the school.
- Introduce a culture of inclusion.
- Treat all staff and children in the school as equal members. The school does not discriminate amongst children and addresses the diverse needs of all children.
- Encourage all children to participate in all school activities.
- Ensure that all staff treats all staff and children with respect irrespective of class, religion, caste, gender, ability; the dignity of each person is maintained and no person is publicly humiliated.
- Ensure that adequate supports are in place for children with disability them for example physical and academic modifications necessary to follow the syllabus, counselling sessions for families and children if needed, attention to universal design.
- Arrange for specialist support if required.



## *Focus on the Staff*

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- Support the family of the child with disability to settle into the school community.
- Listen and respond to the concerns of the family.
- Ensure that families are involved in any planning for the full inclusion of their child in school.
- Provide opportunities for families to network (See Family Sessions in CAPP III).
- Provide planning time for teachers to collaborate.
- Support professional development of all staff as well as resources teachers and para professionals working for inclusion in the school.

Inclusive Education means every child learning together in his/her neighbourhood school. All children are welcomed in the school and all children learn together in the regular classroom.

## **All children are treated as full members**

It is important for school staff to pay attention to the interactions of the children in the school. Any child left out is a child alone. You, as a school leader, set the example for dignity and respect for all.



*Teacher conducts a class with complete participation from all*

### **Background**

Schools have children with diverse abilities. They need to be included as equal members of the school. Often children with disabilities are lonely and feel isolated. We sometimes need to intervene to ensure that they are accepted.

Children recognise differences. They do not mean to be cruel but often are not sure how to interact with someone who is different. You, as a school leader, are crucial for introducing a climate of acceptance and respect for all in school.

### **Objectives**

- To treat all staff and children in the school as equal members. No discrimination amongst children and address the diverse needs of all children.
- To encourage all children to participate in all school activities.
- To ensure that all staff treat all staff and children with respect irrespective of class, religion, gender, ability; the dignity of each person is maintained and no person is publicly humiliated.

### **Activity 3**

#### ***Focus on Staff***

1. At a staff meeting introduces the value of RESPECT for others. Ask the teachers if they feel they can improve in their conduct towards each other as colleagues. Give examples of when staff have not been sensitive to each other's needs, have not been caring and supportive, have not appreciated and valued each other's contribution, have not... When you treat each other with respect you become excellent role models for the children. Hold regular staff meetings and ensure that every staff has been given an opportunity to voice their opinion and participates in planning and executing academic and co-curricular activities. These should be periodic (twice a year). Staff appreciation awards in various areas of excellence could be instituted
2. Divide the staff into groups each discussing the above issues of sensitivity/insensitivity, caring/uncaring, supportive/unsupportive and appreciative/ lack of appreciation. Thus an ideal code of practice is created by staff for themselves within an inclusive Human Rights framework.

#### ***Focus on Children***

1. Ensure that this percolates to children and develop a code of practice for child awareness.
2. Get a list of all children in the school with identified special learning needs. Make a point of going and meeting each child individually. Go into the classroom so that you can observe the child in the school setting.

3. Ask the teachers for their opinions about how the children in the school are treated. Do the teachers feel the children are treated respectfully? Could the school do better in this area? In groups of 4, have the teachers review their discipline procedures. Are the children being treated with dignity? Have the groups develop a code of conduct (refer to Overhead 2) and new discipline procedures that fall in line with the code. Ask the teachers to share this with their classes. Ask the teachers if they feel all children are fully included in all activities. Could a child in a wheelchair attend all school functions? Do the after - school activities provide an opportunity to involve all children? This is part of respect.
4. Have the teachers think about specific children in their classes who are not fully included. How can the school encourage fuller participation from all children? Encourage the staff to think about these issues so as to discuss them at the next staff meeting.

### Example 3

Mrs. Mehta, a principal in a private school, handpicks her teachers. She wants teachers who are sensitive and respectful to children. She is interested in teachers who have had experience with persons with disabilities. Her school enjoys a reciprocal relationship with a neighbouring school. They have regular visits back and forth with each other. Nina is a twelve-year old girl who has muscular dystrophy. She uses a wheelchair to get around. When the visits were first initiated she was excluded, because she could not walk to the other school. She was quite distressed on being left out. One teacher observed this and approached the principal. Mrs. Mehta said, "No child in my school will be left out." She arranged for a rickshaw to transport Nina on the school trips.

## Overhead 2

### School Code of Conduct towards staff and children

Developed by the Staff of \_\_\_\_\_

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## Ensuring Adequate Supports

All children can learn. Some children may need their environment adjusted for maximum learning. Supporting each other to reach one's potential is a good practice for schools to embrace.



*'Inter disciplinary' meeting to discuss the progress of children – therapist, educators, psychologist, social worker, pediatrician and parents*

### Background

All children can learn. Some children require support to help them access school, and to learn in an enabling environment. We as educators know that there are many ways to support children in their learning.

As a school leader you need to encourage your teachers to seek support, be creative, and to work with families to ensure that the child with a disability can succeed. You need to bring your teachers in as partners.

### Objectives

- To ensure that adequate supports are in place for children with disability for example physical and academic modifications necessary to follow the syllabus, counselling sessions for families and children if needed, attention to universal design<sup>2</sup>.
- To arrange for specialist support if required.

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<sup>2</sup> Universal design is a term used for architectural design that includes every one, such as ramps, bars, adjusted toilets, etc.

## **Activity 4**

In this staff meeting review the last discussion. Were there children observed who were excluded? What solutions did the staff come up with?

It is important to look at the supports required to enable all children to learn. The barriers of access to education may be physical, social emotional, academic. Tell the staff that you would like reports of an audit of the school to determine how accessible it is. See overhead of Sample School Audit (refer to Overhead 3)

Have your staff break into groups of 4. Encourage them to look at the Sample School Audit (Overhead) and revise it to reflect their own school context. Have them develop a strategy for an audit. Get the plan in place. You will review it at the next staff meeting.

## **Activity 5**

There are other supports that children require to learn. Give the staff several case studies causing concern in the school. Following is an example of a case study and ask them to develop a plan for this child to attend school and be supported in her learning (refer to Overhead 4).

## Case Study 1

Anita is 7 years old. She is very social and enjoys being around other children. The school has stairs and is not accessible to Anita, who has cerebral palsy. How can she be enabled to attend the local school?

Anita also has difficulty taking notes and holding a pencil. How can she be helped complete her schoolwork?

Encourage the teachers to talk to each other about supports required to assist their children to learn. Inform the staff that concessions are given to children with disabilities by education boards at the national and state levels too, as necessary support for inclusion. Give the example of the concessions given by Maharashtra State Board (refer to Overhead 5).

Collaboration is also critical to successful inclusion. Teachers can help teachers improve children's learning. In CAPP III, *Teachers supporting Teachers'* section, this area is further explored in detail.

Encourage the teachers to interact with families and community to provide necessary supports for the child. If the child requires assistance going to the toilet, maybe a peer or a volunteer can support the child. Refer to the section, *Children supporting Children*. There are many creative ways children can be supported. You have opened this door!

Sometimes you may have to call on a specialist to assist the teachers in planning for a child. Encourage the use of all kinds of collaborations with creative people special schools and professionals examining ways to promote the children's success.



### Example 4

Mrs. Shah, principal of a grant-in-aid school, had a portable ramp built through community support. This enabled Sunil and Anjali, two children with mobility challenges, to move around the school. Even with the portable ramp the children require support. Two children assist Sunil and Anjali use the ramp. Mrs. Shah has noted that senior citizens who visit the school also use the ramp.

Further, Mrs. Shah has allowed the children access to the staff toilet, as it is a western toilet and easier to use for the children. The toilet is also on the same floor as the children's classroom.

### Evaluation

You may wish to take some time at the end of this session to check how your teachers are doing. Carry out a post questionnaire (refer to Handout 2). Ask them if they have any questions about the sessions held so far. Have each one identify a key fact he/she has learned and share this with a colleague.

## Overhead 3

### Sample School Audit

1. Can a child with wheelchair/crutches enter the school?

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2. Are their steps to your organisation or do you have a ramp or a lift? If there is a lift, are the children permitted to use it?

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3. Can a child with wheelchair/crutches access the following areas of the school:

- a) Classroom
  - b) Library
  - c) Science lab
  - d) Computer room
  - e) Auditorium
  - f) Dining hall
  - g) Play areas
- 

4. Are children being encouraged to use their walking aids, communication aids?

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## *Focus on the Staff*

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5. Can a child with wheelchair/crutches access all toilets on each floor convenient to him or her?

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6. Can a child with wheelchair/crutches use the accessible toilets in the school?

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7. Is help and aid provided by the school authorities if needed?

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8. What are some possible modifications we can make to ensure accessibility?

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## **Academic**

9. Are teaching aids being used to facilitate learning for every child?

10. Are modified assessment techniques used to meet each child's requirements?

11. Are individualized educational plans made for children if required?

## **Support**

12. Is there a support team available to guide teachers?

13. Are counseling facilities available in school?

14. Do you ensure peer interactions?

---

15. Do you encourage buddy system<sup>3</sup> where children help in the following areas:

- Classwork
- Feeding
- Mobility
- Extra Curricular activities
- Playground activities

16. Are children a part of every activity?

- Drama
- Music
- Sports
- Cultural activities (celebrations of festivals, events)
- Expeditions

*\*Wheel chair accessibility means free movement without any obstructions at any level (no steps or narrow pathways).*

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<sup>3</sup> Buddy system means that teachers create a 'buddy' or a friend who will be a support for a child needing any kind of help.

## Overhead 4

### Case Study 1

Anita is 7 years old. She is very social and enjoys being around other children. The school has stairs and is not accessible to Anita, who has cerebral palsy. How can she be helped to attend the local school?

Anita also has difficulty taking notes and holding a pencil. How can she be assisted to complete her schoolwork?

**In groups of 4 discuss the situation and develop strategies to support Anita in attending her neighbourhood school.**

## Overhead 5

### SSC board concessions

- Arithmetic Std VII level instead of Algebra and Geometry, and work experience e.g. computer.
- Extra Time: 1  $\frac{1}{2}$  hour extra (a half hour extra for every 1 hour)
- Writer/Typewriter - Any writer who can understand the candidate's speech.
- Exempted from drawing, figures, maps etc.
- Instead of science practicals, candidates will be allowed to give an oral examination.
- Choice of an examination centre and sitting arrangement at the candidate's convenience.
- Second language exemption. The candidates can choose from a list of other optional subjects like:
  - Carpentry
  - Bakery
  - Typing
  - Cookery
  - Beautification, etc.

Children with multiple disabilities who are non - verbal are allowed to use Communication Board.

## Working with Families

Research has shown that working closely with the family improves a child's achievements. As a school leader you can set an example and welcome families into your school community.



*Parents meeting in progress to discuss parents' contribution and children activities in school*

### Background

Families want to be involved in their child's learning. They are critical for a follow-up from school. You need to establish families as partners in their children's education.

Many families find schools intimidating places. Often parents and grandparents themselves did not have positive school experiences: some may not have had the opportunity of attending schools. They need to be welcomed and made to feel that they have something to contribute. This requires an openness and an egalitarian approach on the part of the school staff. You as an educational leader will be critical in setting an example.

### Objectives

- To support the family of the child with disability to settle into the school community.
- To listen and respond to the concerns of the family.

- To ensure that families are involved in any planning for the full inclusion of their child in school.
- To provide opportunities for families to network (See Family Sessions in CAPP III).

### **Activity 6**

In this staff meeting the school audit is reviewed. Has the staff figured out ways to develop accessibility to education in the school? Select a committee to work out an action plan to implement changes based on the audit at another staff meeting.

Talk to the staff of the importance of involving families in the children's education. Review the activities that promote family involvement presently in the school. Have the staff develop a quick survey that can be sent home with the children, asking for parents to express their concerns back to the school (refer to Handout 1) and see if and how they would like to be involved in the school.

Some schools are in communities where parents find it difficult to fill in a survey. Ask families to come in for family get togethers and have senior children/staff ask them the questions and fill in the survey. Creative minds can think of many ways to elicit this information.

Tell the staff that the planning for children with disabilities in the school must include the families. They need to know what is happening with their child at school so that they can provide consistency at home. Parents are the experts when it comes to the child. They can provide insight into what will work well in



your classroom. They also can be helpful as volunteers in your school. The more hands you have the more you can accomplish.

Introduce the staff to the Family Section of CAPP III. Ask if there are a couple of volunteers to review it and provide a presentation to the staff about it next meeting.

### Example 5

Mrs. Khan, the mother of Rahim, realised that her son found it difficult to use his crutches to reach his class on the fourth floor of the school. Rahim, very independent, was badly frustrated. His mother approached Rahim's teacher, Mrs. Savant, and expressed her concerns. Mrs. Savant approached the principal, Mr. Prabhu, about the situation. He called a meeting of Rahim's teachers and mother and brainstormed for solutions. One of the teachers suggested she switch classrooms so Rahim would not have to go to the fourth floor. His classes now are all on the ground floor.

## Handout 1

### Sample Survey to go to Parents

This survey is designed to get your opinion on our school. We will use suggestions you give for improving the school

What are the things that you like about your child's school?

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Are there regular meetings with the school management? Is there a forum where your difficulties are addressed?

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What are the areas in your opinion in which the school may consider improvements:

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How do you think you can contribute to the development of the school and the progress of your child?

Any Other Comments:

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**Thank you for taking the time to fill this out.**

## Collaboration

Teachers helping teachers is a powerful concept. Bringing teachers together and allowing them time to problem - solve and support each other can improve the educational climate in the school.



*Discussing issues of concern at a staff meeting*

### Background

Collaboration is a powerful way to improve practice in the school. Having an open atmosphere where teachers are encouraged to ask each other for ideas and suggestions can provide a teacher with invaluable feedback.

You as the educational leader need to provide opportunities for teachers to come together and plan together. Encourage the sharing of information, materials and strategies. Have teachers share information they have gathered through course work and professional development opportunities.

As school leader you need to encourage your teachers to seek support, be creative and work together with families to ensure that the child with a disability can succeed. You need to involve your teachers as partners.

### Objective

- To provide planning time for teachers to collaborate.

### **Activity 7**

At this staff meeting have an update on the school audit. What efforts does the school have to improve accessibility? You may have to reach out to the families in your community to get assistance with any needed renovations such as ramps, railings and washrooms. This assistance may be in the form of labour or fundraising.

### **Activity 8**

Group the teachers in fours. Have each teacher think about the most challenging behaviour he/she faces in his/her classroom (refer to Overhead 6). Each teacher presents the problem and then keeps silent. He/she listens to the other three teachers brainstorm solutions and strategies. The teacher records these.

At the end of the session each teacher tells the group the strategy he/she will adopt. Ask all the teachers to be creative and try some of the discussed strategies. Tell them the next staff meeting will be devoted to the success, or otherwise, of their experiments. Teachers helping teachers is a powerful strategy to improve the children's learning.

**Overhead 6**  
**Teachers Helping Teachers**

A Challenge I face is: \_\_\_\_\_

\_\_\_\_\_

Strategies from my Colleagues:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I will try:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*(Adapted from G. Porter, 1994)*

## Setting an example

School leaders setting an example. What better learning environment than a caring inclusive school. You as leader must concentrate on setting the tone.



*Ideal setup of an inclusive school – an encouraging learning environment*

## Background

So often we begin a new initiative and then it slowly disappears. We exhaust our teachers with constantly changing curricula and policies. A caring inclusive school sets the school up as one that puts children first. It always checks that each new initiative supports this concept.

You, as school leader, need to support your staff. They need to be acknowledged and celebrated. They will benefit by your recognising their accomplishments. You need to ensure that your teachers' accomplishments and efforts are celebrated.

## Objectives

- To support professional development of all staff as well as resources teachers and para professionals working for inclusion in the school.

## Activity 9

Have the committee that reviewed CAPP III, Families Supporting Families Version, report on it. Ask for volunteers to implement this program. It will require sessions with families of children with disabilities. This will complement the efforts you are making in your school. Ask a couple of teachers to help implement the family program.

It is important for your school staff to focus on teaching strategies which include all children. CAPP III has a Teachers Supporting Teachers Version. Appoint two of your most creative teachers to become familiar with CAPP III, Teachers Supporting Teachers. They can prepare an implementation plan for the series of activities required to implement CAPP III.

Tell the staff that the journey to inclusive education will be part of the agenda of every staff meeting. This is a commitment by you to your school. You want regular updates on the progress in including all children. Thank the staff and tell them you are proud of their efforts and you know that their commitment to the education of ALL children will make the school the best.

## Evaluation

This is your last formal session with the teachers. Use the post questionnaire attached (refer to Handout 2) to get feedback from them. Tell them this information will help you in moving the school forward towards inclusion.

Thank them for their cooperation and time.

You have started your journey to become a caring inclusive school.

### Example 6

Father Alex, the principal of a grant-in-aid school, feels strongly about inclusive education. He encourages his staff to attend professional development sessions at the National Centre for Inclusion, India, in Mumbai. He has also approached the Centre to develop and conduct sessions with his staff at his school. The staff has found that they have been able to use the guidance to include ALL children in their school in a meaningful way.

At a recent seminar on innovative teaching strategies organised by the Indian Education Society, Father Alex shared experiences of the work his staff have done in inclusive education. He presented innovative methods of involving all children in education, physical training, etc... in front of an audience of approximately 500 teachers.



## Handout 2

### Pre / Post Questionnaire

Thank you for taking time to work on this Journey for Inclusion. Please complete this questionnaire so that we may identify what worked well in the sessions we had and what could be improved.

Q1. Do you think all children with and without disabilities should study together?

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Q2. What do you understand by the term inclusive education?

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Q3. What do you feel will be issues of concern in teaching all children together?

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Q4. Do you think a support system is important? How?

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Q5. How do you think the course will help you?

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*(Source - NRCII training programme for BMC teachers)*



## Section 2

### Teachers Supporting Teachers



### **Introduction**

Inclusive Education is a worldwide movement which is transforming the educational system. Including children from different religions, castes, socio-economic status, and abilities is a new challenge. The movement to a caring inclusive school demands that teachers reflect on their practice. They need to learn new skills and increase their knowledge.

Inclusive education encourages the best practices in teaching. Strategies to teach children with different abilities in the regular classroom help all children learn. It does not require special teaching or a special setting to teach a child with disabilities. It requires excellent teaching.

Children should attend their neighbourhood school with their brothers and sisters and friends from their community. Children can learn to accept others if they coexist in an inclusive school with children who are not always the same as them. They learn important lessons in acceptance, compassion, understanding and social skills. As teachers, we need to ensure these qualities are part of the life of the school.

CAPP III has been designed for teachers by teachers. Its aim is to assist your school in becoming an inclusive environment. The activities in this Teachers' Version are designed to support you in teaching an inclusive classroom.

This series is divided into modules that you can work through as a group. The knowledge in each module builds on the one before it. Each module has background material, objectives, and activities. Regular evaluations have been included to assist you in future planning for your school.

### **Objectives**

The following objectives are covered in this version:

#### **Stage I**

- Teacher is informed about inclusive education.
- Teacher treats all children with respect and dignity.
- Teacher ensures that education in values is addressed in the classroom (e.g., values of sharing, helping, kindness, respectfulness, etc.).
- Teacher uses a range of instructional and assessment methods to teach the children.

#### **Stage II**

- Teacher is committed to teaching the child in an inclusive setting.
- Teacher ensures the child is prepared academically, physically, socially and emotionally and supported for transition phase into an inclusive setting.
- Teacher ensures that opportunity is given to the child to be as independent as possible, bearing in mind his/her difficulties.
- Teacher ensures that the child with disabilities is fully involved in the learning and academic process.
- Teacher ensures that the child with disabilities is fully involved extra-curricular activities of the class.

#### **Stage III**

- Teacher works in partnership with parents.
- Teacher regularly informs parents about classroom activities.

## *Teachers Supporting Teachers*

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- Teacher regularly communicates with parents about the child's progress (e.g., through informal meetings, log book, etc.).

### **Stage IV**

- Teacher works in partnership with other professionals.
- Teachers engage in collaborative problem - solving with other teachers.
- Teacher considers whether the child's academic performance, is according to his/her potential,
- Teacher uses concessions to support the learning in the classroom (As given by statutory Boards of Examinations).

### **Stage V**

- Teacher promotes interactions between children with and without disabilities, through buddy systems etc.
- Teacher ensures that the learning environment is enjoyable for all learners.
- Teacher monitors progress through the regular evaluations.

The series of activities should help you to create a caring inclusive classroom. The series is designed for use by the school staff through professional development during regular staff meetings or during the time planned for inservice training. One or two of the staff will need to serve as facilitators for the sessions.

Different staff members can lead different sessions. All the material you will require is contained in this manual. You can supplement any module with your own material.

### **Enjoy the Journey.**

*If a child is ready to learn, I have no problem including her!*  
(Says a Mumbai teacher practicing inclusion).

## Teaching all Children

Teaching a class that includes children with different ability levels requires a shift in attitude. The focus is on teaching the child, not teaching the curriculum.



*Teaching a group of children with different abilities – multilevel teaching*

### Background

We have not been raised in an inclusive classroom and we need to reflect on our attitudes and views in order to be to be more effective teachers. Reflective practice is an important strategy to improve teaching. Reflective practice means we take time to sit back and evaluate our teaching, what went well, what could be improved and what have I learned about myself.

Many of us have the attitude that children with disabilities would learn better in segregated settings. We forget that children learn as much from their peers as they do from the teacher. We need to present a learning environment that maximises learning.

Doug Williams, (2002) in his book, *Vulnerable Children*, has found that classes with children who have a variety of learning abilities do better academically than classes with children of the same ability level. Mithu Alur, the founder of the National Resource Centre for Inclusion, India, found the same results in a

study conducted in Dharavi, Mumbai, which looked at preschools that included all children<sup>4</sup>. Including children with different abilities has the potential to increase your class achievements because you use a variety of teaching methods.

### **Activity 10**

Share with teachers, the overhead that identifies the objectives they will be accomplishing which you will present (refer to Overhead 7). Have the teachers arranged into groups of 3 or 4. Have them share their experiences with children and people with disabilities. The experiences may be limited, unless there are family members the teachers have grown up with.

Have the teachers think about what an ideal inclusive school would look like. Develop a description of such a school on the form attached (refer to Handout 3). Have each group share their description.

Show the teachers a model of inclusion developed by a group of teachers in Mumbai at the National Resource Centre for Inclusion, India (refer to Overhead 8). If possible, visit an inclusive school. What do you want your school to eventually look like? As a caring inclusive school, you need a vision of where you want to go.

Have the teachers decide what they would like their school to look like in five years. What attitudinal changes will have to happen in the staff to reach this ideal?

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<sup>4</sup> INCLUDED - *An Exploration of Six Early Education Pilot Projects for Children with Disabilities in India*. Final Report by The Spastics Society of India & UNICEF, Mumbai, India.



The challenge is how to move towards this ideal. You have taken the first steps.

### Example 7

Mr. Chatterjee, a teacher in a grant-in-aid school, has a positive attitude towards inclusive education. He says, "inclusion is all in your mind". He feels that if a teacher has the right attitude, he/she can teach all children. His principal is very supportive and encourages the teachers to use different strategies in teaching the children. He makes certain ALL children are included in ALL activities.

Mr. Chatterjee was organizing a school talent show. Sita, a child in his class who is in a wheelchair, was unable to access the place where the show was being held. When Mr. Chatterjee realized she was excluded, he organized a class talent show where Sita did a dance, which everyone applauded. Sita was proud and pleased with her contribution.



## Overhead 7

### Objectives of Teachers Supporting Teachers

#### Objectives

The following objectives are covered in this version:

##### Stage I

- Teacher is informed about inclusive education.
- Teacher treats all children with respect and dignity.
- Teacher ensures that education in values is addressed in the classroom (e.g., values of sharing, helping, kindness, respectfulness, etc.).
- Teacher uses a range of instructional and assessment methods to teach the children.

##### Stage II

- Teacher is committed to teaching the child in an inclusive setting.
- Teacher ensures the child is prepared academically, physically, socially and emotionally and supported for transition phase into an inclusive setting.
- Teacher ensures that opportunity is given to the child to be as independent as possible, bearing in mind his/her difficulties.
- Teacher ensures that the child with disabilities is fully involved in the learning and academic process.
- Teacher ensures that the child with disabilities is fully involved extra-curricular activities of the class.

**Stage III**

- Teacher works in partnership with parents.
- Teacher regularly informs parents about classroom activities.
- Teacher regularly communicates with parents about the child's progress (e.g., through informal meetings, log book, etc.).

**Stage IV**

- Teacher works in partnership with other professionals.
- Teachers engage in collaborative problem - solving with other teachers.
- Teacher considers whether the child's academic performance, is according to his/her potential,
- Teacher uses concessions to support the learning in the classroom (As given by statutory Boards of Examinations).

**Stage V**

- Teacher promotes interactions between children with and without disabilities, through buddy systems etc.
- Teacher ensures that the learning environment is enjoyable for all learners.
- Teacher monitors progress through the regular evaluations.

## Handout 3

### Description of my school as an inclusive caring school

My school is accessible by:

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The children in my school:

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The teachers in my school:

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The Administration in my school:

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The families of the children:

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Other teachers describe my school:

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## Overhead 8

### Model of Inclusive Education

(Developed in 2001 in Mumbai by teachers)



## Understanding Inclusive Education

Inclusive education is about treating all children with respect and dignity. For a classroom to be a safe and engaging learning environment, children need to feel valued. Inclusive education values all children.



*All children are valued*

### Background

As you move towards an inclusive classroom you need to think about what inclusive education means to you. Inclusive education is a worldwide movement that is transforming the educational system. It is about children being educated in their neighbourhood school with their brothers, sisters, cousins and friends.

This means that children regardless of ability, religion, class, caste, and socio-economic status have the right to attend regular schools. We did not have the opportunity to be educated with children who had disabilities, yet we lived in neighbourhoods where they did. The next generation should be given an opportunity to be educated together, in a way that they appreciate all people and live in harmony with others.

### Objectives

- Teacher is informed about inclusive education.

## *Focus on the Teacher - Stage I*

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- Teacher treats all children with respect and dignity.
- Teacher ensures that education in values is addressed in the classroom (values of sharing, helping, kindness, respectfulness, etc.)

### **Activity 11**

Explain to the teachers that you are going to work through a series of modules on inclusive education. Have them in pairs of two, think about what inclusive education means to them. Generate a couple of definitions of inclusive education. Present this definition as an overhead (refer to Overhead 9) as an example.

Inclusive Education means every child learning together with others in his/her neighborhood school. All children are welcomed in the school and learn together in the regular classroom.

Is the school inclusive now? Inclusive education is a process. It is the responsibility of *all participants* in the school. It means that teachers, administration and children are open to all children. Children are meaningfully engaged in school activities. We can all work on moving closer to an inclusive caring community, but it takes time and commitment.

Explain CAPP III to the teachers. Put up the overhead of objectives that you are going to work on. Tell them that each session has assignments for them to do. These activities are designed to improve the school and move them towards inclusive practice. CAPP III is just the beginning for them. This is a process they will work on throughout their teaching careers. The sessions that they will take will provide them with ideas and strategies to begin the journey.

## Activity 12

Have the teachers arrange themselves into groups of 3 or 4. Ask them to focus on the language describing children with disabilities. Have them complete the form (refer to Handout 4). How we describe people reflects how we respect and ultimately treat them. Children with disabilities are children first. We always need to ensure we speak about them and to them as children.

Have each group share one term and then try and reformulate it. As a school you need to model respectful language for the children. Become aware of the language used around you and the images that the media portrays.

Now display the overhead of Appropriate Language (refer to Overhead 10) and discuss it with respect to the completed forms and the words used in respective regional languages.

Often we use language that plays on pity. "That poor retarded child". We need to pay attention to the language and use words that are respectful and reflect the child's dignity. " Varsha is a wonderfully social girl."

As school staff, adopt a position that will encourage and transmit language that is respectful in your inclusive school.

There are some things you will need to know before you actually welcome a child into your classroom. You need to spend some time getting to know the child and finding out about her/him. The better you know the child the better you will be able to introduce him/her into your class.

### Activity 13

In groups of 3 or 4 think about the information you would like before you have a child with a disability come into your classroom. Look at the checklist (refer to checklist 1) and add any other things you can think of.

Finding this information may take a little time. There are many sources the parent, previous teachers, the Internet, and other colleagues. Put down the likely source of information.

Once you have gathered the relevant information required to help you in teaching the child successfully, you need to also arrange a time to meet the child one-on-one. As nervous as you may be, he/she is even more nervous. Arrange a time to meet with the child and get to know him/her a little.

### Example 8

Rahul is a 6 year old boy with autism. He has got admission into a private school. His teacher, Mrs. Rao, was nervous as she had never taught a child with autism. She began by reading up on autism. She asked her principal to organise an orientation by the staff of the National Resource Centre for Inclusion, India to understand how she could teach her child well. She enrolled in a course on developmental disorders to increase her knowledge. She also worked closely with Rahul's parents. She now feels well prepared to teach any child with autism in her class.



## Activity 14

What do you do as teachers to introduce any new child to the school, the classroom? How do you introduce the child with a disability to the school, to his/her classmates? Does this help the transition for the child?

When you are introducing a child with a disability into your classroom, school, there are some things you need to do (refer to Overhead 11):

- Get to know the child
- Find out his/her interests
- Find out about his/her family
- Find out about the disability of the child.
- Do a little research on the disability.

When you have gathered the required information you need a plan to introduce the child. You need to think about how the child will feel when you introduce him/her to the class (refer to Overhead 12). You may wish to have a meeting with the child and the family to see if the child needs, or parent wants to be present. If they are more comfortable staying home that day, that is fine.

Think about what you will say.

Ensure that you:

- Introduce the child as a child first and foremost
- Talk about similarities and differences in all children (such as: different religions, hair colour, interests and abilities)

## *Focus on the Teacher - Stage I*

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- Talk about his/her interests (similarities to his/her classmates)
- Introduce the disability of the child (use correct terms but explain them in plain language)

*\* note the above activities are to be carried out in the absence of the child*

- Introduce the child as a child first and foremost
- Select a buddy to spend the first week supporting the child.
- Let the children know the concessions you will be making for this child.
- Ask them how they can support the child in the classroom and the school.

*\* note the above activities are to be carried out in the presence of the child*

Get into groups of 3 or 4 and look at the attached case study (refer to Overhead 13). Plan how you will introduce the child to your class.

### Case Study 2

Shobha and her family have just moved into the neighbourhood. Her parents have approached the school to accept Shobha into a regular class. Shobha is 12 years old and has Down's Syndrome. She is very sociable and loves watching movies. She has a brother and sister and a very supportive family. Shobha is the youngest child in her family.

## *Focus on the Teacher - Stage I*

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Shobha can read a little and print simple sentences. She loves to work on academic tasks and is no problem in the classroom. She enjoys social activities and physical education classes.

How will you introduce Shobha to the class and the school?

Have the groups select a member to share one strategy that they have developed. Talk about the importance of introducing Shobha as a child first and dealing with the disability as a secondary issue.

Take time periodically throughout the first few weeks to check with the child how things are going. Check on the child at lunch and break time to ensure he/she is included with the other children.

## Overhead 9

### Definition of Inclusive Education

Inclusive Education means every child learning together in his/her neighborhood school. All children are welcomed in the school and learn together in the regular classroom.



*Learning together in the regular classroom*

## Handout 4

### Language we use to describe children with disabilities

<b>List the words we use:</b>	<b>List a more respectful term</b>
i.e.: Spastic	Children with cerebral palsy

## Overhead 10

### Appropriate language: Use Person First

<b>AVOID / OFFENSIVE</b>	<b>USE / PREFERRED</b>
Crippled by	A person with a physical disability Person who has Person with
Wheelchair bound	Wheelchair user
Invalid	A person with a disability
Handicap	Disability / impairment
Disability	Condition / impairment
Spastic	Someone with cerebral palsy
The blind	A person with a visually impairment
Deaf and dumb	A person with a hearing impairment
Mongol	Someone with Downs Syndrome or a Learning Difficulty
Mental handicap	Learning Difficulty
Retard / idiot / imbecile / feeble-minded	A person with a cognitive impairment
Mute / dumb / dummy	A person with speech difficulties
Mental	A person with intellectual impairment
Stupid	A person with learning challenges
Dwarf	Short person

## Checklist 1

### Checklist of Information Required

Source: Parents

Child's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Contact Information: \_\_\_\_\_

Family Information (Siblings etc)	
Background on Disability	
Previous Education	
Abilities	
Special Considerations	
Learning Needs	
Concessions Required	
Interests	
Additional Information	

## Overhead 11

### Background needed to welcome a child with a disability into your class

- Get to know the child
- Find out his/her interests
- Find out about his/her family
- Find out about the disability of the child.
- Do a little research on the disability



## Overhead 12

### Steps to take to welcome a child with a disability into your class

- Introduce the child as a child first and foremost
- Talk about differences and similarities among people
- Talk about his/her interests (similarities to his/her classmates)
- Introduce the disability (use correct terms but explain them in plain language)

*\* note the above activities are to be carried out in the absence of the child*

- Introduce the child as a child first and foremost
- Select a buddy to spend the first week supporting the child.
- Let the children know the concessions you will be making for the child.
- Ask them how they can support the child in the classroom and the school.

*\* note the above activities are to be carried out in the absence of the child*

## Overhead 13

### Case Study 2

Shobha has just moved into the neighbourhood with her family. Her parents have approached the school to accept Shobha into a regular class. Shobha is 12 years old and has Down's Syndrome. She is very sociable and loves watching movies. She has a brother and sister and a very supportive family. Shobha is the youngest child in her family.

Shobha can read a little and print simple sentences. She loves to work on academic tasks and is no problem in the classroom. She enjoys social activities and physical education classes.

**How will you introduce Shobha to the class and the school?**

## **Creating a child - centred curriculum**

Hearing that we will have a child with a disability joining the school usually makes a teacher very nervous. How will I be able to teach him/her together with all children successfully? Remember all children can learn and your vocation as a teacher empowers you to do so.



*Catering to individual needs of young learners*

### **Background**

Teachers in inclusive schools who successfully teach ALL children are creative, innovative teachers. They are risk - takers who set up their classrooms for maximum participation and try a variety of strategies to teach the children.

Teachers are accustomed to teaching different children with different interests and personalities. Somehow that is forgotten when you are asked to teach a child with a disability. You feel that you haven't been trained to undertake this task, but you actually have. You have been trained as a teacher, and you have the background and skills to teach all children.

Working on changing teaching methods, or modifying curriculum, can be fun. It also takes more time and thought than teaching straight curriculum. It does not mean you water down the curriculum but rather you match the curriculum to the child's abilities. You can begin slowly and add more strategies and ideas to your repertoire as you work with more children with

unique needs. In this session, we begin slowly but it is important for you as a teacher to continue to try new ideas in your classroom and to share the successes and challenges with your colleagues.

### Objective

- Teacher uses a range of instructional and assessment methods to teach the child.

### Activity 15

It is helpful to think of working with the curriculum in three ways:

- Accommodating
- Adapting
- Modifying

### Activity 15(a)

When you accommodate a learner you use their strengths and abilities to ensure they experience success. For example, a child with a visual challenge may use Braille, a child with a hearing loss, an interpreter. When you accommodate the learner, the curriculum is unchanged, the method of teaching and/or assessment is changed.

In groups of three think of ways to accommodate children with various needs. Assign each group a child with a specific disability (refer to Handout 5):

- Shobha, who has a hearing impairment
- Malini, who has a speech impairment

## *Focus on the Teacher - Stage I*

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- Sangita, who has mobility challenges
- Sathi, who cannot write
- Rohit, who has ADHD and gets distracted easily
- Hilesh, who has a learning disability and takes a long time to do the assigned work.

Have a spokesperson from each group present how a teacher can accommodate the child.

### **Activity 15(b)**

Another way to work with curriculum is to adapt it. We do this when the child can meet the curriculum objectives but only if we adapt it. We may ask a child do half the problems assigned in mathematics rather than all of the problems. We may have a child listen to a taped story rather than have to read it.

### **Case Study 3**

You have Anita in your class and she has a learning disability. She is 13 years old, motivated and interested in learning. She understands everything that is said, however she has difficulty with the written word. She finds reading and writing a great challenge. Anita is a lovely girl and you want her to succeed.

In your groups think of ways you can adapt the curriculum so Anita can experience success (refer to Handout 6). Have a member from each group share one strategy they have developed.

### **Activity 15(c)**

Another area that you can work on is modifying the curriculum. This means that a child is on an individualized programme. The curriculum topic is the same but the child does modified work. This is often a challenge for teachers in large classrooms. There are usually only one or two children in a class who require modified programs. Your objective is to modify the curriculum so the child is:

- Challenged but not frustrated
- Is receiving content that is meaningful
- Is working on the same subject as his/her classmates, and
- Has plenty of peer interaction and support.

Work needs to be done with a specific curriculum and child in mind. You will want parent support and feedback, so it requires meetings with the family. Whatever program you develop, you want the child to have homework and assignments to work on at home, the same as other children.

You may want the special educator to assist you in developing an individualised programme (refer to Overhead 14) with modified curriculum and modified objectives. The special educator can be a resource for you. Attached is a form for developing an individualized programme for the child (refer to Handout 7).

Now you have learned about using the curriculum as a guide in meeting the child's needs, you can use these strategies to increase the success of every child in your class.

## **Evaluation**

In this session you observe whether the teachers are able to come up with practical suggestions on working with the curriculum.

Take time to review what they have learned in CAPP III. Ask them to get into pairs and to identify one key item they have learned. Have them share this with the whole group. This is an excellent review of all the work so far undertaken. Be very positive and congratulate them.

They are on their way to developing their school into an inclusive school where ALL children are welcomed and supported. Remind them it is a journey and they will need to continually work on making the school the best it can be for ALL children!!!

## Handout 5

Shobha has a hearing impairment:

Accommodation:

Malini has speech impairment:

Accommodation:

Sangita has mobility challenges:

Accommodation:

Sathi cannot write:

Accommodation:

Rohit has ADHD and gets distracted easily:

Accommodation:

Hilesh has a learning disability and takes a long time to do the assigned work:

Accommodation:



## Handout 6

### Case Study 3

You have Anita in your class and she has a learning disability. She is 13 years old, is motivated and interested in learning. She understands everything that is said but she has difficulty with the written word. She finds reading and writing a great challenge. Anita is a lovely girl, and you want her to succeed.

In your groups think of ways you can adapt the curriculum so Anita can experience success.

## Overhead 14

### Individual Educational Planning

Think about a range of goals. They can be organised around the following categories:

<b>Areas to work on</b>	<b>Goals</b>
Academic	
Physical	
Communication	
Social	
Emotional	
Other:	

**Handout 7**  
**Individual Educational Plan (IEP)**

Name of Child: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Date of IEP: \_\_\_\_\_ Date of Planned Revision: \_\_\_\_\_

IEP Team Members: \_\_\_\_\_

Overall Goals (for the year):

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Area	Objectives	Strategies	Materials	Responsibility
Academic	-			
Extra-curricular	-			
Social	-			
Emotional	-			
Communication	-			
Behavior	-			

## Welcoming the Child

Any child entering a new class or new school is nervous and not at ease initially. We need to set the mood so the child adjusts well in class. You as the teacher must prepare and ensure that the atmosphere is maintained.



*Children are prepared to welcome each other*

### Background

Ignorance breeds fear, and knowledge breeds compassion. Your job is to encourage compassion and teach children to value differences in each other. An effective way to do this is to be open and honest with the children. Encourage questions; let the children express their concerns. This is the first step in ensuring that the child adjusts well to the classroom.

Before the child enters the school, he / she needs to be prepared for this transition. The parents would do this if the child has not been to any school before. In the case of the child being included from a special school, the staff of the special school would do the same e.g. the procedure followed by NRCII to include children with disability into mainstream schools<sup>5</sup> (refer to Overhead 15).

### Objectives

- Teacher is committed to teaching a child in an inclusive setting.

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<sup>5</sup> NRCI- IECC Steps in the Process of Inclusion

## *Focus on the Teacher - Stage II*

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- Teacher ensures the child is prepared academically, physically, socially and emotionally and supported for transition phase into an inclusive setting.

### **Activity 16**

The following case study (refer to Overhead 16) shows how a child was introduced and made comfortable in class. In groups of 4 have staff discuss a similar case and present the procedure to create and maintain a comfortable atmosphere for the child.

### **Case Study 4**

When Mubina was planning to join St. John's school (Grant-in-aid school) the school had a brief orientation for the children of her class. They invited NRCII staff twice to their school. Once, to brief the teachers about her and later with her, to introduce her to her classmates. Hence, after admission, Mubina was very eager to join school and quite comfortable in class. Weekly a buddy was appointed to assist Mubina with her class work, and wherever else required.

### **Evaluation**

This is a good time to check in with the teachers to see how they are doing. Have the teachers in pairs fill in the attached feedback sheet (refer to Handout 8). This should provide you with feedback on what is going well and what you may need to review. Tell the teachers you will use their feedback for this purpose. Thank them for taking the time to fill it out.

## Overhead 15

### Steps in the Process of Inclusion

1. Interdisciplinary meetings with members of NRCII staff i.e. Heads of Education and Therapy, Psychologist, Speech Therapist, Class Therapist, Class Teacher and Social Worker to discuss plans for inclusion for the children.
2. Social worker meets with parents:
  - i. to talk about inclusion
  - ii. to talk about their views on inclusion for their child
  - iii. to counsel them to identify neighbourhood schools in which they would like to seek admission for their child
3. Class teacher, class therapist and parent work together to prepare the child socially, emotionally and physically to meet with the requirements of an inclusive classroom.
4. The selected school principal is approached and appointment sought for a visit by members of IECC or parents of child if they are able to.
5. Introduce the concept of inclusion to the Principal/Management of the school by an IECC member in case of a new school being approached.
6. If the Principal is open to the concept of Inclusion,
  - i. a profile of the child for whom admission is sought is given to her/him

## *Focus on the Teacher - Stage II*

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- ii. an interview is scheduled for the child with the principal and prospective class teacher
7. Evaluate accessibility of the school within the premises as well as from home to the school. (Separate survey sheet has been prepared for the same).
8. Parents get back to one of the IECC members after completing the admission formalities as per the mainstream schools admission policy.
9. A member of the NRCII staff addresses the staff of the inclusive school to give an orientation to facilitate inclusion.
10. The NRCII team maintains a follow up and provides resource support, as needed to all children included in mainstream schools.

## Overhead 16

### Case Study 4

When Mubina was planning to join St. John's school (Grant-in-aid school) the school had a brief orientation for the children of her class. They invited NRCII staff twice to their school. Once, to brief the teachers about her and later with her, to introduce her to her classmates. Hence, after admission, Mubina was very eager to join school and quite comfortable in class. Weekly a buddy was appointed to assist Mubina with her class work, and wherever else required.



**Handout 8**  
**Feedback Sheet**

One important thing I have learned is:

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One question I have is:

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I like the following things about the session:

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The following changes may be helpful:

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Additional Comments:

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## Full Participation

All children need to learn to be independent. There is a fine balance between independence and needed supports for a child with disabilities. You need to find this balance in your classroom.



*Enhancing the child's writing skills and enabling participation in class activity*

### Background

Children with disabilities need supports to reach their full potential. Often, we need to work on finding and setting up the supports while encouraging independence at the same time. This requires thinking about how to meaningfully include the child in all activities of the school and how to arrange the environment to support this,

Each child is unique and requires a program of support that meets the child's needs. Supports will change, depending on the child's abilities and personality. The supports could be emotional, academic, physical, or social. All areas are important.

### Objective

- Teacher ensures opportunities are given to the child to be as independent as possible, keeping in mind his/her difficulties.

## *Focus on the Teacher - Stage II*

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- Teacher ensures that the child with disabilities is fully involved in the learning and academics.
- Teacher ensures that the child with disabilities is fully involved in extra-curricular activities.

### **Activity 17**

Think about the ways to make a child feel included as a member of the school. Use "think, pair and share". There are also other ways. Many children with disabilities get included in a school but end up being left out of activities due to their disability. It sometimes takes creative planning to facilitate involvement in certain activities.

All children should have physical education. It is important for health. Children with physical disabilities are often left out of physical education because it is too inconvenient to get them to the play area, or the teacher isn't sure how to include them.

Look at the following case study and in groups of 3-4, figure out how the child could be involved. Use the attached sheet to help the groups do this activity (refer to Handout 9).

### **Case Study 5**

Sathi is a young boy with polio. He uses a manual wheelchair. He loves games like cricket but has never had the opportunity to play. He has joined your school and you are concerned about physical education class because it is on another floor and you do not have a lift. You are also not sure how Sathi could participate in games such as cricket.

## *Focus on the Teacher - Stage II*

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Extra-curricular activities are very important. In research undertaken by the National Resource Centre for Inclusion, India, it was found that children could be included in school activities successfully but often did not participate in extra-curricular activities actively or passively. To encourage participation in extra-curricular activities, changes can be made to accommodate the children. For inclusion in playground activities like cricket, basketball, etc. the child could play the role of a referee or umpire or score keeper. Sports events can be modified, like giving the child with disability an advantage of beginning the race from a start point, which in fair comparison, is ahead to other participants. All children should be encouraged to participate in concerts, drama, music, elocutions according to their interests and abilities e.g. children with mild speech difficulties can be part of a chorus; children using wheelchairs can compete or participate in elocution and singing.

What are the extra-curricular activities at your school? List them. What modifications would have to be made to include all children? (refer to Handout 10, 11). Have the group select one activity and modification to share with the whole group.

Encouraging independence and responsibility is also important. When you work with a child with disabilities in your classroom, watch and ensure that the children or helper do not do too much for the child. Encourage the child's independence as much as possible.

To enable a child with disability to read independently, it can be introduced through flashcards can be used. For children with perceptual difficulties, independent reading can be encouraged by using enlarged prints, well-spaced with colour-coding. While introducing language and maths concepts, care should

## *Focus on the Teacher - Stage II*

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be taken to introduce one concept at a time. All concepts should be introduced through 3-D teaching aids to allow a child to learn through experience. A number of exercises should be given to consolidate the concepts learnt before new concepts are introduced. Children having difficulty in grasping pencils can be provided with pencil grips (easily available in the market). An electronic typewriter or computer can also be used as a substitute. The computer keyboard may need a key guard for some children. Practical work can be substituted by verbal description of the activity given to the writer or volunteer. For creative activities children can use jumbo crayons instead of regular crayons and use a variety of items for painting instead of a painting brush e.g. leaves, fingers, cotton, sponge, vegetables, shaving brush, etc.

### Example 9

Mrs. Sharma is a teacher in a government school. Meera is 12 years old. She has cerebral palsy and has difficulty writing. The teacher initially had a writer for Meera. She felt Meera could do more and is now encouraging her to write part of the notes herself. The teacher is pleased even if she writes a couple of sentences. She wants Meera to be computer - ready for the future. Meera is proud that now she can take some of her own notes.

**Handout 9**  
**Inclusion in Academics**

<b>Activities in our school</b>	<b>Modifications Required</b>
Reading	
Writing	
Maths	
Practical work	
Project work	
Any other	

Select one activity and the modification to share with the whole group.

## Handout 10

### Inclusion in Extra-Curricular Activities

Activities in our school	Modifications Required

Select one activity and the modification to share with the whole group.

## Handout 11

### Case Study 5

Sathi is a young boy with polio. He uses a manual wheelchair. He loves games like cricket but has never had the opportunity to play. He has joined your school and you are concerned about physical education class because it is on another floor and you do not have a lift. You are also not sure how Sathi could participate in games such as cricket.

**How can Sathi get to the play area?**

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**How can you include him in physical education activities?**

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## Enabling Families

Working with parents can enhance the learning of all children in your classroom. Research has shown that when families are involved in their children's education, the children's performance in school is positively affected.



*Parent supports the learning process of the children*

### Background

An inclusive school encourages family support and involvement. Families of children with disabilities have often had to be the child's advocate and fight for services for the child. They are often extremely knowledgeable about the child and his/her special need. Viewing the family as a partner can contribute to the child's education.

Regular communication helps manage difficulties and can support a follow up at home. Regular communication is important for all children but you may find that you have to set up system where there is a little more frequent contact with the family of a child with disabilities. Working closely with families can pose challenges but also has many benefits.

### Objectives

- Teacher works in partnership with parents.
- Teacher regularly informs parents about classroom activities.
- Teacher regularly communicates with parents about the child's progress.

### **Activity 18**

As mentioned earlier, it is important to arrange meetings with the family of the child with disabilities to get to know them. You need to frame a working relationship with the family. This idea is of partnership.

Think about the most positive experiences you have had with families of your children. What makes for a good relationship (Use think, pair and share)?

Draw out the characteristics of a positive teacher-family relationship. CAPP III has a series of eight sessions a school can conduct with parents to build awareness of inclusive education. This program introduces parents to the way they can support your school's move to inclusive education.

In pairs, reviews the ways you presently communicate with families of the children in your classroom (refer to Handout 12).

When do you communicate with families? Is it only when you want something from them or need to inform them of an activity?

Do these methods promote active or passive involvement of parents?

Is the communication one way, you to the family?

After reviewing the methods you use, brainstorm other ways to communicate with families. Think of ways to increase family involvement, such as asking them to think of their personal expectations of the class.

## *Focus on the Teacher - Stage III*

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Here are some examples:

- Phone or send a note home when the child has done something well (be sensitive to literacy levels and ensure the note is written in plain language).
- Develop a class newsletter to go home periodically with information on class activities. The children can assist with the development of the newsletter.
- Have a diary / calendar for communication with parents. Have the parents write about the child's evening or weekend activities.
- Develop homework once a week which involves the parent, such as: an interview, a story, a discussion of a current event.

In groups of four, develop ways you could enhance home/school communication. Select one you could implement tomorrow. Share it with the other staff.

You can also approach this task as a school. You can set up strategies to enhance communication with families at a school level. You could have a family get-together once a month, or develop a school newsletter. Develop a no-fault policy, where teachers work hard in developing solutions not to blame parents for difficulties children are having. When a child is having difficulty, think of the fault lying, not with the child, not with the family, but in the environment. How can the environment be changed to support the child?

The school seeks ways to welcome family involvement in the children's lives.

### Example 10

Mrs. Yadav, a teacher in a private school, teaches Sameer. Sameer has some mild learning difficulties. Mrs. Yadav meets with Sameer's father, Mr Ganguli, everyday when he comes to pick up Sameer. She tells him about Sameer's day and the work that has to be followed up at home. She has also developed activities for Sameer to do at home that will reinforce his learning. Both Mr. And Mrs. Ganguli are involved in their son's education and work closely with the teacher. Sameer's parents and his teacher work as partners to ensure that Sameer's school experience is positive.

### Evaluation

Review the plan to enhance communication with families at another staff meeting. Select some methods, which seem to make a difference.

## Handout 12

### Communicating with Parents

When do you communicate with families?

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Do these methods promote active or passive involvement of parents?

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Can you think of ways to enhance communication with families?

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## **Collaborative Practice**

People working together can accomplish more than people working alone. Colleagues with useful information and knowledge surround us. Collaboration will ensure that knowledge is shared.



*Sharing and learning through in-service training for staff*

### **Background**

Teachers often spend all day working with up to 60-80 children in their classroom with little interaction with other adults. When they run into difficulties, it is often hard to go to a colleague for assistance. Teachers feel that they should be able to solve their own problems and teach all children.

When teachers work together, supporting each other, children are better served. Collectively teachers possess more knowledge and expertise than alone. In this session we will explore collaborative problem - solving.

### **Objective**

- Teacher engages in collaborative problem - solving with other teachers.

### **Activity 19**

Before you begin this session review the last session. Congratulate them on making life better for the children in their class.

## *Focus on the Teacher - Stage IV*

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Take a moment and chat with the teacher next to you about a challenging experience you have had in your classroom. Ask your colleague how he/she would have handled it. Do not interrupt, allow your colleagues to express how he/she would have handled the situation.

Did you learn from listening? Imagine if you shared your challenges with a couple of colleagues, would you learn from them?

Move into groups of four and allow one person to present a challenge he/she is facing. After this he/she cannot interrupt but must listen to the three other colleagues develop a plan for that teacher to try in his/her classroom. When a plan is developed, move to the next teacher in the group (refer to Handout 13).

At the end of the session review strategies whereby each of you will try to deal with the challenge you face.

The entire group now reviews the activity. Can this be an effective way to develop strategies to assist with challenging situations?

Some schools set up regular problem - solving sessions where a teacher can present a situation to a few of his/her colleagues so that they work out some strategies for the troubled teacher to try out. These can be set up with teachers of the same grade, or teachers of the same subject. Would this be a way to increase collaboration in your school?

A key to effective collaborative problem - solving is the facilitator. The sessions require a facilitator who can oversee the activity. The role of facilitator is to develop the agenda, ensure the teacher has presented the challenge in a clear way and then to monitor the

## *Focus on the Teacher - Stage IV*

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discussion. The session should take at most 30 minutes per situation. The facilitator needs to monitor time carefully.

Think about the characteristics of an effective facilitator. In your group of four list these characteristics (refer to Handout 14). Can you think of a colleague who could fulfill this role? Can this system of collaboration work in your school?

### **Example 11**

Mr. Pereira, who teaches in a grant-in-aid school works closely with other teachers. He has set up a system of informal discussions with the staff members in the staff lunch hour. He shares "the good and the bad happenings" of the day, and encourages his colleagues to do the same. They ask for suggestions from each other and share possible solutions. If the issues are complicated, the principal joins the discussions.

### **Evaluation**

Ask the teachers to try one strategy they picked up from a colleague for the next week. When you get together again, spend a couple of minutes reviewing the effectiveness of the strategy.

*"Our Principal has made us aware what inclusion means. We know what to do and when, what concessions are available and how to obtain them..."*

*(Says a Mumbai teacher)*



**Handout 13**  
**Teachers Supporting Teachers**

Challenges I Face:

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Solutions From my Colleagues:

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Action Plan I will take:

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## Handout 14

### Qualities of a Skilled Facilitator

1.

2.

3.

4.

## Working with Other Professionals

Inclusive schools have children with a variety of needs. Often additional specialists check with the teacher to monitor the child's progress. Working together with other professionals can provide the best programme for the child.



*Specialist's input for the overall development of the child*

### Background

Inclusive schools have children with a variety of educational and medical needs. These children often need additional supports to develop the necessary skills needed to become independent adults. These supports may be physical, learning, or emotional. Teachers have to interact and partner with a variety of professionals and para-professional to plan and implement programmes designed for the child's needs.

It is important to work with other professionals as partners to share knowledge and expertise to help the child.

### Objective

- Teacher meets and plans, as needed, with other professionals.

### **Activity 20**

In the groups of four from the last session, take a minute and review the collaborative problem - solving strategies tried in the class. Discuss why each one may, or may not have, worked. This is the second part of collaborative problem solving, following up.

Now it is time to take a look at work with other professionals like, counsellors, psychologists, special educators, social workers, physio / occupational/ speech therapists that come into your school. Take a minute, in the same groups of four, and list all the professionals that you have dealt with regarding the children in your class (refer to Handout 15).

Working with other professionals must be as a partnership. List the characteristics of beneficial partnerships (refer to Handout 15).

Remember each professional comes with a clear agenda, focusing on the child's educational, social, emotional, mobility, speech, hearing, or life skills. Your job is to work with the whole child. Ask the professional to observe your class and give you specific recommendations on how you can ensure the child's needs are met. You need to incorporate the planned strategies into the child's day as naturally as possible. When a professional makes a recommendation to you, you need to accept it as feasible and think how to incorporate it into the child's programme.

Review this case study (refer to Overhead 17) and answer the question in your groups.

## Case Study 6

### NIKI

Niki is a twelve-year-old boy with polio. He is a new child in your school and uses a wheelchair to get around. The other floors in the school are not accessible, therefore Niki cannot join his class for lunch and Physical Education class. The physiotherapist is visiting the school and recommends Niki use his chair more often. The children are very helpful and often carry Niki from one class to the other. How can you support Niki's self-reliance?

There are many ways we can support children's required needs in schools. It means working with other professionals as true partners. It is thorough on-going teamwork that will make a school truly inclusive.

### Evaluation

Look at the strategies the teachers have developed from the case study and review them focusing on ensuring that Niki is treated with respect. Maximum interaction with peers must be encouraged and also Niki's self - reliance.

## Handout 15

### Partnerships with Professionals

List professionals you have dealt with:

- 
- 
- 
- 
- 

Working with other professionals is a partnership. What are some characteristics of successful partnerships?

- 
- 
- 
- 
- 
-

## Overhead 17

### Case Study 6

#### NIKI

Niki is a twelve-year-old boy with polio. He is a new child in your school and uses a wheelchair to get around. The other floors in the school are not accessible, therefore Niki cannot join his class for lunch and Physical Education class. The physiotherapist is visiting the school and recommends that Niki use his chair more often. The children are very helpful and often carry Niki from one class to the other.

**How can you support Niki's self-reliance?**

## Working with Curriculum

A child with disabilities can succeed and blossom in an inclusive school. The Indian government recognizes this by allowing for concessions for children requiring extra supports. You can make learning successful for ALL children.



*Modifying assessment techniques*

### Background

Acknowledging the diverse needs of the children it is important for you as a teacher to ensure that each child is performing to the best of his/her ability. To enable the children to attain their maximum potential in every area i.e. academic, physical, social, emotional; sensitivity to the child's needs, awareness and knowledge of the educational board's concessions, other modifications and their effective implementation at every stage becomes the responsibility of the teacher.

### Objectives

- Teacher considers whether the child's academic performance, in relation to his/her potential, is satisfactory or better.
- Teacher uses concessions to support the learning in the classroom.



### **Activity 21**

Discuss the concessions of the SSC board (refer to Overhead 18) and the example given below. Then divide into groups of 3 and discuss the applicability of the concessions and any other modifications for any child of your class requiring them. Fill in the given checklist (refer to checklist 2).

### **Example 12**

Mrs. Patel, Yasmin's teacher, recognizes that Yasmin needs concessions to participate in the class. She has arranged for a writer, and for extra time to complete her work. She has also been given exemptions in certain subjects, as prescribed by the Secondary School Certificate Board. In addition, she has arranged for Yasmin's mother to help her complete an assignment on the environment. Mrs. Patel says, "Participation is more important than merely the completion of the project".

*"If a child is willing to learn, why should I as a teacher  
have a problem!"*

*(Says a Mumbai teacher practicing inclusion)*

## Overhead 18

### SSC board concessions

- Arithmetic Std VII level instead of Algebra and Geometry, and work experience e.g. computer.
- Extra Time: 1  $\frac{1}{2}$  hour extra (a half hour extra for every 1 hour)
- Writer/Typewriter - Any writer who can understand the candidate's speech.
- Exempted from drawing, figures, maps etc.
- Instead of science practicals, candidates will be allowed to give an oral examination.
- Choice of an examination centre and sitting arrangement at the candidate's convenience.
- Second language exemption. The candidates can choose from a list of other optional subjects like:
  - Carpentry
  - Bakery
  - Typing
  - Cookery
  - Beautification, etc.
- Children with multiple disabilities who are non - verbal are allowed to use Communication Board.

## Checklist 2

### For Teachers: Observations & Impressions about participation/performance of the child with disability to the best of his/her ability

	Yes	No
1. Is the child attending school regularly?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the child mix with his/her peers?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the child try to participate in all classroom activities?	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the child appear comfortable* in the class most of the time?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you have discussions with the children in the class about acceptance of all children?	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the child communicate his/her needs as and when required?	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the child feel free to express new idea/feelings in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>
8. Is the child able to go to most areas in the school?	<input type="checkbox"/>	<input type="checkbox"/>
9. Are special seating arrangements made in the classroom, if required, to enable the child to participate effectively?	<input type="checkbox"/>	<input type="checkbox"/>
10. Are adequate supports available to encourage the child to be as independent as possible?	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you make any modifications, if required, in the classroom activities, or your teaching methods, to ensure that the child participates/understands on all levels?	<input type="checkbox"/>	<input type="checkbox"/>
12. Do you meet the child's parents regularly to review the progress of the child and to answer their queries?	<input type="checkbox"/>	<input type="checkbox"/>
13. Do you have regular discussions/meetings with other teachers to review the progress of the child?	<input type="checkbox"/>	<input type="checkbox"/>
14. Do you have regular discussions with other children in the class to see that there is acceptance of the child with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>
15. Do you feel the child is performing at his/her best potential?	<input type="checkbox"/>	<input type="checkbox"/>
16. Do you attend any seminars/workshops/meetings, or read up as and when possible, to update your knowledge on how children can succeed?	<input type="checkbox"/>	<input type="checkbox"/>

---

\* Happy relaxed

## **Children interacting with each other**

Many children with disabilities have not had meaningful relationships with their peers. Inclusive practice has the potential to build meaningful relationships between ALL children.



*Building meaningful relationships  
with peer support*

### **Background**

The rich tapestry of human emotions with its varied hues and shades forms the core of meaningful human existence. Relationships sometimes have to be fostered and moulded so that they can have the opportunity to grow strong. This needs careful facilitation and attention to the interaction of the children in your class. We want our children to be able to interact with a variety of people and personalities as they get older. Now is the time to put them on the right path.

The core characteristics of independence, co-operation, adaptability, coping abilities, positive peer and adult interactions, self control if developed in any child irrespective of the background factors will help the child to deal effectively and completely in any social situation.

Bullying is a problem in most schools. This negative interaction between children happens primarily at times when children have minimal supervision. This is in the lunch hour, on the bus, after classes are over. We have to ensure that children have interactions which are not harmful even when they are on their own.

### Objective

- Teacher promotes interactions between children with and without disabilities.
- Teacher considers that the child is adjusting well to the inclusive setting.

### Activity 22

Begin by reviewing the last session on communicating with families. Has any teacher tried out any of the strategies they developed? How did it work?

Now you will talk to the teachers about acceptance of others. In groups of three talk about a time you experienced rejection, and/or bullying. How did you feel? What could have helped the situation?

There are children who feel that way all the time. In your groups discuss:

- Have you seen children alone in the schoolyard?
- How does that child feel?

### Activity 23

Staff should be given observation guide<sup>6</sup> (refer to Handout 16) to be used while observing child for the following core attributes of social and emotional development:

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<sup>6</sup> Micro Qualitative Study - Research Tools, SSI/Unicef Project, Dr. Urvashi Shah & Dr. Anuradha Sovani.

Social development	Emotional development
<ul style="list-style-type: none"><li>• Temperament</li><li>• Independence</li><li>• Initiative</li><li>• Cooperation</li><li>• Flexibility</li><li>• Coping behaviour</li><li>• Peer sociability</li><li>• Adult sociability</li><li>• Self control</li></ul>	<ul style="list-style-type: none"><li>• Joy</li><li>• Anger</li><li>• Sadness</li><li>• Fear</li></ul>

It is important to set up a model to guide the children into respectful relationships.

As teachers you have the power to influence the future of children. A child who is isolated, has no friends, and is fearful in school has difficulty reaching his/her full potential.

You can model acceptance in your classroom. Think of ways you can tackle this delicate issue (refer to Handout 17). Some suggestions may be:

- Having a speaker come to class to discuss this with the children,
- Developing a no - bullying or rejection policy in your class, and

## *Focus on the Teacher - Stage V*

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- Encouraging children to work in groups, providing marks for acceptance and respect of team members.

In your groups of three, brainstorm ways you can encourage respect and acceptance among the children in your class. Select two that you will try in your classroom.

### **Example 13**

Bharti is an eight-year-old girl. She uses a walker. She has recently undergone surgery. Her class teacher, Mrs. Iyer, planned a visit to Bharti's house with her class to encourage her recovery. Each child carried his/her tiffin box to her home. They all sat together and had lunch. The teacher is always thinking of ways to encourage respectful interactions among all her children.

### **Evaluation**

At the next session review how the experimental strategies worked in the classroom.

## Handout 16

### Observation Guide For Social Development

<i>Core Attributes For Social Competency</i>	<i>Behaviour</i>
<b>Temperament</b>	<ul style="list-style-type: none"><li>— Is even tempered, well balanced, in control of emotions, calm and easy going</li><li>— Displays a sense of humour</li><li>— Does not demand undue attention to self or is demanding of teacher's attention for getting toys/food/drink etc.</li><li>— Does not become self-conscious awkward if singled out for attention.</li><li>— Is not bossy, does not need to have his/her way.</li></ul>
<b>Independence</b>	<ul style="list-style-type: none"><li>— Is usually not dependent on teacher/helper or others in classroom.</li><li>— Asserts own rights and needs appropriately with peers and adults.</li><li>— Expresses wishes and preferences clearly, is open and direct about what he/she wants.</li><li>— Is confident with other people.</li><li>— Freely takes a leadership role.</li><li>— Takes pride in doing things on own.</li></ul>



## *Focus on the Teacher - Stage V*

<i>Core Attributes For Social Competency</i>	<i>Behaviour</i>
<b>Initiative (Pro-social behaviour)</b>	<ul style="list-style-type: none"><li>— Chooses to sit in the midst of a group of children rather than in a corner or apart from others.</li><li>— Moves towards teacher and/or activity to be closer to the 'action'.</li><li>— Participates eagerly in all activities in class, not first watching others.</li><li>— Imitates certain responses of other children/teacher or joins in when there is a collective response such as clapping or laughing.</li><li>— Joins group of children playing.</li></ul>
<b>Cooperation</b>	<ul style="list-style-type: none"><li>— Plays willingly with others.</li><li>— Is obedient and compliant.</li><li>— Follows rules in games.</li><li>— Waits his/her turn in games or other activities.</li><li>— Cooperates with requests from others.</li><li>— Follows pre-school centre rules.</li><li>— Says please/thank you etc when reminded.</li></ul>
<b>Flexibility</b>	<ul style="list-style-type: none"><li>— Accepts changes without fighting against them or becoming upset.</li><li>— Comes into class willingly and settles into ongoing activities with ease.</li></ul>

## *Focus on the Teacher - Stage V*

<i>Core Attributes For Social Competency</i>	<i>Behaviour</i>
<b>Coping Behaviour</b>	— Copes with rebuffs and /or reverses adequately with no temper tantrums and/or aggressive outbursts.
<b>Peer Sociability</b>	— Shows capacity to empathise, caring attitude towards others or recognizes others feelings like when they are happy, sad or angry. — Is helpful to other children, tries to comfort others when they are upset. — Says nice or friendly things to others, is able to draw attention of others to himself/herself. — Expresses desire to play with others. — Spontaneously joins in play and talk with other children. — Shares toys or possessions. — Is not mean or bullies other children, not disruptive of their activities. — Initiates non- verbal interaction with other children - smiling, nodding, waving, touching etc. — Responds verbally & non- verbally to another child's initiative to communicate. — Does not appear lonely or isolated. — Is accepted by other children. — Accepts other children who appear different.

## *Focus on the Teacher - Stage V*

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<i>Core Attributes For Social Competency</i>	<i>Behaviour</i>
<b>Adult Sociability</b>	<ul style="list-style-type: none"><li>— Is keen to please adults and co-operate with them.</li><li>— Follows teacher's instructions.</li><li>— Spontaneously chats with/or reaches out non-verbally to communicate with teacher.</li><li>— Does not withdraw avoid eye contact, lower head, turn away when approached by unknown adults in classroom.</li><li>— Appears comfortable with strangers, talking or communicating non-verbally with them.</li><li>— Spontaneously greets teacher and / or strangers with no prompting.</li></ul>

## Handout 17

### Observation Guide For Emotional Development

Core Emotions	Behaviour
<b>I JOY</b> Emotional Cluster Happiness Delight Contentment Satisfaction Pleasure Elation Pride	<ul style="list-style-type: none"><li>— Smiling</li><li>— Laughing</li><li>— Clapping</li><li>— Dancing/swaying</li><li>— Humming/singing to self</li><li>— Hugging</li><li>— Kissing</li><li>— Touching affectionately</li><li>— Eyes widening, twinkling.</li><li>— Shouting with joy</li><li>— Jumping in excitement</li></ul>
<b>II ANGER</b> Emotional Cluster Frustration Jealousy Disgust Annoyance Fury Boredom Defiance	<ul style="list-style-type: none"><li>— Crying (aloud)</li><li>— Weeping (silent)</li><li>— Shouting / Screaming</li><li>— Kicking</li><li>— Hitting out</li><li>— Pushing</li><li>— Aggressive posturing</li><li>— Frowning</li><li>— Grimacing</li><li>— Throwing things</li><li>— Pouting</li><li>— Refusing to listen/eat/drink</li><li>— Locking arms</li><li>— Sitting in corner</li></ul>

<b>Core Emotions</b>	<b>Behaviour</b>
<b>III SADNESS</b> Emotional Cluster Dejection Unhappiness Distress Grief Discouragement Shame Guilt	<ul style="list-style-type: none"><li>— Crying</li><li>— Weeping</li><li>— Screaming with pain/hurt</li><li>— Withdrawing physically from others</li><li>— Non-communicative</li><li>— Turns away/ sits apart in corner</li><li>— Not eating/drinking/participating</li><li>— Hangs head down</li><li>— No eye contact</li></ul>
<b>IV FEAR</b> Emotional Cluster Wariness Anxiety Suspicion Dread Dismay Anguish Panic	<ul style="list-style-type: none"><li>— Shouting / screaming</li><li>— Crying</li><li>— Clinging to adult</li><li>— Frowning</li><li>— Facial expression of tension, fear</li><li>— Looking furtively</li><li>— Poor eye contact</li><li>— Withdrawn</li></ul>

## Setting up an enjoyable learning environment

A classroom should be a place where children enjoy learning. The better the learning climate the more success your children will have. There are simple things you can do to set up a positive learning environment.



*An encouraging learning environment enabling children to participate in academics and play*

### Background

For many years we treated children as if they were vessels to be filled with our knowledge. We did not think they could participate in their own learning. Children learn from each other as much as they learn from the teacher. The more they interact, the better they will understand the concept we are trying to teach.

Even in large classes of 80-100 children, learning environments can be set up which promote interaction. This can be easily implemented and managed by teachers. If you make the shift to a facilitator of learning you will find that your children thrive and enjoy the classroom. In CAPP III we have a series of classroom activities that you can try out. See the impact of setting up a class where children learn from each other.

### Objectives

- Teacher ensures that the learning environment is enjoyable for all learners.

### **Activity 24**

Think about the layout of your classroom. Do the children have an opportunity to work together? Many classes in India group the children in standard rows. Have any of the teachers tried other set ups? How has it worked?

You are going to explore how a classroom can be set up to promote interactive learning. In groups of 3 or 4 discuss how your class is physically set up. Are there different ways to organize the class? Introduce two ways:

- The UN circle
- Grouping desks

The UN circle is when the desks are organized in a series of horseshoes. The children have a better view of the teacher and can work together on their assignments (refer to Overhead 19).

Have the teachers draw how their class could be rearranged for more interaction. Ask them to try it out when they return to class.

The next activity looks at children's learning. We know that children can learn from each other. There is an activity called "think, pair and share", that encourages children to interact in a meaningful way.

Have the teachers think about how they can promote interactive learning in their classrooms. Then pair them off and have them discuss the ways to increase interaction. This activity only takes a minute when you are teaching. You can do it when you introduce a lesson, when you are teaching a new concept, and when you want the children to do a quick review.

## *Focus on the Teacher - Stage V*

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Pick the partner for the child with a disability carefully. Ensure they can draw the child's thoughts out. When the children are doing "think, pair and share", you need to move around the class to ensure they are on task. In the Classroom Activities section of CAPP III there are sessions to implement which use "think, pair and share", methods. Try them out.

Children should enjoy learning in your classroom. Activities that promote interaction enhance learning and make it more enjoyable. In your groups think of other ways you can promote enjoyment of learning in your classroom. Share one strategy with the whole group.

### **Activity 25**

Have the teachers fill in the 'Checklist for Teachers' (refer to checklist 2) periodically (preferably at the end of every month) to monitor progress.

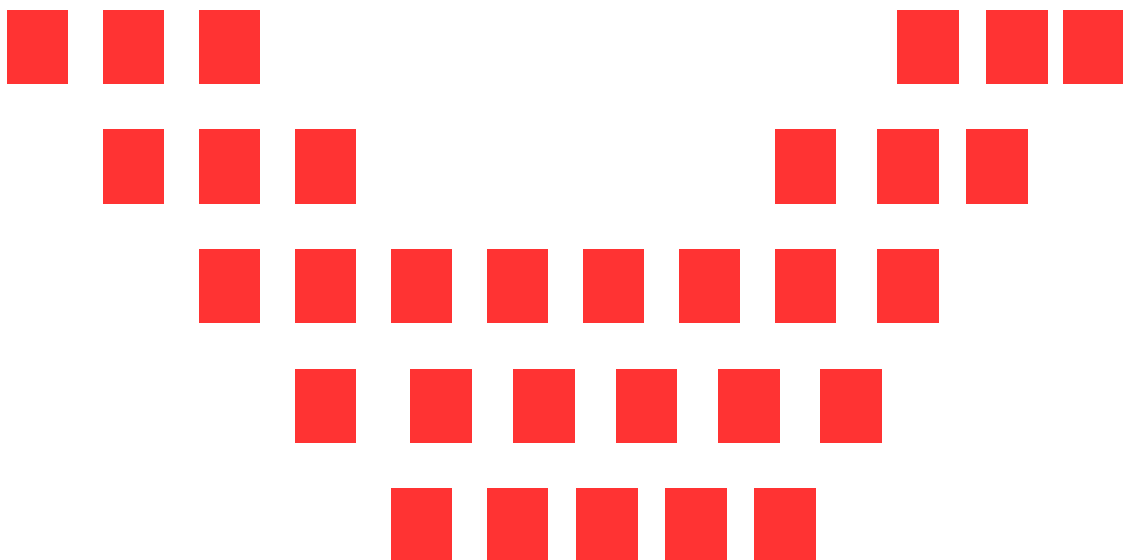
Now you have gone through all the stages of this section. Have the teachers fill in the overall evaluation (refer to Handout 18). We hope that this experience has empowered you to go ahead and create an inclusive atmosphere in your school. So, welcome ALL children and enjoy the journey!



## Overhead 19

### UN Circle

Develop classroom with desks in UN formation



## Handout 18

### Overall Evaluation

I learned the following from the sessions:

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I think the following improvements would help the sessions:

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I found the following worked very well:

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### Section 3

## Children Supporting Children



### **Introduction**

This section of CAPP III is a series of activities to use in your classroom. Children need to be actively involved in the move to a caring inclusive school. The activities are designed to be followed in a sequence. Each activity builds on the previous one.

The activities are developed to increase your children's knowledge of disabilities in a caring compassionate way. They are also designed to promote interactive learning and innovative teaching in your classroom. The more actively involved that children are, the more they will retain the information they learn.

Some of the objectives are about children learning and others are about knowledge of disabilities. It is important to stress the learning objectives as well as the content when working with children.

### **Objectives**

The objectives covered in this section of CAPP III are:

- Children will be introduced to the new child in their class as a child first.
- Children will gain an understanding of the disability of this child.
- Children will identify roles for themselves in ensuring that the child settles comfortably into their class.
- Children will learn about one disability in depth and present this knowledge to their classmates.

## *Children Supporting Children*

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- Children will use research and interviewing skills to gather information.
- Children will learn how to work in small groups.
- Children will identify times when they felt left out of a group.
- Children will try relating to the feelings of other children who have been left out of a group.
- Children will problem - solve to identify ways to include other children in activities.
- Children will recognize that all children learn differently.
- Children will identify the way in which they learn the best or their individual learning styles.



*We love playing together*

## Welcoming a new classmate

Children need to have understanding and knowledge to be able to work with other children.



*Creating a welcoming atmosphere*

### Background

This is one of the foundation pieces for developing an inclusive classroom. Often children do not treat their peers with disabilities with respect because they are uncomfortable with, or unsure about, the disability. To ensure children learn to work and play together we have to first give them the knowledge they need.

When you know a child with a disability is coming to your classroom, you will meet with the parents, and often the child, to find out about him or her and the disability. This process should be also followed with children in the class.

### Objectives

- Children will be introduced to the new child in their class as a child first.
- Children will gain an understanding of the disability of this child.
- Children will identify roles for themselves in ensuring that the child settles comfortably into their class.



### **Activity 26**

Share with the children the overhead that identifies the objectives they will be accomplishing which you will present (refer to Overhead 20).

As a teacher it is important for you to make your class understand diversities in individuals. Teach them this by explaining to them that differences are amongst all of us. For example some are left handed, some write with their right hand: some can see with glasses, some need a hearing aid, some need walking aids, some cannot play without some extra help. This explanation could be followed by an activity (refer to Overhead 21).

### **Activity 27**

It is important that all children have an understanding of disability. This would help dispel inaccurate information and present accurate facts (refer to Overhead 22).

### **Activity 28**

Simultaneously meet with the child and his/her parents in order to get to know the child and his interests better. Introduce the child to your class by bringing out common similarities and interests that he/ she shares with the rest of the class (refer to Overhead 23).

### **Activity 29**

Encourage children to take up an active role in welcoming the new child to the class and the school. Buddy system should be introduced with examples of how to help. Buddies will provide support and assistance to the new child in getting

oriented to the class and school. Parents, or a resource person (special education teacher), could be invited to join the session. This would be an excellent time to introduce disability etiquette to all children (refer to Overhead 24,25).

## **Evaluation**

Make a special effort to observe how the children interact with the new child. Check at break time and before and after school. It has been substantially documented that unstructured areas of a school such as the dining hall, playground are areas where children with disabilities get left out. Chat with the children in the class on how they think things are going for the new child and the very important concept of including the child in all activities.

After the first week, have a discussion with the child on the first week. Find out what went well and what were the struggles. Call the parents and check on how they feel things are going.

If you think it appropriate, have a class discussion around welcoming a new classmate. Check with the children on what makes someone feel welcome and what makes it difficult.

Good Behaviour should be rewarded.

*I am not a teacher but an awakener.*

*- Robert Frost*



## Overhead 20

### Objectives of Children Supporting Children

The objectives covered in this section of CAPP III are:

- Children will be introduced to the new child in their class as a child first.
- Children will gain an understanding of the disability of the child.
- Children will identify roles for themselves in ensuring that the child settles comfortably into their class.
- Children will learn about one disability in depth and present this knowledge to their classmates.
- Children will use research and interviewing skills to gather information.
- Children will learn how to work in small groups.
- Children will identify times when they felt left out of a group.
- Children will try relating to the feelings of other children who have been left out of a group.
- Children will problem - solve to identify ways to include other children in activities.
- Children will recognize that all of them learn differently.
- Children will identify the way in which they learn the best or their individual learning styles.

## Overhead 21

### Experiencing disability

Explain to the children that this is an exercise to understand how it feels to be disabled. Instruct them to write with their non-dominant hand. Read out a paragraph for them to write. Let them do this for five minutes. There may be complaints, as children may get uncomfortable. After five minutes, tell them to relax and ask them to share their experiences. Analyse and instruct the groups to discuss the experience of doing so. Some common experiences that might be reported are:

- Complete lack of direction in writing
- Writing has been non-readable
- Physical discomfort has spilled over to the children mental attitude to the task
- Fatigue has set in
- Disinterest in the task at hand.
- Frustration
- Agony
- Longing to give up the task.

This exercise would help children in understanding the challenges faced by a disabled person.

## Overhead 22

### Fact Sheet On Disability

#### **Aim:**

1. To develop a better understanding of disability.
2. To give an overview of different types of disability and what participants as individuals, can do for people with disabilities.
3. How language and labelling affects people with disability.



#### **Introduction to Disability:**

Everyone in this world varies in their means of communicating with others. Some speak in English, some Marathi, some Tamil, and Bengali and then there are some who use signs, alphabet/word boards or voice synthesizers. Similarly, like people use their legs to walk; there are some who use sticks for support and others who use walkers, crutches or wheelchairs. All with the same purpose: "movement from one place to another".

People with disability have always been compared to the so-called normal beings. This comparison always brings out their disability and does not highlight their abilities at all.

#### **Shift in thinking about disability:**

Initially disability was seen as the "problem" of the



individual and it has been the individual who has had to change.

Now, a new understanding of disability, known as the Social and Human Rights model of disability has come in the picture. It focuses on environment and attitude, rather than on disabled individuals. In this model, disability is not due to physical or intellectual condition, but because of poor support, negative attitudes and the environment.

**Overview of different types of disabilities:** The different types of disabilities may vary in severity, but in a nutshell; disabilities are of the following types:



- Visual disability:

This disability refers to people who cannot see clearly or who are unable to see at all. In India there are about 45 million people with low vision and over 9 million people who cannot see at all.

- Hearing disability:

This disability refers to people who cannot hear clearly and hence use a hearing aid or those who are unable hear at all.

- Speech and language difficulties:

This disability refers to people who have difficulty in speaking in the form of unclear speech or are unable to speak at all. Some people, who are unable to speak, may use a communication aid (Word/alphabet board, voice synthesizer).

- Physical disability:

This disability refers to people with difficulty in moving about. They may use the following aids like walkers, crutches or wheelchairs to move around. They might also require the use of pencil/pen grips, electronic typewriters, magnifying sheets and large prints for writing and reading.

- Intellectual difficulties:

People with intellectual difficulties may find it difficult to understand complex explanations and may need more time. They may not be able to study as quickly or as much as us. They may need using simple modes of explanation in order to understand.

- Multiple disabilities:

It is very rarely that people have only one disability, often there are a lot of associated difficulties which come up in addition to one. For example, people with a speech problem can be very frustrated when others do not understand what they are trying to say. This at times can also cause psychological problems like depression and anger. Then there are certain conditions which also have epilepsy and associated behavior problems like temper tantrums, bed wetting, biting self, hitting people, etc.

## Overhead 23

### Sample Briefing of Children

*(To be individualized for each child with a disability)*

**Teacher:** Simran is going to be joining our class. She is new to Bombay and comes from New Delhi. Simran is eleven years old just like you.

**Class input:** How do you think you would feel coming to a new city and new school?

**Teacher:** Simran loves to watch T.V. and play with friends outdoors.

**Class input:** How many of you watch T.V. and play outdoors with friends?

**Teacher:** Simran likes the same things you do. She is very funny and likes to be with other girls her age. She has cerebral palsy due to which she has difficulty moving her muscles.

You cannot catch it from her. She will have it all her life. We have to support Simran in making sure she gets the same opportunities all eleven years old have. Simran will need assistance with taking notes, climbing the stairs and changing classrooms to attend lessons and extracurricular classes. She is able to understand the classes, but needs just a little extra time doing her work.

**Class input:** Any questions?

**Teacher:** When Simran comes tomorrow I need some children to help me welcome her into the class. Can someone volunteer to meet her at the front door and walk with her to the class?

I also need two girls to agree to take her around the school and introduce her to the other teachers and to see where everything is. You all would see that she is part of all extracurricular activities including arts and craft and PE and games.

Two more children will be her academic buddies and take very good notes so we can copy them for her.

Assign roles and monitor the first day Simran comes to school. Keep the buddy system in place for at least the first month that Simran is in your classroom. You may wish to keep it all year, if it is working well.

Monitor Simran's adjustment to your class and school. Check with the other children, Simran and her parents.

## Overhead 24

### Appropriate Language

One of the key ways in which people can be excluded is through language. Labels of difference, whether coated in medical jargon, or insults in the street, let people know they are not valued. It is important working in a human rights model to use language that values people and to be aware of our "unconscious" habits of labeling.



Say	Instead of
People with disability	Handicapped
The person has...	victim, crippled, invalid
A person with Cerebral Palsy	CP, Spastic
A person without speech or a non-verbal person	mute/dumb
Has autism	is autistic
Has mental illness	is mad, crazy
Uses a wheelchair	is wheelchair bound
Person with intellectual impairment	retarded
Not disabled	normal, able-bodied
Person with epilepsy	epileptic
Person with Down's syndrome	mongoloid



## Overhead 25

### Disability Etiquette

#### **Ask before you help.**

- All people with disability do not require assistance or help. Do not assume that help is required. Check with the person concerned before you act.

#### **Maintain appropriate physical contact:**

- People with disability consider their equipments like wheelchair, walker, crutches etc. as a part of them. Be careful not to lean on it.
- Adults with disability have the same pride as you and me. Do not pat their head or treat them like babies. It is taken as an offence.
- Always offer your elbow to a blind person if you are leading them. Stand at the side opposite to the one in which they hold stick. In India, men prefer male assistance and women prefer female assistance most of the time.
- Proper verbal cues are generally enough to guide a person with visual impairment. Therefore, do not unceremoniously drag/ pull them to show them their seat.

#### **Positive attitude is the best attitude**

- Always talk directly to the person with disability, like you would with any friend.
- Do not ask prodding questions about their disability. Respect their privacy.

- Be patient and wait till they have finished talking, especially if they have slow speech.
- If in doubt, ask the person to repeat or rephrase or request them to write it down.
- Always make sure you have their attention before talking especially before speaking to a person who is hard of hearing.
- Speak clearly. Do not yell or shout at a person who is deaf or hard of hearing.
- Do not stare, just because they do not stand the way you and I do or because they are on a wheelchair.
- Do not laugh or make fun of them. Again do not look away and ignore them as if they do not exist.

## Working together

Children enhance their learning by working together. The best way to learn a new concept is to teach it to some one else.



*Buddy system – learning together*

### Background

In an inclusive classroom children work together. It is important for you to teach your children how to work together. Cooperative learning requires structure and organisation. In this session, you will begin to set the structure for cooperative learning.

One of the important aspects of cooperative learning is to ensure you place the children into groups. Do not let children group themselves. When children are asked to organize themselves into groups there is always someone left out. In an inclusive classroom we make every effort to ensure that no child feels marginalized.

Ensure you set clear time limits for each aspect of the activity. You will need to structure the sessions and monitor the time. If the children finish a task too quickly they will get bored, and if they do not have enough time they will get frustrated.

### Objectives

- Children will work in small groups.

## Activity 30

In this activity children work in small groups. This can be used for any content you are teaching. E.g. Developing Code of Conduct for classmates.

Organise the children in small groups, and then have them engage in an activity such as developing rules for the class, which will ensure that each child is treated with respect. Carefully choose a partner who is fairly outgoing and confident for the partner of the child with a disability. Have the children take a moment to think of rules they would like to see in the classrooms. Allow a couple of minutes for the thinking time. Then have the children share their ideas with each other. Encourage them to agree on which rules they would like to see in the classroom. Have the children select a writer, presenter and a taskmaster/timekeeper. Have the writer record the rules that they come up with on a piece of paper.

Have each presenter inform the class on the rules they have selected. Write these on the board or on a flipchart. The taskmaster's job is to ensure that the group is on the task and within the allotted timelines. Make sure you set timelines for the activities. Keep the same group for a number of activities, and rotate the roles so that each child has had an experience as scribe, presenter and task monitor.

When all the groups are done, check if all the class agrees with the rules. Collect the writers' papers and summarise the rules and post them as a **Code of Conduct** for the class.

## Evaluation

Make sure you move around the class while the children are engaged in this activity. Use the sheet attached to this module to assist you in the assessment of the group work (refer to Overhead 26).

## Overhead 26

**Group Activity:** \_\_\_\_\_

**Group Members:** \_\_\_\_\_

**My Name:** \_\_\_\_\_

My group understood the directions:                     Yes     No

My group focused on the activity quickly:                     Yes     No

Everyone had a role:                     Yes     No

The Writer (\_\_\_\_\_) took good notes:                     Yes     No

The Presenter (\_\_\_) presented our information well:                     Yes     No

The Taskmaster set a time limit for us                     Yes     No

The activity went well:                     Yes     No

## Building knowledge

Knowledge breeds compassion, ignorance breeds fear. As teachers we need to ensure our children have the necessary knowledge to be compassionate citizens.



*Awareness of peers regarding disability leads to a sensitive approach*

## Background

In an inclusive school there will be many children with different disabilities. It is important that the children in the school become familiar with issues that face people with disabilities so that they can develop an attitude that is accepting.

There are so many disabilities; it is impossible for the children to learn about each one. One of the things we can do as teachers is to encourage the child to develop research, interview skills and presentation skills through learning about disabilities.

## Objectives

- Children will learn about one disability in depth and present this knowledge to their classmates.
- Children will use research and interviewing skills to gather information.

## **Activity 31**

As per the age of the child this activity is divided into two sections:

### **Younger age group: (Preprimary and primary section)**

Videos/ CD resources:

- Educating Peter
- The love we give for Nothing
- Molly
- Mil Julke

### **Older age group: (Secondary Section)**

The mentioned videos/cds can also be shown to the senior classes. Following which the activities given below should be conducted.

- Theoretical research: You can have the children in your class do this in small groups. Assign each group of children a disability to research. Encourage the children to connect with an Association, Resource Centre, NGO or any other organisation, which advocates for people with disabilities, such as, "The Spastics Society of India" which works with people with cerebral palsy, National Association for the Blind, which works for the blind.

***Guidelines for their research:***

- Description of the Disability
- The Old Medical model and the new Social Model
- Ability and strengths of the person with disability
- Challenges faced by people with this disability
- What can you do to assist? Your suggestions
- What I Learned

Interview: Have the child(ren) contact the above mentioned organisations and ask to be connected with a person with a disability to interview.

***Guidelines for interview:***

- The person I met
- What does he/she do?
- His/her schooling
- His/her dreams and ambitions

Have the children set up poster presentations (refer to Handout 19) in the class summarizing their research/interview.

After the activity, facilitate a class discussion about what they have learned through this activity.

## **Evaluation**

Evaluate the poster presentations (refer to Overhead 27).



## Handout 19

### Poster Presentations

From: <http://www.psichi.org/conventions/tips.asp>

Poster presentations provide the opportunity for the presenter and the audience to talk with one another. A physical arrangement similar to an exhibit area is used for this interaction. Each presenter is provided with a freestanding bulletin board, usually around 3.5 feet high by 3 feet wide, on which to display the poster. [NOTE: The most common size for posters is 3.5 - 4 feet high by 5.5 - 6 feet wide. Check to make sure your poster adheres to the requirements of the conference at which you will be presenting.] A relatively large number of posters will be displayed during each poster session. During the designated period, the audience moves through the poster displays, stopping to interact with those who are presenting research that is of special interest to them. Thus, the interaction between the presenters and the audience is likely to be more meaningful than is typically the case in paper sessions. Therefore, when constructing your poster, remember to utilize the opportunities provided by this method of presentation.

Poster presentation recommendations:

1. Construct the poster to include the title, the author(s), affiliation(s), and a description of the research, highlighting the major elements that are covered in the abstract.
2. Minimize detail and try to use simple, jargon-free statements.
3. Remember that pictures, tables, and figures are amenable to poster display

4. If you can, use color in your visuals.
5. Make sure your lettering is neatly done and is large enough to be read from a distance, i.e., do not simply pin up a set of typed pages--reserve these for your handout.
6. Consider using a flow chart or some other method of providing the viewer with a guide to inspecting your display.
7. Don't overwhelm the viewer with excessive amounts of information; rather, construct a poster display that enhances conversation.
8. Be ready to pin up and take down your poster at specified times.
9. Be sure to bring thumbtacks with you.

Prepare for distribution, copies of a printed version of your paper (about 25) with the details of the research and/or a sign-up sheet on which interested people can request the paper. Be sure to indicate on the paper your identification, the conference source reference, and whether or not it may be quoted.

It is an honor to have the opportunity to present at a research conference. You have an obligation to prepare a neat, well-organized display and to be present at your display for the entire poster session period. With a little thought and creativity, you can make your presentation a very pleasing one for both you and your audience.

## Overhead 27

### Tips For Evaluating Poster Presentations

#### Poster Presentations

CHILD (REN): \_\_\_\_\_

Disability Researched: \_\_\_\_\_

Accuracy of information:	/10
Presentation	/20
Sensitivity Displayed	/20
Thoroughness of Interview	/20
Reflection on Activity	/20
<b>Total</b>	<b>/100</b>

## Encouraging social interactions

Children need social opportunities to interact with peers in addition to their academic studies.



*Fostering peer relationships through inclusive interactive session*

### Background

Children with disabilities often find that school becomes the only place where they can interact with their peers. It is important for children to also have social opportunities during non-academic activities. The children can assist you in identifying discriminatory practices, and help find creative ways for all children to be included.

Times when you are unable to facilitate inclusion can be very difficult for the child who is left out. Having children recognise these situations, and think of ways to welcome participation from all is important for us in the building of a better society.

### Objectives

- Children will identify times when they felt left out of a group.
- Children will try relating to the feelings of other children who have been left out of a group.

- Children problem - solve to identify ways to include other children in activities.

## Activity 32

You can have the children in your class do this in small groups. Assign each child a role: the taskmaster/timekeeper, writer, and the presenter. After each activity the roles will change. Give each group the following task:

In small groups, you will be looking at a social activity from which you have been left out. You are to describe how you felt. As a group identify five words, which describe how you felt.

The teacher puts the words on the board.

Children change roles in the group. The second activity is to look at the following scene and imagine how the child felt:

Ravi (select a different situation for each group):

- Has a visual impairment
- Has a hearing impairment
- Has an intellectual disability
- Has a physical disability
- Has a learning disability
- Has epilepsy.

He sees a group of you playing a game of cricket and desperately would like to join. He approaches the group and asks if he can join. The children laugh at him and say How can you play cricket? You can't (see, hear, learn, run etc)!

### How does Ravi feel?

At this point have each group present how Ravi feels.

Next, each group will identify three ways Ravi could be included in the cricket game. Encourage the children to think creatively.

Have each group present the ways Ravi could be included.

### Example 14

Vijay is a fifteen year old boy who attends a grant-in-aid school. He has cerebral palsy and uses a wheelchair. A quiz competition was arranged in the auditorium, on a floor Vijay could not access. The teacher decided to leave Vijay behind in the class. The children protested and insisted that he go along with them. They volunteered together to carry him.

### Evaluation

Walk around the class while the groups are working. Ensure all children are involved in the discussions. Have the children use the attached sheet as a guide to be passed around at the end of class (refer to Handout 20). Mark the work for each group.

## Handout 20

### Activity Guide Sheet

**Roles:** Taskmaster/Timekeeper  
Writer  
Presenter

For each activity have the roles changed

#### Activity 32(a)

In small groups, each of you will be looking at a social activity from which you have been left out. You are to describe how you felt. As a group, identify five words, which describe how you felt.

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The Presenter reads the words out to the teacher.

Change roles for Activity 2.

#### Activity 32(b)

Ravi is a young boy your age. He has \_\_\_\_\_ (teacher selects).

Ravi sees a group of you playing a game of cricket and desperately would like to join. He approaches the group and asks if he can join. The children laugh at him and say, how can you play cricket, you can't (see, hear, learn, run etc).

How does Ravi feel?

---

The presenter tells the class how Ravi feels. After all groups have participated, change roles.

**Activity 32(c)**

Now your group will identify three ways Ravi could be included in the cricket game.

1) \_\_\_\_\_

---

2) \_\_\_\_\_

---

3) \_\_\_\_\_

---

After the activity facilitate a class discussion about what has been learned through this activity.



## All children learn differently

All children learn differently. It is helpful for children to recognise their own learning strengths.



*Teaching through technology to address different learning styles*

### Background

So often school curriculum forces us as teachers to teach every child the same way. Teachers can look at curriculum and discover multiple ways for the children to learn the skills they require. A teacher can also provide choices for children in assignments and still assess the children well. There are a variety of ways for children to learn and a variety of ways to assess children.

Teachers in inclusive classrooms teach children through many ways. Teachers recognize that children learn through hearing, seeing and doing. A learning activity should focus on all modalities and be interesting to the child.

### Objectives

- Children will identify their learning styles.
- Children will recognise that all of them learn differently.

### Activity 33

Have the children work in small groups. Give them the Learning Styles Audit (refer to Overhead 28). Have the children fill it out (refer to Handout 21).

Have the children identify their learning styles (visual, auditory, kinesthetic) and have them group by style.

In each group have them discuss how they learn best. Have them identify three teaching strategies that they enjoy and find very helpful.

Take time to review the lesson. Emphasize that every child learns differently and all must remember and respect this in the classroom.

### **Evaluation**

Walk around the room while the children are filling out their learning styles audit. Collect and review each child's learning style audit. Keep the learning styles in mind as you develop your future lessons.

This is just the beginning of developing an inclusive classroom. Continue to work on and develop activities to do with your class, which promote acceptance and understanding.

## Overhead 28

### Learning Style Audit

(<http://www.chaminade.org/inspire/learnstl.htm>)

This chart helps you determine your learning style; read the word in the left column and then answer the questions in the successive three columns to see how you respond to each situation. Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

<i>When you...</i>	<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic &amp; Tactile</b>
<b>Spell</b>	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?
<b>Talk</b>	Do you sparingly but dislike listening for too long? Do you favor words such as <i>see, picture, and imagine</i> ?	Do you enjoy listening but are impatient to talk? Do you use words such as <i>hear, tune, and think</i> ?	Do you gesture and use expressive movements? Do you use words such as <i>feel, touch, and hold</i> ?
<b>Concentrate</b>	Do you become distracted by untidiness or movement?	Do you become distracted by sounds or noises?	Do you become distracted by activity around you?
<b>Meet someone again</b>	Do you forget names but remember faces or remember where you met?	Do you forget faces but remember names or remember what you talked about?	Do you remember best what you did together?
<b>Contact people on business</b>	Do you prefer direct, face-to-face, personal meetings?	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?

<i>When you...</i>	<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic &amp; Tactile</b>
<b>Read</b>	Do you like descriptive scenes or pause to imagine the actions?	Do you enjoy dialog and conversation or hear the characters talk?	Do you prefer action stories or are not a keen reader?
<b>Do something new at work</b>	Do you like to see demonstrations, diagrams, slides, or posters?	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to jump right in and try it?
<b>Put something together</b>	Do you look at the directions and the picture?		Do you ignore the directions and figure it out as you go along?
<b>Need help with a computer application</b>	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbor, or growl at the computer?	Do you keep trying to do it or try it on another computer?

*Adapted from Colin Rose (1987). Accelerated Learning.*

## Handout 21

Three Teaching Methods, Which Work Well for ME  
\_\_\_\_\_ (Name).

1)

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---

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2)

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---

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3)

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## Section 4

### Families Supporting Families



### **Introduction**

This programme is developed for schools to implement for families of children with disabilities. It is critical that families be informed and, are made aware of the goals of inclusive education. Many families are protective, apprehensive that their child will be teased, left out, and not receive quality education in an inclusive setting. It is the school's responsibility to provide information and reassurance to the families. This programme should address the following objectives. But there may be others that you wish to add on. Set up a series of sessions for families after/during school hours to run for five months, about 2 hours each month. This will also give an opportunity for parents to network and provide support for each other.

### **Objectives**

- Families will understand what inclusive education is.
- Families will express their fears and hopes about inclusive education.
- Families are actively involved in the education of their child.
- Families are committed to inclusive education and have a working knowledge of the support needs required for the child.
- Families ensure that the child is supported for the transition into an inclusive setting.
- Families advocate for inclusive education for their child.
- Families participate in the development of individual educational plans for their child.
- Families communicate regularly with the school regarding their child's progress.
- Families group together to form parents support group (PSG).



## Introducing Inclusive Education

Inclusive education is every child attending the neighborhood school. The school welcomes all children.



*Let children be children together!*

### Background

The school can be an intimidating place for some parents. Many adults do not have happy memories of their own school experiences. Your job is to welcome families to become involved.

Inclusive education is about children all learning together in the same classroom, in the same school. All children means: girl and boy children, children from different backgrounds, and children with disabilities. You may think it better to have your child educated in a special school. We do not live in a special world. We live in neighborhoods where children are all together.

Inclusive schools try to model the ideal world. Having children educated together teaches them how to respect and understand differences.

Having your child educated in an inclusive school can improve your child's social abilities and academic achievements. It may mean that the teacher has to teach differently, but the teacher will teach your child. Your child will also learn from other children in the class.



## Objectives

- Families will understand what inclusive education is.
- Families will express their fears and hopes about inclusive education.

## Activity 34

Welcome the families and introduce yourself. Explain that you have invited them for this series of workshops to ensure that they are informed and actively involved in their child's education. Share with them the overhead that identifies the objectives they will be accomplishing which you will present (refer to Overhead 29). Get the families into small groups of three or four. Pass out the worksheet; it will help guide their discussions.

Have each family introduce themselves and their child. This will take a considerable amount of time, but is essential to set the atmosphere and encourage families to participate.

## Activity 35

Introduce the families to the programme. Have the objectives on an overhead so that they can see what you will cover in the five months. Explain that the sessions will be interactive and families will learn from each other. Your goal as a school is to promote parental interaction and increase parental involvement in children's education.

Ask the parents if they have any questions. Give them a moment to talk with each other in their group. Ask if any wish to share a question or concern.

### **Activity 36**

The group will be introduced to the *Ideology of Inclusion*. Put up the overhead explaining the meaning of an Inclusive set up and need for Inclusion (refer to Overhead 30,31).

Have the group to talk about their views on inclusion:

- What do we mean by an inclusive setup?
- Why do we need inclusion?

### **Activity 37**

Form the families into smaller groups. Put up the overhead with the definition of inclusive education (refer to Overhead 32):

Have each family describe a time when their child was included. How did the child react? How did others around the child react?

Select one experience to share with the group.

### **Activity 38**

Present a model of inclusion that was created in India by teacher and parents at a workshop at the National Resource Centre for Inclusion, India. Ask the families what are the challenges in implementing this model? What are the possibilities? (refer to Overhead 33).

## Activity 39

Present the following case study to the groups. Have them problem - solve and develop solutions so that the child can attend school (refer to Overhead 34).

### Case Study 7

Jaya has cerebral palsy. She is 8 years old and desperately wishes to attend the same school as her brothers and sisters. She is bright and can learn well. She has no problem with speech but uses a wheelchair. She has difficulty holding a pencil.

How can the school accommodate Jaya?

Have a speaker from each group present one strategy that the families have come up with.

## Activity 40

Close the session with the poem "I See Children as Kites" (refer to Overhead 35). Have the families comment on what the poem means to them.

Encourage the families to discuss inclusive education with their child. Have the families fill out the feedback form (refer to Handout 22) at the end of session. Use this form to find how things are going and whether you may have to modify the next session. Thank them for their participation and let them know what you will be covering in the next session: *Preparing your child for inclusive education.*

## Overhead 29

### Objectives of Families Supporting Families

- Families will understand what inclusive education is.
- Families will express their fears and hopes about inclusive education.
- Families are actively involved in the education of their child.
- Families are committed to inclusive education and have a working knowledge of the support needs required for the child.
- Families ensure that the child is supported for the transition into an inclusive setting.
- Families advocate for inclusive education for their child.
- Families participate in the development of individual educational plans for their child.
- Families communicate regularly with the school regarding their child's progress.
- Families group together to form parents support group (PSG).

## Overhead 30

### What do we mean by an Inclusive set up?

- An inclusive set-up is a classroom, a school, an educational set up where **All Children** learn together. It is a place where the child is not asked to change but the environment around him is modified to respond to his unique needs.
- A classroom where the teacher believes in education being the fundamental right of one and all.



*(Source: CAPP II - Manual 12 - How to train Anganwadi Multipurpose Workers).*

## Overhead 31

### Why do we need Inclusion?

We need inclusion as,

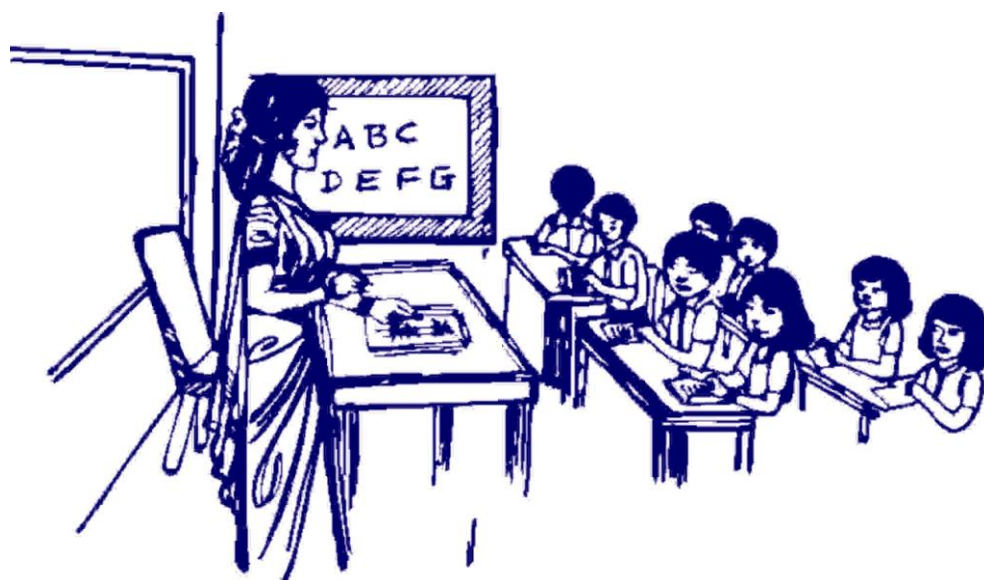
- All children have the right to learn together.
- Children should not be devalued or discriminated against by being excluded or sent away because of their disability or learning difficulty.
- There are no legitimate reasons to separate children for their education. Children belong together with advantages and benefits for everyone. They do not need to be protected from each other.
- Research shows that children do better, academically and socially in integrated settings.
- Given commitment and support, inclusive education is a more efficient use of educational resources.
- Segregation teaches children to be fearful, ignorant and breeds prejudice.
- All children need an education that will help them develop relationships and prepare them for life in the mainstream.
- Inclusion has the potential to reduce fear and build friendship, respect and understanding.
- Disabled adults, describing themselves as special school survivors, are demanding an end to segregation

*(Source: CAPP II: Manual 2: Policy implementers at Local and Community Level and Centre for Studies in Inclusion Education)*

## Overhead 32

### Definition of Inclusive Education

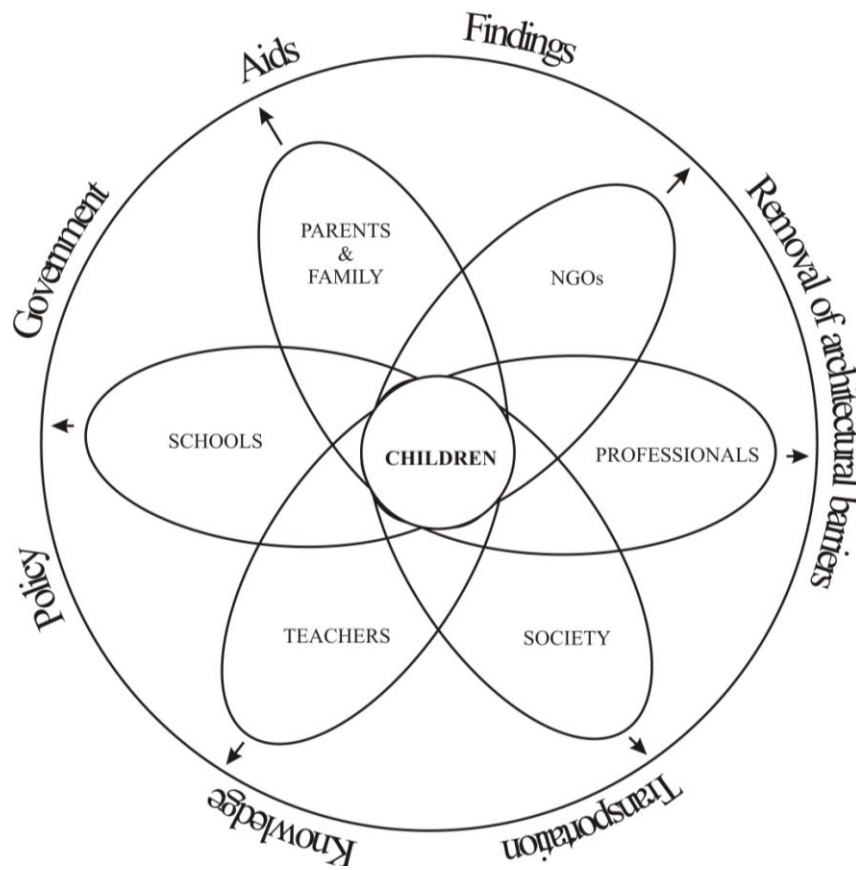
Inclusive education means enabling *all children* to learn together in neighbourhood schools and nurseries, by removing the physical, social, emotional and academic barriers to their participation e.g. building ramps, enabling participation in extra curricular activities, giving extra time for writing or providing writers. Inclusive education also means inclusion of the girl child and socially disadvantaged child. All children are welcomed in the school and all children learn together in a common classroom.



*(Source: CAPP II, Manual 1 - Policy makers at National and State level)*

## Overhead 33

### Flower Model of Inclusion



*(Source: Manual - Journey of Inclusion, Volume 5, National Resource Centre for Inclusion, India and Roehar Institute, Canada)*



## Overhead 34

### Case Study 7

Jaya has cerebral palsy. She is 8 years old and desperately wishes to attend the same school as her brothers and sisters. She is bright and can learn well. She has no problem with speech but uses a wheelchair. She has difficulty holding a pencil.

**How can the school accommodate Jaya?**

## Overhead 35

### I See Children as Kites

I see children as kites.

You spend a lifetime trying to get them off the ground.

You run with them until you're both breathless.

They crash. They hit the rooftop.

You patch and you comfort.

You adjust and you teach.

You watch them lifted by the wind and  
assure them that someday they'll fly.

Finally they are airborne, and they need  
more string and you keep letting it out.

But with each twist of the ball of twine  
there is a sadness that goes with the joy.

The kite becomes more distant and you  
know that it won't be long before that

String will snap and the lifeline that holds  
you together will no longer be the same.

Children, as kites, must be prepared to soar as they are meant to soar.

Free and alone to the greatest extent possible,

And only then can we collectively say that we have done our job.

*Anonymous (Source: Manual - Journey of Inclusion, Volume 5, National Resource  
Centre for Inclusion, India and Roehar Institute, Canada)*

## Handout 22

### Feedback form

What went well with this session?

---

---

What could be changed?

---

---

A question I have is:

---

---

## **Involving families and supporting each child**

There is considerable research to indicate that if the family is actively engaged in the education of the child, the child does better in school.



*Parental involvement enhancing child's progress in school*

### **Background**

In an inclusive school the main stakeholder is the parent and the child. An inclusive school therefore involves the families. When families are involved in the schooling of their child, the child's achievement increases. It is a good investment for a school to provide support and information required to enhance the family's involvement and commitment to their child's education.

For a child to be successful in an inclusive setting, he/she needs support. The support will vary depending on the child's needs. The supports may be physical aids, modifying of curriculum, different teaching methods, and other kinds of supports. It is important to become familiar with your child's needs so that you can communicate them effectively to the school.

Often when the environment is modified you can remove the barriers to learning for your child. For example building a ramp makes a school accessible, availing concessions given to children with disability in regular schools (refer to Overhead 36).

The solutions are often easy to find when we work together, supporting each other.

### **Objective**

- Families are actively involved in the education of their child.
- Families are committed to inclusive education and have a working knowledge of the support needs required for the child

### **Activity 41**

Keeping the families in groups, have them describe their involvement in their child's schooling. What have been the challenges they have faced with schools? What have been some positive experiences? (refer to Overhead 37)

Have the group presenter capture the challenges and positive experiences and present these to the whole group.

### **Activity 42**

Show the parents the teaching methods used in the school, for example for small children (age group 0-5) language can be developed by building eye contact through use of coloured objects, noise makers, change of facial expression/voice modulation while expressing various words. Nursery rhymes, story telling with picture and colourful objects can also be used. For older children role-play, dramatics, flip charts and flash cards could contribute effectively. It helps if the child is taught using the same method in schools and home. It is important to discuss the child's work in class, any problems the child

or you as the teacher may be facing and try to find a solution together (refer to Overhead 38).

Divide the parents into small groups. Have the groups discuss if their inputs in their child's education need to be modified.

### **Activity 43**

Let the families form small groups. Review the objective of this session with them.

Have the families share the challenges faced by their children. Have the families identify ways they have coped and adapted their environments to support the child (refer to Overhead 39).

Select one example to share with the whole group.

### **Activity 44**

There are some supports, which are more emotional than physical. Children with special learning needs also need friends. Share the ways your child is the same as other children. Share the ways he/she is unique.

How can you use your child's interests to get him/her involved in activities with other children? List your child's interests. Think of activities that will involve your child with other children. For example: if your child likes socializing i.e. going to parks, get together, is there a time you can take your child for these activities. What supports would be necessary? If your child likes music, can you involve your child in a music group? What supports would be necessary? (refer to Overhead 40).

## **Activity 45**

It is important that you encourage your child to get involved in activities that make for self-reliance. As much as possible, you must step back and allow your child to do the best he/she can (refer to Overhead 40).

In your groups discuss the things your child can do on his/her own. Think about ways you can support your child in becoming more independent. Develop a plan that you will try to gently encourage your child to do more and slowly remove some of the supports. This could be involving, socializing, eating, dressing, homework, making choices and decisions. Discuss this plan with your child and other family members when you return home. If they have some good suggestions, bring it back next week and discuss the progress you have made in these sessions.

## **Evaluation**

The action plan can serve as an evaluation of the success of the session. While the families are developing the action plan, walk around the room and add feedback if you see anyone struggling.

## Overhead 36

### Concessions given to children with Various Disabilities in Regular Schools

- Nearest examination centre of their choice
- 1½ hours extra (a half hour extra for every 1 hour)
- A writer for the examinations
- Exemptions from drawing maps and figures
- Oral instead of practical examination in Science (Paper I and II)
- Permission to study subjects such as Work Experience, Social Service, Workshop Technology and other practical subjects in institutions recognised by the Department of Education/Department of Social Welfare/ Department of Vocational Education and Training
- Permission not to complete course on 'Health and Physical Education' if certified by an orthopedic surgeon.

**Schools are allowed one extra teacher for every 8 children with disabilities that they admit in their schools**



## Overhead 37

Describe YOUR school experiences. Summarise the experiences in three sentences:

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Challenges

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Positive Experiences

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Have one person present the challenges and positive experiences to the whole group.

## Overhead 38

What are the challenges you face in academics?

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How are you addressing these?

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Could you describe how to teach?

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In school the method we use is:

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How often do you meet your child's teacher?

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Any modification in your inputs for your child's education needed?

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## Overhead 39

Challenges faced by your child.

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Ways you have coped with and adapted the environment to support the child.

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## Overhead 40

<i>Child's interests</i>	<i>Activities with other children</i>	<i>Supports</i>	<i>Strategies</i>

Action Plan for \_\_\_\_\_

Independent Activities:

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Activities To encourage independence

Steps to achieve them

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_____	_____
_____	_____

## Preparing the child

The child entering an inclusive setting needs to be prepared. The fear of the unknown is powerful.



*Parent and child interacting with the mainstream school teacher – before joining the new school*

### Background

Your child will benefit from being prepared for an inclusive setting. There are things you can do as a family to help your child with entering a new school, or even a new classroom.

The better prepared your child is for an inclusive setting, the better he/she will perform in school. A new situation can be very intimidating for everyone, especially a child.

### Objective

- Families ensure that the child is supported for the transition into an inclusive setting.

### Activity 46

Welcome the families. Let the families form small groups as you did previously. Review the objective of this session with them.

Ask the families to think of a time when they were encountering a new situation where there were a lot of unknowns (i.e. a new job, a new child). How did they feel?

Pick one incident to share with the whole group.

### **Activity 47**

Your child will be very nervous when first entering a new classroom or school. Think about what his/her fears may be? Select three fears of the child. Record it on the sheet handed out (refer to Handout 23).

Exchange the sheets with another group (you need to check that there is an even number of groups). Have each group generate ways to deal with the fears.

Bring the two groups together and share the solutions you generated. Select one to share with the entire group.

### **Activity 48**

As the groups present the solutions have some one record them on a flipchart, or overhead. Have the whole group brainstorm additional strategies. Ensure that the following strategies are presented:

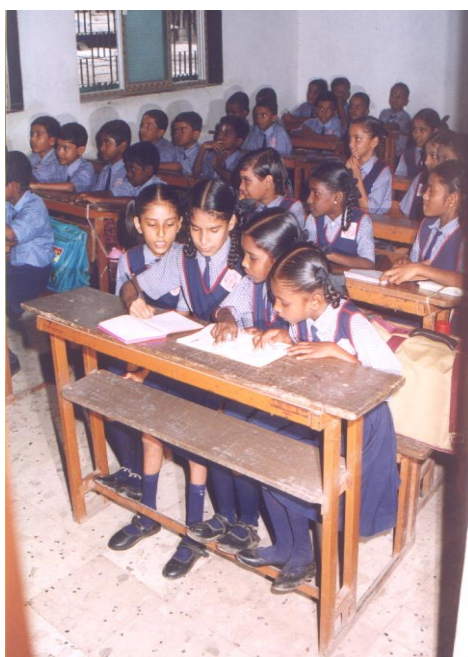
- Have your child visit the school before the year starts.
- Invite the child's teacher to your home to meet you and the child. Introduce the teacher to the child.
- Arrange for the child to spend a half-day at the school.
- Ask the teacher if the child can have a buddy to assist in getting used to the school environment.

- Ask if the teacher can meet with the teacher your child had the year before.
- Ask for an opportunity for you to come into the school with your child and introduce him/her to the teacher. Orient all the teachers in the schools to disability, inclusion and the strengths of your child. Also mention the areas that need assistance and the strategies that have been used.

Add any others you think would be helpful.

### **Evaluation**

Have each participant complete the attached evaluation form (refer to Handout 24). Thank them for their participation and let them know what you will be covering the next session: *Advocating for your child.*



*An inclusive classroom in a municipal school*

## Handout 23

Select three fears of the child.

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Exchange the sheets with another group. Have the group generate ways to deal with the fears:

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**Prioritise which solution you will share with the whole group.**



## Handout 24

### Evaluation Form

What went well with this session?

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What could be changed?

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One thing I learned today is:

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## Parents as advocates

All children need advocates.  
The family is the best  
advocate for the child.  
Schools benefit from  
involved families who care  
about their child's education.



*Preparing parents to be advocates of  
inclusion*

### Background

At times you will have to be an advocate for your child. Effective advocates:

- Identify the issue they want to deal with;
- Establish a plan of action;
- Are persistent and confident;
- Treat others respectfully;
- Are effective communicators and
- Ensure there is follow-up.

As the child's advocate, sometimes you may have to approach the school about an issue your child is facing. This is hard at times, but if you approach the situation with a well - thought out plan often you will experience success.

You may have to advocate getting your child included in the local school. You are not alone, as many families before you have fought for this right. Advocating

for your child's inclusion not only contributes in building confidence of your child but also enhances self confidence of the parents.

### Example 15

Ali is a 10 yr old boy with cerebral palsy. His father Mr. Sheikh is Ali's strongest supporter and motivator. He regularly visits his school after school hours, reviews the day's activities with the teacher, and feels out the needs of his child. He gets the study notes Xeroxed or copies them himself for Ali. If he is faced with some difficulties for which he does not have a solution, he gets back to the National Resource Centre for Inclusion, India for further resource support.

### Objective

- Families advocate for inclusive education for their child.

### Activity 49

Welcome the families. Form the families into groups of three or four as you did in the last three sessions. Review the objective of this session with them.

Ask the families if there was ever a time when they had to approach the school about an issue. Have them share their experiences with the group.

Pick one incident to share with the whole group.

### Activity 50

Look at the following case study. Strategize how the family should deal with the situation (refer to Handout 25):

## Case Study 8

Dilip is 7 years old. He has Down's Syndrome. He is easy going and enjoys being around other children. You have decided that you would like Dilip to attend the neighborhood school. You go to register him and you are told that he should go to the school for children with mental handicaps. The school refuses him admission.

Select one strategy to share with the whole group

### Activity 51

You have been successful as a family getting Dilip into school. He begins very well. One day he comes home crying, the children have been calling him stupid and a dummy in class. He doesn't want to go back to school.

How do you support Dilip?

How do you approach the school about this situation?

Each group will deal with the two issues and select one strategy for each issue to share with the group (refer to Overhead 41).

### Activity 52

It is difficult to advocate at times. The key is to approach the school as a partner in your child's education, not as an adversary. You will need to ask the school for help in solving the issue you are facing. Share some strategies you have seen work when approaching a school about an issue (refer to Overhead 42).

Select one to share with the whole group.

## **Evaluation**

This is a good time to spend a little time asking the participants how things are going.

Ask the groups to identify three important ideas they have learned from attending these sessions.

Have them also generate questions and issues they hope you will deal with in the next half of the program. You may have to modify the program to address these.

You may wish to have each group share one thing they have learned (refer to Handout 26). Keep the sheets to review the questions they have.

Thank them for their participation and let them know what you will be covering the next session.

## Handout 25

### Case Study 8

Dilip is 7 years old. He has Down's Syndrome. He is very easy going and enjoys being around other children. You have decided that you would like Dilip to attend the neighbourhood school. You go to register him and you are told that he should go to a school for children with mental handicaps. The school refuses him admission.

#### What can the family do

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Select one strategy to share with the whole group.

## Overhead 41

Dilip is experiencing difficulty.

How will you support Dilip?

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How do you approach the school about the situation?

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Select one strategy for each issue to present to the whole group.

## Overhead 42

### Advocating for your child

Share some strategies that you have seen work when approaching a school about an issue.

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Select one to share with the whole group.



## Handout 26

### Evaluation

Identify three important ideas you have learned by attending these sessions.

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What questions and issues do you hope will be dealt with in addition to those you have been exposed to?

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## **Communicating with the teacher and forming support groups**

All children can learn. Some children learn quicker than others, and some learn slower.

Communication with your child's teacher is the key to successful learning. Your child will benefit when you and the teacher work as a team.



*Regular parent – teacher interaction leads to better support*

### **Background**

Many schools throughout the world have been able to successfully include children with disabilities. The teachers and families often work together to develop simple individual educational plans to support the child, when required.

These plans are developed through consultation with families and other professionals who may be involved with the families.

Schools like parental involvement. If you are involved in your child's education, your child will have more opportunity for success.

Communication with the school is sometimes challenging. Schools have a lot of pressure and your child's teacher may have 40-70 parents to keep informed. Although the teacher can be overwhelmed, there are simple ways by which you can communicate with the school on a regular basis.

A child with disabilities requires consistency. Communication can help you and the school, work together to teach your child successfully.

## Objective

- Family participation in the development of individual educational plans for their child.
- Families communicate regularly with the school regarding their child's progress.
- Families group together to form Parent Support Groups (PSGs)

## Activity 53

Take a minute and review last week's session. How did the action plans work. Ask for feedback. Introduce this week's session.

Individual educational planning requires that you think about what you want your child to achieve in school. Teachers are the experts regarding schooling, but you are the expert on your child. In small groups (3 or 4 families), think about what you want your child to learn in an inclusive classroom. Think about the variety of goals. They can be organized around the following categories:

- Academic
- Physical
- Communication
- Social

Show the families an Individual Education Plan on an overhead so they can see what you are talking about (refer to Overhead 43). Review the elements of the IEP. These are key goals.

Include other categories that you would like. You and the teacher are partners in a child's education. When you have the goals identified you are better able to discuss your child's education with the teacher. Remember you need to be prepared to compromise and change the goals, based on the teacher's input (refer to Overhead 44).

### **Activity 54**

We are looking at communicating with the school. It is important to ensure that you and the teacher are working as a team to provide the best education possible for your child.

In small group (3-4 families) take a minute to discuss what makes for a good relationship with the school. List three things that you consider are critical to a good relationship with the school. Share one with the whole group.

Next think of what you need from the school in terms of regular communication. Some of you may only need to meet the teacher each term, others may need more meetings. Be clear on the type of communication, how often, and about what aspect of your child's education.

Think of one specific request you can make to the school regarding your communication needs.

## Activity 55

Have parents in small groups discuss three main issues that they would like to focus on and brainstorm about the possible solutions if this issue is addressed collectively or together. Explain the importance of working together and supporting one another. Perhaps it will be difficult for the entire group to meet regularly. Suggest the formation of sub groups of parents. You could have a list of parents grouped area wise and distribute this. You may have to coordinate the first few meetings after which the parents can take responsibility.

## Example 16

Raj had gotten admission into a private school. His father Mr. Krishnan was very apprehensive initially. After admission, together the parents and school overcame the initial difficulties that Raj faced. Mr. Krishnan was in constant touch with other parents at the Spastics Society, the school Raj used to attend. After seeing Raj's progress, parents of other children at The Spastics Society decided they wanted their child to attend the neighbourhood school. They learned from Raj's father how he approached the school. A number of parents followed his lead and now have advocated for their child to attend their neighbourhood school.

## Evaluation

Have the parents fill out the attached evaluation sheets (refer to Handout 27, 28). Have a social event for the parents where they can mingle and chat with the teachers in the school and with each other.

*Wrap Up with a Celebration!!*

## Overhead 43

### Individual Educational Planning

Think about a variety of goals. They can be organised around the following categories:

<i>Areas to work on</i>	<i>Goals</i>
Academic	
Physical	
Communication	
Social	
Other:	

## Overhead 44

### Individual Educational Plan (IEP)

Name of Child: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Date of IEP: \_\_\_\_\_ Date of Planned Revision: \_\_\_\_\_

IEP Team Members: \_\_\_\_\_

\_\_\_\_\_

Overall Goals (for the year):

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

<i>Area</i>	<i>Objectives</i>	<i>Strategies</i>	<i>Materials</i>	<i>Responsibility</i>
Academic	-			
	-			
Social	-			
	-			
Communication	-			
	-			
Behaviour	-			

## Handout 27

### Evaluation

In this session I learned:

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Questions I have:

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## Handout 28

### Overall Evaluation

I learned the following from the sessions:

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I think the following improvements would help the sessions:

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I found the following worked very well:

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## Tips For Teaching All Children

## **General Tips for Teaching all children**

1. Try not to frown on wrong answers. It discourages children from participating. Critical thought and honest effort are more important than correct answers.
2. There is no teaching without control of your class.
3. Avoid talking over your children.
4. Routine and structure are good, but too much of it can cause you and your class to fall into a rut.
5. Encourage active participation from your children. From time to time, call children to the board, or allow them to work in groups.
6. Try to spell out what topics will be on the test.
7. If a child was present for all the material taught, but is absent on the day of the test, then on the day he returns. Inform him/her of the make-up day and time. Don't let it go more than a day or two.
8. I recommend a technique called "Front Loading". Children are most motivated to learn at the beginning of the school year. Rather than reviewing material from the previous school year, why not introduce a topic they haven't seen before?
9. To motivate children, give out awards for both good academics and for good effort.

*Adapted from [http://www.mathgoodies.com/articles/beginner\\_tips.shtml](http://www.mathgoodies.com/articles/beginner_tips.shtml)*

## **Tips for Teaching Children with Hearing Impairments**

In most ways, teaching children who are hearing impaired is just like interacting with any other child. However, there are some basic guidelines which will make the experience more enriching and productive for both teacher and child.

### **Creating the Right Environment**

1. Children with hearing loss should continually be encouraged and actively taught communication skills such as questioning, listening, speaking, reporting, reading and writing.
2. Without the benefit of hearing, an abundance of visual information is extremely important. Board notes, handouts, glossaries, course books, multi-media materials, hands-on research, other children' notes, and pictures can greatly facilitate learning and interest.
3. Speaking clearly, normally and directly will also aid understanding, as will optimizing lighting in order to read and observe the speech of peers and teachers.
4. The availability of assistive listening devices and appropriate technology such as FM systems, phone amplifiers, silent overhead projectors, is also important.

### **Facilitating Comprehension**

1. Non-verbal communication with hearing impaired children is crucial. Make sure your children with hearing loss can always see your face.
2. Speaking naturally is most helpful to a child with hearing loss. Talking very loudly or over-denunciating actually hinders understanding.
3. Organizing information can also be very useful. An outline of the class agenda--just 3 or 4 points jotted on the board-- helps children get a sense of purpose, direction, and timing for both short and long term assignments.
4. If there is a class discussion or group work, try summarizing on a chalkboard.

*Adapted from <http://www.amaisd.org/deafed/dett.html>*

## **Tips for Teaching Children with ADHD**

Children whose attention seems to wander or who never seem to "be with" the rest of the class might be helped by the following suggestions.

- 1) **Consistency** is the key to helping children with ADHD. They have a difficulty dealing with change, even if it is positive change. They need to have a sense of external structure, as they tend to lack a sense of internal structure.
- 2) Children with ADHD have two kinds of **time... plenty and none**. They have a difficulty organizing their time and need you to help them break tasks down into small components.
- 3) Placing children with ADHD at the **front of the room** (nearest the blackboard or where the teacher gives instruction) is often helpful. If the child is right handed, placing them at the right front of the class minimizes the number of children they watch wiggle when they write.
- 4) Try to **avoid** placing children with ADHD in separate classrooms or in situations with many children at a single desk. This maximizes their distraction
- 5) Use **colors and shapes** to help them organize.
- 6) Try to provide a **quiet study area, free from distraction**, when seat work is required.

## *Tips For Teaching All Children*

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- 7) Try to **work within the child's attention span**. Keep changing the type of work frequently and the child can continue to work productively. Medication is NOT the only solution.
- 8) Try to avoid getting into "blaming mode", either as a parent or a teacher whenever you observe any negative behaviour.
- 9) Many of these children are **VISUAL learners**. Try making things more visual or tactile and they may grasp them better. Instead of memorizing words, ask them to "make a movie in their head and play it back".
- 10) Don't worry if you feel frustrated...so do their parents and so do the kids. Just **don't take their behavior as personally directed**, because it isn't in most cases.

*Adapted from <http://www.edutechsbs.com/adhd/00037.html>*

## **Tips for Teaching Children with Downs Syndrome**

### **General:**

- 1) It could upset the child with Down's syndrome, if work level is not appropriate i.e. work is too hard or if work is too different from others in the class as they dislike being singled out.
- 2) Make sure the child knows and understands the rules; he/she should be treated no different from peers if deliberately disobeying. - all staff should be aware of need for consistency.
- 3) Encourage good behaviour with visual reinforcement and reward.
- 4) Don't confront bad behaviour; give an alternative activity to distract the child or ignore the behaviour of the child; try 'time-out'
- 7) In all sections of the school a home-school book is useful to ensure parents and teachers are working together.
- 8) Use colour coding, diagrams etc. to help pupil get to know timetable.
- 9) Encourage pupil to have lists of equipment for different days. - classroom assistant might help with this, if possible.
- 10) Make the child aware when he/she has to listen, e.g. point to your ears.
- 11) Allow lots of opportunities for practice when learning a new skill and try to use it in many different settings.



### **Reading**

- Use a look, say method when teaching reading. Initially teach words which can have a visual meaning.
- Build up sentences from every day conversation. Make reading books personal to child.
- Make sure any published reading books used are within the level of the child's understanding.
- When teaching children with Down's reduce distractions and keep activities short

#### *Further Information*

[http://www.educate.org.uk/parent\\_zone/atschool/special\\_needs\\_downs.html](http://www.educate.org.uk/parent_zone/atschool/special_needs_downs.html)

#### *Adapted from*

<http://www.socsci.ulst.ac.uk/education/scte/sen/types/downsstrategies.html>

## **Tips for Teaching Children with Cerebral Palsy**

- 1) Be familiar with specialized equipment such as adapted typewriters, pencil holders, book holders, page turners, word boards or modified desks and furniture.
- 2) Explain to the child, the need for adaptation to activities to include him or her (with respect to his or her disability).
- 3) Expect acceptable and appropriate behaviour. Children with disabilities are accountable for their behaviour.
- 4) If necessary, schedule toilet breaks for the child who needs assistance just before the class breaks.
- 5) For special activities scheduled outside of the school, ensure that appropriate arrangements are made so the child can participate.
- 6) Orient the child to the school, especially ramps, bathrooms with modifications and access to elevators.
- 7) Assist the child to form and maintain meaningful interpersonal relationships.
- 8) Talk about and assist with the development of social skills.
- 9) Encourage the child to participate in as many classroom activities as possible, to the best of his/her ability.
- 10) Any information that you know ahead of time that you will be writing on the board, make a copy of that for the child to have at their desk so they don't feel pressured to print at the same speed as their classmates.

*Adapted from <http://www.cpabilitycenter.org/photos.html>*

## **Tips for Teaching Children with Autism**

### **Strategies for teaching children with autistic spectrum disorders**

#### **A. Children with autism often need highly structured visual teaching**

The main elements of structured teaching include daily schedules, individual work systems, and classroom arrangement.

#### **B. Teach the meaning and value of a schedule. Focus on what you want the child to do.**

Use daily schedules, calendars, and lists to assist in sequencing of activities and aid in transitions. Use a variety of visual cues (objects, photos, icons, words, sentences, check lists)

#### **C. Develop independent work systems geared to child skill level.**

<http://members.aol.com/Room5/work1.html> Once the child understands the basic framework of a work system, the individual tasks within the system can be varied.

<http://members.aol.com/Room5/tasks.html>

#### **D. Consider location, distractions, & boundaries.**

Buzzing lights, motors, hallway sounds, visual distractions, and smells can interfere with concentration. <http://members.aol.com/Room5/divider.html>

### **E. Behavior is communication.**

Work at reading the behavior and not taking it personally.

<http://members.aol.com/room5/bright.html> You need a method to let the child know there will be a change in the daily schedule or routine, or if something needs to be interrupted before it is finished. Let the child know ahead of time when an activity is about to begin or end, or if you are going to touch or move the child. Communication (both expressive and receptive) is usually a major concern. Do not assume the child automatically understands you.

*Adapted from <http://members.aol.com/Room5/strat.html>*

## **Tips for Teaching Children with Visual Impairments**

A visual impairment is a vision problem that may adversely affect a child's education, even when corrected or if modifications and adaptations are not rightly followed.

### **Teaching Tips:**

- 1) Highlight other sources of sensory input (hearing, touch, movement, etc.) to compensate for diminished or absent visual input.
- 2) Use brightly colored, larger and softer balls, goals, boundaries and position markers. They will stand out better for these children (Some visually impaired children can see bright, multicolored objects under strong light most clearly; others need solid-colored objects under non-glare lights.)
- 3) Avoid activities that involve visual abilities or coordination at high speed e.g. throwing and catching objects at fast speeds.
- 4) Make sure all the rooms are well lit.
- 5) Use vocal, sensory and active instructions as well as visual directions.
- 6) Give very specific verbal directions. Sometimes it is best to physically guide a child's body to the correct position to help them learn.
- 7) Learn as much as you can about a child's condition and any special safety considerations it may entail. (For example, a child with a detached retina can lose what little vision they have with a direct impact on the head.)
- 8) Teach children with tunnel vision sports where their lack of peripheral vision will not hinder their opportunities/abilities to participate e.g. bowling and archery.

*Adapted from*

<http://www.fitnessfinders.net/fitnesstips/teacher/resources/visual.html>

## **Tips for Teaching Maths**

- 1) Try to be flexible. Math can be a rigid topic. But you don't have to be.
- 2) The best motivator of all is [connecting math to the real world](#). For example, when teaching the metric system, have children bring in empty cartons and bottles from their kitchen.
- 3) Introduce all concepts through 3d aids followed by visual aids (charts and picture) enabling each child to learn through experience
- 4) Introduce one concept at a time
- 5) Give enough practice to an each topic before introducing the next concept
- 6) Use teaching aids to facilitate computations e.g. addition, subtraction, multiplication, divisions
- 7) Do not take away the teaching aid unless the children stop using it.
- 8) Use appropriate colour coding to highlight new concepts taught e.g. tens and ones

*Adapted from [http://www.mathgoodies.com/articles/beginner\\_tips.shtm](http://www.mathgoodies.com/articles/beginner_tips.shtm)*

## **Tips for Teaching Children with Reading Challenges**

Reading is the single most important educational skill your children will learn. Understanding the organization and meaning of text and instruction in both phonics and literature is essential to helping young children read.

### **Create Appreciation of the Written Word**

Share stories with children and invite them to explore a story's magic.

### **Develop Awareness of Printed Language and the Writing System**

Read to children from books with easy-to-read large print. Use stories that have predictable words in the text.

### **Teach the Alphabet**

Engage the children in activities that will help them learn to recognize letters visually.

### **Develop the Children's Phonological Awareness**

In listening and speaking, we pay attention to the meaning of language rather than to its sound.

### **Develop Phonemic Awareness**

In teaching phonemic awareness, the focus of all activities should be on the sounds of words, not on letters or spellings.

### **Teach the Relation of Sounds and Letters**

Children should learn the letters of the alphabet and discriminate each letter from the other, because each stands for one or more of the sounds that occur in spoken words.

### **Teach Children How to Sound Out Words**

After children have mastered a few letter-sound correspondences, teach them to decode words or sound them out. Begin with small, familiar words.

### **Teach Children to Spell Words**

Teach children to spell words by sounding their letters one by one. Model the sounding and spelling process for children as they spell.

### **Help Children Develop Fluent, Reflective Reading**

Help children learn to read fluently by requiring them to read new stories and reread old stories every day.

*Adapted from <http://ericec.org/ttips.html>*



## **Tips for Teaching Children Science**

### **Individualize class assignments.**

This allows children to progress at their own rate and gives the teacher flexibility in asking for laboratory or written work.

### **Recognize achievement.**

Extend special recognition to children who go beyond the minimum, especially in formulating or enacting laboratory investigation.

### **Use multiple resources.**

Textbooks should not be the only reading material in class. Make sure many related books, including popular fun science books, are available as well.

### **Provide individualized activities.**

For academically talented children, provide opportunities to assist in preparing solutions and materials. For children who are having a difficulty, provide opportunities for them to receive assistance from others e.g. peers

### **Encourage research.**

Local museums, zoos, botanical gardens, and hospitals often have resource people who can help direct inquiry.

### **Encourage parental participation.**

Parents often welcome suggestions from teachers about books worth purchasing as well as recommendations of places of scientific interest in the community.

*Adapted from <http://clerccenter.gallaudet.edu/products/perspectives/sep-oct97/sciencetips.html>*

## **Teaching the Child With Learning Challenges**

A child can be considered an underachiever in school and can be grouped under a generalized classification much too easily. One child cannot be grouped with a group of underachievers and be placed under one certain classification and this happens much too often in our schools. A teacher needs to be able to be aware of very specific and very personal difficulties that can cause a child to be considered an underachiever or a slow learner.

The confusion on this topic needs to be reduced in our schools. Some teachers are just too quick to identify and also to attempt to correct learning disabilities without the proper training or knowledge on the subject.

There are general categories into which most teachers will tend to group each child who is a slow learner. The classifications will be made according to the likeness of a child with each group.

First, we need to realize that all children who are performing under their grade level are not necessarily underachievers. A lot of schools feel that all children should be exactly at the same level in each class and this is not true. Sometimes they will think that the children in this classification of slow learners are not capable of achieving at their chronological grade level. Sometimes, from the first grade on to other higher grades, a child just hasn't mastered the basic skills of learning. These children can get frustrated and even convince themselves that they cannot learn. In this instance teachers need to work with the children to teach the basic skills necessary for learning at the rate of normal child for his age.

## *Tips For Teaching All Children*

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There are some children that have problems with language development. A lack of language development can cause a child to be a slow learner. It is important to see if a child has grown in the art of language and reading achievement, if not teachers need to work with the child to bring up their language levels so that they can reach their maximum potential.

Some children have cultural disadvantages as they may come from homes where, for example, the parents are not speaking English and are speaking another language. They can be known as culturally disadvantaged as they do not have essentials necessary for learning in a new language. In this instance teachers need to work with the children so that they can achieve and not be termed as 'failures'. If this is left undone, then as the years pass there will be more and more difficulties in learning coming from such disadvantages at home.

There may not be enough challenges in the particular classroom to hold some children's interest and they become bored and don't reach their potential. A lack of challenge can bring a child down to below the level of the classroom. Teachers need to be on the alert for this type of classification of underachiever, as they will need to provide work that will stimulate them.

Other children may be of average capacity and be expected to achieve at a higher level of learning in the classroom. These children at times are incapable of achieving past a certain level for a child their age and this can lead to frustration and failure in the classroom. Teachers need to be aware of these children and not try to push too much on them in the way of learning in the classroom.

## *Tips For Teaching All Children*

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Children sometimes can be considered and classified as reluctant learners as these children will make good grades on tests but cannot perform daily in the atmosphere of the classroom. Children sometimes may not be motivated to learn and teachers need to be able to draw them out to increase their levels of motivation. Remedial help is sometimes used to get them motivated and to learn to the level of the others in their grade level.

Children needs to be identified that can profit from remedial and corrective teaching. Sometimes teachers will not provide this remedial and corrective teaching in their classroom and this needs to be changed. If professional judgment indicates that this special remedial and corrective teaching is necessary then a child should have this provided to help him/her

*(Adapted from: <http://charms.jjkent.com/index.aspx?net=18>)*

## **Strategies For Teachers To Use To Help Raise Child Self-Esteem.**

Here's a list of memory joggers to use with your classroom to help improve the self-esteem of your children

- Use the child name.
- Shake hands with the children.
- Have conversations with every child.
- Provide multiple ways for children to be successful in your class.
- Display the child's work.
- Give each child a responsibility in the classroom.
- Provide opportunities for a child's work to be judged by external audiences.
- Take time to point out positive aspects of your children's work.
- Never criticize a child's question.
- Take time to help children having difficulties in understanding the material.
- Try to get to know about the child's life outside of school.

## *Tips For Teaching All Children*

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- Ask children about their other activities (ex. "How was the basket ball game, Natasha?").
- Help children turn failure into positive learning experience.
- Encourage children to take risks.
- Provide opportunities for children to make their own decisions about certain aspects of your class - maybe what kind of paper to use, what colors to make something, etc.
- Provide opportunities for children to work with each other.
- Don't make assumptions about child behavior.
- Allow children to be accountable for their behavior - don't be overprotective.
- Allow children to explore options in different situations.
- Celebrate your child's achievements, no matter how small.

*Adapted from <http://www.dsea.org/teachingtips/tips/selfesteem.htm>*

## **Conclusion**

The development of CAP III is a result of research into inclusion and its processes which involved various professionals, researchers, children and parents. The case studies are reflections of actual situations that happened in India. They are pulled from the research that was carried out in the Mumbai schools, which explored the various facets of inclusion successes and difficulties through the eyes of each major stakeholder namely, the child, the parents, the teachers and the principals.

Inclusive education is about excellent teaching. It is a child centred approach to education that recognizes the value of involving children and their families in the learning enterprise. There is nothing magical or complicated about the implementation of inclusive practice and it is our hope that CAP III reflects this for you.

We are confident that the next generation will set a new stage for the inclusion of all into our society. Our aim is for a world that is just and a society that works to right the wrongs of our past. Segregated practice, for many children, is not the best way to educate them as later in adult life they live lonely isolated lives.

All children benefit from inclusive education. Children have different learning styles and learning paces. Learning and working with children from different cultures from different regions, with different abilities and different social situations prepares children for a world where diversity is the reality of life.



## *Conclusion*

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This document has endeavoured to address diversity in children in order to include them into the mainstream schools, classrooms and circle of friends.

We are very interested in feedback on CAPP III. If you have an opportunity or if you encounter any difficulty, please send your feedback to [www.nrcissi.org/CAPP](http://www.nrcissi.org/CAPP) or do write back to us on the following email addresses: [mithualur@yahoo.com](mailto:mithualur@yahoo.com) or [vtimmons@upei.ca](mailto:vtimmons@upei.ca)

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