

# Early Intervention in Inclusive Education in Mumbai

## The 'Why' and the 'How'

Manual 10

## How to Build Community Resources



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## Foreword

The *'How to Series of Inclusive Education'* is a set of manuals that have emerged from a study undertaken by The Spastics Society Of India, Mumbai in collaboration with UNICEF and supported by the Canadian International Development Agency (CIDA).

The title of the project is *Inclusive Education Practice in Early Childhood*. It is an action research project involving both intervention and research on a large scale covering 6000 families based in the impoverished areas of the Mumbai slums. Six hundred children, both disabled and non disabled, were placed in Demonstration Learning Centres within the community where an enrichment programme and a need based intervention was given over a two year period. The intervention strategies were carefully documented and the progress of the children tracked by external researchers not connected with the intervention team. The aim was to study the mechanism or *intervention* strategies needed to put *children with disabilities* into existing programmes being run by Government and non-Governmental agencies and the barriers that came in the way to accessibility and participation.

From this evidence based research emerged a series of instructional resource material: the *'How to Series of Inclusive Education.'* These manuals are relevant for any organisation, or agency, working to address the crucial need of bringing *children with any disability* into inclusive settings. They recommend *a whole community approach to inclusive education*, and although the research was carried out in India it can be used anywhere in the world.

## Working with People in the Community

Various people in the anganwadi are a source of help at different times:

### Local leaders, social workers and community people help in

- \* Identifying the anganwadi
- \* Identifying children with disabilities

### Community health volunteers (CHV) help to identify

- \* Houses of children with disabilities

Municipal council staff like gardeners, security, administrative officers help

- \* To put up the play ground in the premises of anganwadis
- \* With day-to-day administration of an anganwadi when it is situated in a municipal council school.



Creating awareness



Parent meetings

### Assistant anganwadi worker

The assistant anganwadi worker should be involved in administration and planning of various Anganwadi activities. She should be an active participant in the teaching process.



Charts used as aids

She can help in

- ✓ Conducting surveys
- ✓ Planning the calendar of the year
- ✓ Lesson planning
- ✓ Preparing teaching aids and other materials in the class.
- ✓ Planning and conducting of Open Days
- ✓ Maintaining records
- ✓ Planning for parent meetings. This could be done through initial meetings amongst themselves to discuss the agenda and content to be communicated to the parents
- ✓ Preparing the materials to be given to the parents in advance of the meeting.

**Coordination** between anganwadi workers and their assistants simplifies their work. This helps to clear their multiple roles. There should be a **constant dialogue**, as sharing of information and resources make things easier to handle.

An Assistant anganwadi worker is of **help with children with disabilities**. She does the work of a support teacher. She can help in

- ✓ Overall monitoring of the child
- ✓ Demonstrating teaching aid to the child during academic sessions
- ✓ Physically including the child in games and sports by carrying, holding, prompting and supporting
- ✓ Feeding
- ✓ One to one teaching
- ✓ Making modified aids for the child
- ✓ Giving practice in using aids in the class e.g. writing with modified pencil, sitting on the corner chair, practicing walking on the walker.

## Teaching Aids

Teaching aids are important to create an interesting learning environment.

Teaching aids are any 3D or 2 D objects, which are used by the teacher in the lesson to:

- \* Make the lesson simpler and interesting for the children.
- \* Help children to understand the content being taught.



## Examples of teaching aids



Puppets and mobiles

We could draw a sketch of any bird or animal on a plain paper and show it to children. Then ask them what it is? If they said, it is a crow then we could ask them questions related to the crow. E.g. what is the colour, where do you see the crow? You could also tell a story about the crow. This helps to enhance the involvement of the child in the learning process.

Different children have different ways of understanding. Some children understand by seeing, some understand by hearing, and some by feeling. Teaching aids should be made to meet the individual needs of different children, and the same aids could also be used for all children.

Teaching aids were made with different textures for a visually impaired child. The child with visual problems touched and felt the aid. The same teaching aid also was used with children with normal vision to teach different types of textures.

## Types of Teaching Aids

Various toys and teaching materials should be used as teaching aids.

Some of them are:

- \* Charts,
- \* Flip charts,
- \* Blackboards,



Teaching with puppets

- \* Flannel board,
- \* Picture cards,
- \* Scrapbook,
- \* Pictures,
- \* Lacing boards,
- \* Toys,
- \* Puzzles
- \* Counters beads,
- \* Blocks,
- \* Clay,
- \* Dough,
- \* Stones,
- \* Shells,
- \* Balls,
- \* Strings,
- \* Clothes,
- \* Paints
- \* Puppets,
- \* Water,
- \* Toys of mud and sand,
- \* Musical toys,
- \* Memory games like puzzles, etc.



Display of worksheets and charts in the classrooms



Puzzles and story cards

### Characteristics of Teaching Aids

Teaching aids can be made very cost effectively as they can be made from old waste materials.

It is important that

- \* The aids look attractive, and especially the Puppets and objects of play.



Learning number through block building

- \* The aids look attractive, and especially the Puppets and objects of play.
- \* They should be brightly painted.

Making teaching aids is a fun process. Each and every person is creative, and creating teaching aids helps the teacher to enjoy teaching and the students to enjoy learning. Children can be involved in the making of teaching aids and this involvement itself is a learning experience. Making teaching aids together develops a sharing and caring attitude amongst the children.

- \* Use materials available in the community to make aids like bottle covers, small stones, ice-cream sticks, newspapers, empty food boxes, tins and cans, plastic glasses and plates, plastic straws, paper plates, plastic bottles, old clothes etc.
- \* Several other resources available in the community are:

- Newspapers for various paper activities of tearing, painting, crushing
- Stones for counting and teaching numbers
- Strings
- Clothes of the children
- Dupattas for games
- Childrens' own things like tiffin boxes, water bottles
- Puppets for stories and introducing alphabets
- Boxes and cartons for puppet making and other activities
- Buttons for picking, counting
- Bangles
- Bottle caps
- Bindi
- Pictures from the various books and magazines
- Dustbins/ tubs for playing basketball
- Chalk for colour coding, painting and drawing
- Jumbo crayons
- Straws for counting and painting
- Containers with lids



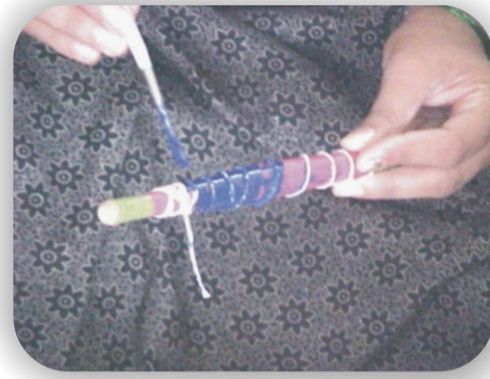
Flash cards for number values



Community resources matchbox, bangles, bottle caps, shells used to make teaching aids for numbers



- Clothes pegs
- Tattoo stickers for positive reinforcement
- Nylon strings
- Leaves
- Clothing for different weathers
- Actual vegetables and fruits
- Cereals and pulses
- Toothbrush for painting
- Shaving brush
- Matchsticks
- Coconut shells for making music
- Thimble for threading
- Cutouts from magazines for puzzles
- Old greeting cards or calender for making flashcards



Role painting

### Remember,

You can use any material in your vicinity to teach. You yourself are the best teaching aid. Your expressions and body movements can make the teaching learning process enjoyable.

### Characteristics of charts

#### Which type of charts enhance learning ?

- ◆ Charts, which indicate or explain the required information
- ◆ Counting charts which involve counting things that are drawn
- ◆ Charts, which increase the knowledge about social festivals, transport
- ◆ Charts which indicate good habits, cleanliness.
- ◆ Story charts.



Number value charts



## How to construct charts ?

Charts should be constructed keeping in mind the following points:

**Knowledge imparted:** Information given to children on the chart should be thoroughly known to the teacher.

**Clean and clear pictures:** The pictures used in the charts should be clean and clear so that everyone can understand.

**Borders:** Borders should be made in the charts with topic names of the chart.

**Colour combinations:** Use appropriate colours in the pictures that can be easily understood by the children, and educate them on the different colours used.



Phonics chart for alphabet 'b'

## Characteristics of puppets

Puppets should be used for various lessons like

- \* Story telling
- \* Introducing new alphabets
- \* As reinforcements.

When introducing an alphabet, the puppet can be the personification of that alphabet and you can weave a story using 3-4 new words starting with that alphabet in the story. You can make up any story using the words you want to introduce.

It need not be a readymade known story.

Children love to touch puppets. Use it as reward for keeping quiet in the session or for paying attention in the session.

Puppets should be

- \* Bright,
- \* Interesting,



Puppets for stories

- \* Made from waste materials and other cost effective materials
- \* Lightweight.
- \* Easy to manipulate.

### Remember,

Do not use sharp objects to decorate the puppets as children may get hurt if they are handling it.

### How to use puppets in the class ?

When you use the puppet, the first thing is to hold the puppet properly. Use large hand movements during its use and cover the whole stage, not just move in the centre of the group. Voice modulation is important here. Change your voice to distinguish the characters in the story.

### Characteristics of Flashcards

Flashcards are very useful when you are teaching in an inclusive classroom. It benefits all children.

### What are flashcards ?

Flashcards are small, square pieces of paper with pictures or words in colour coding. These are shown to the students in between the lessons to

- \* Introduce new letters/ words
- \* For showing pictures for further explanation of any word

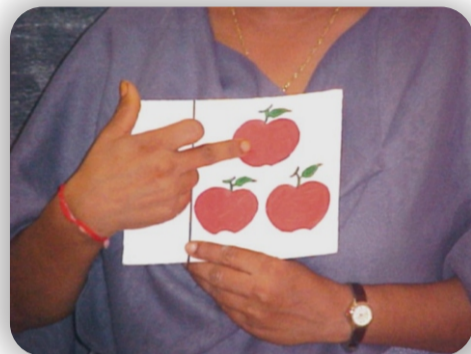
While making the flashcards remember,

- \* Flashcards should be clear and neatly made.
- \* The pictures should be simple and ones that the child recognizes
- \* The pictures on the flashcards should be as realistic as possible.



Flash cards for numbers

- \* Colour coding should be used wherever necessary.



Colourful cards number values

**Colour coding** is the use of colours to highlight the number, alphabet or picture that the child should learn.

While showing it to the children, make sure that they are at eye level and especially visible for a child with disability in movement, speech and hearing.

### Teaching Aids and children with disabilities

Children who cannot sit in one place and do not give attention to a particular task for a long time, benefit from teaching aids as

- \* These hold their attention.

Some examples of how teaching aids are used for teaching children with different disabilities:



Insert shape puzzle

If a **child with intellectual difficulties** requires to be taught about fruits and vegetables, the first step would involve showing the child those two fruits and vegetables. The next step would include showing the child pictures of two fruits and two vegetables. This step would include describing the fruit/vegetable in terms of its colour and shape. The last step would include asking questions about fruit/vegetable. It is important to introduce two fruits and vegetables weekly. These three steps should be covered in a period of one week.

**Geometrical shapes** should be taught through puzzles and blocks. As a first step, features of the particular shape should be explained and then fitted into the puzzle by



Next, the child should repeat this task. To revise, pictures of the shapes should be sorted or matched by the child.

Concepts like **big and small** should be introduced through a big and a small ring or balls or bowls or plates. Later other objects can be used to revise this concept. **For example : the teacher's hand and the child's hand, big and small clothes.**

For **children who have speech or hearing problems**, the anganwadi worker should use **flash cards**. The card is described to the child through questions and answers. The answers are initially given by the teacher herself. Later questions are asked to the child. You should start with questions of a single word and later progress to questions, which include two words etc.



Teaching with number cards

For the child who has difficulty in movement the anganwadi worker should give the child a big ball to throw in the basket. She should make lacing boards and also do beading with that child, which help the child to develop his fine motor co-ordination. Game sessions would be the best time to improve gross motor and fine motor skills



Beading beads



### Using Community aids in the classroom

