

TRAINING MODULE (DISABILITY) INCLUSIVE EDUCATION



Schools, teachers, and communities are key to successful inclusive learning environments.



This Training module (disability) inclusive education is part of the 'Stories for Inclusion' program.

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Key messages

Most learning support needs of children with disabilities or learning difficulties can be met in regular classrooms by regular teachers.

Inclusive practices benefit all children – in school and community. It has shown positive educational and social impact for every child.

For inclusive education to be successful, collaboration and mutual support between teachers, schools, parents, and communities is critical.

Teachers do not need to know every disability and do not need to be able to identify children with a particular disability before they can provide them with effective classroom support.

Objectives

To provide participants with key facts about various disabilities and how to overcome the most common learning difficulties that result from them.

To brainstorm with participants what can be reasonably done to adapt the classroom and school environment to overcome the barriers to learning faced by children with disabilities or learning difficulties.

To demonstrate how children's storybooks can be used in schools and communities for disability awareness raising and understanding, and thus create inclusive learning environments.

Preparation

- Hang an A, B and C sign in three different corners of the training room.
- Prepare folders for each participant.
- Make sure there are good sound boxes (for showing video clips)
- Have Teacher Reference Guide printed for each participant (to be given at end of the workshop).
- Participants have a copy of “My name is Runa” (or at least one book for each group of 3 to 4 participants)

Hang flipchart papers around the room with the following headings:

- (1) WHAT MAKES TEACHING DIFFICULT WHEN HAVING A CHILD WITH DISABILITIES IN CLASS?
- (2) WHAT ARE THE MOST COMMON CHILDHOOD DISABILITIES IN BANGLADESH?
- (3) CLASSROOM TEACHING-LEARNING STRATEGIES
- (4) THE ROLE OF THE COMMUNITY: WHO MUST BE INVOLVED?
- (5) HOW CAN WE USE BOOKS LIKE “MY NAME IS RUNA”?

Material

- Flipchart paper (hang 1 flipchart on the wall as a Parking Lot)
- Markers on every table
- Colored cards – different colors (to be stuck on the wall) – including red and green cards (for workshop evaluation)
- Masking tape or Blu-tack on every table
- A copy of “My name is Runa” (in Bangla)

Training Duration

2 days. If not possible, the module can also be done in 1 day (approx.7 hrs.)

TRAINING MODULE

SESSION 1

For facilitator: Check regularly during the workshop with participants whether they have questions or comments. Actively engage them throughout the workshop!

DO

Show PPT **slide 1** at the start of the workshop.

SAY

“Welcome to this workshop on (disability) inclusive education. During this workshop we will learn about the Stories for Inclusion project. The focus will be on how storybooks about a character with a disability can help change negative attitudes and create inclusive learning environments and inclusive communities. This workshop will also provide you with additional knowledge about disabilities and learning difficulties that you may come across in your (regular) classroom and how you can respond to the individual learning support needs of such children.

Unfortunately, how disabilities and learning difficulties are defined and categorized differs by country, which sometimes creates confusion. Also, most disability legislation such e.g. the Bangladesh Disability Act (2013) focuses on medical or health issues and thus uses medical terminology. Learning disabilities are not included in the Disability Act. This workshop however focuses on education and therefore uses educational rather than medical terminology.

The workshop consists of 3 parts: the 1st part focuses on the role of teachers, the 2nd part on communities and parents, and the 3rd part on the importance of quality books about diverse topics and characters for children and how to use them in classrooms, school libraries and communities.

“Before we start, I would like to share a word of caution. Teachers are not trained to diagnose a disability, therefore they should also not label children as “special needs student” or “slow learner” or “disabled”. If you are worried about a child’s learning ability, especially over a longer period, you are encouraged to (if possible) talk with the child and his or her parents, and (if needed) with health and social services professionals.”

DO

Share with all participants a **printout** of the workshop timetable (if not already done so). ASK: Are there questions or comments regarding the timetable?

DO

Show **slide 2**. Ask a volunteer to read the key messages for the workshop.

SAY

Children with disabilities are represented in all geographic regions, ethnicities, and socio-economic classes. Thus, all public schools will have children with some form of disability or learning difficulty already enrolled. Therefore, all teachers and principals should have basic knowledge of inclusive education and how to diversify teaching and learning.

Facilitate a short discussion around the key messages. Do participants agree/disagree? Why?

For the facilitator: *there are no right or wrong answers. Show empathy and respect for the responses of participants. Acknowledge their valuable inputs.*

DO

Write on a flipchart some highlights of what participants say for later reference (on a flipchart with the heading Parking Lot. These are for discussion or clarification at the end of the training)

Show slide 3 and read the objectives of the workshop (or ask a volunteer to do so). ASK: Is everyone happy with these objectives?

Show only the title of **slide 4** and read (or ask a volunteer to do so) the title of the slide.

SAY

Most of you already have children with mild disabilities in your classroom. What kind of difficulties do you face as a teacher with these children?"

DO

Organize participants into pairs or small groups of 3. Each pair or group should discuss the question on PPT slide 4 and list the top 3 problems a teacher faces when he or she has a learner with disabilities or learning difficulties in class. Write each problem on a colored card (one problem per card).

DO

Ask each pair/group to share one common problem (but not repeating each other) and ask pairs/groups to put their cards on the flipchart with the title: WHAT MAKES TEACHING DIFFICULT WHEN HAVING A CHILD WITH DISABILITIES IN CLASS?

Problems that are the same can be put on top of each other.

Show the full PPT **slide (nr. 4)** and ask participants whether these are the most important problems of having learners with disabilities or learning difficulties in class or whether some common problems are missing.

Stick those that are missing and mentioned during the discussion also on the flipchart with colored cards.

Ask participants whether these “problems” occur with all students with disabilities or learning difficulties.

For facilitator: *make sure participants are mindful of individual differences among students. Every learner is different and learns in her or his own individual manner.*

SAY

Tell participants that some of these disabilities and learning difficulties will be discussed during the workshop but that it is not possible to cover all of them in detail. Tell participants they will receive a Teacher Reference Guide about disabilities and a Behavior Observation Response template as HANDOUTS, at the end of the workshop.

Conclude by repeating that children may have the same disability or learning difficulty, but their learning support needs are likely to be different (also depending on the severity of the disability or learning difficulty). Every child is unique, a child with a disability too!

DO

Show **slide 5** and tell participants we are going to do a short quiz. Point at the capital letters A, B and C in different corners of the training room and explain that these letters are linked to the answers to the quiz questions.

SAY

By doing this quiz we will recognize what knowledge we already have while also learning from each other.

SAY

I will show you four (4) PPT slides with statements or questions. Take your time to think on your own and then move to the corner in the room that represents the letter of your selected answer.

For the facilitator: *allow sufficient time with each slide for participants to read, think and move to the selected corner. With every slide, ask one or two participants why they have chosen their selected answer. Participants may differ in opinion, depending on their experience and that is fine.*

DO

Show slide 6, 7, 8 and 9 one by one and ask participants each time to select an answer and move to the corner with the letter of the answer they selected. Allow for a bit of discussion every time.

DO

Show slide 10 and say, this is a video-clip from the UK in which students with different disabilities and learning difficulties ask their teachers to have empathy and understanding.

After watching the video-clip, allow for some questions, comments, or discussion.

DO

Show slide 11 and thank the participants for their active participation and announce the coffee/tea break

COFFEE/TEA BREAK FOLLOWED BY SESSION 2

DO

Show only the title of **slide 12**.

SAY

“Welcome back! Please, remember that the focus of this workshop is not children with severe disabilities such as (total) blindness or (total) deafness, because those children are generally not enrolled in regular schools. Therefore, we should think about children with mild and moderate disabilities and learning difficulties when having our discussions during this workshop.”

SAY

Many teaching strategies we are going to discuss are strategies that work for many children and not only for one specific group of disabilities or learning difficulties. It often works well for children without disabilities and learning difficulties!”

“Also, this workshop will not provide you with all the answers but working with colleagues and making use of extra resources such as the Teacher Reference Guide will help you to do the best you can for every student in your school or classroom.”

SAY

“Earlier this morning we discussed the difficulties we face as teachers when having a child with disabilities and learning difficulties in our class. Now we want to know which disabilities are most common in Bangladesh among children. Please, keep in mind that disabilities can be categorized in many ways. The government of Bangladesh may group disabilities differently from the CRPD[1] or different from the World Health Organisation (WHO). What is important for us as teachers is different from what is important for health- and medical professionals.”

[1] CRPD=Convention on the Rights of Persons with disabilities

DO

Organize pairs or small groups and ask all pairs/groups to think about the question on the slide.

SAY

“Please, list on coloured cards the 3 top disabilities and learning difficulties among children in Bangladesh.”

DO

Hang all colored cards on the wall under the title ‘WHAT ARE THE MOST COMMON CHILDHOOD DISABILITIES IN BANGLADESH?’ (same cards on top of each other).

Show the rest of **slide 12** and compare/discuss.

For facilitator: check top 3 disabilities and compare – if possible - with top 3 difficulties faced by teachers (slide 4). Is there a match?

For facilitator: *if participants express concerns about terminology used, explain again that the Disability Act (2013) focuses on medical and health aspects. Therefore ‘Learning Disabilities’ as a disability category is not mentioned, while this is an important category for education. The Disability Act also does not include terminology such as ‘neurodevelopmental disorder’.*

DO

Show **slide 13**.

SAY

“It is important to keep in mind that disabilities and learning difficulties can be visible and invisible. Which of these children and young people do you think have a disability? Why do you think so?”

We should look at each person as a unique individual and find out what learning support needs each one has (without a disability label). Look at what the child can do, rather than cannot!

For the facilitator: *do not judge the answers of participants. Just listen and show respect for their way of thinking and reasoning. Point out important details in the pictures! Picture 1. = a visible (physical) disability; Picture 2. = seems invisible (but is a girl with Down Syndrome); Picture 3. = Afia Kabir Anila, who represented Bangladesh at the UN. Visible or invisible? She has CP (uses wheelchair / difficult speech) and studies Law at North South University; Picture 4 = could be invisible disability or learning difficulty (e.g. dyslexia) but cannot be seen from the picture; Picture 5. = visible (hearing aid).*

DO

Show **slide 14** and say: “We are now going to discuss different disabilities and learning difficulties and identify ways to support such learners.”

SAY

“We may not have time to discuss all these different disabilities and learning difficulties. We can prioritize which are the most important for us: Learning Disability (LD), Cerebral Palsy (CP), Intellectual Disability (ID), Autism Spectrum Disorder (ASD), Hearing Impairment (HI), and Visual Impairment (VI) or we follow this presentation and see how far we get.”

·“At the end of today’s workshop, you will also receive a Teacher Reference Guide with descriptions of all these different disabilities in much greater detail.”

For the facilitator: *depending on what participants have prioritized, follow those priorities till lunch break.*

DO

Ask a volunteer to read the 1st paragraph on slide 14 and find out whether everyone understands/agrees.

Ask another volunteer to read the 2nd paragraph on slide 14 and do the same.

Ask another volunteer to read the 3rd paragraph on slide 14 and do the same.

Discuss the question: have you worked with students with this disability or learning difficulty? Do you want to share how you tried to support such a student?

DO

For the facilitator: *it may be a good idea to ask participants to change seats and thus have new groups so that participants do discuss with different people.*

Show only the title of **slide 15**. Organize small groups and ask groups to list at least 2 or 3 classroom strategies in case there is a child with learning disability/difficulty (LD) in class [5 minutes].

Ask groups to share their strategies (without repeating the same strategies). Use coloured cards and hang them on the wall of the training room under CLASSROOM TEACHING LEARNING STRATEGIES.

Thank participants for their input and show the rest of slide 15. Ask: “Have you used any of these strategies? Do you see any new strategies?”

Discuss the question at the bottom of the slide.

For the facilitator: Strategies depend on what kind of learning disability/difficulty a child has and how severe it is, but many strategies help all students! In the Teacher Reference Guide, participants will find many more strategies.

DO

Show slide 16 (CP) and follow the same procedure as done with **slide 14 (LD)**.

DO

Show only the title of **slide 17**. Organize small groups and ask groups to list at least 2 or 3 classroom strategies in case there is a child with CP in class [5 minutes].

Follow the same procedures as done with **slide 15**.

DO

Show slide 18 (ID) and follow the same procedure as done with **slide 16 (CP)**

For the facilitator: *Most people have an IQ ranging from 85 to 115. A person with a mild ID may have an IQ between 50 to 70, is able to learn practical life skills, attains reading & math skills up to grade 3 to 6 level, is able to blend in socially, and functions in daily life. A person with a moderate ID may have an IQ between 35 to 49. Such a person has a more noticeable developmental delay (e.g. speech, motor skills), can communicate in basic, simple ways, is able to learn basic health and safety skills, can complete self-care activities, and can travel alone to nearby, familiar places.*

DO

Show only the title of slide 19. Organize small groups and ask groups to list at least 2 or 3 classroom strategies in case there is a child with ID in class [5 minutes].

Follow the same procedures as done with **slide 17**.

SAY

We will now watch a video-clip about a learner with Down Syndrome in Australia.

DO

Show slide 20 and start the video-clip.

Use the questions on the slide for further (plenary) discussions.

DO

Show slide 21 and announce the lunch break.

LUNCH BREAK FOLLOWED BY SESSION 3

SAY

Welcome back! Let us look at a few more disabilities and then move to the role of communities.

For the facilitator: *Remind participants that many of strategies are effective not only for children with learning difficulties or disabilities, but also for children who do not have disabilities or difficulties!*

Let me repeat my word of caution: teachers are not doctors. They cannot diagnose a disability, and neither can they cure a disability. But they can reduce attitudinal, physical, and educational barriers in their classrooms and schools.

DO

Show slide 22 (ASD) and follow the same procedures as done with **slide 18** (ID).

DO

Show only the title of **slide 23**. Organize small groups and ask groups to list at least 2 or 3 classroom strategies in case there is a child with ASD in class [5 minutes].

Follow the same procedures as done with **slide 19**.

SAY

We will now watch a video-clip about Autism Spectrum Disorder (ASD) told by someone from the UK who has ASD himself.

DO

Show **slide 24** and start the video-clip.

Use the question on the slide for further (plenary) discussions

DO

Show slide 25 (HI) and follow the same procedures as done with slide 22 (ASD).

DO

Show only the title of **slide 26**. Organize small groups and ask groups to list at least 2 or 3 classroom strategies in case there is a child with a hearing impairment (HI) in class [5 minutes].

Follow the same procedures as done with **slide 23**.

DO

For the facilitator: *Mild hearing loss is much more common in school populations than severe hearing loss. Children with hearing loss may participate better if placed close to the teacher (seating/positioning).*

SAY

“Visual cues such as holding up a certain object can be useful to signal specific messages such as the time for lunch or time for going home.

Children with hearing impairments may need someone to take notes for them in class as they may not be able to focus on hearing and lip-reading and at the same time taking notes.”

SAY

We will now watch a video-clip about hearing impairment (HI) from the USA.

DO

Show **slide 27** and start the video-clip.

Allow for discussion after watching the video (use question on the slide).

SAY

We will now have a short coffee/tea break. Show slide 28.

COFFEE/TEA BREAK FOLLOWED BY SESSION 4

SAY

“As teachers, we have now learned about different disabilities and classroom strategies to respond to the individual needs of these children in our (regular) classrooms. However, it is also important [1] to work with communities and parents and [2] to make sure that classmates are aware of and want to help their peers with disabilities/learning difficulties. In addition, we will demonstrate an interesting approach towards inclusion using children’s storybooks. This last session will focus on these areas.”

“Some of the strategies we discussed in the morning can also be used in the community or at home.”

SAY

“One innovative and effective strategy is the use of storybooks about a character with a disability. As there are few or no such books in our school- or community libraries, the storybook “My name is Runa” was developed in Bangladesh. This story is based on the real life of Runa, a girl from Bangladesh, who has Cerebral Palsy. It shows the ups and downs in her life, and how she feels about what happens when she grows up. This storybook is now being used in some schools and communities in Bangladesh as a pilot and has resulted in many interesting changes, told by children and adults.”

DO

For the facilitator: *it may be a good idea to ask participants to change seats and thus have new groups so that participants do discuss with different people.*

Show only the title of **slide 29** and ask participants to discuss in pairs or small groups the following questions:

SAY

“Who is part of a community? Which members are especially critical to help create and sustain a more disability inclusive community?”

DO

Show the **complete slide**. Explain that in the visual, the 1st circle around the child with a disability is the community.

SAY

“Look at the people listed on the slide as members of a community, have we identified the same community members?”

Let us discuss in our small groups again: “What are the most important roles or responsibilities of these different community members?” Please, write these on colored cards? [one or two important roles/responsibilities per community member]. Invite every pair or group to share plenary (without repeating other groups).

DO

Stick the colored cards on the flipchart titled: THE ROLE OF THE COMMUNITY: WHO MUST BE INVOLVED?

For the facilitator: *community participation is important for children with disabilities because it helps make connections, being valued for who they are and what they can do and feel part of the community.*

DO

Show slide 30 and show the book 'My name is Runa' for all participants to see.

SAY

As parents and community members we can help children to learn about diversity and fairness, and accept and welcome children who seem different, such as those with disabilities. A great way to start is using books. A disability-inclusive book like 'My name is Runa' can be a great way to start the conversation and create a new way of thinking which is inclusive of peers with a disability."

DO

Show slide 31

SAY

"These are examples of reactions from children and adults who worked with the book 'My name is Runa'.

"Why do you think these reactions are important?"

For the facilitator: *allow and encourage participants to express their thoughts and their feelings. Do not judge! Respect their views.*

SAY

"The story about Runa has clearly changed how children and adults think about disability. Their attitudes are changing and becoming more positive, because now they know more about disabilities and the feelings of their peers. With such changed attitudes inclusive education also has a better chance of success."

In addition, the book about Runa has been designed as a book easy to read for children who experience reading difficulties due to dyslexia, ADHD or ASD. E.g. a dyslexia friendly letter font has been used (Verdana), there is sufficient space between words and lines, texts are framed (to help children focus) and the color of the text is black on an off-white background.

DO

Show slide 32

SAY

We are going to watch another short video. This time from Bangladesh, showing how important it is for parents with children with disabilities to find the right kind of support close to their homes, in the community.

DO

Show slide 33 and ask a volunteer to read the 1st paragraph.

SAY

“Do you agree with the 1st paragraph? Why? Or do you disagree? Why? Do you know storybooks (in Bangla or English) about a character with a disability?”

“Who wants to read the 2nd paragraph?” Do you agree or disagree, and why?

“Reading stories with characters with a disability enables children to look at how disability is defined and how it affects the characters with a disability in the interactions with their families and communities. Carefully developing and selecting stories to challenge stereotyping, discrimination and exclusion is a critical educational task for adults raising children at home, in communities and at school. Books invite children to use their imagination, expand their vocabularies and gain a better understanding of themselves and others in the world.”

DO

Show only the title of **slide 34**.

SAY

“Read the question in the title of this slide and think (on your own) about some answers. After 2-3 minutes discuss your ideas in pairs for another 2-3 minutes. After that you will be asked to share plenary (without repeating what other pairs have already shared)

For the facilitator: *this method of working is called Think-Pair-Share and can be used also in classrooms with young children.*

DO

Show the complete **slide 34**. And ask volunteers to help you read the text on the slide.

DO

Show **slide 35** – show only the **title** and ask participants to come up with ideas

Then show the **left side**!

SAY

“Who has additional ideas to be added?”

DO

Finally show also the **right side** of **slide 35** and follow up with a plenary discussion.

SAY

[PLENARY DISCUSSION] “Are these ideas feasible in your classrooms? What would children learn from such activities? Why is it important to change your voice for different characters or different emotions in a story? Who can demonstrate this?”

DO

[GROUPWORK] Show **slide 36** and make groups of 4 to 5 participants. Make sure each group has a copy of “My name is Runa”. Divide the story into pages to read (2 pages is probably sufficient) and let each group prepare to read those pages as if they are telling the story to a group of children between 7 and 10 years old. Tell groups to follow the steps on slide 36.

SAY

“Groups will provide feedback to each other!”

“What did we learn from this exercise?”

DO

Show only the **title** of **slide 37**: demonstrating inclusive change.

SAY

“We will again use the Think-Pair-Share methodology. There are 2 questions. We will start with question 1. “What result especially should we look for in the Stories for Inclusion project?” First think on your own, followed by discussing in pairs.”

DO

Ask each pair to write down the most important result on a colored card!

Discuss the answers (similarities/agreements/disagreements)

SAY

“Now we do the same with questions 2: “How can we demonstrate such results in schools and communities? We will follow the same procedure as with question 1!”

DO

Discuss the answers (similarities/agreements/disagreements)

DO

Show **slide 38**.

SAY

This is unfortunately the end of our workshop. I hope you enjoyed it. Thank you all for your active participation and your excellent inputs throughout the training.

DO

Provide each participant with a red and a green colored card and ask them to answer the 2 workshop evaluation questions on the slide

DO

Share Teacher Reference Guide with all participants