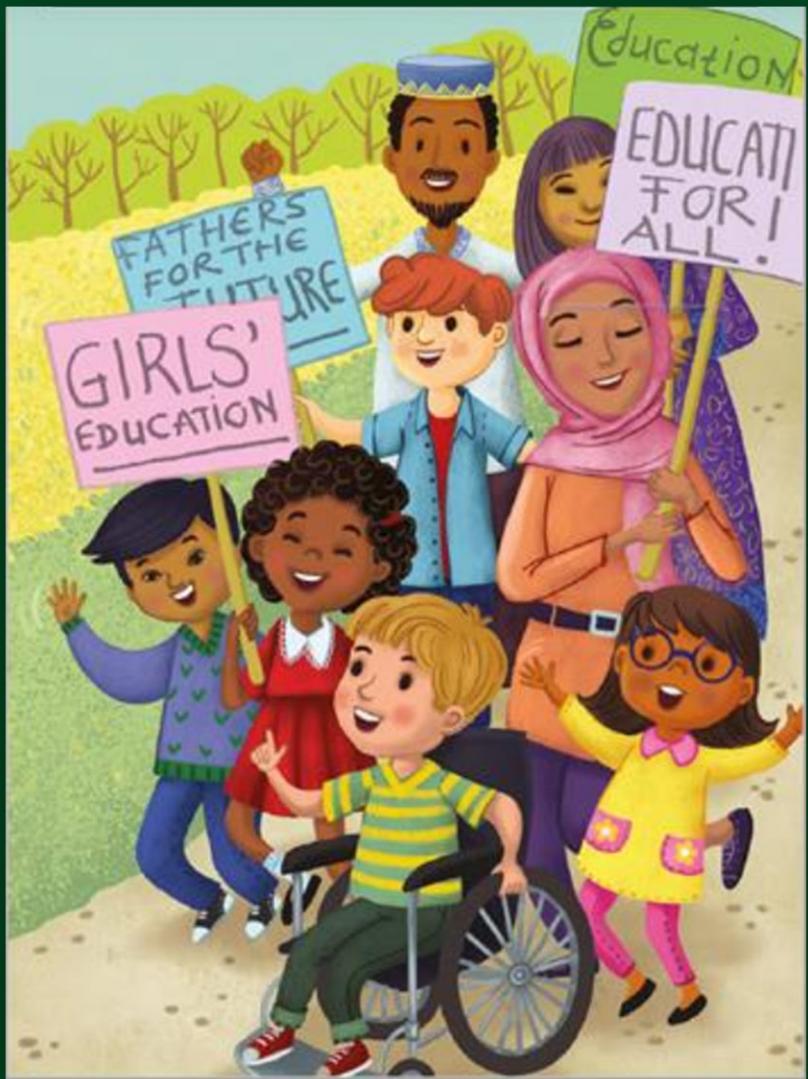


# “STORIES FOR INCLUSION” PROJECT



**Schools, teachers, parents and communities, are key to successful (disability) inclusive (learning) environments**



# KEY MESSAGES



1. For inclusive education to be successful, collaboration and mutual support between teachers, schools, parents and communities is critical.
2. Most learning support needs of children with disabilities/learning difficulties can be met in regular classrooms by regular teachers.
3. Inclusive practices benefit all children – in school and community. It has shown positive educational and social impacts for every child.
4. 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 address the most common learning difficulties that result from them.

To brainstorm about what can reasonably be 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.

# What makes teaching difficult when having a child with disabilities in class?



## WORK IN PAIRS OR SMALL GROUPS:

1. The student cannot cope with reading, writing, or number work.
2. The student needs more time to learn and understand.
3. The behavior of the student disrupts the class.
4. The student needs more time and attention from the teacher.
5. The mainstream class/school environment is not suitable for such a student.
6. The student has poor concentration.
7. Lack of cooperation from other students in the classroom.

# WHAT DO WE KNOW?



- Stand up
- Get Ready
- What do you think is the correct answer?
- Move to the corner which represent your answer (A, B or C)

# A LEARNING DISABILITY



A

Results from a lack of intellectual ability.

B

Is a difficulty in obtaining skills related to  
e.g. attention, reading, writing or mathematics.

C

Is caused by lack of motivation.

# Which child is most difficult to teach in a regular class?



A

A child with Down Syndrome

B

A child with Dyslexia

C

A child with a mild hearing impairment

# Which of the following terminology is most inclusive?



A

A special education student.

B

A student with individual learning needs.

C

A low achiever

# Making disability inclusive education a reality for all requires:



A

A change of attitude of mainstream teachers, children and parents towards students with disabilities.

B

Wheelchair accessible schools and classrooms.

C

More special education teachers!

# VIDEO & DISCUSSION: Dear teacher..... (UK)



Advice for teachers from their students  
(with disabilities/learning difficulties)

[https://www.youtube.com/watch?v=ITMLzXzgB\\_s](https://www.youtube.com/watch?v=ITMLzXzgB_s)

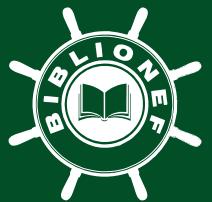
Discuss!

# COFFEE/TEA BREAK



An inclusive teacher  
expects every learner  
to be different.

# What are the most common childhood disabilities in Bangladesh?



1. Learning disability/difficulty  
e.g. ADHD/ADD; Dyslexia
2. Speech difficulty/communication
3. Autism Spectrum Disorder (ASD)
4. Intellectual disability  
e.g. Down Syndrome
5. Hearing impairment
6. Cerebral Palsy
7. Physical disability  
e.g. using a wheelchair

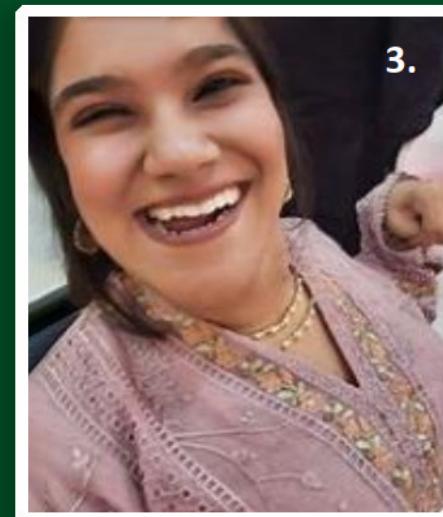
# Disabilities/difficulties may be visible or invisible



?



3.



# 1. Learning disabilities/difficulties (LD)



**A learning disability** such as dyslexia or ADD/ADHD, is a permanent difficulty that affects how children acquire, retain, and express information. These children have an average or above average intelligence. They experience specific difficulties with reading, comprehension, spelling, written expression, handwriting, mathematics, oral expression, attention and/or concentration.

**Causes:** not exactly known, but most likely due to a central nervous system dysfunction.

**Signs/symptoms:** slow to learn connection between letters and sounds, makes consistent reading and spelling errors, shifts number sequences and confuses arithmetic signs, slow recall of facts, impulsiveness, unstable pencil grip, poor coordination.

**What experience do you have with children with learning disabilities?**

# 1.1 Learning disabilities: examples of classroom strategies



1. Break learning tasks into small steps.
2. Present information visually as well as verbally.
3. Use oral tests/exams instead of written tests/exams.
4. Provide notes or outlines to reduce the amount of writing.
5. Arrange peer assistance and tutoring opportunities.
6. Allow children to move between tasks (ADD/ADHD).
7. Practice more.
8. Give more importance to hands-on learning.

Are these strategies also useful for children with other disabilities or learning difficulties? Which?

## 2. Cerebral Palsy (CP)



**CP:** with Cerebral Palsy often the parts of the brain that control movements of the arms, legs and/or facial muscles are especially affected. Sometimes a child also has an intellectual disability, but more often, this is a physical- rather than an intellectual disability.

**Cause:** It is caused by damage that occurs to the developing brain, most often before birth. Sometimes due to birth difficulties or childhood illness e.g. meningitis. There is no cure, but treatments can help improve function

**Signs/symptoms:** Muscles (limbs) being either floppy or, more often, very tight and tense. Children with CP may find it difficult, or are not able, to talk properly due to difficulties in controlling their head movements or facial muscles.

## 2.1 Cerebral Palsy: Examples of classroom strategies



1. Special seating to keep a child's head and body straight.
2. Special desks whose height can be adjusted.
3. The use of communication boards (e.g. pictures or symbols).
4. Encourage the child to answer questions but give extra time to respond through speech or communication board.
5. Give extra time for writing or provide a written copy of the information.
6. ....

Are these strategies also useful for children with other disabilities or learning difficulties? Which?

### 3. Intellectual disability (ID)



**Intellectual disability (ID):** a child with an ID has limitations in cognitive functioning and skills, including social and practical skills, such as language, social and self-care skills. Down Syndrome is an example of an intellectual disability.

**Cause:** An ID can be caused by injury, disease or a problem in the brain, but can also happen before birth.

**Signs & symptoms:** learning and developing more slowly than typically developing children of the same age, difficulty communicating or socializing with others, delayed language development, inability to connect actions with consequences, difficulty with problem solving or logical thinking.

## 3.1 Intellectual disability: examples of classroom strategies



1. Provide rich vocabulary instruction and reading comprehension strategies.
2. Teach math using tangible examples and multiple-step problem solving strategies.
3. Prompt to important parts of tasks and remove distractions.
4. Teach short-term memory strategies like repeating the information to oneself and remembering information in clusters.

Are these strategies also useful for children with other disabilities or learning difficulties? Which?

## 3.2 Inclusion vs segregation a classroom in Australia



<https://www.youtube.com/watch?v=3VMz06iVzqs>

1. What was your first thought after watching the video?
2. Have you ever asked a student with "special needs" how (s)he would like to learn?
3. Think of your classroom and one student with additional learning support needs: would you change something in your classroom based on what you saw in this video-clip?

# Lunch break



Teaching is about  
building positive and  
respectful relationships.

## 4. Autism spectrum disorder (ASD)



**ASD** is a developmental disability, affecting the structure and function of the brain. Children with ASD may have problems with communication, interactions with other people, restricted interests and repetitive behaviors.

**Causes:** there is not one cause. Research suggests that it develops from a combination of genetic and environmental influences, e.g. pregnancy and birth complications. It tends to run in families and affects early brain development.

**Signs & symptoms:** depending on severity, language skills develop slowly, there may be poor eye contact, child plays alone, sticks to routines, there may be repetitive behavior, the child may be overly sensitive to light or sound.

## 4.1 ASD: examples of classroom strategies



1. Special seating to keep a child's head and body straight.
2. Special desks whose height can be adjusted.
3. The use of communication boards (e.g. pictures or symbols).
4. Encourage the child to answer questions but give extra time to respond through speech or communication board.
5. Give extra time for writing or provide a written copy of the information.
6. ....

Are these strategies also useful for children with other disabilities or learning difficulties? Which?

## 4.2 Autism Spectrum Disorder (ASD) video (UK)



What is Autism?

<https://www.youtube.com/watch?v=Lk4qs8jGN4U>

A video clip from the UK told by a person  
who himself has ASD

Have you learned something new?  
What?

## 5. Hearing impairment



**Hearing impairment:** Children may be born with a hearing impairment, but they may also lose their hearing later.

**Causes:** hereditary (within a family); mother with German measles during early pregnancy; prematurity; ear infections; excessive earwax that blocks the ear canal; meningitis (infection of the brain). In one out of three cases, the cause of a hearing impairment is unknown.

**Signs and symptoms:** poor attention in class; poor speech development; difficulty in following instructions; asking for peers and teacher to speak louder; watching other students to try to understand what is expected.

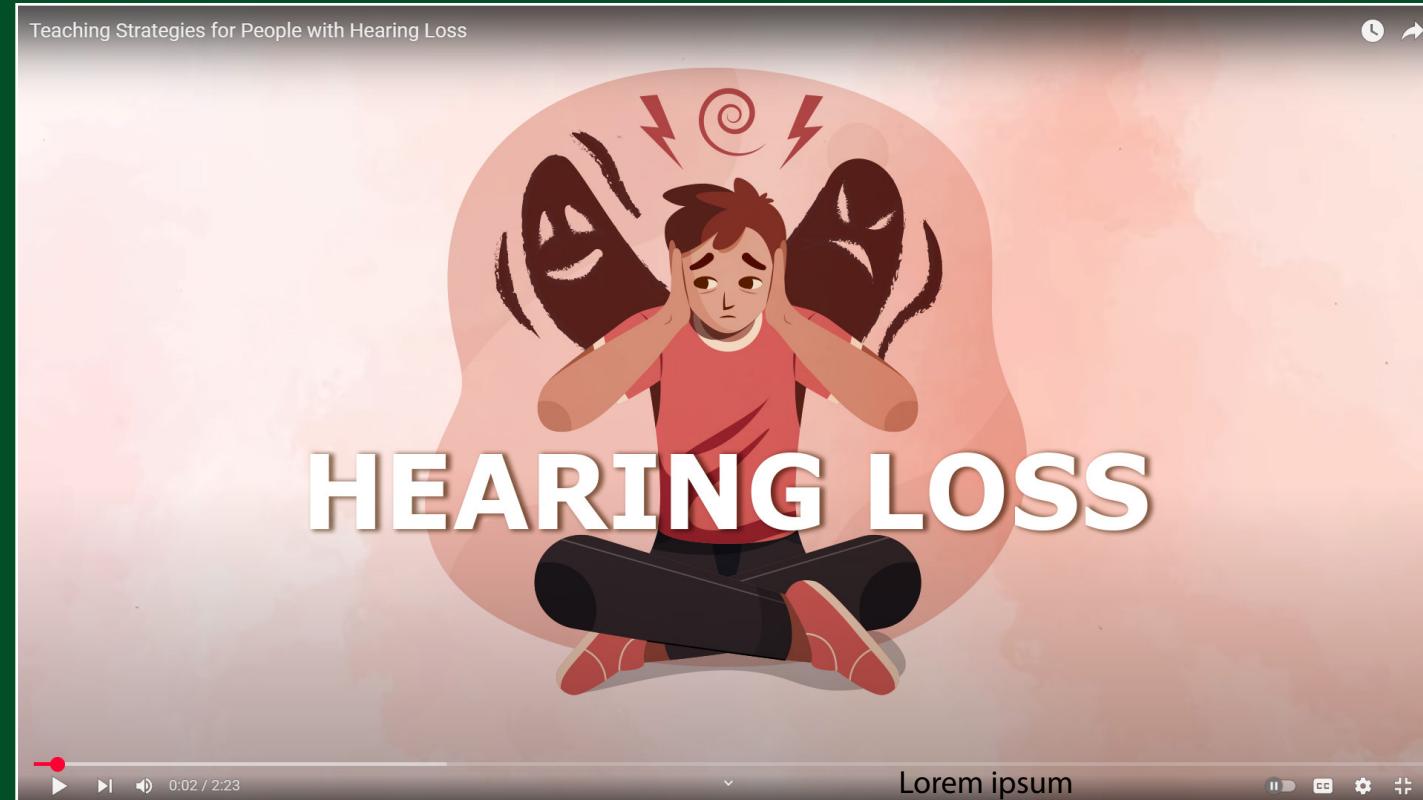
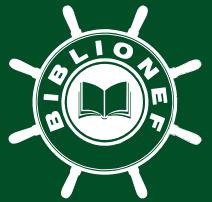
## 5.1 Hearing disability: Examples of classroom strategies



1. Student to be seated as close as possible to the teacher (no more than 3 meter away)
2. Who speaks with the child must make sure to stand or sit facing the student.
3. Speak clearly but do not shout.
4. If the child has a hearing aid, make sure it is worn, switched on and with working batteries.
5. Pair the pupil with a hearing student.
6. Use simple words and sentences along with gestures or pictures to help the child understand what you are saying.
7. ....

Are these strategies also useful for children with other disabilities or learning difficulties? Which?

## 5.2 Hearing impairment video (USA)



Have you learned  
something new?  
What?

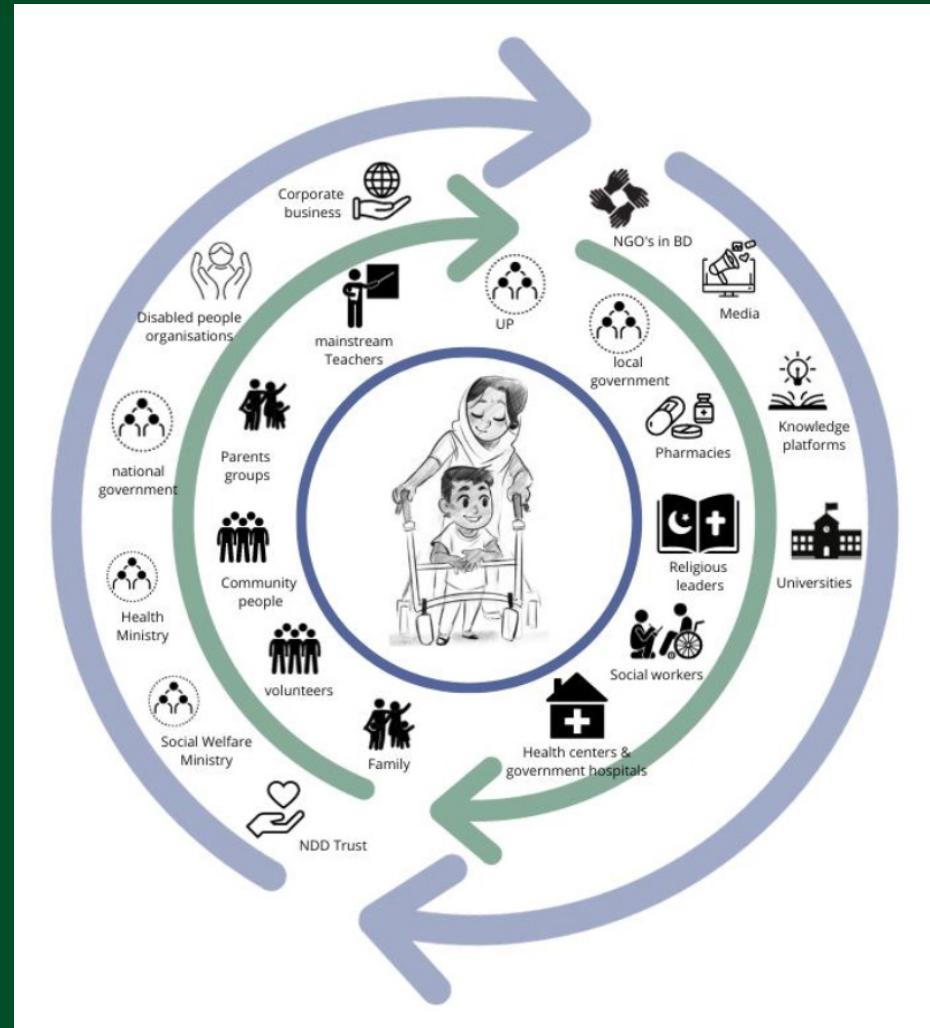
<https://www.youtube.com/watch?v=zVmYiSvj6Z0>

# COFFEE/TEA BREAK



Every child deserves the chance  
to play and learn together

# The role of the community: GROUP WORK



## Who to involve?

1. Community people: adults and children
2. Volunteers
3. Teachers
4. Parents' groups
5. Union Parishad (UP)
6. Pharmacies
7. Local government officials
8. Religious leaders
9. Health care centers
10. Social workers

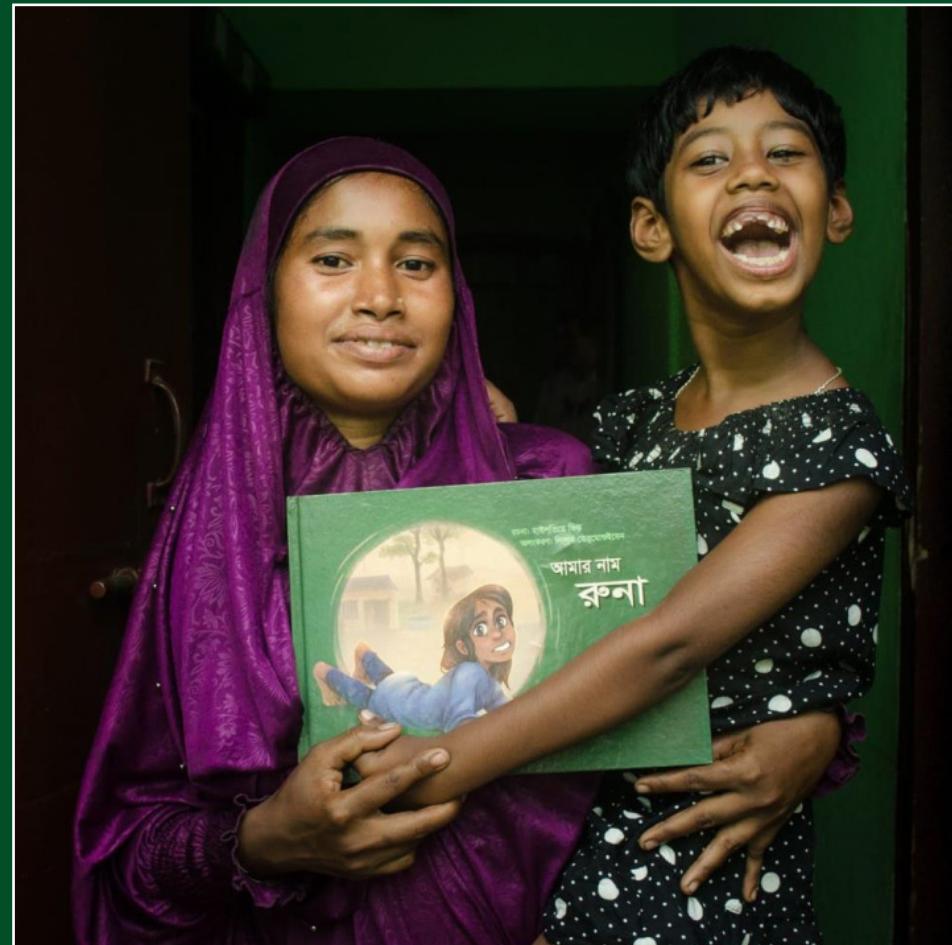
# Creating tolerance and respect in the community!



Changing attitudes towards children with disabilities often works best if started with children!

Children in the community read & discuss "**My name is Runa**"

# What children & adults said after reading the book:



Before reading the book, I did not want anyone with a disability to come close to me. After reading the book I have understood that we must get close and support them. [Child]

I now know that it is not witchcraft as told in our society but rather a disability at birth or due to an accident. [Adult]

Before reading this storybook, I called one of my classmates 'disabled'. I now realize that this hurts his feelings and call him by his name. I do not laugh anymore when I see him, but I play with him and help him with his schoolwork. [Child]

I read the book with my daughter. She cried after reading the story because she faces the same challenges as Runa did. [Adult]

# Community support close to where families are!



In rural Bangladesh, an average family who gets a baby with a functional or cognitive impairment, can seldom rely on professional support where they live.

[https://www.youtube.com/watch?v=\\_j4LYVRccso](https://www.youtube.com/watch?v=_j4LYVRccso)

# Why is diversity in children's books important?



Books offer a window into other worlds and help children understand themselves better, as well as the world around them. Children are children, no matter their background or abilities. Diverse and inclusive books like '**My name is Runa**' create a space for curiosity and understanding.

Children with disabilities or with any other kind of diversity, can sometimes seem different and it is important to represent them in books. It will also make it easier for them to accept themselves and understand that there is nothing wrong with them. Books like '**My name is Runa**' make children with disabilities feel more understood and accepted.

# How could a book like “My name is Runa” be used?



Reading buddies

For parents (or at community events) the following guidance can be given:

- Ask the child questions during storytelling and give the child time to answer the question without rushing.
- Before the story, talk about the title and the book's cover picture. Can we see from the title and/or the picture what the story is about?
- During the story you can ask about what certain words mean or pause to ask what the child thinks will happen next.
- At the end of the story, you can ask: “Did you like the story? Why? What did you like best? What did you not like?” And “Was there a lesson to learn in this story?”

“**My name is Runa**” comes with an **Activity Guide** [printed in the book at the end of the story] to talk about the story for deeper understanding.

# Reading techniques & post-reading activities



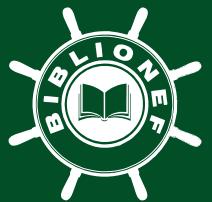
## STORY-TELLING/READING TECHNIQUES:

- Make sure all children can see the story-teller and vice versa; maintain eye contact.
- Read with expression, sometimes with a soft voice, sometimes louder etc., don't read too fast, vary your pace so you can pause for emphasis.
- Make it interactive by e.g. asking and answering open-ended questions together or by asking them what they think will happen next.
- Watch the children's expressions and body language during story reading aloud and be sensitive to signs of boredom or confusion.

## POST-READING ACTIVITIES:

- Have children retell the story together.
- Make a drawing about (part of) the story.
- Ask children to do a role-play based on the story.
- Let children work in small groups to design a poster that promotes the inclusion of children with disability.
- Pretend to interview the main character of the story or the author of the story; what questions would you ask?
- Imagine you would win a big amount of money to support poor children with a disability; what would you use that money for?
- Write a short poem based on the storybook.

# STORYTELLING: from theory to practice



- Work in groups of 4 to 5 with a copy of **“My name is Runa”**.
- Read the allocated pages of the story (1 to 2 pages per group).
- Discuss as a group how best to tell the story to a group of children of 7 to 10 years old.
- **Decide who will tell the story** in front of all participants.
- Groups will provide feedback to each other, based on slide 36 (eye contact, voice intonation, pace, volume, pauses, etc.).

**WHAT DID WE LEARN FROM THIS EXERCISE?**

# Demonstrating inclusive change



## THINK – PAIR – SHARE

- What kind of results should we look for in the Stories for Inclusion project?
- How can we demonstrate such results in schools and communities?

**Thank you! Good luck!  
Practice what you have learned!**



### **Workshop feedback**

- Use green card to write down the strengths of today's workshop.
- Use red card to write down the weaknesses of today's workshop (and possibly suggestions for improvement).