



Handout 1 : K-W-L Disability Inclusive Education

What I <u>k</u> now	What I <u>w</u> ant to know	What I have <u>l</u> earned



HANDOUT 2

First think for yourself, than discuss with the person next to you, and finally share plenary (Think – Pair – Share)

What are the most common problems that teachers encounter when they have children with disabilities or learning difficulties in their (regular) classroom?

Tick those which you have encountered and add any others to the list:

	The student is not coping with reading, writing, or number work.
	The student needs more time to learn and understand.
	Student behavior disrupts class.
	Communicating with the student is difficult and/or the student does not follow instructions.
	Student needs more time and attention from the teacher.
	The class/school environment is not suitable.
	The student has poor attention / concentration.
	...
	...



HANDOUT 3: Pick from the hat

Learning challenges

What would you do if a child:

- struggles to understand lessons
- easily forgets information
- gets tired easily
- has a slower response time

Reading challenges

What would you do if a child:

- has difficulty decoding words
- has extreme difficulty with spelling
- has difficulty remembering what (s)he read
- gets confused or lost while reading

Focus challenges

What would you do if a child is:

- easily distracted
- struggling to stay on task
- having difficulties focusing



Behaviour challenges

What would you do if a child:

- is disruptive
- has trouble seeing consequences of actions
- has difficulty taking turns
- does not communicate or relate well with others

Language skills challenges

What would you do if a child:

- does not speak the language of instruction
- does not fully understand the language of instruction

Physical challenges

What would you do if a child:

- has difficulty moving independently
- has weak muscles

Hearing challenges

What would you do if a child:

- struggles to hear
- does not respond when spoken to
- has difficulty understanding speech
- pronounces words incorrectly



Visual challenges

What would you do if a child:

- struggles to see
- holds papers close to eyes when reading
- bumps into objects
- has difficulty distinguishing shapes and colours



HANDOUT 4: BUDDY¹ READING TEMPLATE²

What have you learned so far?	What do you predict? Why?	What is this book mostly about?
What is this page mainly about?	Why do you think the author wrote the story?	Was there anything in the story that confused you? If so, which part?
Which part of the story was most interesting?	What is your opinion about the story?	Who are the important characters in the story?
What does the story make you wonder?	What does the story remind you of?	If you could, what would you like to ask the author?
Would you tell your friends to read this story? Why or why not?	How is the story organized?	How did the story begin?

¹ Also called: peer-to-peer reading or partner-reading

² Adapted from Reading Rockets https://www.readingrockets.org/strategies/partner_reading



Handout 5: Inclusive Teacher Self Assessment tool

	YES	IN PROCESS	NOT YET
1. Indicator: PARTICIPATION			
1.1 I have made my classroom a welcoming place for all children, also for those with language difficulties, those with disabilities and those who need more time to learn than others.			
1.2 I involve my students in class meetings where we discuss and decide on matters that concern their well-being.			
1.3 I organize with my students a classroom bulletin board or suggestion box, so children can express their ideas and views about school and community issues.			
1.4 I arrange different seating arrangements for my class to facilitate different ways of learning and participation.			
1.5 I especially make sure that, students who are shy or who have learning difficulties are also participating and learning adequately.			
	YES	IN PROCESS	NOT YET
2. Indicator: HEALTH AND WELL-BEING			
2.1 I use simple assessment tools to find out whether students have hearing, vision or other problems.			



2.2 I teach (and role-model) proper waste disposal in my classroom and in the school.			
2.3 There are separate toilets in our school for boys and girls and they are kept clean.			
	YES	IN PROCESS	NOT YET
3. Indicator: SAFETY AND PROTECTION			
3.1 My classroom has proper ventilation and lighting and enough space for all children.			
3.2 My classroom-layout and furniture allow children to interact and do group work.			
3.3 My classroom has a bulletin board or a corner that displays learning materials such as posters, low-cost and self-made teaching-learning aids, and my students' own work.			
3.4 My classroom is well maintained and kept clean.			
3.5 I have together with my students developed classroom rules on how to respect and help each other and on how to behave.			
3.6 I have identified different learning needs and difficulties of my students and I provide additional support while also asking children to help each other.			
	YES	IN PROCESS	NOT YET
4. Indicator: ACADEMIC SUCCESS			
4.1 I am familiar with child-centered and child-friendly teaching-learning approaches.			



4.2 I ask my students what they already know about a topic before I start teaching.			
4.3 I have sufficient books and teaching aids for my students' optimal learning.			
4.4 I plan and prepare lessons well, while keeping in mind that children have different learning needs and learning styles.			
4.7 I encourage and implement cooperative learning and "learning by doing" with my students.			
4.8 I observe and listen to my students and document their learning process and progress.			
4.9 I often ask open ended questions to find out how my students think and reason.			
4.10 I do not punish my students for giving the wrong answer, but treat mistakes as new opportunities for learning.			
	YES	IN PROCESS	NOT YET
5. Indicator: COMMUNITY SUPPORT			
5.1 I invite parents or community members to my classroom to show what is happening in the classroom or for project presentations by students.			
5.2 I meet and discuss with parents and community members matters of concern such as safety when going to and from school; violence and abuse risks; allowing children with additional support needs ("special needs") into the school and supporting them; etc.			

