

Inclusive Education Teacher Training

Teacher Handbook



Teaching Methods and Individual Education Plans (IEP) for the Inclusion of Children with Disabilities

Edition 2 (May 2016)



T raining **E** conomic **A** ssistive **M** edical
Empowerment Technology Rehabilitation



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Foreword

Throughout the world, people living with disabilities face societal stigmas and discrimination that impair their access to education, employment and living full healthy lives. In Lao People's Democratic Republic, Catholic Relief Services is working hand in hand with our partners in government to improve the lives of children with disabilities by raising awareness, improving access to education, and working to ensure that children with disabilities receive the assistance they deserve.

In 2014, the first edition of the Individual Education Plan (IEP) and teaching methods for children with disabilities was piloted in Xaybouathong District, Khammouane Province as part of the Right to Learn project. Following this initial pilot phase, a second opportunity was taken in 2015 to expand the pilot to Savannakhet Province in 6 districts (Sepone, Vilabuly, Atsaphone, Outhomphone, Phalanxay and Phine) as part of the LEAPS project. As a result of these workshops, 517 teachers were trained. Since these workshops, debrief and critical reflection has been completed amongst CRS and MoES staff at the Inclusive Education Centre, PESS and DESB in Khammouane and Savannakhet Province to analyse the strengths of the curriculum content, and recommend what improvements are needed to more effectively meet the in-service training needs of teachers to support children with disabilities in rural schools in Lao PDR.

As an outcome of this work, CRS is proud to present the 2nd Edition –Teaching Methods and Individual Education Plans (IEP) for the Inclusion of Children with Disabilities- two manuals; one for trainers and one for teachers and principals. In this 2nd edition you will find the following revisions:

- A new chapter on introducing the concept of Inclusive Education, Inclusive Learning Friendly Environments (ILFE) and approaches to education for children with disabilities. This consolidates key messages from the 5-day IE theory and concepts workshop into 1-day and introduces new participatory training methods to teach these topics;
- More detailed and clear case studies on communication, inclusive physical education, mathematics and literacy to increase participant's opportunity to consolidate and apply new knowledge to the classroom context;
- New examples and clearer illustrations to demonstrate teaching methods and teaching – learning aids that can be used in the classroom with students;
- Revised Disability Inclusive Education Teacher Toolkit focusing on peer to peer support, teacher-parent IEP meetings and awareness raising in the community
- Revised trainer manual with improved resources section so trainers can more easily identify training resources when facilitating training sessions, and more effectively work through the training steps on each topic.
- Revised pre/post-test to more accurately measure knowledge of participants.

Workshops will commence in mid-2016 to implement the 2nd edition as part of the Inclusive Communities Project, and as part of future CRS education projects supporting Inclusive Education.

Introduction

Training on teaching methods and Individual Education Plans (IEP) for the inclusion of students with disabilities

Purpose

The purpose of this training is to build the capacity of teachers working in primary schools to support students with disabilities in the classroom. The training is designed to introduce specific methods to modify and adapt classroom activities, produce and use teaching aids made from local materials to support the full participation and effective learning of students with disabilities.

Whilst these teaching methods are targeting students with disabilities the methods can be used with all students in the class to improve quality of teaching and facilitate effective, inclusive learning for all. The training is divided into 8 sections including:

- Introduction to Inclusive Education
- Impairment and disability
- Communication
- Inclusive physical education
- Literacy
- Mathematics
- Individual Education Plans (IEP)
- Disability Inclusive Education Teacher Toolkit

Audience

The training course is targeting teachers (in-service training), student teachers (pre-service training), pedagogical advisors (PA) and lecturers in teacher education. Teaching methods focus primarily on pre-primary and primary education, although some of the methods can equally be applied within a secondary education setting. Most importantly, the training adopts an approach for schools where teaching resources are limited.

Training Objectives

The training aims to change the *knowledge, skills and attitudes* of education staff so they can create enabling environments for students with disabilities. Specific objectives include:

- Understand the meaning of Inclusive Education, Inclusive Learning Friendly Environments (ILFE) and different approaches to teaching children with disabilities.
- Promote positive attitude in participants to support learning needs of all students, especially students with disabilities to ensure their full inclusion in school life.
- Increase knowledge on different types of impairment and barriers that impact participation and learning
- Understand different methods of communication, develop skills to communicate effectively with all students, and support students with disabilities that find it difficult to communicate in the classroom.

- Increase knowledge on 'Inclusive Physical Education', and develop skills in modifying PE activities for students with disabilities.
- Develop skills on how to produce and use teaching aids to support reading, writing and mathematics
- Understand the purpose of an Individual Education Plan (IEP) and develop skills on writing, monitoring and evaluating IEP for students with disabilities.
- Understand the importance of communication and collaboration with parents/caregivers when developing and implementing IEP.
- Develop skills in teachers to share information on disability to engage students, parents/caregivers and community to support students with disabilities.

Training Outcomes

- Teachers are pro-active in planning lessons and activities that meet the needs of all learners in the classroom
- Teachers modify and adapt lesson plans and activities to increase participation and effective learning for students with disabilities
- Teachers produce teaching aids from local materials to support learning
- Principals, teachers and DEB implement a system using Individual Education Plans for students with disabilities, including regular monitoring and evaluation
- Teachers and parents work closely together to share information and support children with IEP
- Schools facilitate community education activities by using the 'Teacher Toolkit' to increase awareness on disability and promote inclusive school environments. This should include:
 - Activities with students in classroom to promote peer to peer support
 - Activities with families to promote parental and community engagement with VEDC and the school.

Methodology

The training uses a combination of methods to transfer new knowledge, develop and consolidate practical skills, and change attitudes to achieve the above learning objectives and outcomes. Through observation, listening, and active participation the participants will learn via presentations, case studies, practical activities, demonstration, role play, group discussion and reflection.

Structure

The training includes 5 days of learning. Sessions are included on the following topics:

- Concept of Inclusive Education
- Impairment, disability and barriers to participation
- Methods for effective communication
- Inclusive physical education
- Methods to support the development of reading and writing skills
- Methods to support the development of mathematical skills

- Engaging students, parents and community members to support inclusion of children with disabilities
- Individual Education Plans (IEP)

This manual presents the training as a 5-day workshop. However, the schedule of training can be tailored to meet the needs of the target audience. Training sessions can be facilitated one by one over a period of time, or as an intensive workshop over 5 days. For example, pre-service training could have sessions taught weekly over a period of one month or longer, whereas in-service training could be an intensive 5 day workshop.

To note, for IEP to be implemented effectively the teacher must have training on teaching methods for students with disabilities. Training on IEP in isolation of teaching methods is not recommended.

Materials and Tools

PowerPoint presentations, videos, case studies, group activities and discussion tasks are the key tools to facilitate learning and skill development. Local materials are used to demonstrate and produce low-cost teaching aids.

Monitoring and Evaluation

Pre and post testing are used to evaluate the immediate changes in knowledge, skills and attitudes of participants. Additional monitoring tools should be considered by the training team to measure short to medium term changes in participant's competencies to increase participation and effective learning of students with disabilities. This can include classroom observations, interviews with teachers and principals, and audit of lesson plans, individual education plans (IEP) and other school records

Provisional Timetable for 5-day workshop

A copy of the timetable is available in Appendix 1 so it can be shared with participants.

	1 st morning session		2 nd morning session		1 st afternoon session		2 nd afternoon session
Day 1	Introductions and pre-test		Introduction to Inclusive Education (IE)		Introduction to Inclusive Education (IE)		Introduction to Inclusive Education (IE)
	Introduction to Inclusive Education (IE)						
Day 2	Impairment and Disability		Impairment and Disability		Communication		Communication
Day 3	Inclusive Physical Education		Inclusive Physical Education		Reading and writing		Reading and writing
Day 4	Mathematics		Mathematics		Teacher Toolkit and Poster		IEP
Day 5	IEP		IEP		Post Test and Evaluation		Trainer De-briefing and marking tests

Inclusive Education and Children with Disabilities

What is Inclusion?

Children who are seen 'differently' because of disability, ethnic background, language, poverty, etc. are often excluded from or marginalised in society and local communities. Inclusion means changing the attitudes and practices of individuals and organisations so children can fully and equally participate in and contribute to the life of their community and culture. An inclusive society is one in which difference is respected and valued.

What is inclusive Education?

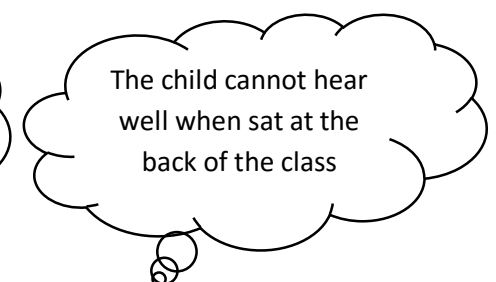
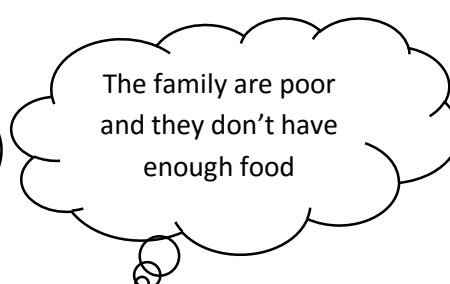
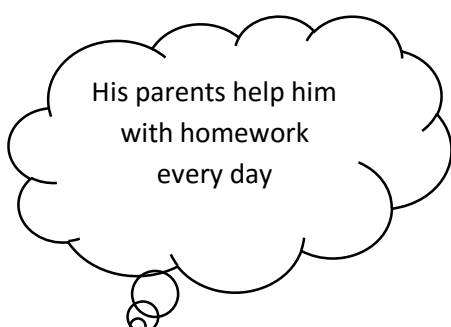
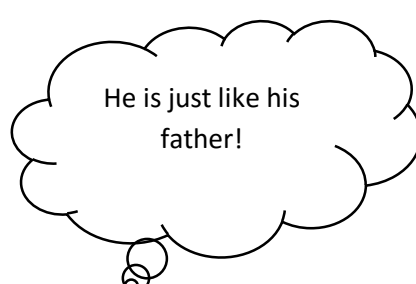
This refers to schools, centres of learning and educational systems that are open to ALL children. For this to happen, teachers, schools and systems may need to change so that they can better accommodate the diversity of student needs so they are included in all aspects of school-life. It also means a process of identifying any barriers within and around the school that hinder learning, and reducing or removing these barriers.

Key Ideas on Inclusive Education:

- All children can learn and all need some form of support in learning
- Identifying and minimising barriers to learning
- Includes the home, the community and other opportunities for education outside of schools
- Involves changing attitudes, behaviours, teaching methods, curricula and environments to meet the needs of all children

All children are different!

In school, children have to learn many different things. Some children seem to learn quickly; others are slower. In certain subjects, a child may do better than others. For example, some students can be good at reading but poorer at maths. Often we do not know why this happens. Here are some possible explanations:



Why are some children excluded from school?

In Lao PDR, the MoES National Strategy and Action Plan on Inclusive Education has identified several barriers as to why some children are excluded from school:

- Poverty which makes education unaffordable for many families
- Beliefs and traditions that hinder disadvantaged groups going to school- girls, people with disabilities and others.
- Ethnic children who do not speak Lao language do not understand the teacher in class causing high drop-out rates and repetition
- Teachers lacking experience and motivation to support all children
- Teachers lacking resources to develop local teaching- learning materials

Principals and teachers are responsible for creating a learning environment where ALL children can learn, ALL children want to learn and ALL children feel included in the school from the community.

Inclusive Education involves practical changes you can make as teachers and principals so that ALL children, including those with diverse backgrounds and abilities can succeed in the classroom and in school. These practical changes benefit the children and their parents, all teachers, principals and the community.

MOES National Action Plan and Strategy on Inclusive Education 2011-2015

The Ministry of Education and Sports (MoES) has developed a policy, strategy and action plan on Inclusive Education (2011-2015). This is currently being reviewed and revised for 2016-2020.

The policy has 9 strategic areas and 55 key activities to support the development of Inclusive Education in Lao PDR.



Inclusive Learner Friendly Environments (ILFE) - what is it and why is it important?

What is a learning friendly environment?

Children come to school to learn and a child friendly environment is important that is safe and welcoming, with full participation. But as teachers we are always learning too- new knowledge about the world, how to teach more effectively to students so they can read, write and do mathematics. Teachers can also learn from their students.

A learning friendly environment is:

- *An environment that is child friendly AND teacher friendly.*
- *It stresses the importance of a learning community where **students and teachers learn together.***
- *It places students at the centre of learning and encourages active participation in learning*
- *It helps a teacher fulfil their role to offer the best education possible to all students in the classroom.*

Characteristics of an Inclusive Learning Friendly Classroom compared with a traditional classroom

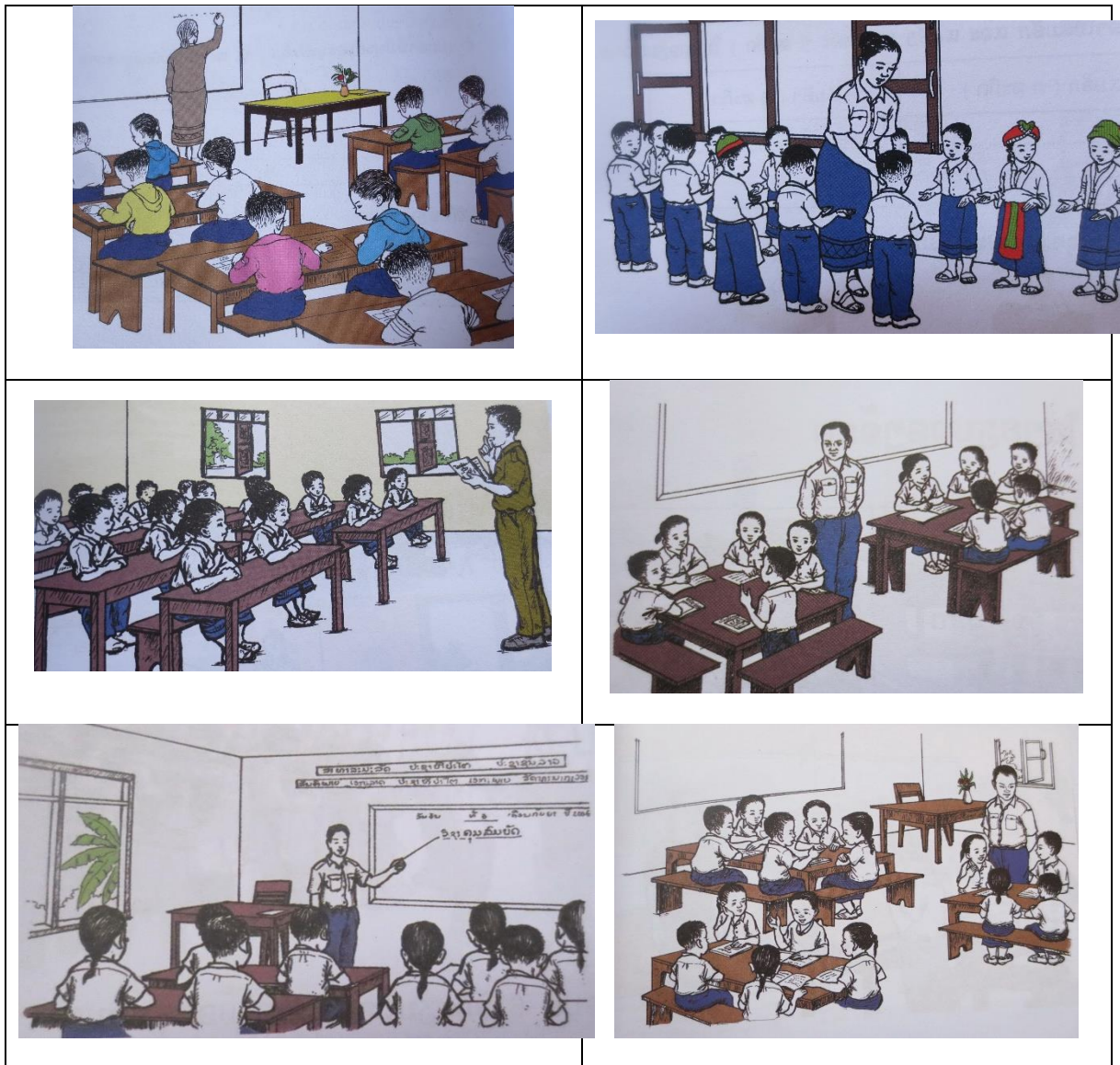
Characteristics	Inclusive Learning Friendly Classroom	Traditional Classroom
Relationships	Close relationship between students and teacher- friendly and warm. The teacher goes to sit next to students, smiles and often praises the students for good work.	Distant relationship between teacher and student (e.g. the teacher talks to the students with her back to them).
Who is in the classroom	The teacher and students that have a wide range of backgrounds and abilities (boys and girls, ethnic groups, children with disabilities, children from poorer families). A parent-helper might also be in the classroom	The teacher and students that have similar abilities
Seating arrangements	Different seating arrangements- tables in rows, circles, space to sit in the floor.	Identical seating arrangements in all classrooms (all children seated in rows)
Learning materials	Variety of materials for all subjects- posters, materials made from local resources, puppets, etc.	Textbook, exercise book and chalkboard for teacher

Resources	The teacher plans the day in advance and asks students to bring in learning materials that have no cost	The teacher is interacting with the students without any additional materials
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Look at the pictures of the classrooms below and think about:

- Relationship of teacher to students
- People in the classroom
- Seating arrangements
- Learning materials
- Resources

Are these classrooms inclusive and learning friendly. How could they be improved to be more inclusive and learner friendly? Can a child with disability be included in these classrooms?





Think about your current classroom and what changes you can make to make it more inclusive learning friendly. Answer the questions below:

- What type of classroom do you currently work in?
- What changes could you make to my classroom so it is more inclusive and learning friendly?
- How could you make topics more interesting so all students can learn?
- How could you arrange the classroom to include ALL students to learn together?
- How can you change the classroom so children with disabilities can learn?

Creating Inclusive Learning Friendly Schools

How Inclusive and Learning Friendly is the school you work in? We can use a checklist (ILFE Self-Assessment) developed by UNESCO to assess your school. Once you have completed the checklist you will be able to identify what are the next steps to improve the school to be more inclusive. The checklist is divided into 7 sections:

- School Policies and Administrative Support
- School Environment
- Teachers Skill's Knowledge and Attitudes
- Teacher Development
- Students
- Academic Curriculum and Assessment
- Community

ILFE Self-Assessment Checklist (adapted from UNESCO toolkit)

What is your school already doing to create an inclusive, learning-friendly environment?

School Policies and Administrative Support	
Does your school?	Yes/ No
Have a mission and/ or policy about inclusive education?	

Have a list of all children in the village- whether enrolled or not enrolled? Records of why individual children have not enrolled at the school	
Conducts campaigns in the village to encourage parents to enrol children emphasising ALL children should enrol and are welcome?	
Has a copy of the MoES National Policy, Strategy and Action Plan on Inclusive Education?	
Has a list of barriers that prevent the school being fully inclusive?	
Has school administrators and principals that understand the importance of inclusive education?	
School Environment	Yes/ No
Has a welcoming, healthy and clean environment	
Has a clean, safe drinking water supply	
Has toilets (for girls and boys) and a handwashing area?	
Has facilities that are accessible for students with disabilities e.g. ramps	
Has staff from different backgrounds- men and women, different languages (ethnic groups)	
Teacher's Skills, Knowledge and Attitudes	Yes/ No
Has teachers that can explain the meaning of inclusive and learning friendly education	
Has teachers that believe ALL children can learn including children with disabilities, ethnic minority groups, girls, poor.	
Has teachers that can identify unhealthy students and advises families to access medical care	
Has teachers that understands students have individual learning needs and can adapt lesson plans and activities to meet the needs of all students with diverse backgrounds and abilities	
Has teachers that use a variety of teaching and learning materials to help students learn	
Teacher Development	Yes/ No
Teachers have attended training on Inclusive Education and ILFE classrooms	

Teachers have attended training on developing teaching and learning materials related to ILFE	
Teachers can visit model ILFE schools	
Students	Yes/ No
ALL school age children in the community attend school regularly	
ALL students have textbooks and learning materials to meet their learning needs	
ALL students actively participate and contribute to activities in the classroom	
Children with disabilities have an Individual Education Plan (IEP) and regular monitor student progress	
ALL students are followed up if their attendance at school is irregular	
Academic Content and Assessment	Yes/ No
Teachers use locally available resources to help children learn	
The curriculum promotes attitudes such as respect, tolerance, and knowledge about one's own and others' cultural backgrounds	
The curriculum allows for different teaching methods, such as discussion and role-play, to meet different learning rates and styles, particularly for children with disabilities	
Community	Yes/ No
Village Education Development Committee (VEDC) know about ILFE and help the school to be inclusive and learning friendly	
VEDC and the community helps the school reach out to ALL children that are currently not enrolled at school or with irregular attendance	
Parents receive information from the school and their child's attendance and achievements	
VEDC develop village action plans to support the inclusion of children with disabilities	

Once you have completed the checklist you can identify areas of improvement and prioritise these so you can take action towards making the school more inclusive and learning friendly.

Education for Children with Disabilities

The next section discusses **inclusion of children with disabilities**; why they may be excluded and different approaches that have been used to include them in the classroom.

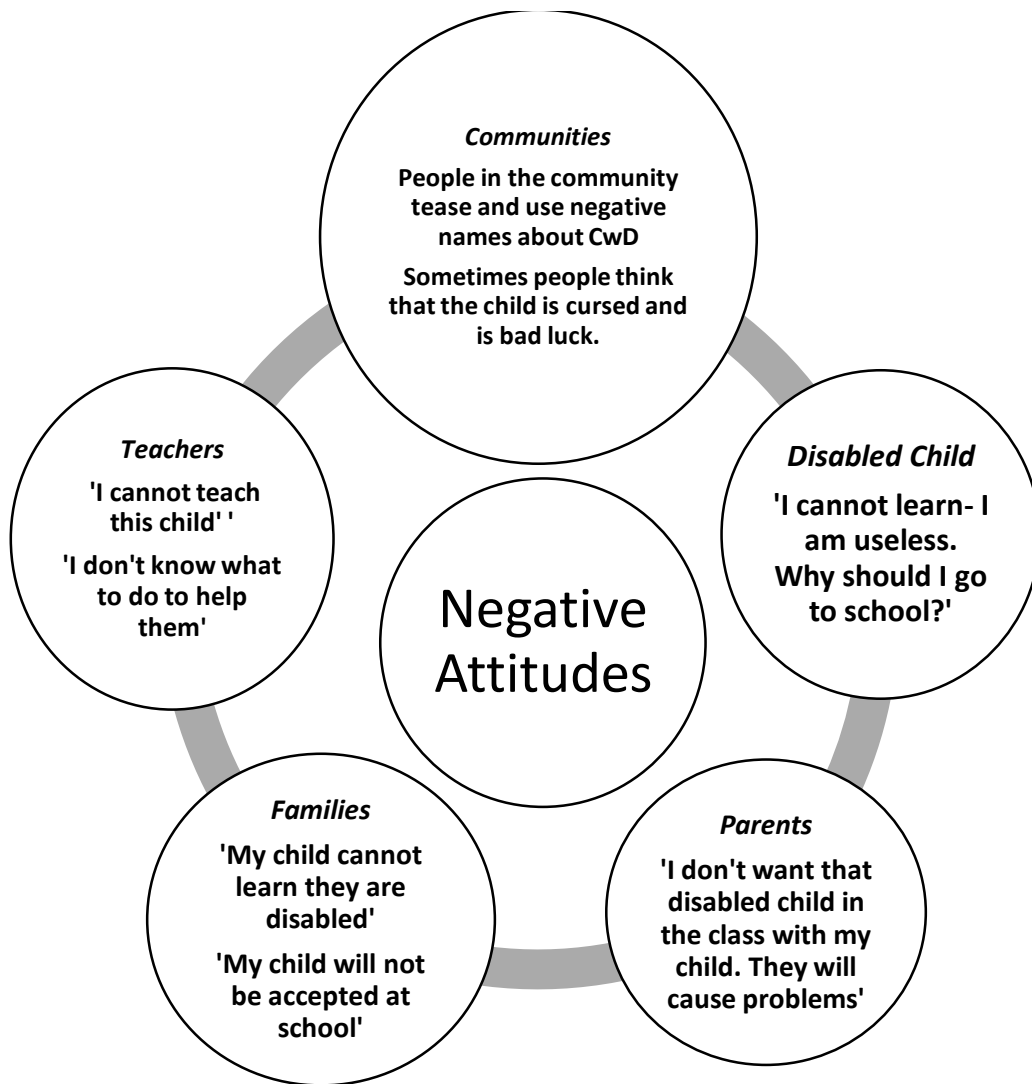
Why are children with disabilities excluded from schools?

- Families do not believe their disabled child can learn and do not think education is important.
- Families cannot afford to pay the costs for their child with disability to go to school. Often these families have less household income (income deprivation) as they need to spend more time caring for their child or have extra costs) e.g. for medical costs when their child is sick (increased household expenditure
- Negative attitudes towards children with disabilities- families often are embarrassed about their child and hide them away from the community.
- Lack of accessible schools- for example, school buildings and toilet blocks do not have ramps or wide doors so a child in a wheelchair can use them.
- Distance from school- children with disabilities especially physical impairment cannot travel long distances from home to get to school every day. This is made more difficult when the condition of roads are poor.
- Lack of medical and rehabilitation services for children with disabilities- so they do not receive the support or equipment (critical enablers) that would help them participate in the classroom. For example, testing hearing and getting a hearing aid can only be completed at 2 hospitals in Vientiane Capital.
- Teachers lack the technical knowledge and skills to support children with disabilities in the classroom. For example, there is no teacher in the village that knows how to read and write in braille so they cannot support a blind student.
- Teachers lack teaching resources to support children with disabilities in the classroom.

Disability, Ethnicity and Gender Barriers

If a child with disability is a girl and from an ethnic minority group the level of disadvantage is increased. There are several barriers that may cause this child to be excluded from school; their disability, language barriers and gender issues.





The first step to making schools more inclusive is to find out why children are not coming to school in your community. School- community mapping is important to find out which children in your community don't go to school and the reasons they do not come so you can find solutions to the barriers so ALL children are included.

A separate training manual has been developed that explains in detail the process and tools used to **map the community and identify children with disabilities not attending school**. For more information about this you can contact the Inclusive Education Centre (IEC), a member of the IE network in your province, DESB or PESS.

Think about a children with disability in your community that do not come to school....

- How has the child been treated by the school and community?
- Why do you think the family don't bring the child to school?
- How can this child and family be welcomed at the school?
- What do the school and community need to do to include this child at school?
- How can the school get families more involved in their child's education?

Different Approaches on Education for Children with Disabilities

The term inclusive education has been used extensively to discuss children with disabilities going to schools. There have been different approaches used to educate children with disabilities that can help us to understand the definition of 'disability inclusive education'.

Special Schools

These are schools where children with disabilities are kept separate from all other children. It defines the child by the type of disability they have e.g. blind student, deaf student, student with intellectual disability. The schools are defined as having a 'special environment' with 'special' teachers using 'special methods and equipment' to teach the child with disabilities. Often special schools do not follow the regular curriculum and teach more 'life skills or vocational skills and have students attend until they are 18- 21 years of age.

There are several special schools in Lao PDR based in Vientiane, Luang Prabang and Savannakhet Province. These schools help students that are blind (teaching them to use braille) and deaf students (teaching them to use sign language). There is also a school that supports children with intellectual disability and autism. But many children cannot access these schools as they live in other provinces, and the number of students is limited as the schools are small.



This is a special school for children with severe intellectual disability in Jamaica. These older students do not do reading, writing, math or science in class but instead learn general life skills. Here they are learning to clean, look after the house and cook. This is a 'life skills' classroom in a special school.

Sometimes special schools are at hospitals or rehabilitation centres and the children live in dormitories away from their village and family.

Integrated Education

This is a term to describe children with disabilities going to an ordinary school in their community. However, the child has to fit into the school system- the class and teacher stay the same and the child has to adjust to the environment. But sometimes they do not learn, and are not really included and accepted in the classroom. On a positive note they do get to socialise with other children but they are still described by their disability- they might get special support in the class or are just left to observe the activities but not really participate and learn.

This is Sone. He has cerebral palsy and uses a wheelchair. His mother is a teacher and she brings him to school every day in the village. He sits in grade 3 classroom at the front and watches the teacher who completes the activities the same way as usual. Sone does not participate in any activities, he does not write or draw. He just listens to the teacher. He loves being at school with other children but he is not actively learning. He does not take tests at the end of the semester. This is an example of integrated education- Sone is going to his local school BUT he is not fully included so he can learn.



Small Units attached to Local Schools

Sometimes a local school will have a separate classroom for children with disabilities. This room can be used to give them extra help and support from a teacher with more specialised training. If the child spends all day in the separate classroom the child is still segregated from other children due to their disability. For a small unit to be fully inclusive they need to support the student to learn in the regular classroom with all the other students.

However, a small unit can be supporting 'inclusive education' if it is preparing a child with disability to graduate full time to the main classroom. They can receive extra support in the special classroom from the special teacher on occasions. Whilst spending most of the day with their peers and the grade teacher.

This is a resource room (small unit) in a local school in Jamaica. Students with disabilities (intellectual disability and autism) learn in this classroom. The class has a specially trained teacher to help them.

The special teacher tries to get the students to go to the main classroom. However sometimes the grade teacher does not want the children with disabilities; 'they are too difficult to teach so they need a special teacher' or 'they are disruptive and disturb the other students- I don't want them!'



Disability Inclusive Schools

A disability inclusive school is a regular school where children with disabilities are welcomed to learn with all the other students in the different grade classes. The diversity of all the students is valued by all the teachers and they can see strengths and weaknesses in ALL students i.e. all students have learning needs. These learning needs vary as ALL children are different. ALL students including children with disabilities actively participate in the classroom and the teachers are flexible with the teaching methods and curriculum they use to ensure everyone can learn and be included. The buildings at the school are accessible- so a student using a wheelchair or a student that is blind can access the classroom, library, toilet block or any other resource rooms.

This is **Phaiwath Secondary school in Vientiane Capital**. It is an Inclusive school that enrolls children with disabilities. The school has students that are blind, with low vision (use eyeglasses), physically impaired (using a wheelchair) and have learning difficulties (e.g. Down's Syndrome). These students learn in the regular classroom with all other students. They learn the same subjects as all students but might use special equipment e.g. braille. The teachers welcome children with disabilities and create an inclusive learning friendly environment so they can actively participate and learn in class.



Disability Inclusive Education System

We can use the idea of a house with different rooms to help us understand a model of disability inclusive education.

<p>We all live in a home. This home has different rooms that we use:</p> <ol style="list-style-type: none"> 1. A bedroom 2. A bathroom 3. A living room <p>We use all these rooms at different times dependent on what we are doing. We don't stay in one room all day- we move around the house.</p>	
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<h3 style="color: blue;">INCLUSIVE EDUCATION SYSTEM</h3>	
<p>The Bathroom= Support Services - Health & Social</p> <p>A place for preparation before entering the world</p> <p>Rehabilitation/ health services help prepare children for school and support to be successful</p>	<p>The Bedroom= Special Education</p> <p>A place for privacy in an environment suited for the child.</p> <p>Children and teachers from regular schools can benefit from time in special schools to access specialist skills and services</p>
<p>Mainstream School= Main living area of the house</p> <p>A place everyone is welcome and accepted- the centre of the house</p> <p>Children with disabilities should be able to spend as much time as possible here, but they still need to go to support services (bathroom) and some times need special education (in their personalised bedroom) to get the support they need for the type of disability.</p>	<p>In the living room (mainstream school) children can mix freely with the whole family (all society) and there is no segregation</p>

- | | |
|----|--|
| 1. | <p>The Bedroom- this is a private place that is safe and special for the individual. This represents a special time to learn- either one to one support within a classroom or a special school. Children and teachers can benefit from this special time in to access specialist skills and services. A teacher might receive specialist training on teaching methods, or a student receives extra support to learn certain skills for example braille or sign language.</p> |
| 2. | <p>The Bathroom is a place for preparation before entering the world. In the morning we prepare ourselves- clean our teeth, wash, dress, etc. This room represents support services such as health and social services. Rehabilitation and health services can help prepare</p> |

	children for school and provide support to be successful. For example, screening for hearing impairment and providing a hearing aid, or doing exercises and providing a wheelchair.
3.	The living room- this is the main living area of the house- a place where everyone is welcome and accepted- it is the centre of the house. Everyone is together and mixing freely with no segregation. This represents the local school in the community that is inclusive and learning friendly. Children with disabilities should be able to spend as much time as possible here. But sometimes they will go to the other rooms of the house (support services and special schools) dependent on their needs.

Adapted from Handicap International Model of Inclusive Education (2013)

MoES Action Plan on Education for Learners with Disabilities

The Inclusive Education Centre (IEC) are developing an action plan specifically for learners with disabilities. It has 6 strategic aims:

- Improve Inclusive Education and Special education services so more learners with disabilities can access education
- Promote learners with disabilities to access Technical Vocational Education Training (TVET) and Higher education according to their abilities
- Identify standards for teaching the curriculum to learners with disabilities from grade 1-9 in the general education system
- Revise and develop new teacher education curriculum for pre-service and in-service training of teachers
- Increase access to teaching- learning materials to support the implementation of inclusive education for learners with disabilities
- Promote basic vocational training for learners with disabilities to access at special schools
- Training personnel to work on Inclusive Education and Special Education

For more information on the draft Action Plan on Education for Learners with Disabilities 2016-2020 contact the Inclusive Education Centre.

Government policies may set aims but it is individual principals and teachers who can make inclusive education a success dependent on their attitudes and practices in schools. Teachers may need to change their beliefs about themselves – which they cannot cope with children with disabilities and other challenges in their school. This workshop is designed to help teachers how to plan and support children with disabilities in the classroom. By applying the teaching methods suggested in this manual it can benefit all students in the classroom – creating an inclusive learning friendly environment for ALL children.

This workshop will focus on inclusion for children with disabilities and help to develop teacher's skills, knowledge and attitudes to support inclusive education.

Impairment, Disability and barriers to participation

Introduction

The words we use to describe disability have slowly been changing over time to reflect new ideas and thinking. In the past words have focused on the disabled person and how they have an abnormal body or mind, and cannot do activities. New approaches focus on how society can cause disability, for example, negative attitudes stop people working in the village, or organisations have buildings that are not accessible.

Some countries have quickly started to incorporate these new ideas and use new definitions for the local context. This has been slower in other countries especially where English words need to be translated into local languages and reflect the local context. This session introduces some of those new definitions and words, and how they can be used in the context of Lao PDR.

What is disability?

To understand what disability is, we first need to understand three key concepts. Below, we review these concepts in detail and how they fit into defining what disability is.

- **Impairment** means there is a problem with the body. A problem with the body can be described in two different ways:
 - A problem with the way the body works (e.g. the brain is damaged so cannot send the right messages to the muscles to move the legs)
 - A problem with the structure of the body (missing body parts).
- **Activity Limitation** are difficulties an individual may have doing an activity, for example, a person cannot read a book. The activity limitation can be linked to the impairment, for example, I cannot read a book as I have a problem seeing with my eyes
- **Participation restrictions** are problems a person might face trying to be involved in daily life situations. These problems are NOT caused by impairment. They are caused by problems in society or environment. For example, a person with disability cannot get a job because someone has a negative attitude.

Below are some further examples of how these definitions can be used to describe specific situations:


Impairment	Activity Limitation	Participation Restriction
Hearing – the ear is damaged from an infection. It does not work so the person cannot hear sounds clearly	The child cannot listen to the teacher in class.	The person cannot get a hearing aid. Services for hearing aids are a long distance from the village. The family cannot afford to buy the hearing aid

Physical- a person has lost part of their leg due to an UXO accident	There is no activity limitation. The person can walk around as they use an artificial (plastic) leg	The person cannot get a job due to people having negative attitudes as he has only one leg
Vision- the structure of the eye has been damaged due to an infection. The child cannot see anything. The child is blind.	The child cannot learn in school as they cannot see to read and write	There are no braille books, or braille boards and pen at school.

Based on the examples above we can see that impairment alone does not cause **disability, rather disability results from the** combination three components: **impairment, activity limitations and participation restrictions**. By understanding these three component we can understand that disability results from environmental and social barriers that keep an individual from fully participating in community life. Understanding disability gives us an opportunity this way combination of these three concepts provides an opportunity to analyse why some children and adults cannot join in day to day life like all other people in their community.

Types of Impairment

Below is information on the common types of impairment seen in Lao PDR. The information explains how the body is impaired, what the cause of the impairment is, and what medical treatments can help.

	<p>Club Foot (bent foot) is a deformity of the ankle and foot that happens during pregnancy. Parts of the ankle and foot are in the wrong position.</p>
<p>Cause: In most cases the cause is not known. Sometimes it happens more than once in families</p> <p>Medical Treatment: The position of the foot can be changed with plaster bandages (like when you break a bone) combined with surgery. The treatment can be started when the baby is only a few days old. Surgery can also be done with older children and adults to straighten the foot if they did not get treatment when a baby. This can be done in Vientiane Capital free of charge at the Centre for Medical Rehabilitation (CMR).</p>	



Amputation is when part of the arm or leg is missing. It might have been lost due to an accident, or is removed by a doctor because of disease.

Cause: This could happen due to diseases like diabetes (high blood sugar), or by an accident (UXO, car/motorbike, work machinery, etc.). The person is born with all their body but loses part of it later in life.

Medical Treatment: Services at the rehabilitation centres make plastic arms and legs (prosthetics) to replace the lost part of the body. This service is free of charge and available in Vientiane, Savannakhet, Pakse, Xieng Khouang and Luang Prabang.



Congenital deformity of the arm/leg.

This is when the person is born with an arm or leg that is different. Part it might be missing or there may be extra parts e.g. 6 toes.

Cause: This is caused when the baby does not developing properly during pregnancy. The mother might have been ill, taken incorrect medication when pregnant, or not had a good diet (not eating a balance of different, nutritious foods and not enough food).

Medical Treatment: The person learns to do activities with the body they are born with, or a plastic arm/ leg is made to replace the missing part.



Polio is a disease that infects the spinal cord (cord inside the backbone that connects to the brain). The person first gets sick (fever, vomiting, and diarrhoea) then cannot move their body.

Some people get better but others do not. It makes the muscles weak and floppy (paralysis). Because the person does not move the muscles they become small and thin.

Cause: The infection comes from poor hygiene and sanitation. People can get polio from- dirty toilets (not washing hands after using the toilet), or a sick person sneezing and coughing.

Medical Treatment: Polio can be prevented by vaccinating your child, and practicing safe sanitation and hygiene- clean toilets, wash hands regularly in the day, sneeze and cough with nose and mouth covered.

Polio cannot be treated once a person is infected. No medicine or injection will help, they should only rest, eat and drink to get strong again. Some people recover but others do not. A person may have to use a wheelchair or wear braces to move around for the rest of their life.



Cerebral Palsy

Cerebral means 'brain' and palsy means 'paralysis'. The brain is damaged and cannot send the correct messages to the muscles. The child cannot move easily- the body can be stiff and the child cannot control their movements.

Cause: The child's brain can be damaged at different times:

- During pregnancy- the mother is sick, takes medicine incorrectly or uses chemicals that are dangerous to the growing baby in the belly e.g. farm pesticides
- During the birth the baby is born early, or delivery takes a long time, the baby's head is squashed when coming out
- After birth due to an infection of the brain, accident (banging the head), or poisoning (farm chemicals)

Medical Treatment: The brain damage cannot be fixed by medicine, injections or vitamin/mineral supplements. The child can be helped to learn to move by doing exercises to make the muscles stronger, and use equipment to assist them e.g. wheelchair, standing frame, etc. Moving the body will be difficult for the rest of their life.



Spinal cord injury (back broken) is when the cord inside the backbones is damaged or broken. This means when the brain tries to send a message to the muscles to move it the message does not get there. The child cannot move their body. The muscles get weaker and smaller as they are not used.

Cause: This might happen due to an accident (car, falling from a tree or building, something falling onto the child's back).


Medical Treatment: The cord in the spine cannot be fixed. The child will need help to move. Some exercises may help the child, but in most cases the child will need equipment to move around e.g. wheelchair for the rest of their life.



Head injury is an accident to the brain. The person will fall and hit their head. Dependent on how severe the brain damage is the person can have problems with learning, memory, speaking, moving and emotions.

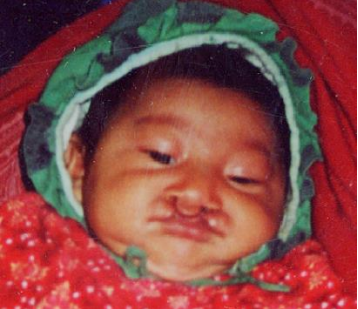
Cause: An accident in a car, falling from a tree, ladder or building, hit on the head by an object

Medical Treatment: The damage to the brain cannot be fixed. No medicine, injections or vitamin/mineral supplements will fix the brain. The person has to do exercises and use equipment to be able to talk, learn, and move. Treatment takes a long time and sometimes the person does not get better.

	<p>Epilepsy (fits) is when the person's body starts to shake and they become unconscious (not awake). The brain works by sending electrical messages along wires (nerves) in the body. When a person has a fit there is too much electrical activity in the brain.</p>
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Cause: Epilepsy is caused by fever, dehydration, brain infections or someone else in the family that has the disease.

Medical Treatment: Medicine can be given to stop the fits (body shaking). A child or adult can wear a special padded hat to protect their head in case they fall when their body shakes.

	<p>Cleft lip and palate is when a baby is born with a deformity of the face. <i>Cleft palate</i> is when there is a hole inside the mouth at the top. <i>Cleft lip</i> is when there is a gap in the top lip connecting to the nose. A child can be born with both or just one. The child will have difficulties feeding and talking</p>
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Cause: In most cases the cause is not known. The pregnant mother might have been ill or been exposed to chemicals during pregnancy which affected the development of the baby in her belly.

Medical Treatment: Surgery can close the hole inside the mouth and at the lip. A team of international surgeons visit Vientiane once or twice a year to do surgery. Treatment costs are free.



Hydrocephalus (water on the brain) is when a child has a big, abnormal shaped head. Normally the brain has a watery fluid moving around it to protect it. Sometimes this fluid stops moving and the water gets stuck inside the head. The head grows and the child will have headaches. The brain can be damaged causing problems with moving, learning, seeing and hearing.

Cause: This can be due to a brain infection, accident to the head, a tumour inside the brain or being born too early. The tubes around the brain that carry the fluid are damaged.

Medical Treatment: A plastic tube can be put inside the brain and down the neck to drain the fluid. This tube will stay there for the rest of the person's life. The head is regularly measured to see if the head size is getting bigger again. If this happens the tube might need to be changed. A specialist surgeon is needed to do this operation. It is an expensive treatment and currently not available in Lao PDR.



Visual Impairment is when a child has problems seeing. There are 2 main types of visual impairment. The first type is when a child has low vision- they can see but not clearly. They might have a cataract (white cloud) over the front of the eye, or a squint (eye turned to the side). Sometimes the eye looks normal but the child cannot see clearly. The second type is when a child can see nothing- they are blind.

Cause: An infection of the eye can cause permanent damage if it is not treated. If a person does not eat enough foods with Vitamin A this can cause blindness. An accident can also damage the eye, if it is scratched by small objects going in the eye e.g. insects, wire, dirt, etc.

Treatment: An infection can be treated with medication, tablets or eye drops. Sometimes surgery can improve vision- a cataract can be removed by a surgical operation. It is important to keep the eye clean and wash it with clean water if dirt goes inside.



Hearing Impairment is when a child has problems with hearing. There are 2 main types- partial hearing and deafness. Partial hearing is when a child can hearing some sounds but not all e.g. they can hear loud sounds but not soft sounds. Children that are deaf cannot hear anything.

Cause: Problems can happen during pregnancy. If a pregnant women gets sick, does not eat enough food or takes wrong medicines it can affect the development of the hearing in the unborn baby. In a child the ear can get damaged by listening to very loud music, sticking object inside the ear, or insects going inside. Dirty ears with lots of ear wax can reduce the ability to hear clearly. An untreated ear infection can cause permanent damage to the ear.

Medical Treatment: Ear infections can be treated with medicine- tablets and ear-drops. Once the ear has permanent damage it cannot be fixed and a child will need to use a hearing aid. Ears should be cleaned regularly.



Autism is a condition that affects brain development. It means children have difficulty with communicating (non-verbal and verbal), social interaction (forming relationships with people) and behaviour. Autism is a general term and there are different types of autism. This means children have different levels of difficulties- some can be very mild and others more severe.

Cause: Research is still discovering what causes autism. New research is finding different reasons. In each child it can be different and sometimes is difficult to discover what the actual cause was. To understand the potential causes of autism needs a high level of training that cannot be described quickly.

Medical Treatment: No medical treatment is available that will fix the development of the brain. Sometimes children are given medicine to help with behaviour. In most cases children need specialised teaching and rehabilitation to teach them how to learn, communicate and behave.



Intellectual disability is when a child has significant delayed development in all areas of life. A child might have difficulty talking, learning, remembering, solving problems, socialising, self-care (dressing, feeding, etc.)

Cause: For one third of children with intellectual disability the cause will not be known. Doctors have discovered some common causes. This includes intellectual disability being inherited from parents, caused by poisoning, iodine lacking in the diet, malnutrition and infections of the brain. Problems during pregnancy cause the unborn baby to not develop properly due to the mother having an infection (rubella, measles) or drinking alcohol excessively.

Treatment: Intellectual disability cannot be fixed by medicine. Children need specialised teaching and rehabilitation to teach them how to learn, communicate, look after themselves and participate in daily life.



Multiple Disabilities: This is when a child has more than one impairment. The picture shows a child that has cerebral palsy. He also has problems with seeing and moving. Other types of multiple disability include:

- **Deaf blindness (hearing & seeing problem)**
- **Deaf and dumb (hearing and speech problem)**
- **Learning and behaviour problems**

In some cases the child will be very dependent on their family to take care of them as their impairment makes it difficult to do all activities (eat, drink, dress, wash body, learn at school, do household activities, etc.)




Cause: The cause of multiple disability can be any of the causes discussed above.

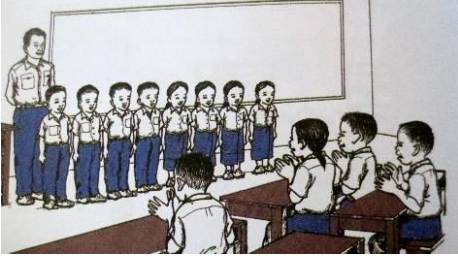

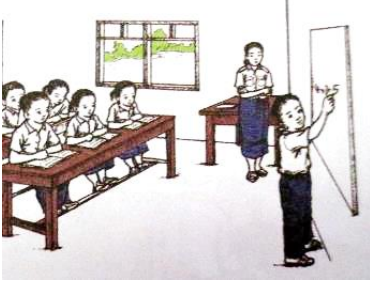



Medical Treatment: The type of treatment will depend on the different types of impairment the child has. These may be the same as described above.

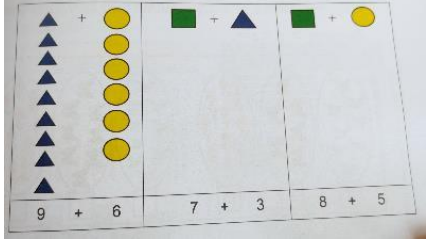

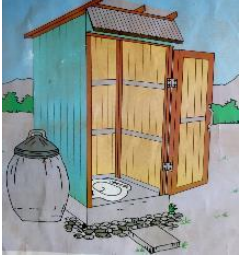

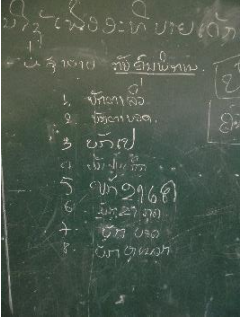

Think about the types of impairments described above and the children you have observed in your community or school. How does it impact their ability to do activities and participate in the classroom? Use the checklist below to see how their impairment affects their ability to do activities.





Can the child do the activity? Yes, the student can do it, No, the student cannot do it or I'm not sure?

- If the answer is **NO** why can't they do the activity? What is the problem?
- Is the problem (activity limitation) caused by the impairment and/or participation restriction?

What can the student do at school?		Yes	No	Not sure
		√	x	?
Walk or ride a bike to school/home?				
Listen to the teacher?				
Talk in class – answer the teacher's questions?				

<p>Do presentations in front of class?</p>				
<p>Write Lao letters?</p>				
<p>Write on the chalkboard?</p>				
<p>Copy writing from the chalkboard into a notebook</p>				
<p>Write their own ideas in a notebook?</p>				
<p>Draw pictures?</p>				

<p>Do maths activities?</p>				
<p>Do physical activities (running, jumping, play with ball)</p>				
<p>Go to the school toilet?</p>				
<p>Read a book?</p>				
<p>Read from the chalkboard?</p>				
<p>Work in groups?</p>				

<p>Move around the class room?</p>				
<p>Move around the school?</p>				
<p>Play with children outside?</p>				
<p>Help clean the school?</p>				

What is the most effective way to support students with disabilities?

Using the above definition of disability it can help parents, teachers, principals, and communities plan how to help a child with disability. The example below shows how we might help a child with disability to go to school, be an active student and learning effectively in the classroom with their peers.

<p>AREA</p>	<p>ACTIONS TO BE TAKEN</p>
<p>Impairment</p>	<ul style="list-style-type: none"> • Give medicine to the child • Complete surgery to correct the problem with the body • Do exercises to make the body stronger
<p>Activity Limitation</p>	<ul style="list-style-type: none"> • Provide equipment to help the child do activities- wheelchair, hearing aid, glasses • Make and use different teaching aids in the classroom to help the child learn • Adapt teaching methods so the child can do classroom activities

<p>Participation Restriction</p>	<ul style="list-style-type: none"> • Community education to change people’s negative attitudes towards disability • Change the school building so it is accessible- a ramp, wide door and bigger toilet • Develop braille textbooks for blind students • Train teachers in sign language
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Dependent on the type of impairment sometimes we can easily ‘fix’ the problem with the body. But most of the time we cannot fix the body with medical intervention. The impairment is permanent. Therefore, to help children with disabilities we should focus on what will assist them do activities and participate in daily life at school and in the village.

The most effective actions schools can take to support a child with disability to attend school include:

- Teachers modify lesson plans and teaching methods.
- Teachers make different teaching aids from local materials that support learning
- Principals and VEDC support the modifications of school buildings and the surrounding environment so it is accessible.
- Collaboration with health services and other organisations to support families to access equipment e.g. wheelchair for their child.
- Community education activities on disability to change attitudes and engage all parents/caregivers, children and community members to support the inclusion of children with disabilities.
- Work with students in the classroom to reduce bullying, be more accepting of individual differences in their peers.

This workshop will provide information about the actions above to enable a school to support children with disabilities.

Methods for Effective Communication

Communication and Teaching

Communication is central to teaching. Teachers need to communicate with children, and children need to communicate with the teacher. All teachers must be good communicators.

Communication = the sending and receiving of messages.

Teachers have to do a lot of talking. Talking is used to give new information, to explain things or to manage the class. Here are the main reasons teachers communicate with students:

- give instructions
- give new information
- manage children's behaviour
- encourage children
- test children's understanding by asking questions
- enquire about children's difficulties
- give praise
- get to know them

Teachers need to make communication very clear when teaching. This is even more important when teaching students with disabilities as they might have difficulty hearing or understanding what the teacher is saying or following instructions. There are many different ways we communicate with students.

Communication is more than just talking.

- Speech/tone
- Gestures- using your hands and fingers to point or mime actions
- Facial expression- to show how we feel- happy, sad, etc.
- Eye gaze- to show who you want to talk with, or draw someone's attention to an object
- Pictures and symbols
- Reading and writing
- Sign language- using hand and finger movements to communicate words
- Singing, acting, dancing or touching

The way we choose to communicate is important so students understand the message. Think about what is an effective method to communicate new information to students? Do you use just one method of communication or combine several at the same time? Here are some suggestions:

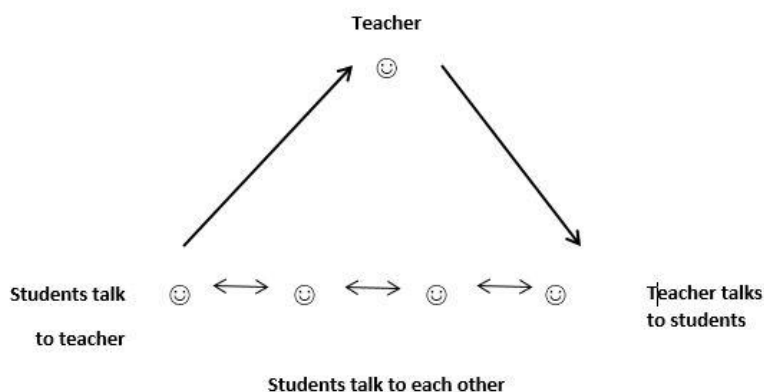
Providing new information	
Method of communication	Why these methods are useful?
<ul style="list-style-type: none"> • Talking • Reading and writing • Pictures and symbols • Sign language 	<p>Using multiple methods helps a student learn new information. A student may remember the words, but combined with a picture this creates a stronger memory in the brain as it involves 2 senses (hearing and seeing).</p> <p>If you read something then write it, it also helps remembering new information. You reinforce the strength of the memory as after you read the information you repeat it in your head to be able to write it on paper.</p>

When managing the classroom and student's behaviour different communication methods can be effective. Here are some suggestions:

Managing students behaviour in class	
Method of communication	Why these methods are useful?
<ul style="list-style-type: none"> • Gestures • Facial expressions • Talking • Eye contact 	<p>A student might not pay attention to a teacher talking at the front of the class. But if the teacher looks straight at the student (eye contact) they know straight away the message is directed at them. Facial expressions and gestures get the students attention and reinforce the teacher is serious about delivering a message. This method is very useful when managing behaviour in the classroom</p>

The above table aims to show that different communication methods can be used for different situations to help you be effective in sharing messages with students in class.

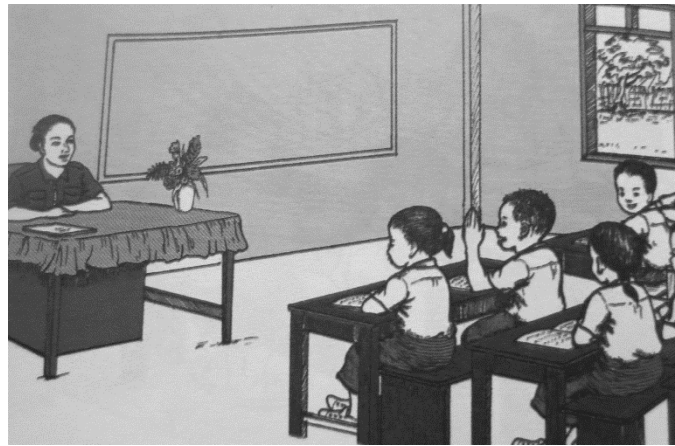
Talking is very important for learning. In the classroom, about 70% of the teaching and learning is done through talking. The teacher can talk to the students. The students can talk to the teacher. The students can talk to each other.



Good teaching and learning depends on a balance between these interactions. If the teacher talks all the time this is not effective for learning. It is important for the students to talk to the teacher, to ask and answer questions. It is also important for the children to talk to each other by working in pairs and in small groups.



Teacher talking to student



Student talking to teacher



Students talking in large groups



Students talking together in pairs

In your lessons, how much time do you spend talking? How much time do the children spend talking to you? How much time do the children spend talking to each other?

Best practices when communicating with students

The following suggestions are beneficial for all students, but also specifically to help communication with students with disabilities. Some strategies may also assist students learning Lao in the classroom whilst speaking ethnic languages at home.

- Make sure all the students can clearly see the teacher- standing can be better rather than sitting at a desk
- Stand closer to students with disabilities so it is easier for them to hear you and see your gestures. Students with difficulties hearing may be better sat at the front of the class close to the teacher.
- Talk clearly and project your voice (slightly louder but not shouting)
- Keep the words you use simple and use short sentences. Give one instruction at a time.
- Alert students to important messages- 'listen carefully' and make eye contact with them
- Repeat important messages
- Use gestures and facial expressions with talking to help students understand the meaning of the message.
- Check with students that might have problems understanding. Ask them to repeat what you have said, ask them to say the message to confirm they have understood.
- Use pictures, drawings and writing. This can be done on the chalk board for all the class, or on paper for individual students.
- If students or the teacher cannot understand what the student with speech difficulties is saying, encourage the student to show by looking, pointing or using other gestures to demonstrate what they want to say.

- You may find that other students' or brothers/sisters of the child with speech difficulties are able to tell you what the child is trying to communicate. Get them to help you.
- If a student is frequently not understanding verbal instructions during lessons, try using different communication methods to deliver your message and make it easier to understand

Remember use a variety of communication methods. Use pictures, drawings, gestures and diagrams, not just talking, reading and writing.

Case studies

Think about the communication methods described in the previous section. For students in the case studies below, which methods can help them?

- Understand the teacher better
- Talk to the teacher
- Understand and talk with friends/other students

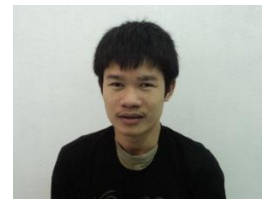
Case Study 1

Vanmany is a young girl with partial hearing loss. She can hear loud sounds but not soft sounds. She finds it difficult to hear people talking in a noisy room or when the person is far away from her. She wears a hearing aid.



Case Study 2

Phongsavath is a teenage boy that is visually impaired. He has very limited vision that cannot be helped by glasses. So he cannot read from books or the chalkboard. He has good hearing.



Case Study 3

Viengsavanh is a young girl from an ethnic minority group. She can understand and speak a little bit of Lao language. At home is only uses her ethnic language. She finds it difficult to understand the teacher and talk in class.



Case Study 4

Thanongsone is a teenage boy with learning difficulties. He speaks slowly and does not always understand when listening to instructions. He finds it difficult to stay focused on an activity, so will become distracted, stare out of the window or walk out of the classroom.



Case Study 5

Kai is a boy with multiple disabilities. He has difficulty moving his body. He cannot speak clearly as it is difficult to move his tongue and lips. He understands everything and is very clever.



Helping Children that have difficulty communicating

Why do children have difficulty talking?

Some children have difficulty talking in class. This may be caused by:

- A physical problem such as a cleft lip (part of the face is missing between the lip and nose) or problem moving muscles of the mouth that controls the lips and tongue. A child may have no speech or can speak but is difficult to understand as the words are not spoken clearly.
- A hearing problem- there are many children who are either deaf or can hear very little. The deafness may be the result of an ear infection, an illness, an injury, or may be inherited. A hearing problem will affect how the child learns to talk.
- A learning/ intellectual problem- this can delay the development of speech and will affect how the child expresses their thoughts and ideas.
- Lao as a second language- if a child's uses an ethnic language at home they may find it difficult to communicate in class. The child may choose not to talk as they cannot or don't feel confident communicating with others using Lao language.
- General lack of confidence and shyness

Signs of hearing loss

- Student does not pay attention in class
- Student turns head or ear towards the teacher to listen
- Cannot follow instructions especially during group work
- Reluctant to volunteer in class
- Withdrawn behaviour
- Concentrates on speakers face or mouth when listening
- Complains of earache or has pus coming out of the ear (runny ear)

Hearing Aids

A hearing aid is a small piece of equipment that makes sounds louder. Hearing aids are used for children with hearing impairment. Hearing aids can be worn in one or both ears, depending on the type of hearing loss a child has. They can help a child who hears some sounds to hear sound better. If a child cannot hear any sounds, a hearing aid will probably not help.

Teachers need to support and encourage students in class to use their hearing aids. A student might be shy to use their hearing aid, or afraid other children will tease them. It is useful for the teacher to explain to all the other students about hearing problems and why some people use a hearing aid. Playing the game described below with all the students in class can help them understand and prevent teasing or name calling of a students with hearing impairment.

Play a game where the student has to tell the class something but without words. They can only use their hands to talk:

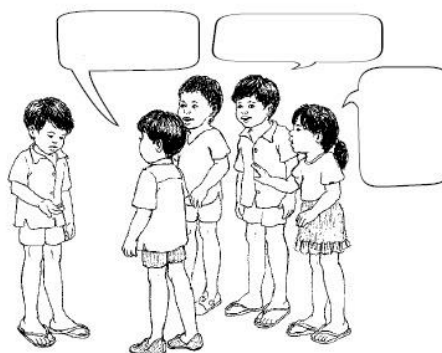
“ I want to go asleep”

“ Give me the ball”

“ I am hungry and thirsty”

After the game, talk to the students about:

- How did it feel not being able to talk?
- Did your friends understand what you said with your hands?
- Do we know any children in our village that cannot talk or hear?
- How can we help children who cannot hear and talk at home or school?

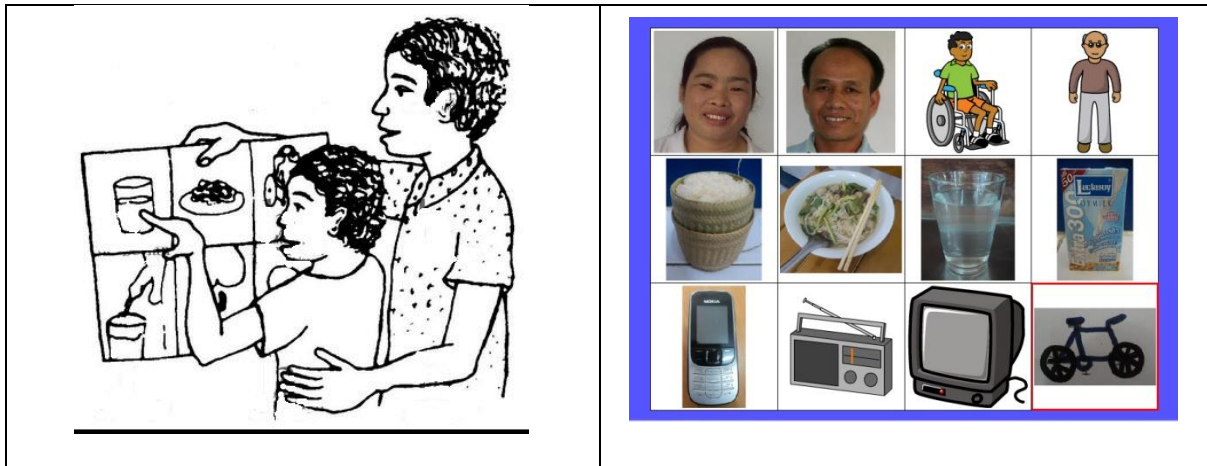


Benefits of a hearing aid

- If a child can hear some sounds, a hearing aid will help the child hear sounds that are too soft so they can hear by themselves.
- If a child can hear faint speech sounds, a hearing aid will make speech louder, and may help them hear what others say. This can also help a child learn to speak.
- If a child can hear some sounds, a hearing aid may alert them to sounds that warn them about danger e.g. the sound of a car or motorbike on the road.
- When a child first gets a hearing aid they need to learn how to use it and adjust it so they can hear clearly. The hearing aid has a volume control. It might need to be turned to a higher volume (No. 4) in a noisy classroom or in the playground, and a lower volume (No.2) at home or when the class is quieter.

Picture Communication Boards

A communication board is a board with symbols or pictures that is used to help a child who has difficulty talking. Children can communicate their ideas and thoughts by pointing using their hand or looking with their eyes at the different symbols and pictures on the board.

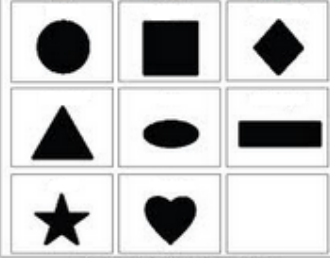
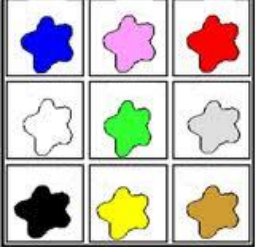
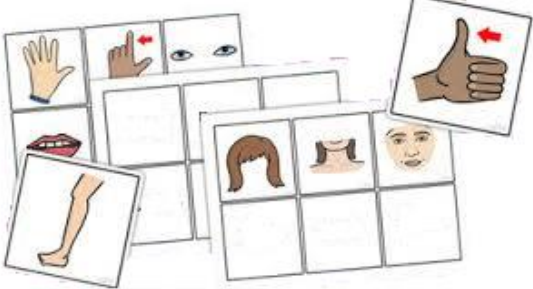


A communication board can be used at home or in the classroom. A child might have different communication boards for different situations. The picture above shows a communication board for home. It allows a child to communicate different messages to people at home:

- I want a person.....mother, father, grandparent, etc. by pointing to a picture of that person
- I want my equipment.....by pointing to a picture of a wheelchair or a hearing aid, etc.
- I am thirsty/ hungry.....by pointing to a picture of their favourite food or drink
- I want to do an activity....watch TV, listen to the radio, ride my bicycle, etc.

A communication board at school might have some of the same pictures used at home to help the child communicate basic messages. However a communication board for class will have other pictures related to subjects and lessons. The communication board allows the child to participate in class so they can answer questions and express ideas. Examples include:

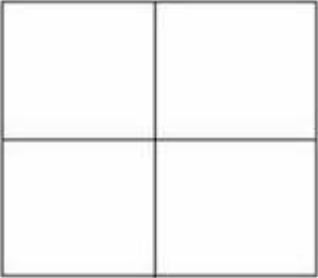
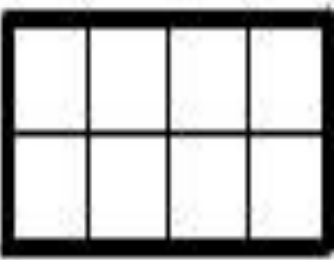
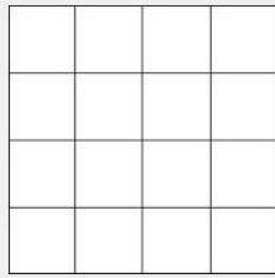
1	2	3	A number board for math so a child can answer questions in class or during a test	
4	5	6		
7	8	9		
ກ	ຂ	ຄ	ງ	A letter board can help a child spell out words.
ຈ	ສ	ຊ	ຢ	
ດ	ຕ	ຖ	ຮ	
ນ	ປ	ຝ	ຜ	
ພ	ຜ	ມ	ຢ	
ລ	ຮ	ວ	ຫ	
ອ	ຮ			

	<p>Shape board so a child can communicate answers to questions or ideas about shapes</p>
	<p>Colours board so a child can communicate different colours</p>
	<p>Any other pictures central to the lesson theme e.g. the body</p>

A teacher can make a board by using different pictures:

- From a computer/ internet
- Drawing pictures
- Photocopies of pictures from books
- Cutting out pictures from old books/newspaper
- Using photographs

Dependent on how many messages a child needs to communicate the board grid can have different numbers of pictures:

		
<p>Easy level- 4 pictures</p>	<p>Medium level- 8 pictures</p>	<p>Higher level- 16 pictures</p>

The size of the pictures can be big or small. A child that has difficulty using their hands, pointing with their finger or has problems seeing will find it easier to use big or medium size pictures. A child who can use their hands easily or has good vision can use small size pictures.

How to make a board?

- **Step 1:** The teacher decides ‘*what are the most important messages the child needs to communicate in the lesson?*’ For older children, the teacher can discuss with the child what messages are important for them. (If the communication board is for home the child and parents can be involved in deciding what are the most important messages)
- **Step 2:** The teacher decides what level (easy, medium or higher i.e. the number of pictures on the board) the child can successfully use in class.
- **Step 3:** The teacher decides how big the picture should be i.e. big or small dependent on the child’s ability to point with their finger or see clearly.
- **Step 4:** The teacher makes a simple picture that conveys the message and that the child understands. Each picture is placed in a box on the grid. The grid can be glued onto a piece of cardboard to make it stronger. If the student is able it is good if they can help the teacher make the communication board.
- **Step 5:** The teacher shows the child how to use the communication board in class, and works with the parents to encourage the use of a communication board at home. The teacher can also show the whole class how the board works. This will encourage communication between the student with disability and other students. Other students can also help the student with disability use their communication board in class.

Picture communication boards can really help support teachers and students to communicate with learners with disabilities. But pictures are also a great way to communicate messages to all students in class. Students learn in different ways. Some students find it easier to learn by looking at pictures rather than reading or listening. Pictures can help student learn new or important ideas. Using pictures with students using ethnic languages can help them understand activities in class that are taught in Lao language. Think about how you could use pictures to teach all students and be creative to support their learning.

Examples of using communication boards

Case Study 1

My name is Noy. I have cerebral palsy. I find it difficult to talk and move my body. It is difficult to hold a pencil and write. In class we have been learning the Lao alphabet and learning to spell our family name and village name. I can do it!

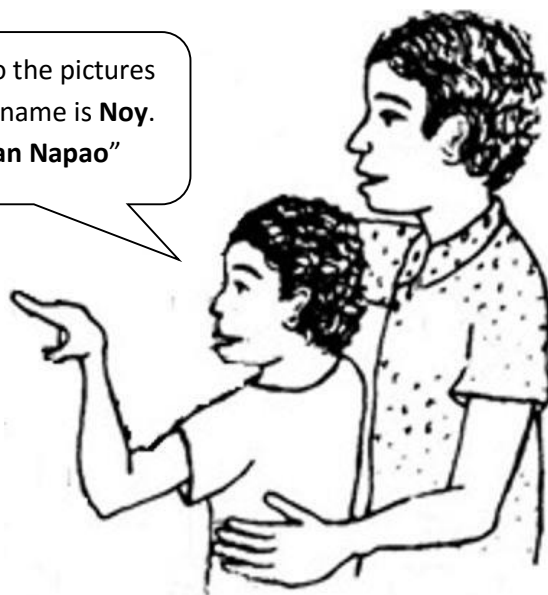


ກ	ຄ	ອ	ງ
ຈ	ຊ	ຊ	ຍ
ດ	ດ	ຖ	ບ
ນ	ປ	ປ	ຜ
ຜ	ຜ	ມ	ຢ
ວ	ຫ	ວ	ຫ
ຮ	ຮ		

The teacher is giving everyone a test- we have to say each letter out loud. Then we have to spell our family name and village name. I want to join in but I cannot say the letters clearly. I use a letter communication board. I spell my name and village by pointing to each letter one by one. My board has big squares so it is easy for me to point with my finger.

I can point to the pictures to spell "My name is **Noy**. I live in **Ban Napao**"

ກ	ຄ	ອ	ງ
ຈ	ຊ	ຊ	ຍ
ດ	ດ	ຖ	ບ
ນ	ປ	ປ	ຜ
ຜ	ຜ	ມ	ຢ
ວ	ຫ	ວ	ຫ
ຮ	ຮ		



Case Study 2

"My name is Kham. I have find it hard to understand and speak in Lao. I try to say the Lao words but I cannot say them clearly. This makes me very shy. I don't like talking in class during group discussions"

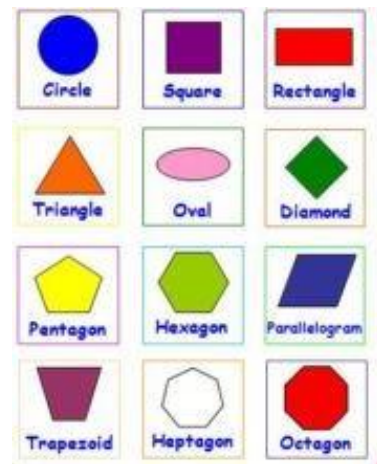


"We are learning about shapes in class. The teacher is asking questions:









- *What colour is the square/ rectangle/ triangle/ circle?*
- *How many sides does each shape have?*
- *How many corners does each shape have?*

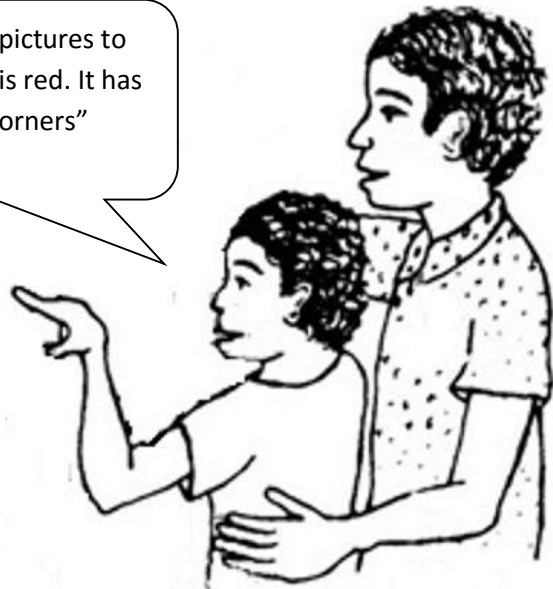
I know the answer but I am too shy to talk. I might not say the word clearly and the other students might laugh at me. The teacher sometimes picks me to answer the question. I use my communication board to help me.

I have pictures (numbers, colours and shapes) so I can answer the questions"



I can point to the pictures to say "The rectangle is red. It has 4 sides and 4 corners"

1	2	3	4
5	6	7	8
			
			



Case Study 3

“My name is Dao. I have just started school. I cannot hear and speak. But I can see very well and I like to learn. I watch the teacher in class when she is talking. I watch her lips carefully to understand what she is saying. I like to show the teacher I am learning”.



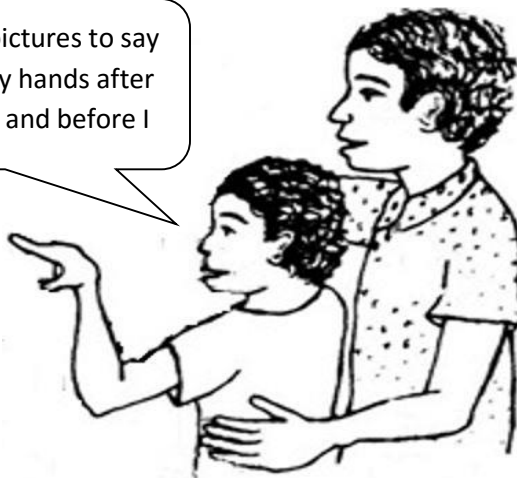
“We are learning about washing our hands and why it is important. The teacher shows us some pictures and asks some questions. She talks slowly and I watch her lips. The teacher asks:

- *When do we wash our hands?*
- *Tell me the steps to wash our hands properly. What do you do 1st, 2nd, 3rd, etc.?*
- *What might happen if we don't wash our hands?*

The teacher gives me a board with lots of pictures. I point at the correct picture to answer the questions.



I can point to the pictures to say
“I need to wash my hands after
going to the toilet and before I
..



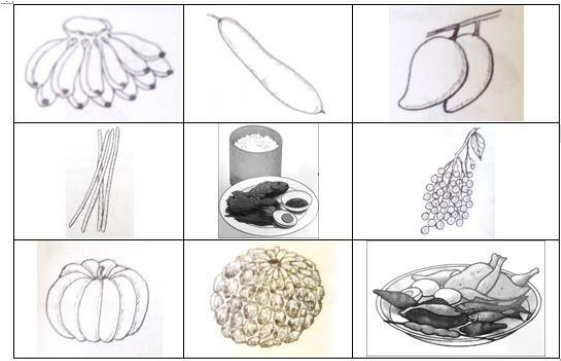
Case Study 4

"My name is Thanongsone. I find it difficult to learn. It takes me more time to remember information and to get the ideas out of my head and say them. I speak slowly. I love school. My friends in class help me join in activities and learn."

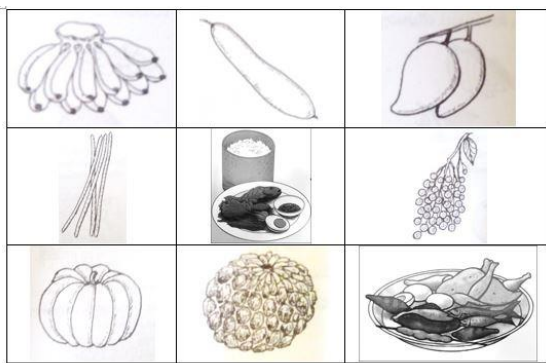


"Today the teacher is talking about different food and what is good for our body to grow and be strong. I want to tell the teachers about my favourite food and what I eat at home"

I have the communication board on my desk. I pick it up and point to the pictures. "I like to eat mango. I eat sticky rice and fish every day".

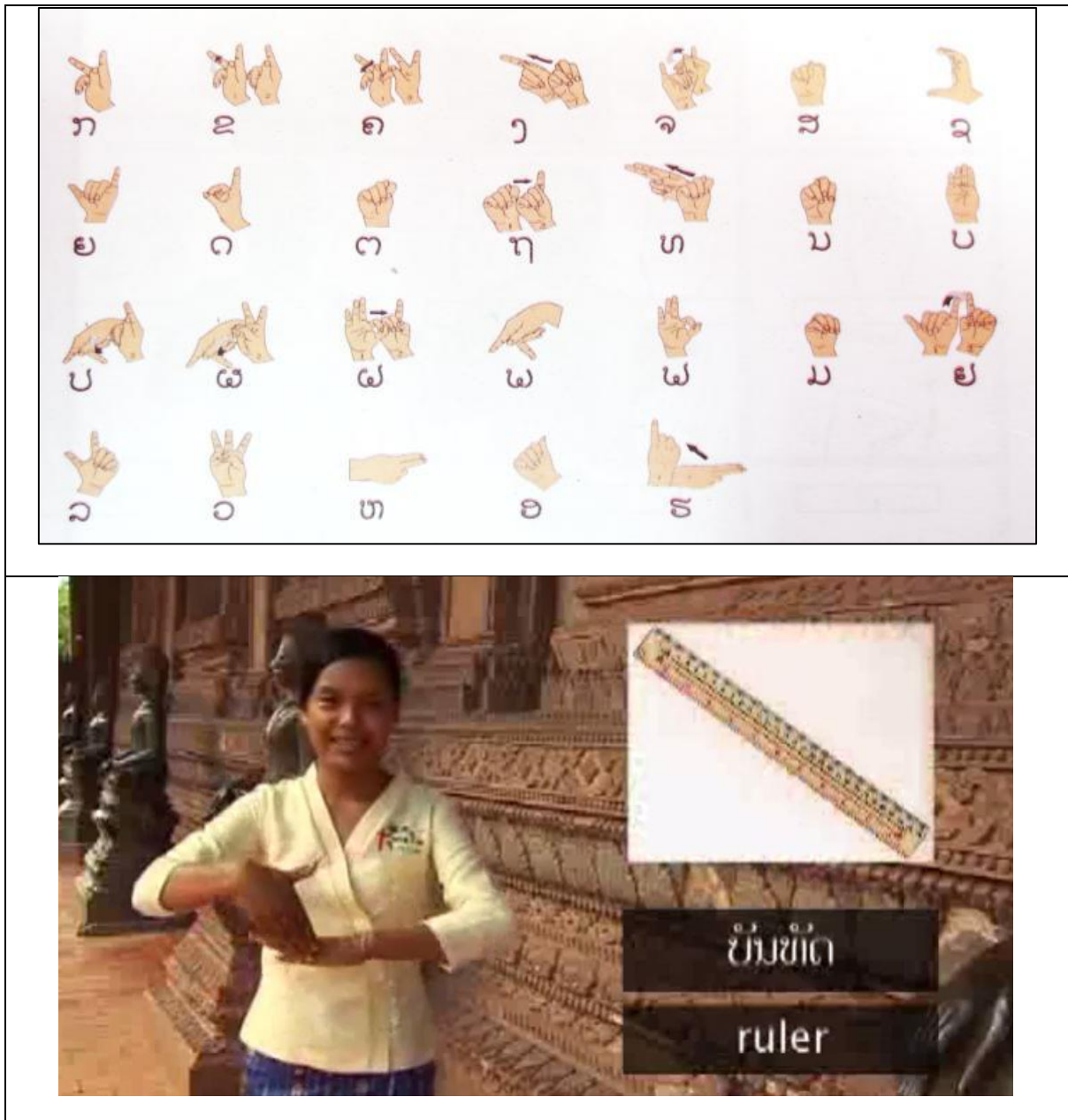


I can tell the teacher about different foods "I like to eat mangos".



Sign Language

Sign Language is a visual language that uses a system of hand gestures to communicate messages. Different sign languages are used in different countries. The Association for the Deaf in Vientiane trains people to use Lao sign language. Training can be done with a person that is deaf, their family and teachers so they can communicate with each other. A person first learns signs for words. As the person learns more signs they can make a sequence of signs in sentences.



Sign language needs specialist training to learn how to use signs to communicate. Training is currently only available on a limited basis. More information is available at the Association for the Deaf.

Association for the Deaf (AFD)

Address: Phonsavang-Nongtha Road, Phonsavang Village
Chanthabury District, Vientiane, Lao P.D.R
P.O. Box: 6751 (Vientiane)

Telephone Number: 030 9006 080 Mobile: 020 76959302 Fax: 021 562 964

Website: <http://www.laodeaf.org/>

The association have a Facebook page at: <https://www.facebook.com/AFDLaos>

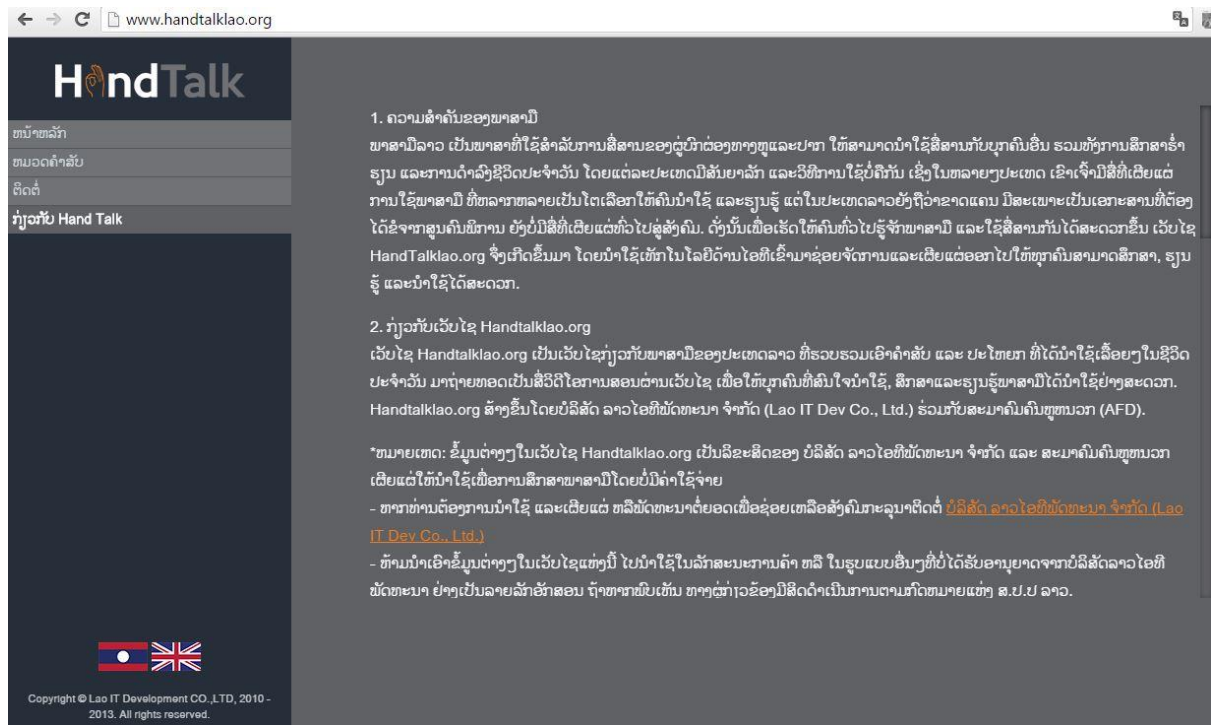


Other resources

An app can be downloaded onto your smartphone so you can learn some basic sign language by watching videos and practising. More information about the application called 'HandMe' can be found at the website: <http://www.handme.org/>



You can watch Lao sign language videos on the internet at: <http://www.handtalklao.org/>



There are many different videos on different topics so you can learn words in Lao sign language at the website:

<http://laodeafunit.blogspot.com/p/learn-lao-sign-language.html>

A book & CD is available from the Association for the Deaf with Lao sign language. Contact the Association for the Deaf for more information.

Inclusive Physical Education (PE)

Physical Education (PE) is important for all children. Sometimes students with disabilities sit and watch PE activities or sports as people think they do not have the ability to join in. However, many people with disabilities around the world participate in sports and games.

	
<p>Playing badminton using one crutch</p>	<p>Mens wheelchair basketball</p>
	
<p>Chinese women's team play basketball on the floor</p>	<p>Athletics- sprinting races using a wheelchair</p>



Running on artificial legs (protheses)



Football using crutches

Disability Sports in Lao PDR



Lao Women's Wheelchair Basketball Team



Lao mens and womens team doing warm-up exercises



Wheelchair Basketball competition in Vientiane

Benefits of Physical Education

PE has many benefits for all children:



- Maintain fitness
- Enjoyable and fun activity
- Develops team spirit and sportmanship
- Develop confidence and self esteem
- Increase awareness of health and nutrition

The following physical skills are developed during PE activities:

- Increase body strength and flexibility
- Develop balance and awareness of the body (knowing the body parts and how they work together)
- Movement skills- kicking, catching, jumping, hopping, running, etc.
- Observation and listening skills-following teachers instructions
- Team/ group cooperation- following rules of the game and working together as a team

Basic PE activities

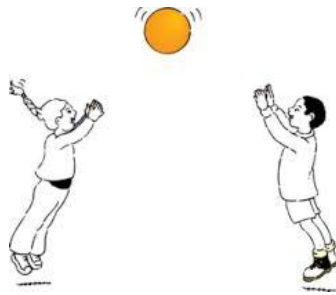
Movement games help to develop physical skills in primary school children to prepare them to play sports. Below are some examples of simple movement games that develop core physical skills that are needed to play sports games.

Kicking Games	
	
Kicking a ball around cones	Kicking a ball to each other
	
Kicking a ball into a goal	Team game of football

Throwing and Catching Games



Catching a ball on a string

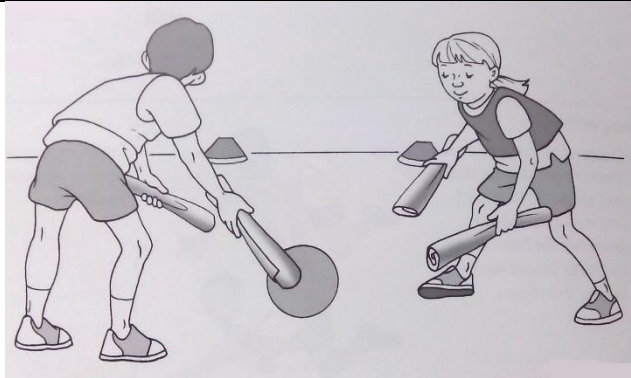


Throw/ catch with 2 people

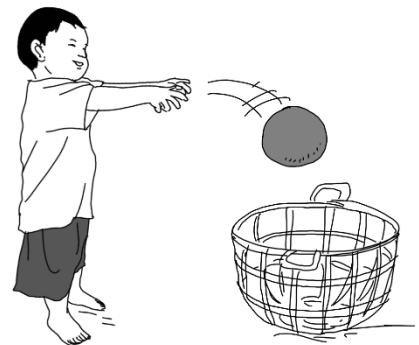


Ball games in large groups

Target Games



Using bats to hit a ball into a goal.



Throwing objects into a basket

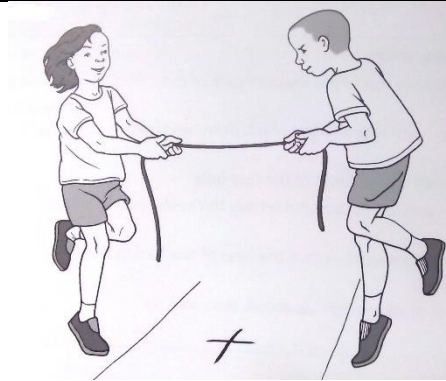


Throwing small bags into a circle or hoop



Bowling- knocking down pins or plastic bottles with a ball

Balance Games



Standing on one leg and hopping



Jumping up and down, or jumping moving arms and legs



Games using a rope- individually or in a group



Walking along a piece of wood



Balancing on a board

Walking and running games

Making a path on the floor with stones or hand/foot prints. The child steps along the path.



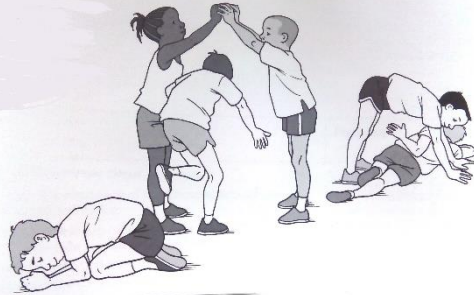
Walking in/out of hoops or over sticks on the floor



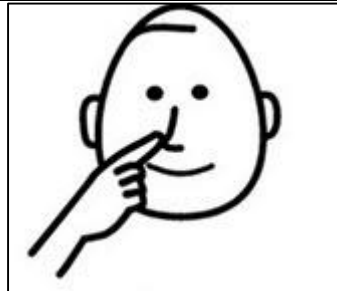
Running races

Body awareness games

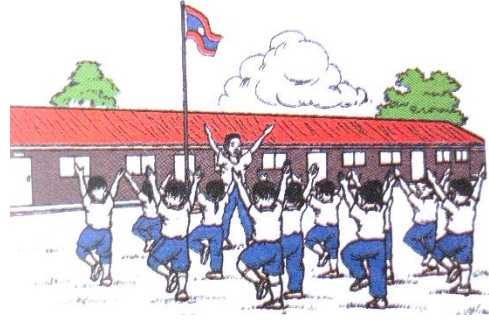
Making shapes with the body and climbing over, under and through.



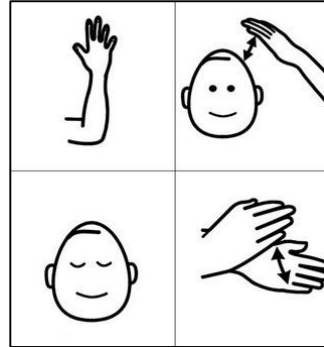
Touching body parts- listening to the teacher and following instructions to touch your head or touch your nose. Instructions can be more complicated e.g. put your right hand on your left ear.



Watching the teacher and copying different **body positions**- 'hands in the air'.



Copying **body movements** by observing the teacher, listening to instructions or looking at a picture- 'pat your head, lift your arms, close your eyes, clap your hands, etc.



PE Equipment from local materials

Different materials can be used to make equipment for PE:

- **Balls**- football, rattan ball, ball made from plastic bags or string, sponge ball, bean-bags (small bag made from material with sand or small stones inside).



Balls made from local materials



Small square pieces of fabric sewn around edge and filled with sand or small stones to make a 'bean bag' for throwing and catching. This is similar to the chalk board duster

- **Bats-** plastic or wooden bat, rolled up flipchart paper, bamboo or wooden stick
- **String or rope** for skipping, marking beginning or end of races, or goal posts
- **Target games-** using boxes, sticks, stones, chalk, etc. to make a target on a wall or on the floor.


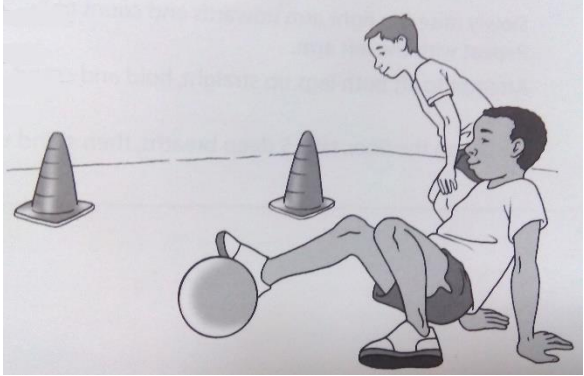
	
<p>Cardboard box with holes cut out for target game</p>	<p>Using plastic bottles for knocking down with a ball</p>

- **Jumping and hopping games-**Using a stick to draw on dirt floor, or chalk on the concrete floor to draw squares or circles for jumping and hopping in.

What is Inclusive PE?

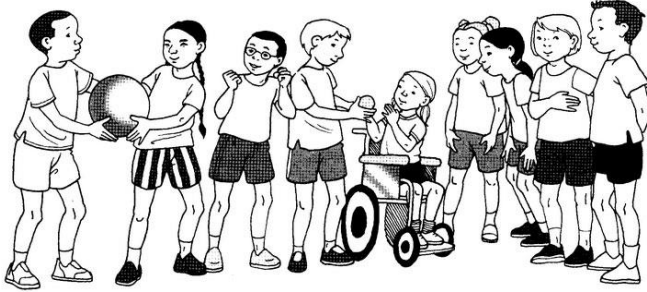
All children have different abilities. Students with disabilities might find it more difficult to participate in PE lessons because they have difficulty seeing, hearing or moving their body. Inclusive PE is an approach that means all children can be included in PE activities.

The teacher uses the same PE activities in the core curriculum but adapts and modifies the activity so all children can participate. There are three main ways that activities can be modified:

<p>Parallel activities</p> <p>All children play the same game but in their own way.</p>	
	
<p>Students with disabilities could join a game of football with the whole class by using their wheelchair or kicking the ball whilst being on the floor</p>	

Adapt the game for all children

All children play the game in a way that is different to the usual way so that the child with disability is able to participate.



For example, instead of standing far apart and throwing the ball, children stand close together and slowly pass the ball into the next persons hands.

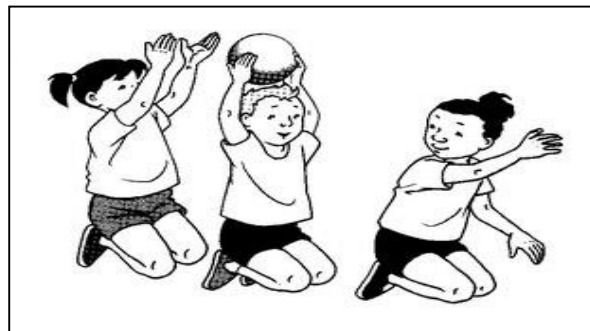
Another method is all children sit on the floor and roll the ball to each other.



Modify the activity so easier for the student with disability

All the children play the same game but the student with disability does it in an easier way

For example, the student with disability might only complete part of the game. Or they use different equipment to make it easier e.g. using a ball with a bell for a child that is blind



Think about all the PE games and activities on the previous pages. Could you do any new or different activities at your school? How could you modify or adapt them so students with disabilities can be included?

Tips for Adapting Physical Education Activities

1. *Teach easier skills and slowly make them more difficult*
2. *Break down activities into smaller steps*
3. *Limit the size of the area where you play the game*
4. *Slow down the actions of the game*
5. *Use smaller or larger playing objects*
6. *Change or simplify the rules so everyone can play*
7. *Give the student with disabilities a buddy to help them during the activities*
8. *A student with visual impairment should be near the teacher or a buddy.*
 - a. *For low vision the student should be close to the teacher so they can see the demonstration.*
 - b. *For blind students they should be close to the teacher to touch them to feel the demonstration and listen to verbal instructions*

Case Studies

Use the case studies below to help plan a PE lesson to include a student with disability.

Children with physical difficulties

Case Study 1

You are conducting a P.E. lesson with a group of children. You are doing running, jumping and hopping activities. You have 2 students with disabilities in your class.

1. A child who can walk but has problems balancing so they move slowly.
2. A child in a wheelchair who can push it by themselves.

How will you do the activities to include all children in the class? Write a plan that includes modifications so student with disabilities are included.

Case Study 2

You are conducting a P.E. lesson with a group of children. You are doing ball games: throwing, catching and kicking activities. You have 2 students with disabilities in your class.

1. A child with both hands amputated
2. A child using crutches to move.

How will you do the activities to include all children in the class? Write a plan that includes modifications so student with disabilities are included.

Children with visual and hearing impairment

Case Study 3

You are conducting a P.E. lesson with a group of children. You are doing movement activities: copying body positions and stretching activities. You have 2 students with disabilities in your class.

1. A child who is visually impaired. They can only see dark shapes and outlines of people
2. A child that has a hearing impairment. They can hear loud noises but not quiet noises

How will you do the activities to include all children in the class? Write a plan that includes modifications so student with disabilities are included.

Possible suggestions- Inclusive PE lessons

Case Study 1

- The child completes the races in his wheelchair instead of running, jumping or hopping.
- The child with balance problems runs, hops or jumps holding the hand of another student.
- The child with balance problems starts the race first and is given some extra time before the other students start the race.
- The child only completes part of the race so they start in front of the other children approximately halfway along the running path.
- The child crawls or walks when the other children are jumping or hopping.
- All children walk slowly in a race.


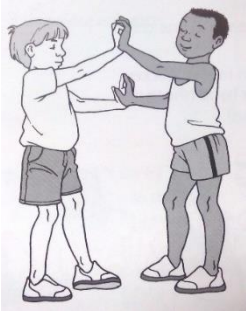
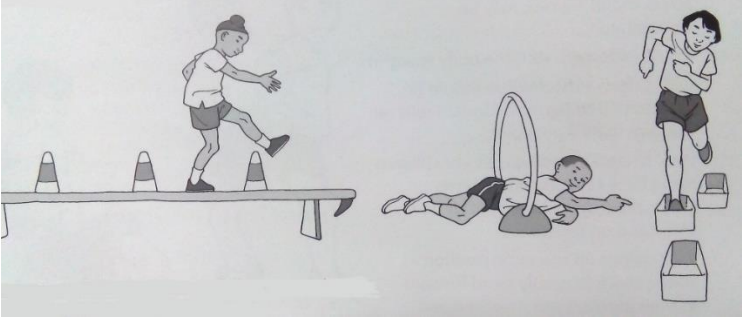
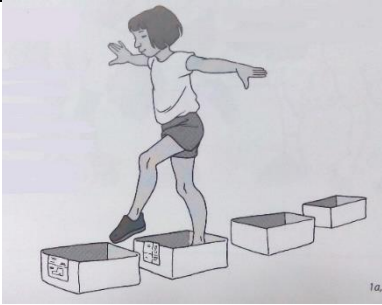
Case Study 2

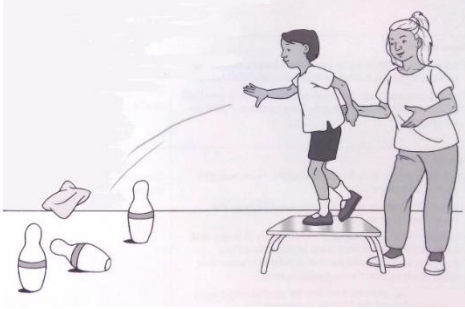
- The child with no hands uses a different ball that is bigger and easier to catch and throw
- The child with no hands is given more time to throw and catch the ball
- All children use another part of their body to pass the ball to each other
- The child using crutches can sit down on a chair when throwing and catching the ball
- The child using crutches can hit the ball with the crutch instead of kicking with the foot
- The child is given more time to kick the ball or is helped by another student.

Case Study 3

- The teacher stands next to the child that cannot hear or see and gives them direct verbal instructions on how to position the body or do the exercises.
- A student stands next to the child and repeats the instructions.
- The teacher or another student stands next to the child and helps them to move their body into the correct positions.

There are many different ways to include students with disabilities in sports. Below are some more examples:

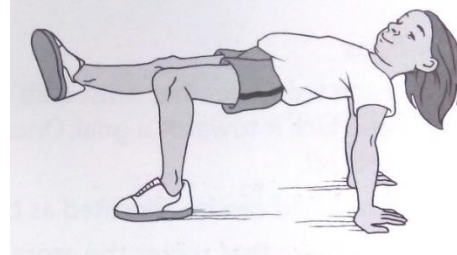
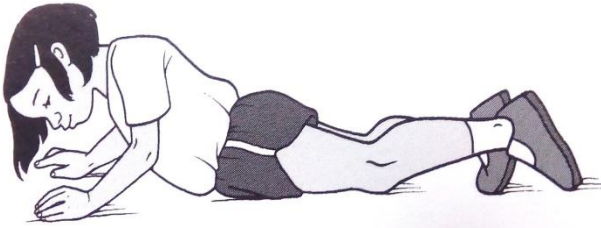
	
<p>Students in class help support a student that has problems walking</p>	<p>Have other students help a student with visual impairment copy body postures by holding their hands and moving together</p>
	
	
<p>Balance activities can be done in many different ways dependent on the ability of students in class</p>	



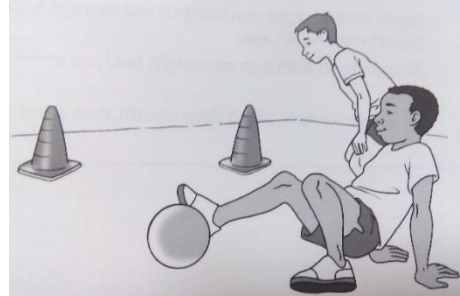
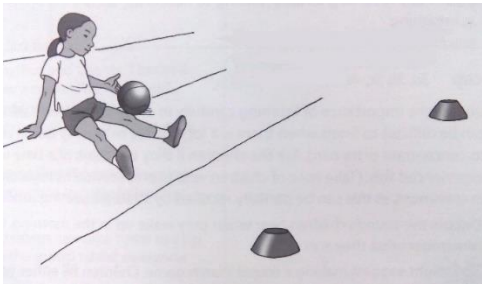
Having a helper with the student, and make the game easier by standing on a stool.



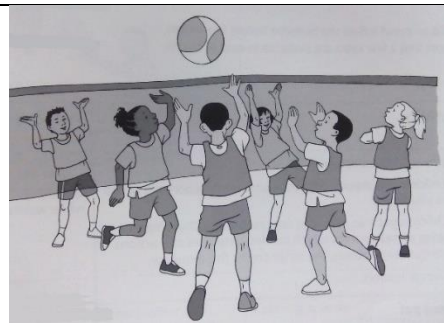
Doing games together where some students sit and some walk or run



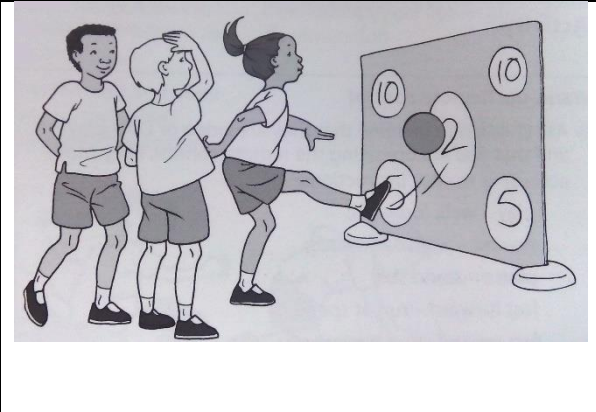
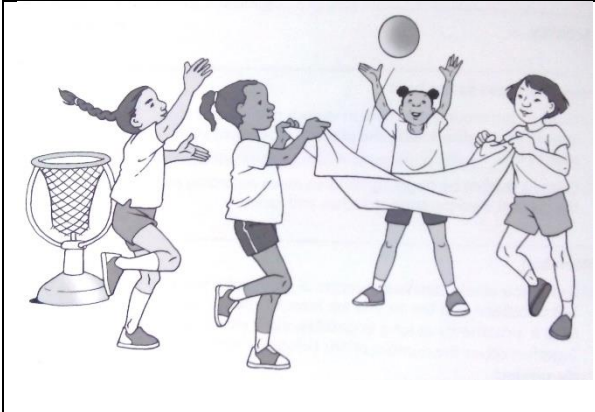
Exercises can be done in different ways



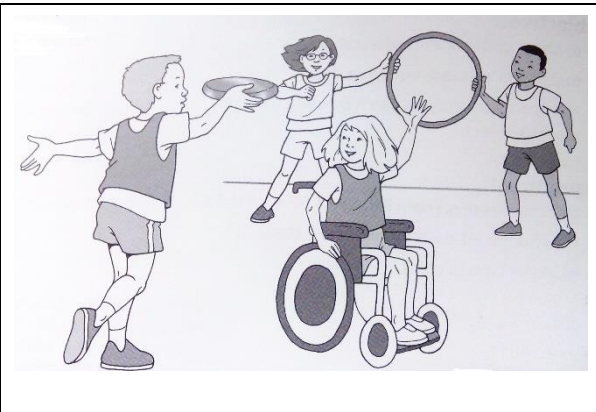
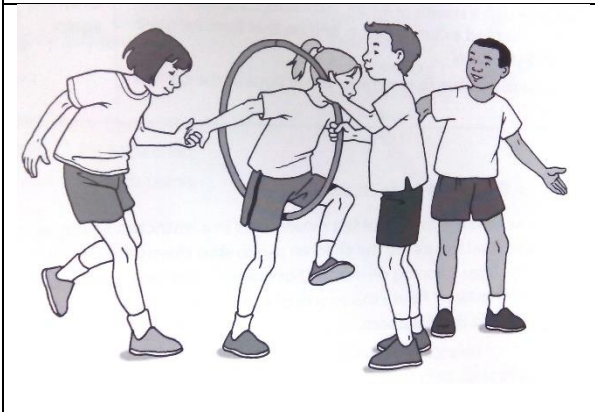
One student hits the ball in the goal with her hand whilst another student kicks the ball into the goal. Adapting the method to student's abilities means everyone can play the game.



Using different equipment to make a game easier or harder



Be creative and use different materials to make physical games fun



Use equipment in different ways to include all students



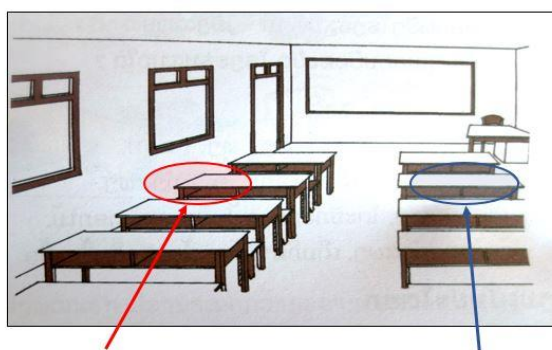
Everyone can join in physical education!

Strategies to support reading and writing

General strategies to supporting a child with visual impairment

Where should a child with visual impairment sit in class?

Some children do not like bright light shining in their eyes. Other children need extra light to see well. Teachers will need to discuss with each child what works best for them by using a trial and error approach. The teacher needs to sit the child in different positions in the classroom then ask the child what works best so they can see, read and write to their maximum ability. Dependent on the feedback from the child the following methods can help:



With the back next to the window (more light)

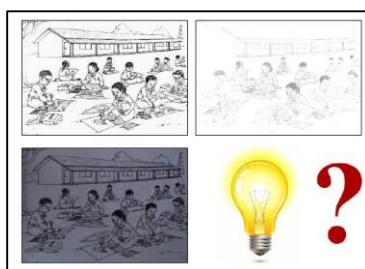
Away from the window (less light)



In front of the class close to the chalkboard and teacher. Next to a student that can help.

1. If the child needs less light, sit the child away from the window. Use paper or cloth to cover the window to stop bright light shining into the classroom
2. If the child needs more light, sit the child with their back to the window. The bright light will come over their shoulders and shine on the book in front of them
3. Sit the child at the front of the class so they are close to the chalkboard and can hear the teacher.
4. Sit the child next to a friend that can help them follow teacher's verbal instructions.

Think about your classroom. Where do students with visual impairment sit? How can you make it brighter for children who need extra light? How can you make it darker for children who need less light?



Best practices to support students with visual impairment

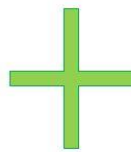
- Children with visual impairment may work more slowly than other students when reading and writing. Allow more time to complete work and tests.



- If the child reads and writes very slowly the amount of writing may be reduced by using other methods. For example, the student writes for 50% the test and speaks the answers for the other 50%.

- The teacher needs to consider all options when writing lesson plans and make modifications so all students can complete class work.

- Provide extra help to support children with visual impairment, but also give them opportunity to work alone so they learn to be independent.



- Encourage them to use their vision as much as possible. Give lots of praise and encouragement for completing work.

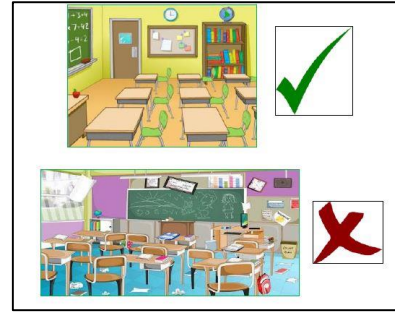


How do you praise your students for good work and behaviour?

Why does it help?



- Encourage children with visual impairment to be neat and tidy and look after school materials. This helps them to be organised and be able to find equipment and books easily.



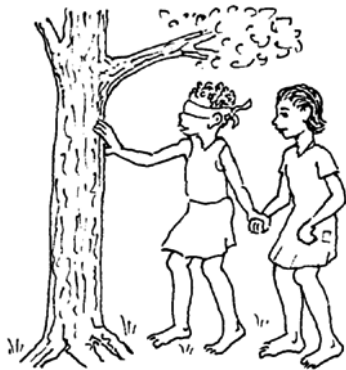
Equipment to help children with visual impairment

Eyeglasses

Some children will benefit from eyeglasses to help them see more clearly. The type of eye problem they have will determine when they should wear their glasses:

- **Near vision problems-** wear eyeglasses in class for reading, writing and other activities only
- **Far vision problems-** wears eyeglasses when moving around outside
- **Near and far vision problems-** wears eyeglasses all the time

The teacher needs to be aware of which students require eyeglasses and support the child to wear their eyeglasses in school and take care of them. Some children will be shy to wear their glasses especially if other students tease them or call them names. The teacher can talk to the whole class about problems with seeing and why some people wear glasses. Playing the game described below with all the students in class can help them understand and prevent teasing or name calling of a child with visual impairment.



Children work in pairs. One child has a cloth over their eyes, the other person helps to guide them. The guide walks around with their friend to feel different things and takes care of them. After the game, talk to the children about:

- How did it feel not being able to see?
- What did your friend do to help you?
- How can we help children who cannot see at school?

Magnifying glasses

Magnifying glasses are useful for people that have very poor near vision. It helps them to see small detailed things close to them. It can help with reading text and looking at pictures.

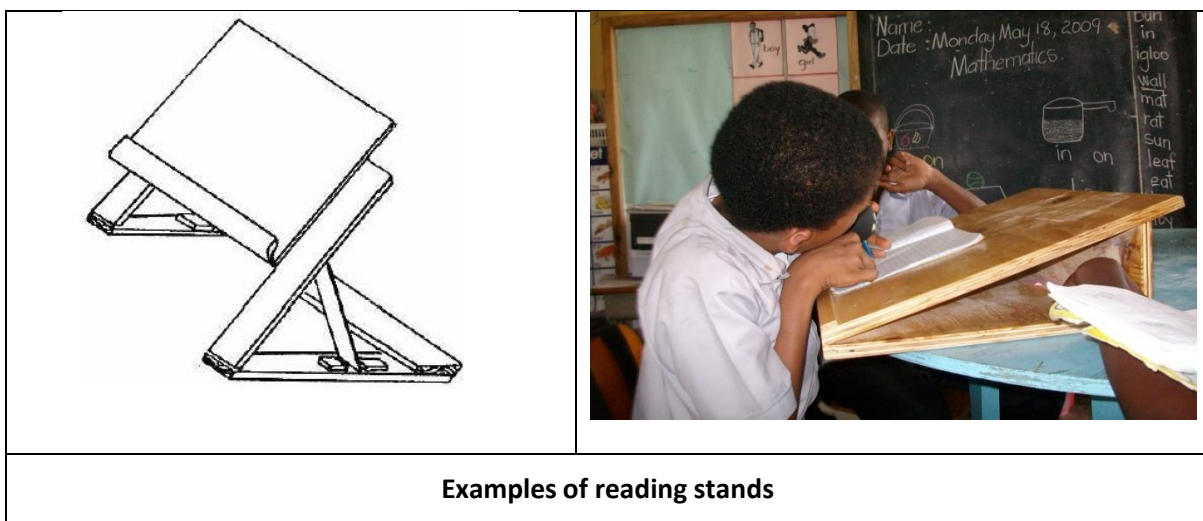


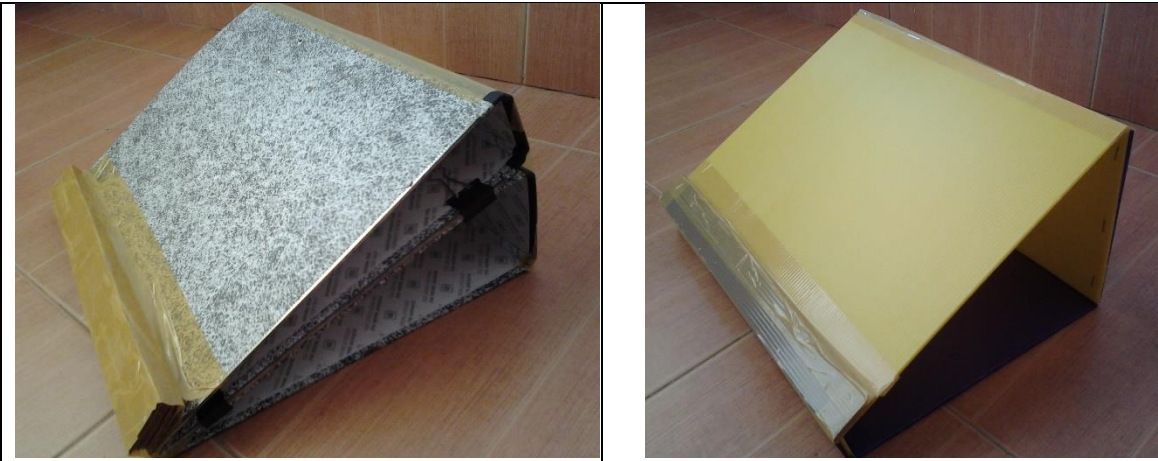
Equipment and methods to support students with reading

Reading stands are useful for children with poor near vision. By placing a book or paper on the reading stand the student will find it easier to read and write as they don't have to lean forward to look. Instead they can sit up straight. This is more comfortable and better for their backs.



Reading stands can be made from different materials. Reading stands from specialist shops are often made of plastic. However they are easily made from local materials. For a strong reading stand that will last a long time, a local carpenter can make one out of wood. An easier option is for the teacher or parent to make a reading stand from cardboard. A temporary reading stand can be made by using a lever arch file. The pictures below provide examples of reading stands made from different materials.

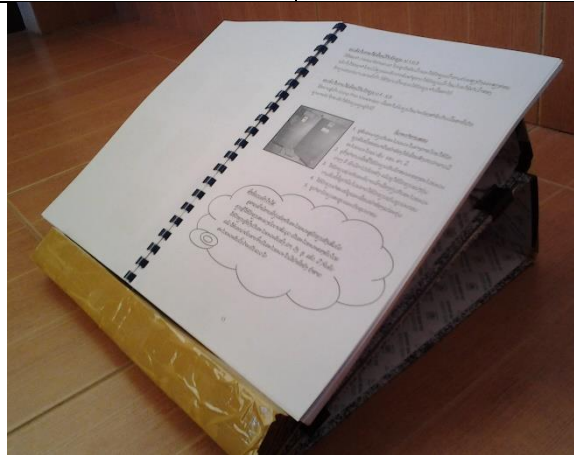




Reading stands made from locally available materials

Reading/ writing stand made from files and tape

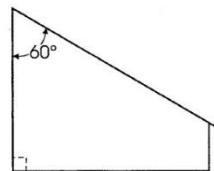
Reading/ writing stand made from plastic card and tape



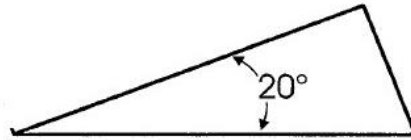
The position of the book on the stand helps the person to read

The angle of the reading stand is important

If the reading stand is only for reading the angle can be bigger (60-80 degrees)



If the reading stand is also for writing the angle can be smaller (20-40 degrees)



Activity

Try reading using a reading stand. Think about how you are sitting and the position of your head. How much do you move your head? How are you sitting? Is it easier to read?

Using large letters

Often students with visual impairment can see large letters better. The letters stand out more. Books written in large letters can help a student, or the teacher can copy the text from the book on the chalkboard or paper in big letters.

Letter size	Size 10
Letter size	Size 12
Letter size	Size 14
Letter size	Size 18
Letter size	Size 20

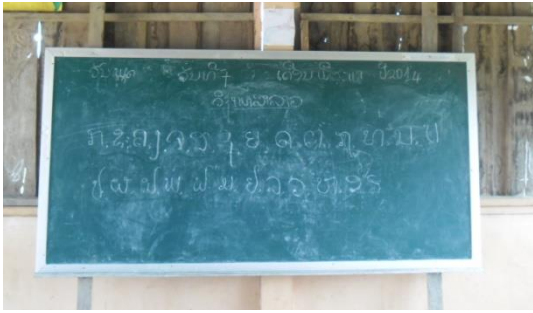
Some students with visual impairment do not like large letters and prefer small letters. How do you know what size letters to use? Show the student with visual impairment different size letters and ask them which one they can see and like best.

Activity

Write a sentence in your smallest handwriting. Then write it again in slightly bigger handwriting. Continue doing this until you have written a sentence in very big handwriting. As your handwriting gets bigger, use pens with thicker tips. This will make your handwriting BOLDER as well as bigger.

Chalkboards

When writing on the chalkboard always make sure the board is clean and write with large clear letters. A dirty chalkboard can be difficult to read for students with visual impairments. Wipe it clean at the end of every day to remove the chalk dust. If the chalkboard is old it can sometimes be painted again with black paint to make it clean. What is the chalkboard like in your classroom?

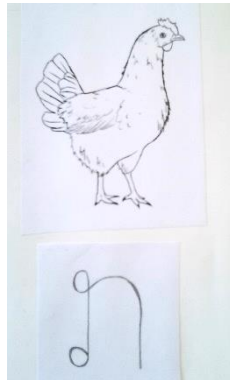


Dirty chalkboard



Clean chalkboard

Which picture and letter is the easiest to see?



Thick dark lines are the easiest to see. Using a yellow background can also make something easier to see.

Best Practices to support students with low vision

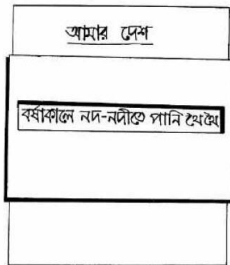
- Use print size 18 point or above
- Keep the layout clear and simple.
- Avoid text on a patterned background.
- Printing on coloured paper may make text easier for some visually impaired students to read.
- Black text on a yellow background provides maximum contrast.
- Avoid using red and green ink.

Using fingers to follow the words

Students with visual impairments often lose their place when reading from a book. All students can do this when reading. Teaching all students to follow the line of text with their finger helps them to not lose their place.

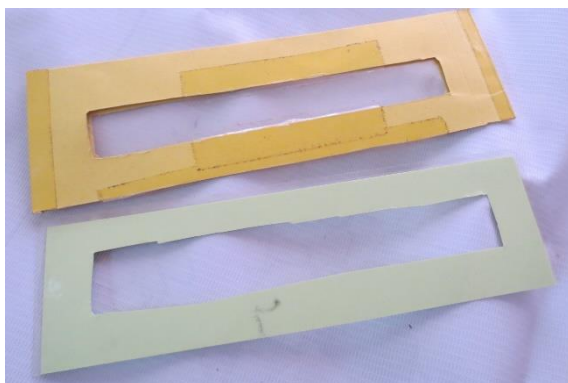


Reading Guides

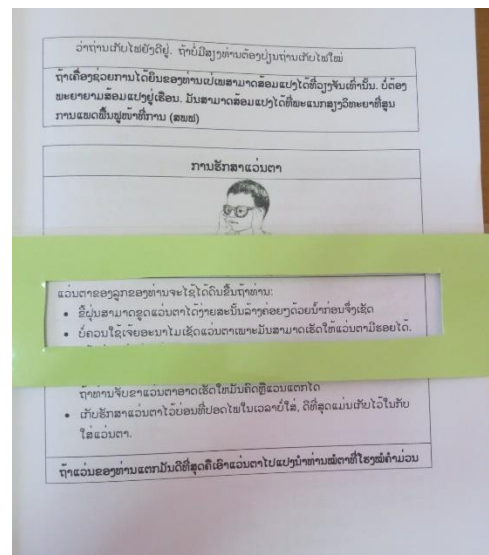


A reading guide can also help students to keep place when reading. A guide can be made out of a rectangular piece of card with a slit cut out the size of one reading line. The card is placed on the page so the student can only see one line through the slit. The student slowly moves the reading guide down the page, so they reveal a new reading line whilst hiding the previous one.

A reading guide is useful for students with visual impairment and learning difficulties. It is also useful for students that have difficulty concentrating or remembering, or are easily distracted by lots of visual information on the page they are trying to read.



Reading guides can be made from card. Get a piece of card and cut out a rectangle hole.



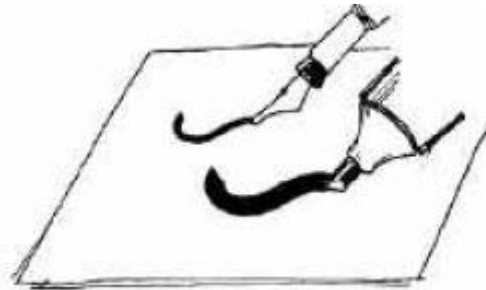
Place the reading guide on the book for the student. The student will move the reading guide down as they read the sentences

Equipment and methods to support students with writing

Types of pens and adapted writing tools

Some students can see their writing easier if they use a pen with a thick tip. It makes the letters bolder. A teacher can also use a pen with a thick tip to make letters bolder and bigger. Some students prefer to write with an ordinary pen or pencil.

Write on paper with an ordinary pen and using a pen with a thick tip. Ask the student which one they can see better.

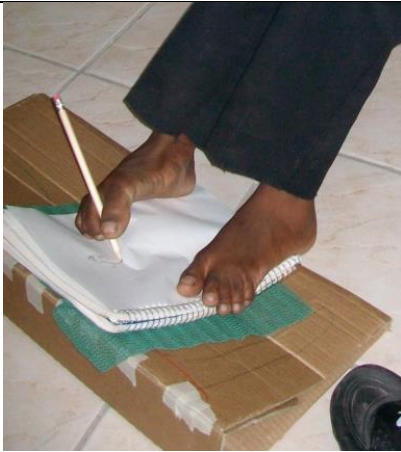


Some students find it difficult to hold the pencil using the thumb and first two fingers in a three finger grip. The picture on the left shows an ordinary pencil grip. But this is often not possible for students, especially those with physical impairments (see picture on the right).





You can make a pencil bigger using elastic bands, plastic string, polystyrene, a ball or a hairband.



Students with severe difficulties using their hands or with missing fingers or hands sometimes choose to use their feet to write. They hold the pencil between their toes, put the book on a small chair or board and write.



Some children and adults that find it very difficult to use their hands use their mouth instead to hold the pencil or a pointer. Another method is to use a head pointer to turn pages of a book or attach a pen and write.



Some students that have severe difficulties writing would have someone to help them write. If a school has computers the student could also type instead of write. The teacher would also modify lesson plans so the student could do work verbally rather than writing. For example, do a test and say answers rather than write them down. This way the student can demonstrate their knowledge despite difficulties with writing.

Activity

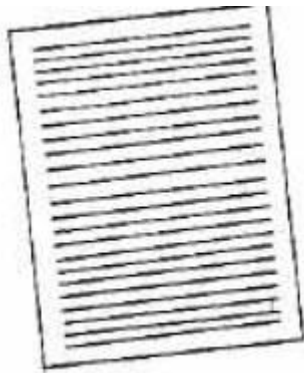
Watch yourself writing. How do you hold your pencil? Observe the person next to you writing. How are they holding the pencil? Is it the same or different? Observe your students writing in class. How do they hold their pencil? Do they all hold their pencil with the 3-finger grasp? If no, do they have problems writing neatly on the page? If yes, what you could do to change the pencil? Try it out with the student and see what happens.

Types of Paper

Some students have difficulty writing neatly. This might be because:

- Learning to write for first time
- Cannot see lines on paper clearly due to low vision
- Difficulty holding and controlling the pen to write due to physical impairment
- Poor concentration due to learning difficulty

Using paper with different lines can help guide the child to write. Thick lines are easier to see. Paper with bigger spaces between lines allows a child to write bigger letters that are easier to see. A student with visual impairment might always use paper with thick lines. Students with physical impairment or learning difficulties might start using paper with thick lines. As they improve they can progress to using ordinary paper with thin lines.



Narrow spaces and thin lines



Wide spaces in between lines and thick lines

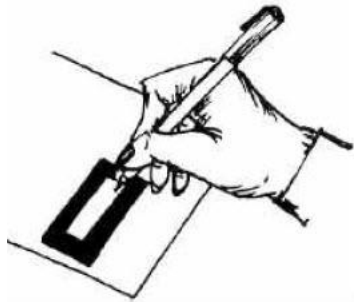
Writing guides

A writing guide is a piece of equipment that helps a student write neatly on the page. Writing guides are useful for all students that find writing difficult or just starting to learn. They especially help students with low vision, students that have difficulty using their hands, and students with learning difficulties. The writing guide helps them to locate each line, write straight on the line and write letters the same size so they can produce neat and legible writing. The writing guide can easily be made locally by the teacher using cardboard.



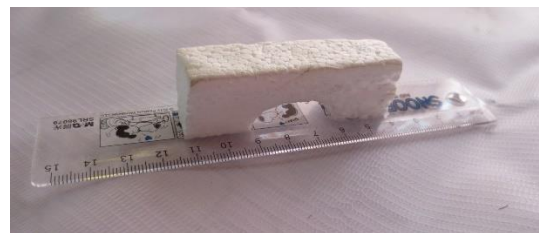
This writing guide is made from an A4 piece of card with rectangular slits cut out for each line. The card is clipped over the top of the paper. The student writes in one slit at a time so the writing is straight on the line and the letters are all the same size.

The writing guide is made from a wooden board with strings across the board to mark each line. The paper is placed under the strings. The student writes above each piece of string.



This is a small writing guide for one or a few words. This is used with students when they are first learning to write or for students with visual impairments that have 'tunnel vision' i.e. they can only see clearly in the centre and not at the sides

For students with physical impairment using a ruler with a handle can help them to hold and use a ruler.



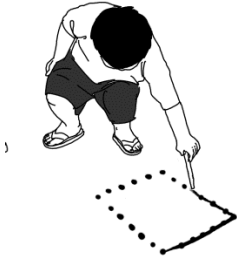




Learning letters of the alphabet

Exploring the world with their hands is important for all children to help them learn. This is especially important for children with visual impairment and learning difficulties since it can be more difficult to understand lessons when they are just listening to the teacher talk. The child will not always understand the words. A child's sense of touch helps them to understand and learn.

Learning letters by feeling the shape and drawing with fingers can help a student learn to draw and write, rather than just trying to copy what they see. Letters can be made with different materials so students can feel them. Letters can be made by cutting them out of cardboard, or made on card with sand, stones, or other materials that can be felt by the student's fingers. Drawing in sand with a stick or the finger helps to learn drawing the letters as the student feels more than with a pencil on paper.

These methods help **all students** including students with visual impairment, physical impairment and learning difficulties to learn and remember the pattern of the letter so they can write it.

Below are some examples of teaching aids that help students learn letters.

	
<p>Using stones to make shapes and drawing with stick</p>	<p>Shapes/ letters made out of cardboard</p>
	
<p>Writing letters and drawing in sand. Put sand in a box and get students to draw with their finger or a stick. They can also do this on the ground outside. When they feel the sand on their finger it gives extra information to the brain to help them learn how to write the letter.</p>	
	



Make letter cards in class. Make them from sand using glue to stick the sand to a piece of card. The student can feel the letter which helps them learn to write it.



Arrows to show how to write the letter can be helpful for some students. However students with learning difficulties maybe confused by the arrows and need to learn the method in simple steps. For example, the Lao letter only has one arrow. The letter A has 3 arrows to show a step by step approach.

Activity

Make some teaching aids for your class to teach letters. What materials are available locally for you to use. Be creative. Organise a group activity with students talking and feeling the letters before practising to write them with a pencil.

After the lesson think about the following questions:

- Did the students enjoy the lesson?
- Did the activity help the students understand?
- Would you change the teaching aids so the lesson works better?

Summary of reading and writing methods

Below is a table that quickly summarises all the methods above as a quick reference for teachers when writing modifications for lesson plans or individual education plans (IEP).

Skill	Type of Impairment	Modification
Holding and moving pencil	Physical	Make pencil bigger so easier to hold Use feet, head pointer or mouth pointer Use a computer Give answers verbally instead of writing
Writing neatly on lines	Physical Visual Learning	Writing guide Paper with thick lines and wide spaces in between lines
Reading	Visual Learning	Glasses or magnifying glass Reading stand Large letters Pen with thick tip Using finger to follow words Clean chalkboard
Understanding, reading and writing letters	Physical Visual Learning	Drawing in sand with stick or finger Letters made out of cardboard Letter cards made with sand Using stones and sticks to make letters

Teaching Methods to support Mathematics

Introduction

Math can be taught in different ways. Traditional methods included:

- Memorising calculations by talking or singing ($1+1=2$, $2+2=4$, $3+3=6$, etc.)
- Learning rules of calculations (but students sometimes do not understand why the rules work)
- Copying work from the chalkboard and working individually

However, research has shown that the best methods to teach math concepts include:

Hands-on learning

Doing practical activities can help students learn and understand the concepts of math. This is sometimes called a multi-sensory approach- using more than one sense. The students are listening, watching, touching and talking. Combining all these makes learning easier and quicker. This method helps students with all types of disabilities (visual impairment, hearing impairment, learning difficulties, physical impairment).

Group work

Students working together can share ideas, help each other and talk about what they are doing to help them understand and learn.

Peer to peer support is important in class.



Students can all help each other. Students without disabilities can help students with disabilities learn when working together in a group.

This picture also shows hands-on learning- using real life objects to learn about properties of shapes by feeling, talking, listening and watching.



Using real and meaningful objects

A 3-stage approach including real objects helps students to learn math concepts. The picture below shows an example using apples to teach $1+1=2$. The first stage uses real apples, the 2nd stages uses pictures of apples, the 3rd and final stage uses numbers.

	Using real objects
	Using pictures of real objects
$1+1=2$	Using numbers

There are many objects in the village environment that can be used as real objects to teach math concepts. This method is useful for students with visual impairment as they can hold real objects, feel them, pick them up and hold them close to their face. It also helps students with learning difficulties learn abstract math concepts. Here students use sticks for addition and subtraction.



Applying math to real life

Relating math to real life situations can help students understand and learn. See the example below about selling food at the market. This method is useful for students with learning difficulties that struggle to understand and learn from abstract ideas.

Your mother goes to the market to sell eggs. She has 20 eggs to sell and charges 1000kip per egg. She sells 15 eggs. How much money does she have? How many eggs does she have left?

She is also selling pineapples for 4000 kip each. She sells 5 pineapples. How much money does she have?

All together how much money did your mother get from selling eggs and pineapples?



These 4 key methods can help all students to learn math in class. They will also support students with disabilities that might struggle to learn math using traditional methods.

Math Concepts and Skills at Primary Level


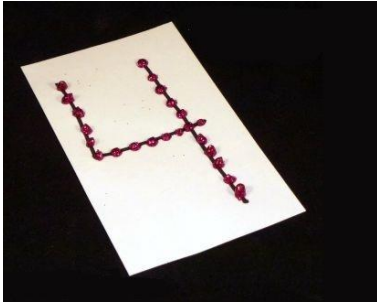
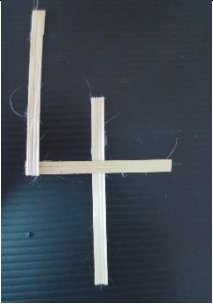


The table below lists some of the mathematic concepts and skills for primary school. These concepts gradually increase in complexity.


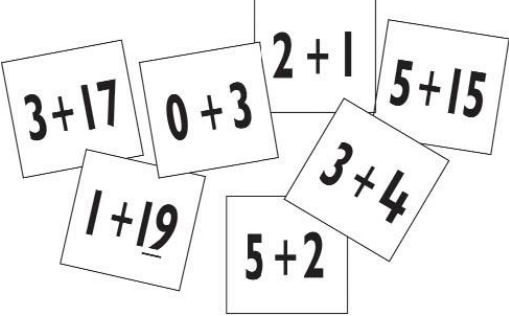
Concepts	Skill
Number and place value	<ul style="list-style-type: none"> • Counting forwards and backwards 1-100 • Reading and writing numbers • Identify and represent numbers with objects • Counting in steps/ skip counting: <ul style="list-style-type: none"> ➤ 2 (e.g. 2, 4, 6, 8, etc.) ➤ 5 (e.g. 5, 10, 15, 20, etc.) ➤ 10 (e.g. 10, 20, 30, 40, etc.)
Geometry- property of shapes	<ul style="list-style-type: none"> • Recognise and name common 2-D shapes (rectangle, square, circle, triangle) • Recognise and name common 3-D shapes (sphere, cube, pyramid) • Know number of edges, corners and faces of shapes
Number fractions	<ul style="list-style-type: none"> • Recognising and naming halves, quarters, thirds, etc.
Measurement	<ul style="list-style-type: none"> • Measure length, height and weight • Tell the time- on the hour, half hour, minutes
Addition and subtraction	<ul style="list-style-type: none"> • Read and write mathematical symbols (+ - =) • Add one-digit numbers (3+4= 7) • Add two-digit numbers (10+12= 22) • Subtract one digit numbers (4-2=2) • Subtract two-digit numbers (12-11= 1)
Multiplication and Division	<ul style="list-style-type: none"> • Read and write mathematical symbols (× ÷) • Remember and use multiplication tables (2, 5, 10, etc.) • Multiple and divide numbers

Teaching Methods

The following section provides information on different teaching methods. It includes information on the math topic, how to make teaching aids, and the method to use the teaching aid.

Learning numbers

		<p>Teaching Aid:</p> <p>Tactile numbers- numbers that you can feel.</p> <ol style="list-style-type: none">1. Wooden sticks with small dots2. Card with numbers. The lines are covered with an object the student can feel e.g. sand, seed from tree, small stone
<p>Topic: Learning numbers and starting to count</p> <p>Teaching Method:</p> <p>The teacher can get the students to make the teaching aids. The students find small objects they can use to make the number cards. They learn the shape of the number and how to draw it by first feeling and talking about the shape.</p> <p>“Number 4: Go down, across and down again” as they feel the shape of the number.</p>		
		
<p>Number cards can be made with bamboo, rolled paper or seeds from plants</p>		

	<p>Teaching Aid:</p> <p>Large print numbers and symbols on chalkboard or paper</p>
	<p>Teaching Method:</p> <p>Student with visual impairment can see large size numbers and symbols better. Having numbers they can see easily is important so they can accurately copy from the chalkboard. Making numbers on card with numbers and symbols in thick, black lines makes them easier to see.</p>

Counting, addition and subtraction

	<p>Teaching Aid:</p> <p>Everyday objects (stones, sticks, bottle tops)</p>
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Topic: Counting, addition and subtraction

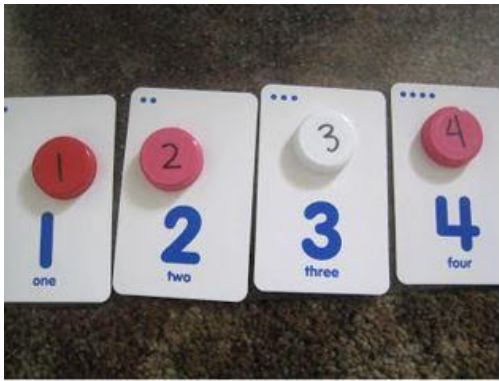
Everyday objects can be used to learn to count and complete simple addition and subtraction.

1. The teacher writes a number on the board or paper. The student counts bottle tops so they match the number
2. The student solves a problem ($10-8=?$) The student counts 10 bottle tops. They count 8 bottle tops and take them away from the pile of 10. They count how many are left, the answer is 2.

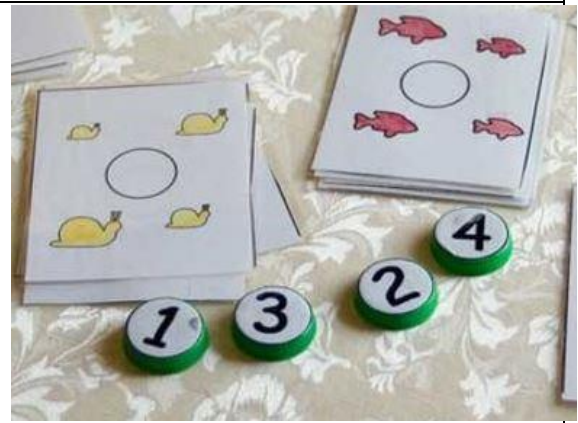
Below are more examples of how everyday objects can be used to teach maths



Use bottle tops to learn the sequence of numbers: 1, 2, 3, 4.....

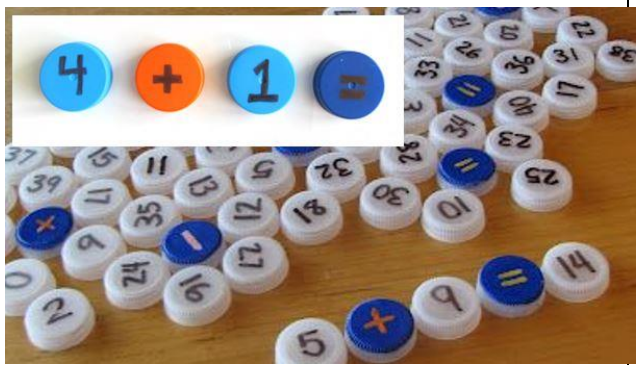


Learn numbers by matching- look at the number on the bottle top and find the same number on the paper



Put the correct number of bottle tops next to the number

How many fish do you see? Put the correct number on the card.



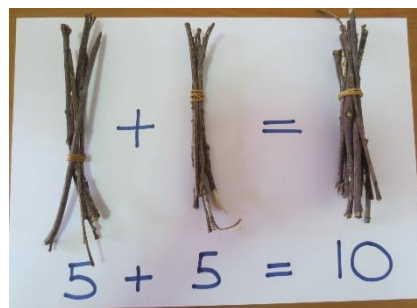
Use bottle tops to solve equations. $4 + 1 = ?$ Find the bottle top with the correct answer.



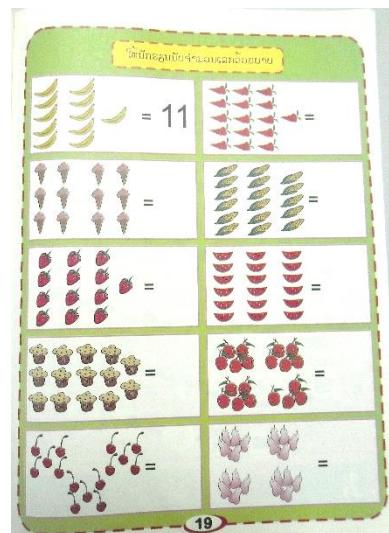
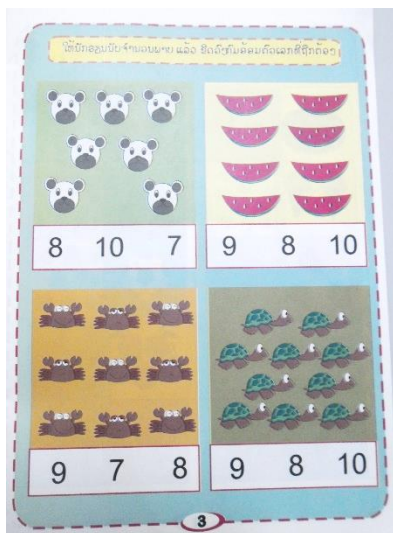
Make number games using bottle tops



Put sticks into bundles of 5. Learn to skip count with bundles of sticks. 5.....10...15...20.....



Solve addition problems using real objects. 5 sticks plus 5 sticks is 10 sticks! This method can be used for subtraction as well.



Math books are available where students can solve problems using colourful pictures. These are useful but cannot be accessed by all schools and families.

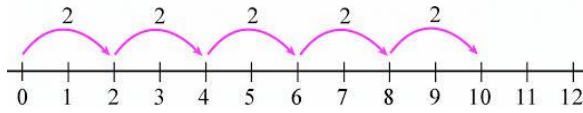
Real objects (sticks, stones, bottle tops) can be found in all villages so children can practice maths, plus its more fun!



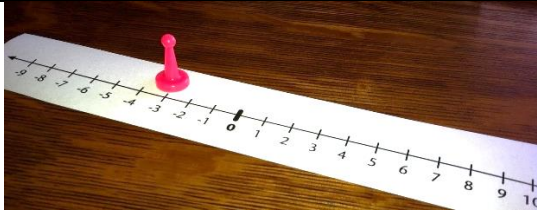
Teaching Aid:

Number line with bead.

A card with numbers marked on a line. A piece of string is above the line with a small bead that can move.



The numbers can be changed to show skip counting (2, 4, 6, 8, 10) or minus numbers (below 0)

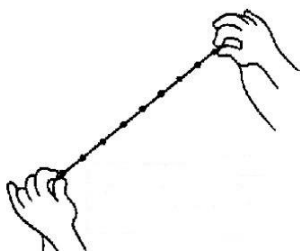


Topic: Addition and subtraction

Teaching Method:

Students use the line to add and subtract numbers. For example: $2 + 5 = ?$

The student puts the bead on number 2. From the 2 they move the bead 5 times up the line and see where it stops. The answer is number 7. This method helps students with learning difficulties or with difficulties concentrating. It is a good hands on approach to learning to add and subtract. This method is useful for students that find counting everyday objects too easy.



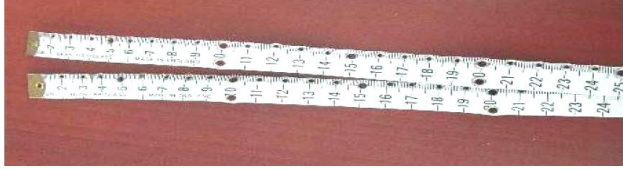
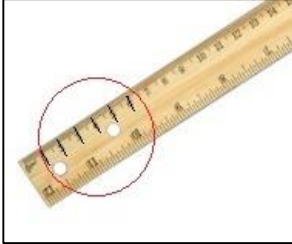

Teaching Aid:

String with knots

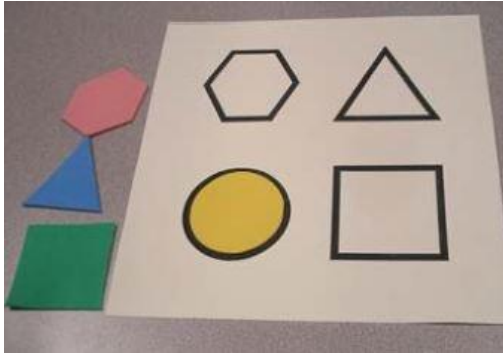
Topic: Counting, addition and subtraction

Teaching method: The method is the same as the number line. The string with knots helps students with visual impairment feel as they count.

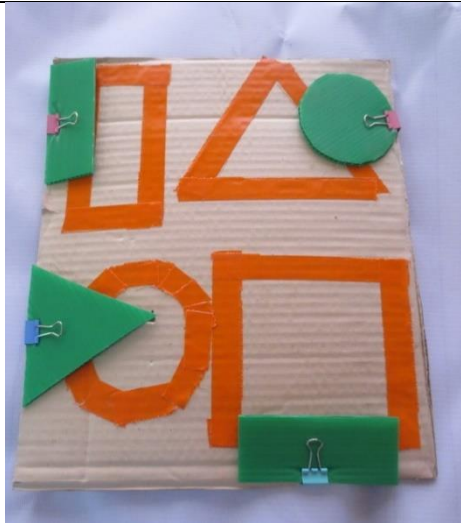
Measurement

	Teaching Aid: A ruler or tape measure is modified so students can feel and see the numbers/lines on the ruler that indicate the quantity of centimetres.	
		<ul style="list-style-type: none">• A wooden or plastic ruler can have lines scratched on the ruler with a sharp knife.• The plastic tape measure can have small holes.• Large print numbers can be stuck onto the ruler
Topic: Measurement Teaching Method: The student with disabilities is able to easily see the numbers on the ruler and feel them to help them measure.		

Learning about shapes

	Teaching Aid: Shapes are drawn on a piece of card with a thick black line. The line can be made with tape so it is raised and can be felt with the fingers by the student. Shapes are made from cardboard. Different colours make the shapes look more interesting. The shapes can be made with coloured card, or with cardboard boxes and coloured by the students.
Topic: Geometric shapes Names of shapes, comparison and matching, learning about the property of 2D shapes (number of sides, number of corners), measuring angles, measuring length, calculating the area of shapes Teaching Method: The student picks up the shape and feels around the edge with their fingers. The student counts how many corners and edges and sides. The student compares the shape with the pictures on the board. They match the shape with the correct picture. They learn the name of the shape e.g. triangle, square, etc.	

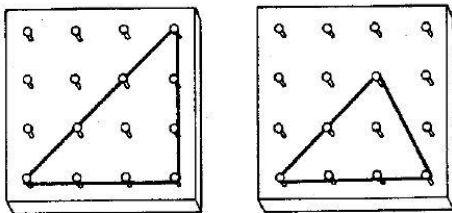
The student can measure the sides of the shape, and the size of the angles. They can use the shapes to calculate the area.



Shape boards can be made from different materials- plastic and card board. The student can feel the shapes made from tape on the board.



Sorting shapes- students get different shapes and group them into sets- all the squares together, all the stars together, all the circles together.



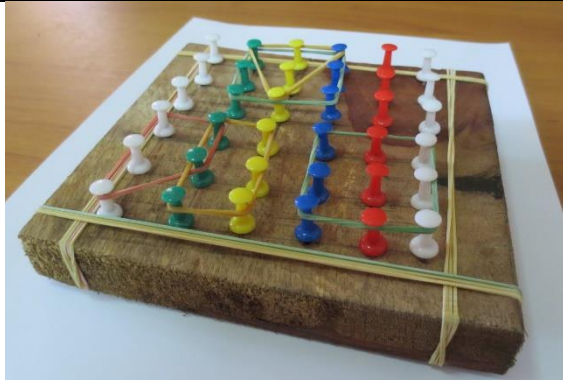
Teaching Aid:

This is a pin board. It is a small piece of flat wood with nails. It can also be made out of strong card and pins. Rubber bands are put over the nails to make shapes

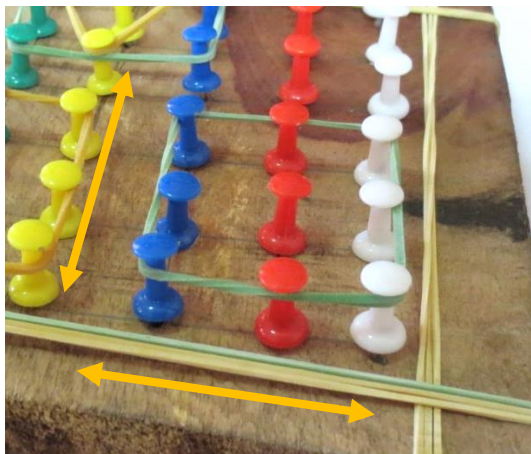
Topic: Learning about the properties of 2D shapes, how many sides and corners, making different shapes, measuring angles

Teaching Method:

Students put rubber bands over the nails to make different types of shapes



Here are some pin boards made from local materials- wood, nails or pins. The nails are spaced evenly so 1cm distance between each nail. Elastic bands are stretched over the nails to make shapes- square, triangle, rectangle. By counting the number of nails the student can measure the sides of the shape or the area of the shape. Students can feel the shape by touching the nails. See example below:



We have made a square with the rubber band.

Each side has 3 pins so how long in cm is the side of the square?

Answer: 2cm

What is the area of the square?

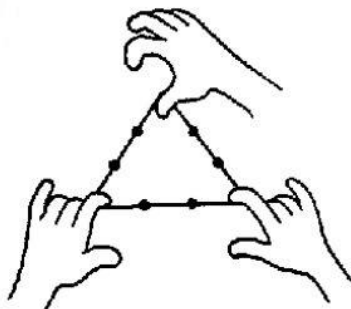
Answer: $2\text{cm} \times 2\text{cm} = 4\text{ cm}$

How many sides does the square have?

Answer: 4 sides

How many corners does the square have?

Answer: 4 corners






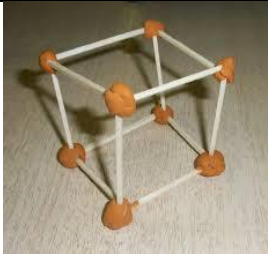



Teaching Aid: String with knots

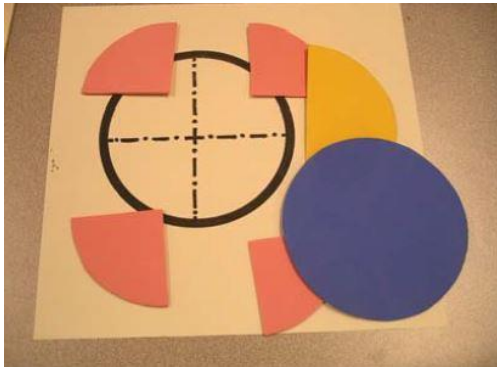
A piece of thick string has knots tied in it at regular intervals. There is a 1cm space in between each knot.

Topic: learning about the properties of shapes, how many sides, corners. Measuring the size of shapes.

Teaching method: The student makes shapes using the string. They can measure the size of the shape by counting how many knots they can feel on each side. This is a useful method for children with visual impairment and learning difficulties

				<p>Teaching Aid: 3D shapes and everyday objects</p> <p>3D shapes can be made from cardboard, paper, or sticks. They can also be objects in everyday life that represent that shape.</p>
				
				
<p>Topic: learning the names and properties of 3D shapes (sphere, pyramid, cube, cylinder)</p> <p>Teaching Method: The teacher uses the everyday objects to teach students the names and properties of 3D shapes. The student can feel the shape and count the number of sides, edges and corners.</p> <p>Students can build shapes using toothpicks and small balls of mud. They work out how many sticks they need then build the shape by copying an everyday object.</p>				

Fractions



Teaching Aid:

Raised circles and fractions made from cardboard.

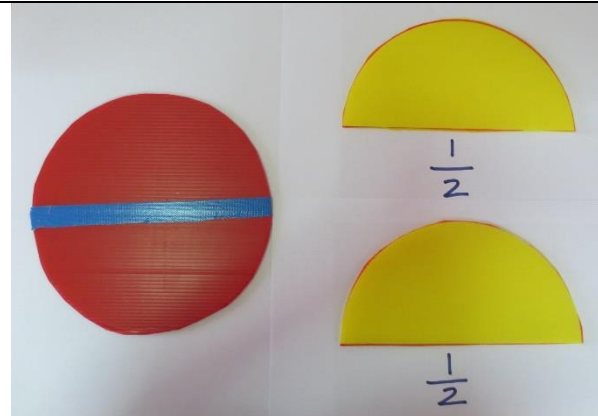
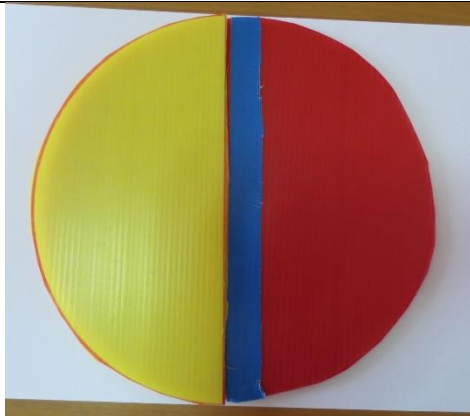
Shapes are drawn on a piece of card with a thick black line. The line can be made with tape so it is raised and can be felt with the fingers by the student. Shapes representing fractions are made from cardboard.

Different colours make the shapes look more interesting. The shapes can be made with coloured card, or with cardboard boxes and coloured by the students.

Topic: Learning about fractions- $\frac{1}{4}$ $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{8}$ $\frac{1}{5}$

Teaching Method:

The student picks up the shape and feels around the edge with their fingers. They feel the whole shape on the card. They fill the whole shapes using the fraction shapes to learn about quarters, halves, etc.



These shapes helps us learn about whole numbers and halves



This is a fraction set made from plastic card. It can teach ALL students about different fractions (thirds, quarters, halves and sixths) in a practical way.

Students with visual impairment can feel the tape on the card so they understand how many pieces the circle is divided into.

These tools help students with learning disabilities that learn more slowly

Telling the time



Teaching Aid:

Tactile Clock is a clock where you can see and feel to tell the time.

1. A clock made of straws/chopstick
2. A clock made of a paper plate and cardboard letters

Topic: Telling the time (learning about hours, minutes, seconds)

Teaching Method:

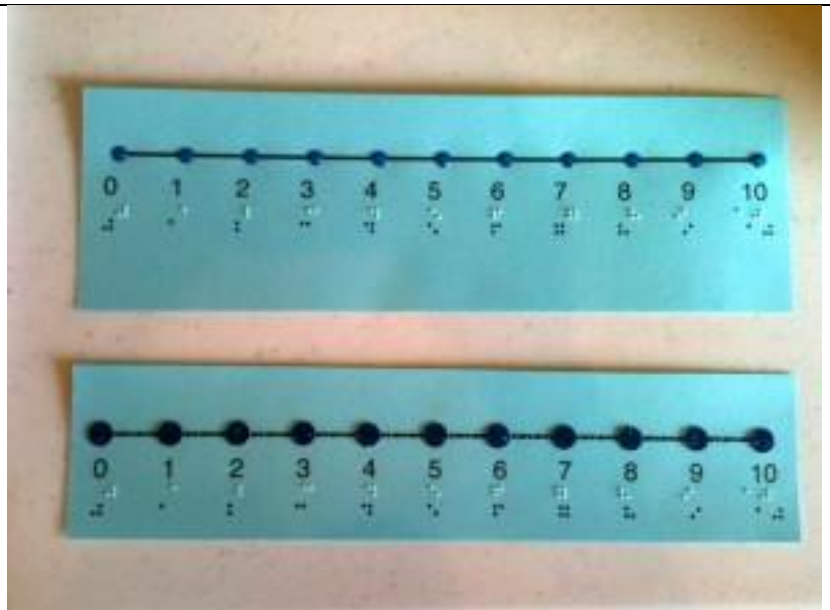
This is a hands on approach where the students can move the hands of the clock and feel the numbers to learn about seconds, minutes and hours.



Clocks can be made from lots of different materials- plastic disposable plates, bottle tops, sticks, etc. Students can make their own clocks in class and use them to tell the time. Be creative in using materials and keeping activities practical.

If a braille device is available all these teaching aids can have braille added onto them so a blind student can also use them. Here is one example below:

**Tactile number line with
braille numbers**



Summary of teaching methods for mathematics

Skill	Teaching Aid
Measurement of length	Tactile ruler or tape measure
Properties of shapes	Raised line shapes Pin board with elastic bands String with knots 3-D model shapes
Fractions	Raised line circles with fractions made with cardboard
Telling the time	Tactile clock
Counting, addition and subtraction	Tactile number line Using real objects- stones, sticks, bottle tops Abacus
Reading and writing numbers	Large size print Tactile numbers

These are just some examples of how math concepts can be taught using practical, hands-on, real life materials. Be creative and think about how you can modify other math topics so they use the 4 key methods (hands-on, group work, real life objects, applied to real life). Use everyday materials from the village to make math lessons interesting and fun for students. All these methods benefit all students, but they especially help students with disabilities learn in class.

Individual Education Plans (IEP)

What is an Individual Education Plan (IEP)?

An Individual Education Plan (IEP) is a plan that helps us understand what a student needs to succeed in school. First, it identifies the individual strengths and weaknesses of a student. Secondly, it sets out learning targets and methods to support a student's participation in the classroom to ensure they can learn successfully alongside all other students.

Why use an Individual Education Plan (IEP)?

Each child is an individual. Teachers need to think about this when planning and facilitating lessons. Students with disabilities have different learning needs dependent on the type of disability. An IEP helps the teacher to plan and facilitate lessons in a way that ensures students with disabilities are included in classroom activities and can learn within the general curriculum system. IEPs are seen as good practice in many countries, and are required by law in some countries.

Best Practice when writing an Individual Education Plan (IEP)

- All students with disabilities should have an IEP started when they go to school.
- Specific learning targets should be designed to help the student with disability be successful in the main curriculum areas, e.g. reading, number work, etc.
- Learning targets should not be too difficult, but they should also challenge the student to learn new skills.
- IEPs are best written at the beginning of the school term. New learning targets are set for the student, whilst reviewing their progress in the previous term. When IEPs are completed every year this becomes a record of progress for other teachers as the student moves through the class grades.
- An IEP should be written in consultation with the child's parents or caregiver. This helps them to be involved in supporting their child at home. The IEP has been called the most effective communication tool between school and home.
- Principals and DEBS should review all IEPs. This can help to identify any resources or changes that are needed at the school to support the teacher and student. It is also gives a good opportunity for principals and DEBS to praise the teacher for the work done supporting the student in the classroom.

Key Components of an IEP

Part 1: Basic information about the student and family

The table below shows an example of the basic information that is needed for the IEP:

Name of Student:	Miss Bounmy	Grade/Class:	Grade 2
Date of Birth:	14/4/2009	Age:	7

School:	Nakham Primary	Teacher:	Mr. Xiengsome
Type of Impairment:	Hearing Impairment	Assistive Device Used:	Hearing Aid
Parents Name	Mr.Khamphouva	Village:	Nakham
Date IEP started	2 nd September 2013	Date IEP reviewed	28 th May 2014

It is sometimes not clear what type of impairment a child has. Usually a doctor would decide however not all children have had a medical check-up at the provincial or national hospital. Sometimes a child can have more than one disability. On the form the teacher should write down all types of impairment they observe. If one type of impairment is more noticeable than others this should be highlighted as the main or primary impairment. The box below gives examples:

Types of Impairment

Movement/ Physical

The child has problems moving part or all of their body. It might involve:

- **arms** so they cannot use their hands
- **legs** so they have difficulty walking
- **whole body** so they cannot sit in a chair.

Hearing

The child can hear **no sounds** (deaf) or the child can **hear loud sounds but not soft sounds** (partial hearing). The child might use a hearing aid.

Visual

The child **cannot see anything** (blind) or **can see something but not clearly** (partial vision). The child might wear eyeglasses or use other equipment e.g. white cane or braille.

Speech/ communication

The child may have **difficulty speaking clearly** but understands everything. Some children can speak clearly but **do not understand what other people are saying**.

Learning

The child may be slow at learning new things but can learn with more practise and support. Some children will be **significantly delayed in all areas of life**, finding it very difficult to learn and can behave like a child much younger than their actual age. This is called '**intellectual disability**'.

Emotional/Behavioural

The child may **show their emotions in an excessive way**- being very sad, scared or angry. Sometimes they might be very active or have violent or 'different' behaviour e.g. talking to themselves.

A child may have **more than one impairment**; this is called **multiple or complex disabilities**.

Examples include:

- A child with hearing and speech impairment (deaf and dumb)
- A child with physical and intellectual impairment
- A child with intellectual and behavioural impairment

Part 2: Strengths and Difficulties of the student

The second part of the IEP is information collected by the teacher that helps to explain what the student is good at and what the student has challenges with. The information can be collected from a variety of sources:

- Discussion with parents
- Observations in the class room
- Tests/ assessment completed at school

Observing a student on one day might not give an accurate picture of their abilities. Therefore the teachers should observe over several days or even sometimes over 2-3 weeks to fully understand their needs. The table below provides an example of information that might be included when describing a student's strengths and difficulties:

Students Strengths & Difficulties: (describe what the student is good at and what they have difficulty doing)	
Students ability to participate in lessons (maths, reading, writing, spelling)	Unable to write letters clearly Good at counting from 1-100 Able to recognise and read some words, but cannot read sentences Difficulty spelling words
Students ability to communicate (listen, talk, ask questions)	Good listening in class when wearing hearing aid Shy to talk in large groups and does not ask questions When in small groups more talkative

<p>Students ability to complete tasks (concentration, memory, following instructions, organising self)</p>	<p>Cannot always follow instructions as does not hear correctly.</p> <p>Able to work in class much better when wearing a hearing aid, but does not always bring it to school every day.</p> <p>Good at remembering things.</p> <p>Easily distracted and cannot concentrate for more than 10 minutes</p> <p>Cannot complete activities independently</p>
<p>Students behaviour (relationships with students & teachers, managing feelings, confidence, motivation)</p>	<p>Shy and not confident to stand at front of class</p> <p>Motivated and can work well in small groups.</p>
<p>Students ability to move around (PE) and use their hands</p>	<p>Good movement skills- can run and jump.</p> <p>Able to hold pencil correctly to write</p>
<p>Any other additional difficulties</p>	<p>No other difficulties</p>

Part 3: Learning targets and methods

Learning targets are not easy to write. Do not worry about getting it right first time. If the child quickly achieves the targets in class you can add new targets to the IEP.

- Targets should always have a date. This is when you think the target will be achieved by the student. This might be a **short term target** i.e. a date within a number of weeks, or a **long term target** i.e. a date within a number of months.
- If the student does not achieve the targets by the set date the targets may be too difficult. Therefore see if you can break the targets down into **smaller easier steps** for the student.
- Makes sure targets clearly describe any modifications to the teaching activity, or any extra teaching aids that will help learning.
- Targets should include information on special equipment that helps the student work in the classroom e.g. hearing aid, wheelchair, etc.

Below is an example of how targets could be written in an IEP for a young girl with a hearing impairment:

	Targets to be achieved	How will targets be achieved	Person Responsible	Target Date
1	Miss Bounmy will be able to understand and follow verbal instructions correctly	<ul style="list-style-type: none"> • Bring hearing aid to school every day and use in class • Repeat instructions to Miss Bounmy after instructing the whole class • Ask Miss Bounmy to repeat instructions to check she is understanding correctly • Miss Bounmy sits at the front of class close to the teacher 	Parents and student	In 4 weeks' time (September 2014)
2	Miss Bounmy will be able to talk and work in larger groups and at front of class	<ul style="list-style-type: none"> • Have another student sit with Miss Bounmy to help her understand discussions when working in large groups. • Give Miss Bounmy pictures to use to help her talk/communicate in front of the class • Ask questions directly to Miss Bounmy to increase her confidence in answering questions 	Teacher	In 3 months' time (November 2014)

Case Study Practice

Use the following case studies to practice writing an IEP plan. After reading each case study answer the questions- these will help you develop the IEP. Use the template IEP form at Appendix 1 to document the IEP.

Case Study One-Noy

Noy is 6 years old. He recently started school. He sits at the back of the class and holds his books very close to his face when reading. He often bumps into the tables when walking around the classroom. When the other students are studying Maths, Noy does not participate. Math problems/questions are written on the chalkboard. Noy's abilities are below the level of the other students in class.

Questions to help plan IEP targets:

1. What are Noy's difficulties?
2. Is there any equipment that might help Noy?
3. How can the teacher adapt teaching methods to help Noy?
4. How can other students help Noy?

Case Study Two-Kham

Kham is 10 years old. He does not learn like the other children. He cannot write well. He can only write a few letters and complete very simple Maths problems. During class Kham gets up and wanders around the room. He will only sit down for a few minutes at a time. During writing activities he cannot stay sat on his chair at all. The other students often tease Kham and call him 'stupid'. Sometimes Kham urinates in his trousers by accident. When this happens he goes home for the rest of the day.

Questions to help plan IEP targets:

1. What are Kham's difficulties?
2. How can Kham learn better at school?
3. What can Kham's parents do to help?
4. How can other students help Kham?

Case Study Three-Seng

Seng has not developed like other children. She cannot walk well. She finds it difficult to hold things, like a pencil. When she speaks it is difficult to understand what she says. However Seng can understand what other people say to her. She is 7 years old and started grade 1 class in school last year. She can recognise letters. She tries to write but becomes frustrated when she is cannot move her pencil well. During playtime she stays in class. Often she seems to stop listening in class and lays her head down on her desk.

Questions to help plan IEP targets

1. What are Seng's difficulties?
2. How can Seng be more included in class activities?
3. Are there any tools available to help Seng write?
4. How can the teacher and other students help Seng to communicate?

Case Study Four-Khoun

Khoun is 9 years old and in grade 2. He was sick when two years old. The doctor said he had polio. As a result his right leg is smaller than his left leg. Khoun uses a crutch to get around. He sits at the back of the classroom in the middle of the bench. It is difficult for him to get in and out of the bench. At playtime he stays in the classroom. Khoun is very clever. He usually finishes his work before the others. But he often shouts loudly in class and sometimes he hits other students with his crutch. The other students are afraid of Khoun.

Questions to help plan IEP targets

1. How can Khoun be included in playtime?
2. How can we make it easier for Khoun to move around in class?
3. What can be done to make Khoun behave better in class?
4. How can Khoun's parents help him at school and home?

Case Study 5

Somchay is 8 year old and has a physical impairment. She stopped coming to school after injuring her legs in a road traffic accident. She cannot walk so uses a wheelchair to move around her village. She has many friends and two older brothers. She is bored during the day when her brothers and friends go to school and she stays at home. Somchay would like to return to school. Before her accident she had good grades and worked hard. But it is difficult for her to push her wheelchair along the bumpy road to school.

The parents take Somchay to visit the school to see if she can return. She stays for one day but there are some challenges. It is difficult to get the wheelchair inside the classroom and go to the toilet. The doors are too small and there is not enough space to move the wheelchair around. However, Somchay enjoyed the lessons and was very happy sitting with her friends, listening to the teacher and writing in class. One lesson Somchay did not like- PE. Whilst the other children are running around and playing with a ball she sits at the side and watches. This makes her feel sad.

Questions to help plan IEP targets

1. What can the school do so Somchay can successfully return to school and move around easily in her wheelchair?
2. How can the parents, school and other community members help Somchay travel from her village to school every day?
3. How can the teachers adapt the PE lesson so Somchay can participate?
4. How can the other students help Somchay?

In the next section there are some suggested IEPs for the above case studies. Compare them to your IEPs. Is there anything you would change or add to your IEP?

IEP Case Study Examples: Possible IEP learning targets-Noy

Name	Noy	Main Barriers to Learning:	
Age	6 years	Noy does not participate in Maths lessons. He is falling behind his classmates. He may have a visual impairment.	
Grade Level	Grade 1		
Date of IEP	September 2014		
Targets to be achieved	How will targets be achieved	Person Responsible	Target Date
Noy will participate in Maths lessons	<ol style="list-style-type: none"> 1. Noy will sit at the front of the class 2. Teacher will write larger numbers on the board and say the problems aloud 3. Noy will be given small objects that he can touch to use to count with (e.g. small stones) 4. Teacher will talk to Noy's parents and DEB to suggest he needs his eyes tested 5. Teacher will sit Noy next to a student who is good at Maths. That student will read the math questions to Noy. 	Teacher and students	In three months time Noy will participate in Maths lessons (December 2014)
Parent/ Caregiver contribution:			
<ol style="list-style-type: none"> 1. Parents ensure Noy is taken for an eye test (during community clinic or at Thakek Hospital) 2. If given eyeglasses parents will take care of them and supervise Noy to take them to school every day 			

Possible IEP learning targets-Kham

Name	Kham	Main Barriers to Learning:	
Age	10	Kham does not learn like other students. He has great difficulty with writing. Kham may have an intellectual disability.	
Grade Level	2		
Date of IEP	September 2014		
Targets to be achieved	How will targets be achieved	Person Responsible	Target Date

<p>1. Kham will stop wandering around the class.</p> <p>2. Kham will be more included in class.</p>	<p>1. Teacher will talk to the class and tell them not to tease Kham.</p> <p>2. Kham will sit at the front.</p> <p>3. Teacher will give simple, short tasks to Kham that he can complete himself and keep him interested.</p> <p>4. Teacher will set time limits for Kham to stay seated. If he does this then he can have a reward.</p> <p>5. Teacher will ask a clever student to help Kham during activities.</p> <p>6. Teacher will praise Kham a lot when good.</p> <p>7. Teacher will ask Kham to talk about a story instead of writing the story in his book.</p> <p>8. Kham's parents will send him to school with a spare pair of trousers so he can change if he wets himself.</p>	<p>Teacher and parents</p>	<p>In 4 months Kham will stop wandering around class (January 2015)</p> <p>In 2 months Kham will be more included in class (November 2014)</p>
<p>Parent/caregiver contribution:</p> <ol style="list-style-type: none"> Parents make sure Kham has a spare pair of shorts for school every day, and wash dirty trousers if Kham wets himself Parents will encourage Kham to use the toilet regularly, and praise him when he stays dry 			

Possible IEP learning targets-Seng

Name	Seng	Main barriers to learning: Seng cannot walk well or hold her pencil well. She finds writing very difficult. It is difficult to understand what she says. Other children do not play with her. She often does not participate in class.	
Age	7		
Grade Level	1		
Date of IEP	September 2014		
Targets to be achieved	How will targets be achieved	Person Responsible	Target Date

<p>1. Seng will be more included in class.</p> <p>2. Seng can hold her pencil</p> <p>3. Seng will be able to write letters the correct size and on the line.</p>	<p>1. Teacher will talk to the class and tell them to be kind to Seng.</p> <p>2. Teacher will ask the class if there are any students who want to be Seng's friends</p> <p>3. Two students who have volunteered to be Seng's friend will help her in class.</p> <p>4. Seng will sit at the front of the class</p> <p>5. Teacher will wrap some tape around Seng's pencil to make it easier to hold.</p> <p>6. Teacher will make a writing board for Seng to see if it makes it easier to write on the line</p> <p>7. Teacher will suggest to Seng's parents writing exercises they can practice at home together.</p>	<p>Teacher</p> <p>Students in class</p>	<p>In 2 months Seng will be more included in class (November 2014)</p> <p>In 1 month Seng will hold her pencil (October 2014)</p> <p>In 3 months Seng will be able to write small letters on the line (December 2014)</p>
<p>Parent/caregiver contribution:</p> <p>1. Parents will practice writing with Seng at home using a pencil with tape wrapped around it</p> <p>2. Parents will support Seng to play with other children in the village</p>			

Possible IEP learning targets-Khoun

Name	Khoun	Main barriers to learning:	
Age	9	Khoun has polio. He behaves negatively and hits students with his crutch. Khoun has <i>behaviour problems</i> .	
Grade Level	2		
Date of IEP	September 2014		
Targets to be achieved	How will targets be achieved	Person Responsible	Target Date
<p>1. Khoun will behave appropriately in class.</p> <p>2. Khoun will go to play with the other students</p>	<p>1. Teacher to talk to Khoun and ask why he does not go out to play and why he behaves negatively.</p> <p>2. Teacher to talk to Khoun's parents</p> <p>3. Teacher to talk to the class and encourage them to be kind to Khoun</p> <p>4. Khoun to sit at the end of the bench at the front of the class where he can move out easily</p> <p>5. When Khoun finishes his work before the others Khoun is given a book to read</p> <p>6. Khoun is given a reward of a piece of fruit if he behaves well all day</p>	<p>Teacher</p> <p>Parents</p>	<p>In 3 months Khoun will behave in class (December 2014)</p> <p>In 2 months Khoun will play with other students (November 2014)</p>

Parent/Caregiver contribution:

1. Parents will talk to Khoun about his behaviour and give him a reward when his behaviour is good at home.
2. Parents will support Khoun to play with other children in the village

Possible IEP learning targets-Somchay

Name	Somchay	Main Barriers to Learning:		
Age	8 years	Somchay has a <i>physical impairment</i> . It is difficult for Somchay to travel to school every day, get inside the classroom and use the school toilet. Somchay cannot participate in physical activities during PE lessons.		
Grade Level	Not attending			
Date of IEP	September 2014			
Targets to be achieved	How will targets be achieved	Person Responsible	Target Date	
Somchay is able to access the classroom and school toilet block	1. Principal, teacher and VEDC organise for ramp at entrance of school, and into toilet block, and make classroom door wider.	Teacher and students	In 1 month time school building and toilet will have ramps	
Somchay can actively participate in sports/physical activities during PE lessons	2. Teacher re-arrange classroom so wheelchair can fit easily at desk close to chalkboard 3. Teacher modify physical games and use different activities in PE lessons so Somchay can play with other students		(October 2014) In 1 month time (October 2014) Somchay will join in PE lessons	
Parent/ Caregiver contribution:				
1. Parents discuss with family and head of village to organise community support to help push Somchay in her wheelchair to school every day				

Monitoring and Evaluation of IEP

It is important to evaluate the IEP twice a year (mid-year and end of year) to check whether the learning targets are being achieved by the student. This is done by completing the monitoring form (Appendix 2) and the progress section on the IEP form (Appendix 1). The teacher should complete the forms then share any important changes with parents and the principal.

Measuring achievements of the student

The teacher repeats the collection of information done at the beginning of the IEP to determine how the student has changed. Information can be collected from a variety of sources:

- Discussion with parents
- Observations in the class room
- Tests/ assessment completed at school

The teacher checks each learning area and marks an **X** in the appropriate column based on the student's performance in school, as per the example below:

	No Concerns	Requires occasional support	Requires continuous support	Not applicable
Language: understands Lao language, acquiring new vocabulary, etc.		x		
Assistive device: brings device to school and uses effectively				x

After reviewing all the information on the monitoring form the teacher must decide if the IEP targets have been **achieved (A)**, **partially achieved (PA)** or **not achieved (NA)**. This will be written on the IEP form in the last column by marking an **X** in the appropriate box. To note the full form (Appendix 1) has a section for mid-year review and end of year review. For the example below this has been abbreviated.

Target	Activities	Person responsible	Date	Review					
				x	A		PA		NA
Target 1		Teacher	Dec. 2014	x	A		PA		NA
Target 2		Parents	Nov. 2014		A	X	PA		NA

The table below provides definitions to help the teacher decide which box to choose.

Target Outcome	Description
ACHIEVED	More than 75% successful completing learning target
PARTIALLY ACHIEVED	Between 25-75% successful completing learning target
NOT ACHIEVED	Less than 25% successful completing learning target

In the next section, the teacher writes a description of the student’s progress and comments from parents/carers. Below is a suggested example:

<p>How well is this student progressing in class? (comment on each IEP targets and general progress)</p> <p>Target 1: Achieved. Khoun is now behaving in class and does not use his crutch to hit people.</p> <p>Target 2: Partially achieved. Khoun has one or two friends and plays with them. However, when his friends are not at school he still sits alone. Khoun needs more encouragement to make friends with other children and play.</p>
<p>Comments from parents/carers on student’s progress:</p> <p>The parents are happy with Khoun’s better behaviour and his progress in writing and reading. Parents have agreed to continue encouraging him to play with other children in the village and make friends.</p>

Next the teacher needs to make recommendations based on the outcomes of the review.

- If the targets have been achieved successfully by the student, new targets need to be written. These can be written on a new IEP form.
- If the target has been partially achieved some minor adjustments might be needed or the child might need more time and practise to be fully successful. A new IEP form is not needed but any changes to target dates or activities must be written on the existing IEP form.
- If the targets are not being achieved they may be too difficult for the student, therefore the teacher needs to adjust them so they are easier and in smaller steps. Discussion and sharing ideas about this with other teachers, the principal or DEB might make it easier to adjust targets.

For all the above scenarios the teacher should discuss the new targets with the parents, and share the new IEP with the principal. The table below provides a summary of possible recommendations that the teacher needs to take based on the outcomes of targets:

Target Outcome	Action Needed
ACHIEVED	<ul style="list-style-type: none"> • Set new targets for child so they can continue to increase participation in the classroom • Discuss new targets with parents • Complete new IEP form

PARTIALLY ACHIEVED	<ul style="list-style-type: none"> • Give the child more time to achieve the target. • Change target date on IEP form • Make minor adjustments to the activities i.e. 'how the target will be achieved' to increase success • Discuss progress of student with parents
NOT ACHIEVED	<ul style="list-style-type: none"> • Make the target activities easier • Break the target activities into smaller steps • Discuss targets and activities with other teachers, principal, pedagogical advisor (PA) or DESB • Adjust the target into a smaller target that focuses on only 1 or 2 steps of the original target e.g. 'the child is able to write sentences' (original target) is changed to 'the child is able to write words' and 'move their pencil easily'. • Discuss with parents and give ideas for them to practice with the child at home

Once recommendations have been decided these should be written in the last section of the form. Some examples are in the box below.

<p>Recommendations (adjustments to IEP targets, new targets for new semester/class grade)</p> <ul style="list-style-type: none"> • The student needs more time to achieve target 1. The target date is changed to February 2015. • The writing target (No. 3) needs to be made easier with 2 simple steps. • A new target is needed for reading. • Parents will practice more at home • The IEP form will be updated for January 2015 and will be reviewed in May 2015 • A new IEP form will be written for the student starting grade 2 in September 2015

When the next IEP review is completed the targets that have been adjusted need to be checked carefully. If targets are still 'not achieved' the teacher needs to consider changing the target based on the observed skills and abilities of the student in the classroom.

The above monitoring process should be repeated twice a year. The recommendations at the end of year review should always lead to a new IEP form being completed in September by the next teacher as the child progresses to the next class grade.

Individual Education Plan (IEP)

Name of Student:		Grade/Class:	
Date of Birth:		Age:	
School:		Teacher:	
Type of Disability:		Assistive Device Used:	
Parents Name		Village:	
Date IEP started		Date IEP reviewed	

Students Strengths & Difficulties: (describe what the student is good at and what they have difficulty doing)	
Students ability to participate in lessons (maths, reading, writing, spelling)	
Students ability to communicate (listen, talk, ask questions)	
Students ability to complete tasks (concentration, memory, following instructions, organising self)	
Students behaviour (relationships with students & teachers, managing feelings, confidence, motivation)	
Students ability to move around (PE) and use their hands	
Any other additional difficulties	

Name:		Main barriers to learning:										
Age:												
Grade:												
Date IEP created:												
Date of Mid-Term Review:												
Date of End-Year Review:												
	Targets to be achieved	How will targets be achieved	Person Responsible	Target Date	Review of targets (ONLY complete at review) Use <i>X</i> to indicate answer							
1					Mid-Year Review							
					<input type="checkbox"/>	Not Achieved	<input type="checkbox"/>	<input type="checkbox"/>	Partially Achieved	<input type="checkbox"/>	<input type="checkbox"/>	Achieved
					End of Year Review							
					<input type="checkbox"/>	Not Achieved	<input type="checkbox"/>	<input type="checkbox"/>	Partially Achieved	<input type="checkbox"/>	<input type="checkbox"/>	Achieved
2					Mid-Year Review							
					<input type="checkbox"/>	Not Achieved	<input type="checkbox"/>	<input type="checkbox"/>	Partially Achieved	<input type="checkbox"/>	<input type="checkbox"/>	Achieved
					End of Year Review							
					<input type="checkbox"/>	Not Achieved	<input type="checkbox"/>	<input type="checkbox"/>	Partially Achieved	<input type="checkbox"/>	<input type="checkbox"/>	Achieved

	Targets to be achieved	How will targets be achieved	Person Responsible	Target Date	Review of targets (ONLY complete at review) Use X to indicate answer					
3					Mid-Year Review					
					<input type="checkbox"/>	Not Achieved	<input type="checkbox"/>	Partially Achieved	<input type="checkbox"/>	Achieved
					End of Year Review					
					<input type="checkbox"/>	Not Achieved	<input type="checkbox"/>	Partially Achieved	<input type="checkbox"/>	Achieved
4					Mid-Year Review					
					<input type="checkbox"/>	Not Achieved	<input type="checkbox"/>	Partially Achieved	<input type="checkbox"/>	Achieved
					End of Year Review					
					<input type="checkbox"/>	Not Achieved	<input type="checkbox"/>	Partially Achieved	<input type="checkbox"/>	Achieved
5					Mid-Year Review					
					<input type="checkbox"/>	Not Achieved	<input type="checkbox"/>	Partially Achieved	<input type="checkbox"/>	Achieved
					End of Year Review					
					<input type="checkbox"/>	Not Achieved	<input type="checkbox"/>	Partially Achieved	<input type="checkbox"/>	Achieved
Parent/ carer contribution:										
Endorsed:		Endorsed:		Signed:			Signed:			
Principal		DEB		Teacher			Parent			

Individual Educational Plan (IEP) – Monitoring Form

Student		Grade	
School		Teacher	
Village		Date of Review	

Please use X to indicate answer.

		No concerns	Needs occasional support	Needs continuous support	Not Applicable
Preparedness: Student arrives on-time to class and has appropriate learning materials and supplies.					
Concentration: Student stays on task, ignores distractions, focuses on the teacher, remembers instructions, etc.					
Assistive Device: Brings assistive device to class and uses effectively.					
Language: Understands Lao language, acquiring new words, can express themselves clearly in sentences etc.					
Lao Language	Reading: Able to read a paragraph of writing easily and with fluency.				
	Spelling: Able to consistently spell common words and makes a good attempt at spelling unfamiliar words.				
	Handwriting: Able to write easily and produces neat writing				
	Speaking: Able to pronounce words clearly				
	Comprehension: Able to understand and remember content of spoken Lao Language				
Numeracy/Maths: Demonstrating a basic ability to use numbers e.g. adding/subtracting, measurements etc.					
Physical/Hearing/Visual: Ability to access and participate in all activities despite physical, hearing or visual difficulty etc.					
Social Skills: Makes and maintains positive relationships with peers					
Self-Esteem: Shows awareness of own feelings and that of others, manages feelings, shows confidence etc.					
Work in class: Able to complete individual tasks, work in groups, and study independently.					
Motor Skills: Able to move whole body and use hands, motor-coordination skills					

How well is this student progressing in class? (comment on each IEP targets and general progress)

Comments from parents/carers on student's progress:

Recommendations (adjustments to IEP targets, new targets for new semester/class grade)

Endorsed:	Endorsed:	Signed:	Signed:
Principal	DEB	Teacher	Parent