



# Guide <sup>to</sup> Inclusive EDUCATION



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# SOMMARY

SOMMARY ..... 1

**INTRODUCTION ..... 4**

**MODULE 1 : UNDERSTANDING AND DETECTING A DISABILITY ..... 6**

**1.1. WHAT IS DISABILITY ? ..... 6**

    1.2. TYPE OF DISABILITY ..... 7

    1.3. What to do if you think a child has a disability ? ..... 10

**MODULE 2 : FOUNDATIONS OF INCLUSIVE EDUCATION ..... 11**

**2.1. INTERNATIONAL LEGISLATION ..... 11**

    2.2. NATIONAL LEGISLATION ..... 13

    2.3. STAGES IN THE DIETGN OF EDUCATION FOR CHILDREN WITH  
DISABILITIES ..... 14

**MODULE 3 : FROM INCLUSIVE EDUCATION TO AN INCLUSIVE SCHOOL .... 15**

    3.1. GENERAL INFORMATION ON INCLUSIVE EDUCATION ..... 15

    3.2. SOME SCHOOL SYSTEMS ..... 16

    3.3. CHARACTERISTICS OF AN INCLUSIVE SCHOOL ? ..... 17

**MODULE 4 : INCLUSIVE TEACHING AND LEARNING ..... 19**

    4.1. CREATING AN INCLUSIVE CLASS ..... 19

    4.2. INCLUSIVE TEACHING: EFFECTIVE APPROACHES FOR THE WHOLE  
CLASS ..... 20

    4.3. INCLUSIVE TEACHING: CLASSROOM MANAGEMENT ..... 21

    4.4. INCLUSIVE TEACHING: SUPPORTING CHILDREN WHO FIND LEARNING  
DIFFICULT ..... 24

    4.5. INCLUSIVE EDUCATION: SUPPORTING INDIVIDUAL DIFFERENCES ..... 25



.....



<b>MODULE 5 : THE ATTITUDE OF AN INCLUSIVE TEACHER.....</b>	<b>27</b>
5.1. SOME KEY POINTS FOR THE TEACHER TO OBSERVE .....	27
<b>MODULE 6 : CARING FOR A CHILD WITH SPECIAL EDUCATIONAL NEEDS ..</b>	<b>31</b>
6.1. GENERAL STRATEGIES FOR INCLUSIVE EDUCATION .....	31
6.2. SPECIFIC STRATEGIES FOR INCLUSIVE EDUCATION .....	32
<b>MODULE 7 : DEVELOPING AN INDIVIDUAL EDUCATION PLAN (IEP) .....</b>	<b>37</b>
7.1. WHAT IS AN IEP? .....	37
7.2. WHAT IS THE PURPOSE OF THE IEP?.....	37
7.3. WHO SHOULD FILL IT OUT? .....	37
7.4. WHAT SHOULD IT CONTAIN? .....	38
7.5. HOW TO IDENTIFY LEARNING OBJECTIVES ? .....	38
7.6. HOW OFTEN SHOULD IT BE COMPLETED? .....	39
7.7. SHOULD PARENTS BE INVOLVED IN THE IEP? .....	40
7.8. WHY SET UP AN INCLUSIVE EDUCATION TEAM (IET)? .....	40
7.9. WHAT ARE THE RESPONSIBILITIES OF AN INCLUSIVE EDUCATION TEAM? .....	41
7.10. HOW DOES AN INCLUSIVE EDUCATION TEAM INTEGRATE WITH OTHER SCHOOL COMMITTEES? .....	41
7.11. EVALUATION OF THE IEP .....	42
<b>MODULE 8 : PLANNING AND PREPARING LESSONS TO INCLUDE ALL STUDENTS .....</b>	<b>43</b>
8.1. LEARNING IN SMALL STEPS .....	43
8.3. RECREATIONAL ACTIVITIES .....	45
8.4. DIFFERENTIATION .....	45
<b>MODULE 9 : .....</b>	<b>49</b>



<b>COLLABORATING IN TEACHING.....</b>	<b>49</b>
9.1. THE "CHILDREN - CHILDREN" COLLABORATION .....	49
9.2. PARENT-TEACHER COLLABORATION.....	50
9.3. COLLABORATION WITH THE REST OF THE EDUCATIONAL COMMUNITY .....	52
<b>CONCLUSION .....</b>	<b>54</b>
<b>BIBLIOGRAPHY .....</b>	<b>55</b>
<b>APPENDIX 1 : INDIVIDUAL INFORMATION SHEET .....</b>	<b>58</b>
<b>APPENDIX 2 : EXAMPLE OF A COMPLETED INDIVIDUAL PLAN.....</b>	<b>63</b>
<b>APPENDIX 3 : SAMPLE MONITORING FORM .....</b>	<b>65</b>
<b>APPENDIX 4 : .....</b>	<b>66</b>
<b>THE BRAILLE ALPHABET .....</b>	<b>66</b>
<b>APPENDIX 5: ILLUSTRATION OF FRENCH SIGN LANGUAGE .....</b>	<b>67</b>
<b>APPENDIX 6 : HOW TO GUIDE A VISUALLY IMPAIRED OR BLIND CHILD .....</b>	<b>68</b>



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# INTRODUCTION

Quality education is a right for every child. Both the Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD) aim to ensure quality education for all and to provide the comprehensive support required for the development of each child's potential.

However, it has been found that children with disabilities face several difficulties in accessing schools. Despite efforts on both sides to ensure their access to quality education, school policies, pedagogical methods and evaluation do not sufficiently take into account their needs and aspirations.

As a result, students with disabilities cannot participate in all school and social activities. Very little consideration is given to these students in school assessments and official examinations. Today, the challenge facing all education systems is to respond positively to the expectations of the Sustainable Development Goals (SDGs) to be achieved by 2030, namely: **4.1. Ensure that all girls and boys receive a full course of free, quality primary and secondary education of equal value, leading to meaningful learning. 4.a Build and upgrade child-, disability-, and gender-sensitive educational facilities and provide safe, nonviolent, inclusive, and effective learning environments for all.**

With this in mind, the Center Cameroon Cluster Programme (CCCP) was created in 2014 with the support of CBM to accompany the Cameroonian government in the implementation of inclusive education.

The activities of this program in favor of inclusive education so far include: extensive awareness campaigns in the media and



communities; the organization of capacity building workshops for teachers in the practice of inclusive teaching methods; the development of accessibility infrastructure in schools; monitoring and psychological support for students, parents and teachers; and advocacy, the list is not exhaustive.

Despite the progress noted in the inclusion of learners with disabilities in schools, such as improved access for children with disabilities, better appropriation of the concept of inclusive education by teachers in regular schools, changes in attitudes towards children with disabilities, and facilitation of the participation of candidates with disabilities in official examinations, there are still several challenges to be addressed.

This guide is a compilation of available resources on inclusive education, as well as collaboration with resource schools (PROMHANDICAM, Louis Braille, ESEDA) and facilitators of workshops on inclusive education. The objective is to facilitate the application of inclusive pedagogical and assessment practices in regular schools for a better support of all students, including those with disabilities.



## MODULE 1: UNDERSTANDING AND DETECTING A DISABILITY

### 1.1. WHAT IS DISABILITY ?

The British Philip Wood defines disability as the consequence of diseases on the person, analyzing them according to three levels:

- Impairment, corresponding to the alteration of a physiological or anatomical psychological structure or function;
- Disability is a partial or total reduction in the ability to perform a normal activity;
- Disadvantage, the consequence of the impairment or disability on the conditions for social, educational or professional integration. As a result of the interaction between the person with the impairment or disability and the environment, the extent of the disadvantage is closely linked to the environment, which can either minimize or amplify it.

In Cameroon, the disabled person is legally designated in Law N° 83/013 of July 21, 1983 on the protection of disabled persons, in its article 1, as ***"any person who, struck by a physical or mental deficiency, congenital or accidental, has difficulty in performing the functions normal to an able-bodied person"***.

The above-mentioned definition should be complemented by the United Nations Convention on the Rights of Persons with Disabilities of December 13, 2006, whose article 1, paragraph 2, states that: ***"Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments, the interaction of which with various barriers may hinder their full and effective participation in society on an equal basis with others."***

According to article 2 of law n°83/013 of July 21, 1983 on the protection of disabled persons, **"the disability is established by a doctor who issues a free certificate indicating the nature of the disability as well as the degree of disability"**. This certificate gives rise to a National Disability Card issued by the Minister of Social Affairs.

In Cameroon, there are three main categories of disabled people: the physically disabled, the mentally disabled and the multi-handicapped. Sometimes the seriously ill and the gifted are also included.

## 1.2. TYPE OF DISABILITY

In the 1980s, Philip Wood's work formed the basis of the International Classification of Impairments (ICIDH), developed at the initiative of the World Health Organization (WHO).

The French classification based on the above-mentioned work distinguishes eight major categories of disabilities as follows:

- 1- intellectual and behavioral disabilities;
- 2- deficiencies of the psyche ;
- 3- hearing impairments;
- 4- speech and language impairments;
- 5- vision impairments;
- 6- visceral and general impairments;
- 7- musculoskeletal disabilities;
- 8- aesthetic deficiencies.

In Cameroon, there are three main categories of disabled people: physical disability, mental disability and multiple disabilities. Sometimes the seriously ill and the gifted are also included.

## Category I : Physical disability

### ■ Subgroup 1 : People with motor disabilities and amputees

- **Type 1** : People with motor disabilities. This type includes paraplegics, monoplegics, quadriplegics, hemiplegics.
- **Type 2** : Bleached lepers. These are people with the disabling after-effects of leprosy.
- **Type 3** : Amputees and mutilated people. These are people who, for whatever reason, find themselves with a limb or an organ partially or totally removed.

### ■ Subgroup 2 : People with sensory disabilities

- **Type 1** : the blind and visually impaired. This type includes those who do not see at all, the one-eyed and all people with a visual deficit or a permanent eye disease.
- **Type 2** : Deaf and Dumb. This type includes the deaf, the dumb, the deaf-mute, the hard of hearing.

## Category II : Mental or intellectual disability

Formerly called retarded (mild, moderate, severe, profound), mentally handicapped people are those who, due to innate or acquired causes, have a mental age lower than the real age, i.e. an intelligence quotient lower than 70 and who suffer from behavioral disorders affecting conduct and relations with the physical and human environment. The mentally handicapped are mostly found in large urban areas.

Their characteristics are based on the following typology:

- **Type 1** : autistic people. These are people characterized by withdrawal, lack of communication, stereotyped gestures and a loss of contact with previous reality.

- **Type 2:** epileptics. These are people who suffer from a chronic seizure of neuron activity causing sudden convulsive attacks with loss of consciousness.
- **Type 3:** psychotic people. These are those who present an alteration of the intellectual functions and personality disorders characterized by hallucinations and delusions.
- **Type 4:** Mongolians. These are people with mongolism, which is a chronic aberration from birth called trisomy 21. They are characterized by a typical face, slanted eyes, a small head, difficult communication, mental retardation and other malformations, especially cardiac.
- **Type 5:** the mentally retarded and the mentally retarded. These are people characterized by a mental age lower than the real age determined by the intelligence quotient defined as lower than normal (70), which consequently makes them weak-minded, stupid and imbecile. We distinguish according to the severity: Mild; moderate; severe; profound.

### Category III : Multiple disabilities

This category includes people with more than one disability, such as some albinos who have both skin and vision problems, the deaf-blind, the cerebral palsy and leprosy patients who have both motor and sensory impairments.

People with so-called disabling illnesses, also known as **chronic illnesses**, are sometimes considered to be disabled. They include :

- hypertension patients;
- sickle cell patients;
- AIDS patients;
- cancer patients;

- diabetes patients.

In addition to these categories, there are individuals with special educational needs such as the **gifted**.

### 1.3. What to do if you think a child has a disability ?

If you think a child has a disability, you should first talk to the child's parents or guardians to see what they can tell you about the child's difficulties. You should try to find out if the child has been referred to a hospital or clinic, and verify that the recommended treatment is being followed.

If the child has not been examined in a hospital or clinic, you should make it clear to the parents/guardians that you believe the child has a disability, but that only medical personnel can confirm this by examining the child. Your priority is to help the parents arrange for the child to be medically examined.

## MODULE 2 : FOUNDATIONS OF INCLUSIVE EDUCATION

Inclusive education has its main foundations in the many international charters and declarations of the United Nations that affirm "the notion of education as a fundamental right" for all children without discrimination or exclusion. This principle has prompted the international and national communities to pay particular attention to children with disabilities.

### 2.1. INTERNATIONAL LEGISLATION

- **1948** : The *Universal Declaration of Human Rights* ensures the right to a free elementary education for all children (article 26);
- **1960** : *UNESCO Convention against Discrimination in Education*;
- **1989** : The *Declaration of the Rights of the Child (CRC)* ensures, in addition, the right of all children to receive an education without discrimination, whatever the reason;
- **1990** : The *World Declaration on Education for All (Jomtien)* reinforces the concept of basic education for all that meets basic learning needs;
- **1993** : The United Nations *Standard Rules on the Equalization of Opportunities for Persons with Disabilities* not only states the equal right to education for all children, youth and adults with disabilities, but also declares that education should be provided "in an integrated setting" and "within the framework of regular educational facilities ;

- **1994** : The **Salamanca Statement and Framework for Action on Special Needs Education** states that "the school should accommodate all children, regardless of their particular physical, intellectual, social, emotional or other characteristics. It should accommodate children with disabilities as well as the gifted, street and working children, children from isolated or nomadic populations, those from linguistic, ethnic or cultural minorities, and children from other disadvantaged or marginalized groups ;
- **1996** : **Luxembourg Charter** : the school must be open to all and everyone must have access to it. It placed the person at the center of any educational project;
- **2000** : The **World Education Forum (Dakar) Framework for Action** and the **Millennium Development Goals** call for achieving universal primary education by 2015, with a focus on marginalized groups and girls;
- **2001** : UNESCO launches an **EFA Flagship** on the right to education for persons with disabilities: Towards inclusion ;
- **2006** : On December 13, the United Nations General Assembly adopts the **Convention on the Rights of Persons with Disabilities**, whose article 24 is specifically devoted to education (non-discrimination, equality of opportunity, inclusion in education at all levels, inclusive primary education; lifelong educational opportunities directed towards the full development of human personality, dignity and self-esteem, respect for human rights, fundamental freedoms and human diversity; the development of the personality of persons with disabilities; their effective participation in a free society, with a view to full integration, etc.);

- **2015** : United Nations member countries adopt a new sustainable development agenda. The commitments called the Sustainable Development Goals (SDGs) include Goal 4 (SDG 4) to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. "For the first time, children with disabilities are mentioned in a set of global goals to ensure that they are not "left behind.".

## 2.2. NATIONAL LEGISLATION

- **1998** : *The Law of Orientation of Education* in Cameroon whose articles 6, 7 and 9 affirm the importance of education and especially of Education for All;
- **2010** : *Law N° 2010/002 of April 13*, on the protection and promotion of persons with disabilities provides in its article 28 that the State is committed to "take special measures to ensure access of persons with disabilities to education and vocational training.
- **2018** : *Decree No. 2018/6233/PM of July 26 setting the terms of application of Law No. 2010/002 of April 13, 2010* on the protection and promotion of persons with disabilities, in its Article 3, provides that "education and vocational training of persons with disabilities are provided either in conventional training institutions and centers, or in specialized training institutions and centers created or subsidized by the state according to the nature or degree of disability."

Paragraph 2 of this article specifies that disability cannot be a reason for refusing admission or enrolment of a student in a conventional school or training center.

For exams and competitions, article 6 prescribes that disabled people should be given all the necessary support (teaching materials, technical aids, human support, etc.), granting them a third of the time, and creating special examination centers for candidates with specific difficulties.

### 2.3. STAGES IN THE DIETGN OF EDUCATION FOR CHILDREN WITH DISABILITIES

With the evolution of concepts of education for children with disabilities over time, most countries have gone through three periods of schooling for students with disabilities: a long segregated period, an inclusive period in schools for children with disabilities (in the 1970s) and an inclusive period (since the 1990s).

#### ► The segregation stage

Prior to World War II, special needs children and children with disabilities in particular were hidden by their parents and kept away from their communities and services.

After the Second World War, there was a development of knowledge and services (psychology, psychiatry, social services, medical services (speech therapy, physiotherapy, occupational therapy)). This period saw the creation of reception centers, special schools and special classes. Research was conducted into the discrimination of people with special needs. All this gave rise to a profound reflection on the educational services offered to children with special needs, who could be cared for in services specific to them.

#### ► The integration stage

At the end of the 20th century, the negative effects of segregated care of EBS are demonstrated. The integration approach was adopted. It brought about changes in the conception, analysis and

understanding of these problems and in the way services were offered. It advocates the development of the full potential of people in their living environment, including those living with a disability.

SEN are allowed to attend regular schools to the extent of their abilities. In 1978, Mary Warnok first used the term "*special education needs students*".

The EBS are in a situation of disability more because society looks at them in a stigmatizing way and does not try to remove the obstacles to their harmonious integration.

### **The inclusion stage**

All children are admitted to regular schools that must accommodate them by creating environmental, educational and behavioral conditions that are adapted to their specific needs..

## **MODULE 3 : FROM INCLUSIVE EDUCATION TO AN INCLUSIVE SCHOOL**

### **3.1. GENERAL INFORMATION ON INCLUSIVE EDUCATION**

According to Article 24 of the United Nations Convention on the Rights of Persons with Disabilities and UNESCO's guidelines on inclusion, "Inclusive education means the presence, full participation and achievement of all learners in the general education system. "Inclusive education is about the full development of human potential, and a sense of dignity and self-esteem. Inclusive education is a right of every child and should be free, compulsory, of good quality and available in local communities. »

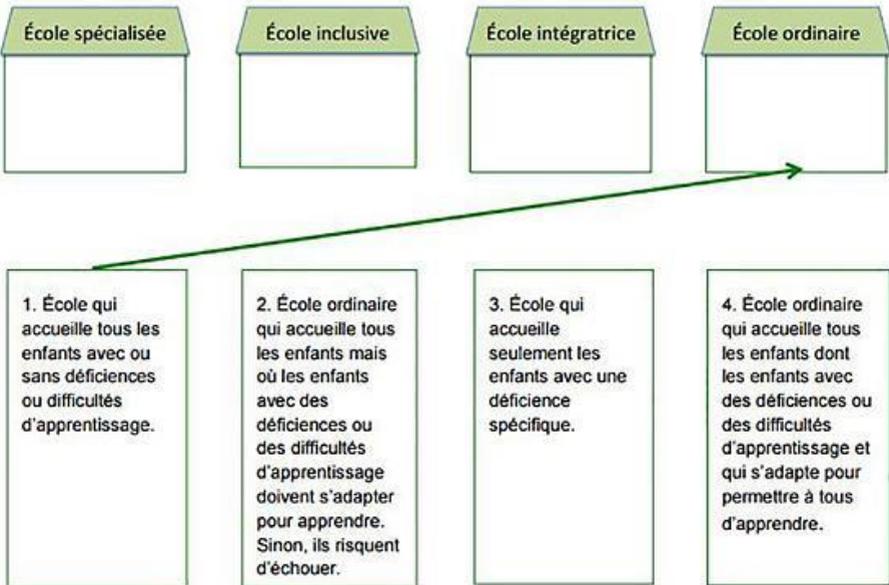
Inclusive education, therefore, is a process that consolidates the ability to accommodate every learner with or without deformity in the

same environment, and participating in the same classroom activities. It is concerned with all children, with special attention to those who traditionally do not have educational opportunities, such as children with special needs, with disabilities, or belonging to ethnic or linguistic minorities, among others.

The school, which is the place where education is largely given, must undergo changes to accommodate all children. How will we recognize an inclusive school?

Answering this question means understanding what an inclusive school is before highlighting its main characteristics..

### 3.2. SOME SCHOOL SYSTEMS



### 3.3. CHARACTERISTICS OF AN INCLUSIVE SCHOOL ?

**An inclusive school is one in which:**

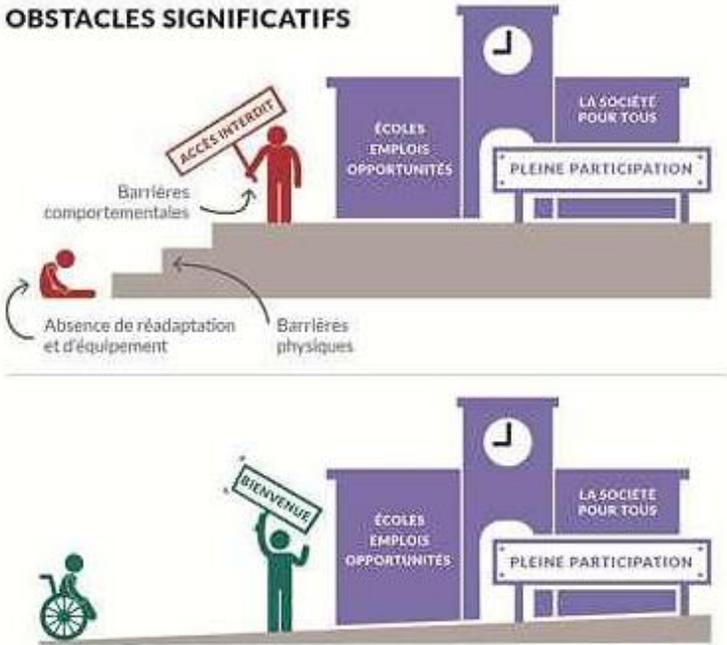
- ✓ All children in the community are welcome and considered equal.
- ✓ All children have the opportunity to start school when they are young.
- ✓ All children feel safe and valued.
- ✓ Parents feel involved in their children's education.
- ✓ The environment and educational practices are modified to include all children.
- ✓ Teachers are trying to change their teaching methods to include all children in their classes.
- ✓ The individual differences of children are recognized and respected.
- ✓ Children support each other in their learning.

The inclusive school aims to provide each learner with a non-discriminatory school environment that is best suited to his or her individual circumstances. It is a **school for all**.

The fundamental principle of the inclusive school is that the ordinary school must welcome, in as ordinary a way as possible, all young people by adapting to the needs of each one. To this end, it must:

- Welcoming and promoting access to school for all children; Meet the needs of each learner (accessibility of the school, differential teaching methods);
- Collaborate with resource persons (medical and paramedical experts) and the educational community (parents, development committees, CSOs, etc.);
- Encourage mutual aid between learners (collaborative work, buddy systems, etc.);
- Ensure the safety and value of the learner;

## OBSTACLES SIGNIFICATIFS



Schools are strategic places. They help children feel like they belong in the community. They provide opportunities for children to develop skills that can lead to employment, and they improve opportunities for all children.

In schools, there are difficult barriers for children with disabilities to overcome. These barriers may be related to inadequate school infrastructure, negative attitudes toward disability, or rules and ways of doing things that may prevent children with disabilities from succeeding. We will explore some of these issues in the following modules, but let's start by thinking about how you can change your teaching methods to be more inclusive.

## MODULE 4 : INCLUSIVE TEACHING AND LEARNING

### 4.1. CREATING AN INCLUSIVE CLASS

All children learn best in an orderly classroom. A well-ordered classroom is clean, tidy and well organized. In a well-ordered classroom, children behave well and are encouraged to take care of themselves. The teacher respects the children and deals with all children equally according to their abilities. Children respect the teacher and each other. Children want to help each other and help other children learn. The teacher wants all children in the class to succeed, but recognizes that children have different learning needs and adapts his or her teaching method to each child's needs. The teacher encourages children to learn from each other and to respect each other's differences. The teacher praises the work of every child who makes an effort.

Teachers realize that children work at different speeds. Some children need time to process information and complete work. Others will finish the same learning tasks more quickly than others and will need additional developmental work to help them work independently.

In an inclusive classroom, children store their bags and do not clutter the space between tables so that children can move around without tripping.

The classroom configuration takes into account the location of the children to best learn, and the tables/chairs are arranged in work groups for learning activities.

Writing boards are clean and teachers write legibly. Rules to follow, posters and displays are in large print and clearly laid out at the children's level.

## 4.2. INCLUSIVE TEACHING: EFFECTIVE APPROACHES FOR THE WHOLE CLASS

Here are some simple things you can do that will help all the children in the classroom learn better:

- ✓ **When you speak, make sure all the children can see your face.**
  - If possible, stand in the brightest part of the room so that the light illuminates your face.
  
- ✓ **□ When you want to emphasize something important :**
  - Use gestures and expressions to emphasize what you are explaining.
  - Make sure you speak clearly and simply.
  - If you think some of your students did not understand what you just said, repeat it using different words.
  - Ask the children questions to check their understanding.
  - If some students need to sit at the front of the class (for example, to see or hear you), let them sit at the front.
  
- ✓ **When explaining a learning exercise:**
  - Have children do the difficult and complicated activities in the morning when they are awake and have energy.
  - Provide clear instructions and check that the children understand them.
  - Identify the key words you will use in a lesson, write them on the board, and be sure to explain the meaning of these words during the lesson.
  - Do an exercise to give an example, so that the children understand what you are asking of them.
  - Allow children to work in pairs/small groups to compare and discuss answers and help each other.

- Provide simplified tasks or alternative activities for children who need them.
- Write in large print, and use drawings and pictures so that all children understand.
- Use visual aids, such as real objects, models, photographs and posters in your lessons. Make sure all children can see them and allow some children (e.g., children with visual impairments) to handle them.
- Remember that children learn best by doing things rather than by listening to someone explain what they are. Think about ways to make learning practical. For example, for numbering, use dried beans to count and cups to add them up. For lessons on measurement, have children measure each other. For quantities, allow children to pour liquids.

### 4.3. INCLUSIVE TEACHING: CLASSROOM MANAGEMENT

Children learn best in an environment that values good behaviour, respect for others and collaboration. Effective learning takes place in a classroom where children have a clear understanding of what is expected of them and how they should behave. Good behavior promotes learning, as children have difficulty learning in a noisy and disorganized environment.

However, sometimes children misbehave, which can disrupt the learning of others. There are many reasons why children may behave this way. They may be tired or hungry, they may be angry at a challenge, or they may be frustrated because they can't get their work done in class even when they try. They may be upset about something that happened at home or at school. Some children misbehave to get attention because they feel ignored.

Usually, this disruptive behavior occurs only occasionally and lasts only a short time. However, disruptive behaviour can sometimes continue, and children may have trouble controlling themselves on a regular basis. This is bad for them because they can't learn well and may have trouble making friends. It also disrupts the learning of other children in the classroom.

So, what can you do if a child is behaving in a way that is consistently disruptive to other children in the classroom?

### Here are some ideas for dealing with bad behavior:

#### a) Observe the child

See if you can figure out why he or she is behaving the way he or she is. Take notes each time the behavior occurs, note what the child did and what you think is causing the behavior.

Is it to avoid doing exercises that he finds difficult? Is it because he wants the attention of the teacher and other children? Is he or she agitated because he or she is hungry or not feeling well? Is he angry because he has been provoked? Once you have identified these reasons, you will be able to identify strategies to improve the behavior. For example, if children want to avoid doing exercises that they find difficult, you can provide extra help, ask other students to help them, or give them simpler tasks.

#### b) Talk to other teachers

From your school and agree on what to do when the child is difficult. Write down what has been agreed upon so that you have a policy for managing the child's behavior that all teachers understand. Do not beat the child as you should never use corporal punishment.

#### c) Ask the parents about it

Of the child to find out if the child is behaving this way at home. Do they know why the child is behaving this way? If it is due to a bad experience, the child may be relieved to talk to a trusted adult, such as a grandfather or father's friend.

**d) Gain the child's trust / attention**

Some children show warning signs of bad behavior. If you can observe and recognize these signs, you can sometimes distract the child by putting your hand on his shoulder while you continue teaching. You can also give the child a task that will take his or her mind off the task - for example, cleaning the board or delivering a message. Try to choose something the child likes and can do.

**e) Think about where the child will sit**

It may be helpful for the child to sit at the front of the classroom, where you can see him/her better. If the child is walking around the classroom, sit the child close to the wall or between two other students to make it harder for the child to move.

**f) If the child is wandering or becoming restless, give him or her practical tasks,** such as tidying up, handing out books or sweeping the yard.

**g) Praise the child for good behaviour and completion of work. Give them** a token or star. When they have five stars, they can exchange them for a reward, such as fruit. Reward the whole class for good behavior.

**h) Stay calm when reprimanding the child. Tell them clearly** and firmly what you don't like about the way they are behaving and why it is not appropriate. Keep your sentences short and simple.

**i) Think carefully about any punishment you give: for example, asking** the child to stay out of class may not be a

punishment. The child may see it as a reward for disruptive behaviour. You should never use physical punishment.

**j) Do not try to dissuade the child with a threat that you do not intend to carry out.** Make it clear what will happen if the child misbehaves; for example, "if you hit another child, you won't play your favourite game."

**k) If the child cannot control himself, he may benefit from being in a quiet place** to calm down. He or she will need to be supervised by an adult.

**l) If the child is able to understand, you can talk to him or her to explain why** the behaviour is harmful to him or herself and to other children.

#### 4.4. INCLUSIVE TEACHING: SUPPORTING CHILDREN WHO FIND LEARNING DIFFICULT

All children learn at different rates and are good at different things. Some children are especially kind to their classmates and helpful. Some children sing well, while others draw well. It is important that children have the opportunity to show what they can do and be praised for it. In the classroom, some will prefer letters to numbers, while others will enjoy math and be good at arithmetic, but find reading and writing difficult. Some will be good at sports, while others will have difficulty working in class. Some children will have good memory skills, while others will have difficulty remembering what they have learned and will need to be reminded.

If you have many children in your classroom, how do you help children who find the work particularly difficult? Here are some ideas you might find helpful.

- During an activity, the teacher can spend time with the child to explain what he or she needs to do and how he or she can do it. The teacher can give the child a simplified individual assignment based on the lesson topic.
- You might ask a child who has finished his or her work to sit with the child who is finding the work difficult to help. A child who is good at reading can listen to a child who is finding reading difficult and help him or her read the complicated words.
- The teacher may provide additional assistance to the child for 10 minutes at lunch time.
- Older children in the school can sometimes be paired with younger children to support their learning. This helps the children and can also socially enrich the older child.
- Parents or older siblings can help the child develop literacy or numeracy skills at home. But this can only happen when parents are welcome at school and the teacher explains what the child needs to learn and how they can help. It is important that parents understand that this learning at home must be enjoyable for them and for the child. They should not force the child to learn and should not punish the child for making a mistake.

#### **4.5. INCLUSIVE EDUCATION: SUPPORTING INDIVIDUAL DIFFERENCES**

Children with disabilities are basically the same as other children. It is important that you treat these children the same as the other

children in your class. However, they may also need specific support to make sure they are happy at school and are valued and respected by the other children. Here are some ideas you may find helpful.

- Explain to the whole class why some children may behave differently or learn in different ways. Use the right words to describe the different disabilities. Encourage disabled children (if you have any in your class) to explain to the class what special equipment or devices they use.
- Disabled children should not be made to feel different from other children. Do not make them feel different from other children in an obvious way. Set up a buddy system for disabled children, i.e. a group of pupils who help the child, if necessary. Do not expect the buddy to do everything.
- Give disabled children who find classroom work difficult extra responsibilities or tasks that they enjoy and are able to do well, so that they feel valued, e.g. tidying up and sweeping, doing errands.
- Think about how sports activities and games can be adapted to include disabled children.
- If you are teaching outside, remember that it may be more difficult for children with hearing or visual impairments to hear you outside.
- Where possible, give exercises that children will do well, even if it takes them a little more effort.
- Praise them when you see that the children have made an effort, even if they have made mistakes.
- The learning needs of disabled children are largely the same as their able-bodied peers, but their disability may affect the way they learn. You will need to understand their individual learning needs and how to meet them. This is the subject of the next module.

## MODULE 5 : THE ATTITUDE OF AN INCLUSIVE TEACHER

Have the teachers you work with reflected on their own attitudes and behaviors? Teachers need to reflect on their behavior in the classroom and the effects of those behaviors on how students learn.

### 5.1. SOME KEY POINTS FOR THE TEACHER TO OBSERVE

- **An inclusive teacher must respect the individuality of each child.**

An inclusive teacher helps the child develop self-confidence, self-esteem and a sense of inclusion in the learning community. This begins with the language used by all, teacher and students, in the classroom and how it is used. The teacher should ask the following questions:

- Does the language I use and that others use to talk about and to the child value him/her?
- Does my language and attitude indicate that I respect her person, her identity and her rights?
- Do I value the child by addressing him/her?
- Do I know the appropriate language for naming children with disabilities and talking about their disabilities?

The language we use often carries a lot of emotion, especially for children with disabilities.

- **The right words to talk about disabled children and their disabilities**

The use of respectful terminology is important in the classroom, school and wider community. It not only promotes the development of

self-confidence and self-esteem, but also allows the child to feel included in the classroom and in the community. It also denotes respect for human rights. The positive language established in this way gives the child a real status by creating the positive atmosphere necessary for the acquisition of knowledge. This requires that the teacher, family and even the community banish words that have a negative connotation, including those that describe a disability as a disease, nicknames and call all children by their names; avoid words that hurt and adopt words that have a positive connotation or are neutral.

- **A classroom where the teacher's demeanor allows everyone to feel included**

Teachers need to observe their students to learn about their strengths and weaknesses, learning styles and personalities. This will allow them to detect less obvious deficiencies and take appropriate action. Knowing your students is an important part of ensuring equity for all children in your classroom. A major barrier to children's knowledge acquisition and participation in classroom activities is lack of self-esteem and confidence, so the inclusive teacher has a crucial role to play in encouraging social and emotional learning for all children. The teacher must influence the atmosphere of the classroom and school to make it supportive.

- **How can we help students appreciate and respect their similarities and differences?**

Children need to understand and talk about their differences and similarities. They need to see them as natural in society. You have an important role to play in helping children realize that their opinions, perceptions and emotions may be different, but that they are all part of society and that diversity is enriching. You yourself must be the model in this sense by adopting an equitable behavior towards all children and organize activities that allow them to work together, interact and

build their learning while developing social behaviors such as appreciation, mutual respect, listening, tolerance and empathy.

- **How to develop community life ?**

An inclusive teacher helps students feel included in the learning community. To do this, teachers need to understand society and think about strategies for their students to understand how to live in community. Children will only be able to acquire knowledge if they feel safe in the classroom: that is, they must feel free to express their opinions without fear of being laughed at by their peers or the teacher, or being punished by the teacher or their peers. Creating such a safe environment requires not only that the teacher examine his or her own values, attitudes, behaviors, and actions, but also that he or she examine the child's home and social environment and take steps, if necessary, to make it positive so that all learners feel valued and learn to take risks to learn better. Developing (or restoring) a child's self-confidence and self-esteem also means recognizing his or her contributions, no matter how small. What can the teacher do in this sense ?

- **Instead, look at the exercise Mr. Agbo gave to his students.**
- **Case Study 2: *Where all the mistakes give the best score***

Mr. Agbo asks his students to take a sheet of paper to make a dictation that he will collect. He asks them not to write their names on the paper. After the dictation, Mr. Agbo collects the copies and redistributes them, taking care that no child receives his or her own dictation. He then writes the dictation on the board and asks the children to correct the copy in front of them. He also asks them to write their name on the copy they are correcting. If they find all the mistakes, they get 10 out of 10. If they leave one mistake, they get 9 out of 10, etc. That day, all of Mr. Agbo's students got 10 out of 10 in

dictation. It was a great success and Mr. Agbo's class was never so happy. This way of posing the exercise allowed Mr. Agbo to give a good mark even to the weakest children in dictation while putting them all to work, and this in a good mood. It is important that all the children are winners at least once in a while. It helps to give them confidence in their ability to do as well as everyone else and motivates them to do better. Later, Mr. Agbo had the whole class do this dictation and... the weaker students did much better. The teacher needs to think about changing the way he or she presents the exercises to the children so that they can succeed from time to time.

- **Role of the social environment on students**

Contributing to a child's emotional well-being goes beyond the school environment. Listen to this short scene and note how teacher Gisele helped little Didi overcome a lack of confidence caused by her father's negative attitude at home. What specifically did she do to restore the little girl's confidence? She gently questioned her to find something she knew and liked to do that would allow her to succeed in front of her parents. She supports the girl by giving her time to rehearse the song; she also supports her by protecting her when the other students start to heckle at the thought of Didi speaking. As a result, Didi finds something she knows and can do that earns her the esteem of her peers. The other students discover that Didi can challenge, succeed and even shine in certain activities.

## MODULE 6 : CARING FOR A CHILD WITH SPECIAL EDUCATIONAL NEEDS

Teaching in an inclusive classroom is all about differentiating interventions in the classroom, i.e., taking into account the particularity of each learner. Inclusive teaching is tailored to meet the different needs of learners.

Considering that inclusive education has two approaches to intervention, one of which is holistic and the other specific, the inclusive teacher must create favourable working conditions for all students on the one hand, but also provide the necessary support for learners with special educational needs.

### 6.1. GENERAL STRATEGIES FOR INCLUSIVE EDUCATION

To develop inclusive instruction in their classroom that benefits all learners, the teacher must:

- **Create an inclusive classroom.** It is a neat, organized and clean classroom. It is a classroom where students keep their belongings in order, take care of their classroom and master its rules. In an inclusive classroom, all students feel part of the class group, the teacher and students respect each other, students help each other succeed and behave well;
- **Adopt practices that help all children learn better.**
  - When the teacher speaks, he or she must ensure that it is seen by all students;
  - Its clear and simple explanations must be illustrated by real objects, pictures, drawings, gestures ... and / or large print;
  - Encourage learners who work or behave well;

- Stay calm when reprimanding a child and think carefully about the punishment.
- Support children who find learning difficult: Children learn at different rates and are good at different things. Therefore, the teacher can give more explanation to those who do not understand quickly in a given activity, give a little more time to those who are slow, add a peer helper and if necessary involve parents for additional support.
- **Support children who find learning difficult:** Children learn at different rates and are good at different things. Therefore, the teacher can give more explanation to those who do not understand quickly in a given activity, give a little more time to those who are slow, add a peer helper and if necessary involve parents for additional support.

## 6.2. SPECIFIC STRATEGIES FOR INCLUSIVE EDUCATION

Children with disabilities should be treated like other learners. However, there may be times when, because of their disability, they need special support to participate and succeed in class.

### In general, you should :

- Valuing the child with a disability, treating them with respect and consideration;
- Plan his educational guidance with his parents;
- To teach him through educational games;
- Offer different ways of representing information by alternating between images, videos, audios, clarifying symbols, vocabulary ...
- Differentiate the evaluation of learning that can take various forms, such as practical activities (dancing, playing, singing, conducting experiments ...), reading, writing, the portfolio (it includes the child's work: writings, illustrations, pictures,

spreadsheets, recordings ...), projects done individually or in groups ...

- Encourage him/her on the progress made;
- Provide realistic activities that the child can do;
- Give him the extra support he needs;
- Encourage cooperative work.

### **Strategies for children with visual impairments**

Because they are blind or have low vision, children with visual impairments rely particularly heavily on hearing and touch to learn. Therefore, they need to:

- Help the child find his/her way to the classroom if necessary. Walk around the classroom with him/her, showing where things are and explaining what they are.
- Let him/her touch the objects you show the class.
- Talk to the whole class so the child knows when you enter and when you leave the room.
- When you want to talk to a child with a visual impairment, call him or her by their first name.
- Do not make the child feel different from others. Do not single out the child. Find a way to include the child in all activities.
- Read aloud everything you write on the board. If possible, prepare notes in advance for the child, in Braille or large print, as appropriate;
- Develop audio content by reading instructions or giving them in audio format (voice note); by allowing them to record their work and send it to you;
- Give priority to the manipulation of concrete objects;
- Encourage group discussions with peers via a forum;

#### **For those with poor vision,**

- Discreetly check that the child has enough light to read and write;

- If you are using textbooks with a visually impaired child, make sure the child has a personal copy that is adapted;
- Suggest that they read relatively short texts.

### **Strategies for children with hearing loss**

Depending on the degree of deafness, children with hearing loss communicate through speech, sign language, manual alphabet, gestures and facial expressions, and writing. Also, it is necessary to:

- Always get the child's attention before speaking, and face the child while speaking;
- Make sure there is sufficient lighting so that the child can clearly see the movements of your face and lips;
- Repeat and restate key points;
- Pronounce difficult words or new words, syllable by syllable, and write them down for the child;
- Reduce background noise in the classroom as much as possible;
- Encourage the child's attempts to talk;
- Use visual aids,
- Speak calmly;
- Write down important information as needed and provide additional notes.

### **Strategies for children with physical disabilities**

There are many different physical disabilities that can affect children in different ways. It is therefore difficult to give general advice as each child will need to be considered individually. Some physical disabilities are mild and may not directly affect the child's learning in the classroom. For example, children with only a weakness in their left arm can write with their right arm or participate in games such as soccer. Some children with mild physical disabilities may not need your help. They can manage and their disability does not prevent them

from succeeding in school. They don't want to be treated differently or considered a special case. When everything is going well, don't change anything! You will still need to check from time to time to make sure that these children do not have difficulties that need your attention, and that they are not being provoked by other children, but you do not need to watch them too closely. However, some physical disabilities can be severe and affect all aspects of learning at school and reduce the child's independence in daily life. Children with moderate to severe physical disabilities will likely need support and the use of adaptive devices and/or equipment to help them move and learn.

Physical disabilities that affect different parts of the body may prevent the child from grasping certain learning tools or doing manual work, among other things. Therefore, the teacher must:

- Provide advice to parents on ways to assist their child at home;
- If he has difficulty holding a pen/pencil, cloth can be wrapped around the pen, or the pen can be tied to his hand to help him;
- The child can also benefit from a larger writing tool such as felt pens and markers;
- Allow more time or shorten the task or find someone to write for the child who is having trouble completing the writing exercises;
- The child can also save his or her work on a cell phone or other device.

### **Strategies for children with intellectual disabilities**

In general, we speak of intellectual disability when a person has an intellectual coefficient of less than or equal to 70 and has limited adaptive behavior (difficulty following instructions, dressing by himself, tying his shoes ...). This requires:

- Move from the known to the unknown by starting from what the child already knows to introduce new topics;
- Break down the learning process into consecutive steps from simple to complex;
- Make learning concrete by appealing to all the sense organs;
- Consolidate learning with homework;
- Make the student self-sufficient by providing the necessary support at the beginning and gradually withdrawing it as the student accumulates skills.

To make their teaching inclusive, teachers must choose child-friendly instructional methods and resources to create meaningful learning opportunities for all children

## MODULE 7 : DEVELOPING AN INDIVIDUAL EDUCATION PLAN (IEP)

### 7.1. WHAT IS AN IEP?

An IEP (Individual Education Plan) is a plan or program designed for children with disabilities to help them get the most out of their education. The IEP defines what teachers and others need to do to meet the child's needs in school. The IEP identifies goals and actions that are different from (or additional to) what is already in place for the rest of the class. When completing the IEP, you will need to refer to the student tracking form as it contains key information about the child. The IEP is the tool by which educational teams can improve the learning of each student in partnership with the parents and/or caregiver.

### 7.2. WHAT IS THE PURPOSE OF THE IEP?

The IEP is intended to provide information to the teacher and those who work with the child (including parents) about the child's specific learning goals and how these will be achieved. The IEP allows teachers to develop a plan of action for the child and to identify the people who need to be involved in making it happen. It is a useful tool for measuring progress and teaching effectiveness.

### 7.3. WHO SHOULD FILL IT OUT?

The IEP should be completed by the classroom teachers with the assistance of the Inclusive Education Focal Points. It is important that teachers understand that it is their responsibility to implement what has been agreed upon in the IEP. The role of the focal point is to

provide guidance and support to teachers as needed, and to help them assess the child's progress.

## 7.4. WHAT SHOULD IT CONTAIN?

An IEP should contain the following information:

- ▶ Information about the child (first name, age, class, etc.).
- ▶ Information about the challenges the child faces - e.g. in reading, writing, math, independence, socialization.
- ▶ Information on the teaching materials or other educational resources that the child needs.
- ▶ Goals for the child to achieve.
- ▶ Action plan to help the child achieve his or her goals.
- ▶ An evaluation of the child's progress that identifies the goals that have been achieved and includes comments from the teacher, the child's parents/guardians and the child.

## 7.5. HOW TO IDENTIFY LEARNING OBJECTIVES ?

The goals contained in the IEPs should be "SMART," which means:

**Specific:** clearly define what the child is expected to accomplish.

**Measurable:** to know if the objective has been achieved.

**Achievable:** tailored to each child.

**Realistic:** based on the needs and context of the child.

**Temporally defined:** so that everyone knows when the goal will be achieved.

Setting learning goals is not an easy task, especially in the beginning. The goals should not be too difficult to achieve or the child will become discouraged. The goals should not be too easy to achieve either, or the child will not be motivated enough. If the child quickly achieves the goals you have set, you can then identify new goals to achieve. If the goals are too difficult, you can break them down into smaller steps.

It is recommended to have new goals at the beginning of each quarter. You can review the previous quarter's goals while setting new goals. In this way, the IEP provides a record of the child's progress that can be shared with new teachers in the child's school career. It is recommended that all of the child's plans be kept in a folder with the child's name on it (also containing the student tracking form). Whenever possible, parents should also have a copy of the plan. Principals should review IEPs after they have been completed and after the student's progress has been assessed. This is useful for principals because the IEP provides information about the interventions of inclusion champions, gives the principal an opportunity to encourage effective teaching methods, and helps the principal determine how well the school is able to meet the needs of students.

## 7.6. HOW OFTEN SHOULD IT BE COMPLETED?

The IEP is a working document that should be reviewed on a regular basis (once or twice a quarter) to ensure that it continues to meet the child's needs.

When reviewing IEPs with the teacher, focal points should consider:

- ▶ The student's progress toward agreed-upon goals.

- ▶ This could have an effect on the child's progress (positive or negative).

After reviewing the child's current progress, new goals to be achieved by the next IEP review should be agreed upon with the classroom teacher.

## 7.7. SHOULD PARENTS BE INVOLVED IN THE IEP?

Oui, les parents devraient être invités à l'école et recevoir une explication simple de ce qu'est un PEI et à quoi ça sert. De préférence, les parents devraient être impliqués dans la définition des objectifs et aider leurs enfants à atteindre ces objectifs. Généralement, vers le début du trimestre, les parents devraient être invités à l'école pour examiner les progrès de l'enfant dans la réalisation des objectifs et l'élaboration de nouveaux objectifs pour l'année scolaire suivante. Le cas échéant, les enfants handicapés eux-mêmes devraient être impliqués dans la définition des objectifs.

## 7.8. WHY SET UP AN INCLUSIVE EDUCATION TEAM (IET)?

Teachers have many responsibilities in their daily work and it is easy to overlook issues of inclusion, disability and gender. IET can provide regular opportunities to discuss and address these issues.

The job of an IET is to identify and monitor any barriers and progress towards inclusion of all students with disabilities in the school, preferably consisting of the principal, focal points, regular and visiting teachers, two parent representatives (if possible at least one parent of a child with a disability, Other stakeholders may be part of the IET, depending on the program, e.g., a city councilor, a social worker/community worker, a member of a disability organization, a child protection focal point, an inspector, etc..

## 7.9. WHAT ARE THE RESPONSIBILITIES OF AN INCLUSIVE EDUCATION TEAM?

The IET is responsible for supporting the inclusion of boys and girls with disabilities in enrollment, attendance, participation and achievement. If children with disabilities have problems, the IET should try to find solutions. For example, the IET can:

- ▶ Ensure child welfare and protection, with a focus on girls.
- ▶ Ensure that the school environment is safe and accessible for children with disabilities, especially for girls.
- ▶ Encourage positive attitudes among teachers and parents.
- ▶ Support girls with disabilities (tutoring, peer support).
- ▶ Ensure that appropriate health care, assistive devices and adaptive learning materials are available for children with disabilities.
- ▶ Promote positive relationships between teachers and parents.
- ▶ Help teachers adopt more inclusive teaching methods.
- ▶ Develop an inclusion plan for the school.
- ▶ Lobby authorities and communities for financial and social support.

## 7.10. HOW DOES AN INCLUSIVE EDUCATION TEAM INTEGRATE WITH OTHER SCHOOL COMMITTEES?

Preferably, the IET should be integrated into an existing functional committee within the school (e.g., the School Management Committee, rather than creating a separate working group.

The IET should meet quarterly and produce a summary report with clearly defined actions to be distributed among the participants for the following months.

## 7.11. EVALUATION OF THE IEP

This is an ongoing assessment of the student's progress to modify the goal and/or means or strategies as noted. The IEP should then be reviewed and updated:

- periodically ⇒ regulation
- at the end of the year and when the student transfers to another school ⇒ assessment
- keep the IEP in the student's file.

## MODULE 8 : PLANNING AND PREPARING LESSONS TO INCLUDE ALL STUDENTS

Lesson planning and preparation is a crucial activity in preparing for the inclusion of all children in teaching/learning activities. It is during lesson planning that the teacher will lay the foundation for the lesson by choosing teaching/learning strategies that will allow all children to access skills, participate in learning and classroom life, and make the best progress and achieve success. It is during the preparation that the teacher will think about how to support everyone.

### 8.1. LEARNING IN SMALL STEPS

It is important to divide the topics or themes to be covered in the course into sections that can be covered in one lesson. Often, the portion of the topic or theme selected for a single lesson remains complex because it is composed of several elements, or because it calls for additional or new skills or knowledge, but also because children acquire the new skills or knowledge in "bites" of different sizes. It is therefore necessary to break down their acquisition into small, well-articulated, logically organized steps to enable everyone to achieve the objective of the lesson, which must be elaborated in precise and clear terms. Furthermore, the teacher should make sure to link the subject of the lesson to what has already been learned or experienced.

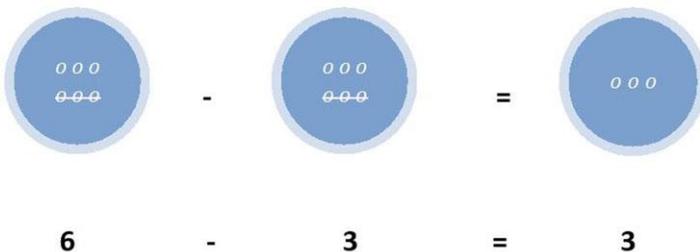
### 8.2. DIVERSIFY LEARNING ACTIVITIES

So in your class you have children with different learning styles. You may also have children with disabilities, and you will need to find activities that allow them to learn as well. It is important, therefore, that when you are planning your lessons, you provide a range of learning

activities, a variety of teaching aids and quality learning materials to illustrate concepts and processes that cover everyone's needs:

- Some, the visual ones, learn by visualizing information. Sight is their sense of choice. For them, a picture or a diagram speaks louder than 1000 words. They like to explain by drawing or making diagrams.
- Others, the auditory ones, by listening. Hearing is their predominant sense. They love words, speech, music and oral communication. They are said to take few notes and often choose to remember things by putting them to rhythm or music - they make up rhymes to help them learn.
- And finally, physical therapists, by moving, touching or doing. They prefer to experiment rather than follow instructions.

**Example 1:** Gilou's teacher, knowing that Gilou had difficulty performing calculations, had him perform the calculation operation using a diagram while the others performed the operation in due form:



$$\begin{array}{c}
 \text{ooo} \\
 \text{eee}
 \end{array}
 -
 \begin{array}{c}
 \text{ooo} \\
 \text{eee}
 \end{array}
 =
 \begin{array}{c}
 \text{ooo}
 \end{array}$$

$$6 - 3 = 3$$

### Example 2 : A special dictation for Antoinette

In general, when doing a dictation, if there are hearing impaired children in the class, you have to go slower and not speak with your back turned. But Antoinette is profoundly deaf, so I will prepare the



dictation text for her with mistakes to detect while her classmates write the text.

### 8.3. RECREATIONAL ACTIVITIES

Learning is very serious, but as you have noticed good humor contributes to learning (while fear blocks it). So, well-planned games have their place among the battery of learning activities: they often help students learn effortlessly and teachers observe students, their understanding of different concepts, their strengths and weaknesses.

### 8.4. DIFFERENTIATION

Everyone learns in their own way. Some students learn best through speech or writing. Others learn best through concrete objects, pictures, drawings or sketches. And, there are those who understand best by sharing with others.

Thus, in order to respond to this diversity of the class group, the teacher must practice differentiation. It occurs when the teacher uses different approaches to meet the needs of the children in the classroom.

A differentiated lesson is the opposite of a single lesson where the same content is taught in the same way to all learners.

Differentiation of instruction can be done on different levels :

- Differentiate teaching methods;
- Differentiate content;
- Differentiate between evaluation methods.

- **Differentiate teaching methods**

Howard Gardner distinguishes 8 types of intelligence. The table below presents some methods of presenting information according to the type of intelligence.

TYPE OF INTELLIGENCE	METHOD OR MANNER OF PRESENTING INFORMATION
<b>Spatial / visual</b>	Written texts - Demonstrations - Maps - Tables - Diagrams - Drawings - Colors - Handling - Labeling
<b>Interpersonal</b>	Discussion - Peer Tutoring - Group projects - Role playing games - Reports - Interviews - Team games - Board games
<b>Intra personal</b>	Diary - Reflection minutes - Correspondence in and out of class - Research
<b>Logical - mathematical</b>	Free drawing - Silent reading - Personal model making - Tutoring of younger students
<b>Musical</b>	Chart making - Clock building - Debates - Card games - Timelines - Mental calculation
<b>Naturalist</b>	Songs - Rhymes - Rhythmic presentations - Dance-Muted music - Choral reading-Poems- Listening to nature sounds - Echo games - Sound exploration - Clapping
<b>Linguistics</b>	Observe - Construct - Classify - Investigate - Analyze - Label - Identify - Find repeating patterns
<b>Kinesthetic</b>	Songs - Word games - Poems - Oral presentations, speeches and debates - Choral reading, teacher reading - Peer tutoring - Role playing
<b>Existentialist or spiritual</b>	Dance - Movements and gestures - Group discussion



The teacher can also differentiate his or her teaching methods by:

- Allowing more or less time to perform an activity;
- Providing individualized support to learners who need it;
- Encouraging learners who need it

- **Differentiate content**

Differentiating content means making changes to what students learn. This can be done by increasing the complexity of the content, or by simplifying it. Sometimes differentiating content requires that a particular child be given less to learn. For example, when the class is copying a two-line text, the child with a developmental disability will have to write the first letter of his or her first name. Content modifications are important to reduce the frustration experienced by the special needs student when he or she has too much work to do or work that is too difficult for him or her.

Another way to vary the content of lessons is to have students study topics that interest them. For example, in a lesson on animal husbandry, students who are interested in poultry can study chicken husbandry, while those interested in rabbits can study rabbit husbandry.

- **Differentiate between evaluation methods**

Traditionally, students are subjected to the same exercises, the same types of evaluation (oral and written), the same conditions of realization (duration, space, material...) the same results are expected of all. This approach does not meet the needs of all students and is particularly problematic for students with learning difficulties. For this reason, it is important to allow for differentiation in the evaluation of work. This can include:

- Changing the format of tests and exams. For example, large print material for visually impaired children or Braille for blind children.
- Increased time during exams.
- The help of a secretary for children who have difficulty writing or a reader for children who have difficulty reading.
- Space out exams to give students time to prepare/recover.
- Test students' ability to perform hands-on activities (e.g., dancing, acting, singing, performing science experiments) as well as their ability to pass tests involving reading and writing.
- Allow students to submit a portfolio of their "best" work done during the quarter/year, rather than assessing only through timed tests and exams.
- Evaluate students' class projects (completed individually or in groups with other students).
- Expand the range of topics on which students are assessed to give every student the "opportunity to shine."
- For example, assess students' artistic skills, acting skills, agricultural skills, and manual and technological skills.

Differentiated instruction, then, is the process of adapting teaching and learning to meet the needs of all learners: "The goal of education for all is the same; the objectives are the same. But the strategies that children will need to make progress toward those goals will be different.

## MODULE 9 : COLLABORATING IN TEACHING

Inclusive education requires the development of partnerships between different educational, specialized and community actors. They must engage in a synergy of actions in order to achieve a common goal.

Successful educational action is a collaborative effort and therefore requires the contribution of all actors.

In terms of inclusive education, the partnership has three key objectives:

- to solve the problems that arise in a given situation;
- prevent problems from arising;
- Improve learner performance and outcomes through appropriate strategies.

### 9.1. THE "CHILDREN - CHILDREN" COLLABORATION

By working together, the children develop important skills (assertiveness, communication, adaptation, etc.) that allow them to accept themselves and to blend into the class group.

There are different strategies for child-to-child collaboration:

- **Buddy systems:** These are systems organized to ensure that children get the help they need from other children. This can be one child helping another or several children helping one child. The latter is called a circle of friends.
- **Peer-to-peer tutoring:** This involves one child helping another child by sharing skills and knowledge. The different types of tutoring commonly used are:
  - **Reciprocal peer tutoring** where children take turns being tutors during a lesson or series of activities;

- **Peer tutoring of different ages:** older students support younger ones;
- **Random Pairs:** children are randomly selected to work together;
- **Paired task:** the teacher defines a task and designates two students to perform it together;
- **Same-age peer tutoring:** children of the same age support each other.

- **Collaborative learning:** occurs when children complete a task together, with everyone contributing. Children may work in pairs or small groups. It is valuable because it provides opportunities for children to mobilize acquired skills, to be part of a group, to feel supported by peers, and to participate in the success of the group.

It should be noted that mutual support between students must be planned by the teacher. Whatever form it takes, it is important that the teacher explain to each student what is expected of him or her (respect for established rules, for others, etc.). In addition, a child with a disability can provide support to another child, even one without a disability. For example, if they are good at reading, they can tutor others who do not read well.

## 9.2. PARENT-TEACHER COLLABORATION

The "parent-teacher" collaboration is very effective because:

- Information sharing ensures better management of EBES;
- Adopting the same pedagogical approaches ensures better capacity building for EBES;
- Children who feel supported by parents and teachers are more motivated and parents are more willing to accompany children;
- The jointly developed strategies promote inclusive education.

This partnership is developed in groups such as the EBES parents' association, the inclusive team, the presence of parents at the after-school and after-school activities in which the EBES take part at school.

**The EBES Parents' Association:** In addition to the APPEs, EBES parents are encouraged to create a SBE Parents' Association to discuss the problems their children are facing and to find solutions to overcome them and provide them with better learning opportunities.

**The establishment of an Inclusive Education Team:** An Inclusive Education Team is responsible for supporting the inclusion of boys and girls with disabilities in enrollment, attendance, participation and achievement.

Its job is to identify and closely monitor any barriers and progress of all students with disabilities in the school. Other stakeholders may be part of the IET, depending on the program, e.g., a city councilor, a social worker/community worker, a member of a disability organization, a child protection focal point, an inspector, etc. The IET should be composed of the principal, the focal points, the regular and visiting teachers, and two parent representatives (if possible, at least one parent of a child with a disability, a father and a mother).

The IET can:

- Ensure child welfare and protection, with a focus on girls.
- Ensure that the school environment is safe and accessible for children with disabilities, especially for girls.
- Encourage positive attitudes among teachers and parents.
- Support girls with disabilities (tutoring, peer support).
- Ensure that appropriate health care, assistive devices and adaptive learning materials are available for children with disabilities.

- ▶ Promote positive relationships between teachers and parents.
- ▶ Help teachers adopt more inclusive teaching methods.
- ▶ Develop an inclusion plan for the school.
- ▶ Lobby authorities and communities for financial and social support.

Preferably, the IET should be integrated into an existing functional committee within the school (e.g., the School Management Committee, rather than creating a separate working group.

The IET should meet quarterly and produce a summary report with clearly defined actions to be distributed among the participants for the following months.

**The presence of the parents of EBES at the school's after-school and peri-school activities:** During the celebrations of the day of the handicapped person, the Christmas tree... the parents of EBES are invited to attend to see the progress made by their children and the degree of their integration in the school. It is a privileged moment to discuss with the EBES teachers..

### 9.3. COLLABORATION WITH THE REST OF THE EDUCATIONAL COMMUNITY

- ▶ **Educational Supervisors:** They assist teachers and principals in resolving educational or social problems and in referring targeted children to specialized educational, health and social professionals.
- ▶ **Specialized professionals** have an important role to play in the inclusion of children in that they may go into a regular school to support staff or students with disabilities. They can also provide advice and guidance to teachers on how to manage certain disabilities.

- ▶ **Health and social services** (doctors, nurses, rehabilitation professionals, therapists, social workers ...) work in early identification and intervention, ongoing treatment and provision of devices, home support for disabled children and their families.
- ▶ **Communal, administrative, customary and religious authorities** are influential figures in changing the mindset of communities and can provide major support in the identification, enrollment and retention of children with disabilities in particular and in the defense of the right to education for all in general.
- ▶ Non-governmental organizations (**NGOs**), **associations, disabled people's organizations (DPOs) or human rights organizations** can intervene to promote the educational or social inclusion of children with disabilities in different ways, including:
  - giving school supplies to children;
  - providing technical aids to children with disabilities (e.g. tricycles, hearing aids, canes or corrective lenses, prostheses, orthoses);
  - Facilitating medical care;
  - by improving their diet through school canteens;
  - taking over the training of teachers or parents in parental guidance;
  - by redeveloping or building adapted infrastructures and equipment;
  - raising community awareness;
  - Advocating with decision makers and opinion leaders.

## CONCLUSION

**In inclusive education, it is the system that must change, not the child.** The difference between **integration and inclusion** lies in the fact that in the former, it is the person with a disability or difference who must make the effort, with help, to adapt to the host environment by "**normalizing**" himself or herself, whereas in the latter, it is the host environment that makes the effort to adapt to meet the person's particular needs.

Inclusion is a process, not an outcome. No one person or school can claim to be fully inclusive. This means that inclusion is an educational goal rather than an objective. The goal and the objective are often mistakenly confused, because the goal can be reached, unlike the objective, which is always out of reach, it is a horizon that we set for ourselves, but we know that we can only move towards it without ever reaching it perfectly. Inclusion is like autonomy, an "**educational value**" that corresponds to an **ideal that** one must have in mind and towards which one tends, while knowing that one can never reach it perfectly. We can only come close.

Since inclusion is a process, it is not about achieving the goal, but about putting in place all the conditions to move towards it. These conditions include:

- Collaboration among professionals;
- Collaboration with parents;
- Collaboration with health services, social services, etc. In short, a "*culture of inclusion*" must be established that takes into account respect for individuality and difference.

This guide is a compilation of resources available in inclusive education, intended to accompany and support teachers in various regular schools in the supervision of inclusive classes and children with special needs.

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# APPENDIX





## APPENDIX 1 : INDIVIDUAL INFORMATION SHEET

### I- Student identification

Name: .....

First names : .....

Date and place of birth: .....

Nationality..... Gender: .....

Rhesus and blood ..... type : .....

Place of residence: .....

Father's full name: .....

Profession : .....Tel : .....

Mother's name: .....

Profession: .....Tel: .....

Tutor's full name: .....

Profession : .....Tel : .....

Relationship: .....

Vaccination record: Yes      No

Other reference person(s): .....  
Tel.....



## II- Previous schooling

- 1- Has your child ever been to a school? Yes No
- 2- If yes, specify the school: .....class:.....
- 3- How would you describe its results Good Fair Insufficient

## III- Family situation

- 1- How many children does the family have? .....
- 2- What is his rank in the siblings? .....
- 3- Who lives in the family home (bIETdes parents and siblings)?

Name and surname	Relationship	Age (optional)

## IV- DESCRIPTION OF THE STUDENT'S DISABILITY

- 1- Describe your child's disability

.....

.....

- 2- Does your child consult a specialist(s)? Yes No

- 3- If so, which ones?

.....

Is your child taking any medication ? ..... In what quantity ?

.....



Name	Frequency	Quantity

What are the things he (she) is good at?

.....  
.....

What are his favorite activities?

.....  
.....

What are some of the things he (she) has trouble doing?

.....  
.....

What does he (she) not like to do?

.....  
.....

Does he (she) have a pet(s)? .....

.....  
.....

Does he/she have any activities outside of school?.....

.....  
.....

What are some things you would like him (her) to do in our school ?

.....  
.....

What would you like him/her to learn in school?

.....  
.....

**Table Habits**

Eat alone: .....

Uses one or more cutlery items : .....





Drinks alone: .....

Is clean: .....

Can serve himself a dish: ..... A drink : .....

Eat in reasonable quantities: .....

Likes to eat: ..... Digests well: .....

**Mobility**

Does your child ever put himself in danger?  
.....

Does he (she) have any particular motor difficulties? Which ones?  
.....

Does he/she need special supervision?  
.....

**Clothing**

Does your child dress himself/herself?.....

How much help does he/she need?  
.....

Does he (she) like to choose his (her) clothes? .....

Are they chosen accordingly?  
.....

Does he/she take care of his/her personal belongings?  
.....

Does he (she) recognize them?  
.....

**Toilets**

Does your child go to the bathroom alone? .....

How does he/she need help?  
.....

How to detect that he (she) has to go to the bathroom?  
.....

Is your daughter managing her period on her own?  
.....

How does she need help?



.....



.....  
Does he/she wash his/her hands spontaneously after using the toilet?  
.....

Does he/she do his/her daily toilet alone?  
.....

How is this moment?  
.....

**Others**

Do you want to add something to introduce us to your child?  
.....

Concerning his friends:  
.....  
.....

his sleep:  
.....  
.....

his fears:  
.....  
.....

his musical and other tastes :  
.....  
.....

his family activities and relationships:  
.....  
.....



## APPENDIX 2 : EXAMPLE OF A COMPLETED INDIVIDUAL PLAN

<b>Student's name:</b> Ateba Lucie	<p><b>Description of child's difficulties:</b> Lucy cannot walk properly or hold her pencil properly. Writing is difficult for her. We don't understand what she says. The other children don't play with her. She does not participate much in class. She may have cerebral palsy.</p>
<b>Age :</b> 7 years old	
<b>Class :</b> CE1	
<b>IAP start date</b> (09/15/2020)	
<b>IAP Review Date</b> (12/15/2020)	
<b>Teacher's name :</b> Kamdem Adeline	
<p><b>Additional equipment/resources required by the child (if applicable):</b> Pencil rolled with tape</p>	
<b>OBJECTIVES :</b>	<b>ACTION PLAN :</b>
1. Lucie will be better integrated into the class.	1. The teacher will talk to the other children and tell them to be nice to her.
	2. The teacher will ask the class if any students want to be Lucy's friends.
2. Lucy will hold her pencil.	3. Two students who volunteer to be Lucy's friends will help her in class.



	4. The teacher will roll tape around Lucia's pencil to make it easier to hold.	
3. Lucie will participate more in class.	5. Lucie will stand at the front of the class with those who help her.	
	6. The teacher will give Lucy lots of encouragement.	
<b>EVALUATION</b>		
<b>Were the objectives met?</b> (yes or no)		
Objective 1: yes	Objective 2: yes	Objective 3: no
<p><b>Teacher Comments:</b> Lucy is much happier and making progress. She has good friends and is writing a little more easily. She can write and read all the letters of the alphabet. In the next term, I want her to start reading and writing words. However, she needs to participate more in the lessons.</p>		
<p><b>Parent/Guardian Comments:</b> We are so happy for Lucie. She used to cry before she went to school. Now she is really looking forward to going. She is working hard. A big thank you to the teacher.</p>		
<p><b>Child's comments:</b> I like school. I have good friends. I can write. I play with other children.</p>		

**APPENDIX 3 : SAMPLE MONITORING FORM**

Child's name:	Name of child's parents/guardians:
Child's age:	Parent/guardian address and phone number:
Child's gender:	
Class:	
Teacher's name:	
Name of health care professional:	Name of Social Worker/Community Agent:
<p><b>What disability/condition does the child have?</b> <i>This information should be provided by a health care professional.</i></p>	
<p><b>What is the impact of the disability/condition on the child's functioning?</b> <i>This information should be provided not only by a health care professional, but by the parents/guardians, teacher, and social worker or community worker (depending on their knowledge of the child). Not only should you discuss the impact of the disability/condition on the child's overall functioning, but also on the child's functioning in school.</i></p>	
<p><b>What support does the child need at school?</b> <i>The health care provider, the child's teacher, and the parents/guardians should provide ideas. The child should also contribute his or her own ideas. You may consider the following: modification of teaching and learning approaches; aids and equipment required by the child; individual assistance to be provided by the teacher and/or other professionals; adaptation of the school and classroom environment; support that can be provided by other children; assistance with travel within the school and between school and home; home support provided by parents, other family members and the social worker/community worker. Any suggestions should be feasible, based on existing resources and capacity within schools and communities.</i></p>	
<p><b>Please add any additional information you feel would be helpful:</b></p>	



## APPENDIX 4 : THE BRAILLE ALPHABET

A	B	C	D	E	F	G	H	I	J
⠁	⠃	⠉	⠙	⠑	⠋	⠗	⠈	⠊	⠚
K	L	M	N	O	P	Q	R	S	T
⠅	⠇	⠍	⠝	⠕	⠏	⠖	⠗	⠎	⠞
U	V	X	Y	Z	W				
⠥	⠧	⠭	⠽	⠵	⠯				



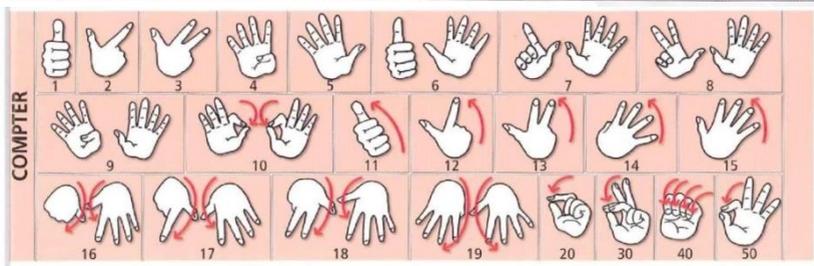
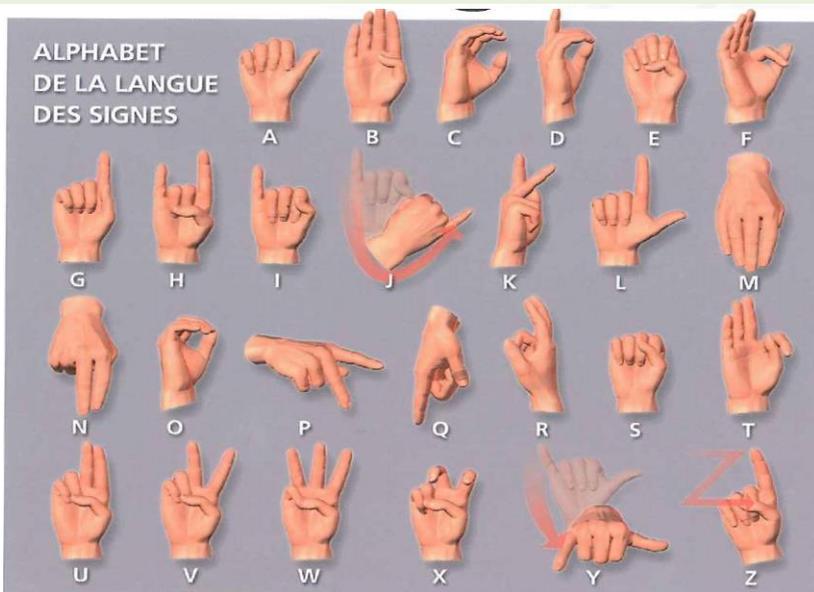
## APPENDIX 5: ILLUSTRATION OF FRENCH SIGN LANGUAGE

**NB : The signs of the LSF are defined as follows :**

- the shape of the hand (configuration) ;
- llemplacement of the hand;
- orientation of the hand; movement of the hand;
- the expression of the face.

**The time of the action is expressed horizontally by the signs :**

- the present is indicated directly near the body;
- the future is announced before the body before making the signs;
- the past announces itself behind the body before making the signs



## APPENDIX 6 : HOW TO GUIDE A VISUALLY IMPAIRED OR BLIND CHILD

1. Offer your arm to the child. The child should hold your arm just above the elbow with his fingers on the inside and thumb on the outside. Keep your arm close to your body so the child can detect your movements.
2. Walk so that you are half a step ahead of the child. The child should walk behind you so that his shoulder is in line with yours.
3. Try to avoid uneven surfaces and walk at a comfortable speed for the child.
4. Talk to the child and give information about where you are and where you are going.
5. 5 Narrow spaces: When passing through a narrow space, warn the child. Position your guide arm diagonally across your back so that the child is behind you, out of harm's way.
6. Doors: Approach the door with the child on the same side of the door as the hinges, open the door with your guide arm so the child can feel if the door opens inward or outward. The child should then be able to hold the door so that you can both walk through and it will close behind you.
7. Steps: When approaching a step, tell the child if it is an up or down step. Pause before going up or down and the child will feel the change in your arm movement.
8. When helping the child to sit up, place the child's hand on the back of the chair. The child should now be able to sit up.



## APPENDIX 7 : LESSON SHEET IN AN INCLUSIVE CLASSROOM

<b>OPO :</b>	From ..... ( <i>specify the support used</i> ) while inserting that of the visually impaired which wants to be: sentences written in Braille, cubes for mathematics or an object to touch. At the end of the lesson each learner should be able to .....	
<b>Procedure:</b>	Proceed as usual with the normal canvas and the different steps	
<b>Assessment:</b>	Some expressions are to be used or adapted for bawlers or visually impaired people:	
	<p><b><u>Instead of :</u></b></p> <p>a. Underline</p> <p>b. Check</p> <p>c. Tick</p> <p>d. Circle</p> <p>e. Connect with an arrow</p>	<p><b><u>It must be said:</u></b></p> <p>a. Relief</p> <p>b. write</p> <p>c. Write</p> <p>d. Choose</p> <p>e. Arrange each column by numbering</p>

## LESSON SHEET IN AN INCLUSIVE CLASSROOM (continued)

**Header:** As usual

**Vocabulary:** The word family

**OPR:** Curriculum CE2 p.37 / Majors in French CE2, ASVA Education

<b>OPO :</b>	From five words written on the board and in Braille for the Brailers / visually impaired and after reading and decomposing, at the end of the session, each learner should be able to form at least 05 new words derived from a proposed radical in 05 minutes
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### PROGRESSION

Steps	OPI	Activities Together	Activities Appr	Materials	RGPM	Duration
<b>Review</b>	<b>Reminders of prerequisites</b>	What names are given to the young of the following animals: cat - dog - hen	Kitten - puppy - chick	Questions		02 min
<b>Discovery</b>	<b>Discover</b>	People who work in the fields have a name; those who make bread, those who communicate information on TV and those who teach. What do we call them?	Listen carefully and reflect	Historiette	In U	03 min

<b>Analysis</b>	<b>Makes assumptions</b>	Name the people who: a. work in the fields b. make bread c. communicate the information d. teach, control, monitor the execution of the task.	Sets up a working group	Answers	In U	05 min
<b>Communication</b>	<b>Communicate</b>	Involves the rapporteurs of each group	Communicating the answers	Answers	In U	02 min
<b>Confrontation</b>	<b>Confront</b>	Validates good results	Validate the correct answers	Answers	In U	03 min
<b>Consolidation</b>	<b>Consolidates</b>	Passes the correct answers	Adopt the right answers	Answers	In U	02 min
<b>Syntheses</b>	<b>Develops the paper trail</b>	Ask the guiding questions: What is a word family? Suggest examples. -how these words are formed.	Answers in the form of a paper trail			07 min



<b>Evaluation</b>	<b>Propose an exercise</b>	À partir des noms suivants forme 02 mots de la même famille : a. chanter ... b. nager ..... c. mentir ... d. pêcher ... e. voyage ...	Performs the task followed by the correction			05 min
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