# Version 5

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|  | Learners with special educational needs |

Introduction to supporting learners with special educational needs

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Introduction

Section One

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**How the module fits into the programme**

## Overview of module

The module *Introduction to supporting learners with special educational needs* forms part of the core of the *NCCE-TDP Continuing Professional Development (CPD) Programme for teacher-educators*. It recognises the growing trends towards inclusive education practices in which children with special needs are integrated into mainstream classrooms. This means that all teachers, and hence all teacher-educators, need to know something about this issue.

As a Teacher-educator on the CPD programme, you will be actively involved in professional development activities aimed at developing or improving your professional competence in respect of a range of areas relating to your role. You will also be continuously updated on the use of a variety of generic teaching and learning pedagogies. The main purpose of these professional development activities will be to enhance your competence in the delivery of the curriculum content in your area of specialization. At the end of the programme, all teacher-educators are expected to exhibit evidence of improvement in the application of a variety of learning pedagogies and approaches appropriate to the purpose of improved learning.

If you have already been involved in the training of teachers for a number of years, you will have already acquired some insights into the global best practices in teacher training. Therefore, it is assumed that, you will have sufficient experience on how an activity-based approach to teaching enhances quality learning.

The question is then: How can you ensure that the skills you acquired through the teaching of a specialist curriculum are sufficient enough to ensure the effective output in the delivery of the basic education curriculum by prospective SNE and other teachers? How do you assess the level of competence of the prospective SNE specialist teachers in the handling of learners with special needs? The aim of this module is therefore to assist you as a teacher-educator to ensure the effective delivery of the SNE curriculum as well as to ensure that ALL teachers, regardless of their specialization have an awareness of and the ability to respond to diverse learning needs.

At this point, it therefore becomes imperative to acquaint yourselves with the aims and objectives of the SNE curriculum.

**Objectives of Special Needs Education**

According to the NCCE Minimum Standards (2012 Edition), the following are the objectives of SNE:

1. To provide the teacher-educators with a broad knowledge of categories of exceptionalities in special education.
2. To provide the student-teacher with the skills needed for screening, identifying, assessing and evaluating special needs in children
3. To equip the student-teacher with the necessary preliminary skills for teaching learners of all categories of exceptionalities
4. To provide the student-teacher with the in-depth, intellectual and professional skills and knowledge needed for working with children in one or two different areas of exceptionalities.

Obviously, we cannot prepare you to cover all of these issues in depth in a single module of 40 hours, but we can offer an orientation.

**How the module is structured**

The module consists of the following:

* Welcome to the module
* Module outcomes.
* Content of the module, divided into units.
* A module summary.
* Self-assessment.
* References (sources used in the module).

There are two units:

1. Understanding special needs education
2. Supporting learners with special educational needs.

**Welcome**

This module is activity-based to help you engage with key concepts before we discuss them during a contact session. There are many activities but they are mostly quite short.

Below is an illustration on children with special needs; portraying their diversities. They need different dimensions of attention from teacher-educators.



#### Figure 1: Children with special educational needs

Before we begin to engage with the content of this module, have a look through the intended learning outcomes.

**Module outcomes**

Upon completion of the module you will be better able to:

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| Outcomes  Outcomes | * Examine, assess and review the suitability and differences between the terminologies of various definitions of disorders, impairments, disabilities and handicaps with accuracy. * Assess the suitability of interventions for identified impairments as shown by video. * Review the differences between the identified types of impairments * Support learners with a range of special educational needs. |

**How does this module relate to the rest of the CPDC in teacher education?**

The special needs education module is a foundational module. Decisions about what resources to use and how, what education technology to use and how, what relevant methodology do you employ to teach specific subjects like JSE Maths in order to overcome specific barriers to learning all refer back to this module.

#### Figure 2: Relation of module to programme

**1. The nature and scope of special educational needs**

This unit and module begin to tease out some of the implications of this assertion.

**This unit will probably take about 8 hours to complete.**

**1.0 Unit outcomes**

**⏵Use taxonomy verbs. See Richard Freeman’s handbook, *section 3.3.3: Bloom’s taxonomy, section 3.3.4: Other taxonomies, section 3.3.5 Learning objectives and learning outcomes*.**

Upon completion of the unit, you will be better able to:

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| Outcomes  Outcomes | * Define and understand the nature of inclusive education * Define and explain the concepts of special education and special needs education * Distinguish between disorders, impairments, disability and handicaps. |

**1.1 What is inclusive education?**

Ajuwon (2012) explains that “inclusive education is a process of enhancing the capacity of the education system in any country to reach out to diverse learners. The basis of inclusion is that special needs pupils have a right to the benefits of a full school experience, with needs modifications and supports, alongside their peers without disabilities who receive general education”.

After speaking to a number of special needs educators in Nigeria, Ajuwon concludes:

*The implementation of inclusion in Nigeria will inevitably create new and increased demands on special needs educators, as well as other stakeholders. With the growing number of inclusive schools, special needs educators are expected to make adaptations and accommodations to the curriculum, their instructional techniques and evaluation procedures, as well as their classroom behavior management styles. Those specialists who are already engaged in inclusive schooling must be provided with sufficient instructional resources, while at the same time encouraged to continue their efforts to reach out to all learners.*

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| Activity 1a | Purpose  This activity will help you to delineate the possible implications of inclusive education practice.  **Time needed**  This activity should take about 20 minutes  **Write answers to the following questions in your workbook.**   1. Over your years as a teacher-educator, list the types of special educational needs that you have experienced. 2. Explain how you went about supporting your learners in each case. 3. Now generalize. What might the implications be for a typical mathematics classroom of trying to adopt an inclusive approach to teaching, for example, mathematics? What would be the necessary minimum requirements for success? |

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| Discussion |

#### Discussion 40 minutes

There are many possible responses to the issues raised in Activity 1a. It would be a good idea to discuss with other teacher-educators during a contact session. However, also compare your ideas with **Readings 1 and 2** in this module.

A trend towards inclusive education practices does not preclude the fact that some children have special educational needs. What exactly does this mean?

**Feedback – 10 Minutes**

**1.2 What are special educational needs?**

Hampshire County Council in the UK (at <http://www3.hants.gov.uk/sen-home>.) explains it like this.

A child or young person has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children and young people of about the same age.

Many children and young people will have special educational needs of some kind during their education. Early year’s settings, schools, colleges and other organisations can help most children and young people overcome the barriers their difficulties present quickly and easily. A few children and young people will need extra help for some or all of their time in an early years setting, school or college.

So special educational needs could mean that a child or young person has:

* learning difficulties - in acquiring basic skills in an early years setting, school or college
* social, emotional or mental health difficulties - making friends or relating to adults or behaving properly in an early years setting, school or college
* specific learning difficulty - with reading, writing, number work or understanding information
* sensory or physical needs - such as hearing impairment, visual impairment or physical difficulties which might affect them in an early years setting, school or college
* communication problems - in expressing themselves or understanding what others are saying
* medical or health conditions - which may slow down a child’s or young person's progress and/or involves treatment that affects his or her education.

Children and young people make progress at different rates and have different ways in which they learn best. Teachers take account of this in the way they organise their lessons and teach. Children and young people making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed.

We should not assume, just because a child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that the child has special educational needs.

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| Activity 1b | **Purpose**  This activity will help you to think about how as educators we might respond to special educational needs.  **Time**  The activity should take about 15 minutes  **Answer the following questions in your workbook and/or brainstorm with one or more colleagues.**   1. How can you as an individual respond to the kinds of special educational needs outlined above? 2. What can ECCE settings, schools and colleges do to help? |
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| Discussion |

#### Discussion 45 Minutes

Early years settings, schools and colleges place great importance on identifying special educational needs (SEN) early so that they can help children and young people as quickly as possible. Once it has been decided that a child has SEN, staff working with the child should take account of the guidance in the [Special Educational Needs and Disabilities Code of Practice (2014)](http://www3.hants.gov.uk/childrens-services/specialneeds/sen-home/sen-education/sen-cop-2.htm). The Code describes how help for children and young people with special educational needs in early years settings, schools and colleges should be made through a step-by-step or graduated approach.

The graduated approach recognises that children and young people learn in different ways and can have different kinds or levels of SEN. So increasingly, step-by-step, specialist expertise can be brought in to help the early years setting, school or college with the difficulties that a child or young person may have.

The approach may include:

* an individually-designed learning programme
* extra help from a teacher/tutor or learning support assistant
* being taught individually or in a small group for regular short periods
* drawing up a personal plan, including setting targets for improvement, regular review of progress before setting new targets.

The early years setting, school or college must tell the parents when they first start giving extra or different help because a child has special educational needs. This is called SEN Support.

The early years setting, school or college should try to include parents in any discussions, and should consider their views in making any decisions about how best to help the child. They should keep parents informed about their child’s progress.

After this step-by-step approach there should be a clear written record about what the early years setting, school or college has done to assess and provide for the child's needs. The content of this record should be discussed with parents. There should be be a personal plan for the child with clearly recorded reviews and outcomes, and reference to the involvement of other professionals, where relevant. In this way the level of help will be carefully matched to the child's needs.(HCC, Ibid.)

All this sounds very sensible and inspiring but what about special education needs in an African context such as Nigeria?

**Feedback- 10 Marks**

**1.3 Understanding and addressing SEN in an African content**

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| Activity 1c | **Purpose**  This activity will help you to think about some of the issues related to addressing special educational needs within an African context.  **Time**  The activity should take about 30 minutes  **Answer the following questions in your workbook and/or brainstorm with one or more colleagues**   1. In your experience, would you say that the education system and society in general within Nigeria is supportive of children, and the families of children, with special educational needs? 2. Now think about what needs to change? What contribution can we make as individual teacher-educators to achieving this change? |

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| Discussion |

#### Discussion 30 Minutes

As before, there will be many different answers to the above questions and they therefore bear discussion during a contact session.

**⏵See Richard Freeman’s handbook, *section 6.4: Planning and writing tutor-marked assignments.***

**⏵See Richard Freeman’s handbook, *section 6.3: Planning and writing assessments.***

However, to get some idea of what is happening in Africa more generally, you can download the following open educational resource published by the African Virtual University (AVU): <http://oer.avu.org/handle/123456789/157>

This module by Edward Ntare Rutondoki, deals with special needs education. It defines the concept of this type of education, identifies its different types, and discusses the concept of inclusive education and inclusive classroom management practices. It also analyses strategies and policies that can be put in place to enhance learning needs of persons with disabilities.

**Feedback – 10 Minutes**

**1.4 Impairments**

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| Activity 1d | **Purpose**  This activity will help you to think about the range of impairments that might be encountered in a classroom context and to begin to think about possible responses.  **Time**  The activity should take about 15 minutes  **Answer the following questions in your workbook and/or brainstorm with one or more colleagues**   1. Identify different kinds of impairments. 2. For each kind of impairment, suggest a way in which a teacher could adapt his or her everyday teaching practice to accommodate the learner’s needs. |

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| Discussion | As an activity-based approach, the teacher-educators are supposed to brain-storm on the approach to adopt in the teaching of learners with varied impairments in the same learning environment. Below are some of the terminologies which their meanings are in glossary: |

* anorgasmia;
* dysphasia;
* unfitness/ softness;
* disability of walking;
* astasia;
* amputation;
* hearing impairment;
* dysomia;
* vision defect;
* hypesthesia.

A teacher-educator should be able to assist children with these and other impairments learned accordingly.

Feedback: 10 mins.

**1.5 Clarifying terminology**

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| Activity 1e | Purpose  This activity will help you to clarify the terminology of special needs education.  **Time**  This activity should take about 20 minutes.  **Write your ideas on the following in your workbook.**   1. Brainstorm the terms you have hear or seen used in relation to special needs education. 2. Work out a way of categorising these terms into like groups. |

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| Discussion |

#### Discussion -40 Minutes

There are varied terminologies used to address special needs children, which teacher-educators need to have clear appreciation of. These include:

* *Special Educational Needs;*
* *Inclusive Education*;
* *Impairment*;
* *Gifted and Talented children*;
* *Mentally retarded;*
* *Disorders*.

Other specific special needs children according to Centre for Parent Information and Resources([www.parentcenterhub.org/repository/](http://www.parentcenterhub.org/repository/)...) are:

* *Autism;*
* *Deaf-blindness;*
* *Deafness*;
* *Emotional disturbance;*
* *Hearing impairment;*
* *Intellectual disability;*
* *Multi-disabilities;*
* *Orthopaedic impairment;*
* *Other health impairment;*
* *Specific learning disability*;
* *Speech or language impairment;*
* *Traumatic brain injury;*
* *Visual impairment*.

**Feedback – 10 Minutes**

**1.6 Summary 30 Minutes**

* In this unit we examine the various definitions of disorders, impairments, disabilities and handicaps with accuracy.
* We have also identified how a teacher can use his expertise to effectively teach children with the various disorders, impairments, handicaps and disabilities.
* We were also able to clarify relevant terminologies in special needs education.

**1.7 Self-assessment- 10 Minutes**

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| Assessment | Tick the boxes to assess whether you have achieved the outcomes for this unit. If you cannot tick the boxes, you should go back and work through the relevant part in the unit again.  I am able to:   | # | Checklist | 🗹 | | --- | --- | --- | | 1 | Appreciate the nature and scope of special needs children, and also able to define inclusive education | ❑ | | 2 | Identify who are special needs learners | ❑ | | 3 | Understand and address special needs learners from African context. | ❑ | | 4 | Identify different kinds of impairments and how to adapt them in my teaching | ❑ | | 5 | Clarify terminologies involved in special needs education | ❑ | |

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**1.8 Selected references**

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| --- | --- |
|  | Key references and useful further reading includes:  Ajuwon, P. M. Making Inclusive Education Work in Nigeria: Evaluation of Special Educator’s Attitudes in Disability Studies Quarterly, 32:2, 2012. Accessed at [http://dsq-sds.org/article/view/3198/3069 20/01/2105](http://dsq-sds.org/article/view/3198/3069%2020/01/2105).  Centre for Parent Information and Resources ([www.parentcenterhub.org/repository/](http://www.parentcenterhub.org/repository/)...)  NCCE Minimum Standards (2012 Edition  Mamman, S. (2007). Special Needs Education: An introduction text for students of Education. Malumfashi: Albarka Computers Inc.  Rutondoki, E. N. u.d. Special Needs Education. African Virtual University. Available with other resources from OER@AVU.  Special needs illustrations and clipart 118 special needs. (www.canstockphoto.com/illutration/special-needs.html)  The Free Dictionary ([www.thefreedictionary.com/impairment](http://www.thefreedictionary.com/impairment)) |

**2. Supporting learners**

In Unit 1 we looked at the special needs education children, inclusive education, and other relevant terminologies.

In this unit we will look at how to support learners.

**This unit will probably take about 6 hours to complete.**

**2.0 Unit outcomes**

**⏵Use taxonomy verbs. See Richard Freeman’s handbook, *section 3.3.3: Bloom’s taxonomy, section 3.3.4: Other taxonomies, section 3.3.5 Learning objectives and learning outcomes*.**

Upon completion of the unit, you will be better able to:

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| Outcomes  **Outcomes** | * Discuss how to support learners who have a variety of special education needs * Plan, implement and reflect upon an appropriate SEN intervention. |

**2.1 Supporting deaf or hard of hearing learners**

You will recall that in Unit 1 we treated inclusive education and concepts in special needs education.

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| **Activity 2a** | **Purpose**  This activity involves discussion on how to support learners who are deaf or hard of hearing  **Time**  This activity will take about 20 minutes  **Write answers to the following questions in your workbook.**   1. What are the basic techniques for teaching a deaf or hard of hearing? 2. How can you support a deaf or hard of hearing to learn and benefit effectively? |

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| **Discussion** |

**Discussion 40 Minutes**

Compare the following ideas with your own.

*Deafness*- Hard of hearing are those children who cannot hear sound at or above certain intensity; normally measured in decibels.

Hearing loss or deafness does not affect a person’s intellectual capacity or ability to learn. However, such children require some form of special education services in order to receive an adequate education. Such services according to Medwid& Weston (1995), cited in Mamman (2007) include:

* regular speech, language, and auditory training from a specialist;
* amplification systems;
* services of an interpreter for those students who use manual communication;
* favourable seating in the class to facilitate speech reading;
* captioned films/videos;
* assistance of a note taker, who takes notes for the student with a hearing loss, so that the student can fully attend to instruction.
* instruction for the teacher and peers in alternate communication methods, such as sign language;
* counselling.

How can you model your students to enable them support deaf and hard of hearing be able to benefit from their teaching?

**Feedback – 10 Minutes**

**2.2 Supporting blind or visually impaired learners**

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| **Activity 2c** | **Purpose**  This activity involves discussion on how to support blind or visually impaired learners to learn more effectively.  **Time**  This activity will take about 20 minutes  **Write answers to the following questions in your workbook:**  1 What are the basic techniques in the teaching of blind and partially sighted children?  2 How can you support the blind or partially sighted children in their quest for learning? |

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| **Discussion** |

**Discussion 40 Minutes**

Again there are many possible responses to the case studies above and it would be worthwhile comparing ideas with colleagues.

We noted earlier that many teachers are working in conditions that are far from ideal. However, teaching is not just a job in which we might do the minimum we can in order to get paid whilst complaining about the difficulties we face in executing tasks that have been assigned. The work that we do has a long term impact on the lives of our teacher-students and in turn on the lives of the learners in the schools and ultimately on our communities and country. The goal of our profession, indeed the reason for its existence, is to bring about systematic and effective learning (just as the goal of the health profession is to bring about the health and well-being of patients and society generally). In accepting a teaching post, whether as a teacher-educator or a classroom teacher, we accept the responsibility that goes with that post to do the best we can for all our learners within the constraints that our differing work environments place upon us.

This means accepting that the needs of our learners – whether teacher-students or school pupils, come first.

Adendorff et al pose this question in the form of a challenge: Will you become (or will you continue to be) part of the solution to the problems confronting education, or will you be part of the problem?

This question is implied in almost all the questions and activities which shape the CPDC programme.

Thus in a way, the central question of this module becomes not only ‘What does it mean to be a professional teacher?’ but also ‘What is required of a teacher and hence of a teacher-educator in Nigeria today?’ or put another way: ‘What kind of teacher will be competent to prepare learners to meet the challenges and overcome the problems facing them in a 21st century society and what kind of teacher-educators are needed to prepare teacher-students to play this role.

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| A major challenge facing blind students is the overwhelming mass of printed material with which they areconfronted--syllabi, coursepacks, books, time schedules, bibliographies, campus newspapers, posters, tests, etc. The increasing use of films, videotapes, overhead projectors, and closed-circuit television adds to the volume of visual material to which they must have access in some other way.  **Reading Methods** By the time students who are blind reach college (unless newly blinded) they have probably developed various methods of managing the volume of visual materials. **Most blind students use a combination of methods including readers, tape recorded books, Braille books, electronic text (e-text) and taped lectures.**  **Textbooks and Coursepacks**  **Choose books and coursepacks early,** and make this information readily available to campus bookstores and copy centers so that the student who is blind has time to make the necessary arrangements through the Office of Accessibility. To have a text converted to alternative format such as e-text, can take one to fifteen days depending on the technical difficulties of the book. Converting a printed book to Braille can take two to four months.  **Syllabi and Handouts** It is essential to provide these so that they can be made readable for the student who is blind by the time the rest of the class receives them. In many cases this entails **providing the syllabus and handouts to the student in advance**, either in print or on computer disk, or providing these materials in advance to the Office of Accessibility so that the office can convert the information into Braille or e-text.  **Describing Visual Cues in the Classroom**  When there is a blind student in the classroom, the professor should remember that "this and that" phrases are basically meaningless to the student: for example, "the sum of this plus that equals this" or "the lungs are located here and the diaphragm here." In the first example, the instructor may be writing on the chalkboard and can just as easily say. "The sum of 4 plus 7 equals 11 ." The student who is blind in this case is getting the same information as the sighted student. In the second example, the instructor can "personalize" the locations of the lungs and diaphragm by asking class members to locate them by touch on their own bodies. Examples of this will not always be possible, however, if' the faculty member is aware not to use strictly visual examples, the student who is blind will benefit.  **Class Notes** Many visually impaired students tape record lectures for review: however, listening to lectures over again takes valuable time. Other students may use laptop computer of Braille device to take their own notes during class. Many students prefer to obtain the help of the faculty member and/or the Office of Accessibility to **recruit a volunteer note taker from the class**. Volunteer note takers have been proven to be most efficient. Whatever method the student uses for notes, he/she is responsible for the material covered in class.  **Taping Lectures**  **Some faculty members are concerned about having their lectures tape-recorded**-whether the student is blind or sighted. When an instructor is planning to publish his/her lectures, the fear may be that the tapes will somehow interfere with these plans. If this is the case**, the faculty member may ask the students to sign an agreement not to release the recording** or otherwise hinder the instructor's ability to obtain a copyright.  **Testing**  A common area in which students who are blind need adaptation is testing. As a general rule it is much better to avoid giving the student "different" tests from the rest of the class because this creates segregation and makes it difficult to compare test results. **The fairest option is almost always to administer the same test questions in a non-visual format.** Some instructors prefer to give oral exams to students who are blind, or arrange for a teaching assistant to administer the test orally. Although this approach is certainly within the prerogative of the instructor, it can create an uncomfortable situation for the student when other students are taking written exams. An alternative method is to record the questions on tape for the student who is blind, who in turn records his her answers on another tape recorder or types the answers. The Office of Accessibility can coordinate these arrangements. Typically, when a student needs testing accommodations, such as a reader, a scribe and/or a Brailed copy of the exam, the Alternate Media Specialist will facilitate the accommodation.  **Illustrations, Models, and Technology**  Students may use raised line drawings of diagrams, charts and illustrations; relief maps: three-dimensional models of physical organs, shapes, and microscopic organisms, etc. Modern technology has made available other aids including talking calculators and screen reading software.  **Art and Other Visual Subject Matter** Substitutions may be found for courses that are "visual" by nature. However, it should not be assumed automatically that this will be the case. Conversations between the student who is blind and the professor can lead to new and even exciting instructional techniques that may benefit the entire class. **For example, it is often thought that a student who is blind cannot take a course in art appreciation** and that if this is a requirement, for graduation, it should be waived. However, the student who is blind should have the opportunity to become familiar with the world's great art. A classmate or reader who is particularly talented at verbally describing visual images can assist the student who is blind as a visual "interpreter" or "translator." The "Mona Lisa" (or other great works of art) can be described, and there are poems written about the "Mona Lisa" that may be used as teaching aids to give more insight and understanding to the work. Miniature models of great works of sculpture can also be made available for display and touching in the classroom. One student was able to learn the proper technique in an archery class when a rope was stretched perpendicular to the target. A "beeper" added to the target assisted with positioning. The point is that certain disabilities (in this case, blindness) do not automatically preclude participation in certain activities or classes. Students, professors, and advisors must be careful not to lower expectations solely on the basis of disability. The Office of Accessibility can assist you and the student with identifying effective instruction strategies where needed.  **Guide Dogs** Some students who are blind use guide dogs. **A guide dog will not disturb the class. Guide dogs are, very highly trained and disciplined**. Most of the time the dog will lie quietly under or beside the table or desk. The greatest disruption a professor can expect may be an occasional yawn or stretch. It is good to remember that as tempting as it may be to pet or speak to a guide dog, the dog while in harness is responsible for guiding its owner, and should never be distracted from that duty.  **Field Trips** If classes involve field trips to out-of-class locations, **discuss travel needs with the student who is blind. In most instances, all that will be required is for a member of the class to act as a sighted guide.** In locations where public transportation is adequate, many blind persons travel quite independently.  **Partial Sight and Accommodations**  Between 70 and 80 percent of all legally blind persons in the United States have some measurable vision.**Partially sighted students often require many of the same accommodations as totally blind students**. **This includes readers, tape-recorded texts, raised line drawings, describing visual cues in class, etc**. In addition, depending on their level and type of vision, partially sighted students may use large print textbooks, handouts and tests, a closed-**circuit** TV: magnifier or other magnifying device. Large print is usually 18 to 22 pt., but varies from student to student. In class some partially sighted students are able to take notes with a bold felt tip pen or marker. The Office of Accessibility will work with the student to identify individual needs.    **When a Student Doesn't Appear "Blind"** There are two basic difficulties that the partially sighted student is confronted with that the student who is blind is not. First, the partially sighted student is sometimes viewed by instructors and classmates as "faking it" because most partially sighted students do not use white canes for travel and because most are able to get around much like everyone else. People have difficult believing that the student needs to use adaptive methods when utilizing printed materials. One partially sighted student commented that having been observed playing Frisbee by one of her instructors, she was sure that the instructor would no longer believe that she was partially sighted. As she explained, she had more peripheral than central vision and was able to see a red Frisbee. If any other color Frisbee was used, she could not see well enough to play. Playing Frisbee and reading a printed page present quite different visual requirements. This is often difficult for the fully sighted person to understand.  **Large Size Handwriting and Large Print** **The second difficulty that the partially sighted student experiences can have a more subtle effect. The sighted reader's psychological response to large handwriting may be that "a child has written this."** Unfortunately this may unconsciously lead to the conclusion that the written communication, e.g. a student's essay on an exam, is less sophisticated than that of other students. It is very important to read for content and try not to be distracted by large size writing. Note: it is sometimes assumed that a student using large print is trying to make an assignment appear longer as in the case of a term paper of a required length. When the number of words instead of pages required is stated, the assignment length is clearer for everyone.  **Meeting with the Partially Sighted Student** **Potential difficulties can be alleviated if the student and professor discuss the student's needs early in the term.** In the classroom accommodations such as sitting in the front of the room, having large print on the chalkboard, or the use of enlarged print on an overhead projector may assist a partially sighted student depending on their level of vision. However, the capacity to read printed materials with various visual impairments depends so greatly on conditions such as degree of contrast, brightness, and color. It is essential for the student and instructor to clarify what methods, techniques, or devices may be used to maximum advantage for that student in that setting.  *Created: March 10, 2009 @ 12:16 PM Last Modified: March 08, 2010 @ 01:44 PM* |  |

**Feedback – 10 Minutes**

**2.3 Supporting mobility impaired learners**

In this section we turn our attention to learners with mobility impairment

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| **Activity 2d** | **Purpose**  As previously, we make use of a case study to mobility impaired learners  **Time**  This activity will take about 20 minutes  **Write answers to the questions in your workbook.**  1. What are the basic techniques for teaching mobility impaired learners?  2. How can you support learners who are mobility impaired to have access to school facilities and learning? |

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| **Discussion** |

**Discussion 40 Minutes**

Again there are many possible responses to the case studies above and it would be worthwhile comparing ideas with colleagues.

The mobility impaired are also referred to as orthopaedic impaired; which means a severe orthopaedic impairment that adversely affects a child’s educational performance. It includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Having appreciated who are mobility impaired, there is need to discuss amongst yourselves that, with variation in the impairment, how can you support each of the category to enable them benefit from the various teachings in school environment ?

**As part of mobility measures; ramps and handbars.**

Handicap Wheelchair Walkways

* Custom Concrete Pathways from Wheelchair Ramp to Driveway
* Landscaped RampWays over Grass Areas
* Smooth Surface Transitions from Home to Vehicle Loading Area



#### Figure 3: Ramps facilitating access for wheelchairs

Bathroom Remodeling

* Widen Doorways
* Install Pocket Doors
* Install Walk-In Showers or Tubs
* Install Grab Bars
* Build Shelving Within Reach
* Raise Toilet Height
* Lower Counter Top Height



#### Figure 4: A bathroom remodeled for wheelchair access

Kitchen Remodeling

* Lower Sink Top Height
* Install Legroom under Sink
* Lower Counter Top Height
* Install Wheelchair Accessible Shelving



#### Figure 5: Kitchens remodelled for wheelchair access

**Ramp & Lift Installs**

* Custom Installation of Rental Ramps
* Professional Installs of Ramps for Sale
* Expert Setup of Platform Lifts



#### Figure 6: Designs to enable access to the mobility impaired

* 1. **Supporting behavioural challenged learners**

In this section we will look at behavioural challenges in learners and how they affect learning, and also how we can support them to learn.

**Feedback- 10 Minutes**

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| **Activity 2e** | **Purpose**  This activity will help you to think about behavior challenged and how they could be supported to learn  **Time**  This activity will take about 20 minutes.  **Write answers to the questions in your workbook.**   1. Abdu is a 14- year old in JSS 3 and a behavior challenged. What advise will you give to his teacher? 2. How can you support behavior challenged learners to effectively learn? |

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| **Discussion** |

**Discussion 40 Minutes**

As usual, there are many possible responses to the case studies above and it would be worthwhile comparing ideas with colleagues.

It is important to recognise that behaviour challenged is a social problem. In the teaching of this category of disorder, one needs to be patient, committed, dedicated, show love and understanding. There is need therefore to assess the disorder well before attempting to support. Now, how can you support children with behavioural challenge to benefit from your teaching?

**Working with Emotionally and Behaviorally Challenged Students**

According to teacher vision (www.teachervision.com/classroom-management/...),the following techniques can be especially effective with students exhibiting emotional and behavioral disorders:

1. **Planned ignoring**  
   Behaviors that are exhibited for the purpose of seeking attention and do not spread or interfere with safety or group functioning are most effectively extinguished through planned ignoring. This technique should never be used with aggressive behaviors. The class may need to be taught to do this as well. Peer attention can be even more powerful than adult attention for some students.
2. **Signal interference**  
   If a student is calm enough to respond, has a positive relationship with the teacher, and is free from uncontrollable pathological impulses, a nonverbal signal may be all that is necessary to assist him or her in regaining focus.
3. **Proximity and touch control**  
   Moving closer to a student in distress or placing a hand on the shoulder can be effective in showing support in a nonthreatening way. When using this technique, refrain from pointing out inappropriate behavior. Comment positively on any move toward compliance.
4. **Interest boosting**  
   Change the tempo or activity, comment on the student's work, or inquire about a known interest related to the assignment if a student shows signs of restlessness. Do this before off-task behavior occurs.
5. **Hypodermic affection**  
   Express genuine affection for, or appreciation of, a student to assist the student in regaining self-control.
6. **Easing tension through humor**  
   Humor can often stop undesirable behavior if it is used in a timely and positive manner. Sarcasm, cynicism, and aggression are not appropriate uses of humor.
7. **Hurdle help**   
   Before a student begins to act out, assist the student with a difficult section of an assignment or task.
8. **Regrouping**  
   Change the seating arrangement or the small-group assignments of students to avoid specific problems. Do this in a nonpunitive and, if possible, undetectable way.
9. **Restructuring**  
   If an activity is not successful, change it as quickly as possible. It is important to always have a backup plan. Sometimes it is best to move from an interactive game to something like Bingo that requires no interaction. This can be done smoothly and nonpunitively when a group is becoming overstimulated. At other times, offering a choice might be more effective. Students could choose to cover information orally through discussion, or copy notes from an overhead, for example.
10. **Direct appeal**  
    If a student or group has a positive relationship with the teacher, it is sometimes effective just to ask that a behavior stop due to the problems that it is creating. No consequence or reward is intended or implied. This is a simple, straightforward request from one person to another.
11. **Antiseptic bouncing**  
    Remove a student from a distressing situation before inappropriate behaviors occur. Be careful not to inadvertently reward a student who is instigating a problem.
12. **Support from routine**  
    Schedules and routines are often overlooked by adults when considering behavior management interventions. Knowing what to do and when to do it provides structure, security, and predictability in the lives of students who may not experience such support in other areas of their lives.
13. **Limiting space and tools**  
    Rather than taking away items that distract or create potential harm after a student is engaged with them, keep them out of sight and reach from the beginning. This is especially important when tantrums might escalate to unnecessarily dangerous or reinforcing proportions, if too many items are available for throwing and breaking.

**Feedback – 10 Minutes**

**2.5 Self-assessment 10 Minutes**

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| **Assessment** | Tick the boxes to assess whether you have achieved the outcomes for this unit. If you cannot tick the boxes, you should go back and work through the relevant part in the unit again.  I am able to:   | **#** | **Checklist** | 🗹 | | --- | --- | --- | | **1** | Identify the basic techniques for teaching deaf and hard of hearing | ❑ | | **2** | Ascertain how I can support the deaf and hard of hearing learners | ❑ | | **3** | Appreciate the basic techniques for teaching blind and partially-sighted learners | ❑ | | **4** | Recognize how blind and partially sighted learners could be supported to benefit from teaching more | ❑ | | **5** | Identify the categories of mobility impaired learners and how to support them to benefit from teaching | ❑ | | **6** | Ascertain learners who are termed behaviour challenged and how to teach them | ❑ | | **7** | Identify how the behaviour challenged could be supported to benefit more from teaching | ❑ | |

**2.6 Selected references**

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Teaching blind and Partially sighted students (2015). (For Students > Support Programs > Disability Resource Center > For Faculty > Pedagogical > **Teaching** **Blind** or **Partially** **Sighted** Students.)

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**Glossary**

|  |  |
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| **Word** | **Meaning** |
| Amputation | loss of one or more limbs |
| Anorgasmia | absence of an orgasm |
| Astasia | inability to stand due to muscular in coordination |
| Autism | means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child’s educational performance. |
| Bandy Leg | bowed outward at the knee or below it |
| Deafness | means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing with or without amplification that adversely affects the child’s educational performance. |
| Deaf-blindness | - means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programmes solely for children with deafness or children with blindness. |
| Disorders | These are normally hinged to behavior-related problems; they are called behavior disorders. They are according to Mamman, (2007) deviations from age-appropriate behaviors that significantly interfere with the individual’s growth and development compared to the life of others. Thus, if a child displays some of the following behaviors, may be labeled with a behavior disorder:  a)Aggression to people;  b)Destruction of property;  c)Little empathy and concern for others;  d) Takes no responsibility for behavior;  e) Disregards rules and regulations. |
| Dysomia | impairment of the sense of smell |
| Dysphasia | language impairment due to brain damage. |
| Emotional disturbance | means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:  a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.  b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.  c) Inappropriate types of behaviour or feelings under normal circumstances.  d) A general pervasive mood of unhappiness or depression.  e) A tendency to develop physical symptoms or fears associated with personal or school problems. |
| Gifted and Talented children | These are children with high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services |
| Hearing impairment | means impairment in hearing, whether permanent or fluctuating that adversely affects a child’s educational performance but that is not included under the definition of deafness above. |
| Hyesthesia | impairment of tactile sensitivity |
| Impairment | According to free Dictionary ([www.thefreedictionary.com/impairment](http://www.thefreedictionary.com/impairment)), impairment means the condition of being unable to perform as a consequence of physical or mental unfitness; “reading disability”, “hearing impairment”. Impairment could be in either of these dimensions |
| Inclusive education | According to Ajuwon (2012) explains that “inclusive education is a process of enhancing the capacity of the education system in any country to reach out to diverse learners. |
| Intellectual disability | means significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental period that adversely affects a child’s educational performance. |
| Mentally retarded | - means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance (Mamman, 2007). |
| Multi-disabilities | means concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopaedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programmes solely for one of the impairments. This category does not include deaf-blindness. |
| Orthopaedic impairment | - means a severe orthopaedic impairment that adversely affects a child’s educational performance. It includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). |
| Other health impairment | - means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that result in limited alertness with respect to the educational environment, due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit, hyperactivity disorder, diabetes, epilepsy, a heart condition, haemophilia, lead poisoning, leukaemia, nephritis, rheumatic fever, sickle cell anaemia, and Tourette syndrome; which affects child’s educational performance. |
| Special education needs | A child or young person has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children and young people of about the same age |
| Specific learning disability | - means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. It could also be on specific disability; which does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage |
| Speech or language impairment | means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a  voice impairment that adversely affects a child’s educational performance. |
| Traumatic brain injury | means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. |
| Unfitness, softness | poor physical condition, being out of shape or out of shape or out of condition |
| Vision defect | impairment in the sense of sight |
| Visually impaired | means impairment in vision that, even with correction, adversely affects a child’s educational performance. It includes both partial sight and blindness |

**Extract One**

#### Introduction

In 1996 the government of South Africa amalgamated 17 Departments of Education, which had been designated along racial lines, to one Department of Education with one curriculum (Interim Syllabus) for all South African learners. Prior to 1996, learners experiencing barriers to learning and development were catered for in Special Schools, which were designated along categories of disability. Where learners who experienced barriers to learning did attend ordinary schools, it was largely by default, and very little was done by these schools to adapt teaching methods, the learning environment and assessment procedures to accommodate them. Learners were expected to adapt to the school. The majority of learners experiencing barriers to learning and development were unable to access education.

In July 2001 the Ministry of Education launched the Education White Paper 6 Special Needs Education: Building an Inclusive Education and Training System. White Paper 6 reminds us that our constitution challenges us to ensure that all learners pursue their learning potential to the fullest. (EWP6 p.11). It commits the state to the achievement of equality and non-discrimination. The policy framework outlined in White Paper 6 outlines the ministry’s commitment to “the provision of educational opportunities, in particular for those learners who experience or have experienced barriers to learning and development or who have dropped out of learning because of the inability of the education and training system to accommodate the diversity of learning needs, and those learners who continue to be excluded from it”. (EWP6 p 11)

Education White Paper 6 on Inclusive Education sets out to address the needs of all learners in one undivided education system. It moves from the categorization of learners according to disability (medical model) to assessing the needs and levels of support required by individual learners to facilitate their maximum participation in the education system as a whole. The focus is on ensuring that there is sufficient differentiation in curriculum delivery to accommodate learner needs and making the support systems available for learners and schools. It departs from the previous notion of referring learners with particular disabilities to specific special schools, but permits all schools to offer the same curriculum to learners while simultaneously ensuring variations in mode of delivery and assessment processes to accommodate all learners.

The guidelines to inclusive learning, teaching and assessment offered here take into consideration that flexibility has already been built into the Revised National Curriculum Statement.

The rationale for curriculum adaptation is based largely on Education White Paper 6 on Special Education Needs: Building an Inclusive Education and Training System.

These include:

* The components hamper the realistic and effective implementation of the curriculum or do not accommodate and respect diversity. [Education White Paper 6 p. 12 par 1.1.7]
* When they do not meet the needs of all learners. [Education White Paper 6 p16 par. 1.4.1]
* When they do not minimise barriers to learning [Education White Paper p. 6 par.1.4.2]
* When they do not encourage or create opportunity for life long learning for all learners e.g. for learners for whom achievement of a GETC is unlikely or when content of the curriculum becomes a barrier to learning. Time available to complete the curriculum and the pace of teaching may also be negative factors. [Education White Paper 6 p. 19 & 31 par. 2.2.6.1]
* When the components do not lend themselves to adequate flexibility across all bands of education so that they are accessible to all learners irrespective of their learning needs.
* When they do not promote the opportunity for specific life skills training and programme-to-work linkages in special schools. [Education White Paper 6 p. 21 & p. 32 par. 2.2.6.3]

In the light of what has been said, these guidelines for developing inclusive learning programmes, provides guidance to teachers, administrators and other personnel on how to deal with diversity in the classrooms and schools of our country. The guidelines are divided into six sections. Section 1 deals the flexible features of the Revised National Curriculum Statement (RNCS) and barriers to learning. Section two discusses adaptation of learning programmes, work schedules and lesson plans. Section 3 provides guidance on how to go about adapting lesson plans within each of the Learning Areas of the RNCS. Section 4 deals extensively with teaching methodologies to accommodate diverse learner needs. Section 5 outlines inclusive strategies for learning, teaching and assessment. Section 6 provides information on learning styles and multiple intelligences.

#### Section One

##### 1.1 The Revised National Curriculum Statement (RNCS)

The Revised National Curriculum Statement adopts an inclusive approach by specifying minimum requirements for all learners. The special educational, social, emotional and physical needs of learners will be addressed in the design and development of appropriate learning programmes (DOE, 2002: Overview of Revised National Curriculum Statement, p10.)

Adaptations to the RNCS should not be viewed as creating a new or alternative curriculum to the RNCS. It is intended to supplement the Teacher’s Guides for the Development of Learning Programmes for the Foundation Phase and those for the different Learning Areas (Intermediate Phase and Senior Phase) of the General Education and Training Band. The purpose of this guide with the guidelines that follow is to provide guidance to teachers on how they could adapt the Revised National Curriculum Statement so all learners who experience barriers to learning can access the curriculum. Learning programmes, work schedules and lesson plans can be adapted to cater for the individual needs of learners.

Curriculum adaptations are modifications that relate specifically to instruction or content of a curriculum. A curricular adaptation is any adjustment or modification to: (i) learning, teaching and assessment environment, (ii) learning, teaching and assessment techniques, (iii) learning, teaching and assessment support material that enhances a learner’s performance or allows at least partial participation in a learning activity (iv) structure and number of learning programmes and (v) assessment. The RNCS has several components that are flexible enough to allow for adaptation. Examples of these flexible features include:

* “The outcomes and assessment standards emphasise participatory, learner-centred and activity-based education. They leave considerable room for creativity and innovation on the part of teachers in interpreting what and how to teach.” (DOE, 2002: Overview of Revised National Curriculum Statement, p14.)
* Learning outcomes do not prescribe content or method. Therefore, content and methodology could be appropriate for a learner’s needs. (DOE, 2002: Overview of Revised National Curriculum Statement, p14.)
* Activities can be flexible. (DOE, 2003: Teacher’s Guide for the development of Learning Programmes, p.10)
* The context can be made relevant to the learners’ needs. (DOE, 2003: Teacher’s Guide for the development of learning Programmes, p.10)
* More time can be provided for assessment and execution of a task. (DOE, 2003: Teacher’s Guide for the development of Learning Programmes, p.11)
* Assessment strategies are flexible. (DOE, 2003: Teacher’s Guide for the development of Learning Programmes, p.1)
* The learning programme can be structured to meet the needs of the specific learners. (DOE, 2003: Teacher’s Guide for the development of Learning Programmes, p.2)
* Learners can communicate using SA sign language, Braille, assistive devices or any other communication method. (DOE, 2003: Teacher’s Guide for the development of Learning Programmes, p1)
* Expectations can be adapted to the abilities of the learner within the framework of high expectations. (DOE, 2002: Overview of Revised National Curriculum Statement, p12.)
* The curriculum emphasizes the principles of social justice, healthy environment, human rights and inclusivity. (DOE, 2003: Teacher’s Guide for the development of Learning Programmes, p.5)
* Teachers are encouraged to consider any particular barriers to learning and/or assessment that exist in different Learning Areas and make provision for these when developing learning programmes. (DOE, 2003: Teacher’s Guide for the development of Learning Programmes, p.7)
* assessment standards can be broken into finer components. (DOE, 2003: Teacher’s Guide for the development of Learning Programmes, p.1)
* A lesson plan time allocation can range from a single activity up to a term’s teaching or more time if necessary, depending on the needs of the learner. (DOE, 2003: Teacher’s Guide for the development of Learning Programmes, p.1)
* Time allocation and weightings regarding learning outcomes and learning programmes should vary according to the learner’s needs. (DOE, 2003: Teacher’s Guide for the development of Learning Programmes, p.6)
* The number and nature of learning programmes at a special school, special school as resource centre or full service school can vary depending on the availability of staff, resources and the needs of learners.
* Flexibility in the selection of appropriate assessment standards according to the individual needs of a learner is possible on the recommendation of the assessment team in the case of a learner not capable of achieving a GETC.
* Work Schedules are not limited to a grade/year. Differently gifted learners may require acceleration or slowing down of the process.

The scale and scope [extent] of any curriculum adaptations will only be determined after a thorough assessment of individual learners. Learning programmes, work schedules and lesson plans have to be designed on the basis of the needs and strengths (profile) of the majority of learners at a school or in a phase or grade. Lesson plans have to provide differentiated learning, teaching and assessment activities to ensure effective multi-level teaching. However, adaptation of learning, teaching and assessment activities will be required at lesson plan level for learners in a class who need specific additional support because of individualised barriers to learning. Those involved in this process of adaptation must include the teachers, parents, school based and district based support teams (where they exist). Other relevant professionals from the community can also be consulted.

##### 1.2 An introduction to barriers to learning and development

All barriers to learning and development should be addressed in our classrooms and schools. Amongst the more frequent causes of barriers are:

* Disability as a barrier
* Language and Communication
* Lack of Parental Recognition and Involvement
* Socio-economic Barriers
* Attitudes
* Inadequate opportunity for programme-to-work linkages (White Paper 6, p.21 and 32 par. 2.2.6.3)

##### 1.2.1Disability as a barrier

Understanding disability as a barrier to learning and development

Most understandings of disability relate to individual deficit. Therefore, disability has always been regarded as a barrier to learning. These barriers include:

* Visual barriers
* Auditory barriers
* Oral barriers
* Cognitive barriers
* Physical barriers
* Medical barriers
* Psychological barriers

Policy implications and guidelines for addressing disability as a barrier

Learners who experience barriers to learning as a result of disability should be welcomed in ordinary school environments provided that the necessary support is in place for learners to achieve their full potential. Teams that include parents, teachers and other relevant professionals should establish the nature and extent of support needed by the learner. Below are a few examples of how the system could be modified or changed to meet different kinds of support that individual learners may require:

* Modified access to buildings e.g. ramps, adapted toilets and speaker systems in where applicable.
* Brailed signage on doorframes, passages and outbuildings.
* Enlarged print.
* Appropriate assistive devices e.g. Braillers, hearing aids, tape recorders, splints, adapted computers, wheelchairs, walkers, modified tricycles and standing frames.
* Therapeutic intervention.
* Learner based and learner paced teaching.

##### 1.2.2 Language and communication

What are the common barriers associated with language and communication?

There are normally three main barriers related to language. Firstly, learners are often forced to communicate and learn in a language which they do not usually use at home and are not competent to learn effectively.

Secondly, learners who use South African Sign Language as a language for teaching and learning and as a (language) subject did not have access to the language.

Thirdly, learners experience difficulties with communication. Learners who are non-speaking due to the severity of their disability experience enormous barriers to learning and development. These barriers arise from the general unavailability of augmentative and alternative communication (AAC) strategies to enable them to engage in the learning process, and more often than not find themselves totally excluded from learning and development experiences. AAC systems could consist of alternative communications systems, supplements to vocal communication and communication through facilitators.

Policy implications and guidelines to address language and communication barriers

* All learners are to learn their home language and at least one additional official language which include South African Sign Language. Braille as a code can be used as a medium of teaching and learning.
* When learners enter a school where the language of learning and teaching is not their home language, the teachers of all the learning areas/programmes and the school should provide support and supplementary learning in the language of learning and teaching until such time that learners are able to learn effectively through the medium of that particular language. It is the responsibility of each individual teacher to ensure that the language of learning and teaching does not become a barrier to learning in such instances. Ideally, parents should be encouraged to participate in interventions regarding language.
* Learners should receive extra support in the language (“subject’) which is also the language of learning and teaching. The learner should work towards and be assessed against the assessment standards of the appropriate language level (Home Language, First Additional Language or Second Additional Language).

##### 1.2.3 Lack of parental recognition and involvement

Barriers and difficulties which arise as a result of a lack of parental recognition and involvement

* Parents whose children do not utilise oral communication experience communication barriers with their children.
* Difficulties around parental support of learners may arise due to a range of situations e.g. a parent who cannot read Braille would not be able to support a grade one learner with his or her Braille homework.
* Parents are not always adequately informed of their children’s problems or progress, and therefore are often deprived of the opportunity to participate in their children’s development.
* Parents who are unable to understand the emotional and/or behavioural problems of their children may aggravate their barriers
* Non-involvement and non-recognition of parents by the system creates a lack of respect for parents as, informed role players in the assessment and future development of their children.
* A lack of communication and support around HIV/Aids infected or affected families creates barriers for learners from such families.
* Some parents abdicate all responsibility for all their children.

Policy implications and guidelines for addressing lack of parental recognition and involvement

* At school level, partnerships should be established with parents in order to equip them with skills and knowledge to participate effectively in their children’s learning and school life.
* Parents should also be fully involved and informed regarding the identification, screening and assessment and placement of their children.
* Parents should be encouraged to take an active interest in the teaching, learning and assessment of their children.
* In order to facilitate early intervention for children with disabilities parents may consult community based clinics and/or other professional practitioners including teachers to conduct an initial assessment and to plan a suitable course of action for the learner.
* Schools which use South African Sign Language are encouraged to run accredited SA Sign Language courses for parents and teachers.
* Braille courses should be run to enable parents to communicate with their children and assist them with homework, reading and writing in Braille.
* General newsletters can assist in keeping parents informed of developments and programmes at the school. This is particularly important for boarding schools where distance separates parents from the school.
* Schools can run information sessions and workshops to enable parents to better understand their children and their emotional and behavioural problems. Staff from district based support teams, including psychologists and social workers, could assist at such workshops.
* Where appropriate, school-based support teams should be strengthened with expertise from the local community, district-support teams and higher education.
* It is essential that schools maintain open channels of communication with families infected and/or affected by HIV/Aids, and render support to parents and learners wherever possible. This could be facilitated by openly displaying a clear HIV/Aids policy for the school. Shared HIV and Aids status could also help destigmatise the disease

##### 1.2.4 Socio-economic barriers

Barriers created as a result of socio-economic factors

* Poor reading and print background (learners have not had pre-school exposure to literacy and print in general). Parents of such learners have often had limited education opportunities.
* Lack of exposure to numerical concepts.
* Sensory deprivation, resulting from a lack of opportunities during early childhood to explore the environment and wider world.
* Poor oral language development as a result of a lack of communication, interaction and learning opportunities.
* Poor self-image.
* Latch key children often experience social isolation and developmental deprivation.
* Impact of alcoholism and violence.
* Dysfunctional and anti-social behaviour patterns e.g. minor stealing and lying.
* Depression and hopelessness in both adults and learners.
* Substance abuse by learners, most commonly dagga and thinners.
* Teenage pregnancy.
* Learner headed households and poor homes require additional responsibilities from learners.
* Mobility of families creates lack of continuity in learning as a result of school hopping.
* Learners move from nuclear family to extended family.
* Late enrolment at school.
* Learners with offending behaviour including theft, housebreaking, assault and sexual misconduct.

How do we overcome the socio-economic barriers?

This is not a welfarist approach to poverty but rather a serious concern about the pedagogical implications of poverty.

* Teachers need to be sympathetic towards learners by creating a welcoming and supporting environment.
* Experiences that involve stimulation, enrichment and play must be created to compensate for the previous deprivation regarding reading, mathematics, spatial development and sensory experiences. These could often be enrichment programmes that involve first hand experiences (actual experience), play with concrete objects and reading to learners so they understand that print is meaningful.
* At social level, an environment should be created that is comforting, that listens to the voice of learners, that is able to detect distress and depression. Appropriate referral to professionals should be made for formal assessment of depression.
* The school needs to reach out to poor communities, and should be a secure haven for learners.
* School nutrition programmes should act as incentives for poor and hungry learners to attend school.
* Schools should establish meaningful relationships with the courts, police, relevant NGO’s [e.g. child welfare and SANCA] and the Department of Social Services. Joint procedures to discourage any form of abuse should be developed. When learners become the perpetrators of abuse and crime the above contacts are essential.
* Where district based support teams have been established they should be called upon to assist in matters of abuse and other learner related issues. Where such support teams do not exist, institution level support teams must be established.
* Use of accelerated academic bridging programmes and programmes-to-work linkages are vital for learners who enter the system late or who have experienced severe interruption in their schooling as a result of socio-economic factors.
* Baseline assessment should be used to establish current academic level and facilitate placement in the appropriate grade and/or set of learning programmes.
* Fast tracking to acquire basic literacy, numeracy and life skills through accelerated programs with a view to assisting the learner to catch up with his /her age cohort.

##### 1.2.5 Negative attitudes

Understanding negative attitudes as barriers to learning

Negative and harmful attitudes towards difference in our society remain critical barriers to learning and development. Discriminatory attitudes resulting from prejudice against people on the basis of race, class, gender, culture, disability, religion, ability, sexual preference and other characteristics manifest themselves as barriers to learning when such attitudes are directed towards learners in the education system.

How do we overcome negative attitudes towards learners who experience barriers and their inclusion in ordinary education?

* Labelling of learners should be discouraged since it makes it difficult for learners to grow beyond the limitations of the label. It is important for teachers, parents and peer groups to adopt positive attitudes towards learners who experience barriers. Even learners who were once regarded as ineducable benefit from appropriate intervention.
* Learners should not be categorized since they often are placed in a particular learning environment merely because of the category and not because of the particular learning needs of the individual learner. In many cases, the categorisation was convenient for the system and not in the best interests of the learner.
* Do not discriminate against learners who are HIV positive or who have AIDS since a lack of knowledge about this issue has led to negative assumptions associated with the disease. All learners and staff should be treated equally. When it comes to blood all cases are treated as universally HIV positive.
* All learners should be viewed in a positive light and there should be a determined effort to establish what their real strengths are for the purpose of further development.
* Do not create conditions for fear of learners with disabilities to develop, since negative attitudes often result from beliefs that are illogical and encourage discrimination.
* Schools must be welcoming environments for all learners, since any negative attitude by adults in a school environment influences learners.
* Schools should embark on positive awareness campaigns about difference and the value of celebrating diversity based on new South African policy and principles.
* Acknowledge and respect differences in learners, whether due to age, gender, ethnicity, language, class, disability or HIV status, sexual preference, etc.

##### 1.2.6 Inadequate Programme-to-Work Linkages

(White Paper 6, p. 21 and p.32 par. 2.2.6.3)

How do we understand the barriers created by inadequate programme-to-work linkages?

* Learners with cognitive barriers who are unlikely to achieve a full GETC as well as learners who, due to age constraints and social barriers, need specific programme-to-work linkages.
* Appropriate accreditation and certification for the level of skills achieved need recognition to facilitate life long learning.
* A lack of partnerships between education and industry which would facilitate job accessibility could be a stumbling block to learners.

How do we overcome the inadequate programme-to-work linkages?

* Weighting of learning areas and time allocation can be adjusted to allow for chosen learning areas or learning programmes to become the major tool or vehicle for learning, thus fulfilling the vision of Education White Paper 6 of providing more options for learners as ways to learn and to provide programme-to-work linkages.
* Linkages across learning areas will allow for assessment standards from various learning areas and from different grades to be achieved within the skills learning programmes allowing for work related linkages.
* Collaboration between teachers within and across a phase or grade would be essential in the planning of learning programmes for specific learners or groups of learners to ensure effective programme-to-work linkages.
* At local school level partnerships with industry should be established to assess the educational requirements of future employers and to facilitate hands-on work experience for learners.
* Schools may issue a certificate of competency that includes specific reference to Learning Programmes that reflect programme-to-work linkages to learners who do not achieve a GETC.

|  |
| --- |
| Learners should not be expected to show competence in all the learning areas for the end of the GETC band at the same time, but should be allowed to show their competence in the different learning areas/programmes over a period of time in order to be eventually awarded a GETC or Grade 9 promotion. |

#### Proposed Recommendations For Changes To Legislation

* The schools section within the Department of Education should establish partnerships with SAQA, Umalusi and other relevant stakeholders.
* Qualifications should be developed and assessed for appropriate accreditation leading to life long learning for those learners who cannot achieve the GETC.
* Schools must be welcoming environments for all learners, since any negative attitude by adults in a school environment influences learners.
* Schools should embark on positive awareness campaigns about difference and the value of celebrating diversity based on new South African policy and principles.
* Acknowledge and respect differences in learners, whether due to age, gender, ethnicity, language, class, disability or HIV status, sexual preference, etc.

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**Extract Two**

### Learning Area: Mathematics

**Learning Outcomes and Assessment Standards**

Learning outcomes 1 (Numbers, Operations and Relationships), 2 (Patterns, Functions and algebra), 3 (Space and Shape [Geometry]), 4 (Measurement) and 5 (Data Handling) all need adaptation to accommodate all learners irrespective of their barriers.

* Activity based learning is essential. Practical experience and practical examples are therefore very important. Learners experiencing barriers may need to use real objects, pictures, graphic, concrete objects etc. for a longer period in order to grasp Mathematical concepts. Moving into the abstract too soon may hinder the understanding of concepts.
* Practice of memory training techniques, especially for number is very important.
* The use of resources such as balances, counters, different tools are needed in order to assist learners to master concepts in the assessment standards meaningfully. These visual supports will help the learners to see the relationships between numbers.
* Learners experiencing barriers to learning may require more time for mastering of concepts understanding the terminology (vocabulary and grammar), executing tasks, acquiring mathematical thinking and for assessment activities. The number of examples and activities to be completed should be adapted to accommodate learners experiencing barriers to learning. However, the thinking process that you are using to do the calculation or to solve the problem should not be compromised. The quality of the skill to solve problems should not be comprised for the quantity (number) of problems solved.
* The use of a calculator should be allowed once a learner has understood the basic concepts of addition, subtraction, multiplication and division. It could also be used to verify calculations.
* Solving problems involving money could involve using real money and real objects (or empty containers)
* Learners struggling to understand the number system should still try all other areas of the Learning Area Mathematics (learning outcomes and assessment standards), e.g. simple fractions, measurement, plots and graphs.
* Follow the step by step formal approach: first teach count sequence, then cardinality (how many), then teach count on, then addition, before the learner will understand commutativity and place value.

| Barriers Experienced By Learners | Implications | Strategies |
| --- | --- | --- |
| Numbers, Operations and Relationships: | Learners may:   * rote count with no understanding of one-on- one correspondence. * not recognise number symbols or number names. * not count and say the numbers in a one-to-one correspondence. * not understand quantity. * not remember/be able to visualise and remember how many they have counted. (Cardinality) When the learner is asked ‘how many’ they invariably recount the objects as their response. | * Pair off:   Give the learner any amount of shapes. The learner must place the shapes on the number line e.g. from number 1 to 5. Do a few of these exercises.   * Body exercises for pairing off:   Beat the tin with the wooden spoon. Learner has to walk rhythmical on the beat of the drum. One step for each number.   * Constant exposure by drawing attention to numbers through everyday experiences, e.g. age, house numbers, clocks, money. Learners must make the connection that the spoken number is represented in a visual form. * Matching number cards, pointing to number on number line, matching number cards to their position on the number line. * Touch counts each sequenced number. * Move the object into a line as the number is spoken * When counting objects on paper, cross out the object with a pen as the number is spoken. * Draw a number line on the floor. Learner stands on the naught. Bounce the ball once on each number. No bounce on naught because it is an empty group! * Count real objects often. Allow learners to touch or point to the objects while counting. One word goes with one item. Encourage learner to slow down when counting. Use shapes that are not too large or small and do not roll. * Pairing off together with estimation:   Use the number line from 1 to 10. Ask the following questions:  In my hand I have 8 shapes / blocks. Are there enough shapes for all the blocks? Yes / No. The learner can now put the blocks on the different numbers on the number line. Do the same with other numbers.   * Matching number with shapes/pictures, e.g. 3 = ♦♦♦ * The learner needs to be taught that ‘how many’ means to retain and recall the last number counted rather than recounting the number sequence. Teach the cue ‘put the number in your head’ e.g. ‘How many?’ Response should be 5 and NOT 1,2,3,4,5 * Play counting games, which end before the whole set has been counted, also to encourage understanding of cardinality. |
|  | Learners may   * Confuse Next number / One more / One less and equal * Experience problems with number concept * Not understand ordinal numbers: 1st, 2nd, 3rd | * Play counting games that start at numbers other the one. * Repeated modelling and practice is needed to teach the learner to count from the given number. ‘Count to 10. Start at 5.’ * Initially use a number line / number grid as a visual prompt. The learner can now visually check which is more or less * Quantity – Use everyday experiences (particularly food) to estimate which is more / less. * Check by pairing objects for each group. The learner then selects which group is preferred more. * Using numbers with the same ‘ten’ e.g. which is more, 25 or 21? * Using multiples of 10 e.g. which is more, 30 or 20? * Using any two numerals e.g. which is more, 27 or 31? * Games   Walk to number 3.  Give 1 step forward. Where are you now? 4, therefore 4 steps are more than 3 steps.  Learner goes back to number 3.  Walk 2 steps forward. Where are you now? 5, therefore 5 steps are more than 3 steps.  Learner goes back to number 3.  Walk 1 step backwards. Where are you now? 2, therefore 2 steps are less than 3 steps.  Learner goes back to number 3.  Walk 2 steps backwards. Where are you now? 1, therefore 1step is less than 3 steps.  Do a lot of these exercises.   * Work with each number in isolation until mastered. * These numbers must relate to real life experiences e.g. lining up at the door and sports day. Support auditory memory with a card (visual cue) e.g. visually and verbally identify 1st, 2nd, 3rd. |
|  | Learners may   * not be able to count in 2’s, 3’s (Skip or interval counting) * not understand addition * not be able to do subtraction * not understand borrowing * not understanding commutativity * experience difficulty with place value | * Learners group real objects e.g. in twos and then count in twos moving two objects at a time as they count. * Initially the learner will need to be shown how to miss alternate numerals e.g. jumping / stepping over cards on the floor, ‘jumping’ over numbers on a number line. * To prepare for addition, play counting games that start at numbers other than one. * Being able to add, it is very important for understanding place value. * Introduce the vocabulary/symbol to be used while showing the process of adding objects together. Record the number sentence underneath the concrete process. * Pairing off with classification:   Take different coloured shapes (two colours, e.g. red and yellow). Place 3 yellow blocks left and 7 red blocks right on the number line. 3 + 7 = 10   * Number charts: Learner has to match the number on the number charts with the matching number on the number line. * The open number line:   Walk up to number 5. Ask the following questions:  How many steps must you take before you reach number 9?  5 + = 9  Walk up to number 6. Place a shape or block on the number 6. Now the learner has to bounce a ball on each number up to number 10.  How many times did the ball bounce up to number 10? 4 times.   * Therefore 6 + = 10 Do more examples. * Introduce visually using the game of ten-pin bowling. Verbalise the process i.e. ten empty bottles, five knocked down, five left’.   Record the number sentence. Use a variety of other concrete materials to support the process.   * When learning subtraction, some learners do well until they are asked to regroup or borrow. It seems that no matter how many times you say, ‘Take the bottom number from the top number they will subtract the smaller number from the lager number.’   Colour code numbers, making the top number red and the bottom number green. Say, ‘Take the green number from the red number.’ By using colour to organise the thinking, the learner seems able to grasp the concept.  3 4 (red)  -2 7 (green)   * Commutative: (Train game)   Put 4 red shapes / blocks on number line (numbers 1 to 4). Put 5 blue shapes / blocks on the following numbers of the number line.  Now put the two colours together on the right hand side of the number line. Teacher writes the calculation on the black board.  4 + 5 = 9  Repeat the calculation but now the learner uses 5 red blocks and 4 blue blocks. Now put all the blocks together on the left hand side of the number line. Teacher writes the calculation on the black board.  The learners are now allowed to compare the 2 rows of blocks   * Writing numbers helps the learner to understand place value in terms of how we write large numbers but addition helps the child to understand 10 = 10 units, 5=5 units, 2=2 units and then 12 = 10 + 2 * Until the learner understands tens and units, he has no basis to cope with the decimal system for money or for weights and measure. |
| Patterns, Functions and Algebra: | Learners may   * not be able to follow or design simple patterns | * Start by copying simple sequences using colour or objects e.g. red, blue, red blue, …, or objects e.g. crayon, block, crayon, block, … * Make the sequences more complex using 3 and later 4 colours, shapes etc. Learners should understand that a pattern is a repetition of e.g. a sequence or actions * Sequence numbered unifix blocks horizontally or vertically. Give verbal and visual cues. * Let them repeatedly add the same number e.g. * 1 +2 = 3 +2 = 5 +2 = 7 +2 = 9 +2 = 11 +2 = |
| Shape and Space (Geometry) | Learners may   * have difficulty with the following concepts of shape and space:   naming shapes  identifying shapes  sorting according to shape  over/under  through  by  in/out  on/off  inside/outside  behind/in front  top/bottom  near/next to  forward/backward  back/front  across  high/low  middle  side/corner/edge  toward/away from  around   * left/right: | * Identifying and describing shapes   The learner feels the outside of the shape while naming the shape and the characteristics.   * Multiple choice:   Practice identifying the shape from a selection of two/more e.g. ‘Give me the circle’. Repeat these steps until mastered.   * Practice and Generalisation: * Sorting shapes of varying size, texture, colour and thickness * finding the shape in the environment * drawing the shape * tracing around the shape * making the drawn shape into a picture * select the shape – by touch alone – from a small selection ‘feely bag’ * The following procedure for concept development is recommended: * Model of concept:   The concept is modelled to the learner using verbal cues, e.g. adult or peer shows the concept, moves behind the chair/ places a plastic object behind the chair.   * Experience the concept:   The learner repeatedly experiences the concept while hearing and using the language e.g. playground equipment, classroom situations e.g. hiding behind the chair.   * Practice with 3-Dimensional Objects:   The learner uses 3 dimensional socio-dramatic play equipment to practice the skill, e.g. Duplo doll’s house, Fisher Price garage, tea sets.   * Practice with 2-Dimensional Objects:   The learner identifies / uses the concepts in books/worksheets.   * The following activities give practice at developing spatial skills in each step in the procedure: * barrier games: A simple game based on giving and receiving instructions. Set it up by providing each learner with an identical set of materials. The instructor arranges his materials and instructs the listeners on how to reproduce this arrangement. The listener uses questions to clarify information, which is incomplete or unclear. When the instructions are completed the players compare their placement of materials. Prevent left-right confusions by seating the learners next to each other, facing the same way. Turn all the pieces face up before starting the game. * listening skill games (using peers/audio tapes) * drama and dance using positional concepts * use everyday routines to practice spatial concepts   Peer/cross age tutors can be utilised to give instructions in the above activities in order to practise these concepts.   * Initially teach left/right in relation to the learner’s own hands and feet. ‘Hokey Pokey’ is a very good game for reinforcing these concepts. Use practical activities to reinforce the concept. Visual scanning left to right on the keyboard, number line and games, all need to be specifically taught and practised. |
| Measurement | Learners may   * Experience difficulty with time:   night/day  morning/afternoon  today  age  before/after  date on written work  birthday: day and month  7 days in one week  order of days of the week  weekdays/weekend  yesterday/today/tomorrow  O’clock related to daily activities  day/month/year  am/pm  seasons  special days/events calendar   * struggle to understand measuring:   length  capacity/mass  temperature | * Constant use of a clock, pictures of real events and/or calendar is very important when introducing a new time concept: * discuss and describe vocabulary, e.g. morning is before lunch, afternoon is after lunch. * relate to learners events for that time using pictures/individual learner photos etc., e.g. photo/picture of learner in bed at night, walking to school etc. * use individual timetables (displayed in visual form) showing the sequence of events. * teach recording of date e.g. 12 January 2004. * memorise date and month of birthday and know how to plot it on a calendar. * introduce concepts of weekdays/weekends i.e. weekdays go to school; weekends no school. * learner places flashcard with words *yesterday* and *tomorrow* on blank calendar. * Introduce the learner to units of measurement.   Learner needs to be given the opportunity to measure many items using a ruler, string and other resources.  Select a range of everyday containers to compare volumes.  Generalise the skill to cooking. A similar process is used for mass. Compare learners’ heights and weights.   * Weather – Relate to the maximum and minimum temperatures from the TV/radio or newspapers. Record in a graph. |

### Assessment feedback for supporting learners with special needs

Formative Assessment 1

Meaning of Special Educational Needs and Inclusive Education:

A child or young person has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children and young people of about the same age

According to Ajuwon (2012) explains that “inclusive education is a process of enhancing the capacity of the education system in any country to reach out to diverse learners

Available Support services for schools and colleges:

*Deafness*- Hard of hearing are those children who cannot hear sound at or above certain intensity; normally measured in decibels.

Hearing loss or deafness does not affect a person’s intellectual capacity or ability to learn. However, such children require some form of special education services in order to receive an adequate education. Such services according toMedwid& Weston (1995), cited in Mamman (2007) include:

>regular speech, language, and auditory training from a specialist;

>amplification systems;

>services of an interpreter for those students who use manual communication;

>favourable seating in the class to facilitate speech reading;

>captioned films/videos;

>assistance of a note taker, who takes notes for the student with a hearing loss, so that the student can fully attend to instruction.

>instruction for the teacher and peers in alternate communication methods, such as sign language;

>counselling

Blind and partially sighted:

- Readers,

-Tape recorded books,

-Braille books,

-Electronic text (e-text) and

- Taped lectures**.**

-Syllabi and Handouts  
Mobility impaired

-ramps and handbars.

-Handicap Wheelchair Walkways

* Custom Concrete Pathways from Wheelchair Ramp to Diveway
* Landscaped RampWays over Grass Areas
* Smooth Surface Transitions from Home to Vehicle Loading Area

-Bathroom Remodeling

* Widen Doorways
* Install Pocket Doors
* Install Walk-In Showers or Tubs
* Install Grab Bars
* Build ShelvingArial Narrow Within Reach
* Raise Toilet Height
* Lower Counter Top Height

-Kitchen Romodeling

* Lower Sink Top Height
* Install Legroom under Sink
* Lower Counter Top Height
* Calibri (Body)Install Wheelchair Accessible Shelving

**-Ramp & Lift Installs**

* Custom Installation of Rental Ramps
* Professional Installs of Ramps for Sale
* Expert Setup of Platform Lifts

Behavioral challenged

 -Planned ignoring  
-Signal interference  
-Proximity and touch control  
-Interest boosting  
-Hypodermic affection  
-Easing tension through humor

-Hurdle help   
-Regrouping  
-Restructuring

-Direct appeal  
-Antiseptic bouncing  
-Support from routine  
-Limiting space and tools  
Formative evaluation 2

|  |  |  |  |
| --- | --- | --- | --- |
| Different categories of special education needs | General teaching and learning methods to special needs learners | Ways of adapting learning resources to special education needs learners | Ways in which educational technology could be used to special needs learners |
| 1. Deaf and hard of hearing  2.Blind and partially sighted  3.Mobility impaired  4.Behavioral challenged | -problem solving, concept mapping, leap reading, discovery, inquiry, demonstration, role play, dramatization, and computer-assisted instructions | Use of language laboratory, use of audio visual materials, inclusive school buildings, wheel chairs, setting-up of paths (walk ways), braille and walking sticks, etc. | Use of specialized materials, such as e-learning materials, slides and projectors, projectors, improvisation of materials, etc. |

Summative Assessment

1.**Lesson you plan to teach in the coming two weeks**

Educational Implications of the Special Needs conditions

***SUBTOPICS****:*

-Giftedness and Talented ness

-Hearing Impairment

-Visual impairment

-Learning disabilities

-Physical and health impairment

-Intellectual(mental) disability

-Behavior disorders  
**2**.**Accommodations you would make to support a student who is deaf or hard of hearing**

**Deaf**

-Use of sign language

-Leap reading

-Total communication

-Allowing him to respond through finger spelling and sometimes to

write on the board

**Hard of hearing**

-Allowing him to sit at the front in the class

-Use of hearing gadgets

-Speaking louder while teaching him

**3**.**Blind and partially sighted**

**Blind**

-Allowing him to use braille and tape recorder

-Speak slowly while teaching

-Repeat key words during teaching

-Allowing him to use type-writer while answering questions

**Partially sighted**

-Writing bold on the chalkboard

-Seating him at the front of the class

-Grouping him with normally sighted

-Giving Clinical assistance

-Guidance and Counseling

**Mobility Impaired**

-Wheelchairs

- Crouches

**Behavioral challenged**

-Planned ignoring  
-Signal interference  
-Proximity and touch control  
-Interest boosting  
-Hypodermic affection  
-Easing tension through humor

-Hurdle help   
-Regrouping  
-Restructuring

-Direct appeal  
-Antiseptic bouncing  
-Support from routine  
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