



# **CATHOLIC UNIVERSITY OF RWANDA**

P.o Box 49 Butare/Huye - RWANDA

Registry: 250 723 905 694 - Administration: 250 723 322 950

email: catholic.university.rwanda@gmail.com

website: [www.cur.ac.rw](http://www.cur.ac.rw)

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**FACULTY OF EDUCATION**

**POST GRADUATE DIPLOMA IN EDUCATION**

**MODULE 5: INCLUSIVE EDUCATION AND SPECIAL  
NEEDS EDUCATION**

**Modula Code: PGDE6351**

**Semester: 1**


**Level: 6**

**Credits: 10**

**Lecturer: Dr. Beth MUKARWEGO NASIFORO**

# Objectives

At the end of the module, students should be able to:

- Explain, justify and consider the measures that involve school adjustment for integration and inclusion of learners with Special Educational Needs;
  - Effectively explain and discuss learner- centered approaches in classroom performances
  - Adopt school practices that enable learners with Special Educational Needs to achieve their full potential within the mainstream and special school settings.
  - Demonstrate abilities to recognize and analyze the educational needs of varying categories of learners with Special Educational Needs and other barriers, and tailored alternative or friendly educational approaches and resources that correspond to the needs.
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## OBJECTIVES (SUITE)

- Discuss the applicability of the Special Needs Educational theories, in crafting the appropriate or friendly practical response to any of the educational needs etc.
- Demonstrate the understanding of the conventional Inclusive Education and child friendly practices, and its applicability to the Rwandan Education context.
- Demonstrate the accurate understanding of the appropriate environment within which learning and teaching of the varying categories of learners with Special Educational Needs in Rwanda takes place, and be able to discuss the facilitating strategies to improve it.
- Understand and use some of the learner-friendly appropriate educational materials, and their application to specific categories of educational needs.



## **Unit 1**

**Dear students! Welcome to unit one of this module. The unit will discuss the following: Definitions of key concepts, causes of disability, early identification for Children with Disabilities. I hope you will enjoy the discussions.**



## **What is Special Needs Education (SNE)?**

No two individuals are completely alike. Each individual is unique. People differ in height, weight, gender, age, complexion, IQ, etc. some of these differences, e.g. complexion and gender, should not present any handicap to the individual and should be considered more as accidents of nature. Some other attributes, such as weight and height, may pose varying degrees of problems to the concerned individual depending on their severity.



Despite the differences between individuals (individual differences), most people do not differ too significantly from each other. These differences tend to be near a common average. For instance, most people are not too tall or too short; too fat or too thin; too clever or too slow. When some individuals differ significantly from the norm, they may encounter varying degrees of problems.

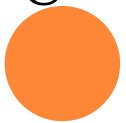


The difficulties, problems and challenges that a person faces because s/he is too different from the average person are referred to as "special needs". Problems, difficulties and challenges faced by individual due to extreme difficult conditions and circumstances, such as extreme poverty, being a refugee, suffering from trauma, and so on, are also considered as special needs.



Special needs that have a bearing on school work and education are generally referred to as "special educational needs". A student with special educational needs cannot learn properly if the teacher uses teaching methods and aids designed to benefit the average student. Children with special educational needs concerns:

*"... Children with learning and/or behavior problems, children with physical disabilities, and children who are intellectually gifted. ... (They) are those whose differences from the norm are large enough to require a specially designed instructional program if they are to benefit fully from education"* (Heward and Orlansky, 1992: 8-9).



## **The concern of Special Needs Education**

Adapting the educational system (Teaching approaches, environment, programs, teaching and learning tools) and adjusting them to fit the needs of students with special educational needs is the concern of the branch of education referred to as 'Special Needs Education'. Special Needs Education (SNE) is not just concerned with in-class teaching/learning activities; it is a holistic approach to the education of learners with special educational needs (SEN).




It involves looking critically at all those factors that may have a bearing on the education of a child with special educational needs and seeing how these factors can be adapted to the needs of this child. These will include factors in the class, in the school environment, in the family, in the school curriculum, and so on. In short, making it possible for children with special educational needs to benefit fully from educational provision is the concern of Special Needs Education.



It is important to note that special needs are not only found among children with disabilities. Whereas disabilities are indeed a cause of special needs, they are by no means the only one. There are categories of children who may have no disabilities but who may have special needs. Indeed, the majority of children with special educational needs are not children with disabilities. Examples of children who have special educational needs but no disabilities would include traumatized children, street children, very talented children, and others.



## **Children with disabilities and related needs, including the following:**

- With Visual Impairments/ Blind/albinism
  - With Hearing Impairment/Deaf
  - With Motor Impairment
  - Physical Disabilities
  - With Autism
  - Intellectual learning challenges/” MR”
  - Dyslexia, dyscalculia, apraxia, Aphasia, etc..
  - Speech and other Communication difficulties
  - Slow learners
  - Learners with Reading and writing difficulties
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## **Learners with other learning difficulties including:**

- Those living in areas of conflict
- Children in conflict with the law
- Children who have been or are refugee or come from refugee homes.
- Genocide survivors.
- Children in school but without opportunity to use their potential.
- The street children.
- Those from child headed families or heading families
- Those that engage in some form of commercial activity to earn a living (e.g. Prostitution, child labor, etc...)



- Those affected by terminal illnesses such as HIV/AIDS and other illnesses.
- Children from severely poverty stricken homes.
- Child or former Child Soldiers.
- Orphans
- Child Mothers
- Children from Nomadic communities, or those that have to walk long distances to school
- The abused by either the community or parents (e.g. Child laborers, Early marriages)
- The Girl- child experiencing unfair treatment
- Traumatized children



- Children culturally isolated
- Children whose parents are in prison
- Children brought to new homes as result of second marriages
- Children whose parents suffer from illnesses such as HIV/AIDS
- Children from minority groups such as those in linguistic minority groups such as Bakiga, Bashi, etc...



## **Definition of Some Terms Used in Special Needs Education**

- It is important to understand certain terms used frequently in relation to special educational needs and Special Needs Education. These include the following:
- Impairment, Disability & Handicap
- Habilitation/Rehabilitation
- Special, Regular/ordinary, Mainstreamed, integrated and inclusive education.



# **Disability**

This is the partial or complete loss of the use of a certain body part or organ. This leads to a reduction or loss of function of that body part or organ. This reduced or lost function is what is called a disability.

# **Handicap**

Refers to the problems a person with a disability or other limitation faces when interacting with the environment. Thus, a handicap is an environment-related concept. A handicapping condition in one environment may not necessarily be handicapping in another environment.



## **Habilitation/Rehabilitation.**

**Rehabilitation** refers to services given to newly disabled people with the purpose of restoring some of the functionality they lost as a result of their disability. This is done mainly to help them acquire skills for independent living.

**Habilitation** is like rehabilitation except that it is usually given to disabled children who had no functional skills in the first place at the time of acquiring the disability. Habilitation is about teaching new skills to people who never had them in the first instance.



**Special needs:** Any child who is experiencing difficulties learning may have special needs. Children who often experience difficulties, and are having special needs are: girls, ethnic minority children, children with disabilities, very poor children (orphans, street children), gifted children (children who are extremely clever), children affected by HIV & Aids, children with social and emotional problems.



**Special educational needs:** Individuals have different abilities and potentials in performing. In education there are individuals who do not perform like the rest of other learners but could perform if they got the right help. These learners have learning or educational needs, which are not the same as those of others. We refer to this when applying to children with special educational needs e.g. learners who cannot hear well, see well and understand well usually have social emotional/health problems that may develop to permanency.



**Special education (segregation)** : Special education is a separate system of education for disabled children, outside the ordinary school. Special schools are for children who have the same problem, where there are “expert” special educators.



**Special needs education:** A system of education that regards learners with different **Special educational needs (SEN)**. It may require “expert” educators, modification of teaching methods, curricula, teaching/learning resources, in order to meet the learners special educational needs. This was originally referred to as special education because it considered only a small category of learners.



**Special needs education** is the recognition of needs of learners with SEN in a special/separated or ordinary education system, where special “experts”, special methods, curricula, teaching/learning resources are used, in order to meet the learners’ educational needs. This is a development from the original approach referred to as special education.



**Special needs education (SNE) teacher:** The SNE teacher provides a special educational perspective on the learner's problem and contributes to educational findings in cooperation with the other professionals. The SNE teacher should come up with an individualised educational programme to meet the special needs of individual learners. The responsibilities of the SNE teacher could be:

**SNECO at work in Kamonyi P.S.**

Provide support to the regular teacher and students concerning disability Teach curriculum-plus skills the child may need (e.g. Braille, sign language)

Adapt materials (e.g. translation into Braille)

Assist with providing extra help in subject areas where the child has difficulties.



**Special needs education coordinator (SNECO):** A SNECO is a special needs education teacher who coordinates special needs education activities within and outside a specified school community. These teachers do provide guidance to the parents and other teachers on how to help a child with special needs in education. Children who are assessed are referred to appropriate school programmes for placement or other professionals if they have additional problems.



(For example, vision specialists, hearing specialists, Occupational therapists, Physiotherapists, recreational therapists, law enforcement and correction personnel). The roles of these professionals depend on the referral problem and the needs of the child with special education needs. SNECO teachers also advise teachers who have learners with special educational needs in their classrooms, on the methods or approaches to be used in teaching.



**Resource room:** This is a classroom in a school for teaching children with special educational needs. It has various learning materials. At times it is used; by teachers and also for small conferences in relation to special needs education. The classroom is equipped with special equipment and supplies the child may need. This resource room is only used by the child when there is special help needed!



## **Causes of disability**

Disability of children may occur in three stages which are:

- before birth (pre-natal stage)
- during birth (peri-natal stage)
- after birth (post-natal stage).



## **Pre-natal stage (before birth)**

These may include:

- heredity
- poor nutrition, for example, due to unbalanced diet and lack of vitamins during pregnancy
- venereal diseases such as syphilis and gonorrhoea
- HIV/AIDS
- diseases, such as Rubella (German measles) and those involving very high fever
- use of certain drugs such as, quinine, aspirin and antibiotics
- exposure to X-ray, especially during the first three months of pregnancy
- Misuse of narcotic drugs, cigarettes and alcohol.
- incompatibility of mother-child blood type (the Rhesus incompatibility)
- accidents



## Peri-natal stage (during birth)

- These may include:
- prolonged delivery/labour resulting to oxygen deficiency and head injuries.
- cord strangulation
- trauma
- pre-mature birth
- low birth weight
- breech birth. This is where baby's legs come out first during delivery.
- lack of oxygen during birth
- neo-natal jaundice
- head injuries caused by misuse of delivery instruments, such as forceps delivery
- age of mother where she is either too young or too old
- venereal diseases in mother, such as syphilis and gonorrhoea.
- poor hygiene.



## Post-natal stage (after birth)

These may include:

- poor nutrition, such as unbalanced diet and deficiency of iodine and vitamins in children.
- accidents, such as head injuries, brain damage or causing loss of limbs
- childhood diseases, such as meningitis and measles
- eye diseases, such as, like cataract, trachoma and glaucoma
- misuse of drugs (medicines)
- Under stimulation, such as when the child is too little touched, cuddled, hugged, talked to, or when a child is hidden in a dark room over long time.
- poor hygiene brought about by flies, polluted or infected drinking water and hygiene of the face, eyes and ears
- exposure to poisonous agents and chemicals, such as pesticides, food and medicine poisoning
- accidents ( traffic, industrial and domestic accidents)



# Early identification for Children with Disabilities



Early detection, identification and intervention are essential for children with disabilities to reach their full intellectual, social, emotional and physical potential.



Parents of children with disabilities will in many cases need support from child-care, education and health professionals, as many feel insecure when raising a child with a disability. Parents should be encouraged to look at their children first and foremost as children, learning to discover and value their abilities, rather than focusing on the disabilities. They should be empowered to trust their instincts as parents, while they also may need to learn some basic techniques and skills in order to better communicate with their children and support them in their development.



# Early Identification

The purpose of early identification is to determine which children have developmental problems that may be obstacles to learning or that place children at risk. Development in infants, toddlers, and preschoolers is characterized by broad variability in rates and patterns of maturation. For some children, differences and delays in abilities are temporary and are resolved during the normal course of development. For other children, delays may persist in different domains of functioning, necessitating the child's referral for targeted screening and/or comprehensive evaluation.

At present, no clear distinction can be made in the early years between the children whose problems may persist from those who will make adequate progress with time. Therefore, young children who demonstrate difficulties in early development may or may not be at risk for LD; nevertheless, screening, evaluation, enhanced learning opportunities, and possibly intervention services should be provided. It is not in the child's best interest to “wait and see” or hope that the child will “grow out of” his or her problems. Conversely, it is important to guard against the premature identification of a disability, especially if high quality learning opportunities have not been provided.

It is often during the early years that families and caregivers first suspect a problem and may share their concerns with qualified professionals. However, some families initially may deny the existence of a problem because they are fearful of, or threatened by, its possibilities and consequences. Family cooperation is critical to early identification. Thus, professionals must recognize and be sensitive to differences in family responses, including cultural differences in viewing and addressing a disability, and provide appropriate support.



The identification process includes (1) screening, (2) examination for the presence of risk indicators and protective factors, (3) systematic observations, and, if indicated, (4) a comprehensive evaluation. An effective early identification program must take into account the numerous biological, environmental, and cultural factors that may influence the course of a child's development. Information from the identification process is the basis for making decisions about the need for further services and supports.



## Unit 2

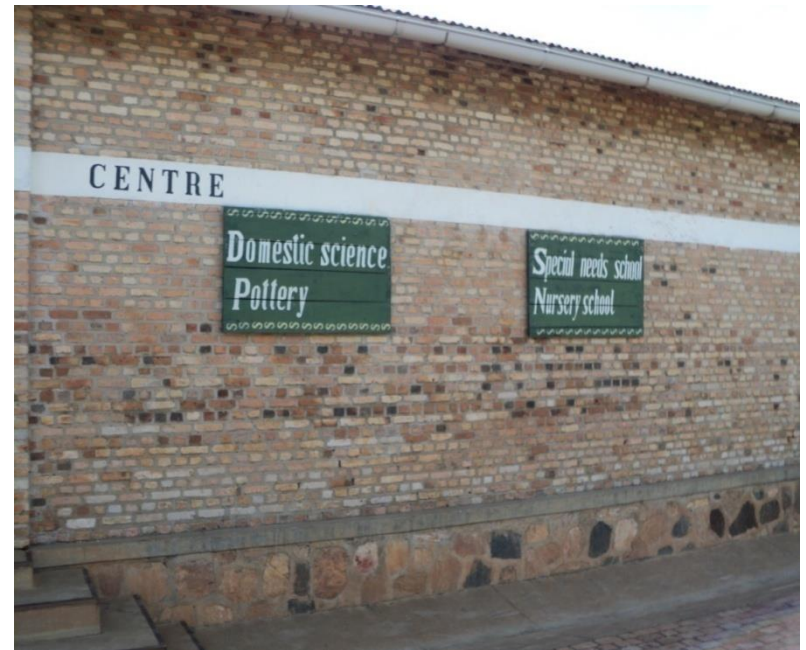
**Dear students! Welcome to unit two of this module. I hope you enjoyed the discussions of the previous unit. In this unit we shall discuss adapting educational practices for learners with Special Educational Needs (SEN) in mainstream education.**



# Understanding Inclusion of learners with SEN

This concept (inclusive education) is based on the principle that all children are different, and all children can learn and develop.

The system is expected to be flexible and able to change to fit every learner (child). And Inclusive education implies that all are welcomed and staff, parents and pupils value diversity, and support is provided for all including all those with disabilities.



# ADAPTING EDUCATIONAL PRACTICES FOR LEARNERS WITH SEN

- Focus is made on what the child can do and not his/her disability.
- It is opposed to '**Exclusion**' where children with disabilities are not perceived as having value, and bring shame to the family, and therefore, denied education, and training and opportunity for social and economic participation.
- **Represent a Flexible educational system where:**
  - \* Children are different
  - \* All children can learn
  - \* Different abilities, ethnic groups,
- size, age, background, gender
  - \* Change the system to suit each child's educational needs



# ADAPTING EDUCATIONAL PRACTICES FOR LEARNERS WITH SEN IN AN INCLUSIVE EDUCATIONAL SETTING



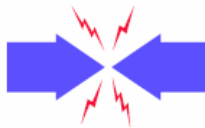
- Adapting educational practices for learners with special educational needs refers to measures that a teacher takes in order to make teaching/learning activities meaningful for all learners.
- It means applying practices that are meant to fit the needs of the learners in the class.
- For instance, if a learner is Deaf, adapting teaching practices would involve breaking the student's communication barriers so that s/he benefits from the lessons planned by the teacher.
- **In inclusive education, the child is not the problem, but the education system is the problem**

# MODELS OF SPECIAL NEEDS EDUCATION

## ***Two Special Education Models***

### Traditional Model

- ◆ *Focus on Student*
- ◆ *Assessment by Expert*
- ◆ *Diagnostic Profile*
- ◆ *Program for Student*
- ◆ *Potential Placement in Program*



### Inclusive Model

- ◆ *Focus on Classroom*
- ◆ *Collaborative Consultation*
- ◆ *Classroom & Instructional Needs*
- ◆ *Strategies for Teacher*
- ◆ *Responsive & Flexible Classroom*

- G. Porter



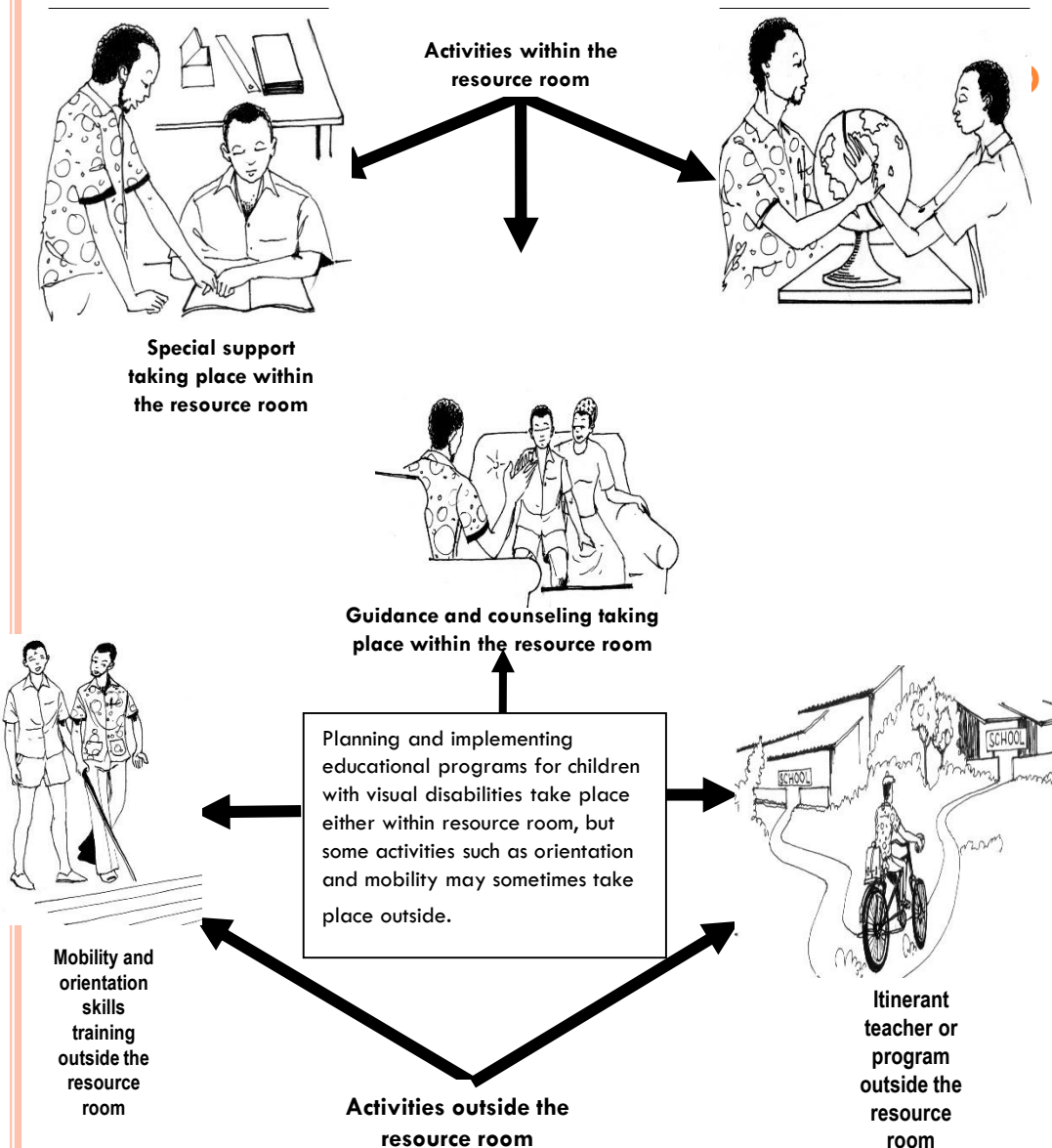
# ADAPTATION OF THE SCHOOL CURRICULUM



- Adapting educational **content** by making sure that the content is meaningful to all learners. It also means making sure that educational content is adapted to the **needs and abilities** of all learners in their differences.
- Through a deliberately designed integrated school program, the school and individual teachers need to review the formal and none-formal school curriculum by enriching them with Inclusive qualities and values.



# SOME OF THE INCLUSIVE EDUCATION STRATEGIES



Introduction of Support Services in the school programs that includes:

- Guidance and counselling
- Sign language and Braille interpretation
- Resource room support services
- Adapted school Policy (Regulations)
- Supportive of itinerant skilled personnel

# GUIDANCE AND COUNSELLING

- In the context of special needs education, guidance and counselling refers to the process of helping a parent, caregiver to find solutions in order to help a child with special needs in education. Counselling is a service designed to help an individual to understand his/her situation and find solutions in co-operation with the counsellor.



## Aims of

- To develop self-acceptance within the learner, parent and community
- To develop independent and problem solving skills in the learner, parent and community



# GOOD COUNSELLING AND GUIDANCE INVOLVES THE FOLLOWING:

- Building trust
  - Confidentiality
  - Good communication skills, ability to listen
  - Being available
  - Being impartial
  - Show a learner your care
  - Show feelings
  - Show interest in what the child, parent and a teacher tells you
  - Being honest
  - Respecting people including children no matter how young they are.



## SOME EXAMPLES OF AREAS IN WHICH ONE MAY BE REQUIRED TO OFFER GUIDANCE AND COUNSELLING

- A child with special needs may be rejected at school or at home
- You may be required to advise on where to get a wheelchair and other assistive devices for a child with physical impairment
- Parents may conflict on choice of school or where to get medical assistance.



## PROVISION OF ASSISTANCE TO PARENTS

## The nature of assistance parents can receive includes:

- Professional guidance and counselling e.g. through Special Needs Education Coordinators (SNECOs) whom in School.
- Awareness of the availability of educational opportunities for the child and placing the child in Inclusive education setting.



# PROVISION OF ASSISTANCE TO PARENTS



- Assistance for training in skills such as daily life and behaviour management.
- Information materials that may be obtained through newsletters, professionals or parents groups and mass media.
- Education provisions in Special schools and Units for children who are Deaf where they are using sign language.



# EXTRA SERVICES IN SCHOOL AND COMMUNITY INCLUDES

- Peripatetic (itinerant) teaching
- Health services in school or community
- Community-Based Rehabilitation through:
  - Relatives and friends
  - Parents' Associations
  - Interest Organisations
  - Charitable organisations



# ADJUSTMENT OF THE LEARNING/TEACHING ENVIRONMENT

**Child-Friendly** or **barrier-free** school environment (Social & Physical) is a key contributor to ensuring equal access to learning and teaching for all, and including those with SEN.

## Physical environment

- In order to implement changes to make the general environment more accessible, the local accessibility planning is an important starting. **It involves various actors such as local authorities and disabled people organizations** in order to analyze the accessibility of the built environment and to discuss what to do to improve this accessibility.



# A CONDUCIVE ENVIRONMENT IN AN INCLUSIVE SCHOOL

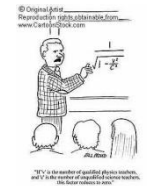
- The school that shows sensitive awareness of the needs of its individual pupils, operates in a caring manner, is less likely to have problems of anti – social behaviour from children than a school that adopts a more punitive and less pupil-oriented role.
- The school atmosphere that generates good social responses also generates good academic responses.



# A CONDUCIVE ENVIRONMENT IN AN INCLUSIVE SCHOOL

The following are some of the factors which indicate the effectiveness of an institution:

- Firm and professional leadership
- Shared vision with all educational stakeholders
- Orderly and attractive working environment
- Maximum utilisation of learning time
- Purposeful teaching
- An efficient organisation
- High expectations
- Positive reinforcement with clear and fair discipline
- Monitoring progress and performance of pupils and school
- Raising involvement in children's learning activities and
- A school – based staff development



# CLASSROOM MANAGEMENT

- This is an ability to manage learners' behaviours and channel them into productive use.
- It is also an ability to create a calm orderly atmosphere where each person – child and teacher can fulfil his/her role.
- Classroom management skills are required for learners' behaviours that are likely to interfere with learning/teaching process such as the following:
  - Excessive noise making:
  - Attention seeking
  - Out of seat regularly
  - Sudden outburst
  - Withdrawal from activity
- One of the main challenges you can face in your inclusive class is classroom management, and these are some of the ways you can manage some of this behaviour in the classroom:
  - Organising time in the Classroom
  - Organising space in the classroom



# ORGANISING TIME IN THE CLASSROOM

- Children often perform better when a consistent routine of activities at specific times are used within the classroom. Consistent use of a classroom schedule may help children to develop desired behaviour.
- It also reduces the amount of time spent by the teacher in arranging the classes since the children are aware of what they should be doing at specific times.

**Note:** Children with SEN perform better when routine schedules of activity are used. This should be established very early in the year and maintained.

MURAMA G.S.

NUMBER OF PUPILS AND TEACHERS DURING SCHOOL YEAR 2010

A. NUMBER OF PUPILS IN PRIMARY

LEVEL	SEX	BOYS	TEACHERS	TOTAL
1	103	203		
2	104	204		
3	105	205		
4	106	206		
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# ORGANISING SPACE IN THE CLASSROOM

- Organising space is an equally important aspect of classroom management.
- Our physical environment communicates certain behaviour expectations to us.
- Certainly a different message is communicated by an attractive, well-organised classroom than a disorderly, cluttered one.
- We should not only create a general learning environment conducive to appropriate behaviour but should also delineate certain behaviour for different spatial area of the classroom.
- In the floor plan, you should assign certain areas of the room for various activities through placement of furniture.
- For each of the areas, you should communicate clear expectations for appropriate behaviour within that space.



# EXAMPLES

## Area of Room

1. Study area

## Expected Child Behaviour

- Work quietly
- Complete work

2. Individual Desk

- Work quietly during independent study time
- Complete the desk work

3. Teaching Tables

- Watch and listen to the teacher
- Follow the teacher's directions

4. Free time area

- Read quietly, talk to friends, or complete activities (e.g. puzzles, games)



# ESTABLISHING CLASSROOM RULES

- Discussing with learners the behaviour expected within the classroom is a simple and effective way to change behaviour. Learners should be involved in making classroom rules for the purpose of owning them.
- To be effective, the rules presented in the classroom should be:
  - Few in number.
  - State what behaviour is desired from the learners (e.g. complete your work, stay at your desk, work quietly).
  - Simple and clearly stated
  - Easy to enforce

**Note:** There are some learners especially those with Autism who are not able to follow rules, therefore you should be flexible when teaching them.



# PREVENTING BEHAVIOUR PROBLEMS

- Learners with special needs, especially those with *behavioural problems* are more likely to function appropriately in a structured, well – organised environment in which the teacher is consistent, supportive and encouraging, yet firm.
- You must also communicate to the children the necessity of observing classroom rules, schedules, and specific daily routines such as:
  - leaving for recess or washing hands before meals
  - Orderly classroom environments in which specific areas of the room are designated for certain activities

**N.B.:** Encourage desirable behaviour.



# ESTABLISHING CLASSROOM PROCEDURES

- Teachers have to present on-going classroom procedures in a consistent and firm manner in which you presented overall classroom rules. For example, you need to present specific routines for:
  - Entering and leaving the classroom;
  - Responding to visitors in the classroom;
  - Sharpening pencils;
  - Going to the bathroom;
  - Getting permission to speak in a classroom discussion;
  - Getting permission to answer the teacher's question.
- *It is important that the teacher plans classroom routines well in advance so that s/he can anticipate possible disruptions. It is a good practice to involve the learners in establishing and presenting the procedures in order to encourage learners to use them as their own.*
- Storing personal belongings in the classroom.



# PREPARING CHILDREN FOR SPECIAL EVENTS

- Additional behaviour problems are likely to occur when the classroom routine is altered for some special event (e.g. a school assembly, a field trip, a community visitor in the classroom or a school sports day). For these reasons, teachers must prepare the children for these activities by telling them what will be expected.

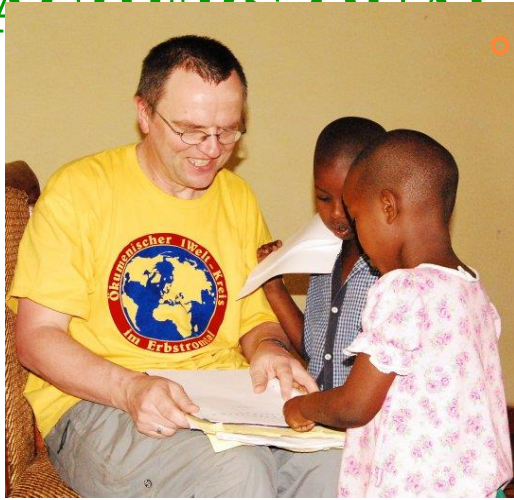


# PROVIDING FEEDBACK AND REINFORCEMENT FOR ACCEPTABLE BEHAVIOUR

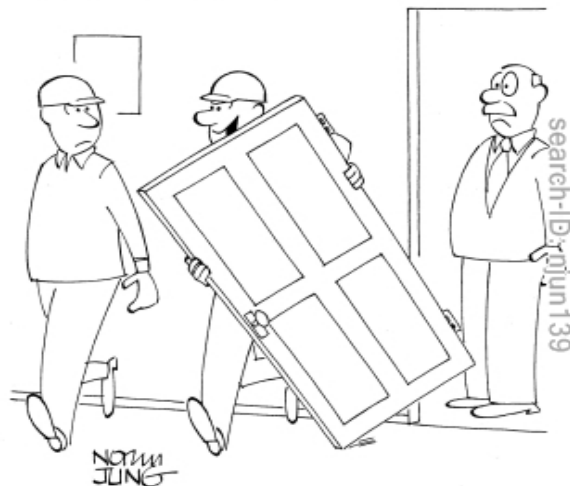
- Another critical aspect of preventing behaviour problems is providing *positive feedback and reinforcement to children*.
- This reduces the probability of the behaviour problems and creates a positive atmosphere within the classroom.
- It is important that you indicate frequently that you are *pleased with the learner's compliance*.



# TEACHERS QUALITIES



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"NOW THE BOSS HAS AN OPEN DOOR POLICY!"

• The teacher-related qualities are necessary for effective classroom management, and they include the following:

- Being punctual for a lesson and ending on time.
- Preparing your lesson well with adequate educational resources.
- Settling the class quickly to focus on the learning task.
- Obtaining full cooperation before starting work.
- Using the voice effectively in communicating instructions.
- Being alert to what is happening in the class. Good teachers give the class the impression that they have eyes at the back of their heads.
- They move round the room, they use eye contact, and they accurately identify the areas where trouble is likely to start in the classroom and pay particular attention to them,
- Having a clear and well understood strategy for dealing with crises.
- Avoiding paying more attention to bright pupils at the expense of less able pupils.
- Keeping up to date with marking. The work that is speedily marked and returned to the children helps them in their learning and also helps the teacher to monitor progress and to help those experiencing difficulties. Immediate feedback reinforces learning.
- Making sure promises are kept. Failure to keep promises naturally creates resentments in children, and is hardly a useful incentive to them to keep their own promises to you.
- Concluding the lesson successfully. In addition to concluding the lesson promptly, having allowed ample time for clearing away and for any work or instructions that need to be given to the learners, it is important that the teacher parts with the class on a friendly note.
- Maintaining a friendly atmosphere.

# ADAPTATION OF TEACHING SKILLS AND METHODS

- Recognising that Educators are the key agents in any educational innovations, appropriate and adopted skills and attitudes are important ingredients to inclusive education initiative. The traditional teacher-centered methods are expected to be enriched with:
  - Individual Educational Planning,
  - Peer teaching,
  - Group and collaborative learning approaches,
- These are confirmed as resourceful strategies that are learner-centered, that encourage those with SEN to study interactively and inclusively.



# ADAPTATION OF TEACHING SKILLS AND METHODS

- A cardinal rule in the use of **appropriate teaching methods** is that a teacher should vary his/her teaching methods to deliver the appropriate content to the learners. When choosing the teaching methods to use in teaching a particular lesson, it is important to consider the ability, preference, and aptitude of the learners.
- As a class will have learners with different abilities, aptitudes and preferences, it is important to use a variety of teaching methods. Learners with different special educational needs will require different **teaching approaches** for them to understand. Hence, it is important to use methods based on the needs of your students



# EDUCATIONAL PRACTICE

- Today we are talking about "Education for All", or "inclusive Education"
- It means that all children have a right to education and they should receive it in schools within their neighbourhood without segregation based on gender, ethnicity, religion, potential or ability or disability.
- In order to achieve quality education for all and to promote inclusive education, schools need to consider a number of factors that include:
- **School organisation:** The school should be organised in a flexible way where teachers, learners and the community work together to meet individual needs in order to minimise barriers to inclusion within the school.
- **Administrative support:** Head-teachers should understand, adopt and implement policies for inclusion.



# EDUCATIONAL PRACTICE

## Attitudes of staff & students



1. Positive attitudes towards differences
  - Collaboration and participation are prerequisites for greater inclusion.
  - Positive attitudes may be promoted during interaction between all children, i.e. during the process of inclusion.

### 2. Flexible curriculum

- There is need for a curriculum, which caters for differences in potentials and interests of individual learners.
- This should also take into account different educational resources and methodologies needed by learners with SEN in school

### 3. Providing individual attention

4. It is important to note that any child can have difficulties in learning due to various reasons during his/her school career.
5. This could require some individual attention and support teachers and other service providers. However, individual attention does not mean only working with learners' difficulties but to recognise the achievements of each individual regularly.

# THE CLASSROOM PROCESSES

The following general themes can help you plan or manage your classroom to cater for children with special educational needs:

- A. Sitting arrangement in class
- B. Adjusting the curriculum to individual learner's needs and interests
- C. Planning additional lessons to cater for individual differences

Using additional or special learning resources

- E. Explaining more (or differently) than usual
- F. Allowing more time to complete assignments
- G. Adjusting communication mode
- H. Emphasising on more motivation



# CLASSROOM MANAGEMENT



- Classroom management is a process that includes all strategies to support the success of the principle of learning.
- What we manage in a classroom includes the following:
  - the furniture: table, chairs, drawers, bookshelves
  - teaching resources: text books, chalkboard, charts
  - learning corners: centre of interest, nature corner
  - pupils: behaviour and its causes, personal needs, property, learning needs
  - time: duration of lessons, relaxation
  - teaching process: relationship (subject integration, subjects and personal experiences), teaching content (curriculum)
  - communication: language and communication modes (Sign language, Braille, etc.)
  - information: impairments as well as socio-emotional conditions.



# CLASSROOM MANAGEMENT

To achieve good classroom management, attention should be paid to the following:

## Classroom layout

- The classroom layout situation differs from the ideal. In most schools the ideal situation is very minimal. The following are ideal conditions:
  - Wall space to display children's work appropriately.
  - The floor space should not be crowded. It should allow room for group activities and offer room for wheel chairs movement.
  - Resources should be well maintained. They should be suitable for children's use, available and accessible.
  - Teacher's desk should be conveniently placed. Teachers' sitting position should be appropriate,
  - The general environment should be friendly, accessible and barrier free.
  - Provision for personal belongings. Lockers, corner space positions should be identified for the learners.
  - enough air
  - enough light



# CURRICULUM CONSIDERATIONS

- The teacher should be able to modify:
  - curriculum to accommodate all learners in the classroom.
  - where possible team teaching can be done
  - number of curriculum areas
  - flexible timetable
  - level of balance of activities
  - curriculum organisation and delivery
  - assessment of learners and carry out informal educational assessment.



# METHODS USED IN TEACHING

- Some methods of teaching children including those with special needs in education in an inclusive classroom may vary. Many teachers and school systems use different approaches in trying to meet the needs of learners who have various learning potentials in class.
- These include:
  - Learning by doing
  - Mediated learning
  - Child-to-child approach
  - Peer teaching or tutoring

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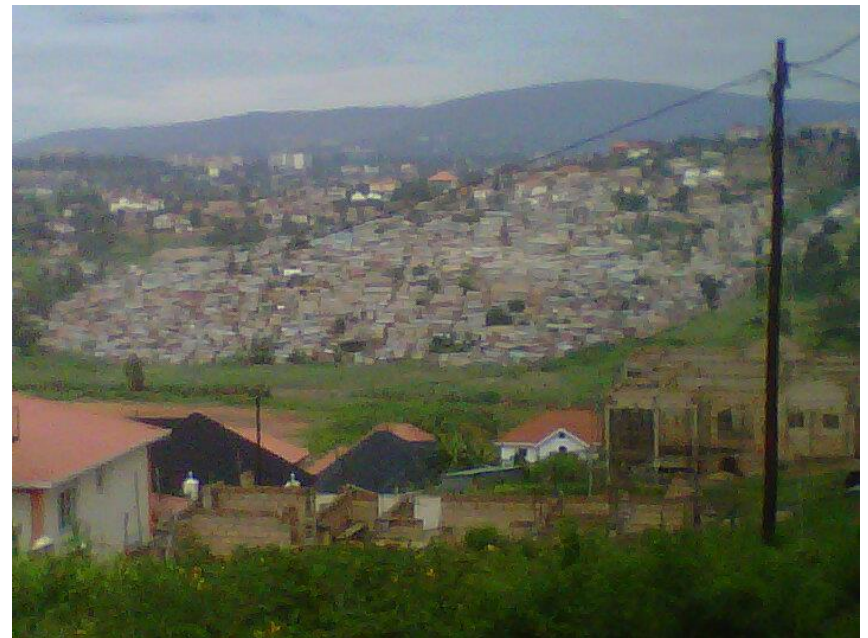
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"AND FINALLY, THERE IS THE UNIVERSAL SOLUTION..."



# ADAPTING THE SCHOOL - COMMUNITY PARTNERSHIP

- It is important that all decision making parties feel ownership of the project, and generate sufficient synergy to actively put in place the range of provisions necessary, be involved in planning and facilitating the implementation process to achieve the standards envisioned. These include:
  - Parents & family members,
  - caregivers,
  - families and the community member
- Parents, families and the community members participate in overcoming barriers to learning and development.



# PARENTAL INVOLVEMENT

- They are key partners in all intervention programmes geared towards inclusion of children with special needs in education. The following are some of the ways parents are involved in when their children experience barriers to learning and development:
  - Discussion of family issues concerning the child with special needs in education.
  - Financial, service and resource inputs.
  - Seeking advice from persons who are involved with their child with special needs in education



# FAMILY INVOLVEMENT

Families where children with special needs are born vary in attitudes and behaviours. This involvement may help the child to feel free to initiate independent activities. They include the following:

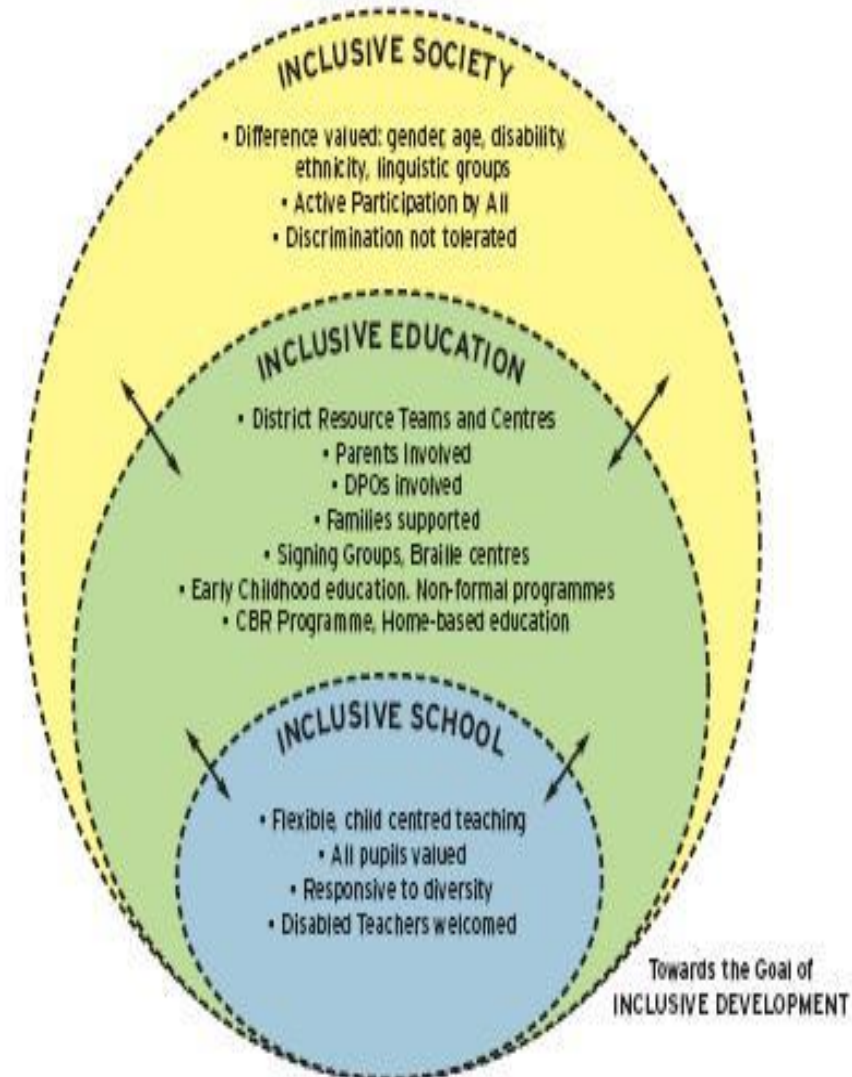
- affection given to the child (intimacy and nurturing)
- domestic and health care given to the child
- socialisation extended to the child like development of skills; greeting, interaction
- supporting the child's abilities exposing the child to different skills
- informing others about a child's special needs in education
- educational support like choice of career
- financial support on all the expenses as a result of a child's difficulties
- Above all, the most important aspect is involvement of such a child in the activities at home.

*Note: In a family, a child with special Educational needs education can change a family's self identity, increase financial demands and reduce its earning capacity.*



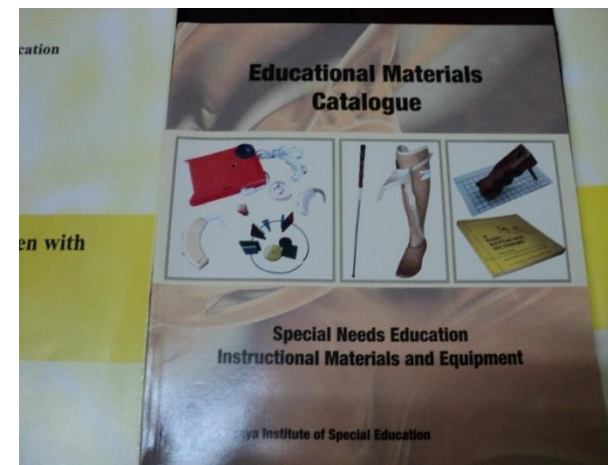
# COMMUNITY INVOLVEM

- Many factors that may improve quality of life or make it difficult for a child with special educational needs in education do not depend on the child. It is the way people in the community adjust and relate with the child that influences the quality of life of the child. The way people related to persons with special needs differs from community to community due to local beliefs and customs or lack of information about the needs of such a person.



# THE TEACHING/ LEARNING RESOURCES

- It is important that educators in inclusive schools' develop local and appropriate educational resources with which both individual and collective educational needs are catered for
- What is true with respect to teaching methods is also true for **teaching/learning aids**. It is important to remember that a teacher can make his/her own teaching materials cheaply using available materials.



## Unit 3

**Dear students! Welcome to unit three of this module. I hope you enjoyed the discussions of the previous units. In this unit three we shall discuss Inclusive Education and Special Needs Education in Rwanda**



# WHERE CAN WE TRACE INCLUSIVE EDUCATION IN RWANDAN EDUCATION

**The survey conducted in December 2010 for the Ministry of education, considers the six key channels of inclusive education in Rwandan education:**

- **The curriculum in schools,**
- **The school environment and its accessibility,**
- **The teaching approaches and capacities,**
- **The parent-community support,**
- **The teaching resources,**
- **Support services and resources.**



# BASIC CONCEPTS AND CONTEXT OF RWANDAN INCLUSIVE EDUCATION

- It considers those who usually present limitations and barriers in the learning and teaching processes, to the extent that the educational system is expected to make adjustments, or/and avail extra support in order help them access or/and proceed in education attainments.
- However, the majority of young Rwandans with SEN appear to attend ordinary schools which are increasingly adjusting their teaching/learning approaches and environments to accommodate them. These include over 120 Child-Friendly Schools or Inclusive schools often supported by international organizations such as ADRA and Handicap International through their collaboration with UNICEF, EU and MINEDUC.
- It is thus the practice and services in these settings that ought to be inclusive in nature.



# BACKGROUND & DEVELOPMENTS IN RWANDAN INCLUSIVE EDUCATION

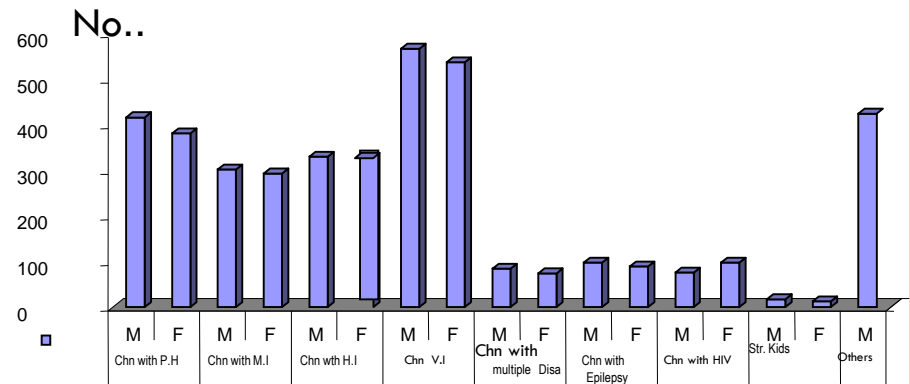
The current Education Sector Strategic Plan (ESSP) 2010-2015 and other strategic policy documents

1. emphasize providing the “human capital” required for the country’s socio-economic development, or the reason for inclusion.
2. Clarify priority to universal equitable access to good quality 9-year basic education “through specific interventions to raise performance of girls and learners with special educational needs.”
3. The Rwandan constitution of 2003, Art. 28 and 40, law No. 1/2007, art. 11-13

However, the study of December 2010 estimates that approximately 5% of children with disabilities are not yet enrolled due to:

- Decreased measures to access schooling in their community neighborhood,
- Tuition-free and other support services and resources in education
- support to children with disabilities and other SEN
- Failure of communities and families to fully support inclusive and equitable schooling for all children.

Increasing No. of learners with disabilities & other SEN in 32 model schools with Inclusive perspectives in 10 districts of Rwanda - 2010



Types of Special Educational Needs

Higher Learning Institutions	Students with SEN by the academic year 2011-2012					Total
	1 <sup>st</sup> Y'r	2 <sup>nd</sup> Y'r	3 <sup>rd</sup> Y'r	4 <sup>th</sup> Y'r	Finalists	
UNR	4	4	4	5	5	22
KIST	0	0	0	0	1	1
KIE	5	4	5	4	7	25
SFB	2	0	1	4	2	9
KHI	1	0	1	0	0	2
UCK	1	-	-	-	-	1
UAAC	4	-	-	-	-	4
<b>Total</b>	<b>17</b>	<b>8</b>	<b>11</b>	<b>13</b>	<b>15</b>	<b>64</b>

# FUNDAMENTAL PRINCIPLES OF INCLUDING YOUNG PEOPLE WITH SENs IN RWANDAN SCHOOLS

- **Children and youths** of varying disabilities; abilities, cultures, socio-economic backgrounds, languages, gender and religions, access and share the learning environment. This is increasingly apparent in the educational reforms that include the recent 9 year basic Education strategies (9YBE).
- **Education administration** works collaboratively with all stakeholders to ensure that each and every student feels welcome, is learning and thriving, apparent and developing in the growing number of CFS and Inclusive schools around the country.
- **Families** are expected to participate in their children's education, and communities surrounding the school are expected to embrace the principles of inclusion. This is apparent in the 9YBE programs, as well as the reinforcements of PTAs in basic education decision making committees, in which the local communities and families have a key role to play in increasing their local school capacities.
- **Inclusive schools** and CFS which are clearly increasing in Rwanda are leading in shaping the future of its education system.



A coordinator of Inclusive education in Kamonyi district explaining her tasks and limitations in extending inclusive services to other schools

# KEY ASPECTS OF INCLUSIVE SCHOOLING

## 1. SCHOOL ADMINISTRATION

- **The School administration** play a crucial role in the development of inclusive education. All centres and schools with Inclusive perspectives failed or were innovative where the head teacher is visionary and open to changes, school-based innovations towards inclusion.
- Many Rwandan education administrators continue to ignore the opportunities for inclusive education.



**A head teacher in explaining one of the innovative teaching approaches for learners with difficulties.**

# SCHOOL CURRICULUM



Poster in Gitongati P.S. of Muhanga District addressed to the public



An educator presenting the educational resources production unit for the classroom and resource room.

- Adaptation of the whole School curriculum is an important aspect in order to achieve inclusive education
- To deliberately design an adapted school program to suit transformations in both CFS and Special schools demand a nationally coordinated program, in which all stakeholders would review the formal and none-formal school curriculum, by enriching it with flexibility and Inclusive education qualities.
- An inclusive education program demands that the school program be flexible enough to accommodate diversity of abilities and educational needs.
- However, Rwandan Schools and centres are on average aware of curriculum differentiation and basic adapted teaching resources required, but do not use curriculums that are recognized and supported by the Ministry of Education.

# TEACHING AND LEARNING RESOURCES

- Adapted educational resources is important to be able to teach learners who learn differently.
- Rwandan centers/schools have relatively adequate basic material resources for teaching, most of which are either donations or improvised.
- Many CFS however, have resource rooms which seem to be far from adequately equipped. In other words, the use of adapted resources in CFS appeared to be dependent on the teachers' initiatives and interest or the amount of flexibility the school allowed him/her.



**Adapted educational resources to teach days of the week to learners in Ndera Special School.**

