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I. Introduction


I.1 Overview of Educational Assessment and Support

In Ethiopia, large numbers of children with disabilities have been unrecognized by their teachers and get less opportunity for early school age identification, assessment and educational support. As a result, they get limited benefit from the teaching and learning in the regular classroom and are often exposed to frequent grade repetition and school dropout. Due to the absence of a toolkit for assessment and support, children with special needs go unrecognized by their teachers and teachers do not get the support and guidance that could help them to identify and appropriately address the learning needs of children.

In principle, effective teaching and learning takes place in the presence of active involvement of the learners and similarly, active learning contributes to the identification and accommodation of individual needs, which in turn improves educational achievement. It is apparent that the way people learn in different ways and an instructional approach that responds to individual differences and needs makes the output of education successful (UNRWA, 2013; Center for the Enhancement of Learning & Teaching, 2010). Providing quality education which promotes academic success and prevents failure, starts with identifying the learning needs and then providing appropriate supports. To maintain such a valuable support system in the classroom, teachers need to keep alert to the possibility that children may experience difficulties and need to conduct observations and performance assessment during teaching and learning. If classroom teachers are paying attention to students' learning related indicators, there is a good chance that teachers will be able to identify how best to address the learning needs of children in their class



Teaching is fulfilling.



Educational assessment and support are crucial tasks in the process of teaching and learning and for improved academic achievement (Alberta, 2006). There are different forms of education assessment - school based assessment is usually both summative and formative. Summative assessment focuses on evaluating students' performance based on the school curriculum. This approach gives little room for identifying the learning needs of students during teaching and learning and, in particular, the point at which specific content caused the child difficulty. Formative assessment, on the other hand, is based on continuous performance assessment that gives the opportunity to identify learning style, abilities and needs of the students. As a result, formative assessment is considered as an effective approach for assessment and support in education. A formative assessment is particularly helpful for students with special needs in that continuous assessment of progress helps identify areas of needs and related instructional approaches at the point of specific learning events. Formative assessment is ongoing throughout the provision of new skills and knowledge that informs teachers about the students' status at every step in the learning process.

International trends show that educational assessment and support are part and parcel of day to day classroom tasks. Various studies indicate that an inclusive setting requires teachers to be equipped with the necessary knowledge and skill that promotes students' strength and addresses needs, reduces barriers to learning and creates a welcoming classroom environment (UNRWA, 2013). A responsive learning environment improves quality of teaching and learning and maintains effectiveness in educational achievement. Therefore, teachers have the best opportunity to identify diverse learning needs and support for improvement. To make teaching and learning successful, it is vital that teachers need receive pre-service or in-service training as well as supportive materials that inform them on different types of learning needs and related instructional approaches.

1.2. Purpose of the toolkit

The purpose of this toolkit is to empower teachers in identifying students' strengths and learning needs so that students with special needs get the opportunity for appropriate education and become successful. Further, effective applications of the toolkit will contribute to high quality educational provision, increase attendance and participation, and decrease dropout and repetition of students with special needs in education.

I.3. Objectives of the toolkit

The toolkit will address the following objectives.

- I.3.1. To respond to the learning needs of children with special needs in primary schools
- I.3.2. To enhance teachers' knowledge and skill on techniques of identifying, assessing and supporting children with special needs in the classroom.
- I.3.4. To reduce grade repetition and school dropout of children with special needs.
- I.3.5. To promote the competence of teachers in planning and implementing various instructional approaches
- I.3.6. To help schools to be aware that provision of special needs services and accommodating resources are vital to enhance quality of education.



As a teacher, I am responsible for knowing and supporting my students.

I.4. How to use the toolkit

The toolkit contains ten major special needs areas, twenty two sub-components and major special needs indicators that help the teachers to identify students with special educational needs in the classroom. The major areas represent general needs such as reading, writing or vision related needs and so on. The specific sub-components under each major area helps teachers to locate specific learning needs such as letter naming, word reading or letter writing difficulties where classroom teachers must identify. Procedures and contents used for specific learning need are different from other types of learning needs. Hence, specific learning need has its own targets of assessment focus and related support. However, in case of more than one need (multiple cases) identified on individual student and where those needs are included in the toolkit, each need can be assessed separately according to the



procedure stated in this toolkit.

The support needed for students showing multiple needs, can be organized from each component and it is possible to provide support accordingly. The suggested support from each sub-component of the toolkit can be provided based on priorities that teachers recognize as the primary need that requires support. The accuracy of the assessment is important to providing appropriate learning support and thus ensuring an effective intervention.

The toolkit is applicable to all grades in primary schools and the curriculum goals and grade level textbook expectations are the major references in the assessment of delayed or fast learning and related accommodations. This toolkit helps regular classroom teachers to identify learning challenges and provide support. The tables in the toolkit contain indicators of learning challenges and two response options (yes observed/ not observed) that help the teachers to spot the existence or absence of learning difficulties in the classroom. The “Yes observed” response leads to further assessment and supportive the student as described in the toolkit for each special needs classification. If the teacher marks “yes observed” for any one of the listed special needs (Table 2). Further assessment is highly recommended to accurately identify the difficulty experienced by the student.

The assessment task requires the teacher to go to the related page of the toolkit where the specific needs are described. For example: if the teacher finds out that a child shows a reading difficulty, the teacher has to go to the topic where reading difficulty and its assessment and support is presented in detail. The initial step in the assessment of the details of special needs of the students is based on the indicators identified during the teaching and learning in the classroom by the regular classroom teacher. Involving parents or care givers as part of the assessment and support of their child is helpful since there will need to be a continuation of support both at school and at home in order to bring about improvement. The reader needs to know that this toolkit is for use by regular classroom teachers since it provides guidance on how to assess and support students with special needs. Teachers who are using this toolkit must first read the introductory part and the user guide. To help reduce misunderstanding and misuse, it is important to use the following steps that are required to use the toolkit effectively:

- Read the introduction, identification and user guide
- Read table 2 to learn the overall and main classified needs and their indicators.
- Check the assessment components for each major classified need and descriptions.
- Each assessment indicator has related suggested approaches for support.



Use peer support as one of your teaching strategies.



Note: Please note, every child has his/her own unique potential, please identify the potential or special ability of each child to promote it and use it as a way of addressing challenges in the development or learning.

If you believe that some children need individual planning for support, please find the attached individual educational planning format for planning and supporting.

Use parents as an additional source of information about each child and use various forms of assessment, such as observation, interview, interaction, assessing performances etc.

Apply the following steps to identify the students with special needs:

1. Identify specific learning needs of the students during teaching and learning in the classroom.
2. List the nature of the learning needs and how these are manifested in the classroom.
3. Find the nature and types of learning need from those listed in in table 2.
4. Once the general classification of learning need has been identified, go to the specific description of learning needs listed (from Table 3, Table 10) and choose the one most similar to the students' need.

5. In the specific learning needs listed, identify the one that seems close similar to the student's need identified in the classroom.
6. Conduct assessment as stated on the identified part.
7. Children who are gifted or talented in a specific or general area of learning are often forgotten due to a focus on curriculum-based expectation and a lack of awareness. Please identify gifted and talented children.



Note 1: During assessment of learning need, use various source of information from other teachers, your own observation and any other form of assessment such as written task evaluation, verbal expressions, hand-on performances, parents concern and observation, peers' reflection.

Note 2: Children may have a unique ability that will help them cope with their learning needs, identify any special ability such as drawing, vocal, physical, memory, poem, musical).

8. Finally read and implement the support approach indicated in the support part
9. Follow up is important on the effectiveness of the approach
10. Once the student mastered the skill that the teacher targeted, it is important to move on to the next skill development support as per the curriculum text book.
11. Use individual educational planning to address individual need (find the attached document)



Note: Teachers are creative and can have innovative ideas on how to support students with special learning needs hence, use your own additional creativity to enhance the learning achievement of the students.

Ethical consideration such as keeping personal records of students private is the primary professional commitment that teachers should follow.

1.5. Identification in the classroom

Teachers, while involved in their day-to-day teaching tasks, set learning expectations for their students. These expectations are often curriculum based which are reflected in their annual education plan and daily lesson plan. After completing a particular portion of grade level content, teachers expect their students to master the knowledge or skill relevant to the topic covered in the lesson. However, while assessing the work of their students through oral or written questions, tests, class work, homework, or through observations, teachers might find that some students appear far below or above the learning expectations of the teachers and the appropriate curriculum grade level curriculum. As such the assessment result informs teachers that students are benefiting less from the usual way of teaching and learning.

Teachers need to pay attention to, and be critical of what they observe as unique and recognizably different during assessment of the students' work. Some of the results may catch the attention of teachers and "what" and "how" questions should be raised by the teachers. The "what" question relates to the identification of specific learning challenge or unique ability of the students and this can be answered by describing the primary learning related difficulties and strengths of the students. The "what" question may need further assessment measures to identify the barrier to learning? The "how" question responds to the approach expected to address the learning needs of the students. These questions are necessary since the indicators from the teachers' observation and assessment of students' work indicates that the students is not benefiting from the instructional approach currently employed. Table I helps teachers to raise questions to be answered during their observation.



As a teacher, I know my students' needs and abilities.


Table 1 Teachers self question on identification and support

Identifying learning challenges	Identifying special ability or potential
What kind of learning difficulty drew my attention?	What kind of special ability or potential drew my attention?
What make the learning difficulty different from others in the classroom?	What make the special ability or potential different from others in the classroom?
Do I need to know more about it by conducting assessment?	Do I need to know more about it by conducting assessment?
How can I support improvement? (approach and time)	How can I promote the special ability or potential? (approach and time)

Regular classroom teachers have the opportunity to identify special needs of students related to delay in mastering skills and developing understanding expected at the relevant grade level and particular to the subject they are teaching.

For example:

- Language teachers are expected to identify their students who have difficulty with letter identification, difficulty in word reading or reading comprehension or special linguistic abilities. The language teachers are also expected to observe their students writing skill since some of the students have difficulty mastering hand writing showing difficulties such as letter reversal, letter writing inaccuracy, word writing errors and producing generally illegible hand writing.
- Mathematics teachers, on the other hand, have the opportunity to identify students' difficulty with number concepts, learning to count, difficulty connecting ideas to numbers, difficulty identifying mathematical operational signs such as (+, x, - ÷, = <, >) and steps used to solve mathematical computations, and their role in mathematics. Such learning challenges appear in some of the students in the classroom and teachers can easily identify them during activities related to class work, homework or tests.
- Students with visual impairment can also be identified by any classroom teacher once they understand the indicators of visual impairment. In this regard, blind students can easily be identified as the impairment is



so severe that it-inhibits visual functioning. However, students with low vision are often not identified as having vision problems until they show observable indicators such as complaining that they are not able to see what is written on the blackboard or try to get closer to what they want to see. In addition, the students may not use the lines on their exercise book properly or show difficulty copying notes.

- Students with hearing impairment may face similar experiences in the classroom. Although the majority of deaf students can be easily identified, some of the deaf students may fear dismissal from school due to the lack of a sign language interpreter and so may attend school but remain passive so that teachers and peers may not know that they are deaf. However, students who are hard of hearing are often unnoticed by peers and teachers as they can at least hear partially. However, they may show some indicators for hearing loss such as: frequent request for sentences to be repeated during conversation or while teachers are asking questions; inclining the better ear to the source of sound; or concept distortion during lesson presentation in the classroom.
- Teachers may be familiar with students with intellectual challenges, especially those with severe difficulties accompanied by physical and observable indicators. On the other hand, students with mild intellectual difficulties are the most vulnerable group since their learning related difficulties are not well recognized in the classroom. These students lag behind in most subject areas and have a tough time understanding abstract contents, even though they don't show physical indicators for the existence of intellectual challenges.
- The other barrier to learning is communication challenges. As students with communication challenges often have intellectual capacity and don't have any observable indicators, teachers often don't identify their special needs. Communication challenges may appear in various forms such as challenges in flow of speech (fluency) or having difficulty to produce expected speech sound (articulation), expressive and/or receptive language difficulties and these students are often subject to bullying and are passive learners in the classroom.

- There are lots of indicators of learning challenges that can be identified in the classroom. Please note that, the toolkit has been developed to be used in regular classrooms and most students benefit from different ways of responding to their needs. However, in some severe cases tutorial sessions and resource centers can be used for small group or individual assistance. Generally, the classroom is a setting where diverse learning styles, speed and needs exist hence, the knowledge and skill of the teachers is expected to be in line with the nature of diversity in the classroom.



A teacher is a compass that activates the magnets of curiosity, knowledge, and wisdom in the pupils. (Ever Garr)

1.6. General school readiness (for principals and teachers)

An inclusive school is a place where all children are welcomed without discrimination. School administrators and teachers are believed to have a positive attitude and ready to equip their school with human and material resources which are supportive to respond to diverse learning needs. The following points help the school administrators and teachers on welcoming students with diverse learning needs and abilities;

- Develop positive attitudes.
- Provide awareness for the whole school community to reduce discrimination.
- Flexible school administration.
- Fair resource sharing.
- Integrated planning and budgeting.
- Assign special needs education teacher in the school.
- Open resource room and help for the adaptation of learning materials.

- Provide short term training on inclusive education for regular classroom teachers
- Provide short term training on how to apply the toolkit in the classroom.
- Include how to work closely with parents and care-givers in the school plan.
- Be aware that every child can learn in a welcoming school environment.
- Teachers need to be critical observers in the classroom.
- Encourage and provide any sort of incentive to the teachers who demonstrate their effort on facilitating learning for students with special needs.
- Support teachers/ homeroom teachers on preparing portfolios for each student so that it will be easy to document and also refer about the background of children with special needs.



My school plan will address all students without discrimination.

1.7 Significance of the toolkit

The toolkit is a resource that can be used in all primary school settings in both government and private schools across the country. The toolkit helps teachers to identify their students' need and address these accordingly. As a result, children with special needs can benefit greatly from schools which are using the toolkit effectively. Hence, children with special needs receive appropriate education and can master the knowledge and skills expected for grade levels. Such approaches contribute much in improving the quality of educational provision and reduce grade repetition and school dropout. The toolkit can also be used in teachers' training colleges as part of the teachers training curriculum so that all teachers graduating from colleges will have the knowledge to use the toolkit.



Encourage all students to achieve their dream.

Table 2: General indicators of learning needs

Skill	Indicators of learning needs	Yes observed	Not
Reading	Letter naming difficulty		
	Reading word letter by letter or show word reading difficulty		
	Able to read but unable to understand the content/ message		
Writing	Unable to write letters correctly		
	Difficulty holding pencil		
	Illegible hand writing		
Mathematics	Difficulty understanding numbers concepts such as greater or less then) and meanings of mathematical operational sign (example: +, x, ÷, --, ,<, >, =)		
Hearing	Don't hear oral conversation		
	Difficulty hearing lower volume speech		
Vision	Don't see the surrounding events		
	Visually very close to the task		
Memory	Tend to forget events/lessons that learned repeatedly in short time		
	Frequent difficulty understanding lessons presented		
	Often forget to do home work/ assignments		

Skill	Indicators of learning needs	Yes observed	Not
Communication	Unable to express their feeling orally not due to being shyness or hearing difficulty		
	Able to listen but don't understand the message		
	Difficulty to produces the intended speech sound (articulation)		
	Difficulty in smooth flow of speech (fluency)		
	Produce voice unexpected to age or gender		
Behavior	Appears having behavior that affects students' learning or peers' and teachers' in the classroom.		
	Show difficulty eye contact		
	Often prefer to be alone not due to shyness and feel depressed...		
Gift /talent	Show superior academic capacity or specific skill as compared to the age and grade level		
Mobility	Unable to walk independently from place to place		
	Use mobility aid to move from place to place		
Multiple needs	The student shows more than one major needs from the listed above		

2. Assessment and support

2.1. Assessment of reading difficulties

In this part, teachers can assess children with reading difficulties on three major skill areas; letter naming, word reading and reading comprehension. Students may show difficulty in one or more of these three basic reading skills. However, teachers are advised to start assessment from letter naming and move on to the next skill so that they don't miss where the challenge of reading is occurring. The following steps can help with the assessment of reading difficulties;

Reading assessment in languages with one -on-one correspondence between letter grapheme and its name. (Example; Amharic).

1. Randomly identify letters which were already taught in the classroom
2. Randomly list the selected letters on a Page; Example (መ ቤ ሠ ሸ ጠ...)
3. Make sure that the letters are readable and familiar in its shape and size
4. Prepare one copy of the paper for yourself (teacher)
5. Provide the paper to the child
6. Introduce the student to how to read aloud since he/she is expected to read all listed items as far as possible.
7. Record errors, such as substituted or ignored letters
8. Identify if the child was capable of reading all letters correctly or not
9. If the student make errors on the majority of the letters, identify those letters.
10. If the student has letter reading difficulty, there is no need to assess word reading, rather better to start to provide support for letter identification.
11. Just give priority to help the student master letter identification which is a base for word reading.
12. If the student is able to read the majority of the letters, introduce words

which were taught in the classroom earlier, list them randomly on a page, make your (teacher's) copy as well.

13. Ask the student to read aloud the words presented, mark errors on your copy.
14. If the student has recognizable difficulty on word reading, provide word reading support.
15. If the student is capable of identifying letters and can read words but has difficulty to work correctly on reading related activities, assess reading comprehension.
16. Select a short passage from the students' text book and produce about five questions from the passage.
17. Prepare one copy of the passage for the students to read and a teacher's copy for each student to be assessed.
18. Tell the student to read the passage aloud and when the student finishes reading, ask the questions developed.
19. If the student is not able to answer the majority of the questions correctly, it indicates that the students may have reading comprehension difficulties.



Show affection to your students.

2.1.1. Support to students with reading difficulties

In written language where there is one-on-one correspondence between letter (grapheme) and related names, mastering letter identification is valuable to master word reading skills. Use the following steps to support your students with reading difficulties in orthographically transparent language such as Amharic;

1. Start by telling students that the name of letters comes from the spoken language that the students are speaking. Give some examples for each letter so that the students feel comfortable that letters are from the source that they are familiar with (their spoken language). Example; name of letter 'l' comes from the words you already know such as (လလ:လလလလ).
2. In the second step, students have to visually focus on the grapheme (physical form) of the letters and the associated names.
3. Before starting teaching word reading, naming letters fluently at the required rate is important since in orthographically transparent languages, letter level fluency has a direct effect on word reading fluency. Make sure the students can identify letters before teaching words.
4. When starting teaching word reading, tell the students that words are the combination of the letters they have already mastered. Give them examples so that students start remembering the letters that they are familiar in word reading. Example; the word “လလလ” comes from the letters you learned (လ:လ:လ). However, speed in naming letters must be fast and they don't have to read words letter by letter. Letter naming fluency can help to avoid the student having to read words letter by letter.
5. Some students may appear to read words or sentences but may not comprehend. Students with comprehension difficulty need to learn contents of the paragraph bit-by-bit. For example, to help the students to understand the content in the first sentence, let the student read the first sentence and then discuss the content/message with the student and underline the key words and then move to the content/message of the next sentence in the same paragraph. Once you have finished reading, ask and then discuss about the content/messages of the paragraph as a whole. This helps the student to give attention to messages in each sentence.
6. Allow the students to write key words to help them remember the message of the sentences in the paragraph and then let the students narrate the message of the paragraph based on the key words selected. This helps as an initial and alternative approach to develop reading

comprehension and later move on to help the student remember the message in the paragraphs orally and step-by-step.

7. Use flash cards, pictorial representation and others available in your school to strengthen learning.
8. Don't forget reading fluency by speeding up the rate of reading at all levels since fluency enhances reading comprehension.
9. If students master word reading aloud introduce silent reading.
10. Follow up and performance evaluation is important for mastery of any skill.




The dream begins with a teacher who believes in the students. (Albert Einstein)

2.2. Assessment of reading difficulties in phonetic orthography

In phonetic orthographic language, basic reading requires skill of identifying the sound system and its orthographic features since the way sounds are produced can change the meaning of the words. For example, Qube Afam Oromo is one of the phonetic orthographic languages in the country. In Qube Afan Oromo, it is permissible to use long or short vowels at initial, medial and final position with the assumption that both long and short vowels represent separate phonemes, for example (Maal, Nagaa, Nama, Mana). In Qube Afan Oromo, doubled vowels show a longer sound while doubled consonant shows the stressed sound in words; for example: (Mooyyee, Hoolaa). Some students in this regard may show difficulty to master the skill of the sound system in such language, related orthographic identification and changes in the meaning from one word to the other. The assessment and instruction need to consider the orthographic nature of the language. In this regard, the initial identification depends on phoneme awareness (letters-sounds associations) where teachers need to focus on the following steps of assessment;

1. Identify group of symbols that produce single sounds which were taught in the classroom. Example: (EE, OO, KK, Ch, M, Moo, Hoo).
2. Include single vowels, double vowels, single consonants, double consonants. Example (l, a, e, yy, ii, aa, ee).
3. Randomly distribute the selected phonemes on a page
4. Make a copy for yourself (teacher).
5. Request the student to read the sounds aloud
6. Check if the sounds produced are correct for each phoneme presented.
7. Record all errors on reading the phonemes.
8. Identify the specific phonemes with which the student has difficulty and provide support.
9. If the student shows difficulty reading sounds correctly, then they will certainly have difficulty in reading words correctly.
10. In phonetic orthographic language, students often have difficulty reading words and understanding the related meaning. Identify words taught in the classroom, and randomly distribute on a page and give to the students to read aloud.
11. Mark errors in reading the words.
12. Take time to ask the student to show sound differences when reading words with differences in the number of vowels or the way consonants appear.
13. If the child is able to sound out letters and combinations of letters correctly and can read words but still has difficulty working correctly on reading passages, assess reading comprehension.
14. Select a short passage from the students' text book and produce about five questions from the passage.
15. Prepare one copy of the passage for the students to read and a teachers' copy for each student to be assessed.
16. Tell the students to read the passage aloud and when the students finish reading ask the questions developed.
17. If needed allow the student to read the passage twice.

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18. If the students are not able to answer the majority of the questions correctly, it informs that the students show reading comprehension difficulties and the support needs to focus on improvement of reading comprehension.

2.2.1. Support to students with reading difficulties in phonetic orthography

Emphasis needs to be given on teaching the sound system and word reading skill since changes in phonemes can change the meaning of the word. Apply the following:

1. Initially introduce the phonemes separately and teach how single or double vowels can change the sound in words and then how these changes can change the meaning of words. Sound out some examples of words orally. (M, Moo, Ma)
2. Provide awareness how single or double consonants change the sound in word and changes in meaning of the word. Sound out some examples of words orally.
3. It is very important to spend most of the lesson on teaching word reading and meaning and give less time to introduce groups of phonemes and related sounds orally.
4. Don't forget to work on reading fluency by speeding up the rate of reading at all levels as fluency enhances reading comprehension. Although Ethiopia has not yet set reading fluency standards, an Early Grade Reading Survey of the country used 60 words per -minute as a minimum bench mark. Hence, you can apply this to letter naming rate that helps you to predict word reading rate of the students.
5. If the students master word reading aloud then introduce silent reading.
6. Use flash cards, pictorial representation and others available in your school to strengthen learning.
7. Some students may appear to read words or sentences but may not comprehend. Students with comprehension difficulty need to learn contents of the paragraph bit-by-bit. For eexample, to help

the students to understand the content in the first sentence, let the student read the first sentence and then discuss the content/ message with the student and underline the key words and then move to the content/message of the next sentence in the same paragraph. Once you have finished reading, ask and then discuss about the content/messages of the paragraph as a whole. This helps the student to give attention to messages in each sentence.

8. Allow the students to write key words to help them remember the message of the sentences in the paragraph and then let the students narrate the message of the paragraph based on the key words selected. This helps as an initial and alternative approach to develop reading comprehension and later move on to help the student remember the message in the paragraphs orally and step-by-step.
9. Follow up is important and if the student has mastered the target skill, move to the next skill need to be mastered.



Parents are teachers at home, work with them.

2.3. Assessment of writing difficulties

Writing skill at school is about competency among students, and evidence shows that failure to master writing skill for the grade level has a negative influence on educational achievement and induces low self-esteem in learners. In schools where the teaching and learning is quite inflexible, children with writing difficulty are unlikely to be recognized and get the necessary support. Teachers may consider them as having poor hand writing and as lacking skill on how to effectively intervene. It is important to observe hand writing of students during and after a writing task is given. Give the student a writing task and observe the elements listed in (Table 3) and record the existence or absence of writing difficulties.

Table3. Indicators of writing difficulties

Indicators of writing difficulties	Yes, observed	Not
Has trouble holding writing tool properly		
Appear with odd wrist or body position while writing		
Turn paper position inappropriately while writing		
Involve in excessive erasures		
Show inconsistent letters slant		
Letter or word omission		
Irregular letter sizes		
Irregular letter shapes		
Misuse of line when writing		
Misuse of margin of pages		
Poor organization on the page		
Inefficient speed in copying		
many misspelled words		
Heavy reliance on vision with very close distance		
difficulty getting started on writing assignments		
many errors		
exhausting quickly while writing		
uneven spacing between letters or words		
Difficulty with sentence structure and word order.		
General illegibility		
As grade level increases, difficulty organizing thoughts on paper		



The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

2.3.1. Support to students with writing difficulties

- Initially show models of proper pencil grip, body posture and paper positioning for writing and encourage children to do so.
- Assist the student to practice by writing letters and numbers in the air with big arm movements; this helps students to memorize the shapes. it is also useful to practice letters and numbers with smaller hand or finger motions in the air. This can reduce frustration related to writing.
- Allow the student to practice estimating the space needed between letters and words by making dots for children to join, before attempting the actual writing.
- Use paper with bold lines to help the student to keep in the line during writing.
- Give choice of different writing tools to find the one that is most comfortable.
- Encourage observing shapes and details of letters before starting copying.
- Help practicing slant by drawing short lines in proper position.
- Practice estimating close similar size by drawing lines before writing the actual letters.
- Introduce writing rules such as left to right, keeping page margin, use of pages...
- Explicitly teach how to write letters on their exercise book.
- Continue helping the student on how to write words and then sentences.

- Give writing tasks through low-stress opportunities such as letters, a diary, making household lists or keeping track of sports teams etc.
- Allow extra time for writing, class work and assignments.
- Provide an alternative focus and step-by-step reinforcement for writing improvement; for example, on one occasion focus on neatness, then on spelling and then on grammar or organization of ideas. Don't expect everything at once during the support session.
- Don't judge the writing work in discouraging manner.
- Encourage the student to proofread the writing work later as that it is often easier to see errors after a break.
- Develop a checklist for editing work - spelling, neatness, grammar, clear progression of ideas, etc. and let the students follow the checklist by themselves.
- Reduce the amount of copying; instead, focus on writing original answers and ideas.
- Have students complete tasks in small steps instead of all at once.
- Find alternative means of assessing knowledge, such as oral reports or projects
- Be tolerant and positive, encourage practice and praise effort - becoming a good writer takes time and practice.
- Follow up is important and if the student has mastered the target skill, move on to the next skill which needs to be mastered.



Give students the opportunity, they can accomplish anything.

2.4. Assessment of mathematical difficulty

Mathematical difficulties vary from individual to individual and students may show different difficulties at different levels. At the beginning of school, children with mathematical difficulties may show challenges related to the meaning of numbers (number sense), trouble with tasks like sorting objects by shape, size or color; recognizing groups and patterns; and comparing and contrasting using concepts like smaller/bigger or taller/shorter and sequences. They may show difficulty learning to count, recognizing numbers and matching numbers. However, teachers are expected to know the various indicators, assessment considerations and how to support for improvement.

Provide the student with a variety of number related tasks such as: writing sequences of numbers up to 10 or more depending on your expectations and include tasks that can be done using operational signs. Then check for the existence or absence of the difficulties using the following list of points from Table 4.

Table4. Indicators of mathematical difficulties

Indicators of mathematical difficulties	Yes observed	Not
Doing well in spoken language, reading non-mathematical contents, and writing, but slow to develop number related skill. Example: concept of high and low, long and short, greater and less than...little and big.		
Difficulty to organize objects in order Example: from the smallest to the biggest, from the tallest to the shortest...		
Has trouble recognizing numbers and symbols. Example; (: : and 4) or (IIII and 5) etc. however, the content could be different depending on which grade level the students is.		
Challenge in calling numbers sequentially. Example: 1,2,3,4,5... or 10,20,30.... or 5, 10,15... or on number line-2 <u> </u> -1 <u> </u> 0 <u> </u> 1 <u> </u> 2		
May often use fingers to count numbers, specifically in grade 2 or more since beginners in grade one can be tolerated.		


Indicators of mathematical difficulties	Yes observed	Not
Difficulty to estimate number quantities. Example: visualizing small or large quantity, longer or shorter distance. The content may vary depending on grade level		
Poor sense of direction		
Forget correct number tasks which was performed earlier		
Difficulty in money changes and values		
Challenges using mathematical operational signs; adding, subtracting, multiplying and division (2+2, 2x2, 2-2, 2÷2)		
Difficulty calling randomly presents numbers. Example: (6, 8, 11, 22, 45...)		
Discomfort with all sorts of number related activities		
Show difficulty understanding concepts when adding, subtracting, multiplying, or dividing. Example (+ 5= 10) or (10- 5 = ----)		
Has difficulty understanding concepts related to time such as days, weeks, months, seasons, quarters, etc.		
Has difficulty understanding and doing word problems		



Children must be taught how to think, not what to think. (Margaret Mead)

2.4.1. Support to students with mathematics difficulties

- Introduce number concepts to the student using examples of daily life such as two oranges are greater than one orange, eating two bananas make the stomach fuller than one banana...
- Practice numbers sequences orally (step-by-step). For example, beat out the rhythm with drumsticks or equivalent.
- Use the environment and events in the classroom to practice numbers in a real setting
- Give home work with which parents or siblings can assist in order to strengthen number concepts.
- Don't move on to digital calculation until the student has mastered number concept, number sequences and difference from one number to another another.
- Help students to estimate and compare the properties of things around them – for example, distance, length and width, height, weight.
- Help students to understand the meaning of mathematical operational signs using a step-by-step approach. First let the student master addition –what it means and how it works in practice. Use objects around to teach the concept and increase the complexity of addition gradually to the grade level.
- Initially allow the student to use fingers, or marks on the page to count and then slowly fade this out.
- Introduce new operational skills (such as subtraction) beginning with concrete examples and later moving to more abstract applications. Follow the same procedure as for “addition”.
- Explain ideas clearly and encourage the students to ask questions as they work so that they do not become frustrated.
- Provide a place to work with few distractions and have pencils, erasers and other tools on hand as needed.

- 
- Encourage peer assistance when the student needs help.
 - Suggest use of colored pencils or any appropriate available materials to differentiate problems.
 - Support students to master solving mathematics problems by introducing the content and related number concepts, break the problem into smaller steps and then practice each step.
 - Follow up is important and if the student has mastered the target skill move on to the next skill to be mastered.

2.5. Assessment of hearing difficulty

Students with hearing difficulty are less noticed by the teachers in the schools where special needs teacher and sign language interpreters are not available. Limited ability or inability to hear restricts communication and affects the student's ability to access orally presented information. However, if students with hearing impairment get the opportunity for early identification and provision of sign language, they are capable of being successful in their education. Deaf students have lost the majority of their hearing and as a result, don't benefit from oral/ spoken language in the education setting and need a sign language interpreter. On the other hand, students who are hard of hearing are often overlooked in the classroom since they most often appear as they are able to hear. However, they face enough of a hearing loss that they still need special consideration and adjustment in the classroom. In the absence of a supportive environment, their educational achievement can adversely be affected.

Table 5, contains general indicators of deafness and hard of hearing. Observe the student by interacting directly with them and mark the checklist in Table 5. If a limitation is identified, then focus on and implement the related instructional support provided in this section.

Table 5. Indicators of hearing difficulty


Classification	Indicators of hearing difficulty	Yes observed	Not
Deaf	Don't respond when calling from the back		
	Try to recognize from facial expression to understand others speech.		
	Don't understand oral conversation		
	Often use gesture to express ideas		
	Born deaf may not produce speech sound		
	Late deaf tries to produces distorted speech but don't hear what others say.		
Hard of hearing	Become more responsiveness in quiet environment		
	complaints of earache, popping ears, or a visible discharge from the ear;		
	giving inappropriate answers to questions		
	Observing and following what other children do when oral command is given by teachers.		
	The student speak with louder or softer voice than usual		
	Slow in responding to simple verbal instructions		
	frequent request for pardon in conversation		
	Visually searching to locate sound source		
	turning head to hear with better ear		
	Prefer to sit nearer to the sound source		
	Request to speak louder during conversation or in the classroom		
	Lack interest to participate in oral activity		
	Not attentive to listen to story read by others		

2.5.1. Support to students with hearing difficulty

2.5.1.1. Students who are Deaf;

Students who are deaf can attend regular classroom with the support of sign language interpretation. However, before joining the regular classroom, providing sign language training is important. The classroom teachers who have sign language skill can provide teaching for both the hearing and the deaf students simultaneously. The presence of sign language training for the student and sign language interpretation is mandatory. The following helps for education of deaf students in the classroom;

- Play, sign, and do activities face-to-face with children who are deaf.
- Before beginning teaching, get everyone's attention so that deaf students don't miss important messages.
- Introduce the lesson of the day clearly so the students know what is going to be presented.
- When signing, keep your hands away from your face and lips.
- Provide additional clues such as facial expression and lip movement, in case of misunderstanding of what was presented using signing.
- Teachers should often turn to face a source of light for visibility of signing.
- If you are not being understood, find other ways of saying the same thing such as using pictures.
- Give cues/indications, visual prompts, using visual cues when referring to objects in the classroom.
- Write down the concept you presented by signing.
- Ask the students to repeat what was presented to check they have understood.
- Provide tutorial classes for the deaf students to help them catch up with others students.
- Separate your instructions/talking from writing/signing to allow the student to look at your signing and then the written information rather than trying to do both at the same time.

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- Be aware that deaf students become very tired from intensive watching hence, break up signing time with varied activities.
 - Follow up is important and if the student has mastered the target skill, move on to the next skill that needs to be mastered.

2.5.1.2. Support to students with hard of hearing

Students who are hard of hearing can be successful in the regular classroom with minor adjustment. The following are approaches to support the students:

- Allow students to sit in a place they prefer to sit (often in the front) in the classroom.
- Regulate your voice while teaching so that all students can hear.
- If available provide a hearing aid or advise the parents to look for a hearing aid.
- Don't write on the black board while simultaneously speaking so that students with hard of hearing do not lose segments of what you are saying.
- Make a semi-circle setting during group discussion so that students can see everyone's face as they speak.
- Reduce background noise as much as possible.
- Seat students near the center of desk arrangements and away from distracting visual stimulants/ sounds;
- Encouraging independent activities, co-operative learning and social skills.
- Listen to what the child is saying and also ask the child and allow time for a reply; avoid domination by others.
- Follow up is important and if the student has mastered the target skill move on to the next skill that needs to be mastered.

2.6. Assessment of vision difficulty

Large numbers of school-aged children show vision related difficulties in one way or another. The type of vision difficulty and its severity may differ from one student to another. Hence, teachers are expected to know the indicators of vision difficulty that helps them to plan how to support the children. Children with low level vision difficulties often go unnoticed even though their vision difficulty can significantly affect their academic achievement. Blind students on the other hand can easily be identified due to the severity of vision loss. Some schools may allow blind students to attend school where the majority of the regular schools don't allow admission due to poor school readiness. The following (Table 6) vision difficulty indicators help teachers to identify the students and support them accordingly.

Table 6. Indicators of vision difficulty

Classification	Indicators of vision difficulty	Yes observed	Not
Blindness	Some are totally without sight and need assistance to move around		
	Some may be able to move around independently but don't see smaller objects		
	Some identify source of light and others may not.		
	Don't identify prints, even large size		
	Prefer tactile, hearing, smelling or testing task to learn		
	Some shows clumsiness while walking		
	Poor motor coordination on physical tasks		
	Some may see small details but need assistance to move around		

Classification	Indicators of vision difficulty	Yes observed	Not
Low vision	Experiences difficulty reading print		
	Experiences difficulty identifying small details in pictures or illustrations.		
	Has poor eye hand coordination;		
	Unusual facial expressions and behaviors		
	Discomfort following close visual work		
	Difficulty with distance vision		
	Blurred or double vision		
	Poor spacing in writing, distort shape of letters or numbers when writing, and difficulty in staying on the line		
	Inability to distinguish colors		
	Stagger frequently and trips over small object		
	Frequent head adjustments when looking at distant objects		
	When reading or writing make their book or exercise book very close to their eyes		
	Some go to the blackboard to copy notes		
	Some Prefers to sit in front or at the back in the classroom.		
	Difficulty seeing from side set		
Covering one eye to see			

2.6.1. Support to students with vision difficulty

2.6.1.1. Support to Blind students

- Provide accessible physical environment: school, classroom, toilet, tap water if any and paths.
- Provide orientation to the physical environment of the school.
- Provide Braille training at the beginning of schooling.
- Provide Braille books.
- Give a signal to indicate if entering or leaving the classroom
- Allow the student to sit in a front seat to reduce auditory disturbance.

- Regulate your voice so that all students can hear well.
- Give equal opportunities for participation in the classroom
- Assign voluntary peer assistance, e.g. For note taking.
- Provide alternative ways of assessment; oral, written, task performance.
- Give extra time to complete tasks.
- Adapt some contents which require vision.
- Provide tactile models or real objects when teaching concepts.
- Allow tape recording to which the students can listen to later to promote understanding.
- Follow up and discussion with the students is important for service improvement.



2.6.1.2. Support to students with low vision

- For those families who are able to afford eye glasses, this can be very helpful.
- Allow seat choice where the students can see better and don't just assign seating yourself.
- Increase the size and quality of your writing on the backboard.
- Don't use low contrast colors on the black board.
- Avoid dim light, or extreme brightness in the classroom.
- Give extra time to copy or do tasks.
- Magnify visual objects for details and visibility.
- Follow up and discussion with the students is important if they need improvement in the service provided.

2.7. Assessment of intellectual challenges

The majority of students with intellectual challenges attend regular classrooms. Students with intellectual challenges show different levels of need and the extent of support will depend on the level and type of needs. Whilst some children may show observable indicators of intellectual challenges, one of the challenges faced by regular schools is the lack of skills and awareness to support the identification of students with mild/lower level intellectual challenges. Those with milder levels of intellectual challenge do not show any physical developmental delay but none-the-less, without appropriate support, these children are often underachievers in the general education curriculum. Children with mild intellectual delay account up to 85% of the population of those with intellectual challenges and often attend regular school without identification and support and are therefore often exposed to frequent grade repetitions and school dropout. The following (Table 7) indicators help teachers to identify and support students with intellectual disabilities in the classroom.

Table 7. Indicators of intellectual challenge

Classification	Indicators of intellectual challenges	Yes observed	Not
Mild/low level intellectual challenges.	Often forget lesson taught the next day		
	Tend to forget doing home work or assignment		
	Forget concepts or event presented unlike their grade mate.		
	Often make error/ wrong answer on tasks,		
	Shows close similar difficulty levels in most subject areas.		
	Tend to shows dependence on peers for academic assistance.		
	Appear to have better performance on non-academic tasks		
	Below average performance in most subject areas.		
	Gradually develop behavior problem due to low academic performance.		
	As they get less attention due to low academic achievement, seek attention by disturbing in the classroom.		

Classification	Indicators of intellectual challenges	Yes observed	Not
Increased level of intellectual challenge	Shows clumsiness on physical appearance		
	Poor eye-hand coordination		
	Poor gross-motor coordination		
	Poor fine motor movement		
	Difficulty to understand contents for the grade level.		
	Difficulty to develop reading and writing skill.		
	Often uncoordinated gross motor and may fail		
	Slow language development, limited vocabulary		
	Articulation error during speech production		
	Increased forgetfulness on lesson learned		
	Delay in mastering daily living skill; toileting, eating, dressing, personal hygiene, awareness of family, keeping learning materials properly...		
	Poor imitation skill		

2.7.1. Support to students with mild/ lower level of intellectual challenges

- Encourage students, help reduce hopelessness and enhance vision
- Provide individual or small group tutorial sessions.
- Specific skills need to be presented step- by step for mastery.
- Complex skills should be presented in small sequential steps to ensure mastery
- Present new concepts or skills with the support of concrete examples
- Associate learning with realistic experiences to help the students understand
- Provide motivation such as praise (verbal or any form) to increases the rate at which new learning is acquired.
- Identify and reduce distractions to increase the attention of the students.
- Provide alternative instructional presentations using varied examples


- Facilitate opportunities for students to demonstrate their understanding.
- Allow opportunities for practicing the lesson taught.
- Provide supportive and corrective feedback more often in a way that helps students to warmly welcome feedback to support their development.
- Use varied forms of assessing students' work that encourages participation.
- Repeat teaching concepts when necessary based on the level of understanding of the students.
- Facilitate peer support in the classroom.
- Contact family for study assistance at home.
- Follow up and if the student has mastered the target skill, move on to the next skill that needs to be mastered.



I can study independently due to support from my teachers.

2.7.2. Support to students with increased levels of intellectual challenges

Students with increased level of intellectual challenge need intensive support in the overall development areas and teachers are required to address these needs accordingly. The extent of provision of education depends on the severity of the difficulties students face. Some students may need more emphasis on daily livings first and foremost, followed by literacy skill training. Others may need literacy skill and a limited amount of subject content mastery together with training on daily living skills. For some students with increased restrictions as a result of the



intellectual difficulties the daily living skills may be the main focus. Hence, support for those with high levels of intellectual difficulties needs to be goal oriented and purposeful. The following helps to enhance participation and success of the students at school:

A/ Daily living skill

- Provide training on how to dress self, eat, use the toilet and keep good personal hygiene (such as washing hands and face).
- Provide small scale physical exercise if the students have no health problems such as heart or breathing problems.
- Provide training on-hand-eye coordination, hand-legs coordination.
- Facilitate establishment of friendship with peers to develop social skills.
- Follow up is important and if the student has mastered the target skill then move on to the next skill that needs to be mastered.

B/ Academic

- The students often need repeated orientation on using teaching and learning materials.
- Provide repeated orientation on how to hold their pencil and how to write.
- Start teaching letters and numbers on a small scale and make sure they have mastered those presented contents before moving on to the next topic or element.
- The students may need repetition and concrete examples to understand specific contents.
- The students may perform far below the content of the grade level and hence, there is a need to adapt the lesson based on their level of leaning.
- Develop goal oriented content that helps students to master specific skills.
- Include content on functional academic goals such as colors, size, shape, height, weight and texture that are useful for vocational skills.
- Allow time for skills training; such as daily living skill and simple vocational skills.
- Follow up is important and if the student has mastered the target skill move on to the next skill that need to be mastered.

2.8. Assessment of communication difficulties

Communication difficulty varies in terms of the types and the extent of difficulty in oral interaction. Communication difficulties here focus on students who appear to have difficulties interacting with ease in the first language. The following helps teachers to identify and support students with communication difficulties:

Table 8. Indicators of communication difficulties

Classification	Indicators of communication difficulties	Yes observed	Not
Articulation error in speech production	Substitution of some sound by close similar others		
	Distorting some sounds		
	Adding unnecessary sound in speech.		
	Omitting some sounds in speech		
Interrupted fluency	Interrupted speech flow		
	Inappropriate speech pause		
	hesitation or repetition during speech production		
	Rapid speech production		
	Sometimes speech is unintelligible to listeners		
	Produce excess interjection in between speaking such as ham, ha, he..		
Unusual voice from expected	Show anxiety and frustrates to speak in front of others.		
	Loudness of voice become very high or very low to hear		
	Pitch of the voice becomes unusual to the age, sex or communication trend in the community.		
Receptive language difficulty	Poor quality of voice that make it difficult to hear it at ease.		
	These students seems deaf but able to hear however, don't understand spoken language		

Classification	Indicators of communication difficulties	Yes observed	Not
	They have the capacity to produce speech but often meaningless since they have difficulty understanding language.		
Expressive language difficulty	They understand spoken language but don't speak or have distorted speaking.		
	Prefers using cued, pointing at, sign or gesture to communicates		

2.8.2. Support to students with communication difficulties.

- Enhance awareness in the classroom of how discrimination affects others.
- Encourage oral participation and praise.
- Eliminate any form of bullying from peers that prevents the students' spoken participation.
- Facilitate follow up sessions if the student has mastered the target skill, and move on to the next skill that needs to be mastered.

A/ Articulation support

- Advise that such speech production difficulties happen for some children and let the student be aware about it and be ready for improvement.
- Prevent bullying and discrimination in the classroom.
- Don't repeat errors of the students, rather repeat with correct articulation.
- Identify specific sounds that the student has difficulty to produce correctly
- Give individual sessions to help practice those identified sounds.
- Contact parents to help the student in providing support with communication at home.
- Give opportunity to the students to participate in the classroom and encourage speech production.
- Facilitate follow up sessions if the student has mastered the target skill, move on to the next skill that needs to be mastered.

B/ Support to Fluency challenge improvement

These difficulties attract discrimination and bullying and the difficulties are made worse when another laugh at the child. As such teachers need to be aware and prevent such situations arising in the classroom. The students are often able to produce fluent speech in the absence of stress and discrimination.


- Don't complain to the student that you have difficulty understanding what he/she says rather try different ways to understand what the student wants to say.
- Provide sessions individually to practice relaxation - breathe in and out, relaxing vocal cords, and all articulators (lips, jaw, tongue). This is important because the students (stutterers) often appear with rigid speech musculatures. Apply relaxation together with word production and then through time increase the number of words moving gradually towards speech. This takes some time and needs to be done step-by step.
- In cases where students have lost speech musculature resulting in rapid speech production, help the students to speak with reduced speed and controlled speech musculature (for cluttering). Train controlling movement of articulators without speech production. For students with rapid speech production, monitor to help them slow down in between speaking and let the student practice reducing speed of speech.

Encouraging other students to not interrupt the child with fluency difficulties
Facilitate follow up sessions if the student has mastered the target skill and move on to the next skill that need to be mastered.

C/ Unusual voice improvement support

Students may have cleft lip or cleft palate which is an opening on the lip or inner upper side of jaw where vibrating air escapes through the opening before reaching the outer tip of the tongue and inner part of the lips. In this case if the parents of the students are able to do so, advise them to take the child to hospital where surgery to repair the palate is available.

- If the student gets the opportunity for medical support, then start supporting the recommended articulation and /or fluency training:
- Provide voice production training appropriate to child's age and sex.



Example: for boys with lower frequency (lower pitch) and for girls higher frequency voice (high pitch) or reduce nasal speech by reducing air escape through nose

- Facilitate follow up sessions if the student has mastered the target skill, and move on to the next skill that needs to be mastered.

D/ Support for Receptive language Improvement

- In school, most teachers perceive students with receptive language difficulty as deaf since they don't speak and don't understand what others are saying to them. However, they are able to hear but don't understand the meaning or message of the spoken language.
- These students need to get additional ways of communication to improve their understanding such as using pictures, concrete examples, real objects, showing by doing and associated verbal expression in all instances of communication.
- Once they learn specific concepts, help them to say it aloud, because they have well-functioning articulators.
- Some students may have both receptive and expressive language difficulties for spoken language, if the oral language training support does not help them, allow alternative communication such as signing.
- Facilitate follow up sessions if the student has mastered the target skill and move on to the next skill that needs to be mastered.

E/ Support for Expressive language difficulty

Students with expressive language difficulty may have limited speech production ability or don't produce speech at all. However, these students are able to understand spoken language although they may not respond orally as expected. Some teachers may mistakenly perceive them as deaf students.

- Let the student sense vocal vibration when others speak by touching the front part of their neck, then help practice until they feel the sense of vocal vibration themselves.
- To help the students exercise speech production, provide individual sessions on speech training.

- Assign willing peers to help the students in practicing speech production.
- The students are capable of attending regular classrooms through listening, however, it is important to provide alternative ways for the students to express his/her thoughts and feelings (gesture, facial expression, and sign, written form) until he/she becomes capable of producing speech.
- Facilitate follow up sessions if the student has mastered the target skill and move on to the next skill that needs to be mastered.



Teacher, help me I don't want to dropout.

2.9. Assessment of behavior challenges

There are various types of behavior challenges that students may show in the classroom setting. However, to make it easier for teachers, this toolkit uses two major classifications that teachers can easily identify in the classroom. The following (table 9) presents some indicating signs of behavior challenges.

Table 9. Indicators of behavior challenge

Classification	Indicators of behavior challenge	Yes observed	Not
Externalized behavior challenges	Aggressiveness		
	Damaging of school property		
	Often fighting with teachers and peers		
	temper tantrums		
	attention seeking by disturbing or biting peers, developing feeling of superiority		
	Often negatively affect others by disturbing teaching and learning activities.		
	Hyperactive Example: physically restless, leave chair often, run jump... in the classroom even during teaching-learning		
	Poor attention: lack focus on what is presented, don't listen for longer minute, don't do tasks that requires attention		
Internalized behavioral challenges	Act out their feeling and emotion		
	Depression, anxiety		
	Loneliness and social withdrawal		
	feeling of inferiority		
	Hypersensitivity		
	Act in their feeling and emotions, are extremely shy to interact with peers, introverts.		
Chewing finger nails, pen, cloth...			



I am happy at school.

2.9.1. Support to students with behavior challenge

A/ Externalized behavior challenges

- Establish rules for appropriate classroom behavior.
- Teachers need to be consistent with consequences for inappropriate behavior
- Advise the students to monitor their own behavior
- Train students to develop self-management skills.
- Avoid physical punishment as it doesn't help to improve the behavior.
- Approach them positively and establish frequent contact in school and give them tasks to accomplish.
- Identify the background of the students, for example, family issues that might aggravates the behavior problems.
- Help improvement by talking to families if there are cases that affect the students' behavior.
- Give them responsibility and keep them busy.
- Advise and encourage the students to focus on their education.
- Assess performance and facilitate tutorials if the students' academic achievement is low.
- Facilitate follow up sessions if the student has mastered the target skill, and move on to the next skill that needs to be mastered.

B/ Internalized behavior challenges

- Students with internalized behavior challenges may have background reasons to behave that way.
- Hence, approaching the students to identify the life experience is important.
- Once you identify the cause, try to eliminate the case by talking to family or concerned ones.
- Assist the students to recover from any difficult life events.
- Encourage self-reflection talk to reduce anxiety.

- Assign peers to establish smooth social interactions.
- Give opportunities and encourage participation in the classroom.
- Provide positive reinforcement when socially performing well.
- Facilitate follow up sessions if the student has mastered the target skill and move to the next skill that needs to be mastered.

2.10. Assessment of gift and/ or talent

Students who are gifted and talented, either across all areas of the curriculum or in specific activities are not well recognized and supported in our school system. Lack of awareness of their needs can have serious negative consequences on their education.



This teacher draws our attention.



Note: keep in mind that standing first rank in the classroom does not tell that the student is gifted, because rank is a relative level as compared with the performance of the classmate. Some students may appear more knowledgeable than their teachers and teachers have to be convinced on this reality and support the students. Hence, focusing on extraordinary potential and ability which is a head of the students' age and grade level requires getting attention. The following in tablet 10, helps teachers to identify and support gifted and or talented students;

Table 10. Indicators of gift and/ or talent

Classification	Indicators of gift and/ or talent	yes observed	Not
Gifted and/or talented	Educationally a head of their grade level		
	Learn and perform independently		
	Have unusual imagination		
	Dislikes routine		
	Have thought a head of their age level.		
	View things from various points of views.		
	Remembers great amount incidences and patterns in learning.		
	Remembers great amount of patterns in learning such as in mathematics		
	Learns and understand quickly		
	highly motivated to involving on academic tasks		
	Like challenging contents		
	Often do not need others assistance and be satisfied by their own effort		
	Superior potential in all subject area or in specific area like having high potential for mathematics.		
	Shows creative ability		
	Special drawing ability		
	Vocal musical ability		
Artistic ability, athletics			

2.10.1. Support to gifted and/or talented students


Students who are gifted across all subject area need to be accelerated. Acceleration can be possible if the student shows independent and outstanding performance at their current grade level and at the one above that. In addition, the classroom teachers, school administration and parents need to agree that the student is capable of being accelerated to the next grade level in the same academic year and they have to make sure that the student can work independently to complete the work at the higher grade level.

- If the student has extraordinary potential only in a specific subject area, then teachers can supplement the grade level curriculum with additional challenging content, assignments or tasks in that particular subject area.
- Since the student is capable of concentrating on tasks of high interest for extended periods of time, give activities and contents above his/her grade level to keep him/her busy and demonstrate their maximum potential.
- Make time for the child to have the opportunity to share their thoughts and knowledge with the rest of the class.
- Listen to the students carefully as often they are misunderstood by others.
- Facilitate and create alternative activities based on the interest and potential of the students that go beyond the regular curriculum.
- Establish creative and academic clubs and assign the student as a leader of the club in the area of his/her potential and ability. Provide available resource that helps the student demonstrate potential.
- Encourage and appreciate the student, don't discourage.
- Interested teachers can work with students to design an independent project that demonstrate creativity and contribute to the student and school promotion.
- If possible, involve students in academic competitions on the area of ability.
- Give creative assignments, which have different expectations for different levels of learners in the classroom so that everyone can perform according to the potential they have.

2.11. Accessibility for mobility challenges

Mobility challenges can easily be observed by the school administrators and teachers. However, accommodating mobility challenges relies on the willingness of the schools. Some schools modify the physical environment of their schools to ease mobility of the students while others say their school is not accessible at the point of admission. There is also a misunderstanding in that some people perceive children with mobility challenges as incapable of learning.

However, these children primarily need environmental accessibility. For example; if the school has a 4th floor building, taking one section from each grade level to the ground floor helps assign children with mobility challenges to the ground



floor section. Therefore, the school administrators and teacher need to be ready to help children with mobility challenges to have equal opportunities for an education similar to their peers. In addition, sport teachers often leave out students with mobility challenges from activities. However, on an accessible sport field and depending on the severity and nature of the disability these students can be active participants in sport. Adapting sport activities to the need of the students with mobility challenges make the students more active.

2.12. Assessment and support to multiple disabilities

Children with multiple disabilities show more than one disability, where at least one of the disabilities is severe. Teachers need to identify both the primary or most severe disability and any less severe disabilities and ensure that support and accommodation provided meets all the need. If a child is recognized as a blind student with lower level hearing difficulty, teaching Braille reading and writing skill by the help of trained teachers is important where the lower level hearing difficulty can be accommodated by changing the seat of the child to the front of the class and increasing the volume of the teacher's voice. There are numbers of multiple disabilities in the classroom, hence, teachers need to identify the types of the disabilities and provide support for each disability by applying the support stated in the toolkit specific to the disability type or learning challenges.



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Annex

Individual Educational Plan form (IEP)

Academic year _____

Student's Profile

Student's Name: _____

Sex _____ : Age: _____

Grade _____ Achievement level or rank. . _____

Medical History _____ . _____

Special Needs History and previous service provided. _____

Individual Educational plan

Student's Strength _____ .

Student's Needs _____ .

Regular class service needs _____

Resource room service needs. _____ .

Type of service needed. _____ . _____

Education. _____

Health. _____

Social. _____

Resource needed : _____

Others role _____







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