



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION



Addressing Special Educational Needs at Infant and Junior Education Level in Literacy and Numeracy



Supplement to the Early Reading Initiative (ERI) and Performance Lag Address Programme (PLAP)



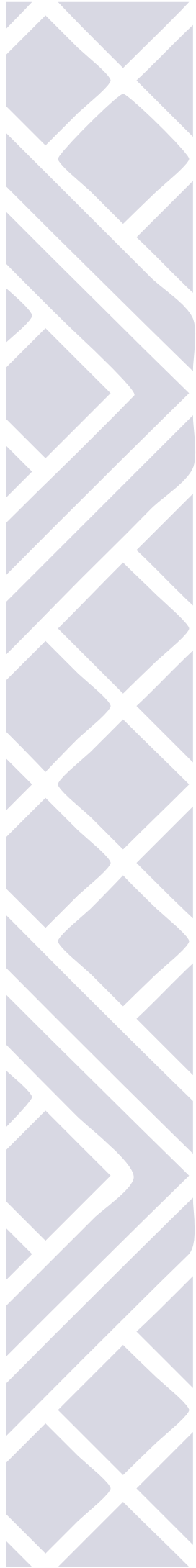


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Performance Lag Address Programme (PLAP)**





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Abbreviations

EA:	Examination Albums
ECD:	Early Childhood Development
ERI:	Early Reading Initiative
ICT:	Information and Communications Technology
IEP:	Individualised Education Plan
LEPS:	Learner Welfare, Psychological Services and Special Needs Education
MoPSE:	Ministry of Primary and Secondary Education
PLAP:	Performance Lag Address Programme
UNICEF:	United Nations Children’s Fund



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L, W and Perimeter
Sintunisi 6m + 4m = 20m
Classroom
6m + 20m W = 6m 43cm
18m L = 7m

175
7 12 75
- 17
52
- 59
35
35
0

6 6 75 9
- 6
0 7
6
1 36 5 1
- 1 36 5 1
0



1.1 What this supplement is all about

This document is a supplement to the Early Reading Initiative (ERI) modules and Performance Lag Address Programme (PLAP) manual with the aim of strengthening teacher's responsiveness in the implementation of literacy and numeracy activities to special educational needs among learners. It provides practical hints to enable teachers to plan and deliver meaningful lessons for the benefit of learners who have different types of special educational needs in their classes.

This supplement is in line with the inclusivity principle of Curriculum Framework 2015 – 2022 as it focuses on learners whose needs may otherwise be overlooked due to limited knowledge and skills on the part of teachers who may not have the requisite exposure on how to manage learner diversity in classroom activities.

The ultimate goal of the supplement is to improve on the learning process to ensure positive outcomes for all learners, including those with special



educational needs.

It also seeks to empower the teacher to facilitate the role played by parents, learners and other stakeholders in ensuring that learners with special educational needs achieve the best possible literacy and numeracy skills.

The content is designed to empower teachers in mainstream classrooms, resource units and special schools in assisting individual learners with special

educational needs by adapting and modifying teaching approaches and activities covered in the ERI modules and PLAP manual, by addressing diverse needs. It also gives supplementary information on the identifications and supporting the teaching and learning environment of learners with special educational needs.

The early identification and interventions on learners with special needs by teachers at infant and junior levels, together with prompt referral of learners who need specialized attention are expected to enhance the performance of all learners. In the past, it has been noted that some of the poor learning outcomes among learners could have been averted through earlier referral to the Schools Psychological Services and Special Needs Education support programmes.

1.2 How to use the supplement

This supplement should be used together with the ERI modules or PLAP manual. For Infant grades, the teacher is encouraged to use it as a resource for adapting the literacy and numeracy activities such as detailed in the ERI module.

In the Junior Education classroom, the same focus is encouraged when the teacher is implementing the multigrade teaching methods provided in the PLAP manual.

This supplement is primarily for use by teachers from ECD A to Grade 7 level as it provides alternative activities to be adapted for learners with special educational needs.

It is hoped that the suggested teaching approach and activities will help the teacher to be more creative and innovative in enhancing the learning of individuals who require such support to perform at their best.

1.2.1 Defining Special Educational Needs

Special educational needs refers to provisions for all children and youth whose needs arise from disabilities or learning difficulties (UNESCO 1994). A learner with special educational needs requires extra support to fully participate in and benefit from education compared to other learners of the same age.

It is important to note that every child has unique characteristics, interests and abilities, hence a teacher is expected to adapt his/her teaching approach to meet the diverse needs of learners and create an inclusive environment.

1.2.2 Major categories of special educational needs

A list of 8 categories of special educational needs is provided to assist the teacher in identifying and organizing the necessary provisions to enable all learners to excel.

Table 1. Definitions of 8 categories of Special Educational Needs

Category	Definition
1. Visual Impairment	Visual impairment refers to a reduction in the individual's vision. It involves limited vision or the complete absence of vision as a result of impairment in the eye structure. The total inability to see is referred to as blindness, whereas the individual with low vision possesses some residual vision which can be utilised to the person's benefit.
2. Hearing Impairment	Hearing impairment refers to loss of hearing and it ranges from mild to profound. It can affect one ear or both ears, and leads to difficulty in hearing conversational speech or loud sounds. A person with mild to severe hearing impairment can benefit from use of hearing aids and one with profound hearing impairment has little or no hearing. 'Deaf' people mostly have profound hearing loss and they often use sign language for communication.
3. Intellectual Challenges	Intellectual challenges refer to significant limitations in both intellectual functioning and in adaptive behaviour which covers many everyday social and practical skills. The ability to learn or grasp concepts, new ideas or skills of persons with intellectual challenges is reduced to a large extent, resulting him/her facing various challenges in coping with school work and other life-skills. Intellectual challenges are classified as mild, moderate, severe and profound. However, for the purposes of this supplement, the mild and moderate will be considered.

<p>4. Physical Challenges</p>	<p>Physical challenges refer to the total or partial loss in function of one or more parts of the body affecting a person's gross motor and/or fine motor skills. They can be categorised into two main groups, one of which is neurological impairment. The other group is made up of muscular and skeletal impairments. Some physical challenges can be caused by damage or disorder to the brain and nervous system. Examples are cerebral palsy and paralysis of the limbs of the body (spina bifida). Muscular-skeletal impairments are easily observable in limb-malformation, mobility and distorted posture. Examples include amputees and dwarfism.</p>
<p>5. Albinism</p>	<p>Albinism is an inherited genetic condition that reduces the amount of melanin pigment formed in the skin, hair and/or eyes. Since most people with albinism have fair complexions, it's important to avoid sun damage to the skin and eyes by taking precautions such as wearing sunscreen and hats. Most people with albinism have visual problems that are not correctable with eyeglasses, and many have low vision.</p>
<p>6. Learning disabilities</p>	<p>Learning disabilities are neurologically-based processing problems that can interfere with learning basic skills such as reading, writing and/or math. Learning disabilities can also interfere with higher level skills such as organization, time planning, abstract reasoning, long or short term memory and attention.</p>
<p>7. Speech, language and communication disorders</p>	<p>Persons with speech, language and communication disorders may have problems in producing speech sounds correctly or fluently or/and having abnormal pitch, resonance, or loudness of the voice. They may have difficulties in understanding others, or sharing thoughts, ideas, and feelings.</p>
<p>8. Multiple disabilities</p>	<p>Multiple disabilities refer to combination of impairments that require a combination of adaptations for more than one category of special educational needs</p>



1.2.3 Common Signs of Special Educational Needs

Learners with special educational needs may show some signs which help teachers to identify them through daily observation and interaction.

The following table indicates some of the signs which teachers should investigate, attend to and quickly refer to the Schools Psychological Services. If a learner shows signs of special educational needs as listed below, the school is required to intervene and where additional support is required refer to the District Office from where the School Psychological Services and Special Needs Education team will assist in the assessment and intervention plan for learners to benefit better from the teaching and learning process.

It is important to note that this supplement focuses on the four categories of special needs listed below-: Visual impairment, hearing impairment, intellectual challenges and physical challenges.

However, the same adaptations are applicable to all learners.

Table 2. Signs that a learner with special educational needs may have

Category	Signs
1. Visual Impairment	<ul style="list-style-type: none">• Push in the eye or under the eyelid• Swollen eyelids with drooping eye lashes• Pulling face, narrowing eyes or opening eyes too wide in order to see properly• Fear of seeing light (photophobia)• Itchy eyes with small red or white pus producing rash in the inside of the eyelids• Difficulty in seeing near objects• Difficulty in seeing distant objects• Difficulty in seeing clearly• Inability to see anything at all• Seeing shadows• Bumping into objects or others• Shuts or covers one eye• Rubs eyes excessively• Complains of blurred or double vision
2. Hearing Impairment	<ul style="list-style-type: none">• Unusually loud or soft voice• Often asks speaker to repeat• Watches for visual cues to understand• Problem in pronouncing sounds like /s/, /h/, /f/, /p/, /t/, /r/, /k/, /sh/, /ch/, /j/ and /th/• Inappropriate responses to questions• Slow in taking verbal instructions (often waits for others react first)• Structural problems of the ear (like missing outer ear)• Under achievement in class

	<ul style="list-style-type: none"> • Drawing ear towards speaker • Running ears • Tugging at ear • Complains of noise in the ear • Seems to ignore intentionally • Consistently withdraws from group • Failure to participate in group or group discussions • Imitates others • Difficulty localising sound source (not sure who has spoken) • Holds head in a peculiar position when spoken to • Frowns or strains forward when spoken to
3. Intellectual Challenges	<ul style="list-style-type: none"> • Delayed speech and language (delayed milestones) • Repetitive behaviour • Limited communication skills • Poor motor skills • Generally slow e.g. in grasping new information and performing academic skills such as reading and writing • Short attention span • Lack self-help skills • Easily distracted • Shows inappropriate social behaviour • Difficulty in solving problems and thinking logically
4. Physical challenges	<ul style="list-style-type: none"> • Limb malformation • Abnormal muscle tone • Muscle stiffness • Muscle hyper tonicity (movement of muscles which are not coordinated) • Drooling • Partial inability to move • Staggering (problems with walking) • Stunted growth • Use of crutches or wheelchair • Poor fine or gross motor skills • Speech and articulation problems • Unusual gait • Curvature of the spine or back • Walking with heels raised • Running strangely • Paralysis of limbs • Deformities of the wrist, forearm or elbow • Weak joints



5. Albinism	<ul style="list-style-type: none"> • No pigmentation on the skin and iris • Grimacing • Holding reading materials too close to the eyes • Skin tanning in sunshine • Acute signs of visual challenges
6. Learning disabilities	<ul style="list-style-type: none"> • Having difficulties in reading, writing, spelling or comprehension • Having mathematical problems (e.g. unable to understand the meaning of numbers or applying mathematical principles to solve problems)
7. Speech, language and communication challenges	<ul style="list-style-type: none"> • Articulation disorders which include mispronunciation of sounds which can be at the initial, medial or final of a word • Distortion of words when all the sounds of a word are distorted scissors • Voice disorders <ul style="list-style-type: none"> - <i>Too soft, too low, too loud voice</i> - <i>Nasal arithymic voice</i> - <i>Monotonous voice (lack of the rising and falling of voice)</i> - <i>Hoarse voice</i> • Telegraphic speech where a clued omits sounds or words • Fluency disorders (stammering/ stuttering) <ul style="list-style-type: none"> - <i>Repetitions of initial syllables or words</i> - <i>Prolongations of syllables, especially the initials of a words</i> • Hesitations when speaking • Stops posing for a while before one speakers
8. Multiple disabilities	<ul style="list-style-type: none"> • Have characteristics across different categories of special educational needs





Chapter 2: Supplement for Early Reading Initiatives (ERI) modules



2.1 Supplement for ERI module for ECD A

(Refer to Chapter 10.1 to 10.7 of ERI ECD A and B Module)



2.1.1 Learners with Visual Impairment

AUDITORY DISCRIMINATION SKILLS

(Refer to Chapter 10.1 of ERI ECD AB module)

Suggested Activities (Refer to 10.1.4 of ERI ECDAB module)

Teachers can also add prompting, mobility and orientation skills when teaching learners with visual impairment.

The mystery box (Refer to 10.1.4.2 of ERI ECDAB module)

Objectives: During the activity, learners will:

- touch, feel and trail the materials, models, (safe) real objects
- mold the objects that produce different sounds (low vision)

Media: peppier Marche', clay, beads, bottle tops.

Activity: Provide learners with materials, models and (safe) objects that they will feel and use to make sound producing objects. Learners will touch, feel the models and real objects to make a mental picture of the objects. They then describe the objects.

Skills to be developed: describing, moulding, discriminating, tactile, gross and fine motor skills.

Animal story (Refer to 10.1.4.3 of ERI ECDAB module)

Objectives: During the activity, learners will be able to:

- express different emotions

Activity: Demonstrate various ways of expressing emotions (happiness, sadness, excitement and sorrow) through verbal utterances and physical actions. Learners take turns to demonstrate various ways of expressing emotions. For example, screaming, crying, shouting, pushing, flapping of hands, fighting, hugging, laughing, tone, etc.

Skills to be developed: Imitation of sound, gross motor skills.

AUDITORY MEMORY

(Refer to Chapter 10.2 of ERI ECDAB module)

Nature walks (Refer to 10.2.4.1 of ERI ECDAB module)

Objectives: During the activity, learners will:

- identify sounds in the environment.

Media: local environment

Activity: Teacher takes learners to familiar and non-familiar places near the school where they identify sounds in the local environment.

Skills to be developed: Navigating, sound tracking

Action Rhymes (Refer to 10.2.4.2 of ERI ECDAB module)

Objectives: During the activity, learners will:

- identify models and embossed pictures which are related to the rhyme.

Media: Models and embossed pictures, (safe) real objects

Activity: Teacher starts by giving learners objects and embossed pictures that relate to the rhyme. Learners feel and identify the models.

Skills to be developed: Tactile skills, gross and fine motor skills.

Hold your hand (include local languages) (Supplementary activity)

Objectives: During the activity, learners will:

- follow given instructions

Media: models of different objects

Activity: Teacher explains the rhyme and instructions to the individual learners to respond to the rhyme through action. Learners take turns to give instructions and responses. (*bata ruoko.....urwurumwe racho....*). Do this with other body parts.

Skills to be developed: Listening, recalling, imitating and following instructions

VERBAL AND NON-VERBAL LANGUAGE AND VOCABULARY DEVELOPMENT SKILLS

(Refer to Chapter 10.3 of ERI ECDAB module)

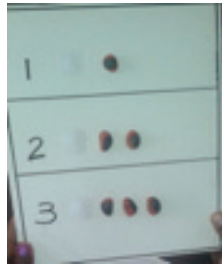
Story telling (Refer to 10.3.5.4 of ERI ECDAB module)

Objectives: During the activity learners will:

- sort objects according to different criteria e.g. Length and height.

Media: Audio tapes, objects and embossed pictures (describing and sorting)

Activity: Give pictures of the embossed materials.



Skills to be developed: Tactile

VISUAL AND TACTILE DISCRIMINATION

(Refer to Chapter 10.4 of ERI ECDAB module)

Approaches/Methodologies (Refer to 10.4.3 of ERI ECDAB module)

Teacher can use these and other methods when doing visual discrimination activities.

- Field trip- auditory cues.

Suggested activities (Refer to 10.4.4 of ERI ECDAB module)

Some objects are similar in shape (Supplementary activity)

Objectives: During the activity learners will:

- identify objects that are similar in shape
- name objects that are different in shape

Media: Beads, seeds, blocks, shapes, household utensils, bottle tops

Activity: Teacher provides a variety of concrete media such as listed on the media. Learners feel and explore different materials provided to them. Each learner then gives the similarities and differences of the shapes.

Skills to be developed: exploring, differentiating, and sorting

TACTILE DISCRIMINATION

(Refer to Chapter 10.5 of ERI ECDAB module)

Memory matching game (Refer to 10.5.2 of ERI ECDAB module)

Objectives: During the activity, learners will:

- explore and match embossed pictures of different shapes

Media: embossed card and pictures

Activity: Teacher provides learners with embossed cards and pictures, jig saw puzzles, blocks of different shapes and sizes. Learners explore and match the materials as per instruction. Learners take turns to demonstrate the matching game.

Skills to be developed: Exploring and matching

Finding hidden objects (Refer to 10.5.4 of ERI ECDAB module)

Objectives: During the activity, learners will:

- locate objects hidden in the classroom
- group objects according to size

Media: Concrete objects with different shapes, sand, dish, blocks.

Activity: Teacher gives instructions and materials. Learners take turns to locate the hidden objects. The learner then matches and groups the objects according to size.

Note: Teacher ensures safety of the environment for the smooth progression of the game..

Skills to be developed: Sorting, locating, and matching

Finding the missing object (Refer to 10.5.5 of ERI ECDAB module)

Objectives: During the activity, learners will:

- Identify the missing object from the provided set.

Media: Blocks, bottles, tins, boxes, stones, dolls

Activity: Teacher provides different sets of materials to learners. Learners feel and explore the objects. Teacher demonstrates and explains how to find the missing object. Learners take turns to find the missing object and identify it.

Skills to be developed: Feeling and exploring

Bead sequencing activity (Refer to 10.5.7 of ERI ECDAB module)

Objectives: During the activity, learners will:

- sort beads according shape and size
- arrange the beads according to the sequence of shape

Media: Beads with different shapes and size.



Activity: Teacher demonstrates the sorting according to shape and size. Learners have to remember the shape sequence and thread it. They can thread according to shape and size e.g. smallest to largest. This activity can be reinforced by repetition.

Skills to be developed: Sequencing, recalling, fine motor skills.

VISUAL MEMORY

(Refer to Chapter 10.6 of ERI ECDAB module)

Suggested Activities (Refer to 10.6.3 of ERI ECDAB module)

Spatial trailing (Supplementary activity)

Objective: During the activity, learners will:

- trail along following the marked patterns and marks on shapes and objects.

Media: Strings, beads, embossed print, glue, cards

Activity: Teacher makes different shapes using string pasted on hard paper. Learners trail using fingers following the marked patterns.



Skills to be developed: Tactile trailing, exploring, spatial orientation and mobility

Identification of texture, size and shapes (Supplementary activity)

Objectives: During the activity, learners will:

- Identify differences in objects in terms of texture and size.

Media: Embossed pictures, Braille cards with different patterns

Activity: Teacher gives material in different texture, sizes and shapes, and ask learners to describe them.

Skills to be developed: Trailing Braille cell

BOOK SKILLS

(Refer to Chapter 10.7 of ERI ECDAB module)

Objectives (Refer to 10.7.1 of ERI ECDAB module)

Learners will

- demonstrate co-ordination of finger movements needed during left to right orientation.

Suggested Activities (Refer to 10.7.3 of ERI ECDAB module)

Demonstrate holding brailled books (flat holding on the desk/table) (Supplementary activity)

Objectives: During the activity learners will:

- identify embossed (brailled) materials on the cover of a book.
- describe brailled materials on the cover of a book.

Media: Brailled materials and books

Activity: Teachers hand out braille books and papers to the learners and explain on how to hold the books. Learners feel and with the help of the teacher hold the books.

Skills to be developed: holding braille books and papers in the correct position

2.1.2 Learners with Hearing Impairment

AUDITORY DISCRIMINATION SKILLS

(Refer to Chapter 10.1 of ERI ECDAB module)

Objectives (Refer to 10.1.2 of ERI ECDAB module)

- Detect sound from different sound stimuli

Approaches/Methodologies (Refer to 10.1.3 of ERI ECDAB module)

- Use of multi-sensory approach (Visual, Auditory, Tactile, Kinesthetic, Olfactory, Gross sensory skills and gustatory(VATKOG))
- Auditory and speech training—individual and group auditory training
- Use of ecological inventories

Suggested Activities (Refer to 10.1.4 of ERI ECDAB module)

Note: The average time for each activity is 15 to 20 minutes

Find the sound (Refer to 10.1.4.1 of ERI ECDAB module)

Objectives: During the activities learners will:

- identify and sign correctly objects producing the sounds
- correctly read the signs

Media: Mirror, assistive devices such as auditory trainers, speech trainers, hearing aids

Activity: Employ a variety of stimuli with different intensities. The child has to raise hand upon detection of sound.

Skills to be developed: observing, signing, identifying

Mystery box (Refer to 10.1.4.2 of ERI ECDAB module)

Objectives: During the activity, learners will:

- identify and correctly sign objects producing the sounds

Media: wax crayons, mirror, hearing aids, deaf adults (as role models)

Skills to be developed: signing, observing, detecting, speech reading

Animal story (Refer to 10.1.4.3 of ERI ECDAB module)

Objectives: During the activity, learners will:

- mime animal sounds
- sign correctly animals producing the sounds

Activity: With the use of learner’s made animal booklets, learners identify and sign animals. Teacher demonstrates production of animal sounds with the aid of a mirror and physical prompts. In pairs, learners mime and identify/sign the source of sound.

Skills to be developed: signing, observing, speech reading

AUDITORY MEMORY

(Refer to Chapter 10.2 of ERI ECDAB module)

Approaches/Methodologies (Refer to 10.2.3 of ERI ECDAB module)

Teachers can use these and other methods when doing activities with ECD learners:

- Use of multi-sensory approach
- Use of animal video

Suggested Activities (Refer to 10.2.4 of ERI ECDAB module)

Nature Walks (Refer to 10.2.4.1 of ERI ECDAB module)

Activity: For the profoundly deaf learners, the teacher may show them carefully selected animal video and animal pictures from their ecological setting in an acoustically treated classroom. Learners identify and sign correctly animals shown. Teacher demonstrates the production of animal sounds. Learners imitate correctly after the teacher, through speech reading, observing and identifying the produced sounds.

Skills to be developed: Speech reading, signing, observing

VERBAL AND NON-VERBAL LANGUAGE AND VOCABULARY DEVELOPMENT SKILLS

(Refer to Chapter 10.3 of ERI ECDAB module)

Note: For learners with hearing impairment language is not acquired through incidental learning.

Approaches/Methodologies (Refer to 10.3.2 of ERI ECDAB module)

Teachers can use these and other methods when doing activities with ECD learners:

- Observing,
- Signing,
- Total communication

Suggested Activities

Signing own names (Refer to 10.3.5.1 of ERI ECDAB module)

Activity: Teacher identifies herself/himself by a sign name. Learners give each other sign names. In pairs learners ask each other's sign name e.g. What is your sign name? Learners play the game using sign names.

Skills to be developed: Signing, matching

Sorting and describing objects and pictures (Refer to 10.3.5.5 of ERI ECDAB module)

Objectives: During the activity, learners will:

- identify and sign correctly the objects shown.

Skills to be developed: identifying, signing, observing.

Some objects are similar in colour (Refer to 10.4.5 of ERI ECDAB module)

Objectives: During the activity, learners will:

- match objects of similar colour, shape or size.

VISUAL AND TACTILE DISCRIMINATION

(Refer to Chapter 10.4 of ERI ECDAB module)

As per module

TACTILE DISCRIMINATION

(Refer to Chapter 10.5 of ERI ECDAB module)

Note: For learners with hearing impairment, it is of paramount importance that the teacher introduces a variety of fine motor activities to develop tactile skills

Close your eyes (Refer to 10.5.3 of ERI ECDAB module)

Objectives: During the activity, learners will:

- identify and sign correctly real objects and templates of animals.

Media: Real objects, templates.

Activity: Learners identify and sign a variety of real objects. Individually, learners touch, feel, smell given objects while blind folded. Learners sign the identified object.

Tactile game (Supplementary activity)

Objectives: During the activity, learners will:

- strengthen their fine motor skills

Media: Paper Mache, clay, templates, ball, paper

Activity: Learners mold a variety of objects such as kitchen utensils, balls, and human figures. Tracing patterns using templates. Throwing and catching the balls of different sizes, scribbling and twisting, tearing papers and colouring.

Skills to be developed: Molding, signing, tracing, colouring.

VISUAL MEMORY

(Refer to Chapter 10.6 of ERI ECDAB module)

Approaches/Methodology (Refer to 10.6.2 of ERI ECDAB module)

- Guessing games
- Playing cards
- Sequence games e.g. naming fruits, animals, colours in sequence.

BOOK SKILLS

Approaches/methodologies (Refer to 10.7.2 of ERI ECDAB module)

- Experiments
- Visits to libraries

2.1.3 Learners with Intellectual challenges

AUDITORY DISCRIMINATION SKILLS

(Refer to Chapter 10.1 of ERI ECDAB module)

Definition (Refer to 10.1.1 of ERI ECDAB module)

Learners with intellectual challenges are very receptive to various interesting sounds especially high pitched volume.

Approaches/ Methodologies (Refer to 10.1.3 of ERI ECDAB module)

You can use the following approaches and methodologies

- Use short questions and answers
- Short, precise and interesting stories
- Role play and drama: ensure that you give clear and simple instructions and where possible capture the experiences of the learner
- Field trip e.g. sound walk (walking on dry leaves) that is outdoor practical teaching and learning to promote effective understanding
- Demonstration e.g. imitation of what needs to be done by teacher (leading by example)
- Peer learning to promote social skills and weaken inflexibility

(Note that learners with intellectual challenges demonstrate often unwillingness to interact)

Note: For learners with severe intellectual challenges, consider the least possible signal of absorption of the matter taught for example, if shown an animal picture and the learner should either states “animal” or “produces that animal sound”.

Suggested Activities (Refer to 10.1.4 of ERI ECDAB module)

Note: Learners’ self-esteem and motivation are boosted through acquisition of pre-reading and pre-writing skills. The reading environment should be stimulating. Disability and cognitively age-appropriate materials should be provided, displayed and used. The teacher’s resourcefulness in providing appropriately designed reading materials is crucial for intellectually challenged learners with intellectual challenges.

Suggested activity: Find the sound (Refer to 10.1.4.1 of ERI ECDAB module)

Objectives: During the activity, learners will:

- identify different sound produced by different objects

- name objects producing sounds
- identify high and low sound

Media: DVD player, computer, projector, pictures

Activity: Teacher first plays the recorded DVD showing objects producing sounds which learners are familiar with. Learners sit in their groups to name the objects that produce sounds and identify differences in sounds. At this level objects which produce non-similar sounds could be used. The teacher asks the groups to identify objects when only sounds (without pictures) are produced. Learners are also be asked to imitate the sounds when only pictures or DVD without sounds are shown. Then teacher plays DVD and learners will identify the high pitch and low pitch sounds.

AUDITORY MEMORY

(Refer to Chapter 10.2 of ERI ECDAB module)

Suggested activities (Refer to 10.2.4 of ERI ECDAB module)

Transport sounds (Supplementary activity)

Objectives: During the activity, learners will:

- identify sounds from objects
- associate sounds with objects

Media: Pictures, DVDs, projector, computer

Activity: Learners have a dialogue about cars, trains and airplanes. Teacher shows learners video about transport. Learners identify, associate and imitate the sound produced by moving train, cars, and aeroplanes. Teacher introduces the sounds of other forms of transport which learners are less familiar with such as ship, boat, motorbike and buses through DVD. Learners are asked to identify associate and imitate the sounds produced by different forms of transport. Teacher formulates a song about transport to consolidate the learners' ability to identify and associate sounds to transport.

VERBAL AND NON-VERBAL LANGUAGE AND VOCABULARY DEVELOPMENT SKILLS

(Refer to Chapter 10.3 of ERI ECDAB module)

Expressing personal feelings (Supplementary activity)

Objectives: During the activity, learners will:

- express emotions using body language
- express emotions using spoken language

Media: Charts, real pictures, motion pictures, DVDs, projector, computer

Activity: Teacher provides a chart with faces (real pictures, drawing and video discs) expressing different emotions (happiness, sadness, anger). Teacher engages learners by asking them to say what they see on the faces shown on the various media provided. Teacher can trigger dialogue about how learners behave when they are happy and when they are sad or angry. In the process, the teacher asks if learners can understand that our bodies (faces, hands, etc) can tell the next person about how we are feeling (sad, happy) at any given time.

Skills to be developed: Naming, identifying, describing, and communicating

VISUAL AND TACTILE DISCRIMINATION

(Refer to Chapter 10.4 of ERI ECDAB module)

Visual discrimination (Refer to 10.4.1 of ERI ECDAB module)

Learners with intellectual challenges require brightly coloured learning aids that replicate realistic objects to capture their attention.

Suggested Activities (Refer to 10.4.4 of ERI ECDAB module)

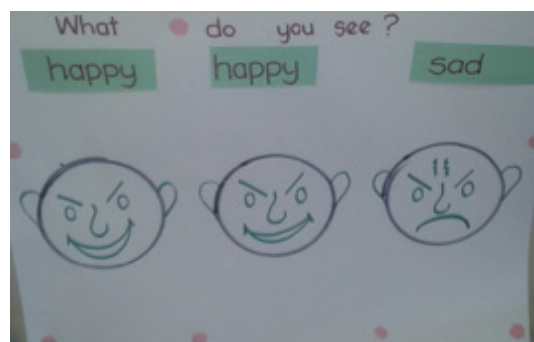
Sad and happy faces (Supplementary activity)

Objectives: During the activity, learners will:

- identify similarity between the objects
- identify differences between the objects

Media: A chart with a number of faces with different emotions (happy, sad, angry)

Activity: Teacher asks learners to identify happy/sad faces from the chart as a class, group and individually and states what they see. Learners start by identifying two faces and then gradually increase to three or more faces. In each instance the learners state their observation. Learners will work as a class to consolidate their abilities to identify the similarities between two happy faces and differences between one happy face and one sad face.



Skills to be developed: Identifying, expressing, describing

TACTILE DISCRIMINATION

(Refer to Chapter 10.5 of ERI ECDAB module)

Note: Learners with intellectual challenges will be able to practically connect to abstract and concrete learning materials. They will be able to touch and feel the texture (smoothness, hardness and roughness) of objects that they are learning about since learners with intellectual challenges are particularly confronted by complex and abstract tasks.

How does it feel? (Refer to 10.5.1 of ERI ECDAB module)

Objectives: During the activity learners will:

- identify different surfaces by touching and feeling.
- describe different objects using (smooth, rough, hard and soft).

Media: Piece of glass, sand paper, cotton wool, bean bags and stones

Activity: Select a few learners, blind-fold them using soft cloth and then ask them to touch and feel surfaces and texture of given objects. Learners state whether the objects are rough, smooth and/or hard while they are blind-folded. Blind-folds are removed and they are asked to do the exercise again with their eyes open. Finally, the teacher and learners check if the results of the blind-folded exercise and the non-blind-folded exercise are the same. Learners will touch and feel the texture of each of the given objects once more and describe the given objects using smooth, rough, hard and soft.

Skills to be developed: Feeling, comparing, describing

VISUAL MEMORY

(Refer to Chapter 10.6 of ERI ECDAB module)

NOTE: Learners with intellectual challenges have a short memory span. In order for them to capture and store information, visual activities should be kept short, engaging, interesting and lively. Where possible involve playing and drawing of learners' experiences to maximise assimilation of information.

Suggested Activities (Refer to 10.6.3 of ERI ECDAB module)

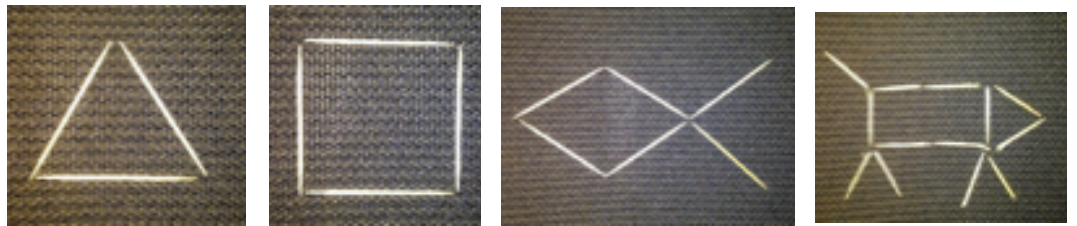
Solve Toothpick puzzles (Supplementary activity)

Objectives: During the activity, learners will:

- observe the teacher constructing a simple puzzle
- recall a simple constructed puzzle
- construct a simple puzzle

Media: Little sticks and A4 paper

Activity: Teacher constructs a triangle using 3 little sticks while learners observe and dismantles it. Teacher asks learners to construct their own stick triangle. Following evaluation of learners based on their intellectual learning challenges you can continue to differentiate lesson activities upward for instance, ask learners to demonstrate how to make a stick square, stick fish and stick pigs. Learners then attempt constructing a stick square, stick fish and stick pig.



Skills to be developed: imagination, listening, imitating, recalling, observing, sorting and manipulating

BOOK SKILLS

(Refer to Chapter 10.7 of ERI ECDAB module)

Suggested Activities (Refer to 10.7.3 of ERI ECDAB module)

Book Listing (Supplementary activity)

Objectives: During the activity learners will:

- demonstrate holding a book upright.
- identify pictures on the cover of a picture book.
- describe pictures on the cover of a picture book.
- look at pictures from left to right and top to bottom.
- paste pictures on exercise books.

Media: Colourful picture books, paste, scissors, exercise books

Activity: Teacher demonstrates how to hold a book properly and encourages individual learners to emulate what the teacher is doing. A teacher shows the front cover and then shows the back cover. Learners follow the teacher's demonstration in groups as the teacher moves around to support and assist. Teacher opens the book from right to left and moves his/her finger from left to right. Learners emulate the same while the teacher assists individuals. Learners say what they see on the front cover of the picture books. Learners choose pictures of their choice and teacher helps them to cut and paste in their exercise books.

Skills to be developed: Holding a book properly, demonstrating, listening, observing, imitating, describing, cutting and pasting

2.1.4 Learners with Physical challenges

AUDITORY DISCRIMINATION SKILLS

(Refer to Chapter 10.1 of ERI ECDAB module)

Objectives (Refer to 10.1.2 of ERI ECDAB module)

Learners should be able to:

- respond to sound stimuli individually.
- produce sound from picture boards with assistive devices such as headgear, head pointer and communication boards.
- identify differences between sounds from picture/communication boards.
- identify similarities between sounds using talking computers.

Note: Parents need to be oriented to the new assistive devices being used by their children.

Approaches/Methodologies (Refer to 10.1.3 of ERI ECDAB module)

Teachers can use these and other methods when doing activities with some learners with severe physical challenges.

- Listen to a story from a talking computer/audio gadgets.
- Safe field trips (with safe terrain) for sound walk.
- Demonstration, e.g. Imitation of clap by teacher, some learners with severe physical challenges imitating animal sounds from talking computers/audio gadgets, calculators or percussion instruments like the drum.

Suggested Activities (Refer to 10.1.4 of ERI ECDAB module)

Note: The average time for each activity is individualised according to the severity of the special needs. Orientation on how to use the assistive devices is very important before embarking on such activities which use assistive devices like head pointers, hand bands for crutches etc.

Find the sound (Refer to 10.1.4.1 of ERI ECDAB module)

Objectives: During the activity, some learners with severe physical challenges will:

- identify different sounds produced from musical instruments by responding individually
- point to the real objects/picture boards producing the sounds.

Media: Percussion instruments, picture boards, assistive devices like head pointers.

Activity: Teacher produces a sound from instruments/sound boards and

some learners with severe physical challenges identify the source of sound from their instruments /sound boards.

Skills to be developed: Fine-motor skills, demonstrating, listening, discovering, naming and identifying.

AUDITORY MEMORY

(Refer to Chapter 10.2 of ERI ECDAB module)

Objectives (Refer to 10.2.2 of ERI ECDAB module)

Some learners with severe physical challenges will:

- identify sounds around them by responding individually.
- match sound using sound boards.

Approaches/Methodologies (Refer to 10.2.3 of ERI ECDAB module)

Teachers can use these and other methods when doing activities with some learners with severe physical challenges:

- Song and dance using percussion instruments and other assistive devices like headphones etc.
- Role play and dramatization using resource persons with or without physical challenges.
- Safe nature walks on safe terrains e.g. For sound walk.
- Demonstration/physical prompting-the teacher clearly demonstrates what the learners are expected to do.
- Games with computer assisted instructions or multimedia systems e.g. talking devices.

Suggested Activities (Refer to 10.2.4 of ERI ECDAB module)

Re-telling stories played from CDs, videos and radios (Refer to 10.2.4.1 of ERI ECDAB module)

Objectives: During the activity, some learners with severe physical challenges will:

- listen to a story from a CD, video, radio, audio, and teacher.
- re –tell the story previously heard from CD`s, Video audio, teacher or Radio.
- sing songs from previously heard from CD`s, Video or Radio, audio teacher

Media: CDs, DVDs, Recording Gadgets Radios and Videos

Activity: Teacher plays a CD, video or radio so that learners with physical challenges listen to a story. Children re-tell the previously heard story. They may also sing previously played songs from memory.

Skills to be developed: Listening, re-telling, re-calling and discussing

VERBAL AND NON-VERBAL LANGUAGE AND VOCABULARY DEVELOPMENT SKILLS

(Refer to Chapter 10.3 of ERI ECDAB module)

Approaches/Methodologies (Refer to 10.3.2 of ERI ECDAB module)

Teachers can use these and other methods when doing activities with some learners with severe physical challenges.

- Appropriate field trips with cognisance of learners with severe physical challenges
- Imitate the teacher using a mirror
- Role playing social settings e.g. weddings, funeral and parties to develop appropriate language registers.
- Impromptu questioning technique (without prior preparation).
- Demonstrations on proper word production.
- Group work using the buddying system for proper language imitation.
- Reciting or imitating tongue twister rhymes and poems to control drooling.

Picture Stories (Supplementary activity)

Objectives: During the activity some learners with severe physical challenges will:

- read story books on their own.
- read story books with the teacher's guidance.
- read story books from reading stand boards.

Media: Picture story books, reading stand boards.

Activity: The teacher guides learners with severe physical challenges to read picture stories on their own. Reading stand boards may be used for learners who have challenges in handling books on their own e.g. cerebral palsy and spinal bifida

Skills to be developed: Language, describing, narrating and adaptation skills.

VISUAL AND TACTILE DISCRIMINATION

(Refer to Chapter 10.4 of ERI ECDAB module)

Approaches/Methodologies (Refer to 10.4.3 of ERI ECDAB module)

Teachers can use these and other methods when doing visual discrimination activities with some learners with severe physical challenges.

- Discussions with the teacher's guidance.
- Educative games that develop visual and tactical discrimination.
- Outdoor activities.
- Demonstration on object differences and similarities.
- Questioning on similarities and differences.
- Guided discovery on similarities and differences.
- Brainstorming some learners with severe physical challenges on similarities and differences of objects.
- Guided observations on similarities and differences.

Suggested Activities (Refer to 10.4.4 of ERI ECDAB module)

Some objects are different in sizes (Refer to 10.4.5 of ERI ECDAB module)

Objectives: During the activities some learners with severe physical challenges will:

- identify objects of same size
- name objects of same size
- group objects of same size

Media: A variety of real objects, pictures, visual games and slides.

Skills to be developed: Discovering, observing, concentrating and experimenting

TACTILE DISCRIMINATION

(Refer to Chapter 10.5 of ERI ECDAB module)

How does it feel? (Refer to 10.5.1 of ERI ECDAB module)

Objectives: During the activity some learners without upper limbs will:

- identify different surfaces by using their toes.
- thread objects on string using their toes.

Media: A variety of objects with different surface textures, beads, blocks, string

Activity: Provide objects with different surface textures and let the learners without limbs feel the surfaces using their toes. Ask them to describe how the objects feel smooth, rough, hard or soft. Learners may also thread beads or

blocks on string using their toes to develop tactile discrimination.
Skills to be developed: Touching, describing, feeling and naming.

Note: Parents and guardians may also need to be oriented on the technique of using toes.

VISUAL MEMORY

(Refer to Chapter 10.6 of ERI ECDAB module)

Approaches/Methodologies (Refer to 10.6.2 of ERI ECDAB module)

Teachers can use these and other methods when doing visual memory activities with some learners with severe physical challenges:

- Picture puzzles for visual memory and problem solving
- Demonstrations to instill visual memory
- Guided outdoor activities for visual memory
- Guided observations for visual memory
- Guided discussions for visual memory
- Group work, pair work, buddying
- Guided discovery

Suggested Activities (Refer to 10.6.3 of ERI ECDAB module)

Pothole games (Supplementary activity)

Objectives: During the activity learners will:

- identify previously seen colours, pictures or objects.
- re-call and name previously seen colours pictures or words or objects

Media: pictures, words, charts with colours and game charts.

Activity: The teacher points to a specific colour, picture or object on a pothole game then remove the pointer and asks learners to recall the colour, picture or object.

Skills to be developed: Re-calling and identifying



BOOK SKILLS

(Refer to Chapter 10.7 of ERI ECDAB module)

Note: The teacher demonstrates all the book skills to children with severe physical challenges; however the teacher should hold the books for those learners who cannot do it on their own. The use of reading stand boards is of paramount importance.



2.2 Supplement for ERI module for ECD B

(Refer to Chapter 11.1 to 11.7 of ERI ECD A and B Module)



2.2.1 Learners with Visual Impairment

AUDITORY DISCRIMINATION SKILLS

(Refer to Chapter 11.1 of ERI ECDAB module)

Suggested Activities (Refer to 11.1.4 of ERI ECDAB module)

Listening walk (Refer to 11.1.4.1 of ERI ECDAB module)

Media: Audio tapes

Note: Observe safety by the removal of obstacles from outdoor and indoor environment

Odd one out (Refer to 11.1.4.3 of ERI ECDAB module)

Media: Models of animals, real objects

Activity: Ask learners to name models of animals and real objects and to imitate the sounds they produce.

Skills to be developed: Exploring, feeling

AUDITORY MEMORY

(Refer to Chapter 11.2 of ERI ECDAB module)

As per module

VERBAL AND NON-VERBAL LANGUAGE AND VOCABULARY DEVELOPMENT SKILLS

(Refer to Chapter 11.3 of ERI ECDAB module)

Suggested Activity (Refer to 11.3.3 of ERI ECDAB module)

State home addresses (Refer to 11.3.3.2 of ERI ECDAB module)

Activity: Teacher describes his/her home. Learners describe common features in their home.

Skills to be developed: Describing

Family members (Refer to 11.3.3.3 of ERI ECDAB module)

Media: Recorded audio tapes, note takers

Activity: Learners listen to audio tapes recorded at home.

Skills to be developed: Listening, remembering

VISUAL AND TACTILE DISCRIMINATION

(Refer to Chapter 11.4 of ERI ECDAB module)



Suggested Activities (Refer to 11.4.4 of ERI ECDAB module)

What is wrong? (Refer to 11.4.4.1 of ERI ECDAB module)

Objectives: During the activity, learners will:

- name the embossed pictures, real objects or models and identify the missing part.

Media: embossed pictures, real objects, models

What is missing? (Refer to 11.4.4.2 of ERI ECDAB module)

Objectives: During the activity, learners will:

- name the embossed objects and pictures, real objects or models and identify the missing objects.

Media: Embossed pictures, real objects, models

BOOK SKILLS

(Refer to Chapter 11.6 of ERI ECDAB module)

Objectives (Refer to 11.6.1 of ERI ECDAB module)

Learners will be able to demonstrate

- the left to right, orientation during reading.
 - co-ordination of hand to hand movement and direction.
- Approaches / Methodologies (Refer to 11.6.2 of ERI ECDAB module)

Teachers can use these and other methods when doing visual discrimination activities:

- Braille cell reading
- Exploring sequence of reading
- holding a book placed on the table /flat space

Suggested activities (Refer to 11.7.3 of ERI ECDAB module)

Finger Exercises (Refer to 11.7.3.1 of ERI ECDAB module)

Media: Slates and stylus, Braille machine, Braille paper, computer keyboard with voice.

Left to right orientation / Right to left orientation (Refer to 11.7.3.2 of ERI ECDAB module)

Objectives: During the activity, learners will:

- make patterns from right to left when using slate and stylus and left to right when using a Braille machine and a computer.

Media: Stylus, slate, Braille machine, Braille paper, computer, embosser

Activity: Teacher demonstrates pattern making from left to right and right to left. Engage learners in activities as free writing.

Skills to be developed: Fine motor skills, right to left, left to write, top to bottom orientation.

ASSESSMENT

(Refer to Chapter 11.8 of ERI ECDAB module)

Assessment of learners with visual impairments

Points to note:

- Make sure the assessment method provides an analysis of



the skills developed.

- Assessment should promote the use of (safe) real objects.
- Instruction should be clear, short and precise.
- Allow learners to read aloud during assessment.
- Assessment should be illustrative, showing pictures and concrete objects for maximum performance because their abilities to generalize information is limited.
- Assessment should be done in familiar surroundings.
- Time allocated for learners should account for challenges emanating from their special needs.

Assess:

- The skills developed on pre-writing by employing the skill of Braille writing from right to left and reading from left to right using slate and stylus.
- The ability to read braille literature from left to right using the Braille machine, computer and slate and stylus.

2.2.2 Learners with Hearing Impairment

AUDITORY DISCRIMINATION SKILLS

(Refer to Chapter 11.1 of ERI ECDAB module)

Approaches/Methodologies (Refer to 11.1.3 of ERI ECDAB module)

- Total communication, use of non-manual cues, auditory training, speech training

Suggested activities (Refer to 11.1.4 of ERI ECDAB module)

Exercises (Supplementary activity)

Objectives: During the activity learners will:

- develop tongue movement.
- develop breathing skills.
- develop hand movement.

Media: Screening audiometer, speech trainer, group auditory trainer, hearing Aids

Activity: Teacher demonstrates chewing exercises, licking, blowing, hand shaping and movement e.g. tissue paper, soapy water to form bubbles, breathing in and out, tongue twisting and rolling exercises and ask learners to imitate.

The teacher demonstrates the singing and signing of songs such as *Baa baa black sheep*, *Alphabet song*, *Lucy my best friend come around...* Learners observe and mimic signs as demonstrated by the teacher. The teacher picks a song that is most appropriate

Skills to be developed: Voice production skills, hand shaping and movement skills.

Note: Learners with hearing impairment need to be prepared for speech development.

AUDITORY MEMORY

(Refer to Chapter 11.2 of ERI ECDAB module)

Note: Learners capitalise on the visual cues and identify the processes of making sounds.

Suggested activities (Refer to 11.2.3 of ERI ECDAB module)

Elephant game (Supplementary activity)

Objectives: During the activity, learners will:

- identify and associate movement with sounds.

Media: Video clips

Activity: Learners stand in a circle. The leader stands inside the circle. The leader points at one of the members in a circle. The pointed member forms a trunk. One member to the right forms the right ear and one to left forms the left ear on the pointed member. Use of non-verbal cues can be effective. The player who fails to perform his/her part is out.

Skills to be developed: Identifying, recalling, associating, generalising, imitating

VERBAL AND NON-VERBAL LANGUAGE AND VOCABULARY DEVELOPMENT SKILLS

(Refer to Chapter 11.3 of ERI ECDAB module)

Suggested Activities (Refer to 11.3.3 of ERI ECDAB module)
Describing oneself (Refer to 11.3.3.1 of ERI ECDAB module)

Activity: Teacher introduces two songs:

- *Do you know my name....? X 2 yes, yes i know..... Your name is..... (Sign name) no, no. My name is..... (Sign your name).*
- *Dudu muduri katswe x 2 John muduri etc. Learners take turns starting the song.*

Skills to be developed: Observing, signing

VISUAL AND TACTILE DISCRIMINATION

(Refer to Chapter 11.4 of ERI ECDAB module)

Approaches / Methodologies (Refer to 11.4.3 of ERI ECDAB module)

- Total communication, multi-sensory approach

VISUAL MEMORY

(Refer to Chapter 11.5 of ERI ECDAB module)

As per module

BOOK SKILLS

(Refer to Chapter 11.6 of ERI ECDAB module)

Approaches/Methodologies (Refer to 11.6.2 of ERI ECDAB module)

- Multi-sensory approach

Suggested Activities (Refer to 11.6.3 of ERI ECDAB module)
Making Individual Reading books (Refer to 11.6.3.1 of ERI ECDAB module)

Media: Mirror, speech trainers, auditory trainer, Hearing Aid.

Activity: As per module

Skills to be developed: Signing, speech reading.

PRE WRITING SKILLS

(Refer to Chapter 11.7 of ERI ECDAB module)

As per module

ASSESSMENT

(Refer to Chapter 11.8 of ERI ECDAB module)

Assessment of learners with hearing impairments

Points to note:

- Make sure the assessment method provides an analysis of the skills developed.
- Assessment should promote the use of (safe) real objects.
- Instruction should be clear, short and precise.
- Allow learners to read aloud during assessment.
- Assessment should be illustrative, showing pictures and concrete objects for maximum performance because their abilities to generalize information is limited.
- Assessment should be done in familiar surroundings.
- Time allocated for learners should account for challenges emanating from their special needs.
- Assessment should also cover
 1. Speech training
 2. Audiometric assessment
 3. Finger dexterity
 4. Signing

2.2.3 Learners with Intellectual challenges

AUDITORY DISCRIMINATION SKILLS

(Refer to Chapter 11.1 of ERI ECDAB module)

Suggested activities (Refer to 11.1.4 of ERI ECDAB module)

Sound differentiation (Supplementary activity)

Objectives: During the activity, learners will:

- name objects producing sounds
- identify different sound produced by different instruments
- locate different sounds

Media: Jingle, whistle, drum and guitar/mbira/marimba.

Activity: A blind-folded learner will be placed in the centre of the classroom where four different instruments will be placed at different points and played by other learners. Initially one instrument will be played and a blind-folded learner will be expected to identify and follow the sound to locate the instrument (source of sound). Another instrument will be played at another point and the blind-folded learner will be expected to move to another point to locate yet another instrument. Gradually, two or three instruments will be played chronologically, for example jingle (1), whistle (2), and guitar (3) and the blind-folded learner will be asked to identify instrument number (2). Learners will take turns to participate and play while they learn.

Skills to be developed: Listening, identifying, remembering and discriminating

AUDITORY MEMORY

(Refer to Chapter 11.2 of ERI ECDAB module)

Suggested Activities (Refer to 11.2.3 of ERI ECDAB module)

Explore local music (Supplementary activity)

Objectives: During the activity, learners will:

- repeat sound from memory.
- imitate sounds from memory.
- play music and dance.

Media: CDs, Computers, projectors, radios

Activity: Learners choose three locally produced songs from a choice of six songs while the learners in their groups are listening (orientation). One song chosen out of the three songs are played one more time for groups to listen (concentrating). Collectively the group selects a representative to compete on their behalf in singing and simulating the sound and words of the chosen song respectively.

The group whose representative wins the competition shall be treated to a round of applause and given the opportunity to sing at assembly. To conclude the activity, learners are given free style dance where they exhibit their talent. (it is advisable to invite the TIC and Head to be judges of the competition).

Skills to be developed: Remembering, rhythm, dancing, concentrating, listening, singing.

VERBAL AND NON-VERBAL LANGUAGE AND VOCABULARY DEVELOPMENT SKILLS

(Refer to Chapter 11.3 of ERI ECDAB module)

Suggested activities (Refer to 11.3.3 of ERI ECDAB module)

Describing oneself (Refer to 11.3.3.1 of ERI ECDAB module)

Activity: Teacher introduces the lesson by asking learners to tell him/her their name, whether they are a boy or a girl and whether they are wearing a dress or shorts. One word answers are expected e.g. “What is your name?” then the answer is “James”. At the next level, the learners are expected to give answers in a short sentence form e.g. “What is your name?” and the answer is “My name is James”, “I am a boy”, “I am wearing shorts”. At the next level learners are expected to add adjectives to describe themselves e.g. “I am a tall boy”.

Skills to be developed: Naming, describing, identifying, recalling

VISUAL AND TACTILE DISCRIMINATION

(Refer to Chapter 11.4 of ERI ECDAB module)

Suggested activities (Refer to 11.4.4 of ERI ECDAB module)

Visual sequencing (Refer to 11.4.4.4 of ERI ECDAB module)

Media: Transparent plastic bag, apples, charts.

Activity: Teacher shows the objects (apples, plastic bags) that are used during experiment to learners and they name them. Plastic bags and apples are placed on the table. The teacher explains to the learner to put apples in bags in an increasing order starting from one apple. Bags are moved from their original sequence and individual learners will be asked to rearrange into correct order. This activity will be repeated until learners understand the concept of putting things in a sequence. Gradually, learners are expected to establish the number of apples to put in empty bags in a given sequence of bags with apples.

Skills to be developed: Naming, observing, arranging, comparing and demonstrating

VISUAL MEMORY

(Refer to Chapter 11.5 of ERI ECDAB module)

Suggested Activities (Refer to 11.5.3 of ERI ECDAB module)

Building game (Refer to 11.5.3.2 of ERI ECDAB module)

During the activity, learners will:

- recall a simple constructed puzzle
- construct a simple puzzle

Media: Toothpicks and A4 paper

Activity: Teacher constructs a pig or fish using little sticks while learners observe and dismantles it. Teacher asks learners to construct their own little sticks of a pig or fish. Different activities can be developed to cater for higher order competences amongst learners for example the teacher can create four square shape then remove one stick to reduce them to three after which learners will do the same. Thereafter learners will emulate the same.



Skills to be developed: Observing, sorting, recalling, manipulating

BOOK SKILLS

(Refer to Chapter 11.6 of ERI ECDAB module)

Suggested activities (Refer to 11.6.3 of ERI ECDAB module)

Making individual reading books (Refer to 11.6.3.1 of ERI ECDAB module)

Activity: Learners participate in picture sorting activities (picture laid down on the table, some upright and some upside down) to understand the importance of the concept of holding a book upright to make reading possible. Learners produce pictorial books with the assistance of the teacher in cutting pictures and pasting them. Learners are given opportunities to read their pictorial books emphasizing the concept of holding the book upright when reading.

PRE WRITING SKILLS

(Refer to Chapter 11.7 of ERI ECDAB module)

Note: Learners with intellectual challenges may require systematic and routine support to develop fine motor skills. This emphasizes learner's needs which require constant referencing. Activities should be more repetitive and learners are encouraged to interact with each other more.

Approaches / Methodologies (Refer to 11.7.2 of ERI ECDAB module)

- Learner-centred approach

Suggested Activities (Refer to 11.7.3 of ERI ECDAB module)

Finger Exercises (Refer to 11.7.3.1 of ERI ECDAB module)

Activity: Learners are given an opportunity to develop their skills in using their fingers and hands to model animals they know. They can also draw their own faces and the faces of their parents and/or friends. Tear paper, make rubbings using various objects and cut out patterns using scissors and paper. The teacher should ensure that all these activities are short and precise.


Note: Teacher should ensure that learners do not hurt each other, especially when using objects like scissors. Proper management of learning resources is essential in order to minimize wastage. There is also need for effective behavior management since some learners may get carried away easily.

ASSESSMENT

(Refer to Chapter 11.8 of ERI ECDAB module)

Assessment of learners with Intellectual challenges

Points to note:

- 
- Make sure the assessment method provides an analysis of the skills developed.
 - Assessment should promote the use of (safe) real objects.
 - Instruction should be clear, short and precise.
 - Allow learners to attempt reading aloud during assessment (eg pre-reading pictures).
 - Assessment should be illustrative, showing pictures and concrete objects for maximum performance since the learners' abilities to generalize information may be limited.
 - Assessment should be done in familiar surroundings.
 - Time allocated for learners should correspond to the degree of the learner's challenge.

2.2.4 Learners with Physical challenges

AUDITORY DISCRIMINATION SKILLS

(Refer to Chapter 11.1 of ERI ECDAB module)

Objectives (Refer to 11.1.2 of ERI ECDAB module)

During the activity, some learners with severe physical challenges will:

- respond to sound stimuli individually.
- produce sound from picture board with assistive devices such as headgear, head pointer and communication board.
- identify differences between sounds from picture/communication boards.
- identify similarities between sounds using talking computer, audio tapes.

Note: Parents need to be oriented to the new assistive devices being used by their children.

Approaches / Methodologies (Refer to 11.1.3 of ERI ECDAB module)

Teachers can use these and other methods when doing activities with some learners with severe physical challenges.

- Teacher - guided discussions
- Poems and rhymes from CDs, DVDs and from talking computers. (Some learners may do poems and rhymes on their own).
- Telling and listening to stories from the teacher, CDs, DVDs, audio players and radio.
- Sing and dance to percussion instruments.
- Role playing and dramatizing social settings e.g. weddings
- Guided questioning and answering by the teacher
- Outdoor activities e.g. sound walk

AUDITORY MEMORY

(Refer to Chapter 11.2 of ERI ECDAB module)

Objectives (Refer to 11.2.1 of ERI ECDAB module)

During the activity, learners will:

- respond to sound stimuli individually.
- produce sound from picture boards with assistive devices such as headgear, head pointer and communication boards.
- identify differences between sounds from picture/communication boards.
- identify similarities between sounds using talking computer, audio and video tapes.

Note: Parents need to be oriented to the new assistive devices being used by their children.

Approaches / Methodologies (Refer to 11.2.2 of ERI ECDAB module)

Teachers can use these and other methods when doing activities with some learners with severe physical challenges.

- Recite poems and rhymes on their own and from CDs, DVDs and radio, audio and video tapes.
- Telling and listening to stories from the teacher and from CDs, DVDs and radio, audio and video tapes.
- Sing and dance to percussion instruments.
- Guided questioning and answer sessions.
- Outdoor activities e.g. sound walk.
- Educational games
- Teacher guided discussions.

VERBAL AND NON-VERBAL LANGUAGE AND VOCABULARY DEVELOPMENT SKILLS

(Refer to Chapter 11.3 of ERI ECDAB module)

Approaches/Methodologies (Refer to 11.3.2 of ERI ECDAB module)

Teachers can use these and other methods when doing activities with some learners with severe physical challenges.

- Appropriate field trips with cognisance of learners with severe physical challenges.
- Imitate the teacher using a mirror.
- Role playing social settings e.g. weddings, funeral and parties to develop appropriate language registers.
- Impromptu questioning technique without prior preparation.
- Demonstrations on proper word production.
- Group work using the budding system for proper language imitation.

- Reciting or imitating tongue twister rhymes and poems to control drooling.

Suggested Activities (Refer to 11.3.3 of ERI ECDAB module)

Picture Stories (Supplementary activity)

Objectives: During the activity, some learners with severe physical challenges will:

- read story books with the teacher's guidance.
- read story books on their own / reading from stand boards.

Media: Picture story books, reading stand boards

Activity: The teacher guides learners with severe physical challenges to read picture stories on their own. Reading stand boards may be used for those learners with severe physical challenges in handling books on their own e.g. Cerebral palsy, spina bifida.

Skills to be developed: Language, describing, narrating, adaptation skills and eye coordination.

VISUAL AND TACTILE DISCRIMINATION

(Refer to Chapter 11.4 of ERI ECDAB module)

Approaches/Methodologies (Refer to 11.4.3 of ERI ECDAB module)

Teachers can use these and other methods when doing visual discrimination activities with some learners with severe physical challenges.

- Discussions with the teacher's guidance
- Educative games that develop visual and tactical discrimination
- Outdoor activities
- Demonstration on object differences and similarities
- Questioning on similarities and differences
- Guided discovery on similarities and differences
- Brainstorming some learners with severe physical challenges on similarities and differences of objects
- Guided observations on similarities and differences

Suggested Activities (Refer to 11.4.4 of ERI ECDAB module)

Some objects are different in sizes (Refer to 11.4.4.1 of ERI ECDAB module)

Objectives: During the activity some learners with severe physical challenges will:

- identify objects of same size
- name objects of same size

- group objects of same size

Media: A variety of real objects, pictures, visual games and slides.

Skills to be developed: Discovering, observing, concentrating, identifying, experimenting, demonstrating and explaining.

VISUAL MEMORY

(Refer to Chapter 11.5 of ERI ECDAB module)

Approaches /Methodologies (Refer to 11.5.2 of ERI ECDAB module)

Teachers can use these and other methods when doing visual memory activities with some learners with severe physical challenges:

- Picture puzzles for visual memory and problem solving
- Use puppetry for visual memory
- Demonstrations to instill visual memory
- Guided outdoor activities for visual memory
- Guided observations for visual memory
- Guided discussions for visual memory
- Group work-pair work, budding
- Guided discovery

Suggested Activities (Refer to 11.5.3 of ERI ECDAB module)

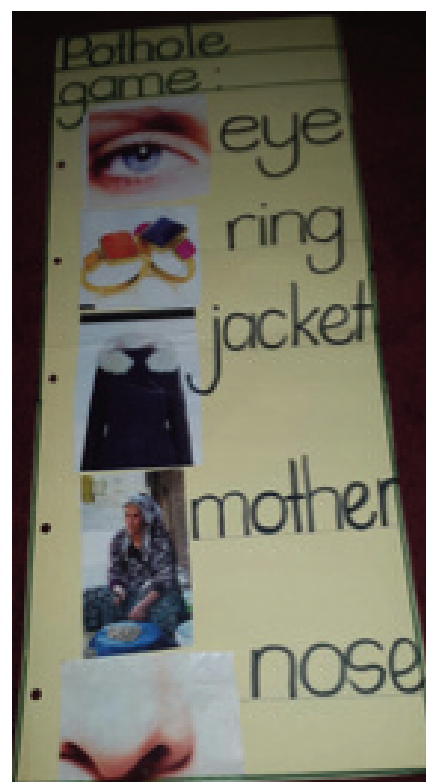
Pothole games (Supplementary activity)

Objectives: During the activity some learners with severe physical challenges will:

- identify previously seen colours, pictures or objects
- re-call and name previously seen colours pictures or words or objects

Media: Pictures, word charts with colours and game charts

Activity: The teacher points to a specific colour, picture or object on a pothole game then remove the pointer and asks learners to recall the colour, picture or object.



Skills developed: Re-calling and identifying

BOOK SKILLS

(Refer to Chapter 11.6 of ERI ECDAB module)

Note: The teacher will demonstrate all the book skills to children with severe physical challenges, however the teacher should hold the books for those learners who cannot do it on their own. The use of reading stand boards is of paramount importance.

PRE WRITING SKILLS

(Refer to Chapter 11.7 of ERI ECDAB module)

Note: Writing skills are pre-requisite abilities acquired by a learner in order to be ready to write. They equip the learner with the strength and dexterity required to handle and control small objects with their hands/toes, mouth, stumps or assistive devices. Some learners with severe physical challenges may have bad handwriting or cannot write legibly, a laptop or computer, would be ideal to present their work if he/she can type.

Writing skills are very important in an early reading program as they develop the learners left to right orientation. Good eye control is needed for reading eyes must move from left to right. The activities should include finger/toe/mouth/head gear and head pointer exercises, and pattern making.

Objectives (Refer to 11.7.1 of ERI ECDAB module)

Some learners with severe physical challenges should be able to:

- write patterns from left to right using their hands/toes/mouth/stumps or assistive devices.
- write patterns from top to bottom using hands/toes/mouth/stumps or assistive devices.
- demonstrate handling of writing tools using hands/toes/mouth/stumps or assistive devices.

Approaches and Methodologies (Refer to 11.7.2 of ERI ECDAB module)

Teacher may use these and other methods when doing activities;

- Guided questioning and answering sessions
- Guided demonstrations
- Guided group work, pair work and buddying system
- Individualised poems and rhyme
- Tracing using hand/toes/mouth/pointers and assistive devices
- Painting using hand/toe/mouth and head gear
- Drawing using hand/toe/mouth and head gear
- Model using hands and toes.



Suggested activities (Refer to 11.7.3 of ERI ECDAB module)
Finger / toe Exercises (Refer to 11.7.3.1 of ERI ECDAB module)

ASSESSMENT

(Refer to Chapter 11.8 of ERI ECDAB module)

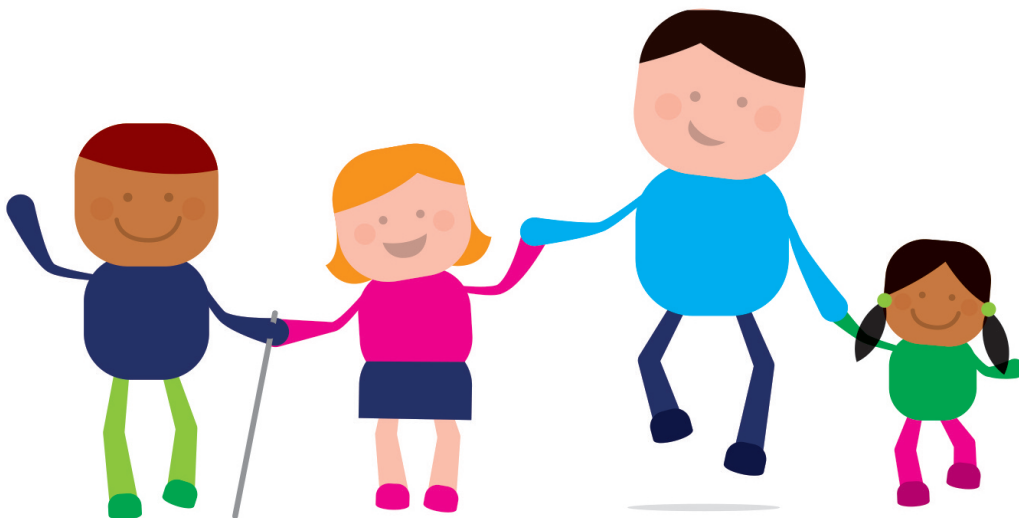
Assessment of learners with physical challenges

Points to note:

- Make sure the assessment method provides an analysis of the skills developed.
- Assessment should promote the use of (safe) real objects.
- Instruction should be clear, short and precise.
- Allow learners to read aloud during assessment.
- Assessment should be illustrative, showing pictures and concrete objects for maximum performance because their abilities to generalize information is limited.
- Assessment should be done in familiar surroundings.
- Time allocated for learners should account for challenges emanating from their special needs.

2.3 Supplement for ERI module for GRADE 1

(Refer to Chapter 4 and 5 of ERI Grade1 Module)



2.3.1 Learners with Visual impairment

Rationale

(Refer to Chapter 4 of ERI Grade1 module)

Objective

(Refer to Chapter 4.4 of ERI Grade1 module)

Supplementary activity Identify Braille skills in early reading.

4.4.6 Illustrate diverse early reading activities in an inclusive setup.

Supplementary activity Apply ICT skills (**Jaws, Duxbury, Win Braille software**) in Braille reading and Braille writing skills.

Key Concepts

(Refer to Chapter 4.5 of ERI Grade1 module)

As per module

Why early reading?

(Refer to Chapter 4.6 of ERI Grade1 module)

Oral language skills (Refer to 4.6.1 of ERI Grade1 module)

Note: For learners with visual impairment, auditory and verbal skills become the core ways in communication. These and other early Braille reading skills such as trailing, right to left orientation are critical for reading ability that were covered in ECD A and B. In Grade 1 and 2, these skills are consolidated in Grade 1 Braille.

Listening (Refer to 4.6.2 of ERI Grade1 module)

Specific skills such as selective listening and sound discrimination are critical in reading for learners with visual impairment.

Points to note for teaching (Refer to 4.6.4 of ERI Grade1 module)

Remember shape and size appeals to learners with visual impairment. Concrete media and embossed pictures should be used.

Note: Auditory cues in the environment should be used for learners with visual impairment

Auditory Memory

(Refer to Chapter 4.7 of ERI Grade1 module)

Learners with visual impairment to be trained in selective listening and

discriminating sounds. This enhances their comprehension of the information heard. The teacher telling the story should be audible enough and clear.

Following instruction/commands (Refer to 4.7.1 of ERI Grade1 module)

Additional strategies

- Making short and clear instructions that will help learners to understand.

Assessment (Refer to 4.7.2 of ERI Grade1 module)

Learners with Visual Impairment use auditory senses effectively in order to select beneficial sounds. It is important to train the learner selective listening skills.

Speaking

(Refer to Chapter 4.8 of ERI Grade1 module)

Teachers to take note of the verbal mistakes that learners with visual impairments make and then correct them.

Objectives (Refer to 4.8.1 of ERI Grade1 module)

- Promoting language skills essential for general communication including Braille skills for visually impaired learners.

Media: These include embossed picture books and concrete objects.

Suggested activities (Refer to 4.8.2 of ERI Grade1 module)

- Learners to give directions, for example, to common places in their community such as clinic, church, police station (lands marks for learners with visual impairment)
- Sequencing(events in the right order) and telling a story

Assessment (Refer to 4.8.4 of ERI Grade1 module)

As learners practice oral language skills, teacher should introduce them to print and Braille reading gradually.

Print reading

(Refer to Chapter 4.9 of ERI Grade1 module)

Important point to note (Refer to 4.9.2 of ERI Grade1 module)

The teacher needs to introduce enlarged print and Braille reading gradually

Enlarged print

a b c d e f g h i j k l m n o p q r s t
u v w x y z



Letters of Braille alphabet a - j



- Learners proceed to the next levels (set) of Braille letters after mastery

Content

(Refer to Chapter 5 of ERI Grade1 module)

Classroom Library

(Refer to Chapter 5.1 of ERI Grade1 module)

Objectives: During the activity learners will:

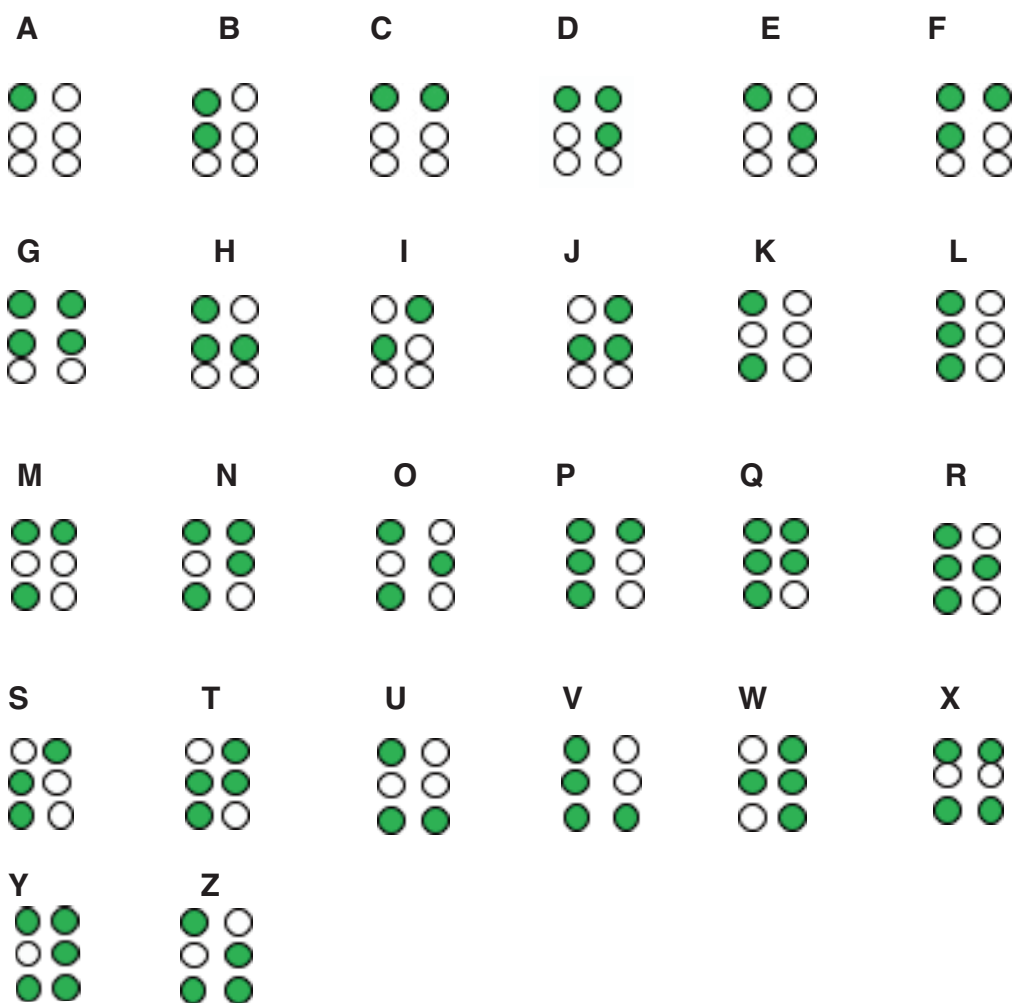
- identify letters in braille cells
- order letters sequentially in braille.

Materials: Braille story cards, Braille books

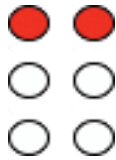
Letter Knowledge/Phonics

(Refer to Chapter 5.2 of ERI Grade1 module)

Braille Alphabet (Refer to 5.2.2 of ERI Grade1 module)



Activity: Teacher provides sounds of letters and match with the objects available. Learners take turns to provide sounds of each letter accompanied by matching with concrete objects. The learners with visual impairment feel the letters and real object and provides the sound. For example, matching; c- cup.

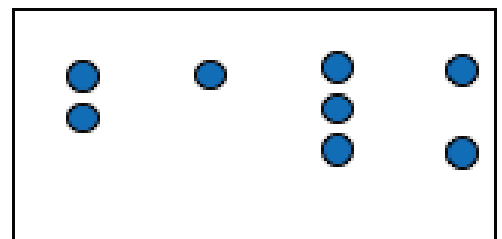
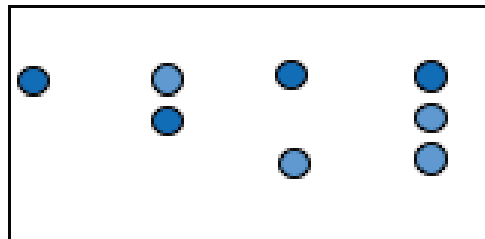


Letter cards (Examples of letter cards with embossed dots) (Refer to 5.2.3 of ERI Grade1 module)

Objective: During the activity learners will:

- identify same letters of the alphabet.

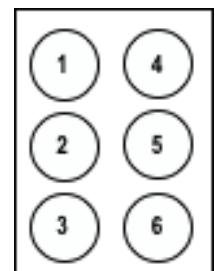
Activity: The teacher provides learners with cards with mixed alphabet letters as shown below. Teacher asks learners to show the letters by pointing and picking them.



Mastering the alphabet (Refer to 5.2.4 of ERI Grade1 module)

Objectives: During the activity learners will

- Identify the letters of the Braille alphabet
- ★ A dot 1
- ★ B dots 1 and 2
- ★ C dots 1 and 4
- ★ D dots 1 and 4, 5
- ★ E dots 1 and 5



- ★ F dots 1, 2 and 4
- ★ G dots 1, 2 and 4, 5
- ★ H dots 1, 2 and 5
- ★ I dots 2 and 4
- ★ J dots 2 and 4, 5

(These letters constitute simple and composite signs in Braille.)

Activity: learners say letters of the alphabet. Teacher provides Braille alphabet letters on cards. Learners identify the alphabet letters. Learners also sound the letters of the alphabet.

Vocabulary

(Refer to Chapter 5.3 of ERI Grade1 module)

Suggested Activities (Refer to 5.3.3 of ERI Grade1 module)

Word building (Refer to 5.3.3.1 of ERI Grade1 module)

Objectives: During the activity learners will:

- associate embossed pictures and models with words

Materials: Work cards with embossed pictures

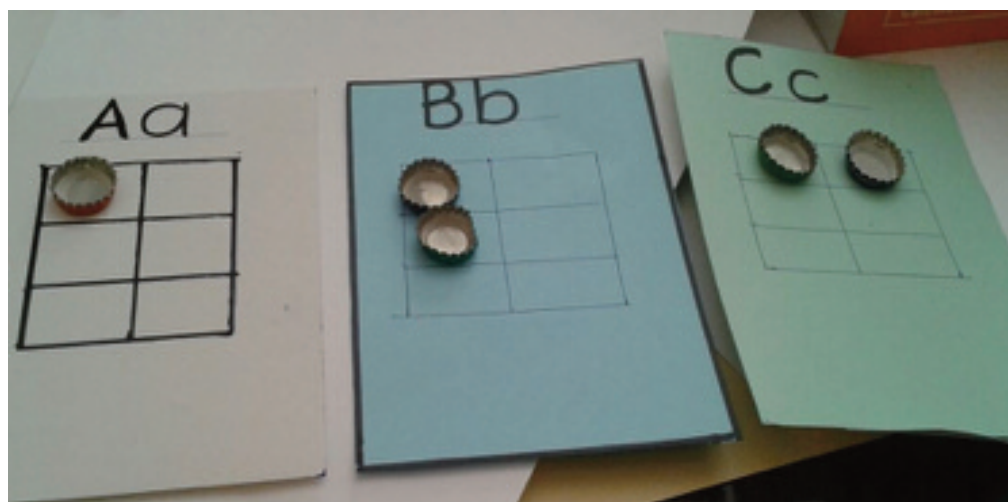
Activity: Before the lesson, the teacher prepares work cards with embossed pictures. Each learner is provided with work cards to match. Each learner matches the pictures with words on the cards. The process goes on with learners exchanging word cards and pictures until each learner matches at least four times with different work cards.

Games (Refer to 5.3.3.2 of ERI Grade1 module)

Activity:

1) Word game: Teacher prepares Braille word cards. Learners make a circle. One child picks a word card from a box and moves around singing a song and drops the card on one of the selected peers. The peer then reads the word. Learners take turns to play the game.

2) Reading the news: Teacher prepares Braille news cards. Each learner gets a copy of the news card and is asked to read. Learners themselves adjudicate and recommend the best reader.



Mastering the alphabet (Supplementary activity)

Poem

The learner sound the letters of the alphabet in different words

Rhyme

Learners sing names of people, fruits, places, objects mastering the alphabet (common alphabet letters) e.g. *Anna, Bonface, Cecelia, Dorica, Enia, Fungai, Gloria etc*

Missing letters

The teacher uses embossed pictures, realistic models and Braille

Vowel blends (Refer to 5.2.4 of ERI Grade1 module)

Activity: Teacher displays objects with the same vowel blend to be taught.

Consonant blending (Refer to 5.2.6 of ERI Grade1 module)

Activity: Teacher displays objects with the same consonant blends to be taught.

Fluency

(Refer to Chapter 5.4 of ERI Grade1 module)

Objectives: During the activity learners will

- read and understand the meaning of a Braille text on any subject or topic.

Activity: Narrate or retell a story to show understanding of it.

2.3.2 Learners with Hearing impairment

Rationale

(Refer to Chapter 4 of ERI Grade1 module)

Objective

(Refer to Chapter 4.4 of ERI Grade1 module)

As per module

Key Concepts

(Refer to Chapter 4.5 of ERI Grade1 module)

As per module

Why early reading?

(Refer to Chapter 4.6 of ERI Grade1 module)

Discriminating Sounds (Refer to 4.6.5.1 of ERI Grade1 module)

Media: Auditory group trainer

Blind folding (Refer to 4.6.5.2 of ERI Grade1 module)

Activity1: The teacher introduces sound from a variety of stimuli. In an auditory trainer, the learners identify the source of the produced sound.

Activity 2: Alphabet song in Sign Language (Sign Language alphabet illustrations)

Activity 3: Production of phonic sounds

Auditory Memory

(Refer to Chapter 4.7 of ERI Grade1 module)

River to bank game (Supplementary activity)

Signing names of fruits in a sequence. Learners stand in a line. The first one identifies and signs a fruit. The second one recalls the signed fruit and add another one e.g. Orange, banana. The third one signs the fruits as they appear in a sequence and add one fruit e.g. apple.

Assessment (Refer to 4.7.2 of ERI Grade1 module)

As learners with severe hearing impairment do auditory discrimination, it is important to monitor each learner's progress individually and cater for individual differences.

Speaking (Signing)

(Refer to Chapter 4.8 of ERI Grade1 module)

Media: Sign language alphabet accompanied with pictures and words.

Assessment (Refer to 4.8.4 of ERI Grade1 module)

Acquisition of sign language skills, interpretation of non-manual features and gestures and audiometric assessment

Print Reading

(Refer to Chapter 4.9 of ERI Grade1 module)











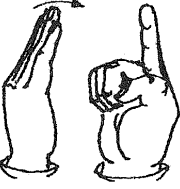
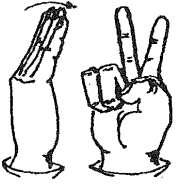
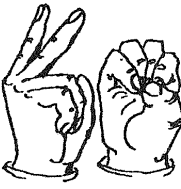
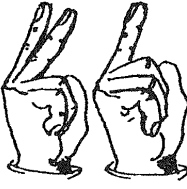
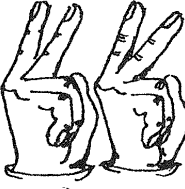
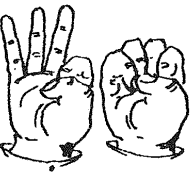
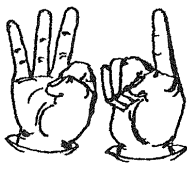

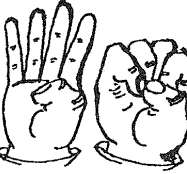
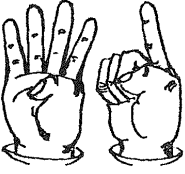
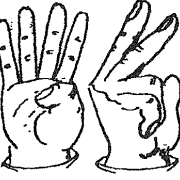
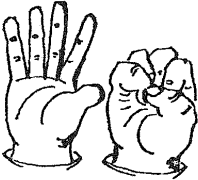
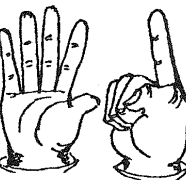
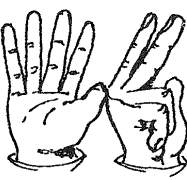
Important point to note (Refer to 4.9.2 of ERI Grade1 module)


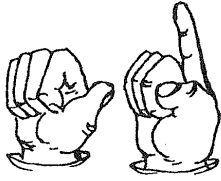


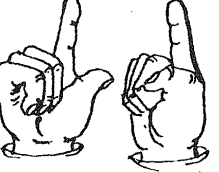
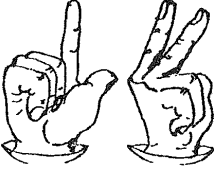

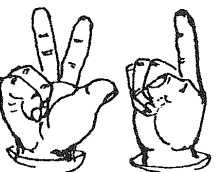
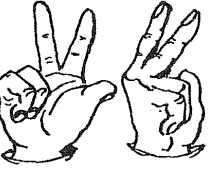
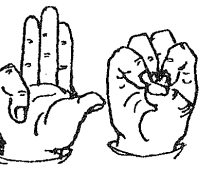
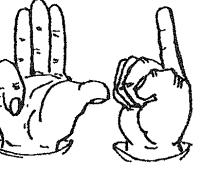
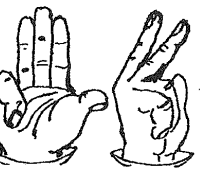
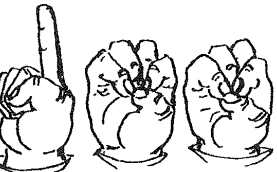
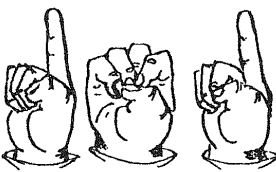
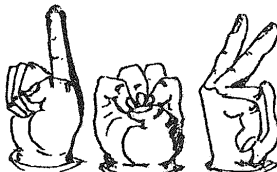

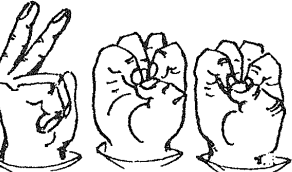



Teacher needs to introduce sign language alphabet and number signs.

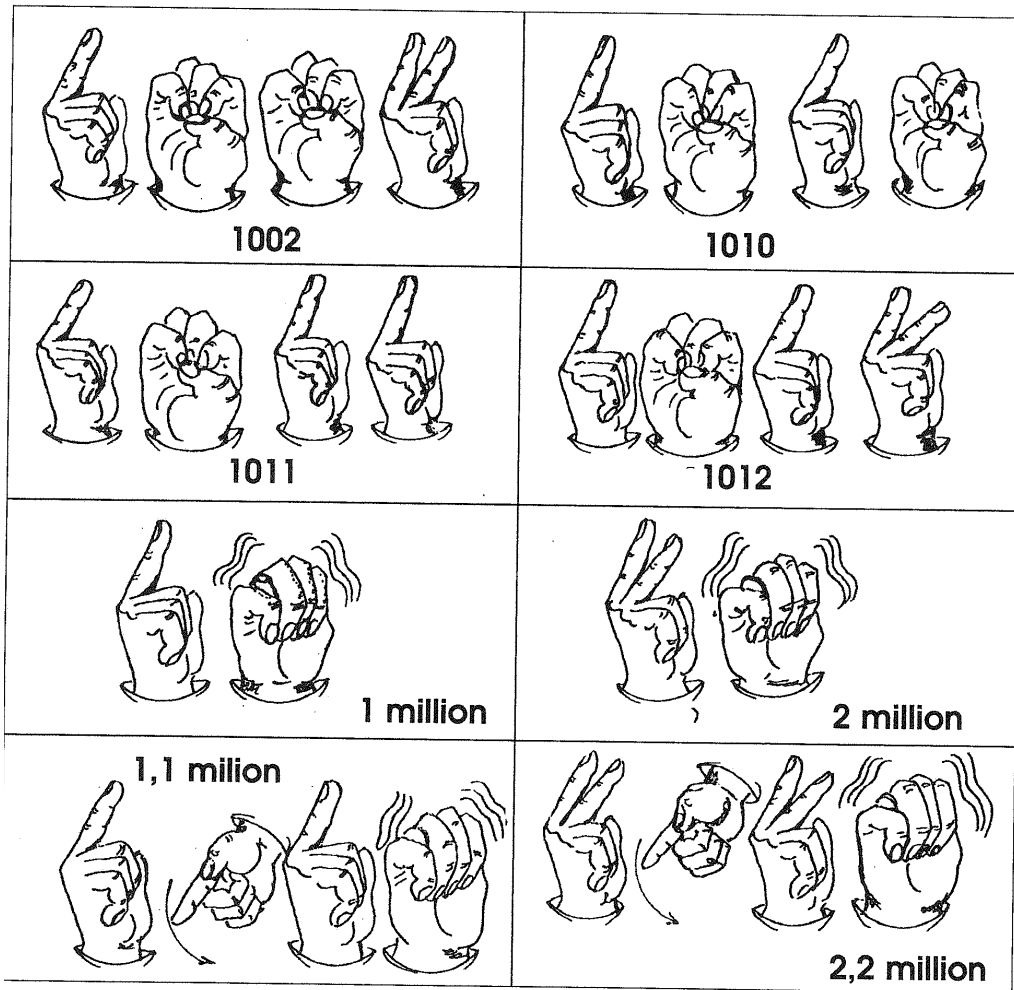
Alphabet



Numbers

 1	 2	 3	 4	 5
 6	 7	 8	 9	 10
 11	 12	 20	 21	 22
 30	 31	 32	 40	 41
 42	 50	 51	 52	

 60	 61	 62	 70
 71	 72	 80	 81
 82	 90	 91	 92
 100	 101	 102	
 112	 200	 212	
 1000		 1001	



Content

(Refer to Chapter 5 of ERI Grade1 module)

Classroom Library

(Refer to Chapter 5.1 of ERI Grade1 module)
As per module

Letter Knowledge/Phonics

(Refer to Chapter 5.2 of ERI Grade1 module)

Introducing the sounds (Refer to 5.2.1 of ERI Grade1 module)

Objectives: During the activity learners will:

- identify and sign letters of alphabet and number signs
Materials: Sign language alphabet, mirror, speech trainer.

Activity: Teacher demonstrates how to sign letters of the alphabet. Learners sign letters after the teacher. In groups, learners practise signing the letters of alphabet.

Letter cards (Refer to 5.2.3 of ERI Grade1 module)

Objectives: During the activity learners will:

- identify and sign same letters of the alphabet and number signs

Materials: Cards with letters of the alphabet, numbers and signs

Vowel blends (Refer to 5.2.4 of ERI Grade1 module)

Objectives: During the activity learners will:

- identify and produce vowel sounds/signs

Materials: vowel cards with illustrations

Activity: Teacher demonstrates the production of vowel sounds accompanied by physical prompts. Learners produce vowel sounds after the teacher. Introduce words like ball, bin, bell, box etc. Let the learners sign and vocalise.

Consonant blending (Refer to 5.2.6)

Objectives: During the activity learners will:

- identify objects with the same consonant blends
- produce different consonant blend sounds

Materials: Mirror, speech trainer, hearing aids

Activity: Teacher demonstrates production of consonant blends given. With the aid of a mirror or speech trainer, learners produce the blends after the teacher. Learners sign and articulate words with the consonant blends learnt. Learners match words and signs to real objects.

Vocabulary

(Refer to Chapter 5.3 of ERI Grade1 module)

Word building (Refer to 5.3.3.1 of ERI Grade1 module)

Objectives: During the activity, learners will:

- Sign and speech read the words and numbers correctly

Fluency

(Refer to Chapter 5.4 of ERI Grade1 module)

Note: For profound deaf learners fluency in reading is based on proficiency in signing.

Objectives (Refer to 5.4.1 of ERI Grade1 module)

During the activity learners will:

- improve on signing skills

Comprehension

(Refer to Chapter 5.5 of ERI Grade1 module)

Objectives (Refer to 5.5.1 of ERI Grade1 module)

Learners should be able to:

- read and sign the given text correctly

Activity: Ask questions basing on Fitz Gerald key (Who, What, Where, Which and When questions). The teacher may use informal reading inventories as comprehension text

2.3.3 Learners with Intellectual challenges

Rationale

(Refer to Chapter 4 of ERI Grade1 module)

Objective

(Refer to Chapter 4.4 of ERI Grade1 module)
As per module

Key Concepts

(Refer to Chapter 4.5 of ERI Grade1 module)
As per module

Why early reading?

(Refer to Chapter 4.6 of ERI Grade1 module)
As per module

Auditory Memory

(Refer to Chapter 4.7 of ERI Grade1 module)

Assessment (Refer to 4.7.2 of ERI Grade1 module)

As learners with severe intellectual challenges do auditory discrimination, it is important to monitor each learner's progress individually and cater for individual differences

Speaking (Signing)

(Refer to Chapter 4.8 of ERI Grade1 module)
As per module

Print Reading

(Refer to Chapter 4.9 of ERI Grade1 module)
As per module

Content

(Refer to Chapter 5 of ERI Grade1 module)

Classroom Library

(Refer to Chapter 5.1 of ERI Grade1 module)

Materials: Cards, newspaper cuttings, books, cardboard box, picture books, puppetry

Activity: Teacher and learners will produce learning resources which have unique attractive shapes and colours drawing from locally available resources such as newspaper cuttings, cereal boxes.

Note: This activity promotes team work, participation and motivation in the learners.

Letter Knowledge/Phonics

(Refer to Chapter 5.2 of ERI Grade1 module)

Note: Teacher should ensure that colourful materials are used to produce letters of the alphabet. Relevant pictures and concrete resources from a music and playcan also be incorporated into the activities in order to make them more interesting as well as capturing the interest

Fat cats reading game (Supplementary activity)

Objectives: During the activity learners will:

- identify letters of the alphabet
- sound letters of the alphabet
- read vowel blends and consonant blends

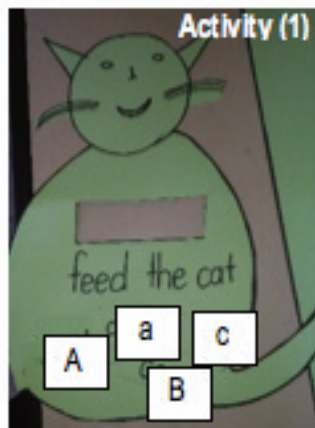
Materials: Charts, letters of alphabet

Activity:

- 1) Recognition of letters of the alphabet

Learners compete reading letters of the alphabet on the card in groups. First group will read the letter cards and all the cards which are read correctly will be fed into the cat while other groups and a teacher are observing. All groups take their turns to read in the same manner. After all groups have read, the teacher count the number of the cards read correctly by each group. The group with most cards will be the winner.

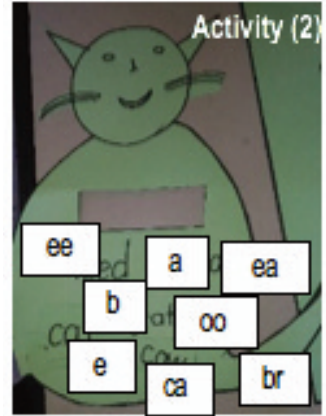
2) Recognition of sound of letters of the alphabet (vowels, blended vowels, blended consonant and vowels and blended consonant)



Teacher will introduce learners with the alphabet song e.g. “A for apple, B for bee.....” so that learners can link the letters from A to Z to their sound. Then the learners proceed to learn how to blend vowels (e.g. oo, oa), consonant and vowel (e.g. ba, co), and consonant and consonant (e.g. bl, tw). They

identify sounds produced to develop good pronunciation skills (e.g. "oo" for "look" that has a "u" sound) through the activity that involve the teacher and learners working from a chart that shows blended vowel, consonant and consonant and consonant and vowel sounds produced. At this point learners are expected to play the feeding cat game to consolidate the sound of letters.

oo=u sound
ee=l sound
ou=w sound
oa= o sound
ea= e sound



Vocabulary

(Refer to Chapter 5.3 of ERI Grade1 module)

Word building race (Refer to 5.3.3.1 of ERI Grade1 module)

Objectives: During the activity learners will:

- identify the words from sounds
- associate the sounds to words

Materials: Charts on which words are written.

Activity: Learners will work in a large space where they will stand in the centre surrounded by word cards and await the teacher to call out a word. As soon as the word is called out, learners will move to where the learner thinks the word is. The teacher will repeat this activity by calling out all other words. Learners that locate most words correctly will be the winners and shall be cheered up by the whole class. The words should be rhyming (of the same sound, e.g. bat, cat, mat, hat).

Fluency

(Refer to Chapter 5.4 of ERI Grade1 module)

Suggested activities (Refer to 5.4.1.1 of ERI Grade1 module)

Objectives: During the activity learners will:

- improve aspects such as pronunciation, punctuation marks, speed and accuracy
- improve comprehension of text

Materials: Word cards of the key words in the song, pictures of sheep in the farm, wool, ram meat.

Activity: Learners will identify key words in the song called "Baa baa black sheep" and learn them. The teacher provides word cards of the key words that are read by all different groups to prepare for learning the song. Learners listen to a short story about sheep. Gradually the teacher introduce the first

line of the song to the learner who make efforts to sing along. Then teacher introduces the next line until the final line is done. Finally, the class sing and dance to the song. At the end of the lesson the teacher assesses understanding by showing pictures and asking questions.

Comprehension

(Refer to Chapter 5.5 of ERI Grade1 module)

As per module



2.3.4 Learners with Physical challenges

Rationale

(Refer to Chapter 4 of ERI Grade1 module)

Objective

(Refer to Chapter 4.4 of ERI Grade1 module)
As per module

Key Concepts

(Refer to Chapter 4.5 of ERI Grade1 module)
As per module

Why early reading?

(Refer to Chapter 4.6 of ERI Grade1 module)
As per module

Auditory Memory

(Refer to Chapter 4.7 of ERI Grade1 module)

Following Instructions/Commands (Refer to 4.7.1 of ERI Grade1 module)

Note: The teacher should be very careful not to hurt some learners' feelings. e.g. Never ask a learner to clap hands when that learner does not have the hands. Examples of short commands should be according to learners physical ability. e.g Walk to the door or push your wheelchair to the door. As learners master short commands you give more complex ones.

Assessment (Refer to 4.7.2 of ERI Grade1 module)

As learners with severe physical challenges do auditory discrimination, it is important to monitor each learner's progress individually and cater for individual differences

Speaking

(Refer to Chapter 4.8 of ERI Grade1 module)

Objectives (Refer to 4.8.1 of ERI Grade1 module)

- Train speech using a mirror for those learners with cleft palates and down syndrome
- Demonstrate the correct use of language using a mirror
- Promoting self-expression through role play and dramatization

Assessment (Refer to 4.8.4 of ERI Grade1 module)

When assessing the speaking skill it is important to cater for individual differences e.g. learners with cerebral palsy, down syndrome and cleft palates may develop speech at different levels

Print Reading

(Refer to Chapter 4.9 of ERI Grade1 module)

As per module



Content

(Refer to Chapter 5 of ERI Grade1 module)

Classroom Library

(Refer to Chapter 5.1 of ERI Grade1 module)

Materials: reading stand boards, small reading cards, books, picture cards and phonic cards.

Letter Knowledge/Phonics

(Refer to Chapter 5.2 of ERI Grade1 module)

Introducing the sounds (Refer to 5.2.1 of ERI Grade1 module)

Activity: Demonstrate how to sound the letters of the alphabet using a mirror or teacher's own palms e.g. Letters Kk, pp ,hh. After demonstration allow learners with physical challenges to sound the letters.

Letter Cards (Refer to 5.2.3 of ERI Grade1 module)

Note: For learners with down syndrome or cerebral palsy it is important to use reading stand-boards. It is important for teachers to cater for learners' different reading levels.

Mastering the Alphabet (Refer to 5.2.4 of ERI Grade1 module)

Activity: A rhyme can be used to create patterns e.g. tongue twisters

Assessment (Refer to 5.2.7 of ERI Grade1 module)

To assess the learners with physical challenges the teacher should apply the concept of individuality.

Vocabulary

(Refer to Chapter 5.3 of ERI Grade1 module)

Objectives (Refer to 5.3.2 of ERI Grade1 module)

Learners should be able to:

- build words using consonants and vowels
- develop a more wider range of vocabulary

Educational Games (Supplementary activity)

Materials: Manila, word cuts, pictures, fishing rods

Activity:

1) Feed the cat: Learners read words on cards and feed the correctly read word to the read words into the cat until all the words are finished..

2) Hop –scotch game: The teacher spaces the word cards in drawn boxes

on the floor. Some learners with physical challenges read a word and jumps to the next box until all words in boxes are read

3) Phonic slides: Some learners with severe physical challenges move phonic slides with phonic sounds to build words then read the words.

Assessment (Refer to 5.3.3.3 of ERI Grade1 module)

Assessment should be done considering individuality.

Fluency

(Refer to Chapter 5.4 of ERI Grade1 module)

Objectives (Refer to 5.4.1 of ERI Grade1 module)

Learners should be able to:

- improve aspects such as pronunciation, punctuation marks and accuracy at their own individual pace.
- improve comprehension on adapted texts.

Short poems, rhymes and songs (Refer to 5.4.1.1 of ERI Grade1 module)

Objectives: During the activity some learners with severe physical challenges will :

- improve aspects such as pronunciation, punctuation marks and accuracy using adapted texts.

Materials: Adapted bold poems/rhymes/songs on chart and percussion instruments.

Rhymes:

Two little bees

Were sitting in the vineyard

Drinking honey from the hive

Said the one little bee, to the other little bee.....is your bum bum bigger than mine?

Chorus:

Is your bum bum bigger ?

Is your bum bum bigger?

Is your bum bum bigger than mine?

Is your bum bum bigger ?

Is your bum bum bigger?

Is your bum bum bigger than mine

Songs:

Who made the pretty girls?



*The pretty girls, the pretty girls.
Who made the pretty girls?
Our Father Lord!*

*Who made the handsome boys?
The handsome boys, the handsome boys?
Who made the handsome boys?
Our Father Lord!*

*Who made the lovely mummies?
The lovely mummies, the lovely mummies
Who made the lovely mummies?
Our Father Lord!*

*Who made the caring fathers?
The caring fathers, the caring fathers
Who made the caring fathers?
Our Father Lord!*

Story reading (Refer to 5.4.1.2 of ERI Grade1 module)

Objectives; During the activity some learners with severe physical challenges will:

- improve aspects such as punctuation marks from adapted texts.
- improve comprehension of adapted texts

Materials: Adapted texts, CDs, DVDs, and recorder-tools.

Assessment (Refer to 5.4.1.3 of ERI Grade1 module)

Aspects of fluency, comprehension (understanding) pronunciation, punctuation and accuracy should be individualised.

Comprehension

(Refer to Chapter 5.5 of ERI Grade1 module)

Story reading (Refer to 5.5.1.1 of ERI Grade1 module)

Objectives: During the activity some learners with severe physical challenges will:

- read and understand the meaning of an adapted text

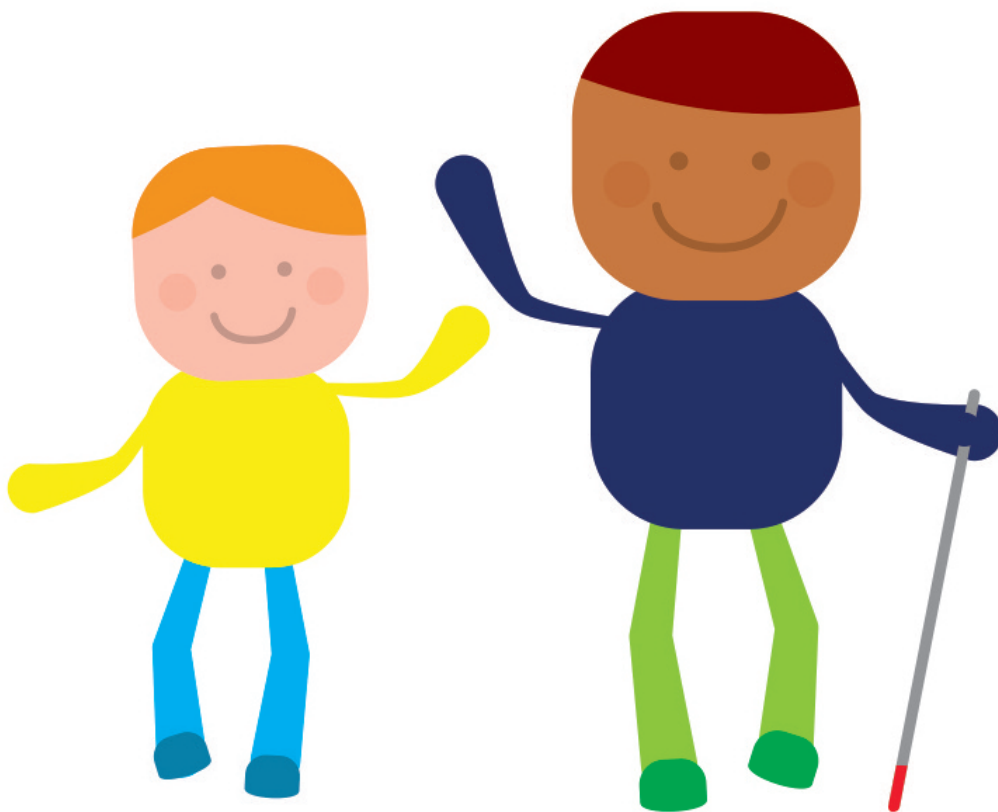
Materials: Adapted texts, Ds, DVDs, and recorder-tools

Assessment (Refer to 5.5.1.3 of ERI Grade1 module)

Learners with severe physical challenges should be assessed individually

2.4 Supplement for ERI module for GRADE 2

(Refer to Chapter 4 and 5 of ERI Grade2 Module)



2.4.1 Learners with Visual impairment

Rationale

(Refer to Chapter 4 of ERI Grade2 module)

Aims

(Refer to Chapter 4.3 of ERI Grade2 module)

- Extend your knowledge of the processes involved in teaching early braille reading for learners with visual impairment.(Refer to 4.3.3)
- Apply ICT skills (Jaws, Duxbury, Win Braille software) in braille reading and braille writing skills (Refer to 4.3.5)

Objectives

(Refer to Chapter 4.4 of ERI Grade2 module)

- Articulate the sequence of teaching braille reading to beginners (simple and composite signs) (Refer to 4.4.4)
- Demonstrate different methods of teaching early Braille reading skills. (Refer to 4.4.7)

Key Concepts

(Refer to Chapter 4.5 of ERI Grade2 module)

Grade 1 Braille: a specified language that is related to reading of Braille dots without contracting the words.

A	B	C	D	E	F	G	H	I	J
●○ ○○ ○○	●○ ●○ ○○	●● ○○ ○○	●● ○● ○○	●○ ○● ○○	●● ●○ ○○	●● ●● ○○	●○ ●● ○○	○○ ●● ○○	○○ ●● ○○
K	L	M	N	O	P	Q	R	S	T
●○ ○○ ●○	●○ ●○ ●○	●● ○○ ●○	●● ○● ●○	●○ ○● ●○	●● ●○ ●○	●● ●● ●○	●○ ●● ●○	○○ ●○ ●○	○○ ●● ●○
U	V	W	X	Y	Z				
●○ ○○ ●●	●○ ●○ ●●	○○ ●● ○●	●● ○○ ●●	●● ○● ●●	●○ ○○ ●●				



Activity: The above cards can be used to develop concepts in all curriculum subjects of the grade level. In numeracy learners' count, identify and write the number of objects in each set. The set embossed chart (seeds) can be used in all subjects that provide specific vocabulary.

Suggested activities (Refer to 4.8.2 of ERI Grade2 module)

- Encourage learners to give directions, for example, to common places in their community such as clinic, church, police station (land marks for visually impaired)
- Sequencing (events in the right order) and telling a story

Assessment (Refer to 4.8.4 of ERI Grade2 module)

As learners practice oral language skills, introduce them to enlarged print and braille reading gradually.

Print Reading

(Refer to Chapter 4.9 of ERI Grade2 module)

Introduction (Refer to 4.9.1 of ERI Grade2 module)

Starting to read enlarged print and Braille at Grade 1 can have mixed feelings of excitement and fear for learners with visual impairment.

Important points to note (Refer to 4.9.2 of ERI Grade2 module)

The teacher to ensure that learners with low vision are strategically positioned in order to effectively benefit from the media, chalkboard or any other learning materials used. The teacher should be audible enough when teaching.

Content

(Refer to Chapter 5 of ERI Grade2 module)

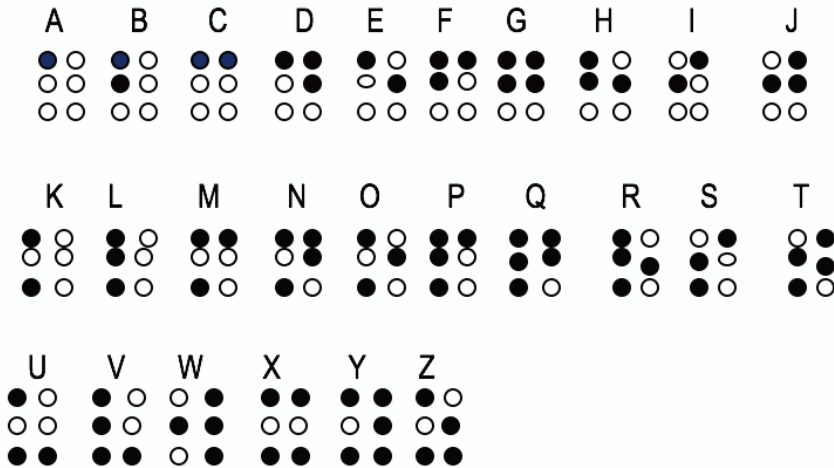
Letter Knowledge/Phonics

(Refer to Chapter 5.1 of ERI Grade2 module)

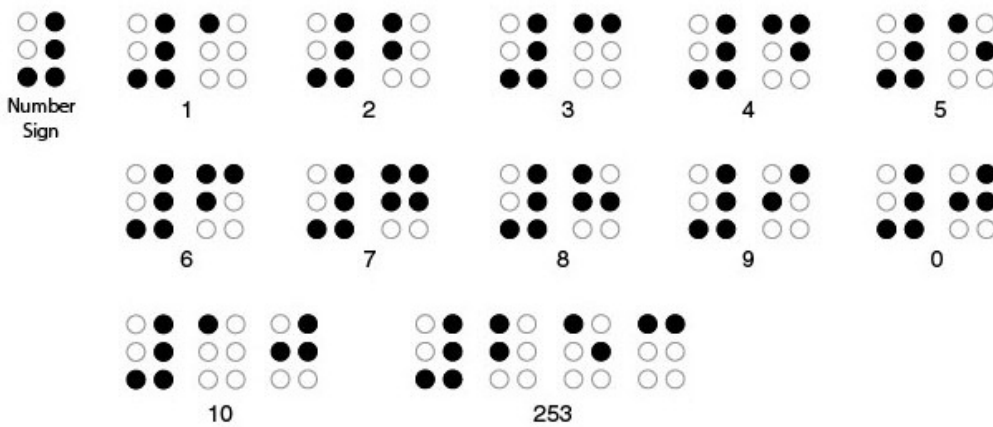
Objectives (Refer to 5.1.2 of ERI Grade2 module)

To recognise all the letters of the Braille alphabet and how they are presented in the Braille cells.

Media: alphabet cards



Braille numeral signs - use of the numeral sign



Suggested Activities (Refer to 5.1.3 of ERI Grade2 module)

Learners name, sound each letter of the Braille alphabet. Learners sing letter names and sounds of letters of the alphabet e.g. **abcd efg hijklmn opqrstu vwxyz**

Identify initial consonant sounds using different concrete objects
(Refer to 5.1.3.2 of ERI Grade2 module)

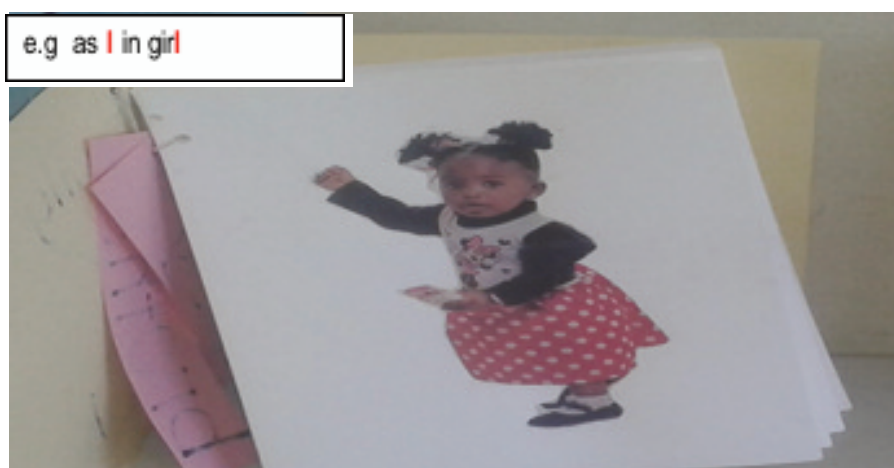
Activity:



Teacher shows learners the model of a ball. Learners feel and name various objects the object. Learners give the initial letter (**b**) on ball. Learners sound the letter **b**.

Identify the final sound using different concrete objects (Refer to 5.1.3.4 of ERI Grade2 module)

Activity:



Teacher shows learners a little girl. Learners describe what she is. e.g. she is a girl. Learners name the final letter on the word girl.

Games (Refer to 5.1.3.5 of ERI Grade2 module)

Game 3: My ABC book

Learners stick embossed pictures which begin with the letter on the page e.g. prepare one set of letters. Teacher instructs the child to pick certain letter.

Activity: Teacher cuts shape of a ball from the cardboard and stick on a card and the learner writes the letter b and the word ball

Word Recognition / Vocabulary

(Refer to Chapter 5.2 of ERI Grade2 module)

Media: embossed pictures

Suggested Activities (Refer to 5.2.3 of ERI Grade2 module)

Note: Adopt the suggested activities using braille for learners with visual impairment.

Reading a story (Refer to 5.2.3.6 of ERI Grade2 module)

Note: Teacher writes a Braille story on a Braille sheet/or brailon paper and paste it on manila card. Learners read the passage. Learners relate and respond to the questions.

Fluency

(Refer to Chapter 5.3 of ERI Grade2 module)

Media: embossed pictures

Guided oral reading (Refer to 5.3.2.1 of ERI Grade2 module)

Note: Ensure braille work is transcribed into print in order for the parents and caregivers to be able to help the learner's reading. Teachers to invite parents/caregivers to attend workshops on braille reading and daily living skills

Comprehension


(Refer to Chapter 5.4 of ERI Grade 2 module)

Miming game (Refer to 5.4.2.4 of ERI Grade2 module)

Use cards with enlarged print to accommodate learners with low vision.

Embossed object/picture reading (Refer to 5.4.2.5 of ERI Grade2 module)

It is a reading activity that involves interpreting meaning from given objects and embossed pictures. A story is given in embossed representations. The



activity can be done by providing a series of embossed models and pictures that are linked to an idea. Learners then are helped to interpret the stories depicted by the embossed pictures. Give learners embossed card stories to interpret in pairs, groups, individually or as a class. Learners design picture stories in groups, as individuals or as a class. Learners can write their own story books.

Developing a Reading Culture in Grade 2

(Refer to Chapter 5.5 of ERI Grade2 module)

Braille reading is a life-long skill which should be nurtured from the tender age. Provision of reading material should be in braille for the braille users and specified enlarged print for those with partial sight. Braille material should always be available in order to totally meet the needs of the braille learner. (Braille textbooks, magazines, newspapers, flyers, etc). **At no cost should a teacher use ordinary print for Braille users as they do not benefit from it.**

2.4.2 Learners with Hearing impairment

Rationale

(Refer to Chapter 4 of ERI Grade2 module)

Aim

(Refer to Chapter 4.3 of ERI Grade2 module)

- Acquire basic sign language skills for effective communication with learners with hearing impairment. (Refer to 4.3.6 of ERI Grade 2 module)

Why early reading?

(Refer to Chapter 4.6 of ERI Grade2 module)

Observing (Refer to 4.6.2 of ERI Grade2 module)

For a learner who is profoundly deaf who relies more on visual cues, there is greater need to develop the skill of observing.

Objectives (Refer to 4.6.3 of ERI Grade2 module)

- To develop the visual skills.

Discriminating Sounds (Refer to 4.6.5.1 of ERI Grade2 module)

Media: mirror, speech trainer, auditory trainer, Hearing Aids, Audiometer

Activity: The teacher introduces sound to the learners from different stimuli, varying sound intensity and distance. The learner raises hand upon detecting the sound. The same activity can be repeated using an audiometer. In this case the learner will respond by pressing a button.

Auditory memory

(Refer to Chapter 4.7 of ERI Grade2 module)

Following instructions /commands (Refer to 4.7.1 of ERI Grade2 module)

Activity: Singing game

The teacher demonstrates the singing, miming and signing of simple commands. The learners follow as the teacher demonstrates. Learners can take turns leading the singing game.

Speaking

(Refer to Chapter 4.8 of ERI Grade2 module)

Note: For learners who are profoundly deaf, teacher must emphasize on signing for expression.

Content

(Refer to Chapter 5 of ERI Grade2 module)

Letter Knowledge /Phonics

(Refer to Chapter 5.1 of ERI Grade2 module)

Objectives (Refer to 5.1.2 of ERI Grade2 module)

To associate signs to each letter of the alphabet.

Media: sign language alphabet, mirror, speech trainers

Speech Training e.g. production of bilabial speech sound /b/ (supplementary activity)

The teacher demonstrates the production of /b/ speech sound as in big, ball, bin, bag, bus, /b/.Learners identify objects with the initial /b/ sound. Alternatively, the activity can be done on a speech trainer. The activity can be repeated using other speech sounds such as /f/ fish, /k/car, /g/girl etc. (Illustrations of speech production)

Identify middle consonant sounds (Refer to 5.1.3.3 of ERI Grade2 module)

The teacher demonstrates the use of a slide chart by moving the slide and sign the new word shown. Learners take turns moving the slide and signing the words formed. Learners practise finger spelling and signing the words formed on the slide chart e.g. cap, mat, rat, van, cat

Word recognition

(Refer to Chapter 5.2 of ERI Grade2 module)

Suggested activities (Refer to 5.2.3 of ERI Grade2 module)

Finger spelling (supplementary activity)

The teacher shows a word on flash card or on flip board to the learners. The teacher finger spells the word as learners observe. Learners take turns to finger spell given words. The learners engage in a finger spelling competition.

Word Building Game (supplementary activity)

The teacher demonstrates word building game using letter blocks, letter cards or puzzles. The learners are given letter cards. Learners finger spell the letters in the puzzle. Learners build words using the letter cards and sign. Learners compete on word building from letter cards.

Reading a story (Refer to 5.2.3.6 of ERI Grade2 module)

Note: Reading a story to a learner who is profoundly deaf is none other than signing the passage correctly.

Fluency

(Refer to Chapter 5.3 of ERI Grade2 module)

Objectives (Refer to 5.3.1 of ERI Grade2 module)

- To develop sign language skills for effective reading.

Comprehension

(Refer to Chapter 5.4 of ERI Grade2 module)

Word Search Game (Supplementary activity)

The teacher carefully selects a passage within the learners' experiences. The teacher identifies key words from the passage and writes them on word cards. The teacher demonstrates correct signing and finger spelling of the key words. Learners sign and finger spell the words. Learners play the word search game by looking for the word in the passage. Learners compete searching for words.



2.4.3 Learners with Intellectual challenges

Contents

(Refer to Chapter 5 of ERI Grade2 module)

Letter Knowledge/ Phonics

(Refer to Chapter 5.1 of ERI Grade2 module)

Teacher should ensure that colourful materials are used to produce letters of the alphabet. Attach relevant pictures and concrete resources to promote good understanding. Music and play should be incorporated into the activities to keep the activity interesting in order to continuously capture the attention of learners. At this level teacher emphasizes combining consonant and vowel to form simple words (E.g. c+a+t=cat). The focus is to assist learners build words, identify sounds, and relate words to images and/or objects.

The activity is structured in a manner that it begins with basic level such as recognizing and linking words to sound and gradually moving to higher levels such as building words, identifying sounds and relating words to images/objects.

Singing letters of alphabets (Supplementary activity)

Objectives:

- associate the name and sounds of each letter of the alphabet as used in simple words
- recognize vowels and consonants in simple words

Materials: Charts, word cards, pictures and/or real objects

Activities:

Learners sing letters of alphabet song (“A for apple, B for bee... ..”) to develop word sounds skills. After recognizing the sounds of letters of alphabet, they are given a set of words where they practice identifying underlined letters in given words by sounds (cat, house).

Learners are given picture cards and letter word cards with the initial letter underlined so that they can match the sound of underlined letters to the picture (e.g. picture card of a ball and a word card with letter b under lined “ball”).



Word recognition and vocabulary

(Refer to Chapter 5.2 of ERI Grade2 module)

Word building (Supplementary activity)

Objectives:

- Identify final sounds using pictures or objects
- Facilitate reading of whole words without pausing to sound each letter.
- Demonstrate gained knowledge of the element of phonics and the application of speech sounds.

Media: word cards, pictures, white board, markers

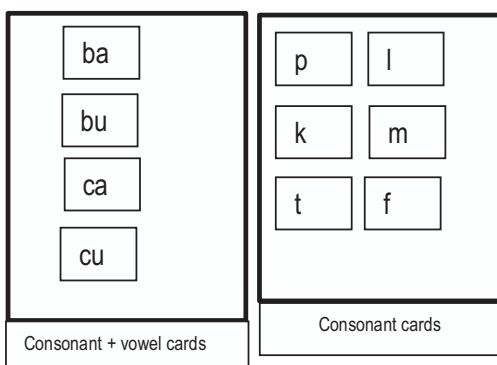
Activities:

(1) Learners can play short feed cat game (see page 69) to remind them of the letter sounds as an introduction to the lesson. Then learners are introduced to a new game which involves selecting correct consonant+vowel card (“ba”) and single consonant card (“t”) to construct a list of given words (ba+t=bat). Teacher will write and read the list of words to be built by the learners. Thereafter, the words are removed and the teacher will read out one word at a time allowing learners to build a word using the cards as stated above.

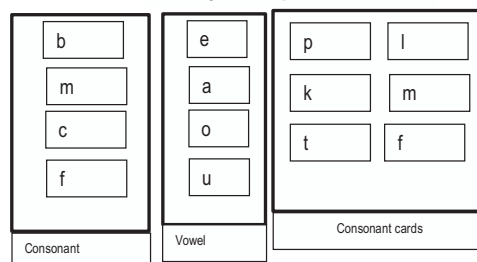
(2) Learners will apply the same concept of word building using single letter cards (e.g. “b”+”a”+”t”=”bat”).

(3) Learners consolidate their skills of word building and reading by identifying and relating words to relevant pictures

Activity 1 example



Activity 2 example



Fluency

(Refer to Chapter 5.3 of ERI Grade2 module)

Reading fluently (Supplementary activity)

Objectives:

- Promote reading accuracy, fluency and speed in learners through activities such as competition games

Media: flash cards, manila, markers

Activities: Learners read flash single word cards shown by a teacher as a class. Then they break down into working groups and teacher calls out and flashes single-word cards giving each group equal chance to read the words on the flash card. Teacher records the marks of correctly read words by each group and adds up the total marks and announces the winning group.

At the next level teacher uses short sentence flash cards and repeats the competition game. Learners will engage in a different type of competition where they will compete by reading correctly the number of sentences on the cards within the allocated time.

Comprehension

(Refer to Chapter 5.4 of ERI Grade2 module)

Reading a picture story (Supplementary activity)

Objectives:

- Develop the ability to read picture stories and texts
- Assist learners to follow the sequence of events in a story to answer comprehension questions

Media: Picture story, sentence work cards

Activities: Learners are given a picture story and asked to answer verbal questions related to the events on the picture story. A picture story with less information are given at the beginning and gradually more challenging picture stories will be introduced.

Learners are given three sentences from which they choose one sentence which directly relates to the picture story.

Finally, learners are given a three sentence story which they are expected to read and match to three related picture stories. After matching, learners will arrange the story in chronological order.

2.4.4 Learners with Physical challenges

Rationale

(Refer to Chapter 4 of ERI Grade2 module)

Auditory memory

(Refer to Chapter 4.7 of ERI Grade2 module)

Following instructions/commands (Refer to 4.7.1 of ERI Grade2 module)

Activity: The activity here is to develop memory in some learners with severe physical challenges. You should start with simple and short instructions with learners' individual differences in mind and gradually develop them. Examples of short commands; tap the table with your stump, tap the floor with your foot.

More activities include: Tapping the table with palm/stump or the floor using foot a number of times then ask learners how many times it was, or ask learners to imitate you a number of given activities you would have done, e.g.- tap the drum three times.

At a later stage you can introduce more activities that promote listening comprehension with learners individually. Then ask them to do any of the following;

- ★ Retell an adapted story in short.
- ★ The teacher guides in summarising a story in picture form or drawing.

Speaking

(Refer to Chapter 4.8 of ERI Grade2 module)

Objectives (Refer to 4.8.1 of ERI Grade2 module)

- Train speech using a mirror for those learners with cleft palates and down syndrome
- Demonstrate the correct use of language using a mirror
- Promote self-expression through role play and dramatisation.

Suggested activities (Refer to 4.8.2 of ERI Grade2 module)

- Encourage pupils with physical challenges to give directions to common places around the school, e.g., the heads office, toilet, dining hall, assembly point etc.
- Retell adapted stories in brief

Assessment (Refer to 4.8.4 of ERI Grade2 module)

When assessing the speaking skill, it is important to cater for individual differences e.g. learners with cerebral palsy, down syndrome and cleft palates who may develop speech at different levels.

CONTENT

(Refer to Chapter 5 of ERI Grade2 module)

Letter Knowledge/ Phonics

(Refer to Chapter 5.1 of ERI Grade2 module)

Suggested Activities (Refer to 5.1.3 of ERI Grade2 module)

Learners with physical challenges enjoy learning through song, dance and play and a lot of repetition, therefore it is important that the teacher introduces a lot of songs as a way of mastering phonics and knowledge.

Alphabet Name Songs/ Supplementary activities

Note: The learners take turns to spell their names while singing the song.

Assessment (Refer to 5.1.3.6 of ERI Grade2 module)

There is need for the teacher to assess some learners with severe physical challenges individually. Some learners may need more time to master the letters of the alphabet.

Word Recognition/ Vocabulary

(Refer to Chapter 5.2 of ERI Grade2 module)

Objectives (Refer to 5.2.2 of ERI Grade2 module)

- Facilitate recognition of spelling and meanings of words catering for individual differences.
- Facilitate reading of whole words accommodating pauses, stammering of learners with cerebral palsy, down syndrome and with cleft palates.

Media: Reading: -book stands, talking computers.

Reading a story (Refer to 5.2.3.6 of ERI Grade2 module)

The teacher has to write adapted stories in which he/she picks the main points which will make the learners understand the story easier. The teacher guides learners in reading words and sentences. Learners read individually or in pairs.

Assessment (Refer to 5.2.3.7 of ERI Grade2 module)

Give learners with physical challenges individualised work at their own level of understanding and operation to assess mastery of spellings and word recognition.

Fluency

(Refer to Chapter 5.3 of ERI Grade2 module)

Suggested Activities (Refer to 5.3.2 of ERI Grade2 module)

- Learners with physical challenges listen to recorded oral readings from CDs and DVDs.
- Learners listens to their own recorded oral readings from CDs and DVDs

Comprehension

(Refer to Chapter 5.4 of ERI Grade2 module)

Objectives (Refer to 5.4.1 of ERI Grade2 module)

- To assist some learners with severe physical challenges develop the ability to read adapted texts fluently.

Suggested Activities (Refer to 5.4.2 of ERI Grade2 module)

Vocabulary building (Refer to 5.4.2.1 of ERI Grade2 module)

Note: Some learners with physical challenges may also be intellectually challenged, therefore there is need for the teacher to grade words and comprehension passages according to each learner's level.

e.g. Level 1; two letter words like go, at, to, in, on, be is etc.

Level 2; three letter words like can, cat, car. Red ,hat, sit, eat, put etc.

Some learners with physical challenges like quadriplegia, hemiplegia, cerebral palsy and osteogenic conditions may require word reading machines:Such machines read, pronounce and spell words when instructed.

Retelling the story (Refer to 5.4.2.2 of ERI Grade2 module)

Give learners with physical challenges adapted passages with main ideas of the story.

Let the learners read the adapted passages.

Then let them retell the passage in their own words with the teacher's guidance.

Developing a Reading Culture in Grade 2

(Refer to Chapter 5.5 of ERI Grade2 module)

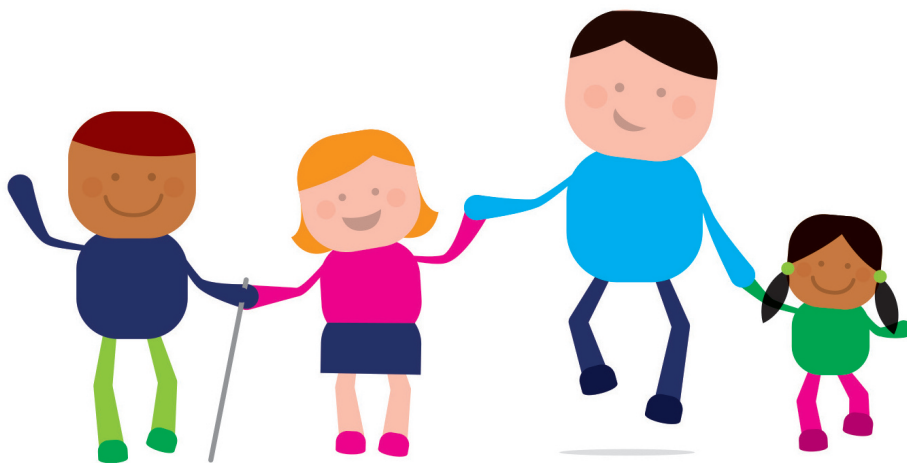
The teacher should establish graded and adapted reading materials to suit different reading levels of each learner.

- It is also of paramount importance that the teacher guides the learners to create self-made individual libraries besides class or school library. This will help to inculcate the spirit of responsibility, care and ownership of books.





Chapter 3: Supplement for Performance Lag Address Programme (PLAP) manual



3.1 METHODOLOGIES AND ACTIVITIES

(Refer to Chapter 4 of PLAP manual)

3.1.1 Learners with Visual Impairment

(Refer to Chapter 4 of PLAP manual)

Introduction

It is important to note that there is a range of special needs related to sight. The largest number of affected learners have visual impairment which includes those with partial sight, those with low vision who can use the vision for learning. The smaller number is that of learners who have blindness, those without residual sight who use other senses to explore the visual environment and use alternative to hand writing. In both cases they should be catered for in all educational learning settings but they require adjustment depending on the level of impairment. Those learners who are blind will require braille machines, braille training (a systematic arrangement of raised dots) and brailled and embossed diagram representation materials and updated ICT equipment such as computers (laptops) with requisite software, talking calculators and braille graduated and sound indicators while those with low vision will require preferential sitting, magnifiers, spectacles, learner specific enlarged print material etc.

Strategies to assist learners

Learners with low vision

- Put learners in preferential sitting positions – learner with low vision should sit where it is most suitable. They may prefer to be in front or in the middle of the class, also putting into consideration the density of light.
- Minimize glare on surfaces from light- any surface reflection from light should be reduced, these include; white board, black board, book, computer or classroom wall.
- Make sure the learner can hear clearly, as some learners with low vision may rely on hearing. Teacher can position himself/herself directly in front of the learners so as to capture their attention.
- Enlarge print/pictures, teacher can provide learners with low vision with enlarged print or provide books with thicker lines.
- Be patient when dealing with learners with low vision and try to assist them where necessary. Encourage them and also praise them for the effort made.

- Use other senses for learners with low vision as they may have improved auditory and spatial awareness skills, teachers should use these to the learner's advantage.
- Provide reading material bit by bit by covering the part they are not reading so that the learner focuses more on what they are reading. Make use of the window cards.
- Write on the chalkboard or comments in the work books being conscious of the font size and neatness of your writing as well as the colour of the marker you use when marking to allow them to read easily.
- Make sure the learner is familiar with surroundings and can make their way in and around the classroom and beyond the school environment e.g. around furniture and obstacles, to the library, going home etc. Independent mobility allows learners to feel more comfortable and confident. If they are not familiar, a colleague can help them out.
- Keep the classroom set up the same from day to day, so that learners with low vision can remember how to get around the furniture. If changes are made to the classroom setting, it is important to inform the learner with low vision so that they can cope and adjust to the changes.

Blind learners

- Orient a learners who are blind to move around the school. Allow time for learners to practise these skills with and without assistance of sighted peers.
- Make other learners understand being blind by blind folding them and asking them to move around furniture and obstacles in and around the classroom.
- Use concrete media to help blind learners to understand and grasp concepts easily.
- Teach learners to read and write in braille.

Other points to consider

- Consider that learners who are visually impaired also rely on other senses like hearing, so by reducing noise in and around the classroom learning is promoted.
- Give training on care, maintenance and use of visual apparatus should also be considered for the teacher and the learners.
- Ensure that all the necessary media and apparatus are

- available for the learners, including those with visual impairment
Make sure classroom displays should be in large print so that all learners benefit from them.

Examples of supplementary activities to enhance learners with low vision and those who are blind to access the curriculum are follows.

Note: level of complexity varies with age and grade level of learners.-

Table 3. Examples of supplementary activities to learners with visual impairment

Impairment	Skills to be developed	Suggested Activities	Media
Low vision – learners who cannot see clearly but can use the vision for learning or rely on Braille or a combination of vision and Braille.	Orientation and direction skills, speaking and listening, counting, pacing	Play outdoor games with markers to mark the play area.	Skittles, whistle, balls, hula hoops
	Left to right orientation, drawing, pencil grasping	Tracing drawn pictures and drawing	Audio tapes, magnified cards(enlarged print),magnified pictures(enlarged/raised pictures)
	Land marks and associative skills, safe maneuvering skills, tactile skills, listening skills	Play blind folding game. Teacher can add obstacles to make it more challenging for older learners, or remove obstacles for infant learners.	Work cards with embossed pictures (cards with raised pictures), Environmental land marks i.e. manmade or natural land marks (e.g. hills/mountains, shops)

	Visual discrimination, speaking and listening	<p>Play odd one out with enlarged/raised pictures.</p> <p>Play memory games e.g. where learners try to remember objects previously placed on the table.</p>	
	Dodging, tagging, speaking and listening skills	Play tag games e.g. a learner chases after others and tags whoever he/she catches.	
	Sequencing, ordering,	Ordering e.g. learners rearrange objects in the same way they were before.	
	Auditory discrimination	<p>Learners identify different sounds while they are blind folded.</p> <p>Learners imitate various sounds from animals, objects or the environment.</p>	
	Tactile, gross and fine motor skills	Learner play, touch, feels objects of different textures/materials.	
Blind – learners who rely on other senses to explore the visual environment.	Mobility and orientation skills, navigation	Find the space game using a blind stick/white cane or stick. E.g. children move from point A to point B	
	Spatial awareness, navigation	Find it/ 'where is it' games e.g. children can try to find hidden objects in or outside the classroom.	
	Tactile training	Teacher can use a feely bag to pick and try to describe objects from the bag.	
	Auditory skills, navigation, tactile, visual skills	Learners arrange or order objects according to shape, size, length or texture	
	Trailing	Trailing game. children trail by holding a rope and follow the rope	



3.1.2 Learners with Hearing impairment

(Refer to Chapter 4 of PLAP manual)

Introduction

The first consideration should be given to the severity of the hearing impairment (mild, moderate, severe and profound) in order to address specific needs and provide appropriate instruction that will be able to meet the needs of each category of learners. Hearing loss can affect one or both ears. Hard of hearing refers to mild to severe hearing loss. This category can benefit through spoken language, hearing aids and assistive devices. Deaf learners have very little or no hearing. They use sign language for communication. Communication for such learners with total hearing loss needs to be strengthened. Learners with hearing impairment should be given opportunities to participate in a variety of situations from within the classroom, outside and even beyond the school environment.

Strategies to assist learners

- Involve learners in speech training. Speech training for both teachers and learners is one of the most vital components of communication and this has to be emphasized.
- Facilitate participation in phonic activities.
- Utilise puppetry especially in the lower levels accompanied by texts.
- Train lip reading for learners while they imitate and observe during the lessons.
- Incorporate drama in lessons
- Introduce dance to develop the learner's participation levels.
- Involve learners in drawing and painting
- Use the multi - sensory approach.
- Utilize sign language
- Face the learner when speaking for them to lip read.
- Use visual cues to encourage the learner understand.
- Seek the learner's attention and speak clearly.
- Include puzzles, games and activities that appeal to the learner
- Give the learner preferential seating.
- Use simplified language when giving instructions
- Help the learners to understand by utilizing pictures, diagrams and gestures.
- Minimize background noise
- Apply ICT in the teaching and learning process.
- Use differentiated instructions.

Other points to consider

- Train learners with hearing impairment in using and caring for

- hearing aids, sign language and total communication.
- Use good voice projection, auditory and visual analysis skills and visual stimuli.

Note: Learners should be sensitized on the care and maintenance of hearing aids. A hearing aid is a device that amplifies sound energy with as little distortion as possible and presents that amplified sound to the ear. It should be noted that a hearing aid does not give the individual normal hearing but rather it makes sounds louder so that they are more easily heard. Followings are the tips of care and maintenance of hearing aids.

CARE AND MAINTANANCE TIPS OF HEARING AIDS

- Avoid high temperatures. (do not store under heat) atmosphere.
- Keep the hearing aid dry. (do not wear when bathing, swimming or in the rain)
- Avoid dropping or bumping the hearing aid against hard objects. (They may get damaged).
- Keep the ear mold clean(remove wax regularly through cleaning).
- Store unused batteries in a cool dry place. (Discard leaky and “dead” batteries at once. – they can be dangerous.

Examples of supplementary activities assist learners with mild to moderate hearing loss to access the curriculum as follows:

Table 4. Examples of supplementary activities for learners with hearing impairment

Impairment	Skills to be developed	Suggested Activities	Media
Mild (have residual hearing and benefit from hearing aids)	Auditory skills, Verbal/vocal skills	Story telling using sign language/pictures, miming/gestures and loud voices, vocalisation, lip reading	Pictures, sign language charts, dictionary, drum Hearing aids
	Visual skills	Dancing using gestures and mimes	Video film, charts, pictures, mirror
	Tactile skills using fabric, wood, paper etc	modelling, drawing, wood technology	Modelling clay, wood, newspapers for paper marcher, glue, flour

Moderate (have residual hearing and benefit from amplification of sound through hearing aids) to profound(benefit from sign language)	Kinaesthetic skill	Sequencing numbers using the number line, working on place values using abacus, basic time reading using clock faces, addition and subtraction bonds using counters	Number lines, abacus, clock faces, counters, counting puzzles, number mazes
	Sign language	Care and maintenance of hearing aids Signing Miming	Audiometer, mirror, video auto scope, sign language dictionary, sign language charts, ear plugs, ear molds
Profound	Communication, body balance	Dance, physical education activities, ICT activities,	Music, drum, balls
	Sign language	Care and maintenance of hearing aids Signing Miming	Audiometer, mirror, video auto scope, sign language dictionary, sign language charts, ear plugs, ear molds
Mild, moderate and profound	-speech -communication	Observing the facilitator giving instructions Lip reading Blowing with water using a straw	Straws, containers, washing powder, water, Mirror, speech charts

3.1.3 Learners with Intellectual Challenges

(Refer to Chapter 4 of PLAP manual)

Introduction

There is a range of intellectual challenges which differ in degrees of severity as defined in table 1 on page 4.

Strategies to assist learners

- Adjust medium of instruction where necessary such as the use of the indigenous language.
- Reduce the quantity, pace and sequence of the content since most of the learners with intellectual challenges cannot absorb much content at the same time. Instruction and direction should be brief.
- Use concrete teaching and learning materials, especially when introducing new concepts.
- Encourage participatory learning in the form of group activities so that learners can simulate desirable behavior from others.
- Reinforce successful effort, appropriate behavior and participation.
- Use individualized instruction.
- Accord more time to all activities since learners with intellectual challenges take time to accomplish subject content.
- Expose learners to education in daily living skills as well as ICT skills for independent living and self-reliance.
- Engage learners in sheltered tasks in practical subjects such as wood, metal, food textile technologies, home management and design, agriculture, art and craft.
- Adapt sporting facilities and equipment so that rules in games and other activities are not very complicated.
- Enhance the development of adaptive skills that will enable learners to cope with their learning environment.
- Ascertain the learners' strengths and weaknesses in order to come up with appropriate activities.
- Include self-care, communication, social skills, health and safety, academic, leisure participation and other task related settings which should be broken down into simple and achievable units.

Other points to consider

- The teacher may also need to:
 - Involve parents wherever necessary.
 - Refer some cases for specialist services (medical and psychological)
 - Keep routines consistent.

- Learners with intellectual challenges do not have mental illness but simply need special provision(s) to cope with their day to day activities.
- Developmental milestones for learners with intellectual challenges are generally delayed hence they tend to lag behind their peers in classroom work.
- Speech and language may be delayed and behavior may be repetitive.

Examples of supplementary activities assist learners with mild to moderate hearing loss to access the curriculum as follows:

Table 5. Examples of supplementary activities for learners with mild and moderate intellectual challenges

Impairment	Skills to be developed	Suggested Activities	Media
Mild Intellectual Challenges	<ul style="list-style-type: none"> -Auditory discrimination -Auditory training -Visual discrimination -Auditory memory -Visual memory -Book skills -Pre-reading and pre- writing skills -Speech training -Tactile skills -Gross and fine motor skills 	<ul style="list-style-type: none"> -Allow much repetition through poetry, stories, song and dance --Simulation -Use of varied multi-sensory experiences through touch/feel, smell, taste, hearing etc. -Teaching spelling through phonics, writing etc -Memory games -Finding missing parts -Daily reading with the aid of bright pictures and other teaching/learning materials. -Drama (simplified). 	<ul style="list-style-type: none"> -Real objects (concrete) -Colourful pictures and big picture books -Jig saw puzzles -Abacus -Models -Clay -Counters -Stones -Real dolls -Puppets -Colouring paint -Colourful charts -Fruits
Moderate Intellectual Challenges	<ul style="list-style-type: none"> -Functional literacy and numeracy -Auditory discrimination -Auditory training -Visual discrimination -Auditory memory -Visual memory -Book skills 	<ul style="list-style-type: none"> -Colouring, picture reading, basic colours and shapes etc -Practice basic addition, subtraction, multiplication and division in daily activities with use of 	<ul style="list-style-type: none"> -Real objects(concrete) -Colourful pictures and big picture books -Simulation (videos) -Jig saw puzzles -Models -Kitchen utensils -Toiletries

	<ul style="list-style-type: none"> -Pre reading and pre- writing skills -Speech training -Technical and vocational training -ICT training 	<p>varied concrete materials e.g. abacus, cups, spoons counters etc</p> <ul style="list-style-type: none"> -Daily living skills training- cooking, personal grooming, toilet routine, dressing etc -Relaxing/adapting game rules (simplified) Technical vocational skills training(basic) -Adapted sports (Adapting distances in athletics, having 50m races, adapted goal posts/shooting rings etc) -Arts and cultural activities (song, dance, role play, simplified drama etc.) -ICT(simple computer games and puzzles) -Physical education (simple exercises) -Health education(basic hygiene and personal grooming) 	<ul style="list-style-type: none"> - Sporting equipment -Tech voc tools and inputs -Computers/laptops -Musical instruments -Crafts etc
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3.1.4 Learners with Physical challenges

(Refer to Chapter 4 of PLAP manual)

Introduction

Learners with physical challenges have varied conditions that limit them from fully accessing education. The nature and severity of the impairment will determine adjustments to the physical environment, instructional settings and activities that suit specific needs. Learners with physical challenges require a multi-sectoral support of which education is one of them. Hence, the teacher should have background knowledge of each learner's special needs and other support systems in order to effectively impart knowledge and skills to these learners.

The use of variety of activities enhances inclusivity. Preferential sitting is a requisite to most of these learners.

Some learners need the teacher to be always alert, especially to learners with epilepsy.

Strategies to assist learners

- Use Individualised Instruction.(Catering for individual differences)
- Give learners preferential sitting position
- Create a positive, encouraging environment (arranging furniture to allow learners to access learning areas like the library)
- Make sure the infrastructure suits the learners e.g.ramps, adapted toilets
- Modify assistive devices such as pencils, pens, desks and tables e.g. wrapping pen in a short pipe
- Use appropriate behaviour modification technique e.g.time out,contraction

Other points to consider

- General maintenance of assistive devices such as checking the smooth movement of wheelchairs.
- Refer learners for specialist services as (physiotherapist, occupational therapist and speech correctionist)

Examples of supplementary activities to enhance learners with physical challenges access the curriculum are follows.

Table 6 . Examples of supplementary activities for learners with physical challenges

Impairment	Skills to be developed	Suggested Activities	Media
Speech difficulties(e.g. Cerebral Palsy)	Speech	Speech training :Blowing balloons, blowing candles and wind instruments Imitating Dramatisation Co-operative learning	Balloons, candles, wind instruments, pictures, videos
Challenges in movement of body (e.g. Paraplegia, cerebral palsy, spina bifida, dwarfism scoliosis)	Manual dexterity skills Physiotherapy skills development Gross and fine motor skills	Gross motor Activities Cooperative learning Imitating Dramatisation	Balls, feely bags, bin bags, mattress)
Challenges in using hands and fingers (cerebral palsy, dwarfism, hydrocephalus, muscular dystrophy)	Typing skills -Tactile skills -Auditory skills	-Fine motor Activities -E-learning(using a headband with a pointer) -Singing -Cooperative learning -Drama	-Softball -Computers/laptop -Head band with a pointer -Audio disks



3.2 Curriculum-based testing

(Refer to Chapter 6 of PLAP manual)

For learners with special educational needs in mainstream settings curriculum based tests will be administered with special requirements for each category for special needs learners, for example sign language and braille for deaf and blind respectively.

For learners with severe to profound special needs, who cannot benefit from curriculum based tests, continuous assessment and reviews will be made. Profiling for the purpose of identifying the learner's areas of strengths is also recommended.

The following adjustment must be made when curriculum based tests are administered.

Learners with visual impairment

For learners with visual impairment braille or tests with enlarged prints should be administered. More time can be given to learners with low vision as well as those using braille.

Learners with hearing impairment

Learners with hearing impairment write the curriculum based tests with the aid of the transcriber assisting with signs or writing. More time should be allowed to the learners.

Learners with physical challenges

They will write the same tests with an extension of time. For moderate physical impairment tests are done orally with the aid of a transcriber. For learners with severe/profound physical challenges continuous assessment and reviews will be made.

Learners with intellectual challenges

The learners will write the same curriculum tests with time extension.

3.3 Procedures in lesson planning

(Refer to Chapter 7 of PLAP manual)

Learners with special educational needs in mainstream classes will benefit from the lesson planning procedures as detailed in the PLAP manual.

Learners with special educational needs in resource units and special school settings would only meaningfully access their educational curriculum through the use of Individual Education Plans (IEP).



Example of IEP for learners with visual impairment

INDIVIDUAL EDUCATION PLAN/ INDIVIDUAL INSTRUCTION PLAN

COMMENCEMENT DATE: 09/01/2016

• PERSONAL DETAILS

NAME : John Michael
DATE OF BIRTH : 14/06/2004
SEX : Male
HOME ADDRESS : 222 Elangeni Street Uganda
SCHOOL : St Paul SNE School
CLASS : Grade 4
CLASS TEACHER : AlinaMbuyi
GUARDIAN/ PARENT : Mr Michael
Contact : +263588557XXX

• LEARNERS PROFILE / HISTORY

John Michael is a first born child in a family of three. John was born blind. He has been provided with a sighted guide wherever he goes since he started walking. At the age of seven he started school in grade 1. He has not experienced any major sickness.

• PRESENT LEVEL OF PERFORMANCE

John socialises well with his peers. He can use Braille quite well. John uses a white cane for mobility, but he is still not able to find his way around the school. He does well in the other subjects except for mathematics particularly subtraction.

• LEARNER AND PARENT ASPIRATION

Both the parent and the learner want independence in mobility around the home and the school. They also wish for the learner to be competent in all basic mathematical skills.

• ASSESSMENT STANDARDS / GOALS

At the end of the term, John should be able to subtract 4 digit numbers with carrying
To walk around the school independently.

• SUCCESS CRITERIA / OBJECTIVES

By the end of the term:

- John should have achieved the mathematical subtraction skills of 4 digit numbers with carrying.
- John should be able to move independently around the school without difficulty

- **TEACHING METHODS AND ADAPTATIONS**

Teaching and learning assessment methods for John will be as follows:
Identify which unit

- Manual guidance
- Task analysis
- Demonstration
- Choice making
- Question and answers
- Explanation
- Peer tutoring

- **Teaching and learning materials**

- Number cards
- Abacus
- Counting blocks
- Place value boxes
- Stylus
- Hand frame
- White cane
- Braille paper
- Braille machine
- Laptop (Braille software)

- **SNE RELATED SERVICES**

Multi-disciplinary team: Class teacher, parents, Social worker, Educational psychologist, Head teacher

- **ASSISTIVE DEVICES**

- Stylus
- Hand frame
- White cane
- Braille machine

- **EVALUATION PROCEDURE**

- Daily maths exercises
- Observation (for mobility)
- Mobility tasks

- **REVIEW DATE**

31/03/2014

- **FINDINGS AND RECOMMENDATIONS**

Multi-disciplinary team results revealed that John can now move independently around the school and home. John is able to master the 4 digit mathematical subtraction skill



- **RECOMMENDATION**

The team recommended that the class teacher should assist John with other identified needs or gaps

3.4 Assessing Progress

(Refer to Chapter 8 of PLAP manual)

Assessment of progress (mastery/non-mastery) for learners with various special educational needs should focus on each learner's abilities and identified support needs. The major purpose of assessment should be to identify learner strengths and weaknesses in order to provide the required support. Assessment should be conducted at all levels from the infant through junior up to secondary level. Initial screening and assessment should be done at school level, for the purposes of giving appropriate interventions. The more complicated cases should be referred to LEPS through the District Offices. These referrals will facilitate the most appropriate placement of the learner be it the mainstream, resource unit, special class or special school.

Assessing the progress of learners with special educational needs should take into cognisance the type and severity of each category. It should be noted that for some learners with severe to profound special needs, academic mastery may be difficult to achieve. Therefore, these learners will continuously be assessed and reviewed on specific daily living skills and profiles at regular intervals or as per need.

Teachers can use the following and other assessment guidelines when working with learners with special educational needs and/or conditions.

Learners with Visual impairment

Assess ability to:

- Write from right to left using slate and stylus.(in Braille)
- Read from left to right. (low vision and the Blind – in Braille)
- Relate to specific mathematical concepts interpreted in Braille
- Identify basic shapes
- Distinguish different sizes
- Identify different colours (low vision learners).
- Pace from point A to B
- Sequence or order objects according to shape, size and texture
- Discriminate sounds
- Distinguish smells

Learners with hearing Impairment

Assess:

- Mastery of auditory training skills.
- Verbal/vocal training skills.
- Proficiency in sign language and interpretation of the sign

- Proficiency in speech and communication skills
- Response to stimuli of varying intensity

Learners with Intellectual Challenges

Assess:

- Strengths and weaknesses in cognition
- Daily living skills mastery e.g. toileting, feeding, dressing, grooming (bathing)
- Visual and memory skills mastery
- Communication skills mastery
- Gross and fine motor skills
- Ability to participate and socialise with others

Learners with Physical challenges

Assess:

- Hand to finger movement and direction (manual dexterity skills)
- Gross motor activities (physiotherapy skills development)
- Use of assistive and orthotic devices
- Daily living skills e.g. dressing, spoon feeding, pincer (finger) grasping
- Adaptive skills (ability to leave in various conditions)
- Socialisation skills
- Communication skills
- Hand and eye co - ordination
- Lip reading proficiency

3.5 Record Keeping

(Refer to Chapter 9 of PLAP manual)

Introduction

Record keeping is important to track the learning process and outcomes of learners with special needs. The progress of learners with special needs must be documented using various records and updated regularly. Record keeping helps the teacher identify the strength and weakness of the learner with special needs. It also enables teachers to be accountable and facilitate transfer of learners from one institution to another. It helps in decision making about the learner's future education as well as decisions about the school's future. It helps the school and community arrive to decisions that cater for the 'best interest of the learner'.

Suggested records for learners with special needs

Learners with visual impairment


- Progress record
- Register
- Social record
- Behaviour record
- Scheme-cum and lesson plans
- Communication book
- Individualised Education Plan (IEP)

Learners with hearing impairment

- Audiological records which include the audiogram (shows the quietest sounds one can just hear. Tests the degree of hearing loss).
- Speech records
- Register
- Social record
- Behaviour record
- Scheme-cum and lesson plans
- Hearing aid record
- Communication book
- Assessment and placement report
- IEP

Learners with intellectual challenges

- Progress
- Register
- Social record
- Behaviour record
- Scheme-cum and lesson plans

- 
- Daily living skills record
 - Communication book
 - IEP
 - Assessment and placement report

Learners with physical challenges

- Progress record
- Register
- Social record
- Behaviour record
- Scheme-cum and lesson plans
- Communication book
- Assessment and placement report
- IEP

3.6 Referral

Learners who do not benefit from teaching approach based on ERI/PLAP supplement must be referred for specialised assistance. They could be given in-class remediation or could be enrolled in remedial class after school. In case remedial work does not help the learners, they can be referred to educational psychologists or audiologists for assessment. After the assessment, they may be referred to the resource unit or special class.

Learners who are excelling well may be given more challenging work during the class in order to nurture their talents.





Reference

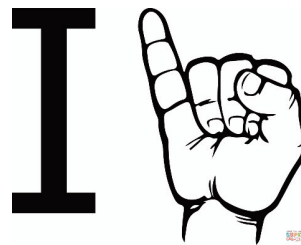
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UNESCO (1994). Salamanca Statement and Framework for Action on Special Needs Education.Salamanca, Spain. World Conference on Special Needs Education.


Annexures


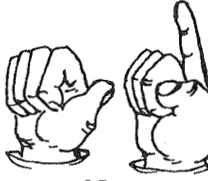


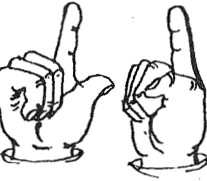
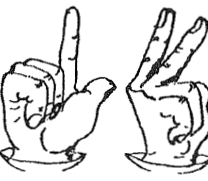



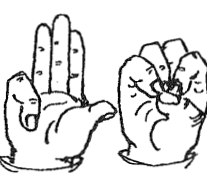
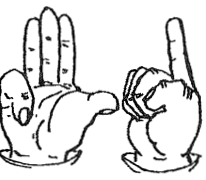



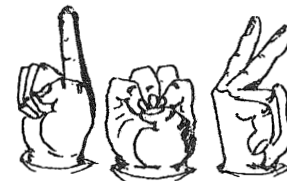
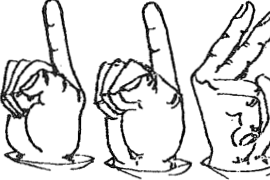
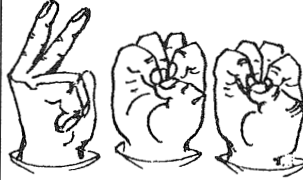



Annexure 1. Zimbabwe Sign Language Alphabet

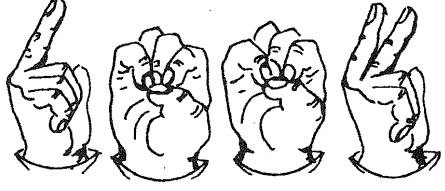
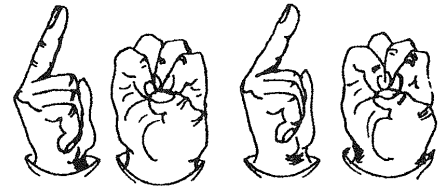
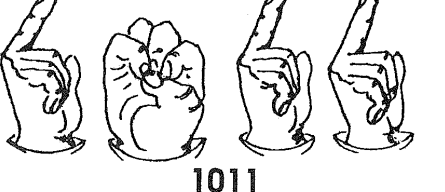


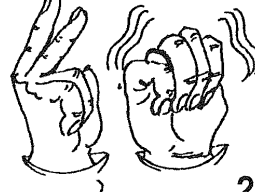

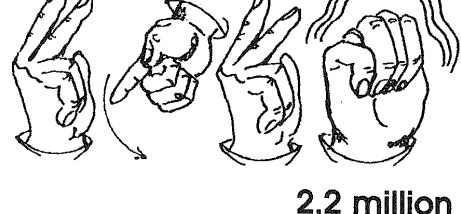
Alphabet



Numbers

 1	 2	 3	 4	 5
 6	 7	 8	 9	 10
 11	 12	 20	 21	 22
 30	 31	 32	 40	 41
 42	 50	 51	 52	

 <p>60</p>	 <p>61</p>	 <p>62</p>	 <p>70</p>		
 <p>71</p>	 <p>72</p>	 <p>80</p>	 <p>81</p>		
 <p>82</p>	 <p>90</p>	 <p>91</p>	 <p>92</p>		
 <p>100</p>		 <p>101</p>		 <p>102</p>	
 <p>112</p>		 <p>200</p>		 <p>212</p>	
 <p>1000</p>			 <p>1001</p>		














 <p>1002</p>	 <p>1010</p>
 <p>1011</p>	 <p>1012</p>
 <p>1 million</p>	 <p>2 million</p>
 <p>1,1 million</p>	 <p>2,2 million</p>

Annexure 3. Braille Alphabet

A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T
U	V	W	X	Y	Z				



Annexure 4. Braille Number

 Number Sign	 1	 2	 3	 4	 5
 6	 7	 8	 9	 0	
 10	 253				

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Addressing Special Educational Needs at Infant and Junior Education Level in Literacy and Numeracy

**Supplement to the Early Reading Initiative (ERI) and
Performance Lag Address Programme (PLAP)**



ZIMBABWE

Ministry of Primary and Secondary Education