



Republic of Rwanda
Ministry of Education



REB RWANDA BASIC
EDUCATION BOARD

TRAINER'S GUIDE

IMPLEMENTING THE TEACHER TRAINING MANUAL ON SPECIAL NEEDS AND INCLUSIVE EDUCATION

2nd EDITION



SEPTEMBER 2025



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FOREWORD

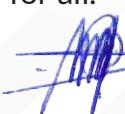
In September 2025, the Rwanda Basic Education Board (REB) revised the *Teacher Training Manual on Special Needs and Inclusive Education (2nd Edition)* to better support inclusive education in our schools. This trainer's guide is a key resource for helping teacher trainers transfer their knowledge and enable Rwandan teachers to create learning environments where every child feels valued and supported.

To make sure this manual is used effectively, REB, in collaboration with Chance for Childhood and with financial support from the Scottish Government, has developed this practical guide. It was done in partnership with many important stakeholders, including MINEDUC, NESA, NCPD, the University of Rwanda – School of Inclusive Education, TTCs, district education offices, NGOs, and local Organizations of Persons with Disabilities (OPDs). Their combined expertise has helped shape a guide that is both useful and easy to apply.

This guide offers clear, hands-on tips for teacher trainers. It is designed to help trainers confidently deliver training sessions in a way that reflect the values of inclusion, respect, and excellence. For all involved IE experts and trainers, this guide is expected to support your work and help you deliver trainings effectively.

REB remains fully committed to promoting inclusive education across Rwanda. We encourage all users of this guide to apply it actively and consistently. By doing so, you will help ensure that every teacher is well-prepared—and every learner with disability and SEN is given the opportunity to learn.

Together, let us move forward with shared purpose and dedication to build inclusive classrooms that reflect the values of equity, dignity, and opportunity for all.


Dr Nelson MBARUSHIMANA
Director General





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LIST OF SYMBOLS

	Duration
	Learning objectives
	Training approaches
	Activity
	Reflection





TABLE OF CONTENTS

Foreword	iii
List of contributors.....	iv
List of symbols	vii
Content of the guide	1
Chapter 1: basics of inclusive education.....	2
Unit 1: Key concepts on inclusive education	3
Unit 2: Legal framework.....	7
Unit 3: Principles of inclusive education	9
Unit 4: Inclusive and Friendly School	12
Chapter 2: Understanding and addressing stigma associated with disability	14
Unit 1: Promoting a positive, inclusive culture in rwandan mainstream schools	15
Unit 2: Inclusive disability terminology	19
Chapter 3: Teaching learners with special educational needs.....	22
Unit 1: Teaching learners with physical DISABILITIES.....	23
Unit 2: Teaching Learners with Visual Difficulties.....	26
Unit 3: Teaching learners with hearing difficulties.....	29
Unit 4: Teaching Learners with Deaf-Blindness	33
Unit 5: Teaching Learners with Intellectual Disabilities	37
Unit 6: Teaching Learners with Specific Learning Disabilities	41
Unit 7: Teaching Learners with Communication Difficulties	44
Unit 8: Teaching learners who are gifted, genius and talented	47
Unit 9: Teaching Learners with Emotional and Behavioural Disorders	50
Uni 10: Teaching Learners with Autism and Hyperactivity	53
Chapter 4: Accessible teaching and learning materials	57
Unit 1 & 2: Developing accessible teaching and learning materials	58
Unit 3: Assistive Technology	61
Chapter 5: Implementing inclusive education pedagogy	63
Unit 1, 2 & 3: Planning, delivering, and assessing an inclusive lesson	64
Unit 4: Special educational assessment and development of IEP ..	67
Unit 5: Application of the Universal Design for Learning (UDL) Approach	71
References	73



CONTENT OF THE GUIDE

This guide is designed to be a practical document for teacher trainers, offering pedagogical tips for implementing the *Teacher Training Manual on Special Needs and Inclusive Education (2nd Edition)*.

It includes:

- **Key definitions:** the guide provides clear definitions and insightful explanations of key concepts presented in each chapter and unit.
- **Training techniques and tips:** the guide provides the trainer with step-by-step guidance on how to deliver training sessions effectively.
- **Sample activities:** the guide provides real-life examples and interactive exercises to help trainees connect theory with practice.
- **Methodological processes:** the guide proposes the trainer to use brainstorming, group work, case study and role play to make the training participatory.
- **Reflection:** the guide gave a room to make a wrap up at the end of each unit.

Each section is designed to be easy to understand, practical to apply, and aligned with Rwanda's inclusive education reality.



CHAPTER 1: BASICS OF INCLUSIVE EDUCATION

Within this chapter, we will systematically examine a series of interconnected units, each designed to deepen understanding and enhance practical application of the core concepts. These units include:

- Unit 1:** Key concepts on inclusive education
- Unit 2:** Legal framework
- Unit 3:** Principles of inclusive education
- Unit 4:** Inclusive and Friendly School



UNIT 1

KEY CONCEPTS ON INCLUSIVE EDUCATION



Duration: 2 hours

Target audience: Teachers



Learning objectives

By the end of this unit, trainees should be able to:

- Explain basic concepts and terms regarding inclusive education.
- Use concepts properly in their practices.



Training approaches and methods: Brainstorming, group work, and PPT presentations.

LTM: Trainer's handout, video: Four little corners of nothing, marker, flip chart, scissors, projector, notebooks.

Trainer's handout

1. Definition & Philosophy of Inclusive Education

Inclusive education is a transformative approach that ensures all learners, regardless of ability, background, or identity, are welcomed and supported in mainstream classrooms. It is not about placing learners with disabilities into regular schools without support, rather it is about changing the system so that every learner can learn.





Key principles:

- **Equity over equality:** recognizing that learners require different types of support to achieve similar outcomes.
- **Respect for diversity:** every child should feel valued and included.
- **Participation:** all learners actively engage in learning and school life.
- **Achievement in academic and life skills:** inclusive education promotes high expectations for all.

Rationale

Inclusive education is not a privilege, but it is a right.

2. Inclusive education means the removal of barriers within the education system.

Teachers or trainees should ask: “What barriers exist in our classroom, and how can we remove them?”

The answer is:

There are different barriers in our schools:

1. Attitudinal _____
2. Physical _____
3. Geographical _____
4. Informational _____
5. Infrastructural _____

Ask trainees to match examples with each type of barriers (example: Textbooks not written in Braille, muddy roads, narrow toilet doors, elevated upstairs, discrimination).

3. Understanding diversity

Inclusive education embraces a range of human diversities. This includes:

- **Disability:** Physical, sensory, intellectual, and psychosocial differences.
- **Gender:** Addressing stereotypes and promoting gender equity.



- **Language:** Supporting learners with speech impairment.
- **Socio-economic status:** orphanhood, chronic diseases, etc.

Trainer tips: use real-life stories, videos, or role-play to help teachers understand the concept of inclusion in education.



Example activities:

- Show a short video called “Four Little corners of nothing” of a learner with a disability being excluded from the rest of the class due to infrastructural barriers.
- Facilitate a discussion: *What went wrong? What could have been done differently?*
- Ask trainees to reflect on similar situations they have experienced.

Teaching basic concepts

Trainer's tip: the aim is not to ask trainees to memorise concepts, but rather to familiarise themselves with them and be able to establish relationships as follows:

Inclusive education is a holistic approach that embraces diversity by ensuring all learners, regardless of disability or impairment, have equitable access to quality education within **mainstream schools**. **Disabilities and impairments** often lead to **Special Educational Needs (SEN)**, which **inclusive education** seeks to address through **individualized teaching strategies** and support from **itinerant teachers** and **multidisciplinary teams**. Unlike **integrated education**, which places learners with SEN in regular classrooms without adapting the environment, **inclusive education modifies teaching methods and resources** such as **resource rooms** and provides **habilitation or rehabilitation services** in an effort to meet each learner's unique needs. While **special schools** offer tailored environments for learners with more complex needs, inclusive education aims to minimize segregation by fostering supportive, adaptive learning spaces within mainstream settings, guided by the principles of **Special Needs Education**.



Reflection

In group of five, discuss:

- The difference between **special education, integrated education and inclusive education**.
- The difference between **Special Needs Education and Inclusive education**.
- The difference between **disability and impairment**.



UNIT 2

LEGAL FRAMEWORK



Duration: 2 hours

Target audience: Teachers



Learning objectives

By the end of this unit, trainees should be able to:

- Explain global, regional and national policies/ documents guiding SNE/IE.
- Assess whether school implement policies with regard to inclusive education.



Training approaches and methods: Brainstorming, group work and PPT presentation.

LTM: Trainer's handout, global instruments, national policies in line with IE, marker, flip chart, scissors, projector, notebooks.

Trainer's handout

Inclusive education is grounded in international human rights instruments that affirm every child's right to education:

1. Key conventions to refer to:

- **UNCRC (United Nations Convention on the Rights of the Child):** Article 28 guarantees the right to education; Article 29 emphasizes the development of the child's personality and talents.



- CRPD (Convention on the Rights of Persons with Disabilities) adopted by UN in 2006 and ratified by Rwanda in 2008: Article 24 mandates inclusive education systems at all levels.
- 2. **Education of children with disabilities and SEN matter at the national agenda:**
 - Shifts the focus from charity to **rights' model**.
 - The Government of Rwanda has adopted inclusion in its constitution and put commitments into the NST2.
 - The Cabinet approved the 2018 Special Needs and Inclusive Education Policy.
 - The Government of Rwanda, through the Ministry of Local Government, adopted the National Policy of Persons with Disabilities in 2021.



Reflection

Questions

- What does inclusion look like in your school?
- How do your own beliefs about disability and diversity shape your teaching?
- What barriers exist in your classroom and how can you begin to remove them?



UNIT 3

PRINCIPLES OF INCLUSIVE EDUCATION



Duration: 4 hours

Target audience: Teachers



Learning objectives

By the end of this session, participants will be able to:

1. **Explain** the key principles of inclusive education (IE).
2. **Assess** how IE principles are implemented in their education systems.
3. **Demonstrate** how IE principles enhance teaching and learning quality.
4. **Value** the role of IE principles in building inclusive school communities and beyond.



Training approaches and methods: Brainstorming, case study, group work, PowerPoint Presentation

Powerpoint: to clarify key concepts and definitions

Case study: to analyze real-life implementation of IE in Rwandan schools

Group work: to share insights, experience and strategies

Trainer's handout

1. **What is Inclusive Education?**

Inclusive Education is a philosophy and practice that ensures all learners,



regardless of ability, have equal access to quality education in mainstream settings.

2. Core principles of IE

- **Equity and Access:** Every learner has the right to education without discrimination
- **Participation:** All students actively engage in learning and school life
- **Support and Flexibility:** Teaching adapts to diverse needs
- **Collaboration:** Teachers, families, and communities work together
- **Respect for diversity:** Differences are valued as strengths
- **Accountability:** Schools are responsible for inclusive outcomes

3. Brainstorming

- What does inclusion look like in your classroom?
- What barriers do learners face in accessing education?
- How can teachers adapt their methods to be more inclusive?

4. Case study & group work

Case study: A rural school struggles to include children with disabilities due to lack of resources and training.

Group work: In groups, analyze the scenario and propose practical solutions using IE principles.



Reflection

The trainer asks the following questions:

- How do IE principles shape your teaching philosophy?
- What changes can you make in your school to promote inclusion?
- How can inclusive education benefit the wider community?



Reflection

Inclusive education is not just a policy, but is in our mindset. It challenges educators to see every learner as capable, valuable, and deserving of opportunity. When schools embrace inclusion, all learners can learn and realize their potential.



UNIT 4

INCLUSIVE AND FRIENDLY SCHOOL



Duration: 4 hours

Target group: Teachers



Learning objectives

By the end of this session, participants will be able to:

1. **Explain** what constitutes an inclusive, learning-friendly school environment and its societal benefits.
2. **Promote peer collaboration** to identify strategies for creating inclusive and friendly schools.
3. **Conduct a SWOT analysis** to evaluate the current status of their school's inclusivity.
4. **Brainstorm actionable steps** to transform schools into inclusive and child-friendly spaces.



Training approaches and methods: Group work, Q&A, Brainstorming, Group work, SWOT analysis.

Trainer's handout

1. What is an Inclusive and Friendly School?

An inclusive and learning-friendly school is one that:

- Welcomes all learners regardless of background, ability, or identity
- Promotes **respect, safety, and participation**
- Encourages **collaboration among students, teachers, and families**
- Adapts teaching to meet diverse learning needs
- Builds a culture of **equity**.



2. Benefits to individuals and society

- **For learners:** improved academic outcomes, self-esteem, and social skills
- **For schools:** stronger community ties, reduced dropout rates, and better children's satisfaction
- **For society:** Greater social cohesion among learners and teachers as well as the community around.

3. SWOT analysis

In groups, analyze your school's current inclusivity using the SWOT framework and respond to the following questions:

- a. What inclusive practices already exist?
- b. What barriers or gaps are present?
- c. What resources or partnerships could help?
- d. What challenges might hinder progress?

4. Brainstorming

The trainer will ask the following questions:

- What does a child-friendly classroom look like?
- How can peer collaboration be strengthened?
- What role do school policies play in inclusion?
- How can physical spaces be made more welcoming?

5. Group work

Discuss how you can make your school more inclusive and learning-friendly (include strategies for curriculum, environment, teacher support, and student engagement)



Reflection

Questions

- What surprised you during the SWOT analysis?
- What small change can you make when back in your school to promote inclusion?



CHAPTER 2: UNDERSTANDING AND ADDRESSING STIGMA ASSOCIATED WITH DISABILITY

Within this chapter, we will systematically examine a series of interconnected units, each designed to deepen understanding and enhance practical application of the core concepts. These units include:

Unit 1: Promoting a Positive, Inclusive Culture in Rwandan Mainstream Schools

Unit 2: Inclusive Disability Terminology



UNIT 1

PROMOTING A POSITIVE, INCLUSIVE CULTURE IN RWANDAN MAINSTREAM SCHOOLS



Duration: 3 hours

Target audience: Teachers



Learning objectives

By the end of this session, trainees will be able to:

1. Define a positive and inclusive school culture in mainstream schools.
2. Identify and apply practical strategies for inclusion (inclusive games, peer support, community engagement).
3. Develop action points to foster safe, respectful, and supportive environments for all learners, including children with disabilities.
4. Recognise the roles of teachers, school leaders, parents, and communities in sustaining inclusiveness.



Training approaches and methods: Mini-lecture,
Brainstorming, Group work.

Trainer's handout

1. Introduction (15 min)



Activity

Inclusion Circle

- Participants form a circle.
- Pass a soft ball; each person shares one word or phrase that represents *inclusion* or *respect*.



- The trainer affirms each contribution, highlighting how diversity enriches the group.

Training methods

- Participatory learning (group discussions, brainstorming, role plays)
- Storytelling and case studies from Rwandan schools
- Inclusive games and demonstrations
- Mini-lectures with interactive visuals (a teaching method where instructors deliver short, focused explanations (mini-lectures) that are enhanced with engaging visual elements like diagrams, graphics, or interactive tools to improve comprehension and participation)

Training resources:

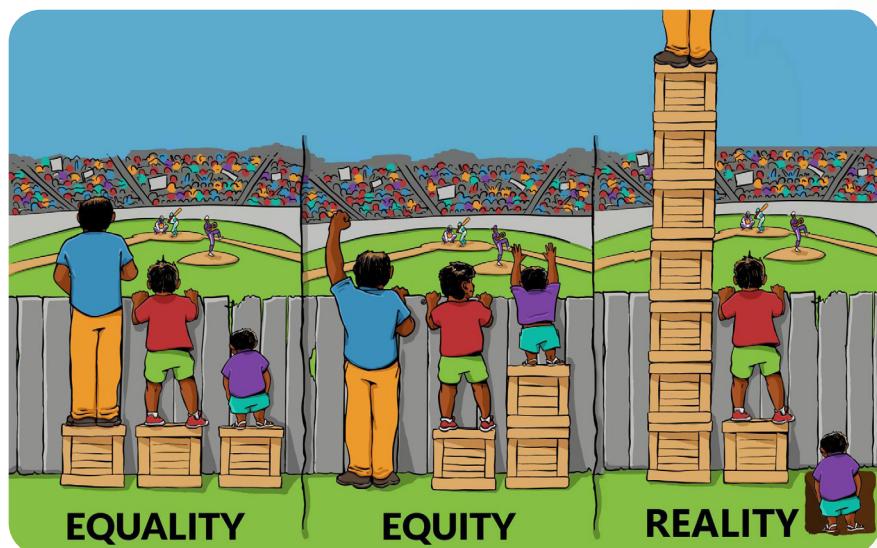
- Projector, flip charts, markers, handouts
- Adapted learning/play materials (Braille books, balls with bells, visual aids)

2. Understanding inclusive school culture (30 min)

Mini-lecture + Discussion

- Define school culture and what makes it positive and inclusive.
- Emphasise **equity versus equality**.

Tell trainees to interpret the picture below:





Link to Rwandan values: *ubumwe* (unity), *ubupfura* (integrity), *ubwitange* (selflessness).



Reflection

Think of a time when you felt truly included in a group. What made that possible?

Trainer's tip: Use local examples from Rwandan schools to make the concept relatable.

3. Practical approaches to inclusion (45 min)

Group work: Divide participants into small groups; assign each one approach to explore:

- Inclusive games
- Peer support systems
- Community engagement
- Extracurricular clubs
- Collaboration with specialists



Task:

- Discuss how this approach could be implemented in your schools.
- Identify possible challenges and solutions.

Report back: each group shares key points; the trainer summarises and links to inclusive education frameworks.

4. Action points for safe and supportive environments (30 min)

Brainstorming

On flip charts, participants list actions their school can take to:

- Prevent bullying and discrimination
- Promote positive discipline
- Ensure physical and emotional safety



- Increase accessibility

The trainer will guide participants to align ideas with Rwanda's Child Rights Policy, SDGs, and inclusive education principles.

5. Group work (20 min)

- Participants suggest specific responsibilities for each group.
- Discuss how collaboration between participants' roles strengthens inclusion.

6. Consolidation (25 min)



Task:

Each participant will write three concrete actions they will implement to promote inclusion in their school upon returning.



Reflection

Participants discuss on group presentation and individual actions.

Inclusion is not a one-time activity but a process. Inclusion opens chance to all learners. Let's promote a culture of inclusion in our schools.





UNIT 2

INCLUSIVE DISABILITY TERMINOLOGY



Duration: 2 hours

Audience: Teachers



Learning objectives

By the end of this session, participants will be able to:

1. **Define** inclusive disability terminology and explain its importance.
2. **Identify** outdated or inappropriate terms and suggest inclusive alternatives.
3. **Apply** inclusive language in both spoken and written communication.
4. **Demonstrate** understanding of the social model of disability in their use of language.



Training approaches and methods: PowerPoint Presentation & Brainstorming

Trainer's handout

1. What is Inclusive Disability Terminology?

Inclusive terminology refers to language that:

- **Respects the dignity and identity** of people with disabilities
- **Avoids stereotypes or dehumanization labels**
- **Reflects the social model of disability**, which sees barriers in society—not the person with impairment.



Why do we need to have a positive language?

- Language shapes attitudes and behaviors
- Inclusive language promotes **respect, empowerment, and equity**

Terminology	Inclusive Terminology
<ul style="list-style-type: none">• Handicapped• Crippled• Deaf and dumb• Mentally retarded• Wheelchair-user• Suffering from...	<ul style="list-style-type: none">• Person with a disability• Person with a mobility impairment or person with physical disability• Person with hearing impairment• Person with an intellectual disability• Person using a wheelchair• Person with...

Trainer's tip: Always use “person-first” language not the identity-first.

Individual assignment

Present trainees with sentence: *The student was a wheelchair user and could participate without appropriate accommodations.*

- What is wrong in the sentence above?
- How can it be rephrased using inclusive terminology?

Please relate the answer to the correct sentence: “*The student was using a wheelchair and was able to participate with the teacher's appropriate accommodation*”.

The social model of disability versus medical model

- **Medical model:** focuses on the impairment as the problem
- **Social model:** focuses on societal barriers (attitudes, environments, policies)
- Inclusive terminology aligns with the **social model**, emphasizing **access and inclusion**



Reflection

- How has your understanding of disability terminology changed today?
- What inclusive terms will you start using immediately?
- How can you support others in adopting a social model?

Words matter. Using inclusive and disability-sensitive terminology helps recognize every child's potential to participate fully in daily life. As educators, let us use language that removes barriers and enables children with disabilities to participate meaningfully in class.



CHAPTER 3: TEACHING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

Within this chapter, we will systematically examine a series of interconnected units, each designed to deepen understanding and enhance practical application of the core concepts. These units include:

- Unit 1:** Teaching learners with physical disabilities
- Unit 2:** Teaching learners with visual difficulties
- Unit 3:** Teaching learners with hearing difficulties
- Unit 4:** Teaching learners with deaf-blindness
- Unit 5:** Teaching learners with intellectual disabilities
- Unit 6:** Teaching learners with specific learning disabilities
- Unit 7:** Teaching learners with communication difficulties
- Unit 8:** Teaching Gifted, Genius and Talented Learners
- Unit 9:** Teaching learners with emotional and behavioural disorders
- Unit 10:** Teaching learners with autism and hyperactivity



UNIT 1

TEACHING LEARNERS WITH PHYSICAL DISABILITIES



Duration: 1 hours

Audience: Teachers



Learning objectives

By the end of this session, participants will be able to:

1. **Identify** learners with physical difficulties in classroom settings.
2. **Explain** common causes of physical disabilities.
3. **Apply** inclusive teaching strategies tailored to learners with physical disabilities.
4. **Demonstrate** positive attitudes and empathy toward learners with physical challenges.



Methods: Group discussions, Brainstorming, Guided Field Study

Educational resources: Use projector or write these on a flip chart

Trainer's handout

0. Introductory activity

- Trainer presents questions on:
 - Experiences of learners with physical disabilities and their special educational needs.
 - The causes of physical disabilities.
 - Educational needs of learners with physical difficulties, and



ways to address these in the school/class context.

- Invite one trainee to read loudly the questions on a projector' screen or written on a flip chart (copy these from the training manual) for all participants.
- Facilitate the group discussions.
- Invite groups to share their understanding about the topic.

1. What are physical disabilities?

Physical disabilities refer to conditions that limit a child's mobility, coordination, or physical functioning. These may be:

- **Congenital** (e.g., cerebral palsy, spina bifida)
- **Acquired** (e.g., injury, illness, polio)
- **Progressive** (e.g., muscular dystrophy)

2. Identifying learners with physical difficulties

Characteristics can include:

- Difficulty with movement or coordination
- Use of assistive devices (wheelchairs, braces)
- Fatigue or pain during physical activities
- Challenges with fine motor tasks (writing, cutting)

3. Inclusive teaching strategies

- **Flexible seating arrangements**
- **Accessible classroom layout**
- **Use of assistive technology**
- **Modified physical activities**
- **Peer support and cooperative learning**
- **Positive reinforcement and encouragement**

4. Attitude to have

Demonstrating positive attitudes includes:

- Using respectful language
- Avoiding assumptions or pity
- Encouraging independence



- Celebrating achievements
- Listening to the learner's voice

5. Brainstorming

- What barriers do children with physical impairments face in your school?
- How can you adapt your teaching to be more inclusive?

Content summary

Prepare the topics on separate sheets of paper, and provide each group with one sheet. If the number of groups is fewer than the topics to be discussed, assign two sheets with different topics to the group handling the least demanding topic.

Topics for group discussion

1. Definition of physical difficulties/disabilities
2. Causes and characteristics of physical disabilities
3. Cerebral palsy (Definition, characteristics, Types and Causes)
4. Muscular dystrophy (Definition and characteristics)
5. Spina bifida (Definition, causes and Types)
6. Methods of addressing educational needs of learners with physical disabilities



Reflection

- What did you learn from observing inclusive practices during the field study?
- What is one change you will implement starting tomorrow?

Teaching children with physical disabilities is not about doing more, but is about removing barriers. With thoughtful strategies and a positive mindset, every teacher can create a classroom where children with physical disabilities can learn better.



UNIT 2

TEACHING LEARNERS WITH VISUAL DIFFICULTIES



Duration: 2 hours

Target audience: Teachers



Learning objectives

By the end of this unit, trainees will be able to:

- Identify learners who have visual difficulties that may negatively affect learning.
- Explain the causes of visual difficulties.
- Apply suitable teaching methods, techniques, and strategies to support learners with visual difficulties.



Training approaches and methods: Group discussions, brainstorming, role play, case studies

Trainer's handout

1. Introduction (15 mins)

Method: Brainstorming session

Topic of discussion: “What challenges might learners with visual difficulties face in your classroom?”

2. Identifying learners with visual difficulties (25 mins)

Method: Role play



Activity

Trainees are asked to simulate classroom scenario:

Participants are told to put blindfolds on and walk around the room. Sighted participants observe the difficulties encountered. Participants will describe the challenges and identify possible ways of support.

Some signs (listed by trainees)

1. _____
2. _____
3. _____
4. _____
5. _____

Compare trainees' answers with the following signs: squinting, difficulty reading, frequent headaches, difficulty in participation, ...

3. Causes of visual difficulties (20 mins)

- **Method:** Mini-lecture + case study
- **Content:**
 - Congenital conditions (e.g., albinism, cataracts)
 - Acquired conditions (e.g., infections)
 - Environmental factors (e.g., poor lighting)
- **Activity**

Trainees are asked to explain at least three causes of visual difficulties

1. _____
2. _____
3. _____

4. Teaching strategies (45 mins)

- **Method:** Group work
- **Content:**



- Use of tactile materials, large print, audio resources
- Seating arrangements and classroom lighting
- Peer support and inclusive teaching practices



Activity

In groups, trainees are asked to design a tactile map of Rwanda, showing boundaries of the five provinces (Kigali City, North, West, East and South).



Reflection (15min)

- **Method:** Pair-tandem-share
- **Question:** What will you change in your teaching practice to better support learners with visual difficulties?

Visual difficulties can have a profound impact on a learner's ability to participate in classroom activities content. Recognizing these challenges early and understanding their underlying causes (whether medical, environmental, or developmental) is essential for effective intervention. By implementing inclusive teaching strategies such as providing tactile maps, audio support, and adaptive classroom layouts, learners with visual impairments can learn and effectively participate in classroom activities.



UNIT 3

TEACHING LEARNERS WITH HEARING DIFFICULTIES



Duration: 2 hours

Target audience: Teachers



Learning objectives

By the end of this unit, trainees will be able to:

1. Identify learners with hearing difficulties.
2. Explain the causes of hearing difficulties.
3. Apply suitable teaching methods, techniques, and strategies to address educational needs of learners with hearing difficulties.
4. Demonstrate positive attitudes towards learners with hearing difficulties.



Methods: Group work, brainstorming and case studies.

Trainer's handout

1. Introduction (15 mins)

Method: Brainstorming



Activity

The trainer asks trainees to mention challenges learners with hearing difficulties may face in their classroom.





List of challenges faced by learners with disabilities

1. _____
2. _____
3. _____
4. _____
5. _____

2. Identifying learners with hearing difficulties (25 mins)

Method: Group work

Content:

Some signs may include inattentiveness, frequent requests for repetition, speech delays, difficulty following instructions, ...

3. Causes of hearing difficulties (20 mins)

- **Method:** Case studies
- **Content:**
 - Congenital causes (e.g., genetic conditions, birth complications)
 - Acquired causes (e.g., infections, trauma, noise exposure)
 - Diseases (e.g., meningitis, measles)
- **Activity:** Review case studies and discuss possible causes and implications

4. Teaching strategies (40 mins)

- **Method:** Group work
- **Content:**
 - Use of visual aids, written instructions, sign language, lip reading and assistive technology
 - Classroom seating arrangements and minimizing background noise
 - Encouraging peer support and repetition of key points



Activity

- Trainees discuss other pedagogical tips that can be used to teach a learner with hearing difficulties.

Other teaching tips

1. _____
2. _____
3. _____
4. _____
5. _____

Compare the trainees' answers with the following tips:

- Use **sign language interpreters** or learn basic sign language if possible.
- Avoid distraction (face visible, good lighting, avoid covering your mouth, etc.).
- Provide **captioning** for videos and multimedia.
- Check for understanding frequently don't just assume they followed.
- Arrange **seating in a semi-circle or U-shape** so the learner can see everyone.
- Reduce background **noise** and provide **good lighting**.
- Position yourself where the student can see your face and lips clearly.
- Use **visual signals** (hand waves, light flash, gestures) to get attention.
- **Visual aids:** charts, pictures, diagrams, written notes, slides.
- **Bilingual approach:** support both sign language and written/ spoken language.
- **Hands-on activities:** encourage participation through practical demonstrations.
- **Peer support:** pair with classmates for group work and peer learning.



- Write **key points on the board** or share lecture notes beforehand.
- Speak **clearly and at a natural pace** (don't exaggerate lip movements).
- Break information into **smaller steps** for clarity.
- Use adaptive **technology** (speech-to-text apps, captioning tools, hearing assistive devices).
- Use of communication board
- Allow **alternative assessments in classroom** (signed responses, written, visual projects).
- Provide **additional time** to complete the tasks

5. Promoting positive attitudes (15 mins)

- **Method:** Group work
- **Content:**
 - Empathy, patience, and inclusive language
 - Avoiding stigma and fostering inclusion
- **Activity:** Discuss how teacher attitudes impact learner confidence and participation



Reflection (5min)

Question: What is one change you'll make in your classroom to support learners with hearing difficulties when back in your school?

Learners with hearing difficulties may not show obvious signs, but the above mentioned challenges can affect how they understand lessons and interact in class. Therefore, it is important for teachers to notice early signs and understand what might be causing the problem (be medical, environmental or disease related). By using inclusive teaching strategies like visual aids, clear written instructions, lip reading, Sign Language and supportive classroom routines, teachers can create a classroom environment where every student feels valued and able to learn.



UNIT 4

TEACHING LEARNERS WITH DEAF- BLINDNESS



Duration: 2 hours

Target audience: Teachers



Learning objectives

By the end of this session, trainees will be able to:

1. **Identify** learners with deaf-blindness.
2. **Explain** the causes of deaf-blindness.
3. **Apply** appropriate teaching methods, techniques, and strategies to meet the educational needs of learners with deaf-blindness.
4. **Demonstrate** positive attitudes and inclusive practices toward learners with deaf-blindness.



Training approaches and methods: Group work, brainstorming and case studies

Trainer's handout

0. Introduction (15 minutes)

Method: Brainstorming



Activity

Trainer asks trainees challenges that are faced by learners with Deaf-Blindness in their classroom





List of challenges faced by learners with Deaf-Blindness:

- a.
- b.
- c.

1. Identifying learners with Deaf-Blindness

Some characteristics will include:

- Limited or no response to auditory and visual stimuli
- Delayed communication or social interaction
- Reliance on touch
- Difficulty navigating environments independently

2. Causes of Deaf-Blindness

- **Congenital:** CHARGE syndrome, rubella during pregnancy, genetic conditions
- **Diseases:** Meningitis, head trauma, age-related degeneration

3. Teaching strategies

- Use **tactile communication** (e.g., hand-over-hand, tactile sign language)
- Incorporate **object cues (objects of reference), calendar systems, and touch signals**
- Ensure **consistent routines and predictable environments**
- Keep objects in the same place to reduce confusion.
- Remove barriers, mark important areas with tactile cues.
- Reduce unnecessary noise and visual clutter.
- Encourage active exploration with touch and movement.

4. Positive attitudes

- Value each learner's potential and individuality
- Promote peer interaction and social inclusion
- Avoid pity—focus on empowerment and capability
- Use respectful language and affirming behavior



Activity

Ask trainees to read this case study and answer the questions below:

A 10-year-old learner with deaf-blindness is struggling to participate in classroom activities. The teacher is unsure of how to communicate effectively.



Reflection

After reading the case study, tell trainees to respond to the following questions:

Question 1: What steps should the teacher take to support this learner?

Question 2: What strategies could make the classroom more inclusive?

Answers for question 1:

1. _____
2. _____
3. _____
4. _____
5. _____

Answers for question 2

1. _____
2. _____
3. _____
4. _____
5. _____

Compare the trainees' answers with the following:

Question 1: What steps should the teacher take to support this learner?

To effectively support a 10-year-old learner with deaf-blindness, the teacher should take the following steps:



- **Conduct a thorough assessment** (to determine his/her strengths and needs)
- **Establish a communication system**
- **Create a predictable routine**
- **Collaborate with a specialist or support staff .**
- **Engage the family** in planning and decision-making.
- **Provide training and support** to build the learner's self confidence and competence.

Question 2: What strategies could make the classroom more inclusive?

To foster an inclusive environment for learners with deaf-blindness, the teacher can implement the following strategies:

- **Use multi-sensory teaching methods:** incorporate touch, movement, and real-life objects to convey concepts.
- **Modify classroom layout** (eg., use tactile markers to help the learner circulate independently).
- **Promote peer interaction**
- **Adapt instructional materials**
- **Minimize sensory overload**



Reflection

Ask trainees the following question:

What changes will you make in your teaching practice to better meet the needs of learners who are deaf-blind when you return to school?



UNIT 5

TEACHING LEARNERS WITH INTELLECTUAL DISABILITIES



Duration: 3 hours

Target audience: Teachers



Learning objectives

By the end of this session, trainees will be able to:

1. **Identify** learners with intellectual disabilities.
2. **Discuss** the causes of intellectual disabilities.
3. **Apply** teaching strategies that accommodate the educational needs of learners with intellectual disabilities.



Training approaches and methods: Experiential learning and case studies

Trainer's handout

1. Identifying Learners with Intellectual Disabilities

Characteristics include the following:

- Difficulty with reasoning, problem-solving, and abstract thinking
- Delayed language development and communication skills
- Challenges with memory and attention span
- May require more time to learn and master new skills



2. Causes of Intellectual Disabilities

Main causes include the following:

- **Genetic:** Trisomy 21 commonly known as Down Syndrome
- **Prenatal:** Exposure to alcohol, drugs, infections during pregnancy, etc.
- **Perinatal:** Birth trauma, lack of oxygen, etc.
- **Postnatal:** Head injuries, infections, malnutrition, environmental factors.

3. Teaching strategies

To teach a learner with intellectual disability, the teacher can:

- Use **simple, clear instructions** and repeat when necessary
- Break tasks into **small, manageable steps**
- Incorporate **visual aids, hands-on activities, and real-life examples**
- Provide **positive reinforcement** and celebrate small successes
- Allow **extra time** for processing and responding (sensory inputs and outputs)
- Foster **peer support** and cooperative learning
- Adapt assessments to focus on progress and effort, not necessarily on academic grades.



Activity 1

Method: Experiential learning

Scenario:

Participants role-play as learners with intellectual disabilities completing a classroom task (e.g., following multi-step instructions with limited cues). Debrief to reflect on emotional and cognitive challenges, and discuss how teaching strategies can be adapted.



Activity 2

Method: Case study

A learner in Primary 3 struggles with basic math concepts and often forgets instructions. The teacher notices the learner has difficulty expressing ideas and avoids group activities. What signs show intellectual disability? What strategies could help this learner succeed?

Pedagogical tips

- Use real-life examples and success stories to inspire learners' confidence and pace
- Reinforce the importance of **Individual Education Plan (IEP)**
- Provide extra time for tasks and assessments.
- Use visual schedules and routine charts to support memory and independence.
- Allow alternative ways to express understanding, such as drawing, colours or using gestures.
- Use concrete examples: Teach math using real-life objects (e.g., counting fruits, measuring water) to make abstract concepts tangible.
- Break tasks into smaller steps: Scaffold learning by dividing activities into manageable parts with clear goals.



Reflection

Referring to the activity 2 above, the following can be suggested as practical solutions:

Question 1: What signs show intellectual disability?

The learner's behaviour may indicate signs of intellectual disability, especially when observed consistently over time:

- **Cognitive delays:** Difficulty grasping basic math concepts suggests challenges with reasoning, problem-solving, and abstract thinking.





- **Memory issues:** Frequently forgetting instructions may point to short-term memory limitations or difficulty processing information.
- **Language and communication challenges:** Struggling to express ideas could reflect delays in language development or limited vocabulary.
- **Social withdrawal:** Avoiding group activities may indicate low self-confidence, difficulty understanding social cues, or challenges with peer interaction.
- **Slow learning pace:** The learner may require more time and repetition to acquire and retain new skills.

These signs should be considered alongside professional assessments and observations from multiple contexts (home, play, other subjects).

Question 2: What strategies could help this learner succeed?

To support this learner effectively, the teacher **can implement inclusive and individualized strategies** such as: (i) adapt instructional strategies to the learning pace, (ii) multi-sensory learning and (iii) celebration of small successes (positive reinforcement and rewards).



UNIT 6

TEACHING LEARNERS WITH SPECIFIC LEARNING DISABILITIES



Duration: 2 hours

Target audience: Teachers



Learning objectives

By the end of this session, trainees will be able to:

1. **Identify** learners with specific learning disabilities.
2. **Apply** suitable teaching methods, techniques, and strategies to meet learners with learning disabilities
3. **Demonstrate** positive attitudes and inclusive practices toward learners with specific learning disabilities.



Training approaches and methods: Group Discussions and Case studies

Trainer's handout

1. Categories of Learners with Specific Learning Disabilities

Main categories are:

- **Dyslexia:** Difficulty with reading, spelling, and decoding words
- **Dyscalculia:** Struggles with math concepts, number sense, and calculations
- **Dysgraphia:** Poor handwriting, spelling, and written expression
- **Dyspraxia:** is a neurodevelopmental condition that affects a person's ability to plan and execute coordinated physical movements.





2. Teaching tips

To teach learners with specific learning disabilities, the teacher can:

- Use **multi-sensory instruction** (visual, auditory, kinesthetic)
- Break tasks into **smaller, manageable steps**
- Provide **clear, concise instructions** and repeat when needed
- Use **graphic organizers, checklists, and visual schedules**
- Allow **extra time** for tasks and assessments
- Incorporate **assistive technology** (e.g., text-to-speech tools, audiobooks)
- Offer **frequent feedback** and celebrate small achievements

a. Dyslexia (Reading & Spelling Difficulties)

Specific Method: Orton-Gillingham Approach (multi-sensory structured literacy).

- Combines visual, auditory, and kinesthetic channels to teach phonics.
- Uses repetition and explicit teaching of letter-sound relationships.

b. Dyscalculia (Math Difficulties)

Specific Method: Concrete-Representational-Abstract (CRA) Approach.

- Start with physical objects (counters, blocks), then move to visual representations (drawings, number lines), and finally to abstract symbols (numbers, equations).
- Builds number sense step by step.

c. Dysgraphia (Writing Difficulties)

Specific Method: Handwriting Without Tears Program (or similar multi-sensory writing method).

- Uses tactile tools (e.g., tracing letters in sand, forming with clay) before pencil writing.
- Breaks down writing tasks into small, scaffolded steps.



d. Dyspraxia (Motor Coordination Difficulties)

Specific Method: Task Analysis with Motor Skills Training.

- Break complex motor tasks (e.g., tying shoes, using scissors, writing) into **smaller sequential steps**.
- Use modeling, guided practice, and repetition.
- Incorporate occupational therapy exercises into learning routines.

3. Teacher's attitude

The teacher's attitude is marked by the following:

- Focus on **strengths**, not just challenges
- Promote a **growth mindset** and encourage effort
- Foster **peer support** and cooperative learning
- Create a **safe, supportive environment** where mistakes are part of learning
- Engage families in collaborative planning



Activity

Case study: Put trainees into groups to discuss the following scenario and answer questions:

A learner in Primary 4 consistently struggles with reading aloud and spelling. Despite effort, the learner avoids reading tasks and shows signs of frustration. Which specific learning disability are we talking about in this scenario? What teaching strategies could help this learner succeed?



Reflection

A teacher having learners with specific learning disabilities in classroom, is advised to:

- Encourage open sharing and group discussions
- Use real-life examples to make concepts relatable
- Do an **early identification** and promote **individualized support**





UNIT 7

TEACHING LEARNERS WITH COMMUNICATION DIFFICULTIES



Duration: 4 hours

Target audience: Teachers



Learning objectives

By the end of this session, participants will be able to:

1. **Identify** learners with specific communication difficulties.
2. **Explain** the causes of communication difficulties.
3. **Apply** appropriate teaching strategies to meet the learning needs of learners with communication difficulties.
4. **Demonstrate** positive attitudes and inclusive practices toward learners with communication difficulties.



Training approaches and methods: Group Discussions, Brainstorming and Case Study

Trainer's handout

1. **Identifying Learners with Communication Difficulties**
 - Limited vocabulary or delayed speech development
 - Difficulty understanding or following instructions
 - Challenges with expressing thoughts clearly
 - Avoidance of speaking or participating in group activities
 - Frustration or behavioral issues linked to communication barriers





2. Causes of communication difficulties

- **Developmental disorders:** Autism Spectrum Disorder, speech delay, language impairment
- **Neurological conditions:** Cerebral palsy, brain injury
- **Hearing loss or auditory processing disorders**
- **Environmental factors:** Limited language exposure, trauma, neglect
- **Physical impairments:** Cleft palate, oral-motor dysfunction

3. Teaching strategies

- Use **visual supports** (pictures, symbols, gestures) to reinforce spoken language
- Incorporate **sign language or augmentative and alternative communication (AAC)** tools such as **Gestures** (e.g., pointing, waving), **Sign language**, **Facial expressions**, Picture boards or communication books, Alphabet boards, Speech-generating devices (SGDs), Text-to-speech software, etc.
- Provide **structured routines** and **clear, simple instructions**
- Use **peer modeling** and **social stories** to build interaction skills
- Allow **extra time** for responses and reduce pressure to speak
- Offer **positive reinforcement** and celebrate communication attempts

4. Teacher's attitude

- Be patient and attentive to non-verbal cues
- Avoid interrupting or correcting harshly—focus on encouragement
- Promote peer understanding and acceptance
- Create a classroom culture that values all forms of communication
- Collaborate with speech therapists and families for consistent support



Activity

Method: Case Study

A learner in Primary 2 rarely speaks in class and often points or gestures instead of using words. The teacher notices the learner becomes frustrated when misunderstood and avoids group activities.

What signs suggest a communication difficulty?

What strategies could help this learner engage more confidently in learning?



Reflection

- Encourage open sharing and empathy
- Use real-life examples to make concepts relatable
- Reinforce the importance of **early intervention** and **individualized support**



UNIT 8

TEACHING LEARNERS WHO ARE GIFTED, GENIUS AND TALENTED



Duration: 2 hours

Target audience: Teachers



Learning objectives

By the end of this session, trainees will be able to:

1. **Identify** characteristics of gifted, genius, and talented learners.
2. **Apply** appropriate teaching and learning strategies to meet unique needs of gifted, genius and talented learners.
3. **Demonstrate** positive attitudes and inclusive practices toward these learners.



Training approaches and methods: Group Discussions, Brainstorming and Case Study

Trainer's handout

1. Definitions

The three terms are slightly different, as follows:

- **Gifted:** Learners with above-average intellectual abilities or potential.
- **Genius:** Individuals with exceptional, inborn intellectual capacity.
- **Talented:** Learners who show specific performance in a given domain (e.g., music, math, sports).



2. Characteristics

- Rapid learning and advanced vocabulary
- High curiosity and deep questioning
- Intense focus on interests
- Emotional sensitivity and perfectionism
- Preference for complexity and challenge

3. Teaching strategies

As the three categories seem to be different from the rest of the group, teachers need to apply individualized approaches, as follows:

- Adapt content to spark interest or cater to individual interests.
- Offer advanced tasks that go beyond the traditional curriculum.
- Enable independent learning and exploration.
- Connect learners with other experts to stimulate them.

a) Teaching learners who are genius

- Encourage independent study, self-directed projects, and original research.
- Provide expert mentorship and use problem-based learning as well as project-based learning.
- Foster critical thinking through Socratic dialogue (a series of oral and written questions to students).
- Focus on depth of learning, not just speed.

b) Teaching learners who are gifted

- Apply differentiation, enrichment, and flexible grouping.
- Use methods like curriculum compacting, inquiry-based learning, creative problem-solving, and higher-order thinking (Bloom's taxonomy).

c) Teaching learners who are talented

- Refine natural abilities through specialized instruction.
- Offer real-world practice opportunities (competitions, performances, exhibitions)



Activity 1

Method: Brainstorming (20 mins)

Question: What challenges do gifted learners face in regular classrooms?

- Trainees list ideas in small groups
- Share and categorize responses



Activity 2

Method: Group discussion (30 mins)

Topic: How can teachers motivate gifted learners in a lesson?



Activity 3

Method: Case Study (40 mins)

Scenario: A gifted learner is bored and disengaged in class.

Discuss:

- What strategies can support this learner?
- How can teachers maintain balance in an inclusive class without neglecting the average and slower learners?



Reflection (20min)

Gifted, genius and talented learners are categories that require special attention. Their performance is high even when they are not making an effort. Effective teaching for gifted, genius and talented learners requires effective educational planning, differentiated methodologies and active engagement in order to meet their advanced learning needs. Furthermore, it is essential to foster a positive and inclusive attitude towards these learners in order to promote equitable access to enriching educational opportunities. Otherwise, they are considered disruptive in the learning environment because they are not interested in a slower pace of learning.



UNIT 9

TEACHING LEARNERS WITH EMOTIONAL AND BEHAVIOURAL DISORDERS



Duration: 2 hours

Target audience: Teachers



Learning objectives

By the end of this session, trainees will be able to:

1. **Identify** key characteristics and indicators of emotional and behavioural disorders (EBD).
2. **Explain** common causes and contributing factors of EBD.
3. **Apply** appropriate teaching methods, techniques, and strategies to support learners with EBD.
4. **Demonstrate** positive attitudes toward learners with EBD.



Training approaches and methods: Group Discussions, Brainstorming and Role play

Trainer's handout

1. What are Emotional and Behavioural Disorders (EBD)?

EBD refers to a range of conditions that affect a learner's emotional and social behaviour, often impacting academic performance and classroom interactions.

2. Common types of EBD

The most common types of EBD are:

- **Conduct disorder:** Aggressive or disruptive behavior



- **Oppositional Defiant Disorder (ODD):** Defiance, hostility toward authority
- **Anxiety:** Excessive fear, worry, avoidance
- **Depression:** Persistent sadness, withdrawal
- **Attention Deficit and Hyperactivity Disorder (ADHD):** Inattention, impulsivity, hyperactivity

3. Causes of EBD

The most common causes of EBD are:

- Genetics
- Trauma, abuse, neglect, poverty
- Peer rejection, bullying, lack of family support
- lack of accommodation in class.

Teaching strategies for Learners with EBD

To manage a class where learners with EBD are, the teacher can:

- Provide predictable schedules and consistent expectations.
- Reward desired behaviours to encourage repetition.
- Develop IEPs with specific goals.
- Teach communication and social interaction skills.
- Adapt tasks and pacing to reduce frustration and anxiety.
- Use effective techniques to manage emotional stress and trauma.



Activity 1

Method: Brainstorming (20 mins)

Question: What behaviours that can show that a learner is having emotional or behavioral disorder?

Trainees list signs

1. _____
2. _____
3. _____
4. _____
5. _____



Activity 2

Method: Role play (40 mins)

Scenario 1: A learner refuses to follow instructions and disrupts the class.

Ask trainees to discuss alternative approaches the teacher can use to handle the situation.



Reflection (20min)

Emotional and behavioural disorders (EBD) represent often misinterpreted spectrum of challenges that significantly impact learners' academic engagement, social interactions, and emotions. To effectively support these learners, teachers must be positive and implement differentiated approaches that respond to individual needs while promoting stability and trust.





UNIT 10

TEACHING LEARNERS WITH AUTISM AND HYPERACTIVITY



Duration: 3 hours

Target audience: Teachers



Learning objectives

By the end of this session, trainees will be able to:

1. **Define** autism and hyperactivity in educational lens.
2. **Explain** the biological, environmental, and social causes of autism and hyperactivity.
3. **Identify** observable characteristics and behaviors of learners with autism and hyperactivity.
4. **Describe** the impact of these conditions on learners' development and academic performance.
5. **Apply** effective teaching strategies tailored to the needs of these learners.
6. **Demonstrate** inclusive attitudes towards learners with autism and hyperactivity.



Training approaches and methods: Group Discussions, Brainstorming and Case Study

Trainer's handout

1. Definitions

- **Autism:** a neurodevelopmental condition characterized by challenges in social interaction, communication, and repetitive behaviors.



- **Hyperactivity:** is often associated with ADHD, marked by excessive movement, impulsivity, and difficulty maintaining attention.

2. Causes

- **Autism:** Genetic factors, prenatal conditions, neurological differences
- **Hyperactivity:** Brain related, heredity, environmental factors.

3. Identification of signs

- Autism: limited eye contact, repetitive behaviors, difficulty with social cues.
- Hyperactivity: restlessness, impulsive speech/actions, short attention span.

4. Impact on learning and development

These are possible impacts:

- Difficulty with transitions and changes in routine
- Challenges in peer relationships and group work
- Sensory sensitivities affecting classroom engagement
- Need for structured, predictable environments
- Potential for high creativity and focus in areas of interest

5. Teaching strategies

To manage autism and hyperactivity, the teacher can:

- Use images and charts to outline daily routines and expectations.
- Break assignments into manageable steps to reduce overwhelm.
- Integrate short physical activities to help re-energize and focus.
- Reinforce desired behaviours with praise and rewards.
- Tailor content and pacing to learner needs and strengths.
- Provide calming items and activities.



6. Activities



Activity 1

Method: Brainstorming (30 mins)

Question: What challenges do learners with autism and hyperactivity face in your classrooms?

Trainer lists answers

1. _____
2. _____
3. _____
4. _____
5. _____



Activity 2

Method: Group discussion (30 mins)

Topic: How can teachers create inclusive environments for learners with autism and hyperactivity?

- Explore attitudes, language, and classroom culture
- Discuss barriers and solutions



Activity 3

Method: Role play (45 mins)

Scenario 1: A learner with autism becomes distressed during a noisy group activity.

Scenario 2: A hyperactive learner interrupts lessons and struggles to stay seated.



Assignment

Practice how the teacher can address the situation. Please reflect on practical strategies.



Reflection

Autism and hyperactivity present distinct neurodevelopmental disorders that necessitate a separate pedagogical understanding and instructional approach. Teachers must implement structured and adapted strategies that accommodate individual learning patterns to optimize learning outcomes. Therefore, it is necessary for the teacher to adopt a positive attitude and introduce inclusive practices within the learning environment for learners with autism and hyperactivity to learn and complete their schooling. This requires adopting approaches that respond to individual needs while promoting stability and trust



CHAPTER 4: ACCESSIBLE TEACHING AND LEARNING MATERIALS

Within this chapter, we will systematically examine a series of interconnected units, each designed to deepen understanding and enhance practical application of the core concepts. These units include:

Unit1 & 2: Developing accessible teaching and learning materials

Unit3: Assistive Technology



UNIT 1&2

DEVELOPING ACCESSIBLE TEACHING AND LEARNING MATERIALS



Duration: 2 hours

Target audience: Teachers



Learning objectives

By the end of this session, trainees will be able to:

1. **Identify** the diverse educational resources in inclusive classrooms.
2. **Differentiate** locally made teaching and learning materials suited to various learner categories.



Training approaches and methods: Group Work, Interactive Approach, Q&A and Manipulation

Trainer's handout

1. Importance of teaching and learning materials in promoting inclusive education

Accessible learning materials are fundamental to promoting inclusive education for all, regardless of ability, background, or learning style, to engage meaningfully with the curriculum. These materials, which may include tactile resources, visual aids, simplified texts, or locally adapted tools, help remove barriers to participation and foster equitable learning experiences. By accommodating diverse needs, accessible resources empower learners to interact, express, and demonstrate understanding in ways that align with their strengths. Moreover, they reinforce the principle



that every learner deserves respect, opportunity, and support within the classroom, thereby cultivating a more inclusive, responsive, and socially just educational environment.

2. Identifying learners' needs and decide which tools are applicable:

Category	Common Needs
Learners with disabilities	Adapted materials, assistive devices, visual/tactile aids
Learners who are gifted	Enrichment resources, independent projects
Learners with language difficulties	Bilingual materials, visual supports
Learners with low literacy	Simplified texts, audio support, manipulatives
Socioeconomically disadvantaged	Locally sourced materials, community engagement
Realia (real life objects)	Everyday objects used for concept demonstration

3. Activities



Activity 1

Method: Group work (30 mins)

Task: Identify learner categories in your context and list their specific educational needs.

- Share findings with the whole group
- Discuss commonalities and differences



Activity 2

Method: Interactive demonstration (30 mins)

Task: Manipulate locally made materials to simulate inclusive teaching scenarios.



- Rotate through stations (math, literacy, science)
- Reflect on accessibility and adaptability



Activity 3

Assignment: Group work (20 mins)

Task 1: Create a visual map using locally available materials and their potential classroom uses.

Task 2: Consider the educational needs of the children you have assessed, design a TLM of your choice and make it accessible.

- Present group maps
- Discuss sustainability and innovation



Reflection

Inclusive education succeeds when teachers create TLMs using available resources. Locally made materials not only reduce cost but also reflect learners' cultural and environmental contexts, making learning more relevant and accessible. By identifying learners' needs and matching them with appropriate resources, teachers can foster equity and engagement in every classroom.



UNIT 3

ASSISTIVE TECHNOLOGY



Duration: 3 hours

Target audience: Teachers



Learning objectives

By the end of this session, trainees will be able to:

1. Explain the use of assistive technologies
2. Differentiate assistive technologies used by learners with special educational needs
3. Differentiate between assistive technologies and teaching & learning materials.



Training approaches and methods: Group Work, Interactive Approach, Q&A and Manipulation

Teaching resources : Power point projection , flipchart paper, markers, pictures, video of using some assistive technologies.

Categories of special educational needs and examples of assistive technologies

Category	Assistive technology	Application
Hearing difficulties	Video Relay Services (VRS)	Communication
Visual difficulties	Braillino	Note taking devices



Learning disabilities (dyslexia)	Text-to-Speech (TTS) Software	Converts written text into spoken words.
Intellectual disabilities	Music and dancing tool	Therapies through singing and dancing to develop a range of delayed.

For more details, please refer to the training manual, chapter 4 (unit 3: assistive technology).



Reflection

Think of a learner in your classroom who has difficulty to read printed text, write clearly or move around easily. What kind of assistive technology you suggest to help him/her participate in learning? How does an assistive technology differ from regular teaching and learning material?



CHAPTER 5: IMPLEMENTING INCLUSIVE EDUCATION PEDAGOGY

Within this chapter, we will systematically examine a series of interconnected units, each designed to deepen understanding and enhance practical application of the core concepts. These units include:

Unit 1,2 & 3: Planning, Delivering, and Assessing an Inclusive Lesson

Unit 4: Special educational assessment and development of IEP

Unit 5: Application of the Universal Design for Learning (UDL) Approach



UNIT 1, 2 & 3

PLANNING, DELIVERING, AND ASSESSING AN INCLUSIVE LESSON



Duration: 3 hours

Target audience: Teachers



Learning objectives

By the end of this session, trainees will be able to:

1. **Plan** inclusive lessons using REB's structured format.
2. **Deliver** instruction that accommodates diverse learner needs.
3. **Assess** learners equitably using inclusive strategies and tools.



Training approaches and methods: Practical application based on REB Lesson Structure

Trainer's handout

1. REB Lesson structure overview

REB's lesson plan format emphasizes a competence-based approach and includes the following components:

Component	Description
Unit & Lesson Title	Clearly stated, aligned with curriculum outcomes
Key competence	The targeted skill, knowledge, or attitude learners should develop
Learning objectives	Specific, measurable goals for the lesson



Teaching & Learning Materials	Inclusive, locally available, and adapted to learner needs
Introduction	Engaging activity that activates prior knowledge
Development of the lesson	Core activities using active learning and differentiation
Consolidation	Summary and reinforcement of key concepts
Assessment	Formative or summative methods to evaluate learning
Teacher Self-Evaluation	Reflection on lesson effectiveness and inclusivity

Practical activities



Activity 1

Planning an Inclusive Lesson (60 mins)

Task: In small groups, trainees select a topic and complete a REB-style lesson plan template with inclusive adaptations.

- Identify diverse learner needs (e.g., disability, language, giftedness)
- Choose inclusive materials (e.g., tactile tools, visuals, multilingual support)
- Design differentiated activities and assessments

Deliverable: Each group presents their inclusive lesson plan.



Activity 2

Delivering the lesson (60 mins)

Task: Role-play delivery of the planned lesson.

- Use inclusive teaching strategies:
 - Visual aids, gestures, simplified language



- Peer support and group work
- Flexible teaching/ pacing
- Observe and provide feedback on:
 - Learner engagement (UDL)
 - Accessibility of content
 - Classroom interaction and tone

Output: Peer feedback and trainer observations.



Activity 3

Assessing Inclusively (45 mins)

Task: Design assessment tools that accommodate learner variability.

- Use portfolios, oral responses, and observation checklists
- Ensure assessments are fair, flexible, and aligned with objectives
- Discuss how to modify assessments for learners with specific needs

Output: Share sample assessment tools and justify their inclusivity.



Reflection (15min)

- Inclusive lesson planning requires intentional design and flexibility (reference made to prior child's assessment results).
- Delivery must be responsive to learner diversity and promote participation.
- Assessment should be equitable, varied, and aligned with learner strengths.
- The REB lesson structure supports inclusive education when applied in line with the competence-based curriculum.





UNIT 4

SPECIAL EDUCATIONAL ASSESSMENT AND DEVELOPMENT OF IEP



Duration: 3 hours

Method: Practical Application



Learning objectives

By the end of this session, trainees will be able to:

1. **Define** the purpose and components of an Individual Education Plan (IEP).
2. **Identify** learners who require IEPs based on assessment data.
3. **Develop** SMART goals and targeted interventions within an IEP framework.
4. **Implement** and monitor IEPs effectively in inclusive classroom settings.



Training approaches and methods: Practical application based on REB IEP structure

Trainer's handout

4.1 Understanding special educational assessment

Special educational assessment is a process that helps teachers identify the strengths and needs of learners with disabilities and special educational needs. It involves understanding the child as a whole in order to determine the educational support best suited to his/her needs.



4.1.1 Purpose

The main objective of special educational assessment is to determine the nature and extent of a learner's needs in order to design appropriate and effective interventions.

4.1.2 How to conduct assessment?

Assessment is a **collaborative task**. It involves a **multidisciplinary team** that brings together expertise from various fields:

Professionals Involved	Role in Assessment
1. Doctors	Medical evaluations and diagnosis
2. Clinical Psychologists	Cognitive and emotional assessments
3. Physiotherapists	Motor and physical function evaluations
4. Occupational Therapists	Daily living and functional skills assessment
5. Speech Therapists	Language and communication evaluations
6. Audiologists	Hearing assessment
7. Ophthalmologists	Vision assessment
8. Special Needs Coordinators	Coordination of services and support
9. Teachers	Classroom observations and academic profiling

4.1.3 Key actions:

- 1. Referral:** Decided by the Multidisciplinary team members based on observed challenges.
- 2. Data collection:** Includes interviews, observations, standardized tests, and medical reports.
- 3. Team review:** Professionals analyze findings collaboratively.
- 4. Feedback:** Results are shared with educators and families.



4.1.4 Using assessment results

Once the assessment is completed, the results must be translated into concrete strategies. The assessment serves as the basis for developing IEPs and making informed decisions about classroom accommodations and support services.

4.2 Development of IEP

4.2.1 What is an IEP?

An Individual Education Plan is a formal, personalized document designed to meet the unique learning needs of a learner with special educational needs (SEN). It outlines specific goals, strategies, accommodations, and progress monitoring tools.

4.2.2 Core components of an IEP

- Learner profile and background
- Assessment summary and identified needs
- SMART learning goals (Specific, Measurable, Achievable, Realistic, Time-bound)
- Teaching strategies and support services
- Roles of stakeholders (teacher, parent, learner, support staff)
- Monitoring and evaluation schedule

4.2.3 Practical activities



Activity 1

Understanding IEPs (45 mins)

Task: Review sample IEPs and identify key components.

- Discuss the purpose of each section
- Highlight inclusive practices embedded in the plan



Activity 2

Developing an IEP (75 mins)

Task: In pairs or small groups, trainees develop an IEP for a fictional learner based on a provided case study.

- Use REB guidelines and templates
- Define learner needs based on assessment data
- Write SMART goals and select appropriate strategies
- Assign roles and outline monitoring tools

Deliverable: Each group will present and critique its IEP draft.



Activity 3

Implementing and Monitoring (45 mins)

Task: Role-play classroom scenarios where the IEP is applied.

Topic: Simulate a multidisciplinary team seating in a meeting to assess progress and evaluate IEP.

Purpose: Discuss challenges and solutions in IEP implementation.



Reflection (15min)

- IEP is an essential tool for personalized, inclusive teaching.
- Effective IEPs require collaboration, clear goals, and ongoing monitoring.
- Practical implementation of IEP ensures learners with SEN receive meaningful support and opportunities to learn.



UNIT 5

APPLICATION OF THE UNIVERSAL DESIGN FOR LEARNING (UDL) APPROACH



Duration: 2 hours



Learning objectives

By the end of this session, trainees will be able to:

- **Explore** the three core principles of UDL.
- **Apply** practical UDL strategies in lesson planning, instructional delivery, and assessment design.



Training approaches and methods: Videos, Readings, Group Discussions and Case study

Trainer's handout

1. Core principles of UDL

Multiple Means of Engagement	Stimulate interest and motivation for learning through varied approaches.
Multiple Means of Representation	Present content in diverse formats to accommodate different learning styles.
Multiple Means of Action & Expression	Allow learners to demonstrate understanding in multiple ways.

2. Practical UDL strategies

a) Lesson planning

- Use flexible materials (e.g., videos, tactile tools)
- Incorporate choice in tasks and topics
- Build in scaffolding and support for diverse learners



b) Instructional Delivery

- Vary instructional formats: visual, auditory, kinesthetic
- Use real-world examples and culturally relevant content
- Encourage collaboration and peer learning

c) Assessment

- Offer alternatives to traditional tests (e.g., portfolios, presentations)
- Use rubrics that value creativity and process
- Allow extended time or flexible pacing

3. Activities



Activity 1

Method: Group discussion (30 mins)

Question: How can UDL principles allow to deliver an inclusive lesson?

- Share personal experiences
- Identify barriers and brainstorm solutions



Activity 2

Method: Case study (40 mins)

Scenario: A heterogenous classroom with learners showing varied engagement and comprehension levels.

- Apply UDL principles to rethink a lesson
- Present group solutions



Reflection (30min)

Universal Design for Learning empowers teachers to proactively design inclusive, flexible learning environments that promote diversity in classroom. By integrating UDL principles into planning, delivery, and assessment, teachers can reduce barriers and foster meaningful participation for all students.



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TRAINER'S GUIDE

