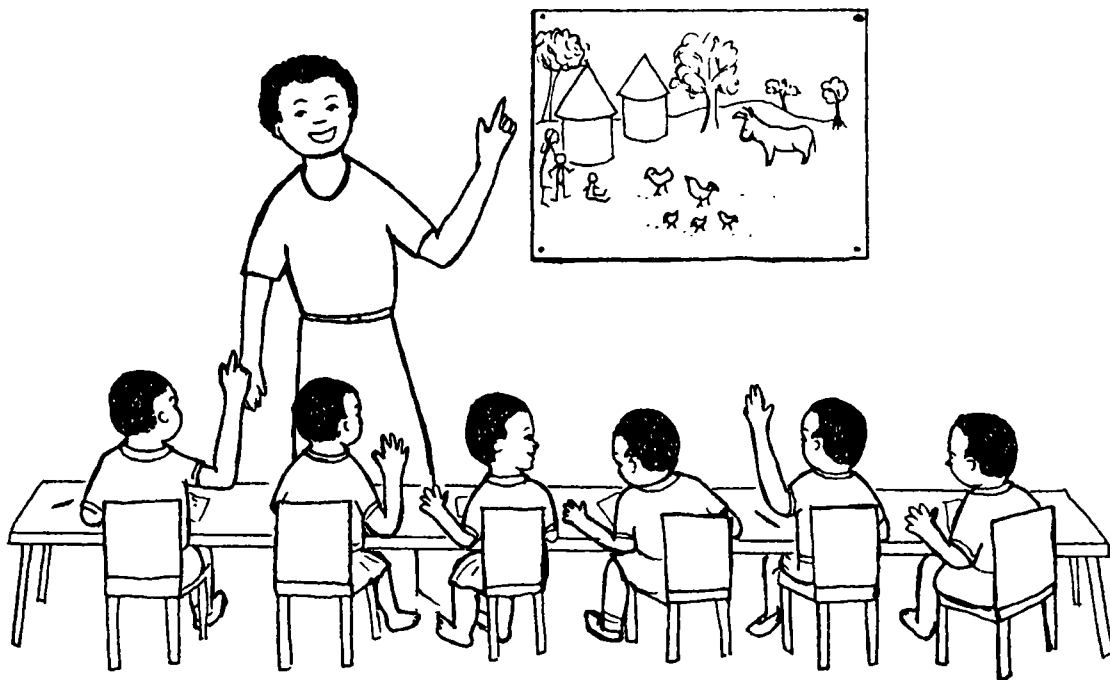


LINKING WITH EDUCATION



**A handbook for people working with children
with communication difficulties**



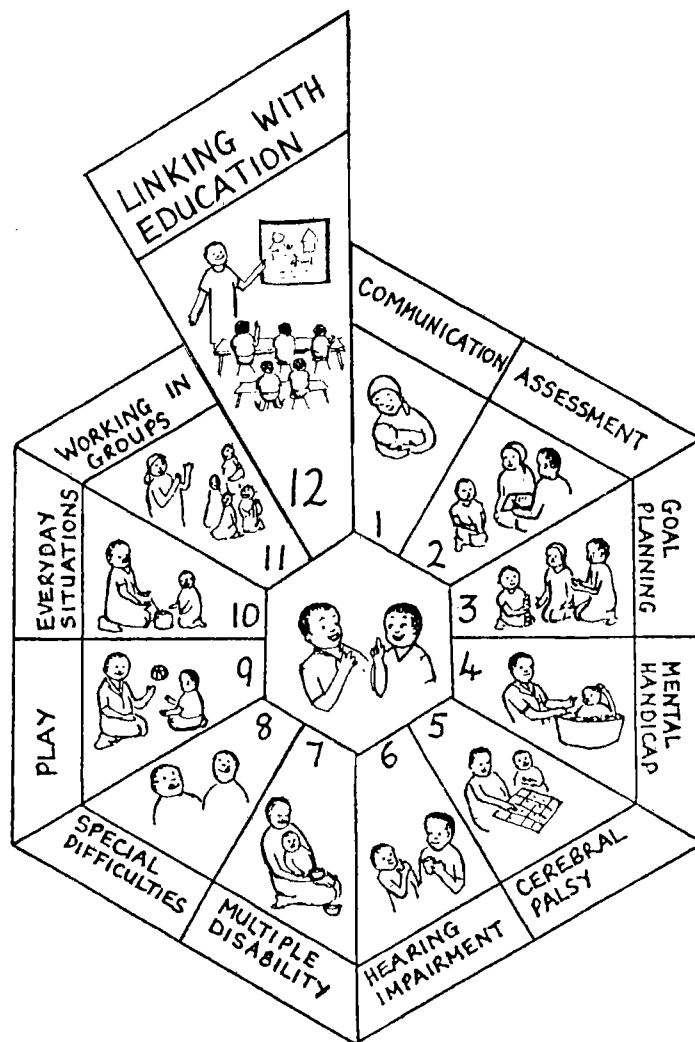
United Nations Children's Fund
New York



Rehabilitation Unit
World Health Organization
Geneva



Rehabilitation Unit
Ministry of Health, Zimbabwe



In the last section we looked at working in groups.





In this section we will look at the links that rehabilitation workers need to establish with their colleagues in education.

By the end of this section you should be able to

- recognise the importance of working alongside colleagues in education
- refer children appropriately for schooling
- give advice to parents on preparing their child for pre-school or school
- give advice to teachers on helping a disabled child in their class.

LINKING WITH EDUCATION



<p>What do you mean by "linking with education?"</p> 	<p>Well, so far in this handbook we have been talking mainly about rehabilitation workers helping children with communication difficulties. This is particularly appropriate when we are thinking of children who are at a pre-school level. But if a child progresses beyond this level we need to think about arranging schooling for him. To do this, we need to have established good working relationships with our colleagues in education. This is what we mean when we say "linking with education!"</p>
<p>Why do we need to link with education?</p> 	<p>If we want the children we have been involved with to attend pre-school or school then we need to work closely with education workers to achieve this.</p>
<p>Who would we work with in education?</p> 	<p>This might vary from place to place, but generally it is important for you to make contact with an educational psychologist in your region. In addition, you will need to get to know the pre-schools in your area, as well as the education officers and remedial tutors who serve those schools. You might find out for yourself that there are other important people in education that you need to work closely with!</p>
<p>How can we develop links with education?</p> 	<p>This whole section is about that very thing! Read on to find out more about how you can help to prepare a child for his education...</p>



Should I be trying to get every disabled child I come across into a pre-school or a school?



Now that's a good question! Trying to arrange a place at a pre-school or school is a natural progression of our work with a disabled child. In theory, every disabled

child can benefit from some sort of education. But in Zimbabwe, where resources are limited, this is just not practical. For this reason, you need to think carefully about which, of all the children you see, could possibly benefit most from an education. This is where you need to work closely with your colleagues in education!

What are our aims in working with colleagues in education?

We aim :

- to heighten awareness of the general needs of disabled children
- to share information about our work and our role in working with disabled children
- to gain a better understanding of the work and roles of colleagues in education
- to work together to arrange placement in a pre-school or school that will provide an education appropriate to the child's needs
- to work with teachers to share ideas on how the disabled child can best be helped in the classroom
- to provide some support and practical help to the teachers who have a disabled child in their class.

Did you know...??



In Zimbabwe there are several possibilities for providing an education for disabled children.

- There are **local pre-schools and schools** in which the disabled child is placed in a class with able-bodied children.
- There are **resource rooms** in which a group of disabled children are placed together in a class with a specially trained teacher. Their class shares the same site as a local primary or secondary school.
- There are **special schools** in which large numbers of children with the same disability are placed together. These institutions specialize in providing an education only for disabled children.
- You need to find out who makes the decision about which type of education is most appropriate for a particular child in your area. **Always work through them and ask their advice before you make any decision!**



...about disabled children going to **PRE-SCHOOL**



- In Zimbabwe there are no government owned pre-schools specifically for disabled children.
- when a disabled child attends pre-school she will be expected to join in with the daily routine of the class just as all the other children do.
- A pre-school is not usually given any extra staff to help them manage a disabled child.
- There are pre-schools throughout Zimbabwe, both in urban and rural areas.
- Every pre-school is different in terms of who runs them, the fees they charge, the facilities they offer, their willingness and/or ability to accept disabled children.
- Some pre-schools have trained teachers; some pre-schools have untrained teachers.
- It is important to try to establish good relations with the pre-schools in your area and to find out if they are willing and/or able to accept disabled children.

Find out what pre-school facilities are available in your country!

What are the aims of sending a disabled child to pre-school?

By sending a child to pre-school we aim:

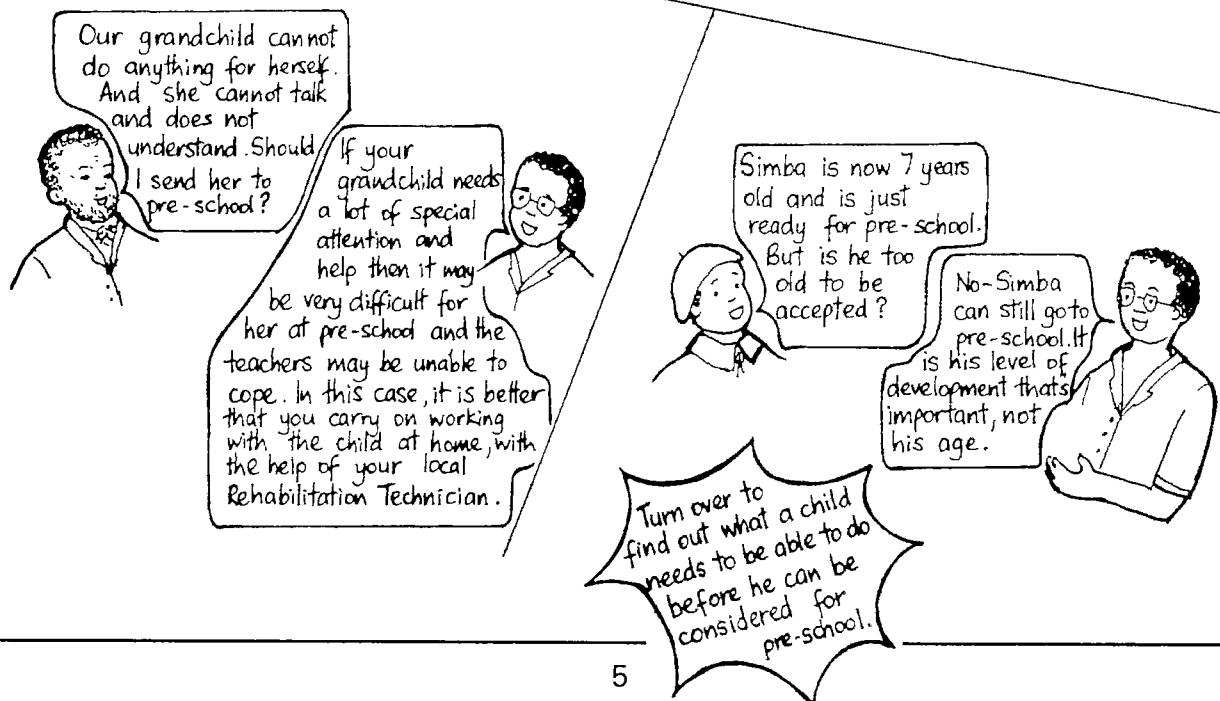
- to provide her with opportunities for learning new skills — social skills, everyday living skills, reading skills, pre-writing skills
- to prepare her for primary school education whenever this is realistic.



It is very important that rehabilitation workers and teachers understand each others roles in helping disabled children. Try to think of ways to involve pre-school and school teachers in your work so that you can help each other !

Which children are appropriate for pre-school?

- It is not possible to send every disabled child to pre-school, even though most children would benefit from the experience.
- For this reason, we must think carefully about which of the children we see could benefit most from attending pre-school.
- Most disabled children really need the experience of pre-school before we think about sending them to primary school. In this way, pre-school is essential preparation for a child who might later attend primary school.
- When we're thinking of which disabled children are appropriate to send to pre-school, it is what their needs are and what they are able to do that is most important rather than their age. This means that we might find a child who is 7 years old attending pre-school. In terms of his age, he should be attending primary school, but in terms of his development, he is still in need of pre-school experience.



Before a child can be considered for a place at pre-school, she must be able

- to feed herself
- to look after her own toilet needs
- to dress and undress herself with only a little assistance
- to bath herself
- to sit down and concentrate on one activity for a reasonable length of time
- to play and interact well with other children
- to communicate her needs in some way
- to understand simple instructions.



It is important that we work towards helping a child to do all these things before we consider sending her to pre-school. If she is not able to do these things it is possible that the teacher will not be able to give her the extra help she needs. This will be damaging for everyone involved ~ the child, her parents, the teacher, and you. So remember ~ prepare a child properly before sending her to pre-school!



For ideas on teaching a child self-help skills turn to Sections 4 and 10.







For ideas on how to encourage a child to concentrate, play and communicate have a look at the activity pages in Section 3.



And for more ideas on how to develop pre-school skills, turn to pages 7-10 of this section.

Developing pre-school skills

 <p>What are pre-school skills?</p>	<p>Attention, observation, memory, matching and sorting, using a pencil and hand-eye co-ordination.</p>
 <p>Why do we need to know about them?</p>	<p>We need to know about them so we can prepare a child for pre-school and assess their readiness to attend a pre-school.</p>
 <p>Who can teach a child these skills?</p>	<p>He can be taught by parents, rehabilitation workers, teachers and anyone who is interested in helping the child.</p>
 <p>How can we help a child to develop pre-school skills?</p>	<p>By giving them certain activities to do, which will particularly help them to develop the different pre-school skills.</p>

On the following pages are some ideas of activities to do with children, to help them to develop the pre-school skills of **attention, observation, memory, matching and sorting, using a pencil and hand-eye co-ordination.**

Sit down with the child in a quiet place and try the ideas together.



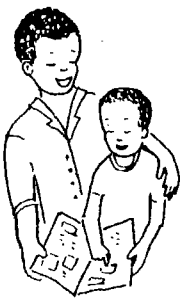
Activity ideas

You will also find plenty of useful activities on the activity pages described in Section 3. Make use of those too!

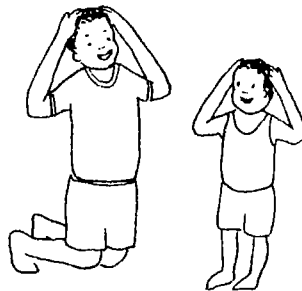
And here are some more ideas for you to try. They are only suggestions. Feel free to try out your own ideas.

Activities to help attention skills

Look at books together



Play imitation games

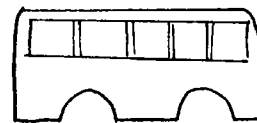


Thread cards with string

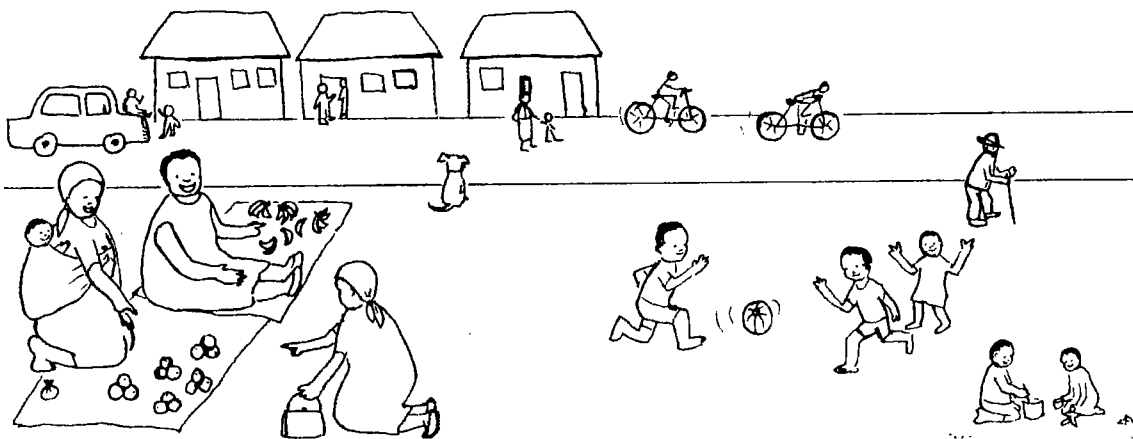


Activities to help observation skills

Look carefully at the following pictures. What is missing? Draw in the missing part.



Look carefully at this picture. Talk about it. Notice all the different things in it...

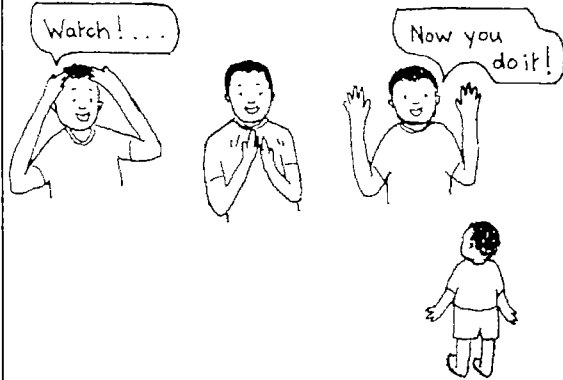


Activities to help memory skills

Bang a rhythm on a drum.
The child must listen,
remember and copy it.

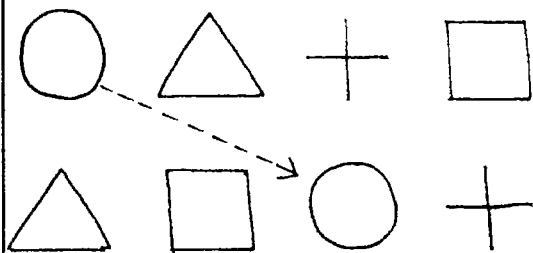


Do a series of actions. The
child must watch,
remember and copy it.

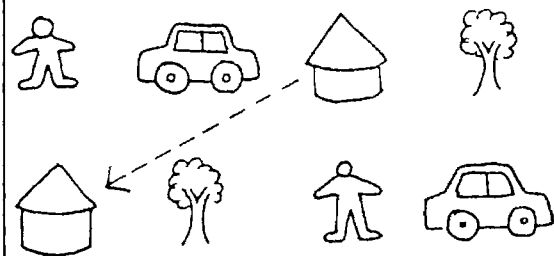


Activities to help matching skills

Match the shapes

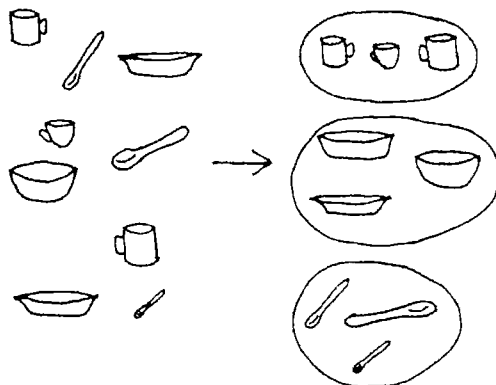


Match the pictures

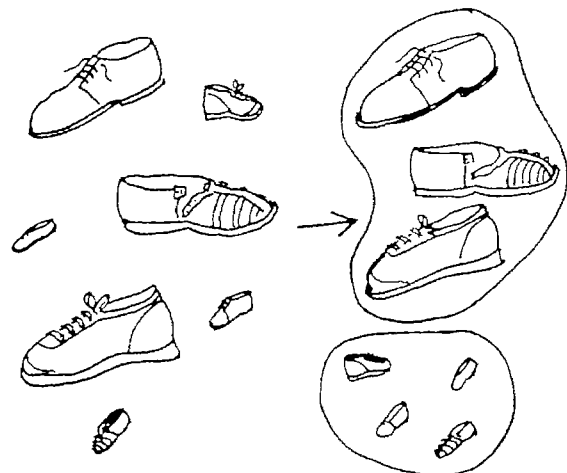


Activities to help sorting skills

Sort the objects

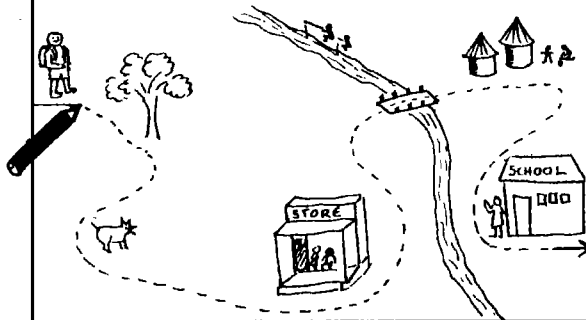
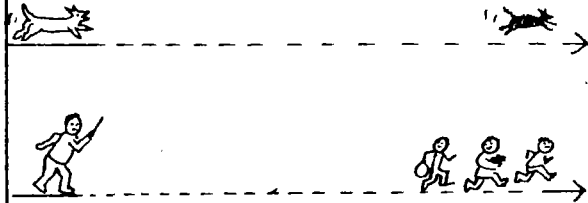


Sort big from small

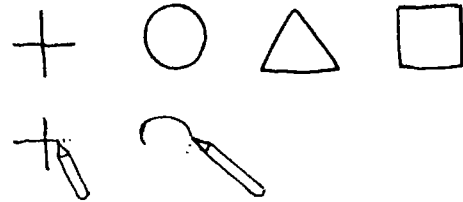


Activities to help the skill of using a pencil

Trace along the lines



Copy the shapes

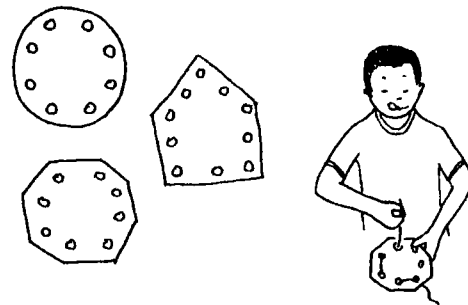


Activities to help the skill of hand-eye co-ordination

Pour water into different containers



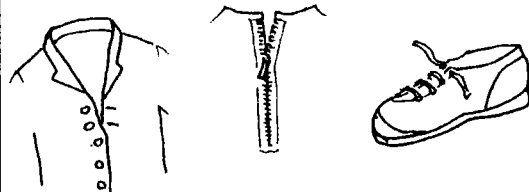
Thread the string through the holes



Screw the lids onto the jars



Practice doing up and undoing different fastenings





Those pages of activities look useful. So now I just give the activities to the child to do, and that's my work done, is it? Great!

Now hold on! - There is actually more to it than simply "giving the child an activity." An activity alone is not enough. There are many things that we need to think about when we want a disabled child to learn new skills...



We need to think...




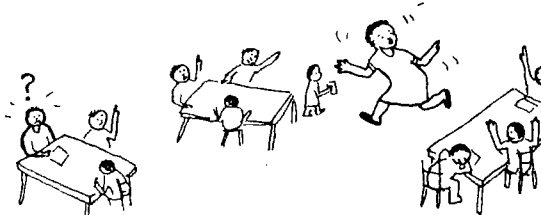



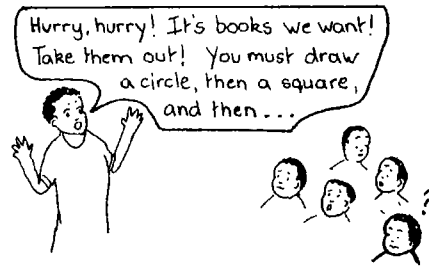
- How can we alter our communication to make learning easier for the child?
- What is the best environment for a child to learn in?
- How can we help the child to fit in well with the other children if he is learning in a group?
- How can we make learning enjoyable for the child?

Over the page are some ideas that might be useful to pre-school staff who are helping a disabled child in their class. Follow me ...!



How to help a disabled child in the pre-school classroom...

Advice for pre-school staff

Do's ✓	Don't's X
<p>Do create a calm atmosphere, where children work in small groups free from distractions and the teacher can go and talk quietly to each group. Seat the disabled child near to your desk, so you can see how she is getting on.</p> 	<p>Try to avoid a situation where all the children are working on the same activity, in one large group, and are clamouring noisily for the teacher's attention and where the teacher is shouting to be heard.</p> 
<p>Do, if possible, assign a helper for the child, so she does not get too far behind.</p> 	<p>Try to avoid a situation where you are coping on your own with a large group of children, among whom is a disabled child who needs special help.</p> 
<p>Do, before you talk to a group, make sure they are all sitting quietly. Get the disabled child's attention and ensure she is listening before you talk. You may need to address statements specifically to the disabled child.</p> 	<p>Don't try to give instructions to a group of children who are being noisy. This will make it more difficult for the disabled child to understand.</p> 
<p>Do speak slowly and clearly, and try to make your instructions simple and straightforward, using gestures where necessary.</p> 	<p>Avoid giving long, complicated instructions and speaking too quickly.</p> 

Do be patient! Give the disabled child time to respond and to complete difficult activities.



Don't rush the child or get impatient when he is slow to respond, or to finish an activity.



Do give a disabled child guidance when he is doing difficult activities. Help him to try and do it on his own.



Don't take over an activity from a child and don't do it for him.



Do treat the disabled child the same as the other children, as far as possible.



Don't let the disabled child get away with behaviour that you do not allow in the other children. Don't treat him more specially than you need to.



Do try to make contact with the parents of the child, to find out more about him and to keep them informed of his progress. Do tell the parents how they can help him at home.



Don't leave the parents out, when you are trying to help a disabled child. They are the most important people!



I hope, with these suggestions, that you will feel more confident in helping a disabled child in the classroom. Pass the ideas on to anyone else who may find them useful!

Writing a report for the pre-school teacher



A pre-school teacher has asked me to write a report for her on Tambu. Tambu has Downs syndrome and her mother and I want her to go to the pre-school. What information should I include in the report that will be useful to the pre-school teacher? Do you have any ideas?

Yes - below are the headings of the areas you will need to cover in such a report. Basically, the pre-school teacher needs to know what Tambu can do, and what she has difficulty with. I hope the outline below will help you ...



Report for pre-school

Name of child:

Date of birth:

Address:

Age:

Description of disability:

Summary of abilities:

• **Hearing and vision:**

• **Motor/movement skills:**

• **Self-help skills:**

Feeding -

Undressing -

Dressing -

Bathing -

Toiletting -

• **Social skills:**

Interaction with other children -

Interaction with adults -

Behaviour -

• **Communication skills:**

Attention and listening -

Understanding -

Expression -

• **Any other difficulties:**

• **Comments/suggestions:**

Name Date of report

On the next two pages you will see an example of a pre-school report for a child called Blessing.
Read on ...

Report for pre-school

Name of child: Blessing Munondo

Date of birth: 01/01/86

Address: House No 2546, Kuwadzana 1

Age: 6 years 2 months

Description of disability: Cerebral palsy, which means Blessing has difficulty with all movement.

Summary of abilities:

- **Hearing and vision:** Blessing is able to hear and to see well.
- **Motor/movement skills:** Because he has cerebral palsy, Blessing has difficulty with all movement. However, he is able to walk and run although he is unsteady. He is able to sit well on an ordinary chair. He is able to use his hands well although he finds precise movement with his hands more difficult.
- **Self-help skills:**
 - Feeding — Blessing can feed himself well, using either his hands or a spoon. He has some difficulties with chewing food and with swallowing drinks, but he is able to manage well on his own if he is given time.
 - Undressing/Dressing — Blessing is able to dress and undress himself. He has some difficulty with fastenings, such as buttons, zips and laces, so his mother always makes sure that his clothes do not have any of these.
 - Bathing — Blessing is able to bath himself.
 - Toiletting — Blessing knows when he wants to go to the toilet and he can look after his own toilet needs.
- **Social skills:**
 - Interaction with other children — Blessing enjoys playing with other children and he plays well with them. Sometimes he gets frustrated when he cannot make himself understood but once the children get to know him this is usually not a problem.
 - Interaction with adults — Blessing is sometimes shy to interact with adults other than those he knows well. Once he gets to know a person though, he will interact freely with them.
 - Behaviour — Blessing's behaviour is appropriate for a child of his age.

Report for pre-school continued...

- **Communication skills:**

Attention and listening — Blessing is able to concentrate on one activity until he has finished it, for example, looking at pictures or completing a puzzle. He listens carefully to all spoken instructions.

Understanding — Blessing can understand spoken instructions just like any other child of his age. He has no problems with understanding.

Expression — Because he has difficulties moving his mouth, lips, tongue, etc, Blessing's speech is not always clear and sometimes it can be difficult to understand what he says. However, he is able to get his message across by using a combination of speech and gestures, and in this way he can express himself well.

- **Any other difficulties:** Blessing has had convulsions in the past but these are now controlled by medication. He attends the hospital for regular check-ups of his medication.

- **Comments/suggestions:** Blessing has been attending our rehabilitation department for the last 4 years. In this time we have seen great improvement in what he is able to do. We now feel that he would really benefit from attending pre-school along with other children and we would be most grateful if you would consider him for a place.

Name Maria Chiswiti RT..... Date of report 13.3.92.....


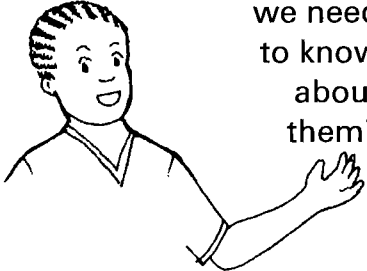
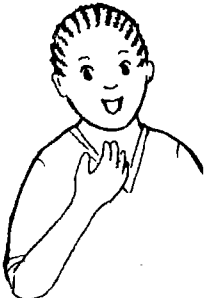

... about disabled children going to
SCHOOL



- As we mentioned before on page 2 of this section, there are several possibilities when it comes to providing primary school education for children with disabilities.
- The different possibilities in Zimbabwe are:
 - attending local primary schools
 - attending a resource room
 - attending a special school.
- For every child you see a decision needs to be made about which type of primary school education will best meet their needs.
- There may be special educational facilities for:
 - children who are hearing impaired
 - children who are mentally handicapped
 - children who are physically disabled
 - children who are visually impaired
 - children who are multiply disabled
- Find out what the correct referral systems are for sending children to these facilities. Be sure to follow them.

Find out about the services
in your country, and make
contact with people who
can help you !

Developing school skills

 <p>What are 'school skills'?</p>	<p>Once a child has developed pre-school skills, she is ready to learn more difficult skills. These are skills which are often taught in the early years of school, for this reason we call them, school skills.</p>
 <p>Why do we need to know about them?</p>	<p>It is important to know about school skills so that we can help a child who is having difficulties developing these skills.</p>
 <p>Who can teach a child these skills?</p>	<p>Anyone who is interested in helping the child can teach her — parents, rehabilitation workers, teachers...</p>
 <p>How can we help a child to develop school skills?</p>	<p>There are certain activities which will help a child to develop these skills. Sit down with the child in a calm and quiet place where she can concentrate and let her try out the activities.</p>

On the following pages are some ideas of activities to do with children to help them develop school skills. **We must be certain that a child is confident in all the pre-school skills and activities, before we go on to the school activities.**

Now turn over for some ideas ...



Activity ideas

Here are some ideas of activities to develop the skills of **observation, memory, matching and sorting, sequencing, numbers, writing** and **reading**. These are our suggestions. Feel free to use your own ideas.

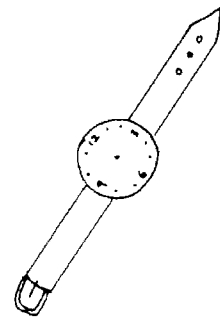
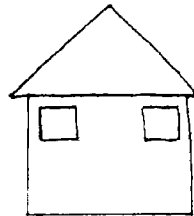
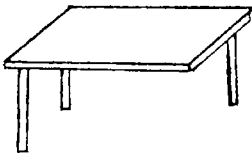


For many of the pre-school and school activities, you will need a set of pictures showing everyday objects. Turn to page 28 of this section for a set of pictures for you to copy.

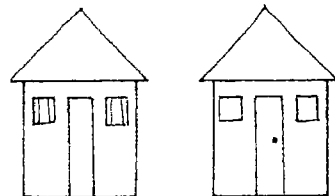
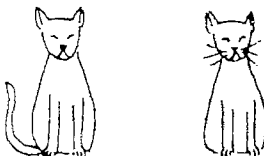
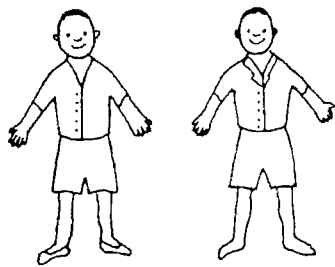


Activities to help observation skills

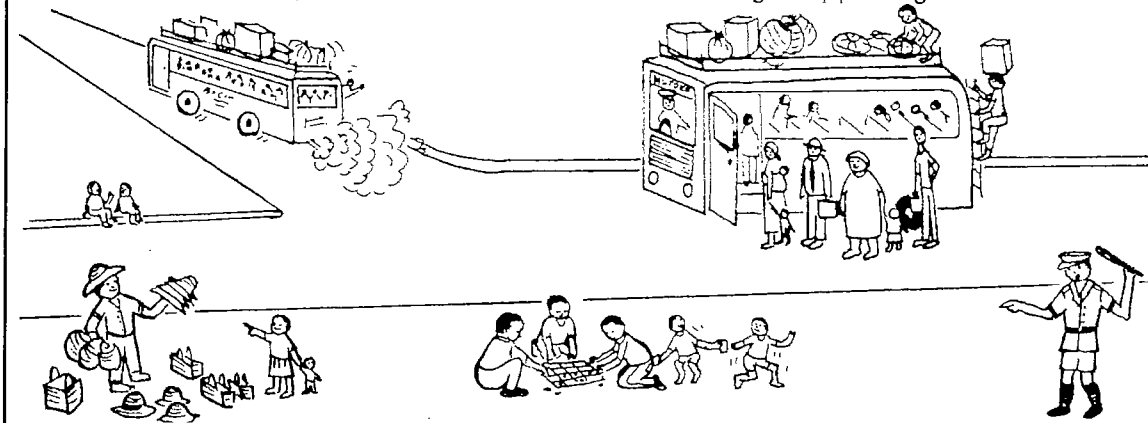
Look carefully at the following pictures. Draw in the missing parts.



Spot the difference between the following pairs of pictures.



Look carefully at the picture. Notice all the different things happening. Talk about it!



Activities to help memory skills

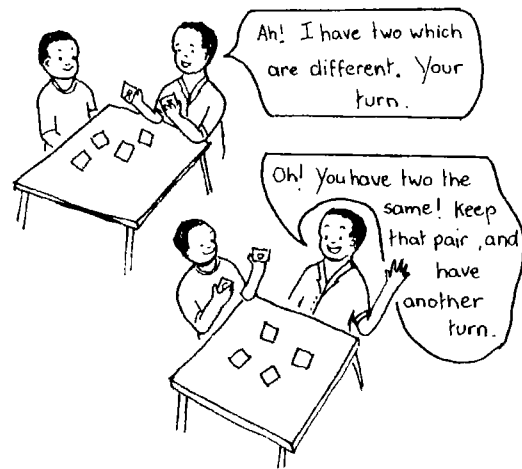
"What's missing?"

Using a set of pictures, play a game where you lay out 4 pictures. The child must look at each one carefully, as you name it. Then she must shut her eyes. Take one picture away. She opens her eyes and must try to remember which picture is missing. Take turns. When the game gets easy for her, take away two pictures for her to remember, and so on.



"Pairs game"

Use a set of pictures which has matching pairs. Several people can play. Lay all the pictures out, face down. Each person must take a turn to pick up 2 cards. If both cards are the same, that person keeps the cards, if they are not, she puts them back, face down and the next person takes a turn. The aim is to try and remember where the pairs of cards are and to collect the most cards.



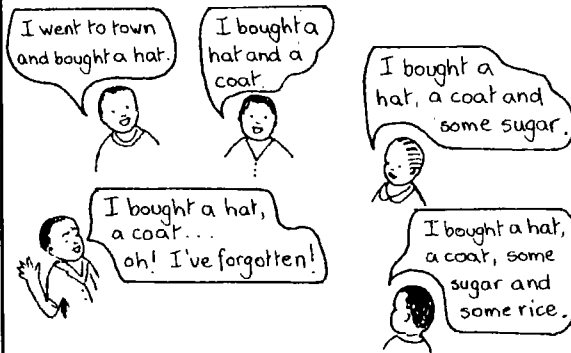
"Remember the order"

Using a set of pictures, lay out 4 pictures in a row. The child must look at them carefully and remember the order they are in. She must shut her eyes. You mix up the pictures. The child must open her eyes and try to put the pictures back in order.



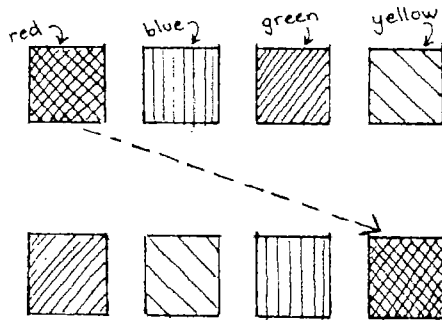
"I went to town and bought..."

Play this game with a small group of people. The first person says, "I went to town and bought a hat." The second says, "I went to town and bought a hat and..." remembering the first person's purchase, and adding one of her own. The game continues round the group, with each person remembering all the past purchases and adding one of her own. When someone makes a mistake, or forgets, the game starts again.

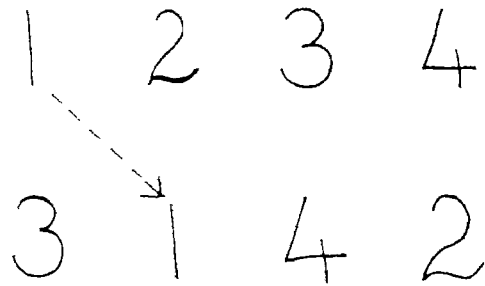


Activities to help matching skills

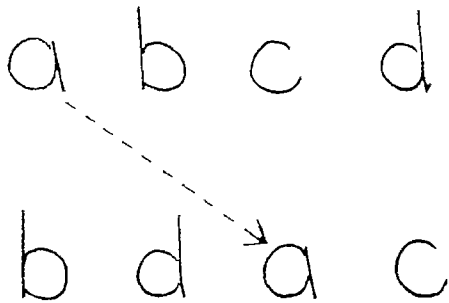
Match the colours



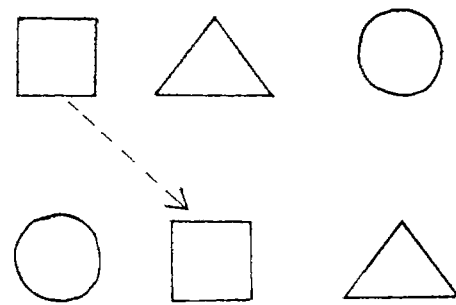
Match the numbers



Match the letters

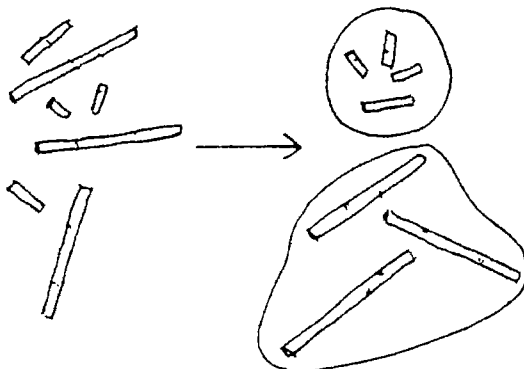


Match the shapes

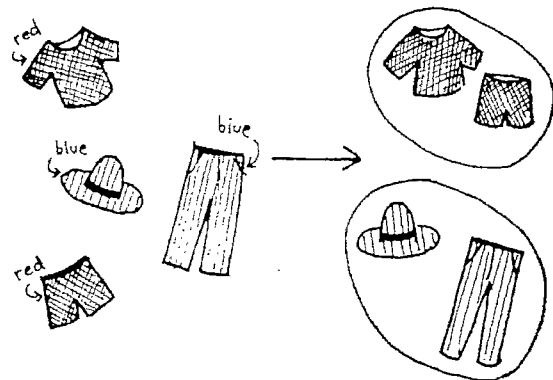


Activities to help sorting skills

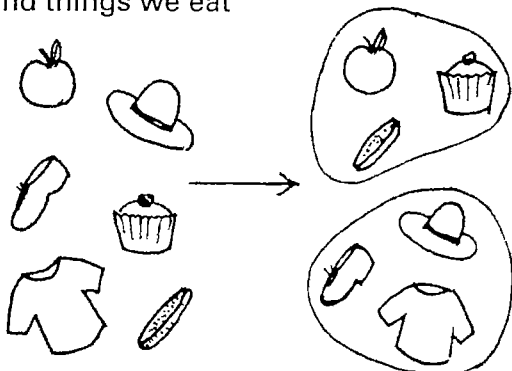
Sort long from short



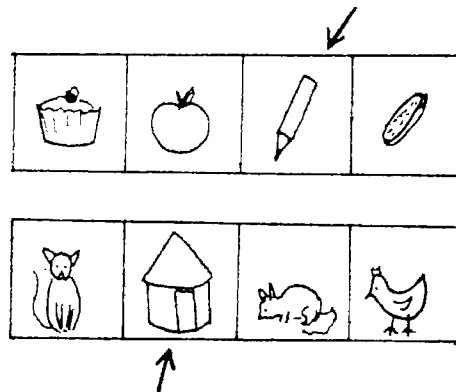
Sort the objects into different colours



Sort the objects into things we wear, and things we eat

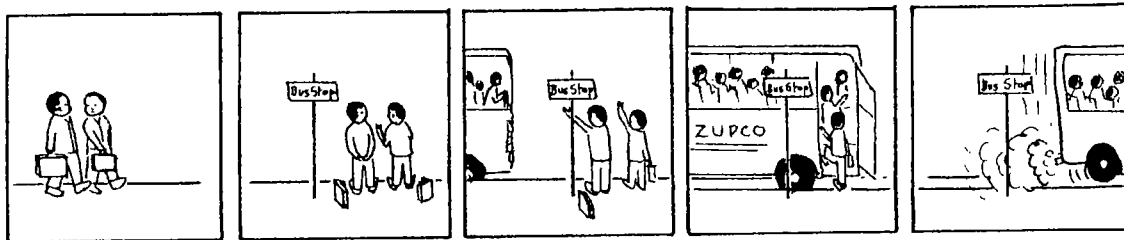
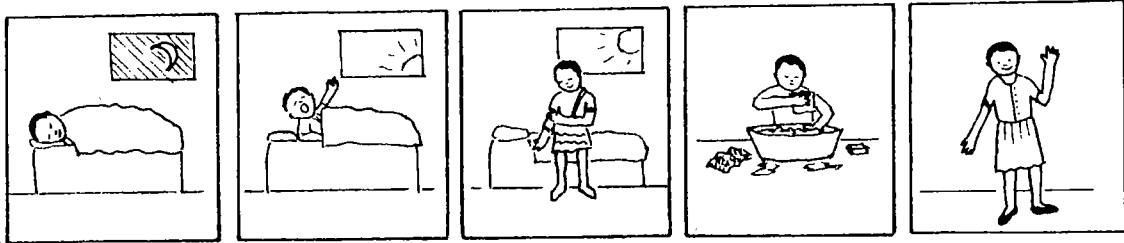


Which is the odd one out?



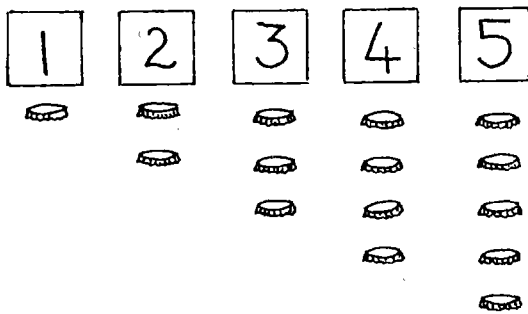
Activities to help sequencing skills

Collect, or draw a group of pictures which show a sequence. Mix them up and ask the child to arrange them in order.

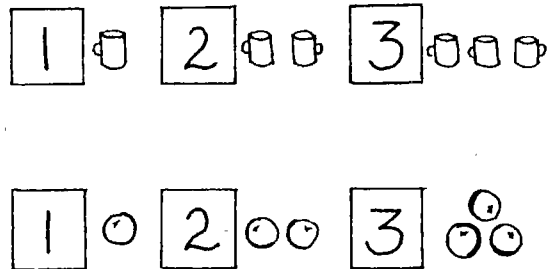


Activities to help number skills

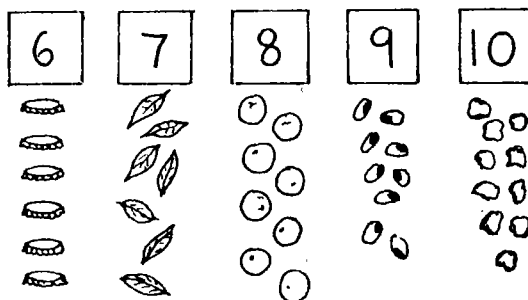
Match objects to the written number



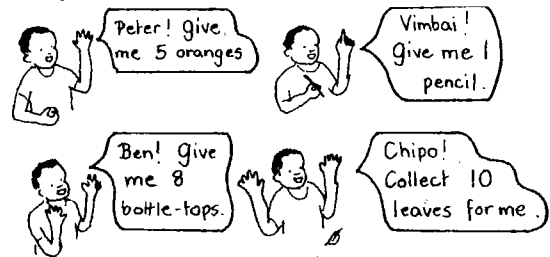
Do the same with other objects



Once a child understands the numbers 1-5, help her to learn numbers up to 10.

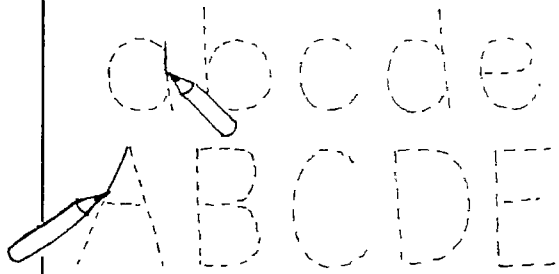


Play games where you give the child instructions to give you a certain number of items. Use gesture as well as speech to ask her.

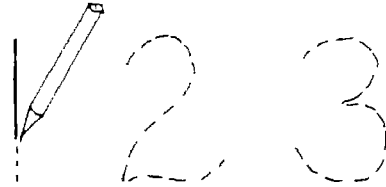


Activities to help reading and writing skills

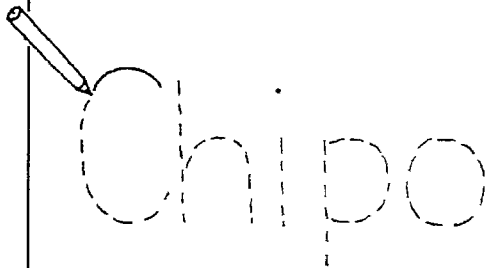
Draw dots in the shape of letters for the child to trace along



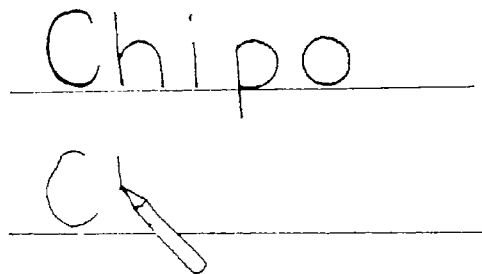
Draw dots in the form of numbers for the child to trace along



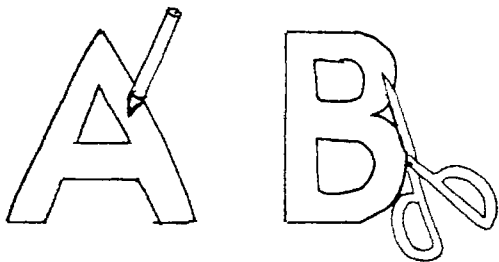
Draw dots in the form of your child's name to trace along



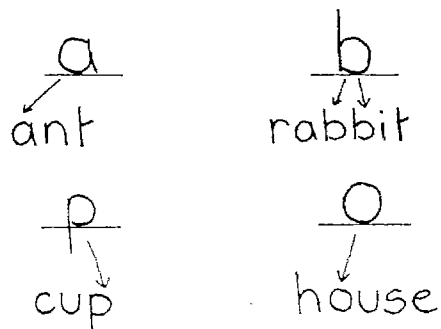
Write names or words for the child to copy



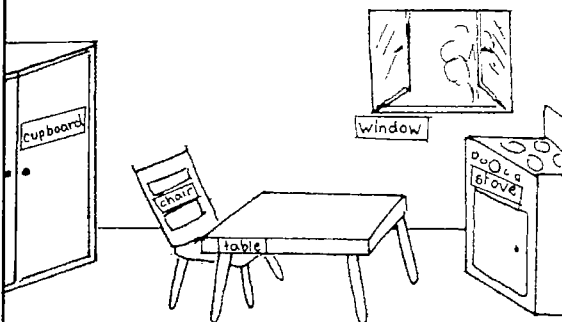
Make shapes of letters for the child to play with, colour in, trace around, cut out, make pictures with



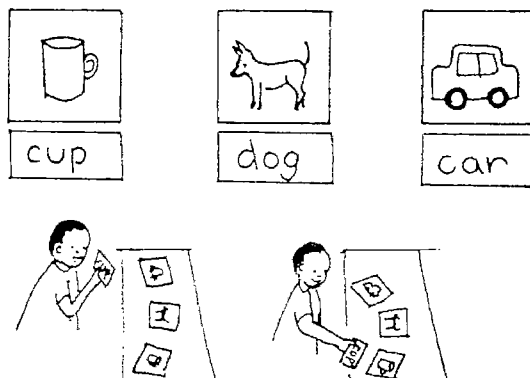
Child to find certain letters within a word



Label items around the home



Match words to pictures





Right ~ I'm off to use those activities !

Hang on a minute ! Do you remember I explained a few pages ago that there are some other things we need to think about when we want to help a disabled child to learn new skills . We cannot simply sit her down and leave him with an activity to get on with alone .



Oops , sorry ...yes... Now I remember ...



- We must ensure that we have good communication skills.
- We need to create a calm environment which helps a child to concentrate and learn.
- We should try hard to ensure that the disabled child feels at ease with and accepted by the other children in a class.
- By being sensitive to the child's needs, we can help to make learning more enjoyable for her.

Well done - you've remembered ! And now, over the page are some more ideas which will be especially useful for school staff who have a disabled child in their class...

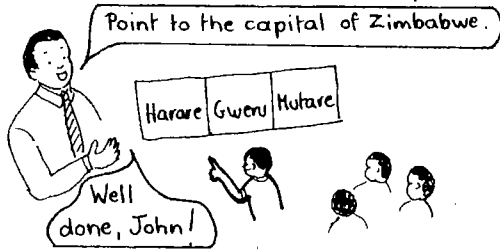


How to help a disabled child in the classroom...

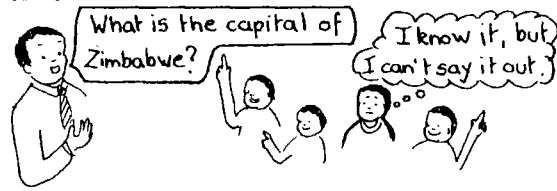
Advice for school staff

Do's ✓	Don't's ✗
<p>Do seat the child in a place where he can see and hear you clearly, and where you can see how he is getting on.</p> 	<p>Don't seat the child far away where he has difficulty seeing and hearing you. Also don't seat him so close that he feels awkward.</p> 
<p>Do try to get the attention of the whole class before speaking. Make especially sure that the disabled child is listening, and that he hears and understands your message. Always check that he has understood.</p> 	<p>Don't give out instructions and information without ensuring that the child is attending and listening.</p> 
<p>Do give the child guidance with difficult activities. Do give him help if he is having problems.</p> 	<p>Don't ignore the child when you see he is having difficulties. But also don't take over the activity and do it all for him.</p> 
<p>Do have patience when the child is taking a long time to do or say something.</p> 	<p>Don't rush a child or show impatience when he is taking time over a response or an activity.</p> 
<p>Do include the child in as many activities as possible. Find special activities that he can do.</p> 	<p>Don't exclude a child from activities just because he is disabled.</p> 

Do ask questions in such a way that the disabled child can respond.



Don't ask questions in such a way that a child has no way of responding, even when she knows the answer.



Do demand the same standard of behaviour from **all** the children in the class.



Don't treat the disabled child more leniently than the other children. If she misbehaves, discipline her as you would another child.



Do treat the child as much like the other children as you can.



Don't draw attention to the child's disability. Each person must say a verse — except John, because he can't speak properly.



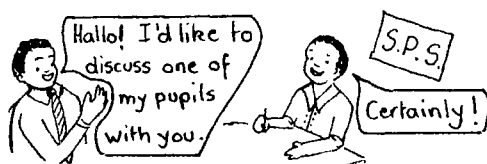
Do try to make contact with the child's parents to seek any advice you need and to keep them informed of her progress.



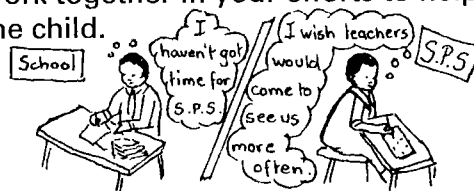
Don't leave the parents out, when trying to help a disabled child. They are important helpers!



Do maintain good links with your local education office. Keep them informed of the child's progress and seek their support and advice when necessary.



Don't cut yourself off, from other people who can help the child. Keep contact with your local education office and work together in your efforts to help the child.



These ideas, along with those given for pre-school staff, should help you to make learning in a classroom a positive and happy experience for a disabled child.

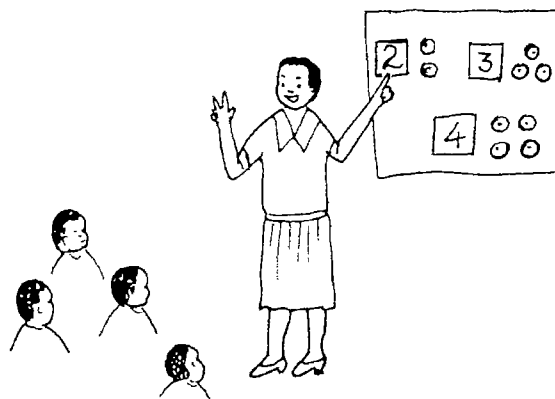


And now, here are some more ideas which will help children with specific disabilities in the classroom. Read on ...

Ideas for hearing impaired children

The teacher should:

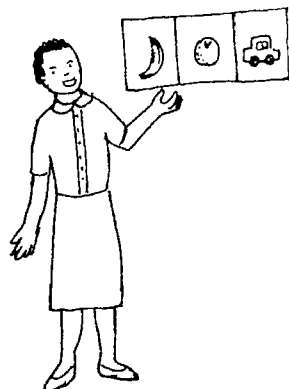
- position herself where her face is in light, not shadow
- ensure the child can see the teacher's face and mouth when she speaks
- use gesture as well as speech when talking
- try to give visual examples of what she is talking about, for example, a picture, points written on black board
- get the child's attention, and ensure he is watching her face when she speaks.



Ideas for children with a mental handicap

The teacher should:

- ensure the child is listening when the teacher speaks
- use simple, clear language and familiar words
- repeat instructions clearly and often
- let the child repeat activities often
- praise any attempts the child makes
- try not to be critical when the child does not do as well as others.



Ideas for children with cerebral palsy

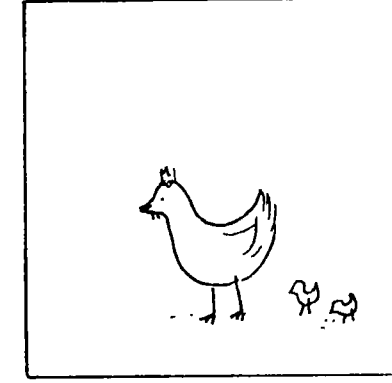
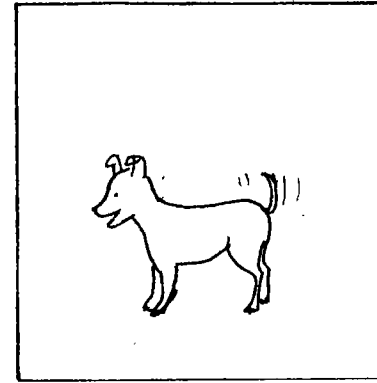
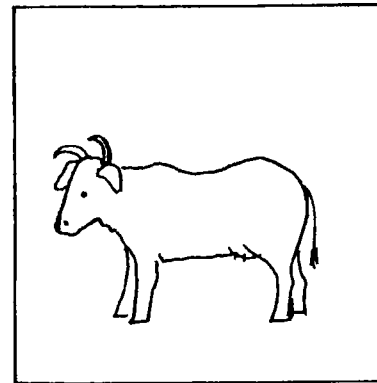
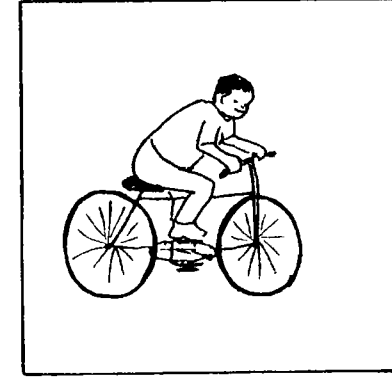
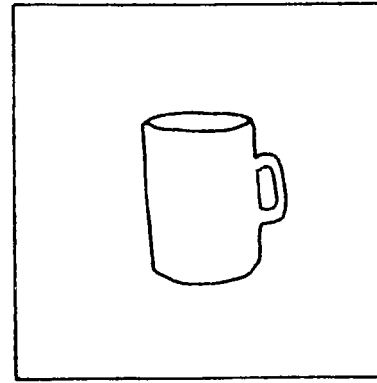
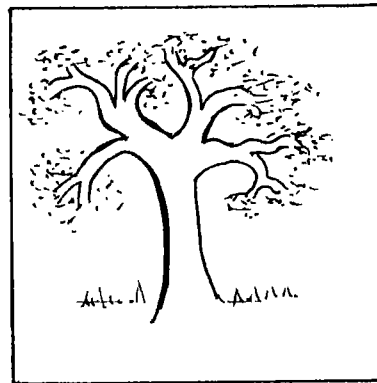
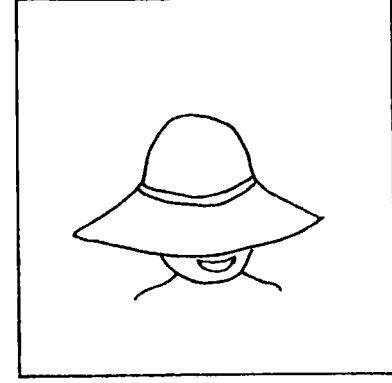
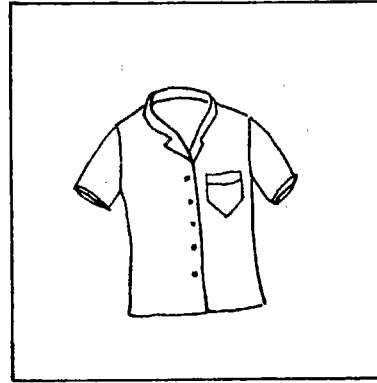
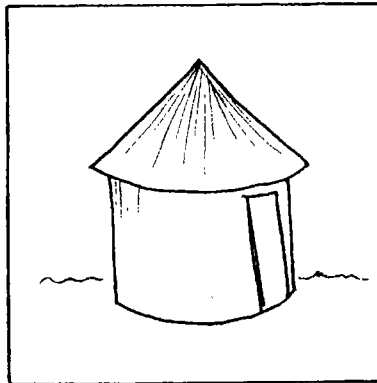
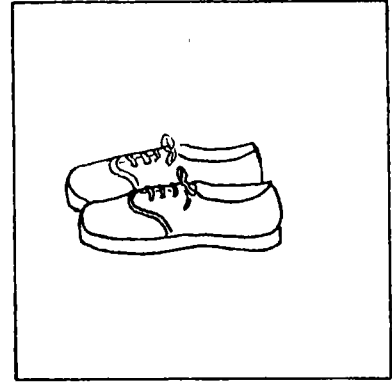
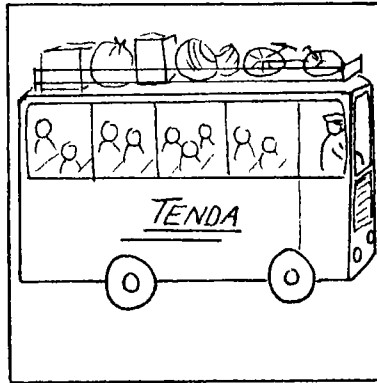
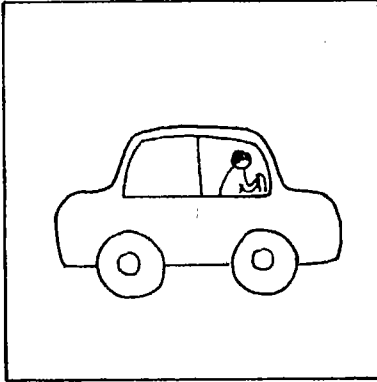
The teacher should:

- ensure that the child has some means of communication, for example, words, signs, pictures
- ensure that she is aware of and responsive to any attempts the child makes to communicate
- ask questions in such a way that the child has a chance to respond, for example write a choice of answers on the board for child to point to
- make sure the child is seated in a comfortable and stable position
- check what kind of pencil it is easiest for the child to hold.





Here are the pictures I was talking about on page 19 - Copy each one, stick them onto cards and cover them in plastic. Then, make sure you use them! And don't forget - draw your own pictures and add to this set!



SPEAKING OUT

Now five years old, Peresi has Down's Syndrome. For the last year, he has been attending his local pre-school. His mother describes their experience.

"Since I've been attending the rehabilitation department I can see that Peresi has improved and that he is slowly learning new skills. Once the rehabilitation staff felt that he had made enough progress they suggested that he would do well at a pre-school and would learn from being with other children. So they wrote a letter for me to take to the pre-school explaining what Peresi could do and asking for a place for him. I was very happy when I was told that Peresi could attend the local pre-school. Since he has been going

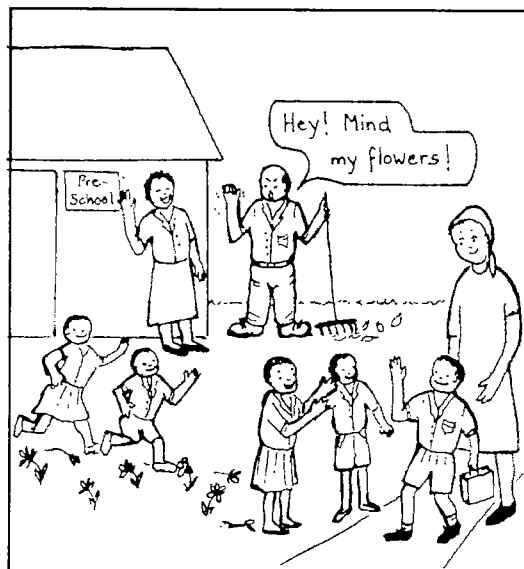
there for a year, and with the ideas that I got from the rehabilitation department, he can now feed himself and try to dress himself and he is toilet-trained. He is only able to speak some words but he can communicate more easily using gestures.

I feel very positive that Peresi can learn more skills and I am always keen to find out more about how I can help him. I still go to the rehabilitation department regularly to get ideas from them and to let them know how Peresi is getting on. I can also pass on messages between the pre-school and the rehabilitation department, and the other way round.

In this way we are all working together to help Peresi.

Since Peresi started going to pre-school several other things have changed. First of all, the neighbours who were so scared of him to begin with, now go along to the pre-school just to see how he is getting on. They can't believe that he is coping so well. They have also started to tell me about other disabled children that they

have heard of and they ask me to go and visit the families and to give them advice. I'm always happy to do this because my own experience has helped me to understand the problems that the parents of a disabled child have. Secondly, the attitudes of the teachers at Peresi's pre-school have changed over the



last year. Initially, many teachers were concerned that they did not know how to help Peresi, but now they are happy because they can see how much he has improved and they feel more confident in helping him.

Peresi has really benefited from having contact with other children. He has lots of friends at pre-school who run up to him when they see him coming through the school gate. It has got to the point now where the care-taker of the centre shouts "Mind my flowers!" when he sees all the children rushing to meet Peresi in the morning. This makes me very happy."

Important points to remember about linking with education

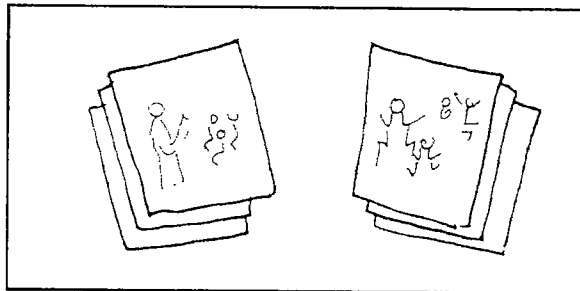
- It is important to establish good working relationships with all other people involved in helping disabled children. It is only by working together that progress can be made.
- A child who is severely disabled may not be able to benefit from pre-school or school but we need to ensure that any child who **can** benefit from some sort of education is given every opportunity to gain access to the educational resources available.
- We can ensure this by
 - finding out what resources are available
 - working closely with our colleagues in education
 - preparing a child for pre-school or school by doing appropriate activities with her
 - writing a report on the child we are helping, summarising her abilities and making appropriate recommendations
 - supporting teachers and giving advice on how to help a disabled child in the classroom.
- For children who are unable to gain access to a pre-school or a school, we can give the parents and family advice on how to help their child at home.

TEACHING IDEAS



On the following pages you will find a teaching activity:

- How to help a disabled child in the classroom
— Hints for teachers



How to help a disabled child in the classroom – Hints for teachers

This is a set of posters giving hints on how to help a disabled child in the classroom. It can be used for helping pre-school teachers, and anyone involved in the education of disabled children.

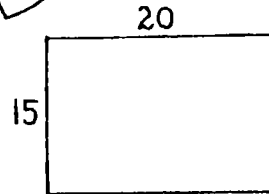
The aim is to show the good, and the not-so-good ways of dealing with a disabled child in the classroom (see pages 12 and 13 and pages 25 and 26).

You will need: scissors, card/paper, pens, stikistuff



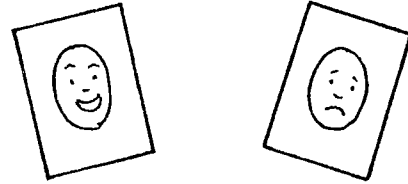
To make the posters:

1 Take 20 pieces of card or paper 15 x 20 cm each.

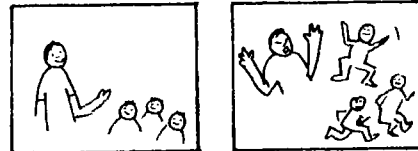


2 Divide the cards into 10 pairs.

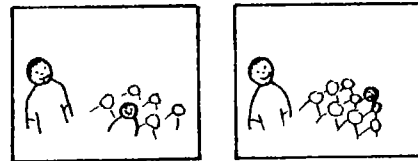
3 Take each pair of cards. On the one card draw a picture showing the good way of helping a child. On the other draw a picture showing the way that is not-so-good.



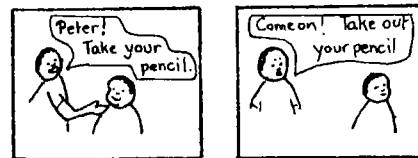
Pair 1 — to show the importance of creating a calm atmosphere in the classroom.



Pair 2 — to show the importance of seating a child where she can see you.



Pair 3 — to show the importance of getting the child's attention before speaking to her.



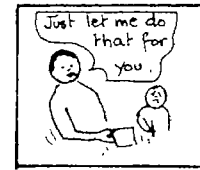
Pair 4 — to show the importance of speaking slowly, clearly and simply.



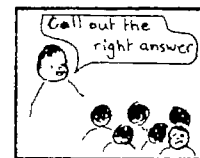
Pair 5 — to show the importance of being patient.



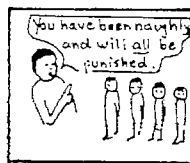
Pair 6 — to show the importance of giving the child just enough help — neither too much nor too little.



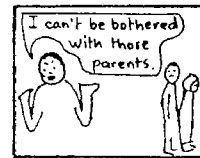
Pair 7 — to show the importance of including the child in all activities and giving him opportunities to respond.



Pair 8 — to show the importance of treating the child in the same way as the other children.



Pair 9 — to show the importance of making contact with the child's parents.



Pair 10 — to show the importance of establishing good links with other education workers.



Before you use this teaching aid, be sure that you yourself have read through, and understand the best ways of helping a disabled child in the classroom.

To use this teaching aid:

- Divide the group into 10 smaller groups. Give each small group one pair of pictures.
- Within the small group, people must discuss which picture shows the good way of helping a disabled child.
- Someone from each group then comes up and explains the pictures to the whole class. The small group then does a role-play of the scenes in their pictures to illustrate the hints more clearly. Discuss the hint with the whole class.
- When each group has taken their turn, summarise all the hints, and answer any questions.

