



Spark



With Children in the **MIDDLE!**

Mainstreaming and **I**nclusion of children
with **D**evelopmental **D**isabilities in **L**earning
in **E**thiopia

A Training Programme for Teachers in Ethiopian
Regular Primary Schools and Kindergartens
(Separate Materials)

in partnership with:



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London Interdisciplinary Social Science
Doctoral Training Partnership



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TEACHER TRAINING PROGRAMME TIMETABLE

School:

Trainers:

Sessions	Date and Time	Topics	Audience
1		Introduction to developmental disabilities and inclusion	All teachers
2		Children's needs, assessment, identification	All teachers
3		Teaching and assessment adaptations	All teachers
4		Positive behaviour	All teachers
5		Safeguarding, sexual and reproductive health	All teachers
6		First aid	All teachers
7		Relevant diagnoses, support needs classification	SNE + KG teachers
8		Teaching practical skills and communication	SNE + KG teachers
9		Working with and supporting caregivers	SNE + KG teachers
10		Documentation, self-evaluation, self-care	SNE + KG teachers

Separate Materials for Activity 3 of SESSION 2

(Awareness of Needs, Needs Assessment, Identification, Referral)

Role Play A

A1)

Setting information: Regular class setting. Lidya has a diagnosed developmental disability.

Your Role: Class Teacher

Role Description: You are explaining maths, and you know that Lidya, who is relatively good at other subjects, really does not like maths. While you explain, keep focused on Lidya, to see whether she is paying attention. When you realise she may not be, call her. Call her again until she turns to you. Then, ask her what you were talking about. After she answers, ask other students to practice writing numbers 1 to 100, while you explain the previous part again to Lidya. Then go sit and talk with Lidya and don't look much at the other children.

A2)

Setting information: Regular class setting. Lidya has a diagnosed developmental disability.

Your Role: Class Teacher

Role Description: You are explaining maths, and you know that Lidya, who is relatively good at other subjects, really does not like maths. While you explain, keep focused on Lidya, to see whether she is paying attention. When you realise she may not be, call her. Call her again until she turns to you. Then, ask her what you were talking about. After she answers, ask other students to practice writing numbers 1 to 100, while you explain the previous part again to Lidya. Then go sit and talk with Lidya and don't look much at the other children.

A3)

Setting information: Regular class setting Lidya has a diagnosed developmental disability.

Your Role: Lidya (Student with developmental disability)

Role Description: The teacher is talking. You are looking another way silently. The first time the teacher calls you, do as if you have not heard, and keep looking another way. Same the second time. The third time turn to the teacher. When the teacher asks what he/she was talking about say "Numbers, but I stopped listening after I did not understand". While the teachers is sitting with you to explain, at some point you will hear screaming: when this happens put your hands on your ears and start crying as if the noise upsets you.

A4)

Setting information: Regular class setting. Lidya has a diagnosed developmental disability.

Your Role: Terefe (Student with no diagnoses)

Role Description: The teacher is talking and you are listening to the explanation. After the teacher talks to Lidya and goes sit with her, you start writing numbers 1 to 100 on your desk and/or on you hand and arm, rather than on paper. When Dawit comes and tells you it's wrong, you get upset and start screaming.

A5)

Setting information: Regular class setting. Lidya has a diagnosed developmental disability.

Your Role: Dawit (Student with no diagnoses)

Role Description: The teacher is talking and you are listening to the explanation. After the teacher talks to Lidya and goes sit with her, you start writing numbers 1 to 100 on paper. You soon notice that Terefe is writing the numbers on their desk/their hand and you get closer to tell him that he is doing it wrong: he should write on paper.

Role Play B

B1)

Setting information: Special unit class.

Your Role: Class Teacher

Role Description: You are teaching the names of animals. Kidist will be disruptive: ignore her. While you are talking, Tesfaye will communicate to you that he wants to hear a song. You decide to please Tesfaye, and you start singing a song about animals, playing on the *kebero* that he has brought to you. When Mariam starts screaming, you stop singing and playing and ask her “What is happening? You usually love music”.

B2)

Setting information: Special unit class.

Your Role: Class Teacher

Role Description: You are teaching the names of animals. Kidist will be disruptive: ignore her. While you are talking, Tesfaye will communicate to you that he wants to hear a song. You decide to please Tesfaye, and you start singing a song about animals, playing on the *kebero* that he has brought to you. When Mariam starts screaming, you stop singing and playing and ask her “What is happening? You usually love music”.

B3)

Setting information: Special unit class.

Your Role: Tesfaye

Role Description: The teacher is talking. You really like music, so you stand up, go to an (imaginary) pile of toys in a corner and pick a up a (objects that can symbolise a) *kebero*. You go back to the teacher with the *kebero* and say “Song, song”. You are quiet while the teacher sings, but when he/she stops, you start clapping your hands repeatedly.

B4)

Setting information: Special unit class.

Your Role: Mariam

Role Description: The teachers is talking and you are listening silently. When the teacher starts singing, you start screaming “No, no, no”. When the teachers asks you why, you keep saying “No no no” and after a bit answer: “I didn’t know there was music today”.

B5)

Setting information: Special unit class.

Your Role: Kidist

Role Description: When the teacher is talking, repeat everything he/she says. When Tesfaye leaves his sit, go and take his (imaginary) lunch and then start eating it.

Separate Materials for Activity 3 of SESSION 4

(Awareness of Needs, Needs Assessment, Identification, Referral)

Role Play A

A1)

Setting information: Regular class setting. Abel has a diagnosed developmental disability.

Your Role: Class Teacher

Scene 1: You assign a task to the class. When Abel asks for help, you help him with the task. After another child bullies her and she gets upset, you punish both with time-out.

Scene 2: You observe the children who are doing a test. You greet the principal when he/she comes in. When Abel starts screaming and the others laugh at him, you ignore all of them.

Scene 3: Students are working on a task. When the principal comes in with forms asking you to make children complete them, you hand out the forms and ask children to complete them instead of the task they were doing. When Abel gets upset, you offer him to take a break.

A2)

Setting information: Regular class setting. Abel has a diagnosed developmental disability.

Your Role: Abel, child with a diagnosed developmental disability

Scene 1: After the teacher has assigned a task, you ask for his/her help to complete it. You then hear a classmate say that you always need help: you get upset, take the classmate's bag and throw it.

Scene 2: You are quietly trying to do your test. When the principal comes in and asks how the test is going, you get upset and start running and screaming. When other children laugh at you, you get even more upset.

Scene 3: You are happily doing an assigned task. When the teacher unexpectedly gives you a new task you get upset, refuse to do it and start screaming. When the teacher offers you to take a break you calm down.

A3)

Setting information: Regular class setting. Ruth has a diagnosed developmental disability

Your Role: Student with no diagnoses

Scene 1: You are listening to the teacher. When she/he leaves the class, you wait quietly.

Scene 2: You are quietly completing a task.

Scene 3: You are quietly doing a test.

A4)

Setting information: Regular class setting. Abel has a diagnosed developmental disability.

Your Role: Student with no diagnoses

Scene 1: After the teacher has assigned a task, you work on it, but then Abel gets upset and you observe the scene

Scene 2: When Abel runs and screams you point and laugh at her

Scene 3: You are happily doing an assigned task. When Abel gets upset, you observe the scene

A5)

Setting information: Regular class setting. Abel has a diagnosed developmental disability.

Your Role: Student with no diagnoses

Scene 1: After the teacher has assigned a task, you work on it, but then Abel gets upset and you observe the scene

Scene 2: When Abel runs and screams you point and laugh at her

Scene 3: You are happily doing an assigned task. When Abel gets upset, you observe the scene

A6)

Setting information: Regular class setting. Abel has a diagnosed developmental disability.

Your Role: principal

Scene 1: not in the scene

Scene 2: The students are in class doing a test. You knock on the door, enter, and ask the students how the test is going.

Scene 3: The students are in class doing a task. You have some urgent forms for them to complete. You knock on the door, enter, give the forms to the teacher and ask him/her to have the students complete the forms immediately.

Role Play B

B1)

Setting information: Regular class setting. Ruth has a diagnosed developmental disability

Your Role: Class Teacher

Scene 1: You are teaching, but you have to step out of the class for a few minutes. When Ruth starts running around, you come back in, get angry and tell her off.

Scene 2: You observe the children who are completing a task. At some point, Ruth lays on the floor. You ask her if she's finished the task and when she says yes you give her her favourite book to read.

Scene 3: You observe the children who are doing a test and stay completely silent. When Ruth starts biting her own arm, you ask what is happening.

B2)

Setting information: Regular class setting. Ruth has a diagnosed developmental disability

Your Role: Ruth, child with a diagnosed developmental disability

Scene 1: You are listening to the teacher. When she/he leaves the class, you get bored and start running around the class.

Scene 2: You observe the other children who are doing a task: you have finished yours and you are bored. Then, you lay on the floor.

Scene 3: You are quietly doing a test. At some point, you start biting your arm. When the teacher asks you about it, you stop and go back to doing the test.

B3)

Setting information: Regular class setting. Ruth has a diagnosed developmental disability

Your Role: Student with no diagnoses

Scene 1: You are listening to the teacher. When she/he leaves the class, you wait quietly.

Scene 2: You are quietly completing a task.

Scene 3: You are quietly doing a test.

B4)

Setting information: Regular class setting. Ruth has a diagnosed developmental disability

Your Role: Student with no diagnoses

Scene 1: You are listening to the teacher. When she/he leaves the class, you wait quietly.

Scene 2: You are quietly completing a task.

Scene 3: You are quietly doing a test.

B5)

Setting information: Regular class setting. Ruth has a diagnosed developmental disability

Your Role: Student with no diagnoses

Scene 1: You are listening to the teacher. When she/he leaves the class, you wait quietly.

Scene 2: You are quietly completing a task.

Scene 3: You are quietly doing a test.

Separate Materials for Activity 4 of SESSION 3

(Features of Different Diagnoses, Assessment of Needs Severity and Skills Level)

Task Force: Proposal of Criteria for Allocating Children with Developmental Disabilities

Level	Can do all activities listed without support	Can do all activities listed with minimal support	Can do all activities listed with support
Special Unit 1 Children who do not meet all criteria for SU2			
Special Unit 2 Children who meet all the criteria in this line:			
Special Unit 3 Children who meet all the criteria in this line:			

<p>Special Unit 4 Children who meet all the criteria in this line:</p>			
<p>Inclusive Class with Special Unit Support Children who meet all the criteria in this line:</p>			
<p>Inclusive Class Children who meet all the criteria in this line:</p>			