

# *Distance Learning*

Special Needs Education

## Module 1

### **Introduction to Special Needs Education**

Kenya Institute of Special Education

Uganda National Institute of Special Education



**unise**



# **DISTANCE LEARNING PROGRAMME**

## **Course One**

### **INTRODUCTION TO SPECIAL NEEDS EDUCATION**



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**Written by :**

Daniel Okot UNISE

Lawrence Eron UNISE

George Willy Kutosi UNISE

**Edited by:**

Godfrey Olwol UNISE

Samuel Siminyu Makerere University

**Design, Illustrated and Layed out by:**

Chris Serwaniko UNISE



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## FOREWORD

This training module has been prepared for teachers in ordinary primary/ inclusive schools. However, it may be helpful to parents and other professionals working in the field of Special Needs Education. It introduces the target group to Special Needs Education. The content includes an overview of early childhood education, introduction to children with special educational needs and overcoming barriers to their learning and development.

Fundamental changes have taken place in the education systems world-over. For example, in Uganda, the introduction of Universal Primary Education (UPE) in 1997 has seen many children with varying educational and social needs in school. Kenya is also in the process of implementing education for all. In spite of these changes, many teachers still lack the training to meet the needs of learners with varying learning abilities in classes, a situation that may cause a lot of drop outs or children keeping at school but not getting appropriate attention.

Uganda National Institute of Special Education (UNISE) and Kenya Institute of Special Education (KISE) have therefore come up with this Distance Learning material to train teachers to enable them meet the needs of the learners. Course One material can be used in different ways. Learners can read it on their own as a general resource for information on Special Needs Education. It enables the learners to share information and knowledge with colleagues during discussion. It will also guide learners to use the material in the various units mentioned.

Learners should note that they will be supported through face-to-face sessions that will be conducted in identified centres.

This module will equip learners to empower children, especially those with barriers to learning and development realise their dreams of education and therefore contribute to societies in their own rights, and also be recognised as productive members.

This is only the first in a series of learning materials to train teachers and other professionals working in the field of Special Needs Education.



Edward Kasolo Kimuli

**DIRECTOR – UNISE**



Christine P.N. Nakitare (HSC)

**DIRECTOR – KISE**



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## Introduction

Dear learner,

You are welcome to Unit 1, **Early Childhood Development and Education (ISNE/C1/1)**. The title and topics of this Unit may indicate to you that the main focus is **formal education**. However, when looking at early childhood development and education, you must keep in mind the importance and values of other forms of education such as **informal and non-formal education**.

**Informal education** is the education that children receive from their parents, grandparents, other members of their families, religious leaders, leaders of clans, the community and from other children while playing and investigating the surroundings. Informal education takes place mainly within natural daily activities, religious and cultural ceremonies and other cultural activities such as drama, shows, and storytelling.

**Non-formal education** is any organised learning activity outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of particular groups of children, youths or adults in the community. What is learned is structured, but not so obviously as in the case of formal education. There is more flexibility as to the places and methods of learning.

**Formal education** is the education that is planned, approved and implemented by a formal body of society and organised in a school. Formal education may give credits for enrolment into other formal programmes.

What is presented in this Unit should be of interest to all who are involved in formal and informal education, as well as those who are involved in supporting families and teachers of children with special needs in education.

This course should be of particular interest to parents, because through understanding and good ways of relating to their children, they can prevent their children from developing special educational needs.



# **UNIT I**

## **EARLY CHILDHOOD DEVELOPMENT AND EDUCATION ISNE/C1/1**

## Aim

*This Unit is intended to help increase your knowledge on child development, childhood development and education.*



## Objectives

By the time you complete this Unit, you should be able to:

1. Explain the process of child development
2. Describe the factors that influence learning and development within and without the child
3. Describe the process of language development in a child.
4. Explain the nature of early childhood education.
5. Recognise differences among learners in inclusive settings.

## Topics covered

This Unit has two topics and they include:

**Topic 1: Introduction to child development and learning.**

**Topic 2: Early childhood education**

## Subject Orientation

You will study about early childhood and early childhood education, its goals how to organise or manage it. The following questions may help to guide your thinking:

What do you know about child development?

What do you know about early childhood education?

*Enjoy your reading!*

## **TOPIC 1: INTRODUCTION TO CHILD DEVELOPMENT**

This topic is composed of 2 sub-topics namely:

- Learning and Development in which you will learn about processes of development.
- Language development in which you will learn about interaction and communication.

### **Some questions to reflect on**

Why is it important to have general knowledge about child development?

If you want to help children of all ages to learn (at home or in school) you must learn something about them. There are many questions you should be able to answer about children. Some of them include:

- How do children learn and develop?
- What facilitates a child's learning and development?
- How can a child be able to learn without assistance from a teacher?
- What are the strategies individual children use to solve tasks?
- Why can a child not be able to do what you have expected him/her to do?
- Why does a child fail to learn what he/she is supposed to know?

To summarise, you must know something about how a child learns best and what one can do to promote its development in the most favourable way. In other words, if you want to promote a child's learning and development, you should know something about the processes of learning and development.

*Good luck.*



## **Learning and development**

Learning and development are gradual processes. They occur gradually and continuously. Think about a “road” or a “high way” that has started as a narrow footpath which through continuous use has gradually and continuously widened into a big road or high way.

The quality and looks of this road will depend upon the soil, stones and rock that form its foundation. It will also depend upon how the footpath was widened by people walking, animals, carts, cars, and bulldozers. Environmental circumstances such as climate and how the road is being used and maintained will continuously influence the sustainability of the road.

What are the similarities between the illustration given above and learning?

Learning and developmental processes also represent a continuous flow of change. There is, however, a major difference between the gradual transformation of a footpath into a road and the gradual process of a child’s development. The road itself is not actively participating in its own expansion. However, the child, given the opportunity, will have an immense and important influence and impact on his or her own developmental processes. The process of a child’s development occurs through the integration of experiences of enrichment and the child’s biological maturation.

For many years the developmental milestones (i.e. stages in development) were considered the most important information about child development. Today, however, there is more emphasis on the continuous processes of development. It is important to understand the processes and sequences of development and not just know the milestones. Let us now look at the process of development.

### **Processes of development**

Human beings have basic characteristics that are common. These will be independent of the culture a child is born into.

However, human beings also develop unique characteristics as a result of environmental circumstances, social expectations and demands. These expectations and demands are very much influenced by cultural traditions and other social and physical environmental factors.

From the time of conception, an individual passes through five periods in a sequence. These periods involve both growth and development, which begin from the time of conception till adulthood at about the age of 20 years. Growth and development go hand in hand and influence each other. The periods of growth and development therefore are:

**a) Prenatal**

This is the period from the time of conception up to the time of birth. This period is of fastest growth.

**b) Infancy and toddler-hood**

This is a period of rapid growth, especially in the first year of life, which later slows down.

**c) Childhood**

This period includes pre-school to primary school age when the child's earlier acquired skills e.g. independence, expression and language development is reaffirmed. The proficiency and quality of skills is improved and self-esteem and creativity are secured.

**d) Adolescence**

This is the stage of development that leads to adulthood, marked by the major physical changes of puberty and important cognitive and social changes. It generally begins around the age of twelve and ends around age twenty.

**e) Early adulthood**

This is a stage when an individual becomes independent of his/her parents and assumes roles. This stage extends from the twenties into the forties depending on culture and the individual.

**f) Middle and late adulthood**

This is a period where growth is slower or will have stopped and eventually deterioration will have started, but development continues to progress.





## What then is the difference between growth and development?

### **Growth:**

This is the increase in the size of an individual. Growth can be measured in terms of weight, height and length. This process is fastest in the mother's womb, in the first year of life and at puberty stage. The rate of growth varies from child to child but it follows a set pattern.

In exceptional cases, growth can be delayed or hindered. In this case, development may be slower than usual or as expected.

### **Development:**

This is a result of growth in body organs, and the changes which occur in an individual as a result of experience a person goes through. It is a process in which several changes take place in the child's increasing ability. As the child grows, its ability to carry out some tasks improve. Throughout this period there is:

- Physical development - these are changes that occur in an individual on height, weight and size to enable him/her carry things, walk, kick etc. enables the child to get experience in all areas of life e.g social, emotional and intellectual
- Mental/Intellectual development – this is development in information processing i.e. formulating ideas, understanding, remembering, forming, associating, and planning.
- Social Development – this is when an individual is able to relate and respond to others in the community.
- Emotional Development – this is coming into terms with one's own feelings as well as those of others.



### **Activity ISNE/C1/1-1**

Name some common differences in children as they grow and develop.

*We hope we are still together*



## Factors that affect child development

There are many factors that affect child development. The factors can facilitate or inhibit child development. These can lead to the differences in children's abilities. The factors can be divided into two main groups:

### 1. Factors a child is born with

These factors have to do with the child's biological make – up. This means that the child has some inborn characteristics based on his/her inheritance and how the inherited elements merge within the child. The child is not a “copy” of different parts of his/her parents' characteristics. He/she is unique even if one can recognise some traits typical to other members of the family. The factors can influence the child and lead to differences in growth and development.

### 2. Environmental factors

These can be divided into physical and social cultural factors and how these factors influence each other. These will include the following aspects:

*Social cultural factors:*

These factors include gender issues, cultures, socio-economic structures and political influences. This refers to the nature of interaction between the child and the parents/guardians, other children and all those around.

- Gender – this is how children with opposite sex interact i.e. boys and girls. This causes imbalance in development because of negative attitudes where the girl child is neglected.
- Cultural, traditional and religious influences – this is how children are involved in cultural activities. The child with special needs in education is neglected or hidden from community and therefore denied interaction with the community or health facilities.
- Social structures – this is how an individual identifies with a family, community, clan and tribe. It includes factors as family size, single parents, extended family, family background. Children with special needs in education may be abused and neglected.



- Political circumstances – the leadership from family, community and country. Effects of war, traumatised children, instability, displacement, refugees, marginalised, policies and legislation to protect children, types of government administration.
- Nutritional factors- this involves the feeding that a mother and child receive. Is it a balanced diet? Poor nutrition can lead to a malnourished pregnant mother who may give birth to an underdeveloped child with learning difficulties or mental retardation also referred to as developmental difficulty.
- Environmental characteristics – this includes conditions at home and school. Lack of resources and toys to stimulate a child for learning can affect its growth and development and may lead to poor communication and language development.

Environmental characteristics also include: *Living conditions* – Over crowding, hazards, noisy, unhygienic conditions can affect growth and development in children.

- Climate – climatic conditions can affect the child's growth and development. Hot climate can affect the child's ability to concentrate in the classroom.
- Social economic circumstances - is the child coming from a well-to-do family or from a poor one? The effect of this factor may result in children ending up in the streets or poverty stricken.



### Activity ISNE/C1/1-2

How can these conditions affect the child's growth and development?



**Discuss with a friend and write down your answers.**



## Wholistic approach to learning and development

In the previous section, you looked at factors that affect the development and learning of the child and their implications. In the next section, you will learn about how different aspects of growth and development interact in the learning process. This is referred to as a wholistic approach.

When using a wholistic approach to learning and development, you should take into consideration the physical, social, emotional and intellectual development as a whole. In this approach one will always try to find out what is the interplay of different factors and /or why things function as they do from as many angles as possible.

When, using a wholistic approach in planning a lesson for example, you should consider factors as learner's interest, background, potential, need, the teachers' own knowledge, ability and relevant learning materials or resources as well as guidelines provided by the curriculum.

When planning education or intervention with a wholistic approach one must consider the past, the present and the future. For example, it is not enough to know what children in certain ages are expected to be able to do and know. It is important to know the general and individual footpath to the present and the possible footpath towards the future. Teachers should base their planning on the children's background and existing potentials.

In Special Needs Education there is need to keep a wholistic view and approach to issues such as child development, understanding why learners are doing well and why they do not.

Other areas in which a wholistic approach can be used include identifying a child with special needs in education, planning a lesson or helping learners to fit in school or community.



### Activity ISNE/C1/1-3

In your own words, what do you understand by a wholistic approach to child development?



## **Interaction, Communication and Language**

All human beings are born with a desire to interact and communicate. This is a process through which the behaviour of a person is influenced by that of another. Eventually these initiatives will develop into a more conscious interaction that in turn grows into communication.

**Interaction** is a mutual attention towards each other or towards the same object or a third person.

**Communication** is a two-way exchange of signals, initiatives and responses.

### **Early interaction and communication**

Children are generally viewed as coming into this world with in-built readiness to participate in social interaction; that is to initiate, maintain and terminate interaction with others. This process develops through mutual experiences with the parent/ caregiver. The exchange of gaze, movements, sounds, and mimics, that take place in early interaction form the beginning of human communication. Communication can influence one's life.

Interaction and communication are basic factors for development and learning. They form an important aspect in early parent-child relationship.

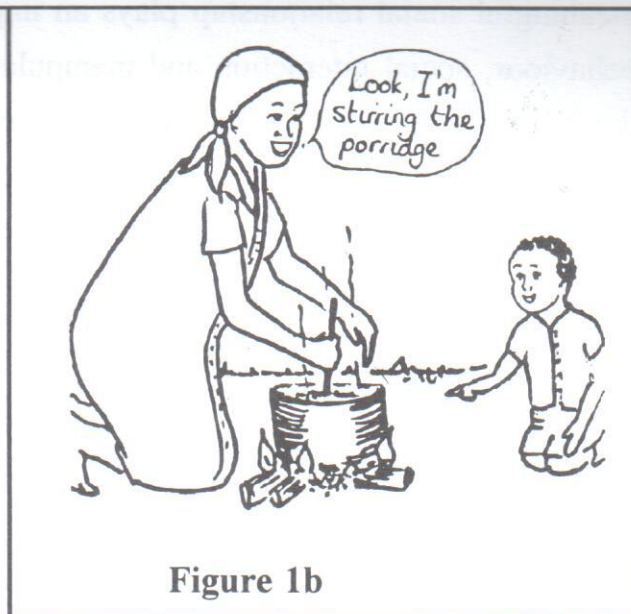
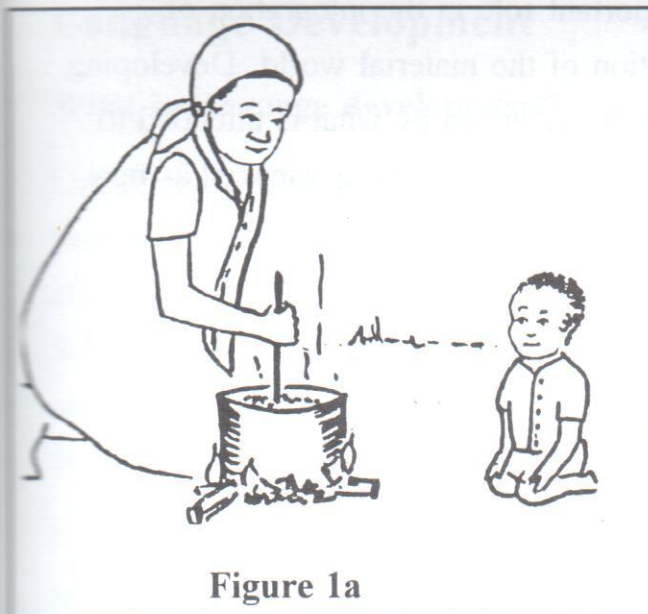
Not only do adults affect the development of a child, but also by virtue of their interaction, a child affects the operations of an adult. Interaction constitutes the beginning of parent-infant communication for example when bathing a child or playing with the child.

Another important part of early communication is the exchange of emotions. The infants' affective expressions such as crying and smiling, cooing, as well as movements (play) are used to guide the caregivers' attention, understanding and actions. For example, a happy or positive expression encourages initiatives and approach while withdrawal, or non-responsive reactions may discourage further



**How is interaction related to communication?**





From the pictures above, which is the correct way of communicating to the child?

initiatives and approach. Anger may cause frustration, but also encourage initiative to change an unpleasant situation.

The development of early interaction and communication is the fundamental tool in guiding learning about the world. The social feedback and practice in a



meaningful social relationship plays an important role in the integration of behaviour, social interaction and manipulation of the material world. Developing the communication process as such is strongly enhanced by what is attended to and reinforced by the caregiver and the teacher, and what is experienced as new and interesting to the child.

It is important that for effective communication, you need to encourage interaction among learners.

Please refer to earlier discussion on factors that affect the learning and development of the child.

The next aspect is the **mediation of the learning experiences**, a concept that refers to the parents' role as mediators between their children and the surrounding world. The parent or caregiver's role is to support the child in his/her acquisition of information and experiences. This occurs partly through enabling the child's attention, initiatives, understanding and responses to the environment, and partly through preparing the environment in order to facilitate the child's language acquisition.

Mediation should be the key learning process that enables a child to acquire experiences by himself/herself. The child and the caregiver get to know each other's reactions and temperaments. In other words they get to know and trust each other.

Gradually, the child will start using the mode of communication he/she is exposed to. Babies successfully do this through imitation after experiencing interaction that in turn develops into communication.

Early interaction and communication enable the development of attachment and bonding.



**Why do you think is the importance of early child interaction and communication?**

*We hope you are going to enjoy the next area.*

# Language Development

## What is language development?

Language development is an important achievement of childhood and is the most fundamental human characteristic. Individuals who have normal hearing have the ability to develop oral language as they listen to other people talk. Language development involves first of all a reactive environment that responds to the child's vocalisation and makes efforts to interpret the child's early attempts in communicating and speaking.

Language involves an active interaction with conversational partners in highly affective and social context. Through vocalisation and experimenting with vocal sounds, hearing, imitation and the physical sensation one has when using the voice (kinaesthetic feedback), we gradually refine our own vocalisations until they sound like the speech of others around us.

Language involves, thinking, remembering and understanding what is said, and being able to respond and express one's own needs. Usually for these to happen, the child should be able to see, hear, and speak. However, one can compensate in case of poor or non-existence of vision, hearing and speech.

## Interaction, Communication, Language and Speech

The process of communication begins with early interaction, intention, vocalisation, non-verbal behaviours a child exchanges with his/her mother. Later this process is extended to other people around the child.

Some of the early indicators of communication difficulties include:

- Not reacting to sound
- Not reacting to initiatives from the surrounding
- Not taking initiatives
- Inability to speak clearly
- Inability to understand what is said.
- Failure to take part in discussions/conversations





#### Activity ISNE/C1/1-4

Think about the children in your class/school. How many of these show the difficulties outlined above.



Discuss with a colleague how to help a child with communication difficulties



#### Note:

Children will acquire language at different ages.



#### Activity ISNE/C1/1-5

What activities should parents, caregivers and all those working with children use in developing language?



## TOPIC 2: EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

This topic has 3 sub-topics:

- The goals of early childhood development and education.
- The role of play in early childhood development and education.
- School readiness activities and transition from home to school and within school.

### The goals of early childhood development and education

Early childhood education includes both informal and formal education that the child receives as he/she grows. Informal learning takes place in the home situation, the playground and during most activities the child is involved in.

The informal method should be used in pre-school. It is largely through own investigation, experimentation and observation of what other people are doing and the child's imitation of what he/she sees. Also informal settings learning will occur. Formal settings will be in forms of nursery schools, kindergarten and institutional homes as well as religious teaching.

Recent research reveals that:

- Newly born babies relate socially with those around them.
- Babies have a high learning capacity and have a high level of motivation to learn.
- Learning is rewarding and motivates the child more than material or social rewards, however, in a long run response to the child's initiatives are of great importance.



#### Activity ISNE/C1/1-6

Which activities in your place are children involved in?



Discuss with a friend and write down your conclusions.



Many children with special needs in education do not receive the required stimulation during the early years. This usually sets them behind their ordinary peers and may encourage the growth of secondary disabilities. Such children may require extra support from the teacher. Support required may include:

- positive reactions to the child's initiatives and to his or her answers and performance of tasks;
- encouragement and motivation;
- provision of comfort and assurance;
- security;
- stimulation in such areas as language, physical and cognitive;
- early identification and intervention of possible special needs in education;
- intervention of possible learning difficulties.

### **Pre-school education**

Pre-school education for children with special needs in education is vital. It is at this point that intervention of identified needs can be most effectively started. Not all children go through this system before joining primary school, more so children with special needs in education.

Pre-school is important as an area in which children with special needs in education are identified, intervention measures taken and early stimulation given. The following are some of the forms of pre-school education:

#### **Day care centres**

These are institutions caring for children below age 3, mainly for purposes of baby care. These are often utilised by working parents.

#### **Nursery schools and kindergartens**

These are mainly catering for children between 3 and 6 years of age. Children at this point will be ready for:

- play and cultural activities
- social interaction

- further language development
- quantity and number recognition

### Children's homes

These are care centres for children not living with parents.

### Family homes

Children live in family homes and learn from there.



**Find out the national aims and objectives of early childhood education in your country.**

### The Role of play in early childhood

When children are awake and left to themselves, they spend most of the time playing. Play is a desire to engage in pleasurable activity either physical or mental to obtain happiness.

Play is the child's main business in life. Children learn by doing and as they grow, they need freedom to explore and to play. Play is essential in growth and development. It helps to develop mental, social and physical skills – including using language, movement and balance. It helps children to be curious, competent and confident. It is the foundation for learning the skills necessary in later life.



**Note:** Play is often spontaneous for most children. However, for children with special needs in education play may not be automatic. For such children, there may be need for extra motivation and adjustment of the environment

### Important aspects of play

When ordinary children (those without special needs in education) play, the form of play they engage in will incorporate most or all the following aspects:

- Discovery (finding out about their bodies and things; what they look like, their sizes, shapes, and colours),



- Physical activity (active movement, jumping, climbing, crawling, running, throwing),
- Manipulative (skilful use of hands where modelling, holding, shaking objects)
- Creativity (solving problems, investigating the surrounding, expressing ideas by making something which is original, painting, drawing or modelling),
- Social aspects (children play with fellow children or adults, become honest, co-operative and share with others), and
- Imaginative play (children do role play and imagine that they are someone in a responsible position like father, mother)

However, children with special needs in education may need help and guidance in the above aspects.



#### **Activity ISNE/C1/1-7**

Take a piece of paper and pen. Go out to a place where you can see most children during break time. Jot down all the kinds of play activities children are involved in.

Categories the activities according to the aspects of play you have learnt.



**Discuss your findings with a colleague.**





### Activity ISNE/C1/1-8

Paul is 4 years old. He has a condition which limits his interaction with other children and adults. He only plays with one toy all the time.

1. What do you think are the reasons for Paul not interacting and not playing with others?
2. How can you encourage Paul to play with other children and use a variety of play activities?



**Discuss with a colleague.**

In the preceding paragraph, you noted various aspects of play. Play can either be indoor or outdoor. Let us now look at some of them.

#### Indoor play

Indoor play is done within a building. Children normally use household objects such as spoons, chairs, tables, plastic containers, cups, and empty boxes. At first, children are seen playing alone with these objects, opening, banging, fitting and manipulating them. At another stage, they begin sharing with other children in the house or parents and caregivers. Role play is also an important activity.

#### Outdoor play

Outdoor play is an important aspect of physical development. It provides the opportunity for a large range of physical skills to be practised and developed. Apart from these, there are many other benefits, these include:

- fresh air, exercise and the use of energy that aid growth and development
- more space which may result in longer play interaction and freer expression.
- Adjustment to the school environment including the natural and man made facilities there.
- Discovery of the environment: children can experience different materials (leaves, twigs, pebbles, stones, animals and insects)



Outdoor play provides a rich sensory experience where children can develop awareness of many concepts, for example wind, rain, temperature, light and shade, smell.



**Note:** There are some key things to consider when organising play activities for a child with special needs in education. These include;

- Adaptation of play materials
- Consideration to the child's health of the child and agility
- Consideration of the nature of play and adaptation of the games
- Consideration of child's skills of movement
- Adjusting instructions given to the child
- Pointing out physical barriers and landmarks

### Approaches to learning

As a child prepares to enter school, he/she encounters a more structured curriculum. In the early years, children were expected to learn facts by heart, listen passively and absorb knowledge from adults. They were not encouraged to take responsibility for their own interests. The current practice emphasises that concepts are best understood through actual experiences. These ideologies have had great influence on the way we organise provisions within these early years and has led to an approach that takes into account individual capabilities, needs and interests. Such an approach also integrates several content areas into a theme.



**What is the name given to an approach which integrates several content areas into a theme?**

The current approach used in organising pre-school activities is known as the **thematic** approach.



## Thematic approach

The word “thematic” is derived from the word “theme”. In thematic approach, activities are not taught in isolation or discrete bits, for example, as number work or language activities. They are instead integrated into a theme/topic that is then developed into a number of lessons/sessions. In these sessions learning is related to numbers, language, practical skills and information, all of which are utilised in accordance to needs. This approach is also known as an integrated approach.

The Thematic approach will also stimulate the child’s developmental abilities in such areas as physical, intellectual, linguistic, social and emotional.

### Example:

i) Consider a theme such as “my body” using this theme, the teacher can have the children:

- Identify and talk about the parts of their bodies – this will encourage the development of expressive speech (linguistics) and pre-science abilities (cognitive).
- Practice the care of the body – hygiene.
- Draw and colour parts of the body – this will encourage enjoyment, manipulative (physical) and artistic (creativity) skills.
- Count and add the body parts such as fingers, toes – number work skill.

ii) Alternatively, while singing with actions any common song such as the one given below:

Ten green bottles standing on the wall x2

If one green bottle should accidentally fall

There’ll be nine green bottles standing on the wall

Nine green bottles standing on the wall.....

There’ll be eight green bottles standing on the wall

No green bottles.....

The children can develop several skills and abilities and these include:



- Number work e.g. counting and subtraction (cognitive element)
- Manipulative and body co-ordination through the actual counting and re moving (physical element)
- The concept of colour (cognitive)
- Articulation of words – expressive language (language)
  - Musical – through singing (cognitive)
  - Enjoyment – as they sing with actions (emotional)
  - Social relations - doing activities together
  - Listening – as they listen to the teacher/others sing while learning the song

From these examples, you can note that in having just one theme as “my body” or one activity as in singing, several elements of learning can be captured.



**Why do you think an integrated (thematic) approach to activities is appropriate in learning ? How can you use this approach in class?**

The following explains further the important factors in the use of thematic (integrated) approach in organising pre-school activities:

- Its wholistic nature enables children to see the content they learn as a whole entity and enhances generalisation. This removes the confusion that arises with presentation of discrete content areas and connect it to own reality.
- Themes are likely to generate interest and participation among children especially when they are developed together with the children
- It caters for learners diversity since in one theme different activities which suit individual differences can be developed i.e. activities can be differentiated to meet the learners needs



**Can you think of and list other important factors of thematic approach?**

### **School readiness and Transition**

This is a process of change of the child from home to pre-school and from pre-school to primary school. In each case the child may be faced with psychological, emotional and social challenges due to the movement from a more free atmosphere to a more structured environment. The child will certainly need encouragement and reassurance to successfully settle down in the new environment.

In an inclusive set up, a child with special needs in education requires more support. For example, a child with cerebral palsy will certainly need to be helped a lot. At the same time the teachers, other children and workers in the school also need to be sensitised to the needs of the child to facilitate his/her transits. The child needs orientation in social, environment, routine activities like timetable and school regulations and other support services.

### **School readiness and transition activities**

A successful school readiness activity ensures equal opportunities in learning. It serves to recognise that some children have special needs in education and positive action might be necessary to enable them to learn successfully. Below are some practical suggestions to achieving school readiness:

- Provide more equipment familiar in the children's surrounding. This should include play materials to stimulate participation and reflect cultural diversity.
- Choose books and tell stories that challenge stereotyping and provide positive role models. Children grow to live by examples of their first experiences.
- Value the child and the child's home background and recognise that experiences gained at home are vital to the child's self-esteem (language, religion and custom)



...activities are shared equally between classes and that all children have an opportunity to play.

- Be sure to start with pre-reading and writing activities as well as number concepts and activities before teaching the children to write and calculate, especially for children joining primary school.

These are some of the practical suggestions to school readiness activities.



### Activity ISNE/C1/1-9

List some of activities you know and their importance that to prepare children for formal learning.



### Note:

In Topics 1 and 2 you have learnt about early childhood development and education. It is important for you to bear the following:

- every child has unique characteristics, interests, abilities and learning needs.
- children with special needs education must have access to regular schools.
- the school community should ensure that the learning environment is conducive by:
  - making the school accessible to learners with special needs
  - developing positive attitude towards learners who are different
  - enabling the children with special needs in education effectively use the facilities in the school.
  - using a child centred approach capable of meeting their needs





## Summary

In this unit you have learnt about childhood education and development. The focus was on development and education, processes of development, factors that influence development, the wholistic approach, early childhood education and lastly school readiness and transition. We hope you enjoy the study through this unit.

## NOTES AND ANSWERS TO THE ACTIVITIES

Below are some answers to the activities in this Unit. They are not conclusive. You are free to add as many as you can.

### Activity ISNE/CI/I-1

- Delayed physical growth
- Delayed cognitive development
- Delayed language growth

### Activity ISNE/CI/I-2

- i) socialisation with other children can be affected
- ii) language development may be delayed
- iii) physical development may be affected
- iv) gross and fine motor development may be affected

### Activity ISNE/C1/1-3

Write your own explanation.

### Activity ISNE/CI/I-4

Discuss with a colleague

### Activity ISNE/CI/I-5

Activities:

- use of play materials



- story telling

- *role play*

- dramatisation
- rhymes
- poems
- picture discussions
- physical activities like; skipping, hopping
- drawing etc.

#### **Activity ISNE/CI/I-6**

Children learn new ideas through:

- investigating, experimenting and trying out by themselves
- imitating what others are doing
- creative play activities
- direct instruction by the adults
- modelling i.e. an adult performing a task and asking the child to do likewise

#### **Activity ISNE/CI/I-7**

Discuss with a colleague

#### **Activity ISNE/CI/I-8**

Discuss with a colleague

#### **Activity ISNE/CI/I-9**

- Understanding pre-number concepts
- Counting using real objects ( developing mathematical concepts)
- Sorting objects (developing concepts of sets, size, colour, etc.)
- Scribbling drawings (developing writing skills)

- Telling stories and riddles (developing self-esteem, confidence and language ability)
- Rhymes (developing language and social abilities)

## END OF UNIT I ASSIGNMENT

- 1 (a) Identify four factors that affect child development and learning.
- 1 (b) Choose two of the factors you have identified and explain how they affect a child's development and learning.
- 2 (a) Identify five activities, which facilitate learning in early childhood education?
- 2 (b) Give one importance of each of these activities?

## LEARNING OUTCOMES – SELF CHECKING EXERCISE

You have now completed Unit 1. The learning outcomes are listed below. Put a tick in the column that reflects your learning.

LEARNING OUTCOMES	NOT SURE	SATISFACTORY
1. I have now known the process of child development.		
2. I now know how various aspects within and without a child can influence learning and development.		
3. I now know how a child develops language.		
4. I can now explain what is meant by early childhood education.		

If you have put a tick in the not sure column, turn to the relevant section and study it again.



*Congratulations for completing Unit 1!*





## FURTHER READING

- Bayo, A. (1995). **Parental Involvement in the Education of Visually Impaired Children**. Kampala: UNISE
- Bee, H. (1992). **The Developing Child**. New York: Harper Collins College Publishers.
- Ingule, F., Rono, R. C., & Ndambuki, W. P. (1996). **Introduction to Educational Psychology**. Nairobi: East African Educational Publishers.
- Lee, C. (1998). **The Growth and Development of Children**, (4<sup>th</sup> ed). New York: Longman.
- Minett, P. (1994). **Child Care & Development** (3<sup>rd</sup> ed.). London: John Murray.
- Sheridan, M.D. (1977). **Spontaneous Play in Early Childhood**. Berkshire: NFER-NELSON

## **UNIT 2**

### **INTRODUCTION TO CHILDREN WITH SPECIAL NEEDS IN EDUCATION**

**ISNE/C1/2**



## Introduction

Dear learner,

You are welcome to Unit 2, **Introduction to Children with Special Needs in Education (ISNE/C1/2)**. In this Unit you will be introduced to children with Special Needs in Education. This will prepare you in understanding and helping children with special needs in education. It is important that when studying this Unit, you keep in mind all the time what you have studied in Unit 1.

Note that there is a connection between all units in this course.

### *Aims*

This Unit is intended to make you understand some of the concepts used in relation to children with special needs in education. It will also help you understand barriers to learning and development within and without the child and their consequences.



### Objectives

By the end of this Unit, you should be able to:

1. Describe the concepts commonly used in special needs in education
2. Describe the barriers that cause special needs in education.
3. Identify and refer children with special educational needs in your class or at home to SNE/EARS for further help.
4. Seek assistance when knowledge and ideas are not enough

### Topics to be covered

This unit is organised under 3 topics:

#### Topic 1: Clarification of concepts

The following concepts will be clarified in this section:

- a) Impairment
- b) Disability
- c) Handicap

- a) Special Needs
- b) Special Needs Education
- c) Special Educational Needs
- d) Integration
- e) Inclusion
- f) Inclusive Education

## **Topic 2: Barriers to learning and development within the child**

### ***Barriers within the child and their consequences***

The following will be covered under this topic:

- a) Sensory difficulties - visual impairment
  - hearing impairment
- b) Motor disabilities and health impairments
- c) Cognitive difficulties - mental retardation
  - specific learning difficulties in areas of reading writing and mathematics
- d) Multiple disabilities - a combination of disabilities and special needs in education e.g. deaf – blind.

### ***Environmental Barriers and their consequences***

The following will be covered under this topic:

- a) social-emotional difficulties
  - lack of support
  - under-stimulation
- b) Children living under specially difficult circumstances
  - traumatised children
  - abused and neglected children



- *children on the street/ children who are homeless*
- *working children (child labourers)*
- refugee children
- orphaned children
- children heading families
- children infected by HIV/AIDS
- children from deprived/rich families
- (c) Other factors;-
  - upbringing
  - school factors

***A combination of barriers within the child and environmental factors***

- Interaction, communication and language
- Other combination

These can be highlighted in the sensory disabilities above. You should also note that there are children with speech and language difficulties in school and at home who do not have sensory difficulties.

## **Subject Orientation**

In order to meet the needs of all children in your class or home, you need to understand what special needs in education are. The knowledge will promote your understanding of children with special needs in education.

***Enjoy working through this Unit.***

## TOPIC 1: CLARIFICATION OF CONCEPTS

There are several concepts associated with the study of special needs in education. These concepts include the following:

### Impairment

This is damage to a part of the body either through accident, disease, genetic factors or other causes. This leads to the loss or weakening of that part affected. For example, if one lost fingers in an accident, that hand may not be able to function properly. Someone may also lose hearing and vision.

### Disability

This is the loss or reduction of functional ability of an individual due to impairment. It is also a limitation of opportunities that prevent persons who have impairments from taking part in the normal life of the community on an equal level with others. For example, a person whose legs are paralysed cannot play football.



**Note:** A disability is loss or reduction of functional ability of part of the body resulting in limiting the person's participation in the community

### Handicap

A handicap is a disadvantage or restriction of activity, which has come about as a result of society's attitude towards a disability. An individual who is not given opportunity to become independent by society is handicapped. A handicap can be lessened if the society provides help to enable a person with a disability to be independent.

### Special Needs

These are conditions or factors that hinder normal learning and development of individuals. The hindrance can be temporary or life-long conditions that do not allow proper progress of an individual because of factors like disabilities, social, emotional, economic, health and political conditions.



These conditions are also referred to as barriers to learning and development. The barriers can be within environmental or a combination of the two.

### **Special Educational Needs**

Individuals have different abilities and potentials in performing. In education there are individuals who do not perform like the rest of other learners but could perform if they got the right help. These learners have learning or educational needs, which is not the same as of others. We refer to this when applying to children with special educational needs e.g. learners who cannot hear well, see well and understand well usually have social emotional/health problems and may develop to permanent.

### **Special Needs Education**

This is education, which provides appropriate modifications in curricula, teaching methods, teaching/learning resources, medium of communication or to the environment in order to meet individual special educational needs. It is learner centred, flexible and adjustable to individual needs and potentials. This was originally referred to as Special Education.



**Note:** The concept of special needs education is what is currently used to refer to the barriers to learning and development in children.

### **Resource Room**

This is a classroom in a school for teaching children with special needs in education. It has various learning materials. At times it is used;

- by teachers
- for small conferences in relation to special needs education

## **Integration**

This is the provision of educational services to children with disabilities who have segregated into special schools or classes and are brought back partially or fully into a regular class. In other words it is complete assimilation of children with special educational needs into the ordinary school system. Integration has many levels and some of them are:

## **Inclusion**

Refers to and focuses on adjusting the home, the school and society at large so that all individuals can have the opportunity to interact, play, learn, experience the feeling of belonging and develop in accordance with their potentials and difficulties.

It means recognising individual differences and providing for those differences thereby enabling those individuals obtain a good quality of life within their natural environment.

It requires accepting and adjusting to include an individual with special needs in education without completely changing the environment. These changes will be an advantage not only for children with special needs but for children in the school. In other words inclusion will provide enrichment for all involved.

Inclusion is therefore based on the belief that people work with people of different races, religions, aspirations, and abilities or disabilities. It enables children of all ages to learn and grow in environments they will eventually work in.

## **Inclusive education**

Is the process of addressing learner's needs within education all available resources must be used. Inclusive education creates opportunities to learning and preparing learners for life. The emphasis is on equality, access, and opportunity to education, reviewing schools and systems and changing them rather than trying to change the learners. Inclusive education encompasses **good teaching practices**.





### Activity ISNE/C1/2-1

Explain the concepts below using your own words?

1. Handicap
2. Special Needs Education
3. Impairment
4. Disability
5. Special Needs Education
6. Integration
7. Inclusion
8. Inclusive Education
9. Explain the relationship between inclusive education and integration.



**Discuss your answers with a colleague**



## TOPIC 2: BARRIERS TO LEARNING AND DEVELOPMENT

As mentioned in Topic One barriers to learning and development can be within the child, environmental or a combination of the two. You are now going to learn those barriers found within a child and their consequences.

### Barriers within the child and their consequences

Barriers within the child are also referred to as *intrinsic* factors. These children are usually born with specific characteristics such as loss of vision, loss of hearing or having a disability on the limb. The most obvious intrinsic factors are disabilities. The disabilities are in forms of sensory, motor and cognitive difficulties. Before discussing these two areas of disabilities, it is better to look at the causes of disabilities.

#### Causes of disabilities

Many disabilities arise in children during periods described below:

##### *Before birth*

A child may suffer brain damage as a result of malnourished mothers during pregnancy, harmful infection of the mother from diseases like syphilis, gonorrhoea or an incompatibility of blood types (the Rh factor), genetic factors German measles (Rubella) and many other unknown causes.

##### *During birth*

Babies can get disabilities if there are complications such as prolonged labour, risky delivery process, premature birth and lack of oxygen during birth (anoxia).

##### *After birth*

There could be causes resulting from malnutrition; daily life accidents; diseases like measles, meningitis, polio and many other causes.

##### *Sensory difficulties*

Sensory difficulties will include difficulties and impairments of one or several senses. These may include:



- not able to hear
- not able to see
- not able to see and hear

### **Indicators of sensory difficulties:**

#### *Visual impairment*

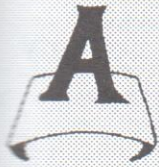
- rubbing eyes
- reading at an angle
- holding a book too close or too far
- stumbling and bumping into objects
- difficulty to read some or all letters

#### *Hearing impairment*

- missing some sounds
- unclear spoken language
- poor vocabulary in relation to age and culture
- withdrawal from the rest of the learners
- not responding to instructions e.g name when called

If you observe any of these behaviours displayed constantly in any child in your classroom, do not hesitate to refer him/her to the nearest special needs education/educational assessment and resource services (SNE/EARS) centre or health centres for further assistance.





### Activity ISNE/C1/2-2

Write down answers to the following questions:

1. What is the importance of seeing?
2. What are we missing if we do not see?
3. What is the importance of hearing?
4. What are we missing if we do not hear?
5. How does inability to see and hear affect the child's ability to carry out tasks in his or her home environment?
6. How does not seeing and hearing affect a child's readiness for the existing school curriculum?



**Discuss your answers with colleagues**

### Motor impairment and health problems

Motor disabilities include conditions that may prevent a child from moving or manipulating the physical environment, thereby hindering interaction and communication. These impairments may among others develop due to:

**Polio** - a common condition which is characterised by paralysis often of the legs. It may affect one or both legs.

**Cerebral Palsy** – a disability that affects movement and body position. It comes from damage of parts of the brain that leads to paralysis of parts of the body. The brain damage causes rigidity or stiffness in parts of the body and in turn brings about difficulty in movement and body position. The damage may cause clumsiness or stiffness. The child may not be able to sit up, stand well or hold things.

**Amputation** – is the loss of some part of the body. More often, children lose an arm or leg because of accident or limb cut off because of advanced bone infection or cancer. They may also be born without some parts of the limbs.



Not being able to manipulate objects and/or moving about will create great hindrances for the child's development and independence. The child's curiosity cannot be satisfied, neither can his/her desire. A child who cannot handle the physical world by him/her self will have less experience than other children do. The consequences of lack of experiences may result in learning difficulties.

***Indicators in children with motor problems:***

- difficulty in manipulating learning materials (drawing, writing)
- limitations in body co-ordination
- poor balance and posture
- body deformities
- poor head/neck control
- missing body parts
- some may develop learning and language problems as a result lack of experience
- stiff or weak muscles
- some may have speech problems
- problems carrying out activities of daily living, feeding, toileting.

**Health problems**

Some learners may be suffering from hidden health problems. These health conditions can last some time or for life. The conditions can be; epilepsy, asthma, heart conditions and disease, sickle cell anaemia, diabetes and hypertension. Children with health problems may have difficulties to perform in daily activities including learning.

***Indicators in children with health problems:***

- feeling sick most of the time and frequent hospitalisation
- lack of interest in maintaining an activity
- short term attention

- emotional and behavioural problems which may be side effects of medication
- breathing problems
- restlessness
- irregular school attendance

### **Cognitive difficulties**

Cognitive difficulties result from problems in the central nervous system. This will have a direct influence on learning and development. Three areas of cognitive difficulties will be mentioned namely:

- Attention deficits – not paying attention
- Specific learning difficulties in reading, writing and mathematics calculating
- Mental retardation also called developmental difficulties

### **Indicators of cognitive difficulties in learners:**

- Being slow at acquiring and developing skills such as speaking, walking
- Being unnecessarily slow in carrying out tasks
- Not able to transfer the same activities into different situation
- Unable to understand what is said or follow instructions
- Failure to acquire, understand and use language to express needs
- Difficulty in remembering experiences or things learnt
- Excessive purposeless movements in class, home or play field
- Difficulty in paying attention or focussing on an activity to its completion
- Difficulty in judging consequences of their action
- Difficulty in one or more of the following academic areas:
  - Basic reading and writing
  - Spelling



- Number concepts
- Listening comprehension
- Expressing themselves

Some children may show superior abilities compared to their peers of the same age. The following behaviours may be displayed by these children:

- Being ahead of others in class work and other activities
- Showing a lot of creativity and always coming up with new ideas
- Showing leadership abilities
- Showing special/superior ability in manipulating materials from the environment in making unique models
- Higher reasoning abilities and passing judgement about people and events
- Asking unusual questions for their age, which may at time not have ready answers
- Showing special talents in music and arts

### **Multiple disabilities**

These are seen in persons who suffer from more than one disability. They include individuals who have for example:

- hearing and visual problems
- motor and mental problems

Sensory and multiple disabilities hinder normal growth and development in individuals.



**Note:** the following about disabilities

- impairment is not an illness. Very often its a lifelong condition.
- disabilities can often be identified at an early age
- disabilities may be caused by internal factors (factors within the child)

- disabilities may be intensified by external factors especially if not identified at a young age and if parents did not have the necessary support
- disabilities can be caused by external factors
- persons with disabilities have the same rights as other persons



### Activity ISNE/C1/2-3

Identify 2 effects of each of the following conditions on the child's learning and development

- sensory difficulties
- motor difficulties
- cognitive difficulties
- multiple difficulties



## Environmental barriers and their consequences

Environmental barriers are referred to as *extrinsic* factors. These are forces or conditions that cause problems in children's learning and development. In this case, the problem is not within the child but it originates from his/her environment. Let us look at these conditions.

### Lack of positive personal support

Lack of positive personal support to any child may affect his/her learning and development. The child may develop such behaviours as nervousness, tension, anxiety, depression and uncertainty.

Children who are not supported by their immediate carers i.e. parents, teachers and other people around them may:

- have a low self-esteem
- not develop and learn in the same way as other children of the same age
- become withdrawn, aggressive and sometimes run away from home or withdrawn from school



**Note:** It is therefore important to give the necessary positive personal support whenever we suspect any of the characteristics mentioned above.



### Activity ISNE/C1/2-4

Think about the class you are teaching currently or your own children. What behaviours within them seem to suggest lack of positive support?



**Discuss with a colleague.**



## **Under – stimulation**

Stimulation is brought about by the social and physical environments. Normally, these environments will be perceived through sounds, sights, toys, smells, touch make children develop interest and use their bodies and senses. Children who are under-stimulated do not develop interest in their surroundings (social and physical). This can result from lack of understanding by parents of their importance to encourage and motivate the child to reach out and manipulate his/her environment. Under-stimulation may have effects in a child's learning potential.



**Note:** Caregivers may sometimes need encouragement to interact with and stimulate their children

## **Other conditions related to socio- emotional and behavioural conditions**

It is important to keep in mind that there are many additional conditions that can have social-emotional effects that will become the main reason why children do not function well both in the home, school and therefore develop behavioural difficulties. Such situations could be:

- people close to the child suffering from serious and stigmatising illness such as HIV/Aids, venereal diseases and mental illness.
- famine and other catastrophes of nature.
- stigmatising conditions due to superstition such as beliefs related to causes for impairments:
  - if a child is born with an impairment it is because the mother had sinned
  - teaching a child with impairment will cause the female teacher to bear a child with the same impairment
  - the evil eye.
- warlike conditions which displace people



- children of minority families may suffer because they may feel strangers in their own communities, be teased, and have no friends.

### **Children Living Under Difficult Circumstances**

There are many factors that cause difficult circumstances. The populations of most developing countries, Kenya and Uganda inclusive are full of inhabitants whose socio-economic status is very low. Living in situations where there are unhygienic surroundings, poor nutrition, poor homes far from social services e.g. health centres, lack of employment and poverty all have negative bearing on children. All these factors and many others not mentioned here can cause special educational needs resulting in poor academic achievement in children.

The following are some of the groups of children living under difficult circumstances:

#### **- *Children who are traumatised***

Political situations that bring about war and violence or that deprive people from freedom will often result in experiences that may make regular schoolwork quite meaningless. Children might have carried and used guns, been abused, gone hungry and experienced aggression in a time of their lives where they need tenderness and care. In that case we get children who are traumatised. Children with such experiences will need a caring educational setting, where peers and teachers can stimulate them for a more meaningful life.

#### **- *Children who are abused and neglected***

Child abuse is any act or intention to treat children badly by directly or indirectly hurting them. Such actions deprive children of their rights thereby hurting and harming the children physically or emotionally.

It is important to realise that child abuse involves both physical and psychological violence. Severe child neglect will also be regarded as child abuse. The child can be neglected because the parent is forced to neglect the child due to circumstances or because the parent does not really care. Neglect is also failure to provide for the needs of children.



### Examples of child abuse and neglect:

- Beating and caning children as well as sexual use of children will always be considered as abuse.
- Parents care for their own wellbeing and do not have time to show affection, feed, play and clean the child.
- Parents or teachers seldom show affection or praise the child
- Parents or teachers systematically scold and abuse the child verbally
- Parents do not support child and show indifference
- Early marriage or forced marriage
- Scolding, lack of positive remarks and encouragement, use of abusive language directly to the child.



#### Activity ISNE/C1/2-5

Stella is seven years old. She has three younger siblings; Paul who is 5 years old and goes to school and two sisters, Rebecca 3 years old and Sara is 1 year old who stays at home. Stella's mother and father have to work.

Stella has to care for Rebecca and Sara, make food for them and for Paul when he comes back from school and keep them all out of trouble from sunrise until the evening.

Stella gets no time to go to school to play with other children and to be a child.

1. How could the community help to improve Stella's quality of life?
2. What is the gender implication?

Traditionally, Stella's situation may have been accepted. However, taking into consideration the Convention on Children's Rights (refer to appendix ii) as well as



the wish for democratisation one must question if Stella's parents are doing right by giving her such difficult responsibility.

### **Children on the Street**

These children can be divided into two groups, those who spend a day in the street and have a home to go to and those who the street is their home

In most urban areas today, it is evident that there is a high rate of unemployment and poverty. Many of the people live in slums with their families. Children grow up in crowded conditions in most cases lacking the necessary facilities. The children may not be going to school because their parents cannot afford to meet their needs and therefore roam around. Due to such circumstances, some of the children desert their homes and go to live in streets (street children) or join bad groups becoming juvenile delinquents involved in stealing and drug abuse. Some of the children who live on the street lacked affection and care from their parents. These situations lead these children to have problems in learning.

### **Working children (Child labourers)**

Child labourers are children under the age of 18 years involved in work, which interferes with their upbringing and education. It affects their physical, mental and spiritual growth and development.

In urban areas today, many children are exploited as child labourers. They are employed for example in markets to sell goods, house girls, rice fields, mining etc. In rural areas children are expected to carry out duties like looking after cattle, picking coffee, tea, scaring birds away from rice fields and many other domestic activities. Those who go to school are burdened with such responsibilities and are forced to drop out of school.

### **Refugee and displaced children**

Many people get displaced as a result of political upheavals such as wars and natural calamities. The populations end up losing their homes and properties. This loss as well as being torn away from their roots can result into lack of self esteem thereby affecting children's learning and development.



## **Orphaned children**

These are children who might have lost one or both parents. Sorrow, guilt and/or anger resulting from having lost a loved one may overwhelm children. Parents might have died from illness or accidents and at times the child may feel that he/she did not do enough to prevent what happened. Children with such feelings have neither peace of mind, nor do they have motivation for learning.

## **Children heading families**

As a result of wars, displacement, natural disasters and loss of immediate members, children may be left on their own and take on premature responsibilities of looking after the younger sisters and brothers. These are usually referred to as child-headed households. The new demanding responsibilities may affect their ability to concentrate on learning and may not give them time to be themselves.

## **Children infected by HIV/AIDS**

Children infected by HIV/AIDS are those who have acquired the disease. Such children experience social and psychological problems that affect their self esteem and concentration thereby affecting their learning and development.

## **Children from deprived /rich families**

In rich families some children may develop behavioural problems as a result of lack of proper attention, involvement and care. They may also lack the guidance in the use of resources. There may be rigidity in decisions made by the parents. These may result in a child developing low self esteem as well as lack of independence which will affect child's learning.



### **Activity ISNE/C1/2-6**

Give some examples from your own experience of children with social emotional difficulties



Share your answers with a colleague.



## Other factors that may result in children developing special needs in education

### - *Upbringing factors*

The child's upbringing is critical for his/her future life. There must be a good understanding, discipline and acceptance of appropriate norms and values of society. In a situation where fundamental gaps in upbringing emerge, serious consequences can occur. These consequences will have elements like emotional behavioural and learning problems.

*The following are some examples:*

- parents who pressurise their children to achieve or who have unrealistically high expectations of their children can make them unyielding to parental pressure and/or develop poor self-esteem. The child may unconsciously become hostile towards parents and develop negative attitudes towards them and school.
- overprotection by parents leaves children no room for freedom and opportunities to become independent. Decisions are made for the children and they do not learn to take responsibility for their lives and their schoolwork.
- some parents show very little interest in their children's activities. They are not concerned with the children's education and do not encourage them to do well at school. This lack of interest affects their attitude towards themselves and to school.
- some homes where there is poor discipline often also have little routines. When parents are inconsistent in their style of upbringing children, the children begin to feel uncertain and confused. Disorganised homes constitute one of the main causes of behavioural learning problems in children. Disorganised with often not promote responsibility and sharing.



#### NOTE:

There are some parents due to the nature of their work are not always available to the children. Whenever you identify a child in this condition refer them to relevant service providers like SNE/ EARS.



## School factors

There are numerous factors associated with school, which may cause special educational needs in learners. Let us look at some of these factors:

- teachers who do not have skills to teach may not be aware of the problems the learners are facing, hence demoralising them.
- some teachers are not sensitive to the various needs of learners in their classes. This means that learners whose style or pace of learning is different from the average learner are not accommodated.
- demotivated teachers who are not sufficiently concerned about doing their best for their learners usually spend little time on preparation and present lessons in an unattractive, less motivating and illogical manner.
- some teachers use teaching methods, which do not meet needs of all children. Because of poor teaching the learners may result in poor motivation hence disciplinary problems
- inappropriate resources (human and economic) may also result in children developing learning difficulties. Study resources may not be linked with what is being taught and may not relate to the experiences of learners.
- good school management will influence good learning
- content that is not relevant for learners will not be motivating



### NOTE:

The general policy is that all trained teachers should teach all levels in primary school. However, in practice this is not so. It is advisable that trained teachers are equally needed in lower classes as in the upper class.



### Activity ISNE/C1/2-7

From your experience mention at least five factors that affect your teaching



There are *many other factors apart from what is mentioned* above that may lead to special educational needs in learners.

### **A combination of barriers within the child and environmental factors**

A combination of these barriers may result in a child having problems in interaction, communication and language development. There may also be other combinations of difficulties which will have a negative bearing on the child's learning and development.



**Note:** Speech and language difficulties will include;

- poor expression
- inability to understand and follow instruction
- poor articulation
- poor reading skills

**Table I: Overview of barriers to learning and development**

Barriers	Special Needs in Education
Sensory difficulties	<ul style="list-style-type: none"><li>- visual difficulties or impairment</li><li>- hearing difficulties or impairment</li></ul>
Motor difficulties	<ul style="list-style-type: none"><li>- polio</li><li>- amputation</li><li>- deformities of limbs</li><li>- cerebral palsy</li></ul>
Cognitive disorders resulting from disorders in the central nervous system	<ul style="list-style-type: none"><li>- attention deficit</li><li>- specific learning difficulties in reading, writing and/or calculating</li><li>- developmental difficulties</li></ul>
Social emotional difficulties	<ul style="list-style-type: none"><li>- low self-esteem</li><li>- anxiety</li><li>- under stimulation</li></ul>



lead to

interac-  
combi-  
ming

Economical, social and  
physical environmental factors

- attitudes, social relations, cultural traditions, opportunities
- policy, laws, legislation, economy
- physical conditions, adjustment of the environment



## SUMMARY

In this unit, you have been introduced to special needs education in children, the concepts used in special needs education, causes of special needs, and effects of special needs on learners and how to work with such learners.

We hope you found the study of this unit interesting and that it has, and will motivated you to learn more about children with special with special needs in education and how to assist them

## NOTES AND ANSWERS TO THE ACTIVITIES

Below are answers to the activities in Unit 2. They are not conclusive. You can add you own.

### ACTIVITY ISNE/C1/2-1

Discuss your answers with friends

### ACTIVITY ISNE/C1/2-2

Discuss with a friend

#### 1 Sound discrimination

- spoken language
- to detect danger

#### 2 Appreciation of the beauty in the environment

- exploration of the environment
- identification of shapes, colours, objects



- discovery
- sound discrimination
- rhythm

### *3 Interact freely*

- develop physically
- develop mentally
- develop socially and emotionally

### *4. Poor language development*

- learning difficulties
- mobility problems

## **ACTIVITY ISNE/C1/2-3**

### *1. Sensory difficulties:*

- communication difficulties
- slows down learning
- problems with perception

### *2. Motor difficulties:*

- movement problems
- co-ordination problems
- manipulation difficulties

### *3. Cognitive difficulties:*

- problems with understanding
- problems with comprehension
- problems with perception

### *4. Multiple disabilities:*

- perception difficulties
- problems with fine and gross motor movements
- social problems

#### ACTIVITY ISNE/C1/4

Discuss with a friend

#### ACTIVITY ISNE/C1/2-5

1 *community should sensitise Stella's parents on their roles and responsibilities*

- community should advice Stella's parents on children's rights
- Stella should be sensitised on her rights as a child community should educate - Stella's parents on the importance of family planning

2 *The gender implication is that the girl child is marginalised.*

- Ensure that materials are available and attractive
- Involve others like parents

#### ACTIVITY ISNE/C1/2-6

Sharing with a colleague

#### ACTIVITY ISNE/C1/2-7

- Unavailability of resources
- Lack of time
- Much teaching load
- School management which does not consider the needs of teachers
- Lack of skill to deal with particular children or situations
- Lack of motivation

### END OF UNIT 2 ASSIGNMENT

1. Why should a teacher or parent learn about children with special needs?
2. Explain how the environment affects the child's learning.
3. School factors are said to be contributing to the emergence of special needs. With explanations, give four of these factors.



## LEARNING OUTCOMES – SELF CHECKING EXERCISE

You have now completed Unit 2. The learning outcomes are listed below. Put a tick in the column, which reflects your learning.

	LEARNING OUTCOMES	NOT SURE	SATISFACTORY
1.	I now know what special needs are.		
2.	I can explain who children with special needs are.		
3.	I can explain consequences of special needs in children.		
4.	I can now identify children with special needs and how to assist them.		

If you have put a tick in the not sure column, go back and study the Unit.

*Remember it is all worthwhile!*



***Congratulations!***



## FURTHER READING

- Hundeide, K. (1991) **Helping Disadvantaged Children: Psychosocial Intervention and Aid to Disadvantaged Children in Third World Countries.** Soreidgrende: Sigma Forlag.
- Ministry of Education and Sports (1995). **Adult Education as a Tool for the Outreach Tutors.** Kampala: MOE&S.
- UNISA (1996) **Introduction to Specialised Education – FDESE 1-6.** Pretoria: UNISA
- UNISE (1997) **Special Needs Education – Training Manual for Primary Teachers' Colleges.** Kampala: UNISE



## **UNIT 3**

### **OVERCOMING BARRIERS TO LEARNING AND DEVELOPMENT**

**ISNE/C1/3**

## Introduction

Dear learner,

You are welcome to Unit 3, **Over-coming Barriers to Learning and Development (ISNE/C1/3)**. In the preceding unit you have learnt about barriers to learning and development. This Unit is important in that it will help you understand the policies and intervention measures in overcoming barriers to learning and development in children. Other areas to be covered include parental, family and community involvement, support services and education as a tool in overcoming barriers to learning and development.

## Aim

The aim of this Unit is to help the learner understand how to assist the child with special needs in education overcome barriers to learning and development.



## Objectives

By the end of this Unit, you should be able to:

- i) Explain both international and national policies, which address the needs of individuals with special needs in education.
- ii) Describe roles of parents, families, the community and individuals with disabilities, caregivers overcome barriers to learning and development.
- iii) Explain the importance of support services in overcoming barriers to learning and development.
- iv) Describe the role of the school in overcoming barriers to learning and development.

## Topics to be covered

This Unit has 4 topics:

### Topic1: Policies and Legislation

- International policies
- National policies
- Uganda



- Kenya

**Topic 2: Parental, Family and Community Involvement in overcoming barriers to learning and development**

- Parental Involvement
- Family Involvement
- Community Involvement

**Topic 3: Formal Education as a tool to overcome barriers to learning and development**

- The school
  - Curriculum
  - Infrastructure

**Topic 4: Support services**

- Available Support Services
  - Guidance and Counselling
  - SNE/EARS
  - Non-governmental Organisations
  - Health Services
  - Social Services/Workers
  - Community Based Rehabilitation
  - KISE/UNISE

**Subject Orientation**

Overcoming barriers to learning and development in children is a very important aspect. It is a strategy that empowers all those who are working with children to avoid prevent special needs. The knowledge you will acquire in this Unit will therefore help you to work with children in the classroom, share with other professionals and parents.

*Good luck in your study!*

## TOPIC 1: POLICY ISSUES IN SPECIAL NEEDS EDUCATION

Developing relevant policies provide opportunities for overcoming barriers to learning and development. However, these policies must be supported by laws or legislation and implementation plans and implementation plans and resources. In this Topic, we shall explore both international and national policies that influence special needs education.



### NOTE:

1. A policy is an official guideline adopted or proposed by a government for the purpose of implementing an act. Policies are the basis for making laws/legislation
2. As a result of insufficient policies and for legislation learners with special needs in education have always been neglected in most countries including Kenya and Uganda. This has consequently led to hinderance in the fulfilment of their potentials.

### International Policies in Special Needs Education

The development of policies has followed the following sequence:

#### No rights period

This was a time in history where persons with disabilities had no rights to anything in society including education. The belief was that *a disabled body meant a disabled mind*.

#### Segregation period

This period followed the no rights era where persons with disabilities were excluded from the mainstream of society. They were isolated in asylums or segregated institutions. The education offered to them was also in segregated setups.



## Integration

In this period recognition was given to all human beings and also the advocacy made by persons with disabilities themselves and their parents. Education started to be offered in the same schools where ordinary children went either in the same classrooms or in units located within the ordinary school.

The following international policies took place:

- In 1948 the United Nations agreed upon the declaration of human rights, which includes the right for education and full participation in the society.

A long time passed and too little happened until:

- In 1989 the United Nations published the Convention on the Rights of Children
- World conference in Jomtien, Thailand, 1990 consented on "Education for All" with the following main goals:
  - get all children into school
  - give all children the most suitable education

In practice this did not really include children with special needs in education.

- In 1993, the United Nations published the "Standard Rules on the Equalisation of Opportunities for Persons with Disabilities" which spells out the provision of persons with disabilities in relation to national participation and provision of services.
- In 1994, the World Conference on Special Needs Education, organised by UNESCO, adopted by acclamation the Salamanca Statement on Inclusive Education. The Conference provided a working document that should be adapted and used by all the consenting Nations, of which Uganda is one.



### Assignment

Read about the key issues highlighted in the appendices related to SNE.

1. Declaration of Human Rights
2. The United Nations Convention on the Rights of Children
3. The Salamanca Statement (Call for education for all)

## National Policies on Special Needs education

Uganda and Kenya, like any other countries have come up with policies to help to overcome barriers to learning and development. We shall look at Uganda first then Kenya.

### *Uganda National Policies on Special Needs Education*

Uganda's policy on special needs education is embedded in the following documents:

#### *- The Constitution of the Republic of Uganda*

The Constitution of the Republic of Uganda, 1995 Article 35 advocates for the recognition of persons with disabilities and it reads;

*Persons with disabilities have a right to respect and human dignity and the State and society shall take appropriate measure to ensure that they realise their full mental and physical potential. (p.31)*

Article 30 provided for their education and states that;

*All persons have a right to education. (p.29)*

### **The White Paper on Education**

The White Paper (1992) spells out that Government is committed to providing Primary Education to all irrespective of the origin, social groups, sex. The Government particularly includes among other things "integration of persons with disabilities into ordinary schools".



## Universal Primary Education (UPE)

### What is UPE?

Universal Primary Education (UPE) is a policy that provides opportunities to all school going age children regardless of sex or ability. The policy can be seen as a means of enabling the individual to meet his/her daily needs and aspirations. It will enable children to develop into active members of the community and the nation.

UPE is an important step towards the fulfilment of the Declaration of Human Rights (1948), the United Nation Convention on the Rights of Children (1989) and the call for Education for All (1990).



#### Activity ISNE/C1/3-1

Compare Article 30 of Uganda's Constitution 1995 with;

- a) The Article from the United Nation's Convention on the Rights of Children
- b) Education for All, Discuss with a colleague how they compliment each other and write down.



**Discuss how they compliment each other and write down.**

After this introductory information about UPE and how it came about, you should be ready to read parts of the UPE guidelines and objectives.

### UPE's Objectives and main Guidelines

#### Objectives

UPE programme provides for all children with varied educational needs. Probably you would like to know what the objectives of the programme are. Here they are below:

- i) *Establishing, providing and maintaining quality education as the basis for promoting the necessary human resources development; transforming society in a fundamental and positive way;*



- ii) *Providing the minimum necessary facilities and resources to enable every child to enter and remain in school until the Primary Cycle of education is complete;*
- iii) *Making basic education accessible to the learner and relevant to his/her needs as well as meeting national goals*
- iv) *Making education equitable in order to eliminate disparities and inequalities*
- v) *Ensuring that education is affordable by majority of Ugandans, and*
- vi) *By aiming to achieve Universal Primary Education, Government would be fulfilling its mission to eradicate illiteracy while equipping every individual with the basic skills and knowledge with which to exploit the environment for both self and national development.*

Guidelines on Policy, Roles and Responsibilities of Stakeholders in the Implementation of Universal Primary Education. (1998, p.3)

### **Impact of UPE on Special Needs Education**

1. Under UPE, the Government provides only **tuition fees** for four children per family
  - In case a parent, for example, has six children, that parent will pay fees for two of the six children
  - In addition the parent will have to pay for uniforms, exercise books, pens and pencils and provide lunch for all the six children.
2. Orphans – children whose both parents are dead - are entitled to free tuition fees
  - Children with any kind of disability are given first priority as part of the four children in their families, followed by the girl child.

Similarly, in relation to special needs education the impact of UPE can be seen in the following:

- Increased access and equity in education for children with special needs in education.
- Increased number of children with special needs enrolled at school.



- It has highlighted the challenges of special needs in education in areas such as teacher preparation, curriculum issues, and access to school facilities.



### Activity ISNE/C1/3-2

1. Do you any children with special needs who have started school as a result of UPE?
2. Identify at least five effects of UPE in relation to special needs education.
3. Read the Kamunge Report (appendix 4) and identify its impact in relation to special needs education.



Discuss with a colleague and write the similarities and differences in the Uganda and Kenya policies.

*Now we shall look at the case of Kenya*

### ***Kenya National Policies on Special Needs Education***

The following are some of the important policy documents regarding special needs education:

*The Constitution of the Republic of Kenya* generally provides that no one should be discriminated against, and it sets the criteria where upon it will intervene to protect an aggrieved citizen against discrimination.

***Ominde Report 1964***, Kenya Education Commission Report advocates integration of children with special needs in education in regular schools and recommends:

*Since children with minor handicap are likely to be found fairly commonly in the ordinary schools we suggest that the training colleges should accept responsibility for acquainting students in training with the psychological difficulties of handicapped children and with the measures that can be taken in the ordinary classroom to counteract the physical and mental effects of handicap.*

***Gachathi Report 1976***: Report on the National Committee on Education objectives and policies advocated the integration of children with special needs in edu-



education in society but emphasised that this is only possible where the handicapped have been adequately compensated for the special needs education families.

**Draft Policy Report, 1981:** The report emphasised that “child has a right to access to ordinary schools and other programmes in which the necessary personnel and other support services etc. are made available”.

**Kamunge Report 1988:** report of the Presidential Working party on Education and Manpower Training for the next decade and beyond advocated that there was need to provide appropriate skills and attitudes to enable habilitation, rehabilitation and adjustment of persons with disabilities. This is made possible through:

- Early identification of special gifts and talents.
- Collection of data on persons with special needs through a national survey.
- Provision of specialised support services in the form of teachers, technicians and others.
- Use of mass media to create awareness on special needs including rights education and employment.

**Development plan 1974 – 78** stressed the need “To empower Kenyan teachers who are skilled in theory and practice of teaching persons with disabilities”.

**Development plan, 1984 – 88** emphasised the need “To intensify the integration of children with disabilities into regular school system, peripatetic services and community based programmes with greater parental involvement”.



## TOPIC 2: PARENTAL, FAMILY AND COMMUNITY INVOLVEMENT

The involvement of parents, caregivers, child-minders, families and the community in helping to overcome barriers to learning and development is important. Parents, families and the community participate in overcoming barriers to learning and development through their own effort and contributions and/or by receiving some assistance from professionals and other parties.

### Parental Involvement

Being a parent is a complex and demanding responsibility. It is a role filled with many challenges and rewards. Parents are key partners in all intervention programmes geared towards children with special needs in education.

### Parents' efforts and contributions

Parents of children with special needs in education often meet greater demands from their children than is usual. They have to pay more attention to their children. They very often have to visit the hospital, advisory centres or professionals for the child's medical care or for information about their children. The following activities are some of the ways parents are involved in when their children experience barriers to learning and development:

- Discussion with the family issues concerning the child with special needs in education.
- financial input.
- seeking advice from persons who are involved with their child with special needs in education.



#### Activity ISNE/C1/3-3

List at least three demands that parents of children with special needs in education meet daily.



Discuss with a colleague





### Activity ISNE/C1/3-4

1. Name some professionals whom the parents of children with special needs will visit for advice or help.
2. List places where parents of children with special needs in education can get assistance and the kind of assistance offered in these places.



**Discuss with a colleague.**

### Family Involvement

It is through the family that the child first comes into contact with people, acquires the characteristic attitudes of the community, internalises its customs and becomes acquainted with the way of life which is unique to the child.

Families where children with special needs are born vary from in attitudes and behaviours. They also differ in the extent to which they deal with the stress and strains resulting from a child who has special needs.

### Family contributions

The support a child with special needs receives will depend upon the participation of all members of the family. This involvement may help the child to feel free to initiate independent activities. They include the following:

- affection given to the child (intimacy and nurturing)
- domestic and health care given to the child
- socialisation extended to the child like development of skills; greeting, interaction
- supporting the child's abilities
- exposing the child to different skills
- informing others about a child's special needs in education
- educational support like choice of career



- *Financial support on all the expenses as a result of a child's difficulties*

Above all, the most important aspect is involvement of such a child is the activities at home.



#### **Note:**

In a family a child with special needs in education can;

- change a family's self identity
- increase financial demands
- reduce its earning capacity

### **Community Involvement**

Many factors that may improve quality of life or make it difficult for a child with special needs in education does not depend on the child. It is the way people in the community relate with the child that influence the quality of life of the child. The way people related to persons with special needs differs from community to community due to local beliefs and customs or lack of information about the needs of such a person.

### **Community contributions**

The contributions of the community may include:

- Community awareness raising activities
- Prevention campaigns e.g. vaccinations and immunisation
- Training and support to the family
- Helping children with special educational needs get to school



#### **Activity ISNE/C1/3-5**

What other roles, not mentioned in this text, should parents and families, play in overcoming children's barriers to learning and development?



**Discuss with a colleague and write your answers.**



### TOPIC 3:

## SPECIAL NEEDS EDUCATION AS A TOOL FOR OVERCOMING BARRIERS TO LEARNING AND DEVELOPMENT

In the previous topic, you have studied about parental, family and community involvement. In this topic, you will study how education is a means of overcoming and at times preventing barriers to learning and development in children.

Education therefore must be looked at from different perspectives. One way can be an individual in this case the child who has special needs in education and the other on those who contribute to the education of an individual e.g parents, guardians, relatives, teachers, education authorities and many others.

In overcoming barriers to learning and development one has to consider a child's potential in addition to the present general practice and classroom processes and management.

The main focus of this topic will be on:

- the present educational practice.
- the classroom processes and management.

### The Present Educational Practice

The present educational practice differs between Uganda and Kenya. In Uganda the policy is UPE which incorporates inclusive education. In Kenya the policy is Education for all and one hopes in future it will include children with barriers to learning and development. In both countries for various reasons, quality education is not yet a privilege for all children.

Today we are talking about “Education for All”, or “Inclusive Education”. What do we mean? It means that all children have a right to education and they should receive it in schools within their neighborhood without segregation based on gender, ethnicity, religion, potential or ability or disability.

How can a school provide an education that will help to overcome barriers to learning and development.



*In order to achieve quality education for all and to promote inclusive education*

schools need to consider a number of factors. These include:

**School organisation:** The school should be organised in a flexible way where teachers, learners and the community work together to meet individual needs in order to minimise barriers to inclusion within the school.

**Administrative support:** Head-teachers should understand, adopt and implement policies for inclusion.

**Attitudes of staff and students towards with special needs in education:** Positive attitudes towards difference, collaboration and participation are pre-requisites for greater inclusion. Positive attitudes may be promoted during interaction between all children, or in other words during the process of inclusion.

**Flexible curriculum:** There is need for a curriculum, which caters for differences in potentials and interests of individual learners. This should also take into account different educational resources and methodologies needed by learners with special needs in education.

**Providing individual attention:** It is important to note that any child can have difficulties in learning due to various reasons during his/her school career. This could require some individual attention and support teachers and other service providers. However, individual attention does not mean only working with learners difficulties but to recognise the achievements of each individual regularly.

**School based teacher upgrading:** School based teacher upgrading training is an arrangement in which the staff is continuously upgraded through workshops, discussions, seminars and courses trained in special needs education. This could have a dimension of community training as well, because the community's involvement is crucial for the success of inclusion.





### Activity ISNE/C1/3-6

Mention at least five you can make inclusive education education a success?



**Discuss with a colleague and write down the answers**

## The Classroom Processes

The following discussion can help you plan or manage your classroom to cater for children with special educational needs. These include:

- Sitting arrangement in class
- Adjusting the curriculum to individual learner's needs and interests
- Planning additional lessons to cater for individual differences
- Using additional or special learning resources
- Explaining more (or differently) than usual
- Allowing more time to complete assignments
- adjusting, communication mode
- emphasizing on more motivation



### Activity ISNE/C1/3-7

Think about learners in your class especially those with special needs in education. In which way do you organise your teaching to ensure that all children are catered for and why?



**Discuss with a colleague.**



## **Classroom management**

Classroom management is a process that includes all strategies to support the success of the principle of learning. What we manage in a classroom includes the following:

- the furniture: table, chairs, drawers, bookshelves
- teaching resources: text books, chalkboard, charts
- learning coners: centre of interest, nature corner
- pupils: behaviour and its causes, personal needs, property, learning needs
- time: duration of lessons, relaxation
- teaching process: relationship (subject integration, subjects and persnal experiences), teaching content (curriculum)
- communication: language and communication modes (sign language, braille etc)
- information: impairments as well as socio-emotional conditions.

To achieve good classroom management, you should pay attention to the following:

### **Classroom layout**

The classroom layout situation differs from the ideal. In most schools the ideal situation is very minimal.

The following are ideal conditions:

- Wall space to display children's work appropriately.
- The floor space should not be crowded. It should allow room for group activities and offer room for wheel chairs movement.
- Resources should be well maintained. They should be suitable for children's use, available and accessible .

- Teacher's desk should be conveniently placed. Teachers' sitting position should be appropriate
- The general environment should be friendly, accessible and barrier free.
- Provision for personal belongings. Lockers, corner space positions should be identified for the learners.
- enough air
- enough light



#### **NOTE:**

Teachers should if possible help children get designated space for their belongings.

### **Curriculum considerations**

The teacher should be able to modify:

- curriculum to accommodate all learners in the classroom.
- where possible team teaching can be done
- number of curriculum areas
- flexible time table
- level of balance of activities
- curriculum organisation and delivery
- assessment of learners and carry out informal educational assessment.



#### **Activity ISNE/C1/3-8**

Having read this section, how can you organise your classroom to cater for all children in a better way?



**Discuss with a colleague.**



## Methods used in teaching

Let us now look at some methods of teaching children including those with special needs in education in an inclusive classroom. Many teachers and school systems use different approaches in trying to meet the needs of learners who have various learning potentials in class. A selection of a few is made here other methods will be discussed in Course 2. These include:

- Learning by doing
- Mediated learning
- Child-to-child approach
- Peer teaching or tutoring

### *Learning by doing*

Learning by doing is the learning that occurs when a learner learns through manipulation of physical or social environments. The learner will see and recognise what is happening as a result of this manipulation. The learner may also learn through trying out things and thereby seeing what is happening. Examples of good situations for learning by doing are;

- playing and experimenting with ones own body and thereby finding out how the body works or functions.
- playing and experimenting with objects finding out how they function and relating to each other in size, form, colour.
- role play, finding out about tasks and relations between people
- sowing, watering and following a plant from being a seed until it grows into a big tree with flowers or fruits.

### *Mediated learning*

This is a concept that refers to the teacher's role as mediator between the learner and the surrounding world. The teacher's role is to support the child in his or her acquisition of information and relate it to the child's past experiences.

### *Child-to-child approach*

Child to child approach is based on the idea that children learn most from one another by doing things together. Children can share knowledge they have learnt, explain to one another using examples from their experience and work together.

### *Peer teaching or tutoring*

Peer teaching or tutoring is when children help their peers to acquire skills. It is when those children who know something about an activity are given an opportunity to help other learners who are not capable to complete some tasks. In most of our schools we see children do this.

### *Co teaching*

Co-teaching is when two teachers teach as partners in the same class, time and lesson. They will plan together the programme and will fill in on each other's knowledge and share responsibility for the benefit of all learners in the class.

### *Team teaching*

Team teaching is when a group of teachers plan a programme for a group of learners in a class. They will then divide among themselves responsibilities of implementation. They will evaluate the work as a team. Co-teaching can be included in Team teaching.



#### **Activity ISNE/C1/3-9**

Have you ever used any of the methods mentioned above? Which one of the methods would you like to use and why?



**Discuss with a colleague.**



## **TOPIC 4: SUPPORT SERVICES**

Support services refer to extra assistance provided to parents and schools in helping children with special needs in education adjust the environment and activities in order to overcome barriers to learning and development. These assistance can be done through guidance and counselling.

In the context of special needs education, guidance and counselling refers to the process of helping a parent/ caregiver to find solutions in order to help a child with special needs in education. Counselling is a service designed to help an individual to understand the situation and find solutions in co-operation with the counsellor.

### **Aims of Guidance and Counselling**

Guidance and counselling can be utilised for parents and teachers as mentioned above as well as for learners themselves. The major aims of guidance and counselling in general as well as in inclusive settings are:

- To develop self-acceptance within the learner, parent and community
- To develop independent and problem solving skills in the learner, parent and community

Good counselling and guidance involves the following:

- Building trust
- Confidentiality
- Good communication skills, ability to listen
- Being available
- Being impartial
- Show a learner you care
- Show feelings
- Show interest in what the child, parent and a teacher tells you
- Being honest

- Respecting people including children no matter how young they are.



**NOTE:**

These skills are to enable you to help a child but not to make you a counsellor

**Assistance to parents to overcome their children's difficulties in all aspects of life.**

The nature of assistance parents can receive includes:

- Professional guidance and counselling e.g. through SNE/EARS centres which you will find in each district.
- Awareness of the availability of educational opportunities for the child and placing the child in this setting such as Inclusive education
- Assistance for training in skills such as daily life management, behaviour management.
- Information materials that may be obtained through newsletters, professionals or parents' groups and mass media.
- Education provisions in Special schools and Units for children who are deaf where they are using sign language.

When parents are assisted, they are empowered to overcome the barriers.

Other services where parents may receive assistance include;

**Peripatetic (itinerant) teacher** if the child is to benefit from an inclusive setting.

**Health centres, hospitals and mobile clinics** if the child's problem requires medical attention. The parent may also be advised on areas such as nutrition and hygiene.

**Social services**, these link with schools and homes



**Community Based Rehabilitation** - through officers in CBR one can get information on where to refer children and some homebased programmes.

**Relatives and friends** – to provide extra attention required, helping the weak relationship that might have been created by the child's disability. Relatives and friends also play with the child hence, helping the child.

**Parents' Associations-** parents can be of great help to each other in terms of practical and emotional support. Parents should therefore be encouraged to form or join associations from where they can get information; shares challenges and learn from each other's experience.

**Interest Organisations** - these are organisations managed by persons with disabilities themselves. They play a key role in providing moral and financial support.

**Charitable organisations:** There are many organisations whose objective is to help persons/children with disabilities or other special learning needs. These people play a key role in providing moral or financial support.

**Some examples of areas in which you may be required to offer guidance and counselling**

- A child with special needs may be rejected at school or at home
- You may be required to advise on where to get a wheelchair for a child with physical impairment
- Parents may conflict on choice of school or where to get medical assistance.



**Note:**

For further support services contact KISE or UNISE and SNE/ EARS centres in the Districts.





### Activity ISNE/C1/3-10

1. Find out if programmes or organisations mentioned here are in your district.

2. Find out if there are other organisations not mentioned here.

List them and explain what services they offer to children with special needs.

### A Case study

*Hakiza and Mukama have been happily married for six years. Their first born is in primary one and is doing well. Last week Mukama gave birth to a child who is blind.. Hakiza abandoned the mother and child in hospital. He insists that the child is not his. Since he remembers, no such a person in their family has such a problem. He advised Mukama to take the "thing" to it's father or leave his house.*



### Activity ISNE/C1/3-11

You have been contacted to intervene. How would you assist the family?



**Discuss with friends and write down the conclusions.**



## SUMMARY

In this Unit you have been dealing with how to assist in overcoming barriers to learning and development. The focus has been on;

- international and national policies,
- parental, family and community involvement.
- Guidance, Counselling and Education as a tool.

As someone interested in working in inclusive settings we are sure you enjoyed working through this Unit.



## **NOTES AND ANSWERS TO THE ACTIVITIES**

### **Activity ISNE/C1/3-1**

Reading appendices

### **Activity ISNE/C1/3-2**

Discussion with a friend.

### **Activity ISNE/C1/3-3**

Discussion with a colleague.

### **Activity ISNE/C1/3-4**

- 1 - medical staff
  - social workers
  - SNE/EARS
  - Special Needs teachers
- 2 - SNE/EARS centres
  - Special schools
  - Units
  - Health centres
  - District Education Offices

### **Activity ISNE/C1/3-5**

Writing descriptive notes

### **Activity ISNE/C1/3-6**

- financial demand
- pressure from other family members
- community pressure

### **Activity ISNE/C1/3-7**

A discussion with a colleague.

**Activity ISNE/C1/3-8**

Discuss with a colleague

**Activity ISNE/C1/3-9**

Discussion with a friend.

**Activity ISNE/C1/3-10**

Various from district to district.

**Activity ISNE/C1/3-11**

Discussion with a friend

## **END OF UNIT 3 ASSIGNMENT**

1. Describe at least five joint activities you would carry out in school to help other teachers in assisting learners with special educational needs. Explain why you have chosen these activities.
2. Parents and the community are key partners in education of children with special needs. Give three roles each of these partners play in education of children with special educational needs.
3. List and explain at least four roles support services can play in helping to overcome barriers to learning and development.



## LEARNING OUTCOMES-SELF CHECKING EXERCISE

LEARNING OUTCOMES	NOT SURE	SATISFACTORY
1. I can now explain both international and national policies designed to help in overcoming barriers to learning and development.		
2. I know the role of parents, families, the community and individuals who have special needs in overcoming barriers to learning and development.		
3. I now understand the importance of guidance and counselling in overcoming barriers to learning and development		
4. I can now explain the role of education and the school in overcoming barriers to learning and development.		

If you have put a tick in the not satisfactory column, please refer again to that part in this unit for better understanding.



***Congratulations for completing Unit 3!***



## Further Reading

Government of Uganda. (1990). **White Paper on Education**. Entebbe: Government Printers.

Redd Barna. (1994). **Basket of Ideas for trainers**. Nairobi: Majestic Printing.

Child-to child trust. (1992). **Child-to-child resource book – Part 1**.



# **ANSWERS TO END OF UNITS ASSIGNMENTS**

## **UNIT 1**

**1 (a) Any four factors from (i) and (ii) below:**

*(i) Factors a child is born with:*

- cerebral palsy
- mental retardation
- communication problems
- HIV/AIDS
- Down syndrome
- Sickle cell anaemia
- Albinism

*(i) Environmental factors:*

- cultural, traditional and religious influences
- social structures
- political circumstances
- nutritional factors
- economic circumstances
- environmental characteristics

**1(b) Difference in growth and development**

- slowed learning
- reduced social interaction
- social emotional effect e.g. withdrawal from the rest

**2 (a) Any five activities from these below:**

- role play
- story telling
- singing and rhymes
- sorting objects by colour, size, shape etc
- construction of objects

## **2 (b) physical development**

- memory development
- social development
- language development
- development of fine and gross motor skills
- appreciation of culture and moral development

## **UNIT 2**

*1. A teacher or parent should learn about special needs so as to:*

- develop positive attitudes
- choose appropriate activities
- make proper educational placement
- modify/adjust the content to be taught to suit learners with special needs
- develop and use teaching/learning materials suitable to meet the needs of learners with special learning needs
- plan remedial work for those learners
- seek support from relevant persons/ services necessary for learners with special needs
- offer guidance and counseling to learners with special learning needs
- offer guidance and counseling to parents/guidance of such learners
- identify learners with special learning needs in class



*(Any five from the above)*

2 - *Lack of exposure creates under-stimulation*

- lack of support from the parents, family, and community creates under-development
- lack of facilities for learning bring about under-development and poor stimulation
- physical barriers leading to accidents

3 *Any five from these below:*

- curriculum which is not conducive for learners
- Poor teaching methods
- untrained teachers who are not conscious of all learners needs
- the school system which does not consider learners with special needs
- stereotype/stigmatizing teaching approaches

## UNIT 3

*1. Any five joint activities from these ones listed below:*

- joint lesson planning
- team teaching
- joint assessment of learners needs
- organizing workshops
- discussing learners with special needs
- demonstrating teaching

*2. Parents role:*

- payment of school fees
- provision of school requirements
- linking the home and school
- sharing information about the child with teachers
- contribution towards school development

*3. Community role:*

- contribution to school development
- resource persons in the learning of children
- community awareness raising activities



- training and support to families who have children with special needs
- provide security to the school

#### 4 *Guidance and counseling to families and children with special needs*

- identification and provision of assistance to children with special needs
- coordinate families with other service providers
- educating the communities on issues related to disabilities
- training members of the community on issues about disabilities
- carrying out medical intervention.

### **GLOSSARY**

**A wholistic approach** - an approach where the interplay between different factors in child development and the child's surroundings are taken into consideration for learning and development.

**Barriers to learning and development** - anything that prevents proper learning and development

**Communication** - all the ways that we convey and exchange our ideas, feelings, reactions, questions, objections with other people

**Convention** - an agreement between nations for a common purpose

**Extrinsic** - Driving or motivating force coming from outside

**Interaction** - mutual attention towards each others or towards a thing or person

**Intrinsic** - Driving or motivating force from within

**Kinaesthetic feedback** - awareness acquired about the position and movement of the body or limbs. This happens by means of sensory nerves within the muscles and joints sending information to the brain.

- Mediation** - a way of helping the learner to understand the surrounding
- Mental Retardation** - An interference in intellectual functioning which occurs during development stages to such an extent that an individual experiences difficulties in transferring experience from one situation to another.
- Paralysis** - loss of power and control in the muscles



## Appendix i

# Universal Declaration of Human Rights

**Adopted and proclaimed by General Assembly  
resolution 217 A (111) of 10 December 1948**

### **Preamble**

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realisation of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

## **Article 1**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

## **Article 2**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

## **Article 3**

Everyone has the right to life, liberty and security of person.

## **Article 4**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

## **Article 5**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

## **Article 6**

Everyone has the right to recognition everywhere as a person before the law.

## **Article 7**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

## **Article 8**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

## **Article 9**

No one shall be subjected to arbitrary arrest, detention or exile.

## **Article 10**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.



### ***Article 11***

Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

### **Article 12**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

### **Article 13**

Everyone has the right to freedom of movement and residence within the borders of each State. Everyone has the right to leave any country, including his own, and to return to his country.

### **Article 14**

Everyone has the right to seek and to enjoy in other countries asylum from persecution. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

### **Article 15**

Everyone has the right to a nationality.

No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

### **Article 16**

Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

Marriage shall be entered into only with the free and full consent of the intending spouses.

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

### **Article 17**

Everyone has the right to own property alone as well as in association with others.

No one shall be arbitrarily deprived of his property.

## **Article 11**

Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

## **Article 12**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

## **Article 13**

Everyone has the right to freedom of movement and residence within the borders of each State. Everyone has the right to leave any country, including his own, and to return to his country.

## **Article 14**

Everyone has the right to seek and to enjoy in other countries asylum from persecution. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

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## **Article 16**

Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

Marriage shall be entered into only with the free and full consent of the intending spouses.

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

## **Article 17**

Everyone has the right to own property alone as well as in association with others.

No one shall be arbitrarily deprived of his property.



## **Article 18**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

## **Article 19**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

## **Article 20**

Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association.

## **Article 21**

Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

Everyone has the right to equal access to public service in his country.

The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

## **Article 22**

Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international co-operation and in accordance with the organisation and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

## **Article 23**

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

Everyone, without any discrimination, has the right to equal pay for equal work.

Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

Everyone has the right to form and to join trade unions for the protection of his interests.

## **Article 24**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

### ***Article 25***

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

### **Article 26**

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children.

### **Article 27**

Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

### **Article 28**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realised.

### **Article 29**

Everyone has duties to the community in which alone the free and full development of his personality is possible.

In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.



## Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

## Appendix ii

# Convention on the Rights of the Child

### Note:

Adopted and opened for Signature, ratification and accession by General Assembly resolution 44/25 of 20 Nov. 1989. - In: Human rights : a compilation international instruments. Volume 1, part 1, Universal instruments. ST/HR/1/Rev.S(Vol.I/PartI). - 1994. - p. 174-195

### Entry into force:

2 September 1990, in accordance with article 49 PREAMBLE

### The States Parties to the present Convention,

*Considering that*, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

*Bearing in mind that* the peoples of the United Nations ' have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

*Recognising that* the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion political or other opinion, national or social origin, property, birth or other status,

*Recalling that*, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

*Convinced that* the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

*Recognising that* the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

*Considering that* the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations,



and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

*Bearing in mind that* the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognised in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialised agencies and international organisations concerned with the welfare of children,

*Bearing in mind that*, as indicated in the Declaration of the Rights of the Child, 'the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth,

*Recalling* the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,

*Recognising that*, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

*Taking due account* of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child, Recognising the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

## PART I

### Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

### Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of a kind, irrespective of the child's or his or her parent's or legal guardian's race, colour,

sex, language, religion, political or other opinion, national, ethnic  
property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

### **Article 3**

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.
2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.
3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

### **Article 4**

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognised in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resource and, where needed, within the framework of international co-operation.

### **Article 5**

States Parties shall respect the responsibilities, rights and duties of parent or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognised in the present Convention.



## Article 6

1. States Parties recognise that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

## Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.
2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

## Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognised by law without unlawful interference.
2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

## Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.
2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.
3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.
4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information



concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

## **Article 10**

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.
2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances, personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (*ordre public*), public health or morals or the rights and freedom of others and are consistent with the other rights recognised in the present Convention.

## **Article 11**

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.
2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

## **Article 12**

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

## **Article 13**

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds regardless



of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
  - (a) For respect of the rights or reputations of others; or
  - (b) For the protection of national security or of public order (ordre public), or of public health or morals.

## Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

## Article 15

1. States Parties recognise the rights of the child to freedom of association and to freedom of peaceful assembly.
2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

## Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

The child has the right to the protection of the law against such interference or attacks.

## Article 17

States Parties recognise the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- (c) Encourage the production and dissemination of children's books;
- (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

## Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.
2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.
3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

## Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardians or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.