LEARNING & BEHAVIOUR SUPPORT

Enabling Inclusive Learning

EDUKANS MANUAL FOR FACILITATORS

Learning Difficulties
Child Development & Learning
Behavioural Difficulties
Working in Partnership

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This manual has been developed by Edukans, based on assessments with teachers in Ethiopia, Lebanon and Myanmar, as well as on desk research. This first version of the manual is to be used as a pilot project, and the impact of the modules will be monitored extensively. The specific objective is to create more room for inclusive learning, by giving teachers the tools to support their students who face challenges in the classroom due to learning and behavioural difficulties.

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This manual has been developed by Edukans, based on assessments with teacher trainers working in emergencies in Ethiopia, Lebanon and Myanmar, as well as on desk research. It provides trainers and facilitators with strategically selected materials that they can use to guide them in designing training programmes filled with knowledge and skills, to prepare teachers for the inclusion of all children in the teaching–learning process. This manual is to be used as a pilot project, and the impact of the modules will be monitored extensively. The specific objective is to create more room for inclusive learning, by giving teachers the tools to support their students who face challenges in the classroom due to learning and behavioural difficulties.

Teaching practices in many conflict-affected countries continue to be traditional. Favouring rote-learning and lecturing rather than developing social and emotional skills, thinking and lifelong learning. To change this, teachers need continuous professional development that allows them to learn about child-centered and progressive methodologies. This manual on Learning and Behaviour Support is a follow-up on previous Edukans teacher training courses on child-centered pedagogy and active learning, to increase students’ learning outcomes, critical thinking and problem-solving abilities. Previously, teachers and trainers learned to design their own training, making use of our interactive training modules. The training method is based on real-life classroom situations and contains 10 modules.

In addition to the improvement of academic achievements of students, which we tackled in the previous training, this course is designed to meet what is perhaps the greatest challenge in our schools: serving the needs of students with learning and behavioural problems, such as dyslexia, dyscalculia, lack of motivation, aggression and anxiety. Troubled behaviour is often a child’s way of communicating distress and, in these cases, the right kind of response can make all the difference. This course will provide teachers with an in-depth understanding of the diverse needs of these vulnerable students, the origins of learning and behavioural problems, the implications for learning and behaviour, and a variety of effective support strategies and interventions.

Teacher (Lebanon):
Some students in my class have problems with reading and writing. Others lack concentration. I also have to deal with aggressive students. I want to learn how to encourage students with problems and how to engage their parents.
All children have the right to education, and teachers have an important role to enable an inclusive teaching and learning environment that offers all children a chance to participate in the teaching and learning process. In each classroom, there are children who show behaviour that is related to learning, behavioural, or social and emotional difficulties. This behaviour may be worrying and challenging for the teacher, and it can also disrupt the learning of others.

At times, a teacher may feel like the only option is to remove a child who shows such difficulties from the classroom. If this occurs time and time again, the child who is in need of support will miss an important part of their education and may eventually drop out of school. Therefore, it is crucial that teachers have the skills, attitude and knowledge to deal with the learning and behavioural difficulties children face in the classroom, so that all children can participate in the teaching and learning process.

From the desk research, conducted in 2020, the most common learning and behavioural difficulties were identified. The data from the desk research and the data from the needs assessment in Lebanon, Myanmar, and Ethiopia determine the content for this manual, with which we aim to cover the most common learning and behavioural difficulties teachers face in the classroom. Behavioural difficulties include structural behaviour that is harming the individual and group learning process, while learning difficulties affect a person’s ability to process information (Horovitz, Rawe & Whittaker, 2017).

Learning difficulties refer to a condition that can cause a person to experience problems in a traditional classroom learning context. It may interfere with literacy skills development and maths and can also affect memory, ability to focus and organizational skills. A learning difficulty is probably caused by genetic influences, brain development, and environmental effects.

Behavioural difficulties, or behavioural problems (sometimes referred to as BESD: Behavioural, emotional, and social difficulties) are described as: ‘Behaviour that interferes with the learning of a child, or the learning of others’. There is a continuum of behavioural difficulties that disrupt learning, with a wide range of severity, and manifesting in a variety of ways. Behavioural difficulties include: physical or verbal aggression; anxiety, depression or severe stress; withdrawn, emotionally fragile or apathetic behaviour.

Behavioural and learning difficulties are a well-recognized problem all over the world, and inclusive learning is on top of the educational agenda. In refugee contexts, learning and behavioural difficulties can intensify because situations of adversity can exacerbate or cause learning and behavioural difficulties. When a teacher has more knowledge about behavioural and learning difficulties, he or she can understand the situation that the child is facing and offer suitable support. This manual aims to contribute to this crucial part of education, by offering teachers practical skills and tips to adapt teaching to the different challenges learners may face in the classroom.

Based on the assessments and desk research, the following goals have been set to support teachers to create enabling and inclusive classrooms:

• to understand the most common mild learning and behavioural difficulties,
• to have a positive attitude towards children with learning and behavioural difficulties,
• to understand the underlying factors that influence learning and behavioural difficulties,
• to equip teachers with skills and competencies to use simple tools and techniques to support children in the classroom,
• to equip teachers with the right knowledge, skills, and attitude to connect to the eco-system of the schools and communities in addressing learning and behavioural difficulties.
This training manual provides the facilitator with the necessary information to successfully implement the different modules. Each module starts with an overview of the objectives and the materials you need. In case the lesson is a follow-up of a previous lesson, start with a recap activity of 5 minutes. Ask the teachers: ‘What was the goal of the previous module?’; ‘What did you learn in the previous module and how did you use that in practice?’.

The recap is also the moment to reflect on homework assignments that were done by the teachers related to the previous module.

The lesson plan then provides a step-by-step explanation of how to carry out the different activities and ends with an evaluation of no more than 15 minutes. Evaluation questions could be: ‘What went well today?’; ‘What are improvement points and how do you link what you learned to daily practices?’. At the end of each chapter there is a training evaluation of all the modules. The end-evaluation is an attempt to obtain feedback from the teachers on the effect of the training programme and to assess the value of the training in the light of improving further training. The modules provide learning opportunities through interactive and fun activities, combined with serious discussions and theory. The resources refer to the documents and websites the information was retrieved from.

**CHAPTER CONTENT**

The average duration of a module is 180 minutes (3 hours). Around 165 minutes for the lesson activities and 15 minutes for a short coffee/tea break. Trainers are free to choose from the presented theory and activities, according to their time limit. It is recommendable to go through Chapter 1: Child Development first, then choose which chapters are important for the participants. In the schedule below a short description of each chapter is given.

**APPENDICES**

Each module contains multiple appendices:

- **Worksheet**: This sheet is used in one (or more) of the activities. Participants get to work with this sheet. They can answer questions or they can use the sheet for information.
- **Factsheet**: This sheet contains facts and other important information that is used during ‘theory’ lessons. Participants can take this sheet home to read at a later moment.
• **Teaching tips:** At the end of each module, teaching tips are given. These tips contain the most important (practical) message for the teachers to take home. They can use the teaching tips to bring their knowledge into practice.

**TIPS FOR CONTEXTUALISATION**

To make our training meaningful, it should fit within the learner’s world of experiences. Therefore, we expect the trainer or facilitator to contextualise or adapt the resources. Look at your group of participants and decide which methods are most suitable for them.

**The trainer has to consider for example:**

• The current level of knowledge of the participants
• The available facilities and equipment
• Do the videos and case studies suit the learners or do they need to be replaced?
• Can learners complete the group activities or do they need to be adapted?
• Can learners complete the activities in the timeframe given? If not, you may need to adjust these to suit the length of time you are running the course for.

**Practical tips for contextualisation:**

• Assess the level of knowledge, attitude and skills to understand the specific needs and priorities of your learners
• Use local language, storytelling or music to connect to the local context
• Adapt materials where necessary to fit cultural norms and values
• Use videos, case studies, and other examples from the local context
• Invite guest speakers
• Take time for experience sharing
• Take time for mimicking realistic classroom situations
• Understand the dynamics in the group and focus on inclusive facilitation (considering gender sensitivity and disability inclusion from the beginning to the end of the training)

This manual is fully editable and you can make as many changes to it as you like. Thus, you can change the learning material, reword it, translate materials into the local language, rewrite things or supplement them with your existing materials.
METHODOLOGY OF TRAINING

The modules are built on the so-called “slide and stairs model”, to create the most effective ways of learning. Karin de Galan, a Dutch trainer, developed her own method to design and deliver training courses. Her working method consists of 4 steps, which we use to prepare our lesson plans.

First you SLIDE into a problem and step-by-step you climb back up the STAIRS:

- Step 1: WANT TO - you are experiencing a problem (pain and trust as conditions for learning)
- Step 2: KNOW - you know more about the problem
- Step 3: UNDERSTAND - you understand and practise problem solving
- Step 4: DO - you apply what you have learned in practice

Training can be a challenging profession. It is the trainer’s job to make participants truly learn and that doesn’t happen by itself. The goal of a training is that participants acquire new knowledge and skills they can apply in their work. That’s why the first step towards a successful training is to put yourself in their shoes and start by examining their current practices.

Step 1: WANT TO:
you experience a problem and want to work on it
How do you get participants to really want to learn? First you make them feel “pain” and “trust”. “Pain” means showing them that in practice they’re not being effective and that they suffer from this. “Trust” means convincing them that the training will help them do better. When participants recognise their pain, and have trust, then you only have to name the problem (the pain) to explain what it is they are going to learn. After the SLIDE, the participants will be curious about content. They will WANT TO hear how you are going to help them with these difficult situations. This is the moment to show your expertise and explain what they are going to learn.

Step 2: KNOW:
you have more knowledge about the problem
During this step you introduce some theory (new knowledge) about the topic. After you have outlined the theory, the participants will practice what you’ve explained to them. To KNOW is the first step to climb up the STAIRS: to work your way up towards putting things into practice. The activity following the theory should give more insight into the training topic: what are the difficulties certain students are facing and what are the effects?

Step 3: UNDERSTAND: you understand the issue and practise how to deal with it
The next step on the STAIRS is that the participants get to UNDERSTAND what they’ve just learned. Again, you provide some theory followed by an activity. For example, they will understand the difference between true and false statements about dyslexia and show how to deal with it. Or in the aggression lesson, they will use de-escalation strategies to calm down a student who is angry or upset. During this step, participants practice their new expertise and skills. That’s why this step is the core of each topic. During these core exercises, the participants work with real cases, where they can demonstrate their new behaviour.

Step 4: DO: you apply what you have learned in your daily practice
The final step on the STAIRS is DOING. There are only a few participants who will use their new knowledge and skills in their daily practices on their own initiative. Practical exercises will give them the “push” they need. Use a real-life situation from their own experience. There’s a good chance they will fall into the same pitfalls they do in real life. That’s great. Once the pitfall becomes visible, you can stop and refer to a checklist to identify which behaviours they haven’t used. Then add a related tip and have them try again, and continue until it goes the way it should. Once it works, that’s when you see success. By using this way of working, participants learn a great deal, safely and very quickly.
TYPES OF ACTIVITIES
In this manual, different types of activities are used to make sure each module has an interactive character. It is very important to involve the participants by letting them carry out exercises and learn from each other. By doing so, the learning outcomes will be highest. The list below contains the most important activities that are used in this manual.

Role play. This is a learning method where two or more participants take on a certain role. They simulate a real-life situation about the subject of the module. With this method, participants learn to empathise with different situations and how to act.

Mind map. This is usually a starting activity. The theme or subject of the exercise is written in the middle of a big sheet. Participants form groups and think about associations they have with the subject. With this method, everyone is forced to think about the subject and to activate prior knowledge. From here, the trainer/teacher can go in-depth about the subject.

Observing. Some of the modules aim to teach observation skills. Practicing with these skills is very important to be able to apply them in the classroom.

Presenting. Presenting something in pairs or with a group is an interactive method that involves creativity and research. Participants prepare their presentation by searching for information in books or on the internet. They give their presentation with the help of a poster or PowerPoint slides, for example. Explaining content to peers is seen as one of the most effective learning methods.

Videos/pictures. As a teacher/trainer, you can use visual content to introduce or clarify your lesson. For example, by showing videos or pictures. If you visualise content, participants are more likely to be interested, and they will have a clear picture of the subject of the lesson. It can also help you explain a difficult subject.

Case studies. These are stories or experiences from people who were in a situation that compares with situations the participants may end up in/have ended up in. By analysing a case, participants get the time to think about the situation and the response of the person in the case. The lessons they learn from the person’s approach can be applied in their daily life in similar situations.

Groupwork. Groupwork is a crucial learning method where teamwork and creativity play an important role. Many exercises can be done in groups, but be sure that the exercise contains enough content to involve every member of the group.

Teaching each other. This is seen as the most effective way to learn something. It can be realized by, for example, giving each member of a group one piece of the information, which they need to explain to each other. Presenting something for the whole group is also a form of teaching each other.

Creativity. Inserting creativity as a learning method, will motivate participants. Being creative is often fun and can be done in many different manners. This may involve drawing, doing crafts, puzzles, etc.

Worksheet. Here, learning is done through writing, for example by self-testing, filling in questionnaires, writing down plans, etc. This can be done individually, in pairs or in groups.

Plenary. This involves discussing content in a plenary way or doing other activities with the entire group. As long as everyone gets the chance to participate, plenary activities can be a lot of fun.

OTHER IMPORTANT ICONS

Introduction. Here, the topic of the module is introduced and there is an energizer.

Theory. This icon means that some theory about the subject is presented.

Evaluation. This indicates where the module is evaluated and reflected on.

Tips for the teacher to take home. Here, tips are given that the teachers can take home to continue practicing what they learned in the module.
1. Child development

1.1 EDUCATION FOR ALL
1.2 CHILD DEVELOPMENT
1.3 LEARNING, HOW DOES IT HAPPEN?
1.4 OBSERVING STUDENTS
LESSON PLAN

INTRODUCTION

Part 1: Getting to know each other

Welcome the participants and introduce yourself if necessary.

Tell: Today is the first day of your training. Because this is the first training, we should start by getting to know each other. We are going to do a little exercise.

Let all participants form pairs. Each pair will talk to each other for 5 minutes. They can tell their name, where are they from and some of their characteristics (you can add something funny, such as your favourite food, hobbies, name of your pet(s), etc.). After 5 minutes, each participant will introduce the other member of his pair to the group.

Part 2: Ground rules and expectations

To create a safe learning environment, make rules together with the participants.

Let the participants make groups of 4-5 people. Let them brainstorm about rules that are needed in the classroom. For example, these can be rules about time schedules, agreements around cell phones, how to behave, how to interact with each other, etc. Let every group come up with two rules that they share with the group. Write down each new rule on the flip chart. Try to end up with no more than 5 rules.

Ask: What are your expectations of this training? What are your personal goals for this training, what would you like to learn? Let the participants write this down for themselves. Ask some to share their thoughts. Personal goals do not need to be shared if someone doesn’t want to.

Part 3: Introduction to the training

Introduce the topic of this training: Learning and Behavioural Difficulties.

Explain the setup of this training. Do this according to the introduction chapter of this manual. Also tell the participants about important issues that are applicable for
your training. Show an overview of the topics that are part of this training, so the participants know what to expect.

Introduce the topic of this module: *Education for all.*

Ask: What do you think education for all means? Let the teachers think and brainstorm together. Make sure that all teachers can express their thoughts if they want to. Explain the goal of this module: I understand that every child has the right to education and needs to be included.

**THEORY: Children’s rights and inclusion**

(20 minutes)

Ask the teachers to share examples of situations they have experienced/heard of, where children are excluded from education.

- Do they experience this as a problem?
- Do they suffer from it?
- Do they want to work on it?

Explain that the aim of this activity is to learn/to know more about education for all and the rights of the child.

Explain:

Thirty years ago, almost all countries in the world signed the ‘Convention on the Rights of the Child’, which was initiated by the United Nations. In this convention, special rights for children are included. The convention is very important because children need protection and must be taken care of.

The convention contains, among others, the right to education and inclusion for all children in the world. Every child, in every country, in every school and every situation, has the right to good quality education that fits the child’s needs. When we talk about Education for All, the convention is the foundation for the realisation of this value.

Give every teacher a copy of the worksheet ‘Convention on the Rights of the Child’. *This worksheet does not contain the whole convention but contains the main themes about education and inclusion followed by an explanation.*

**As of 2015, 194 countries have signed the convention. Somalia, South Sudan, and the United States still have not signed the convention. In 2015, Somalia and South Sudan signed the convention. Now, only the United States hasn’t signed it yet.*

Tell: The rights of the child apply in every part of the child's life – at home, in public spaces, and at school. Children have a right to go to school. Often, this right is violated. Sometimes this is because the family of the child is not able to send their child to school. There can be many reasons for this. Sometimes the right to go to school is violated because a child is a refugee or does not fit within the regular school system. For example, the child may be disabled, show aggressive behaviour, or may not be able to concentrate in class. Every child has the right to be included in the school system and to get the opportunity to learn.
ACTIVITY 1: Cases on children’s rights in education (30 minutes)

Divide the teachers into groups of 3-4 people. Give every group a copy of the worksheet ‘Cases on children’s rights’. Here, three cases are written down. These cases are about the violation of the rights of the child.

Let the groups read the cases and think about the following questions for each case:

• What is the problem of the child?
• What right do you think is being violated?
• Do you think it is fair what happens to the child?
• Would there be a solution for the child?

Give the groups 5 minutes per case. After 15 minutes, discuss the cases with the entire group. Ask: What did you think of the cases? Have you seen such situations in your daily life? Have you seen such situations on your school or in your classroom?

Discuss the questions that the groups have answered about the cases.

Ask: Do you recognise these cases in your own daily life?

THEORY: Characteristics of learning and behavioural difficulties (10 minutes)

Explain that the aim of this activity is to learn/to UNDERSTAND learning and behavioural difficulties within the light of education for all.

Explain: As you have seen in the previous activity, sometimes the right to go to school is violated because children have certain problems or disabilities. Learning and behavioural difficulties are often based on the behaviour of the child. As you will see later in this training, learning problems can also have a biological cause. Children with (mental or physical) disabilities, on the other hand, often do not fit in the regular school system. They need special education, like education adapted to deaf/hearing impaired children, or to blind/visually impaired children. These children need adapted materials, classrooms, transport and more. In this training, we only focus on the special needs of children with learning and behavioural problems.

Those problems occur in every classroom, and there are solutions for these problems that you as a teacher can apply.

ACTIVITY 2: Getting to know learning and behavioural difficulties (30 minutes)

Tell: As you have seen in the previous activity, the right to education applies to all children, no matter what difficulties they face in their daily life. Of course, it is not always easy to include all children. As you have seen in the cases, and maybe also at your own school, it is often difficult to make children learn when they have certain problems. There could also be problems at home. In this training, we divide those problems into 3 categories: disabilities, learning difficulties, and behavioural difficulties. We call this ‘special needs’.

Divide the group into pairs. Give each pair a big sheet of paper and markers.

Ask: What is the difference between disabilities on the one hand, and mild learning and/or behavioural difficulties on the other hand?

Explain that it is important to distinguish between these problems because every type of problem needs specialised attention.

Let the pairs write down three columns. On the top of each column, they write one category. Below the columns they write characteristics of that category.

FOR EXAMPLE:

Disabilities
• Problems with walking
• Blindness
• Etc.

Behavioural difficulties
• Aggressive behaviour
• Concentration problems
• Etc.

Learning difficulties
• Reading difficulties
• Maths problems
• Etc.

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Give the pairs 7-8 minutes to discuss the question and fill in the columns. It does not matter how many characteristics they have written down.

Discuss this exercise together. Ask the teachers to share the things they wrote down.

Let the teachers think about the following questions:
• What is the difference between disabilities and behavioural difficulties?
• What is the difference between disabilities on the one hand, and learning and behavioural difficulties on the other?

Discuss the answers together.

**DISABILITIES**
Examples of disabilities in children:

**Physical disabilities**
• Blindness / visually impaired
• Deafness / hearing impaired
• Walking disability (wheelchair/walking stick)
• Deformity of body parts like hands or arms, so children cannot write

**Mental disabilities**
• Slightly mentally impaired
• Severe mental impairment

**LEARNING PROBLEMS**
Examples of learning problems in children:
• Problems reading or writing (also: dyslexia)
• Problems with maths (also: dyscalculia)

• Problems with communication
• Poor memory
• Problems paying attention
• Trouble following directions
• Clumsiness
• Trouble telling time
• Problems staying organised

**BEHAVIOURAL PROBLEMS**
Examples of behavioural problems in children:
• Physical or verbal aggression
• Anxiety, depression or severe stress
• Withdrawn, emotionally fragile or apathic behaviour
• Trauma
THEORY: THE STUDENT-TEACHER RELATIONSHIP (15 minutes)

Explain: that the aim of this activity is to learn/to UNDERSTAND the importance of the student-teacher relationship within the light of education for all.

Explain:

To ensure your students develop themselves optimally and feel safe in school, it is very important to have a good relationship with everyone in your class. Children feel included when they are known and accepted by their teacher. Science shows that children learn better when they have a good relationship with their teacher because they feel safe and are motivated.

Explain: The next video is an American TED talk about relationships in education, and why relationships are important for students in order to learn. It is given by Rita Pierson, a teacher for 40 years, who once heard a colleague say, “They don’t pay me to like the kids.” Her response: “Kids don’t learn from people they don’t like.” It is a rousing call to educators to believe in their students and actually connect with them on a real, human, personal level.

Show the video 'Every kid needs a champion'3:
www.youtube.com/watch?v=UGmmf6cLfH4

Ask: What do you remember most from the video?

Explain: We can learn from this video that it is very important to connect with your students, to give them hope and have high expectations.

Children who like their teacher are willing to do their best and make their teacher proud. When it comes to education for all, this video shows that no matter what difficulties a child might have, the teacher always needs to put effort in the relationship. As a teacher, you are the key in the development of the child.

ACTIVITY 3: HOW TO BUILD RELATIONSHIPS WITH STUDENTS (15 minutes)

Let the teachers discuss ways to develop relationships with students. What can they learn from Rita Pierson? What ideas do they have? Let them think for themselves, then write down their ideas and discuss with a peer.

Let the pairs write down their ideas on a big flip-chart paper. Next, everyone gets 1 minute to present their ideas to the group.
Discuss the answers together.

TIPS FOR THE TEACHER TO TAKE HOME (20 minutes)

Do: Apply what has been learned in practice.

Before you return to the next training day, you need to bring at least 2 of the following actions into practice:
1. Have a conversation with a student about his/her hobbies outside of school
2. React in a positive way to the results of a test in your class, no matter how bad the grades may be. Observe the students’ reactions!
3. Tell a personal story in your class that is related to the topic of the subject.
4. Try to help that one child who is always late because he must walk to school, who never has eaten breakfast, or who has trouble making friends in class.

Write down what you did, what your observations are and the result of your action.

In class: Let the participants pick two actions that they are willing to bring into practice. How are they going to do it? When are they going to do it? With whom? Let them write this down before they leave class.

Ask the teachers what they can do to build relationships with every student in their class.

Collect the answers and discuss the outcomes in the group.
Distribute the tips and compare the answers given with the ‘Teaching Tips for Relationships’.4

Close the session by watching a 3-minute film: “Learning for All” from the World Bank
www.youtube.com/watch?v=kWv72ZQRnY4

EVALUATION (5 minutes)

Evaluate the day in a creative manner.
Make sure to at least answer these questions:
• “What went well today?”
• “What are improvement points?”
• “How can you link what you have learned to daily practices?”

Teacher (Ethiopia)
I want to learn from other countries about Inclusive Education
CONVENTION ON THE RIGHTS OF THE CHILDREN

When it comes to the right to education and inclusion, three articles of the Convention on the Rights of the Child are most important. Article 23 is about disabled children, who have the right to education and support where needed. Only Part 3 is mentioned in this worksheet. Article 28 is about the global right to education that every child should experience. Article 29 is an elaboration on article 28, that goes into detail about the needs of children within education.

ARTICLE 23
Part 3
Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child’s achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

ARTICLE 28
Part 1
States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

a) Make primary education compulsory and available free to all
b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need
c) Make higher education accessible to all on the basis of capacity by every appropriate means
d) Make educational and vocational information and guidance available and accessible to all children
e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

Part 2
States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present Convention.

Part 3
States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.
ARTICLE 29
Part 1
States Parties agree that the education of the child shall be directed to:

a) The development of the child’s personality, talents, and mental and physical abilities to their fullest potential
b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations
c) The development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own
d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national, and religious groups and persons of indigenous origin
e) The development of respect for the natural environment.

Part 2
No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Source: UNICEF
CASE 1: VIOLET
From the age of 6, Violet has gone to school. Now she is 9 years old. The school is just outside her village. Every morning, she walks to school with her brothers and sisters. Her backpack is filled with a notebook, a pencil, and a pencil sharpener that she got from her father. She is very proud of her pencil sharpener. However, Violet has a hard time at school. She is short-tempered and quickly falls into aggressive behaviour towards her peers. Yesterday, she was so mad that she threw her pencil sharpener at her friend. The teacher saw what was happening and was very angry at Violet. He talked to her parents and to the headmaster. They decided that the teacher cannot have Violet in his class because she is too aggressive. This is not good for the rest of the children, the teacher argues. Violet’s parents decide to stop her education. From now on, Violet will help her mother with the daily tasks in the house. This way, she will not bother other children anymore.

CASE 2: JACOB
Jacob is 12 years old. He has many brothers and sisters; they are all younger than him. His brothers and sisters go to school every day. They always come home with homework and stories about what happened in class today. For Jacob, things are different. He is disabled and cannot walk very well. Therefore, he is not able to walk all the way to school. His parents do not have access to any vehicle. Jacob does not go to school. Sometimes, his brothers and sisters tell him about what they learned at school. Jacob enjoys these moments very much. Oh, what he would give to go to school someday!

CASE 2: MOHAMMED
From the moment he went to school at the age of 6, Mohammed has had difficulties with keeping up with the teacher. Mohammed thinks all subjects are very interesting. He likes to learn and do stuff with his hands. However, he has trouble with reading. Therefore, the teacher’s is way too fast for him. As a result, he gets bad grades. This has lasted for almost 4 years now. Mohammed knows that the teacher talks with his parents about his progress. His father gets angry when Mohammed comes home with bad grades. He tells Mohammed that he is lazy and needs to work harder. Otherwise, he is not allowed to go to school anymore. Mohammed often falls asleep in tears. Why is learning so difficult for him?
To be able to include all the children in your class, no matter what kind of ‘problems’ they may have, it is important to invest in relationships. When you know the children in your class, it is easier to understand their behaviour and help them.

**TIPS FOR BUILDING POSITIVE STUDENT-TEACHER RELATIONSHIPS**

1. **PROVIDE STRUCTURE**
   Most kids respond positively to having structure in their classroom. It makes them feel safe and leads to increased learning. Teachers who lack structure not only lose valuable instructional time but often never gain the respect of their students.

2. **TEACH WITH ENTHUSIASM AND PASSION**
   Students will respond positively when a teacher is enthusiastic and passionate about the content he/she is teaching. Excitement and positivity are contagious. If you are not excited, why should your students be excited?

3. **MAKE LEARNING FUN**
   Learning should be fun and exciting. Nobody wants to spend time in a classroom where lecturing and note-taking are the norms. Students love creative, engaging lessons that grab their attention and allow them to take ownership of the learning process.

4. **USE STUDENT INTERESTS TO YOUR ADVANTAGE**
   Every student has a passion for something. Teachers should use these passions to their advantage by incorporating them into their lessons. Teachers who take the time to do this will see increased participation, higher involvement, and an overall increase in learning.

5. **INCORPORATE STORYTELLING INTO LESSONS**
   Stories allow students to make real-life connections to the concepts that they are learning. It keeps students interested in learning. It is especially powerful when you can tell a personal story related to a concept being taught.

6. **SHOW AN INTEREST IN THEIR LIVES OUTSIDE OF SCHOOL**
   Talk to your students about their hobbies, family, extracurricular activities, etc. Showing interest in your students helps you to understand them.

7. **TREAT THEM WITH RESPECT**
   Your students will never respect you if you do not respect them. You should never yell, use sarcasm, single a student out, or attempt to embarrass them. Teachers must treat each student the same.

8. **GO THE ‘EXTRA MILE’**
   Some students need teachers who will go that extra mile to ensure that they are successful. As teacher, you can put together extra work packets, communicate with parents more frequently and take interest in the wellbeing of the student. Going the extra mile may mean donating clothing, shoes, food, or other household goods that a family needs to survive. It may mean continuing to work with a student even after he is no longer in your classroom. It is about recognising and meeting student needs inside and outside of the classroom.

Source: ThoughtCo.
1.2 Child development

**LESSON PLAN**

**INTRODUCTION**

(15 minutes)

*Welcome* the group and introduce the topic: child development.

*Let* the teachers think of something that happened in their lives, during their upbringing, that they still remember. For example, the first time they rode a bike. What was that like? Who taught them that? How did they feel?

*Let* some volunteers share their experiences with the rest of the group.

*Ask* the teachers to think about the development of the children at their school. Do they have enough knowledge and skills to guide the children in every facet of their development? If not:
- Do they experience this as a problem?
- Do they suffer from it?
- Do they WANT TO work on it?

*Explain* that we are going to look at different child development theories during this module. How children develop depends on their environment and the people around them. But some things are also universal.

*Tell* the goal of this module: I know about multiple child development theories and can apply them in my education.

**THEORY: WHAT IS CHILD DEVELOPMENT?**

(20 minutes)

*Explain* that the aim of this activity is to learn/to KNOW more about child development. Knowledge of child development is very important in the light of learning and behavioural difficulties because it gives you insight into the processes that happen in a child’s mind.

*Divide* the teachers into groups of 4-5 people. *Give* each group a big sheet of paper and coloured markers. They are going to make a mind map. In the middle of the sheet, they write ‘child development’. Around this word, they can write

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**KNOWLEDGE**

- Teachers know about widely used cognitive development theories
- Teachers know about social and emotional development issues

**ATTITUDE**

- Teachers understand that child development is flexible
- Teachers understand that child development happens in and outside the classroom

**SKILL**

- Teachers are able to form their own opinion about child development theories

**MATERIALS**

- Digital devices to play videos
- Flipchart/whiteboard/blackboard
- Markers/chalk
- Big paper sheets
- Tape
- YouTube videos:
  - Differences between Piaget and Vygotsky
  - Social and Emotional Learning
- Teaching materials:
  - To be printed: The Cognitive Development Stages of Piaget (worksheet)
  - To be printed: The Zone of Proximal Development of Vygotsky (worksheet)
  - To be printed: Social and Emotional Development (worksheet)
- To take home: Teaching Tips for Child Development
words that they associate with child development. They can write as many words as they want (and as fit on the sheet).

Ask: What comes into your mind when you think about child development?

Example:

![Mind map diagram]

Give the groups 10 minutes to make their mind map with each other.

After 10 minutes, discuss the outcomes together. Let every group name one word each round. Write down the answers on the flip chart. What are the most common words? Does everyone agree with the associations that are made?

Explain:

Child development consists of multiple facets, namely, cognitive, social, emotional and physical development. The development of children is dependent on multiple facets of life. For example, the culture you grow up in define your norms and values, how men and women are treated, and how people interact with each other. Another facet is your biological baggage. The fact that we, as humans, walk upright is something we owe to our evolution. Your genes determine your appearance and character. This biological aspect of development can also contain errors. For example, children can be born with physical or mental impairments.

Overall, the biological development of humans is the same all over the world. In Africa, babies are born and grow up the same way they do in Europe. However, the pace of development differs for each child. Moreover, the surroundings in which a child grows up determines the food he eats, the people who raise him, and the possibilities he will have in life.

Tell: To explain the development of children, many scientists have done research on this phenomenon. There are multiple theories on how children grow up, and what is best for a child growing up. In the next activity, we will dive deeper into two of these theories.
ACTIVITY 1: COGNITIVE DEVELOPMENT OF CHILDREN: PIAGET VS. VYGOTSKY (50 minutes)

Let the participants make groups of 3-4 people.

Let them work answer the following questions:
• What kind of child development theories do you know?
• Why do you think there are different theories?
• Which theory do you prefer?
• How do people in your community react when a child’s development is disturbed?

Tell: We are now going to talk about cognitive development. All around the world, theories have been developed to describe how children learn, what happens in their brains, and how they develop over the years. It is important to compare these theories.

One popular theory about the cognitive development of children is the theory of Jean Piaget. Jean Piaget describes certain ‘stages’ that children go through during their development. Most children go through these stages, each at their own tempo. The culture, context, and environment that the child grows up in has an effect on the tempo and the intensity of their cognitive development.


Give the teachers time to read through the stages on the worksheet.

Explain the worksheet.

Tell: Apart from Piaget, many other researchers have described the cognitive development of children. One of them is Lev Vygotsky, whose ‘zone of proximal development’ is very well known in the social science world.

Use the worksheet: ‘The Zone of Proximal Development of Vygotsky’.

Give the teachers time to read through the worksheet.

Explain the worksheet.

Show the participants the video ‘Differences between Piaget and Vygotsky’:
www.youtube.com/watch?v=QaXJvpFvk4.

Let the participants make groups of 3-4 people.

Let them discuss the following questions: What are the differences and similarities in Piaget’s and Vygotsky’s theories? Which one do you prefer personally? Why?

How do you apply this in your classroom?

Discuss the answers together.

Share the following summary with the participants:

**Piaget**
- Cognitive development is already formed and driven by the way children adapt to new experiences
- Children learn through active self-discovery and awareness
- Cognitive development is universally similar for all children
- Children will only learn when they are ready
- Language is the result of cognitive development

**Vygotsky**
- Cognitive development is driven by social interaction and experiences
- Children need constructed guidance to learn and develop
- Cognitive development varies and differs depending on culture and time
- Children can learn at any point by having the Zone of Proximal Development (ZPD) scaffolded and shaped
- Language is the key to unlocking cognitive development

THEORY: SOCIAL AND EMOTIONAL DEVELOPMENT (10 minutes)

Explain that the aim of this activity is to learn/to understand other facets of the child development, in order to create a whole image of the child.

In school, children not only learn academic skills like reading and writing, but they also develop by building relationships and coping with their emotions. The social and emotional development of children happens in every facet of their lives: at home, with friends, in school, etc. It is therefore very important that teachers pay attention to this part of child development, stimulating relationships between students, making sure that students respect each other, rejecting bullying, etc. Teachers should also make certain topics discussable, including the students’ emotions and things that trouble them. Students need to feel safe in the classroom, so they have the freedom to develop themselves socially and emotionally.
**ACTIVITY 2: EXPLORING SOCIAL AND EMOTIONAL DEVELOPMENT** (50 minutes)

*Let* the teachers answer the following questions individually (on paper):

1. What is social and emotional development to you?  
2. What do you do in your classroom to encourage relationships and respect between students?  
3. How do you cope with students who have emotional issues like trauma, anxiety, or aggression?  
4. Which tips would you give other teachers to stimulate social and emotional development in the classroom?

After 5 minutes, explain the following activity:

**Step 1.** *Let* the participants form groups of 4-5 people. They are going to make a poster presentation about their vision of social and emotional child development in class.

**Step 2.** *Let* the groups discuss their answers to the questions with each other.

**Step 3.** *Give* each group a big sheet of paper and coloured markers. They will write down the group’s answers on the poster.

**Step 4.** After 10 minutes, *let* the groups prepare a short 2-minute presentation for the group.

**Step 5.** After 5 minutes of preparing, *let* every group present their findings. After each presentation, allow time for questions from the audience.

*Summarise* the activity. Do this in a plenary discussion. What are the opinions about social and emotional development in class? Why do the teachers have those opinions? Note that it is OK to have your own opinion.

*Watch* the 3-minute film: “Social and Emotional Learning”  
www.youtube.com/watch?v=ikehX9o1Jbl

**TIPS FOR THE TEACHER TO TAKE HOME** (15 minutes)

*Do:* Apply what has been learned in practice.

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**1.** Think about the cognitive development of your students. How are you coping with this development in class? Write down your own opinions and experiences from your daily life. Base your answer on the worksheets of Piaget and Vygotsky.

**2.** Think again about the social and emotional issues that are present in your classroom. What often bothers children? How are relationships formed in your group? What can you do to stimulate a good atmosphere in the classroom? Write down tips for yourself to improve the ambiance and safeness in your group.

*Ask* the teachers what they can take home from today’s module. What do they remember most?

*Collect* the answers and discuss the outcomes in the group.

*Distribute* the tips and compare the answers given with the ‘Teaching Tips for Child Development’.

**EVALUATION** (5 minutes)

Evaluate the day in a creative manner. Make sure to at least answer these questions:

- “What went well today?”
- “What are improvement points?”
- “How can you link what you have learned to daily practices?”
THE COGNITIVE DEVELOPMENT STAGES OF PIAGET

Jean Piaget (1896-1980) was a psychologist who lived in Switzerland. Piaget developed sociological and intellectual development theories during his career. He said that children learn and develop their thoughts and beliefs based on their interactions with the world around them. Those interactions vary based on which stage of development the child is in. Piaget distinguished four stages of a child's cognitive development.

1. SENSORIMOTOR STAGE
   Ages: Birth to 2 Years
   Major Characteristics and Developmental Changes:
   • Infants know the world through their movements and sensations
   • Children learn about the world through basic actions such as sucking, grasping, looking, and listening
   • Infants learn that things continue to exist even though they cannot be seen (object permanence)
   • They learn they are separate beings from the people and objects around them
   • They realise that their actions can cause things to happen in the world around them

2. PREOPERATIONAL STAGE
   Ages: 2 to 7 Years
   Major Characteristics and Developmental Changes:
   • Children begin to think symbolically and learn to use words and pictures to represent an object
   • Children at this stage tend to be egocentric and struggle to see things from the perspective of others
   • While they are getting better with language and thinking, they still tend to think about things in very concrete terms

3. CONCRETE OPERATIONAL STAGE
   Ages: 7 to 11 Years
   Major Characteristics and Developmental Changes:
   • During this stage, children begin to think logically about concrete events
   • They begin to understand the concept of conservation; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass, for example
   • Their thinking becomes more logical and organised, but still very concrete
   • Children begin to use inductive logic, or reasoning from specific information to a general principle

4. FORMAL OPERATIONAL STAGE
   Ages: 12 and Up
   Major Characteristics and Developmental Changes:
   • At this stage, the adolescent or young adult begins to think abstractly and reason about hypothetical problems
   • Abstract thought emerges
   • Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning
   • Begin to use deductive logic, or reasoning from a general principle to specific information
**THE ZONE OF PROXIMAL DEVELOPMENT OF VYGOTSKY**

**ZONE OF PROXIMAL DEVELOPMENT**
Skills that are too difficult for a child to master on his/her own, but that can be done with guidance and encouragement from a knowledgeable person.

**What is known  What is not known**

The concept **Zone of Proximal Development (ZPD)** was developed by Soviet psychologist and social constructivist Lev Vygotsky (1896-1934). The theory contained the thought that children develop with the help of others, through social interactions and guidance. Every child develops at his/her own pace, influenced by time and culture.

**The role of education**

Vygotsky believes that the role of education is to provide children with experiences which are in their ZPD, thereby encouraging and advancing their individual learning. From a Vygotskian perspective, the teacher’s role is mediating the child’s learning activity as they share knowledge through social interaction.

**Lev Vygotsky** views interaction with peers as an effective way of developing skills and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with help from more skilful peers - within the zone of proximal development.

To assist a person to move through the zone of proximal development, educators are encouraged to focus on three important components which aid the learning process:

- The presence of someone with knowledge and skills beyond that of the learner.
- Social interactions with a skilful tutor that allow the learner to observe and practice their skills.
- Support, or supportive activities provided by the educator, or more competent peer, to support the student as he or she is led through the ZPD.

**A few examples**

Below you will find examples of situations where the ZPD is triggered by an experienced teacher/peer:

A student can do simple maths problems when working with his teacher, but he is frustrated when performing the task alone. The teacher guides the student in using tools and strategies. The student is now able to fortify knowledge and eventually carry out the task independently.

During driving lessons, a 16-year-old is able to effectively drive forward and backward. But he cannot parallel park. Through targeted guidance from his teacher, he is able to learn how to park.

A medical student struggles to effectively put in stitches. A more experienced student helps her to learn how to do this through modelling. Then helping, then releasing full responsibility to the new student.
SOCIAL AND EMOTIONAL DEVELOPMENT

Social and emotional development can be explained with the model of CASEL, which describes 5 aspects of social-emotional development.

**SELF-AWARENESS:**
The abilities to understand one’s own emotions, thoughts, and values and how they influence behaviour across contexts.

**SELF-MANAGEMENT:**
The abilities to manage one’s emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations.

**SOCIAL AWARENESS:**
The abilities to understand the perspectives of and empathise with others, including those from diverse backgrounds, cultures, & contexts.

**RELATIONSHIP SKILLS:**
The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

**RESPONSIBLE DECISION-MAKING:**
The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations.
FOR CHILD DEVELOPMENT

You have seen that Piaget and Vygotsky think differently about the cognitive development of children. Nowadays, Vygotsky’s theory is the most popular. In this example, the difference between these theories is illustrated by a practical case.

SITUATION

Piaget
According to Piaget, children learn while playing and discovering things on their own. They are eager to learn. During play, their language skills will develop automatically. The teacher will let Elizabeth play in the classroom with the toys and games that are available. By hearing other children say words or watching videos, Elizabeth will eventually learn new words. The teacher gives her the freedom to discover this by herself.

Vygotsky
According to Vygotsky, the teacher has to play an active role in the child development. Elizabeth gets to play in the classroom, but the teacher will guide her during this play. From time to time, he will sit next to her and talk to her about the play. He asks questions, such as:
‘What is it you are holding in your hand?’ ‘What is the doll going to do?’ ‘What are you cooking for me?’ ‘What do you call that?’ And he will give suggestions and teach the child new words while she is playing: ‘Yes, the doll is wearing a blue skirt and a yellow coat!’ ‘Oh, I already smell the pancakes that you are making!’ ‘Be careful, the casserole is hot!’

THINK ABOUT…
Which method do you think is most effective for Elizabeth to learn new words in a short period of time?
1.3 Learning: how does it happen?

**LESSON PLAN**

**INTRODUCTION**

**TIME: 15 minutes**

**Welcome** the group and introduce the topic: Learning, how does it happen?

**Show** the picture of the worksheet ‘Climb a tree’. **Ask** the questions below the picture. Encourage a group discussion.

**Ask** the teachers to share examples of situations they have experienced/heard of, where it was difficult to help children in their learning process.

- Do they experience this as a problem?
- Do they suffer from it?
- Do they **WANT TO** work on it?

**Explain** that in this module, we are going to talk about different ways of learning and teaching methods that connect to it.

**Tell** the goal of today’s module: I understand that every child learns in a different way.

**THEORY: WHERE DOES LEARNING HAPPEN?**

**TIME: 30 minutes**

**Explain** that the aim of this activity is to learn/to **KNOW** more about where and when we learn in our daily lives.

**Show** the video: ‘Formal and Informal Learning’[1]

**www.youtube.com/watch?v=oEcy8G_1kcA**

**Ask**: What is the difference between formal and informal learning? Use examples to support your answer.

**KNOWLEDGE**

- Teachers know that learning happens inside and outside school

**ATTITUDE**

- Teachers understand that child development is flexible
- Teachers understand that every child learns in a different way

**SKILL**

- Teachers are able to apply active learning methods in class

**MATERIALS**

- Digital devices to play videos
- Flipchart/whiteboard/blackboard
- Markers/chalk
- Tape
- Ball
- Triangle and square shaped folding sheets
- YouTube videos:
  - Formal and Informal Learning
- Teaching materials:
  - To be printed: Climb a tree (worksheet)
  - To be printed: Teaching and learning methods (factsheet)
- To take home: Teaching Tips for Active Teaching and Learning

**FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM... PLEASE CLIMB THAT TREE.**
Explain:

Let each participant write down two situations from the past week(s) where he/she learned something new in an informal setting. Let them discuss their answers in pairs. Afterwards, discuss the stories all together. Look how much we still learn in our daily lives!

ACTIVITY 1: LEARNING AND THE ENVIRONMENT (30 minutes)

Explain:

Learning always happens during an interaction with the environment. What happens in the brain is universal and applies to all people. Not only do children learn in school, but they learn new things everywhere. When they are going grocery shopping with their mum, they see a lot of new things, new people, and new concepts. But the things we learn, how we learn exactly, and how much we learn is dependent on the environment.

Ask: What do you think ‘environment’ means in this context?

The environment a child grows up in has an influence on the way the child develops. In a culture where independence is an important value, children will be independent at a younger age. In a culture where it is important that children are able to eat with chopsticks, young children will be able to do that. But environment also means the situation in which a child is being stimulated to learn. A positive learning environment, whether it is at school or at home, is crucial for children to develop.

Explain: We can understand the word ‘environment’ in two different ways: the cultural and social environment that a child grows up in and the learning environment that stimulates a child to learn in a certain way.

Divide the class into pairs. Give each pair:
• 1 triangle-shaped sheet
• 1 square-shaped sheet

Each member of the pair takes one of the sheets.

Give the participants the following instructions one by one:
1. Fold your sheet in half once
2. Fold your sheet in half again
3. Cut/tear off one of the corners of your sheet

Let everyone carry out those instructions with their eyes closed and without talking. Afterward, the pairs get to compare their sheets. How do they look? How do the sheets differ from each other?

Discuss this all together. Also, let people with the same starting sheet compare their work with each other. Are there differences? How is that possible?

Ask what the teachers think the purpose of this exercise is.

Explain: The purpose of this exercise is to show you that even with the same instructions, every one of you gets a different result. That is because you had different starting points: some started with a triangle and others started with a square. It is also because you interpreted the instructions in your own way. That is why even the squares and the triangles may differ from each other. The message of this exercise is, therefore, that even though everyone goes through roughly the same stages in life, your starting point, your environment, and your own input have an influence on the outcomes. This means that every child may develop into a full-grown human, but each in his own way and with its own results. It is even a fact that some environments are more stimulating for children to develop than others. The school plays a very big part in the life of a child when it comes to development. Therefore, it is important to know how you, as a teacher, can make sure children develop optimally in school.
**THEORY: HOW TO LEARN BEST?**

*(15 minutes)*

**Explain** that the aim of this activity is to learn/to **UNDERSTAND** how children learn best in the classroom.

**Tell:** There are multiple ways to help a child learn in school. Many theories have been written about how to teach children. What is the best way? How do we take social learning into account? How do we take culture into account? Is learning universal? And what can I, as a teacher, do to make sure the children in my class develop properly?

**Ask:** How do you think children learn best? What do they need to learn? Think about academic skills, social skills, physical skills, etc.

**Encourage** a plenary discussion on how children can learn best in the classroom. Every teacher will have a different opinion about this, so **make sure** that everyone gets the chance to express this opinion.

**Explain:**

Although there are theories about the best ways of learning, every child has his/her own preferences. Some children prefer to read something and answer questions or make a summary. Other children are more visual and prefer to draw what they have learned. In class, it is important that you know the ways that your students learn best. Next to academic skills, it is also important that your students have the space to interact with each other, build relationships and develop physically by, for example, learning to write or doing sports.

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**Teacher (Myanmar)**

The biggest challenge in my school is that students are not able to read fluently. Students seems to forget everything. Teachers tend to punish these students, but we should learn how to apply positive discipline.

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**ACTIVITY 2: DIFFERENT TEACHING AND LEARNING METHODS** *(50 minutes)*

**Tell:** Let us talk about cognitive development in school. How do children learn best? According to the Constructivist Learning Theory (that was being supported by, among others, psychologist Lev Vygotsky), learning through **experiencing** and **active participation** is the most effective. Research says that each child has its own **learning style**.

Not everyone learns in the same way: some students prefer to read a book; other students prefer to learn by making a drawing or a mind-map. As a teacher, you can adapt your teaching methods to these different learning styles.

It is now your job as a facilitator to show the teachers two different teaching methods.

1. Take a textbook of a certain subject, for example, biology. Read one page of the textbook, show the
pictures in the textbook by holding up the book in front of the class. See how the participants react.

2. Take the same textbook. Now, make sure you have prepared an activity. For example, when the chapter is about the human heart, print out clear pictures of the heart and let the participants draw the heart. Of course, with the right terms in it. See how the participants react.

Let the participants think for themselves which method they prefer. Encourage a group discussion on this matter.

Write down the following teaching methods on the flip chart:
- Give a lecture
- Let students discuss in small groups
- Let students read an informative book
- Let students teach each other what they know
- Let students demonstrate their skills
- Show a video to the students
- Let students build/draw their own prototype

Let the teachers read the methods.

Ask: If you prefer the first teaching method, raise your hand. If you prefer the second/third/fourth/etc. teaching method, raise your hand… Etc. Mark how many teachers raised their hands for each of the different teaching methods.

Explain:

“We learn and retain …
- 5% of lecture
- 10% of what we read
- 20% of what we hear and see
- 30% of demonstrations
- 50% discussing with others
- 75% what we practice by doing
- 90% of what we teach others”

Let the teachers respond to these numbers. Explain that these numbers are not fixed. However, being actively engaged in a topic ends with better learning outcomes than listening to a lecture. The taxonomy of Bloom is one important indicator when it comes to learning outcomes.

Use the factsheet: ‘Teaching and Learning Methods.’

Let the teachers read and discuss the factsheet in groups of 3-4 people.

After 10 minutes, ask the teachers what they think about Active Teaching and Learning and the Taxonomy of Bloom. Encourage a group discussion.

Ask: How can you apply this theory to the different needs of children in your classroom?

TIPS FOR THE TEACHER TO TAKE HOME
(20 MINUTES)

Do: Apply what has been learned in practice.

Use the ‘Tips for active teaching and learning’. In the upcoming week, try at least 2 ATL methods in your class. Pay attention to the reaction of the students and ask their opinion about the lessons afterwards. Write down which lessons you gave with what methods and what your observations are.

Let the teachers think about the methods they prefer. Let them discuss with their neighbours how they could design an interactive lesson according to ATL.

Give each teacher a copy of:
- Factsheet: Teaching and learning methods
- Teaching Tips for Active Teaching and Learning

EVALUATION
(5 MINUTES)

Evaluate the day in a creative manner. Make sure to at least answer these questions:
- “What went well today?”
- “What are improvement points?”
- “What do you still find difficult?”

“We learn and retain …
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- 10% of what we read
- 20% of what we hear and see
- 30% of demonstrations
- 50% discussing with others
- 75% what we practice by doing
- 90% of what we teach others”
CLIMB A TREE

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM... PLEASE CLIMB THAT TREE.

GUIDING QUESTIONS
1. Describe the picture
2. What do you think of this picture?
3. What would you tell the teacher?
4. What would you tell the students in the picture?
5. What would be a solution for these students?
Bloom’s taxonomy teaches us the order of learning. At the beginning of the pyramid, you find ‘remember’. This is the most basic way to take in information. The higher you climb on the pyramid, the more active the information processing gets. On top of the pyramid you find ‘create’, which means that a topic is learned and taught by actively doing something with the subject, for example designing your own version of a certain concept.

**PART 2: Active Teaching and Learning**

Traditionally, teachers direct the learning process and students play a receptive role in their education. In this teacher-centred classroom, teachers are the primary source for knowledge; the norm is to memorise teacher’s notes or lectures, or watch the teacher demonstrate or model a skill. However, learning is more than receiving and processing information transmitted by teachers. It means that students learn best when they are allowed to construct a personal understanding, based on experiencing things and reflecting on those experiences.

Learner-centred (or student-centred) learning means reversing the traditional teacher-centred understanding of the learning process and putting the student at the centre of the learning process instead of the teacher.

*“We learn and retain . . .*
- 5% of lecture
- 10% of what we read
- 20% of what we hear and see
- 30% of demonstrations
- 50% discussing with others
- 75% what we practice by doing
- 90% of what we teach others”

*(after William Glasser)*
There are many exercises that you can do in your classroom to actively involve your students. Here are a few examples. Have fun teaching!

1. THINK-PAIR-SHARE
In this exercise, the facilitator asks one or multiple questions about the subject. Participants first get time to think about these questions by themselves. Then, they can share their thoughts with their neighbour. After that, the questions are discussed all together. In this way, everyone gets a chance to participate in class.

2. ROLE PLAY/DRAMA
This is a learning method where two or more participants take on a certain role. They simulate a real-life situation about the subject/topic. With this method, participants learn to empathise with different situations, and how to act.

3. PLACEMAT (OR: FOOTBALL STADIUM)
The placemat is one example of groupwork. A square is drawn in the middle of a big sheet, with lines drawn towards each corner of the sheet. Now, four extra boxes are created. Four people can sit around the big sheet and write down one part of the exercise. When everyone is finished, the main ideas are written in the central square.

4. MAKING A PRESENTATION OR DEMONSTRATION
Presenting something in pairs or with a group is an interactive method involving creativity and research. Participants prepare their presentation by searching for information in books or on the internet. They give their presentation with help of a poster or PowerPoint, for example. Explaining content to peers is, after all, seen as one of the most effective learning methods.

5. SHOWING A VIDEO, PICTURE, OR OBJECT
As a teacher/trainer, you can use visual content to introduce or clarify your lesson. For example, by showing videos or pictures or bringing an object to class. If you visualise content, participants are more likely to be interested, and they will have a clear picture of the subject of the lesson. It can also help you explain a difficult subject.

6. THROW A BALL
This is a simple and interactive method to start or end a lesson on literally any subject. You throw a (small) ball to someone and that person, upon catching the ball, must answer your question. If space allows, throwing and catching works best if the students (and you as the teacher) stand in a circle. Make sure the speed is kept up; the idea is that it looks like a game.

7. WALK AROUND AND EXCHANGE
All students spread out in the room independently. When the teacher shouts ‘Stand still!’, everyone stops. Each student forms a pair with the one closest to them. The teacher asks a question that the pairs are going to discuss together. This method really helps students exchange and cooperate with students who are usually not so close to them.
1.4 Observing students

**LESSON PLAN**

**INTRODUCTION**

(15 minutes)

*Welcome* the group and introduce the topic: observing students.

*Ask:* What is observing according to you? Do you observe sometimes? When and where? What do you observe?

*Show* the GPE video1: “Learning in an overcrowded classroom”

www.youtube.com/watch?v=OuxmPb2wPPE

*Explain* that in large classes of many children, the individual child is often overlooked. When a teacher teaches in a teacher-centred way, as you saw in the video, children in the back do not learn. Therefore, it is very important to observe your students and pay attention to everyone.

*Ask* the teachers whether they have difficulties with observing students in their classroom.

• Do they experience this as a problem?
• Do they suffer from it?
• Do they WANT TO work on it?

*Tell* the goal: I know how to observe a student, and I understand that observing is the first step in detecting learning or behavioural difficulties.

**THEORY: WHAT IS OBSERVING?**

(25 minutes)

*Explain* that the aim of this activity is to learn/to KNOW more about observation, including ‘time-on-task’ and ‘group observation’.

*Tell:* Observing students is a very important task of a teacher. When you observe your students, you can detect inappropriate or divergent behaviour, you can see how children interact with each other, whether children are busy working or lazing around, whether children are feeling well or not, etc. Observing is not the same as just looking around. Observing asks more of you as a teacher. It means that you see what is happening, and that you can act...
according to what you see. When it comes to behavioural and learning difficulties, observing is a way to detect the first signs of any difficulty in a child.

**TIME-ON-TASK**

is an observation technique that measures the average time students are observed to be engaged in learning during a lesson.

This is an important aspect of the teaching and learning process because it has been demonstrated that increased time spent on learning activities results in increased learning.

Time-on-task observation is carried out by an observer in the classroom, who can give the teacher valuable feedback about the average time that students were actively engaged in a learning task during the whole lesson. This can be a colleague-teacher, a social worker or someone else. The students can be observed individually, which means that the observer picks one student that he is going to observe. The students can also be observed as a group, so that the percentage of students that are on-task or off-task can be measured.

On the basis of these observations, observer and teacher can discuss what the teacher could do to make the students more active.

**In the light of learning and behavioural difficulties, observing a student that acts out may provide the teacher with valuable information on how to help this student.**

**Discuss** Group observation

Next to observing children individually, it is valuable to observe the group as a whole. Children always behave according to the group they are in. When you speak to a child individually, he/she may behave in a different way than when that child is surrounded by friends. Observing a group gives you information about how children interact with each other, where there may be bottlenecks or how the group changes the behaviour of certain children.

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ACTIVITY 2: PRACTISING WITH GROUP OBSERVATION (20 minutes)

Now, the teachers are going to observe the group as a whole.

Show video 2.

Ask: Were most students on-task or off-task? Explain your answer.

Discuss with each other: What could the teacher have done to have more students actively on task in this lesson?

THEORY: A ROADMAP TO OBSERVING (15 minutes)

Explain that the aim of this activity is to UNDERSTAND how to plan an observation in the classroom.

Explain the worksheet: ‘Roadmap for observing in the classroom’.

Let the participants react to the examples in the worksheet. Do they recognise these cases? What would they do? Make sure everyone gets a copy of this worksheet.

ACTIVITY 3: OBSERVATION PLAN (25 minutes)

Tell the participants that they are going to make their own observation plan. By now, they know how to observe a student or a group. During this activity, they will learn how to plan these observations correctly.

Give everyone a copy of the factsheet. They are going to follow the steps and write down the roadmap for one of their own students. Make sure they choose a student who really needs an observation. After 15 minutes, check how far they have got. Let the participants share their roadmaps with their neighbour. What do they think of each other’s plan? What can they learn from this?

Discuss this activity together.

TIPS FOR THE TEACHER TO TAKE HOME (20 minutes)

Do: Apply what has been learned in practice.

Think about ‘on-task’ and ‘off-task’-students in your own classroom and complete the 2- column list in the worksheet ‘Teaching strategies on time-on-task’.

Ask the teachers about good practices when it comes to observing students in the classroom. Let them make a start with the take-home assignment above.

Collect the answers and discuss the outcomes in the group.

Distribute the tips and compare the answers given with the ‘Teaching Tips for Observing’.

Point out the factsheets ‘Group observation’ and ‘Roadmap for observing in the classroom’.

Teachers can take these factsheets home to study them.

EVALUATION (5 minutes)

Evaluate the day in a creative manner. Make sure to at least answer these questions:

- “What went well today?”
- “What are improvement points?”
- “How can you link what you have learned to daily practices?”
# Form A: Observation Form

**TYPE OF ACTIVITY:** P / I / G / O (P = plenary work, I = individual work, G = Group work, O = other)

<table>
<thead>
<tr>
<th>Lesson phase: Introduction / Development / Conclusion</th>
<th>20 sec.</th>
<th>20 sec.</th>
<th>20 sec.</th>
<th>20 sec.</th>
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<tbody>
<tr>
<td>Off task</td>
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<tr>
<td>On task:</td>
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<td>talking / discussing</td>
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<td>active listening to teacher</td>
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<tr>
<td>Observing*</td>
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<tr>
<td>asking questions to teacher</td>
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<tr>
<td>responding to teacher</td>
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<tr>
<td>other activity** (Name them):</td>
<td></td>
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</tbody>
</table>

* Learning activity whereby the senses are used.
** Another activity that enhances the learning-process

Title for this section of the lesson; for example "introduction" or "practicing English speech"
ROADMAP FOR OBSERVING IN THE CLASSROOM

When you want to observe a student, it is important to first make a plan. The following steps can help you observe in a structured way:

1. GENERAL DATA.
   Write down which student you are going to observe and any important background information.
   Example: Mo is a boy aged 11. He comes from a big family that lives just outside the village. Mo is in grade 5. He had to redo the schoolyear.

2. MOTIVATION. DESCRIBE THE REASON FOR THE OBSERVATION IN DETAIL. WHY ARE YOU OBSERVING THIS STUDENT? WHO CAME UP WITH THE IDEA AND WHY?
   Example: Mo has concentration problems. When the teacher gives the class 20 minutes to do their maths exercises, Mo is never ready. He always has done only half of his work. During the lessons, he looks around, plays with his pencils, and talks to other children. It seems that his thoughts are anywhere but in the classroom. The teacher observed this behaviour before, and now the principal has seen it too. It is time to observe this student properly to see when he is busy working and when he is not.

3. OBSERVATION GOAL AND QUESTIONING. WHAT DO YOU WANT TO KNOW EXACTLY ABOUT THE STUDENT? WHAT IS THE GOAL OF THIS OBSERVATION?
   Example: The goal of this observation is to measure how much time Mo spends paying attention and working during a lesson. The question is: How much time is Mo spending ‘on-task’ during one lesson?

4. CONCRETE BEHAVIOUR. DESCRIBE THE BEHAVIOUR THAT YOU WANT TO OBSERVE.
   This needs to be described in detail, so that other people also understand what they need to see. This can be important when professionals are going to observe the student also. The behaviour can consist of multiple facets.
   Example: Mo being on-task will mean that he: looks at the teacher when the teacher is giving instruction or an explanation; works in his notebook when the teacher asks the children to do so; is actively engaged in group work, etc.

5. OBSERVATION METHOD. CHOOSE YOUR OBSERVATION METHOD.
   Describe how you are going to execute this method.
   Example: For this, I am using the time-on-task method, where I record whether Mo is on-task or off-task, at set intervals of time.

6. PLACE AND TIME. THINK ABOUT THE PLACE, TIME, SITUATION, ETC.
   Think about who is going to observe the student. It is important to choose the right time and disturb the student as little as possible.
   Example: I am going to observe Mo in the classroom, during a maths class on Monday morning. He will then be working in a small group on a maths project. I am going to sit in the back of the classroom, so I can view Mo perfectly. Next week, I am going to arrange to have another teacher observe Mo as well. This way, we can compare our findings and draw good conclusions.
Worksheet

TEACHING STRATEGIES ON TIME-ON-TASK

<table>
<thead>
<tr>
<th>TEACHING STRATEGIES THAT LEAD TO ON-TASK BEHAVIOUR</th>
<th>TEACHING STRATEGIES THAT LEAD TO OFF-TASK BEHAVIOUR</th>
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Teaching tips

FOR OBSERVING

When a child in your classroom needs observation, it is most likely that another person will come into the classroom to do this. However, as a teacher you must be able to do observations yourself. Therefore, pay attention to the following tips.

1. Make sure you do not disturb the child that you are observing in the classroom. Ideally, the child does not notice that he/she is being observed.

2. If you want to know whether a child behaves in an odd way, try to observe multiple students in your class. This way, you can compare the behaviour and notice whether someone stands out.

3. When certain negative behaviour is common in your classroom, make sure you talk about it with the entire group.

4. If you are worried about the behaviour of a certain student, do not hesitate to get help. Talk to other teachers, to parents, your school board, or professional social/health workers.

5. To make sure your observation is valid, let one or two other people also observe the same student on the same behaviour. If your observations are the same, your conclusion is more reliable.

6. After you have observed a student, make sure you inform the parents or guardians of the child. They have the right to know that you are keeping an eye on their child. Explain why you are observing the student.

7. Observe the student in multiple situations. It may be that the student behaves differently in different classes or subjects, or with different people around him/her. To be able to get the whole picture, extensive observation is necessary.

8. Do not ‘over-observe’ your students. As a teacher, it is your job to notice your students during class. Try to satisfy their needs as much as possible in the normal school situation. Only when a child shows divergent behaviour or academic results can an observation help.

Teacher (Ethiopia)

We need additional education material about basic Mathematics and Language to support children with learning difficulties.
2. Learning Difficulties

2.1 LEARNING PROBLEMS
2.2 DYSLEXIA
2.3 DYSCALCULIA
2.4 COMMUNICATION DISORDER
OBJECTIVES

**KNOWLEDGE**
- Teachers understand the meaning of a learning difficulty and how to personalise learning

**ATTITUDE**
- Teachers are aware of some of the barriers to participation and learning in classrooms for pupils with learning difficulties

**SKILL**
- Teachers demonstrate approaches that will be effective with pupils with learning difficulties

**MATERIALS**
- Flipchart/whiteboard/blackboard
- Markers/chalk
- Tape
- YouTube video:
  - Dear Teacher: Heartfelt Advice for Teachers from Students
- Teaching materials:
  - PowerPoint presentations,
  - Questions/discussion topics for the World Café activity
- To take home: Teaching Tips for Students with Learning Difficulties

LESSON PLAN

**INTRODUCTION**
(20 minutes)

*Welcome* the group and introduce the topic: LEARNING DIFFICULTIES.

*Watch* a short film: “Dear Teacher”
www.youtube.com/watch?v=lTMLzXzgB_s

*Ask* the teachers: ‘What is for you the most powerful message from this video?’

**THEORY: FACTS ABOUT LEARNING DIFFICULTIES**
(15 minutes)

*Ask* the teachers to share examples of students with learning difficulties in their classrooms.
- Do they experience this as a problem?
- Do they suffer from it?
- Do they WANT TO work on it?

*Explain* question number 1 and 2 of the Learning Difficulties basic factsheet
1. What is a learning difficulty and what causes it?
2. What are some facts about learning difficulties?
*For the trainer: The factsheet is attached to this chapter.*

**ACTIVITY: THINK-PAIR-SHARE**
(35 minutes)

*Explain* that the aim of this activity is to learn/to KNOW more about Learning Difficulties

1. *Think* individually about one of your students with a learning difficulty.

Write down in your notebook the behaviour you observed.

2. *Pair* with your neighbour to discuss what you observed.

3. *Share* your experiences with the whole group
THEORY: WHAT ARE SYMPTOMS OF LEARNING DIFFICultIES? (15 minutes)

Explain number 3 and 4 of the Learning Difficulties basic factsheet
3. What are symptoms of learning difficulties?
4. How are learning difficulties treated?
For the trainer: The factsheet is attached to this chapter

Inform the teachers that, in order to UNDERSTAND learning difficulties better, we will practise with Active Learning techniques.

ACTIVITY: WORLD CAFÉ
(35 minutes)

Linking Active Learning techniques with learning difficulties

Explain that in Active Learning classrooms, students think, create and solve problems rather than passively listen to a lecture.

Think and discuss which active learning techniques (remembering what we have learned before) could be useful for students with learning difficulties.
WORLD CAFÉ:
1) Create an environment with small tables, chairs (< 6), paper and coloured pens
2) Split the group in sub-groups: 3 rounds of 5-10 minutes
   Each table has a host. He/she begins with a welcome and explains the process
3) The small group discusses the “table-topic” and writes suggestions of active learning techniques that could be useful for students with a learning difficulty

TOPICS:
- Concept building e.g. mind map
- Use of textbooks e.g. worksheet
- Assessment e.g. muddiest point
- Group work e.g. gallery walk
- Learning styles e.g. drama

4) After discussing for 5-10 minutes, the members move to another table (to discuss another topic), but the host remains
5) After 3 rounds, the trainer harvests the results of each table, by inviting each table host to share a few (often two or three) ideas or insights regarding the “table topics” with the entire group. The trainer records the room’s responses at the front of the room, using a white board or a flipchart. He/she groups responses together as appropriate, highlighting patterns, key topics and insights.

TIPS FOR THE TEACHER TO TAKE HOME (WORKING WITH THE TEACHING TIPS CHECKLIST) (30 minutes)

**Do:** Apply what has been learned in practice:

**Explain** that the aim of this activity is to apply what has been learned in practice about learning difficulties.

Think about a student with a learning difficulty in your classroom and write down (in 5 minutes) how you want to help him or her.

**For the Trainer:**
- Distribute the “Teaching tips” worksheet as a checklist
- After 5 minutes, collect some of the answers and discuss the outcomes in the group

EVALUATION (15 minutes)

Evaluate the day in a creative manner.
Make sure to at least answer these questions:
- “What went well today?”
- “What are improvement points?”
- “How can you link what you have learned to daily practices?”
LEARNING DIFFICULTIES BASIC FACTSHEET

1. What is a learning difficulty and what causes it?
   • A learning difficulty is a condition that can cause a person to experience problems in a traditional classroom learning context. It may interfere with the development of literacy and maths skills and can also affect memory, ability to focus and organizational skills.
   • A learning difficulty is probably caused by genetic influences, brain development, and environmental effects.

2. What are some facts about learning difficulties?
   • A learning difficulty is not a disorder. A learning difficulty does not affect general intelligence (IQ), whereas a learning disability is linked to an overall cognitive impairment.
   • Up to 10 per cent of the population is affected by specific learning difficulties or disability, which translates to 2 or 3 pupils in every classroom.
   • Learning difficulties affect people of all ages.
   • Learning difficulties (LD) have no cure.
   • Only 67% of students with LD graduate from high school with a regular diploma.
   • Among working-age adults with LD only 55% are employed.
   • Persons with LD are 2 to 3 times more likely to report poor physical and mental health.
   • 6% of students with LD receive special education.

3. What are symptoms of learning difficulties?

Common signs:
• Problems reading or writing
• Problems with maths
• Poor memory
• Problems paying attention
• Trouble following directions
• Clumsiness
• Trouble telling time
• Problems staying organized

A person with a LD may also have the following:
• Acting without really thinking (impulsiveness)
• Acting out in school or social situations
• Difficulty staying focused
• Difficulty in saying a word correctly
• Speaking like a younger child
• Having a hard time listening
• Problems dealing with changes
• Problems understanding concept

4. How are learning difficulties treated?

Teachers can help an individual diagnosed with learning difficulties by identifying the area of difficulty and developing a special learning plan. Sometimes a child might be placed in a different classroom to receive specialized instruction on an individual level. Children and teens may become frustrated when they study extensively but they receive low test scores. Speaking out to a counsellor or therapist can be helpful. Occupational therapy can be helpful for children who experience difficulty with motor skills. Educational therapists work with individuals to improve skills in reading, writing and math. Speech therapists work with children who have language-based or reading comprehension issues. Occasionally, medication can be tried to enhance attention and concentration.

This manual provides tips for teachers to help students with learning difficulties:
<table>
<thead>
<tr>
<th>Teaching tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR STUDENTS WITH LEARNING DIFFICULTIES</td>
</tr>
</tbody>
</table>

- Provide **oral instruction** for students with reading difficulties
- Provide students with learning difficulties with **frequent progress checks**
- Give **immediate feedback** to students with learning difficulties
- Make **activities concise and short**, whenever possible
- Whenever possible, **provide them with concrete objects and events** - items they can touch, hear, smell, etc.
- Students with learning difficulties need and should get **lots of specific praise**
- When necessary, plan to **repeat instructions** or offer information in both written and verbal formats
- Encourage **cooperative learning** activities when possible
- Present tests and reading material in an oral format so the assessment is not unduly influenced by lack of reading ability
- Let them know how well they are progressing towards an individual or class goal
- They need to see quickly the relationship between what was taught and what was learned
- Long projects are particularly frustrating for a child with learning difficulties
- Youngsters with learning difficulties have problems learning abstract terms and concepts
- Instead of just saying: “You did well” be sure you provide specific praising comments that link the activity directly to the recognition
- It is necessary that children with learning difficulties utilize as many of their sensory modalities as possible
- Invite students of varying abilities to work together on a specific project or towards a common goal
2.2 Dyslexia

OBJECTIVES

KNOWLEDGE
• Teachers understand the meaning of dyslexia

ATTITUDE
• Teachers are aware of some of the barriers to participation and learning experienced by dyslectic pupils

SKILL
• Teachers demonstrate approaches that support dyslectic pupil’s learning

LESSON PLAN

INTRODUCTION
(20 minutes)

Welcome the group and introduce the topic: dyslexia

Watch a 2-minute film: Visual Dyslexia Explained - how text appears with Scotopic Sensitivity. www.youtube.com/watch?v=RDFkwkSgjtq

Ask the teachers: ‘What did you see and how does it feel to read a text like this?’

THEORY: FACTS ABOUT DYSLEXIA
(15 minutes)

Ask teachers about their experience with struggling readers and writers.
• Do they experience this as a problem?
• Do they suffer from it?
• Do they WANT TO work on it?

Explain number 1 and 2 of the Dyslexia basic factsheet:
1. What is dyslexia and what causes it?
2. What are some facts about dyslexia?
For the trainer: The factsheet is attached to this chapter

ACTIVITY: SELF-TEST: HOW DYSLECTIC ARE YOU?
(35 minutes)

Ask the teachers to complete the Adult Dyslexia Checklist (attached to this chapter)

Explain that this test is not a diagnostic tool but the purpose of the activity is to learn/to KNOW about dyslexia. The test is an indication of some of the areas in which you might have difficulties. After completing the test, calculate your total score and read on the back of the paper) what this means.
THEORY: WHAT ARE SYMPTOMS OF DYSLEXIA? (15 minutes)

Explain number 3 and 4 of the Dyslexia basic factsheet:
3. What are symptoms of dyslexia?
4. How is dyslexia treated?
For the trainer: The factsheet is attached to this chapter

Inform the teachers that, in order to UNDERSTAND dyslexia better, we will practise with true and false statements.

ACTIVITY: TRUE OR FALSE? (35 minutes)

Draw a line on the ground and stick on each side of the line a statement on the wall about dyslexia on the wall (one by one).

Explain that the teachers have to take a position on the line – to indicate how much they (dis)agree with the statements. “If a statement is true for you, move towards that statement on the line.”

Ask some of the participants why this statement is true/false for them.

STATMENTS ABOUT DYSLEXIA

TRUE
- Not many people are dyslectic
- Smart people cannot be dyslexic
- Dyslexia can be outgrown
- People with dyslexia cannot read
- Dyslexic children see things backward
- More boys than girls have dyslexia
- Dyslexia is a sign of low intelligence

FALSE
- 1 in 5 people suffer from dyslexia
- Many dyslexic people are bright & creative
- Dyslexia is a lifelong issue
- People with dyslexia are able to read
- Dyslexia is not a problem with the eyes
- The dyslexia prevalence is nearly identical
- There is no relation between dyslexia and IQ

TIPS FOR THE TEACHER TO TAKE HOME (WORKING WITH THE TEACHING TIPS CHECKLIST) (30 minutes)

DO: Apply what has been learned in practice:

Explain that the aim of this activity is to apply what has been learned in practice about dyslexia.

Think about a student with dyslexia in your classroom and write down (in 5 minutes) how you want to help him or her.

For the Trainer:
- Distribute the “Teaching tips for Dyslexia” worksheet as a checklist
- After 5 minutes, collect some of the answers and discuss the outcomes in the group
- Close the session with a short movie: “Dyslexia explained” www.youtube.com/watch?v=IEpBujdee8M

EVALUATION (15 minutes)

Evaluate the day in a creative manner. Make sure to at least answer these questions:
- “What went well today?”
- “What are improvement points?”
- “How can you link what you have learned to daily practices?”

Teacher (Lebanon)

Dyslectic children show slower skills acquisition. The teacher is repeating the content of the lesson again and again, but the students are not learning. What can we do?
Below are the questions that were found to be predictive of dyslexia (as measured by prior diagnosis). In order to provide the most informative checklist, scores for each answer indicate the relative importance of that question. Alongside each line, you can keep a tally of your score and at the end find a total. For each question, circle the number in the box which is closest to your response.

<table>
<thead>
<tr>
<th>Question</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Often</th>
<th>Most of the time</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you confuse visually similar words such as cat and cot?</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Do you lose your place or skip lines when reading?</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Do you confuse the names of objects, for example table for chair?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Do you have trouble telling left from right?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Is map reading or finding your way to a strange place confusing?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Do you re-read paragraphs to understand them?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Do you get confused when given several instructions at once?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Do you make mistakes when taking down telephone messages?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Do you find it difficult to find the right word to say? How often do you think of creative solutions to a problem?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>How easy do you find it to sound out words such as e-le-phant?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When writing, do you find it difficult to organise thoughts on paper?</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Did you learn your multiplication tables easily?</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>How easy do you find it to recite the alphabet?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>How hard do you find it to read aloud?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SCORE**
RESULTS FROM THE ADULTS TEST - WHAT IT ALL MEANS
The research and development of the checklist has provided valuable insight into the diversity of difficulties and is a clear reminder that every individual is different and should be treated and assessed as such. However, it is also interesting to note that a number of the characteristics of dyslexic adults are also common among non-dyslexics. It is important to remember that this test does not constitute an assessment of one’s difficulties. It just gives an indication of some of the areas in which you or the person you are assessing may have difficulties. However, this questionnaire may provide a better awareness of the nature of an individual’s difficulties and may indicate that further professional assessment would be helpful. Whilst we do stress that this is not a diagnostic tool, research suggests the following:

SCORE LESS THAN 45 - PROBABLY NON-DYSLEXIC
Research results: no individual who was diagnosed as dyslexic through a full assessment was found to have scored less than 45. Therefore, if you score under 45, it is unlikely that you are dyslexic.

SCORE 45 TO 60 - SHOWING SIGNS CONSISTENT WITH MILD DYSLEXIA
Research results: most of those who were in this category showed signs of being at least moderately dyslexic. However, a number of persons not previously diagnosed as dyslexic (though they could just be unrecognised and undiagnosed) fell into this category.

SCORE GREATER THAN 60 - SIGNS CONSISTENT WITH MODERATE OR SEVERE DYSLEXIA
Research results: all those who recorded scores of more than 60 were diagnosed as moderately or severely dyslexic. Therefore, we would suggest that a score greater than 60 suggests moderate or severe dyslexia. Please note that this should not be regarded as an assessment of one’s difficulties. However, if you feel that a dyslexia-type problem may exist, further advice should be sought.
Dyslexia
basic factsheet

1. What is dyslexia and what causes it?*
- Dyslexia is a language-based learning difficulty, resulting in having problems with specific language skills, like reading, spelling, writing, and pronouncing words.
- Dyslexia is caused by a genetic, inherited difference in the way the brain processes language.
- Dyslexia affects a part of the brain that controls the ability to process the way language is heard, read or spelled.
- Dyslexia might cause a weakness in working memory, attention and organisation.
- Dyslexia is not due to either lack of intelligence or desire to learn.

2. What are some facts about dyslexia?
- 15–20% of the population have some of the symptoms of dyslexia, including slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words.
- The core difficulty is with word recognition and reading fluency, spelling, and writing.
- People with dyslexia can have problems with spoken language, expressing themselves clearly, or fully comprehending what others mean when they speak.
- Dyslexia can also affect a person's self-image, making them feel “dumb” and less capable than they actually are.
- Dyslexia occurs in people of all backgrounds and intellectual levels and is diagnosed with a screening test.
- People with dyslexia can be very gifted in areas such as art, computer science, design, drama, electronics, maths, mechanics, music, physics, sales, and sports.

3. What are symptoms of dyslexia?*

- Complications with reading
- Difficulty spelling words
- Low confidence or behavioural problems
- Letter and/or number reversals (transposing)
- Omitting sounds or letters when reading and writing
- Problems with pronunciation
- Complaints of headaches
- Difficulty reading aloud
- Confusion of left and right
- Problems with writing tools like pencils or pens
- Trouble with sequenced instructions
- Guessing, skipping or replacing words
- Strong oral and weak reading comprehension
- Letters on a page appear to move or “blurry”
- Difficulty with organization and time management
- Inability to differentiate speech sounds
- Difficulty repeating phrases or sentences
- Embarrassed by grades
- Flashcards and memorization don’t work
- Reading below grade level or peers
1. Praise gives power, criticism kills
   A person with dyslexia needs a boost to their self-confidence before they can learn to overcome their difficulties. They have already experienced failure and deep down they often don’t believe they are capable of learning. Dyslexics need constant praise and support. You worked hard! You did well! WOW! That’s really good!

2. Don’t ask a person with dyslexia to read aloud
   Words are likely to be misread or skipped, causing embarrassment.

3. Don’t use the word ‘lazy’
   People with dyslexia have to work harder to produce a smaller amount. They will have difficulty staying focused when reading, writing or listening.

4. Expect less written work
   A person with dyslexia may be verbally bright but struggle to put ideas into writing. Allow more time for reading, listening and understanding.

5. Prepare a printout and break large tasks down into smaller steps
   Give a printout. Suggest they highlight key areas and draw thumbnail pictures in the margin to represent the most important points. Do not expect a dyslexic student to copy text from a board or book and provide numbered steps, e.g. 1. Do this. 2. Do that etc.

6. Accept homework created on a computer
   Physical handwriting is torture for most people with dyslexia. Word processors make life much easier. Allow them to use the spell checker and get help with grammar and punctuation so that you can see the quality of the content.

7. Discuss an activity to make sure it is understood
   Visualising the activity or linking it to a funny action may help someone with dyslexia remember.

8. Give the opportunity to answer questions orally
   Often people with dyslexia can demonstrate their understanding with a spoken answer but are unable to put those ideas in writing.
2.3 Dyscalculia

**OBJECTIVES**

**KNOWLEDGE**
- Teachers understand the meaning of dyscalculia

**ATTITUDE**
- Teachers are aware of some of the barriers to participation and learning experienced by dyscalculic pupils

**SKILL**
- Teachers demonstrate approaches that support a dyscalculic pupil’s learning

**MATERIALS**
- Flipchart/whiteboard/blackboard
- Markers/chalk
- Tape
- YouTube video: Dyscalculia: Early Warning Signs and Symptoms
- Power point presentations,
- To be printed: A Day in the Life of a Teen with Dyscalculia
- To be printed: Maths Puzzle
- To take home: Teaching Tips for Dyscalculia

**LESSON PLAN**

**INTRODUCTION**
(20 minutes)

*Welcome* the group and introduce the topic: dyscalculia

Mathematics problem: “If you have 15 sweets and you have to divide them among 3 friends. How many sweets does each get?”

*Ask* the teachers: ‘Why might students who have difficulties with numbers and concepts like “divide” find this problem difficult to solve?’

**THEORY: FACTS ABOUT DYSCALCULIA**
(15 minutes)

*Ask* the teachers to share examples of students with dyscalculia (difficulty understanding the logic of maths) in their classrooms.
- Do they experience this situation as a problem?
- Do they suffer from it?
- Do they WANT TO work on it?

*Explain* number 1 and 2 of the Dyscalculia basic factsheet:
1. What is dyscalculia and what causes it?
2. What are some facts about dyscalculia?

*For the trainer: The factsheet is attached to this chapter*

**ACTIVITY: A DAY IN THE LIFE OF A TEEN WITH DYSCALCULIA**
(35 minutes)

*Explain* that the aim of this activity is to learn/to KNOW about dyscalculia.

This is the story of Ava, a ninth grader with dyscalculia. She’s a bright child, but her struggles with maths are often misunderstood by teachers and family members. See how trouble with numbers can affect children and young people outside the maths class.

*Ask* the teachers to complete the column:
Challenges related to dyscalculia

*For the trainer:
The story is attached as a worksheet to this chapter.*
ANSWERS FOR THE TRAINER:

**Challenges related to dyscalculia:**
1. Keeping track of time, estimating
2. Telling time, self-esteem
3. Basic maths facts, working with money
4. Maths anxiety
5. Determining speed and distance, remembering sequences of numbers
6. Understanding quantities, measuring
7. Solving word problems, social trouble
8. Visual-spatial processing

**THEORY: WHAT ARE SYMPTOMS OF DYSCALCULIA? (15 minutes)**

*Explain* to the teachers that they will learn how to improve the life of students with dyscalculia. Clarify number 3 and 4 of the Dyscalculia basic factsheet:

3. What are symptoms of dyscalculia?
4. How is dyscalculia treated?

*For the trainer: The factsheet is attached to this chapter*

*Inform* the teachers that by solving a “simple” maths puzzle (next activity) we will better **UNDERSTAND** how students with dyscalculia feel.

**ACTIVITY: MATHS PUZZLE (35 minutes)**

*Explain* that, to understand the problems dyscalculic pupils are facing, we will try to solve some mathematics puzzles in small groups.

The Maths puzzles worksheet is attached to this chapter.

*Sometimes maths problems appear to be incredibly simple. That is, until you actually begin to try to solve it and then you realize that you have no clue what you’re doing….**

*Ask* the participants to form 4 groups and solve the maths puzzle within 15 minutes.
DO: Apply what has been learned in practice:

*Explain* that the aim of this activity is to apply what has been learned in practice about dyscalculia.

Think about a student with dyscalculia in your classroom and write down (in 5 minutes) how you want to help him or her.

For the Trainer:
- Distribute the “Teaching tips for dyscalculia” worksheet as a checklist
- After 5 minutes, collect some of the answers and discuss the outcomes in the group
- Close the session by watching a 2-minute film: “Dyscalculia: Early Warning Signs and Symptoms”
  www.youtube.com/watch?v=lf0KyHxi3bM

EVALUATION (15 minutes)

Evaluate the day in a creative manner.
Make sure to at least answer these questions:
- “What went well today?”
- “What are improvement points?”
- “How can you link what you have learned to daily practices?”

Teacher (Ethiopia)
There are students who have trouble understanding the lesson. I see poor mathematical skills of students. Even after reaching grade 7.
A Day in the Life of a Teen with Dyscalculia

Complete the column: Challenges related to dyscalculia

Meet Ava, a ninth grader with dyscalculia.

He’s a bright kid, but her struggles with maths are often misunderstood by teachers and family members.

To see how trouble with numbers can affect kids outside of maths class, take a look at a typical day in Ava’s life and complete the last column.

<table>
<thead>
<tr>
<th>Time</th>
<th>Challenges related to dyscalculia</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 a.m.</td>
<td>Ava knows she needs to take a quick shower and get ready for school. She thinks she’s only been in the bathroom for a few minutes when her little brother bangs on the door. “Come on, you’ve been in there for 20 minutes already!” he yells.</td>
</tr>
<tr>
<td>11 a.m.</td>
<td>Ava loves history and studied hard for today’s test. But after answering the first question, she starts to worry about how much time she has left. Her confidence sinks as she looks at the clock and thinks about how long it would take her to try to read it. She feels even worse as she tells herself she’d probably read the time wrong anyway.</td>
</tr>
<tr>
<td>noon</td>
<td>At lunch, Ava wants to buy a $2 muffin for herself and a $5 box of cookies for her stepdad. She’s not sure if she’ll have enough money to buy both. But she doesn’t want her friends to see her using her fingers to count. She hands over all the dollar bills she has and hopes it’s enough.</td>
</tr>
</tbody>
</table>
2 p.m.
Ava looks at tonight’s maths homework and starts to panic. Even though she knows how to do some of the steps, her heart starts racing. “I’m never going to be good at this, so why bother?” she thinks. Ava tucks the worksheet into her locker before she leaves school — she doesn’t want her stepdad to find the incomplete assignment.

Challenges related to dyscalculia

4 p.m.
At track practice, Ava runs the first lap so quickly that she has trouble finishing the second lap. The coach seems frustrated that Ava can’t remember the pacing they practiced yesterday. Why is it so hard for her to remember one minute and 25 seconds?

Challenges related to dyscalculia

6 p.m.
Ava needs to feed the pets before her family eats dinner. She knows Bowzer gets two-thirds of a cup of dog food, and Meowzer gets one-third of a cup of cat food. Did Ava measure it right? Which of the bowls has more? If Ava gives the cat too much food, he’ll throw up. But how much is too much?

Challenges related to dyscalculia

8 p.m.
Ava is excited about the big game on TV, but she has trouble telling which team is winning. If the point guard gets the next two free throws, will that be enough to go into overtime? Asking too many questions about the game embarrasses her, so she leaves to hide in her room.

Challenges related to dyscalculia

10 p.m.
Ava finally got the bookcase she really wanted. She unpacks the box and takes out the directions. She gets through the first step, but then she gets confused because the pieces aren’t fitting together the right way. By the time her stepdad is free to help her, Ava is so frustrated that she shoves the parts away and tells her stepdad she doesn’t want it.

Challenges related to dyscalculia
Worksheet

MATHS PUZZLES

Find the missing number
5, 16, 51, 158, ?

A. 1452
B. 483
C. 481
D. 1454
1. What is dyscalculia and what causes it?
- Dyscalculia is a mathematics-based learning difficulty, resulting in having trouble with numbers and understanding concepts like “bigger” and “smaller”.
- Dyscalculia is caused by a difference in how the brain is structured and how it functions. Genetics may play a part as well as brain development (in areas linked to learning skills).
- Dyscalculia might cause a weakness in working memory, or focus.
- Dyscalculia is not due to either lack of intelligence or desire to learn.

2. What are some facts about dyscalculia?
- 5-7% of the population have some of the symptoms of dyscalculia.
- The core difficulty is to process and represent numerals in a typical way.
- Mathematical learning difficulties are prevalent and often devastating in their impact on schooling, further and higher education and jobs.
- The most common side-effects of dyscalculia are low self-esteem and low self-confidence.
- People with dyscalculia can be very gifted in auditory and verbal memory, art or creative music (absolute hearing).

3. What are symptoms of dyscalculia?
- Using fingers to count out maths solutions
- Cannot count reliably
- Does not associate number words with their symbols. (for example, does not associate the word eight with the symbol 8)
- Confusing signs +, - , ×
- Can’t apply + and – signs
- Difficulty working with patterns
- Difficulty with reading an analogue clock
- Understanding the logic of maths
- Difficulty immediately sorting out right from left
- Difficulty with estimating time
- Judging speed or distance
- Difficulty placing numbers on a number line (for example, cannot identify that the number 8 should go between 5 and 10 on a number line)
- Inability to tell which of two numbers is larger
- Confusing or not understanding mathematical vocabulary
- Difficulty with counting money or making change
- Difficulty with time tables and mental arithmetic
- Holding numbers in their head while solving problems
- Trouble with recognizing sequence numbers
TEACHING TIPS FOR DYSCALCULIA

to help students make learning easier

Introducing New Concepts/Lessons
• Teach students to “self-talk” through solving problems.
• Let the student write out charts or draw sketches to solve problems.
• Use graph paper to help line up numbers and problems.
• Give the student a list of the maths formulas taught in the class.
• Use blocks, coins and puzzles to teach maths ideas.
• Use concrete examples that connect maths to real life.
• Check in frequently to make sure the student understands the work.
• Use graphic organizers to organize information or help break down maths problems into steps.

Giving Instructions and Assignments
• Create separate worksheets for word problems and number problems.
• Allow extra time on tests.
• Give step-by-step instructions and have the student repeat them.
• Provide charts of maths facts or multiplication tables.
• Use visual aids or manipulatives when solving problems.
• Let the student use a calculator.
• Use an extra piece of paper to make it easier to focus on one problem at a time.
• Give more space to write problems and solutions.
• Break down worksheets into sections.
2.4 Communication disorder

**OBJECTIVES**

**KNOWLEDGE**
- Teachers understand the meaning of speech, language and communication disorder

**ATTITUDE**
- Teachers are aware of some of the barriers to participation and learning in classrooms for pupils with speech, language and communication disorder

**SKILL**
- Teachers demonstrate approaches that will be effective with pupils with speech, language and communication disorder

**MATERIALS**
- Flipchart/whiteboard/blackboard
- Markers/chalk
- Tape
- YouTube videos:  
  - Living with Developmental Language Disorder  
  - Communication disorders
- Teaching materials:  
  - PowerPoint presentations,  
  - Case study to be printed: Amal with a communication disorder 
  - Dialogue to be printed: Have you seen my book? 
- To take home: Teaching Tips for Talking

**LESSON PLAN**

**INTRODUCTION**  
(20 minutes)

*Welcome* the group and introduce the topic: communication disorder

Watch a short film:  
*Living with Developmental Language Disorder*  
[www.youtube.com/watch?v=KrOISXtCgVA](http://www.youtube.com/watch?v=KrOISXtCgVA)

*For the trainer:* Show the film till minute 01:50: “…..I know the words, but I don’t know the words”......

*Ask* the teachers: ‘What did he say?’

**THEORY: FACTS ABOUT COMMUNICATION DISORDER**  
(15 minutes)

*Ask* teachers about their experience with communication problems of students.
- Do they experience this as a problem?
- Do they suffer from it?
- Do they WANT TO work on it?

*Explain* number 1 and 2 of the Communication Disorder factsheet:
2. What is communication disorder and what causes it?  
3. What are some facts about communication disorder?  

*For the trainer:* The factsheet is attached to this chapter

**ACTIVITY: CASE STUDY: AMAL WITH COMMUNICATION DISORDER**  
(35 minutes)

*Explain* that the aim of reading this story about Amal is to learn/to **KNOW** the meaning of Communication Disorder.

Read the story of Amal, an 8-year-old in the 3rd grade who has a communication problem.

*Ask* the teachers to sit in small groups to discuss how the teacher can support Amal in an Inclusive Classroom, e.g., what can a teacher do in relation to: 1) Environment, 2) Behaviour, 3) Assessment?
**Answers for the trainer:**

**Supporting Amal in an Inclusive Classroom**

- **Environment.** Amal is having trouble with communication and socialization. An environment that includes group work and peer interaction could be very beneficial for her. In order for this to happen the teacher must address (1) teaching peers how to initiate interactions with classmates with disabilities (2) teacher peers to respond to people with disabilities (3) peer modelling to learn social skills through games and activities and (4) cooperative learning practices. The classroom should also be arranged to encourage interaction (i.e., circle the desks).

- **Behaviour.** Most of Amal’s communication problem are because of her language disorder. The teacher must be aware of this and provide Amal with appropriate encouragements to strengthen her vocabulary skills and work to improve her formation of complex sentences. This will help her improve both academically and socially.

- **Assessment.** Amal’s assessment should focus on improvement. It may be beneficial for Amal to avoid verbal assessment and use a more paper-based system until her language and vocabulary skills improve.

**THEORY: WHAT ARE SYMPTOMS OF COMMUNICATION DISORDER?**

Explain number 3 and 4 of the Communication Disorder basic factsheet:

3. What are symptoms of communication disorder?
4. How is communication disorder treated?

For the trainer: The factsheet is attached to this chapter.

Inform the teachers that, in order to understand speech disorder as well as social communication disorder, we will practice the following activity: Wordless Acting.

**ACTIVITY: WORDLESS ACTING: HAVE YOU SEEN MY BOOK?**

Explain that, to understand the problems pupils with speech and language problems are facing, we will do a role play to understand how much information we transmit through nonverbal communication.

**DIALOGUE: HAVE YOU SEEN MY BOOK?**

**Student A:** Have you seen my book? I can’t remember where I put it.
**Student B:** Which one?
**Student A:** The murder mystery. The one you borrowed.
**Student B:** Is this it?
**Student A:** No. It’s the one you borrowed.
**Student B:** I did not!
**Student A:** Maybe it’s under the chair. Can you look?
**Student B:** OK—just give me a minute.
**Student A:** How long are you going to be?
**Student B:** Geez, why so impatient? I hate when you get bossy.
**Student A:** Forget it. I’ll find it myself.
**Student B:** Wait - I found it!
For the trainer:
1. Separate the teachers into groups of two.
2. One participant in each group will perform the role of student A, and one will perform as student B (student with speech and language disorder).
4. Student A will read his/her lines out loud, but student B will communicate his/her lines in a nonverbal manner.
5. Provide student B with a secret emotional distraction that is written on a piece of paper. For example, student B may be in a rush, may be really bored, or may be feeling guilty.

After the dialogue, ask each student A to guess what emotion was affecting their partner, student B.

TIPS FOR THE TEACHER TO TAKE HOME (WORKING WITH THE TEACHING TIPS CHECKLIST) (30 minutes)

DO: Apply what has been learned in practice:

Explain that the aim of this activity is to apply what has been learned in practice about communication disorder.

Think about a student with communication disorder in your classroom and write down (in 5 minutes) how you want to help him or her.

For the Trainer:
• Distribute the “Teaching tips for talking” worksheet as a checklist
• After 5 minutes, collect some of the answers and discuss the outcomes in the group

• Close the session by watching a 1.5 -minute film: What is social communication disorder? www.youtube.com/watch?v=jAA-c_KTkcc

EVALUATION (15 minutes)

Evaluate the day in a creative manner. Make sure to at least answer these questions:
• “What went well today?”
• “What are improvement points?”
• “How can you link what you have learned to daily practices?”
Introducing Amal

- Amal is an 8 year old 3rd grader who has a communication disorder.
- Amal has trouble with articulation, with errors reported in articulating “l”, “r”, “s”, “z”, “ch”, and “j”.
- Amal’s hearing is in the normal range but has language problems such as trouble forming plural and past tenses and using pronouns.
- Amal speaks in very simple sentences and has a limited vocabulary, but has normal intelligence scores.
- Amal began receiving speech therapy her articulation improved greatly; however, she began missing a large amount of time in class and her reading comprehension and social skills suffered.
- In order to address these problems, Amal is no longer receiving support from the general education class teacher.
## 1. What is communication disorder and what causes it?
- A person with a communication disorder has trouble communicating with others. He/she may not understand or make the sounds of speech and struggle with word choice, word order or sentence structure.
- Communication problems may be developmental or caused by:
  - Physical problems, such as a problem in brain development: especially Dysphasia and Dyspraxia
  - Exposure to poison during pregnancy, e.g. a street drug
  - Gene problems

## 2. What are some facts about communication disorder?
- On average 2 students in every classroom (in the UK) have a long-term and persistent speech, language and communication difficulty.
- 3% of them have another condition, such as autism, a hearing impairment, etc.
- The core difficulty is to use spoken language to communicate or to understand spoken language of others.
- > 50% of children with communication difficulties go on to have reading difficulties.
- Those with a history of early language impairment are at higher risk of mental health problems e.g. social phobia.
- Frequently observed: avoiding interactions and not gaining social acceptance.

## 3. What are symptoms of communication disorder?

### Speech and Language disorder
- Frustration while trying to communicate
- Repeating sounds (people who stutter), or words
- Head shaking while talking
- Blinking eyes while talking
- Distortion of sounds when talking
- Reduced vocabulary
- Improper use of words
- Taking frequent pauses while talking
- Leaving out consonants at the beginning or end of words

### Social communication disorder
- Struggle with the flow of the conversation, for example taking turns and using (non) verbal signals
- Trouble communicating in a way that is appropriate for the social context, for example, student may struggle to adjust language for the classroom versus the playground, or to a child versus an adult
- Misunderstands idioms, humour, metaphors, or anything that is not explicitly stated
- Problems using body language and eye contact
- May say inappropriate things during conversations
- Tells stories in a way that seems disorganized

## 4. How is communication disorder treated?
Treatment depends on the person’s symptoms, age and general health. The earlier you treat the condition, the better the chances are for improvement. In speech therapy, a professional therapist will guide the student through exercises that work to strengthen the muscles in the face and throat. They’ll learn to control their breathing while speaking. Muscle-strengthening exercises and controlled breathing help improve the way the words sound. Student’s will also learn ways to practice smoother, more fluent speech. This manual provides tips for teachers to help students with communication disorder:
Teaching tips

FOR TALKING

DO'S

• Give the person plenty of time to respond
• Encourage all attempts to communicate
• Ask questions like: “Do you mean…”
• Speak naturally, but clearly
• Speak in short, simple sentences
• Avoid background noise
• Ensure eye contact
• Try rephrasing what you said if the person does not understand
• Talk about objects and people in the here and now
• Keep the classroom environment relaxed and organised

DON'TS

• Don’t interrupt or answer for the person
• Do not change topics quickly
• Do not have a lengthy talk when the person is tired
• Do not talk to another person, assuming that a person with a speech disorder will not understand – this may make the person feel ignored
• Do not mimic a person with a speech disorder
• Do not tolerate teasing or bullying by other students
3. Behavioural difficulties

3.1 Behavioural Problems
3.2 Attitude and Motivation
3.3 Aggression
3.4 Attention
Teacher (Lebanon)

We are deeply concerned about the impact of war and violence on our students, resulting in aggressive and violent behaviour in school.

3.1 Behavioural problems

OBJECTIVES

KNOWLEDGE
• Teachers understand the different types of behavioural problems and possible causes

ATTITUDE
• Teachers are open to understand the different factors causing behavioural problems and want to understand the student

SKILL
• Teachers can analyse the behavioural problems using different tools and techniques to get insights into the causes of their students’ behavioural problems

LESSON PLAN

INTRODUCTION
(20 minutes)

Welcome the group and do the short activity:

Everybody is different

Explain the activity ‘Everybody is different’. Everybody will walk around in the room. When the trainer claps her/his hands, each participant will shake hands with the person closest to them. Then the pair has to find a similarity between them. This similarity can be a similarity in behaviour.

(Continue the game for some time, you can also let the participants try to find differences between each other.)

Introduce the topic of the coming module (3): behavioural difficulties. (I WANT TO learn…)

Ask:
“What is the difference between learning difficulties and behavioural difficulties?” “Do you experience behavioural difficulties in your classroom?”

In this module we will focus on understanding different kinds of behavioural difficulties, the different factors that cause behavioural difficulties, and how we can deal with the difficulties in the classroom. It is important to understand that everybody has differences and similarities, like we have seen in the activity. Understanding these differences is the key to dealing with behavioural difficulties.

In this first module (3.1) we focus on the different types of behavioural difficulties and the factors that can cause them, including trauma. Then, we will also learn how to make a plan to deal with behavioural difficulties in the classroom. In the coming modules, we will dive deeper into specific behavioural difficulties.
**THEORY: WHAT ARE BEHAVIOURAL DIFFICULTIES? (20 minutes)**

**KNOW...** General instruction: types of problems

**Ask** the group to make a **mind map** defining behavioural difficulties and the different types of behavioural difficulties they know. Before making the mind-map, ask for some examples of behavioural difficulties (aggression, apathy, withdrawn).

After making the mind maps, let each group present their mind map. (If several groups are presenting, stress that there is no need to repeat what was already said in previous groups. Let each new group add only their ideas that were not previously mentioned.)

**Example of mind map for behavioural difficulties**

**Explain** what behavioural difficulties are, according to ‘Factsheet 1, Behavioural difficulties’.

**Ask** “What kind of behavioural difficulties do you see in the classroom?”

**ACTIVITY: UNDERSTANDING YOUR STUDENTS (35 minutes)**

**KNOW...**

**Explain** that one of the most important things in understanding behavioural challenges is to know your students. You have to understand the similarities and differences between your students, build relations with your students and be aware of your own thoughts or assumptions about students. We will do an activity to reflect on our own behaviour in understanding students.

Before letting the teachers fill in the questionnaire, ask the teachers to answer some of the questions together.

**Reflect on yourself:** dealing with differences and similarities checklist Dealing with differences (and similarities) in the classroom

1) What do you know about the differences and similarities in terms of challenges connected to learning and the behaviour of your students? For example: What do students find challenging? Who is likely to react aggressively, who is withdrawn, who has troubles in communication, who is very active, who is flexible vs. who finds it difficult to work with unexpected situations etc.?

2) Do you reflect on these differences and similarities often? (check: Is the knowledge about students still up to date?)

3) Do you adapt your expectations of students to what you know about them? (and to what challenges they have?)

4) Do you check regularly if your teaching style and behaviour reflects the needs of the children?

5) Do you check how the knowledge about your students influences your review of their (academic) performance and behaviour?

6) How do you prepare yourself to differentiate your teaching in the classroom?

**Discussion question:** Why does certain problematic behaviour of children disturb you as a teacher? (What behaviour disturbs/annoys you especially? Why is that the case?)

**Explain** that when looking at the problematic behaviour of your students, it is always important to also reflect on why you are perceiving this behaviour as problematic and how you respond to it. Sometimes it may be very clear, e.g., a child is aggressive in the classroom and this disrupts the general classroom safety etc. In other cases, if a child is for example very hyperactive, you may especially be annoyed by one child because (s)he has a certain habit that annoys you. When dealing with difficult behaviour in the classroom, it is always important to realise the child is not doing this on purpose, and you need to be open-minded and have a friendly attitude (e.g., be careful that you not start to show your dislike for one of you students), while also being strict and clear in what you expect from a child. To help a child deal with behavioural difficulties, the relationship between you and the child is key.
**THEORY: CAUSES OF BEHAVIOURAL DIFFICULTIES** (15 minutes)

I UNDERSTAND...

Ask “What can cause behavioural problems?”

Let the teachers Think – Pair – Share

Think by yourself of possible causes of behavioural problems and write them down.

Pair up with your neighbour and share the different ideas you had on causes.

**Explain:** Behavioural problems do not appear out of nowhere, but are often caused by a range of underlying factors, such as abuse, trauma, learning difficulties which are not well addressed, or family difficulties.

**Explain** the causes of behavioural difficulties and the balance model by using ‘Factsheet 2, causes of behavioural difficulties.’

Divide the teachers into groups of 5 and let them write down possible protective and risk factors for each level.

**Explain** that one of the possible factors underlying behavioural problems can be trauma or toxic stress. Trauma and toxic stress can originate from the social context, the school environment, or the immediate environment.

**TRAUMA AND TOXIC STRESS** (10 minutes)

**Ask:** “What is trauma?”, “What can cause trauma?”, “What is toxic stress?”

**Explain:** trauma and toxic stress according to ‘Factsheet 3, Trauma and Toxic Stress’.

**Ask** the group: “Do you think you have children in your class who are suffering from trauma or toxic stress?”, “Why?”.

“How can you support a child suffering from trauma or toxic stress in the classroom?”

Mention the most important points for dealing with trauma in the classroom (they can also be found in the teaching tips):

- Build good relationships with your students
- Create a safe learning environment
- Adapt to students’ needs
- Be predictable as a teacher

**ACTIVITY: ABC MODEL** (40 minutes)

**Explain:** After understanding the different causes of behavioural difficulties, it is also important to know how to work with behavioural difficulties in the classroom.

For that, we will look at the ABC model (see worksheet ABC model).

The ABC model does not aim to identify the deeper underlying factors of the problem, but it looks at identifying the direct triggers of behaviour.

As a teacher, you can unfortunately not change all the underlying factors that cause the behavioural problems of children, but we can try to support children to manage them as well as possible.

One of the ways to understand how to manage behaviour in the classroom is understanding what the direct triggers of problematic behaviour are. You can do this as a teacher, but also together with the child.

As a teacher, you can try to avoid triggers of problematic behaviour, and together with the child you can help the child reflect on their own behaviour and try to avoid triggering problematic behaviour together.

A stands for Antecedent, B stands for Behaviour and C for Consequences. This model looks at (A) the direct trigger for behaviour (the antecedent), (B) the behaviour that occurs, and (C) the (negative) consequence of that behaviour.

This model can help teachers to understand the triggers that may cause problematic behaviour, but it can also help students understand (and change) their own behaviour.

**Understanding behaviour: the ABC model**

- **Antecedent:** the trigger of the behaviour
- **Behaviour:** the behaviour that occurs
- **Consequence:** the consequence of the behaviour
CASE STUDY

AMAR, 10 YEARS OLD
Amar is 10 years old and has recently come to the school. He has difficulties reading and he gets very upset if an assignment is too difficult for him. On two occasions, he ran out of the classroom and climbed into a tree out of frustration. On both occasions he had to do an activity that he found too difficult.

On another occasion, he was found fighting with a classmate. When Amar and his friend were taken to the headmaster’s office to get a warning, Amar started shouting and threw a chair through the room. Later, the classmate told the headmaster that he was teasing Amar, saying that he was not smart enough to do his school work.

Divide the teachers into groups of 3. Let them discuss the case study and fill in the ABC model. Then let the teachers come up with a strategy to deal with Amar’s situation in the classroom.

STUDENT AMAR

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<th>ANTECEDENT</th>
<th>BEHAVIOUR</th>
<th>CONSEQUENCE</th>
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<tr>
<td>Difficult school work</td>
<td>Running away</td>
<td>Not finishing schoolwork</td>
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<td>Teasing by classmate</td>
<td>Aggressive behaviour</td>
<td>Problems and to the headmaster’s office</td>
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BEHAVIOURAL DIFFICULTIES

Behavioural problems (or BESD: Behavioural, Emotional and Social Difficulties) are described as:

‘Behaviour that interferes with the learning of a child, or the learning of others. There is continuum of behavioural difficulties that disrupt learning, with a wide range in severity, and manifesting in a variety of ways.’

Behavioural difficulties can be:

- Physical or verbal aggression
- Anxiety, depression or severe stress
- Withdrawn, emotionally fragile or apathic behaviour

It is important to understand each individual’s situation. You can classify behavioural difficulties in many different ways, but we also have to see each person as an individual with different underlying factors of the behaviour, and different ways to solve problematic behaviour. Nevertheless, there are strategies to adopt for the different types of behavioural difficulties that we will discuss further.
CAUSES OF BEHAVIOURAL DIFFICULTIES

When you want to find out the underlying factors that cause behavioural problems, you need to understand the situation of a child. Try to learn more about the home situation, school situation, personal situation and social context of the child, and how these factors influence the child’s behaviour:

Home situation
- What is the family situation?
- Socio-economic situation
- Responsibilities of the student at home (care for siblings, job, etc.)
- Relationships at home
- Illness/loss of family members
- Examples of specific problems: mental health issues of family members, abuse/harassment, illness of family members, struggling for livelihood

School situation
- Learning difficulties (as discussed in the previous chapter)
- Relationship with peers
- Relationship with teacher (authority)

Personal situation
- Coping with emotions
- Experience of trauma, stress
- General mental health

Social context
- Outside stress factors, e.g., crisis situation
- Situations of conflict or war

The balance model can support your understanding of the situation of a child. The balance model looks at the balance between risk factors and protective factors because in different situations, adversities in the life of a child can cause behavioural problems depending on the protective factors in and around the child. If the balance between risk and protective factors is maintained, the risk factors will not cause behavioural problems. If the balance is disturbed, potential behavioural problems may start.

Protective factors and risk factors can be seen on the different levels:

- Level of the child: mental and emotional resilience < > mental and emotional problems
- Immediate environment: the support system of the child (parents, family, friends) < > problematic family situation
- School environment: enabling school environment < > unsupportive school environment
- Strong and supportive community: an enabling environment around the child < > situation of adversity around the child
TRAUMA AND TOXIC STRESS

Trauma and Adverse Childhood Experience: Situations of adversity like loss of a family member, experience of conflict and violence, emotional or physical abuse, neglect, and other dramatic events can have a big impact on the child.

Trauma is the psychological response to the experience of such an extreme situation of adversity, and can cause children to have a range of difficulties in daily life. When a trauma occurs, a (often single) event causes extreme psychological distress.

Trauma is characterised by:
• Stressful memories of the traumatic event that can be triggered throughout the day
• Nightmares/ trouble sleeping
• Flashbacks which make children feel they are reliving the traumatic event
• Feeling stressed and on edge
• Feeling emotionally and physically bad when reminded of the event
• Trouble concentrating
• Negative feelings about the self or others, or blame towards the self
• Anger problems

Traumatic experiences can affect children socially, emotionally, behaviourally, and academically. Toxic stress and anxiety shape behaviour and can make children angry, depressed, checked out, uncooperative or distracted.

Toxic stress can be caused by continuous exposure to situations of adversity (or adverse childhood experiences). The continuous situations of adversity cause the children to be in a constant mode of stress. Stress can be a healthy response to situations if it happens in small doses (there is usually a differentiation between 3 levels of stress: (1) healthy stress (2) tolerable stress and (3) toxic stress). If children have prolonged exposure to situations of adversity, without protective relations of caretakers, this stress can become toxic and can have a very negative impact on the psychological and physical health of the child.

Teacher (Myanmar)
Displacement is a traumatic experience for students. As a result we see students bullying other students or calling names (like elephant)
C MODEL, CASE STUDY

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STUDENT AMAR

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NEW MODEL, CASE STUDY

• Antecedent: the trigger of the behaviour
• Behaviour: the behaviour that occurs
• Consequence: the consequence of the behaviour

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HOW CAN YOU INFLUENCE THE ANTECEDENT (TRIGGER) OF THE BEHAVIOUR IN THE CLASSROOM?

____________________________________________________________________________________
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____________________________________________________________________________________
____________________________________________________________________________________
Teaching tips

FOR STUDENTS WITH BEHAVIOURAL DIFFICULTIES

UNDERSTANDING THE BEHAVIOURAL DIFFICULTIES OF YOUR STUDENTS:
• Try to understand the differences and similarities between students
• Reflect regularly on how you deal with your students’ different needs
• Understand the underlying factors that influence students
• Connect with your students on a regular basis beyond academic work
• Try to understand triggers of behavioural difficulties
• Use the tools like: ABC model, balance model to understand students better

DEALING WITH TRAUMA AND TOXIC STRESS IN THE CLASSROOM:
• Build good relationships with your students
• Create a safe learning environment
• Adapt to students needs
• Be predictable as a teacher
3.2 Attitude and Motivation

OBJECTIVES

KNOWLEDGE
- Teachers understand how problems related to attitude and motivation develop and can be addressed

ATTITUDE
- Teachers are open to understand the different factors causing attitude and motivational problems

SKILL
- Teachers can offer different solutions to attitude and motivation problems

MATERIALS
- Flipchart/whiteboard/blackboard
- Markers/chalk
- Role play cards
- Video:
  - How to Succeed in Life
- Teaching Tips

LESSON PLAN

INTRODUCTION
(20 minutes)

WANT TO...

Watch the video of Michelle Obama, explaining the importance of attitude and motivation: “How to Succeed in Life”:
www.youtube.com/watch?v=VxW5D5VPg_0

And let the group briefly reflect on it.

Ask “How do you perceive the motivation of your students?”, “Are there also students who face challenges with motivation?”.

Then, point out: motivation and attitude are very important to be successful in life. As a teacher, we have an important role to play to help our students be motivated and successful. Therefore, we will look deeper into the ways motivation works and how we can support our students to become and stay motivated.

THEORY: MOTIVATION
(15 minutes)

KNOW...

Ask the group: “What is motivation?”

Explain that motivation is what drives people to do something. We differentiate between internal motivation and external motivation. Internal motivation is motivation coming from inside the person; you really care about something, you really want something and it is connected to what you find important in life and your values. For example, you do your job as a teacher because you believe education is important and you want to contribute to the lives of children. External motivation comes from outside, it involves incentives that make you want to do something. For example, you do your job because you get a salary for it.

Teacher (Lebanon)
I would like to learn how to support students that suffer from mental problems that affect motivation.
At the same time, there can be internal and external barriers to motivation, which can cause a negative attitude towards learning or education and will disturb the learning process.

A lack of motivation in children during learning can be understood according to the following model:

- **I don't want to do it**
  - Negative attitude toward education
  - Bad influence of peers
  - Negative attitude towards support

- **I am afraid to do it**
  - Low self esteem
  - Anxiety
  - Apathy
  - No perseverance

- **I can't do it**
  - Problems or obstacles
  - Influence of the environment
  - Disability

- **I don't know how to do it**
  - The child is not aware of obstacles
  - Lack of self-reflection
ACTIVITY: MOTIVATION CASE STUDY
(45 minutes)

Step 1. Divide the teachers into groups of 3 or 4.

Step 2. Let the teachers reflect on themselves and their own motivation. ‘What type of motivational problems do they face personally?’, ‘What helps them to be and stay motivated?’. 

Step 3. Let the teachers come up with ways of motivating children who are facing the four different challenges. The teachers can use Factsheet: Motivation. (The teachers make a list with ways of motivating children for each of the challenges described above: I can’t do it, I don’t know how to do it, I am afraid to do it, I don’t want to do it).

Step 4. Let the groups identify an example from their teaching practice for each part of the motivation model (one example of a child with a negative attitude towards education, one example where there is bad influence of peers, etc.).

Step 5. Mix up the groups, and make sure that every group has 2 lists of examples and 1 person who can explain the cases. Let the teachers discuss the different cases and examples, and let them now come up with ideas to motivate children in the classroom.

Step 6. Discuss the activity all together.

THEORY: HOW TO MOTIVATE CHILDREN
(10 minutes)

UNDERSTAND…

Explain the different ways of motivating children (they are described in the ‘teaching tips’, attached to this chapter).

ACTIVITY ROLE PLAY
(50 minutes)

(UNDERSTAND…) Let the teachers do a role play about a student who does not seem interested in school.

Step 1. Divide the group into 4 groups of 5 and give each group role play cards (see resources, each group gets 1 colour). Let the teachers share with their group members their role (teacher, student) but not their characteristics.

Step 2. In each group, there will be a teacher giving the students an assignment and a student who is not motivated to do the work. The teacher has to find out why the student is not motivated and try to motivate the student.

Step 3. Let two groups be together, and while one group is playing the other group observes (using the checklist).

Step 4. After each role play, let the teachers share their roles with each other and reflect on how the teacher handled the situation.

Step 5. Reflect on the assignment all together and look back on the ways of motivating that were discussed in the previous assignment. How will what was learned be used in daily practice?

CHECKLIST OBSERVING ROLE PLAY:
How does the teacher interact with the student? Which students are motivated?
Which students are not motivated?
What is the problem of the student who is not motivated?
How is the teacher responding to the student who is not motivated? What can the teacher do in your opinion to motivate the student?

TIPS TO TAKE HOME
(15 minutes)

Look at the teaching tips to motivate students, and let the teachers add their own ideas (that were discussed in the assignments today) to the list.

Do: Identify some of the teaching tips that you will be using in the coming two weeks with the learners in your classroom.

EVALUATION
(10 minutes)

Evaluate the day in a creative manner. Make sure to at least answer these questions:
• “What went well today?”
• “What are improvement points?”
• “How can you link what you have learned to daily practices?”
MOTIVATION

Motivation is what drives people to do something. We differentiate between internal motivation and external motivation. Internal motivation is motivation coming from inside the person; you really care about something, you really want something and it is connected to what you find important in life and your values. For example, you do your job as a teacher because you believe education is important and you want to contribute to the lives of children. External motivation comes from outside; it involves incentives that make you want to do something. For example, you do your job because you get a salary for it.

At the same time, there can be internal and external barriers to motivation, which can cause a negative attitude towards learning or education and will disturb the learning process.

A lack of motivation in children during learning can be understood according to the following model:

- **I don't want to do it**
  - Negative attitude toward education
  - Bad influence of peers
  - Negative attitude towards support

- **I am afraid to do it**
  - Low self esteem
  - Anxiety
  - Apathy
  - No perseverance

- **I can't do it**
  - Problems or obstacles
  - Influence of the environment
  - Disability

- **I don't know how to do it**
  - The child is not aware of obstacles
  - Lack of self-reflection
## Resources: Role play cards

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>you will give the students an assignment, and try to let them work independently on finishing their assignment.</td>
<td>you will listen to your teacher very well, and do the assignment as you are told.</td>
</tr>
<tr>
<td>Student: you will listen to your teacher very well, and do the assignment as you are told.</td>
<td></td>
</tr>
<tr>
<td>Student: you will listen to your teacher very well, and do the assignment as you are told.</td>
<td></td>
</tr>
<tr>
<td>Student: you will listen to your teacher very well, and do the assignment as you are told.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student: you are not motivated to do your assignment. Make sure to act this out well. You are not motivated because: you are afraid that you cannot do it in the right way.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: you are not motivated to do your assignment. Make sure to act this out well. You are not motivated because: you don’t feel like doing anything, you don’t like school.</td>
<td></td>
</tr>
<tr>
<td>Student: you are not motivated to do your assignment. Make sure to act this out well. You are not motivated because: you can’t do it because of a disability.</td>
<td></td>
</tr>
<tr>
<td>Student: you are not motivated to do your assignment. Make sure to act this out well. You are not motivated because: you don’t know how to do the assignment.</td>
<td></td>
</tr>
</tbody>
</table>

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EDUKANS.ORG
Teaching tips

HOW TO MOTIVATE CHILDREN

- Make sure children experience success (e.g., by giving them assignments you know they will succeed in)
- Focus on the effort children put in their work not on the perfect outcome
- Be positive, excited, enthusiastic and encouraging
- Try not to compare children with each other
- Challenge children to become better, according to their ability
- Give positive encouragements
- Give students a sense of control about their work
- Be clear about the objectives
- Try to use (positive, friendly) competitions, as sometimes this can help children to work harder
- Create an environment where children are allowed to make mistakes
- Allow students to work together
- Encourage self-reflection
- Harness students’ individual interests, so that you can relate to them
- Make sure you set goals that are attainable
- Track progress
- Make learning fun
- Support students when they feel anxiety

Fill in:...
OBJECTIVES

KNOWLEDGE
• Teachers know different strategies to deal with aggression in the classroom

ATTITUDE
• Teachers are calm and positive in the classroom and encourage a safe school climate

SKILL
• Teachers can prevent and manage aggression

LESSON PLAN

INTRODUCTION
(10 minutes)

DO the following activity with the teachers:

Step 1. The teachers stand up and have some space between each other.

Step 2. Let the teachers express what aggression in the classroom looks like (it may be screaming, shouting, beating) the teachers will express this all at once, but without touching each other. Encourage the teachers to really express this behaviour.

Step 3. Let the teachers sit down, and have some deep breaths in and out with the whole group, to calm down again.

Ask: “Who has experienced aggression in the classroom?”

Let some teachers share experiences of aggression. “What worked well in managing aggression in the classroom?”

Explain that this module focusses on understanding aggression in the classroom and on improving our attitude and skills as teachers to deal with aggression in the classroom.

THEORY: UNDERSTANDING AGGRESSION IN THE CLASSROOM (25 minutes)

KNOW...

Explain that aggression (see also Factsheet 1) is a behavioural problem that often occurs among students in the classroom, and every teacher will be confronted with it during their teaching career. It is therefore important to understand where aggression comes from, to know how to manage aggressive behaviour, and to be able to prevent aggressive behaviour.

We can distinguish between verbal aggression and physical aggression. When verbal aggression happens,
students use abusive language or scream and shout. With physical aggression, the students use violence by pushing, beating or kicking other students or teachers.

Let the teachers come up with ways of preventing aggression in the classroom, and write them down on a mind map on the blackboard/flipchart.

Explain that every classroom is different, but there are some general ways that have proved to be effective in preventing aggression in the classroom.

Preventing aggression:
- Positive classroom management
- Challenge students academically
- Have high expectations of students’ behaviour
- Trust students
- Meet students’ needs
- Respect students
- Provide necessary supplies
- Do not tolerate disrespect in the classroom

Ask the teachers to recap the ABC model. Then explain that the ABC model can also help you to understand the direct triggers for aggressive behaviour of students. If a student shows aggressive behaviour more frequently, you can use the ABC model together with the student to understand the behaviour.

Recap the ABC model

ACTIVITY: EXPERIENCE SHARING

(30 minutes)

Explain that with this activity we will share experiences and preventive strategies that we use when encountering aggression in the classroom or the school.

Step 1. Write down 2 or 3 cases of aggression that you found difficult to manage, or cases about specific students who often show aggressive behaviour and you are not sure about the best strategies to handle the students.

Step 2. Form a group with 3 other teachers.

Step 3. Pick one case to discuss for every teacher and discuss each case.

Step 4. Discuss strategies for prevention and management of the students who have aggression problems together with your group.

Step 5. After discussing all the solutions, write down the solutions together in two ways:

Preventive strategies and curative strategies. Describe both the ways in which you manage conflict when it occurs (curative) and in which you can prevent aggressive behaviour among students (preventive).

Step 6. Reflect on the activity all together and let the groups present the strategies to each other.

THEORY: CREATING A SAFE SCHOOL ENVIRONMENT (10 minutes)

UNDERSTAND...

Explain how to create a safe atmosphere, by using the “Factsheet 1: Creating a safe atmosphere”.

Make a mind web with the group and write down (or let one of the teachers write down) all tactics that can be used to create a safe environment in the classroom. Afterwards, discuss which tactics the trainers use most often.

Ask: “How safe are the classrooms where you have been teaching/training?”; “Can you give an example of an experience where you felt the environment in the group was not safe?”

Discuss in the group what challenges we come across in the classroom to create a safe atmosphere (e.g., bullying, minimal responses from students in class, hostility, conflicts…) and the best ways to tackle these challenges. Let every teacher share his/her experience and make sure that every teacher knows how to create a safe atmosphere and how to improve the atmosphere in his/her classroom.

THEORY: DE-ESCALATION STRATEGIES

(10 minutes)

UNDERSTAND...

Explain that there are specific de-escalation strategies we can use in the classroom when aggressive or extreme emotion occurs in our students. To understand the de-escalation strategies, we will also look at the 7 stages of behaviour escalation. Use Factsheet 2 ‘De-escalation strategies’ to explain the 7 stages of behaviour escalation and the de-escalation techniques.

Demonstrate a few of the de-escalation strategies with one of the teachers. Show how to do the technique, and also give an example on how not to do it.
ACTIVITY: ROLE PLAY OF DE-ESCALATION
(50 minutes)

Step 1. Divide the teachers into groups of 6. Half of the groups will focus on preventing aggressive behaviour and the other half on responding and de-escalating.

Step 2. Let each group pick out one of the cases from the previous assignment (activity on experience sharing).

Step 3. Let the groups prepare their role plays and practice. (The groups should prepare the plays according to the case study they chose, in a school setting, and all participants are expected to participate in the role-play.)

Step 4. Let the groups perform the role plays in front of the groups. The groups who are not performing will observe by looking at the list of preventing behaviour and de-escalating strategies.

Step 5. Let each group explain what they did. The observers are also allowed to give feedback.

Step 6. Reflect on the activity all together and discuss how the groups will use this in practice.

TEACHING TIPS TO TAKE HOME
(25 minutes)

As a homework assignment, the teachers will look at the resource: ‘Feelings thermometer’ and at the teaching tips. Practice 1 or 2 ‘calming down’ activities with the whole group of teachers (see teaching tips, attached to this module).

Let the teachers look at the feelings thermometer and teaching tips, and think-pair-share on which activities they will do in the classroom.

The teachers will use the reflective questionnaire to reflect on what they do in practice. Close the session with a short movie: “Why Kids Get Aggressive” www.youtube.com/watch?v=yYXpQUDkoPU

EVALUATION
(5 minutes)

Evaluate the day in a creative manner. Make sure to at least answer these questions:
• “What went well today?”
• “What are improvement points?”
• “How can you link what you have learned to daily practices?”

Teacher (Ethiopia)
In our schools there is inter-ethnic fighting and damage of school properties
AGGRESSION & CREATING A SAFE LEARNING ENVIRONMENT

What is aggression?
Aggression is a behavioural problem that often occurs among students in the classroom, and every teacher will be confronted with it during their teaching career. It is therefore important to understand where aggression comes from, to know how to manage aggressive behaviour, and to be able to prevent aggressive behaviour.

We can distinguish between verbal aggression and physical aggression. When verbal aggression happens, students use abusive language or scream and shout. With physical aggression, the students use violence by pushing, beating or kicking other students or teachers.

Safe learning environment
A safe learning environment is crucial for preventing and managing behavioural problems, including aggression in the classroom. One of the most important things to do for a teacher to create a good environment for learning is to create a safe learning space: a classroom where students feel safe. A safe atmosphere means an environment where students and the teacher know what to expect from each other, stick to the rules and respect each other. It means that all group members feel comfortable and safe in the classroom.

✓ Have clear rules and stick to the rules
✓ Make sure the students understand why the rules are important
✓ Make sure that there are clear (and suitable) consequences if somebody does not respect the rules
✓ Give students space to give their opinions and express their feelings
✓ Remain calm at all times
✓ Observe group dynamics between students and address issues if you see them (e.g., exclusion of a classmate, two friends who suddenly do not hang out anymore etc.)
✓ Give students the chance to think creatively and solve problems on their own
✓ Keep good vibes in the classroom (take care of your own wellbeing, so that you are in a good mood most of the time)
✓ Connect with your students by sitting with them and talking with them about things outside school (e.g., take a moment every day to assess the wellbeing of the children or take a moment every Monday to discuss what the children did outside school.)
✓ Active learning like group activities, pair sharing, mindwebs etc. make students more engaged with the lesson materials, but also with each other
✓ Be a good example for students
✓ Let students set their own (learning) goals
✓ Praise the children often and use compliments as much as possible with good behavior
DE-ESCALATION TECHNIQUES

7 stages of behaviour escalation.
According to the model of behaviour escalation, there are 7 stages of behaviour escalation. This behaviour escalation may occur in some students frequently and can result in aggressive behaviour. Though, every student may experience emotional outbursts due to a variety of reasons in their school career.

Phase 1: Calm – the student is calm and cooperative
Phase 2: Trigger – the student experiences something that is not being solved
Phase 3: Agitation – the student is increasingly unfocused and upset by the trigger
Phase 4: Acceleration – the situation/trigger remains unresolved and the students focusses on the conflict
Phase 5: Peak – the student is out of control and exhibits the most severe behaviour (this is where the aggressive behaviour is at a peak)
Phase 6: De-escalation – having vented in the peak stage, the student is now showing confusion, but the most severe behaviour is over
Phase 7: Recovery – the student often wishes to engage in non-engagement activities to recover from the escalating behaviour

De-escalation techniques the teacher can use:
• Remove spectators, and take the student to a more private setting
• Provide adequate personal space
• Make sure your body language is non-threatening
• Maintain a calm and steady level of voice, even if the student is screaming or showing disrespect
• Speak to the student respectfully (try to appear calm, talk in a positive way)
• Make sure the student feels understood and heard (and ask open-ended questions about the incident)
• Show empathy (for example; “I can see you are really angry, I want to understand why”)
• Keep words simple and sentences brief for the students to understand and process
• Set limits: “I need you to sit down before we continue”, “we can talk, but only if you stop swearing/screaming”
• Reassure the student

Other techniques the teacher can use are:
• Developing a plan with the student: Is the student ready to go back to class? Is there the need to talk to additional people who can offer help?
• Provide problem-solving techniques for the student, or exercises for the student to deal with agitated emotions
Worksheet

FEELINGS THERMOMETER

Very angry

FURIOUS

ANGRY

UPSET

IRRITATE

Calm

CALM
Teaching tips

PREVENTING AGGRESSION & CALMING STUDENTS

Tips to prevent aggression:
- Positive classroom management
- Challenge students academically
- Have high expectations of students’ behaviour
- Trust students
- Meet students’ needs
- Respect students
- Provide necessary supplies
- Do not tolerate disrespect in the classroom

Calming down
The following techniques can help children to calm down, if they learn to recognise that they are becoming angry or overwhelmed with emotion, you can use the following activities with children to let them calm down. You can also teach your students these techniques, so that they will be able to use them when they feel overwhelmed or angry.

1. Belly Breathing: take a very deep breath in and out, you can put your hands on your belly and try to concentrate on breathing from your belly: slowly in and slowly out.
2. Self-talk: when you need to calm down, you can softly talk to yourself (or talk to yourself in your head) about something you are doing, or something that calms you down “I am drawing, I am sitting on a chair...”
3. Counting to five: when you are upset, you can try to slowly count up and down in your head: “1, 2, 3, 4, 5, - 1, 2, 3, 4, 5, - 5, 4, 3, 2, 1,”...
4. Calming object: when upset, you can concentrate on an object that calms you down or has a special meaning for you (ask the students; what kind of object could that be? And explain that it can even be a pencil or maybe a favourite toy. The students can pick their own object)
5. Humming a song: You can softly hum a calming song (ask a few students for songs they would hum and pick one song you can all hum together)
6. Visualisations: you can close your eyes and pretend to be in a place where you feel very comfortable (ask the children: what kind of place is this for you? And practice the visualisation with the whole group)
REFLECTIVE QUESTIONNAIRE

Which of the activities/techniques to calm down did you do with your class?

Why did you choose this activity?

How did the children respond to the activity, and how did you feel and behave during facilitation?

Did any incidents of aggression take place in the classroom?

How did you respond to the incident?

How can you connect that to the techniques you have acquired?

Which techniques will you prefer to use in the future to prevent and manage aggression?
OBJECTIVES

**KNOWLEDGE**
- Teachers understand different attention difficulties, including AD(H)D

**ATTITUDE**
- Teachers are non-judgmental towards children with attention problems, and open to support them

**SKILL**
- Teachers are able to use different techniques to engage all children in the classroom, and can react adequately to children with attention disorders

**KNOWLEDGE**
- Teachers understand the different behavioural difficulties

**ATTITUDE**
- Teachers are supportive towards students with behavioural difficulties in the classroom

**SKILL**
- Teachers can fill in an action plan with students to work on their behavioural difficulties

**MATERIALS**
- Flipchart/whiteboard/blackboard
- Markers/chalk
- Teaching tips
- Video
  - You are not your thoughts
- Worksheets:
  - action plan
  - the cognitive model
- Factsheet 1 & 2

LESSON PLAN

**INTRODUCTION**
(10 minutes)

**WANT TO...**

Welcome the group and do the listening game:

**Listening Game**

Explain the listening game: let the people take pen and paper and let everybody be very quiet. The participants should write down all the things they can hear for 2 minutes. This should include as many things as possible (e.g., people in the other classroom, the wind, someone coughing etc.).

Explain that during the listening game, you were trying to concentrate and focus all your attention on listening to the sounds around you. For the game to work, it is crucial that you can focus and pay attention. For some people, and for some of our students, focusing and attention is a challenge. Ask the teachers: ‘Do you experience this in your classroom?’

This module focuses on understanding the challenges related to attention and learning how to best support children who face such challenges.

**THEORY: ATTENTION PROBLEMS**
(25 minutes)

**KNOW...**

Explain the theory on attention problems by using ‘Factsheet 1, attention problems and AD(H)D’.

Ask the group to share experiences they have with children who have attention problems or ADHD.

Divide the teachers into small groups, and let the groups brainstorm on the following question: “What kind of teaching techniques can help when children have attention problems?” (Explain: using different methods, will keep the attention of children, and also children with different learning styles.)
Explain: As we have learned in the first module (introduction), learning styles are different for everyone, and when we use active teaching and learning techniques, we are more likely to engage all children in our teaching activities.

**STOP-THINK-DO-CHECK**
(25 minutes)

Watch the following video on how thoughts influence the behaviour of children: “You are not your thoughts” www.youtube.com/watch?v=0QXmmP4psbA

Explain the following cognitive model, which can help to support children to reflect on behaviour and influence their behaviour in a positive way for the future. This model stems from cognitive behavioural therapy (which is built on the belief that with our thoughts we can change our behaviour in a positive way and is focused on developing positive helping thoughts). It is slightly more elaborate than the ABC model (and may be more suitable for older children) and assumes that a situation happens, after which you have certain thoughts; these thoughts influence your emotions, your emotions influence your behaviour, and this has a certain consequence. When children learn to influence their thoughts, they can influence their behaviour in a positive way.

**Situation:** What happened? **Thoughts:** What did you think? **Emotions:** What did you feel? **Behaviour:** What did you do? **Consequence:** What happened afterwards?

Let the teachers come up with a situation in which they experienced difficulty, or did something that made them feel or behave in a way they would rather not have. Let them then fill in the worksheet: ‘Resources: cognitive model’ for this situation.

Reflect on the assignment of filling in the cognitive model, and ask “How can you use this with your students?”

Explain the Stop – Think – Do – Check list as a tool that can support children to focus on their exercise/assignment in the classroom, by influencing their thoughts:

**Stop:** What should I do?  **Think:** How will I do that?  **Do:** do the activity/exercise  **Check:** evaluate the work

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**ACTIVITY: HOW TO DEAL WITH ATTENTION DIFFICULTIES** (30 minutes)

**Step 1** Divide the teachers into groups of 4.
**Step 2** Let each group discuss case studies of children with attention difficulties in their classroom, and let them pick one case study to practice with.
**Step 3** Let the group discuss the chosen case study and let them pick out solutions to support the child’s learning (e.g., the stop-think-do-check list, the cognitive model, or techniques that were identified in the previous assignment).
**Step 4** Let the groups perform the role play and give each other feedback.

Reflect on the activity all together.

**THEORY: ACTION PLAN FOR STUDENTS** (20 minutes)

**UNDERSTAND...**

Explain that making an action plan with your student is an important tool to help students with attention disorders. This tool can also be useful for students who face other behavioural or learning problems. The action plan focusses on analysing the problem, setting goals to improve the situation, and identifying the way towards reaching the goal. Explain the action plan according to the sheet in the resources. In the next exercise, the plan will be filled in.
When you are developing an action plan with your student, it is crucial to do it together with the student. In order to achieve a successful plan, the student should be in charge. To enable this, it is important to ask the right questions to guide the student. Explain that asking the right questions while talking to your students is crucial to being successful in making an action plan, according to factsheet 2- asking questions.

**TEACHING TIPS**
(10 minutes)

**DO...**

As a homework assignment, each teacher will pick a student in his/her class and do one of the assignments practiced today (the cognitive model, or the action plan). Let the teachers identify which student they want to work with, and let them discuss the case of their chosen students in small groups.

**EVALUATION**
(5 minutes)

Evaluate the day in a creative manner. Make sure to at least answer these questions:
- "What went well today?"
- "What are improvement points?"
- "How can you link what you have learned to daily practices?"

**ACTIVITY: ACTION PLAN FOR TREATMENT OF STUDENTS**
(40 minutes)

Let the teachers practice filling in the action plan together.

**Step 1.** Divide the group into pairs.

**Step 2.** One person will be the student, the other person the teacher: before starting the assignment, decide what kind of attention problem the student has (you can base this on a case you really have in your classroom).

**Step 3.** Perform a role play in pairs and practice guiding the student to fill in the action plan together.

**Step 4.** Reflect together on the process:
- How did it go?
- How did you feel during the assignment?
- Did the teacher ask open-ended questions?
- How did the teacher guide the student? (Did the teacher decide on the goals, or the student etc.?)
- Identify points that went very well and points of improvement.

**Step 5.** Change roles

**Step 6.** Reflect all together

**Teacher (Lebanon)**

Students are not paying attention to the teacher. If you notice that daydreaming students show signs of depression or anxiety you’ll need know who to contact.
ATTENTION PROBLEMS AND AD(H)D

Most children experience times when they cannot control their behaviour. They may keep running around, making noise, not wait their turn, or daydream, and fail to pay attention. This behaviour is normal for children who are growing up. Thus, learning how to concentrate and focus is important for all children. However, for some children, the behaviour can become frequent and problematic. If this is the case, there could be an Attention Deficit (Hyperactivity) Disorder (ADHD). In ADHD, the behavioural problems are more frequent, they interfere with the child’s ability to live comfortably and affect his/her education. Having trouble paying attention may also cause trouble with learning. And impulsivity may also cause greater risks. Concentration and attention problems can have different causes, for example, it may also occur after experiencing a trauma.

There are 3 types of ADHD that can be differentiated: the inattentive type (characterised by lack of attention/concentration), the hyperactive/impulsive type (both impulsive and hyperactive, but not so many problems with attention), and the combined type (inattentive, impulsive and hyperactive).

ADHD is characterised by:
When inattentiveness is involved:
- Difficult to pay attention/daydreaming
- The child does not seem to listen
- Easily distracted
- Carelessness
- Not following instructions well
- Disorganised
- Losing important things (keys, phone, etc.)
- Forgets things frequently

When hyperactivity is involved:
- Constantly in motion
- Child cannot stay seated
- Talks a lot
- Runs, climbs, jumps
- Cannot play quietly

When impulsivity is involved:
- Speaking and acting without thinking
- Running into the street carelessly
- Trouble waiting for his/her turn
- Calls out answers before the question is completed
- Often interrupting others

Children who do not have ADHD can also have the above symptoms, which can disrupt their behaviour in the classroom.
ASKING QUESTIONS

Asking questions
The best way to solve a student’s attention issues is together with the student, as problems are much easier solved when the person who needs to take action is in charge; a solution works much better if you come up with it yourself! Therefore, it is important that you take time to fill in an action plan with your student. While filling in the plan, you will also need to ask questions in the right way, and guide the student through the questions without advising too much. The student is the owner of his/her own plan.

Questions can be either closed questions or open-ended questions. Closed questions are questions where the answer can be ‘yes’ or ‘no’ (or another very short answer). Open-ended questions are questions where a more elaborate answer is required, and these questions will help when you want to discuss an action plan with the student.

If you ask open-ended questions, the student gets the opportunity to tell more and to share more; therefore, it is important to train yourself to ask open-ended questions.

Examples of open-ended questions:
- What was it like to...
- How did you feel during...
- What was the best part...
- What was the worst part about...
- What brought you to do this...
- Why...
- How...
- Describe in your own words...
- Can you explain...
Worksheet

THE COGNITIVE MODEL

Situation: What happened?

Thoughts: What did you think?

Emotions: What did you feel?

Behaviour: What did you do?

Consequence: What happened afterwards?

Reflective questions:
How did your thoughts influence your emotions and your behaviour?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How can you change your thoughts to have a more positive outcome of the situation?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
THE ACTION PLAN

Personal information
Name Date Class

Problem description
• Analysis of the situation now
• Problem experience of the student
• Additional information

Goals and subgoals
SMART description of goals and subgoals:
Methods

What methods will be used to achieve the goals?

Student support
• Who coaches in the classroom and how?
• Who coaches outside class and how?
• How does the student support him/herself?
• How is the student supported at home?

Evaluation
Evaluation of the plan: after time given in goals section


Teaching tips

FOR STUDENTS WITH ATTENTION DIFFICULTIES OR AD(H)D

✓ Give clear instructions
✓ Combine written and oral instruction
✓ Have clear rules and consequences for when the rules are broken
✓ Discuss which place in the class helps the child concentrate (e.g., in the front of the classroom, next to the wall, next to a child who is very quiet)
✓ Establish clear routines
✓ Give the child the option to ‘get rid of some energy’ by having an outlet; playing with a small ball, going for a walk, taking a run outside
✓ Allow for frequent breaks
✓ Use active teaching and learning strategies
✓ Differentiate learning strategies often
✓ Praise when positive behaviour is seen
✓ Divide large tasks into small parts
✓ Support the student in planning and organising work
✓ Eye contact during talking may help the student to concentrate

Teacher (Ethiopia)

We need preventive and curative techniques of dealing with behavioural difficulties
4. Working in partnership

4.1 TEAMWORK OF TEACHERS
4.2 COMMUNICATION WITH PARENTS
4.3 SCHOOL SOCIAL WORKER
4.4 EXTERNAL SUPPORT
4.1 Teamwork of Teachers

OBJECTIVES

KNOWLEDGE
• Teachers understand the meaning of building relationships and working with other people

ATTITUDE
• Teachers are aware of the importance of teamwork to workplace success and the specific role each individual on a team may play

SKILL
• Teachers demonstrate that they can act as a real team player

LESSON PLAN

INTRODUCTION (10 minutes)

Welcome the group and introduce the topic: TEAMWORK

Watch a short film: “Lessons of the Geese”(3.24 minutes) www.youtube.com/watch?v=hazitrxzhPk

Ask the teachers: ‘As a team member, what can we learn from the geese?’

For the trainer: If need be, show the video twice

SCENARIO: THE STORY OF SHAWN AND MIKE (10 minutes)

Read the story:
Shawn works as a teacher in a primary school. She and three other teachers have been tasked to work together on a project. Shawn started immediately to work on the project, but she completed it without input or help from the others.

Shawn said it was really tough to find time to meet together. She did text the others (asking about working together), but got no responses. Mike, the school manager knows that Shawn is a promising young teacher who wants to advance, but also feels she is impatient when it comes to working with others.

Ask the teachers whether they recognise such a situation (as in the story) and if this is seen as a problem. Do they WANT TO work on it?

Explain that later on (in Activity 2) we will analyse the story of Shawn and Mike.

In order to learn about working in teams, we will first see what is the difference between a group and a team.
THEORY: FACTS ABOUT TEACHING TEAMS
(15 minutes)

Explain item number 1 from Teachers Team Basic Factsheet (attached to this chapter):
The difference between a group and a team

<table>
<thead>
<tr>
<th>GROUP</th>
<th>Attending a birthday party</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEANING</td>
<td>A collection of individuals who are together in completing a task</td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td>Only one leader</td>
</tr>
<tr>
<td>MEMBERS</td>
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</tr>
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<td>PROCESS</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TEAM</th>
<th>Preparing a parent meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEANING</td>
<td>A group of persons joined together to accomplish a common goal</td>
</tr>
<tr>
<td>LEADERSHIP</td>
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Conclusions:
Although the individual personality of a teacher is important, his/her effectiveness depends on the teams in which he/she is working collectively to achieve any objective.

ACTIVITY: CREATE THE TALLEST STRUCTURE (35 minutes)

Explain that the aim of this activity is to KNOW as well as to UNDERSTAND more about working in a team. Teamwork can be tough. Reasons why teams sometimes don’t work include, for example: inconsistent team players, time issues, compatibility, differences in communication styles, lack of trust, no clear goal, etc. Dealing with different personalities and compromise is not necessarily easy. So, what do you do when you are part of a team and there are barriers to the team’s success?

The purpose of this activity is to engage participants in a discussion of some of the barriers to effective teamwork and the strategies they may be able to put in place to create positive outcomes.

For the trainer:
Divide the participants into groups of four or more. Ask each group to elect a team leader for this activity. Give each group a supply of spaghetti and marshmallows (or a stack of papers and sticky tape). Tell the group they will have 15 minutes to work together to create the tallest freestanding structure possible. Before you say, “go,” tell the teams that their team leaders may only supervise and offer instructions. He or she may not physically participate in this activity. After 15 minutes, evaluate the structures. Usually, the highest structure has a solid and wide foundation. Discuss with participants why laying a solid foundation is important (and the core of an effective team).
Use the following questions for additional discussion:
1. How did your team work together? What specifically worked well? What difficulties did you experience?
2. Besides the team leader, what role did each person play in the group? How was each person helpful to the end goal?
3. Was it a plus or a minus that the team leader was not able to physically participate in the activity? How did the team leader feel about his or her level of participation?
4. What would you do differently if given a second chance at this activity?

THEORY: CHARACTERISTICS OF SUCCESSFUL TEACHING TEAMS (15 minutes)

Explain item number 2 of the Teaching Team basic factsheet (attached to this chapter): Characteristics of successful teaching teams:
1) seek support, 2) organise their own training, 3) mentor and coach, 4) share their teaching, 5) are never too busy, 6) are optimistic and cheerful, 7) watch each other, 8) praise each other, 9) listen to evidence, and 10) argue.

Inform the teachers that, in order to UNDERSTAND Teamwork better, we will practise with the story of Shawn and Mike.

ACTIVITY: THE STORY OF SHAWN AND MIKE (35 minutes)

The purpose of this activity is to help participants understand how teamwork is managed on the job – both from the perspective of the school leader and from the perspective of the teacher.

Read (aloud or independently) the library scenario. Discuss in small groups what Shawn (the teacher) did well, and what she could have done differently. How might she handle herself in the future? Discuss how Mike (the school leader) should handle this situation. Consider the fact that he probably wants to help Shawn improve and not necessarily punish her.

Suggestion for the trainer to work on the story:
• What did Shawn do well?
• What could she have done differently?
• How might she handle herself in the future?
• How should the school manager handle this situation?
• Consider the fact that he probably wants to help Shawn improve and not necessarily punish her.

TIPS FOR THE TEACHER TO TAKE HOME (WORKING WITH THE CHECKLIST: TIPS TO BECOME A TEAM PLAYER) (30 minutes)

DO: Apply what has been learned in practice:

Explain that the aim of this activity is to apply what has been learned in practice about teamwork.

Think about a situation in your school that requires working in a team and write down (in 5 minutes) what you want to do.

For the Trainer:
• Distribute the “Tips to become a team player” worksheet as a checklist.
• After 5 minutes, collect some of the answers and discuss the outcomes in the group.
• Close the session with a short movie: “The Power of a Team” www.youtube.com/watch?v=xevQ2yTyK9Y

EVALUATION (15 minutes)

Evaluate the day in a creative manner. Make sure to at least answer these questions:
• “What went well today?”
• “What are improvement points?”
• “How can you link what you have learned to daily practices?”
TEAMWORK OF TEACHERS

1. WHAT IS THE DIFFERENCE BETWEEN A GROUP AND A TEAM?¹

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Conclusion: Although the individual personality of a teacher is important, his/her effectiveness depends on the teams in which he/she is working collectively to achieve any objective.

2. CHARACTERISTICS OF SUCCESSFUL TEACHING TEAMS

Successful teaching teams are learning communities that²:

1. **Seek support** Those who seek advice, support and network with colleagues and other professionals outside of teaching make their team stronger.

2. **Organise their own training** Effective teams organise their own training so that it has more impact. This involves teachers teaching each other and sharing practice.

3. **Mentor and coach** Teachers working in partnership commit to helping each other learn through careful mentoring and coaching. Mistakes are welcome.

4. **Share their teaching** Teachers discuss their craft and share ideas and strategies relating to teaching, learning, assessment and curriculum. They share resources freely.

5. **Are never too busy** All teachers have plenty to do but supportive colleagues make sure they are available for each other and know that some conversations just can’t wait.

6. **Are optimistic and cheerful** Teachers may be stressed, tired or overworked, but top teams commit to zero negativity and promote a ‘can-do’ attitude through mutual support.

7. **Watch each other** Good teachers don’t all teach in the same way. In safe environments, teachers welcome the opportunity to observe each other to learn more.

8. **Praise each other** Successful teams never miss a chance to empower. They never blame. Effective team members respect, recognise and thank each other.

9. **Listen to evidence** Teams that work as teaching units make decisions based on the evidence. They keep in touch with research and decide what not to do.

10. **Argue** Emotionally intelligent teams discuss, debate and have professional learning conversations. Healthy conflict is seen as an inevitable part of growth.
TIPS TO BECOME A TEAM PLAYER

A team player is not necessarily liked by everyone, nor does a team player usually like everyone on the team. However, a true team player is someone that can be counted on to do his or her part of the work and be relied on to complete tasks and work cooperatively with others. It is also true that not everyone enjoys working with other people; some prefer to do their work by themselves, thinking “if you want something done well, do it yourself”.

But there will be times when you will be “forced” to work in a group. Well, maybe not forced but, let’s face it, no one has ten arms, ten hands and can be in ten places at the same time. In many situations, you will have to count on other people. Now, the big question: Maybe you will be able to trust other people, but can people trust you?

There is no big secret in being a good team player. First of all, it is important to have respect for all the members who are working with you. Remember, you don’t need to like them, but you do need to respect them. Do not ever do something to someone you wouldn’t like to be done to you.

THERE ARE A FEW TIPS THAT CAN BE FOLLOWED TO BECOME A BETTER TEAM PLAYER:

1. **Be responsible**: When the opportunity arises, take up responsibilities that are outside the scope of your current role. Show people you are willing to work hard and learn more.

2. **Coach**: If you are good at something, coach or train another person on it. Giving out knowledge only enhances it, never reduces it.

3. **Be open**: Encourage free thinking and discussion. Never discount or ridicule other’s ideas. Also, take each team-member seriously, never making assumptions about someone’s ignorance or knowledge.

4. **Be generous**: Give credit where it is due, and never take credit for what is not your work. Never hold back on a compliment.

5. **Build relationships**: To forge relationships, have a friendly disposition. Never talk about someone behind his or her back, and never gossip.

It is not easy to work in a group. Some will find it easier than others. The important thing is to realise the effectiveness that teams can bring. If you don’t consider yourself a good team player, perhaps you could try at least working with other people. You may end up discovering a new enjoyable way to work.
4.2 Communication with parents

OBJECTIVES

KNOWLEDGE
• Teachers know conversation techniques
• Teachers know how to reach parents

ATTITUDE
• Teachers understand their own communication style according to the Rose of Leary

SKILL
• Teachers are able to hold a conversation with parents

MATERIALS
• Digital devices to play videos
• Flipchart/whiteboard/blackboard
• Markers/chalk
• Big sheets of paper
• YouTube videos:
  - Parent Teacher Conference
  - The Rose of Leary - Personality Test
• Teaching materials:
  - To be printed: Involving parents in school (factsheet)
  - To be printed: Rose of Leary (factsheet)
  - To be printed: Scenario cards (worksheet)
• To take home: Teaching Tips for Meeting Parents

LESSON PLAN

INTRODUCTION
(15 minutes)

Welcome the group and introduce the topic: communicating with parents.

Show the video: “Parent Teacher Conference”: www.youtube.com/watch?v=sr5kWOdkHYA

Ask the teachers to share examples of situations where they had to communicate with the parents of children with difficulties in school.

• Do they experience this as a problem?
• Do they suffer from it?
• Do they WANT TO work on it?

Tell that it is very important to communicate effectively with parents. In this module, you will see why exactly, and you are going to practice.

Tell the goal of this module: I know how to arrange a meeting and speak with parents.

THEORY: INVOLVING PARENTS IN SCHOOL (10 minutes)

Explain that the aim of this activity is to learn/to KNOW more about how to involve parents in the education of their children.

Explain the first part of the factsheet ‘Involving parents in school’.

ACTIVITY 1: INVITE THOSE PARENTS!
(25 minutes)

Divide the participants into groups of 3-4 people. Try to divide them according to the school they are working at.

Explain the activity:
Step 1. Each group is going to make a mind map about what is needed to organise meetings with parents. Think about: a location, invitation, note-taker, children in-/excluded, other arrangements.
Step 2. After 10 minutes, let the groups discuss how to plan meetings with parents at their school. When is the best time to start? How many parents do they have to reach? How are they going to reach them? What about parents who cannot/can hardly be reached? What do they want to get out of each conversation?

Step 3. Discuss the answers all together. Write down on the flip chart the most common answers. What do you need to keep in mind when you want to organise a meeting between teachers and parents?

THEORY: HOW TO COMMUNICATE WITH PARENTS? (20 minutes)

Explain that the aim of this activity is to learn/to understand how to communicate with parents.

Explain the second part of the factsheet ‘Involving parents in school’.

ACTIVITY 3: ROLE PLAY (30 minutes)

Divide the teachers into groups of 3 people.

Explain the activity:

Step 1. Give every group the scenario cards (see worksheet ‘Scenario cards’). Person A is going to be the teacher. Person B is going to be the parent of a child with a difficulty. Person C is going to observe the role play.

Step 2. Every couple will carry out their role play. Person C is going to make notes about the conversation techniques of the teacher. Make sure they come up with tips and tops.

Step 3. After 5 minutes, let person C give feedback on the role play. Then, let the groups switch roles. The groups exchange their scenario cards, so that each group gets a new scenario. Do this again after 5 minutes, until everyone has played each role once.

When there are not enough participants to fill all the groups with 3, form one or two groups of 2 people who are playing teacher and parent.

Step 4. Discuss this role play all together. What went well? What was difficult? Did the teachers use conversation techniques? Did the teachers ask the right questions? Look back at the theory about the conversation techniques.

THEORY: COMMUNICATION: ROSE OF LEARY (15 minutes)

Explain that the aim of this activity is to learn/to understand your own communication style and your attitude towards others.

Show the video: “The Rose of Leary”:
www.youtube.com/watch?v=QxL4QuT4GY

Ask: What do you think of this video? Do you recognise this?

Explain: Everyone has its own conversation methods. When you speak to another person, the quality of the conversation depends on how you behave and react and, of course, on how the other person responds and behaves. The Rose of Leary is one communication model that tells you whether you are dominant (up), submissive (down), against or together during a conversation. Take a look at this model. Maybe you already know what your conversation style is in your working life...

ACTIVITY 2: YOUR OWN COMMUNICATION STYLE (20 minutes)

Ask: Who is becoming curious about their own communication style? Did you already see some characteristics that fit you?

Let the participants write down which direction they think they are in most of the time, according to the Rose of Leary.

Let the participants make pairs. Each pair is going to discuss with each other the characteristics of Leary. It is fun when pairs know each other well. Do they recognise the other person in the Rose? Why?
Ask: Think about the parents in your school. How would you communicate with them in order to get the most out of it? How would you react when a parent is very dominant? Or very against?

**TIPS FOR THE TEACHER TO TAKE HOME (25 minutes)**

**DO:** Apply what has been learned in practice.

1. Think of a child in your classroom who has a learning or behavioural difficulty. Are the parents aware of the support the child needs/gets at school?
2. Arrange a meeting with the parents. Make sure you are flexible. Make sure the school board knows about your actions.
3. Have a conversation with the parents about the child and his/her needs. This is a preliminary conversation to involve the parents in the child's difficulties.
4. Think about the next steps. What are you going to do? What do the parents have to do?

Let the teachers think about how they are going to plan the meeting with the parents. They do this in pairs.

Collect the answers and discuss the outcomes in the group.

Distribute the tips and compare the answers given with the 'Teaching Tips for Meeting Parents'.

**EVALUATION (5 minutes)**

Evaluate the day in a creative manner. Make sure to at least answer these questions:
- "What went well today?"
- "What are improvement points?"
- "How can you link what you have learned to daily practices?"
PART 1: INVOLVING PARENTS

It is very important to always communicate with parents. For many reasons, it can be difficult to reach parents. Parents may never or rarely show up at school because they live far away. Parents may not have gone to school themselves, so they don’t know the value of education. However, keeping in touch with parents is beneficial for the child’s education. Research shows that children learn better when parents actively support their children’s education and have a positive attitude about education. Parents can support children in different ways, for example through helping with homework. Especially for children who have difficulties with learning or behaving in school, parental support is essential. But how do we involve parents in school?

TIPS TO INVOLVE PARENTS IN SCHOOL

1. Invite all parents at the beginning of each school year to speak about their children, the upcoming school year, and other important matters. This may include the home situation, problems the child had last year, or changes in the life of the child. When you start building a good relationship with the parents at the beginning of the year, it is easier to keep in touch.

2. It is recommendable to plan a meeting with parents every few months, for children who face difficulties in school. This way, parents are being updated in time. They will feel more involved in the education and development of their child.

3. Plan the meetings for parents considering their daily schedules; plan meetings at a time and place that is convenient for both fathers and mothers to attend.

4. Some parents may not be able to reach the school, so try to arrange a different kind of meeting (i.e., through telephone or home visit).

PART 2: COMMUNICATING WITH PARENTS

Sometimes it is necessary to speak with parents about the problems their child faces in school. Whether the child needs more support or needs to change his/her behaviour in order to keep up with his peers. Some parents may not know or not recognise their child’s problems. Therefore, it may be difficult to have such a conversation. However, it is very important that as a teacher know how to do this.

TIPS FOR CONVERSATIONS WITH PARENTS

1. During the first meeting, let the parents speak as much as possible. As a teacher, you need to gain information about the home situation, the behaviour of the child outside of school and other important things.

2. Take the lead during the conversation but be clear about the collaboration you want with the parents. Only together can you come up with suitable help/support for the child.

3. After each topic, try to summarise what you discussed. This way, you and the parents understand each other fully.

4. Write down the arrangements you make. Each one of you needs to take his/her responsibilities. Therefore, you need to be able to come back to the action points in a later conversation.

5. Try to finish the conversation with a positive note. This way, everyone goes home with a good feeling. This can be difficult when the conversation was emotional or unpleasant. Making good arrangements and showing your trust may help.
**DOMINANT BEHAVIOUR**
Dominant behaviour is about active, initiating, and leading behaviour. The degree of dominance is determined by the other party.

**DOMINANT BEHAVIOUR TRIGGERS**
Unconsciously we are inclined to respond submissively to dominant behaviour, and we let ourselves be guided and controlled by this.

**SUBMISSIVE BEHAVIOUR**
Submissive behaviour is about following behaviour, the individual does not get involved, effaces himself or displays very modest behaviour.

**SUBMISSIVE BEHAVIOUR TRIGGERS**
Unconsciously we are inclined to display leadership behaviour when we interact with people who display submissive behaviour, we are inclined to take them by the hand and control them.

**AGAINST BEHAVIOUR**
Against behaviour is about people who are aggressive and do not agree with other people unquestioningly. They want thorough explanations and motivations before they take action. This could develop into defiant behaviour.

**AGAINST BEHAVIOUR TRIGGERS**
Unconsciously we are inclined to react more critically when someone else is critical and we are even inclined to agree with so-called defiant behaviour.

**TOGETHER BEHAVIOUR**
This is about an ideal situation in which people can work as a team and in which people are receptive to other people’s opinions.

**TOGETHER BEHAVIOUR TRIGGERS**
Unconsciously we are energised by working together in harmony. It stimulates us to continue doing our work and to listen to other people's opinions.
**Worksheet**

**SCENARIO CARDS**

1 – **Teacher.** You know that the child in your class has dyslexia and already saw a specialist. The specialist came to your school the other day, telling you how to support the child in class. However, you have a very limited amount of time because there are 40 other children in your classroom. How are you going to tell the parent this?

1 – **Parent.** Your child has dyslexia. You already went to a specialist, and you want the teacher to support your child more in class. You are very determined; you will not let the teacher overrule you. How do you approach the teacher?

2 – **Teacher.** A child in your class shows overly active behaviour. He can never sit still. He cannot concentrate on his schoolwork. During the breaks, he is always running around and playing football. In class, he distracts his peers. He himself gets nothing done. What do you tell the parents?

2 – **Parent.** Your child shows overly active behaviour. At home, he can never sit still. This is a problem when he has to do his homework or read a book. He is always playing football outside. You wonder whether this is the same at school. You don’t know what to do. What do you ask the teacher?

3 – **Teacher.** The child has maths problems. Therefore, the child is 2 grades behind his/her peers when it comes to maths. You suspect that the child doesn’t get support at home. How can you help the parents?

3 – **Parent.** Your child has maths problems. Therefore, your child is 2 grades behind his/her peers when it comes to maths. You don’t know how to support your child in this. You are just as bad in maths yourself. How can the teacher help you?

4 – **Teacher.** One child in your class shows aggressive behaviour. You don’t know what is going on at home. The child fights with other children and calls them names. He is never at ease. In class, his grades are dropping because of his restlessness. How do you communicate this with the parents?

4 – **Parent.** Ever since that one fight at home, your child has shown aggressive behaviour. He always argues with his father, and they get aggressive at home. You heard from other parents that your child also shows this behaviour at school. When you speak to your child about this, he gets mad and doesn’t want to talk about it. What can the teacher do to help?

5 – **Teacher.** A child in your class is getting worse grades each week. When you observe her, you notice that she is always with her head in the clouds. She doesn’t pay attention to your instruction; she doesn’t pay attention when she has to work in her books. When she is playing with other children, she seems happy. But when it comes to school, she has an attention problem. How are you going to talk about this with the parents?

5 – **Parent.** From time to time, you notice that your child has her head in the clouds. She does not pay attention to her homework. She even doesn’t pay attention to her household tasks. You don’t know what is going on with her. You need help from the teacher.

6 – **Teacher.** You notice that a child in your class never does her homework. Sometimes she copies the homework from her classmates. Once, you caught her doing this. Other times, she declares that she didn’t have time because she had to help her mother. Or that a family member was sick. You think these may be excuses. What do you tell the parents?

6 – **Parent.** Your child never does her homework. When she comes home from school, she runs off to friends. After dinner, she reads or watches television at home. The schoolbooks of that day never come out of her bag. You worry about her because her grades are not very good. But when you try to talk about it with your child, she tells you not to interfere with her life. You want to talk to the teacher to get tips in how to motivate your child for school.
Teaching tips

FOR MEETING PARENTS

1. Positive attitude
   Always approach parents personally and be genuinely interested in them. This way parents feel welcome and a safe atmosphere is created.

2. Show trust
   Working with parents requires trust. That is important because a relationship without trust is fragile: you have to be precise in what you say and there is a good chance that you will still be misunderstood. You are reliable if you are open about the decisions you make and if you keep agreements and promises. Did something go wrong? Admit that honestly and apologise.

3. Good communication
   Good communication with parents only occurs if you do not see them as a threat, but as partners who can make a valuable contribution. Always try to put yourself in their position. Adapt your communication method to that of the parents.

4. Co-operation
   Children need teachers and parents who are on the same page. Good co-operation between school and parents contributes to their wellbeing and fun at school.

5. Schedule meetings
   Schedule meetings with parents at the beginning of the school year. This way, you can create a relationship with parents, so it is easier to reach them again. For children with difficulties, it is recommendable to speak to the parents multiple times a year.

6. Be flexible
   Some parents may not be able to come to the school, or are hard to reach. Make sure you find other ways to speak to these parents. For example, by telephone or a home visit.
OBJECTIVES

LESSON PLAN

INTRODUCTION: TEACHING FOR WELLBEING (25 minutes)

WANT TO work on it… Question/story sketch:

Explain: Think of 5 of your current students, just pick the five that first pop up in your mind and note their names down for yourself. Now, imagine that you will have the magic opportunity to look into the lives of these students 10 or 15 years from now. You will be able to have a peek into their lives and see what they are doing and how they are feeling.

Ask: “What do you hope to see?”
And “What would make you happy to see?”

Let the teachers write down and answer the questions.

I can imagine a variety of answers, but for many of you at least a part of the answer will probably be that you hope they are happy. That probably means that if you would see them in 10/15 years you would want them to enjoy their lives, to have resilience to deal with the difficulties that life brings and to have found good jobs where their talents are used and where they keep developing themselves. You probably want them to accept themselves and maybe you hope that they have become social and positive people: nice parents, nice brothers or sisters and nice friends.

Ask: “Do you want to help your students achieve these goals in life?”

Reaching these goals means not only working on the academic work of your students, but also paying attention to the wellbeing of your pupils. You have a crucial role to play this as a teacher, but you can also find support in the school social worker.

As we have seen in the previous chapters, many students have learning and behavioural difficulties. “Are there also challenges that students face, that go beyond your expertise of supporting students?”

To be prepared for this session:

Invite a school social worker to give a short explanation about the work (s)he does: “A day in the life of a school social worker”

KNOWLEDGE

• Teachers understand why well-being of students is important

ATTITUDE

• Teachers are non-judgemental towards children with challenges who need support

SKILL

• Teachers recognise children who need to be referred to a social worker

KNOWLEDGE

• Teachers understand what a school social worker does

SKILL

• When needed, teachers refer children to a social worker

MATERIALS

• Flipchart/whiteboard/blackboard
• Markers/chalk
• Video
  - Social workers as super-heroes
• Worksheet: questionnaire
• Factsheet 1 & 2
INSTRUCTION: WHAT IS A SCHOOL SOCIAL WORKER? (25 minutes)

KNOW...

What is a school social worker?
(look at the fact-sheet 1: social work and wellbeing)

In schools, there is often a school social worker or a counsellor to provide support for students who face challenges in school or at home. The social worker provides support that goes beyond the capacity of the teachers, but that still lies within the capacity of the school social worker. If needed, the social worker also knows when and where to refer a student. This reasons for referral to external support and how referral works will be further discussed in the next module.

The goal of a social worker is to support and promote wellbeing of individuals and the community. Social workers are trained to use tools and techniques to support individuals and communities to deal with challenges and have resilience.

Tasks of a school social worker generally include:

- Contact with individual students (mostly referred by teachers): observation and talking to students, providing support
- Contact with colleagues: advise teachers, support teachers
- Contact with parents/community: keep contact with parents and the community
- Organising of activities to support students
- Contact with external organisations that provide specialised support: social workers generally have an overview of the external support available for students

Think-Pair-Share:
“How is social work organised in your school?”

The role of the social worker is to support the wellbeing of individuals and communities in the school. When children face learning and behavioural difficulties, this can impact their wellbeing. In order to better understand wellbeing, we will do an activity about wellbeing. Wellbeing can be defined as the state of being comfortable, healthy and happy

There are many different things that impact wellbeing. Learning and behavioural difficulties are a part of this, and especially within the scope of the school social workers. The social and emotional wellbeing of students deeply impacts their academic achievements. Therefore, it is crucial that there is attention for the wellbeing of students at schools.
ACTIVITY WELL-BEING
(30 minutes)

KNOW...

In this activity, we will reflect on our own capability of supporting the wellbeing of students, including students with learning and behavioural difficulties. We will map the different support structures that are part of our school structures, but can also come up with new ideas that can support the wellbeing of students.

Let the teachers make a mind map in small groups >
Mind map: support the wellbeing of students in school.

(the goal of the mind map is to have a clear idea of the school structures that support wellbeing of students, for example: social and emotional learning/life skills lessons, school social worker/school counsellor, student clubs, links to other organisations offering support, etc.)

INSTRUCTION
(20 minutes)

UNDERSTAND...

Give the example of social emotional learning (SEL), as a tool that can support students’ resilience. SEL needs to be embedded in the school: teaching in the classroom, school-wide practices and policies (e.g., social worker), and in connection with the community and families.

(look at the fact-sheet 2: SEL)

A program for social and emotional learning (SEL) is a very valuable and crucial aspect for schools. SEL focusses on ‘teaching the whole child’, focussing on five interrelated competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision making. If children develop social and emotional skills, they acquire and know how to effectively apply the knowledge, skills and attitudes necessary to manage and understand emotions, to feel and show empathy for others, to maintain and establish positive relations, to set and achieve goals and to make responsible decisions. It is crucial for children to develop social and emotional competencies to thrive on an academic level, but SEL also plays a role in preventing bullying, aggression and even radicalisation.

ACTIVITY: WORKING TOGETHER
(35 minutes)

UNDERSTAND...

It is important to work together with a social worker, but also to work as a team to provide the necessary support for students and to provide a safe school community. In practice, the support from a social worker may not always be possible. Even if the social worker is available, it is always good to think with a team of professionals about the case at hand. If you face difficult cases of learning and behavioural difficulties, it is good to use intervision.

Intervision is a peer-coaching activity with a focus on sharing of challenging situations with your colleagues or peers, to give advice. Usually, a specific case is used and self-reflection and your own behaviour are important to describe.

Step 1. Write down a short summary of a student with learning or behavioural difficulties where you are not sure what to do.

Step 2. Make groups of 4/5 teachers together and let 2 or 3 teachers share their case in the group.

Step 3. The rest of the group can ask clarifying questions about the case shared, and then give advice on different ways to approach the situation.

Step 4. Have a plenary discussion and evaluation.
In the previous modules, we have seen the different learning and behavioural difficulties children face. In this activity, we are going to reflect on our own teaching practices and our understanding of the tools and techniques. Looking back at the tools and techniques we have learned about during the whole module.

**Step 1.** Answer the questions individually (use the work sheet in resources)
- Which tools that I have learned about in the training do I feel comfortable using?
- Which learning and behavioural difficulties do I understand very well?
- Which learning or behavioural difficulty do I want to learn more about?
- When will I seek the support of the school social worker?
- If the school social worker is not in my school: how can my team and I make sure this support is accounted for?

**Step 2.** Share the answers in a group of 3

**Step 3.** Discuss all together

**DO...**
Have a physical or digital intervision session with your group to discuss a challenging case in the classroom. If possible, also invite the social worker to your session and ask for advice.

**EVALUATION**
(5 minutes)
Evaluate the day in a creative manner.
Make sure to at least answer these questions:
- “What went well today?”
- “What are improvement points?”
- “How can you link what you have learned to daily practices?”
SCHOOL SOCIAL WORKER

In schools, there is often a school social worker or a counsellor to provide support for students who face challenges in school or at home. The social worker provides support that goes beyond the capacity of the teachers, but that still lies within the capacity of the school social worker. If needed, the social worker also knows when and where to refer a student. This reasons for referral to eternal support and how referral works will be further discussed in the next module. The goal of a social worker is

To support and promote wellbeing of individuals and the community.

Social workers are trained to use tools and techniques to support individuals and communities to deal with challenges and have resilience.

Tasks of a school social worker generally include:

- **Contact with individual students** (mostly referred by teachers): observation and talking to students, providing support
- **Contact with colleagues**: advise teachers, support teachers
- **Contact with parents/community**: keep in contact with parents and the community
- **Organising of activities** to support students
- **Contact with external organisations** that provide specialised support: social workers generally have an overview of external support that is available for students

WELLBEING

Wellbeing can be defined as the state of being comfortable, healthy and happy. There are many different things that impact wellbeing. Learning and behavioural difficulties are a part of this, and especially within the scope of the school social workers. The social and emotional wellbeing of students deeply impacts their academic achievements. Therefore, it is crucial that there is attention for the wellbeing of students at schools.
SOCIAL EMOTIONAL LEARNING FACT SHEET

SEL focuses on ‘teaching the whole child’. If children develop social and emotional skills, they know how to effectively apply the knowledge, skills and attitudes necessary to manage and understand emotions, to feel and show empathy for others, to maintain and establish positive relations, to set and achieve goals, and to make responsible decisions. It is crucial for children to develop social and emotional competencies to thrive on an academic level. By developing social and emotional skills, children’s minds get unlocked and their academic performance increases. SEL is therefore a highly valuable addition to the academic curriculum. In addition, SEL does not only benefit the individual’s development; if all children optimise social skills and self-management, the whole community benefits. SEL also plays a role in preventing bullying, aggression and even radicalisation.
QUESTIONNAIRE

Reflective Questions

Which tools do I feel comfortable using?

(ABC model – cognitive model – action plan for students – observation matrix …)

Which learning and behavioural difficulties do I understand very well?

Which learning or behavioural difficulty do I want to learn more about?

When will I seek the support of the school social worker?

If the school social worker is not in my school: how can my team and I make sure this support is accounted for?
OBJECTIVES

**KNOWLEDGE**
- Teachers know the available external support professionals/organisations in their region

**ATTITUDE**
- Teachers are aware that they need external support for children with special educational needs

**SKILL**
- Teachers demonstrate that they can contact external support to help them

**MATERIALS**
- Flipchart/whiteboard/blackboard
- Markers/chalk
- Tape
- YouTube video:
  - Don’t be that kid
- Teaching materials:
  - Power point presentations
  - Story: Teacher I need you
  - Waves of interaction
- To take home: Basic fact sheet: external support for teachers

LESSON PLAN

**INTRODUCTION**
(20 minutes)

Welcome the group and introduce the topic: ‘Specialised Support’

For the trainer: read the story:
To the teacher of “that Kid”

**TO THE TEACHER OF “THAT KID”**
I see you struggling with that kid. I see how exhausted you are as you walk out of the building at the end of the day, completely depleted. You wave goodbye to that kid and let out a sigh of relief, even if it’s just for a brief moment of peace.

It’s okay, let it out, it was a hard day.

I hear your words. I hear you telling the teachers in the break room about how that kid is going to get the best of you. In fact, I heard that kid’s teacher last year say all the same things, and I am sure you remember hearing all about it too. In some ways, it brings a bit of relief to know it isn’t just you, right?

I want you know that I know exactly how you feel. I do, I promise. I am not here to judge you or to shame you. It is actually the complete opposite.

I know you are trying. I see it in your face, I see it in your posture. I know you are doing everything you know how to do, but some days it just doesn’t feel like it’s enough, right? Some days, that kid is just too much for you to handle and I can tell it’s wearing you down. Believe me, I understand.

Take a breath, sit for a minute and read this. I have something you need to see. That kid wants to tell you a few things today.

Teacher (Myanmar)
Explain to us (the teachers) where we can get support to deal with students with Learning and Behavioural problems
Ask the teachers whether they recognise such a situation (as in the story) and if this is seen as a problem. Do they WANT TO work on it?

Explain that later on (in Activity 1) we will analyse the story of the teacher and “that kid”.

In order to learn more about support systems, we will first see some studies done about teachers’ reasons for referral.

**THEORY: FACTS ABOUT TEACHERS’ REASONS FOR REFERRAL (15 minutes)**

Explain in a brief PowerPoint slideshow item number 1: Teachers’ reasons for referral from the basic factsheet (attached to this chapter).

**Why do teachers (or the school social worker) refer pupils?**

In different countries, research was done to understand teacher’s reasons for referral. The table shows the problems most likely to be described by the teachers:

<table>
<thead>
<tr>
<th>Why do teachers refer pupils?</th>
<th>Reasons for referral</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning difficulties</strong></td>
<td><strong>Behavioural difficulties</strong></td>
</tr>
<tr>
<td>Written language problems</td>
<td>Extreme shyness, inability to speak out</td>
</tr>
<tr>
<td>Reading problems</td>
<td>Poor social skills, turn-taking</td>
</tr>
<tr>
<td>Attention problems</td>
<td>Limited vocabulary</td>
</tr>
<tr>
<td>Fearfulness</td>
<td>Delay in age-appropriate communication</td>
</tr>
<tr>
<td>Visual difficulties</td>
<td>Difficulty with concentration and listening</td>
</tr>
<tr>
<td>Depression</td>
<td>Speech difficulty, including stammers</td>
</tr>
<tr>
<td>other</td>
<td>Sadness, difficulty with emotions</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>
ACTIVITY: READ AND DISCUSS THE LETTER “TEACHER I NEED YOU” (35 minutes)

Explain that the aim of this activity is to learn/to KNOW about the needs of “special students”.

Ask the teachers to form 4 groups and read the “Teacher, I need you” letter and discuss what you believe is the massage of “That Kid”.

“TEACHER, I NEED YOU!”
I know I am hard to handle, and I take everything you have. I know I push your buttons in all the right ways that make you second guess what you are doing. But I need you. I need you to keep pushing me. I need you to set limits and help me understand them.

For the trainer: The full text of the “Teacher, I need you letter” is s attached to this chapter.

THEORY: WHO ARE THE PEOPLE WHO HELP? (15 minutes)

Explain number 2 of the factsheet attached to this chapter: Who are the people who help?

• List the services available to support schools, teachers and students with special education needs.
• Teachers should know where they can ask for external support.
• External support for schools differs per country and might not always be available.

Inform the teachers that, in order to UNDERSTAND external support better, we will practise with the Waves of Intervention worksheet

ACTIVITY: WAVES OF INTERACTION (35 minutes)

The purpose of this activity is to help teachers understand who they might contact (external professional support) in case they want to support students with special educational needs.

The worksheet lists 4 special educational needs:
9. Cognition and learning
10. Communication and interaction
11. Behaviour, social and emotional needs
12. Physical and sensory needs

The second column lists intervention techniques a teacher may consider to cover the needs of the student.

Ask the teachers to complete the third column: External professional support

For the trainer:
The worksheet: Waves of Interventions is attached as a worksheet to this chapter.

TIPS FOR THE TEACHER TO TAKE HOME (EXTERNAL SUPPORT) (30 minutes)

DO: apply what has been learned in practice:

Explain that this activity in meant to apply what has been learned in practice about external support.

Think about a student in your classroom who requires external support and complete the Referral Service Card per school team.

For the Trainer:
• Distribute the basic factsheet: External support for teachers as a checklist and the Referral Service Card
• After 10 minutes, collect some of the answers and discuss the outcomes in the group
• Close the session with a short movie: “Don’t be that kid”
  www.youtube.com/watch?v=VeEnJ3SwmJA

EVALUATION (15 minutes)

For the trainer:
Evaluate the last session of the module by requesting that the participants to complete the Edukans Evaluation Form attached to this chapter (Teacher Training Evaluation Form).
"TEACHER, I NEED YOU!"

Dear teacher,
I know I am hard to handle, and I take everything you have. I know I push your buttons in all the right ways that make you second guess what you are doing. But I need you to keep pushing me. I need you to set limits and help me understand them.

I know you don't know me. I know if you did, we would get along a lot better. But, please, teacher, I need you to fight to get to know me. I can't tell you with my words what I need you to know, so I might act out instead. Take that as my sign that I need you. You might be all I have.

I know you have 30 other kids in class. I know they need you too. But, teacher, I need you. I need you to find my good qualities because those other kids don't see them. My teacher last year didn't see them, and most days, if not all, I don't even see them.

I know I throw paper balls. I know I disrupt your class and what you had on your agenda for the day. But teacher, I need you to believe in me. I need you to believe that my actions are a cry for help, not an act against you. Please don't take it personally. I need you to believe that I want to fit in, but just don't know how.

I know I make it hard, but please, I need you. I need you to see me. I need you to see beyond that behaviour, that meltdown, that action and I need you to see the kid behind all the "that's". You might be the only one who can get to the real me. It might take time. It might take patience. You know, it might even take learning about something you know nothing about. But, teacher, I need you! I need you to try your best to see me.

I know you went into teaching to make a difference. I am here to tell you I am that difference. I am the one who needs you! I promise, if you reach me, you will change my life. You will make a difference like no test can measure.

You might not see the difference today or tomorrow, but I promise, if you see that I need you, you will make a difference.

Please!

signed "That Kid"
Factsheet

EXTERNAL SUPPORT FOR TEACHERS

Why do teachers refer pupils?
In different countries, research was done to understand teacher’s reasons for referral. The table shows the problems most likely to be described by the teachers:

<table>
<thead>
<tr>
<th>Why do teachers refer pupils? study by John Wills Lloyd</th>
<th>Teachers’ stated reasons for referral study by Jonathan Barnes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING DIFFICULTIES</td>
<td>BEHAVIOURAL DIFFICULTIES</td>
</tr>
<tr>
<td>Written language problems</td>
<td>%</td>
</tr>
<tr>
<td>Reading problems</td>
<td>Extreme shyness, inability to speak out 27</td>
</tr>
<tr>
<td>Attention problems</td>
<td>Poor social skills, turn-taking 17</td>
</tr>
<tr>
<td>Fearfulness</td>
<td>Limited vocabulary 15</td>
</tr>
<tr>
<td>Visual difficulties</td>
<td>Delay in age-appropriate communication 12</td>
</tr>
<tr>
<td>Depression</td>
<td>Difficulty with concentration and listening 12</td>
</tr>
<tr>
<td>Other, mentioned &lt; 1%</td>
<td>Speech difficulty, including stammers 7</td>
</tr>
<tr>
<td></td>
<td>Sadness, difficulty with emotions 10</td>
</tr>
</tbody>
</table>

Who are the people who help?
• Some children with special educational needs (SEN) and disabilities may need support from professionals outside of the school setting to achieve a successful learning journey.
• Schools should work closely with colleagues from outside agencies and services to support the needs of children in school.
• Permission should always be sought from parents/carers when involving these agencies.

Outside agencies and services include:
• School Support Service
• Educational Psychologist
• Speech Therapist
• Physiotherapist
• Occupational Therapist
• School Nurse Service
• Social Worker

Other outside services that may be involved in supporting students with SEN are:
• Mental Health Services
This service is for children who need further support for their behaviour, social interaction and/or emotional wellbeing

• Education Services
Hearing Impaired Service, Visual Impaired service, Educational Welfare Service (attendance), Parent Partnership Service

• Health/Social Services
Specialist Consultant, General Practitioner, Paediatrician (children’s doctor), Health Visitor, Social Services

External support for schools differs per country and might not always be available
### WAVES OF INTERVENTION

<table>
<thead>
<tr>
<th>Special Educational Needs</th>
<th>Interventions Which May Be Considered Inside the School</th>
<th>Other Professionals That May Be Involved External to the School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognition &amp; Learning Needs</strong></td>
<td><strong>Communication &amp; Interaction</strong></td>
<td><strong>Behaviour, Emotional and Social Development</strong></td>
</tr>
<tr>
<td>Utilise techniques to cover • Literacy, • Numeracy • Motor Development</td>
<td>Utilise techniques to cover • Listen to songs • Use materials like blocks, coins and puzzles to teach maths • Worksheets</td>
<td>•</td>
</tr>
<tr>
<td><strong>Communication &amp; Interaction</strong></td>
<td><strong>Behaviour, Emotional and Social Development</strong></td>
<td><strong>Physical and Sensory Needs</strong></td>
</tr>
<tr>
<td>Utilise techniques to cover • Spoken language • Communication and interaction</td>
<td>Utilise techniques to cover • Listen to stories • Drama group • Questioning &amp; answering game</td>
<td>•</td>
</tr>
<tr>
<td><strong>Behaviour, Emotional and Social Development</strong></td>
<td><strong>Physical and Sensory Needs</strong></td>
<td>•</td>
</tr>
<tr>
<td>Utilise techniques to cover • Behaviour for learning • Self-regulation</td>
<td>Utilise techniques to cover • Play listening games • Recognize emotions • Role play</td>
<td>•</td>
</tr>
<tr>
<td><strong>Physical and Sensory Needs</strong></td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Utilise techniques to cover • Physical needs • Sensory needs</td>
<td>Utilise techniques to cover • Play physical games • Use sensory material like sand, rice, beans, magnetic letters, plastic coins</td>
<td>•</td>
</tr>
</tbody>
</table>
Referral Service Card

- Collect addresses of relevant support services outside your school (like health centre, community centre or other)
- Put the date the overview was created on the Referral Service Card
- Indicate what the centre is specialised in
- Indicate how the external expert can be reached

<table>
<thead>
<tr>
<th>REFERRAL SERVICE CARD (DATE:</th>
<th>..........</th>
<th>..........</th>
<th>..........</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH SERVICES</td>
<td>COMMUNITY-BASED SERVICES</td>
<td>OTHER SERVICES</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Final evaluation

TEACHER TRAINING EVALUATION FORM
Please indicate your impressions of the items listed below:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The training met my expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I will be able to apply what I learned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The training objectives were identified and followed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The content was organized and easy to follow.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The materials distributed were relevant and useful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The trainers were knowledgeable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The quality of instruction was good.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The trainers met the training objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Group participation and interaction were encouraged.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Adequate time was provided for questions and discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. What aspects of the training did you like the most?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

12. What aspects of the training could be improved?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

13. Other comments?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
CHAPTER 1


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