

Implementing Inclusive Education Practice in Early Childhood

The '*Why*' and the '*How*'

Manual 12

How to train Anganwadi
Multipurpose Workers



Mithu Alur and Jennifer Evans



Supported by the Canadian International Development Agency (CIDA)

Our Centres

**The Spastics Society of India
Resource Centre for Inclusion, Colaba**
St. John's United Services Club,
Opp. Afghan Church,
Upper Colaba Road,
Mumbai - 400 005
India.
Tel.: (022) 2215 05 55 / 2218 68 13
Web-site: <http://www.nrci-ssi.org>



**The Spastics Society of India
National Resource Centre for Inclusion**
K.C. Marg,
Bandra Reclamation,
Bandra,
Mumbai - 400 050
India.
Tel.: (022) 2644 36 66/88 Fax: (022) 2643 68 48
Web-site: <http://www.nrci-ssi.org>

**The Spastics Society of India
National Job Development Centre**
Near Diamond Garden,
Sion - Trombay Road,
Chembur,
Mumbai - 400 071
India.
Tel.: (022) 2520 9413 Fax: (022) 2520 6810



**The Spastics Society of India
Resource Centre for Inclusion, Dharavi
Sultan Noorani Memorial Karuna Sadan**
Urban Health Centre,
60 Feet Road,
Dharavi,
Mumbai 400 017
India.
Tel.: (022) 2407 44 55



FOREWORD

The '**How to Series of Inclusive Education**' is a set of manuals that have emerged from a study undertaken by The Spastics Society Of India, Mumbai in collaboration with UNICEF and supported by the Canadian International Development Agency (CIDA).

The title of the project is **Inclusive Education Practice in Early Childhood**. It is an action research project involving both intervention and research on a large scale covering 6000 families based in the impoverished areas of the Mumbai slums. Six hundred children, both disabled and non disabled, were placed in Demonstration Learning Centres within the community where an enrichment programme and a need based intervention was given over a two year period. The intervention strategies were carefully documented and the progress of the children tracked by external researchers not connected with the intervention team. The aim was to study the mechanism or intervention strategies needed to put children with disabilities into existing programmes being run by Government and non-Governmental agencies and the barriers that came in the way to accessibility and participation.

From this evidence- based research emerged a series of instructional resource material: the '**How to Series for Inclusive Education.**' These manuals are relevant for any organisation, or agency, working to address the crucial need of bringing children with any disability into inclusive settings. They recommend a whole community approach to inclusive education, and although the research was carried out in India it can be used anywhere in the world.



Who is this manual for?

This is a training manual for Master Trainers to be used for the capacity training of Anganwadi Workers. This training will equip Anganwadi Workers with skills and attitudes to conduct 'inclusive' anganwadis in the community. The information provided in this manual is based on the capacity training program conducted with Anganwadi Multipurpose Workers as part of the SSI/UNICEF project on 'Inclusive Education Practice in Early Childhood in Mumbai, India.

What is the manual about?

The content in this manual is designed as a series of workshops. The question and answer format provided is to be used as a guideline to conduct interactive sessions in the various content areas.

The content is divided into four modules.

Module 1 Ideology and philosophy

The objective of this module is to create awareness on the ideology and philosophy of inclusion.

The workshops conducted in this module focus on the following areas.

What is an Inclusive set up?

Why do we need inclusion?

What steps has the government taken towards inclusion?



Module 2 - Early childhood care and development

It is necessary for every anganwadi worker to understand that the first five years of a child's development constitute the most important period of his or her life. In fact, whether the child is happy and stable in this period or not depends on the early years of care provided. They should also be aware that it is during the ages of 0-5 the child is able to learn the most. If the child's needs are neglected during this time, no amount of training later will encourage the learning process.

The workshops in this module aim at providing information on the different aspects of development, and the development of skills, to carry out simple intervention strategies that can be effectively used in an inclusive Anganwadi

The workshops conducted in this module focus on the following areas.

Educating children with Physical disabilities

Educating children with Hearing, Speech, and Language difficulties

Educating children with Visual difficulties

Educating children with Intellectual difficulties

The importance of Health and Nutrition



Module 3 - Inclusive educational inputs

This module will help the anganwadi worker to understand the techniques of classroom management, to develop strategies for informal and formal teaching, to assess the level of learning of children and to share ideas on developing and using teaching aids. It also includes the importance of play and how play can be modified to include all children.

The workshops conducted in this module focus on the following areas.

Classroom Management

Strategies for formal and informal teaching of reading, writing and number readiness

Assessment techniques

Teaching Aids

Play

Module 4 -Community

As the anganwadi is located in the community, an integral component for its successful implementation is the development and active involvement of the community. The content in this module focuses on the barriers that exist within the community and suggestions on how to overcome them. Sensitization of the community, involves identifying the key persons in the community, and the development and implementation of strategies for sensitization. An important aspect for the success of a project with children is the involvement of the mothers. This can be done through organizing them into a movement through the formulation of a Mahila Mandal.



The workshops conducted in this module focus on the following areas:

Barriers in the community

Sensitization of the community

Strategies for sensitization of the community

Formulation of a Mahila Mandal.

MODULE 1

WORKSHOP ON IDEOLOGY OF INCLUSION

What do we mean by an Inclusive set up?

- ✓ An inclusive set-up is a classroom, a school, an educational set up where **All Children learn together**. It is a place where the child is not asked to change but the environment around him is modified to respond to his unique needs.
- ✓ A classroom where the teacher believes in education being the fundamental right of one and all.



Capacity Training

Why do we need Inclusion?

We need inclusion as,

- ✓ All children have the right to learn together.
- ✓ Children should not be devalued or discriminated against by being excluded or sent away because of their disability or learning difficulty.
- ✓ There are no legitimate reasons to separate children for their education. Children belong together--with advantages and benefits for everyone. They do not need to be protected from each other.
- ✓ Research shows that children do better, academically and socially in integrated settings.
- ✓ Given commitment and support; inclusive education is a more efficient use of educational resources.



Capacity Training



- ✓ Segregation teaches children to be fearful, ignorant and breeds prejudice.
- ✓ All children need an education that will help them develop relationships and prepare them for life in the mainstream.
- ✓ Inclusion has the potential to reduce fear and build friendship, respect and understanding.
- ✓ Disabled adults, describing themselves as special school survivors, are demanding an end to segregation

What steps has the government taken towards inclusion?

- ✓ The government has adopted the Sarva Shiksha Abhiyan (SSA) policy with the aim that all children in the age group of 6-14 years are able to complete eight years of schooling by the year 2010.
- ✓ SSA focuses on the Early Childhood Care and Education as well as on intervention of children with special needs, and education of girls.
- ✓ It also focuses on quality education by "making the education at the elementary level useful and relevant by improving curriculum, child centered activities and effective teaching learning strategies."
- ✓ There is a provision for teacher training and for children with disability.



Activities started in SSA as far as intervention is concerned are:

- Early detection and identification
- Educational placement in regular schools with needed support services
- Providing assistive devices, teacher training, individualized Educational Plan
- Parental training and community mobilization
- Removal of architectural barriers
- Research to educate children to give them equal opportunities.



Module 2

WORKSHOP ON EDUCATING CHILDREN WITH PHYSICAL DISABILITIES

Why is it important to know the various stages of physical development in children?

- ✓ Every child as he/she grows up, goes through certain phases at a particular time during development. Though the development varies from child to child, knowing the various development phases helps anganwadi workers to identify differences in development as early as possible.
- ✓ Early intervention enhances the development process in children.
- ✓ Knowing about the various gross and fine motor development of all children can help anganwadi workers to easily identify any delays and send the child for early interventional services.

What are some of the important principles on motor development you can keep in mind?

- ✓ Development starts from birth and goes on till the child becomes an adult.
- ✓ It progresses from the head, i.e. head control comes before he comes up on his hands, and then he crawls / creeps, and then comes to sit. Finally, comes up to stand and walk.
- ✓ Though the sequence remains the same in all children, the rate at which development takes place varies from child to child.
- ✓ Every child first achieves,
 - Gross motor functions i.e. Able to come up to sit, come up on all fours, use hands to balance in sitting position, etc.
 - After which fine motor control comes into play, which is picking up small things from the floor, beading, holding pens and pencils, etc.



- ✓ Every baby moves about in a particular way without control initially, but later on control comes into play due to which movement takes place with balance.

How can you identify a delay in the physical development of a child?

- ✓ Here is a simple checklist based on the various stages of physical development discussed earlier. This will provide you with an approximate evaluation of the degree of delay in development.
- ✓ The questions present on the checklist would be asked to the parent concerned and the responses should be recorded.
- ✓ In question 1-12, if more "yes" responses than "no" responses are acquired, then the degree of delay is more and the child would have to be referred to a physiotherapist whose assessment and therapy may be required.
- ✓ In questions 13-16, if more "no" responses than "yes" responses are acquired, then the degree of delay is more and the child would have to be referred to a physiotherapist where assessment and therapy are required.
- ✓ Personal details of the child should be written, such as the name, date of birth, age and date of assessment.

Serial no	Question	Yes	No
1.	Does the child feel very stiff/tight or feels very loose when carried?		
2.	Does the child walk with his legs bent?		
3.	Does the child walk on toes?		



4.	Does the child make involuntary movements when he tries to move?		
5.	Have you observed a weakness in one or two limbs after an episode of fever?		
6.	Has your child been able to walk till a certain age and then had to stop after a gradual period of time?		
7.	Has this difficulty to walk increased over time?		
8.	Does your child tire out very easily and find it difficult to breathe?		
9.	Does your child have a bulge on his/her back and is that also accompanied with a weakness on any limb?		
10.	Is your child sensitive to touch and hates being touched?		
11.	Does your child like loud noises or like being touched or likes touching other things frequently?		
12.	If he does not tell need to go to the toilet, is it because he has no control over his bladder?		
13.	Did the child achieve neck holding, sitting and crawling by age of 1 year?		
14.	Does the child walk without support?		
15.	Can the child reach out for toys with both hands?		
16.	Did the child hold a pencil by 3 years of age, or presently can he hold a pencil?		



What can be done to include a child with physical disability in a classroom?

- ✓ It is important to know ways in which to conduct activities in a class such that all children are included in it. There are some areas in which children with physical disabilities may face difficulties within a classroom and which may lead to their non-inclusion. Those areas are:
 - Seating
 - Mobility (moving around)
 - Feeding/Drinking
 - Toileting
 - Writing
- ✓ It is important to also keep in mind that difficulties can easily be resolved with an open mind, and with some knowledge of solutions that can be carried out in each area.

Why is Adapted Furniture important for a child with physical disability?

- ✓ It provides security to the child and makes working easier for them.
- ✓ Correct sitting posture makes communication easier for the child.
- ✓ Eating and drinking are convenient and easier in the sitting posture.
- ✓ It prevents the joints from getting tight and thereby prevents restriction of movement of the joints that may occur at a later date.

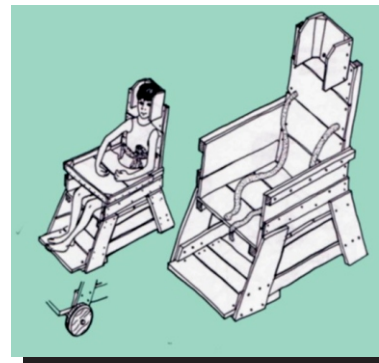
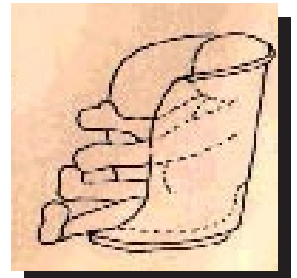
How is it possible to design adapted seats?

- ✓ Shown below are some photographs of children using adapted seating in the classroom.
- ✓ Children can sometimes have difficulty in sitting up or have a poor sitting balance. At such times it is important to make certain modifications in the chairs and seats used by them. These modifications can be done in a very cost effective way. Materials like cane, bamboo, bucket, tyre etc can be used.



- ✓ For the rural and peri-urban areas adapted chairs can be made in a very cost effective way using materials like cane, bamboo, bucket, tyre etc. This helps in aiding inclusion in the rural and peri-urban areas.

Some pictures of adapted seating



These are some wooden chairs made from crates from local wood

Modified chairs used in Classrooms

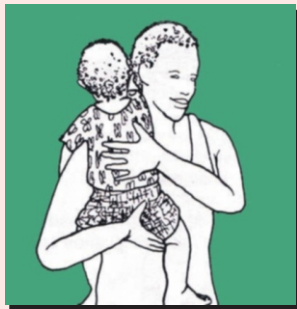
- ✓ The chairs have belts to support the children and provide safety and security
- ✓ The height of table is adjustable to make working easier.
- ✓ The chair has supports and belts to hold the feet in correct position.
- ✓ The designing of adapted seating is always on an individual basis and varies from child to child

This is an example of a child using adapted seating in our site for aiding teaching.



What are the various techniques you could use in carrying a child?

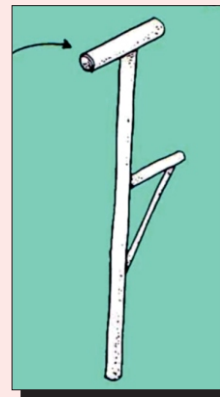
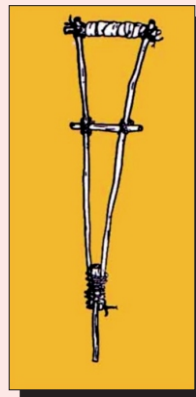
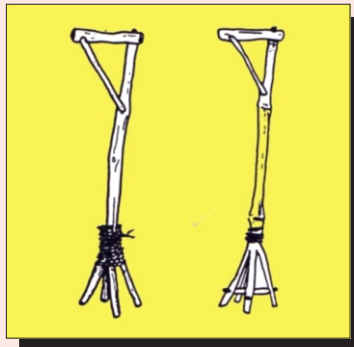
The pictures below describe various carrying and handling techniques,



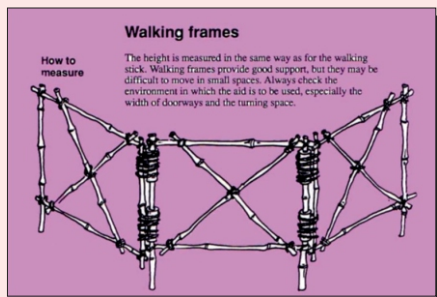
Why are walking aids important?

- ✓ As a child moves around he experiences his environment.
- ✓ This experience leads to development in various other areas. Therefore it is necessary even for a child with mobility difficulties to have this experience.
- ✓ To provide a child with disability to have the experience of walking, there are various aids available. They are
 - Crutches
 - Walkers
 - Wheelchairs

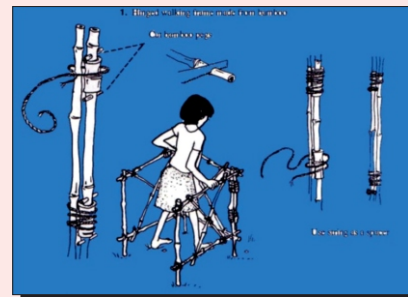
Examples of sticks, crutches, canes made using local material



Examples of how a child can be trained to walk using local resources



Walking frame



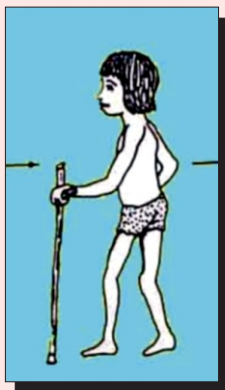
Walker



Parallel bars made from locally available wood



Walker which is held in front.

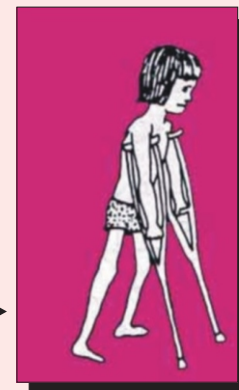


Walkers

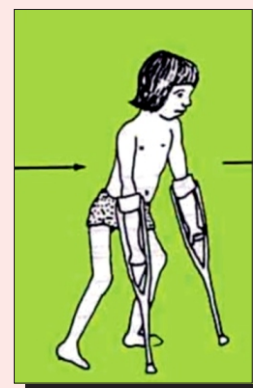


Walking

Underarm crutches



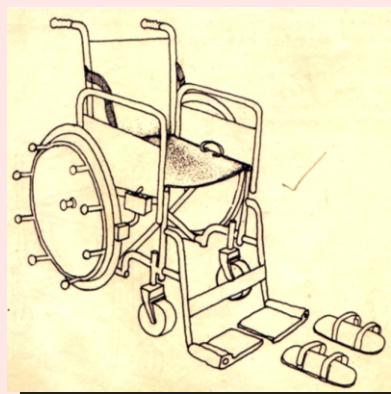
Elbow Crutches



The same aids can be made in aluminum and steel and finished wood to increase strength and durability



Children who are unable to walk can be provided with wheelchairs



What are the various aids used for feeding?

- ✓ There are also some simple aids which if used at home and the school could improve the child's independence in eating.
- ✓ These aids can be provided by making modifications on regular spoons and cups.



Examples of inexpensive and easily available feeding aids



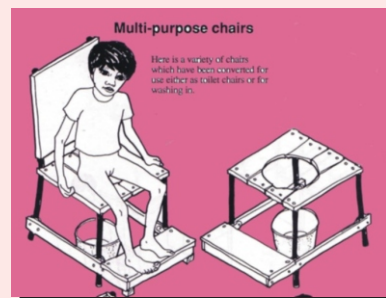
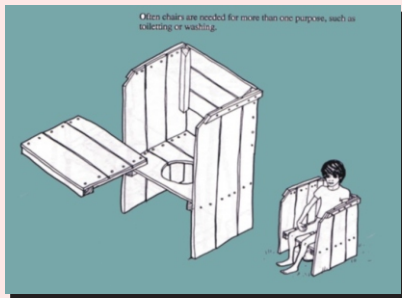
What are the various stages involved in toileting?

- Indication
 - Going to the toilet
 - Undressing
 - Managing activity independently
 - Cleaning
 - Dressing and coming back to class
- ✓ However in the community children use the roadside nallas. Hence in the early stages, toileting is never an issue. As children grow older they may require special aids to support them and also to maintain hygiene.

Support to reduce fear



Modified chairs that can be provided to children who have difficulty squatting



What are the various aids that could be used for writing?

- ✓ Writing for children with disabilities may be difficult as they have poor or weak grasp and are unable to hold a pen or a pencil properly.
- ✓ This may pose a difficulty with inclusion. But here again this can easily be tackled using simple aids or modifications as and when required.
- ✓ Often just a slightly thicker pencil or pen is held better than the pencils of the usual thickness.
- ✓ Some other modifications that can be done on regular pencils or pens are by fitting them with the following:

- A large eraser
- Gas tubing
- Thick cloth
- Padding done with sponge and leather.
- Small size potato.

These are pictures of children at the sites receiving training for writing skills





Module 2

WORKSHOP ON EDUCATING CHILDREN WITH SPEECH, LANGUAGE AND HEARING DISABILITY

What is communication?

- ✓ It is a transfer of a message from a speaker to a listener.

What is language?

- ✓ Language is 'what you talk' or 'the content of your conversation.'
- ✓ It is needed for communication.
- ✓ It is an ability of the brain to understand then express.
- ✓ Always comprehension develops first then the expression.

What is Speech?

- ✓ Speech is 'how you say it.'
- ✓ It is an oral language.
- ✓ It is one of the modes for expression.
- ✓ The most natural, fastest and efficient modes of expression.

What is hearing?

- ✓ Hearing is the proper working condition of the ear.
- ✓ Ability to hear.

What are the pre-language requirements?

	Area	Example	Response
1.	Attending	Attends to a toy placed in front of him	Yes/No
2.	Imitation of body movements	Imitating bye-bye, clapping hands etc	Yes/No



3.	Imitation of sounds	Tries to imitate the sounds and words 'Papapa' 'Tata', Bye Bye or 'Mama' etc	Yes/No
4.	Objects permanence	Follows movement of an object with eyes. Search for hidden object	Yes/No
5.	Use of objects	Performs same action on different objects and different actions on same object	Yes/No
6.	Means end relation	Wants a toy kept at a height, will use a chair to climb to get it or pull an adult and point at the object he wants.	Yes/No

These 6 areas develop within first 18 months

What are the pre-speech requirements?

	Pre Speech requirements	Response
1.	Does the child show normal neuromotor maturation	Yes/No
2.	Does the child have a normal hearing system	Yes/No
3.	Does the child have adequate physical and emotional support for the growth of oral language (speech)	Yes/No
4.	Does the child show normal intellectual capacity?	Yes/No
5.	Does the child have a language nurturing and stimulating environment?	Yes/No

If there is 'No' response in any of the above requirements then there will be delay in speech, language and hearing development.

Why is hearing, language and communication important?

- ✓ Speech is acquired primarily through the ear and children who have a hearing loss and processing problems will often show delay or impairment in speech and language development.
- ✓ At all stages of language development, understanding (comprehension) by hearing is the first to develop, followed by expression or speech.
- ✓ The child listens carefully in the early years. He picks up language by hearing then imitating sounds and later adding meaning to it.



- ✓ This does not happen with the child who has difficulty in hearing. Therefore, language and education has to be taught slowly in an exaggerated method.
- ✓ The teacher needs a special method in the case of a child with hearing impairment, such as use of visual and touch sensations and speech reading.
- ✓ This is very crucial to ensure total inclusion of the child with hearing difficulty in an inclusive classroom.
- ✓ It gives them an opportunity
- ✓ Children in Anganwadi generally fall within the critical period (0-5 yrs) and hence language stimulation is important.
- ✓ During this period the rate of learning is fast, so the children, specially with disability, must be taught and exposed to a good language learning environment.
- ✓ Communication is essential for healthy social and emotional development as well As for academic achievement.
- ✓ It helps in concept formation.
- ✓ Inability to communicate will prevent socialization and develop frusration,low self esteem and other behavioural problems



Language stimulation helps in concept formation

What are the sensory modes through which the child learns speech language and communication?



It is very important to utilize the above modes when training a child.

What is the importance of knowing the speech and language development stages?

The importance of knowing the speech and language milestones is as follows

- ✓ To know if there a delay in speech and language development.
- ✓ It's a guide to proceed to the next stage.
- ✓ It can help us identify and correct any abnormal development.
- ✓ It will guide the teachers to use this level of language for teaching that particular child.
- ✓ It will also help us to know the cause, and may help in correcting the cause, so there can be a faster improvement.



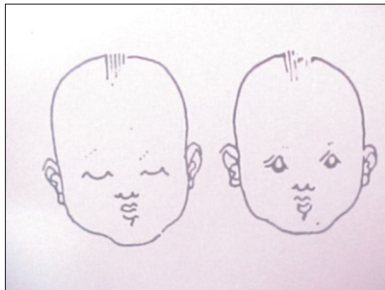
What are the speech and language milestones from 0-5 yrs ?

Speech and Language milestones (in brief)

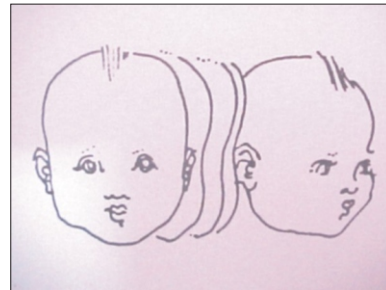
Age	Speech and Language milestones
0-1 month	Crying
1-4 months	Cooing and vocalizing, turns at the sound of a voice
4-6 months	Babbling, looks at the mothers face as he listens to her
6-8 months	Varied Babbling (in different tunes and sounds)
8-9 months	Jargon speech or concept formation
9-12 months	First true word (calls 'mama' to mama only), understands and responds to gestures, facial expressions, recognizes voices.
12-18 months (1-1½ yr)	Understands a few verbal labels (ex dudu bottle, food, bye bye etc) Uses one word sentences (Ex 'Dudu' meaning give me milk) Has a vocabulary of about 50 words
18 24 months (1½ - 2yr)	Selects familiar objects when named. Uses more one word sentences
24-30 months (2 - 2½yrs)	Relates two named objects (Ex. Put the spoon in the cup). Names all familiar objects. Speaks 2 word sentences (Ex. 'papa car', 'Give ball')
30-36 months (2½ - 3yrs)	Knows the functions of objects. Uses pronouns, preposition and adjective. Speaks 3 word sentences (short sentences or phrases) (Ex. Give me ball, Dudu is hot, give big ball')
36-48 months (3-4 yrs)	Understands complex sentences having 3-4 operative words (First, close the door, then sit and colour the fruits)
4 yrs and above	Use of past and future tense Is able to use language well, specially for socialization and education, can carry out commands with two three actions

If there is a delay or absence of this milestone then there will be delay in speech and language development.

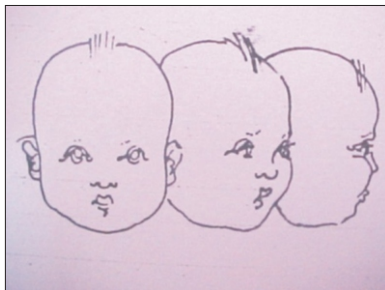
What are the responses of hearing at different age group?



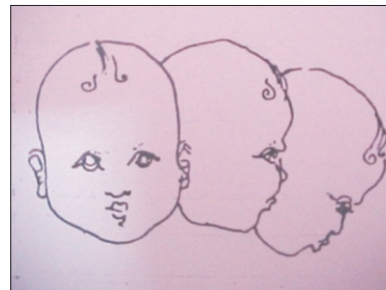
New born: Arousal from sleep



3-4 months: Rudimentary head turn



4-7 months: Localization to side only



7-9 months: Localizes to side and indirectly below



9-13 months: Localizes to side and below



13-16 months: Localizes to side, below, and indirectly above.



16-21 months: Localizes all signals to side, below and above



21-24 months: Locates directly a sound at any angle

How to identify speech and language ability and disability through a simple checklist?

Checklist for Speech and Language Milestones (2-5 yrs)

Name of the student: -

Age/ sex: -

Date of birth: -

Date of test: -

Language used for test: -

Teacher / therapist:

Hindi/English/Marathi/others.

Put '✓' for 'yes' and x for 'no' for the questions in any one of columns (0, 1, 2, or 3)

2-3 yrs					
	Ability	Never 0	Occasionally 1	Often 2	Always 3
1.	Requests items by name (Give ball, give water etc)				
2.	Indicates toilet needs(I want to do/am doing/already did susu)				
3.	Names everyday objects (water, ball, biscuit, comb, soap etc)				
4.	Points to pictures in a book when named (picture of apple, glass etc)				
5.	Shows body parts on request (nose, eyes, ears etc)				
6.	Follows simple commands (come here, go up, sit down)				
7.	Asks 1-2 word sentences Or phrases				
8.	Uses about 2-3 word sentences or phrases				
9.	Understands in, out, up, down, in front, behind etc				

3-4 yrs					
10.	Understands functions of objects (Do you use a comb to comb hair? Yes/no)				
11.	Follows 2-3 part commands (Go and get a pen?, First sit, then open the book and colour)				
12.	Uses 3-4 words in a sentence				
13.	Identifies object easily by name alone				
4-5 yrs					
14.	Can imitate and count till 5				
15.	Understands concept of numbers upto 3				
16.	Recognizes 1-3 colours (Red, Blue, Green)				
17.	Counts to 10 by rote				
18.	Uses sentences of 4-8 words				
19.	Answers a complex 2 part questions				
20.	Talks about experiences at school and home				
21.	Can the child make requests (Ask the child to colour but don't immediately provide a pencil)				
22.	Does the child wait to listen to you and take part in talking				
23.	Does the child make eye contact				

24.	Can the child focus on the task				
25.	Can the child talk about a topic				

If 'yes' is mostly in

Column 0 and 1	Go to the nearest child care centre
Column 2	Go to the speech therapist
Column 3	Go to the speech therapist immediately

What are the areas that can be focused on to improve speech, language and communication?

Focus should be on the following areas,

✓ **Improve eye contact,**

- Use a coloured object, first put it in front of the child's eyes and then slowly take it near your face.
- Use noisemakers to draw attention and then the noisemaker should be brought towards your eyes.
- Call him by his name and tell him to look at you. Keep reminding him to look at you.
- Sit in front of him at his eye level.

✓ **Increasing duration of maintaining eye contact,**

- Seating should be proper so that the child has support for his neck and trunk and you sit at the eye level of the child (that is, your face level).
- Change your facial expression/voice while expressing various words and sentences.
- Time each activity and check the increase in the duration of maintaining eye contact.



Use of toy to get eye contact

✓ **Increase attention concentration,**

- Sorting out the same kind of objects/big vegetables/small vegetables or picking up lentils from rice. Searching for five coins from the pile of sand then slowly increasing the numbers of hidden objects.
- Showing a picture for a very short while then keeping 3-4 pictures in front of him and asking the child to point/pick the one that was shown.
- Keep a bottle lid in the bucket and fill it with water then give the child small pebbles or 25 or 50 paise coins to drop it in the bucket and it should fall inside the lid, give the child a token when he/she gets 5 coins inside the lid. (i.e. 5 coins is equal to one star or five coins is equal to one chocolate).



Sorting of vegetables to increase attention and concentration

✓ **Improve eye hand coordination,**

- Encourage/help the child put stones in the cup. Make the mouth of the bottle smaller as his/her ability increases.
- Encourage/help the child point/pick the named objects/ alphabets kept in front. (Within his reach).

✓ **Improve understanding,**

- Use one-word utterances, and if possible small sentences may be used, and then stress on the key words. For instance, do you want to drink MILK?
- Only if needed say the word "milk", by showing the picture of milk or by showing the action of drinking milk. (Remember to use as few clues as possible if the child can understand, but more if the child cannot understand, then slowly decrease the clues as the child improves).
- Don't underestimate a child's comprehension just because he is non-verbal.
- You may tell short stories and ask questions to the child. Let the child use any way of indicating his/her answers. For instance, spell out on the spelling board, answer yes/no or head nod, point to the pictures or a word or an answer by using one word or two word utterances.
- Describe the activity the child is doing or you are doing.



✓ **Improve expression of Speech and language**

- Encourage the child to use one-word utterances or two word utterances or two small phrases e.g if he/she can say one word utterances (throw, ball, mama, give etc.). Then encourage him/her to use two words utterances (mama ball, mama give, throw ball, etc.). Move on from simple sentences to complex ones as per his/her ability. If he can say one word then encourage him to use two words combinations. For words such as throw, ball, mama, or give etc. Two word combinations would include mama ball. Mama give, throw ball.
- Sometimes pretend to forget the word or say the wrong word so that the child reminds and corrects you with the right word.
- If the child cannot use speech for expressing, or if the clarity is poor, then use communication board (AAC) as per his ability

✓ **Improve loudness,**

- Playing games wherein a child would have to phonate 'a' or 'i' (vowel) and hold it till you tell him to stop. You may have to time it or move an object as long as the child says the vowel to give a visual feedback of the duration of phonating the vowel.
- Breathe in and out slowly.
- Call out loud.
- Encourage the child to open the mouth and talk.

✓ **Improve breathing**

- Blowing exercise
- Say the phonics 'a' or 'e' etc in one continuous break
- Counting as many numbers or alphabets as possible in one continuous breadth
- Playing games in which you can hold your breadth as long as possible

How to identify children with hearing loss using a checklist?

The checklist will contain the following

Name of the student
Date of test
Teacher / therapist

Date of birth
Language used for test

	Expected Response	Yes	No
1.	Does the child keep looking at you while you are talking?		
2.	Does the child want the volume of Radio or TV to be kept abnormally high?		
3.	Does the child frequently misunderstand what is said to him?		
4.	Does the child miss out on consonants?		
5.	Does the child cup ears or bend head in the direction of the sound.?		
6.	Does the child speak louder than the situation demands?		

7.	Does the child prefer staying away from activities where listening is required?		
8.	Does he lack attention in what is being taught?		
9.	Does the child want the same instructions to be repeated?		
10.	Does the child have problem in reading and writing?		
11.	Does the child respond to name call?		
12.	Does the child take interest in class activities?		
13.	Does the child play with friends?		
14.	Is the child nervous and unhappy?		
15.	Does the child react differently to different sounds in a noisy and quiet place?		

Scoring:

- ✓ If there is 'yes' in any of the column from questions 1-7 then he should be referred to an Audiologist - Speech Language Therapist. If 'yes' in any column from question 8-15 then more observations need to be done to rule out difficulty in attention concentration, auditory processing or mental ability to understand sounds and react appropriately.
- ✓ For this, the Anganwadi worker can also test the child informally in the following way:

Simple way of identifying hearing loss by the Anganwadi worker

- First a quiet place or corner has to be chosen.
- The child will be seated facing another helper who will observe the reactions of the child to the sound being made and noting the reactions.
- The sound has to be made from behind, left side and right side of the child without giving any other clue(visually or through vibrations).
- Hand clap, whistle, banging utensils or two blocks, plate and spoon, bell, shake a match box with two sticks, tin with pebbles or seeds, marbles, or any other noisy toys can be used as sources of sound.
- If reaction is not consistent or does not react at all then refer the child to the Audiologist Speech Therapist.

What are some of the good teaching practices teachers can use with a child with hearing difficulties?

- ✓ There should be strong lighting all over the room
- ✓ Never speak to the child if he/she does not look at you. Always speak or sign turned directly towards the children, and not with your back or side towards them (e.g. when writing on the blackboard).
- ✓ Talk in a natural manner, without exaggerating facial expressions.
- ✓ The child should be exposed to only one language, preferably the language spoken at home.
- ✓ You should always talk to the child having hearing difficulty, although he/she may not seem to understand you initially.
- ✓ If the child is wearing a hearing aid, then encourage wearing it all the time.
- ✓ Regularly check whether the hearing aid is working or not.
- ✓ Use all kinds of clues to dramatize or clarify what you are talking about; pointing, drawings, pictures, flash cards, key words on the blackboard, dramatizing.
- ✓ Let your child feel the vibrations at the throat, nose and mouth while the person is speaking.
- ✓ Encourage your child to imitate your lip movements. Use the mirror to show him the movement of the lips and the tongue.
- ✓ Can use AAC also for general communication as well as for education



Check whether a hearing aid is working or not



Use the mirror to show him the movement of the lips and tongue

Finally, what are the important pointers you should keep in mind?

- ✓ The main difference between children who are deaf and those who do not have a hearing problem is the way they are taught rather than the subjects they are taught. Teachers therefore should use the ordinary curriculum followed for all children. All that they will have to do is introduce some small changes.
- ✓ Every activity will have to be turned into a Language sessions be it shapes or numbers.

- ✓ There is apparently visibly nothing wrong with children who have a hearing loss, and at times the problem takes on less importance.

What is Alternative and Augmentative Communication (AAC)?

- ✓ It is a non-verbal mode of communication.
- ✓ It is a mode of communication (expression) with the use of a symbol (pictures, typed or written alphabets, words or sentences, sign, gestures, role play, mime etc) other than speech.
- ✓ It enhances, facilitates, or compensates for speech.

Who can use AAC?

One who can understand but:-

- ✓ Cannot speak at all
- ✓ Can speak a little
- ✓ Cannot speak clearly

What are the various ways of pointing?

✓ Various ways of pointing are through:-

- Eyes
 - Fist
 - Palm
 - Finger
 - Toe
 - Elbow
 - Tongue
 - Head etc
- ✓ Few simple AAC are
- Communication boards
 - Rubber Stamps
 - Flash cards



Child using finger to point

Examples of a few AAC at picture and written level



Line drawing pictures with sight vocabulary (one word level)

Line drawing pictures with sight words (simple phrase level)



Single words which can be pointed to from simple sentences.

Alphabet board to spell the word for sentences

Basic Principles in Speech Language Stimulation

1. First build a very good rapport
2. Go down to the level of the child
3. Don't use baby talk
4. Don't keep repeating the mistake of the child
5. As far as possible don't use "don't", rather say "say like this"
6. Give choice
7. Give command in the language level of the child

8. Encourage expression or communication
9. Use AAC with non-verbal children or children whose speech is not clear or inadequate.
10. Allow him to initiate communication
11. Remind the child to maintain eye contact throughout conversation
12. Help the child maintain the topic during conversation
13. Appreciate/encourage the child for making even an attempt to communicate
14. Comprehension is always better than expression, that is, the child may understand much more than he will express
15. When you are teaching a child to imitate let your face be at the level of the child's eye
16. Let proper light fall on your face
17. Don't exaggerate while pronouncing
18. Don't chew or eat anything during speech
19. During therapy on the hearing aid see if the H/A is benefiting, then he will cooperate better, hearing your commands
20. Don't pamper the child
21. Use all senses while stimulating (ear, eyes, touch and taste)



Use of objects and pictures to increase expression and communication

What do you need to know about feeding?

- ✓ Feeding is important for survival and good health.
- ✓ Feeding is affected in children with brain damage
- ✓ Improvement in eating (sucking, biting, chewing and swallowing) improves clarity of speech also.
- ✓ Teachers feed the children during school hours hence it is important to know a few intervention strategies related to feeding.

What should be done to bring about an improvement in eating?

- ✓ The Posture / Position of a child should be checked.
 - The child should be first supported at a 45-degree angle (semi lying position)

- Then supported 90 degree angle (supported straight sitting positions)
 - Then gradually move on to sitting independently for most of the time.
 - Remind the child that he/she will get help whenever requested and encourage the child to sit straight
- ✓ Textures of food :
- Help the child eat a normal diet
 - Help him to learn to swallow food of various consistencies mentioned below as per his swallowing ability.
 - ✓ Clear liquids (milk, juice, tea, water)
 - ✓ Thick liquids (milk shake, thick soup etc)
 - ✓ Soft solid (mashed boiled potato, ground food)
 - ✓ Solid (rice, chapatti, vegetables)
 - ✓ Hard (Chickie, chocolate, raw fruits, salads)
- ✓ If swallowing is present at soft solid level then teach the child chewing simultaneously and help him go from one stage to another. That is: -
- Soft solid (boiled, ground food)
 - Solid (regular food)
 - Hard food (raw fruits, chickie, chocolate)
- ✓ To improve drinking and sucking fluids
- Start giving liquids with a spoon/dropper at the back of the tongue.
 - If the child can seal his lips well then let the child use the glass and encourage him to hold the glass by himself.



Left to right 90 degree independent sitting, 90 degree supported sitting, 45-degree semi-lying position



Start giving liquids with the spoon

- ✓ To improve chewing,
 - Give bigger pieces of fruit and put it between the teeth (towards the inner side).
 - On command let the children open and close their mouth. Initially let it be done slowly, then slowly increase the rate of giving commands.

- ✓ To improve lip closure
 - Singing songs like "old MacDonald". The lips usually pucker and stretch open alternatively while saying the phonics i - ai - i - ai - o.
 - Help the child hold a thicker object with his/her lips and increase the duration slowly. Also slowly decrease the thickness of the object.

- ✓ To help/encourage the child to have a dry mouth
 - Tell the other children to supervise/remind the child with a difficulty to close his mouth and swallow saliva as well as wipe his mouth himself.

- ✓ To help increase the muscle strength of lips and cheeks.
 - Blowing activity: Such as blowing the table clean, blowing hot tea or blowing a whistle, candle. Playing pretend games i.e pretending to get hurt and blowing the wound to relieve the pain. Have pretend birthday parties and make the child blow the candles. Having competitions by keeping a piece of paper, measuring and showing the child how far it has gone in one blow and encouraging the child to blow it further.



- ✓ Refer the child to a speech therapist for guidance, when the following problems are observed:
 - Bite reflex (sudden closure of jaws)
 - Jaw instability (unequal closure of jaw)
 - Inadequate lip closure.
 - Tongue thrust (Automatic pushing out of tongue)
 - Drooling
 - Vomiting
 - Other problems during eating food

- ✓ Remember these few tips on feeding
 - Help the child develop as normal a way of eating or feeding as possible.
 - Help the child eat as normal and balanced a diet as possible.
 - Allow the child to choose the food.
 - Communicate a lot
 - Give adequate water to drink
 - Wash hands before and after eating
 - Always help\remind to rinse mouth after eating.
 - Give only 30 mins to eat food. Extend time in case of children with severe disability.



Module 2

WORKSHOP ON EDUCATING CHILDREN WITH VISUAL DIFFICULTIES

Vision, as we all know plays a very important role in development. Children use their sight to learn various things. Many a time we see children rubbing their eyes or looking closely at an object. These could be the symptoms of visual impairment. It is important that visual impairment is detected early, otherwise it can affect the child's development.

What are some early signs that could indicate visual impairment?

Some of the signs of visual impairment that should be referred to an eye specialist when noticed:

The child rubs his eyes constantly.

- Crossed or misaligned eyes.
- He/she tilts head.
- The child bangs his head or pokes his eyes.

What are common visual impairments that we see in young children?

The common visual impairments are nearsightedness and crossed eyes.

Nearsightedness (myopia) is a condition in which distant objects appear blurry, while crossed eyes is a condition in which one eye does not aim directly at the object at which the other eye is aimed. Both these conditions if not treated could lead to loss of vision in one eye.

How can a child with visual impairment be included in a classroom?

When a child with visual impairment is included in a classroom, it is important that he progresses with the other children. The anganwadi worker should be aware that all children have personal differences. She can help the child feel confident and be together with all the other children.

How can we help a visually impaired child feel confident?

1. Do not hesitate to use the word 'see'. A visually impaired child uses this word in his own way.
2. Introduce him like all the other children.
3. Include him in all the activities of school. e.g. physical education, home science, etc.
4. Give him a chance to be the centre of attention of the class, like all other children.
5. Let the visually impaired child also follow the same rules in school as others do.
6. Encourage the child to pick up and keep his own things by himself.
7. Use words instead of gestures while communicating with him.
8. Let the sighted children know about blindness.
9. If the teacher's attitude towards the child is of acceptance, the whole class will accept the child.
10. Encourage the children in the class to interact with him.



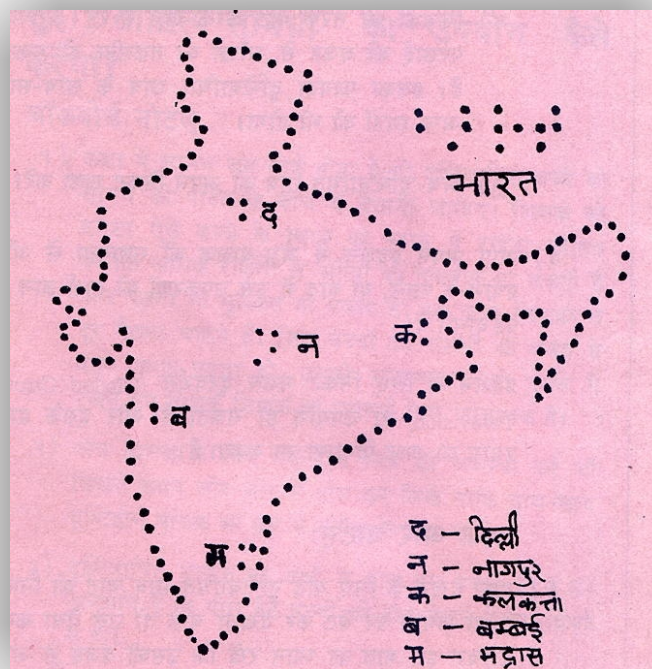
Hand in hand towards education

How will a visually impaired child use regular printed material?

1. Black boards--Encourage the visually impaired child to sit in the centre of the front row. Some children cannot stand bright light while some children need more light. All this should be taken into consideration.
2. What the teacher is writing on the board, she should also repeat loudly. Thus the visually impaired child can also write.
3. If a child wants to see charts from up close, let him do that.
4. Braille charts and maps can be used.

Source:

Extracts from the booklet 'When you have a visually handicapped child in your classroom: suggestions for teachers' by the National Association for the Blind.



Module 2

Workshop on Educating children with Intellectual difficulties

Why is it important to know about the various stages of intellectual development?

- ✓ An important area of development in the early childhood years is the development of the child's thought processes.
- ✓ The growth in thought processes enables children to receive and use knowledge about the world.
- ✓ To understand and teach children, it is important and interesting to know how children think and the stages that children go through in developing their thought processes.

What are the various stages of development?

The various stages are as follows,

(0-2 years)

- ✓ From birth to about two years, a child learns and explores more about himself/herself and his/her world through the senses (vision, hearing, smell, touch and taste) and constant interaction with his environment through various activities.
- ✓ It is also at this time that they gradually become aware of their environment and that their actions have some effect on their environment.
- ✓ They are also aware of the information they receive through their eyes, ears, nose etc., and can react to it accordingly.
- ✓ They gradually move from trial and error to learning to solve simple problems.

- ✓ The child at this stage realizes an object or person continues to exist even when out of sight. For instance, the mother may feed her child and then go into the next room. Even though the child cannot see his/her mother, he/she knows that she is in the next room.
- ✓ At this time, they gradually start learning that certain events cause other events and therefore their behavior starts becoming purposeful. They try new activities through trial and error.

(2-6 years)

- ✓ In this stage children can think about objects, people, or events that are absent by using pictures that are framed in their minds
- ✓ At this stage they learn by providing a concept/idea/word with an image. For instance, a ball is a round object that is used for playing. Hence when we use the word apple or ball it is a symbol for that object.
- ✓ Knowing the symbols for things helps the child to think about them and to communicate with other people about them.
- ✓ At this stage, a child also learns to observe and imitate behaviors or actions performed by other people.
- ✓ This imitating can go a step further, and the child learns to play roles as well as make objects through actions. For instance, when a child feeds her doll by putting her finger to its mouth, the finger stands for the feeding bottle. Though she knows that the finger is not really a bottle, she uses it as a symbol for the bottle. At that time the child may also be playing the role of her mother.
- ✓ As teachers, it is important that we understand the changes in cognitive development that occur in childhood.
- ✓ Children have varying ability levels and hence it is important to go at their pace. These stages only provide guidelines for us to understand how the child handles a wide range of intellectual concepts.

How can we evaluate delays in development in class?

- ✓ During the course of a child's development you may notice that your child is experiencing some difficulties in his/her intellectual growth. They include,
 - Difficulty in understanding ideas and words,
 - Difficulty in understanding instructions, resulting in the child facing a difficulty in carrying out the task that requires basic self-help skills.
 - Difficulty in grasping the school curriculum
 - Difficulties in communication.
 - Difficulty in recalling information that the child has learnt earlier.



Learning alphabets through number puzzle

- ✓ Here is a simple exercise that would provide you with an approximate evaluation of the degree of delay in development. This exercise should be carried out on a child who is around 2-3 years of age.
- ✓ Personal details of the child should be written such as the name, date of birth, age and date of assessment.
- ✓ If more 'no' responses than 'yes' responses are observed the degree of delay is more.



AMW helping a child in teaching activities

Serial No.	Questions	Yes	No
1.	Can the child identify parts of the body? This task aims at helping the teacher assess whether the child is aware of her/himself and his body.		
2.	Can the child follow simple instructions like, go get that ball or close the door etc? This gives an approximate measure on his level of comprehension.		
3.	Can the child build blocks? This activity provides a general picture of the child's gross motor skills.		
4.	Can the child string beads? This activity provides information on the child's fine motor skills.		
5.	Does the child interact with the other children in class? This provides information on a child's social and emotional development.		
6.	Does the child comprehend basic concepts required for communication such as yes/no? This also gives an approximate measure on his level of comprehension.		

What information about the child could you receive from the exercise?

- ✓ Such an exercise would provide you,
 - With a general picture of the child's awareness of the self and the environment
 - The ability to associate a concept with its meaning (for instance, a banana being a fruit that is long and yellow)
 - Comprehension
 - An idea of his/her motor skills

- A general picture on his/her social and emotional development.
- ✓ These are not definitive measures of a child's development. They are signposts to watch for, not diagnoses. You can, however, use them as way to help the child to learn.
- ✓ Therefore a child who may be able to identify the parts of his body, a few household objects or objects present in his room and follow simple instructions, may face very minor intellectual difficulties or may not even face that.
- ✓ On the other hand a child unable to carry out any of the above mentioned tasks, especially the first three tasks, indicates that the child could face difficulties in comprehension, awareness and the ability to associate a concept with its meaning and hence may experience severe intellectual difficulties.
- ✓ A child who cannot perform the fourth and the fifth task only may be facing physical difficulties, however intellectually may be functioning fine. In such a situation the child can follow simple instructions but cannot carry out the task due to physical difficulties.
- ✓ Difficulties observed in a child's interaction with other children may be indicative of problems in that child's social and emotional development.

What teaching practices could you use to enhance learning in children facing intellectual difficulties?

- ✓ Breaking down complex questions into simpler ones, and dealing with them one at a time
- ✓ Individualizing the teaching, and remembering that each child learns differently and so requires different attention and techniques from the teacher.

- ✓ Using demonstrations to explain words or ideas and revising, reviewing as well as repeating information in order to maintain information learnt.
- ✓ Explaining a single idea at three different levels. Firstly through picture, then through a three dimensional object and lastly through play.
- ✓ Each idea/word should be taught one at a time. A new idea should not be taught till the previous one has been learnt properly.
- ✓ A child with intellectual difficulties may need some time alone with the teacher to understand a concept. Hence the teacher may spend 15-20 minutes alone with children facing intellectual problems.



Paper folding activity



Module 2

WORKSHOP ON HEALTH AND NUTRITION

Why is it important for a child to be healthy and have a nutritious diet?

- ✓ The word 'healthy means being well and physically fit.
- ✓ If a child is healthy and happy then it is possible for him/her to attend school. A healthy child is able to play, learn and interact with other children effectively
- ✓ Health and education go hand in hand.
- ✓ Nutrition is one of the important factors as far as a child's health is concerned.
- ✓ Even though a child comes from a lower socioeconomic background, he/she can still get a nutritious diet. If a child does not get the appropriate nourishment at the right age, then she/he can be malnourished.

What are the important constituents of nutritious food?

The following constituents provide the child with energy and nourishment that enhances their development,

- ✓ Proteins
- ✓ Vitamins
- ✓ Starch
- ✓ Carbohydrates
- ✓ Fats
- ✓ Minerals
- ✓ Water
- ✓ Roughage



Fruits

What types of food provide children with the appropriate quantities of nutrients?

- ✓ Rice, wheat, bajra, jowar, potatoes, etc. contain carbohydrates, which provide children with energy.
- ✓ Sprouted pulses like moong, chana, chowli, rajma, matki, etc. provide children with proteins, which are necessary for the wear and tear of the body.
- ✓ Eggs and Meat also has high quantity of proteins.
- ✓ Ghee, butter, etc. has fats, which gives us energy. Groundnuts, sesame also has high fat content.
- ✓ Milk, nachani, barley, green leafy vegetables, eggs, meat, etc. are rich in minerals like calcium, phosphorus, sodium, and iron. They are necessary for strong and healthy teeth and bones.
- ✓ Vitamins can be found in various fruits like bananas, oranges, grapes, guava, amla, chikoo, papaya, etc. They can also be found in vegetables like pumpkin, carrots, cucumber, cabbage, cauliflower, spinach, radish, methi, tomatoes, etc.



What is a well balanced diet?

A well balanced diet includes:

- ✓ Clean food.
- ✓ Not very expensive food.
- ✓ Foods, which can be cooked at home
- ✓ Food which gives strength
- ✓ The Child's growth should be kept in mind i.e. growth of body and bones.

What should a child's tiffin contain?

- ✓ The tiffin should contain food which is cooked at home and provides the child with all the nutrients necessary for the body so that child can be healthy.
- ✓ Parents should stop giving money to the children as they buy roadside food, which can be harmful as it is left out in the open and attracts flies. As you all know flies spread diseases.
- ✓ Food items like poha, upma, idli, dosa, puri, paratha, roti, biscuits, etc. can be given in the tiffin.
- ✓ This table will give you an idea of food available for a rupee.



Feeding the children

Calories and proteins we get for Re. 1

Sr. No	Types of food	Gram	Giving calories	Proteins
1.	Soyabean	100	420	42
2.	Chhole	50	260	11
3.	Chana	67	250	15
4.	Rice	150	450	10
5.	Milk	100 ml.	067	04

- ✓ This table provides you with an idea on the average expected height and weight of a boy or a girl at a particular age. e.g. a one year old girl should weigh about 10 kilograms and should be about 78 centimeters in height.

Expected Height and Weight as per child's Age

Boys		Age	Girls	
Height (cm)	Weight (kg)	(Years)	Height (cm)	Weight (Kg)
80.07	10.54	1	78.09	9.98
90.01	12.51	2	87.93	11.67
98.36	14.78	3	96.21	13.79
104.70	16.12	4	104.19	15.85
113.51	19.33	5	112.24	18.67
118.90	22.14	6	117.73	21.56
123.32	24.46	7	122.65	24.45
127.86	26.42	8	127.22	25.97
133.63	30.00	9	133.08	29.82
138.45	32.29	10	138.90	33.58
143.35	35.26	11	145.00	37.17
148.91	38.78	12	150.98	42.97
154.94	42.88	13	153.44	44.54
161.70	48.26	14	155.94	46.70
165.33	52.15	15	155.98	48.75
168.40	55.54	16	156.00	49.75

- ✓ This table gives you an idea of the number of calories a child should consume daily at different ages,

Child's Age	Calories	Protein (Gram)
Birth to 6 months	600	11
6 Months to 1 Years	800	15
1 to 3 Years	1200	18
4 to 6 Years	1500	22
7 to 9 Years	1800	33
10 to 12 Years	2100	41

- Less weight
 - Thin hands and legs
 - Wrinkled skin
 - Malnourished child has a bigger head than the body.
- ✓ If the child does not get the expected calories as per the age this child can get malnourished. Hence a properly planned diet should be given to these children and information about the constituents of a diet should be explained to parents in an Anganwadi.

How is malnutrition related to disability?

- ✓ Malnutrition usually occurs in poverty stricken areas where access to food, health services, sanitation, proper care and feeding of children is affected. In addition when a pregnant mother is not provided with appropriate nutrition then the baby is at a risk of experiencing disability.
- ✓ Deficiencies of vitamins like vitamin A deficiency can lead to night blindness, vitamin B deficiency will lead to beriberi, and vitamin D deficiency will lead to rickets.
- ✓ Sometimes a child might experiences problems in feeding and hence the child is neglected and is not provide with the appropriate amount of nutrition. At this time it is important to give food in a mashed form. Foods like soft cooked rice, boiled and mashed potatoes and other vegetables, half boiled eggs, etc. can be nourishing as well as easy to swallow.
- ✓ Besides, malnutrition, various diseases can also be considered as a cause of disability, especially when an infant or a mother is exposed to it.
- ✓ There are certain conditions, which are present in a child from birth like cerebral palsy, Down's syndrome, cleft lip, etc and could occur as a result of the mother being malnourished.



Malnourished child

- ✓ Infections like poliomyelitis, tuberculosis, cholera, malaria, etc can affect a child's development. The infections can be spread through air, water, touch or insects
- ✓ Injury like injury to head, spinal cord or to any internal organs can result in some disease or other conditions.

How do we prevent these diseases?

Diseases can be prevented by providing information to parents on the following areas,

- ✓ **Immunization:** The baby should be immunized and given vaccinations up to the age of 5 yrs. They are for the diseases like tuberculosis, diphtheria, whooping cough, tetanus, poliomyelitis, measles, mumps, German measles, etc. Now they have come out with a vaccination for jaundice and chicken pox as well.
- ✓ **Mother's health:** Mother's health during pregnancy is very important and should be taken care of. Proper diet, food supplements, vaccination should be taken care of to have a healthy baby. Mother's age, marriages within the family, family planning, etc. also affects the child's health.
- ✓ **Habits that are injurious to health:** The child or pregnant mother should not have exposure to radiation and smoke, and the mother should not consume drugs, alcohol, tobacco, or certain medicines during pregnancy, as it is harmful for the baby.
- ✓ **Clean habits:** Hygienic habits such as having a bath and brushing teeth everyday should be taught to the children. Also cutting nails, wearing clean clothes, washing hands and feet after coming in from outside, etc. are the habits that should be imbibed by the children to prevent diseases from occurring.
- ✓ **Health and Hygiene:** Information on health and hygiene that includes keeping the house clean, keeping food covered, drinking clean water (boiled water is the best water), keeping the vessels and clothes clean, disposal of garbage, spraying insecticides on marshy land, and keeping the gutters clean should be imparted to the parents to prevent epidemics from spreading.

Module 3

WORKSHOP ON CLASSROOM MANAGEMENT

(Physical space and arrangement of the inclusive classroom)

Including children in all activities is an attitude and willingness on our part to find alternatives in the existing situation.

What are the things you require in an inclusive classroom?

- ✓ A blackboard that should be kept in the lighted area of the class at eye level or slightly higher.
- ✓ Sitting mats, preferably of washable material like plastic, to seat children on the ground along with the teacher.
- ✓ A plastic tub that can be used for water and sand play .
- ✓ Teaching material like books, toys, picture charts, teaching aids.
- ✓ Storybooks that have simple and culture specific stories. They should have pictures, which are big, colourful and attractive. The sequence of the story should be well depicted in the picture. Storybooks should be in Hindi and English and should always be at a reachable distance for the children.
- ✓ A rack or tin box with a lock to keep the toys and other resources. This rack can be of wood or cane (not expensive) and kept in a corner or near the teacher. The rack should be reachable.

Some of the toys, which are needed in the anganwadi, are:

- Big & small balls
- Creative blocks
- 1 or 2 piece puzzles
- Alphabet & number blocks
- Dolls
- Musical instruments (drum, tambourine)
- Doctor set, kitchen set and tea set etc
- Various charts (animals, birds, good habits, alphabet, vegetable)

How do you arrange the Space allotted?

- ✓ Place the charts and display boards at eye level throughout the class to display the children's work. It should be out of reach so that they cannot be torn or dirtied.
- ✓ Place the materials needed for classroom activities and management away from the children's reach.
- ✓ The chart with the current topic being taught should always be displayed in front of the children and next to the teacher.
- ✓ Cleanliness of the classroom should be maintained. A dustbin should be placed in a corner in full view of the children.



Display of charts and worksheets



Teaching big small through rings

- ✓ When the room is shared, the activities of children can be stuck on newspapers or plastic sheets, such that they can be taken down collectively and easily at the end of the day when the room is used for other purposes.
- ✓ The class can be made attractive by using a string tied across the room to display the children's work.

- ✓ Water should be available in jugs/ bottles in the classroom for the purpose of drinking and washing hands
- ✓ There should be a fixed place for keeping the bag/ tiffin box, water bottles and shoes. Personal belongings of the children should be placed neatly in one corner.

How should you seat your children?

- ✓ Make all children feel equally important.
- ✓ All children should be seated on the ground facing the teacher.
- ✓ Different formations can be used in the class for better class management like several lines of children, one big circle, semicircle and two equal groups of children.
- ✓ Children with disabilities should be placed near the teacher but within the group of children.
- ✓ Child with difficulty in walking can be placed nearer to the door so that it is easy to take him/ her for any outdoor activity.
- ✓ Children with difficulties in hearing and sight can be seated in front of the teacher.
- ✓ For activities, the children can be placed in small groups of 6-8 children.
- ✓ 2-3 children with disabilities can be placed within each group. A child who is helpful and complements the abilities of the child with disability should be placed next to him.
- ✓ A child who has difficulty in sitting can use various seating aids like a corner chair. The student can also be seated on the lap of the teacher for some time.
- ✓ If he does not require any aids, then he/she can be placed in the centre of the circle so that there is enough space for rolling movement.
- ✓ A child, who needs help to stand or sit should be placed near the wall, so that he/she can take its support to sit or stand.



Learning number values

Where should you seat yourself? (teacher)

You can sit at the following places for better management and control of the class:

- ✓ In front of the children (academic sessions)
- ✓ Centre of the circle (activities)
- ✓ As part of the circle (academic and activities)

Why is it important for you to plan Lessons and Timetables?

- ✓ Planning is the most necessary part of your work. It helps you to be well organized and prepared for the lesson.
- ✓ It is your guide through the day and the week.
- ✓ Two parts of the planning are:
 - Organization of the timeframe
 - Content to be taught in that time

From where do you start?

The following pointers should be considered while preparing a lesson plan

- ✓ The organization of your timetable should start by understanding the syllabus and then breaking it into two parts, each to be completed in half the year.



Learning colours through insert puzzles

- ✓ The syllabus should always be available in the anganwadi as a ready reference.
- ✓ A system should be developed in the beginning of the year and followed through the year
- ✓ Timetable for the full week should be planned in advance. Half an hour at the end of the week should be used by teacher and helper/ assistant teacher to plan the next week's timetable. However each plan should be looked over a day in advance.



Learning big small with help of balls

- ✓ The timetable should be written in the local language for better understanding and should be written in a register or log book.
- ✓ As a child can concentrate effectively for 20 minutes only; the time period for actual teaching must be limited to this time followed by some related activity.
- ✓ The above system should be developed based on individual needs of the anganwadi.



Learning colours

- ✓ One or two concepts need to be done in a week. Do not cluster the concepts together in a day or the week like teaching green, blue and yellow a week, or circle, square and triangle together.
- ✓ Provide multiple opportunities to learn the same concept in the day. For example, when teaching the concept of green, you can ask the children to come wearing green clothes, have an activity with the green ball, have an activity of making salad from green vegetables. This way you can stress the concept green.

with the green ball, have an activity of making salad from green vegetables. This way you can stress the concept green.

- ✓ Revision of concepts is necessary for all children.
- ✓ Continuation and link of concepts taught should be maintained.
- ✓ The timetable for the day should be well balanced to give adequate time period for rest, recreation, change of activity, free play and games and exercises etc. (a sample timetable is attached in the appendix)
- ✓ Plan the activities with care, so that all children take part.
- ✓ Keep the non-academic activities like sports and games and perceptual training for the end of the day.



Games and music

What are the materials required or to be prepared a day in advance?

- ✓ Worksheets can be kept ready and extra worksheets can be prepared in case somebody spoils or tears their worksheet.
- ✓ If a child has difficulty in seeing small size pictures or letters, use big size / handmade pictures for him/ her. Write new words / alphabets in red colour/ darker/ underlined
- ✓ Prepare the book work a day before.



Teaching aids

- ✓ You can laminate picture cards so that they last longer as children who have difficulty in swallowing may drool and this could spoil the cards.
- ✓ Adaptations for children with disabilities should be planned and written clearly in the lesson plan.
- ✓ When planning activities, be sure that there are enough materials to be used and within easy reach of the children.
- ✓ Keep crayons, plasticine/ clay, puzzles, and drawing/ colouring sheets ready for children's use.
- ✓ Keep assignments simple and short

What should you keep in mind while conducting a lesson?

- ✓ Try and stick to your session timings
- ✓ Start a session by fixed prompts, which help in indicating that the class is going to start!
- ✓ All teaching aids and teaching materials should be well arranged before the start of your session.



Learning colours and number values

- ✓ Follow the lesson plan as closely as possible as well as be flexible enough when you find that things are not going as planned. Planning can be disrupted due to unforeseen circumstances, like the day is too hot to concentrate, a child cries for the whole session distracting the class or a child with epilepsy has a seizure in the middle of the session.
- ✓ Teaching aids should be extensively used during lessons.

- ✓ In between lessons, if you find that the children are not responding to an activity or concept, do not hesitate to modify the activity or change it.
- ✓ Allow time during the session for involvement of the children through questions, games, quizzes or activity to sustain their interest and motivation. All children, including children with disabilities should be involved according to the capacity, to ensure that they enjoy the session.
- ✓ Encourage child-to-child teaching.
- ✓ Use the children' names in the lesson as examples to sustain the children's interest
- ✓ Voice modulation is necessary especially when telling a story. While teaching, a soft voice can be used but when doing activities and games, one can modulate the voice to whatever is being done.
- ✓ Prepare the child's hands and fingers for writing through various activities, like tearing, twisting, crushing making small balls and folding paper, before you start writing with the children.
- ✓ While displaying things/ objects to children, start with the child with disability and then go to the other children. If possible, have an additional set of these objects for the children with disabilities.
- ✓ For non-verbal children, the communication board should be constantly used as a means of communication.
- ✓ Reinforcement (positive and negative) is necessary throughout the day.
- ✓ Do not point to the child or label him to indicate to others.
- ✓ Do not discuss the child with everyone in front of him.

Module 3

WORKSHOP ON STRATEGIES FOR TEACHING

What are the different types of strategies that you could use in teaching in an inclusive classroom?

There are two types of strategies involved in teaching,

- ✓ Informal teaching strategies that focus on teaching pre reading, pre writing and pre number concepts
- ✓ Formal teaching strategies that focus on teaching numbers, reading and writing concepts.

What are the strategies involved in Informal Teaching that you could use in an inclusive classroom

- ✓ Combine teaching with interesting play activities.
- ✓ This is especially helpful during the initial phases when children are new to their learning environment.

You can start with these activities:

- Painting
- Colouring
- Water play
- Group games
- Rhymes and songs
- Stories
- Music and movements

- ✓ Within the daily routine, you should also weave in fixed timings for toileting. In this way you can get them into the habit of washing their hands after using the toilet and before eating meals.
- ✓ Establish ground rules in the beginning of the year on punctuality, regularity, cleanliness and discipline.

- ✓ Build on the existing knowledge that the child carries from home and his community.
- ✓ Provide appropriate variety in the day so that the level of interest and motivation is sustained.
- ✓ Proceed at a pace that a child can follow.
- ✓ Build the concepts to be taught step by step.
- ✓ Proceed to the next concept only when the children have understood the previous concept fully. It may happen that some children may not go at the pace of the class. Here the teacher could allocate separate time for that child who is weak (either after school or within the class time) and provide one on one attention to him/her.
- ✓ To maintain the cultural identity of children, you can celebrate the local festivals in

What are the various concepts that could be covered through informal teaching strategies?

Pre-reading concepts include the following,

- Identifying parts of the body,
- Identifying objects in their immediate environment
- Identifying colours
- Identifying shapes
- Identifying fruits and vegetables
- Identifying common household objects
- Identifying animals
- Identifying vehicles/modes of transportation

Pre-number concepts would involve,

- Identifying few/many,
- Identifying big/small,
- Identifying same/different etc.

Pre-writing skills

- Copying a standing line, sleeping line, square, circle etc
- Coloring within a circle etc

What are the formal teaching strategies you can use in an inclusive classroom?

Teaching reading, writing and numbers concepts

- ✓ The formal learning of numbers and alphabet is a prerequisite for admission in standard I.
- ✓ It requires a step-by-step method of teaching with appropriate teaching aids.

What are the areas you could cover in teaching numbers?

- ✓ Rote learning of numbers,
- ✓ Number recognition and labeling,
- ✓ Number values and
- ✓ Number writing.

How do you teach children numbers through rote learning?

- ✓ Through rote learning children should be able to say the numbers orally from 1-10.
- ✓ A number line should be put up on the blackboard. You should point to the numbers on the number line and the children should say aloud the numbers every morning. This will also teach them number sequence and what comes after.

Number line

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

- ✓ The numbers should be clearly written
- ✓ They should be large enough to be visible clearly to the child in the last row.
- ✓ For a child with a visual problem or who is slow in understanding the helper can sit with the child.

How do you teach children number recognition and labeling?

- ✓ The child should be able to recognize/ say the number. He should also be able to show the number.

For example,

What number is this?

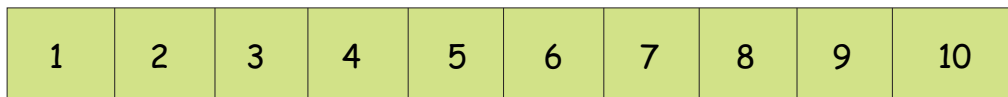
2

Show me number 2.

4	3	2
---	---	---

- ✓ Use the number line or flashcards to ask children to show the number or say what number it is.
- ✓ Children can also be asked to match the flash card numbers with the number line for recognition and labeling.

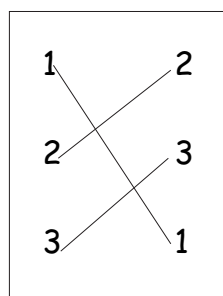
Number line



Flashcards

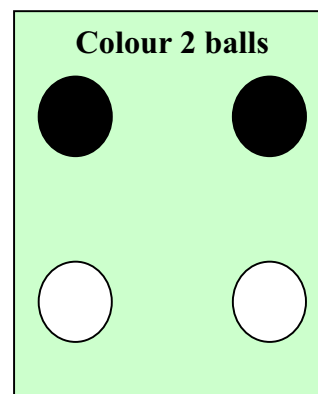
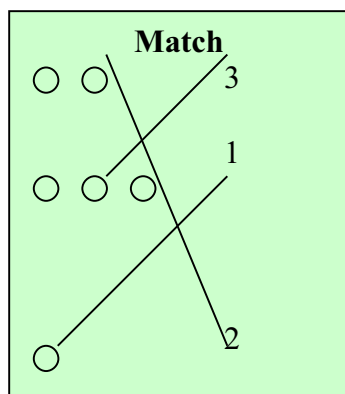


Exercise worksheet



How do you teach children number values?

- ✓ After recognition and labeling, children should be able to count the value of the number.
- ✓ To teach values, always give examples of things that they see around them that represent the same value. For example, if you are introducing number 1, tell them/ show them pictures of one sun, one moon, one mouth, one nose.
- ✓ After they have understood it then give them familiar things to count like their own tiffin box, water bottle, toys etc. You can use things like stones, shells, bottle caps, leaves etc.
- ✓ To make sure that the child has understood the concept, you can assess in different ways. For example, give me one stone, take one stone from your friend, throw one ball in the basket etc.
- ✓ Teach children one number at a time.
- ✓ Teaching aids required for this are
 - Flashcards with pictures
 - Number book: This is a book, which has pictures on one side and numbers on the other side of the page. You can make a book of number 1, number 2, number 3 etc. It contains pictures of objects, which are the absolute value of that number
 - Charts of the number and corresponding number of things. The drawing should be of something that the child is familiar with.
 - Bottle caps, counters, shells, pebbles, pencils, crayons etc.



- ✓ Ask the parents to practice number value at home by asking the child to count bowls, give one fruit to a brother, fold 3 clothes.

How do you teach children number writing?

- ✓ The child should be able to write the numbers taught.
- ✓ Writing should be taught in different stages.
 - Always begin with dotted lines for children to trace, and then gradually reduce the number of dots to be traced. This is done on the slate.
 - Tell the child to write on his own.
- ✓ Numbers to be placed in the form of dotted figures and the child should trace out the figures.
- ✓ This should be done till the child has mastered writing the number. Next a blank space should be given for the child to write on his own.
- ✓ Once the child knows one number then teach the next number.
- ✓ The next step would be to mix the numbers in the exercise that you give using flashcards and worksheets.
- ✓ As you teach them the numbers one by one, also teach them the sequence of numbers and what comes after. You can do this with a number line and flashcards. Give the children flashcards to be arranged in a sequence according to the number line.

What are the areas you could cover in teaching alphabet?

- ✓ Label and recognize the alphabet (big and small) and the sound of the alphabet.
- ✓ Identify the objects that begin with the alphabet.
- ✓ Write the alphabet (big and small)

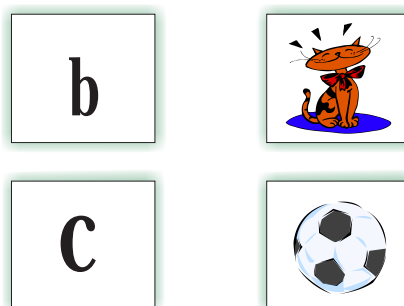
How do we teach children to label and recognize the letter and its sound?

- ✓ This means that the child should be able to show the letter or tell the name of the letter when asked.
- ✓ Repeat the letter till the child can fully recognize it. You can show two flashcards of different letters and ask the child to recognize the letter or the sound of the letter from these two.
- ✓ For these exercises you can use Flashcards and at home parents can point to magazines, hoardings, shop signs etc and ask the child to recognize the letter and remember the sound.

How do we teach children to identify objects that begin with the letters of the alphabet?

- ✓ Teach the children object names beginning with the sound of that letter.
- ✓ Teach them pure sounding names. E.g. if you teach 'Gg,' tell them that G makes the sound gggg and the name of the object which begins with G like Ganna, Gum etc.
- ✓ Don't use blending sounds e.g. glass, black
- ✓ You can use flashcards for teaching this. Children can be asked to match flashcards with pictures of the objects and the alphabet cards. This can also be given as different types of exercises on paper (worksheets)
- ✓ You can use flashcards to teach such concepts


Flashcards to match





- ✓ Worksheets can also be used for assessing the entire class.

Worksheets


Match the letter with the picture

b 

c 

f 

Circle the objects starting with b



Match

B c


C b

D d


How do you teach children to write the alphabet?

- ✓ The child should be able to write the alphabet.
- ✓ To teach the child to write you have to use the same method as you do for numbers.
- ✓ Two methods for teaching writing are:
 - Tracing the alphabet
 - Joining dots: This is done in stages.

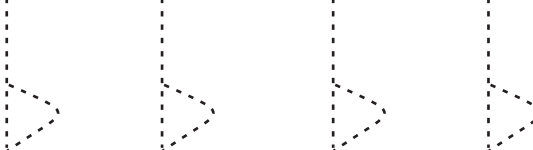
Stage 1



Stage 2



Stage 3



- ✓ Once the child learns one letter, then introduce the next letter using the same method.
- ✓ You can mix the letters and give exercises with flashcards and worksheets.
- ✓ Here the children with difficulty in writing can progress at a slower pace than other children.

Why involve parents in the overall progress of the child?

It is important that the parent be encouraged to take part in the child's schoolwork.

You as the anganwadi teacher could: -

- ✓ Always discuss with the parents the child's work in class.
- ✓ Involve the parents to teach the children the same things taught in class.
- ✓ Ask the parents how they teach at home.
- ✓ Show the parents the teaching method used in school.
- ✓ If there is any problem with the child in class. Always meet the parent and ask them the reason and try finding a solution together with them.
- ✓ Ask for any other information about the child that could be helpful in school.

What are the various concessions available from the government for children with disabilities?

- ✓ There are a number of concessions available from the government for children with various forms of disability. These concessions are for
 - Children with visual difficulties
 - Children with hearing and speech difficulties
 - Children with Physical difficulties
 - Learning disabled

- ✓ These concessions would be given to children who provide the education board with a disability certificate.

Some of the common concessions provided are:

- Extra time given to solve the paper.
- Candidates will be given the nearest examination centre of their choice.
- A writer can be provided
- Candidates shall be exempted from drawing figures; maps etc and marks for these would be proportionally increased.
- Candidates will be allowed to give oral examination instead of a practical examination in Science (Paper I and Paper II).



Module 3

WORKSHOP ON ASSESSMENT AND EVALUATION OF THE LESSONS

What is assessment?

- ✓ Assessments are done to know that the children have understood what is taught. It is important to assess the child on what he/she knows and not on what he/she does not know. Assessment should be adapted to the child's capability. Assessment procedures should be creative and innovative.

When do we assess?

- ✓ Assessments can be at two points of time- during the course of lessons and at the end of the term.

Why do we need to assess?

- ✓ Assessment during the conduction of the lesson give us two indicators:
 - Whether children understand what is taught to them or whether the lesson needs to be modified.
 - Effectiveness of the delivery of the lesson.
- ✓ Assessment at the end of the term can be used for:
 - Planning the next term's syllabus by understanding the learning levels of children.
 - Evaluating the effectiveness of the teaching during the last term.
 - Identifying children who need extra help



Learning colours with insert puzzles

- ✓ End of the term assessments are done informally and formally for young children. Informal assessments are necessary as the child who knows everything may not reply during the formal assessment.

How do we assess?

- ✓ Informal assessments could be done through,
 - Prereading activities like puzzles, colours, shapes
 - Prenumber activities recognizing, labeling, understanding number concepts
 - Prewriting activities like copying shapes, lines, manipulating the pencil and crayons.
 - Language development like story telling, reciting rhymes, responding to instructions and communicating needs.
 - Social and emotional development
- ✓ For formal assessment, you can use
 - Worksheets for written evaluation
 - Questionnaire for oral evaluation.

What are the important points you should keep in mind while preparing a worksheet?

- ✓ One or two worksheets should be given per day. Instructions should be written and explained clearly before starting the task.
- ✓ Original worksheets can be made and later photocopied for the rest of the class.
- ✓ Questions to be asked should be formulated in simple language.
- ✓ The question should be asked in the language used for instructions in the class.
- ✓ If the child is hesitant, assess him/her later in the day or on another day.

How do we assess children with disabilities?

- ✓ Assessment for children with disabilities can occur simultaneously with the other children in the class.
- ✓ The anganwadi worker should prepare worksheets with different kinds of exercises according to the ability of the child.
- ✓ Children should be allowed to answer in any mode of communication that they regularly use, such as communication boards, flash cards, pointing, and utterances.
- ✓ For children with visual problems the assessment can be done orally as well as through touch.
- ✓ For children with physical problems, verbal answers can be taken while a writer (anganwadi worker) does the actual writing.



Module 3

WORKSHOP ON TEACHING AIDS

What are teaching aids?

Different children have different ways of understanding. Some children understand by seeing, some understand by hearing, and some by feeling. Teaching aids can be made to meet the individual needs of different children and the same aids can also be used with all children.

For example, teaching aids can be made with different textures for a visually impaired child. The child with visual problems can touch and feel the aid, and through touch can learn various ideas from the aid. The same teaching aid can also be used with children with normal vision to teach different types of textures.



Making teaching aids

Teaching aids are important to create an interesting learning environment.

Why do you need teaching aids?

- ✓ Teaching aids are used to make the lessons easy to teach. Children show a greater interest in what is being taught when teaching aids are used.
- ✓ Teaching aids also help children to understand the content being taught. An example of a teaching aid: Suppose, we draw a sketch of any bird or animal on a plain paper and show it to children and ask them what it is? If they say, it is a crow then we can ask them questions related to the crow. E.g. what is the colour, where do you see a crow. You can also ask them to tell a story about the crow. This makes the child involved in the learning process.



Different types of teaching aids

- ✓ Teaching aids can be made very cost effectively as they can be made from old waste materials.
- ✓ It is important that the aids look attractive. Puppets and objects of play, should be brightly painted.

How can teaching aids be effectively used for children with disability?

- ✓ Children who cannot sit in one place and do not pay attention to a particular task for a long time, would benefit from teaching aids as it would hold their attention.
- ✓ Geometrical shapes can be taught through puzzles. In this step the features of the particular shape could be explained and then fitted into the puzzle by the anganwadi worker. Then the child is asked to repeat this task. To revise these concepts, pictures of the shapes may be sorted or matched by the child.
- ✓ Concepts like big and small can be introduced through a big ring and a small ring. Later other objects can be used to revise this concept. For example the teacher's hand and the child's hand.
- ✓ For children who have speech problems, the anganwadi worker can use flash cards. The picture needs to be simple and those that the child recognizes. Then the card is described to the child through questions and answers, which are given by the teacher. Later questions are asked to the child. We start with questions of a single word and later progress to questions which include two words etc.
- ✓ For the child who has delay in motor development, the anganwadi workers can give the child a big ball to throw in the basket. She can make lacing boards and also do beading with the child. This helps the child to develop his fine motor co-ordination. Game sessions would be the best time to improve gross motor and fine motor skills.

What are the various types of teaching aids?

ü Flip charts

ü Boards

ü Picture cards

ü Scrapbook

ü Painting

ü Puzzles

ü Counters

ü Beads

ü Lacing boards

ü Blocks

ü Clay

ü Dough

ü Paints



Different type of teaching aids



Lacing board



Display of Teaching aids

Toys

- ü Puppets: Introduced through stories, acting and songs
- ü Playing with water
- ü Toys of mud and sand, Musical toys



Bottle puppets

Memory games

- ü Puzzles
- ü Counting



Puzzles



60

Module 3

WORKSHOP ON IMPORTANCE OF PLAY

Why is play important?

Play is important because it helps the overall development of the child in areas of physical, emotional, social, cognitive and education. Concepts learnt in class can be consolidated through play.

What are the skills developed through play?

Play has a definite purpose; it helps a child develop valuable skills such as:

- ✓ Imagination and creativity
- ✓ Abstract thinking
- ✓ Empathy and the ability to cooperate
- ✓ Social, language and mental skills
- ✓ Learning to solve problems
- ✓ Confidence and self-esteem

How does play benefit all children?

Play has many benefits:

Physical - gross motor, fine motor, sensory motor skills, physical fitness.

Physical skills (gross motor) develop as the child learns to reach, crawl, walk, run, climb, jump, throw, catch and balance. Fine-motor skills (the use of hands and fingers) advance as he or she handles playthings. Active play is also a great way to promote physical exercise.



Rolling the barrel

Social- Interact with others, learn basic lessons of life

Social skills develop as children during play learn to follow directions, cooperate, take turns and abide by the rules, and share.

Emotional- friendships develop, boosts self esteem

Play also builds emotional skills as children experience pleasure, bond with others and work through feelings during role-play. Through play we are able to define who we are and who we want to be.

Cognition- educational concepts

All educational concepts can be mastered through play. This way a child retains the concepts better and it is less stressful on the child, and above all studying becomes fun.

Language-

Language blossoms as a child interacts with others and uses words for favourite playthings and activities.

Why Inclusive Play?

For the child with disability

- ✓ It serves the same purpose as it does for all children.
- ✓ If for some reason, such as a physical disability, children are not able to participate in play with other children of their own age, development of their motor, cognitive and psycho social skills could be affected
- ✓ If a child in a wheelchair is able to access a playground, he or she is more likely to develop even the most basic of skills, such as balance, that other children can develop while playing on a playground.

For the able bodied children

- ✓ It promotes an awareness of the disability and sensitizes the children to disability from an early age.
- ✓ Inclusive play facilitates a non-threatening environment that enables children to develop, grow and learn from one another.

What are the different kinds of play?

Out door play

Outdoor play involves more physical activities in open spaces. Many of the outdoor games

are played in groups. Outdoor games also require a lot of equipment.



Crawling out of the barrel



Swinging on the tyre

Indoor play

Indoor play activities are usually played in a room or classroom. These involve a lesser number of children.



Chuk Chuk train

Water play

Water Play - Small plastic tools, water balloons, squeeze/squirt bottles, squirt guns, and more. These activities also provide excellent opportunities to teach safety, fair play, and respect for others. Water play is an attractive and interesting activity for all children, but it is particularly stimulating for children with disabilities and should therefore, be given serious consideration.



Playing with water

Sand play

Young children love the feel of sand. The teacher can hide different things in the sand and ask the child to remove it from the sand. They can play with sand filling in bowls, glasses and beach sets thus experiencing quantities. Sand play helps consolidate concepts learnt in class. e.g. colours, shapes in an informal way.



Playing with sand

Module 4

Workshop on BARRIERS IN THE COMMUNITY

What are the various barriers seen in the community?

- ✓ Attitudinal barriers
- ✓ Social Barriers
- ✓ Physical Barriers

What are the attitudinal barriers seen in parents of disabled and non-disabled children?

- ✓ Apprehension about putting their children into a new environment under a new teacher with new things to do.
- ✓ Anxiety about their child being accepted as well as being able to adjust to a new environment.
- ✓ A feeling among the parents of children with disability that their child will not be taken proper care of in the anganwadi and therefore a reluctance to admit their child .
- ✓ Concerns among parents of non disabled children that if disabled children are included in anganwadis the teacher will not pay attention to the non-disabled children. This may result in their child's progress being affected.



Twinkle with her mother

What can you do to help?

- ✓ As a community worker you can change such attitudes through organizing meetings with the parents to provide information on inclusive education

- ✓ Convince them that an anganwadi worker is equipped to teach disabled children and non-disabled children together, and that all children will benefit equally.
- ✓ Relate experiences to them based on your work in the Anganwadi.
- ✓ Inform them about the rights of the disabled child and the Sarva Shiksha Abhiyan policy

What are the attitudinal barriers seen in the community?

- ✓ People from the community label the children with disabilities with names like, 'langada', 'pagal' etc.
- ✓ Lack of information on disability make them isolate the child with disability.
- ✓ The idea that education is of no value for a child with disability.

What can you do to help?

- ✓ Awareness programs should be conducted through rallies and focus groups on the attitude to disability, the rights of people with disabilities, and the importance of the community involvement for the success of the anganwadi.
- ✓ Street plays should be conducted on inclusive education as they are an effective way to change the attitude of people in the community.
- ✓ Resources from within the community should be utilized e.g. local leaders to help bring about attitudinal change.

What are the attitudinal barriers amongst teachers?

- ✓ Unwillingness to take responsibility for the disabled child.
- ✓ Denying admission as they feel that a special school would be beneficial.

What can be done?

- ✓ Create awareness of the national policy of 'Education for All' that includes children with disabilities.

- ✓ Organize workshops for teachers to inform them on 'Different aspects of disability on 'Inclusive Education' and related topics.
- ✓ Introduce them to the aids and appliances, their availability and their use in the anganwadi.

What are the social barriers in the community?

Social problems that exist in the community affect the education of children. These social problems may include,

- ✓ Poverty
- ✓ Unemployment
- ✓ Drug abuse etc.



The community

What can you do to help?

Organizing women from the community to set up the mahila mandal. Through the mahila mandal,

- ✓ Awareness programs on social problems can be arranged
- ✓ Problems present at home and how to deal with them can be discussed
- ✓ Small action groups to deal with specific problems can be identified

What are the physical barriers in the community?

- ✓ No special furniture in the community school for the children with physical disability.
- ✓ Difficult to reach their classrooms if they have to climb stairs.

What can be done?

- ✓ Parents can take responsibility for dropping the child at school.
- ✓ Support from peers.
- ✓ Parents could be involved in making specially designed furniture with inexpensive material available in the community.

MODULE 4

WORKSHOP ON SENSITIZATION OF THE COMMUNITY

Who are the key people involved at the community level?

The key persons involved at the community level are as follows:

- ✓ Anganwadi community workers (teachers)
- ✓ Parents
- ✓ Local leaders
- ✓ Local school principals
- ✓ Health officials, which includes Community Health Volunteers, Community Development Program Officials and paraprofessionals.

Why is it important that the anganwadi community workers should be selected from the community in which the anganwadi is located?

Anganwadi community workers should be selected from the community as:

- ✓ They are familiar with the entire community and are aware of their needs.
- ✓ Parents are familiar with them, hence are ready to entrust their children to their care.
- ✓ This linkage with the community enhances acceptability towards inclusive education.



Capacity training

What role can the anganwadi community worker play?

- ✓ They can work to bring about an attitudinal change in the community by evaluating the attitudes and obstacles



Parent /Teacher Meeting
in the anganwadi

prevalent in the community towards inclusive education.

- ✓ They can be involved in designing and implementing various strategies for sensitization that can be effectively used in the community.
- ✓ They can work towards building a sense of responsibility and motivation in the community towards educating all children.

Why involve parents in promoting inclusive education in the community?

- ✓ Parents can help sensitize the neighbourhood by making them aware of the importance of educating all children together.
- ✓ They can initiate responsibility amongst parents through parent-teacher meetings and formation of parent groups.
- ✓ They can thus help to break-down attitudinal barriers prevalent in the community.



Visit by local leaders

Why involve the local leaders in promoting inclusive education in the community?

- ✓ As local leaders are the key influencers and decision makers in the community, they play an important role in changing attitudes in the community.
- ✓ They could also help in finding space and setting up anganwadis to promote education.
- ✓ They could also help in tackling various obstacles in the community regarding admission in schools, financial problems, and management problems etc.

Why involve the local school principals in promoting inclusive education in the community?

- ✓ To make the admission process of disabled children in regular schools much easier.
- ✓ To help in assisting regular school teachers to handle children with disabilities in their classroom by playing the role of resource professionals.
- ✓ To acquire their co-operation and assistance in evaluating the progress of the disabled children, you have admitted in their school.



Workshop with BMC officials

Why involve the health officials in promoting inclusive education in the community?

- ✓ Health officials are in constant contact with the community as the health posts are located within the community.
- ✓ As they are involved in maternal health and pregnancy, they can help spread awareness and stress the importance of early intervention.
- ✓ They can play an important role in sensitizing the community, about the benefits of inclusive education and can encourage parents to educate their child even if they have different ability levels.
- ✓ They could educate parents on the various cost effective aids and appliances available.
- ✓ They could also educate parents on various home management strategies that could be adopted to improve the development of the child.



Workshop with CHV'S

MODULE 4

WORKSHOP ON STRATEGIES FOR SENSITIZATION

What are the various strategies that can be used to sensitize parents and the community?

- ✓ Focus groups
- ✓ Parent- Teacher meetings
- ✓ Awareness rallies
- ✓ Street plays

Why are these strategies used?

- ✓ To acquire opinions with regard to important issues and involve them in finding solutions to problems faced in the community.
- ✓ To provide information on social issues such as 'Education for All', the girl child, dowry, alcoholism etc.
- ✓ To make the community aware of developments that could be beneficial to the community as a whole.
- ✓ To obtain their co-operation and support in projects that are developed in the community.

How do you develop a focus group?



Parents meeting

- ✓ Determine the purpose behind the group meeting.
- ✓ Identify an information-rich sample that would be responsive and receptive. Sometimes you may have different samples for opinions on a single issue. For instance, should disabled children be include in regular schools. The perspectives of parents of disabled children and of normal children would be required.

- ✓ Decide on how many meetings you would require in order to get adequate information and the size of the group. You should not have more than a dozen participants.
- ✓ Develop a written plan or a list of open-ended questions that would be asked to each group. You could take help from other teachers to develop these questions.
- ✓ The language used should be simple and understood by all.
- ✓ It is important to listen to the target audience carefully.
- ✓ Do not prompt the audience for responses.
- ✓ Record the responses for further analysis.
- ✓ Evaluate the effectiveness of the strategy.

Why is a parent-teacher meeting important?

- ✓ It provides the parents with information on their child's development.
- ✓ It makes parents aware of recent developments and information beneficial to them and the community.
- ✓ It helps teachers evaluate the problems faced at home that could indirectly affect the child's development.
- ✓ It provides an opportunity to discuss the child's strengths and weakness as well as areas in which the parent's assistance is required.
- ✓ A home-management program could be provided to parents of disabled children.
- ✓ It also helps in reminding parents about their responsibilities and helps to provide encouragement to mothers who confront various problems.



Parent teacher meeting

What is required to start an awareness rally?

- ✓ An objective or cause towards which awareness needs to be created in the community
- ✓ A group of 10-12 committed community workers, working towards a cause. They require to be creative, confident and have loud voices to draw attention
- ✓ A few slogans and short songs that assists in disseminating information effectively to spread awareness on the social issues. These slogans should be short, rhyming, with a common message in all.
- ✓ Certain props such as banners with slogans, a drum or a steel thali and spoons to attract crowds.
- ✓ A common colour code or dress code that all the group members wear in order to draw attention effectively.
- ✓ The group members should decide on the area they require to sensitize, and each 'gully' or street should be covered within the area.
- ✓ An appropriate time should be chosen when most of the community people are relatively free.
- ✓ A common language used and understood by most of the community people should be used to make the rally more effective and easy to relate to.

सर्वासाठी शिक्षण म्हणजे
अपंगासाठीही .



Awareness rally

What is required to conduct a street play?

- ✓ A group of 10-12 committed community workers, working towards a cause. They require to be creative, confident and have loud voices to draw attention.
- ✓ A theme dealing with a social issue.
- ✓ A storyline or a script that lasts for 7-10 minutes.
- ✓ The group needs to be familiar with the story line and the part they are to play.
- ✓ A few slogans and short songs that assists in disseminating information effectively to spread awareness on certain social issues. These slogans should be short, rhyming, with a common message in all.
- ✓ Certain props such as banners with slogans, a drum or a steel thali and spoons to attract crowds.
- ✓ A common colour code or dress code that all the group members are to wear in order to draw attention effectively.



Spreading Awareness through street play

How do you conduct a street play?

- ✓ The group members should decide on the area that requires sensitizing. Later, they require to decide on a convenient spot where the play can be held. These spots should be open, preferably near a temple, a market or a school where a large number of people can be drawn.
- ✓ An appropriate time should be chosen when most of the community people are relatively free.

- ✓ A common language used and understood by most of the community people should be used to make the rally more effective and easy to relate to.
- ✓ You attract people's attention by beating drums or a steel thali and by blowing a trumpet till a large crowd has accumulated.
- ✓ This is followed by the group leader addressing the crowd by informing them about the purpose of the street play.



Street play

- ✓ The group members move around in a circle by singing songs and slogans.
- ✓ Finally the street play begins with each character coming to the centre of the circle introducing himself as the particular character he will be enacting while the play is on. No separate introductions are made.
- ✓ Each group member would have to move around while acting in order to face the entire crowd.
- ✓ The group leader concludes the play by addressing the crowd with an encouraging message related to the theme of the play.
- ✓ Finally, the entire group ends the street play by singing songs and slogans.

Street Play Script

Background: -

The attitude of the community is negative towards inclusive education. This is because of lack of awareness on disability, the importance of educating the child with disability and inclusive education.

Objective: -

To change this, we conducted street plays. In the community, street plays are effective as they attract a large crowd due to the performance. The street play uses simple language to communicate social issues. People find this mode of communication easy to understand, wherein songs, parodies, slogans and action are used. These are more effective than lecturing.

Role players

Site supervisors, Anganwadi multipurpose workers, and parents of children with and without disabilities attending the anganwadi.

Script: -

Intermediary: In the lanes of the community the intermediary takes a steel plate and spoon in his hands, bangs the spoon on the plate and he says:

Intermediary:

Hello, Hello, Hello ladies and gentlemen, brothers and sisters, grandfathers and grandmothers, uncles, aunties and children, pay attention and listen

seriously. The SSI/UNICEF staff is going to present a street play on inclusive education which will depict the attitude of the people in the community to disability and inclusive education.

After intermediary finishes his speech all the role players form a circle and sing a song moving around in a circle.

Song:

"Aao lagon tumhe bathein faide inclusive school ke
Is school mein pad rahe hain bacche sare samaj ke.
Dekho dekho tum, dekho dekho tum.
Dekho dekho tum, dekho dekho tum"

Parent of child with disability says (Shanta):

What! Inclusive education? Inclusive education what are you saying! My child is handicapped. How can he be able to study in the normal school? How can teacher of the normal school teach him?

Another parent of the child with disability says (Shila): - No my sister, Shanta. I also have a child with disability. I also used to think the same way as you. These people are from SSI/UNICEF. They have opened an anganwadi in our community and they have admitted my child in that anganwadi. After joining the anganwadi I can see much improvement in my child because children with and without disabilities study together. I think you should also admit your child in this anganwadi.

Shanta: But how will the teacher teach my child? How is she going to communicate with my child as my child cannot speak, additionally my child has a problem in sitting. How will she manage this?

Song:

Na koi aids hai na koi sasmugri hai

Apke school mein hai kya

Eh ek katin prashna hai?

(Shaila introduces the anganwadi multipurpose worker to Shanta)

Anganwadi multi purpose worker says: No, no, what you think is totally different. I am a teacher of SSI/UNICEF anganwadi. I teach both children with and without disability in my class. We have different types of teaching aids to teach all children. We have been trained by SSI/UNICEF to teach all children. So you do not worry about admitting your child in our anganwadi. We will take care of your child.

Shanta: It's okay. But what about the normal children? They will tease my child and also beat my child.

Normal child's parent (Alka): No sister Shanta. If we tell the children they understand. My child also goes to Ugam anganwadi.. My child is normal but his friend who is attending the same anganwadi is disabled. Both play together, go to anganwadi together and study together. It is not true that the normal children will beat and tease the disabled children.

Shanta: Okay. Now I understand what you said. But what about after that? What about the Principal and teachers of the normal school. Are they going to admit my child in their school?

Teacher: Why not? Come, I will take you to the Principal of a mainstream inclusive school who has already admitted children with disability in her school.

Mainstream school Principal: I am a principal of the B.M.C School. We also admit disabled children in our school. Our school takes SSI help to teach these children.(Depict a child with disability going to school with a bag on his back. As he walks, he slips and falls, Two children without disability are also on this way to school help him up, and they proceed together)

Intermediary: Have you seen? The children are ready, teachers and principal are ready to admit and support the disabled children. Why are you not ready? We will take two steps forward. Why don't you take at least one step forward.

Shanta: You people have opened my eyes. I am ready to send my child to an inclusive school. If you all are ready to teach and accept my child, I am ready to change my attitude and admit my child.

All participants: Yes we are all ready to take your child.

Song:

Saathi hath badana ,

Saathi hath badana,

Ek baccha viklang hai to sabke sath padana,

Saathi hath badana

Saathi hath badana sathi re,

Saathi hath badana sathi re,

Sathi hath badana sathi re.

MODULE 4

WORKSHOP ON FORMULATION OF A MAHILA MANDAL

What is a Mahila Mandal?

- ✓ A Mahila Mandal consists of women living within a community, who are motivated to develop their community.

What is a Mahila Mandal supposed to do?

- ✓ Organize themselves into a group.
- ✓ Arrange meetings and discussions.
- ✓ Develop programs in the community.
- ✓ Develop income generation and saving strategies.



Mahila mandal meeting

What are some issues that can be discussed at Mahila Mandal meetings?

- ✓ To evaluate the progress of the child attending the pre-school and factors related to it.
- ✓ To discuss issues related to their home environment.
- ✓ To obtain information on their source of income, their education levels and their interest in training.
- ✓ To identify members who could be initiators and could actively participate in sustaining the group.



Mahila mandal meeting

What is the role of the Mahila Mandal in various community development programs?

- ✓ Through various festivals and community events to create awareness on community issues such as child marriages, dowry, and health and hygiene.

- ✓ Issues such as abortion and its harmful effects, contraceptives, the girl child, atrocities faced by women, and gender differences can be discussed.
- ✓ The importance of education should be propagated
- ✓ Through these programs, adult literacy classes could be conducted. Families from the community should be approached to give their rooms on rent to conduct the classes.
- ✓ The Mahila Mandal could use slogans, street plays, puppet shows and demonstrations to spread awareness.



Awareness rallies

How do you form income generation groups?

- ✓ Firstly identify group members that are interested.
- ✓ Items that can be made by most members should be decided on, for e.g. diyas, candles, toran, hairclips etc.
- ✓ Training should be given to create these items/products.
- ✓ Cost-effectiveness of the product is an important factor.
- ✓ Marketing strategies should be planned to sell these products.
- ✓ Information on the various saving bank accounts, postal services, daily banks and bank grants should be provided.
- ✓ Strategies on how to save finances, monthly or weekly and information on how to gain access to a bank account should be provided.

What role can the Mahila mandal play in creating awareness on disability?

- ✓ Women can be educated about the causes of disability and what sort of preventive measures may be taken.
- ✓ Problems faced in the home can be discussed and these discussions can lead to a collective solution of the problem. This process not only brings about practical solutions but also provides immense support to each woman in the mandal.
- ✓ Some of the problems that require a collective effort of all women in the community that can be achieved through the Mahila Mandal : The negative attitudes experienced by the disabled child and the mother; an alcoholic parent; child abuse and neglect; financial burden due to the child with disability; children with disability not being provided with the appropriate intervention and education. There are times when all these factors operate simultaneously



Tailoring for income generation

The outcome of the Mahila Mandal

- ✓ The Mahila Mandal provides a common ground through which issues such as the girl child, children with disability, benefits of inclusive education and appropriate intervention for children within the low socio-economic strata may be discussed.
- ✓ The Mahila Mandal can also provide a platform through which women may voice their opinion on what is right for their children, whether this involves a girl child, a child with disability or children who are neglected.
- ✓ The Mahila Mandal provides a support system for women through which they can collectively work towards solving their problems and bring about changes in their family and community



Mahila Mandal

14th November 2002



Acknowledgments

The writers of the How to Series on Inclusive Education are Mithu Alur and Research Consultant Jennifer Evans. The other members of the team of people who have contributed to the manuals are:

Ami Gumashta, Maria Barretto, Deepshikha Mathur, Anuradha Dutt, Shabnam Rangwala, Anita Prabhu, Sangeeta Jagtiani, Ritika Sahni, Susan Barla, Sharmila Donde, Ishwar Tayade, Gulab Sayed, Shraddha More, Varsha Hooja, Theresa D'Costa, Lucas Baretto, Manish Kapdoskar, Preetham Thapa.

The Principal Investigators of the project are Dr Mithu Alur India and Dr Marcia Rioux, Canada. Research Consultants tracking and evaluating the project are: Dr Urvashi Shah and Dr Anuradha Sovani. The Research Agency has been A.C. Neilsen.

The Core Committee monitoring the Project are: Dr Mithu Alur, Dr Marcia Rioux, Dr Prakash Gurnani, Mrs Chetna Kohli, Mrs Deepika Srivastava.

List of Manuals

Policy: how to develop and implement inclusive education

1. Policy makers at National and State level
2. Policy implementers at local and community level

Community: How to create an inclusive community

3. How to open an inclusive nursery or anganwadi
4. How to open a Mahila Mandal (self help group)
5. How to sensitize the community
6. How to work with parents in partnership

Education: How to plan an inclusive programme

7. How to carry out an Ecological Inventory
8. How to design an Ecologically-enriched Curriculum
9. How to plan an inclusive curriculum
10. How to build community resources
11. How to provide opportunities for play

Training:

12. How to train Anganwadi Multipurpose Workers (AMW)

Meeting individual needs:

13. How to develop aids and appliances
14. How to work on improving health and nutrition

How to plan an inclusive classroom:

15. How to identify children with disability
16. How to include children with disability

Including children with...

- a. Multiple Disabilities
- b. ADHD
- c. Epilepsy
- d. Autism
- e. Visual impairment
- f. Speech, Language and Communication
- g. Intellectual impairment