

# **A Teacher's Guidebook for Identifying Students with Disabilities**

Contextualized to support local teachers and  
students across Vanuatu

This book was written by:  
Elyse Robertson (Peace Corps Volunteer)  
Kathleen Arthur (VITE)  
June 11, 2014



All rights reserved

© Ministry of Education, Republic of Vanuatu 2014



**Inclusion Crest:**

The crest symbolizes the concept of inclusion. The ‘canoe’ represents the body of inclusion. The ‘3 cross woods’ represent all of our differences (custom, culture, religion, languages, gender, disabilities, etc.). The ‘nasama’ represents one spirit. The nasama unites all of our differences, respecting and valuing each one’s uniqueness, and joins each one together so that the canoe (symbolizing inclusion) can float. The ‘wooden pole’ represents freedom and human rights. The pole is the foundation for the sail and necessary for the canoe to move forward. The ‘namele’ leaf is the sail of the canoe and represents respect. Respect is needed by all people in order for the canoe to move forward and in the right direction. The ‘saltwater’ represents the many challenges that the concept of inclusion faces but when all the individual parts of the canoe are working together, the canoe will overcome the saltwater and continue advancing forward. Lastly, the ‘circle’ represents the world. It encircles every part of the concept of inclusion because inclusion is a global responsibility for every person, and in order for inclusion to be possible it is a concept that every person must implement into their daily lives.

- Henry Warusolu

## Table of Content

<b>Foreword</b>	<b>4</b>
<b>Introduction</b>	<b>6</b>
• <b>Importance of Inclusive Education</b>	
<b>Early Intervention</b>	<b>7</b>
<b>Steps for Identifying a Student with a Disability</b>	<b>8</b>
<b>Working with Students who have Disabilities</b>	<b>9</b>
<b>Types of Disability's and Learning Difficulties:</b>	
<b>Visual Impairment</b>	<b>10</b>
• <b>Tests</b>	
<b>Hearing Impairment</b>	<b>20</b>
• <b>Checklist</b>	
• <b>Test</b>	
<b>Physical Disabilities</b>	<b>26</b>
• <b>Touch and Movement Tests</b>	
<b>Learning Disabilities</b>	<b>32</b>
• <b>Test</b>	
• <b>Checklists</b>	
<b>Communication Disorders</b>	<b>38</b>
• <b>Checklist</b>	
<b>Emotional and Behavioral Disorders</b>	<b>44</b>
<b>Attention Deficit and Hyperactivity Disorder</b>	<b>47</b>
• <b>Checklist</b>	
• <b>Test</b>	
<b>Intellectual Impairment</b>	<b>52</b>
• <b>Checklist</b>	
<b>Autism</b>	<b>56</b>
• <b>Checklist</b>	
<b>Other Health Impairments</b>	<b>62</b>
• <b>Questionnaire</b>	
<b>Gifted: is not a disability</b>	<b>66</b>
• <b>Checklist</b>	
<b>Albinism: is not a disability</b>	<b>69</b>
<b>Appendix</b>	<b>70</b>
• <b>Additional Checklists and Referral Forms</b>	
<b>Resources</b>	<b>87</b>

## Foreword

The vision of this guidebook is for every Ni-Vanuatu student to have the same opportunity to attend and receive a quality education despite their gender, religious beliefs, home life, financial situation, special needs or disabilities.

In order to improve the outcomes for our vulnerable Ni-Vanuatu students and to promote a more inclusive society, this guidebook was developed to improve the capacity of our educators and to equip our teachers and educational professionals with up-to-date and useful strategies that can be used for teaching and creating an inclusive learning environment for every learner. This book was not only developed to be a resource for educators and other professionals in identifying students who may have special learning needs and/or disabilities, but to also ensure that support and services are provided for students who require additional assistance.

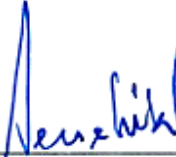
This guidebook's vision is to:


- Acknowledge student's positive contributions.
  - o Recognizing that all students, as well as students with disabilities, have individual abilities to share with other students and all communities across Vanuatu.
- Increase students' strengths.
  - o Educators are encouraged to focus on individual student's strengths and help students to improve on what they can do; also, to acknowledge students' needs and to help them to learn appropriate strategies in overcoming those challenges.
- Enable students to become self-determined.
  - o Encourage students, especially students with disabilities or special needs, to develop their abilities, to have future goals, and to be able to reach those goals by themselves or with assistance from the outside.
- Increase students' relationships with peers.
  - o Develop a supportive environment of diverse students, those without disabilities and those with disabilities, to become a more inclusive and open-minded community.
- Ensure students' full rights and citizenship
  - o To build up student's capacities, especially those with disabilities, to be able to exercise their rights, so they can become respected, valued citizens of Vanuatu.

For many years, our society has left out many vulnerable Ni-Vanuatu groups, especially our students and persons with disabilities. This was due to the lack of knowledge and misunderstandings in their abilities to assist in the improvement of individual communities across Vanuatu.

In accordance with the Ministry of Education's commitment towards The Vanuatu Government's ratification of the Convention on the Rights of Persons with Disabilities (CRPD) and the approval of the Inclusive Education Policy, this guidebook was developed to ensure that the mission of these two policies will become more than a foundation but a living reality and that our vulnerable groups in Vanuatu will be provided the chance to partake in all aspects of society and be regarded as equal, valuable citizens of Vanuatu.

This guidebook is one small piece in the overall goal of inclusion for the education system and for Vanuatu society as a whole. This guidebook was developed with great respect for all the vulnerable groups of Ni-Vanuatu students, and it believes in the efficacy of every Ni-Vanuatu student and the individual roles each Ni-Vanuatu student will play in communities across Vanuatu.

  
\_\_\_\_\_  
**Jesse Dick Joe**  
The Director General of Education



August 2014

  
\_\_\_\_\_  
**Roy Obed**  
Director of Education Services

August 2014

## Introduction

The Government of Vanuatu through the Ministry of Education (MoE) approved the first ever Inclusive Education (IE) Policy in 2011. This is a contribution and commitment towards Vanuatu Government's ratification of the Convention on the Rights of Persons with Disability (CRPD) in 2008.

The Inclusive Education policy is developed to look beyond the limitations of persons with disabilities and focus more on their individual abilities. The policy moves towards improving the lives of persons with disabilities by providing a friendly and pragmatic learning environment that reduces and removes barriers allowing every student an equal opportunity to receive a quality education and have a successful life. It is the right of every student to go to school. Students with disabilities have the same potential and desire to learn as any other student if only they are given the opportunity, and schools are able to provide the resources and environment so that active learning can take place; this can be done with the assistance of Ministry of Education.

Inclusive education is the way in which we help students with disabilities to integrate successfully with other students, in the school environment. All students are *UNIQUE* and *SPECIAL*. All students have special individual needs. Some students have special needs that will be with them throughout their lives because of the disability they have. No matter the degree of the disability, it is important to make sure that every student receives the support (emotional, social, physical, academic, and spiritual) they need to understand and live with their individual disabilities. These students will now not be completely limited by their disabilities, but through education and the support of teachers, school staff, Ministry of Education and other partners, they will be given the tools to become effective members within their communities. These students will succeed and their special needs will be met through help and understanding.

The Vanuatu Minimum Quality Standards has fifteen standards for all Primary Schools throughout Vanuatu. Out of the fifteen standards, this guidebook focuses on

- “Standard 2: Teachers identify students with special needs and take appropriate action to ensure their presence and active participation in class”

The Vanuatu Government wants ALL students to be educated, including students with disabilities. Therefore teachers are asked to:

- find out which students have disabilities and learning difficulties
- find out if someone in the student's family or community will help the teacher...
  - educate the student either in the classroom
  - educate the student in the individual home
- find out if the student is suitable for attending school or should have lessons at home. Lessons at home are called home-based programs.

As a classroom teacher, you will need to think about which students with disabilities you are able to integrate into your classroom and those you cannot. Students that cannot be integrated into the classroom will need a home-based program. Teachers can assist parents and provide information for home-based programs, if necessary.

## **EARLY INTERVENTION**

### **When is the best time to start working with a student with a disability?**

Which one of the following statements do you think is correct?

1. You should work with a student who has a disability as soon as the student's disability is recognized  
or
2. You should not work with a student who has a disability when he is too young. You should wait until the student is older

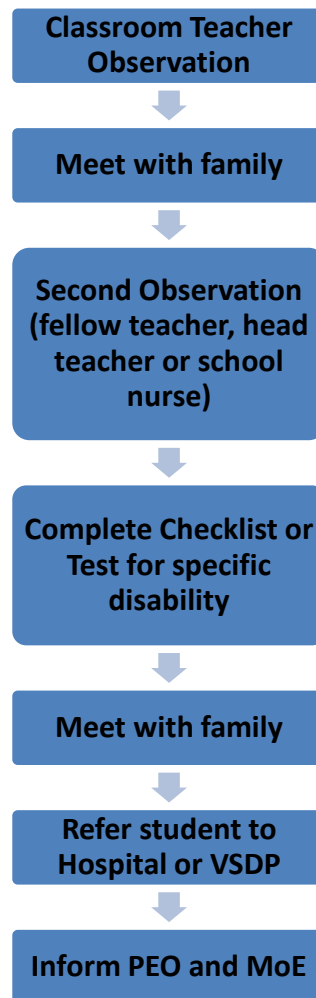
Which statement did you choose? The correct statement was the first. You should start working with a student who has a disability as soon as the student's disability is detected. This is called **Early Intervention**.

An early intervention program should begin as soon as possible; the earlier the better. If a student is found to have a hearing disability at 9 months, then the early intervention program should start immediately when the student is still 9 months old. Many times, in Vanuatu, a student's disability is not discovered until the student is 4, 5 or even 6 years old. An early intervention program can start anytime from birth to 6 or 7 years of age. Other students who need to be included in an early intervention program are those who are slow in development, compared with students of the same age, e.g. walking, talking, sitting or eating.

The majority of parents need help to work out a suitable early intervention program for their student. Parents or carers can get help from specialists, staff from a health clinic or hospital or the Vanuatu Society for Disable People (VSDP).

Parents and carers need to understand that they are not alone. There are many places that parents and carers can go, such as the nearest health clinic, hospital or VSDP if you are in Port Vila, to seek information, advice, and help when starting an early intervention program. The assistance given by health clinics, hospitals or VSDP will be very important for both the student with the disability or slow development and the family. If a student starts an early intervention program early enough, the student's chances of going to school and integrating into a classroom environment are greater. This not only will make the teachers work easier when the student comes to school, but the teacher will also have a better understanding of the student's specific needs in order to maximize his/her learning in the classroom.

## Steps for Identifying a Student with a Disability



### **Important:**

When identifying a student with a disability or learning difficulty, it is very important that teachers and medical professionals do not misdiagnose or wrongly label a student.

- Assess a student objectively
- Keep records organized
- Always be confidential and respect the privacy of the student and family
  - Teachers must inform parents of their concerns and findings and respect the wishes of the student's guardians regarding the student's accommodations in the school setting and medical treatment, etc.
  - Teachers and school staff should communicate with the student's family **regularly**



## Top 10 Things to Remember When Working with a Student with a Disability

---



## **Visual Disability (Low Vision/Blind)**

Visual Disability (VD) is an English term used to describe individuals who have difficulty with their eyes and seeing; this can range from being low, moderate, or severe (totally blind). Visual disabilities can affect just one or both eyes of an individual. Any person can be born with or acquire visual disabilities throughout their lifetime. It is common, as individual's age, that the eye(s) slowly loses its strength due to various environmental or physical factors.

### **What does Visual Disability look like?**

#### **Language Development**

- Student can talk and listen normally but s/he cannot read or write at the same level as peers
- Student uses other senses to understand: listening, touching, smelling, and tasting

#### **Social Development**

- Student develops and acts like other students around the same age
- Student may be afraid or feel ashamed because of low vision

#### **Behavior**

- Student may look like s/he is not interested in the lesson
- Student may look directly at the teacher when s/he is speaking
- Student may take naps at school because the eye muscles are being over worked

#### **Sensory and Movement**

- Either one or both eyes may not be able to follow or look directly at an object
- Student may hold objects close or far away from face
- When another person looks at the student, they may be able to tell that the students eyes are not 'normal'
- Student may shut or rub eyes frequently
- Student may have trouble walking around or holding objects correctly, also may fall down or drop items frequently

#### **Intellectual Functioning**

- Student may have low marks because s/he is unable to use similar learning strategies like other students

(Turnbull & Wehmeyer 2007)

### **Visual Disability and School**

Every student, even those who have Visual Disabilities, can and should go to school; they have the same potential to learn and partake in education. Teachers must try and make sure that the classroom and school have good management so that every student, as well as those with VD, is safe, happy, and have the same opportunities to succeed.

## **Visual Disability Characteristics:**

### **Three categories of Visual Disability**

#### **1). Low Vision**

- Student still relies and uses one or both eyes (for school, playing, work, etc)
- Student can still look and read print, letters, and, colors, and shapes
- Student has minor trouble with one or both eyes
- Student may not be able to see things clearly that are far away
- Student may not be able to see things clearly that are very close
- Student may wear glasses (specs) for the entire day or just a few hours (ex. only wears glasses while reading)

\* Student does not need to learn or read Braille

#### **2). Functionally Blind**

- Student relies very little on one or both eyes
- Student cannot see clearly objects that are to close or far away (student can see very little)
- Student may wear glasses (specs) for the entire day
- Student may not be able to see clearly or recognize print, letters, words, colors, shapes or recognize small objects (ex. stones, holes, pencils)
- Student may only be able to recognize large objects (houses, trees, truck, table)
- Student may not be able to walk around easily, s/he may use a walking stick for support

\* Student may be able to read large print but should also learn Braille

#### **3). Totally Blind**

- Student cannot recognize anything
- Student must use other senses (hearing, touch, taste, and smell) to understand the world
- Student cannot look at any print, letters, words, shapes, colors, or objects
  - Maybe the student can see the difference between light and dark (ex. being inside a house or being outside)
- Student may wear dark glasses (sunglasses) to protect eyes from the sun
  - Sometimes, student does not know when his/her eyes are open or closed
- Student cannot move around easily, maybe the student uses a walking stick or walks with another person for support

\* Student cannot read print, must learn to read and write Braille

(Turnbull & Wehmeyer 2007)

### **Helping a student with Visual Impairments or Blindness in the classroom:**

There are many strategies that can be done to help students who have vision impairments inside the classroom:

1. Whole class teaching:
  - Write clear and big
  - Use color chalk- bright colors such as red, blue, green, and white
  - Teacher should read directions aloud first, then read directions with students, then have students repeat directions to teacher then complete the activity
  - Hang signs, photos, and posters throughout classroom
  - Directions should be short, clear and specific
  - When you read a book, read with emotion and different kinds of voices
  - Say the name of the student before asking a question or speaking
  - Use descriptive words when giving directions- 'left' 'right' 'below' 'inside'
  - If you move items inside the classroom inform students of the change
2. Small group:
  - Allow for students to work in small groups
  - Have reading and writing partners
3. Extra information and strategies for teacher:
  - Have student sit close to the front of the classroom in a place that has good light
  - Make sure that the classroom is open and clean, no trash or objects on floor
  - Label items throughout classroom
  - Increase the size of print, enlarge letters and signs
  - Allow more time on activities and tests, if needed
  - If student has a walking stick or tool used for seeing, make sure you have a storage area inside the classroom and DO NOT allow other students to touch
  - When walking with student, place arm on shoulder or hold their hand and give descriptive directions
  - Let students know when activities, conversations, etc. are finished by telling student
  - Speak in a normal voice and say your name before speaking

Low vision students may need aids for reading, writing or for everyday life such as: glasses or magnifying glass.

*If you think that one of your students may have a Visual Disability, follow the vision tests provided and administer to one student at a time. The tools provided will help you identify students who may have issues related to vision.*

<b>Normal Visual Development</b>			
<b>Birth</b>	-Babies are able to see at birth, they have low vision -Babies are able to follow moving targets for short distances	<b>12 months</b>	-Babies can avoid objects -Babies can recognize familiar sights
<b>4-6 weeks</b>	-Babies will shut eyes with bright light -Babies will look toward noises and look away from negative faces -Babies eyes should look straight but can cross	<b>2 years</b>	-Student shows interest in objects far away
<b>12 weeks</b>	-Babies can easily follow moving objects -Babies like to look at reflection and human faces -Babies begin to show preference for colored objects	<b>4-6 years</b>	Student's vision is the same as an adults vision
<b>6 months</b>	-Babies can begin to see farther away objects -Babies look and reach for objects -Babies move eyes in all directions	<b>8 years</b>	-The eye is adult size and vision development is complete

<b>Behaviors which may indicate Vision Impairment</b>	
Babies	Young Students-Older Students
-Does not look at things-No eye contact -Eyes move all over -Eyes move up and down, left and right -Baby does not smile by 6 weeks -Eyes are very sensitive to bright light	-Student cannot control eyes and focus on objects -Student misses objects when trying to grab -Student runs into or hits objects when moving -Student may poke or rub eyes -Student will have delayed speech -Student cannot move in low light -Student has trouble walking on uneven levels -Student walks with their head facing down -Student turns head to one side -Student gets very close to objects to see them -Student cannot see objects that are far away -Student has many eye infections -Student has watery eyes -Student has sore and red eyes -Student has trouble sleeping

(Arthur ED 300, 2013)

## Vision Tests for Birth-4 years of age

<b>Vision Test in One Eye</b>	
<b>Material</b>	-Your Hand -Small Objects or Toy
<b>Procedure</b>	<ul style="list-style-type: none"> <li>-Have the parent or guardian hold the student comfortably in their lap</li> <li>-The tester should stand behind the student and parent</li> <li>-The tester should move their left hand from the student's head <u>down</u> to cover the eye</li> <li>-Make sure that the fingers of the tester's hand are closed and the student cannot see through</li> <li>-The tester should not touch the student's face with their hand</li> <li>-With the tester's right hand, hold an object in front of the student's right eye</li> <li>-The tester should move the object left and right.</li> <li>-Observe if the student's open eye is able to look at and follow the object</li> <li>-Take a 10 second break and do test again but covering the student's right eye and holding the object in front of the student's left eye</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>-If the student is happy and able to look at and follow the object –The student has normal vision</li> <li>-If the student is not happy and not able to look at and follow the object with one eye but the other eye is alright-The student may have a vision impairment in the eye that made the student upset</li> <li>-If the student is not happy when both their eyes are covered-The student probably does not like when the eyes are covered and the vision probably is normal</li> </ul>

<b>The Blink Reflex Test</b>	
<b>Material</b>	-Your Hand
<b>Procedure</b>	<ul style="list-style-type: none"> <li>-Have the parent or guardian hold the student comfortably in their lap</li> <li>-The tester should stand in front of the student</li> <li>-The tester should hold their hand with the fingers spread apart</li> <li>-The tester should bring their hand towards the student's face slowly                             <ul style="list-style-type: none"> <li>-DO NOT move your hand fast or touch the student's face</li> </ul> </li> <li>-Repeat the movement 3 times</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>-If the student blinks immediately when your hand is close to the face- vision is normal</li> <li>-If the student blinks after a few seconds- The student may have a vision impairment</li> <li>-If the student does not blink-The student probably does have a vision impairment</li> </ul>

(Arthur ED 300, 2013)

## Vision Test for Students-Adults

**You will need the following materials to carry out a vision test**

- Eye Chart
- 1 meter long string
- Chalk, tape or glue
- Object to cover eye
- Ruler or stick
- Student record sheet

**To carry out the test read the following instructions:**

Before the test:

1. Hang the 'Eye Chart' on a clean wall that has good lighting
  - a. The chart should be at eye-level with the student
2. Mark a distance of 3 meters away from the 'Eye Chart'
3. Draw a line with chalk or mark with tape the spot where the student should stand
  - a. 3 meters away from the 'Eye Chart'.

Student Role:

4. The student should be relaxed and ready
5. Environment should be quiet and well lit; teacher should work with 1 student at a time
6. Teacher gives clear instructions: Student to stand on the line marked on the floor, when the teacher points to a letter or shape student says the name of the letter or shape, student repeats same process until s/he can no longer identify letters or shapes
  - a. If the student does not know or cannot see the letter or shape anymore, s/he tells the teacher
7. The student covers one eye at a time. When finished s/he switches and covers the other eye

Teacher Role:

8. During the test, teacher stands next to the 'Eye Chart' and points to the letters or shapes with a ruler or stick
9. Teacher starts from the top and goes down. Teacher goes left to right and must point to each letter or shape-DO NOT skip letters/shapes or rows
10. Teacher holds the 'Vision Test Result Sheet' while doing the test with the student and ticks the student's results; Do Not let the student see his/her results while taking the test
11. Do not tell student if s/he is wrong or correct; just correctly record student's responses
12. If the student misses 4 letters or shapes in a sequence, finish the test with the student

Help the student understand what to do by the teacher modeling the test for the student first

<b>What the vision test results tell us:</b>	
<b>Result</b>	<b>What to do</b>
i) No problem with test	Nothing: the student has normal eyesight
ii) The student can see well with one eye but not with the other	Keep a careful watch on the student. S/he might need some help at times but otherwise should manage
iii) Problem with second row	The student will have difficulty in the regular classroom and should sit in the front of the class
iv) Problem with top line	The student has visual problems and should see a specialist at the hospital

**Make sure both eyes of the student are tested** (MoE 2014)

Keep a list at the school with the names of the students who need to see an eye specialist, especially visiting eye doctors to the area.

If the student fails part or the entire 'Eye Chart' test, discuss this with the parents. Find out if the parents have also noticed any difficulties.

-----

**Vision Tests Recording Sheet for Birth-4 years of age**

<b>Student's Name:</b>	<b>Age:</b>	<b>School/Community Name:</b>	<b>Date:</b>
<b>Eye Test Results</b>			
<b>Vision Test in One Eye</b>		<b>The Blink Reflex Test</b>	
Write comment		Write comment	
Tester Name:			

-----

**Vision Test Recording Sheet 4 years- Adult:**

**Tick** if student correctly identifies the letter or shape

<b>Student's Name:</b>	<b>Grade Level:</b>	<b>School Name:</b>	<b>Date:</b>
<b>Eye Chart Results</b>			
<b>Different Font Size: Right Eye</b>		<b>Different Font Size: Left Eye</b>	
Top Row:		Top Row:	
2 <sup>nd</sup> Row:		2 <sup>nd</sup> Row:	
3 <sup>rd</sup> Row:		3 <sup>rd</sup> Row:	
4 <sup>th</sup> Row:		4 <sup>th</sup> Row:	
5 <sup>th</sup> Row:		5 <sup>th</sup> Row:	
6 <sup>th</sup> Row:		6 <sup>th</sup> Row:	
7 <sup>th</sup> Row:		7 <sup>th</sup> Row:	
8 <sup>th</sup> Row:		8 <sup>th</sup> Row:	
Last Row:		Last Row:	
Name of Teacher:			
Comments by Teacher:			

(Robertson 2014)



**Eye Chart #1**

For Use At 3 Metres

<sup>90</sup>  
**E**

<sup>36</sup>  
**D I**

<sup>24</sup>  
**M O L**

<sup>18</sup>  
**E N A T**

<sup>12</sup>  
**S Y S S P**

<sup>9</sup>  
**O R D R A E**

<sup>6</sup>  
**N A X O L I C**

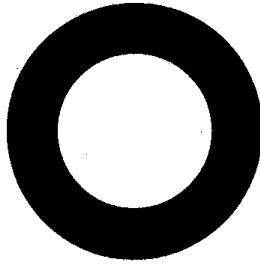
<sup>5</sup>  
**C L O N A T A P**

<sup>4</sup>  
**H N I X O R P I C**

**Alcon**  
The Specialist Eye Care Company  
Ph: 1800 025 032

For Use At 3 Metres

60



36



24



18



12



9



6



5



4



**Alcon**  
The Specialist Eye Care Company

Eye Chart #2

**RIDING KAD**

**N18**

Holem ol buk blong yu, no ol nyuspepa blong yu, long fasin we buk blong yu no nyuspepa blong yu l longwe lelebet long ol ae blong yu (Olsem we l bitim foti sentimita [40cm] long ae blong yu)

Δ O † 1 4 8 3

**N16**

Yu stat blong rid fastaem afta we yu bin rid finis longtaem lelebet (olsem 15 minit), l gud sipos yu tekem spel long riding ia smoltaem; yu lukluk long wan samting we l longwe lelebet, olsem wan tri no wan bigfala hil. Afta long wan minit no samting olsem, yu save gohed blong rid bakegen. Fasin ia blong rid l givim smol spel long ae blong yu.

O 8 4 Δ 3 † 1

**N12**

Evri taem we yu yu stap rid, l important tumas we yu yu rid long wan ples we laet l gud, olsem aotsaed no klosap long wan taem we l tudak lelebet, olsem long naet taem, l gud blong yusum wan elektrik laet sipos l gat.

3 9 † 5 O 6 Δ

**N10**

Sipos yu yu no gat elektrik laet, l gud moa sipos yu yu yusum wan hariken lamp bitim wan kandel, from we laet blong kandel l no inaf. Yu stat blong fastaem. Afta we yu rid finis long taem lelebet (olsem 15 minit), l supos yu tekem spel long riding ia smol taem; yu lukluk long wan samting we l longwe lelebet, olsem wan tri no wan bigfala hill.

Δ O † 1 4 8 3

**N8**

Afta long wan minit no samting olsem, yu save gohed blong rid bakegen. Fasin ia blong rid l givim smol spel long ol ae blong yu.

O 8 4 Δ 3 † 1

**N6**

Evri taem we yu yu stap rid, l important tumas we yu yu rid long ples we laet l gud, olsem aotsaed no klosap long wan wido insaed long haos blong yu.

3 9 † 5 O 6 Δ

## **Hearing Disability (Hearing loss/ Deaf)**

Hearing Disability (HD) is an English term used to describe individuals who have difficulty with their ear(s) and hearing; this can range from having slight hearing loss in one or both ears to complete deafness (not being able to hear a single sound). Hearing impairments can affect one or both ears of an individual. Any person can be born with or acquire hearing disabilities throughout their lifetime. As with visual impairments, it is common, as individual's age, that the ear(s) slowly loses strength and sensitivity due to various environmental or physical factors.

### **What does Hearing Disability look like?**

#### **Language Development**

- When the ear does not work, students speech and language is affected because they cannot hear what is coming out of their mouths

#### **Social Development**

- The same as other students of the same age range

#### **Behavior**

- Student may get angry easily because teachers may misunderstand what they are saying or student may not be able to express clearly his/her wants and needs
- Student may yell or talk loudly because s/he cannot hear that they are being loud

#### **Sensory and Movement**

- Student may move slowly because s/he must turn the head around in both directions before moving to ensure that they do not get hit or run into objects

#### **Intellectual Functioning**

- Student may have low marks because s/he is unable to use similar learning strategies like other students

(Turnbull & Wehmeyer 2007)

### **Hearing Disability and School**

Every student, even those who have Hearing Disabilities, can and should go to school; they have the same potential to learn and partake in education. Teachers must try and make sure that the classroom and school have good management so that every student, as well as those with HD, is safe, happy and have the same opportunities to succeed.

### **Hearing Impairment characteristics:**

#### 1). Hard of Hearing

- Student ear(s) is blocked
- Student may not be able to hear certain sounds
- Student may not be able to hear soft or medium tones
- Student may hear a constant ringing sound

\* Student does not usually need to learn Sign Language

## 2). Deafness

- Student ear(s) is completely blocked
- Student cannot hear any sound (soft, medium, loud)
- Student relies on other senses: taste, smell, touch, talking, moving, and seeing
  - Maybe student will not be able to talk well depending on level of deafness
    - Voice level, tune, fluency, and speed will be affected

\*Student does need to learn Sign Language

(Turnbull & Wehmeyer 2007)

### **Helping a student with Hearing Impairment or Deafness in the classroom:**

There are many strategies that can be done to help students who have hearing impairments inside the classroom:

#### 1. Whole class teaching:

- Write clear and big
- Use color chalk- bright colors such as red, blue, green, and white
- Look at students face when speaking
- Speak slow, clear and a little loud-some students may read your mouth
- Hang signs, photos, and posters throughout the classroom
- Repeat questions and answers of students so everyone can hear
- Ask questions throughout the lesson or activity
- Repeat main points of lesson when finished
- May need to use Sign Language when teaching
- If you move items inside the classroom inform students of the change

#### 2. Small group:

- Allow for students to work in small groups
- Have reading and writing partners

#### 3. Extra information and strategies for teacher:

- Allow for extra time for activities or tests
- Write down important information
- Use photo cards for communication if student cannot speak
- Label items throughout the classroom
- Come up with a sign with student in case student needs to get the teachers attention quickly or there is an emergency
- When speaking keep hands away from face
- Male teachers should make sure facial hair is kept short

*If you think that one of your students may have a Hearing Disability, follow the checklists and hearing tests provided and administer to one student at a time. The tools provided will help you identify students who may have issues related to hearing.*

## Checklists and Tests for Hearing Impairment

<b>Normal Hearing Development</b>			
<b>1 month</b>	<ul style="list-style-type: none"> <li>-Baby jumps and responds to loud noises</li> <li>-Baby begins to make gurgling sounds</li> </ul>	<b>9 months</b>	<ul style="list-style-type: none"> <li>-Baby responds differently to happy and angry voices</li> <li>-Baby tries to copy the speech sounds of others</li> </ul>
<b>3 months</b>	<ul style="list-style-type: none"> <li>-Baby makes sounds</li> <li>-Baby is aware of voices</li> <li>-Baby may quiet down to familiar voices</li> <li>-Baby stirs or awakens to loud noises</li> </ul>	<b>12 months</b>	<ul style="list-style-type: none"> <li>-Baby finds sources of sounds</li> <li>-Baby recognizes own name</li> <li>-Uses single words correctly</li> <li>-Baby vocalizes emotions</li> <li>-Baby laughs randomly</li> <li>-Baby tries to copy sounds</li> <li>-Baby responds to music</li> </ul>
<b>6 months</b>	<ul style="list-style-type: none"> <li>-Baby makes vocal sounds when alone</li> <li>-Baby turns head toward sounds or when name is called even when speaker is not visible</li> <li>-Baby vocalizes when spoken to directly</li> </ul>	<b>24 months</b>	<ul style="list-style-type: none"> <li>-Knows more than 50 words</li> <li>-Uses two words together</li> <li>-Shows understanding of many words or directions</li> <li>-Refers to himself/herself by name</li> </ul>

Complete the Checklist. If you ticked 'YES' for any action, refer the student to the nearest Aid post, Health Clinic, or Hospital

<b>Student's Name:</b>	<b>Grade Level:</b>	<b>School Name:</b>	<b>Date:</b>
<b>Primary and Secondary Checklist to determine Hearing Loss</b>			
<b>Action</b>		<b>Yes</b>	<b>No</b>
<b>1</b>	Student is constantly inattentive		
<b>2</b>	Student frequently fails to respond to peoples speech		
<b>3</b>	Student frequently asks people to repeat what they have said		
<b>4</b>	Student moves head or body forward when spoken to		
<b>5</b>	Student watches speakers face closely		
<b>6</b>	Student gives inappropriate answers to questions		
<b>7</b>	Student omits some sounds from his/her speech		
<b>8</b>	Student mispronounces familiar words		
<b>9</b>	Student has an unusually loud or soft voice		
<b>10</b>	Student complains of noises in ears		
<b>11</b>	Student responds slowly to instructions and watches others for cues		
<b>12</b>	Student has trouble repeating words from songs or rhymes		
<b>13</b>	Student holds head in a different position when spoken to		
<b>14</b>	Student has trouble identifying where sounds are coming from		
<b>15</b>	Student has discharging ears, sore throat, and many colds		
Tester Name:			

(Arthur ED 300, 2013) (Robertson 2014)

Complete the Checklist. If you ticked 'No' for any skill, refer the student to the nearest Aid post, Health Clinic, or Hospital

<b>Student's Name:</b>	<b>Grade Level:</b>	<b>School Name:</b>	<b>Date:</b>
<b>Early Childhood Checklist to determine Hearing Loss</b>			
<b>Age</b>	<b>Action</b>	<b>Yes</b>	<b>No</b>
<b>Birth-5 months</b>	Reacts to loud noises		
	Turns head toward sound source		
	Watches face of speaker		
	Vocalizes when happy and angry-laugh, cry, etc		
	Makes noises when talked to		
<b>6 months-11 months</b>	Understands 'no'		
	Tries to talk – 'ba-ba', 'ma-ma'		
	Tries to communicate by actions or gestures		
	Tries to repeat adults sounds		
<b>12 months-17 months</b>	Attends to a book or toy for two minutes		
	Follows simple directions and gestures		
	Answers simple questions		
	Points to objects, pictures, and family members		
	Says two-three words to label a person or object		
	Tries to copy		
<b>18 months-23 months</b>	Enjoys being read to		
	Follows simple commands without gestures		
	Points to simple body parts		
	Understands simple verbs- 'eat', 'sleep'		
	Correctly pronounces most vowels		
	Says 8-10 words		
	Asks for common foods by name		
	Makes animal sounds		
	Beginning to combine words- 'more water'		
Begins to use pronouns 'mine'			
<b>2-3 years</b>	Knows about 50 words		
	Knows directions 'in', 'on'		
	Knows pronouns 'you', 'me' 'her'		
	Knows descriptive words 'big', 'heavy'		
	Listeners can understand what student is saying		
	Answers simple questions		
	Speaks in two-three words sentences		
<b>4-5 years</b>	Group objects- 'food', 'clothes'		
	Identifies colors		
	Uses most speech sounds		
	Strangers can understand student when s/he speaks		
	Enjoys songs, poems, etc.		
	Express ideas and feelings		
	Answers simple questions- 'what do you do when hungry?'		
	Repeats sentences		
Answers 'why' questions			
<b>Total</b>			
Tester Name:			

(Arthur ED 300, 2013) (Robertson 2014)

## Hearing Test for Primary and Secondary

**You will need the following materials to carry out the hearing test:**

- 2 wooden blocks which are hit together
- 1 meter long string
- Rice in plastic bottle
- A chair
- Record Sheet

**To carry out the test, read the following instructions:**

- The student should be relaxed and ready
- Environment should be quiet; teacher should work with 1 student at a time
- Give clear instructions asking the student to raise their arms when they hear the sound
- Practice 2 times with the student before you start the test
  - Make sure the student is familiar with the sounds in the test
- Stand 1 meter behind the student, using the string tied to the chair to help with the distance. Take one large step to the left and make all the different sounds listed below. When finished, quietly move back behind the student and take one large step to the right and repeat all the different sound again.
- If the student does not respond the first time you make the sound, try two more times. If the student still does not respond after three times, move onto the next sound
- Record the results correctly in the chart below

**Use the following as a guide to read the results of the test**

Student responds to all noises	PASS
Student does not respond to rolled rice in the plastic bottle	MILD HEARING LOSS
Student does not respond to shaken rice in the plastic bottle	MODERATE HEARING LOSS
Student does not respond to banged blocks	SEVERE HEARING LOSS

If the student fails the hearing test, discuss with the parents. Find out if the parents have also noticed any difficulties with student's hearing. The student should be taken to the nearest clinic for further examination

Note: Devised by Mr. Grant Preston, Manager of Northern Territories, and Australian Hearing Services with staff from the Rural Ear Services East Sepik (RESES) and Callan Services for Disabled Persons



<b>What the Hearing Test results tell us:</b>	
<b>Result</b>	<b>What to do</b>
No problem with test	Nothing. The student has normal hearing
The student can hear well with one ear but not the other	Have the student sit in the classroom with the good ear facing the teacher
Problem with rice bottle shaken or turned slowly	The student has mild hearing loss and should sit in the front. You should often check understanding
Problem with hearing a normal voice	The student has moderate hearing loss and needs good communication skills. You should often check understanding. The student should sit in front of the class
Problem with hearing the blocks of wood	The student has severe hearing loss or is profoundly deaf The student needs good communication skills, visuals clues and should sit in the front The student will need to learn Sign Language

**Hearing Test Recording Sheet:**

**Tick** the circle if the student is able to hear the sounds

Write an **x** in the circle if the student does not hear the sounds

LEFT SIDE	RIGHT SIDE	Student Name: School Name:	Student Grade Level: Date:
<input type="checkbox"/>	<input type="checkbox"/>	Hit the blocks of wood (90dB)	
<input type="checkbox"/>	<input type="checkbox"/>	Use normal voice say "ba, ba, ba" (60 dB)	
<input type="checkbox"/>	<input type="checkbox"/>	Rice shaken in a plastic bottle (50dB)	
<input type="checkbox"/>	<input type="checkbox"/>	Rice rolled softly in a plastic bottle (40dB)	
Name of Teacher:			
Comments by Teacher:			

(MoE 2014)

## **Physical Disabilities**

Physical Disabilities (PD) is an English term used to describe students whose learning is blocked due to congenital anomaly (ex. clubfoot), impairments caused by disease, and impairments from other causes (ex. cerebral palsy, amputations, fractures or broken bones or burns).

Physical Disability is a term used to describe a wide range of disabilities. Many different disabilities can fall under the term PD; also, many times physical disabilities occur at the same time with other disabilities.

### **What does Physical Disability look like?**

#### **Language Development**

- Same as other students of same age group

#### **Social Development**

- Same as other students of same age group

#### **Behavior**

- Same as other students of same age group

#### **Sensory and Movement**

- It depends greatly on the individual person
  - Sometimes students cannot walk, run, use arm or hold small, heavy items, etc.

#### **Intellectual Functioning**

- Same as other students of same age group

(Turnbull & Wehmeyer 2007)

### **Physical Disability and School**

Every student, even those who have Physical Disabilities, can and should go to school; they have the same potential to learn and partake in education. Teachers must try and make sure that the classroom and school have good management so that every student, as well as those with PD, is safe, happy and have the same opportunities to succeed.

### **Physical Disability Characteristics:**

1). **Cerebral Palsy** (*Cerebral* means brain. *Palsy* describes the lack of muscle control, which affects a person's ability to move and maintain balance or posture).

- Cerebral Palsy is a disability that affects movement and body position. It comes from brain damage before a student is born, at birth, or when the student is a baby.
- CP does not mean that the whole brain is damaged, only the parts that controls movement to the body, once the parts of the brain are damaged, they can never recover or get worse.
- The movement, body position, and other physical problems caused from the brain damage, however, can be either improved or made worse depending on how the student is treated or looked after.

## **Four Types of Cerebral Palsy**

1. Spastic CP- The stiffness and tightness in one or more muscle groups
2. Athetoid CP- Sudden uncontrollable movements of the head, neck, face, and limbs
3. Ataxic CP- The lack of balance or coordination when moving (standing or walking)
4. Mixed Types- Combines 1. Spastic and 2. Athetoid together

### **2). Spina Bifida** - when the spine is malformed (turned or has a different shape)

- Sometimes it looks as if a person's spinal cord or the covering around it is being pushed out of a person's back
- Saclike bulges can appear at any part of a person's spine (neck to ass)
- The higher the bulge appears on the spinal cord, the loss of function is more severe
- Usually, impairments are in a person's lower body (ass-foot)
  - Partial (some) or complete paralysis (not being able to move) of lower body
  - Loss of skin sensation (feeling)
- Cause problems with constipation (not being able to pass feces)
- Cause problems with bladder paralysis (not being able to use muscles to urinate)
- Cause UTI- urinary tract infections

### **3). Clubfoot** is the deformity of one or both feet

- One or both feet are turned inward at the ankle
- The affected foot or feet are held in the turned position, it cannot be easily corrected
- The foot (especially the heel) are smaller than normal
- The foot may be pointed downward

### **4). Acquired Impairments:** (After birth or later in life)

#### **Amputations**

- Is the removal (cutting off) of a limb from the body
- Usually caused by an injury

#### **Fractures or Broken bones**

- When a bone is separated into parts suddenly
- Usually caused by falls, fights, playing sports, vehicle accidents

#### **Burns**

- When fire or other hot substances (water, metal, wires. etc.) changes or destroys the skin, tissues, muscles, or bones of a person
- Usually caused by contact with fire, boiling water, hot metal or live wires

(Turnbull & Wehmeyer 2007)

### **Helping a student with Physical Disabilities in the classroom:**

There are many strategies that can be used to help students who have PD inside the classroom. Students with have physical disabilities will not all be the same or have the same needs. It is very important for the teacher to talk with the parent and student to find out specific information regarding the student's disability; especially what s/he is not able to do.

1. Whole class teaching:
  - Make sure students are welcomed and feel good inside and outside the classroom
  - Respect and treat each student the same
  - Model or show students what you want them to do
  - Make sure the classroom is open and every student can move around easily
  - Ensure every item inside the classroom has a home, paper-rulers-chalk-etc, and that every student can reach them
  - Make sure that every student takes part with the lesson and activities, even if they are in a wheel chair
  - When you write your lesson plan, prepare for all your students to participate equally. If a student cannot partake make sure s/he has another activity to do
2. Small group:
  - Allow for students to work in small groups and make sure everyone participates
  - Have reading and writing partners
3. Extra information and strategies for teacher:
  - Work to ensure all students can move easily around the classroom and school boundaries
  - Keep the classroom clean and open, don't leave items on the floor
  - Try and make sure items, students desk and shelves, are at the same level for students to easily reach when needed
  - Place student in an area that s/he can get to easily, maybe s/he will need to be placed close to the teacher's desk
  - Do Not let other students play with movement tools, have an area designed to place wheel chair or walking stick that is 'tabu'
  - Depending on the limitation of the student, assignments may need to be altered
  - If student cannot lift hand come up with a 'sign' so student can let teacher know if s/he needs something
  - If student misses a lot of school try and work with the family and send work home
  - Give more time on activities or tests, if needed
  - Make sure students are aware that activities are close to finishing

*If you think that one of your students may have a Physical Disability, follow the tests provided and administer to one student at a time. The tools provided will help you identify students who may have issues related to movement.*

# Tests for Physical Impairment

## Physical Movement Tests

### 1. Touch Test

**You will need the following materials to carry out a simple physical test:**

- Stick, pencil, or pen
- Record Sheet

**To carry out the test, read the following instructions:**

- The student should be relaxed and ready
- Environment should be quiet; teacher should work with 1 student at a time
- Give clear instructions asking the student to close his or her eyes and tell you when s/he feels pressure on skin
- Practice 1 time with the student before you start the test
  - Make sure the student is familiar with the feeling of the stick, pencil, or pen on his or her skin
- Teacher only touches the students\_\_\_\_ with the stick, pencil or pen.
  - Arm
  - Leg
  - Forehead
  - Hand
  - Foot
- Teacher is trying to see if the student can tell where s/he is being touched

If the student has lost feeling, burns hands often, often gets cuts and has injuries, which do not heal easily, the student might have Hansen's disease; a doctor should check this student.

**Important: DO NOT leave a mark on the student. Teacher should touch the student lightly.**

(MoE 2014)

## 2. Movement Test

**You will need the following materials to carry out a simple physical test:**

- Drinking cup
- Meter stick or string
- Long, open area
- Record Sheet

**To carry out the test, read the following instructions:**

- The student should be relaxed and ready
- Environment should be quiet; teacher should work with 1 student at a time
- Give clear instructions asking the student to move his or her body as the teacher asks
- Practice 1 time with the student before you start the test
  - If the student does not understand the directions, teacher is to show the student what s/he is to do
- Ask the student to:
  - Move arms above the head
  - Put arms behind the back
  - Pick up a cup
  - Touch toes
  - Walk in a straight line for 10 meters
  - Run for 5 meters
  
- Teacher is trying to see if the student can move his or her body different ways

If a student has any difficulty in doing any of these movements, refer the student to a health worker or doctor

**Important: If a student CANNOT do any of the movements DO NOT force**

<b>Simple Stretches for Students</b>		
<b>Arms</b>	<b>Legs</b>	<b>Hand</b>
-Prayer-hands together, elbows raised and arms straight -Catching Stars-reach arm across body, open hand, and close tightly-switch arms -Stirring Pot-place closed hands on top of each other, make circles -Tree- Reach arms into air with open hands	-Touch toes-keep feet together and feet apart -Squat-Arms straight out and bend knees -Star-Foot apart, arms straight, lean side to side -Ankle circles-move feet in circles -Tree-stand on toes -Stump-stand on heels	-Open fingers and stretch-bring fingers together and bend fingers forward -Touch thumb to fingers -Open and close hand -Flick fingers -Press fingers together

(MoE 2014)

## Physical Movement Tests Record Sheet:

<b>Student's Name:</b>	<b>Grade Level:</b>	<b>School Name:</b>	<b>Date:</b>
<b>Touch Test Results</b>			
<b>Area touched with tool</b>		<b>Tick if correctly felt</b>	
Arm			
Leg			
Forehead			
Hand			
Nose			
Foot			
Teacher Comments:			

<b>Movement Test Results</b>	
<b>Movement</b>	<b>Tick if correctly done</b>
Move arms above the head	
Putt arms behind the back	
Pick up a cup	
Touch toes	
Walk in a line for 10 meters	
Run for 5 meters	
Teacher Comments:	

Name of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

(MoE 2014) (Robertson 2014)

## **Learning Disabilities**

Specific Learning Disabilities (SLD) is an English term meaning a condition that interferes with an individual's ability to understand and use language, spoken or written; students have trouble with language, reasoning, or academic skills. Specific Learning Disabilities affect each student differently. Some students may have trouble listening, understanding information that is given, thinking by themselves, speaking, reading, writing, or completing math equations.

Memory is a major factor in SLD. Students who have SLD might find it difficult when required to remember facts, rules, and information; both short and long term memory are affected by SLD.

### **What do Specific Learning Disabilities look like?**

#### **Language Development**

- Student may not understand clearly when another person is speaking or when reading something
- Student may not be able to listen, think, speak, read, or write well

#### **Social Development**

- Student may not understand the emotions of other people, if a person is angry, a person with SLD may not understand why
- Student may not understand how s/he should act when placed in different environments
- Other students may reject a student with SLD
- Student may not understand when a person is lying or joking

#### **Behavior**

- Student may not be sure how s/he should act or what behaviors s/he should have with other people
- Student may be afraid or ashamed when s/he does not understand something; may become angry at him/herself.

#### **Intellectual Functioning**

- Student may have trouble doing math

\* Students with SLD have different characteristics. It really depends on the individual student and their home life. Many students with SLD do not realize that they are doing something wrong or not understanding properly what is being asked of them. Some students are really ashamed and afraid to ask for help and some get angry when other people try and help them.

(Turnbull & Wehmeyer 2007)

### **Learning Disability and School**

Every student, even those who have Learning Disabilities, can and should go to school; they have the same potential to learn and partake in education. Teachers must try and make sure that the classroom and school have good management so that every student, as well as those with LD, is safe, happy and have the same opportunities to succeed.



## **Specific Learning Disability Characteristics:**

### Reading: Dyslexia

- Student cannot identify letters or words consistently
- Student has trouble learning the alphabet or connecting letters to sounds
- Student reads words in a sentence and story individually, may hesitate when reading
  - Student reads one word and stops, reads the next word and stops-no fluency
- Student has trouble spelling common, easy words
- Student does not understand what s/he reads and has trouble retelling story elements
- Student cannot hear or say letter sounds
- Student forgets, adds, changes, or turns the sounds in words when speaking
  - Ex. the word 'Push;- student says- mush, pushed, pick, ship

### Writing: Dysgraphia

- Student incorrectly writes letters, words, or math symbols
- Student has a hard time writing, student forgets, adds, changes, or turns letters in words
- Student writes backwards (right-left) or writes letters backwards
- Student changes the order of letters when writing
- Student handwriting is not clear, maybe it is very big or very small
- Student may not have interest in writing
- Student performs poorly in writing, especially vocabulary, grammar, punctuation, and spelling

### Maths: Dyscalculia

- Student cannot write numbers clearly
- Student cannot remember number sequences (orders)
- Student cannot place values with numbers (ex.  $4 = * * * *$ )
- Student cannot remember math rules (ex. addition  $3 + 3 = 6$ )
- Student cannot remember orders when solving multi-step problems
- Student has difficulty with word problems and comparing/classifying things
- Student has difficulty with time concepts (ex. before, during, after, next month)

(Turnbull & Wehmeyer 2007)

Students who have SLD usually have trouble remembering important information. Memory is a main factor for many learning disabilities. There are two different kinds of memory: short-term and long-term memory.

#### Short-term memory

- Students cannot easily remember information shortly after it is given to them

#### Long-term memory

- Students cannot remember information over long periods of time.

Students who have learning disabilities have poor strategies in memorization and retelling. This means that students do not understand how to remember information, short-term or long-term, as well as answer or give back information to others. These two limitations can cause students to have low performance in many different subjects.

### **Helping a student with Specific Learning Disabilities in the classroom:**

There are many strategies that can be used to help students who have SLD inside the classroom:

1. Whole class teaching:
  - Develop lessons that have different learning strategies so every student will be engaged
  - Ask questions throughout the lesson to check for understanding
  - When the lesson or activity is finished, go over the main points
  - Give students opportunities to speak and solve questions/problems
  - Make sure directions are short, clear, and specific
  - Write big and with different color chalk
  - Speak clearly, normally and make sure you speak positively
  - Allow students more time on activities or change the work a little depending on the students' needs
2. Small group:
  - Allow for students to work in small groups
  - Have reading and writing partners
3. Extra information and strategies for teacher:
  - Allow students to walk around the classroom a little or have short breaks
  - Label items throughout the classroom

*If you think that one of your students may have a Specific Learning Disability, follow the checklists provided and administer to one student at a time. The tools provided will help you identify students who may have issues related to learning.*

## Specific Learning Disability Test

**You will need the following materials to carry out the test, read the following instructions:**

- The student should be relaxed and ready
- Environment should be quiet; teacher should work with 1 student at a time
- Teacher should prepare the materials before working with the student
- Give clear instructions and repeat when needed by student
- Appendix has templates for #2 and #4
- Student may have issues related to SLD is s/he does not pass 2/5 activities

Use this simple test to see if any of your students may have a learning disability

-----

<b>Student's Name:</b>	<b>Grade Level:</b>	<b>School Name:</b>	<b>Date:</b>
<b>Specific Learning Disability Test and Record Sheet</b>			
<p><b>1. Do what I say test:</b> Have 5 different objects in front of student. Teacher stands one meter away from the student and whispers "Touch the ....." Did the student touch the correct object? NO or YES</p>	<p><b>3. Drawing test:</b> Tester gives student a crayon and a piece of paper and asks the student to draw a picture of their family. Tester asks the student to name each person in the drawing and tell the tester the name and relationship of each person in the drawing. -Did the student draw the people in three parts? NO or YES -Was the mother the biggest person? NO or YES -Did the student draw himself or herself? NO or YES -Was the student the correct size with the other family members? NO or YES</p>	<p><b>4. Square test:</b> Tester shows the student a picture of a square and asks them to copy it. Was it copied correctly? NO or YES</p> <hr style="width: 100%;"/> <p><b>5. Ball test</b> Tester lightly throws a ball to student and the student tries to catch the ball after it has bounced off the ground one time. Can the student catch a ball that is bounced on the ground in front of the student? NO or YES</p>	
Teacher Name:			

(MoE 2014)

## Two Checklists for Learning Disabilities

**To carry out the checklist, read the following instructions:**

- Observe the student for at least 3 weeks
- Do not make any judgments the first weeks or last month of school
- Keep checklist private, do not show student
- If 3 or more 'yes' are ticked then student may have a learning disability

There is no specific test that can be used for identifying learning disabilities. In order to check your Specific Learning Disability test results you will need to carefully observe the student. As well as observing the student in class, you should also test the student's hearing, vision and movement. The following is a checklist to guide your observations for learning disabilities.

-----  
 Tick the box if the action is observed.

<b>Student's Name:</b>	<b>Grade Level:</b>	<b>School Name:</b>	<b>Date:</b>
<b>Learning Disabilities Checklist</b>			

<b>Common Characteristics</b>		<b>Behaviour Characteristics</b>	
<b>Characteristics</b>	<b>TICK</b>	<b>Characteristics</b>	<b>TICK</b>
Poor concentration		Clumsy, fall over things	
Uses reversal when spelling or writing, e.g. p/g, b/d, 12/21		Tends to spell loudly or shouts	
Poor at reading		Gets frustrated easily	
Does not like reading		Gets angry quickly and often	
Not able to do the same work as other students		Is a nuisance in class	
Slow in learning		Often disturbs other class members	
Does not make friends easily		If you have ticked at least 3 or 4 characteristics, then the student may have a learning disability. Make sure you check your observations with the family.	
Often forgets things like books, pencils etc.			
Finds difficulty with phonics			
Poor basic academic skills, e.g. tables, phonics, sight words			
Poor body image-cannot draw himself very well			
Behaves like a younger student			
Not interested in school work			
Has difficulty copying-misses letters, words or lines			
Enjoy practical subjects more than academic subjects			
			<i>Note: Devised by Jan England,            Senior Lecturer in Special Education,            St. Benedict's Teachers' College</i>
Teacher Name:			

<b>Specific Learning Disability Checklist</b>			
<b>Student's Name:</b>	<b>Grade Level:</b>	<b>School Name:</b>	<b>Date:</b>
<b>Learning Disabilities Checklist</b>			
<b>Dyslexia- writing</b>			
#	Description	Yes	No
1	Student does not like to write and avoids it		
2	Papers are messy and incomplete; many eraser marks		
3	Student have difficulty in remembering shapes or letters and numbers		
4	Student has frequent letter and number reversals- writes backwards		
5	Student has uneven spacing between letters and numbers		
6	Omits letters from words or words from sentences		
7	Does not copy correctly		
8	Student cannot find errors in work		
Total:			
<b>Dysgraphia-reading</b>			
1	Confuses similar looking letters –b/d; p/q		
2	Difficulty reading ‘site’ words but can say them		
3	Frequently loses place when reading		
4	Reverses words –‘was’ ‘saw’		
5	Has trouble finding individual letters or words in sentences		
6	Poor understanding of main ideas and themes of stories		
Total:			
<b>Dyscalculia-maths</b>			
1	Trouble connecting number symbol with quantity		
2	Difficulty memorizing math facts		
3	Difficulty memorizing math formulas and tables		
4	Trouble understanding graphs, charts, and diagrams		
5	Confuses left and right		
6	Poor sense of direction		
7	Does not like puzzles or mazes		
8	Find difficulty in coming up with strategies to solve problems or win in a game		
Total:			
Teacher Name:			
Comments:			

(Robertson 2014)

## **Communication Disorders**

Communication is a natural part of our daily lives; it is how people receive, understand, and share information, feelings, and ideas, as well as integrate into the world around them. Speech is the main form of communication for humans, however many individuals also use Sign Language, body posture, head movements, body gestures, facial expressions, eye contact, and vocal cues (pitch or rate of speaking) to make their communication more effective.

Communication, spoken or written messages, is the foundation of the teaching and learning process. Although, the majority of students come to school with the ability to already understand others and express their wants/needs many students do not or cannot.

Communication Disorders (CD) is an English term used when the parts of speech or language, or both, are affected within individuals. Communication is very important. When individuals have trouble with communication the ability to teach, learn, and interact with others is very limited.

### **What does Communication Disorders look like?**

#### **Language Development**

- Student may not be able to talk and his/her language is not like other students in the same age group
- Student may have trouble following directions
- Student may have trouble writing and speaking so s/he will most likely be very quiet
- Student may have trouble saying proper sounds
- Student may forget sounds when speaking
- Student likes to copy or repeat what other people say
- Other people have a hard time understanding student when s/he speaks

#### **Social Development**

- Student usually is by himself
- Student follows other students but does not talk, other students talk on behalf of him

#### **Behavior**

- Student never wants to participate in class activities that include speaking, especially when s/he must speak by himself
- Student does not listen well
- Student can become angry quick

#### **Sensory and Movement**

- Same as students in the same age group

#### **Intellectual Functioning**

- Student may struggle with other subjects in school
- Student reading and writing will be low

(Turnbull & Wehmeyer 2007)

## **Communication Disorders and School**

Every student, even those who have Communication Disorders, can and should go to school; they have the same potential to learn and partake in education. Teachers must try and make sure that the classroom and school have good management so that every student, as well as those with CD, is safe, happy and have the same opportunities to succeed.

### **Communication Disorders Characteristics:**

#### Two categories for CD: Speech and Language

#### **1). Speech Disorders**

- Difficulty for a person to produce sounds
- When a person's voice quality (sound of voice) or fluency or speech is affected

**Expressive Disorder-** Student has trouble thinking by themselves and sharing their thoughts, through speaking or writing.

A). Articulation Disorders- When a student has trouble correctly saying individual sounds or blending sounds together

- Student changes the sound(s) in a word
- Student forgets the sound(s) in a word
- Student says a wrong sound(s) in a word
- Student changes the sound(s) in a word
  - Listener can understand what student is saying, but the sound(s) do not sound correct (Ex. 'He sat'... student says- 'He zat')

B). Apraxia of Speech- When a student has trouble making speech; student is unable to move mouth muscles correctly.

- Student is unable to position mouth to correctly say sound(s) in words
- Student may be able to say individual sound(s) or syllables but...
- Student cannot say sound(s) in longer words and sentences
  - Sometimes student can correctly speak when alone or in a small group but with large groups or when forced to speak, student shuts down and is unable to do so.

C). Voice Disorders- Every person has a different voice. The voice is a combination of *pitch, duration, intensity, resonance and vocal quality*.

1. Pitch- is caused by the pull and the size of person's vocal cords
2. Duration- is the length of time used during any speech
3. Intensity- (loudness of softness of voice) is caused by the air pressure from the lungs to the vocal cords
4. Resonance- is the perceived quality of a person's voice; it comes from the way in which the tone is changed inside a person's throat, mouth, and nose. (if it sounds nice)

\*A person's breath, vocal-fold functioning and resonance affect the *quality of voice*. Short-term voice problems (too much yelling at a soccer game resulting in loss of voice) usually heals and will not cause damage, however, if abuse continues to the vocal folds, students may need therapy to learn how to speak in a non-damaging way or they may lose their voice permanently\*

## 2). Language Impairments

- Student may be unable to receive and understand language
- Student may be unable to say what they need or want
- Or both

**Receptive Disorder**- Student has trouble with receiving and understanding information, listening and reading. There is nothing wrong with the student's ear, but the student cannot place meaning with the words.

A). Phonology-Student cannot hear the differences of sound(s) in words. Student may have problems reading and spelling.

- Ex. student thinks 'pin' and 'pen' sound the same

B). Syntax- Student has trouble creating proper word order when speaking or writing; the meaning can be changed or lost for listeners. Student usually has low vocabularies.

- Ex. Sentence- 'Where is the park at?'  
Student says 'Where one them park at?'

C). Pragmatics- Student has trouble with the social use of language-communication between speaker and listener.

- Unable to speak in different environments or situations
- Has trouble holding eye contact
- Has trouble using appropriate body language
- Has trouble speaking on one topic
- Has trouble taking turns in a conversation

(Turnbull & Wehmeyer 2007)



## **VERY IMPORTANT:**

In Vanuatu, students learn English or French in primary, secondary, and university. It is important to remember that English and French are usually not the first, or even second, language students in Vanuatu learn. Looking at the descriptions above, a teacher might think that almost every student in their classroom is affected with a Communication Disorder- this is not true. Every student in Vanuatu will have a hard time learning to speak, write, listen, and read in either English or French because these two languages are usually not the primary languages spoken in communities or individual homes across Vanuatu.

It is important that teachers and headmasters look carefully at students and do not falsely label them with a communication disorder, or any other disability, when they really do not have one; students who struggle with learning English or French may just find them hard because these languages are so very different than their local language or Bislama. Students who do not have consistent reinforcement of the new language in the home, access to print in the new language, or switch schools (English to French), or vice versa, will find it very hard to learn all the components associated with that language.

The information listed for Communication Disorders is important to know because there are students in Vanuatu who are truly affected by and have different kinds of speech and language disorders. For students who are affected, it is important that teachers recognize the signs and they understand the impact communication disorders can have on students learning, so that they can implement strategies into their lessons to help students successfully learn, even with the different kinds of CD.

Also, communication disorders are sometimes a sign of more disabilities a student may have.

- For example, if a student always talks loud, even inside the classroom, and has trouble putting words together correctly in a sentence while speaking to another person, a teacher may make additional tests and find that the student not only suffers from Expressive Speech Disorder but also has minor Hearing Loss, as well.

### **Helping a student with Communication Disorders in the classroom:**

There are many strategies that can be used to help students who have CD inside the classroom:

1. Whole class teaching:
  - When presenting a lesson use different strategies
  - Try and have students read and write everyday
  - Use photos and posters and hang inside the classroom
  - Teacher should speak facing students
  - Teacher should model proper speaking and language concepts
  - Teacher should make sure every student participates in activities
  - Write important things on the chalkboard
2. Small group:
  - Allow for students to work in small groups
  - Have reading and writing partners
  - Work with low students and start at ability level not student age level
3. Extra information and strategies for teacher:
  - If student cannot talk, ensure that you have a 'sign' incase student needs to communicate with the teacher
    - Photo cards can be used to show wants and needs
  - Try and keep noise levels low inside classroom
  - Allow more time on activities and tests if needed
  - Make 'goals' with student and a plan/calendar to increase speech or language
  - Teacher should remain positive and not get angry with student

*If you think that one of your students may have a Communication Disorder, follow the checklist provided and administer to one student at a time. The tool provided will help you identify students who may have issues related to communication.*

## Checklist for Communication Disorders

To carry out the checklist, read the following instructions:

- Observe the student for at least 4 weeks
- Do not make any judgments the first weeks or last month of school
- Keep checklist private, do not show student
- If 'Yes' is ticked 3 or more times than student may have CD
- Use the checklist to assess student's first language or the language spoken mainly in the home: local language, Bislama, English or French

-----

<b>Student's Name:</b>	<b>Grade Level:</b>	<b>School Name:</b>	<b>Date:</b>
<b>Communication Disorder Checklist</b>			
<b>#</b>	<b>Speech Disorder</b>	<b>Yes</b>	<b>No</b>
1	Student struggles to properly create and say sounds		
2	Student is unable to move mouth correctly to speak		
3	Student voice is 'different' from students of same age group or location		
4	Student has trouble expressing themselves		
5	Listeners have trouble understanding student		
	<b>Language Disorder</b>		
1	Students ears work properly but still has trouble understanding language –reading and listening		
2	Student has trouble saying what they want or need		
3	Student cannot hear the different sound(s) in words		
4	Student has trouble reading and spelling		
5	Student has trouble speaking and writing with proper word order		
6	Student has difficulty making eye contact, understanding body language, and taking turns in a conversation		
<b>Total:</b>	<b>Speech Disorder</b>		
	<b>Language Disorder</b>		
Teacher Name:			
Comments:			

(Arthur ED 300, 2013) (Robertson 2014)

## **Emotional and Behavioral Disorders**

*Emotional and Behavioral Disorders* is an umbrella term; this means that it covers a wide range of different disorders and conditions that affect students and their learning. Emotional or Behavioral Disorders can be a sensitive subject. Many times, emotional problems are painful to all who are concerned, e.g. student, parents, siblings, grandparents, family and friends. .

*Emotional or Behavioral Disorders* (EBD) is a condition that is accompanied when one or more of the following characteristics are seen over a long period of time and affects a student's education: inability to learn that cannot be explained by intellectual, sensory or health factors, inability to build or maintain relationships with peers and teachers, inappropriate types of behavior or feelings under normal circumstances, feelings of unhappiness or depression all the time, or having physical symptoms or fears associated with personal or school problems.

EBD do not have one primary cause but can occur at any time in a student's life for many different reasons. As with all other disabilities, the earlier the identification the quicker student can begin to receive help for overcoming their individual needs.

### **Emotional or Behavioral Characteristics:**

There are many different kinds of disorders and conditions that can affect students and adults such as: fear of heights, fear of large bodies of water, etc.

#### 3 Main Characteristics

##### **1). Emotional**

1. Anxiety Disorder (is too much fear, worry, or uneasiness)
  - Students have strong fear with being separated from home or family
  - Students who consistently worry about certain things
  - Students who have strong fears of situations or objects that are very unlikely to happen
  - Students who panic (worry too much) and cause themselves to have increased heartbeat, feel dizzy, sick, or other physical symptoms
  - Students who obsess (think about something all the time) and cannot concentrate on normal, everyday issues
2. Mood Disorder (depression)
  - Emotion: Students feeling sad, not important, cry a lot, or who look sad
  - Motivation: Students are not interested in activities (sports, school work, etc.)
  - Well-being: Students who eat or sleep too much or too little
  - Thinking: Students do not think highly of themselves, think they are ugly, stupid, not able to do something, worthless, etc.

3. Oppositional Disorder
  - Students are quick to get angry and stay angry for long periods of time
  - Students are quick to want to fight or hurt someone
  - Students consistently do not listen
  - Students blame others for things that happen to them (mostly bad things)
  - Students do not feel important, think they are worthless
4. Conduct Disorder (not normal behavior with other people)
  - Students are quick to get angry and fight or hurt other people or animals
  - Students do not respect property or items of other people
  - Students steal or are not truthful

## 2). Behavioral

- A. External Behavior (outward actions)
  - Students who are aggressive and take out their anger/feelings on themselves or others
    - i. Ex. Fighting, breaking items, stealing, disrupting class, running away, lying, cutting
- B. Internal Behavior (inward actions)
  - Students who do not act out but keep to themselves
  - Students can be overlooked by teachers; they keep to themselves and are usually quiet

Sometimes both External and Internal Behaviors can happen at the same time.

## 3). Behaviors and School

- Students usually have low levels in reading, math, and writing
- Students usually do not finish school

Everyone is a member of a family, extended family and community (church, clubs, and activities). All of these environments influence a person's growth and development, both positively and negatively.

(Turnbull & Wehmeyer 2007)

### Important

When a teacher identifies a student with a 'negative' behavior, it is important that the teacher works with the student and comes up with alternative behaviors that are better for the student.

#### Problem Behavior

-Student hits other students

#### New/Positive Behavior

-Instead of hitting, student writes down his feelings and frustrations in a journal and student learns alternative ways to let others know that he is not happy

## **Emotional and Behavioral Disorders and School**

Every student, even those who have Emotional and Behavioral Disorders, can and should go to school; they have the same potential to learn and partake in education. Teachers must try and make sure that the classroom and school have good management so that every student, as well as those with EBD, is safe, happy and have the same opportunities to succeed.

### **Helping a student with Emotional or Behavioral Disorders in the classroom:**

Teacher's actions can help student's problems get better or they can cause problems to get worse; what teachers do inside and outside the classroom makes a difference.

1. Whole class teaching:
  - Write clearly and hang classroom rules and schedules
    - Teacher must follow the rules and treat all students fairly
  - Speak clearly and use a normal voice level
  - Allow students to have small breaks during the school day
  - Never use physical punishment
  - Model or show students proper etiquette
  - Give student classroom jobs
  - Work with students to identify problem behaviors and come up with strategies in overcoming those behaviors
2. Small group:
  - Allow for students to work in small groups
3. Extra information and strategies for teacher:
  - Teacher should not get angry while they are helping a student to overcome a problem behavior
  - Listen and respect students and their thinking
  - Always refer to student by his/her name
  - Speak in a normal level voice
  - Give support and let students share their story and emotions
  - Smile and let student know they are appreciated and wanted in school
  - Learn about your students-likes, dislikes, etc.
  - Communicate with students' parents or guardian
  - Put disruptive students close to the front of class or the teacher's desk

*If you think that one of your students may have an Emotional and Behavioral Disorder, keep a record of 'problem' behaviors and meet with parents. If behaviors continue, refer student to a therapist or hospital.*

## **Attention Deficit/ Hyperactivity Disorder**

Attention Deficit/ Hyperactivity Disorder (AD/HD) is an English term used for identifying students who have consistent inattention, are very hyper (have a lot of energy) and/or are impulsive (does whatever they want to do) more than other students of the same age group.

Many students have a lot of energy. The majority of students may find it hard to sit down, concentrate, quietly listen and complete work inside a classroom, especially when they don't want to. However, students who have ADHD are not the same as other students who choose not to listen or concentrate. Students who are affected with ADHD have constant, frequent and severe bouts of energy that makes learning difficult. Students may find that they cannot control themselves even when they want to listen and learn.

### **What Attention Deficit/ Hyperactivity Disorder looks like?**

#### **Language Development**

- Student can speak, read, and write just like other students of the same age, their level may be lower
- Student may find it hard to listen and concentrate

#### **Social Development**

- Student can express his/her feelings but maybe what the student says does not go with what is currently being talked about or student has trouble waiting till the proper time to answer a question, s/he will just blurt out the answer
- Student doesn't complete work when s/he should because s/he knows that the teacher will come help
- Other students may find the student with ADHD frustrating

#### **Behavior**

- Student has trouble with memory
- Students emotions can change rapidly
- Student can become angry or frustrated quickly

#### **Sensory and Movement**

- Student has trouble staying still and quiet for long periods of time

#### **Intellectual Functioning**

- Student has a hard time concentrating on one subject and coming up with a solution
- Student has trouble completing tasks and assignments, likes to start new projects but has trouble seeing the project through till the end
- Student can concentrate and complete tasks quickly and accurately when s/he is interested, student may act like a machine and work speedily to finish the task-nothing can stop him/her until the task is complete or the student loses focus.

(Turnbull & Wehmeyer 2007)

## **ADHD and School**

Every student, even those who have ADHD, can and should go to school; they have the same potential to learn and partake in education. Teachers must try and make sure that the classroom and school have good management so that every student, as well as those with ADHD, is safe, happy and have the same opportunities to succeed.

### **Attention-Deficit and Hyperactivity Disorder Characteristics:**

#### Three categories of Attention Deficit/Hyperactivity Disorder

##### **1). Inattentive Type:**

- When student cannot concentrate or is very forgetful for tasks that are easy and simple

If a class is big, a teacher might not realize that a student may be ‘inattentive’ and can easily overlook students because they are not usually disruptive.

##### **2). Hyperactive Type:**

- When student cannot control him/herself; has a lot of energy

##### **Impulsivity Type:**

- When student cannot control him/herself; has a lot of energy

##### **3). Combined Type:**

Is when student has features of both ‘inattention’ and ‘hyperactivity-impulsivity’. When a student has both we do not put the ‘/’ (ADHD) but combine the two together. However, when a student has just one kind we say AD/HD.

(Turnbull & Wehmeyer 2007)

### **Helping a student with AD/HD in the classroom:**

There are many strategies that can be used to help students who have AD/HD in the classroom:

#### **1. Whole class teaching:**

- Give extra time on assignments, activities, or tests and let students know when the time is close to finishing
- Make sure that directions are short, clear and easy to understand
- Write important information on the chalkboard
- Try and make lessons or activities hands-on
- Incorporate different teaching strategies into your lessons



- Allow student to hold a small item during whole class teaching
  - Include stories into the lesson to engage students, short story
  - Teacher should look at students while teaching
2. Small group:
- Teaching organizations skills to students
  - Allow for students to work in small groups
3. Extra information and strategies for teacher:
- When assessing student, make sure student is in a place that has no distractions- Ex. people, posters, etc.
  - Keep classroom clean and orderly
  - Give student more time on assignments, if needed
  - Put student close to teacher's desk
  - May need to seat student by him/herself
  - Use transition signals to let students know activities are finishing and new lesson is starting
  - Create a 'special' area inside the classroom where students can go and relax for a little and come back ready to work
  - Create behavior goals with student and come up with a reward system to encourage student to follow through with those behaviors
  - Teacher should not get angry with correcting problem behaviors
  - Never use physical punishment

**Common Aids:**

- Small item for student to hold while teacher is teaching (piece of paper or cloth, small ball, rope, etc.)

*If you think that one of your students may have ADHD, follow the checklist and test provided and administer to one student at a time. The tools provided will help you identify students who may have issues related to behaviors.*

# Checklist and Test for ADHD

## ADHD Checklist

**To carry out the checklist, read the following instructions:**

- Observe the student for at least 4 weeks
- Do not make any judgments the first weeks or last month of school
- Keep checklist private, do not show student
- If 'Yes' is ticked 3 or more times than student may have ADHD

<b>Student's Name:</b>	<b>Grade Level:</b>	<b>School Name:</b>	<b>Date:</b>
<b>ADHD Checklist</b>			
<b>#</b>	<b>'Inattention' Symptoms</b>	<b>Yes</b>	<b>No</b>
<b>1</b>	Student has difficulty paying attention or makes many mistakes		
<b>2</b>	Student has difficulty holding attention		
<b>3</b>	Student has trouble listening when being spoken to directly		
<b>4</b>	Student has trouble following through with directions and finishing work		
<b>5</b>	Student has trouble organizing and misplaces items		
<b>6</b>	Student is easily distracted and forgetful		
	<b>'Hyperactive' Symptoms</b>		
<b>7</b>	Student moves hands or feet when seated		
<b>8</b>	Student leaves seat in situations when s/he should sit down		
<b>9</b>	Student has a lot of energy, more than other students of same age		
<b>10</b>	Student talks a lot		
<b>11</b>	Student has difficulty waiting		
<b>12</b>	Student says answers before question is completed and interrupts others frequently		
<b>Total</b>	<b>'Inattention'</b>		
	<b>'Hyperactive'</b>		
Teacher Name:			
Comments:			

(Robertson 2014)

**To carry out the test, read the following instructions:**

- Observe the student for at least 4 weeks
- Do not make any judgments the first weeks or last month of school
- Keep checklist private, do not show student
- If 'Yes' is ticked 6 or more times then student may have ADHD

**ADHD Identification Test**

<b>Student's Name:</b>	<b>Grade Level:</b>	<b>School Name:</b>	<b>Date:</b>		
<b>ADHD Test (DSM-IV Criteria)</b>					
<b>Inattention:</b> (1) Must have 6 or more symptoms for at least 6 months		<b>Hyperactive/Impulsive:</b> (2) Must have 6 or more symptoms for at least 6 months			
<b>Symptoms</b>	<b>Yes</b>	<b>No</b>	<b>Symptoms</b>	<b>Yes</b>	<b>No</b>
Fails to notice details and makes careless mistakes in school work or other activities			Often moves when seating		
Has difficulty sustaining attention in activities			Often leaves seat in situations when remaining seated is expected		
Seems not to listen when spoken to directly			Often runs about or climbs excessively when is it inappropriate		
Does not follow instructions, fails to complete school work, jobs-not because s/he does not understand what to do or does not want to			Has difficulty playing activities quietly or slowly		
Avoids, dislikes or does not want to do tasks that require sustained mental effort			Is often 'on the go'. Has a lot of energy		
Tends to loose things needed for school work- pencil, rubber, books, etc.			Talks excessively- or a lot		
Is easily distracted			<b>Impulsive</b>		
Is often forgetful			Often blurts out answers before questions have been completed		
			Has difficulty waiting turns in groups		
			Often interrupts on others		
<b>Total</b>			<b>Total</b>		
Teacher Name:					

(Turnbull & Wehmeyer 2007)

## **Intellectual Impairment**

*Intellectual Impairment* (II) is an English term used when a person is very limited in their intellectual functioning (ability to think or use the brain) and adaptive behavior (the use of everyday social and practical skills). In the past, you might have heard other terms used to identify individuals with Intellectual Impairments such as cognitive disabilities, intellectually handicapped, and/or mental retardation; these terms are no longer used because many individuals found the terms to be negative and incorrect in meaning.

Students with Intellectual Impairments tend to learn and develop more slowly than typical students of the same age group. As early as 2-3, parents can begin to identify developmental characteristics that may be a sign of intellectual impairments.

Students who have Intellectual Impairments can learn. It may take longer; using different teaching strategies, and one-on-one attention but it is possible.

### **What does Intellectual Impairment look like?**

#### **Language Development**

- Student's language and speech will be low
- Other people may not be able to understand student when s/he speaks
- Student may have trouble listening, speaking, reading, and writing clearly

#### **Social Development**

- Student may find it hard to communicate with other people; will have hard time understanding body language
- Sometimes student does not understand personal space issues
- Student has trouble with short and long term memory

#### **Behavior**

- Student may have trouble doing simple activities such as changing clothes, washing dishes, etc.
- Student may have trouble doing work such as cutting firewood, cooking, etc.

#### **Sensory and Movement**

- Student will most likely talk, walk, and eat slow

#### **Intellectual Functioning**

- Student will be slower when learning new subjects
- Student does not think too much about the future or past, only the present

(Turnbull & Wehmeyer 2007)

### **Intellectual Impairment and School**

Every student, even those who have Intellectual Impairment, can and should go to school; they have the same potential to learn and partake in education. Teachers must try and make sure that the classroom and school have good management so that every student, as well as those with II, is safe, happy, and have the same opportunities to succeed.

One Specific kind of Intellectual Impairment is **Down syndrome**

Down syndrome is an English term used to describe a specific kind of Intellectual Impairment; intellectual abilities range from mild-severe. Down syndrome is a life-long condition that affects a person's physical and mental trait.

Students with Down syndrome usually develop (grow) slower than most students of the same age group, and they usually have trouble reaching, sitting, standing, balancing, walking, communicating, talking, and reading.

It is common that persons with Down syndrome will also have other impairments or disabilities, ex. hearing loss, low-vision, etc. due to delays in development and low muscle control.

**Down syndrome Characteristics:**

- Flat face
- Short neck, short arms and legs
- Small ears
- Slanting eyes (upwards or downwards)
- Small mouth
- Weak muscles-can be improved through exercise
- Low birth weight or size at birth

Some students with Down syndrome may also be born with or contract heart, ear, and breathing problems.

Students with Intellectual Impairments can learn to do many activities, but they need consistency, one-on-one attention, and positive support.



Boy with  
Down  
syndrome

### **Helping a student with Intellectual Impairments in the classroom:**

Students with II will have different learning needs and need to be approached in different ways than other students. It is very important for the teacher to talk with the parent and student to find out specific information regarding the student's disability; especially what s/he likes, dislikes, can do and cannot do, etc.

1. Whole class teaching:
  - Use pictures, music, and different materials when teaching
  - Make sure student reads and writes everyday
  - Use songs and poems to help with remembering information
  - Give student many opportunities to speak
  - Model or show student what they should do
  - Allow student to take small breaks during lessons or activities
  - Teach life-skills
  - Try and have student do independent projects
  - Give student classroom jobs
  - Write big and clear
  - When a student does or misses something, tell them what was wrong and show them how to fix it
  - Make class schedule and go over every morning
2. Small group:
  - Teaching organization skills to students
  - Allow for students to work in small groups
  - Teach site words and explain what it is (Ex. Apple-teach the vocabulary word and also show a picture or a real apple)
3. Extra information and strategies for teacher:
  - Try and reduce distractions inside the classroom
  - May need to use Sign Language or photos when teaching
  - Support and encourage student all the time
  - Never use physical punishment
  - Place student in classroom with other student of the same age level not ability level

### **Common Aids:**

- Small item for student to hold while teacher is teaching (piece of paper or cloth, small ball, rope, etc.)

*If you think that one of your students may have Intellectual Impairment, follow the checklist provided and administer to one student at a time. The tool provided will help you identify students who may have issues related to learning.*

## Checklist for Intellectual Disorders

To carry out the checklist, read the following instructions:

- Observe the student for at least 4 weeks
- Do not make any judgments the first weeks or last month of school
- Keep checklist private, do not show student
- If 'Yes' is ticked 4 or more times than student may have II

-----

<b>Student's Name:</b>	<b>Grade Level:</b>	<b>School Name:</b>	<b>Date:</b>
<b>Intellectual Disorder Checklist</b>			
<b>#</b>	<b>Symptoms</b>	<b>Yes</b>	<b>No</b>
1	Student has difficulty in solving problems		
2	Student has difficulty paying attention to important information		
3	Student has difficulty in thinking in broad terms or thinking about things that are not in front of them		
4	Student has difficulty remembering important information or skills already learned		
5	Student has difficulty moving knowledge from one setting to another- Ex. school to home and home to garden		
6	Student waits for teacher or another person before starting an activity		
7	Student depends on other people to guide or lead them		
8	Student becomes frustrated or angry easily		
9	Student does not like changes to schedules		
10	Student language and speech is low		
11	Student intelligence is low; usually have low marks in academic subjects		
12	Student has difficulty expressing what they want or need		
13	Listener has trouble understanding student		
14	Student is clumsy; has trouble moving quickly and balancing		
<b>Total:</b>			
Teacher Name:			
Comments:			

(Robertson 2014)

## Autism

Autism is an English Term used to describe a developmental disability (disability that is noticeable as early as the age of 3 or within early childhood years) that severely affects student's development in verbal and nonverbal communication, social interactions, and educational performance.

Autism is clearly visible when students participate in repetitive activities and stereotyped movements. Students also may strongly resist changes in the environment or daily routines, and they show unusual (not normal) responses to sensory experiences.

Autism is a 'spectrum disorder'. This means that students who are affected with Autism are not all the same and do not have the same symptoms. Some students who have Autism may not be able to talk or play nicely with other students, they may hit themselves or move their arms continuously in flapping motions, or they may like to line-up items in an order (by color, size, shape, texture, etc.). However, some other students who also have Autism may be able to talk very well, listen and understand directions, share and take turns with students and do average to above average in school. There is no straight sign for identifying students with Autism.

### Autism Characteristics:

#### 7 categories of Autism

##### 1). Atypical Language Development

- Students with Autism have a wide range of language abilities
- They can range from non-verbal to complex communication
- Usually have a number of language impairments
  - Two common ones are
    1. Delayed Language (early intervention is important to overcome communication difficulty)
      - a. Focus on one topic only
      - b. Limit communication topic to few words or interactions
      - c. Use limited gestures to help verbal skills
      - d. Reverse pronouns
      - e. No eye-contact, look away from speaker
    2. Echolalia (type of communication where student echoes/repeats other peoples language)
      - a. Most students when learning to talk echo or copy, Autism or not, but this usually goes away after the age of 3
      - b. Echolalia can happen immediately or is delayed
      - c. Students who echo immediately usually do not know how else to respond
      - d. Delayed echo can include words, sentences, or noises heard minutes before or many years ago



It is believed that students who echo are trying to communicate, not just saying words that have no meaning. Specialists think echolalia is used to fill in the silence, grab listener's attention, to ask for something, to protest something, or to provide information.

## 2). Atypical Social Development

- Have delay in social interactions and social skills
- 4 criteria for identifying
  1. Impaired use of nonverbal behavior
  2. Lack of peer relationships
  3. Failure to spontaneously share enjoyment, interests, and achievements with others
  4. Lack of reciprocity

Many students with Autism do not understand that their beliefs, ideas and emotions are different than others; they believe that everyone shares their same thinking process and emotions all the time.

For example, Anna has Autism. Anna likes hugs and to be hugged. Anna likes to give hugs to everybody, even people she does not know. Anna likes giving hugs because she wants to be friendly, however, Anna does not understand that some people, especially people who are strangers and do not know Anna, do not always like to be hugged. Sometimes Anna hugs people and the reactions she receives range from smiles and laughter to fear and anger. Anna does not understand that other people are different and have different opinions about hugs or being touched.

Understanding this, it is possible to see how developing relationships with others is difficult when you have Autism.

## 3). Repetitive Behavior

- Is when a person makes an action over and over and over
- It involves obsessions, tics, and perseveration
  - Obsessions- constant thoughts, images, or impulses
  - Tics- involuntary, quick movements that occur without warning
  - Perseveration- talking or doing behaviors more than is appropriate

Repetitive movements (rocking back and forth, twirling, waving fingers or arms) or behaviors can be used by students to communicate boredom, nervousness, or to help themselves manage their awareness.

For example, Lei Sal is a 4<sup>th</sup> year student with Autism. When she gets tired, bored, excited, or when she has been sitting for long periods of time, Lei Sal starts to grab at her hands and pull on her fingers. Sometimes, when Lei Sal is angry or needs to get another person's attention, she grabs the hands and fingers of someone else and pulls very hard. This repetitive behavior can be very distracting for other students when they are trying to learn. Lei Sal's

teacher knows that Lei Sal has trouble sitting for long periods of time. During school assemblies, Lei Sal's teacher sits next to her and when Lei Sal is beginning to get bored (act out in her repetitive behavior) she hands Lei Sal a plastic straw to hold and bend instead of pulling at her hands.

Repetitive behaviors can interfere with learning and the classroom environment. Teachers should work with students to help decrease their repetitive behaviors and at the same time increase the student's appropriate communication skills and social skills.

#### 4). Problem Behavior

- Is any behavior that blocks their own or another student's learning
- There are 2 common problem behaviors
  1. Self-Injury
    - a. Behavior that is harmful to the student with Autism
      - i. Head banging, biting, scratching, eating items that should not be eaten
  2. Aggression
    - a. Behavior that is harmful to other students or individuals
      - i. Teachers must be consistent and teach students appropriate behaviors
      - ii. Create classroom rules and follow them for every student

#### 5). Need for Environmental Predictability

- Structure and sameness all the time are important for many students with Autism
  - When change happens, students can become very anxious and act out in problem behaviors
    - For example, Anno is a 2<sup>nd</sup> year student. As soon as Anno hears the school bell, he goes inside the classroom, hangs his bag behind his chair, places his pencil, sharpener, and rubber neatly on the right side of his desk, and sits and reads his book. However, when there is a change to his normal routine, such as the teacher not being at the classroom to open the door when the bell rings or when the classroom is re-arranged or when he does not get to read in the morning, Anno cannot concentrate and quickly loses focus acting out in his problem behaviors.
  - It is important for teachers to support students who need to have a controllable environment. Hanging routines and class schedules helps students learn and know what will happen throughout the school day.
    - When schedules need to be changed, the teacher should explain to the class before the change occurs, so students are able to prepare
      - For students who cannot read, use picture card schedules

## 6). Sensory and Movement Disorders

- Many students with Autism have under or over responsiveness to sensory stimuli
  - More have over responsiveness
    - Many students do not like to touch certain calico (to strong, hard, soft, wet, dry, hot, rough, etc.)
    - Many students do not like to eat certain foods (dry, flavorful, wet, soft, etc.)
- Many students with Autism move their bodies differently
  - They have different postures; strange movements of face, head, limbs, eyes; repeated gestures; clumsy and awkward

## 7). Differences in Intellectual Functioning

- Students with Autism have different levels of intelligence
  - Very smart to low intelligence
- Some students are very talented in: calendars, calculating, music, math's, memorization, and mechanics
  - Teacher must use different strategies within their lessons to meet every kind of learner

(Turnbull & Wehmeyer 2007)

## **Autism and School**

Every student, even those who have Autism, can and should go to school; they have the same potential to learn and partake in education. Teachers must try and make sure that the classroom and school have good management so that every student, as well as those with Autism, is safe, happy and have the same opportunities to succeed.

### **Helping a student with Autism in the classroom:**

There are many strategies that can be used to help students who have Autism inside the classroom. Students with Autism will have different learning needs and need to be approached in different ways than other students. It is very important for the teacher to talk with the parent and student to find out specific information regarding the student's disability; especially what s/he likes, dislikes, can do and cannot do.

1. Whole class teaching:
  - Allow student to hold a small item or color while the lesson is being explained, student usually cannot sit down for long periods of time
  - Use different colors when writing on the chalkboard
  - Write big and clear on the chalkboard and use pictures when teaching
  - Hang class timetable, schedule, rules and posters throughout the classroom so student can look

- Give short, clear and easy directions so all students can follow and understand
2. Small group:
    - Allow for students to work in small groups
    - Use different teaching strategies while teaching
    - Have class jobs for student to do (Ex. Organize library books, take class attendance)
  3. Extra information and strategies for teacher:
    - Teacher should not get angry while working with a student with Autism
    - Label items throughout the classroom
    - Create checklists and to-do lists so student can look at what needs to be done and remember to do everything
    - Use transitions to let students know when one activity is finishing and another is starting; signals can be a whistle, music, clapping, etc.
    - Give student a choice of activities to do
    - Allow student to take small breaks during activities
    - Student may have trouble writing so create templates for tracing or have student copy
    - Ensure all students follow class rules.
      - A teacher may feel sorry for a student with Autism and not feel that it is necessary for the student to follow the same rules as other students. This is a mistake. A student with Autism needs to follow the same rules as other students so that when they finish school and move on to another work environment, they are prepared to fit into the expectations of other environments.

**Common Aid:**

- Allow for student to hold a small item to help reduce problem behavior and help student concentrate

*If you think that one of your students may have Autism, follow the checklist provided and administer to one student at a time. The tool provided will help you identify students who may have issues related to behaviors.*

## Checklist for Autism

To carry out the checklist, read the following instructions:

- Observe the student for at least 4 weeks
- Do not make any judgments the first weeks or last month of school
- Behaviors ticked should be occurring for a long time and consistent
- Keep checklist private
- If ‘Yes’ is ticked more than 3 times in a section then student may have Autism

<b>Student’s Name:</b>	<b>Grade Level:</b>	<b>School Name:</b>	<b>Date:</b>
<b>Autism Checklist</b>			
<b>#</b>	<b>Social Skills Description</b>	<b>Yes</b>	<b>No</b>
1	Student fails to respond to his or her name		
2	Student has poor eye contact		
3	Student appears to not hear you at times		
4	Student resists being held		
5	Student in unaware of others’ feelings		
6	Student seems to prefer playing alone, seems to be in another place		
<b>Language Description</b>			
1	Student starts talking later then other students the same age		
2	Student was speaking then lost acquired ability to say words		
3	Student does not make eye contact when speaking		
4	Student speaks with a normal tone, may sing or sound like a robot		
5	Student can’t start a conversation or keep one going		
6	Student may repeat words or phrases, but doesn’t understand what is meant		
<b>Behaviour Description</b>			
1	Student performs repetitive movements, such as rocking, spinning, or hand-flapping		
2	Student develops specific routines or rituals		
3	Student becomes disturbed at small changes in schedules		
4	Student is always moving		
5	Student may be sensitive to light, sound, or touch		
6.	Student is be physically aggressive with other students when frustrated, angry, confused or scared		
<b>Total:</b>			
Teacher Name:			

(Arthur ED 300, 2013) (Robertson 2014)

## **Other Health Impairments**

*Other Health Impairments* is an English term used to describe students who “have limited strength, vitality or alertness” that is caused from long-term or short-term health problems that negatively affects their learning.

### **Other Health Impairments Characteristics:**

#### **Two kinds of Other Health Impairments**

#### **Epilepsy**

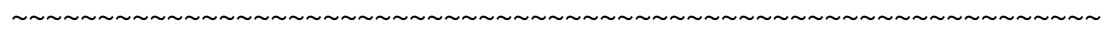
- Recurring seizures
  - 2 or more within 24 hours
- Ex. Telephone system after earthquake
- Lots of people trying to make phone calls at the same time causing the phone system to break down-overloaded.
  - The brain sends out many signals to the body, when the brain sends too many signals at one time it can cause a break-down and the body loses control for a period of time

#### **Types of Seizures:**

1. Absence seizures
  - a. Mild- does not usually harm the student
  - b. Lasts only a few seconds at a time
  - c. Student simply stares having the eyes roll back or eye lids flutter
  - d. Student does not respond while the seizure is taking place
2. Myoclonic seizures
  - a. Can be harmful to student (student can fall down)
  - b. Lasts only a few seconds at a time
  - c. One or a group of muscles jerk throughout the body
  - d. Student does not respond while the seizure is taking place
3. Atonic seizures
  - a. Can be harmful to student (student can fall down, head and body injuries)
  - b. Lasts 5-10 seconds
  - c. Student loses muscle control; known as ‘drop attack’
  - d. Student does not respond while the seizure is taking place
4. Tonic seizures
  - a. Can be harmful to student (student can fall down, head and body injuries)
  - b. Lasts up to 20 seconds

- c. Student increases in muscle tone of arms, legs, or whole body that causes sudden stiffening. Can happen during sleep
  - d. Student does not respond while seizure is taking place
5. Tonic-clonic seizures
- a. Can be very harmful to student
  - b. Last from 10 seconds-3 minutes
  - c. Sudden increase of muscle tone (stiff muscles) that may cause student to groan or yell out in pain. Student falls to the ground with whole body jerks. Can cause release of body fluids (drooling, wet themselves). Many hours after the seizure, students can be confused, depressed, or agitated
  - d. Student may respond by groaning or yelling

**Important:** Never give water or medicine to student while a seizure is taking place; never give medicine to student if doctor did not prescribe.



**Asthma**

- Is a long-term lung condition
  - Caused from airway blockage, swelling, and being sensitive to smells
  - Symptoms
    - Wheezing
    - Lasting cough
    - Shortness of breath
    - Quick breathing
  - Go to a hospital/health clinic immediately if:
    - Student has blue lips or nails
    - Student chest and neck are pulled or sucked in with each breath
    - Student cannot speak, walk, stand-up or move
- (Turnbull & Wehmeyer 2007)

**Other Health Impairments and School**

Every student, even those who have Other Health Impairments, can and should go to school; they have the same potential to learn and partake in education. Teachers must try and make sure that the classroom and school have good management so that every student, as well as those with OHI, is safe, happy, and have the same opportunities to succeed.

### **Helping a student with Other Health Impairments in the classroom:**

The majority of students with Other Health Impairments do not have any Intellectual Impairments or Specific Learning Disabilities that may make the process of learning difficult. However, teachers should be sensitive and supportive of student's individual needs.

1. Whole class teaching:
  - Make sure student feels good at school and participates in all activities
2. Small group:
  - If student misses a lot of school, try and work with student and send school work home
3. Extra information and strategies for teacher:
  - Ensure you have a First Aid plan for the school and individual classroom and have practice drills with students to keep everyone ready
  - If student must take medicine, ensure that the medicine is located in a place away from the reach of students
  - Keep classroom clean, open, and hide all sharp items
  - When a student has a seizure help the student by: not leaving the student, hold his/her head, place a pillow under the students head and make sure the student doesn't hurt themselves while seizure is taking place; Never put anything inside the mouth of a student when seizure is taking place
  - Send student home if s/he has a fever
  - Send student to Aid post, Health clinic, or Hospital during an emergency
  - Allow student to take a break if necessary
  - Allow for more time on assignments, if needed
  - Treat students fairly
  - Speak with parents or guardian of student and find out what they do when student is having a seizure or asthma attack



## Questionnaire for Other Health Impairments

### Seizures and Asthma

Ask if the student has ever had a seizure or suffers from asthma attacks. If yes, ask what happens during the seizure or asthma attack, and what the best way of stopping the seizure or asthma attack would be. Check whether a nurse has been notified and if the student is taking any medicine.

<b>Student's Name:</b>	<b>Grade Level:</b>	<b>School Name:</b>	<b>Date:</b>
<b>Seizure Questionnaire</b>			
Has student had a seizure before:	Yes	No	
If Yes, explain what happened			
What is the best way to stop the seizure			
Medications taken by student			
Additional Comments:			

<b>Asthma Questionnaire</b>		
Has student had an Asthma before:	Yes	No
If Yes, explain what happened		
What is the best way to stop Asthma attack		
Medications taken by student		
Additional Comments:		

Name of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

(MoE 2014)

## Gifted

*Gifted or Talented* is an English term used to describe students who show high or above-normal abilities in different areas. These students can be identified in preschool, kindergarten, primary and secondary levels. This is **not** a disability.

### What do Gifted students look like?

#### 6 Categories for Identifying Giftedness

<b>Category</b>	<b>Information</b>
<b>Specific Academic Aptitude</b>	Student is extremely smart in a specific area or areas, and needs to be extended in those particular areas, ex. math, science, computer
<b>General Intellectual Ability</b>	Student performs extremely well in most academic areas
<b>Creative Thinking</b>	Student looks differently from others, devises novel solutions to problems, often challenges traditional ways of doing things, is imaginative, and is not afraid or ashamed of being different
<b>Leadership Ability</b>	Student understands the emotions and needs of other people, helps to bring people together, and is good at leading and working together with other people
<b>Psychomotor Abilities</b>	Student is able to control and move his/her body
<b>Visual and Performing Arts</b>	Music-Student is very smart regarding playing and making music  Drama-Student likes to perform and is good at different emotions  Art- Student can draw, paint, and make new crafts with a variety of different materials

(Turnbull & Wehmeyer 2007)

### Giftedness and School

Every student, even those who are Gifted, can and should go to school; they have the same potential to learn and partake in education. Teachers must try and make sure that the classroom and school have good management so that every student, as well as those who are Gifted, is safe, happy and have the same opportunities to succeed.

## **Helping a Gifted student in the classroom:**

1. Whole class teaching:
  - Make sure student feels good at school and participates in all activities
  - Make sure the lesson has different learning strategies inside to engage every learner
  - Put some extra/harder work into the lesson for students who find the general assignment to easy
2. Small group:
  - Place students into groups but make sure that all students equally take part, do not let one student do everything
  - Have student be a leader or helper in the classroom and work with struggling students
3. Extra information and strategies for teacher:
  - Encourage and build-up students 'smartness' in specific area
  - Allow student to take breaks when necessary
  - Allow student more time, if needed, during activities or tests

### Common Aids

- Preparing lesson with different levels (easy, medium, hard) so students who understand easily can go deeper into a subject
- Moving student to a higher grade level

*If you think that one of your students may be Gifted, follow the checklist provided and administer to one student at a time. The tool provided will help you identify students who are very smart.*

## Checklist for Gifted Student

**To carry out the checklist, read the following instructions:**

- Observe the student for at least 4 weeks
- Do not make any judgments the first weeks or last month of school
- Keep checklist private, do not show student
- Student must show action for long period of time
- If 'Yes' is ticked 18 or more times then student may be Gifted

<b>Student's Name:</b>	<b>Grade Level:</b>	<b>School Name:</b>	<b>Date:</b>
<b>Gifted Checklist</b>			
#	Description	Yes	No
1	Student becomes absorbed for long periods of time on activity		
2	Student can become impatient with interferences or quick change		
3	Student sets high personal goals- perfectionists		
4	More than usually interested in 'adult' problems		
5	Seem to daydream or seem lost in another world		
6	Show sensitivity and react strongly to things		
7	Often takes on leadership roles		
8	Is understanding and sympathetic to others		
9	Is confident		
10	Expresses own feelings clearly		
11	Can critically reflect on own performance		
12	Gives inventive responses to open-ended questions		
13	Has extensive general knowledge		
14	May know more than the teacher on certain subjects		
15	Easily understand principles with minimum explanation		
16	Can quickly take away relevant points from complex subjects		
17	Have mental speeds faster than physical capabilities		
18	Prefer to talk rather than write		
19	Very curious and always wants to know why		
20	Is inventive and original		
21	Ask questions unlike students of the same age group		
22	Often sees unusual relationships rather than just normal		
23	Able to create problems and solve ingeniously		
24	Can read quickly and remember what was read and can recall details		
25	Listens to only part of explanation and appears to lack interest but always knows what is going on		
26	Seems to not need revision and be impatient with repetition		
27	Notice details and quick to see similarities and differences		
Name of Teacher:			

(Arthur ED300, 2013) (Robertson 2014)

## **Albinism**

*Albinism* is a term used to describe a genetic condition that affects a person's skin, hair, and eye color. Albinism is **not** a disability. A person who has Albinism has the same abilities that any other person has (social, physical, emotional, and intellectual) but their appearance may look different from others.

### **What does Albinism look like?**

#### **Language Development**

- Is the same as other students of the same age group

#### **Social Development**

- Is the same as other students of the same age group
- Some may be afraid or ashamed because of the different color of skin, hair, and eye

#### **Behavior**

- Is the same as other students of the same age group

#### **Sensory and Movement**

- Is the same as other students of the same age group

#### **Intellectual Functioning**

- Is the same as other students of the same age group

#### **Physical Development**

- Skin color is lighter
- Hair color is lighter
- Eye color is lighter
  - Student may have low vision due to sensitivity to sunlight

(WebMD 2014)

### **Albinism and School**

Every student, even those who have Albinism, can and should go to school; they have the same potential to learn and partake in education. Teachers must try and make sure that the classroom and school have good management so that every student, as well as those who have Albinism, is safe, happy and have the same opportunities to succeed.

### **What can be done to help a student with Albinism in the classroom?**

1. Whole class teaching:
  - Make sure every student is included in lesson
2. Extra information and strategies for teacher:
  - Discourage bullying between students
  - Teach student how to look after himself or herself, Ex. wear a hat, wear sunscreen, wear long shirt and pants, wear sunglasses, etc.

# **Appendix**

## **Additional Checklists, Questionnaire's and Referral Forms**

## Questionnaire on Disability

English Version

Name: \_\_\_\_\_ Organization: \_\_\_\_\_ Date: \_\_\_\_\_

Meeting Location: \_\_\_\_\_ Island: \_\_\_\_\_ Province: \_\_\_\_\_

Question	Comments:
1. How do you feel when you see a student or adult with disability? Write 3 thoughts or feelings..	1]  2]  3]
2. Try to remember the first time you ever saw someone with a disability, student or adult, what kind of disability did that person have?	
3How did other people behave or feel when they saw the student or adult with disability?  A] How did the family feel/ behave?  B] How did the members of the community feel/behave?	A]  B]
4. What was the reason given in that community for the cause of the disability?	
5. What are the custom beliefs to why a person is born with a disability?	
6. How many students at your school use a wheelchair to move?	
7. How many people in your village use a wheelchair or crutches to move around?	
8. How many people do not have hands to write?	
9. How many people are blind, do not see well, or wear glasses?	

10. How many cannot pay for school fees?	
11. How many students want to go to school but can't?	
12. How many students can take the year 8 exams?  How many students can take the year 10 exams?	
13. How many girls do not go to school because of distance?	
14. How many students do not hear well?	
15. How many parents do not send their child with disability to school because they think their student will not benefit from school?	
16. How many parents do send their student with disability to school?	
17. How many parents do not know where to get help, advice, or resources for their student with disability?	

Tester Name: \_\_\_\_\_



## Community Study

Go to every house in the village and ask the questions in *Bislama or Vernacular* to the mother or guardian in every house

Questions	Answers	
1. Do any of your students find it hard to see things? If yes, point to a small object and ask the student to tell you what it is	NO	YES
2. Do any of your students find it hard to hear things? If yes can they hear anything at all?	NO	YES
3. Do any of your students have difficulty talking? 0-2 years: Can the student say at least one word? 3-9: can you always understand the student? Does your student stammer?	NO	YES
4. Do any of your students act strangely?	NO	YES
5. Do any of your students have difficulty in moving If yes, does the student find it hard to:	NO	YES
• Walk?	NO	YES
• Move his/her hand or foot?	NO	YES
• Pick up things?	NO	YES
6. Do any of your students have fits or blackouts? If yes, were there fits in the last year? Do the fits stop them from doing the same things as other students?	NO	YES
7. Do any of your students have difficulty learning? If yes, is your student slow in doing things? Does your student act younger than their real age?	NO	YES
8. Are any of your students always slow to do things? If yes, could they:	NO	YES
• Sit up by the time they were 8 months old?	NO	YES
• Stand up by the time they were 14 months old?	NO	YES
• Walk by the time they were 2 years old?	NO	YES
<p>If there is a student with a disability in the house, then ask them these questions</p> <p>Name of Mother or Guardian: _____</p> <p>Today's date: _____</p> <p>Name of student: _____</p> <p>Date of Birth: _____</p>		
9. Does the family know how to help the student with a disability?	NO	YES
Does the student:		
• Eat and drink without help?	NO	YES
• Wash without help?	NO	YES
• Clean their teeth without help?	NO	YES

• Put on their clothes without help?	NO	YES
• Use the toilet without help?	NO	YES
• Understand what is to him/her?	NO	YES
• Express thoughts, needs and feelings?	NO	YES
• Talk with other students?	NO	YES
• Get up from the floor without help?	NO	YES
• Move and use both arms and legs?	NO	YES
• Move both legs?	NO	YES
• Move around the house by themselves?	NO	YES
• Move around the village by themselves?	NO	YES
• Play like other students of the same age?	NO	YES
• Take part in family activities?	NO	YES
• Take part in community activities?	NO	YES
Name of Tester:		
Additional Comments:		

**Taken from Special Education Teachers Resource Book, Papua New Guinea  
Department of Education 1998**

## School Study

**You will need the following materials to carry out the test, read the following instructions:**

- The student should be relaxed and ready
- Environment should be quiet; teacher should work with 1 student at a time
- Teacher should prepare the materials before working with the student
- Give clear instructions and repeat when needed by student
- Student may have issues related to SLD is s/he does not pass 2/5 activities

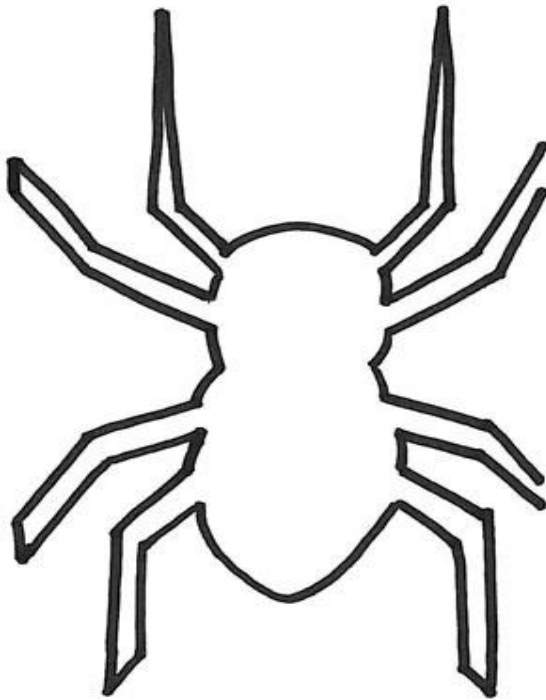
Use this simple test to see if any of your students may have a learning disability

-----

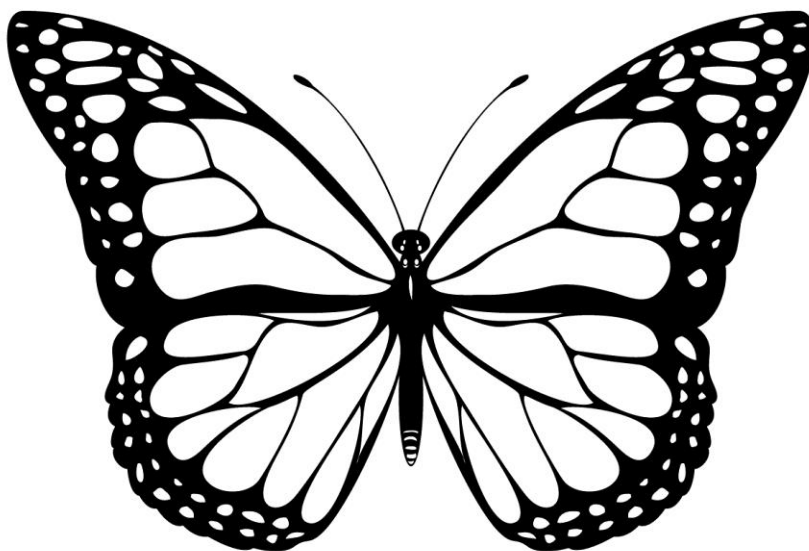
<b>Student's Name:</b>	<b>Grade Level:</b>	<b>School Name:</b>	<b>Date:</b>
<b>School Study Record Sheet</b>			
<p><b>1. Do what I say test:</b> Have 5 different objects in front of student. Teacher stands one meter away from the student and whispers "Touch the ....." Did the student touch the correct object? NO or YES</p>	<p><b>3. Drawing test:</b> Tester gives student a crayon and a piece of paper and asks the student to draw a picture of their family. Tester asks the student to name each person in the drawing and tell the tester the name and relationship of each person in the drawing. -Did the student draw the people in three parts? NO or YES -Was the mother the biggest person? NO or YES -Did the student draw himself or herself? NO or YES -Was the student the correct size with the other family members? NO or YES</p>	<p><b>4. Square test:</b> Tester shows the student a picture of a square and asks them to copy it. Was the square copied correctly? NO or YES</p> <hr style="width: 50%; margin-left: 0;"/> <p><b>5. Ball test</b> Tester lightly throws a ball to a student and the student tries to catch the ball after it has bounced off the ground one time. Can the student catch a ball that is bounced on the ground in front of the student? NO or YES</p>	
Teacher Name:			

(MoE 2014)

## SLD or School Study Beetle and Butterfly Templates

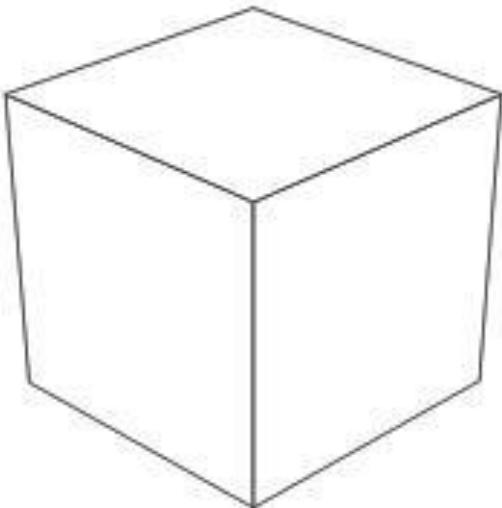
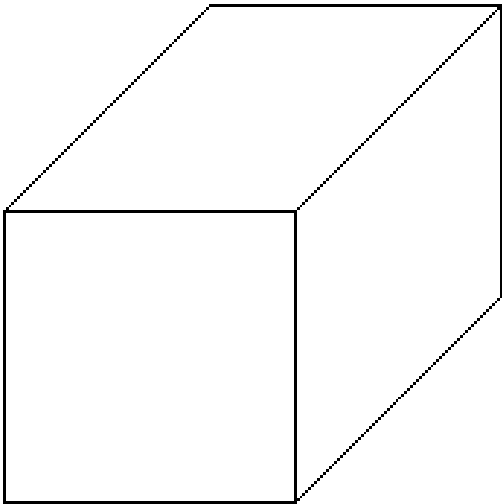


Beetle



Butterfly

# Square Box Templates



## History/Referral Vision Form (Prepared by Richard Tatwin, Vanuatu Prevention of Blindness Project)

GOVERNMENT  
OF THE REPUBLIC  
OF VANUATU


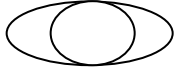
DEPARTMENT OF EDUCATION  
Education Services  
Private Mail Bag 028  
Port Vila - Vanuatu  
Telephone: (678) 22309



GOUVERNEMENT  
DE LA REPUBLIQUE  
DE VANUATU

DEPARTEMENT DE L'EDUCATION  
Service Educatif  
Sac Postal Réservé 028  
Port Vila - Vanuatu  
Fax: (678) 23289

### History and Referral Form (Eye)

<b>Name (in full):</b>	<b>Sex:</b>	<b>Age:</b>	<b>School:</b>
<b>Vision unaided</b>	<b>Information given by Student</b>		
<b>Right eye:</b>	<b>Symptoms:</b>		
	<b>Distance:</b>		
<b>Left eye:</b>	<b>Reading:</b>		
<b>Reading:</b> N18, 16, N12, N10, N8, N6	<b>Others:</b>		
<b>CF – Count finger / LP – light perception / HM – Hand movements</b>	<b>R</b>	<b>L</b>	
	<b>External:</b> 		
<b>Teacher's Remarks for referral</b>			
<b><u>Refraction errors:</u></b>	<b><u>Eye injuries:</u></b> Injuries by objects and accidents	<b><u>Pterygium:</u></b> include persistent redness, inflammation, foreign body sensation, tearing, which can cause bleeding, dry and itchy eyes.	<b><u>Cataract:</u></b> -is like looking through a foggy windshield of a car, - may cause, <a href="#">blurred vision</a> , difficulty bright sun or automobile headlights, Double vision
<b>Red Eye</b>	<b><u>Check if s/he needs spectacles:</u></b> <b>Distance</b>  <b>Reading</b>		<b><u>Others:</u></b>
<b><u>Referring Teacher/Nurse:</u></b>	<b><u>Date:</u></b>	<b><u>Comments:</u></b>	



## REFERRAL AND FEEDBACK Ear, Nose and Throat (ENT) (Drafted by Andorin Aki)

<b>Surname:</b>		<b>Sex:</b>	<b>Age:</b>	<b>Address:</b>	<b>Island:</b>	<b>School:</b>
<b>Name:</b>						
<b>Date:</b>						<b>Class:</b>
<b>Teacher, Please Tick the checklist below.</b>				<b>Doctor /Nurses note stated below.</b>		
SYMPTOMS		Left	Right	Remark	DATE:	TIME:
<b>EAR</b>	Wax.					
	Pain.					
	Discharge.					
	Foreign body.					
	Dizziness					
	Trauma					
<b>NOSE</b>	Blocked					
	Continuous R/nose.					
	Bleeding					
	Offensive discharge.					
	Mouth breathing.					
<b>Throat</b>	Sore throat				Treatment:	
	Loss voice					
Teachers Comment:				Recommendation:		
SIGN:				SIGN:		



## General Referral Form - Other conditions of school students

(Drafted by Elyse Robertson)

Name (in full):		Date:	Sex:	Age:	School:	Island:
The student is observed to have:	Tick if the student is suspected to have the condition	Describe in detail symptoms/signs observed in and out of the classroom				
Physical Disability		Describe measures that are being done to assist the student, if any				
Intellectual Impairment		List recommendations, if any, to assist the student in maximizing h/her ability to learn and access education				
Learning Disability		Explain the attitudes and treatment by peers				
Communication Disorder		Comments				
Emotional/ Behavioural Disorder						
Hearing Impairment						
Vision Impairment						
Autism						
AD/HD						
Other Health Impairments						
Gifted						
Albinism						
Teacher Name:						



<b>Referral Form: Student Full Name:</b>			<u>Date:</u>
	(Indicate by a tick who student needs to see)	<b>Reporting:</b> a copy of this form will be sent to:	(Indicate by a tick where copy will be sent)
Nurse		PEO Officer	
VSDP Field Worker/ Disability Officer		Ministry of Education	
Doctor		Provincial of Education	
Physiotherapist		Province Hospital	
Speech Therapist		VSDP	
Occupational Therapist		Parent of student	
Visiting Special Team		A copy retain by respective school/class teacher	
Other (specify)			

Name of Referral Officer (teacher or other): \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

\*\*\*\*\*

To: \_\_\_\_\_ (Head of School)

<u>Name of Student (in full)</u>	<u>Date</u>	<u>Sex</u>	<u>Age</u>	<u>School</u>	<u>Island</u>
Upon further assessment/examination _____ is diagnosed to have: .....		State the findings			
Copied to	Indicate with a tick				
PEO		State the type of treatment or intervention applied			
Ministry of Education					
Province Hospital		Further recommendations, if any			
VSDP					
Parents of Student					

Your Name: \_\_\_\_\_ Designation: \_\_\_\_\_ Date: \_\_\_\_\_

Department/Organization: \_\_\_\_\_ Location: \_\_\_\_\_

(It would be helpful if a copy of feedback is sent to all those who were advised of referral)

(Robertson 2014)

## Record of Students with Special Individual Needs

(To be done by class teacher)

1. On a piece of paper write the information seen in columns 1-6 below.
2. Copy this information onto another sheet to be given to the Head Teacher.
3. Go through the statements below and put the number that describes the student in column 5
4. In column 6, put a cross if the student's difficulties in school are Mild, Moderate or Severe

**Example Form:**

1	2	3	4	5	6		
Student's Name	Sex	Grade	Date of Birth	Yes, Number	Mild	Moderate	Severe
Paul Joel	M	1B	02/10/94	1,5,14			<b>X</b>
Kuvuvu Martha	F	1B	07/07/92	3,5,6,8,11			<b>X</b>
Sui Mary	F	1B	23/02/93	No difficulties			
Ero John	M	1B	11/01/94	4,5,7	<b>X</b>		

THIS STUDENT.....

1. Is often sick
2. Finds school work boring
3. Is very shy
4. Becomes angry very quickly and has difficulties getting along with other students
5. Has difficulties doing things like other students of his/her age
6. Is repeating a year
7. Has difficulty seeing
8. Has difficulty hearing
9. Has difficulty talking
10. Has difficulty in moving
11. Has poor concentration-daydreams a lot
12. Is very bright
13. Has fits sometimes
14. Is clumsy and often bumps into things
15. Other, please explain

.....  
 .....  
 .....

Date: ..... Signature: ..... Grade: .....

(MoE 2014)

## Individual Education Plan

---

### Student Information

Name: \_\_\_\_\_ Sex: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Island: \_\_\_\_\_

Class Year: \_\_\_\_\_ Class Teacher: \_\_\_\_\_ Head Teacher: \_\_\_\_\_

Student Disability: \_\_\_\_\_

Placement (tick the line)

Regular class (Inclusion)     Regular class (with assistant)     Home-Based Program

---

### Assessments

List any educational or medical reports

Assessment/Reports	Date	Summary

### Student Strengths and Needs

Student Strengths	Students Needs

**Accommodations** (something used or done to help a student)

Instructional (Teaching/learning)	Environment (Inside/outside classroom)	Assessment (Homework/testing)

**Equipment** (Used by the student)

\_\_\_\_\_

\_\_\_\_\_

**Academics**

**Goals** (what student plans to achieve by the end semester or year)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

<b>Learning Expectations</b> (Information or skill)	<b>Teaching Strategies</b> (Ways the student learns)	<b>Assessments</b> (How teacher will see if information or skill is met)

**Other Information**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Signatures of Team**

Head Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

School nurse (medical worker): \_\_\_\_\_ Date: \_\_\_\_\_

Other: \_\_\_\_\_ Date: \_\_\_\_\_

(Robertson 2014)

# APPENDIX III

## Developmental Stages taken from *Disabled Village Children* by David Werner, available through the Hesperian Foundation.















































Name: \_\_\_\_\_  
 Birth date: \_\_\_\_\_  
 Date: \_\_\_\_\_

EVALUATION OF A CHILD'S LEVEL OF PHYSICAL DEVELOPMENT

Note: Although on these guides physical and mental skills are separated, the two are often closely interrelated.

These charts show roughly the average age that a normal child develops different skills. But there is great variation within what is normal.

RECORD SHEET  
6  
(page 1)

PHYSICAL DEVELOPMENT	Average age skills begin	3 months	6 months	9 months	1 year	2 years	3 years	5 years	What to do if a child is behind
Head and trunk control	 lifts head part way up	 holds head up high and well	 holds up head and shoulders	 holds head up well when lifted	 moves and holds head easily in all directions				Activities to improve head and trunk control (see p. 302).
Rolling	 rolls belly to back	 rolls over and over easily in play	 rolls over and over easily in play	 twists and moves easily while sitting					Activities to develop rolling and twisting (see p. 304).
Sitting	 sits only with full support	 sits with some support	 sits without support	 sits well without support	 twists and moves easily while sitting				Work on sitting. Special seating if needed (p. 308).
Crawling and walking	 begins to creep	 scoots or crawls	 pulls to standing	 takes steps	 walks	 walks easily backward	 walks easily backward	 hops on one foot	Activities to improve balance (see p. 306).
Arm and hand control	 grips fingers and puts into hand	 reaches and grasps with whole hand	 passes object from one hand to other	 touches your nose	 grasps with thumb and forefinger	 easily moves fingers back and forth from nose to moving object	 easily moves fingers back and forth from nose to moving object	 throws and catches ball	Eye-hand activities. Use toys to develop hand and finger control (see p. 305).
Seeing	 follows close object with eyes	 enjoys bright colors/shapes	 recognizes different faces	 eyes focus on simple words	 looks at small things/pictures	 sees small shapes clearly	 sees small shapes clearly	 sees small shapes clearly	Have eyes checked (see p. 432). If poor, see Chapter 30.
Hearing	 moves or cries at a loud noise	 turns head to sounds	 responds to mother's voice	 enjoys rhythmic music	 hears clearly and understands most simple language	 hears clearly and understands most simple language	 hears clearly and understands most simple language	 hears clearly and understands most simple language	Have hearing checked. If poor, see Chapter 31.

Name: \_\_\_\_\_  
 Birth date: \_\_\_\_\_  
 Date: \_\_\_\_\_

EVALUATION OF A CHILD'S LEVEL OF MENTAL AND SOCIAL DEVELOPMENT

MENTAL DEVELOPMENT	Average age skills begin	3 months	6 months	9 months	1 year	2 years	3 years	5 years	What to do if a child is behind
Communication and language	cries when wet or hungry	coos when comfortable	makes simple sounds	uses certain sounds for different things	begins to use simple words	likes to be praised after completing simple tasks	interacts with both adults and children	helps with simple work	Speak and sing to child if needed to develop speech (p. 313).
Social Behavior	smiles when smiled at	takes everything to mouth	smiles when brief interest in toys and sounds	chews solid food	drinks alone from glass	takes off simple clothes	sorts different objects	builds playthings with several pieces	Encourage child to help self if possible, use behavioral approach to learning (see p. 349).
Self-care	sucks breast	plays with own body	recognizes mother	begins to enjoy first social games (peek-a-boo)	imitates and copies people	begins to play with other children	follows simple instructions	follows multiple instructions	Early stimulation activities (see Chapter 35). Provide toys and 'fun' objects.
Attention and interest	smiles when smiled at	grasps things placed in hand	recognizes several people	looks for toys that fall out of sight	copies simple actions	points to things when asked "where is...?"	follows simple instructions	follows multiple instructions	Guided play, lots of stimulation and interaction with other children
Play	grasps things placed in hand	plays with own body	plays with simple objects	looks for toys that fall out of sight	copies simple actions	points to things when asked "where is...?"	follows simple instructions	follows multiple instructions	Early stimulation (p. 316). Lots of toys, talk, and step-by-step training.
Intelligence and learning	cries when hungry or uncomfortable	plays with own body	plays with simple objects	looks for toys that fall out of sight	copies simple actions	points to things when asked "where is...?"	follows simple instructions	follows multiple instructions	

Put a **circle** around the level of development that the child is now at in each area.  
 Put a **square** around the skill to the right of the one you circled, and focus training on that skill.  
 If the child has reached an age and has not mastered the corresponding level of skill, special training may be needed.

RECORD SHEET (page 2)

## Resources

WHO | World Health Organization. 2014. *WHO | World Health Organization*. [ONLINE] Available at: <http://www.who.int/en/>. [Accessed 3 February 2014].

WebMD - Better information. Better health.. 2014. *WebMD – Better information. Better health.* [ONLINE] Available at: <http://www.webmd.com/>. [Accessed 7 February 2014].

UNESCO, UNESCO, 2004. *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*. 1st ed. Thailand: UNESCO Asia and Pacific Regional Bureau for Education.

Jim Knox Allanson, Inclusive Education Coordinator at Ministry of Education, Communication through email regarding contextualized elements of Inclusive Education in Vanuatu [Accessed 7 December 2013-11 June 2014]

Kathleen Arthur, I.E. Lecturer at Vanuatu Institute of Teacher Education, Lecture notes distributed in ED 300 Resource and Networking Folder at University of the South Pacific Laucala Campus, Fiji in 2013. [Accessed 7 February 2014-11 June 2014].

Turnbull and Wehmeyer, AT, RT, MW, 2007. *Exceptional Lives Special Education in Today's Schools*. 5<sup>th</sup> ed. U.S.A.: Pearson Merrill Prentice Hall.

Ministry of Education (2011), *Vanuatu Inclusive Education Policy*, Vanuatu

Department of Education (1998) *Special Education Resource Book*, Port Moresby, National Department of Education.

Elyse Robertson, Inclusive Education Lecturer at Vanuatu Institute of Teacher Education through the United States Peace Corps [Accessed 7 December 2013-11 June 2014]

Grant Preston, Manager of Northern Territories, Australian Hearing Services with staff from the Rural Ear Services East Sepik (RESES) and Callan Services for Disabled Persons [Accessed unknown]

Jan England, *Senior Lecturer in Special Education*, St. Benedict's Teachers' College [Accessed unknown]

Henry Warusolu, local artist for 'inclusion crest'

### Contact Information:

- Vanuatu Society for Disabled People  
Phone: (+678) 5522321  
Email: [vsdp@vanuatu.com.vu](mailto:vsdp@vanuatu.com.vu)
- Ministry of Education  
Private Mail Bag 9028  
Port Vila, Vanuatu  
Phone: (678) 22309