

Gaedbuk blong ol tija blong faenem ol studen we i gat ol difren kaen disabiliti

Buk ia i stret long ol tija mo ol studen blong Vanuatu

Tufala woman we tufala i raetem buk ia:

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Inklusen Foto:

Smol foto ia i soem lo yumi ol stampa tingting bihaen lo inklusen. ‘Kanu’ ia minem bodi blong inklusen. ‘Trifala kros wod’ ia blong kanu i minem ol samting blong yumi we hemi no semak (olsem kastom, kalja, relijen, lanwis, jenda, ol disability, etc.). ‘Nasama’ i minem wan spiret. Nasama i respektem wanwan samting blo yumi we hemi difren mo hemi tekem ol samting ia mo hemi mekem se ol samting ia i save kam wan mo hemi mekem so kanu ia i save flot. ‘Stik blo wud’ ia i minem fridom mo ol raet blong ol man. Wud ia i stampa blong sael blong kanu mo hemi mas stap so kanu ia i save muv iko fowad. ‘Namele’ lif hemi stap olsem sael blong kanu ia mo hemi minem respek. Yumi evriwan i mas gat respek so kanu ia i save muv fowad mo ko lo stret daareksen. ‘Solwata’ i minem ol difren jalens we inklusen i stap fesem. Taem ol wanwan samting long kanu ia i wok gud mo tugeta kanu ia i save ovakam anisamting mo kantenu blong muv stret. Afta, ‘sekol’ i minem wol blong yumi. Sekol ia i raonem foto ia mo ol samting blong inklusen from se inklusen hemi wan samting blo ful wol mo hemi responsibiliti blong yumi evriwan. Mo tu sapos yumi wantem gat inklusen evri man lo wol i mas wok tugeta mo karem ol stampa tingting ia lo wanwan hat blong olgeta.

- Henry Warusolu

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Fowod:

Bigfala stampa tingting blong buk ia hemi blong talem aot se Evri pikinini oli sud gat semak janis blong ko long skul mo karem wan kwalti edukesen; ino mata wanem jenda, jyoj, kaen aus, hamas mane famli i gat o supos oli gat wan spesel nid o disabiliti, evri pikinini oli gat semak raet blong ko long skul tru aot long Vanuatu.

Blong givhan long ol pikinini blong Vanuatu mo mekem sua se EVRI pikinini i save stap semak long skul mo komuniti, gaed buk ia i bin kam aot blong leftemap save blong ol tija mo helpem ol tija blong faenem aot wanem pikinini maet i gat wan disabiliti o spesel nid mo hao nao ol tija i save joenem EVRI pikinini ia tugeta insaed long semak klasrum mo hao blong lanem ol pikinini sapos sam pikinini i nidim sam moa samting. Buk ia hemi no jas blong faenem aot hu nao ol pikinini we oli gat ol spesel nid o disabiliti be blong traem mekem sua se ol pikinini hu ia i gat wan spesel nid o disabiliti oli save ko karem help mo oli save ko lukluk wan spesel dokta sapos olgeta i nidim.

Stampa tingting blong buk ia emi:

- Luksave ol gudfala samting blong ol pikinini
 - o Blong save se ol pikinini, even olgeta pikinini hu ia i gat ol disabiliti, olgeta i gat ol difren save mo skil we olgeta i save sarem wetem ol man long Vanuatu.
- Leftemap ol save blong ol pikinini
 - o Ol tiga i sud fokus long ol wanwan save blong wanwan pikinini mo lidem ol pikinini ia so oli save bildimap ol difren save blong olgeta; mo tu faenem aot ol spesel nid blong wanwan pikinini mo wok wetem olgeta mo lanem olgeta pikinini ia ol difren strateji we olgeta i save yusum blong ova kam ol difren nid blong olgeta
- Helpem ol pikinini blong stap hem wan
 - o Ol tiga i sud traem leftemap ol pikinini, mo tu ol pikinini wetem ol disabiliti, mo bildimap ol save mo ol skil blong olgeta so olgeta i save gat ol fiuja gol mo helpem olgeta pikinini so olgeta i save hao blong kasem ol fiuja gol blong olgeta
- Bildimap ol frensip wetem ol pikinini
 - o Ol tija i sud mekem wan klasrum we i sapotem mo leftemap evri pikinini so olgeta ino fraet blong ol narafala man we ino lukluk o toktok semak olsem olgeta mo olgeta pikinini i lan hao blong wok tugeta wetem ol difren kaen man
- Mekem sua se ol pikinini i andestandem ol raet mo sitisensip blong olgeta
 - o Ol tija i sud givhan long ol pikinini mo ol pikinini hu ia i gat ol disabiliti mo mekem sua se olgeta pikinini ia i save ol raet blong olgeta so olgeta evriwan i save kam ol gud gudfala sitisen blong Vanuatu

Hamas yia i pas finis kasem tedei we yumi no bin tingting hevi long ol difren man blong yumi olsem ol man we olgeta i gat ol disabiliti, ol poa man, etc. Yumi no bin tingting hevi tumas long olgeta man ia from se yumi no bin andestandem olgeta mo yumi bin ting se olgeta man ia ino save givhan long wanwan famli, komuniti mo kantri blong yumi.

Gaed buk ia i folom tingting blong Gavman blong Vanuatu mo Ministri blong Edukesen blong sapotem ol man we yumi bin fogetem bifo. Nao ia yumi i gat wan polisi we i stap blong mekem sua se yumi ting abaot olgeta man ia mo pikinini ia mo nao ia yumi stap blong traem mekem sua se olgeta man ia oli sarem ol semak raet mo sitisensip olsem ol narafala man blong Vanuatu.

Gaedbuk ia hemi wan smol samting nomo blong mekem sua se EVRI man mo pikinini, mo tu olgeta hu ia i gat ol disabiliti o spesel nid, oli gat janis blong tekpat long ol semak samting olsem ol narafala man blong Vanuatu. Gaedbuk ia i tingting hevi long olgeta man ia we bifo yumi bin fogetem mo hemi bilif se EVRI pikinini mo EVRI man blong Vanuatu i save givhan long wanwan famli, komuniti mo kantri blong yumi blong Vanuatu.



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Okis 2014



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Daarekta blong ol Edukesen Seves
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Fas Tok:

Long 2011, gavman blong Vanuatu mo Ministri blong Edukesen i bin talem yes long wan niufala polisi we nem blong em Inklusiv Edukesen (IE). Polisi ia i bin kamaot taem gavman blong Vanuatu i bin joen wetem United Nations blong sapot long ‘Convention on the Rights of Persons with Disability’ (CRPD) mo agri blong stanap wetem ol man ples we oli gat ol difren kaen disabiliti mo leftemap laef blong olgeta.

Inklusiv Edukesen Polisi ia i stap blong sapotem ol man lo Vanuatu we i gat ol difren kaen disabiliti mo polisi ia i stap lukluk long ol abiliti, save, mo ol skil blong ol disebol man mo wanem olgeta i save mekem; polisi ia i stap sapotem ol disebol man tru lo inklusiv edukesen. Inklusiv edukesen emi wei blong mekem sua se evri pikinini i gat semak janis blong ko lo skul mo lanem ol save mo skil so olgeta tu i save gat wan gudfala laef. Ol pikinini ia we oli gat ol difren disabiliti oli smat mo olgeta tu i sud gat semak janis blo ko lo skul, olsem ol narafala pikinini. Evri skul raon lo Vanuatu i gat responsibiliti blo saplae wan gudfala edukesen mo wan sef ples we ol pikinini, even sapos oli gat ol difren disabiliti, i save kam lan tugeta so olgeta i save kam ol fiuja lida mo gat wan gudfala laef insaed lo wanwan komuniti blo Vanuatu. Ministri blong Edukesen bae hemi givhan long ol skul mo ol tija blo mekem sua se inklusiv edukesen i save kohed.

The *Vanuatu Miniman Kwaliti Standad* i gat 15 standad blong ol primari skul. Buk ia i stap fokes bigwan lo wan standad ia, standad #2

Standad #2 i talem se: bae ol tija i faenem aot ol studen we i gat ol spesel nid o disabiliti mo bae ol tija i sapotem studen ia lo skul mo bildimap ol save mo ol skil blong evri studen insaed lo klasrum mo skul.

Gavman blong Vanuatu i wantem tumas se EVRI pikinini i mas ko lo skul mo karem semak edukesen olsem ol narafala pikinini long Vanuatu. Olgeta i stap askem se ol tija i mas traem:

- Faenem aot wanem pikinini i gat ol spesel nid o disabiliti
- Faenem aot sapos famli blo pikinini bae oli givhan long skul mo tija
 - Famli givhan insaed long klasrum
 - Famli givhan insaed long wanwan aus
- Faenem aot sapos pikinini ia i save stap gud insaed lo wanwan klasrum lo wan skul o bae hemi moa gud sapos pikinini ia i lan insaed lo wanwan aus mo bae hemi nid wan ‘hom skul program’.

Evri tija i mas tingbaot hu nao yu save joenem insaed long klasrum blo yu mo hu nao yu no save joenem insaed long klasrum blo yu mo tu ol strateji we bae yu yusum blo joenem olgeta studen insaed lo skul.

Eli Intavensen

Wanem taem nao hemi gud blong statem wok wetem wan pikinini sapos hemi gat wan disabiliti?

Wij wan yu ting se hemi tru?

1. Taem yu faenem aot se wan pikinini i gat wan disabiliti yu sud stat blo wok wetem pikinini ia naoia nomo
o
2. Taem pikinini i smol yu no sud wok wetem hem be wet taem pikinini ia i bigwan bifo yu stat blong wok wetem hem

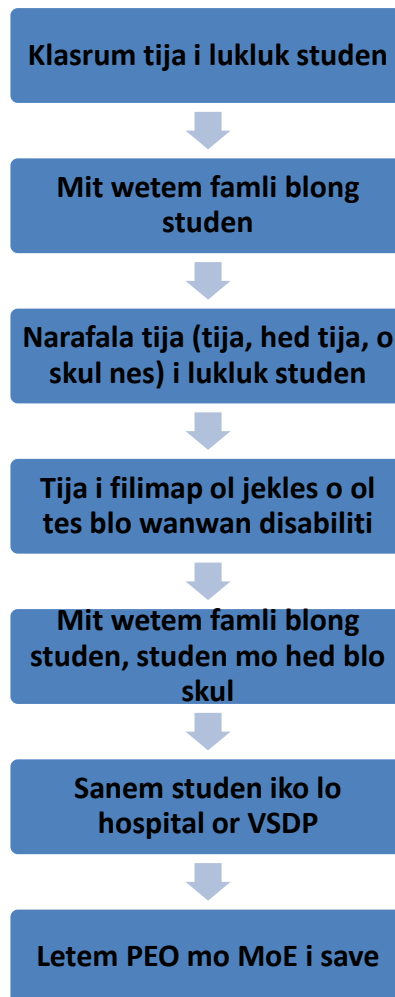
Yu jyusum wij wan? Wan we hemi tru hemi numba 1. Taem tija o ol famli i faenem aot se pikinini i gat wan disabiliti oli no sud wet be oli sud stat blo wok wetem hem long taem ia nomo. Taem yu wok wetem wan pikinini eli yumi talem lo Ingles **Early Intervention**.

Taem famli mo tija i save se pikinini i gat wan disabiliti o spesel nid lo saed blo skul olgeta evriwan i sud stat blo wok tugeta eli. Ani yia blo pikinini hemi stret taem blo stat. Hemi no mata sapos yufala i faenem aot se sorae blong pikinini em i fas mo hemi jas gat naen manis nomo. Taem famli i save taem pikinini ia i gat naen manis nomo olgeta i sud stat blo wok blo bildimap save mo ol skil blong pikinini ia.

Hemi gat fulap difren kaen Eli Intavensen program blong ol difren disabiliti mo ol famli i save karem help from ol spesel dokta, ol staf blo helt klinik mo hospital o Vanuatu Society for Disabled People (VSDP).

Ol famli i mas andestan se olgeta ino stap wanwan. Vanuatu i gat fulap ples we ol famli i save ko blong karem ol tok save lo saed blong Eli Intavensen mo help. Ples we ol man i save ko karem ol help emi lo ol dispensari, hospital o VSDP, sapos yu stap lo Vila taon. Help we bae yu karem bae hemi helpem ol famli be bae hemi helpem bigwan pikinini ia we emi gat wan spesel nid o disabiliti. Sapos wan pikinini i gat wan disabiliti mo hemi stat lo wan Eli Intavensen Program eli bae hemi mekem gud rod blo hem blo ko lo skul mo leftemap ol abiliti blo hem blo joen tugeta wetem ol narafala pikinini lo komuniti.

Rod blong faenem aot ol disabili long ol studen

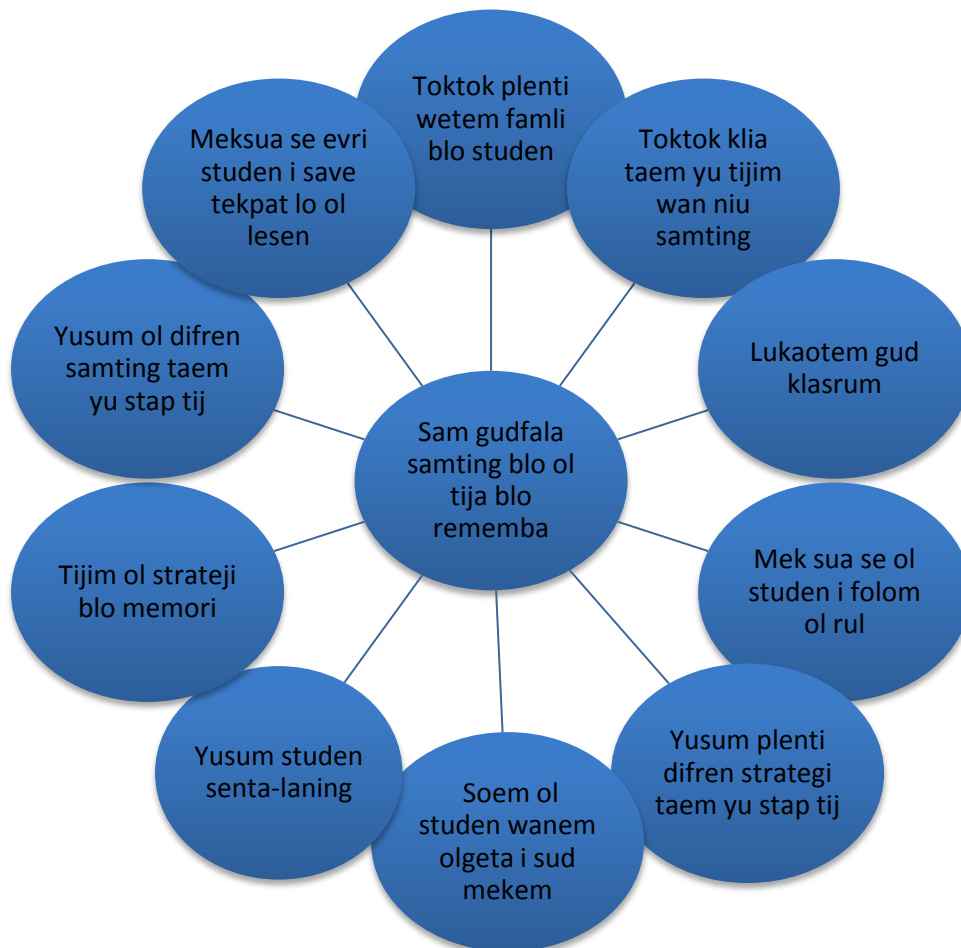


Impotan:

Taem yu stap faenem aot ol studen we i gat ol difren spesel nid o disabili hemi impotan tumas se ol tija mo ol dokta i mekem gud ol jekles mo tes so oli no mestem mo talem se wan studen i gat wan disabili be rili hemi no gat.

- Mekem ol jekles mo ol tes semak wetem ol studen
- Putum gud ol rekod blo ol studen
- Rispektem studen mo famli blong studen; tija ino mas toktok abaotem studen ia wetem ani narafala man
 - Taem tija i stap ting se maet pikinini i gat wan spesel nid o disabili hemi MAS talem aot lo ol famli blong studen
 - Ol tija/skul i MAS respktem tingting blong ol famli blong studen lo saed blong skul mo meresin

Sam impoten samting blong rememba taem yu wok wetem wan studen we i gat wan disabiliti



Disabiliti blong Ae

Wanem hemia:

Disabiliti blong Ae or 'Visual Disability' (VD) long Inglis hemi minim se wan samting we hemi afektem wan o tufala ae blong wanwan man. Disabiliti blo Ae ia i kavremap ol kaen level blong ae, olsem taem ae blong wan man ino gud smol kasem taem tufala ae blong wan man ino moa wok nating.

Samtaem long skul, ol studen ino save wok gud o oli no save kasem wan samting from se wan o tufala ae blong olgeta i blokem hem blong olgeta ino save luk luk gud wanem we tija i raetem.

Disabiliti blo Ae i lukluk olsem wanem?

Lanwis Developmen

- Studen i save toktok mo lisen olsem ol narafala studen be blong rid o raet maet level blo hem i daon lelebet
- Studen i yusum ol narafala senses blong hem moa olsem lisen, taj, smel, kakae

Sosel Developmen

- Studen ia i olsem ol narafala studen be sapos hemi no save lukluk gud ol samting, maet bae yu lukse hemi difren lelebet from ol narafala studen long vilij
- Maet studen i fraet mo harem sem from hemi difren

Fasin

- Maet studen i luk se hemi no gat interes long ol lesen
- Maet studen i lukluk fes blong tija taem tija i stap toktok
- Maet studen i slip smol taem hemi stap long skul

Muvmen

- Wan o tufala ae blong studen ino folem ol objek o wanem hemi stap lukluk
- Studen i holem ol samting (olsem buk o pepa) klosap o longwe from fes blong hem
- Taem narafala man i lukluk studen, hemi save luksave se wan ae o tufala ae blong hem ino stret
- Maet studen i satem o rabem tufala ae blong hem fulap
- Maet yu lukse studen i wokbaot kranki, o hemi foldaon, o hemi dropem fulap samting, o hemi no save holem ol samting stret

Save lo saed blo Tingting

- Maet studen i daon long ol sabjek long skul from se hemi no save lukluk gud ol buk

(Turnbull & Wehmeyer 2007)

Disabiliti blong Ae mo Skul

Ol studen even sapos oli gat VD i save ko lo skul mo lanem fulap samting. Tija i mas traem meksua se klasrum i gat gudfala manejmen so evri studen, mo ol studen wetem VD, oli sef mo oli harem gud blong stap.

Trifala kategori long Disabiliti blong Ae

1). Lo Vison

- Studen i rilae hevi long tufala ae blong hem
- Studen i yusum tufala ae blong hem blong mekem evri samting (skul o wok o pleiplei)
- Studen i save luksave print, ol leta, ol wod, ol kala, mo evri samting
- Maet wan o tufala ae tugeta ino gud smol
- Maet studen i werem speks ful dei o smol taem nomo
- Maet studen ino save lukluk gud ol samting klosap o longwe

2). Klosap Blaen

- Studen ino rili save yusum o trastem tufala ae blong hem tumas
- Studen ino save lukluk gud nating ol samting klosap o longwe
 - Save lukluk smol nomo
- Maet studen i werem speks ful dai
- Maet studen ino save luksave gud print, wanwan leta, ol wod, ol kala, o ol smol samting (olsem ol hol, ol rok, ol stampa blong tri, etc.)
- Maet studen i jas save luksave ol bigfala samting nomo (olsem ol truk, ol haus, ol tri, etc.)
- Maet studen i nid blong save hao blong rid Braille mo raet Braille

3). Ful Blaen

- Studen ino save luksave ani samting
 - Studen i mas yusum ol narafala senses olsem: sor ae, taj, maot, mo smel blong save evri samting lo wol
 - Studen ino save luksave ani kaen print, sep, kala, o objek
 - Maet studen i werem dak kala speks blong lukaotem gud tufala ae blong hem
 - Studen i nid blo lanem hao blong ridim mo raetem Braille
- (Turnbull & Wehmeyer 2007)

Sam strateji blong wok wetem wan studen sapos hemi gat VD

Evri studen hemi difren mo olgeta i gat ol difdifren skil we oli save joenem insaed long klasrum. Sam difren strateji ol tija i save yusum insaed long klasrum blong bildimap save mo interes long ol studen we oli gat VD:

1. Sapos yu mekem wan toktok wetem ful klas tija i sud:

- Raet klia mo bigwan
- Yusum kala jok (yusum ol braet kala jok olsem red, blu, grin, waet)
- Tija i ridim aot ol samting fastaem, afta ol studen i ridim aot tugeta wetem tija, afta ol studen i ridim aot wanwan, afta ol studen i makem aktiviti ia
- Hangem ol saen o foto o posta raon long klasrum
- Tija i eksplenem evri samting hemi wantem ol studen blong mekem, meksua se hemi klia gud
- Taem tija i ridim wan buk, hemi jensem voes blong hem

- Talemaot nem blong studen fas taem bifo yu stap toktok lo em
- Taem yu givem aot ol direksen, talemaot ol gudfala wod, olsem ‘lef’, ‘raet’, ‘behaen’, etc.; yu no yusum ol wod olsem ‘lo we’
- Sapos yu jensem o muvum samsamting insaed long klasrum, talem aot gud lo ol studen
- Taem ani studen i ansarem wan kwestin o toktok, meksua se yu talemaot nem blong studen bifo mo afta

2. Smol Grup:

- Alawem tu o tri studen blong wok tugeta
- Maet wan narafala studen i nidim setdaon mo rid wetem studen ia

3. Sam narafala samting we tija i save mekem insaed long klasrum:

- Mekem sua se studen i stap setdaon klosap long jokbod mo hemi stap setdaon lo wan ples we hemi gat gudfala laet
- Mekem sua se klasrum i open mo i klin oltaem, ino gat rabis long floa
- Raetem nem blong wanwan samting raon long klasrum
- Sapos hemi gat wan kopi masin, traem mekem ol stori o aktiviti insaed long teksbuk i moa bigwan
- Alawem moa taem sapos studen i nidim blong mekem wan aktiviti o tes
- Sapos studen ino save lukluk, maet tija i nid blong ridim aot tes mo studen i talemaot ansa mo tija i raetem ansa blong studen
- Maet studen i karem wan stik o tul so hemi save wokabaot, sapos hemi karem i kam long skul mekem sua se i gat wan sef ples insaed long klasrum we hemi sef blo putum stik o tul blong hem taem hemi no yusum
 - Mo tu, mekem sua se ol narafala studen i save se oli no save pleplei wetem stik o tul blong narafala studen ia
- Taem yu toktok wetem studen, mekem sua se yu talemaot nem blong yu mo nem blong ol narafala man we i stap tu, sapos studen ino save lukluk yu
- Letem studen i save se toktok i finis
- Maet bae yu nid blong holem han o arm blong studen taem yufala i wokabaot
- Yu no mas toktok strong, toktok nomol nomo

Sapos yu tingse wan studen blong yu hemi gat wan Disabiliti blong Ae, folom ol tes mo yusum wetem wanwan studen nomo. Ol difren tul ia bae oli helpem yumi faenem ol studen ia we oli gat wan Disabiliti blong Ae.

Nomol Divilopmen long Ae			
Bebe i bon	-Bebe i save lukluk smol taem hemi bon -Bebe i save folom samsamting smol wetem tufala ae	12 manis	-Bebe i save jus wanem hemi wantem mo no wantem -Bebe i save luksave ol naesfala samting
4-6 wik	-Taem laet i strong bebe bae hemi satum ae -Bae bebe i save tanem hed taem hemi harem wan samting -Bebe i save lukluk stret be tufala ae i save kros	2 yia	-Smol pikinini i save lukluk ol samting longwe
12 wiks	-Bebe i save folem ol samting taem i stap muvmuv -Bebe i laekem lukluk fes blo hem mo fes blo ol narafala man -Bebe i stat blo jyusum ol samting we hemi laekem mo hemi no laekem	4-6 yia	-Smol pikinini i save lukluk semak olsem ol big man
6 manis	-Bebe i save lukluk longwe smol -Bebe i save traem karem ol samting -Bebe i save muvum tufala ae olbaot	8 yia	-Tufala ae bae oli no moa gro

Sam fasin we maet hemi soem se studen i gat problem wetem ae	
Bebe	Smol pikinini-bigfala pikinini
-No save lukluk anisamting -Tufala ae i muvmuv olbaot -Bebe ino smael taem hemi gat 6 wik -Tufala ae i sor we taem laet i saen	-Pikinini ino save kontrolem gud ae mo lukluk stret lo wan samting -Pikinini i stap mestem samsamting taem hemi traem holem o leftemap -Samsamting i stap kilim pikinini from se hemi no bin lukluk hemia -Maet pikinini i rabem ae -Maet pikinini i toktok slo -Pikinini ino save lukluk gud lo strong sun -Pikinini ino save wokabot lo ol difren kaen rod -Pikinini i lukluk graon nomo taem hemi wokabot -Pikinini i tanem hed blo hem difren -Pikinini i mas holem samting klosap o longwe blo lukluk -Pikinini ino save lukluk gud longwe -Maet pikinini i gat fulap ae infekson -Maet wota blong ae i ron -Maet ae i sor mo red -Maet pikinini ino save slip gud

(Arthur ED 300, 2013)

Tes blong Ae taem bebe i bon-4 yia

Tes blong Wanwan Ae

- Ol samting** -Han blong yu
-Smol objek
- Wanem blo mekem** -Sapos bebe i smol alawem mama o papa blong hem blo holem gud em
-Tija i sud stanap bihaen lo bebe mo mama
-Mekem sua se han blong tija i klos gud so bebe ino save lukluk tru
-Tija i sud muvum lef han blong hem daon fored lo fes blo bebe mo blokem lef ae blo bebe
-Afta tija bae hemi holem wan smol objek lo raet han mo putum objek long fored long raet ae blong bebe
-Muvum objek lef mo raet smol
-Tija i sud lukluk ae blong bebe mo markem pepa supos ae blo bebi i stap folem objek o no
- Ansa** -Spel smol taem afta mekem tes ia bakegan wetem narafala ae blo bebe
-Sapos bebe i glad mo ae blo hem i folem objek- Ae blo bebe i nomol
-Sapos bebe ino glad mo hem i no folem objek lo wan ae be narafala ae hemi gud- Maet wan ae blo bebe ino gud
-Sapos bebe ino glad nating taem tufala ae i blok- Maet bebe ino laekem tes mo yu mas mekem difren tes so yu save jekem gud ae blo bebe

Tes blong Sarem Ae

- Ol samting** -Han blong yu
- Wanem blo mekem** -Sapos bebe i smol alawem mama o papa blo hem blo holem gud em
-Tija i sud stanap fored lo bebe mo mama
-Tija i sud openem han blo hem bigwan
-Muvum han blo tija sloslo kasem fes blo bebe-no kilim fes
-Mekem muvmen 3 taem
- Ansa** -Sapos bebe i sarem ae taem han blo tija i kam klosap- Ae i nomol
-Sapos bebe i wet smol taem afta sarem ae- Maet bebe i gat wan problem wetem ae blong hem
-Sapos bebe ino sarem ae blong hem- Bebe i gat wan ae problem

(Arthur ED 300, 2013)

Tes blong Ae taem we Pikinini i Smol kasem Ol Big Man

Tes bae hemi nidim

- Ae jat
- 1 mita long rop
- Jok, skotj, glu
- Objek blo blokem ae
- Rula o stik
- Ansa Pepa blo studen

Hao blong mekem tes:

Bifo tes i stat:

1. Hangem ‘Ae Jat’ long wan klin wol mo putum long wan ples we hemi gat gudfala laet
 - a. Jat i sud stap lo level blo studen
2. Yusum rop mo markem ples we hemi 3 mitas from ‘Ae Jat’ o wal
3. Markem ples we studen sud stap
 - a. Studen sud stap 3 mitas fored lo wol mo ‘Ae Jat’

Wok blong Studen:

4. Studen i sud stap kwaet mo lisen gud
5. Ples i sud kwaet mo tija i sud wok wetem wanwan studen nomo
6. Tija i talem aot lo studen: Studen i sud stanap fored lo ae jat, taem tija i poen lo wan leta o sep studen i sud talem aot stret nem blo wanwan leta o sep- studen bae hemi mekem semak kasem taem we hemi no mo save talem aot stret nem o lukluk gud anisamting
 - a. Sapos studen ino moa save lukluk gud o hemi no save nem blo wanwan samting bae hemi talem aot lo tija
7. Taem studen i mekem tes, bae hemi kavremap wan ae afta mekem ful tes afta kavremap narafala ae afta mekem ful tes bakegan wetem niufala ae

Wok blong Tija:

8. Taem tija i lidim tes, tija i sud stanap klosap long ‘Ae Jat’ mo yusum wan samting blong poen gud long ol leta o sep
9. Tija i sud stat antap lo jat mo muv iko daon. Tija iko lef kasem raet mo hemi mas poen lo evri leta o sep-YU NO FOGETM ani leta o sep
10. Tija i holem ‘Ansa pepa’ blo studen mo markem ol ansa blo studen. Yu no soem studen tes blo hem taem yu sap mekem tes ia.
11. Tija ino sud talem lo studen sapos studen i mestem wan leta o sep, tija i jas raetem wanem we studen i talem nomo; taem studen i mestem 3 or moa leta o sep lo wan ro tes i vns nao.

Sapos oli nidem,tija i sud soem long ol studen fas taem hao blong mekem tes

Ol ansa i minim wanem?	
Ansa	Wanem blong mekem
i) No gat wan problem	Tufala ae blong studen i stret
ii) Studen i save lukluk gud wetem wan ae be narafala ae ino save lukluk gud	Tija i sud lukaotem gud studen. Maet bae studen i nidim sam help smol
iii) Problem wetem numba 2 ro	Studen ino save lukluk gud. Bae hemi gat had taem insaed long klasrum so tija i sud muvum studen iko long fored long klasrum
iv) Problem wetem numba 1 ro	Studen i sud ko lukluk wan dokta

Testem tufala ae blo studen semak

(MoE 2014)

Nem blong studen:	Yia:	Nem blong Skul/Komuniti:	Deit:
Ae Tes Ansa			
Tes blong Wanwan Ae		Sarem Ae Tes	
Nem blong Tija:			

Tes blong Ae taem Pikinini i Smol kasem Ol Big Man

Mekem wan **tik** taem studen i talemaot gud wan leta o sep

Nem blong studen:	Yia:	Nem blong Skul:	Dei:
Ae Jat Ansa Pepa			
Raet Ae		Lef Ae	
Top Ro:		Top Ro:	
2 nd Ro:		2 nd Ro:	
3 rd Ro:		3 rd Ro:	
4 th Ro:		4 th Ro:	
5 th Ro:		5 th Ro:	
6 th Ro:		6 th Ro:	
7 th Ro:		7 th Ro:	
8 th Ro:		8 th Ro:	
Las Ro:		Las Ro:	
Nem blong Tija:			
Komen:			

(Robertson 2014)

Ae Jat #1

16
For Use At 3 Metres

⁶⁰
E

³⁶
D I

²⁴
M O L

¹⁸
E N A T

¹²
S Y S S P

⁹
O R D R A E

⁶
N A X O L I C

⁵
C L O N A T A P

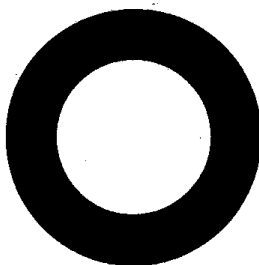
⁴
H N I X O R P I C

Alcon
The Specialist Eye Care Company
Ph: 1800 025 032

Ae Jat #2

For Use At 3 Metres

60



36



24



18



12



9



6



5



4



Alcon
The Specialist Eye Care Company

RIDING KAD

N18

Holem ol buk blong yu, no ol nyuspepa blong yu, long fasin we buk blong yu no nyuspepa blong yu I longwe lelebet long ol ae blong yu (Olsem we I 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), I gud sipos yu tekem spel long riding ia smoltaem; yu lukluk long wan samting we I longwe lelebet, olsem wan tri no wan bigfala hill. Afta long wan minit no samting olsem, yu save gohed blong rid bakegen. Fasin ia blong rid I givim smol spel long ae blong yu.

O 8 4 Δ 3 † 1

N12

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

3 9 † 5 O 6 Δ

N10

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

O 8 4 Δ 3 † 1

N6

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

3 9 † 5 O 6 Δ

Disabiliti blong Sorae

Wanem hemia:

Disabiliti blong Sorae o 'Hearing Disability' (HD) long Inglis hemi wan samting we hemi afektem sorae blong ol studen. Disabiliti blo sorae i kavemrap ol level blong sorae blong ol studen lo saed blong skul.

Lo saed blong sorae, hemi gat tu difren kategori. Tufala kategori ia oli: Had blo harem samting mo No harem samting.

Disabiliti blong Sorae i lukluk olsem wanem?

Lanwis Developmen

- Taem sorae ino wok, bae hemi afektem spij mo langwis blong ol studen from se olgeta ino save harem gud wanem olgeta i stap talemaot

Sosel Developmen

- Semak olsem ol narafala studen

Fasin

- Maet studen i kros from se tija ino save andestandem hem o studen ino save hao blong talemaot gud wanem hemi wantem
- Maet studen i singaot bigwan from se hemi no save haremsave hem wan

Movmen

- Maet studen i mov slo from se hemi mas lukluk gud evrisamting fastaem afta ko, supos hemi no lukluk gud hemi jas mov maet bae wan samting i kilim hem from se hemi no save harem se wan samting i stap kam

Save lo saed blong Tingting

- Maet studen i daon long ol subjek long skul from se hemi no save harem gud ol toktok blong tija mo ol narafala studen

(Turnbull & Wehmeyer 2007)

Disabiliti blong Sorae mo Skul

Ol studen even sapos oli gat Disabiliti blong Sorae oli save ko lo skul mo lanem fulap samting. Tija i mas traem mekem sua se klasrum i kat gudfala manejmen so evri studen, mo ol studen wetem HD, oli sef mo oli harem gud blong stap.

Tufala kategori long Disabiliti blong Sorae

1). Had blo harem samting

- Yumi talem se wan studen i gat 'hard of hearing' taem sorae blong hem i blok smol

2). No harem ani samting

- Yumi talem se wan studen i ‘deaf’ taem sorae blong studen i blok o fas no gud we mo studen ia ino save harem anisamting tru lo sorae blong hem
 - Studen i relae bigwan lo ol narafala senses: tes, smel, mo taj
 - Bae studen i fasem had taem taem hemi traem toktok from se hemi neva bin harem ani narafala man i toktok bifo mo hemi no save haremsave ol saon long ol wod. Taem studen i traem toktok, maet bae yu no haremsave wanem hemi stap talem aot from se hem ino saon semak olsem ol narafala man
 - Studen i nidim lanem Saen Lanwis o yusum ol foto kad blong sareng tingting blong em

(Turnbull & Wehmeyer 2007)

Sam strateji blong wok wetem wan studen sapos hemi gat HD

Evri studen hemi difren mo olgeta i kat ol difdifen skil we oli save joenem insaed long klasrum. Sam difren strateji we ol tija i save yusum insaed long klasrum blong bildimap save mo interes long ol studen we oli kat ol disabiliti blong sorae:

1. Sapos yu mekem wan toktok wetem ful klas tija i sud:

- Raet klia mo bigwan lo blakbod
- Raet wetem ol difren kala jok mo meksua se yu markm wanem hemi impoten
- Lukluk fes blong ol studen taem yu stap toktok
- Toktok slo mo klia mo laod lelebet, samtaem studen i save ridim maot blong ol man taem oli stap toktok
- Yusum ol foto o posta
- Talem bakegan ol kwestin we ol studen oli bin askem, so evri studen i save harem
- Mekem sua se lesen i gat fulap difren strategi so evri studen i gat janis blong lanem lessen ia
- Askem sam kwestin tru aot long lesen mo jensim smol sapos ol studen oli no kasem fastaem
- Taem lesen i finis, ko ova bakegan ol objektiv mo ol impoten samting
- Maet tija i save yusum Saen Lanwis taem hemi stap tij

2. Smol Grup:

- Wok wanwan smol taem nomo, olsem 10 menet, wetem wan studen o wan smol grup. Ko ova ol samting we oli no bin kasem gud. Bae yu givem extra taem mo praktis long ol studen
- Alawem tu o tri studen blong wok tugeta
- Taem tija i wok wanwan wetem studen, hemi mas ting abaot level blong studen mo hemi no mas spid tumas; mo tu, tija i sud tijim wan niufala samting nomo lo wan wik afta tijim wan narafala samting-no hariap tumas
- Mekem tu studen i wok tugeta, olsem wan strong studen wetem wan we hemi no strong tumas

3. Sam nara samting tija i save mekem insaed long klasrum:

- Alawen moa taem sapos studen i nidim lo wan tes o aktiviti
- Hangem ol impoten samting lo wol insaed long klasrum
- Yusum ol foto o pija kad blong toktok wetem studen, sapos yu nidim
- Raetem ol samting insaed long klasrum
- Tija mo studen i mas kamap wetem wan saen taem studen i nidim wan samting hariap blong sefti long studen ia
- Taem tija i toktok, mekem sua se ino gat ani samting we hemi blokem fes mo maot blo em
- Tija i sud kipim mustas blong hem i sot so studen i save ridim gud maot blong tija

Sapos yu ting se wan studen blong yu hemi gat wan Disabiliti blong Sorae, folom ol jekles mo ol tes mo yusum wetem wanwan studen nomo. Ol difren tul ia bae oli helpem yumi faenem ol studen ia we oli gat wan Disabiliti blong Sorae.

Nomol divelopmen lo Sorae			
1 manis	-Bebe i jiam taem hemi harem ani samting laod -Bebe i stat blong traem toktok	9 manis	-Bebe i ansarem difren lo ol difren saon: hapi o no hapi - Bebe i traem kopi ol narafala man
3 manis	-Bebe i stap mekem ol saon -Bebe i save haremsave sam saon -Maet bebe i stap kwaet taem hemi harem voes blong man we hemi save	12 manis	-Bebe i stap traem save se saon i kam wea -Haremsave nem blong hem -Talem aot ol stret wod -Talemaot ol filin -Lafs
6 manis	-Bebe i mekem saon taem hemi stap hem wan -Bebe i stap muvum hed blong hem taem hemi harem ol difren saon even taem hemi no lukluk ani man -Bebe i traem toktok long ol man	24 manis	-Save bitim mak 50 wod -Save yusum 2+ wod tugeta -Talemaot nem blong hem

(Arthur ED 300, 2013)

Sapos yu **tik** 'YES' blong ani samting, sanem studen ia iko lo wan dokta

Nem blong Studen:	Yia:	Nem blong Skul:	Deit:	
Primari mo Sekondari Jekles blong Sorae				
Skil			Yes	No
1	Studen ino save lisen o stap kwaet long klas			
2	Studen ino harem taem ol narafala man i stap toktok			
3	Studen i stap askem ol man blo talem bakegen wanem olgeta i bin talem aot finis			
4	Studen i muvum hed blong hem klosap lo saon o klosap lo wan man taem man ia i stap stori wetem hem			
5	Studen i lukluk fes mo maot blo man taem hemi stap stori			
6	Studen ino harem gud so hemi talem aot ol kranki ansa blo ol kwestin			
7	Studen i mestem sam saon long ol wod o sentens			
8	Studen ino talem aot stret ol isi wod			
9	Voes blong studen i lo o hi tumas			
10	Studen i harem sam samting insaed lo sorae blong hem			
11	Studen i toktok slo mo lukluk ol narafala man blo save wanem hemi sud mekem			
12	Studen ino save talem gud ol wod from ol singsing o poem			
13	Studen i holem hed blong hem difren taem wan nara man i stap stori wetem hem			
14	Studen ino save se ol saon i stap kam wei			
15	Trot blo studen i sor plenti, hemi kasem ol flu plenti mo hemi gat wota insaed lo sorae			
Nem blong Tija:				
Komen:				

(Arthur ED 300, 2013) (Robertson 2014)

Sapos yu tik 'NO' blong ani samting, sanem studen ia iko lo wan dokta

Nem blong Studen:		Yia:	Nem blong Skul:	Deit:
Eli Pikinini Jekles blong Sorae				
Yia	Skil	Yes	No	
Taem bebe i bon- 5 manis	Sek taem hemi harem ol laod saon			
	Tanem hed taem hemi harem ani saon			
	Lukluk fes blong man we i stap toktok			
	Mekem ol difren saon taem hemi hapi o kros			
	Mekem ol difren saon taem ol man i toktok wetem hem			
6 manis- 11 manis	Andestandem 'No'			
	Traem toktok			
	Traem toktok wetem ol man tru lo ol wod o aksen			
	Traem kopi ol saon olsem ol bigman			
12 manis- 17 mamis	Save lukluk wan samting smol taem olsem 2 menet			
	Folom ol isi direksen			
	Save ansarem ol isi kwestin			
	Save luksave ol isi foto mo famli			
	Save talemaot 2-3 wod			
	Traem kopi toktok blong ol narafala man			
18 manis- 23 manis	Laekem harem voes blong ol narafala man			
	Save folom toktok blong ol narafala man			
	Save poen long ol difren ples blong bodi			
	Save andestandem isi verbs 'kaka', 'swim'			
	Save talem aot gud fulap difren saon			
	Save talem aot 8-10 wod			
	Askem kaka blong nem nomo			
	Save mekem ol difren kaen saon olsem animal			
	Stat blo mekem ol isi sentes			
	Stat blo talem aot ol 'pronoun'			
2-3 yia	Save klosap 50 wod			
	Andestandem ol direksin			
	Save talem aot gud ol 'pronoun'			
	Save talem aot ol aksen wod			
	Ol narafala man i save haremsave studen ia			
	Ansarem ol isi kwestin			
	Talem aot ol isi sentens			
4-5 yia	Save putum gud ol samting long ol difren kategori			
	Save talem aot gud ol kala			
	Save talem aot klosap evri saon			
	Ol narafala man i save andestandem studen ia			
	Studen i laekem musik mo ol difren stori			
	Save talem aot gud ol difren filin			
	Ansarem ol isi kwestin			
	Kopi ol sentens			
	Ansarem ol 'from wanem' kwestin			
	Save talem aot hao blong mekem samting olsem planem taro			
Total				
Nem blong Tija:				
Komen:				

(Arthur ED 300, 2013) (Robertson 2014)

Tes long Sorae blong ol Primari mo Sekondari Studen

Tes bae hemi nidim:

- 2 wud blok
- 1 mita long rop
- Raes insaed long wan plastik botel
- Wan jea
- Ansa pepa blong studen

Hao blong mekem tes:

- Mekem sua se studen i setdaon long wan jea mo hemi no fraet
- Mekem sua se ples hemi kwaet; Tija i sud wok wetem wanwan studen nomo
- Tija i sud talem aot gud long ol studen se taem yu harem ani saon jas leftemap han blong yu nomo
- Praktis 2 taem wetem ol studen bifo yu statem tes
 - Mekem sua se yu ko ova ol difren saon wetem ol studen bifo yu statem tes
- Tija i sud stanap 1 mita bihaen long studen, yusum rop blong mekem gud. Taem tija i mekem tes ia hemi sud muv wan bigfala step long lef saed mo mekem ol difren saon long jekles afta spel smol taem afta muvum wan bigfala step lo raed saed mo mekem ol difren saon lo jekles
- Sapos studen ino harem ani samting fas taem yu mekem tes, mekem tes bakegan 2 taem blong jekem nomo. Sapos studen stil ino harem yu muv iko lo nekis saon long tes
- Raetem gud ol ansa blong studen long ‘Ansa pepa blong sorae’

Ol ansa i minim wanem?

Studen i harem gud evri saon	PASS
Studen ino harem taem tija i rolem raes insaed lo plastik	MILD HEARING LOSS
Studen ino harem taem tija i sekem raes insaed lo plastik	MODERATE HEARING LOSS
Studen ino harem tufala wud taem tija i bangem	SEVERE HEARING LOSS

Sapos studen ino mekem gud tes, toktok wetem famli blong studen mo traem faenem aot sam moa infomesen

Note: Devised by Mr. 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

Ol ansa i minim wanem?	
Ansa	Wanem blong mekem
No gat ani problem	No gat. Sorae i nomol nomo
Studen i save harem gud wetem wan sorae be narafala sorae ino wok gud	Putum studen klosap long fored long klasrum
Studen ino harem taem tija i sekem raes insaed long plastik	Sorae ino wok smol mo studen i sud stil setdaon long fored long klasrum
Studen ino harem gud voes blong man	Studen i gat 'moderate hearing loss' mo tija i sud folom ol strategi long buk ia
Studen ino harem tufala wud taem tija i bangem	Studen i gat 'severe hearing loss' o deaf. Studen i nidim gudfala komunekesen skills, lukluk ol difren foto mo setdaon long fored long klasrum Bae hemi nidim save Saen Lanwis

Ansa Pepa blo SorAe:

Markem wetem wan **Tik** insaed long wanwan sekol sapos studen i leftemap han blong hem

Raetem wan **x** insaed long wanwan sekol sapos studen ino leftemap han blong hem

Lef Saed	Raet Saed	Nem blong Studen: Nem blong Skul:	Yia long Skul: Deit:
<input type="radio"/>	<input type="radio"/>	Bangem tufala wud tugeta (90dB)	
<input type="radio"/>	<input type="radio"/>	Talem aot nomol "ba, ba, ba" (60 dB)	
<input type="radio"/>	<input type="radio"/>	Sekem raes long wan plastik botel (50dB)	
<input type="radio"/>	<input type="radio"/>	Rolem raes kwaet long wan plastik botel (40dB)	
Nem blong Tija:			
Komen:			

(MoE 2014)

Disabiliti blong Bodi

Wanem hemia:

Disabiliti blong Bodi o Physical Disability (PD) long Inglis hemi wan samting we hemi kavremap ol difren kaen samting we hemi no stret o 'nomol' wetem bodi blong ol studen.

Disabiliti blong Bodi i lukluk olsem wanem?

Lanwis Developmen

- Semak olsem ol narafala studen

Sosel Developmen

- Semak olsem ol narafala studen

Fasin

- Semak olsem ol narafala studen

Movmen

- Hemi depen lo wanem we hemi no stret wetem bodi
 - Samtaem studen ino save wokabaot gud, ronron gud, yusum arm o holem ol smol o hevi samting, etc.

Save lo saed blong Tingting

- Semak olsem ol narafala studen

(Turnbull & Wehmeyer 2007)

Disabiliti blong Bodi mo Skul

Ol studen sapos oli gat wan Disabiliti blong Bodi oli save ko long skul mo lanem fulap samting. Tija i mas traem mekem sua se klasrum i gat gudfala manejmen so evri studen, mo ol studen wetem PD, oli sef mo oli harem gud blong stap.

Fo fala kaen Disabiliti blong Bodi

1. Serebrol Polsi (Serebrol i minim bren mo Polsi i minim kontrolem ol musel)
 - a. Hemi wan kaen disabiliti we hemi afektem taem wan studen i muvum bodi blong hem
 - b. Wan smol ples insaed long bren blong studen we hemi kontrolem 'muvmen' nomo ino wok mo bae hemi neva kam gud be hemi save kam was sapos studen ino lukaotem gud em wan
 - c. Fo fala kaen Serebrol Polsi
 1. Spastic- wan o ol musel insaed long bodi i taet we mo ino muv gud
 2. Athetoid- Hed, nek, fes, tu arm, mo tu leg i save muvmuv kranki
 3. Ataxic- Studen ino save kontrolem hem wan taem hemi wokabaot
 4. Mixed Types: #1 mo #2 i stap tugeta long semak taem

2. Spina Bifida (Taem baksaed blong studen ino gro stret mo hemi luk difren)
 - a. Hemi wan kaen disabiliti we hemi afektem taem wan studen i muvum bodi blong hem
 - b. Studen i gat wan samting we hemi gro antap long baksaed blong hem. Samting ia i mekem se studen ino save muvum o harem ani samting long bodi blong hem
 1. Sapos samting ia i gro antap long as blong studen, studen ino save muvum o harem anisamting stat long as blong hem kasem fut blong hem
 2. Sapos samting ia i gro andanit nek blong studen, studen ino save muvum o harem anisamting stat long nek blong hem kasem fut blong hem-tufala arm, mo tufala leg ino wok
3. KlabFut (Taem wan o tu fut blo studen ino luk stret)
 - a. Wan o tufala fut blo studen i tanem iko insaed
 1. Bun blong studen i gro olsem nomo, taem fut i tanem iko insaed hemi no isi blong putum iko olsem ol narafala man
 - b. Fut blong studen hemi smol
 - c. Fut i save tanem iko daon tu
4. Akwaerd (ol samting we i save hapen afta wan man hemi bon finis)
 - a. Tri fala kaen Akwaerd disabiliti
 1. Katemaot
 1. Taem wan man i lusum wan pat long bodi blong hem
 2. Bun i brok
 1. Taem wan man i brekem bun blong hem
 3. Bon
 1. Taem wan man i bonem bodi blo hem wetem faea, wota o ani nara samting mo skin mo musel mo bun blong man hemi ded
(Turnbull & Wehmeyer 2007)

Sam strateji blong wok wetem wan studen supos hemi gat PD

Evri studen hemi difren mo olgeta i gat ol difdifren skil we oli save joenem insaed long klasrum. Sam difren strateji ol tija i save yusum insaed long klasrum blo bildimap save mo interes long ol studen we oli gat PD:

1. Sapos yu mekem wan toktok wetem ful klas tija i sud:

- Mekem sua se studen i harem gud insaed mo aotsaed long skul
- Respket mo wok semak wetem studen olsem ol narafala studen lo skul
- Soem ol studen wanem yu wantem olgeta blong mekem fastaem
- Mekem sua se klasrum i open mo studen i save wokabaot gud insaed long klasrum
- Mekem sua se evrisamting (olsem ol pepa, wokbuk, pensel, jok, etc) i stap lo wan level we evri studen i save kasem isi
- Traem mekem sua se evri studen i save tekpat long ol aktiviti, sapos hemi stap lo wan wil jea
- Mekem sua se insaed long ol lesen plan yu putum studen ia wetem disabiliti blong bodi mo yu plan gud so hem tu i save tekpat. Be sapos studen ia ino save tekpat long wan aktiviti, mekem sua se hemi gat wan narafala samting blong mekem so studen oli ino harem sem

2. Smol Grup:

- Mekem sua se evri studen oli tekpat long ol grup wok. Sapos yu luk se wan studen ino givhan long ani wok o wan studen i stap mekem evrisamting, givem wok blong wanwan studen so wok i semak long evriwan
- Maet studen ino save raet gud, so yusum wan narafala studen blong helpem hem raet

3. Sam nara samting tija i save mekem insaed long klasrum:

- Mekem gud insaed mo aotsaed long skul mo mekem sua se studen i save wokabaot o mov gud tru aot yad blong skul
- Kipim klasrum klin mo open, no livim doti olbaot
- Traem mekem se ol samting insaed long klasrum i stap lo semak level olsem studen, sapos studen i stap long wan wil jea traem mekem se tebol blo hem i stret level blong hem mo ol samting long self hemi klosap so emi save karem isi nomo
- Putum studen lo wan ples we hemi save kasem isi, maet bae yu nidim putum hem klosap long tebol blong tija
- No alawem ol narafala studen long pleplei wetem ol samting blong studen ia we hemi gat disabiliti blo bodi, supos hemi gat wan stik blo wakabaot o wil jea mekem wan ples so ol samting ia i save stap lo hem mo mekem area ia tabu
- Sapos studen ino save movum gud han, maet bae yu nidim mekem ol aktiviti blong hem 'toktok' so hemi no mas nid blo raet
- Sapos studen ino save leftemap han blong hem, kamap wetem wan saen so supos studen i nidim anisamting hemi save letem tija i save hariap
- Mekem sua se i gat wan spesel ples insaed long klasrum we studen i save putum ol samting blong hem supos hemi no wantem yusum ful dai, olsem wil jea, stik, etc.
- Maet studen i sik plenti mo hemi no save kam long skul from sik blong hem. Samting bae hemi spoilem edukesen blong hem, so yu save traem wok wetem ol famli blong studen ia mo sanem wok we hemi save mekem lo haus blo hem
- Givem moa taem lo wanwan aktiviti o tes
- Letem ol studen i save se aktiviti i klosap long finis

Sapos yu ting se wan studen blong yu hemi gat wan Disapilit blong Bodi, folom ol tes ia mo yusum wetem wanwan studen nomo. Ol difren tul ia bae oli helpem yumi faenem ol studen we oli gat wan Disabiliti blo Bodi.

Tes blong Movmen

2 difren kaen tes

Taj
Movmen

1. Taj Tes

Tes bae hemi nidim:

- Stik o pensel o pen
- Ansa Pepa blo Studen

Hao blong mekem tes:

- Mekem sua se studen i harem gud mo hemi redi
- Mekem sua se rum i kwaet; Tija i sud wok wetem wanwan studen nomo
- Tija i sud talem aot gud wanem bae emi hapen mo wanem studen i nid blo mekem
- Studen i mas setdaon mo saram tufala ae blong hem mo talem long tija taem hemi filim ani taj long skin blong hem
- Praktis wan taem wetem studen bifo yu statem tes
 - Mekem sua se studen i haremsave ol objek bifo yu statem tes: stik, pensel o pen
- Tija i sud tajem wanem ples stret lo studen:
 - Arm
 - Leg
 - Fohed
 - Han
 - Fut
- Tija i stap traem faenem aot wanem ples studen i save filim taem tija i tajem hem o wanem ples studen ino save filim

Sapos studen i lusum filim finis, from ban or kat, maet studen i gat Hansen's disease. Sanem studen iko lo hospital so dokta i save jekem.

Impotan: Neva tajem studen had. Tija ino sud putum wan mak lo skin blong studen.

(MoE 2014)

2. Movmen Tes

Tes bae hemi nidim:

- Kap
- Mita Stik o rop
- Long, open ples
- Ansa Pepa blo Studen

Hao blong mekem tes:

- Mekem sua se studen i harem gud mo hemi redi
- Ples i sud kwaet mo tija i sud wok wetem wanwan studen nomo
- Tija i sud talem aot gud ol tok save mo eksplenem gud hao nao bae studen i muvum bodi blong em; maet tija sud soem long studen wanem hemi wantem studen blong mekem
- Praktis wan taem wetem studen so hemi save gud
- Askem studen blong mekem
 - Leftemap tufala han mo muvum antap long hed blong hem
 - Holem ol han bihaen lo bak blong hem
 - Leftemap wan kap
 - Tajem tu fala o wan fut blong hem
 - Wokabot long wan stret rod blong 10 mita
 - Ronron kasem 5 mita

Tija i stap traem lukluk sapos studen i save o ino save muvum bodi blong hem olbaot

Sapos studen ino save muvum bodi blong hem sanem studen iko long hospital so dokta i save jekem hem.

Impotan: Sapos studen ino save mekem ani muvmen-Tija ino mas fos

Arm	Isi stretj blong ol studen Leg	Han
-Prea-holem tufala han, leftemap arm mo mekem han i kam stret	-Taj tu-kipim tufala fit tugeta mo traem holem fut blong yu	-Openem han mo klosem han, muvum ol finga olbaot
-Katj ol sta -holem han akros bodi, open han mo klos han-mekem wetem tufala arm	-Bend-Mekem tu arm stret mo bend leg	-Taj wanwan finja wetem ol narafala finga
-Kukum kakae-putum wan han antap long narafala han mo mekem ol sekol	-Sta- Muvum tu fit aotsaed, leftemap tu arm, mo muv bodi lef mo raet	-Flik finga
-Tri- leftemap tu arm antap	-Tri-stanap long wan fut blong yu nomo	-Pus ol finga tugeta

(MoE 2014)

Ansa pepa blong movmen tes blong studen

Nem blong Studen:	Yia:	Nem blong Skul:	Deit:
Ansa blong taj tes			
Ol ples		Tik sapos studen i film	
Arm			
Leg			
Fohed			
Han			
Nus			
Fut			
Komen:			

Ansa blong movmen tes	
Movem	Tik sapos studen i mekem stret
Leftemap tu arm antap long hed	
Holem ol han bihaen long bak	
Leftemap wan kap	
Tajem tufala fut	
Wokabot long wan stret rod kasem 10 mita	
Ronron kasem 5 mita	
Komen:	

Nem blong Tija: _____ Deit: _____

(MoE 2014) (Robertson 2014)

Laning Disabiliti

Wanem hemia:

Spesefek Laning Disabiliti (SLD) hemi wan samting we hemi save afektem smol o bigwan ol rod we yumi yusum blong tingting mo andestandem evisamting long saed blong lanwis. Olsem se, wan samting i stap blokem ol studen so oli no save andestandem tingting mo lanwis blong wan narafala man taem narafala man i stap toktok or taem ol studen i stap ridim ani samting. Taem samting ia i gro mo kam bigwan, maet hemi mekem se ol studen ia ino save lisen gud, tingting hem wan, toktok gud, rid gud, raet gud, or mekem maths.

Spesefek Leaning Disabiliti hemi difren long wanwan man. Ol studen we oli gat Spesefek Laning Disabiliti maet faenem se hemi had tumas taem oli nidim remembarem samsamting. Memori i afektem disabiliti ia bigwan mo yumi gat 2 difren kaen memori: Sot-term mo Long-term memori.

Spesefek Laning Disabiliti i lukluk olsem wanem?

Lanwis Dvelopmen

- Maet studen ino andestandem gud taem narafala man i toktok or taem hemi ridim wan samting
- Maet studen ino save lisen, tingting, toktok, rid, or raet gud

Sosel Dvelopmen

- Maet studen ino kasem gud ol emotion blong ol narafala man (olsem se wan man i kros mo hemi soem mo talem se hem i kros, man ia we hemi gat SLD maet hemi stil no save mo luksave se narafala man i kros)
- Maet studen ino save wanem blong mekem taem hemi stap long ol difren ples (olsem se, studen istap long asembli mo ol nara studen i stap kwaet, studen ia we hemi gat SLD maet hemi toktok or muvmuvum em wan from se hemi no andestandem se hemi sud stap kwaet tu)
- Maet ol narafala studen ino laekem studen ia wetem SLD
- Maet studen ino save taem wan man i stap kiaman

Fasin

- Maet studen ino save gud wanem hem i sud mekem wetem ol narafala man (olsem se maet studen i stap stori wetem wan tija. Studen ia i sud stap kwaet, lisen, lukluk ae blo tija, ansarem tija taem tija i stap stori wetem hem wan, be sapos studen ino save maet hemi mekem ol aksen olsem se hemi stap stori wetem wan best fren o brata blo em.
- Maet studen i fraet o harem sem taem hemi faenem aot hemi no kasem gud wan o fulap samting. Mo tu, maet hemi kros lo hem wan.

Save lo saed blo Tingting

- Maet studen ino save mekem maths

Ol samting antap ino semak blo evri studen wetem SLD. Hemi dipen bigwan lo wanwan studen mo hom laef blong hem. Sam studen taem oli gat SLD, oli no ting se hemi difren o hemi no smat-oli ting se oli semak nomo olsem ol nara studen. Be sam, oli harem sem bigwan, oli fraet blong askem wan nara man blong helpem em, mo oli kros taem tija i givhan long hem o hemi lukse ol narafala studen i kasem samsamting kwik taem be hemi no kasem nating.

(Turnbull & Wehmeyer 2007)

Spesefek Laning Disabiliti mo Skul

Ol studen even sapos oli gat SLD i save ko long skul mo lanem fulap samting. Tija i mas traem meksua se klasrum i gat gudfala manejmen so evri studen, mo ol studen wetem SLD, oli sef mo oli harem gud blong stap.

Tri kategori long Spesefek Laning Disabiliti

Riding:

Taem studen i gat wan samting we hemi afektem riding blong hem.

Dyslexia- wod lo Inglis

- Hemi wan kaen disabiliti we hemi afektem taem ol studen i stap lanem blong rid.
- Maet studen i findem se hemi had taem hemi stap:
 - Lukluk ol wod
 - Wantem ridem wanwan wod o stori
 - Nidim raet wan wod
 - Karemaot meaning

Wanen ol studen i lukluk taem oli gat Dyslexia:

Sentens: ‘The boy eats an apple.’

Taem studen i lukluk: ‘Theb oye at san papel.’

Raeting:

Dysgraphia- wod lo Inglis

- Hemi wan kaen disabiliti we hemi afektem raeting blong ol studen
- Ol studen ino save rememba hao blong raetem ol leta or saen blong maths
- Bae studen i faenem se hemi had taem hemi wantem raet wan wod. Taem hemi raet, maet hemi...
 - Putum wan nara leta o saen insaed long wan wod o maet hemi no putum wan leta o saen insaed long wan wod we hemi sud stap
- Maet hemi jensem oda long ol leta long ol wod
 - Maet hemi jensem oda long ol syllable long ol wod
 - Hanraeting ino klia o hemi bigwan o smol tumas
 - Hemi no gat interes long raet o hemi raet smol nomo

Wanen ol studen i mekem taem oli gat Dysgraphia:

Sentens: ‘The cat is sleeping on the mat.’

Studen i raetem: ‘He kt si slipgin ont natt.’

Dyscalculia- wod lo Inglis

- Hemi wan kaen disabiliti we hemi afektem maths blong ol studen
 - Maet studen ino kasem gud ol numba mo wanem ol numba i minim. (Olsem se, 3- hemi wan saen blong numba tri mo hemi minim + + +)
 - Maet studen ino kasem gud ol rul blong maths. (Olsem se, $3+3=6$; $3-3=0$; $3\times 3=9$; etc.)
 - Maet studen ino save rememba ol oda long ol numba (olsem se, 1,2,3) mo oda taem oli ansarem ol kwestin blong maths

Ol studen we oli gat Spesefek Laning Disabiliti maet faenem se hemi had tumas taem oli nidim remembarem samsamting. Memori i afektem disabiliti ia bigwan mo yumi gat 2 difren kaen memori: Sot-term mo Long-term memori

- Sot-term memori- hemi minim se ol studen ino save rememba gud taem wan samting i jas bin talemaot long hem
- Long-term memori- hemi minim se ol studen ino save rememba gud taem wan samting hemi bin talemaot long hem long taem bifo

Hemi importan tumas, yumi save long hemia mo andastandem gud se ol studen we oli gat Spesefek Laning Disabiliti i faenem i had we taem oli nid blong remembarem o lanem wan samting mo olgeta ino jas lez.

(Turnbull & Wehmeyer 2007)

Sam strateji blong wok wetem wan studen supos hemi gat SLD

Evri studen hemi difren mo olgeta i gat ol difdifren skil we oli save joenem insaed long klasrum. Sam difren strateji ol tija i save yusum insaed long klasrum blong bildimap save mo interes long ol studen we oli gat SLD:

1. Sapos yu mekem wan toktok wetem ful klas tija i sud:

- Mekem sua se lesen i gat fulap difren strategi so evri studen i gat janis blong lanem lesen ia
- Askm sam kwestin tru aot long lesen mo jensim smol sapos ol studen ino kasem
- Taem lesen i finis, ko ova bakegen long ol objektiv mo ol impotan samting
- Insaed long lesen, traem mekem se ol studen oli olsem tija mo askm ol studen sam kewstin so oli save sareng tingting mo save blong olgeta o traem askm ol studen blong talemaot gud wanem olgeta i bin lanem
- Mekem sua se ol tok save long ol aktiviti o lesen i sot mo oli klia gud
- Raet wetem difren kala jok mo raet big mo meksua hanraeting i klia
- Toktok klia mo nomol, traem meksua se yu no tok strong o mekem studen ia harem no gud o harem sem
- Alawen studen wetem SLD moa taem lo wan aktiviti o jensem wok blong hem smol so hemi save finis wetem ol narafala studen

2. Smol Grup:

- Alawen tu o tri studen long wok tugeta
- Sapos yu givem wan aktiviti long saed blong raeting, maet samtaem yu save mekem aktiviti ia wan grup projek mo ol studen i save gat wan difren wok blong mekem; olsem se, hemi gat wan raeta, wan presenta, wan man blo dra, mo wan pepa holda-so sapos wan studen ino save raet gud hemi stil save tekpat long aktiviti
- Wok wanwan smol taem nomo, olsem 10 menet, wetem wan studen o wan smol grup. Ko ova ol samting oli no bin kasem gud. Bae yu givem sam moa taem mo praktis long ol studen

3. Sam nara samting tija i save mekem insaed long klasrum:

- Alawen studen blong wokabaot smol insaed long klasrum
- Raetem nem blong wanwan samting insaed long klasrum

Sapos yu ting se wan studen blong yu hemi gat wan Spesefek Laning Disabiliti, folom ol jekles mo ol tes mo yusum wetem wanwan studen nomo. Ol difren tul ia bae oli helpem yumi faenem ol studen we oli gat ol Spesefek Laning Disabiliti.

Laning Disabiliti Tes mo Skul Studi

Tes bae hemi nidim:

- 5 difren objek: Ex. rula, kap, dis, stik, buk, lif
- A4 pepa
- Babet or Bataflae template
- Futbol
- Pensel o Pen
- Skwea sep

Hao blong mekem tes:

- Mekem sua se studen i harem gud mo hemi redi
- Ples i sud kwaet mo tija i sud wok wetem wanwan studen nomo
- Tija i sud mekem gud ol samting fas taem bifo tes i stat
- Tija i sud talem aot gud wanem bae hemi hapen mo wanem studen i nidim mekem
- Tija i mas kivim klia instraksen mo ripitem taem studen i nidim
- Karem ol sep blo aktiviti #2 mo #4 lo seksen lo end ‘Ol Risos’
- Sapos studen ino pasem 2/5 aktiviti maet bae hemi gat wan lo ol SLD

Sapos studen ino save mekem wan samting maet bae hemi gat wan Laning Disabiliti

Nem blong Studen:	Yia:	Nem blong Skul:	Deit:
Ansa Pepa blong Laning Disabiliti mo Skul Studi Tes			

<p>1. Folom mi... Tija i sud soem 5 difren objek fored lo studen. Tija i stanap 1 mita bihean long studen mo askem sofosof ‘Taj ...’ Studen i mas jusum wan objek nomo mo leftemap. Studen i bin jusum tru objek we tija i bin talem aot? NO o YES</p>	<p>3. Tes blong Dra: Tija i pasem kala lo wan studen mo wan pis pepa mo askem studen ia blo dra wan foto lo famli blo hem wan. Afta askem studen blong talem aot ol nem mo relaesensep blong wanwan man lo famli blong em. -Studen i dra ol man lo foto lo 3 difren pat? NO o YES -Mama blo studen hemi big? NO o YES -Studen i dra hem wan? NO o YES -Studen hemi stret saes lo pitja wetem ol narafala famli lo foto? NO o YES</p>	<p>4. Skwea tes: Tija i soem lo studen wan skwea mo askem em blong dra wan we hemi semak nomo. -Studen i kopi gud? NO o YES</p> <hr style="border: 1px solid black;"/> <p>5. Bal tes Tija i pasem wan bal iko lo studen mo studen i kasem bal. Studen i save kasem wan bal taem tija i pasem o no? NO o YES</p>
<p>Nem blo Tija:</p>		

(MoE 2014)

Laning Disabiliti Jekles

Hao blong mekem tes:

- Tija i sud lukluk studen kasem 3-6 wik
- Tija i no sud mekem tes ia long fas mo las manis blong skul
- Tija i sud putum gud jekles, bae yu no sarew wetem ani narafala man

I no gat ani wan tes we yu save yusum blong faenem aot stret sapos wan studen i gat wan laning disabiliti. Yu save lukluk ol ansa blo ‘Skul Studi’ tes mo lukluk studen long taem bifo yu save faenem aot ani samting. Mo tu, bae hemi gud sapos tija i mekem tes long saed blo ae, sorae, mo muvman wetem wanwan studen.

Tik Sapos yu luk se studen i stap mekem sam aksen.

Nem blong Studen:	Yia:	Nem blong Skul:	Deit:
Jekles blong Disabiliti long saed blong Skul			

Saen		Fasin	
Characteristics	TIK	Characteristics	TIK
No save lisen gud		Save faldaon isi	
Mestem sam wod taem hemi raet e.g. p/g, b/d, 12/21		Toktok taem hemi stap raet	
No save rid gud		Save kam kros kwik taem	
No laekem rid		Save stap kros long taem	
No save mekem semak wok olsem ol narafala studen		Hemi gat ol rapis fasin insaed lo klasrum	
Lanem ol samting sloslo		Stap spolem ol narafala studen taem oli stap mekem wok	
No gat tumas fren		Sapos yu ‘tik’ bitim 3, maet studen blo yu i gat wan disabiliti lo saed blong skul. Tija i sud toktok wetem famli blo studen.	
Fogetem fulap samting			
No save talem aot gud ol saon			
Kat ol lo mark long ol difren sabjek			
No save dra gud bodi blo hem wan			
Fasin olsem ol smol pikinini			
No gat interes lo wok blo skul			
Faenem i had blo kopi			
Laekem mekem ol tru-laef samting bitim ol wok blo skul			
			<i>Note: Devised by Jan England, Senior Lecturer in Special Education, St. Benedict’s Teachers’ College</i>
Nem blong Tija:			

Sapos yu TIK bitim 3 taem lo wanwan seksen, maet studen i gat wan Laning Disabiliti

Jekles blong wanwan disabiliti long saed blong skul			
Nem blong Studen:	Yia:	Nem blong Skul:	Deit:
Spesefek Jekles			
Dyslexia- raeting			
#	Ol Aksen	Yes	No
1	Studen ino rili laekem raet		
2	Ol pepa blo studen i no lukluk naes o folom wan oda		
3	Studen i fogetem hao blong raet ol leta mo sep		
4	Studen i jensem ol leta mo sep taem hemi reat		
5	Studen ino raet klia o stret		
6	Studen i foget blong raetem sam leta lo wan wod		
7	Studen ino kopi semak		
8	Studen ino save luksave ol samting hemi mestem		
Total:			
Dysgraphia- riding			
1	Mestem sam leta we hemi lukluk semak olsem b/d; m/n		
2	Faenem i had blong rid ol isi wod		
3	Mestem ples blo hem plenti taem hemi stap rid		
4	Jensem ol wod olsem 'was' 'saw'		
5	Faenem i had blo lukluk wanwan leta o wod lo wan sentens		
6	No kasem wanem stori i stap talem		
Total:			
Dyscalculia- maths			
1	No save putum tugeta saen blo numba wetem stret numba		
2	No save rememba ol oda blo mekem maths		
3	No save rememba o ridim ol tebol o jat		
4	Mestem lef saed mo raet saed		
5	No gat gud direksen		
6	No leakem ol pusel		
7	Faenem i had blo plan gud so hemi save winim samting		
Total			
Nem blong Tija:			
Komen:			

(Robertson 2014)

Komiunikesen Disodas

Wanem hemia:

Komiunikesen Disodas (CD) o ‘Communication Disorders’ lo Inglis hemi afektem spij o lanwis, o tufala tugeta, lo wanwan man. Taem Komiunikesen Disodas i stap, hemi save blokem infomesen taem wan man i stap traem blong karem, andestandem, o talem aot.

Yumi ‘komiunikaet’ evri dai. Samtaem yumi toktok wetem maot blo yumi be samtaem yumi toktok tru lo ol narafala kaen we olsem: bodi lanwis –muvum hed, han, fes, mo ae, yumi save raet mo yumi save jensem hao nao yumi toktok (olsem se yumi jensem level blong voes ikam sofosof o strong, fraet o kros).

Komiunikesen hemi impotan tumas mo sapos yumi no gat, taem yumi traem tij mo lanem wan samting bae hemi had o ino posibol.

Komiunikesen Disodas i lukluk olsem wanem?

Lanwis Developmen

- Studen ino save toktok o yu lukse lanwis blong studen ia ino olsem ol narafala studen we oli semak yia olsem hem
- Studen ino save foloem gud ol daareksen
- Studen i faenem i had blong raet o toktok, so hemi laekem stap kwaet mo stap hem wan
- Studen i faenem i had blong mekem gud ol saon mo syllables
- Studen i mestem sam saon taem hemi toktok
- Studen i laekem kopi o talem bakegen wanen ol narafala man i bin talem finis
- Ol narafala man i no save haremsave studen

Sosel Developmen

- Studen i stap hem wan from hemi fraet blong toktok mo hemi harem sem
- Studen i folem ol narafala studen be hemi neva toktok, ol narafala studen i toktok lo behaf lo hem

Fasin

- Studen i neva wantem tekpat long ol klas aktiviti we hemi mas toktok, ekspesli taem hemi mas toktok hem wan
- Studen ino rili lisen gud taem hemi stap lo skul
- Maet studen i kros kwik taem

Movmen

- Studen i olsem ol narafala studen

Save long saed blong Tingting

- Maet studen ino gud tumas lo ol narafala sabjek long skul
- Riding mo Raeting i lo

(Turnbull & Wehmeyer 2007)

Komiunkesen Disodas mo Skul

Ol studen even sapos oli gat CD i save ko long skul mo lanem fulap samting. Tija i mas traem meksua se klasrum i gat gudfala manejmen so evri studen, mo ol studen wetem CD, oli sef mo oli harem gud blong stap.

Tufala kategori long Komiunikesen Disodas

1). Spij Disabiliti

Taem studen i faenem i had blong mekem o talem aot gud ol saon long wanwan leta o taem oli ridim wan wod. Mo tu, voes blong studen ino klia mo taem oli stap rid o toktok voes blong studen ino stret, olsem se tang i sot o samsamting olsem.

Articulation Disorder – wod lo Inglis

- Taem studen ino save talem aot gud ol saon
 - Maet studen i jensem saon (olsem, ‘that’, studen i talem ‘dat’)
 - Maet studen i fogetem o letko saon (olsem, ‘blue’, studen i talem ‘boo’)
 - Maet studen i putum wan saon insaed long wan wod we hemi no sud stap (olsem, ‘tree’, studen i talem ‘tahree’)
 - Maet studen ino talem aot stret saon (olsem, ‘soft’, studen i talem ‘zoft’)

Apraxia- wod lo Inglis

- Taem maot mo tang blong studen ino save wok blong talem aot stret ol saon.
 - Maet studen i save talem aot saon taem hemi stap wanwan be taem hemi stap insaed lo wan wod o stori, studen ino save mekem.

2). Lanwis Disabiliti

- Taem studen i faenem i had blong karem, andestandem o serem tingting blong hem.

a). Disabiliti blo Haremsave Lanwis

- Taem studen i faenem i had blong kasem mo andestandem infomesen, sapos oli harem o ridim. Samting ia ino minim se sorae blong studen ino stret, no. Sorae i stret be studen ino save hao blong haremsave infomesen ia.
 - Maet studen ino save haremsave se ol saon i difren, olsem se maet studen i ting se ‘pen’ i semak olsem ‘pin’.

b). *Disabiliti blong talemaot Lanwis*

- Taem studen i faenem i had blong tingting mo serem tingting blong em. Hemi save afektem hao nao studen i toktok o raet.
 - Maet studen ino save folem gud oda blong ol wod; olsem se, ‘He will not go’, bae studen i talem ‘hem no go’
 - Maet studen ino save toktok gud wetem wan narafala man, olsem se hemi no lukluk ae taem hemi stap stori, hemi no serem ani emotion o hemi askem ol kwestin be ino ko wetem lesen o aktiviti ia.

(Turnbull & Wehmeyer 2007)

IMPOTEN

From se Inglis mo Franis i no fas lanwis blo fulap studen lo Vanuatu, maet bae yu lukluk ol samting antap mo ting se klosap lo evri studen lo Vanuatu i got wan Komunikesen Disoda. Evri studen bae oli fesem had taem, taem oli stap insaed long klasrum mo traem toktok, lisen, raet, o rid from se Inglis mo Franis i had we mo tufala i no lanwis we ol studen i toktok insaed long wanwan haus, komuniti, o jyoj blong olgeta.

Ol infomesen ia i gud blong save be yumi ol tija i mas meksua se yumi no ‘label’ wan studen wetem wan disabiliti, lo saed blong spij o lanwis, from se hemi mekem evri samting antap mo yu luk se hemi fesem had taem insaed long klasrum so hemi mas gat wan disabiliti, be maet studen ia ino rili gat wan disabiliti hemi jas faenem se Inglis o Franis i had blong lanem.

Si, i gat some studen long Vanuatu we oli gat ol difdifren Komunikesen Disodas lo saed blong Spij mo Lanwis, be ino evriwan. Hemi bigfala wok blong ol tija long traem lukse ol studen ia i slo from se Inglis o Franis i had lo hem o maet from se i gat sam narafala samting we i stap blokem hem taem hemi stap traem lanem.

Plenti taem, spij mo lanwis disabiliti ino stap hem wan be joen wetem sam narafala disabiliti. Sam taem spij disabiliti i stap from se wan studen i gat wan narafala samting we hemi mekem se hemi had blong em blo toktok, olsem se wan ‘cleft palate’. Cleft Palate i stap taem hem i gat wan hol insaed mo antap long maot long wan studen.

Sam taem yumi save luksave ol Lanwis disabiliti fas taem mo hemi helpem yumi faenemaot se hemi gat wan narafala disabiliti we i stap tu. Olsem se, maet tija i lukluk wan studen we ino gat interes blong toktok o ino toktok olsem ol narafala studen. Maet tija i ting se samting hemi no stret, so hemi stap mekem ol tes wetem studen ia mo afta tija i faenem aot se studen ia i gat wan disabiliti blo sorae we hemi stap mo hemi stap afektem toktok blong hem tu.

Sam strateji blong wok wetem wan studen supos hemi gat CD

Evri studen hemi difren mo olgeta i gat ol difdifren skil we oli save joenem insaed long klasrum. Sam difren strateji ol tija i save yusum insaed long klasrum blong bildimap save mo interes long ol studen we oli gat CD:

1. Sapos yu mekem wan toktok wetem ful klas tija i sud:

- Taem yu mekem lesen blo yu, meksua se yu putum fulap difren kaen strategi mo yu raet ol impoten samting lo blakbod
- Traem mekem se ol studen i raet o rid evri dai
- Yusum ol foto mo hangem long wol insaed long klasrum
- Tija i sud toktok stret lo fes blong ol studen
- Tija i sud stap olsem wan gudfala spij model-minim se tija i sud soem ol studen hao blong toktok gud (lukluk narafala man, toktok slo, toktok sof taem yu stap insaed lo wan haus mo toktok laod taem yu stap aotsaed long aus, etc.)
- Tija i sud traem meksua ol studen i tekpat long ol aktiviti long klas
- Tija i sud raet ol impoten samting lo blakbod o hang lo wan posta

2. Smol Grup:

- Taem tija i wok wanwan wetem studen, hemi mas tingbaot level blong studen mo hemi no mas spid tumas; mo tu, tija i sud tijim wan niufala samting nomo lo wan wik afta tijim wan narafala samting-no hariap tumas
- Mekem tu studen i wok tugeta, olsem wan smat studen wetem wan we hemi no smat tumas

3. Sam nara samting tija i save mekem insaed long klasrum:

- Sapos studen ino save toktok gud, meksua se yutufala i gat wan saen we hemi save letem yu save sapos hemi nidim ani samting, olsem se hemi nidim blong yusum toelet, hemi nidim wan raba, hemi sik, etc.
 - Sapos studen ino save toktok nating, traem yusum ol foto kad wetem pija blong ol samting (olsem toelet, kakae, pensil) so studen i save leftemap kad mo givem lo tija
- Traem mekem se klasrum ino gat tumas noes
- Tija i sud lukluk stret lo ol studen taem hemi givemaot ol direksen mo askem ol studen blong talem bakegen wanem olgeta i sud mekem
- Alawem moa taem long ol aktiviti, wok, o tes sapos studen i nidim
- Tija i sud mekem sam 'gols' wetem studen mo kamap wetem wan plan blong bildimap save blong hem lo saed blong spij
- Tija ino sud kros wetem studen mo hemi sud givem gudfala sapot oltaem
- Maet tija i nidim givem wan smol samting lo studen taem hemi mekem gudfala wok, olsem wan praes

Sapos yu ting se wan studen blong yu hemi gat wan Komunikesen Disodas, folom jekles ia mo yusum wetem wanwan studen nomo. Ol difren tul ia bae oli helpem yumi faenem ol studen we oli gat ol Komunikesen Disodas

Jekles blong ol Komiunikesen Disodas

Hao blong mekem tes:

- Tija i sud lukluk studen kasem 3-6 wik
- Tija ino sud mekem tes ia lo fas mo las manis blong skul
- Tija i sud putum gud jekles, bae yu no sarew wetem ani narafala man
- Sapos yu tik 'yes' bitim 3 taem lo wanwan sekson maet studen i gat CD
- Yusum jekles ia wetem fas lanwis blong studen nomo

Nem blong Studen:	Yia:	Nem blong Skul:	Deit:	
Jekles blong ol Komiunikesen Disodas				
#	Spij	Yes	No	
1	Studen ino save mekem o talemaot stret ol saon			
2	Studen ino save muvum maot blo hem gud blo toktok stret			
3	Voew blo studen i 'difren', hemi no saon semak olsem ol narafala man ples			
4	Studen ino save talemaot gud wanem hemi wantem o nidim			
5	Ol narafala man ino save haremsave studen ia			
	Lanwis			
1	Sorae blo studen i oraet be studen ino save andestandem langwis taem hemi rid or harem			
2	Studen ino save hao blo talemaot wanem hemi wantem			
3	Studen ino save harem ol difren saon insaed long ol wod			
4	Studen ino save spel o raet gud			
5	Studen i mestem oda taem hemi stap toktok o raet			
6	Studen ino lukluk man taem tufala i stap toktok, hemi no andestandem lanwis blong bodi, mo hemi no letem ani narafala man i toktok, hem wan i toktok nomo			
Total	Spij			
	Lanwis			
Nem blong TIja:				
Komen:				

(Arthur ED 300, 2013) (Robertson 2014)

Emosonol mo Behevorol Disodas

Wanem hemia:

Emosonol mo Behevorol Disodas (EBD) hemi wan samting we hemi afektem ol ‘fasin’ mo aksen blong ol studen taem oli stap lan. Sam saen we maet i soem se wan studen i gat EBD hemia: studen ino save lan be tingting blo hem i oraet, studen ino save bildimap o kipim ol relesensep wetem ol narafala studen o ol tija blo wan longfala taem, studen i kohed blo mekem ol aksen o fasin we ino stret, studen ino glad o hemi no harem gud evri dai mo studen hemi fraet o sem bigwan mo ol nara man ino save from wanem.

EBD hemi wan subjek we fulap man ino laekem storian abaotem from se oli fraet o sem blong toktok abaotem.

Emosonol mo Behevorol Disodas i lukluk olsem wanem?

1. Emosonol
 - a. Studen ia i harem diferan bitam ol narafala man mo hemi afektem taem hemi stap lan
 - i. Foafala kaen
 1. Anxiety Disorder- Studen i fraet oltaem
 2. Depression- Studen ino glad oltaem
 3. Opposite Disorder- Studen we i kros oltaem mo hariap
 4. Interpersonal Disorder- Studen ino save mekem ol relesensep
2. Behevorol
 - a. Studen ia i harem no gud afta hemi mekem ol no gud aksen
 - i. Tufala kaen
 1. External Behavior- Ol aksen we studen i mekem aotsaed
 2. Internal Behavior- Ol aksen we studen i meken insaed lo hem wan

(Turnbull & Wehmeyer 2007)

Maet samtaem sam studen i save gat tufela kaen ‘aksen’ tugeta lo semak taem

Impoten

Taem tija i faenemaot ol fasin we hemi no gud, hemi mas wok wetem studen blong jensem fasin we hemi no gud mo kamap wetem wan niufala fasin we hemi gud

No Gud fasin	Newfala fasin
-Kilim ol narafala studen	-Studen i kipim wan buk mo hemi raet abaotem ol ‘fasin’ blo hem mo hemi lanem ol narafala wea blo letim ol nara man i save se hemi no glad

Emosonol mo Behevorol Disodas mo Skul

Ol studen even sapos oli gat EBD i save ko lo skul mo lanem fulap samting. Tija i mas traem meksua se klasrum i gat gudfala manejmen so evri studen, mo ol studen wetem EBD, oli sef mo oli harem gud blong stap.

Sam strateji blong wok wetem wan studen sapos hemi gat EBD

Evri studen hemi difren mo olgeta i gat ol difdifren skil we oli save joenem insaed long klasrum. Sam difran strateji ol tija i save yusum insaed long klasrum blong bildimap save mo interes long ol studen we oli gat EBD:

1. Sapos yu mekem wan toktok wetem ful klas tija i sud:

- Raetem mo hangem ol klasrum rul mo skedul
 - Tija i mas folom mo hemi mas semak wetem evri studen
- Toktok klia mo yusum nomol voes level
- Alawem ol studen blong gat sam smol spel taem oli wok
- Tija i NO sud kilim ani studen
- Tija i sud soem ol gudfala fasin long ol studen
- Givem studen wan spesel wok insaed long klasrum
- Alawem studen lo faenem ol no gud fasin blong hem mo letem hem tingaboat sam strateji we hemi save mekem hem wan blong stap kwaet

2. Smol Grup

- Alawem plenti aktiviti we ol studen i save wok tugeta

3. Sam nara samting tija i save mekem insaed long klasrum:

- Tija i sud stap kwaet mo helpem studen so hemi no kros
- Tija i sud lisen mo respektn toktok mo tingting blong studen
- Yusum nem blong studen oltaem
- Tija i sud yusum wan nomol voes taem hemi stap toktok
- Tija i sud givem sapot mo alawem studen blong serem storian blong em
- Smael plenti mo talem lo evri studen se yu glad oli bin kam long skul
- Traem lanem plenti abaotem ol interes blong ol studen
- Toktok wetem ol famli blong studen
- Putum ol studen we i gat no gud fasin klosap lo tebol blong tija

Sapos yu ting se wan studen blong yu hemi gat Emosonol mo Behevorol Disodas, raetem gud ol rekod blong ol 'no gud' fasin mo toktok wetem famli blo studen. Sapos ol fasin i kontinu maet yu sud sanem studen ia iko lukluk wan dokta.

Attensen Difisit/ Haepa Aktiviti Disodas

Wanem hemia:

Attensen Difisit/ Haepa Aktiviti Disodas (ADHD) hemi minin se wan studen ino save stap kwaet mo hemi lukse hemi gat fulap energi bitimak ol narafala studen hu ia i gat semak yia o stap lo semak klas lo skul.

Si, evri studen i gat plenti energi mo oli faenem i had blong stap kwaet insaed long klasrum, be ol studen we oli gat ADHD oli faenem se oli gat energi oltaem mo hemi had blong lan o lisen o wok wanwan o wok wetem ol narafala man from se oli no save kontrolem olgeta wanwan.

Attensen Difisit/ Haepa Aktiviti Disodas i lukluk olsem wanem?

Lanwis Developmen

- Studen i save toktok, rid, mo raet olsem ol narafala studen be maet level i lo lelebet
- Studen i faenem i had taem hemi mas lisen

Sosel Developmen

- Studen i toktok o talemaot wanem hemi stap tingbaot nomo, maet tingting ia ino ko wetem lesen o studen ino wet kasem taem tija i jusum hem blong ansarm kwestin ia- hemi jas toktok nomo
- Studen i mekem wok from se tija i talem, studen ino mekem wok from se hemi save se bae hemi helpem hem lo fuja, hemi jas no tingbaot
- Maet ol narafala studen i kros o no wantem stap wetem studen ia we i gat AD/HD

Fasin

- Studen i faenem i had blong remembarem samsanting hemi bin mekem bifo, olsem ol aksen, toktok, tingting we hemi bin mekem bifo finis
- Emotion blong studen ia i save janis bigwan
- Studen i kwik blong rao wetem famili, tija, mo ol fren

Muvmen

- Studen i faenem i had blong stap kwaet long wan longfala taem

Save lo saed blo Tingting

- Studen i faenem i had taem hemi nidim tingbaot wan santing o faenem wan ansa
- Studen i faenem i had taem hemi nidim finisim wan aktiviti mo muv iko lo wan niufala aktiviti
- Studen i save putum fulap energi mo tingting lo wan santing we hemi laekem tumas; lo taem ia bae yu lukse studen ia i olsem wan masin, bae hemi wok kasem taem hemi finisim o wan man i stopem hem

(Turnbull & Wehmeyer 2007)

Attensen Difisit/ Haepa Aktiviti Disodas mo Skul

Ol studen even sapos oli gat AD/HD i save ko lo skul mo lanem fulap samting. Tija i mas traem meksua se klasrum i gat gudfala manejmen so evri studen, mo ol studen wetem ADHD, oli sef mo oli harem gud blong stap.

Trifala kategori long Attensen Difisit/ Haepa Aktiviti Disodas

1). Enatentef or Inattentive- wod lo Inglis

- Taem studen ino save tingting gud o hemi fogetem sam samting we hemi isi nomo Sapos klas hemi bigwan, maet tija ino luksave se wan studen hemi ‘inattentive’ from se sam studen olsem ia oli kwaet tumas

2). Haepa aktef or Hyperactive- wod lo Inglis

- Taem studen ino save kontrolem gud em wan; hemi gat fulap energi oltaem

Empulsef or Impulsivity- wod lo Inglis

- Taem studen ino save kontrolem gud em wan; hemi gat fulap energi

3). Kombaen or Combined Type- wod lo Inglis

Taem tufala i stap tugeta ‘Enatentef mo ‘Haepa aktef-Empulsef’.

Taem tufala i stap tugeta yumi no putum ‘/’ yumi raet (ADHD) nomo be taem studen ino gat tufala tugeta, jas wan kaen nomo, yumi raet (AD/HD)

(Turnbull & Wehmeyer 2007)

Sam strateji blong wok wetem wan studen sapos hemi gat AD/HD

Evri studen hemi difren mo olgeta i gat ol difdifren skil we oli save joenem insaed long klasrum. Sam difren strateji ol tija i save yusum insaed long klasrum blong bildimap save mo interes long ol studen we oli gat AD/HD:

1. Sapos yu mekem wan toktok wetem ful klas tija i sud:

- Mekem sua se yu givem plenti taem long ol studen so oli save finism wok blong olgeta mo oli save redi blong mov iko lo wan niufala lesin o aktiviti
- Letem ol studen i save se lesen o aktiviti i klosap blong finis, (olsem tija i sud talemaot 15 menet i stap iet, 10 menet i stap iet, 5 menet i stap iet)
- Mekem sua se ol direksen i klia mo sot. Mo tu, raet ol direksen mo ol impoten samting bigwan long blakbod
- Raetem ol impoten samting long blakbod

- Traem mekem ol lesen ‘hands-on’ so ol studen ino mas stap kwaet be oli save wokabaot smol mo yusum tufala han blong olgeta
- Yusum difren strateji blong tija insaed long lesen
- Taem yu wok wetem ful klas, alawem studen blong holem wan smol samting (olsem wan stik, rok, ruba, o clay)
- Traem mekem se storian pat long lesen ino long tumas, sot nomo
- Tija i sud lukluk ol studen taem hemi stap toktok

2. Smol Grup:

- Tijim ol studen hao nao oli save putum gud o lukaotem gud ol samting blong olgeta
- Putum studen wetem ol smat studen long klas
- Traem mekem sam aktiviti we i save soem skil blong wanwan studen (olsem, wan studen i raet, wan studen i rid, wan studen i toktok, wan studen i holem wan samting, etc.)

3. Sam nara samting tija i save mekem insaed long klasrum:

- Taem studen i tekem wan tes, meksua se hemi stap lo wan ples we ino gat tumas distraksen
- Traem meksua se klasrum i gat oda mo hemi klin mo open
- Alawem studen moa taem long wan tes o aktiviti supos hemi nidim
- Traem putum studen i klosap lo tebol blo tija mo fored long klasrum
- Alawem studen smol taem blo wokabaot insaed o aotsaed long klasrum
- Traem putum studen lo wan tebol hem wan sapos hemi nidim
- Yusum wan saen (olsem bel o singsing) blo letem ol studen i save se aktiviti i finis mo olgeta i stap muv iko lo wan narafala aktiviti
- Mekem wan spesel ples insaed long klasrum we ol studen i save ko taem oli no wantem setdaon, be meksua se ples ia ino spoilem wan narafala studen
- Mekem sam gol wetem studen (olsem, studen i setdaon truaot long ful lesen o studen ino toktok fastaem be wet kasem taem tija i singaotem hem) Afta, maet yu save givem sam smol praes taem studen i mekem ol gol
- Tija i NEVA sud kilim ani studen

Common Aid

- Maet studen i nidim holem wan smol samting taem tija i stap toktok or taem studen i nidim mekem wok blong hem, olsem wan pis kalico, stiki tak o rop

Sapos yu ting se wan studen blong yu hemi gat Attensen Difisit/ Haepa Aktiviti Disodas, folom jekles ia mo tes ia mo yusum wetem wanwan studen nomo. Ol difren tul ia bae oli helpem yumi faenem ol studen we oli gat AD/HD.

Jekles blong ADHD

Hao blong mekem tes:

- Tija i sud lukluk studen kasem 3-6 wik
- Tija ino sud mekem tes ia long fas o las manis blong skul
- Tija i sud putum gud jekles, bae yu no serem wetem ani narafala man
- Sapos yu tik 'yes' bitim 3 taem maet studen i gat ADHD

Nem blong Studen:	Yia:	Nem blong Skul:	Deit:
Jekles blong ADHD			
#	'Enatentef' Saen	Yes	No
1	Studen ino lisen gud mo hemi mestem fulap samting taem hemi stap wok		
2	Studen ino save fokus gud long wan samting		
3	Taem tija i toktok stret long studen studen i faenem i had blong lisen		
4	Studen i faenem i had blong finism wan wok kasen en blong em		
5	Studen i lusum ol samting blong hem isi nomo		
6	Studen i fogetem fulap samting isi nomo		
	'Haepa aktef' Saen		
7	Studen i muvum fut o han taem hemi stap setdaon		
8	Taem studen i sud stap kwaet, studen i stap muvmuv		
9	Studen i gat fulap energi bitim ol narafala studen long semak yia		
10	Studen i laekem stori even sapos ino gat nara man blong lisen		
11	Studen i faenem i had blong wet		
12	Studen i ansarem ol kwestin bifo tija i finisim o singaotem hem		
Total	Enatentef		
	Haepa aktef		
Nem blong Tija:			
Komen:			

(Robertson 2014)

Hao blong mekem tes:

- Tija i sud lukluk studen kasem 3-6 wik
- Tija ino sud mekem tes ia long fas o las manis blong skul
- Tija i sud putum gud jekles, bae yu no serem wetem ani narafala man
- Sapos yu tik ‘Yes’ 6 o moa saen maet studen i gat ADHD

Tes blong ADHD

Nem blong Studen:	Yia:	Nem blong Skul:	Deit:
Tes blong ADHD (DSM-IV Criteria)			
Enatentef: (1) Mas gat bitim 6 saen kasem 6 manis		Haepa aktef mo Empulsef (2) Mas gat bitim 6saen kasem 6 manis	
Ol Saen	Yes	No	Ol Saen
Yes	No	Yes	No
Studen ino luksave ol detail mo hemi mestem fulap isi samting			Mas muvum bodi, leg, han, o samting- no save stap kwaet
Hemi no save fokas gud long ol aktiviti we hemi no gat interes			Hemi mas stanap. Hemi no save setdaon long taem olsem ol narafala studen we oli gat semak yia.
Taem wan man i toktok stret lo studen hemi stil no lisen gud			Hemi laekem ronron olbaot tumas, ekspeseli lo ol taem we hemi no stret taem blong mekem
Hemi no folom ol direksen mo hemi neva finisim ani kaen wok			Hemi findem i had blo stap kwaet mo pleiplei sof
Hemi neva wantem tekpat lo wan samting we bae hemi tekem long taem			Luk olsem se wan narafala samting i stap kontrolm hem, olsem wan masin
Hemi lusum ol samting blo hem wan o ol narafala man fulap taem			Hemi laekem toktok tumas
Tingting blo hem i olbaot, hemi no save stap lo wan samting			Impulsive
Hemi forgettem ol samting isi			Hemi laekem talemaot ol ansa bifo tija i finism kwestin o bifo tija i askem ol studen
			Hemi no save wet
			Hemi mas toktok mo talemaot tingting blo hem. Hemi no save wet kasem taem ol narafala man i askem hem blo toktok o ol nara man i finisim toktok blo olgeta (semak wetem ol pleiplei)
Total:			Total:
Nem blong Tija:			

(Turnbull & Wehmeyer 2007)

Disabiliti blong Tingting

Wanem hemia:

Disabiliti blong Tingting o 'Intellectual Impairment' (II) long Inglis hemi wan samting we hemi afektem tingting mo bren blong ol studen mo ol fasin we yumi yusum long evri dai laef blong yumi. Taem studen i stap lanem wan niufala samting bae yu lukse hemi slo mo level blo hem bae ino semak olsem ol narafala studen we oli gat semak yia o stap lo semak level blong skul.

Disabiliti blo TingTing i lukluk olsem wanem?

Lanwis Developmen

- Lanwis mo spij blong studen ia bae i daon
- Maet sam man ino save haremsave o andastam studen taem hemi toktok
- Maet bae studen ino save lisen, toktok, rid, o raet gud o klia

Sosel Developmen

- Studen i faenem i had blo toktok wetem ol narafala man mo andestandem bodi langwis mo ol emotion long ol narafala man
- Studen i laekem stap klosap o longwe from ol narafala man, hemi depen
- Studen ino save remembarem gud; tufala sot term mo long term memori

Fasin

- Maet hemi had taem studen i jensem klos blo hem wan, wasem ol dis, wasem ol kalico, etc.
- Maet hemi had taem studen i mekem wok olsem katem faea wud, yusum naef, kuk, etc.

Muvmen

- Studen bae hemi toktok slo, wokabaot slo, kakae slo, mo mekem ol aksen slo

Save lo saed blong Tingting

- Studen bae i kasem ol niufala subjek mo save sloslo nomo
- Studen hemi no tingbaot futja mo wanem hemi bin hapen bifo tumas, jas naoia nomo

(Turnbull & Wehmeyer 2007)

Disabiliti blong Tingting mo Skul

Ol studen even sapos oli gat disabiliti blo tingting i save ko lo skul mo lanem fulap samting. Tija i mas traem meksua se klasrum i gat gudfala manejmen so evri studen, mo ol studen wetem II, oli sef mo oli harem gud blong stap.

Wan kaen Disabiliti blo Tingting hemi **Down syndrome**

Down syndrome (DS) hemi wan kaen disabiliti blo tingting we hemi afektem bren mo fasin blong wanwan man. DS hemi wan disabiliti we wan man i mas bon wetem mo disabiliti ia bae i stap wetem man ia ful laef blong hem.

Down syndrome i lukluk olsen wanem?

Developmen lo bodi:

- Studen i gat wan flat fes
- Studen i gat wan smol nek, arm, mo leg
- Studen i gat tu smol sorae
- Studen i gat tu ae we tufala i lukse i foldaon smol
- Studen i gat wan smol maot
- Studen ino strong
 - Maet studen tu i gat problem wetem hat, sorae, mo taem hemi pulum win
- Maet studen ino gro semak, bae hemi gro slo
- Studen ino save wokbaot, toktok o holem gud ol samting

Developmen blong lanwis:

- Studen ino save toktok klia, rid kwik, lisen long taem, mo raet klia

Developmen blong tingting:

- Studen i save lan be hemi mas yusum bodi blong hem blong rembarem gud ol samting
- Studen i stap lan slo slo



Boi we i gat
Down syndrome

Sam strateji blong wok wetem wan studen sapos hemi gat Disabiliti blo Tingting:

Evri studen hemi difren mo olgeta i gat ol difdifren skil we oli save joenem insaed long klasrum. Sam difren strateji ol tija i save yusum insaed long klasrum blong bildimap save mo interes long ol studen we oli gat II:

1. Sapos yu mekem wan toktok wetem ful klas tija i sud:

- Yusum ol foto, musik, mo difren kaen samting blong tijim ol lesen
- Mekem sua se studen i raet mo rid evri dai
- Yusum ol singsing mo stori blong remembarem ol samting
- Alawem plenti taem so ol studen i save toktok
- Soem fas lo ol studen wanem olgeta i sud mekem
- Givem taem blong spel insaed long lesen o aktiviti
- Tijim ol laef skil mo ol samting we ol studen i nidim blo save aotsaed long skul
- Traem mekem se ol studen i save stap mo wok hem wan
- Letem ol studen i gat wan wok insaed long klasrum
- Raet bigwan mo klia
- Talem mo soem wanem ol studen i bin mekem no gud mo wanem olgeta i bin mestem long wok
- Mekem skedul blong klas mo ko ova evri dai

2. Smol Grup:

- Tijim ol 'site' wod mo talemaot gud wanem hemia (Apple- tijim wod mo soem tu wan foto o tru kakae)
- Yusum ol foto, musik, mo difren kaen samting blong tijim ol lesen
- Mekem ol smol grup aktiviti

3. Sam nara samting tija i save mekem insaed long klasrum:

- Traem mekem se klasrum ino gat tumas distraksen
- Maet tija i nid blong yusum Saen Lanwis o ol foto kad
- Sapatem evri studen blong yu
- Toktok wetem ol famli blong studen plenti

Hemi impoten se wan studen we i gat disabiliti blo tingting i sud stap insaed long semak klasrum wetem ol nara studen we i gat semak yia; maet studen ino save mekem semak akademik wok be bae hemi stil lan ol gud 'sosel' samting.

Sapos yu ting se wan studen blong yu hemi gat wan Disabiliti blo Tingting, folom jekles ia mo yusum wetem wanwan studen nomo. Ol difren tul ia bae oli helpem yumi faenem ol studen we i gat ol Disabiliti blo Tingting.

Jekles blong Disabiliti blong Tingting

Hao blong mekem tes:

- Tija i sud lukluk studen kasem 3-6 wik
- Tija ino sud mekem tes ia long fas o las manis blong skul
- Tija i sud putum gud jekles, bae yu no serem wetem ani narafala man
- Sapos yu tik 'Yes' bitim 4 taem maet studen i gat wan Disabiliti blong Tingting

Nem blong Studen:	Yia:	Nem blong Skul:	Deit:
Jekles blong Disabiliti blong Tingting			
#	Ol Saen	Yes	No
1	Studen ino save ansarem gud ol kwestin		
2	Studen ino save fokus gud		
3	Studen ino save tingting gud long ol samting we ino stap fored long hem		
4	Studen ino save remembarem ol impoten samting o aksen taem hemi muv iko long wan niufala ples		
5	Studen ino gat gudfala memori: sot mo long tem memori		
6	Bae studen i wet kasem taem wan narafala man i kam givhan long hem		
7	Studen i relae bigwan long ol narafala man blong lidim hem tru long ol aktiviti		
8	Studen i save kam kros hariap		
9	Studen ino laekem taem skedul i jenis		
10	Lanwis mo spij blo studen i lo		
11	Tingting blong studen i lo mo hemi gat ol lo mark long wanwan subjek		
12	Studen ino save hao blong talemaot gud ol samting we hemi wantem		
13	Ol narafala man ino save haremsave wanem studen i stap talem		
14	Studen ino save wokabaot gud		
Total:			
Nem blong Tija:			
Komen:			

(Robertson 2014)

OTISM

Wanem hemia:

Otism hemi wan spesel disabiliti. Long Inglis mifala i talem 'Autism' mo hemi wan 'spectrum disorder'. Samting ia i minim se Otism hemi wan disipiliti we hemi no gat wan stret saen, hemi depen bigwan long wanwan man.

Otism i stap afektem ol studen lo saed blong toktok, ol aksen wetem bodi taem yu no toktok, ol fasin wetem ol narafala man, hao nao yu muvum bodi blong yu, mo abiliti blong yu taem yu stap lanem ol difren sabjek long skul.

Taem wan studen i gat tri (3) yia, maet yu save luksave se smol pikinni ia ino samak olsem ol narafala smol pikinni. Sapos yu lukse smol pikinni ia ino save toktok olsem ol narafala pikinni, hemi laekem stap hem wan, mo hemi muvum bodi blong hem difren bitimak ol nara pikinni- maet bae yu findemaot se pikinni ia i gat Otism.

Otism i lukluk olsem wanem?

Lanwis Developmen

- Maet studen ino save toktok (lukse studen ino gat interes blo toktok)
- Maet studen, hem wan, i talemaot semak samting bakegen (olsem-rat, rat, rat)
 - o
- Maet studen i talemaot semfala samting wan narafala man i bin talemaot bifo o kopi wanem wan narafala man i bin talemaot
- Maet studen ino wantem lukluk wan nara man taem nara man i stap toktok wetem em; studen ia ino wantem lukluk stret lo ae o fes blo narafala man
- Maet studen i lukluk wan samting nomo, olsem se wan samting i fas lo ae blo em

Sosel Developmen

- Maet studen ino gat interes lo plei plei wetem ol narafala studen
- Maet studen ino toktok, plei plei, o wok gud wetem ol narafala studen (hemi jas stap hem wan nomo)
- Maet studen ino soem semak interes olsem ol narafala studen
- Maet studen ino kasem gud ol emotion blo ol narafala man (olsem se wan man i kros mo hemi soem mo talem se hemi kros, man ia we hemi gat Otism maet hemi stil no save mo luksave se narafala man i kros)

Fasin

- Maet studen i mekem semak aksen bakegen mo bakegen (olsem plei plei wetem semak samting, seksek bodi blo hem, muvum han blo hem, o talemaot semak wod ova mo ova)
- Maet studen i mekem sam samting we hemi save spolem hem wan (olsem kakae han blo hem o kilim hed blo hem)
- Maet studen ino naes lo ol nara studen (olsem kilim ol nara studen o singaot no gud lo ol nara studen)

Muvmen

- Maet studen ino wantem holem samsamting from se hemi no laekem (olsem se samting ia hemi strong tumas, sof tumas, wet, or drae tumas)
- Maet studen ino wantem kakae fulap samting from se hemi no laekem smel, lukluk, o

holem kakae. Mo tu, maet kakae i kolkol o hot, o sof o had tumas

- Maet studen ino save wokbout gud, stanap stret, or yusum tufala han or leg blo hem gud.

Save long saed blong Tingting

- Maet studen i kasem gud ol samting we hemi folem wan oda (olsem, wan kalenda, ol numba, maths, musik, o singsing)
- Maet studen ino kasem gud hao blo rid, raet, tok, mo lisen

Olsem we mi bin talem finis, Otism hemi wan disabiliti we hemi no gat wan stret saen. Maet sam studen we oli gat Otism i lukse oli no gat interes nating blo toktok, maet sam studen i lukse oli no save toktok, maet sam studen i save toktok smol, o maet sam studen i save toktok olsem wan bigfala man- Otism hemi depen bigwan lo wanwan man. Evri man taem oli gat otism ino semak. Wanem wan man i save mekem, maet yu lukse wan narafala man ino save mekem be tufala tugeta i gat Otism.

(Turnbull & Wehmeyer 2007)

Otism mo Skul

Ol studen even sapos oli gat Otism i save ko lo skul mo lanem fulap samting. Tija i mas traem meksua se klasrum i gat gudfala manejmen so evri studen, mo ol studen we i gat Otism, oli sef mo oli harem gud blong stap.

Sam strateji blong wok wetem wan studen sapos hemi gat Otism

Evri studen hemi difren mo olgeta i gat ol difdifren skil we oli save joenem tu insaed long klasrum. Sam difren strateji ol tija i save yusum insaed long klasrum blo bildimap save mo interes lo ol studen we oli gat Otism:

1. Sapos yu mekem wan toktok wetem ful klas tija i sud:

- Alawem studen blo holem wan smol samting or kola taem tija i stap toktok from se maet hemi no save setdaon kwaet truaot wan longfala toktok
- Tija i sud yusum difren kola taem hemi raet lo blakbod
- Tija i sud raetem evri samting bigwan lo blakbod o pepa mo traem yusum difdifren foto so evri studen i save lukluk isi
- Tija i sud hangem klas taemtebol, kalenda, mo ol posta truaot long ful dai so ol studen i save lukluk

2. Smol Grup:

- Tija i sud yusum ol nara studen blo givhan lo studen ia wetem Otism
- Traem putum sam difdifren aktiviti insaed lo lesen so evri studen i save serem skil blo hem wetem ol nara studen
- Alawem ol studen blo wok insaed long klasrum, olsem klas wok

- Eksambl: hemi wok blo studen blo lukaotem gud laebrari, makem ol studen we oli bin kam o no kam lo klas. Evri wok studen i mekem hemi sud bildimap ol sosel skil mo ol teknekal skil blo studen

3. Sam nara samting tija i save mekem insaed long klasrum:

- Markem gud evri ples insaed long klasrum mo hangem wan saen fored long ol samting (olsem: Buk self, Rula boks, Pensel boks, Wod Wal)
- Givem ol jekles mo to-do-lists sapos ol studen ino save wanem olgeta i sud mekem mo oda oli sud folem (Olsem, Wasem Han olsem wanem?: ples tufala han insaed lo klin wota, wet gud, karem sop, meksua se soap i kavaremap tufala han, karemaot sop wetem klin wota, finis)
- Taem yu finisim wan lesen o aktiviti, yusum sam song or wan bel blong letem ol studen i save se aktiviti ia i finis
- Alawem sam difren aktiviti insaed long klasrum mo letem ol studen jus wanem olgeta i wantem mekem
- Alawem sam smol spel insaed long lesen mo aktiviti (5 sekon-2 menet hemi depen long studen mo aktiviti)
- Maet studen i faenem hemi had taem hemi nidim 'raet' so letem em kopi from wan nara pepa.
- Tija i sud mekem sua se ol entraduksen hemi sot, klia mo isi blo ol studen blo andastandem
- Taem tija i mekem ol klas rul, hemi sud mekem sua se hemi gat ol klia 'consequence' we iko wetem ol rul so evri studen hemi save wanem bae hemi hapen supos wan studen i brekem o hemi no folom gud ol klas rul
 - Mo tu tija i sud mekem sua se hemi mekem ol semak 'consequence' wetem studen ia we i gat Otism mo ol narafala studen. Maet tija i harem no gud o hemi sori lo studen wetem Otism so bae hemi no wantem mekem studen ia i gat ol semak 'consequence' olsem ol narafala studen. Be studen ia wetem Otism hemi stil nidim lan hao blo stap, wok, lisen mo folom ol rul tu. Supos tija i letko studen ia oltaem mo hemi mekem se hemi 'difren' taem skul i finis mo studen ia wetem Otism hemi stap hem wan o hemi stap lo wan wok bae hemi konfus o hemi kros o hemi lyusum wok blo hem from se hemi neva bin lan hao blo folom gud ol rul, semak olsem ol narafala man.

Sapos yu ting se wan studen blong yu hemi gat Otism, folom jekles ia mo yusum wetem wanwan studen nomo. Ol difren tul ia bae oli helpem yumi faenem ol studen ia we oli gat Otism.

Jekles blong Otism

Hao blong mekem tes:

- Tija i sud lukluk studen kasem 3-6 wik
- Tija ino sud mekem tes ia long fas o las manis blong skul
- Tija i sud putum gud jekles, bae yu no serem wetem ani narafala man
- Sapos yu tik 'Yes' bitim 3 lo wanwan sekson taem maet studen i gat Otism

Nem blong Studen:	Yia:	Nem blong Skul:	Deit:
Jekles blong Otism			
#	Ol Sosel Skil	Yes	No
1	Studen ino save ansa lo nem blong hem		
2	Studen i neva lukluk long taem lo fes blong ol narafala man		
3	Samtaem hemi lukse studen ino harem ol narafala man		
4	Studen ino laekem taem wan man i holem hem		
5	Studen ino andestandem ol fasin blong ol narafala man; maet studen ino soem ol semak emotion olsem ol narafala man		
6	Studen i laekem stap hem wan mo hemi lukse tingting i stap lo wan narafala ples		
Ol Lanwis Skil			
1	Studen ino stat blong toktok long semak taem olsem ol narafala pikinini		
2	Studen i bin save hao blo toktok afta hemi no moa save toktok		
3	Studen i no lukluk ol narafala man taem hemi stap toktok		
4	Maet studen i toktok difren, olsem wan masin		
5	Studen ino save statem wan storian		
6	Studen i talem bakegen ol semak wod o kopi toktok blong ol narafala man		
Ol Fasin			
1	Studen i stap mekem ol semak aksen, olsem muvum han		
2	Studen i laekem folem ol skedul		
3	Studen ino laekem nating taem hemi mas jensem skedul blong hem		
4	Studen i stap muvmuv oltaem		
5	Maet studen ino laekem taem laet i saen, sam saon mo taj blong ol narafala samting		
6.	Maet studen i kros no gud mo hemi hemi wantem faet wetem ol nara studen		
Total:			
Nem blong Tija:			
Komen:			

(Arthur ED 300, 2013) (Robertson 2014)

Sam moa Helt Samting

Wanem hemia:

Sam moa helt samting o 'Other Health Impairments' (OHI) long Inglis hemi wan kaen disabiliti we hemi kaveremap ol difren kaen sik we hemi save afektem skul mo edukesen blong ol studen tu. Ol sik ia i save stap smol taem o oli save stap long taem o ful laef blong wanwan studen.

Sam moa Helt Samting i lukluk olsem wanem?

Tufala kaen sik we i stap insaed long Sam Moa Helt Samting

1. Epilepsy o Sik blong faol

- a. Taem sik blong faol i stap kilim wan studen 2 difren taem lo wan dei
- b. Sik blo faol i save luk olsem: taem bodi blong wan studen i stap seksek, taem yu lukse wan studen i stap slip mo taem studen i jensem fasin blo hem hariap
- c. Faef fala kaen Sik blo faol
 1. Absence- stap smol taem nomo mo hemi no spolem studen
 1. Tufala ae blong studen i rol mo studen ino toktok
 2. Myoclonic-stap smol taem nomo be hemi save spolem studen
 1. Wan o ol musel insaed lo bodi i sek mo studen ino toktok
 3. Atonic- stap smol taem mo hemi save spolem studen
 1. Ol musel i seksek mo studen ino save kontrolem bodi blo hem, maet hemi save faldaon mo studen ino toktok
 4. Tonic- stap kasem 30 seken mo hemi save spolem studen bigwan
 1. Ol musel i kam had mo studen bae hemi singaot from bodi blo hem i sor, maet studen i lyusum memori blo hem
 5. Tonic-Clonic- stap kasem 3 menet mo hemi save spolem studen bigwan
 1. Ol musel i kam had mo studen bae hemi singaot from bodi blo hem i sor, maet studen i lyusum memori blo hem

Impoten: Tija i mas NEVA givem wota o givem marasin lo studen taem sik blong faol i stap ko, mo ani narafala kaen marasin sapos dokta ino givem lo studen

2. Sotwin

- a. Taem trot i swelap
- b. Studen bae hemi: kof, sot win, mo pulum win
- c. Studen i mas ko long hospital sapos maot blo hem i blu, hemi pulum win long taem, mo hemi no save toktok, wokbaot, muvmuv o stanap

(Turnbull & Wehmeyer 2007)

Sam moa Helt Samting mo Skul

Ol studen even sapos oli gat Sik blo Faol o Sotwin i save ko lo skul mo lanem fulap samting. Tija i mas traem meksua se klasrum i gat gudfala manejmen so evri studen oli sef mo oli harem gud blong stap. Mo tu, sam taem studen i sik bigwan so bae hemi mestem fulap skul so tija i sud wok wetem ol famli blong studen blong meksua se studen i stil save lanem ol sabjek long skul.

Sam strateji blo wok wetem wan studen sapos hemi gat Sam moa Helt Samting:

Evri studen hemi difren mo olgeta i gat ol difdifren skil we oli save joenem insaed long klasrum. Sam difren strateji ol tija i save yusum insaed long klasrum blong bildimap save mo interes long ol studen we oli gat sik blong faol o sotwin:

1. Sapos yu mekem wan toktok wetem ful klas tija i sud:

- Mekem sua se ol studen i harem gud mo oli tekpat long ol aktiviti o lesen

2. Smol Grup:

- Sapos studen i mestem fulap skul, maet tija i save sanem skul wok iko lo aus blong studen

3. Sam nara samting tija i save mekem insaed long klasrum:

- Gat wan First Aid plan insaed long skul mo klasrum mo praktis wetem ol studen so evriwan i redi oltaem sapos wan samting i hapen
- Sapos wan studen i kakae merasin, mekem sua se merasin i stap lo wan sef ples we ol narafala studen ino save kasem
- Kipim klasrum klin mo open mo haedem ol sap tul
- Traem helpem studen taem hemi gat wan sik blo faol: sapos studen i foldaon tija i sud holem hed blong studen mo maot blong hem so hemi no kakae tang blong hem o putum wan kalico anda hed blong studen so hemi no kilim hed blong hem: NEVA pyusum anisamting insaed lo maot blong studen taem seisa i stap ko
- Tija i sud stap wetem studen, neva livim studen hem wan
- Sapos wan studen i gat wan feva sanem hem iko bak lo aus blo hem
- Blong ani emergensi sanem studen iko lo Aid post, Health klinik, o Hospital
- Alawem studen blong spel sapos hemi nidim
- Alawem taem blong spel, sapos yu mekem wan aktiviti we ol studen i mas ronron, jam, o movum bodi blong olgeta
- Alawem moa taem sapos studen i nidim lo wan aktiviti o tes
- Traem neva toktok strong so studen i save harem gud mo sef oltaem lo skul
- Toktok wetem ol famli blong studen blong save wanem olgeta i stap mekem wetem studen lo aus

Ol kwestin blong Sam moa Helt Samting

Sik blong faol mo Sotwin

Sapos studen i bin gat sik blo faol o hemi bin sotwin, askem ol kwestin ia lo hem o ol famli blo hem.

Nem blong Studen:	Yia:	Nem blong Skul:	Deit:
Ol kwestin blong Sik blong Faol			
Studen i gat sik blong faol bifo?	Yes	No	
Sapos studen i talem yes, wanem i stap hapen taem sik blong faol i stap ko?			
Hao nao yufala i stopem?			
Nem blong ol meresin sapos studen i yusum			
Komen:			
Ol kwestin blong Sotwin			
Studen i gat Sotwin bifo?	Yes	No	
Sapos studen i talem yes, wanem i stap hapen taem blong sotwin?			
Hao nao yufala i stopem ol sotwin?			
Nem blong ol meresin sapos studen i yusum			
Komen:			

Nem blong Tija: _____ Deit: _____

(MoE 2014)

Smat we

Wanem hemia:

Taem ol studen i kasem ol sabjek mo ol lesen kwik taem bitim ol narafala studen mo ol studen ia we oli karem ol top mak oltaem lo ol semak klas, sabjek o wanwan wok; sam nara wod yumi usim lo Bislama hemi 'smat we' o 'gat ten hed' mo lo Ingles yumi yusum 'Gifted'.
Hemia ino wan disabiliti.

Ol Smat studen i lukluk olsem wanem?

Ikat 6 difren kaen kategori blong luksave ol difren kaen 'smat' o 'giftedness'

Kategori	Ol infomasen blong kategori
Spesel Akademik Skil	Studen ia hemi smat we long ol sabjek long skul
Abiliti blong Tingting	Studen ia hemi smat we long wanwan sabjek long skul (English, Maths, Science, General Science, Writing, Technology, etc)
Difren Tingting	Studen ia ino lukluk semak long ol samting olsem ol nara man; olgeta i lukluk mo tingting wan nara wei, oli kamap wetem ol niufala tingting mo rod mo ansa long ol kewstin, mo oli yusum 'imagination' blong olgeta plenti; * Impotan-tija i sud sapot mo leftemap ol kaen studen ia
Abiliti blong Lidasip	Studen ia i andestadem gud ol emotion mo nid blong ol narafala man, hemi helpem joenem ol man blo kam tugeta, mo hemi save lid mo wok tugeta wetem ol nara man
Abliti blong Bodi	Studen ia i save kontrolem gud bodi blong hem mo hemi save manajem mo lukaotem gud taem
Visual and Performing Arts	Musik-Studen ia i save singsing o plei plei wan enstramen Drama-Studen ia i laekem blo akt mo yusum ol difren emotion Art- Studen ia i save dra mo pen, mo mekem ol niufala, difren kaen samting, olsem bol, dres o mat

(Turnbull & Wehmeyer 2007)

Ol Smat mo Skul

Ol studen even sapos oli Smat we oli save stap insaed lo wan lokal klasrum be bae emi gud sapos tija i save lidim mo helpem mo sapatem studen mo 'giftedness/smat' blong hem so save blong em i save kam antap moa.

Sam strateji blong wok wetem wan studen sapos hemi Smat we:

Evri studen hemi difren mo olgeta i gat ol difdifren skil we oli save joenem insaed long klasrum. Sam difren strateji ol tija i save yusum insaed long klasrum blo bildimap save mo interes lo ol studen we oli Smat we:

1. Sapos yu mekem wan toktok wetem ful klas tija i sud:

- Mekem sua se lesin i gat fulap difren strategi so evri studen i gat janis blong lanem lesen
- Putum sam moa aktiviti o wok insaed long lesen we hemi had lelebet so wok bae hemi noa isi tumas long ol studen we oli smat we

2. Smol Grup:

- Mekem sua se evri studen i tekpat, tija i mas meksua se studen we hemi gat fulap save bitim ol nara studen ino mekem evrisamting be serem wok
- Putum tugeta ol studen we oli stap lo semfala level o abiliti
- Mekem studen we hemi smat tumas olsem wan 'lida' blo ol narafala studen

3. Sam nara samting tija i save mekem insaed long klasrum:

- Maet studen i sud 'skip' o go lo wan narafala yia lo skul supos hemi smat tumas
- Bildimap save mo ol skil blong ol studen long wanwan 'gifted' kategori blong olgeta
- Alawem studen blong spel smol supos hemi nidim
- Alawem moa taem sapos studen i nidim lo wan aktiviti o tes
- Traem neva toktok strong so studen i save harem gud mo sef oltaem

Sapos yu ting se wan studen blong yu hemi Smat we, folom jekles ia mo yusum wetem wanwan studen nomo. Ol difren tul ia bae oli helpem yumi faenem ol studen we oli Smat we.

Jekles blong ol Smat Studen

Hao blong mekem tes:

- Tija i sud lukluk studen kasem 3-6 wik
- Tija ino sud mekem tes ia lo fas manis blong skul
- Tija i sud putum gud jekles, bae yu no serem wetem ani narafala man
- Supos yu tik ‘Yes’ 18 o moa taem maet studen i ‘Smat we’

Nem blong Studen:	Yia:	Nem blong Skul:	Deit:
Jekles blong ol Kaen Smat			
#	Ol Aksen	Yes	No
1	Studen i save stap lo wan aktiviti long taem		
2	Studen ino laekem ol kwik jens		
3	Studen i laekem mekem ol hi gol		
4	Studen i laekem tekpat long ol samting blong ol big man		
5	Tekemap ol rol olsem wan lida		
6	Bigfala sapot long hem wan		
7	Save talem aot klia wanem hemi wantem, nidim, filim		
8	Save reflek gud lo ol samting we hemi bin mekem		
9	Kamap wetem ol niufala kewstin mo save ansarem		
10	Gat fulap difren kaen or spesel save		
11	Maet hemi save moa bitim tija lo wanwan samting		
12	Save kasem ol niufala samting kwik nomo		
13	Tingting hariap		
14	Laekem toktok bitim raet		
15	Askem ol ‘from wanem’ kwestin		
16	Kamap wetem ol niufala samting		
17	Ino semak olsem ol narafala studen lo semak yia		
18	Save faenem ol difren relesensep		
19	No nidim ko ova ol infomesen bakegen		
20	Faenem ol smol detail		
Total:			
Nem blong Tija:			
Komen:			

(Arthur ED300, 2013) (Robertson 2014)

Albinism

Wanem hemia:

Taem kala blong skin, kala blong hea, mo kala blong ae hemi waet i bitim ol narafala man.

Impoten: Albinism hemi **NO** wan disabiliti. Hemi wan samting we hemi jensem kala blong skin, hea, mo ae blong wanwan man nomo. Albinism hemi **NO** afektem tingting, toktok, sorae, mo abiliti blong ani man.

Albinism i lukluk olsem wanem?

Lanwis Developmen

- Semak olsem ol narafala studen

Sosel Developmen

- Semak olsem ol narafala studen
- Maet oli sem o fraet from kala blong skin, hea, mo ae blong olgeta

Fasin

- Semak olsem ol narafala studen

Muvmen

- Semak olsem ol narafala studen

Save long saed blong Tingting

- Semak olsem ol narafala studen

Developmen blong Bodi

- Kala blong skin i moa laet
- Kala blong hea i moa laet
- Kala blong ae i moa laet
 - Maet studen i gat Lo Vison from san i save spoilem ae

(WebMD 2014)

Albinism mo Skul

Ol studen even sapos oli gat Albinism oli save stap insaed long wan lokal klasrum from se kala blong skin i difren nomo. Maet studen ia i gat wan disabiliti (ani wan we yumi gat insaed long buk ia) be hemi no from se kala blong skin, hea, mo ae blong hem i difren.

Sam strateji blong wok wetem wan studen sapos hemi gat Albinism:

Evri studen hemi difren mo olgeta i gat ol difdifren skil we oli save joenem insaed long klasrum. Sam difren strateji ol tija i save yusum insaed long klasrum blo bildimap save mo interes long ol studen we oli gat Albinism:

3. Sam nara samting tija i save mekem insaed long klasrum:

- Traem daonem ol no gud toktok
- Blokem ol 'bullying' or taem ol studen i stap jikim ol nara studen
- Lanem ol studen hao blong lukaotem gud skin mo ae blong olgeta
 - Yusum krim, warem hat, putum dakglas, putum long sot mo long traoses

Sam Mo Jekles mo Tes

Kwesten blong ol Disabiliti

Nem: **Okenaisesen:** **Deit:**

Ples miting i stap: **Aelan:** **Provins:**

Kwestenai	Ol komens
1. Everi dei taem yu mitim wan pikinini, man mo woman we i kat wan disabiliti, yu tingting o filim olsem wanem? (raetem tri (3) tingting o filling blong yu)	1] 2] 3]
2. Tingting bak long fes taem yu luk wan pikinini o bik man we i kat disabiliti, raetem daon wanem kaen disabiliti ia we pikinini o bik man i gat.	
3. Hao nao ol man o woman oli tritim o tingting long ol pikinini o ol bik man we oli gat ol disabiliti? A] Famili blong pikinini o bik man we i kat disabiliti B] Ol memba blong komuniti we pikinini o bik man we i gat disabiliti i stap long hem	A] B]
4. Long komuniti wanem nao risen we ol man oli talem se i kosem kaenkaen disabiliti olsem?	
5. Plis raetem ol kastom bilif we ol man i biliv se i kosem pikinini i bon wetem dispililiti olsem?	
6. Long skul we yu kam long hem hamas pikinini i wokabout wetem wil jea?	
7. Long vilij we yu kam long hem hamas bikman i wokabout wetem wil jea o kratjes?	
8. Hamas oli no gat han mo oli yusum leg blong olgeta blong raet?	
9. Hamas oli blaen o oli gat problem blong lukluk gud mo oli nidim speks blong ae blong rid wetem?	

10. Hamas oli no save pem skul fees?	
11. Hamas pikinini oli wantem ko long skul mbe oli no save ko?	
12. a) Hamas oli save mekem exams long Year 8? b) Hamas oli save mekem exams long Year 10?	A] B]
13. Hamas gels oli no ko long skul from ino gat skul kolosap o hemi stap long wan ples we i long we?	
14. Hamas oli no save harem gud o sorae blong olgeta i fas gud?	
15. Hamas parent oli no sanem pikinini blong olgeta i ko long skul we oli ting se mbae ol pikinini blong olgeta i no save benefit nating long skul?	
16. Hamas parents oli tingting strong blong sanem ol pikinini blong olgeta i ko lo skul?	
17. Hamas parent i no gat wan klia tingting long wea ples mbae oli stat long hem?	

Nem Blong Testa: _____

(MoE 2014)

Studi blo Komuniti

Ko long evri aus long vilij mo askem ol kwestin lo Bislama o Lokal Lanwis long ani mama o papa we hemi stap long aus.

Kwestins	Ansa	
1. I gat ani pikinini lo aus we hemi no save lukluk gud lo ol samting? Sapos i gat, pikinini ino save lukluk wanem?	NO	YES
2. I gat ani pikinini lo aus we hemi no save lisen gud lo ol samting? Sapos i gat, pikinini ino save harem wanem?	NO	YES
3. I gat ani pikinini lo aus we hemi no save toktok? 0-2 yia: Pikinini i save talemaot wan wod? 3-9 yia: Ol nara man i save haremsave wanem pikinini i talem Tang blo pikinini i sot?	NO	YES
	NO	YES
	NO	YES
	NO	YES
4. I gat ani pikinini we fasin blong olgeta hemi difren bigwan?	NO	YES
5. I gat ani pikinini we oli no save muvmuv gud? Sapos yes, pikinini i faenem i had blo: • Wokabot? • Muvum han o fut? • Liftimap ani samting	NO	YES
	NO	YES
	NO	YES
	NO	YES
6. I gat ani pikinini we oli 'blackout'? Sapos yes, I bin gat ani 'blackout' lo yia ia? Ol 'blackout' ia i blokem pikinini ia blo mekem ol semak samting olsem ol narafala pikinini we i gat semak yia olsem hem?	NO	YES
	NO	YES
	NO	YES
7. I gat ani pikinini we oli faenem wok blo skul i had? Sapos yes, pikinini i slo lo skul nomo o hemi slo lo ol nara samting tu Pikinini blong yu i mekem fasin olsem ol smol pikinini?	NO	YES
	NO	YES
	NO	YES
8. I gat ani pikinini we oli slo taem oli stap mekem ani samting? Sapos yes, pikinini i bin save: • Setdaon taem hemi bin gat 8 manies • Stanap taem hemi gat 14 manies • Wokbaot taem hemi gat 2 yia	NO	YES
	NO	YES
	NO	YES
	NO	YES
	NO	YES
Sapos i gat ani pikinini lo aus we hemi gat wan disabiliti askem ol kwestin: Nem blong Mama/Papa blong pikinini: _____ Deit: _____ Nem blong Pikinini: _____ Ples we pikinini i bin bon: _____		
9. Famli i save hao blo wok wetem pikinini we i gat disabiliti ia? Pikinini ia i save:	NO	YES
• Kakae hem wan	NO	YES
• Swim hem wan	NO	YES
• Brasem tut hem wan	NO	YES
• Jensem kaliko hem wan	NO	YES
• Yusem tolet hem wan	NO	YES
• Andastanem nem blo hem	NO	YES
• Talemaot wanem hemi wantem o nidim	NO	YES
• Stori wetem ol narafala pikinini	NO	YES
• Stanap hem wan	NO	YES
• Muvum tufala han mo leg	NO	YES

• Muvum tufala leg	NO	YES
• Muv raon long aus hem wan	NO	YES
• Muv raon long vilij hem wan	NO	YES
• Pleiplei olsem ol narafala pikinini we i gat semak yia	NO	YES
• Tekpat long ol famli aktiviti	NO	YES
• Tekpat long ol difren komuniti aktiviti	NO	YES
Nem blong Tija:		
Komen:		

**Ol kwestin ia i bin kamaot long Resos buk blong Spesel Edukesen long Papue New Guinea
Dipatmen blong Edukesen**

Studi blong Komuniti

Tes bae hemi nidim:

- 5 difren objek: Ex. rula, kap, dis, stik, buk, lif
- A4 pepa
- Babet or Bataflae template
- Futbol
- Pensel o Pen
- Skwea

Hao blong mekem tes:

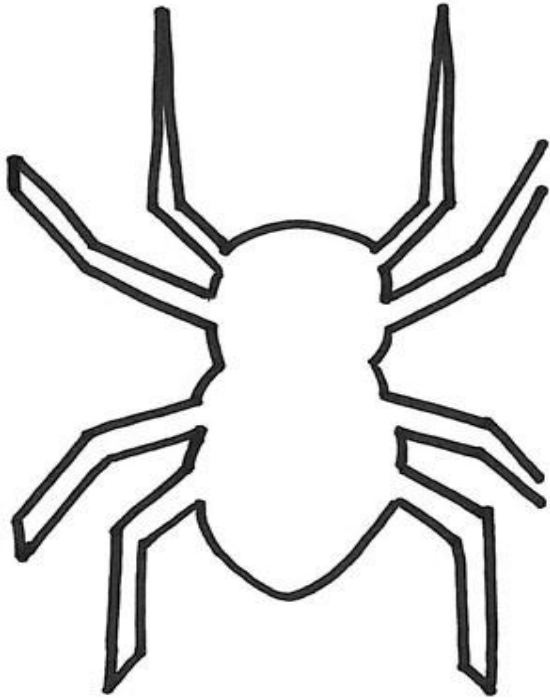
- Mekem sua se studen i harem gud mo hemi redi
- Ples i sud kwaet mo tija i sud wok wetem wanwan studen nomo
- Tija i sud mekem gud ol samting fas taem bifo tes i stat
- Tija i sud talem aot gud wanem bae hemi hapen mo wanem studen i nidim mekem
- Tija i mas kivim klia instraksen mo ripitim taem studen i nidim
- Sapos studen ino pasem 2/5 aktiviti maet bae hemi gat wan lo ol SLD

Sapos studen ino save mekem wan samting maet bae hemi gat wan Laning Disabiliti

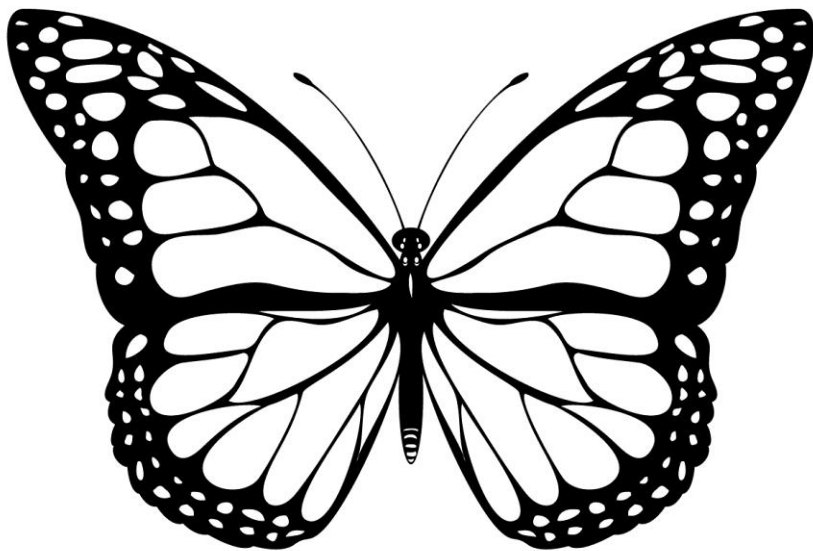
Nem blong Studen:	Yia:	Nem blong Skul:	Deit:
Ansa Pepa blong Skul Studi			
<p>1. Folom mi... Tija i sud soem 5 difren objek fored lo studen. Tija i stanap 1 mita bihean long studen mo askem sofsof 'Taj ...' Studen i mas jusum wan objek nomo mo leftemap. Studen i bin jyusum tru objek we tija i bin talem aot? NO o YES</p>	<p>3. Tes blong Dra: Tija i pasem kala lo wan studen mo wan pis pepa mo askem studen ia blo dra wan foto lo famli blo hem wan. Afta askem studen blong talem aot ol nem mo relaesensep blong wanwan man lo famli blong em. -Studen i dra ol man lo foto lo 3 difren pat? NO o YES -Mama blo studen hemi big? NO o YES -Studen i dra hem wan? NO o YES -Studen hemi raetem hem i wan difren saes bitim ol narafala famli lo foto? NO o YES</p>	<p>4. Skwea tes: Tija i some lo studen wan skwea mo askem em blong dra wan we hemi semak nomo. -Studen i kopi gud? NO o YES</p> <hr/> <p>5. Bal tes Tija i pasem wan bal iko lo studen mo studen I kasem bal. Studen i save kasem wan bal taem tija i pasem o no? NO o YES</p>	
<p>Nem blo Tija:</p>			

(MoE 2014)

SLD o Skul Studi Babet mo Bataflae

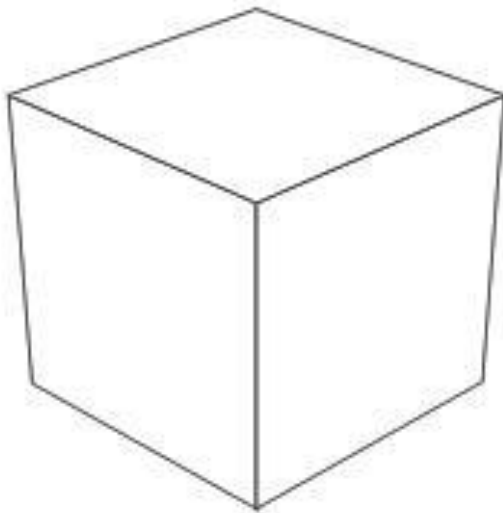
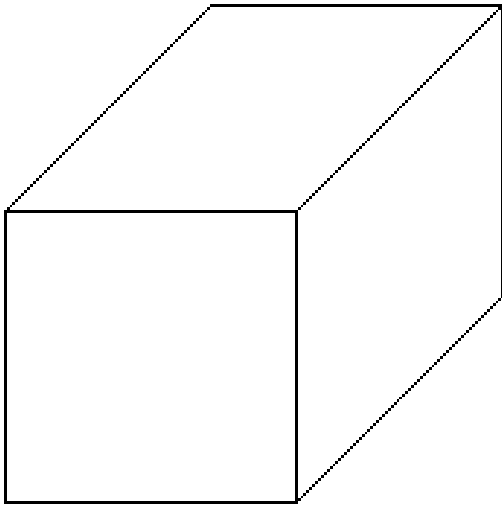


Beetle



Butterfly

Skwea Boks Sep Pepa



Hestori/Refel Fam blong Ae (Prepared by Richard Tatwin, Vanuatu Prevention of Blindness Project)

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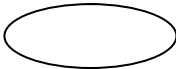
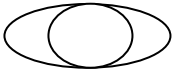
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Service Educatif
Sac Postal Réservé 028
Port Vila - Vanuatu
Fax: (678) 23289

Hestori mo refel fam blong ae

Nem blong studen (fulwan):	Jenda:	Yia:	Skul:	Deit:
Ae taem ino gat speks	Infomesen blong pikinini			
Raet ae:	Ani problem we i stap:			
	Destens:			
Lef ae:	Riding:			
Riding: N18, 16, N12, N10, N8, N6	Sam moa samting:			
CF – kaount fenga / LP – laet i soem / HM – Han movmen	R	L		
	Aotsaed:			
Rerel blong tija				
<u>Ol samting we studen i mestem:</u>	<u>Ol sor blong ae:</u> from ol objek o pleiplei	<u>Pterygium:</u> minim taem ae i red longtaem, ae I sor we, taem i filim olsem se doiti i stap be ino reli stap, wota o blud blo ae i ran, o ae i drae mo studen i skratjim ae	<u>Cataract:-</u> hemi olsem se yu stap luk tru lo wan dioti glas blong wan truk mo hemi save mekem se wan man ino save luk klia, sun bae hemi strong we o man ia ino save lukluk gud ol laet blong truk lo naet mo wan man i lukluk se tufala samting i stap be reli hemi jas wan samting nomo i stap.	
Red ae:	<u>Tik sapos studen i nidim speks blo-</u> Destens: Riding:	<u>Sam moa samting:</u>		
<u>Nem blo refel tija/nas:</u>	<u>Deit:</u>	<u>Komen:</u>		

(Translated to Bislama by Robertson 2014)



REFEL mo FIDBAK blong sorae, nos mo trot (ENT)

(Drafted by Andorin Aki)

Lasnem:		Jenda:		Yia:		Vilij:		Aelan:		Skul:	
Fasnem:											
Deit:										Klas:	
Tija i makam wan tik sapos yu lukem se studen i gat...						Dokta /Nas i raetem tingting lo en:					
OL SAEN		lef	raet	Komen:		DEIT:		TAEM:			
Sorae	Waks.										
	Ples i sor.										
	Wota .										
	Sam nara samting.										
	Disi										
	Kilim hed										
Nos	Fasfas										
	Wota i ran oltaem										
	Blud										
	Wota i tik mo gat kala										
	Studen i pulum yusum maot nomo										
Trot	Sor										
	No gat voes										
Komen blong tija:						Rekomendaesen blong dokta/nas:					
Saen:						Saen:					

(Translated to Bislama by Robertson 2014)



Jenerel Refel Fam (Drafted by Elyse Robertson)

Nem (fulwan):		Deit:	Jenda:	Yia:	Skul:	Aelan:
Studen i gat:	Tik supos studen i gat:	Talem aot gud ol saen wea studen i stap mekem insaed mo aotsaed lo skul?				
Disabiliti blo bodi		Tija i stap mekem wanem blong givhan long studen ia long skul?				
Disabiliti blo tingting		Hao nao yu ting se yu save givhan lo studen ia o wanem ol samting we yu nidim blo helpem hem?				
Laning Disabiliti		Wanem ol samting we ol nara man i stap mekem wetem studen ia?				
Komiunikesen Disodas		Komen				
Emosonol/ Behevorol Disodas						
Disabiliti blo sorae						
Disabiliti blo ae						
Otism						
AD/HD						
Sam Moa Helt Samting:						
Smat We						
Albinism						
Nem blo tija:						

Refel Fom: Ful Nem blo studen:			Deit:
	Tik huia studen i nidim ko lukluk?	Repot: sanem kopi iko lo...	Tik hu ia i nidim wan kopi blo repat
Nas		PEO Ofisa	
VSDP Woka/ Disabiliti Ofisa		Ministri blo Edukesen	
Dokta		Profinsal Edukesen Ofis	
Bodi Speseles		Hospital	
Spij Speseles		VSDP	
Musel Speseles		Parent blo studen	
Spesel Tim		Skul blong studen	
Moa (.....)		Klas tija blong studen	

Nem blo Refel Ofisa (tija): _____ Deit: _____

To: _____ (Hed blo Skul)

<u>Nem blo studen (fulwan)</u>	<u>Deit</u>	<u>Jenda</u>	<u>Yia</u>	<u>Skul</u>	<u>Aelan</u>
Mifala i faen aot se _____ i gat					
Sanem kopi iko lo	Tik supos bae yu sanem iko lo				
PEO					
Ministri blo Edukesen					
Hospital					
VSDP					
Parents blo Studen					
		Raet ol tru infomesen			
		Wanem tritmen o intafensen			
		Ol rekamendesen			

Nem blo Tija: _____ Deit: _____

Ples blo wok: _____ Lokesen: _____

(Sanem wan kopi iko lo evri man hu ia bin tekpat long refal)

(Translated to Bislama by Robertson 2014)

Rekad blong ol Pikinini we oli gat ol Spesel Nid o Disabiliti (Tija i filimap)

1. Long wan narafala pis pepa raetem ol infomesen we i stap insaed long jat
2. Kopi ol infomesen mo pasem iko long Hed blong skul
3. Ko tru ol ro mo putum numba insaed long jat we hemi ko wetem pikinini long kolom 5
4. Long kolom 6 raetem wan kros blong soem level blong disabiliti blong studen long skul

Example Jat:

1	2	3	4	5	6		
Nem blong Studen	Genda	Yia lo Skul	Deit hemi Bon	Yes, Numba	Lo	Medel	Hi
Paul Joel	M	1B	02/10/94	1,5,14			X
Kuvuvu Martha	F	1B	07/07/92	3,5,6,8,11			X
Sui Mary	F	1B	23/02/93	No difficulties			
Ero John	M	1B	11/01/94	4,5,7	X		

Pikinini ia

1. Hemi sik oltaem
2. Hemi no gat interes long skul wok
3. Hemi fraet mo sem
4. Hemi save kros kwik taem mo hemi no reli joen wetem ol narafala pikinini
5. Hemi no save mekem ol samting olsem ol narafala studen we i gat semak yia
6. Stap long yia long skul bakegan
7. No save lukluk gud
8. No save harem gud
9. No save toktok gud
10. No save muvmuv gud
11. No save lisen lo tija long taem
12. Hemi smat we
13. Hemi kros samtaem
14. Hemi no save wokabaot gud
15. Sam mo: Eksplanem:

.....

Nem blong Studen:

Deit:

Nem blong Tija:

Edukesen Plan

Infamesin:

Nem: _____ Genda: _____ Deit i bon: _____

Skul: _____ Aelan: _____

Klas Yia: _____ Klas Tija _____ Hed Tija: _____

Disabiliti blong Studen: _____

Ples blong putum studen (tik)

___ Nomol Klas (Inklusin) ___ Nomol Klas (mo assistant) ___ Hom-Based Program

OI Tes

Ripot blong Skul o Dokta

Ripot	Deit	Komen

Wanem studen i save mekem mo ino save mekem

Studen i save mekem	Studen ino save mekem

OI Spesel Nid blong Studen

Blong tij (Blo tij/blo lan)	Klasrum mo Skul (Insaed/aotsaed klasrum)	Tes (Homwok/tes)

Ol Tul Studen i Yusum

Edukesen

Gols

1. _____
2. _____
3. _____
4. _____
5. _____

Wanem studen i nid blong save	Hao studen i save lan	Wei blong testem save blong studen

Ani nara samting:

Ol Saen blo Tim

Hed Tija: _____ Deit: _____

Klasrum Tija: _____ Deit: _____

Famli/Mama o Papa: _____ Deit: _____

Skul nas o dokta: _____ Deit: _____

Nara Man: _____ Deit: _____

(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	4 years	What to do if a child is behind
Head and trunk control	 lifts head part way up	 holds head up briefly	 holds head up well	 holds head up well when lifted	<input type="checkbox"/> YES  moves and holds head easily in all directions				Activities to improve head and trunk control (see p. 302).
Rolling	 rolls belly to back	 rolls back to belly	 rolls over and over easily in play	 rolls over and over	 twists and moves easily while sitting				Activities to develop rolling and twisting (see p. 304).
Sitting	 sits with some support	 sits with hand support	 sits well without support	 sits well without support	 walks	 walks	 walks easily backward	 hops on one foot	Work on sitting, special seating if needed (p. 308).
Crawling and walking	 begins to creep	 begins to creep	 begins to creep	 begins to creep	 walks	 walks	 hops on one foot	 catches ball	Activities to improve balance (see p. 306).
Arm and hand control	 grips finger	 begins to reach towards objects	 passes object from one hand to other	 passes object from one hand to other	 grasps with thumb and forefinger	 grasps with thumb and forefinger	 grasps with thumb and forefinger	 throws and catches ball	Eye-hand activities. Use toys and games 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 far object	 looks at small things/pictures	 looks at small things/pictures	 looks at small things/pictures	 looks at small things/pictures	Have eyes checked (see p. 432). If poor, see Chapter 50.
Hearing	 turns head to sound	 responds to mother's voice	 enjoys rhythmic music	 understands simple words	 understands simple words	 understands simple words	 understands simple words	 understands simple words	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	begins to use words together	uses simple sentences	speaks and sings often to child. If needed, develop alternatives to speech (p. 313).	
Social Behavior	smiles when smiled at	takes everything to mouth	smiles when smiled at	begins to understand and respond to "NO!"	begins to do simple things when asked	likes to be praised after completing simple tasks	interacts with both adults and children	interacts with both adults and children	Consider trying behavioral approach to social behavior [see p. 349].
Self-care	sucks breast	takes everything to mouth	brief interest in toys and sounds	chews solid food	drinks alone from glass	takes off simple clothes	toilet trained	helps set the table before behavioral approach to learning (see p. 350).	Encourage child to help set the table before behavioral approach to learning (see p. 350).
Attention and interest	smiles when smiled at	takes everything to mouth	brief interest in toys and sounds	decides strong interest in characters	takes longer interest in toys and activities	sorts different objects	builds plaything with several pieces	builds plaything with several pieces	Early stimulation activities (see Chapter 35). Provide toys and 'fun' objects.
Play	grabs things placed in hand	plays with own body	plays with simple objects	looks for toys that fall out of sight	copies simple actions	begins to play with other children	plays independently with children and toys	plays independently with children and toys	Guided play - lots of stimulation and interaction with other children
Intelligence and learning	cries when hungry or uncomfortable	recognizes mother	recognizes several people	looks for toys that fall out of sight	copies simple actions	points to things when asked	follows simple instructions	follows multiple instructions	Early stimulation (p. 316). Lots of toys, talk, and step-by-step training.

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)

Ol Resos blong Buk ia

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