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What Is This Guide For?
This Guide will help you to give schooling to the children and adults who have disabilities in your community.

Introduction

What is a disability?

- You have seen that some people in your community have difficulties which other people do not have. For example, you have seen that some people have difficulty seeing. Some people have difficulty hearing, speaking, learning, or moving around in the same way as others. Some people show strange behaviour, or have fits, or have no feeling in their hands and feet. Such difficulties are called disabilities.

- Every community has some people with disabilities. Seven out of every 100 people are said to have a disability. You will find that some people with disabilities live in the same way as others in your community. But you will also find that because of their disabilities some people have problems. They have problems doing all the daily activities that other family and community members do.

Activities that people need to be able to do

- Families of people with disabilities and community members tend to think that people with disabilities cannot do the same activities that they do. This is not so. Many people with disabilities can do all the daily activities. With training many others who do not walk, take care of themselves, communicate, and so on can learn to do such activities better.
Families and communities often do not give people with disabilities the opportunity to learn how to do the activities they need to do. They do not encourage people with disabilities to go to school, to work, or to join in family and community activities.

■ All people with disabilities who are not able to do the activities that other people do should have training and education. This will make it possible for them to develop the abilities that they have and to get over their disabilities.

What can training do?

Training can help children

■ Playing.

■ Taking better care of themselves by eating, drinking, keeping clean, using the latrine, and dressing with as little help as possible.

■ Moving with as little help as possible around the home, yard and village, and travelling by bus, train, boat or on an animal.

■ Communicating with others.

■ Joining in family and community activities.

■ Going to school.
Training can help adults

■ Taking better care of themselves.

■ Moving around with as little help as possible.

■ Communicating with others.

■ Joining in family and community activities.

■ Having schooling if they have not had it.

■ Doing household activities.

■ Doing a job.

How people with disabilities can have training

■ The Manual "TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES" is about how children and adults with disabilities can have training to improve their lives.

■ The programme described in the Manual is called Community-Based Rehabilitation.

■ This Guide, which has been written for you, is part of the Manual. This Guide describes what you can do for the Community-Based Rehabilitation Programme in your community.

■ A Local Supervisor is the person who is responsible to the community for organizing and running the training programmes for the members who have disabilities.

■ Your community may already have a Local Supervisor. He or she may be the one who has given you this guide and asked for your help.
The Local Supervisor does the following:

Involves the community in the Community-Based Rehabilitation Programme.

Locates and identifies the members of your community who have disabilities.

Advises on which people need training.

Finds and teaches a family member or community member to be a trainer for each person who needs training.

Chooses training material from the Manual for each person who will have training.

Teaches, guides, supervises, and encourages people with disabilities and trainers to continue training.

Assesses the progress made by each person who is training.

Keeps records.

Seeks the cooperation of schoolteachers for schooling of children and adults.

Chooses and refers people who need other available services.

Your Local Supervisor may already have asked you to help with a child who needs schooling. You may have experience with teaching children with disabilities so you know how to help such children with their education. If you have not yet taught a child who has a disability, this Guide will help you to do so.

You will find information on the following pages that tells you about and helps you to understand children with disabilities. This information also helps you to know how to teach these children when they are in school.

Teaching children with disabilities is very interesting and rewarding. Some teachers think they are not capable of such a job. They think that they have to be specially trained, or that the child has to be sent away to a special school. But experience has shown that 8 or 9 children with disabilities out of 10 can attend an ordinary school. When you use this Guide you will be able to teach children with disabilities.

The ordinary schools that accept children with disabilities do not have many of these children. Each teacher may have only one or two students with a disability.
Why children with disabilities need to go to school

Children with disabilities should go to school just like other children to have education. Schooling and education help them to learn about the world around them and to become useful members of the community.

It is possible that some children with disabilities cannot learn to read, write, and count like other children. But it is important that these children go to school for the following reasons:

Education helps children to become independent adults.

Education prepares children to be able to work and earn an income.

Education teaches children how to get along with others, how to behave, and how to work with others.

Education develops abilities that the children have.

Education teaches children to accept rules and to take responsibility.

Education helps children to form friendships and gives them the feeling of belonging to a group.

Education teaches children the activities that will help them to be useful members of a family and a community.

All this helps to make up for the disabilities that children have. Also, other children see how much children with disabilities can do in spite of their disabilities. When they see this, they gain from the experience of being with children with disabilities. They learn to accept children with disabilities.

For these reasons children with disabilities should have the opportunity of going to the same school as other children.
You may live in a country where schooling is obligatory. This means that all children must go to school, including children with disabilities.

Some children with disabilities may be able to complete only a few years of schooling. But some of them are able to complete all their schooling and go on to higher education. Find out each child’s ability. Then help each child in your school to reach the highest level of education that he or she is able to reach.

General problems

Getting to school

The school may be in, or not very far from, your village. If so, all the boys and girls of school age, whether they have disabilities or not, can get there easily.

There may be children with disabilities who cannot find their way to school on their own. Other children may not be able to walk to school.

Make arrangements for these children to be brought to school and taken home by a family member, other schoolchildren, or a neighbour.

Behaviour problems

Behaviour is the way that a child does things. Behaviour is the way that a child talks or sits, the way a child touches or looks at someone, or the way a child puts on clothes, and so on.

A child learns behaviour. Children often learn behaviour from their parents and from other adults. They also learn behaviour from other children, especially children of their own age. Each child learns wanted behaviour as well as unwanted behaviour. So children behave differently from each other.
Children express themselves through behaviour. Watch and listen to find out what each child is expressing in his or her behaviour. Also try to respond to each child's behaviour in a way that the child understands.

Some children show some of the following behaviour problems:

Not being able to give attention to the same activity for long.

Being very quiet or shy.

Being very talkative, boastful, or needing a lot of attention.

Being very jealous.

Losing his or her temper often.

Having a habit of banging his or her head, or of hitting others.

Making unusual faces, biting his or her hands or scratching himself or herself.

Not knowing or understanding when something is dangerous.

Rocking back and forth for a long time.

Having a habit of running away.

Crying.

Behaviour problems sometimes harm a child. This happens when the child bites or scratches himself or herself or bangs his or her head. Behaviour problems can also harm other people.

Behaviour problems often delay a child's development. They can prevent the child from using his or her abilities and doing what he or she can. The child often does not learn as well as other children.

Some children may behave badly towards other children. They may hit them, use bad language or try to ridicule them. This unwanted behaviour is often directed towards children with disabilities.

Behaviour problems sometimes upset the family and community. The family and community often do not want to take responsibility for a child who shows unwanted behaviour.
How to change unwanted behaviour in a child

- A child learns good behaviour by imitating other people’s good behaviour. A child learns wanted behaviour by playing with other children who behave well and play well together. A child learns wanted behaviour from teachers and other adults. A child can learn wanted behaviour from you.

- When the child shows unwanted behaviour let the child know that you do not like such behaviour. If the child wants to please you, he or she will not repeat the unwanted behaviour.

- You will want to know about the child’s unwanted behaviour so that you can correct it. Watch the child carefully and find out when the unwanted behaviour takes place. Find out where it takes place, with whom, and why.

- Do not give a child extra attention when he or she behaves in an unwanted way. A child repeats unwanted behaviour because he or she gets rewarded for it. Find out what reward the child gets for his or her unwanted behaviour. The reward is often extra attention. Or the child has his or her own way, such as getting or doing something he or she wants.

- Unwanted behaviour should be ignored not rewarded. Ignore the child’s unwanted behaviour unless it injures another person.

- Give rewards for wanted behaviour. Give a reward immediately each time the child behaves well. Then he or she will want to behave well to get the reward again. Only reward behaviour that you want the child to repeat. Continue rewarding the child until he or she has learned to behave well. Then gradually stop the rewards.

- Whenever possible make sure the child repairs any damage he or she has caused through unwanted behaviour.

- Never punish the child in a way that will hurt the child. Punishment does not teach the child what he or she should do. The best way to discourage the unwanted behaviour of a child is to ignore it.
General information about schooling

Preschool

■ It is important that parents stimulate their children at home. Explaining to children about what happens at home and in the community helps to stimulate them. Children should be encouraged to ask questions and parents to give answers. Parents should play with their children and encourage them to play with other children. Your Local Supervisor has a Training Package about play activities. You may ask to read this package to find out how an early stimulation programme can be carried out among preschool children.

Children should participate in family life and in the activities of the community. Children should be encouraged to go with their families to religious ceremonies, community meetings and so on. These also stimulate children. It is important to start this stimulation as early as possible. One way to start stimulation and to develop the minds of children is to have a preschool group. A preschool group will also prepare children for primary school.

■ If there is a preschool group in your area, advise parents of children with disabilities to send their children to the group before they start going to primary school. A preschool group will not only prepare children for primary school but will also give the children the extra stimulation they need to develop their abilities.

Children with disabilities should start going to a preschool group at the same age as other children and should continue until they are ready to start primary school. For this reason they sometimes need to stay in the preschool group longer than children with no disabilities.

Starting school

■ When a child with a disability is first brought to your school, talk with the family member who is with the child. Find out about the child’s disability. Find out what the child’s abilities are and what he or she can do in spite of the disability. Also meet the Local Supervisor and discuss with him or her the training done at home. Ask about any problems and difficulties that the child may have.

■ Tell the family what they can do at home to help with the child’s schooling.
Preparing other children and their parents

Tell the children in your school about different disabilities, especially about the disabilities that they may see in children at school or in the community. One way of doing this could be to ask an adult with a disability to come to the school and speak to the children.

Explain to the children that disabilities are caused by diseases or accidents. For example, you can explain that an infection in the eye or ear can cause difficulty with seeing or hearing. You can explain how a person might fall from a roof or a tree and then have difficulty moving.

To help children without a disability accept the children with disabilities, tell them stories describing what people with disabilities can do. Ask the children to make drawings based on the stories.

Encourage the children to make up and act plays. Help them to choose subjects and stories for the plays which will develop in them a good attitude towards people with disabilities.

Teach the children how to tell each other stories and to act plays without using words. Teach them how to use expressions on their faces and movements of their arms, legs and bodies to express themselves. Then children with communication problems can easily join in telling stories and in acting plays.

Help the children with disabilities to make friends in school. Friendship will help them to feel secure and accepted. Ask them to show how they use their aids. For example, if a child uses crutches, let the other children try them.
Children with disabilities should not be protected too much. Nor should they be treated as inferior because of their disabilities. They should be accepted as being children with certain difficulties who may need some extra attention. Explain this to the children in your class and in your school.

At times you will inform the parents of the children in your class about what is happening at school. Tell them at such meetings about the children with disabilities. Explain to the parents why these children need to go to school just like the children who have no disabilities. Seek the cooperation of the parents to enable children with disabilities to be accepted by their classmates and to benefit from schooling. If possible, arrange a special meeting with parents to prepare them before a child with a disability starts in the class.

At school

A child with a disability is in some ways different from another child. Some children have little disability and need very little extra attention. For example, a child with a little difficulty seeing or hearing may be able to follow the teaching well if he or she sits at the front of the class. A child with severe difficulty moving may not need any extra attention once he or she has become used to being in the class. Children who have severe difficulty seeing, hearing, and learning will require much more help.

Ask the Local Supervisor to introduce you to the parents of the children with disabilities if you do not know them.

Find out as much as you can about each child with a disability, by talking with the child’s parents and the Local Supervisor. You will then be able to plan what to do for each child individually, using the advice given in this Guide.

Find out if the child uses some other special services for rehabilitation, which may exist in your community or district.

After the child starts school, visit the parents from time to time to discuss with them what they are doing to train the child. If the training is not finished, ask them to show you how much they have done. Ask about their plans for the child’s future. Find out how you can best work together with the family.

Ask if the child takes any medicines and if these should be taken while the child is in school.

Find out if the child and the parents have problems about schooling. Ask if the family thinks that other school children are helpful to the child and whether the child gets on well at school.
Sometimes a child with a disability can have problems with other schoolchildren. If this happens speak to the other schoolchildren and discuss the problem with them. If you feel that the parents of the children can help, ask the Local Supervisor to organize a meeting with the parents of the children.

At this meeting explain to the parents the problems between the children. Discuss with parents the problems and how they can be solved. Ask parents to help solve the problems. They can help by explaining to their children about the special needs of a child who has a disability and how they can help the child.

Encourage other children in the class to take responsibility for classmates with disabilities.

You could do this by pairing each child who has a disability with a child without disability. Ask the partner without disability to help the other child with schoolwork. Ask the partner to help with practical things. For example, to get to where he or she wants to go, to get to the latrine, to eat, and so on. Ask the partner also to help the child with activities such as field trips or scouting. Explain to the partners that they might sometimes need to protect a child with a disability from physical or verbal harm. To avoid physical or verbal harm, prepare the parents and the other children well in the ways suggested in this Guide.

If you have any problems with a child in school, meet the child’s parents and tell them about the problems. Discuss the problems with the parents and try to solve them together.

You may find that you do not have enough time to give the child with a disability all the attention he or she needs. If this is so, ask the community to find a voluntary helper for you. The volunteer can give the children with disabilities the extra help that they need during school hours.
Many children with disabilities have as much, and sometimes more, intelligence and ability as children without disability. These children with disabilities can be very helpful to you and to others in school. Find out each child's abilities and help each child to use and develop these abilities as much as possible.

Make sure that the children can see and hear you when you teach. To help them understand, write clearly on the blackboard so that they can read what you are saying. Also let a child with a disability sit in the front of the classroom. Then the child will see and hear better.

When you talk make sure that the children can see your face.

Use drawings, pictures, and models whenever possible to help children understand more clearly what you teach.

Encourage the children to think about what you tell them and to ask you questions. Help them to sort out their thoughts and to learn by themselves.

When a child learns something new, show that you are pleased by this. Praise the child. In this way, you encourage the child to want to learn.

Some children will learn better in small groups than they do with the whole class. Working in small groups also helps the children to get to know each other and to accept each other.

From time to time, get the children together in small groups. Give the children subjects to discuss or work to do in these small groups. Or ask the children to discuss what they have learned.

Some children use their right hand for drawing and writing. Others use their left hand. Let children use whichever hand they choose.
Include children with disabilities in all school activities such as field trips, scouting, school games, and sports.

Some children cannot join in all school activities, such as sports. If so, provide suitable activities for them to do at the time when other children do those activities.

Physical activities and games

Physical exercise helps all children to be healthy and keep fit. When you arrange exercise periods for your class, make sure that the children with disabilities join in as much as they can.

Some children are not able to play very active games. Include games for them which can be played with less effort or which are played sitting down. Then those children can join in as well.

To make it possible for children who cannot see to play ball games, put a bell inside the ball. Then the children can hear the ball as it moves.

Most children enjoy music, even if they cannot move or sing with it because of their disability. Children with difficulty learning enjoy music. Even children with difficulty hearing may enjoy music, especially if it has rhythm. You can do many activities to music with children.
Examples of games to teach the children

First game

■ One child closes his or her ears with the fingers.

■ Another child tells a funny story to the group.

■ Then one of the other children pretends to be the “teacher”. The “teacher” asks each child to answer questions about the story.

■ When the “teacher” has finished asking questions, he or she asks the child who had the ears closed to open them and listen. The “teacher” asks this child to tell the group what it felt like to not be able to hear the story very well. The child is asked to explain what he or she was able to understand from the faces and gestures of the teacher and the other children.

■ Each child should have the chance to have his or her ears closed. This will help the children to understand the problems of a child who has difficulty hearing. They will then be able to understand the child’s problem.

■ The child who can tell most of the story from reading the faces and gestures wins the game.

Second game

■ One child has his or her eyes covered and stands in the middle of a circle made by the other children.

■ The children in the circle will now, one by one, go to the child with the covered eyes. This child will now touch the faces of each one of the others, trying to guess who it is. Only one minute is allowed to guess the name of each child.

■ The child with covered eyes guesses the name of each child he or she touches. Count how many guesses are correct.

■ Each child should have the chance to stand in the middle. The child with the most correct guesses wins.
Daily activities

Some children with disabilities cannot learn the skills necessary for daily life as easily as other children. Children need time to practise the skills they learn in the classroom. With practice, they will do these skills more easily. Give children time to practise the skills you teach them.

Teach the children hygiene and daily activities. Teach them how to clean their teeth, how to wash and bathe using soap, to wash clothes, to use the latrine and then clean themselves. Explain to them why they should do these things.

Teach them also how to keep the classroom and the school yard clean and tidy. Give the children this responsibility.

Teach children to be clean when preparing and eating meals. Teach them to wash vegetables, to use clean pots and pans and to wash their hands with soap and water regularly. Explain to them how doing these things helps to prevent disease.

Explain to the children about diseases that are common in your area and how they could result in disability. Tell them what causes disease and teach them different ways of preventing disease. For example, explain which kinds of food they should eat to get the proteins and vitamins they need. Explain to them that if they have correct nutrition they will fall ill less often.

Explain how immunizations prevent certain diseases. Tell the children that they and their brothers and sisters should be immunized to prevent them getting the disabilities that result from these diseases. Tell them also how they can get the immunizations.

Explain to them the harmful effects of drinking too much alcohol, taking addictive drugs, and using too much tobacco.

Tell them to drink water that has been boiled first and then cooled. Boiling the water kills germs which can cause disease.

Stimulate and encourage the children to take responsibility for their own health. Explain to the children how they should seek treatment for their illnesses without delay and explain when they should go to the health worker. Tell them why it is important to follow the advice of the health worker.

If you are unable to teach the children these things ask the health worker in your community to do it.
Teach the children how to prevent accidents at home and at school. Teach them to be careful when handling knives and other sharp objects. Tell them to climb tall trees only when wearing safety belts. Make them aware of the dangers of wells and fires that are not guarded. Tell them to avoid touching chemicals and poisons at home or in the fields. Teach them how to look after younger brothers and sisters so that they do not have accidents.

Teach the children simple "First Aid." Teach them how to treat cuts, simple burns, and small wounds and how to control bleeding from a wound. If you do not know how to do this, ask the health worker to teach this.

If possible, keep a few animals such as goats, rabbits, and poultry at the school. Teach the children how to take care of them.

Teach the children how to sew so that they can mend their clothes and the clothes of their families.

Have a school garden where the children can plant vegetables and fruit.

Teach the children to collect the vegetables from the garden and to cook them. Teach the children also to prepare nutritious meals.

Encourage the children to watch their parents at home when they do simple repairs on things that are used daily, such as furniture and bicycles.

Get these children to tell the others how these things are done and why it is important to know how to do them.
Organize activities where the children work as a group to do an activity that will help the community. For example, cleaning some areas in the village, collecting firewood, building a latrine, or clearing streams.

If there are lakes and rivers in your area, take the children to the river or lake and let them play in the water.

Teach the children to swim. Then it will be safer for the children to play in the water. If you cannot teach the children to swim, find another community member who can do this.

Teach the children to deal with traffic and to cross roads.

Take the children to the roadside. Teach them to walk on the side of the road facing the direction from which traffic is coming.

When you train the children to cross the road, teach them first to look and listen for traffic that can come from both sides. Explain to them that they must cross the road only when the road is clear or the traffic has stopped.

Cross the road with the children many times, describing and explaining to them how to do it. If there are signs to show where people must cross the road, teach the children to cross the road at these places.

Then tell the children to cross the road alone and watch them. Repeat this until you are sure that all the children can cross the road safely alone. If there is a lot of traffic on some roads, tell the children to ask an adult for help to cross the road.
More information on disabilities

In the Manual "TRAINING IN THE COMMUNITY FOR PEOPLE WITH DISABILITIES" there are packages to be used at home to train children with different disabilities. When a child with a disability is admitted to your class, ask the Local Supervisor for the Training Packages used by the child's family. Read these and then you will know more about the child's disability and about the training the child has at home.

Children who have difficulty seeing

Some children may have slight difficulty seeing. Others may have more serious problems, and some may not be able to see at all. Some children may not be able to see you or the classmates they meet at school.

When such a child comes for the first time, meet the child and the parents alone. Let the child know who you are by talking with the child and explaining what you are doing. Let the child touch you.

Next introduce the child to the classmates. Explain to all of them what is important to the child who has difficulty seeing. Explain that this child goes to school just like everybody else. Tell the children that the child will need some extra attention and ask them to give it when it is needed.

Introduce the classmates to the child. If the child cannot see them, tell the child the names of some of the children. Let the child speak with each one of them until the child remembers their voices and names. Let the child touch them. Then tell the child the names of the other children so the child with difficulty seeing will know all the children in the class.
Children who have difficulty seeing cannot know the people who are near them because they cannot see. They cannot see whom they have met. When you are with a child who cannot see, speak to him or her. Then the child will know that you are there. Tell the children in the school to do the same.

The child with difficulty seeing often tries to learn about things by touching, listening, and smelling. He or she also learns about certain things by licking them. Let children use the different ways to learn. Be careful so the child does not touch or lick something that might hurt or be dangerous to him or her.

Describe the classroom and the school. Take the child around the school and describe to him or her what you can see.

Arrange for children with difficulty seeing to sit at the front of the class. If there is a child who can see a little, encourage this child to use the sight he or she has. Make sure that the child has enough light for the work.

Write on the blackboard using big letters. Teach the other children also to write in this way.

Each child with difficulty seeing needs a "reader" to help him or her. The reader will read and explain books to the child and help the child to learn. Find a reader for each child. The reader can be a classmate, an older child, or a friend.

Use a counting frame to teach a child who has difficulty seeing to count.

Make a counting frame with wood, pieces of wire or string and beads as shown in the picture. Teach the child to use this counting frame.
A child who can see a little may be able to learn to read and write in the same ways that other children learn. Teach the child first to write letters and numbers. You can start to teach the child to write with chalk on a slate. Fix pieces of string across the slate so that the child can touch and use the string as guidelines while writing.

When a child begins writing on paper, fix the strings in the same way on a piece of wood. Teach the child to place the paper under the strings.

There is a special way in which children with difficulty seeing can learn to write and read. This is called Braille. Some communities may have a special teacher who knows about Braille. Ask your Local Supervisor about this and find out if there is a possibility for the child to learn how to use Braille. It takes about three to four months to learn how to use Braille if the person studies for 1 or 2 hours a day.

If there is no Braille the child who cannot see at all can still learn. This child learns by listening. The child will need to repeat at home and remember what was taught. The child will also learn by doing activities with the children who can see.

**Children who have difficulty hearing or speaking**

Children who have difficulty hearing or speaking often do not communicate, or they communicate poorly.

Communication is how we understand what is being said to us and how we express to others our thoughts, needs, and feelings.

We communicate our thoughts, needs, and feelings in different ways.

We speak and we hear others when they speak.

We use movements of the hands, face, and body when we communicate and others understand what the movements mean.

We write and we read what others have written.

We use all these ways to communicate, but we use hearing and speaking most often.

So children with difficulty hearing and speaking have difficulty communicating with others.
Communication problems

■ Some children who are born without hearing may not learn to speak. They should be taught other ways to express their thoughts, needs, and feelings.

■ Children who have difficulty hearing, but can hear loud voices, are often slow in their development. They should be taught to listen carefully and to speak. They can also communicate in other ways.

■ Some children can hear but do not speak well. Such children should be trained to speak better. Ask your Local Supervisor for the appropriate package. If speaking is not possible, the child should be trained to use other ways to express his or her thoughts, needs, and feelings.

■ Children who have difficulty hearing or speaking are sometimes irritable. They may not give their attention to one thing for a long time. Or they may not listen carefully to what is being said. Observe them carefully. If they do not pay enough attention, find ways to make them interested in what you are saying. Then they will want to listen to you.

Communicating with a child who has difficulty hearing

■ If there is a child in your class who cannot hear or speak, use different methods of communication with this child. Use speaking, or hand, face, and body movements, or writing. Teach the volunteer and the other children to use the different methods to communicate with the child.

■ Before you speak to the child, get the child’s attention. Then the child will know that you are speaking to him or her.

■ Make sure that the child can see you and hear you when you speak. Stand in the light so that it falls on your face. Then the child can see you clearly.

Some children may understand better if they can see your lips when you speak. Therefore do not cover your mouth when you speak. Do not turn your face away from the child when you speak. Do not speak while you are writing on the blackboard.
Some children who have difficulty hearing can hear more clearly if others speak close to their ear. Find out if this helps the child you teach. If so, speak close to the child’s ear when you communicate with him or her. Tell other children to do the same.

Some children who have difficulty hearing can hear better if they put a hand behind the ear. Let the child try this with each ear to find out if it helps.

When you communicate with the child give him or her time to listen and to think.

Find out if the child understands what you say. Ask the child something and find out if he or she responds to you.

The child may respond in different ways. He or she may respond by doing what you asked, by pointing to things, or by making sounds.

The child may respond by making sounds which are not proper words. Then repeat correctly the words the child tried to say. Make sure that the child can see your face as you say the words correctly.

When you speak you use movements of parts of your body to make what you say clearer to the person who is listening. For example, you shake your head in various ways when you say “yes” or “no”. The expression on your face also changes with what you say. You can show joy, sorrow, fear, surprise, and many other feelings on your face.

You also use your hands when you speak. For example, you may use your hands to show the size of things. Sometimes you move your body when you speak.

Use movements and expressions as often as possible whenever you are with the child who has difficulty hearing or speaking. The child will then learn what these mean. Teach the other children to use expressions and movements to communicate with the child who has difficulty hearing.
Even if a child does not seem to respond to you, continue to speak to the child and to use other methods of communication. Only then can the child learn to communicate.

Try to understand the different ways in which the child expresses himself or herself. Also go on using different methods of communication with the child to make him or her understand what you want.

Children who can hear some words should be taught to speak. Some children learn to speak clearly; others try to, but only succeed in making certain sounds which can often be understood.

You should, together with the family, train the child to speak as normally as possible by speaking to him or her normally yourself. If they are not trained to speak, some children who might learn to speak will never do so.

Because these children can have difficulty understanding and expressing themselves, give them more time in class.

### Other ways of communicating with children

You will find more information in the Training Packages for the family member of the child who has difficulty hearing or speaking.

Read the Training Package about communication training. You will see that face and body movements, sign language, and lip reading are important.

The first things a child with this disability will understand are movements of the face and body. The family may use special movements of the hands and fingers to communicate with the child. This is called sign language.

Ask the family if they use special movements or signs to communicate with the child. If so, you and the other children can learn these signs.

If the family does not know sign language, you can ask your Local Supervisor to contact someone who has this knowledge. There may also be a manual about sign language in your country. From this you and the classmates of the child can learn what is needed. One hour per day for a period of 3–4 months is sufficient to learn some sign language.

Lip reading is another ability that the child can learn. Speak to your Local Supervisor about this.
Children who have difficulty moving

- Some children may have difficulty moving their legs, arms, trunk, or neck. Because of this, some children may not be able to sit up. Others may not be able to stand and walk. Others may not be able to use their arms and hands like other children of the same age.

- These children may have other disabilities at the same time, such as difficulty hearing, speaking, or learning.

- Most children with difficulty moving can be trained to take care of themselves and to move around so that they can come to school. These children can be taught by you in the same way as other children.

- Some children who have difficulty moving may need to use sticks, crutches, or frames to walk. Others may need to use trolleys or wheelchairs. Some may have to be carried.

Arrange for these children to be able to move around easily in school. Arrange for them to have the space they need in class to be able to do what they have to.

- Some children find that being in a certain position makes it easier for them to do their work at school. Some may need to be supported on a chair or in a box.

- These children should not stay in any one position for too long at a time. Arrange for them to change the position in which they sit from time to time.

- Some of these children who have difficulty using their hands can write more easily if their pencils and pens are made thicker. Do this by wrapping cloth round the pens and pencils or by using a piece of bamboo.
Some children cannot use their hands at all and are unable to write.

At the same time that other children are doing written work, you or the volunteer can teach these children in a small group. You or the volunteer can ask them to do school tests and examinations by speaking instead of writing.

Children who have no feeling in the hands or feet

You may have a child in your class who cannot feel pain in his or her hands or feet. If so, ask the child or the child's family if he or she has seen a health worker. Also find out if the child has medicine to take.

If the child has not seen a health worker or does not have medicine, refer the child to the health worker.

Children who cannot feel pain in their hands or feet can injure themselves very easily.

If the injuries are not allowed to heal, deep wounds can develop. If a child who cannot feel pain in the hands or feet has a wound which is not healing well, refer the child to the health worker.

Make sure that these children protect their hands or feet from injury while at school.

Ask your Local Supervisor for the Training Package which tells you how a person with no feeling in the hands and feet can protect them.

Children who have fits

Children who have fits should be treated in the same way as other children of the same age.

They should start school at the same age as others. Then their minds and bodies will, in most cases, develop normally.

You should not let children or adults who have fits feel different from other people. They should go about their daily lives as if they had no illness.
You will know what to do if a child has a fit when you have read the Training Package about people who have fits.

If a child has been given medicine for fits, which he or she should take during school, make sure that the child takes the medicine. For most such children, medicines will prevent fits.

If the child appears very sleepy or irritable, this may be because of the medicine. Tell the child’s family about it.

You may have a child in your class who, without knowing it, passes urine or faeces while having a fit. If so, ask the family to send another set of clothes to school with the child. Then he or she can change clothes.

If a child has a fit in class, your lesson will be disturbed. Explain to the other children what has happened. Tell them that after the fit the child will be completely healthy again. Tell them that they should not be afraid of what they saw. After the child has recovered, continue the lesson by teaching the part just before the child had the fit. The children will probably have forgotten this part.

**Safety for a child who has fits**

Make simple arrangements at school so that the child does not get severe injuries if he or she has a fit. Use the following suggestions:

- The child must not go bathing in the river alone.

- The child must not climb trees or ladders.
Fireplaces must have guards. The child must not sit or work too close to a fire.

The child must not look for too long at a fire or flickering light. This can sometimes bring on a fit.

The child must be able to cross roads safely.

Some children who get fits may injure their heads during a fit. Wearing a close-fitting hat to protect the head prevents injuries during a fit. The child you teach may need protection for the head. If so, tell the family to make a hat in the way described in the Training Package. Make sure the child wears the hat while at school.

**Children who have difficulty learning**

Children who have difficulty learning do not develop in the same way as other children. They often develop more slowly, and their development can stop sooner than that of others.

Because of this, a child with difficulty learning can be at the same stage as a child who is younger than him or her. The child will not have the same abilities as other children of the same age. Therefore, it may be better for this child to go to a class for younger children. If this causes social problems, discuss it with your Local Supervisor.
Children who have difficulty learning may have other disabilities as well. They may speak poorly or have difficulty moving. They may be clumsy at writing or making things with their hands.

When the child is still young (up to about 9 years) you can change the work at school. First assess what the child is able to do. You can use a list of what your school requires the children to do for each level. In this way you may find out, for example, if a child who is in the third class does not know what was taught in the first class.

Then you may choose to let the child return to the first class. Or you may choose to let the child remain in the third class and give the child lessons at his or her level.

If the child still does not learn well, he or she may benefit from spending two years in the same class. If this is allowed in your country, and if you think it will help the child to learn better, speak with the child’s parents. If they are willing, arrange for the child to spend two years in the same class.

You should help children like this to continue schooling. Schooling will help them to develop even if they are not able to do all of the lessons that the other children do. Changes should be made to allow these children to stay as long as possible in the school. Their time in school will help them to be more independent when they are adults.

Use the school time also to teach these children some basic skills. The skills may include using money, recognizing simple labels on bags of seeds, and knowing buses by their numbers.

Children who have difficulty learning need more attention to make them feel secure and to develop their abilities. A volunteer in the classroom can teach such children separately at certain times. Arrange for the volunteer to teach the children the special activities that they need to learn to do.

If you have problems teaching the child, discuss these with the Local Supervisor and find ways of dealing with the problems. The Local Supervisor may also be able to ask for advice from his or her Supervisor.
Ways to teach a child

- A child can be taught in several ways.

- You can use the following ways to help a child to learn:
  - Talking and explaining to the child.
  - Doing activities together with the child and talking about them.
  - Doing activities which the child can see or hear.
  - Talking to the child about what you see other people do.
  - Encouraging the child to do as much as possible without your help.

- First find out how the child understands you. The child may understand you by listening to your words or by watching your face and the movements of your hands and body. Or the child may understand by touching you while you are doing something. The child may understand by doing an activity with you.

  When you teach the child, speak and explain in the way that he or she understands best.

- Teach the child only a little at a time. When the child has learned that well, teach a little more.

- There may be times when the child cannot learn new things, even when you try teaching them. At this time, let the child continue with what he or she already knows.

  Watch the child carefully to know when he or she is ready to learn more again. Then you can begin teaching the child new things again.

- Some children can give their attention to one thing only for a very short time. If a child is like this, first train the child to do activities or games that he or she likes.

- Do the activities the child likes for a longer time each day. In this way you train the child to keep his or her attention for a longer time. When the child can keep his or her attention to one thing for a longer time, start teaching the child other things that he or she should learn.
But remember that if a child does the same activity for too long, he or she may get tired of it. Then the child may not want to do it any more. For this reason, do not make him or her do the same activity for too long. Watch the child to see if he or she is becoming tired. Stop the activity before the child gets tired.

Be patient when teaching a child. Speak to the child quietly and slowly.

The child will not learn if you shout or frighten him or her. Also for this reason, do not hit the child. Hitting and shouting will not help a child learn.

How to use rewards to help a child learn

Rewards can help children learn more quickly. When a child receives a reward for learning something correctly, the child will want to learn more. So let the child know that he or she is rewarded for learning.

Do this by giving a reward as soon as the child has learned something correctly. Give a reward each time he or she learns something correctly.

Watch the child to find out what he or she likes. Then give the child what he or she likes as a reward.

A reward may be any of the following things:

A smile, praise, attention or kind words.

Something special, such as fruit or a toy.

Some activity that he or she likes, such as playing or drawing.

Rewards should be different for different kinds of learning. For example, give a small reward, such as a pat or a smile, when the child has only learned a little. Give a large reward, such as a toy, when the child has learned something very well.
Do not reward an unwanted activity. If the child is rewarded for something that he or she should not do, the child may do it again to get the reward.

Try to ignore the child when he or she does activities that you do not want him or her to repeat.

But if the child does an activity which can cause injury to himself or herself or to another child, you should not ignore the child. Stop the child and encourage him or her to do something else.

When you teach, give the child a reward for doing an activity in the correct way, at the correct time, and at the correct place. By getting rewards the child can also learn to do activities differently, at different times, and in different places. For example, the child should learn to greet different people in different ways.

Schooling for adults with disabilities

There may be adults in your community who cannot count, read, or write. These adults, even if not disabled, should have schooling if they wish. They should have the chance to learn to count, read, and write. In this way they can be more useful to themselves, their families, and their communities.

Try to arrange schooling for all adults in your community who wish to have it.

If there are only a few adults who need schooling, they may be able to join in normal classes at the school. If there are many adults who need schooling, have a special class at the school for adults.

If the adults have other activities during the day, arrange their classes in the evenings.
Self-evaluation

After you have used this guide for some time, you will want to know if all the children with disabilities in your community go to school. Then you will want to know if they are benefiting from it.

You have tried to help all the children with disabilities in your community to have schooling. Do you know of any who are still not going to school?

If your answer is “No”, you have done well.

If your answer is “Yes”, find out why some children are not in school and then find a way for these children to have schooling.

Assessment of children with disabilities

This guide is for you to keep and to use as a reference when teaching children with disabilities.

The chart on page 36 will help you to assess the progress made by the children in your school.

Keep a separate chart for each child with a disability.

When each child starts school, do the following:

Enter the child’s name at the top of the chart. Put the date of the child’s first day at school at the top of the first column.

Watch the child carefully for a few days. Then answer the questions by marking “Yes” or “No” in the column under the first date entered.

You can follow the progress of the child by repeating the assessment every six months. Assess the child by answering the questions again.

Each time you reassess the child, write the date at the top of the column and answer the questions with “Yes” or “No”. In this way you can see the child’s progress.

Under “Any other comments” add your observations of the child’s development. Also add information about communication with the parents and with the Local Supervisor.

If another teacher takes over after the end of the school year, give the chart to the new teacher. Also explain carefully your experiences with the child.
### PROGRESS CHART

<table>
<thead>
<tr>
<th>Name of child</th>
<th>Date:</th>
<th>Yes/No</th>
<th>Yes/No</th>
<th>Yes/No</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comes to school regularly?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Keeps up with other children in class?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Understands what you say?</td>
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<tr>
<td>Communicates with you?</td>
<td></td>
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<td></td>
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<tr>
<td>Is accepted by classmates?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not disturb the class?</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plays with other children?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Takes part in other school activities?</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If after some time all your answers are “Yes”, then you know that the child has benefited from schooling.

If any of the answers are “No”, go through the following list to find a possible reason for each “No” answer. Then find out what you can do about it.

1. The child has not been to school for long enough. Assess the child again at the end of another six months.

2. You have not taught the child in the correct way. Read in your guide about the child’s disability and continue teaching the child.

3. The child with a disability is not accepted by his or her classmates. Discuss this with them and try to change their attitudes. Meet with the parents of all the children in the class to decide what needs to be done.

4. The child’s disability is severe. Discuss this with the child’s parents and the Local Supervisor. Continue teaching the child, trying to help as much as possible.
Training packages

For family members of people who have difficulty seeing
1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving
4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving
8. Information about the disability and what you can do about it
9. How to prevent deformities of the person's arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet
17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour
19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits
21. Information about the disability and what you can do about it

For family members of people who have difficulty learning
22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General
25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement