

# **Guideline for Curriculum Differentiation and Individual Educational Programme**



**Ministry of Education - Ethiopia  
2012**

**TABLE OF CONTENTS**

Abbreviations .....	4
Preface .....	5
1. Purpose of the Guidelines .....	6
2. Definitions .....	8
2.1. Learners with Special Educational Needs .....	8
2.2. Inclusive education and inclusive schools .....	8
2.3. Integration .....	8
2.4. Special education .....	9
2.5. Special needs education .....	9
2.6. Resource centre and resource room .....	9
2.7. Itinerant teacher .....	9
2.8. Metacognitive skills.....	9
3. Curriculum differentiation .....	10
3.1. Curriculum .....	10
3.2. Curriculum in an inclusive classroom .....	12
3.3. Creating an Inclusive Classroom.....	13
3.3.1. Classroom climate .....	13
3.3.2. Self-esteem .....	14
3.3.3. Arrangements to optimal learning environment.....	14
3.3.4. Planning and implementing the lesson .....	14
3.3.5. Optimal assignments .....	15
3.3.6. Responses expected for learners, time management and transitions.....	15
3.3.7. Repeating.....	16
3.3.8. Support .....	16
3.3.9. Managing behaviour in the classroom .....	16
3.4. Adapting or modifying components of the curriculum .....	17
3.4.1. Adaptations or modifications of instructional content .....	17
3.4.2. Adaptations or modifications of instructional strategies .....	19
3.4.2.1. Co-operative group teaching .....	19
3.4.2.2. Co-operative learning (peer tutoring) .....	21
3.4.2.3. Self-directed learning (Self-regulated learning) .....	22
3.4.2.4. Collaborative teaching .....	22
3.4.2.5. Co-teaching .....	23
3.4.3. Adaptations or modifications of instructional materials .....	24
3.4.4. Adaptations or modifications of learning assessment practices .....	25
3.4.4.1. Learning outcomes.....	25
3.4.4.2. Feedback .....	26
3.4.4.3. Continuous assessment .....	26
3.4.4.4. Observations .....	27
3.4.4.5. Portfolio Assessment .....	27
3.4.4.6. Tests.....	28
3.4.4.7. Self-Assessment .....	28
4. Individual Education Programme (IEP) .....	29
4.1. Why IEP is needed? .....	29
4.2. IEP Formulation .....	30
4.3 IEP Process.....	31
4.4. IEP team .....	33
4.4.1 The purpose of the IEP team .....	33
4.4.2 Composition of the IEP Team .....	33

4.4.3. The roles and responsibilities of the IEP team members .....	33
4.4.3.1. The learner .....	34
4.4.3.2. Parents/guardians.....	34
4.4.3.3. Principal of the school .....	34
4.4.3.4. Class or subject teacher .....	35
4.4.3.5. The special educator/itinerant teacher.....	35
4.4.3.6. Others.....	36
4.5. IEP team meeting.....	36
4.6 Designing the IEP.....	37
4.6.1. Competencies .....	37
4.6.2. Description of learner's situation in school and difficulties in learning: .....	37
4.6.3. Goals.....	37
4.6.4. Methods.....	38
4.6.5. Materials provided:.....	38
4.6.6. Arrangements and learning environment:.....	38
4.6.7. Support from the school and outside the school: .....	39
4.6.8. Assessment .....	39
4.6.9. IEP example .....	39
4.7. Implementing the IEP .....	43
4.8. Assessing the IEP.....	44
4.9. Signing the IEP form.....	45
Annex 1: Learning styles.....	46
Annex 2: IEP form.....	49
Annex 3: IEP sample 1.....	52
Annex 4: IEP sample 2.....	55
Annex 5: Form for self-assessment .....	58
Annex 6: Curriculum concepts for students with disabilities .....	59
References .....	67

## Abbreviations

CD	Curriculum Differentiation
EFA	Education for All
ETP	Education and Training Policy
IEP	Individual Education Programme
LSEN	Learners with Special Educational Needs
MoE	Ministry of Education
SEN	Special Educational Needs
SNE	Special Needs Education
SNECO	Special Needs Education Coordinator

### **Preface**

In 2006 the Ministry of Education (MoE) released the Special Needs Education program Strategy. The strategy is based on the Education and Training Policy (ETP, 1994). Curriculum Differentiation and formulation of Individual Education Programmes were seen as forms of support based on the Strategy, hence the development of this Guideline. The Education and Training Policy (ETP, 1994), states that all learners, including those with special needs, learn in accordance with their full potentials and needs. Education is also supposed to increase the respect of democratic values of equality and human rights. As a fundamental human right in itself, education is seen as one of the main factors of reducing poverty and improving socio-economic conditions (MoE, 2006).

Despite the effort Ethiopia has shown in the process of Education for All (EFA), it has been noted that there is still a gap in the provision of access to all learners and actualizing special needs education. The major constraints experienced by learners with special educational needs (LSEN) are lack of awareness about diversity, poor pedagogical approaches, inconvenient learning environment, and lack of identification and assessment procedures. Rigidity of the school curriculum may be another factor that has hamstrung the students' learning progress. Teachers with LSEN in their classes find it difficult to modify the curriculum. As a result of this, it has become very challenging for schools and teachers to welcome and to accommodate LSEN in accordance with their learning potential and pace of learning. This Guideline is on the one hand meant to break curriculum-access barrier for the child and on the other hand motivate the teacher to develop teaching approaches that will help reduce his/burn-out level. LSEN are mainly left without any extra support which has lead to the big amount of repeaters and drop-outs, and most of the learners with special educational needs have no access at all to the education system. In providing a suitable learning environment for learners with special educational needs, the school authorities should pay attention to relatively high rates in repetition and drop out (MoE, 2006).

In welcoming all learners to the neighboring school and creating inclusive practices in the school, Curriculum Differentiations (CD) and Individual Educational Programme (IEP) play a vital role through meeting the educational needs of learners who encounter various educational challenges. In order to welcome all learners to the neighboring schools, provide them access to curriculum, avoid repetition and drop-outs, curriculum differentiations are needed. These differentiations are designed according to the individual needs of the child who is facing barriers to learning and written down in the IEP. IEPs need to reflect goals and services that support learners. The intention is to support schools and teachers to meet the diverse needs of learners.

### **1. Purpose of the Guidelines**

The primary purpose of this Guideline is to introduce curriculum differentiations (CDs) and individualised education programme (IEP) to the education sector in Ethiopia. As indicated in the preface above, curriculum differentiation together with individual education programmes are forms of support for learners with special education needs.

Evaluation of 2006 ESDP III Strategy noted that one of the drawbacks in implementing inclusive education was related to the rigidity of the curriculum in which teachers were not sufficiently trained in adapting the regular curriculum to suit the needs of individual learners. It is suggested in the ESDP IV Strategy that teachers need to be introduced to the different forms of curriculum for children with SEN so that they can have different options on approaches to teaching. Teacher training must give information on this.

In addition, there is no guideline for the implementation of curriculum adaptation and / or modification at the school level. This Guideline will introduce the teacher to simple and direct ways of making CD to the extent of using readily available local materials. The guideline gives practical advice on how CD can be done and how IEP can be designed, implemented and followed up.

It is believed that the school teachers will find the Guideline helpful not only in making their instructional work easier but also in helping the child who would otherwise drop out because his/her learning needs are not well catered for. School authorities are encouraged to assist their teachers make suitable differentiations to the formal curriculum in a bid to develop learners' academic interest and thus retain them in their respective schools.

The CD and IEP Guideline is a form of technical support for teachers and others working with LSEN. It aims at supporting schools in creating inclusive practices. The Guideline will help teachers, parents and other professionals to understand and meet better the diverse needs of learners.

The guideline is made up of two parts: Curriculum Differentiations and Individual Education Programme.

The Curriculum Differentiations part aims:

- to give technical support for teachers and others working with LSEN
- to introduce curriculum differentiation
- to give clear instructions to whom differentiations are meant to be made;

## Guideline for Curriculum Differentiation and Individual Education Programme

---

- to provide practical instructions on how to make curriculum differentiations.

The Individualised Education Programme part aims to:

- to introduce IEP, IEP team and IEP process;
- to set clear roles and responsibilities of IEP team members;
- to provide practical instructions on how to design, implement and monitor an IEP process.

## **2. Definitions**

### **2.1. Learners with Special Educational Needs**

In general, the term Learners with Special Educational Needs refers to learners who, for a variety of reasons, encounter problems in learning sometime during their educational career, and are in need of additional support for short or long periods.

Learners' difficulties can arise from a range of factors leading to disadvantage and marginalization, especially the following:

- disabilities, impairments and social-emotional problems,
- socioeconomic deprivation, including malnutrition,
- HIV/AIDS,
- ethnic/cultural minority status,
- location in isolated rural communities,
- experience of war and conflict

### **2.2. Inclusive education and inclusive schools**

Inclusive education refers to an education system that is open to all learners, regardless of poverty, gender, ethnic background, language, disabilities and impairments. Inclusion emphasises that all learners and students can learn. It requires identifying barriers that hinder learning, and reducing or removing these barriers in schools, vocational training, higher education, teacher education, and education management. The educational environment must be adjusted to meet the needs of all learners (UNESCO 2000; UNESCO 2001, MoE 2006.)

In inclusive schools teachers find ways to know their learners, to identify their diverse needs, to appropriately differentiate the curriculum and assessment practices, and to provide appropriate support according to all learners' needs.

### **2.3. Integration**

Whereas inclusive education implies full-time placement of LSEN in regular classes, integration involves such learners being placed in regular classes for only part of the school day, often for the less 'academic' subjects. For the remainder of the day they may be placed in a special class or unit. In some countries, integration is seen as a transitional arrangement before full inclusion is implemented.



## **2.4. Special education**

Special education refers to educational arrangements in which learners with disabilities, impairments or social-emotional difficulties are educated in special classes or special schools. In such classes or schools, the teachers have usually received specialised training. The teacher-learner ratio is usually much lower than in regular classes.

## **2.5. Special needs education**

Special needs education refers to the range of provisions for learners with disabilities, impairments or social-emotional difficulties. These may include everything from special schools, through special classes, to inclusive education.

## **2.6. Resource centre and resource room**

Resource center is a pedagogical center which is equipped with specific materials and assistive devices as well as staffed with professionals to give support to LSEN, teachers and schools.

Resource room is a small classroom in which an itinerant teacher provides individual or small group instruction to the learners. This instruction may be provided to the learner in a specific subject and for a certain period of time.

## **2.7. Itinerant teacher**

Itinerant teachers are certified special needs education experts who provide counseling service for regular teachers, LSEN, and parents. The services they provide include: implementing the child's IEP, assessing the child's educational needs, collaborating with the satellite and neighboring school directors and teachers, coordinating the child's educational goals with other providers and therapists and participating in the core team activities, making referrals of the child to medical facilities as the case may be, among other duties.

## **2.8. Metacognitive skills**

Meta-cognition simply means learning about learning i.e. being fully aware of what you are learning. Meta-cognitive skills therefore refer to learners' awareness of their own knowledge and their ability to understand, control, and manipulate their own cognitive processes such as their own memory systems and strategies for using their memories effectively; their ability to monitor the degree to which they understand information being communicated to them, to recognize failures, to comprehend, and to employ repair strategies when failures are identified; and their ability to make adjustments in their own learning processes in response to their perception of feedback regarding their current status of learning.

### 3. Curriculum differentiation

Curriculum differentiation is the process of adapting and modifying the curriculum according to the different ability levels of the learners in the class. Making appropriate differentiations to the general curriculum is central to inclusive education and is probably the biggest challenge to educators.

The goal of curriculum adaptation and modification is to align the cognitive, affective, communicative, and physical demands of the curriculum to the capacities, strengths and needs of individual learners.

Teachers have an important role in making appropriate changes to the curriculum in an inclusive classroom. Teachers need to understand what curriculum is about, how to create an inclusive environment for learning and what differentiations are needed to provide access to learning for all learners.

#### 3.1. Curriculum

From the broad-based perspective on curriculum learning occurs across all school environments, home and community environments. In order to succeed in school and later in life, learners need multiple opportunities to develop and apply their knowledge and skills – cognitive, affective, communicative and physical - across all those environments.

In a narrow perspective curriculum is defined as prescribed courses, which learners must fulfill in order to pass a certain level of education. It focuses on the planned programme of objectives, content, learning experiences, resources and assessment offered by the school.

Curriculum consists of what is learned and what is taught (context): how it is delivered (teaching and learning methods): how it is assessed (exams, for example); and the resources used (e.g. books used to deliver and support teaching and learning).

The various types of curriculums are described in below:

- **Formal Curriculum:** which refers to an organized coursework intended for learners attending a regular or mainstream school;
- **Non-Formal Curriculum:** that targets children and youth or even adults who may not have had chance to attend regular schools. Its main focus is on reading, writing and arithmetic. Adult literacy follows this type of curriculum.

- **Open Curriculum:** In this type of curriculum, learners are free to join schools without hindrances. The content, duration, and resources of the curriculum are well taken care of to suit all learners regardless of their disabilities. It is a flexible curriculum.
- **Hidden Curriculum:** Hidden curriculum is a term used to describe the unintended outcomes within a formal school curriculum. Such unintended outcomes are things like socialization skills, turn taking, current affairs and cultural norms.
- **Adopted Curriculum:** This is generally a formal school curriculum in a regular school but faces some adjustments to suit learners with special education needs. Some of the changes made are:
  - Addition of introductory remarks to alert the teacher that there are modification in the curriculum focusing on learners with special needs
  - Re-defined objectives to suit special needs learners
  - Suggested mode of communication e.g. sign language for the deaf and Braille for the visually impaired
  - Suggested teaching techniques for children with sensory impairments. They learn better through use of senses e.g. gustatory, olfactory, kinesthetic, and so on.
  - Suggested methods of assessment procedures for learners with special needs.
- **Adapted Curriculum:** In this type of curriculum, specific modifications have been made so as to make the curriculum applicable to learners with specific learning needs. In this case, the curriculum bears the following characteristics:
  - It indicates the rationale for making the modifications
  - It describes the mode of presentation of materials
  - Modifies the content by selecting what the learners are able to grasp and leaving out what is difficult or abstract for them. For example: Deaf children cannot be told to listen to sounds, blind children cannot be exposed to the colours of a rainbow, severely mentally challenged cannot be asked to calculate the area of a triangle using formulae and mathematical theorems and children with physical impairments may not be asked to have the neatest of the writing if they have say, paralysis of the hands.
  - It uses specialized materials and equipment such as Braille machines, typesetters and computers
  - It has specific adaptation of evaluation procedures depending on the disability
- **Specialized Curriculum:** This type of curriculum is made to target a specific group of learners. The modification of the regular curriculum is well over 60%. Severity of the handicap is the key determinant. Such a curriculum is best suited for children with multi-handicaps or severe mental handicaps.

- **Specialist Curriculum:** Here the key factor is to look at what area the child has difficulties in and then targeting that area. For example, the child may have speech problems, communication difficulties, mobility problems and the like. The child gets some time off the mainstream curriculum to receive assistance in this specific area. A training programme is set up and a trainer is well prepared to provide the services. In Ethiopian context, SNECOs should be the persons dealing with this type of curriculum.
- **Differentiated Curriculum:** This is an adapted and modified type of curriculum that focuses on ability levels of the learners. It aligns the cognitive, affective, communicative, and physical demands of the formal curriculum to the capacities, strengths and needs of individual learners. This is the key focus of this Guideline i.e. to help teachers adapt and modify the formal or regular curriculum in order to meet the specific learning needs of their students. Differentiated curriculum suggests that teachers break down subject matters into manageable sizes, plan teaching and learning steps very systematically without looking too much at the time factor. Some learners take time to grasp content.
- **Curriculum for Homogenous Group:** This type of curriculum caters for learners with similar focus, similar traits and similar abilities. They want to know one thing; they have same interest and are focused.
- **Curriculum for Heterogeneous Group:** This type of curriculum focuses on a group that has different interests, different traits and different foci. A certain number of group members may have similar interests whereas a certain number in the same group has different interests. A good example is where you have gifted and talented learners, average learners and slow learners. A heterogeneous curriculum cuts across all these learners.
- **Accelerated Curriculum:** This is a type of curriculum that is speeded up and covered in a shorter period of time than the normal curriculum. It is given to students who are gifted and talented. In areas where war has ravaged a nation, students who never went to school and have been overtaken by age are presented with an accelerated curriculum in order to catch up with the rest. They may cover two years work in one year. Young teenage mother and other school drop out may be given such kind of curriculum. An example of this type of curriculum in Ethiopia is the ABE curriculum.

### 3.2. Curriculum in an inclusive classroom

Within an inclusive classroom, it is likely that there will be learners who are functioning at two or three levels of the curriculum; some will be working at their age level, some will be working a year or more ahead and others will be working at an earlier age level. Therefore, it is not expected that all children will learn the same things, at the same time and the same way. Children are allowed to learn at different rates, with different materials, and with different methods, based on various

learner characteristics such as gender, culture, needs, interests, abilities, and preferred learning styles.

The curriculum in an inclusive classroom is a single common core curriculum that is, as far as possible, accessible to all learners, including those with SEN. The curriculum in an inclusive classroom has the following features:

- It is not highly academic or heavily overloaded;
- It fosters tolerance and promotes human rights;
- It includes activities that are age-appropriate, but are pitched at a developmentally appropriate level;
- It describes the mode of presentation of materials.

In developing an inclusive curriculum, account should be taken of the key characteristics of an inclusive curriculum: flexibility, relevance and adjustability to the diverse characteristics and needs of lifelong learners. The inclusive curriculum calls for thorough assessment of the learner, her/his interests, potentials and abilities.

In order to make sure that the curriculum fits diverse needs in the classroom, teachers need to be creative and flexible in attitudes and practices in delivering the curriculum. They need to have the skills to differentiate the classroom and the curriculum. The content must have relevance to the children learning it. It should also be broken into manageable sizes and the teaching steps well planned.

### **3.3. Creating an Inclusive Classroom**

The teacher plays a vital role in creating an inclusive classroom and putting into practice the features of an inclusive classroom. The basics for successful learning are positive classroom climate and development of the positive self-esteem. Learners are seen, first as individuals and then guided on how to appreciate each others abilities.

#### ***3.3.1. Classroom climate***

The teacher is the person to create the right atmosphere in the classroom. If learners have a feeling that everyone is respected, they also learn to respect each other and realize that no one is perfect and that any body can fail. Learners must get a feeling that they are valued even if they may fail at a given task. In an atmosphere which tolerates and respects diversity, learning is made easier.

Teachers should have sensitivity and skills in order to enhance significant social relations between learners. Particularly for learners with SEN, meaningful interactions with non-disabled peers are of the utmost importance. The teacher should have the right attitude, but also needs a good understanding of how to develop these interactions and relationships.

Learners with SEN have often experienced failures in learning and therefore, they may have a feeling that they are not capable to learn. Teachers and parents must convey high but realistic expectations for the performances of learners including LSEN.

### ***3.3.2. Self-esteem***

The teacher helps every learner to develop her/his self-esteem by giving chances for everyone to have experiences of success. In general learners with SEN feel that they are different from others in some particular way. They may not learn as fast as their peers and they may feel like not being as good as others. This may lower their self-esteem (the way they value themselves). Positive feedback is needed to learners when they succeed even if the progress is small.

### ***3.3.3. Arrangements to optimal learning environment***

The classroom environment has to be well organized and it should actively engage and motivate all learners. Teachers have to be aware of how to organize the classroom and teaching in order to facilitate learning in the classroom.

Learners with SEN may need additional arrangements to have optimal learning environment. These arrangements may include the following:

- Provide the use of a study corner when necessary.
- Seat the learner in an area free from distractions.
- Eliminate all unnecessary materials from learner's desk to reduce distractions.
- Use a checklist to help learner get organized.
- Keep an extra supply of pencils, pens, books and paper in the classroom.
- You may have to allow the learner frequent breaks.
- Have an agreed upon cue for learner to leave the classroom.
- Reduce visual distractions in the classroom.
- Allow for learner to use supplementary aids when needed.

### ***3.3.4. Planning and implementing the lesson***

- Explain learning expectations to the learner before beginning a lesson.
- Make sure you have the learners' attention before beginning a lesson.

- Include activities that reflect the learner's preferences and experiences.
- Limit the number of concepts presented at one time.
- Provide supplementary support to the learner.
- Ensure that there are sufficient opportunities to practice new skills.
- Ensure that generalization and maintenance activities are included.
- Modify expectations based on learners needs.

### **3.3.5. Optimal assignments**

Tasks and assignments must be optimal for a learner. They may not be too difficult or too easy because then the learner feels frustrated. When giving assignments it must be remembered to:

- Break assignments into segments of shorter tasks.
- Give alternative assignments rather than long written assignments.
- Adjust tasks in length, content and time
- Provide written and verbal direction with visuals if possible.
- Highlight to alert learner attention to key points within the written direction of the assignment.
- Check that all homework assignments are written correctly in some kind of an agenda/homework book. Sign it and have parents sign it as well.
- Provide outlines, study guides, copies of overhead notes.
- Provide incentives for beginning and completing material.

### **3.3.6. Responses expected for learners, time management and transitions**

Most learners with SEN require more time to do tasks than others. For example, a learner who has visual problems needs more time to read. When planning, remember to:

- Allow more time to interact with and respond to learning materials and activities.
- Provide additional time to complete the task.
- Provide opportunities for the learner to express what he/she knows in multiple ways (e.g. through text, speech, movement, illustration).
- Space short work periods with breaks.
- Allow extra time for homework completion.
- Inform learner with several reminders, several minutes apart, before changing from one activity to the next.
- Reduce amount of work from usual assignment.

### **3.3.7. Repeating**

Some learners with SEN benefit most if new information is repeated because they are usually slower at processing information than others. When teaching, this should be taken into account and the teacher should be deliberately slow and repetitive in giving information. This is sometimes referred to as over-learning technique

### **3.3.8. Support**

Learners with SEN in the inclusive classroom need time for extra support. As described above (grouping practices), the teacher can provide extra support by organizing the classroom activities to give more time for individual instruction. The teacher can provide support by previewing, pre-teaching and reteaching assignments that are challenging for the learner.

Special and itinerant teachers may be needed to deliver more intensive, adapted instruction. They have special skills to teach learners with SEN and to provide useful skills and knowledge to other teachers on how to meet diverse needs in the classroom. Co-teaching with class / subject teacher and itinerant teacher is preferable in order to get good results in the learning process of all learners in class. Depending on the needs of the learner, the special / itinerant teacher may provide part time individual or small group instruction in the resource room of the school. Group teaching needs to be well arranged so that the learner is not overwhelmed by the number of instructors. In other words the learner should be assured that the instructors are only there to give him/her support.

Parents, siblings or volunteer community members should be invited to participate to the school work in order to assist the teacher and learners in the classroom.

### **3.3.9. Managing behaviour in the classroom**

Learners in the classroom benefit if clear and essential routines, rules, expectations and boundaries are established in the classroom. Teachers need to have control over the behavior in the classroom. Sometimes it may be challenging if there are learners with behavioral problems which may result if children are not noticed or cared for. It must be emphasized that disapproving of the misbehavior of a learner should never mean disapproving of the learner as a person. It is important to separate the behavior from the learner.

The following may help teachers in controlling the behavior in the classroom:

- Develop the rules of the classroom; the main rule being to respect one another.
- Avoid confrontations and power struggles.



- Provide an appropriate peer role model.
- Develop a system or code that will let the learner know when behavior is not appropriate.
- Ignore attention seeking behaviors that are disruptive to the classroom.
- Develop a code of conduct for the classroom and visually display it in an appropriate place where all learners can see it, review it frequently.
- Develop a behavior intervention plan that is realistic and easily applied.
- Provide immediate reinforcement and feedback.
- Create an interesting curriculum with materials that are meaningful to children: it helps learners to be interested and become involved.
- Develop observation and recording skills to determine what causes a particular behavioral problem.

### **3.4. Adapting or modifying components of the curriculum**

Curriculum differentiations (adaptations or modifications) are essential elements in teaching and supporting learners with SEN. They are done in variety of ways, for variety of reasons and with a variety of outcomes. They also vary according to the situation, lesson and activity. Each teacher, each learner, each classroom is unique and adaptations or modifications are specific to each situation.

Adaptations or modifications are changes in what and how a learner is expected to learn and/or demonstrate new knowledge and skills. According to the current levels of ability of learners, teachers plan what the learners need to learn, how they will learn and how they will demonstrate what they have learnt. Teacher needs to know as much as possible about how instruction can be adapted to address the individual needs of the learner. The special educators and itinerant teachers can contribute their expertise in finding suitable adaptations.

A curriculum has four components: instructional content, instructional strategies, instructional materials, and learning assessment practices. These components can be adapted or modified in order to address the needs of learners.

#### ***3.4.1. Adaptations or modifications of instructional content***

Curriculum that supports inclusive education is developed and implemented to allow children to use different content to learn the concepts in the curriculum. Content consists of facts, concepts, generalizations or principles, attitudes, and skills related to the subject and topic being studied.

## Guideline for Curriculum Differentiation and Individual Education Programme

---

What is most likely to change in an inclusive classroom is how children gain access to core learning. Adaptations or modifications involve varying what is taught. There may be a need to modify the complexity and the nature of the content presented during the course of a unit of study.

Content includes what the teacher plans for children to learn, as well as how the child actually learns the desired knowledge, understanding, and skills. In a differentiated classroom, essential facts, materials to be understood, and skills remain constant for all learners.

Some of the ways a teacher might differentiate access to content include the following:

- Using objects with some learners to help children understand a new concept;
- Using texts at more than one reading level;
- Re-teaching children who need another demonstration; and
- Using texts, tape recorders, posters, and videos.

Some learners with SEN may need adaptations or modifications in all subjects and some others only in one or some subjects. Sometimes differentiations are needed only in some areas of the subject content.

Teachers may need to adapt the instructional content by teaching a portion of the content related to the lesson's objective. Focusing initially on a smaller amount of information may help learners with SEN be more successful in handling the quantity of information they need to learn. Controlling the amount of instructional content gives learners opportunities to focus their practice and then increase the amount of "chunks" of content mastered.

Adjustment of the cognitive demand in a lesson typically involves an adaptation to the attention, thinking, and/or memory requirements associated with particular content. In partnership with hierarchical questioning techniques, this approach can result in a larger number of students meaningfully participating in a lesson drawn from the general curriculum.

In some cases, a change in the curriculum emphasizing more life skills may be required. For learners who have difficulties in academic skills and who require a focus on life skills, there is a need to make functional goals which are based on the skills the learner needs to acquire.

Examples of content adaptations or modifications:

- Let the content go in line with the learner's life experiences.
- Leave out very complex content or present it in a simpler way.

- Reduce the size or breadth of the school and classroom curriculum, e.g. hold a learner responsible for learning three facts about one country, instead of two facts about each of five different countries.
- Reduce the number of expected outcomes, e.g. reduce the number of vocabulary words assigned to an individual child;
- Overlap learning areas to help learners grasp the connections between them.
- Include activities that reflect the learner's preferences.

### **3.4.2. Adaptations or modifications of instructional strategies**

Adaptations or modifications of instructional strategies refer to the changes in the way teacher provides instruction. The teacher should be aware of different learning styles (see Annex 1), backgrounds, experiences and learning needs of learners when planning the lesson and using different teaching methods. Effective teaching means combining different teaching and learning strategies. Thus, the curriculum becomes more relevant and inclusive to both the teacher and to learners. It must be remembered that SEN are created when a curriculum is not accessible to all learners.

By using different teaching approaches and groupings the focus of learning from being teacher-directed towards being learner-centred can occur. This promotes the development of children as independent, self-directed learners and releases the teacher to attend to the needs of individual children and groups.

Teachers with a wide repertoire of teaching methods (e.g. co-operative group teaching, cooperative learning, self-directed learning etc.) are well prepared to make a classroom a lively, challenging and friendly place to learn.

#### **3.4.2.1. Co-operative group teaching**

Co-operative group teaching occurs when learners are working together in small groups helping each other to carry out individual and group assignments. It is based on two main ideas about learning: 1) by working together learners can achieve a result that is greater than the sum of their individual effects or capacities; and 2) learning is socially constructed which means that we learn a great deal in our immediate environments from friends, family members etc.

Co-operative group teaching is effective particularly in classes with large enrolment because by grouping the teacher can create small classes in one class. Thus, it provides more time for the teacher to pay more attention to small groups and individuals.

Learners gain a great deal from different and flexible grouping practices. When planning the lesson based on the goals the teacher makes plans also for the grouping practices. Learners can be grouped in many ways as presented below.

**Whole group instruction** means direct teaching to the whole class. The teacher must prepare the lesson well and since there are learners at different developmental level, the content must be adapted to suit all learners. It works especially well for introducing topics provided that the teacher has prepared questions in advance to ask children at different grade levels and different abilities.

**One-to-one instruction** occurs when the teacher is working with an individual learner with specific needs, e.g. to help a child who has fallen behind because of absence, who has learning difficulties, or who is new to the class, and to assist and encourage “gifted” learners to do tasks that are more challenging.

**Small group teaching** takes place when the whole class is divided into small groups for learning. While the teacher is with one group the other groups are working independently. In small groups learners can support one another. It is an effective strategy especially in meeting the diverse needs in the classroom. At first, groups will not have developed the skills to be able to work consistently without guidance. The teacher has to train learners to work together. Cooperation skills develop through practice. Continuous guiding and monitoring of the group work by the teacher are important tenets in teaching.

Learners can be grouped in many different ways, e.g. according to the same abilities, mixed abilities and same interest groups.

**Same ability groups:** Learners with comparable abilities and achievement can be grouped so the pace of instruction can be different from that of the other groups. This is necessary when there is a need for extra instruction and support.

**Mixed ability groups:** Learners can be assigned to heterogeneous groups where learners complement each other’s strengths, can help each other as they solve problems or complete assignments, and learners with different abilities can provide opportunities for peer mentoring and coaching. This is useful when learners are working on projects or making presentations.

**Same interest groups:** Learners are grouped according to their interests, which helps them to be more motivated for the learning.

To encourage all learners to participate in all learning activities, different tasks for different groups of learners should be provided even if the topic remains the same. For instance, for the same task, one group of children can produce a story, another produces a list of corrected sentences, and yet another designs a poster.

Co-operative group teaching has four essential components:

- Interdependence: all group members seek to achieve a group goal and achieve each others' achievement;
- Individual accountability: each member of the group is held responsible for his/her learning, which in turn contributes to the whole group;
- Cooperation: the learners discuss, problem-solve, and collaborate with each other;
- Evaluation: members of the group review and evaluate how they worked together and make changes as needed.

The development of cooperative group skills involves time, practice, and reinforcement of appropriate behaviors. In order for all learners to benefit from cooperative group activities, they need opportunities to develop a variety of skills such as positive speaking and active listening skills, and to value the ideas of others. The teacher plays an important role in establishing a supportive environment in which children feel they can take risks, and where everyone's opinions are valued.

### **3.4.2.2. Co-operative learning (peer tutoring)**

Cooperative learning or peer tutoring is based on the idea that children learn a great deal from each other. It refers to the situation in which one learner ('tutor') provides a learning experience for another learner ('tutee') under teacher's supervision. It must be emphasized that also learners with SEN can be in the position of the "tutor", which has a positive affect on their academic achievements and self-esteem.

The method can be used in all subject areas. It is used as a supplement to other methods and particularly to promote fluency through practicing or reviewing skills or knowledge.

Benefits of co-operative learning:

- It helps to meet the individual needs of children.
- Mutual respect and understanding are built between the learners who are working together.

- It helps to solidify what they have learned, and they benefit greatly from being given responsibilities in the classroom.
- The learners also develop a better ability to listen, to concentrate, and to understand what is being learned in a meaningful way.
- Learners' explanations to each other can sometimes succeed where the teacher has failed.
- Children look at problems in a different way than adults, and they use language that is more learner-friendly.

### **3.4.2.3. Self-directed learning (Self-regulated learning)**

Learners need to learn independently of the teacher. Self-directed learning aims to help learners to define goals for themselves, to monitor their own behavior, and to make decisions and choices of actions that lead to the achievement of their goals. The strategy is useful for all learners and in all subjects.

Learners need to be taught how to:

- Set their own goals based on their preferences and needs;
- Develop and implement action plans to achieve the goals;
- Self-evaluate their progress toward achieving their goals; and
- Revise their goals or action plans accordingly.

### **3.4.2.4. Collaborative teaching**

Collaborative teaching occurs when teachers are working together and or with other professionals and / or parents in the classroom. Collaborative teaching is highly important in inclusive classroom with learners with SEN. There are many patterns of collaboration. The general classroom teachers may collaborate with special educators, itinerant teachers or focal persons on SNE; or with the multidisciplinary teams with other professionals such as health care or social workers or therapists if available; schools aids and parents.

Collaborative teaching requires skills to work together. Traditionally the classroom teacher has been alone in the classroom, and therefore, collaborative teaching changes from "private" to "public". Collaborative teaching must be prepared properly and responsibilities and expertise must be shared between co-workers.

The general principles of collaboration indicate that:

- Common goals for collaboration must be established;
- Joint role definition and responsibilities must be established;

- A problem solving approach: everyone involved takes the ownership of the problem and solution;
- There is an atmosphere of trust and mutual respect;
- There is willingness to learn from one another;
- Consensus in decision making is reached;
- Immediate and objective feedback for one another is provided;
- Value for others' ideas and accomplishments is accommodated;
- Procedures to resolve problems / conflicts are put in place;
- Regular review meetings of the progress are done.

Benefits of collaborative teaching:

- It creates synergy;
- Provides an opportunity for teachers to learn from one another; and
- Coordination of services for LSEN increases.

### **3.4.2.5. Co-teaching**

Co-teaching is one form of collaborative teaching. In co-teaching, two teachers, the general education and SNE / itinerant teacher work together to meet the needs of learners for part or all of the school day. Main benefits of co-teaching are the following:

- Academic and social gains for learners with SEN become evident;
- Opportunities for professional growth for teachers is created;
- Professional satisfaction is realized; and
- Personal support for learners and teachers is embraced.

Requirements for successful co-teaching:

- Equal collaboration in joint planning, teaching and evaluation of learners;
- Respecting each other's expertise in order to benefit all learners in the class;
- Support from the school's management needed;
- Adequate, regular joint planning and communication needed;
- Agreement on procedures for handling challenging situations, lesson objectives, structures, teaching and assessment methods needed;
- Clear communication with parents.

### **3.4.3. Adaptations or modifications of instructional materials**

Adaptations / modifications of instructional materials involve making changes to the equipment and / or supplies to which a learner with SEN has access to learning during the lesson. Instructional materials can be adapted by selecting different types of materials or making adjustments to the current materials. For example;

- Adjust the readability level of written materials by e.g. providing large print texts, providing content similar to the unit currently under study through a lower grade level reading book or compressed text.
- Allow learner to take tests verbally, provide class notes to the learner, highlight and write directly in the book.
- Enhance critical features of the content within the materials themselves; e.g. worksheet can be changed to include fewer practice items or can be formatted differently to emphasize instructional information or directions, presentation of new vocabulary words in boldface, highlighted key words in a reading passage, acronyms, and summaries of main ideas represent a few commonly used adaptations of this sort.
- Provide written and visual equivalents of spoken material (e.g. sign language, transcripts).
- Provide spoken or tactile equivalents of written or visual material (e.g. spoken description of visuals, Braille, three dimension objects, tactile graphics).
- In teaching or testing procedures use enlarged print, provide oral versions of tests, use calculators.
- Provide supplementary aids.

Generally, when adapting material, the following should be considered:

- The learner's present level of educational performance related to the instructional content and methodology;
- Whether the material can be used to meet IEP goals;
- Whether the material is age-appropriate;
- Level of difficulty to match the potential of the learner;
- Length of assignment;
- Additional time to be provided for LSEN;
- Participation in class activities for LSEN;
- Support system required for the use of materials.

Alternate instructional materials will sometimes necessarily be selected for their durability or safety features, in consideration of a learner's physical coordination or motor skills.



### **3.4.4. Adaptations or modifications of learning assessment practices**

Learning assessment is a way of observing, collecting information, and then making decisions based on that information. It is essential that assessment serves educational purposes by promoting learning and guiding teaching, not simply functioning as a tool for sorting and selecting learners for advancement. When learning assessment is used for selection or ranking it is inevitable that learners with SEN will be easily stigmatized as 'failures' and thus de-motivate them.

In an inclusive classroom:

- 1) Learning assessment assists teachers to adapt the curriculum and teaching methods to all learners (= formative purpose of assessment). When assessment shows that learners have not mastered a particular task, it allows a teacher to diagnose why this occurred and then to re-design learning opportunities.
- 2) Learning assessment provides feedback to learners and parents.
- 3) Learning assessment focuses on identifying what has or has not been achieved (i.e., criterion-referenced assessment), rather than putting learners in some sort of order of merit (i.e., norm-referenced assessment).
- 4) Methods of learning assessment of learners with SEN are taken account of their particular disabilities (e.g. a blind learner may need to be tested orally or in Braille, a Deaf learner may need to be tested via sign language, and a learner with a learning disability may require more time in an exam).
- 5) Learning assessment of learners with SEN results in IEPs.

#### **3.4.4.1. Learning outcomes**

Each learning activity should have an objective that needs to be assessed in some way. Learning activities and assessments improve when the teacher identifies specific learning outcomes. Descriptions of learning outcomes are often called learning standards or objectives, and they may be identified for specific subjects, skills, and grade levels.

When planning a new learning activity, a teacher should begin by identifying the learning outcomes by answering the following questions:

- What skills will be used or developed by the learners?
- What information will be learned?
- What behaviors will be practiced?

Learning outcomes is the result of learning activity. It shows how well a learner has developed a set of skills, knowledge, and behaviors over the course of a learning activity, topic, or a larger curriculum unit.

### **3.4.4.2. Feedback**

Feedback is an essential element in assessing learning. The continuous feedback that learners receive during the learning process helps them to know if they are learning well, and also what actions they need to take to make progress.

Children benefit from opportunities for formal feedback through group and class sessions. This helps learners to see for themselves what they need to do to improve, and then to discuss it with the teacher.

Effective feedback:

- Is based on the safe, secure, and trusting relationship between the teacher and the child.
- Focuses on the task and is given regularly while it is still relevant;
- Confirms that the pupils are progressing well and when it stimulates the correction of errors or other improvements in a piece of work;
- Suggestions for improvement for learners should be given in a way that it helps them to think things through and use their knowledge to face difficulties.
- Pupils need to have the skills to ask for help and feel comfortable in doing so in the classroom.

It must be emphasized that positive feedback acknowledges strengths, identifies weaknesses, and shows how improvement can be made through constructive comments. The negative feedback reduces learners' self-esteem and does not lead to improved learning.

### **3.4.4.3. Continuous assessment**

Continuous assessment provides the best possible account of what a learner knows, what he or she understands, and what he or she can do or has experienced.

Assessment is as much 'assessment for learning' as 'assessment of learning'. By using continuous assessment, the teacher can follow up the learning process, and when needed adapt his or her planning and instruction to the current needs of particular learners. Therefore, all learners have the chance to show what they know, what they have learnt and can do and have opportunities to succeed in school.

Continuous assessment can help the teacher to talk with parents/caregivers about the strengths and weaknesses of the child unlike the results given in the end of the year which arrive too late for parents/ caregivers to help a child who might not be learning well.

Continuous assessment can be achieved through e.g. observations; portfolios; checklists of skills, knowledge, and behaviors; tests; and self-assessment.

### **3.4.4.4. Observations**

Learners should be observed systematically when they are working alone, in pairs, in small groups, at various times of the day, and in various contexts. Observations can reflect learning successes, learning challenges, and learning behaviors. **Anecdotal records** are factual, non-judgmental notes of children's activities. They are useful for recording spontaneous events. By asking direct, open-ended **questions** ("I'd like you to tell me about...") are useful in gathering information to assess the learner's ability to express himself or herself verbally. It also gives insights into why they the learner is behaving as he/she does. **Screening tests** are used to identify the skills and strengths that children already possess, so that teachers can plan meaningful learning experiences for their students.

### **3.4.4.5. Portfolio Assessment**

One method of learning assessment is to create and review a portfolio of the child's work. A portfolio:

- Documents an individual learner's progress over time.
- Is a record of the child's process of learning (what and how the child has learned).
- Enables learners to participate in assessing their own work.
- Keeps track of a child's progress; it follows the child's success rather than his or her failure.

Samples of work that can be placed in portfolios can include: written samples, such as essays, stories, and reports; illustrations, pictures, maps, and diagrams; various assignments, and graphs.

The material in a portfolio should be organized in chronological order. Once the portfolio is organized, the teacher can evaluate the child's achievements. Appropriate evaluation always compares the learner's current work to his or her earlier work. The portfolio can be used as a topic of conversation with parents/ caregivers. It also gives useful information to the new classroom teachers when the learner is advanced to a new grade level. It helps new teachers to become familiar with the talents and needs of the learner.

### **3.4.4.6. Tests**

Testing learners with SEN may need following adaptations:

- Provide a quiet setting for test-taking; allow tests to be scribed or allow oral responses if necessary.
- Divide test into small sections.
- Allow as much time as needed to complete and avoid time test.
- Change percentage of work required for passing grade.
- Permit retaking the test.
- Provide monitored breaks from test.

### **3.4.4.7. Self-Assessment**

Learners need to reflect on their own work. They should be supported to admit problems without risk to self-esteem; and be given time to work problems out. Self-assessment takes place whenever the learner is to describe his or her own abilities, knowledge, or progress.

## 4. Individual Education Programme (IEP)

An individual education programme (IEP)

- Is a tool that school professionals use to provide educational services tailored to the needs of learners with SEN;
- Assures that the educational needs of a particular learner, rather than those of a group of learners, are addressed.
- Refers to both the ongoing process and the associated documentation that concerns the education of a learner with SEN;
- Consists of describing, evaluating and documenting the learner's process and performance;
- Is a way of designing individual educational goals that would help learners access and progress in the general curriculum;
- Outlines a continuing plan of action to meet the needs, and states what resources are needed;
- Identifies a learner's immediate learning needs and the special arrangements, which need to be made to suit the individual learner;
- Describes the arrangements made to monitor and review progress and ensure the learner's entitlement is met
- Harnesses resources to individual needs;
- Recognizes that learners have highly specific learning needs;
- Is a realistic plan that should be uncomplicated and can be understood by all those involved.

In developing IEPs, school professionals focus on the needs, not the disabilities, of learners. Every IEP is unique and based on the needs of the particular learner.

### 4.1. Why IEP is needed?

For some learners with SEN, in order to appropriately access the curriculum, an individual education program (IEP) is necessary.

IEP is needed;

- For learners to assure their right to education;
- For teachers and specialists to deliver effective programmes to LSEN;
- To overcome barriers to learning which cannot be overcome by regular classroom strategies;
- To prevent repetition and drop out;
- For school senior management to ensure that policies and practices for LSEN are implemented;

- For parents / guardians to ensure their contributions and knowledge are included and that they are informed of the relevant processes;
- To unite those directly involved with the learner by sharing information, identifying outcomes, selecting priorities, planning actions, agreeing on responsibilities, determining teaching and support strategies, and deciding on resources (materials and personnel).

### **4.2. IEP Formulation**

The organization of an IEP may go through some steps that help its implementation and monitoring. The steps need the collaboration and efforts of the team members involved in it.

#### **Step 1: Identification of the learner with learning difficulties**

The teacher is the very professional close to the learner in the school as well as families at home. Each and every challenge of the learner can be visible and easily observed by not only the teacher but also by the family. Parents/guardians may provide information to the teacher concerning the challenges and SEN of their child. This information will help the teacher to observe the performance and learning processes of the learner. Identification of the competences and needs of the learner should be based on information gathered by teachers, SNE teacher (if there is), principals and parents/guardians.

#### **Step 2: Team Formulation**

Team work plays an important role in planning and carrying out the IEP. Many professionals are likely to be involved in providing service and support to the learner. The learner, parents/guardians, the teacher and principal form the core of an IEP team which then can be completed by other members. The regular school teacher and/or SNE teacher initiates the organizing and forming the team. The composition of the team depends on the needs of the learner and on the availability of additional professionals (therapists, assistants, counselors etc). Thus, the team is gathered to form an IEP for each learner. Within one school there may be different IEP teams, depending on the needs of the learner. This is known as multidisciplinary approach.

#### **Step 3: Setting goals and working towards them**

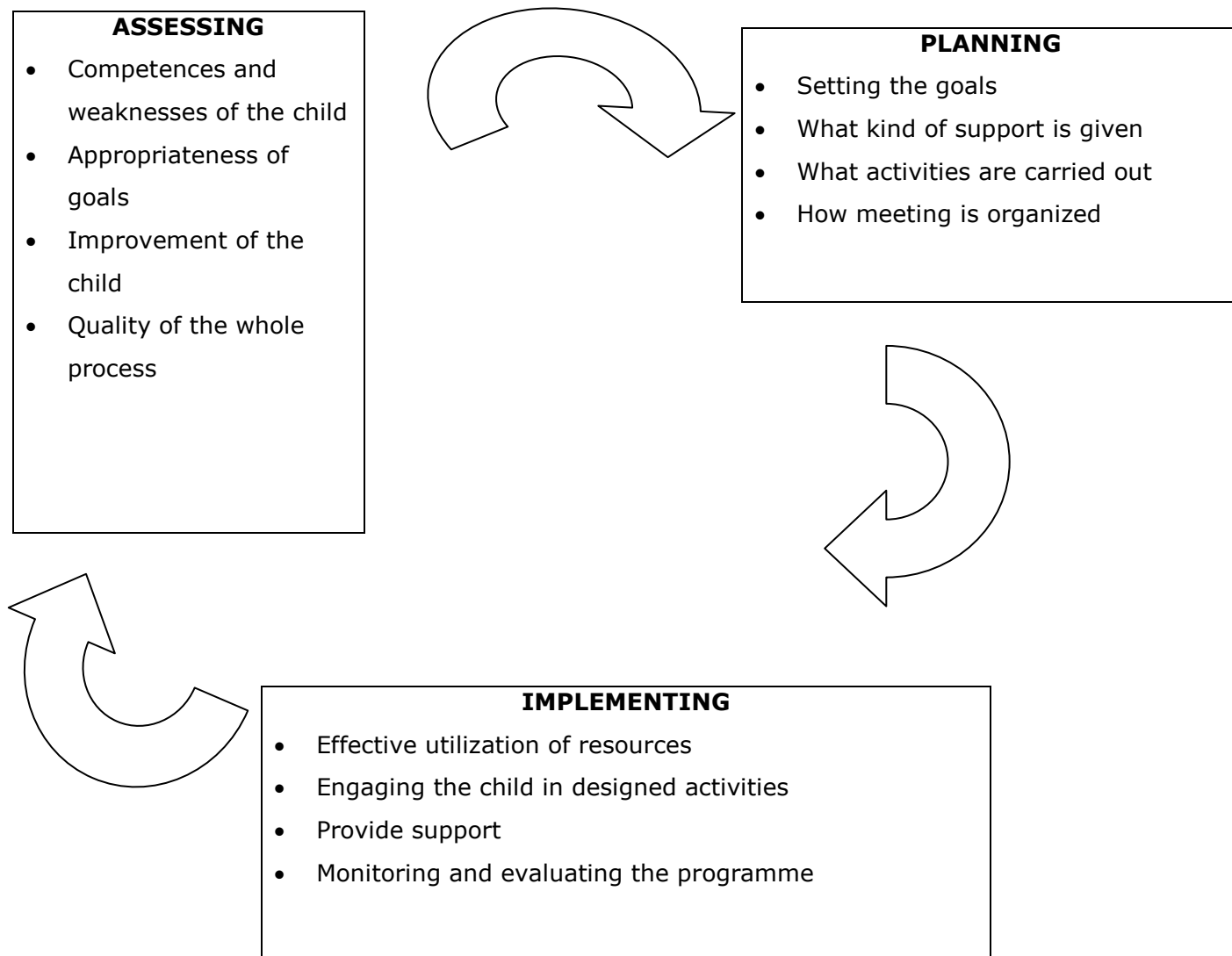
The main purpose of an IEP may be 1) setting individual goals in specific school subjects, 2) setting individual goals in social and emotional areas or 3) finding suitable ways of learning. While these areas are connected to each other none of them should be ignored even if the focus is on one area. The IEP team sets the goals and defines the practical solutions that will be carried out in the class room and other possible environments. Also the ways of assessment and ways of informing one another during the implementation of the IEP are to be defined.

### **4.3 IEP Process**

The IEP process:

- Aims at maximizing the learner's access to and successful participation and achievement in school and community life;
- Values and respects the diversity of learners and their families within a supportive school community;
- Acknowledges the right of families to participate and make decisions about the nature of their involvement;
- Is part of good teaching and learning practice;
- Acknowledges areas of individual educational needs and the capacity of all learners to learn;
- Encompasses assessment, goal-setting, teaching, review and reporting as a cyclic process, which values lifelong learning from before school through to post school life;
- Enables all participants to focus on the content and context of the learner's goals.

An IEP is a process in which an IEP team develops an appropriate educational programme and a written document describing and defining the SEN and related services to be provided to an eligible learner. The following diagram illustrates the IEP process.



The arrows are to remind about the continuity of the whole process. Each procedure is to be based on the knowledge produced and experience gained at the previous stages; Planning is based on assessing whereas implementing is based on planning. Assessing goes on during implementation stage and is based on the goals set during planning.

The IEP process is consultative and brings together the contribution of the learner, families, school personnel, and other relevant people.

The IEP may also take the following cyclic format:

1. Diagnose the area(s) of difficulty.
2. Plan accordingly.



3. Implement the plan.
4. Evaluate the plan.
5. Make necessary adaptations / modifications to pave way for further diagnosis.

### **4.4. IEP team**

#### ***4.4.1 The purpose of the IEP team***

The purpose of the IEP team is to guarantee that the unique needs of the LSEN are met. IEP team members share their experiences, knowledge and combine them with commitment into an educational programme that helps the LSEN have access to the general curriculum.

The IEP team will:

- Modify long and short term goals of the IEP;
- Choose teaching methods and materials;
- Develop a system to follow up the progress of the learner;
- Modify the schedule and plan the activities of the learner in line with the goals for teaching and learning;
- Share responsibilities for carrying out the IEP of the learner;
- Secure the access and continuation of support services; and
- Define the time for the evaluation of the IEP.

#### ***4.4.2 Composition of the IEP Team***

IEP team members differ from learner to learner depending on their needs. In general the composition of the team is the following:

- Learner (when appropriate);
- Parent/guardian;
- Principal of the school;
- Teacher (classroom and/or subject);
- Special Education/Itinerant teacher; and
- Others if needed.

#### ***4.4.3. The roles and responsibilities of the IEP team members***

Each team member brings important information to the IEP meeting. Members share their information and work together to write the learner's IEP. Each person's information adds to the team's understanding of the learner and what services the learner needs.

### **4.4.3.1. The learner**

Whenever the IEP team determines it is appropriate, the learner should be included in the IEP team.

The role of the learner is to:

- Provide input on information about her/himself;
- Provide input on her/his interests, preferences;
- Provide input on future planning; and
- Participate in decision-making and goal-setting.

In particular, the learner should be invited when the purpose of the meeting is to:

- Develop a statement of the transition service needs of the learner; and
- Consider the postsecondary goals for the learner and the transition services needed to assist the learner in reaching those goals.

Participation allows the learner to have a strong voice in her/his own education and can teach her/him a great deal about self-advocacy and self-determination.

### **4.4.3.2. Parents/guardians**

Parents/guardians are key members of the IEP team because they know their child best.

The role of parents/guardians is to:

- Share their knowledge of the child's past, strengths and needs of their child;
- Share their wishes and fears, ideas for enhancing their child's education;
- Offer insight into how their child learns, what his or her interests are, and other aspects of the child that only a parent can know;
- Share and discuss about suggestions of other IEP team members to improve the child's performance at school; and
- Report on whether the skills the child is learning at school are also being used at home.

### **4.4.3.3. Principal of the school**

The role of the school principal is to:

- Manage and support the IEP process;
- Represent the school system;
- Bring the knowledge about management, special education services and available resources to the meeting; and

- Provide authority to commit resources and to ensure that services set out in the IEP will be provided.

### **4.4.3.4. Class or subject teacher**

At least one of the learner's regular education teachers (class or subject) must be a member of the IEP team.

The role of the teacher (class/subject) is to contribute information and experience about:

- The general curriculum in the regular classroom;
- How to modify it to the needs of the learner;
- How to individualize instruction to meet the learner's unique needs;
- The supplementary aids and services that learners may need;
- How to involve the learner in extracurricular and other activities; and
- How to modify testing so that learner can show what she/he has learned.
- Fill in the IEP;
- Implement the IEP; and
- Offer educational experience and knowledge that parents can benefit from when educating/raising their child.

The class/subject teacher has responsibility for working with the learner to carry out the IEP. Therefore, she/he may:

- Collaborate with the special/itinerant teacher;
- Team teach with the special/itinerant teacher; and
- Collaborate with other school staff and parents/guardians.

### **4.4.3.5. The special educator/itinerant teacher**

The role of the special education teacher/itinerant teacher is to:

- Contribute important information and experience about how to educate LSEN;
- Provide knowledge on curriculum modification to help the learner to learn;
- Modify testing so that the learner can show what she/he has learned;
- Provide information about what supplementary aids and services may be needed and where/how to get them;
- Assist in other aspects of individualizing instruction to meet the learner's unique needs; and
- Write the IEP.

The special educator/itinerant teacher has the responsibility of working with the learner to carry out the IEP. Therefore, she/he may:

- Work with the learner in a resource room or special class devoted to learners receiving special education services;
- Team teach with the regular education teacher; and
- Work with other school staff, particularly the regular education teacher, to provide expertise about addressing the learner's unique needs.

### **4.4.3.6. Others**

The IEP team may also include additional individuals with knowledge or special expertise about the learner depending on the availability of such professionals. These may include the following individuals:

- A related services professional, e.g. therapists, social/community workers, health care representatives (if needed/available);
- A professional who can interpret possible evaluation results in terms of designing appropriate instruction; and
- A transition services agency representative in the case that the learner is in the transition age, e.g. from the pre-primary to primary, primary to secondary or secondary to vocational education.

## **4.5. IEP team meeting**

Planning the whole IEP is based on the knowledge the IEP team has about the learner, learning processes and support available. Each member of the team brings his/her own expertise in the planning.

Prior the meeting the school system schedules the IEP meeting. The school must:

- Contact the participants, including the parents;
- Notify parents early enough to make sure they have an opportunity to attend;
- Schedule the meeting at a time and place agreeable to parents and the school; and
- Tell the parents the purpose, time, and location of the meeting.

In the meeting:

- The situation of the learner is described;
- Every member of the IEP team gives valuable information about the learner and her/his situation;
- It is important to value the ideas and input of every team member;

- Discussions on how to meet the needs of the learner are held; and
- The learner's IEP is filled in.

### **4.6 Designing the IEP**

When designing the IEP you have to focus on the following areas:

- Date of initiation and formulation of the IEP
- Some historical background
- Competencies
- Description of learner's situation in school and difficulties in learning:
- Goals
  - Long term goals
  - Short term goals
- Methods
- Materials provided
- Arrangements and learning environment:
- Support
- Assessment
- Evaluation of the IEP procedure

#### **4.6.1. Competencies**

- Planning should be based on the strengths and skills of the learner.
- The academic, social and psychological competences should be recognised.

#### **4.6.2. Description of learner's situation in school and difficulties in learning:**

- How the learner is currently doing in school/outside the school is highly important in planning.
- It is also important to pay attention to different kind of challenges with the learner's performance (in the areas of academic, emotional or interpersonal skills).

#### **4.6.3. Goals**

- In the beginning of the planning the goals are set generally.
- The focus is in the skills and abilities that are needed to achieve the academic goals set in specific subject.
- Goals have to address learner's individual needs and are operationally defined.
- The IEP goals should target functional skills and be in line with the general curriculum.

- In order to incorporate a learner's goals and objectives into class room practices, they should be functional, generative, and developmentally appropriate.
- IEP goals must be assessed and changed according to learner's development and needs.

### **Long term goals**

- Are to be set in the beginning of the planning.
- May stay the same for at least one academic year.
- Attention should be paid to both the skills and challenges in the learner's profile.
- The academic goals set in an IEP must be in line with the national curriculum, defined and reformulated according to learner's individual abilities and needs.

### **Short term goals**

- Are more practical but still in line with long term goals.
- During the IEP meeting the questions of changing or reformulating the goals based on continuous observation by people working with the learner should be discussed.

### **4.6.4. Methods**

- Reflect the long and short term goals, which determine how to teach the learner.
- Define, what are the most effective and suitable ways of supporting the learner to reach the goals defined.
- Define what strategies/methods are needed to teach the learner.
- What kind of teaching adaptations are needed?

### **4.6.5. Materials provided:**

- Refer to individual and general material that is offered to the learner.
- What kind of supplementary aids are needed/available?
- To what extent can the learner use the same materials as his or her peers?
- What kind of alternative material is available?
- How and by whom can the material be reformulated?

### **4.6.6. Arrangements and learning environment:**

- Define what are the most effective and suitable ways of supporting the learner to reach the goals defined?'
- Refer to class room situation or school itself.
- What kind of practical solutions can be found to help the learner to benefit from the guidance available (suitable place to sit and concentrate, appropriate equipment, assistance needed)?

- The experiences of IEP team members are equally valuable and important in this discussion and pedagogical answers should be found.

#### **4.6.7. Support from the school and outside the school:**

- Define what kind of support is needed/available.
- Itinerant teachers play a vital role to provide support.
- Parents can provide educational support to their child with the guidance of teachers.
- Define if any other support available e.g. from the health care sector, social workers, community workers is needed/available.

#### **4.6.8. Assessment**

Assessment is guided to focus on both learner's achievements and learning processes.

- Define how the learner's progress will be evaluated/measured
- Define when the evaluation will be done
- Define who evaluates if remediation work is necessary and who does it

#### **4.6.9. IEP example**

Though, there is no one standard form for an IEP, below is an example of an IEP Form (the IEP form is in appendix 3) with instructions on how to fill it and what kind of information should be included. It must be emphasized that every school and even every IEP team may design their own form.

#### **INDIVIDUAL EDUCATION PROGRAMME OF (Name of the learner)\_\_\_\_\_**

##### **I. Background Information**

<b>Learner:</b> <b>Name:</b> <b>Date of birth:</b>	<b>Address:</b>
<b>Parents/guardians:</b>	<b>Telephone number:</b>  <b>Address:</b>

<b>Name of the school:</b>	<ul style="list-style-type: none"><li>• <b>Date of creating this document:</b></li><li>• <b>Dates of updating this document:</b></li></ul>
<b>Name of the teachers:</b>	

## II. Goals, forms of support and assessment

### **Competences:**

Here you describe:

- competency or skill levels
- strengths in learning
- preferred ways of learning
- social skills
- interests and hobbies

### **Description of learner's situation in school and difficulties in learning:**

Here you describe:

- how the learner is currently doing in school/ outside the school
- challenges in the learning process

### **Long term goals and contents:**

Here you describe:

- what are the long term goals that the IEP team set up for the learner to achieve

The goals must be:

- based on the needs of the learner
- built on the strengths of the learner
- be measurable
- be functional



They may address:

- academic
- social
- behavioural
- physical
- other educational needs

You can number each goal.

Forming of the long term goals is important especially when the learner reaches transition period.

Goals will be set in general and, if necessary, in specific subjects.

### **Short term goals and contents:**

These are targeted achievements in a given period of time, preferably 1 – 6 months or shorter.

Here you describe:

- what are the short term goals that the IEP team set up for the learner to achieve

They must be:

- based on and in line with the long term goals
- based on needs of the learner
- measurable
- functional
- possible to achieve in short time (1-6 months)

They are:

- designed to measure progress along the way to the long term goal

Each long term goal should have at least one short term goal.

Numbers of short term goals should reflect the numbering of the long term goal

### **Methods:**

Methods must reflect on the long and short term goals, which determine how to teach the learner.

Here you write:

- The strategies/methods that are needed to teach the learner.
- The possible teaching adaptations you have planned.

**Materials provided:**

Here you describe:

- The adapted materials needed
- The supplementary aids and services needed

**Arrangements and learning environment:**

Here you describe:

- Possible adapted arrangements planned
- Possible rearrangements in the learning environment planned.

**Support from the school and outside the school:**

Here you describe:

- The kind of support services the learner will get;
- How often he/she will get those services, e.g. twice per week, each day etc.;
- Where this support will be given;
- Who gives it;

**Principles of assessment:**

Assessment is guided to focus on both learner's achievements and learning processes.

Here you describe:

- How the learner's progress will be evaluated/measured
- When the evaluation will be done
- Who evaluates if remediation work is necessary and what is the content needed.

**Date of next update:**

**Signatures of the team members: (Principal, teacher, special education teacher/itinerant teacher, parents/guardians, learner)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### **4.7. Implementing the IEP**

Once the IEP is written, it is time to carry it out. This includes all supplementary aids and services and programme modifications that the IEP team has identified as necessary for the learner to advance appropriately toward his or her IEP goals and to be involved in the progress of the general curriculum. While it is beyond the scope of this guide to discuss in detail the many issues involved in implementing a learner's IEP, certain suggestions can be offered.

- Every individual involved in providing services to the learner should know and understand his or her responsibilities for carrying out the IEP. This will help ensure that the learner receives the services that have been planned, including the specific modifications and accommodations the IEP team has identified as necessary.
- Teamwork plays an important part in carrying out the IEP. Many professionals are likely to be involved in providing services and support to the learner. Sharing expertise and insights can help make everyone's job a lot easier and can certainly improve results for LSEN.
- Schools can encourage teamwork by giving time for teachers, support staff, parents and/or other professionals to plan or work together on such matters as adapting the general curriculum to address the learner's unique needs.
- Communication between home and school is important. Parents can share information about what is happening at home and build upon what the child is learning at school. If the child is having difficulty at school, parents may be able to offer insight or help the school explore possible reasons as well as possible solutions.
- It is helpful to have someone in charge of coordinating and monitoring the services the learner receives. In addition to SNE, the learner may be receiving any number of related services. Having a person in charge of overseeing that services are being delivered as planned can help ensure that the IEP is being carried out appropriately.
- Regular progress reports will help parents and schools monitor the child's progress toward his or her annual goals. It is important to know if the child is not making the progress expected-or if he or she has progressed much faster than expected. Together, parents and school personnel can then address the child's needs as those needs become evident.

Implementing an IEP takes place in everyday life both in school and other contexts. Interventions and forms of support should be included in all activities the learner participates. Often it means that other learners can also benefit from alternative forms of studying and performing (oral instead of written, participating in actions according to his/her abilities). Practical solutions for different situations are to be discussed in IEP meeting as a part of planning.

The IEP provides a framework for activities carried out in the classroom. Teachers have to find practical solutions that serve all learners attending the same class. As there are learners with the IEPs and learners following the general curriculum simultaneously present, the classroom practices need to be carefully planned with the support of the whole IEP team. These practices should include both teaching the contents of the curriculum and the skills that help learners to learn.

In an inclusive setting it is primary that learners with IEP study in the same classroom as their peers and get the support there. The main idea is to embed the learner's goals and objectives into daily activities and, therefore, enhance the likelihood that intervention efforts are effective, individual, and developmentally appropriate for young learners with special needs. If necessary the IEP must provide a justification of the extent to which the learner will not participate in activities carried out in the classroom.

### **4.8. Assessing the IEP**

The IEP is monitored by assessing a learner's progress against the targets. This means judging, reflecting and making decisions about how to proceed. It is a continuous process rather than a one-off activity. The purpose of this assessment process is to inform teachers and parents about the learner performance and progress, and indicate what further action might be taken.

#### **Principles of assessment**

When utilizing the IEP, it is important for teams to assess learners using multiple measures containing meaningful skills or processes. These processes result in learning outcomes that are broad functions instead of specific behaviors, and can be modified to assist in designing individual interventions (Grisham-Brown et al., 2002).

What need to be assessed?

- Academic skills
- Social skills
- Behavioural skills
- Metacognitive skills.

In describing the goals assessment should also be considered. The social and behavioural goals should be seen as supplements and not replacements of the academic curriculum related goals. Learners should be encouraged to do self-assessment in order to develop their self-image and metacognitive skills (See Appendix 5: Self assessment form).

Assessing is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. In this process professionals also have to become convinced of learner's opportunity to show his/her best performance in appropriate ways. This may require individual appropriate accommodations to measure the academic achievement and functional performance of the learner.

The principles of assessment are to be listed or described in the IEP form.

- Assessment should be based on the goals set in personal programme.
- Pick goals that are either measurable or can be assessed clearly in descriptive ways.
- Observe and evaluate continuously how progress toward the goals is developing
- Include self-assessment

At the time an IEP is developed, the IEP team must specify and document plans for progress monitoring, including:

- What will be monitored;
- Who will monitor;
- When and where the monitoring will be conducted; and
- How the data will be reported.

### **4.9. Signing the IEP form**

By signing the IEP all participants show their commitment to IEP process as follows:

- the school authorities confirm their efforts to provide individual support to the learner;
- parents/guardians accept the changes in the curriculum and ways of assessment and the learner expresses his/her commitment to goals set.

## Annex 1: Learning styles

### Kinaesthetic, visual and auditory learners

<b>Kinesthetic learners</b>	<b>Visual learners</b>	<b>Auditory learners</b>
<ul style="list-style-type: none"> <li>• Learn best by doing, moving</li> <li>• Direct involvement</li> <li>• Projects, discovery, role-playing, simulations, real life activities</li> <li>• Learning by standing</li> <li>• Hard to sit still</li> </ul>	<ul style="list-style-type: none"> <li>• Learn best by seeing, looking at pictures, graphs, slides, films, watching demonstrations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn best by hearing</li> <li>• Learn through verbal instructions from others or self</li> <li>• Repeat back what they hear</li> </ul>
<b>In reading:</b> fidget when reading; often poor spelling	<b>In reading:</b> recognize words by sight, work well with textbooks, worksheets	<b>In reading:</b> read aloud; sound out words; spell words the way they sound
<b>In writing:</b> good initially, deteriorate when space becomes smaller	<b>In writing:</b> spacing and size are good; appearance is important	<b>In writing:</b> tend to write lightly; no difference between small and capital letters
<b>Problem solving:</b> attack problems physically; impulsive	<b>Problem solving:</b> deliberate; plan in advance; organize by writing; list problem	<b>Problem solving:</b> talk problems out; try solutions verbally
<b>Remember</b> best what was done, not seen or talked about	<b>Remember</b> well what was seen, faces, forget names; write things down; take notes	<b>Remember</b> names, forget faces; memorize easily with repetition
<b>In new situations:</b> try things out; touch; feel; manipulate	<b>In new situations:</b> - look around; watch people and events	<b>In new situations:</b> talk about situation; ask questions
<b>Expressing emotions:</b> jump for joy, stomp when angry, etc.	<b>Expressing emotions:</b> stare when angry, beam when happy; facial expression is a good index of emotion	<b>Expressing emotions:</b> express emotion verbally and through changes in tone, volume, and pitch of voice
<b>Communication:</b> gesture when speaking; use words such as get, take, etc	<b>Communication:</b> - quiet, do not talk at length; use words such as look, see, etc.	<b>Communication:</b> descriptions are long; use words such as listen, hear, etc.

## Guideline for Curriculum Differentiation and Individual Education Programme

---

<b>Response to periods of inactivity:</b> fidget; find reasons to move; bring something "to do"	<b>Response to periods of inactivity:</b> stare; doodle; find something to watch	<b>Response to periods of inactivity:</b> hum; sing; talk to self or others
<b>Attitude towards his/her appearance:</b> neat, but soon become wrinkled through activity	<b>Attitude towards his/her appearance:</b> neat; meticulous; like order; don't vary much in appearance or dress	<b>Attitude towards his/her appearance:</b> matching clothes not so important; can explain choices of clothes

(Matero M. & Phiri J.T. 2003)

**Gardner’s Seven Intelligences** (Gardner H. 1983)

<b>Type of intelligence</b>	<b>Characteristics and strengths</b>	<b>Ways to activate, profit from it</b>
<b>Verbal-linguistic</b>	Printed or spoken words, reading, writing, verbal recall, visual scanning	Read, listen, and write. Keep a journal. Take notes and create a study guide. Good with mnemonics, listen to an audiotape while following along with the text.
<b>Logical-mathematical (“scientific thinking”)</b>	Numbers, facts, sequence, abstract pattern recognition	Create a diagram, compare and contrast, use inductive or deductive reasoning, guided independent study, labs, data/research projects.
<b>Body-kinaesthetic</b>	Movement, physical tasks	Give hands-on demonstrations, enact a drama, play a physical game, walk, dance, role-play, go on field trips.
<b>Visual-spatial (orientation in space)</b>	Drawings, visual images	Represent graphically, colour code, create a portfolio or scrapbook.
<b>Musical (pattern in sound)</b>	Rhythm and melody	Compose a jingle, sing it, create or study with background music.
<b>Interpersonal (between people)</b>	Communication, co-operation with others	Tell it to a friend out loud, work in a group, mentor/peer tutor, give oral report
<b>Intrapersonal (within the person)</b>	Observe and ponder, self-reflection	Keep a journal, personal portfolios, unguided independent study

- As teachers our experience confirms that pupils perceive information and problems through their own unique set of filters.
- When pupils learning styles do not match the way they are being taught, learning difficulties can very easily arise.
- Addressing your pupils learning characteristics and working towards positive qualities is an important part of inclusion and intervention for all pupils.

Finally

- Ask for flexible thinking in your classroom,
- Value the diversity of ideas in the classroom, always welcome different ideas and
- Appreciate each idea and write every idea on the board during brainstorming.



## Annex 2: IEP form

### INDIVIDUAL EDUCATION PROGRAMME FORM (Name of the learner)

#### I. Background Information

<b>Learner:</b> <b>Name:</b> <b>Date of birth:</b>	<b>Address:</b>
<b>Parents/caregivers:</b>	<b>Telephone number:</b>  <b>Address:</b>
<b>Name of the school:</b>	<ul style="list-style-type: none"><li>• <b>Date of creating this document:</b></li> <li>• <b>Date of updating this document:</b></li></ul>
<b>Name of the teachers:</b>	

#### II. Goals, forms of support and assessment

<b>Competences:</b>
<b>Description of learner's situation in school and difficulties in learning:</b>

<b>Long term goals and contents:</b>
<b>Short term goals and contents:</b>
<b>Methods:</b>
<b>Materials provided:</b>
<b>Arrangements and learning environment:</b>
<b>Support from the school and outside the school:</b>

<b>Principles of assessment:</b>
<b>Date of next update:</b>

**Signatures of the team members:**

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

## Annex 3: IEP sample 1

### Sample form 1

#### INDIVIDUAL EDUCATION PROGRAMME for Alemitu T.

#### I. Background Information

<b>Learner:</b> <b>Name:</b> Alemitu T. <b>Date of birth:</b> 14/10/1992 E.C.	<b>Address:</b> SNNPR, XX zone YY town, Higher-1 kebele 02. (This is very important if home visit is needed)
<b>Parents/caregivers:</b> <ul style="list-style-type: none"> <li>• Ato T. D.: Father</li> <li>• W/o K. D.: Mother</li> </ul>	<b>Telephone number:</b> <b>Address:</b> SNNPR, XX zone YY town, Higher-1 kebele 02.
<b>Name of the school:</b> XX primary school.	<ul style="list-style-type: none"> <li>• <b>Date of creating this document:</b> November 10/2003 E.C</li> <li>• <b>Date of updating this document:</b></li> </ul>
<b>Name of the teachers:</b> <ul style="list-style-type: none"> <li>• Ato M. B.: Home room teacher</li> <li>• W/o H. A.: Mathematics teacher</li> <li>• Ato T. W.: SNE teacher</li> <li>• Ato G. M.: School Principal</li> </ul>	<b>Address:</b> SNNPR, Gedeo zone Yirgacheffe town.

#### II. Goals, forms of support and assessment

<b>Competences:</b> Alemitu is 11 years old. She is grade 5 learner. She is a very active and positive girl. She likes to go to school and has many friends there. At home she does her homework independently in most school subjects.
<b>Description of learner's situation in school and difficulties in learning:</b> Alemitu has some difficulties in concentrating if the task lasts very long. She also has some problems with remembering small details in instructions or in information provided. She has specific difficulties in mathematics, especially concerning multiplying.
<b>Long term goals and contents:</b> Develop the ability of concentrating for longer periods Learn to use strategies to help the memory Advance in mathematical basic skills: learn to calculate independently by multiplying with

figures 1-10.

**Short term goals and contents:**

Learn to use mnemonics and memory-aids in tasks she cannot do by heart

Learn to multiply with figures 1-4.

**Arrangements, methods and learning environment:**

During all lessons:

In the classroom, Alemitu will be placed in a single desk at a short distance from the teacher. Long-lasting tasks are cut in pieces and she is allowed to have a break between the tasks. The length of task demanded is growing slowly.

Things to remember or to learn by heart are highlighted to Alemitu. In the beginning the numbers of things to remember will be few and then they will be replaced by written information.

Alemitu is taught to use strategies to compensate her memory and to develop ability to remember

**Mathematics:**

Tasks that strengthen skills needed for multiplying (especially adding).

Concentrating on figures 1-4 and ensure achievement before moving forward.

Assistance in using aide-memory (notes) in difficult tasks

**Materials provided:**

Texts to read are provided in small chapters.

Instructions for tasks are provided in written form.

Lists of things to remember are provided in written form.

Materials for mathematics are explained later in this form.

**Support from outside the school:** At home Alemitu is encouraged to do her homework independently but also to ask for help when necessary. The place for doing the homework is as quiet and calm as possible. She is encouraged to play memory-games with her siblings and with her mother.

**Principles of assessment: (specific descriptions in school subjects on the following pages)** Alemitu's achievements are assessed according to general curriculum in all other school subject. When necessary she is allowed to use lists of things to learn by heart to help her remember. The focus of assessment is in her ability to understand and use information.

Alemitu gets regular verbal feed-back on her concentration skills. She also uses a self-assessment form and it is discussed with the teacher weekly.

**Mathematics:**

Checking achievements regularly.

Self-assessment and discussion over that.

According to assessment the teacher shall reformulate the goals if necessary. Short-term goals shall be set again by the end of support.

**Date of next update:**

**Signatures of the team members:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## Annex 4: IEP sample 2

### INDIVIDUAL EDUCATION PROGRAMME for Gudeta F

#### I. Background Information

<p><b>Learner:</b>  <b>Name:</b> Gudeta F.  <b>Date of birth:</b> 20/03/1990 E.C.</p>	<p><b>Address:</b> Oromiya region, XX zone YY town, Higher-1 kebele 03.                  (This is very important if home visit is needed)</p>
<p><b>Parents/caregivers:</b></p> <ul style="list-style-type: none"> <li>• Ato F. M.: Father</li> <li>• W/o L. M.: Mother</li> </ul>	<p><b>Telephone number:</b>  <b>Address:</b> Oromiya region, xx zone YY town, Higher-1 kebele 03.</p>
<p><b>Name of the school:</b> XX primary school.</p>	<ul style="list-style-type: none"> <li>• <b>Dates of creating this document:</b> October 07/2003 E.C</li> <li>• <b>Dates of updating this document:</b> (optional)</li> </ul>
<p><b>Name of the teachers:</b></p> <ul style="list-style-type: none"> <li>• W/t: M. H: Home room teacher</li> <li>• Ato S. B.: English teacher</li> <li>• Ato B E.: SNE teacher</li> <li>• W/o: K. T.: School Principal</li> </ul>	<p><b>Address:</b> Oromiya region, XXi zone YY town.</p>

#### II. Goals, forms of support and assessment

<p><b>Competences:</b> Gudeta is 13 years old. He is on grade six. He is very active and fast to participate in the activities given in the class.</p>
<p><b>Description of learner's situation in school and difficulties in learning:</b> Gudeta has difficulties in reading and writing. He likes participating and playing with friends, but he has few, since, most of them mock him for his poor reading and writing skills. During reading session, in English subject, he likes to participate but makes many mistakes in tasks. His classroom learners used to laugh at his poor reading. Due to this, he is particularly developing negative attitude towards his English class and his friends and his school generally.</p>
<p><b>Long term goals and contents:</b></p> <p><b>Develop self confidence</b></p> <p>Develop good reading and writing skills.</p> <p>Develop the ability of word recognition</p>

Learn to use strategies to understand meanings of words

Get back his positive attitude

Advance in basic reading skills

**Short term goals and contents:**

**Strengthen the basic vocabulary**

Able to recognize words and recall them correctly in a given passage.

Able to write short sentences using basic vocabulary

(Basic vocabulary needs to be defined exactly and it has to be in line with the national curriculum. Also level of sentences (read and written) are defined; quality, modus etc.)

**Arrangements, methods and learning environment:**

During all lessons:

Training for phonological awareness (sound recognition) will be given.

Training for morphological awareness (word recognition) will be given.

Training for syntax awareness (sentence recognition and system of reading) will be given.

Words to remember or to learn by heart are chosen carefully

In the beginning the number of words will be few and it increases gradually.

Gudeta is taught to how use strategies to enhance his memory and to develop ability to remember words and their respective sounds with their meaning in various contexts.

Interventions for the whole class:

All kind of bullying is absolutely forbidden.

Making mistakes is allowed.

Tasks that strengthen skills needed for reading (especially word recognition and calling).

Concentrating on sounds of English letters word reading and ensure achievement before moving forward.

Assistance in calling sounds of letters and word reading, and understanding the meaning (comprehension).

Gudeta will be given opportunities to practice without the risk of being laughed at.

Working in pairs or small groups, not in front of the whole class.

**Materials provided:**

Tape recorder

Cassette Recorded about Phoneme (sounds), Morpheme (words), and Syntax (sentence) reading.



Words with pictorial presentations.

Texts to read are provided in small chapters, short sentences and easy words.

Instructions for tasks are provided in spoken form.

Lists of things to remember are provided in spoken form.

Materials for mathematics are explained later in this form.

**Support from outside the school:** At home Gudeta is encouraged to do his homework independently but also to ask for help when necessary. The place for doing the homework is as quiet and calm as possible. He is also encouraged to read and develop his reading skill. Parents are well informed about the individual tasks given to Gudeta.

**Principles of assessment:**

Gudeta's achievements are assessed according to the general curriculum in all other school subject but English. In English his achievements are assessed based in his individual goals set above. Gudeta also gets verbal feedback on his working weekly.

In school subject that inquire lot of writing in exams Gudeta is given an opportunity to show his abilities in spoken form.

Gudeta gets regular verbal feed-back on his daily activities. He also uses a self- assessment form and it is discussed with the teacher weekly.

According to the assessment the teacher shall reformulate the goals if necessary.

Short-term goals shall be set again by the end of support.

**Date of next update:**

**Signatures of the team members:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



## Annex 6: Curriculum concepts for students with disabilities

Disability level	Specific Curriculum Content	General Adaptations and Modifications
<b>Intellectual disability</b>	<ul style="list-style-type: none"> <li>• Attention skills</li> <li>• Memory skills</li> <li>• Functional academic (filling out job applications, learning survival words, using memory, carrying on conversations)</li> <li>• Choice making</li> <li>• Learning strategies</li> <li>• Time management</li> <li>• Organizational skills</li> <li>• Generalization skills</li> <li>• Self-advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Embed opportunities to practice functional life skills such as those needed to perform daily activities in home, school, work, or community environments (tying shoes, riding a bus, making the transition from one class to another, greeting people in an appropriate manner).</li> <li>• Use concrete, age-appropriate, real life teaching materials.</li> <li>• Demonstrate new routines in a sequential manner, checking for understanding.</li> <li>• Use discrimination questions to check for understanding at each step.</li> <li>• Employ assistive technology.</li> <li>• Use visual (pointing, graphics or pictures, color) cues or auditory ("Get ready to...", "Stop," "Look at me," "Listen") cues to help students work independently or to direct their own learning.</li> <li>• Use simple directions and language to communicate information.</li> <li>• Translate abstract information into something concrete that has relevance for students' lives.</li> <li>• Use if/then statements to help students explore viable alternatives to make decisions or solve their problems.</li> <li>• Use sufficient wait time (at least ten seconds) to let students organize their responses.</li> </ul>
<b>Visual impairments</b>	<ul style="list-style-type: none"> <li>• Body image</li> <li>• Spatial concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain consistent class arrangements that allow for easy movement around furniture and equipment.</li> </ul>

## Guideline for Curriculum Differentiation and Individual Education Programme

	<ul style="list-style-type: none"> <li>• Trailing techniques</li> <li>• Sighted guide techniques</li> <li>• Use of residual vision</li> <li>• Braille</li> <li>• Orientation and mobility skills</li> <li>• Learning strategies to acquire, remember, and demonstrate understanding of information</li> <li>• Self advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Provide large-print materials or software and/or Braille materials.</li> <li>• Provide audiotaped materials.</li> <li>• Use assistive technology devices (Perkins Braillewriter; magnifying lenses; computers with speech-to-print capabilities; Kurzweil reading machine; which scans and reads it loud; white board used with black or contrasting markers; talking calculators).</li> <li>• Offer manipulatives and tactile materials.</li> <li>• Provide low-glare, high-contrast materials.</li> <li>• Position students to take best advantage of natural and artificial light sources.</li> </ul>
<b>Hearing impairments</b>	<ul style="list-style-type: none"> <li>• Speech reading</li> <li>• Sign language</li> <li>• Finger spelling</li> <li>• Auditory training</li> <li>• Idiomatic expressions</li> <li>• Cultural aspects of deafness</li> <li>• Self-advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Use amplification instruments (hearing aids, classroom amplification devices such as phonic ears).</li> <li>• Use speech patterns that are clear and natural, not exaggerated.</li> <li>• Face the audience when speaking and keep your whole face visible.</li> <li>• Write important information on a board or in notes provided to students.</li> <li>• Provide note-taking guides or peer note takers.</li> <li>• Use interpreter.</li> <li>• Adapt the curriculum for students with hearing impairments or deafness.</li> <li>• Use textbooks and worksheets with lower reading levels.</li> <li>• Translate abstract information into concrete forms.</li> <li>• Provide visual aids (text telephones, signaling systems such as sound or tactile doorbells, clocks, smoke alarms).</li> <li>• Use preferential seating arrangements.</li> </ul>
<b>Specific</b>	<ul style="list-style-type: none"> <li>• Test-taking strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Provide study guides, practice tests, textbooks to highlight, and taped</li> </ul>

## Guideline for Curriculum Differentiation and Individual Education Programme

<p><b>learning disabilities</b></p>	<ul style="list-style-type: none"> <li>• Note-taking strategies</li> <li>• Organizational skills</li> <li>• Summarizing skills</li> <li>• Mnemonic strategies</li> <li>• Learning strategies to acquire, remember, and demonstrate understanding of information</li> <li>• Self-advocacy</li> <li>• Risk-taking</li> <li>• Auditory and visual perception skills</li> <li>• Communication skills</li> <li>• Problem-solving skills</li> </ul>	<p>books.</p> <ul style="list-style-type: none"> <li>• Allow alternative response forms, extra time, or alternative places to do work or take tests.</li> <li>• Use alternative grading criteria based on students' individual goals.</li> <li>• Provide advanced organizers and cuing systems for important information.</li> <li>• Use textbooks and worksheets with lower reading levels.</li> <li>• Translate abstract information into concrete forms.</li> <li>• Organize information presented in textbooks, worksheets, testing materials, and assignments.</li> <li>• Provide visual coding of key operations and information.</li> <li>• Use evaluation alternatives that respond to the student's individual learning needs.</li> <li>• Focus on learning styles, with different mediums for presenting information, having students work with information, and assessing student outcomes.</li> <li>• Use technology such as Alpha Smarts, spell checkers.</li> </ul>
<p><b>Emotional and behavioral disabilities</b></p>	<ul style="list-style-type: none"> <li>• Goal setting and decision making</li> <li>• Self-questioning</li> <li>• Self-monitoring</li> <li>• Self-evaluation</li> <li>• Self-adjustment</li> <li>• Self-reinforcement</li> <li>• Biofeedback</li> <li>• Language to express needs in</li> </ul>	<ul style="list-style-type: none"> <li>• Cue students into desired performance.</li> <li>• Increase the number of times students can practice skills.</li> <li>• Model desired behaviors.</li> <li>• Expand opportunities for student choice and participation in daily decisions.</li> <li>• Structure opportunities for processing expectations and consequences with students.</li> <li>• Engage students with activities that allow them to assume control over their environments.</li> </ul>

## Guideline for Curriculum Differentiation and Individual Education Programme

	<p>positive ways</p> <ul style="list-style-type: none"> <li>• Social skills (initiating interactions, turn taking, perspective taking)</li> <li>• Anger management</li> <li>• Stress management</li> <li>• Self-advocacy</li> </ul>	
<b>Speech and language impairments</b>	<ul style="list-style-type: none"> <li>• Alternative and augmentative communication skills</li> <li>• Expressive language skills</li> <li>• Receptive language skills</li> <li>• Elaboration strategies</li> <li>• Remediation of speech and language problems</li> <li>• Learning strategies to acquire, remember, and demonstrate understanding of information</li> <li>• Relaxation techniques</li> <li>• Self-advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify and verify whether messages are received correctly.</li> <li>• Use alternative communication systems (sign language, finger spelling)</li> <li>• Use augmentative communication devices and systems (individual switch systems, hearing aids, auditory training units, voice amplification devices).</li> <li>• Use visual (pointing, graphics or pictures, color) cues or auditory ("Get ready to...", "Stop," "Look at me," "Listen") cues to help students work independently or to direct their own learning.</li> <li>• Use technology (word prediction programmes, alternative input methods).</li> <li>• Allow sufficient response time.</li> </ul>
<b>Severe and multiple disabilities</b>	<ul style="list-style-type: none"> <li>• Functional academics (using money, locating items, learning survival words, sorting silverware in cafeteria)</li> <li>• Choice making</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of modes for expressive and receptive communication skills (gestures, verbal, nonverbal, augmentative, sign language, assistive technology).</li> <li>• Employ verbal, visual, or tactile cues and prompts.</li> <li>• Use systematic instruction.</li> <li>• Use natural cues.</li> </ul>

## Guideline for Curriculum Differentiation and Individual Education Programme

	<p>(communicating preferences and honing refusal skills)</p> <ul style="list-style-type: none"> <li>• Self-management in environment</li> <li>• Self-care skills, especially those required within environments in which students participate</li> <li>• Social skills</li> <li>• Communication skills (initiating and sustaining interactive communications)</li> <li>• Cause and effect</li> <li>• Leisure skills</li> <li>• Self-advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Use adaptive equipment or devices (voice-activated computers, switches that allow individuals to independently activate electronic devices or reading devices).</li> <li>• Use task analysis to ensure that all steps are incorporated to the systematic instruction.</li> <li>• Provide frequent feedback and reinforcement.</li> <li>• Arrange for breaks at regular intervals.</li> </ul>
<p><b>Gifted and talented</b></p>	<ul style="list-style-type: none"> <li>• Critical and creative thinking skills</li> <li>• Research skills</li> <li>• Independent study skills</li> <li>• Self-advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate multiple disciplines in areas or themes of study.</li> <li>• Encourage choice through extended study activities, taking concepts in general education units and extending them by conducting in-depth studies of one or more topics of interest.</li> <li>• Provide advanced reading materials.</li> <li>• Accelerate the curriculum (through early admission to school, grade skipping, early admission to college)</li> <li>• Compress the curriculum.</li> <li>• Use mentorship or apprenticeship programmes.</li> <li>• Provide enrichment activities.</li> </ul>

## Guideline for Curriculum Differentiation and Individual Education Programme

<p><b>Physical disabilities</b></p>	<ul style="list-style-type: none"> <li>• Skills that will increase personal independence</li> <li>• Mobility within classroom, school, home, workplace, and community environments</li> <li>• Self-care skills</li> <li>• Self-advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Apply principles of proper and customized positioning and seating.</li> <li>• Make classroom materials and work areas accessible.</li> <li>• Modify the height, slant, or angle of work areas to meet individual student’s needs.</li> <li>• Use materials to help stabilize work materials (tape, clamps, Velcro, suction cups).</li> <li>• Use technology and adaptive equipment (mobility aids, hand controls, arm/wrist support, page-turning devices, modified keyboards, scanners, voice recognition programmes, mouth-operated devices).</li> <li>•</li> </ul>
<p><b>Autism</b></p>	<ul style="list-style-type: none"> <li>• Attention skills</li> <li>• Memory skills</li> <li>• Functional academics (filling out job applications, learning survival words, using money, carrying on conversations)</li> <li>• Communication skills</li> <li>• Social interaction skills</li> <li>• Learning strategies</li> <li>• Time management</li> <li>• Organizational skills</li> <li>• Generalization skills</li> <li>• Facilitated communication</li> <li>• Self-advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Embed opportunities to practice functional life skills in daily activities in the home, school, work place, or community (tying shoes, riding a bus, making the transition from one class to another, greeting people in an appropriate manner).</li> <li>• Use concrete, age-appropriate, real-life teaching materials.</li> <li>• Demonstrate new routines in a sequential manner, checking for understanding at each step.</li> <li>• Use assistive technology.</li> <li>• Use visual (pointing, graphics or pictures, color) cues or auditory (“Get ready to...,” “Stop,” “Look at me,” “Listen”) cues to help students work independently or to direct their own learning.</li> <li>• Use simple directions and language to communicate information.</li> <li>• Transfer abstract information into something concrete that has relevance for students’ lives.</li> <li>• Use a variety of models for expressive and receptive communication skills (gestures, verbal, non-verbal, augmentative, alternative sign</li> </ul>



## Guideline for Curriculum Differentiation and Individual Education Programme

		<p>language, assistive technology).</p> <ul style="list-style-type: none"> <li>• Give verbal or manual prompts.</li> <li>• Provide systematic instruction.</li> <li>• Use natural cues.</li> <li>• Use adaptive equipment or devices.</li> </ul>
<b>Deaf / blindness</b>	<ul style="list-style-type: none"> <li>• Body image</li> <li>• Spatial concepts</li> <li>• Trailing techniques</li> <li>• Sighted guide techniques</li> <li>• Use of residual vision</li> <li>• Braille</li> <li>• Orientation and mobility skills</li> <li>• Use of residual hearing</li> <li>• Communication skills</li> <li>• Sign language</li> <li>• Finger spelling</li> <li>• Auditory training</li> <li>• Functional academics (filling out job applications, learning survival words, using money, carrying on conversations)</li> <li>• Self-advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of models for expressive and receptive communication skills (gestures, verbal, non-verbal, augmentative, sign language, assistive technologies).</li> <li>• Employ verbal, visual, or tactile cues and prompts.</li> <li>• Use systematic instruction.</li> <li>• Use adaptive equipment or devices.</li> <li>• Use interpreters.</li> <li>• Provide large-print or Braille materials.</li> <li>• Provide audiotaped materials.</li> <li>• Use assistive technology devices (Perkins Braillewriter; magnifying lenses; computers with speech-to-print capabilities; Kurzweil reading machine; which scans and reads it aloud; white board used with black or contrasting markers; talking calculators).</li> <li>• Supply manipulative and tactile materials.</li> <li>• Use low-grade, high-contrast paper.</li> <li>• Use preferential seating.</li> </ul>
<b>Traumatic brain injury</b>	<ul style="list-style-type: none"> <li>• Test-taking strategies</li> <li>• Note-taking strategies</li> <li>• Summarizing skills</li> <li>• Mnemonic strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Use computers for targeting the development of specific cognitive skills.</li> <li>• Keep instructional time short.</li> <li>• Use concrete, age-appropriate, real-life teaching materials.</li> </ul>

## Guideline for Curriculum Differentiation and Individual Education Programme

---

	<ul style="list-style-type: none"><li>• Learning strategies to acquire, remember, and demonstrate understanding of information</li><li>• Self-management skills</li><li>• Memory strategies</li><li>• Perception skills</li><li>• Directions</li><li>• Problem solving</li><li>• Self-advocacy</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate new routines in a sequential manner, checking for understanding at each step.</li><li>• Use discrimination questions to check for understanding.</li><li>• Use assistive technology such as communication devices.</li><li>• Use visual (pointing, graphics or pictures, color) cues or auditory (“Get ready to...,” “Stop,” “Look at me,” “Listen”) cues to help students work independently or to direct their own learning.</li><li>• Simplify directions and language used to communicate information.</li><li>• Translate abstract information into something concrete that connects with students’ lives.</li><li>• Use advanced organizers and other strategies for aiding in organization of information.</li><li>• Provide frequent breaks and rest periods as needed.</li></ul>
--	--	---

Sands D.J., Kozleski E. & French N.K. (2000). Inclusive Education for the 21<sup>st</sup> Century. Wadsworth, pp. 317-322

## References

Assessment Reform Group (2002). Assessment for Learning: Research-based principles to guide classroom practice. <http://www.assessment-reform-group.org.uk>

Bryant D.P., Smith D.D., Bryant B.R. (2008). Teaching Learners with Special Needs in Inclusive Classrooms. Pearson Education, Inc.

Etscheidt S. K. (2006). Progress Monitoring: Legal issues and Recommendations for IEP Teams.

Grisham-Brown J., Pretti-Frontczak K., Hemmeter M. L. & Ridgley R. (2002). Teaching IEP Goals and Objectives : in the Context of Classroom Routines and Activities Young Exceptional Learners 6, 16-27.

Haager, D. & Klinger, J.K. (2005). Differentiating instruction in inclusive classrooms: survey results from elementary school teachers in three southwestern rural school districts. Rural Special Education Quarterly, 22, 22-30.

MOE (2006). Special Needs Education Program Strategy. Addis Ababa.

MOE (2005). Education Sector Development Program (ESDP-III).

Pretti-Frontczak, K & Bricker, D. (2000). Enhancing the Quality of Individualized Education Plan (IEP) Goals and Objectives. Journal of Early Intervention. 23, 2, 92-105.

Sands D.J., Kozleski E. & French N.K. (2000). Inclusive Education for the 21<sup>st</sup> Century. Wadsworth.

Shriner, J.G. & Ganguly, R. (2007). Assessment and Accommodation Issues Under No Child Left Behind Act and the Individuals With Disabilities Education Improvement Act. Assessment for Effective Education 32, 4, 231-243.

Tomlinson, C.A., Brighton, C., Hertberg, H., Callahan, C.M., Moon, T.R., Brimijoin, K. Conover, L.A., & Reynolds, T. (2003) Differentiating instruction in response to learners readiness, interest, and learning profile in an academically diverse classrooms: A review of the literature. Journal for the Education of the Gifted, 27, 119-145.

Zhang C. & Bennett T. (2003). Facilitating the Meaningful Participation of Culturally and Linguistically Diverse Families in the IFSP and IEP Process. Focus on Autism and Other Developmental Disabilities. 1, 51-59.

Tirussew T. (2006). An Overview of Inclusive Development in the Last Fifteen Years in Ethiopia in Savolainen H. & Matero M. & Kokkala H. (edit.). 2006. When All Mean All: Experiences in Three African Countries with EFA and Children with Disabilities. Helsinki: Ministry for Foreign Affairs in Finland

UNESCO. (2000). Dakar Framework for Action Education For All: Meeting Our Collective Commitments, Text adopted by the World Education Forum Dakar, Senegal, 26-28 April 2000,

UNESCO. (2000). The Open File on Inclusive Education Support Materials for Managers and Administrators. ([www.unesdoc.unesco.org](http://www.unesdoc.unesco.org))

UNESCO. (2001). Understanding and Responding to Children's Needs in Inclusive Classrooms: A guide for teachers. ([www.unesdoc.unesco.org](http://www.unesdoc.unesco.org))

UNESCO (2004) Changing Teaching Practices: using curriculum differentiation to respond to students' diversity. Author: Perner, Darlene. Imprint: 2004.

UNESCO. (2004). Embracing diversity: Toolkit for creating inclusive, learning-friendly environments. Bangkok: UNESCO: Asia and Pacific Regional Bureau for Education.

UNESCO. (2005). Guidelines for Inclusion: Ensuring Access to Education for All, Paris.

UNESCO (2009). Policy guidelines on inclusion in education. Paris: UNESCO.

Internet:

Metacognitive skills.

[http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy7/edpsy7\\_meta.htm](http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy7/edpsy7_meta.htm)