



Ministry of Education

Reasonable Accommodation for Education

Guidelines on Inclusive Education

**Non-Formal and Special Education Branch
Ministry of Education
“Isurupaya”
Battaramulla**

“An Equitable opportunity for Education”
Inclusive Education Guidance

Prepared by:

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Ministry of Education



THE WORLD BANK

GEMP

For your attention.....

Each and every person’s responsibility as well as accountability is providing the education opportunities for the children in equitable manner in order to protect the right to education of each child. Therein, actions must be taken in order to remove the obstacles or minimize such followed by being identified the facts which have been caused due to those reasons of children. Thus, just and an equitable opportunity must be created to receive the education by each and every child.

Educational opportunities of the children have been lost due to various matters based on the household including economic difficulties of the family, lack of awareness of the parents and separation of the parents. In addition, educational opportunities of the children have also been minimized due to the reasons such as school is no more a preferred place, different type of threatening and bullying arising from school, hurting and curricular matters. Further, access to formal education, participation and performance opportunities in education have also been missed or minimized based on factors of religion, nationality, caste etc. Furthermore, educational opportunities of the children have also been lost consequent to the various disabilities, weaknesses and conditions of illnesses prevailing among children. Educational opportunities have also been lost on the face of the facts of the public policies such as diversification of the schools, imbalance of the resource distribution. Right to education of the children has been lost due to these all the facts.

Each child who is under the compulsory educational age (5-16 years) must be presented in the formal education system. However, a group of the children in the said age have left the formal education system upon the aforesaid facts.

There is a tendency that close to 2% percent of the children who must be diverted towards the formal education annually, are not attended to such whereas there is a circumstance of dropouts of large number of children in between schooling ages. Specially, children with disabilities and the children who live within the disadvantageous surroundings have been encountering this condition. It is a prominent occurrence that the children with disabilities are denied at the attendance to the schools. Even if they are attended, most of the schools showing a drawback in respect of obtaining their active participation during the pedagogy and bringing those children up to the expected competence level.

The contemporary international acceptance on this has been not to be denied anyone from the education process based on any disability or any other matter. Inclusive education is implemented worldwide in brought manner for this. However, it is a common factor that denying or isolating the disable persons from the society has still been happening in the Sri Lankan Society. Specially, not only the refusing them from the system but also the process of sending such children with disabilities and being lived in the disadvantageous social backgrounds, towards the special education units are still happening. We have been entered in to an era by which this negative concept must be avoided rapidly. As a one step for such an attempt, this Code of Guidelines is presented for you. Particularly, school education must be reformed in order to assure the right to education of each and every child. Hence, we do believe that the education process shall be guided by all the education professionals upon providing a just and reasonable accommodation towards the right of the education among the children according to the guidance entailed by this code of guidelines.

Key to use the Code of Guidelines.....

Part- I of this has been named as “Handbook for Assessing Children with Special Need by Zonal Assessment Committee”. Neither teachers nor principals are permitted to label any child as a special need child. If any child shows such disable features, the parents, teachers or principals must refer that child to the Special Education Assessment Committee in their own education zone and obtaining a confirmation for such respectively. The provision of law and the actions that must be taken has been mentioned in the Circular No.33/2022 of the Ministry of Education. The Part -1 of this has been formulated after being summarized for easy to understand that process and the judicial condition.

By the Part –II of this Code of Guidelines, instructions have been given over the learning aids usable for the pedagogy among the children presents in the Special education units and the children with disabilities presents in the average classroom and as to how such items can be used. Specially, it has been clearly explained what are the learning aids that are usable according to the various disabilities and as to how such must be used.

By the final part that has been named as the “Manual for the promotion of Inclusive Education”, it has been included the explanation of the concept of Inclusive Education and an outline of the activities that must be followed in sequential manner during the building of an Inclusive School.

Non-Formal & Special Education Branch
Ministry of Education

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**Handbook for Assessing Children with Special Needs by
Zonal Assessment Committee**

Preface

According to the “Circular and Guidance Manual on Providing Inclusive Education for All Children Including the Supply of Educational Facilities for the Children with Special Educational Needs and the Children with Special Needs” issued by the Ministry of Education on December 3, 2020 and published in the website of the Ministry of Education (reference number 37/2020), all children with special needs must undergo an educational assessment to obtain appropriate educational opportunities. In line with this circular, the Ministry of Education has established the Zonal Assessment Committee for Special Education (ZACSE) at each Zonal Education Office and trained its members. Its purpose is to carry out an educational assessment to decide and provide the most appropriate learning place for each child with special needs by correctly identifying her/his special educational needs. The committee plays a vital role in providing continuous and individualized support according to the unique needs of each child.



This handbook is an extract and compendium of the parts related to the ZACSE in the “Circular and Guidelines on Special Education Assessment” issued on September 8, 2022 and published in the website of the Ministry of Education (reference number 33/2022). This handbook has been designed to provide ZACSE members, education administrators and teachers with easy reference and quick information on the assessment for promoting school enrollment of children with special needs.

It is sincerely hoped that this handbook will be used to its fullest extent so that as many children with special needs as possible will have access to appropriate learning opportunities and quality education.

Date: 2024.01.26

Wasantha Perera

Secretary

Ministry of Education

1. Objectives of the Assessment

According to Circular 33/2022, it was issued to identify children in need of formal educational assessment, facilitate their enrolment in school, and implement individualized learning plans to support their development. In other words, the circular aims to ensure that children with special needs have access to appropriate learning opportunities and quality education, and not to mechanically place them based on the score they have earned. In doing assessments, the following points should be paid attention to:

When assessing children, rather than looking for what they cannot do, keep in mind what strengths they have, and what reasonable accommodations they need to learn in a mainstream class.

1. Do not determine where children learn, solely relying on total scores. Under the Common Assessment Format, children who do not have intellectual disability but are unable to perform gross or fine motor skills (ex. due to orthopedic impairment from amputation or limb reduction) receive low scores. In such cases, appropriate recommendations should be made regarding necessary accommodations to minimize difficulties and enable learning within general education.
2. In determining where to learn, the wishes of the children and their parents/guardians need to be respected. On the other hand, committee members must be able to understand and identify the best education approach for each child, and they must communicate this to the parents/guardians before making a decision.

2. Overview of the Zonal Assessment Committee for Special Education (ZACSE) (according to Circulars 33/2022 and 37/2020)

2.1 What is ZACSE?

ZACSE is a committee established in each educational zone to carry out an assessment of children with special needs in the area, and determine the educational approach that is appropriate for each child's needs.

2.2 Who are ZACSE members?

The members of ZACSE are as follows.

- Deputy/Assistant Director of Education - Special Education
- Deputy/Assistant Director of Education - Primary Education
- Special Education Teacher Adviser/ Senior Special Education Teacher
- Primary Education Teacher Adviser
- Senior Special Education Teacher

At least three of the above committee members should be present at the time of assessment. Out of the three, two of them must have professional experiences in the area of special education.

The members who have received special education assessment training will be issued a certificate by the Ministry of Education authorizing them to carry out assessments for three years.

2.3 Other institutions capable of conducting assessments

In addition to ZACSE, the following institutions are also designated to conduct assessments. After the assessment, they are supposed to submit the assessment report to ZACSE.

- (1) Department of Inclusive Education, National Institute of Education
- (2) “*Shishyoda*” National Institute of Special and Inclusive Education, Weniwelkola
- (3) Autism Child Development Centre, Maharagama
- (4) Assessment Centers established by Provincial Education Departments
- (5) Provincial Education Resource Centers

2.4 Classification of disability

The Ministry of Education has classified children with disabilities into the following 14 categories.

- (1) Autism Spectrum Disorder (ASD)
- (2) Global Development Delay
- (3) Intellectual Disability
- (4) Brain Injury
- (5) Deafness or Hearing Impairment
- (6) Blindness or Visual Impairment
- (7) Multiple Disabilities
- (8) Down’s syndrome and other syndromes diagnosed by pediatricians
- (9) Orthopedic Impairment
- (10) Specific Learning Disability (SLD)
- (11) Emotional Behavior (Problematic)
- (12) Deaf-blindness
- (13) Speech or language disorders
- (14) Other health impairments



Ex: Attention Deficit Hyperactivity Disorder (ADHD)

When the diagnosis by a doctor does not fit exactly into the 14 types above, it is necessary to refer to Attachment 3 of Circular 33/2022, and search for the appropriate category.

2.5 Assessment target

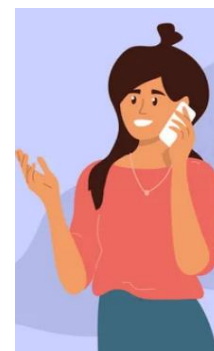
This assessment is used to support school admission of children with special needs at the age of four and to identify appropriate inclusive education opportunities and placement for them. At the same time, this assessment can be applied to all children with special needs who are of compulsory education age, including those referred by parents/guardians, teachers, principals, non-formal education project officers and social services officers.

2.6 Assessment days

At least one day a week should be set aside for the assessment. The public should be informed about the assessment days through posters, leaflets and websites.

2.7 Appointment

In accordance with Circular 33/2022, parents/guardians of children identified as needing special attention by the Medical Officer of Health at the age of three will be made aware through a seminar series. For those who have not gone through the awareness seminars, it is critical to create a system for conducting assessments by appointment over the phone or by meeting committee members beforehand so that assessments can be carried out in an appropriate environment over an appropriate amount of time. By preparing a certain time slot for each child and telling them to come at that time, children will not have to wait long, and ZACSE members will not feel rushed to do an assessment.



2.8 Location

It is crucial to designate a suitable location and create a conducive environment for the assessment within the zonal education jurisdiction. The assessment area should be pleasant and accommodating, and formal procedures should be in place to procure and maintain necessary equipment, learning aids, toys, etc.

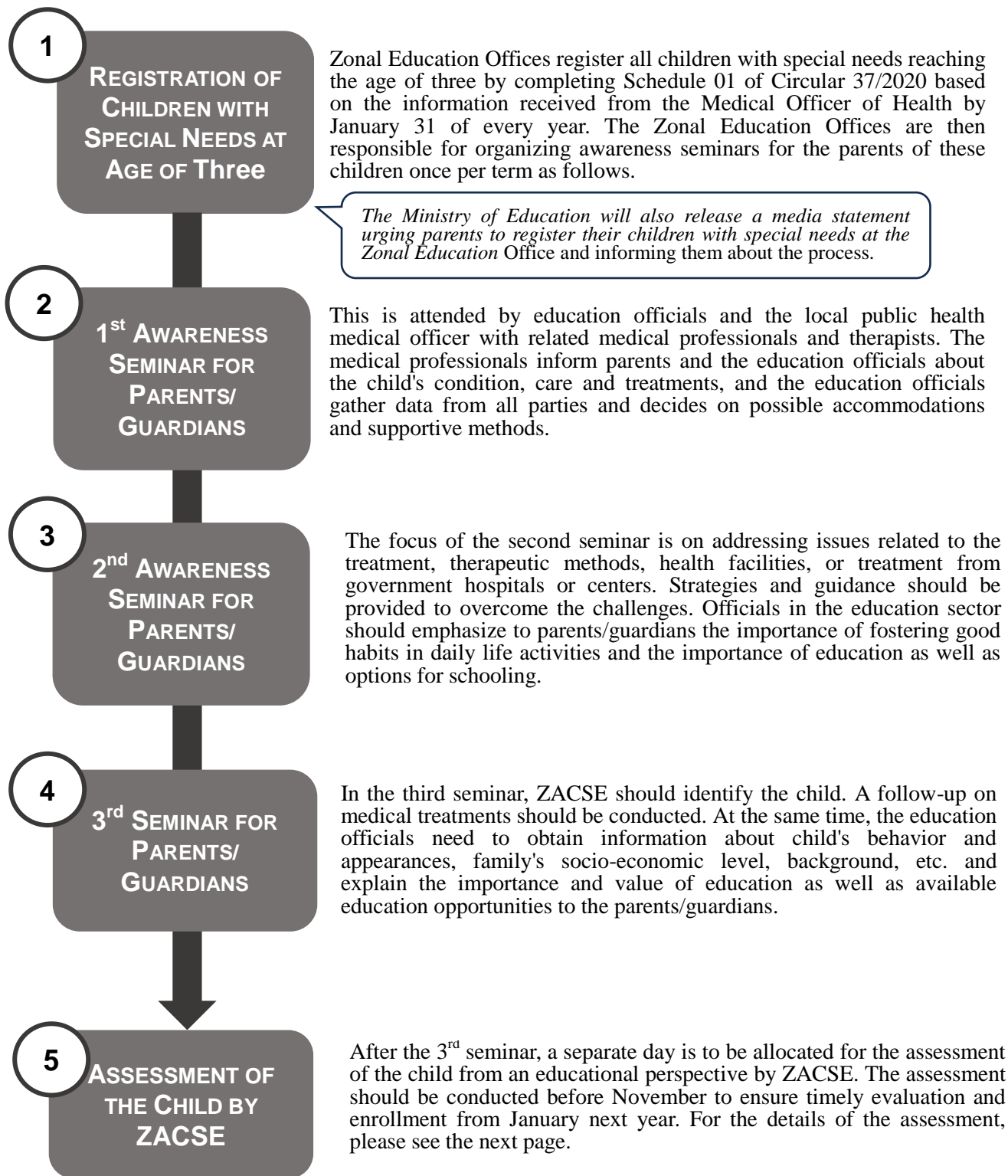
2.9 Documents to bring

When taking an appointment for assessment either by phone/direct visit or at the time of the 3rd awareness seminar, parents/guardians will be informed about the procedure and the documents to bring for the assessment. The following documents are required for parents/guardians to bring.

- Application form
- Birth certificate and a copy
- Residence certificate/ proof of residency
- Medical certificate
- Medical records
- Past assessment records (if any)

3. Registration and Awareness Seminars of Children with Special Needs in Early Childhood

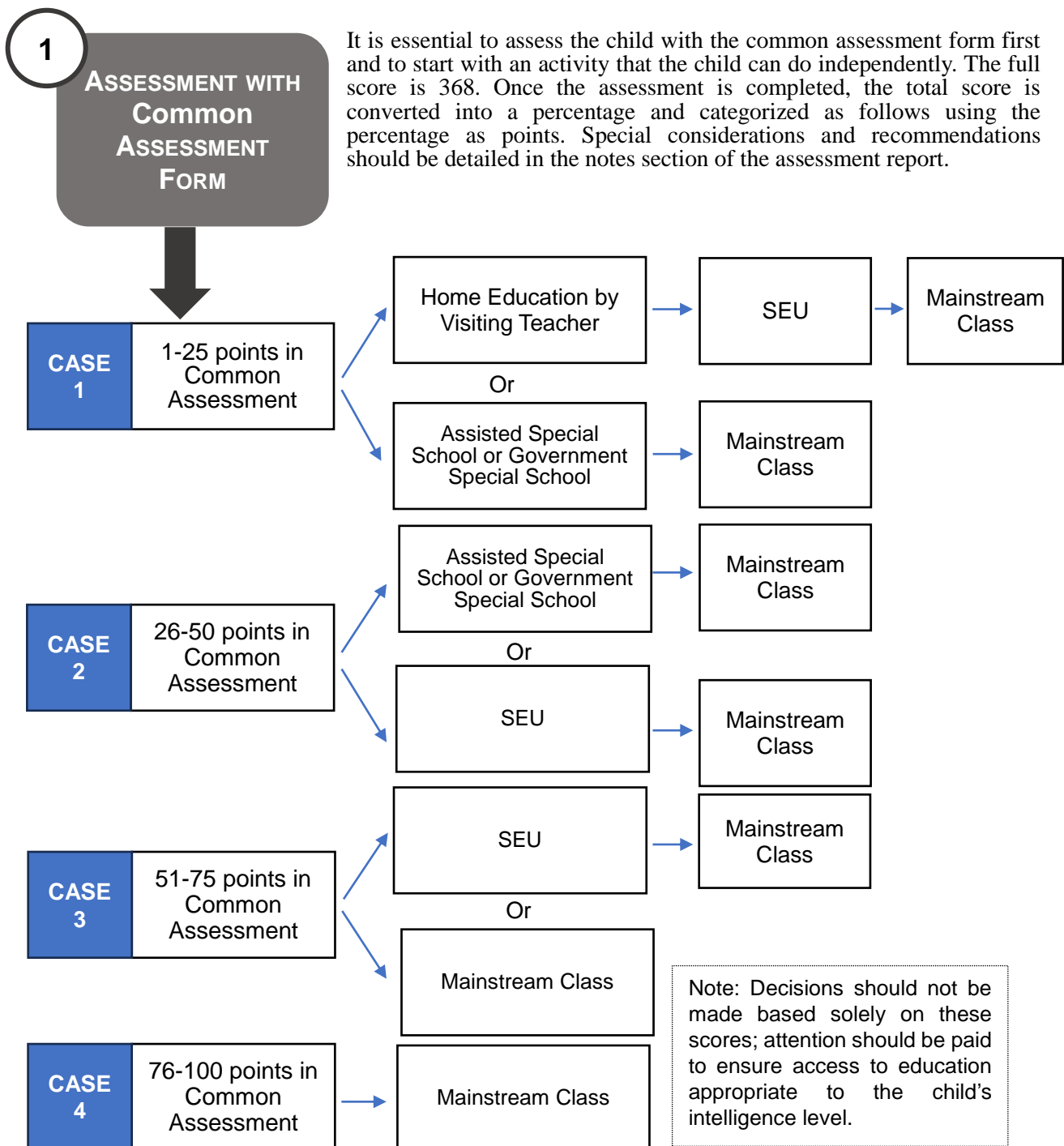
It is critical to collaborate with the health sector in registering and assessing children with special needs as indicated below. The following flow starts with the registration of children at the age of three followed by three awareness seminars and an assessment by Zonal Assessment Committee for Special Education.

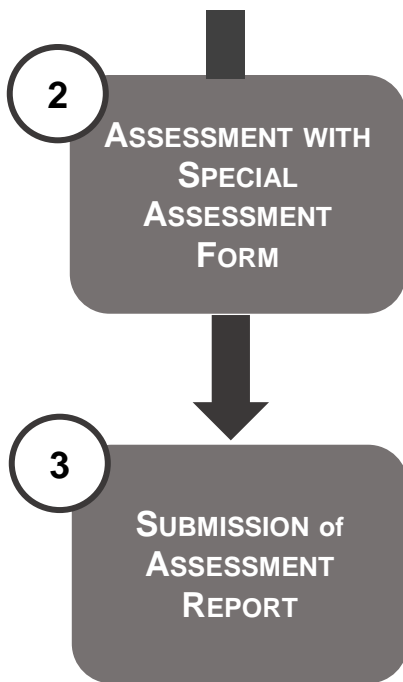


4. Flow of Assessment

Before the assessment, the ZACSE members need to refer to Schedule 01 of Circular 37/2020 filled at the age of three and the records of the three seminars. Based on this information and the interview at the time of the assessment, the general information sheet of the “Common Assessment Report” needs to be filled. If the child is taking any medications, it should also be noted down.

For children under five years of age, if there are criteria on the Common Assessment Form that cannot be assessed, four points must be deducted for each removed criterion and the total score must be converted into a percentage.





The completion of the special assessment forms should be done based on medical recommendations, parental identification, or special circumstances identified by the ZACSE. For example, for children with autism, the Assessment Sheet for Children with Autism (Schedule No. 05 of Circular 33/2022) should be used, and for visually impaired children, the Visually Impaired Children Assessment Sheet (Schedule No. 07 of Circular 33/2022) should be utilized.

Parents/guardians should be notified of the results of the assessment and the completed assessment sheets (or a copy) need to be given to them. Parents/guardians should also be reminded to hand in the completed assessment sheets to the school where the child will be enrolled. ZACSE members also need to submit the completed assessment sheets to the zonal education office and keep one copy for their own records.

5. After the Assessment

After the assessment, ZACSE members instruct the parents/guardians to visit the nearest school of the type specified by ZACSE with the child, submit the assessment report and apply for admission. When applying, parents/guardians and the school should discuss the necessary accommodations to be prepared at school using the results of this assessment.

Additionally, ZACSE members are encouraged to ask parents/guardians to provide the phone number of their child's preschool teacher to their primary school teacher, with the preschool teacher's permission. This allows the two teachers (the preschool teacher and the primary school teacher) to discuss the necessary supports, effective strategies, and reasonable accommodations the child may need in primary school, making the often challenging transition from preschool to primary school much easier for these children.

**Collection of Teaching Learning Aids for
Students with Special Needs**

Introduction

Teaching students with special needs is a rewarding but also quite challenging task. Some of the challenges that teachers must address on a daily basis include accommodating different ages and ability levels, identifying individual strengths and weaknesses, supporting the development of life skills and social skills, and managing behavioral issues. Some students struggle with recognizing letters and words, reading, counting, or expressing themselves. Despite these many challenges, teachers are devoted to providing the best possible education to all their students and work tirelessly to ensure everyone is included in the lessons and can thrive in the classroom.

Teachers have been using teaching learning aids (TLAs) in classes for students with special needs. Here, it is important to consider how to support students in learning on their own, using TLAs that are appropriate for their level, rather than having them study uniformly with ready-made TLAs. TLAs are to help them learn proactively and to develop their potential to the maximum level by providing them with a structured learning experience that is customized to their individual needs. In other words, teachers are required to select proper TLAs for individual students considering the conditions and levels of each one of them.

The TLAs listed here were developed with the ingenuity of those involved in the "Project on Strengthening Education for Children with Special Needs through an Inclusive Education Approach (REACH-SS)", jointly implemented by the Ministry of Education (MoE) and the Japan International Cooperation Agency, and were actually used in the classroom. Some of the TLAs were developed referring to *the Database of Teaching Materials and Methods for Special Needs Education*¹, which contains a wide range of TLAs extracted from the practices in five special needs schools affiliated with the University of Tsukuba.

It should be noted that there is no must-have items for teaching students with special needs because each child has unique needs. Therefore, it is expected that you find some ideas here for your own practice in your classroom and give it a try!

¹ Feel free to refer to the database in English (<https://gakko.rdy.jp/kdb/en/>). You can search many ideas with keywords, disability type etc.

1. Tying shoes



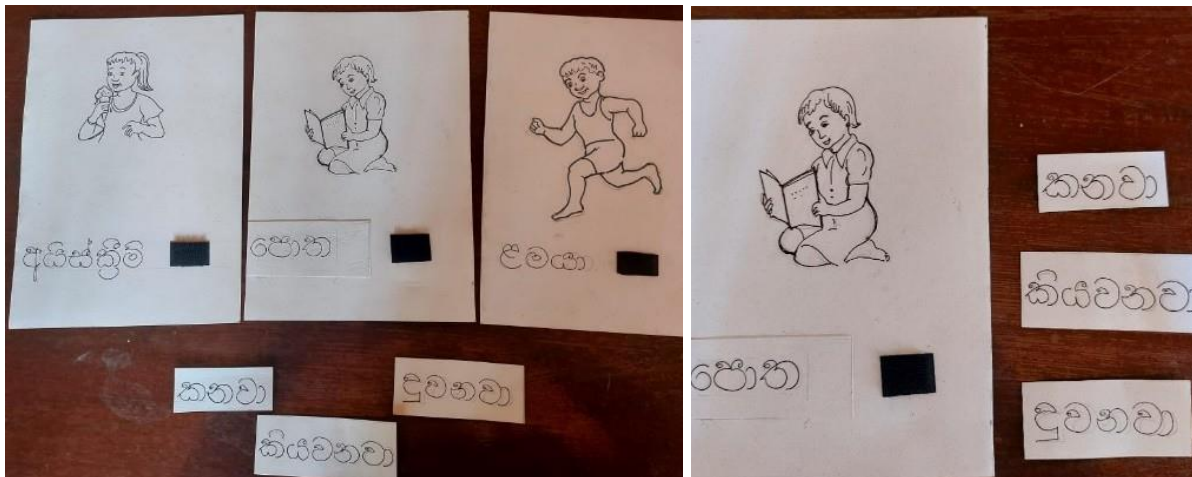
1) Difficulties	Tying shoelaces, manipulating objects, distractive, poor eye- hand coordination
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ASD • Intellectual disability • Visual impairment • Age 5-8
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) practice tying his/her own shoelaces. (2) develop fine motor skills. (3) develop manual dexterity. <p>As a first practice, it is easier to tie with this teaching learning aid than with actual shoes because it is larger.</p>
4) How to use	<ul style="list-style-type: none"> • Let a student begin practicing by himself/herself. • If possible, then challenge a student to see if he/she can tie the string. • Try other ways to thread and tie a string. <p>A teacher needs to be aware that there are various methods.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Cord • Hole drill

Reference : Piliyandala Education Zone

2. Let's brush our teeth



3. Let's use action-words



1) Difficulties	Students who can read and write letters, but speak only single words.
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • Intellectual disability • Age 3-17
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) learn two-word phrases. (5) improve communication skills. <p>By using action-word picture cards, he/she can learn in a variety of ways.</p>
4) How to use	<ul style="list-style-type: none"> • A teacher prepares picture cards with a word, and put a Velcro patch in the empty space. • First, the teacher shows a picture card to a student, affix an appropriate action-word card, and read aloud the full phrase. • Then, encourage the student to do as the teacher did. • If he/she is able to complete the task, the teacher places several picture cards side by side, and ask him/her to select an appropriate action-word card and affix it in the proper place. <p>The teacher can also provide a picture card with choices of action-word cards. From them, he/she can select an appropriate action-word card and affix it to a picture card.</p> <p>Laminated cards are preferred for repeated use.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Cardboard, 30cmx20 cm • Color pens • Velcro • Scissors

4. Clothing kit



1) Difficulties	Dressing alone, toileting, holding pens
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • Intellectual disability • Age 3-6
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) button up and off (2) dress by oneself <p>By using a clothing kit, he/she can learn how to wear clothes as well as fine motor skills.</p>
4) How to use	<ul style="list-style-type: none"> • Provide a student with the kit one by one. • Tell him/her to button/buckle up and off. • Appreciate his/her efforts after finishing them. • When he/she can do with the wood frame kit, try the vest. <p>The vest is with multiple functions such as zip and strings. After he/she gets used to doing this with the kit, try the real clothes. The skill of toileting is closely connected with the dressing skill. When there is a student who is unable to toilet by him/herself, try this kit and find where his/her challenge is.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Planed square edge timber • Scraps of fabric • Buttons • Plastic buckles

Reference: Piliyandala education zone

5. Communication card



1) Difficulties	Expressing one's intention using two-word sentences, asking others for things, speaking words
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ASD • Intellectual disability • Speech delay • Age 3-15
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) express his/her needs and feelings correctly to others (especially with support persons). (2) communicate with others independently. <p>The use of illustrations helps a student communicate with others even when he/she is not able to speak clearly.</p>
4) How to use	<ul style="list-style-type: none"> • Get a student used to requesting it when they need it, and express he/her feelings with picture cards (communication cards). Ex. "I want to go to toilet," or "I can't understand." • The number of cards can be added as he/her develops. • Finally, encourage him/her to express his/her needs and feelings without them.
5) Materials and Tools	<ul style="list-style-type: none"> • 30cm x 20cm cardboard • Color pens • Scissors

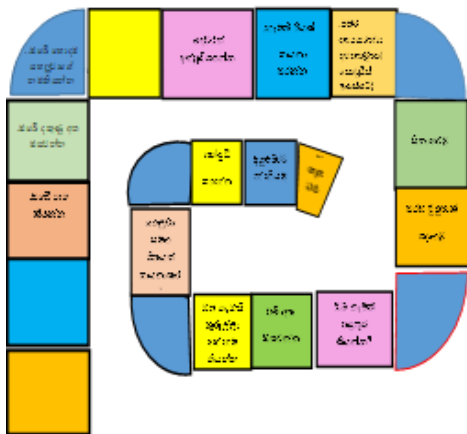
6. Which one would you like?



1) Difficulties	Communicate with classmates, self-choice, self-determination, wait their turn
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ASD • Developmental disabilities • Intellectual disabilities • Ages 3–15
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) express his/her likes to others (his/her support person). (2) increase vocabulary and likes that he/she can tell others about. (3) make his/her own choices. (4) communicate with others independently. <p>While some students may not be familiar with the ideas presented on the cards, they may be able to learn from others, and this will be an opportunity to become better acquainted with each other.</p>
4) How to use	<ul style="list-style-type: none"> • First, have students take their seat in a comfortable spot. • Tell a student to choose one card from the pile. • Ask he/she which picture he/she likes out of the two on the card. • Ask why he/she likes it. It doesn't matter what method he/she uses; it may be through words, pointing with a finger, or looking at someone. • Then ask him/her to explain why he/she likes it and why he/she chose it. It may allow him/her to think about himself/herself. But there's no need to force him/her to answer. • In case he/she can't answer, he/she can say, "Pass!" • Then, the next student is allowed to choose his/her card, and the same steps are repeated. <p>This game can be played with picture cards of foods, fruits, vegetables, activities, games, and so on. Adults can join the group.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • 10cm x 20cm cardboard • Color papers • Color pens • Scissors

Reference: <https://www.hyakuchomori.co.jp/toy/p/TB002.html>

7. Let's play together



ಅರಿವು ಹಾಗೂ ಸಾಮರ್ಥ್ಯದ ಅಭಿವೃದ್ಧಿ Development of social skill



<p>1) Difficulties</p>	<p>Doing activities in group, making friends, waiting their turn, practice actions, words, and phrases in their everyday vocabulary</p>
<p>2) Target (Disability category, Age)</p>	<ul style="list-style-type: none"> • ASD • Developmental disabilities • Intellectual disabilities • Ages 3–15
<p>3) Expected effects and results</p>	<p>To enable students to:</p> <ol style="list-style-type: none"> (1) develop communication skills. (2) understand the importance of taking turns. (3) create interpersonal relationships among them. (4) learn the art of making friends. <p>These skills are not only essential for their academic success but also for their personal growth and development.</p>
<p>4) How to use</p>	<ul style="list-style-type: none"> • First, have students take a seat in a comfortable spot. • Give them a set of dice, a board of activities, and some buttons. • Explain how to place a button on the corresponding number on the activity board after rolling the dice. • Then, instruct them to perform the activity at the location where they placed the button. Activities on the board could include singing songs, naming friends, naming favorite fruits, and so on. • Then, the next student will roll the dice, and the same steps are repeated.
<p>5) Materials and Tools</p>	<ul style="list-style-type: none"> • Buttons • Colored paper • Colored pens • Dice • Glue • Scissors

Reference: <https://kyozaisupport.com/socialskill/>

8. Memory Games



1) Difficulties	Low working memory, doing activities in group, making friends, developing vocabulary, waiting their turn
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 4-7
3) Expected effects and results	<p>To enable students to:</p> <ol style="list-style-type: none"> (1) develop vocabulary. (2) create interpersonal relationships among students. (3) understand the importance of taking turns. (4) develop memory (5) learn the art of making friends.
4) How to use	<ul style="list-style-type: none"> • First, have students take their seat in a comfortable spot. • Place all the cards facing down and spread them out. • Then, each takes turns flipping over two cards to try and find a matching pair. • If a student gets a matching pair, they are kept and he/she takes another turn. However, if the two cards do not match, they are returned to their original position, facing down, and the next student will take his/her turn. • The game continues until all the cards have been matched. • The player with the most pairs at the end of the game is the winner. <p>Shapes, vegetables, letters, words, etc. can also be used for this game.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Cardboard • Color pens • Glue • Picture • Scissors • Laminated cards are preferred for repeated use.

9. Let's identify the color



1) Difficulties	Recognizing colors, distractive, holding a pencil
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • • Age 4-6
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) develop fine motor skills. (2) improve attention. (3) develop eye-hand coordination. (4) develop pencil grip. (5) match and recognize color. (6) develop manual dexterity.
4) How to use	<ul style="list-style-type: none"> • Provide a student with clothes pins and a two-color box. • Tell him/her to separate clothes pins according to color. • Tell him/her to attach the clothes pins to the matching color. • Appreciate his/her efforts.
5) Materials and Tools	<ul style="list-style-type: none"> • Cardboard box • Color papers • Cloth pins • Glue • Scissors

10. Let's Match the colors



1) Difficulties	Recognizing colors, distractive
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 4-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) develop fine motor skills. (2) develop eye-hand coordination. (3) improve attention. (4) match and recognize color. (5) develop pencil grip.
4) How to use	<ul style="list-style-type: none"> • Provide bottle caps and the board to a student. • Tell him/her to place the bottle cap according to the appropriate color. • Repeat this exercise until he/she recognizes the color. • Appreciate his/her efforts.
5) Materials and Tools	<ul style="list-style-type: none"> • 40cm x 40cm thick cardboard • 5 basic color papers • 4 color bottle caps • Glue • Paper cutter • Scissors

11. Let's separate the color buttons



1) Difficulties	Recognizing colors, color differentiation, distractive
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Intellectual disability • Age 4-6
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) develop fine motor skills. (2) develop eye-hand coordination. (3) improve attention. (4) match and recognize color. (5) develop pencil grip.
4) How to use	<ul style="list-style-type: none"> • Provide a student with buttons and plastic containers. • Tell him/her to place buttons in compatible-colored containers. • If he/she is unable to select the correct container, assist him/her in selecting the correct relevant container. • Appreciate his/her efforts. <p>In the beginning, better using only 2 basic colors.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • 4 basic color buttons • 4 basic color containers • Cutter

12. Play with Paper Cup



1) Difficulties	Distractive, poor eye-hand coordination
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 3-6
3) Expected effects and results	<p>To enable a student to:</p> <ul style="list-style-type: none"> (1) development fine motor skills (2) develop eye-hand coordination (3) improve attention. (4) strengthen fingers and hand.
4) How to use	<ul style="list-style-type: none"> • Tell a student to pile up paper cups. • Ask him/her to stack the top and bottom of the paper cups alternately. • Encourage him/her how many cups can be piled up. • Appreciate his/her efforts.
5) Materials and Tools	<ul style="list-style-type: none"> • Paper cups or plastic cups

Reference: Life Skill Development Through Playful Activities=Hiromichi Yuki, 2nd KCCP Training May 2023

13. Let's play with plastic spoon



1) Difficulties	Distractive, poor eye-hand coordination, poor fine motor skills
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ASD • Intellectual disability • Visual impairment • Age 3-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) development fine motor skills. (2) development eye-hand coordination. (3) improve attention. (4) develop pencil grip (5) development manual dexterity
4) How to use	<ul style="list-style-type: none"> • Provide a student with a plastic bottle and plastic spoons. • Encourage him/her to practice inserting one plastic spoon at a time through the hole in the bottle's lid. • Appreciate his/her efforts. <p>Provide support to him/her when it is not possible for him/her to work alone.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Knife (to make a hole in the bottle cap) • Plastic bottle • Plastic container • Plastic yogurt spoons

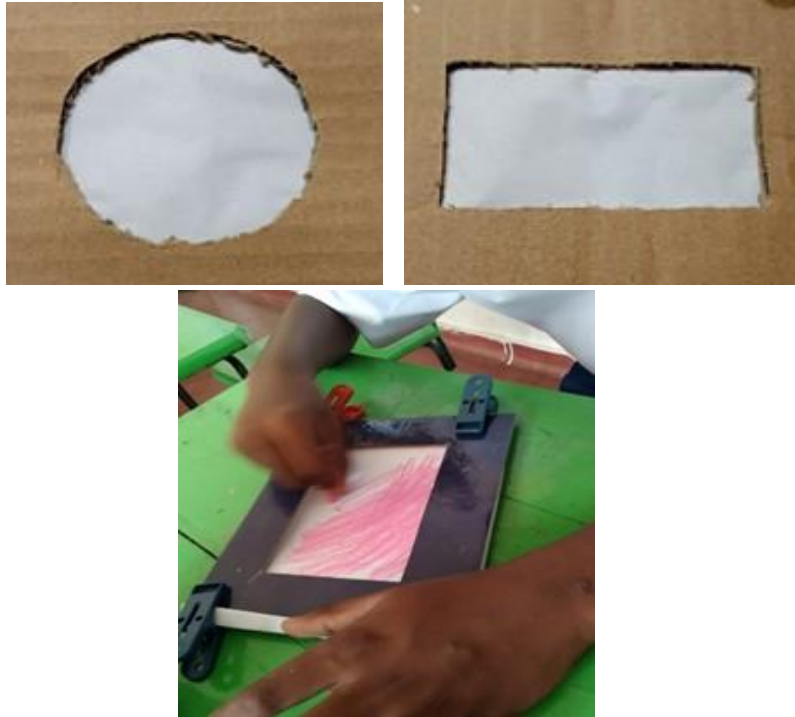
Reference: Piliyandala Education Zone

14. Let's fix the wheels to the car



1) Difficulties	Distractive, poor eye-hand coordination, poor fine motor skills
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • CP • Developmental delay • Intellectual disability • Age 3-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) development fine motor skills. (2) development eye-hand coordination. (3) improve attention. (4) develop pencil grip (5) development manual dexterity
4) How to use	<ul style="list-style-type: none"> • Provide a student with a car picture and plastic caps. • Encourage him/her to spin the wheel and fix it. • Appreciate his/her efforts. <p>Provide support to him/her when it is not possible for him/her to work alone.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Color papers • Glue • Plastic bottle caps • Paper cutter • Rough Cardboard • Scissors

15. Coloring within the limit of the shape



1) Difficulties	Difficult to color within the limit, distractive, poor eye-hand coordination, poor fine motor skills
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • CP • Developmental delay • Intellectual disability • Age 3-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) develop fine motor skills. (2) develop eye-hand coordination. (3) improve attention. (4) exercise coloring within the limit of a shape. (5) develop pencil grip
4) How to use	<ul style="list-style-type: none"> • Place a hole-punched card on a piece of paper and secure it with cloth or paper pins. • Provide a student with a colored stick in his/her favorite color. • Ask the student to color within the gap • Appreciate his/her efforts. <p>Provide support to him/her when it is not possible for him/her to color correctly within the limits.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Crayons or color pencil • Paper cutter • Rough cardboard with different shapes

16. Writing letters on the sand board



1) Difficulties	Holding a pencil, learning & writing letters
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ASD • Intellectual disability • Visual impairment • Age 4-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) enhance tactile perception. (2) become familiar with the shapes of letters. (3) develop insight into the learning of letters
4) How to use	<ul style="list-style-type: none"> • Tell a student to write letters on the sand in the box. • Appreciate his/her efforts. <p>Provide support to him/her when it is not possible for him/her to write letters on the sand.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • 4 strips of wood: 2 pieces of 12"x2" and 2 pieces of 8" x 2" • thin wooden board • ½" nails • Hammer • Saw <p>Make the box using the planks of wood provided. Spread sand to a thickness of about 1/4 inch in the prepared box.</p>

Reference: Piliyandala Education Zone

17. Let's learn words



1) Difficulties	Students who can recognize letters but have difficulty in forming words
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Mild Intellectual disability • Specific learning disorders • Age 5-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) recognize letters. (2) recognize and read words. (3) build vocabulary <p>This is a fun and interesting way to encourage him/her to develop letter recognition and reading skills.</p>
4) How to use	<ul style="list-style-type: none"> • A student/teacher demonstrates how to use two paper cups. • Then motivate another student to identify letters by rotating the cups. • Appreciate his/her efforts. <p>By rotating the cups, he/she can build words and read them.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • 2 paper cups or plastic cups • Color pen • Glue • Paper cutter or scissors • White paper

18. Let's make words with rocket



1) Difficulties	Students who can recognize letters but have difficulty in forming words
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Mild Intellectual disability • Specific learning disorders • Age 5-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) Recognize letters. (2) Recognize and read words. (3) build vocabulary <p>This fun activity can help him/her remember letters more easily.</p>
4) How to use	<ul style="list-style-type: none"> • Provide a student with a card with a word and a rocket. • Then ask him/her to find the letters that match the word by using the rocket. • Help him/her move the rocket to the corresponding letter. • Repeat this activity until he/she is familiar with the letters and words. • Appreciate his/her effort. <p>Can modify words on the card to practice different letters and words.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • 30cm x 20cm thick cardboard • Color paper • Color pens • Glue • Pen or pencil • Scissors or paper cutter

19. Let's read the pictures/words on the Television screen



1) Difficulties	Recognizing pictures and words
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Mild Intellectual disability • Specific learning disorders • Age 5-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) recognize pictures (2) recognize words and read them (3) build vocabulary <p>This is a fun and interesting way for him/her to identify pictures and words.</p>
4) How to use	<ul style="list-style-type: none"> • Demonstrate a student how to use a screen to read pictures and words. • Then motivate him/her to rotate the top bar to identify pictures and words, and read them. • Appreciate his/her effort.
5) Materials and Tools	<ul style="list-style-type: none"> • 50cm x 30cm empty box • 60cm long two rods/ bar • Color pens • Glue tape • Paper cutter or scissors • Paper role

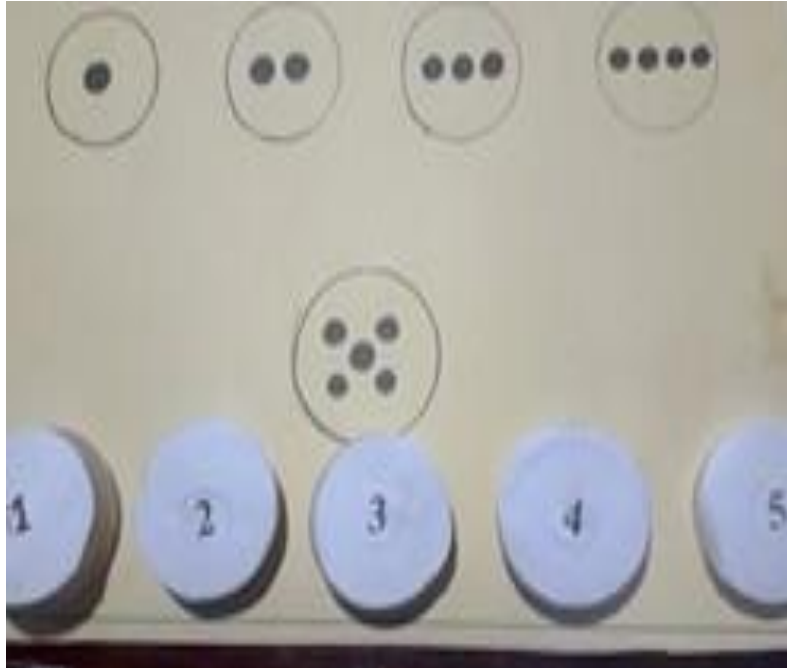
Reference: Kurunegala Education Zone

20. Let's make a number tower



1) Difficulties	Counting, recognizing the sequence of numbers
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 4-7
3) Expected effects and results	To enable a student to: <ol style="list-style-type: none"> (1) improve concentration. (2) recognize numbers. (3) improve counting skills
4) How to use	<ul style="list-style-type: none"> • Provide a student with paper cups that have numbers on them. • Tell him/her to stack the cups in numerical order to create a tower. • Then encourage him/her to count numbers on each cup. • Appreciate his/her effort.
5) Materials and Tools	<ul style="list-style-type: none"> • Color pens • Paper cups or plastic cups

21. Let's match the number



1) Difficulties	Grasping the concept of numbers
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 5-7
3) Expected effects and results	To enable a student to: (1) improve concentration. (2) recognize numbers and number concepts.
4) How to use	<ul style="list-style-type: none"> • Provide a student with a number concept board and a set of number caps. • Assist him/her in matching mathematical concepts with respective numbers. • Appreciate his/her effort.
5) Materials and Tools	<ul style="list-style-type: none"> • 30cm x 20cm thick cardboard • Color paper • Color pens • Glue • Scissors • Yogurt cups or bottle caps

22. Let's identify the number and write it



1) Difficulties	Grasping the concept of numbers, writing numbers
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 4-6
3) Expected effects and results	<p>To enable a student to:</p> <p>(1) identify the number concept from 1 to 3</p> <p>(2) get used to writing the number from 1 to 3</p>
4) How to use	<ul style="list-style-type: none"> • Provide a student with a prepared number board and sticks. • Tell him/her to match sticks corresponding to the given number. If he/she is unable to match them, help him/her. • Then, assist him/her in writing numbers. • Appreciate his/her effort. <p>When he/she becomes able to write up to 3, prepare a new one for more numbers (ex. 4 to 6).</p>
5) Materials and Tools	<ul style="list-style-type: none"> • 30cm x 30cm thick cardboard. • 3 cardboard rolls (empty toilet cardboard rolls) • Cello tape • Color sticks • Glue • Paper cutter • Popsicle sticks • Scissors

23. Let's count the raindrops



1) Difficulties	Grasping the concept of numbers, matching numbers
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 5-7
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) develop fine motor skills. (2) improve concentration. (3) develop eye-hand coordination. (4) recognize the number concept. (5) improve counting skills. <p>This teaching learning aid is good for teaching the number concept from 1 to 20 or even more.</p>
4) How to use	<ul style="list-style-type: none"> • Explain a picture to a student. • Ask him/her to put cotton buds (raindrops) corresponding to the number below. • Change the number below, and encourage him/her to put cotton buds according to the new number. • Appreciate his/her efforts.
5) Materials and Tools	<ul style="list-style-type: none"> • 30cm x 20cm thick cardboard • Color paper • Color pens • Cotton buds • Glue • Scissors

24. Let's count and add the numbers



1) Difficulties	Number concepts, Simple addition
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ADHD • ASD • Developmental delay • Intellectual disability • Age 5-7
3) Expected effects and results	<p>To enable a student to:</p> <p>(1) recognize numbers and number concepts. (2) learn simple addition.</p>
4) How to use	<ul style="list-style-type: none"> • Provide a student with a prepared board. • Tell him/her to organize the number concept according to the number written on the left side of the board. • Once he/she has a good understanding of the numerical concept, the board can also be used as a tool for practicing addition. • Write numbers on the board and guide him/her to add them together.
5) Materials and Tools	<ul style="list-style-type: none"> • 30cm x 20cm thick cardboard • Color paper (two colors) • Color pens • Double tape • Glue • Scissors or paper cutter

25. Let's write A's memo



1) Difficulties	Expressing and sharing his/her feelings and experiences with teachers and parents through words or actions
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • Students with special needs integrated into mainstream classes. • Age 7-14
3) Expected effects and results	<p>To enable a student to:</p> <ol style="list-style-type: none"> (1) confirm personal activity schedule for the day. (2) express and share own feelings and experiences with teachers/parents through words or actions. (3) help his/her oral communication and avoid miscommunication. <p>Parents, teachers and ISAs can understand his/her progress and challenges. Accordingly, this report can assist teachers in monitoring, planning, and preparing for his/her future.</p>
4) How to use	<ul style="list-style-type: none"> • Ask a student to check the class schedule (timetable). • Then, encourage him/her to write his/her efforts and events during the day in a short sentence. If he/she have difficulty in writing words, he/she can use graphic symbols. • Tell him/her to bring his/her note home and share it with his/her parents. • The teacher checks the note regularly.
5) Materials and Tools	<ul style="list-style-type: none"> • A4 letter file • A4 paper • Notebook • Pen

Reference: <http://www.human.tsukuba.ac.jp/snrcr/kdb/index.htm>

26. Visual timetable



1) Difficulties	Anxiety about upcoming events, afraid of first/unfamiliar activities, troubles in transition activities
2) Target (Disability category, Age)	<ul style="list-style-type: none"> • ASD • Developmental disabilities • Intellectual disabilities • Ages 5-15
3) Expected effects and results	<p>To enable students to:</p> <ol style="list-style-type: none"> (1) get a glimpse of the structure of the day (2) focus on educational activities. (3) smoothly switch from one activity to another. (4) manage own schedule (what to do and where to go). (5) cultivate self-independence.
4) How to use	<ul style="list-style-type: none"> • First, a teacher determines the number of activities to be included in one day. • The teacher selects an appropriate communication method (pictures/ words/ both) that students can easily understand. • Accustom them to remove a relevant picture/word and place it in the pocket marked as finished at the end of each activity. <p>A visual timetable can be used both for an individual student or a group of students.</p>
5) Materials and Tools	<ul style="list-style-type: none"> • Cardboard • Color paper/cloth • Color pens • Glue • Polythene • Scissors • Velcro tapes or magnets

**Handbook for Promoting
Inclusive Education**

Putting circulars (ref. 37/2020 and 33/2022) into practice

Abbreviations

ADHD	Attention-Deficit Hyperactivity Disorder
CRPD	the Convention on the Rights of Persons with Disabilities
IE	Inclusive Education
IEP	Individualized Educational Plan
ILP	Individualized Learning Plan
ISA	In-Service Advisor
JICA	Japan International Cooperation Agency
KOICA	Korea International Cooperation Agency
MOE	Ministry of Education
NIE	National Institute of Education
OOSC	Out-of-School Children
PDE	Provincial Department of Education
SAIP	School Annual Implementation Plan
SDC	Skills Development Center
SDS	School Development Society
SDGs	Sustainable Development Goals
SEN	Special Educational Needs
TLA	Teaching Learning Aids
ZEO	Zonal Education Office

CHAPTER 1 INTRODUCTION

Inclusive education is an effective way to provide equitable learning opportunities for all children¹ and to help them develop the skills they need to thrive and to eventually embrace diversity in society. In Sri Lankan society, however, the concept of the social model of disability has not been widely understood, and segregation and prejudice against people with disabilities still exist. In public schools without SEUs, the lack of understanding among stakeholders, lack of teacher skills, and inadequate environments make the implementation of quality inclusive education a challenge.

The Sri Lankan government ratified the Convention on the Rights of Persons with Disabilities (CRPD) in 2016 and is stepping up its efforts. One of the four pillars in the ongoing “Sri Lanka: General Education Sector Development Plan (2020-2025)” is “equality of access and participation in education for all children in Sri Lanka,” and one of the strategies in this pillar is to “strengthen special education, inclusive education, and non-formal education.” In order to realize this strategy, activities such as the development of guidelines for inclusive education and capacity building of teachers had been planned.

The environment for children with disabilities has become even more challenging due to the pandemic of COVID-19 and economic crisis followed, especially in SEU, where stagnation/decline in academic performance and poor attendance rates among enrolled children are serious. During this period, the Ministry of Education (MOE) has issued the “Circular and Guidance Manual on Providing Inclusive Education for All Children Including the Supply of Educational Facilities for the Children with Special Educational Needs and the Children with Special Needs (37/2020)” and “Circular and Guidelines on Special Education Assessment (33/2022)” to clarify the policy to achieve more inclusive education.

However, there are still many challenges in implementing these circulars throughout the country. Therefore, in addition to its own activities, the Ministry, together with the Japan International Cooperation Agency (JICA), has conducted pilot activities in a total of 12 schools, four in each of the three education zones of Piliyandala, Kurunegala, and Nikaweratiya, in order to examine practical support measures. The trials and errors throughout the project were successful, and the enthusiasm and ingenuity of teachers, IE coordinators, principals, and parents/guardians resulted in many good practices of inclusive education².

this handbook has been developed to show effective and ready-to-start activities for creating more inclusive schools. Inclusive education does not require large amounts of money; by addressing special educational needs (SEN) of students, and gradually improving school infrastructure with the help of parents/guardians, it is possible to improve the learning environment and increase opportunities for SEN students to learn alongside other students.

1 Sustainable Development Goals (SDGs) Goal 4 “Ensure inclusive and equitable quality education” 1 Examples of good practices were compiled in articles and published on MOE’s website.
<https://moe.gov.lk/2024/01/embracing-diversity-one-step-forwards-towards-a-more-inclusive-school/>

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Table 1: Summary of suggested interventions

The listed interventions in this handbook are summarized as below.

Intervention Area and Purpose	Expected Results	Facilitator	Target	Suggested Activities and Available Resources	Tips for Implementation
I. STRENGTHENING LOCAL INITIATIVES					
I-1. Awareness raising for school community	The community as a whole can understand the difficulties faced by SEN students and can provide a foundation to help them overcome these difficulties.	ISA, IE coordinator, SEU teacher	Principal, teachers, students, SDS members and well-wishers in the local community	Awareness raising workshop utilizing “ <u>Tool Kit for Awareness Raising</u> ”.	Persistent efforts are needed to change the mindset of those involved. Workshops that do not stop at providing knowledge but lead to behavioral change are desired.
I-2. Reinforcement of the system for promoting enrolment of SEN children	More SEN children are enrolled into education with recommendation for reasonable accommodation	MOE, PDE	Members of Assessment Committee	Regularly conducting Assessment Committee referring to Circular 33/2022 and “ <u>Handbook for Assessment Committee</u> .”	As much as possible, make school placement decisions from the perspective of SEN children and their parents/guardians. Consider collaboration with the health and social welfare sectors and pre-school education.
II. STRENGTHENING SCHOOL-WIDE EFFORTS					
II-1. Establishment of an in-school support system	More SEN students can learn in an inclusive setting	MOE, PDE, ZEO, ISA	Principal, IE coordinator, counseling teacher, SDS members, etc.	Workshop utilizing “ <u>Tool Kit for Animating IE Coordinator</u> ”	Understand that it is difficult for the IE coordinator to fulfill the expected role alone and that the support of the principal and the wider school community (team approach) is important.
II-2. Incorporation into school development plans	Activities to promote IE are mainstreamed in the school community, and more support is anticipated.	MOE, PDE, ZEO, ISA	Principal, IE coordinator, teachers, SDS members	Training to help understand that there are many aspects to promoting IE. If the school has an SEU, then plan and conduct one joint activity and learning with careful planning.	Rather than listing activities that are not feasible, start by conducting a quality activity, so that many can experience the benefits, and gradually increase the quality and quantity of activities.

Intervention Area and Purpose	Expected Results	Facilitator	Target	Suggested Activities and Available Resources	Tips for Implementation
II-3. Development of the basic school infrastructure	Accessibility is improved to benefit all who come to school.	MOE, PDE, ZEO, ISA	Principal, IE coordinator, SDS members	Seminar on “ <u>Guidelines on School Infrastructure and Environmental Arrangement</u> ” (Circular ref. 02/2024)	Gradual improvements to the school environment, starting with feasible renovations that do not require a large amount of money, can have a significant effect for all.
III. SKILL DEVELOPMENT OF TEACHERS					
III-1. Skill development of SEU teachers	SEU teachers can plan and conduct lessons according to the needs of individual students.	ZEO, ISA	SEU teachers	1) Developing IEP utilizing “ <u>Tool Kit for Preparing an IEP,</u> ” 2) Introducing appropriate TLA by referring to “ <u>Collection of Teaching Learning Aids for Students with Special Needs</u> ” and 3) Paying more attention to classroom environment such as desk arrangement.	Keep in mind that IEPs and materials are only tools to improve individual student learning, not the creation itself.
III-2. Skill development of mainstream teachers	Mainstream teachers can pay more attention to SEN students in the classroom without disrupting the learning of other students.	ZEO, ISA	Mainstream teachers	Start practicing UDL utilizing “ <u>Tool Kit for Practicing UDL.</u> ”	Understand that UDL is not just for SEN students, but to improve student learning throughout the classroom.
III-3. Mainstreaming inclusive education in NCoEs	IE is mainstreamed in the teaching of NCoE and teacher trainees are ready to practice when assigned to the school.	MOE, NIE or Universities	President/Vice President, lectures of all subjects, and other staff	Comprehensive program consists of lectures and workshop to develop gained knowledge into practice.	Targeting only special education and primary education lectures will not achieve the expected results. Needs to approach the whole staff of NCoE.

The important message here is that one-off interventions have limited impact; multi-level interventions by stakeholders with a common vision can bring a significant impact, and lead to realizing inclusive schools.

Specifically, the following sequence is considered. Awareness-raising activities must be implemented first and foremost for a wide range of stakeholders. On top of that, it is necessary to work on developing an in-school support system with IE coordinators at its core. Once an in-school support system is in place, it will be possible to not only actively accommodate SEN children according to the recommendations of the Assessment Committee, but also provide reasonable accommodations to ensure the learning of these children. At this point, it becomes possible to take a step further and work on creating a school plan that incorporates inclusive activities such as collaborative activities, learning, and school-wide accessibility. Of course, it is necessary to improve the teaching skills of the entire teaching staff, not only SEU teachers, but also mainstream teachers to meet their individual needs of students. The accumulation of such efforts will lead to more inclusive schools.

Of course, not all schools follow the same trajectory, as available resources vary widely. Thus, it goes without saying that balanced interventions are required from time to time.

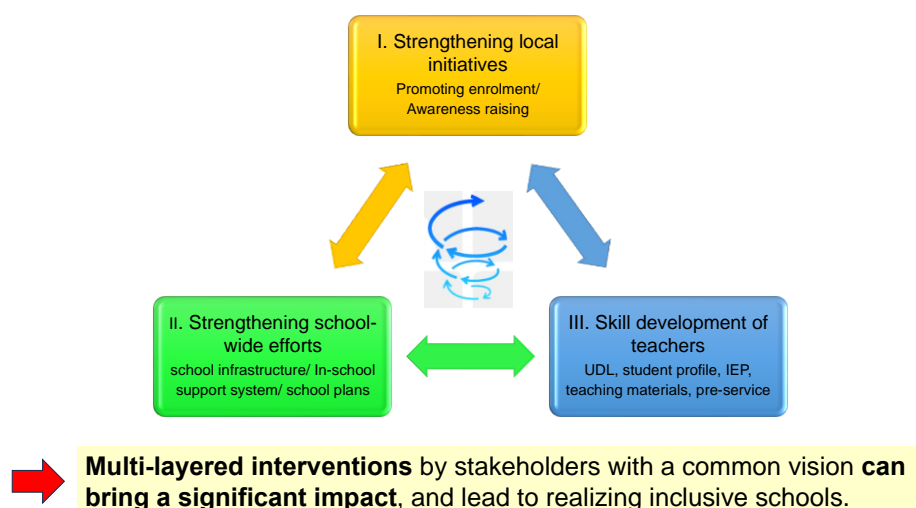


Figure 1: The Concept of Inclusive Education Approach

Since this handbook was prepared based on the project experience, the implementing entity is the project. However, since you will be implementing the activities from now on, please read this handbook while thinking about how the subject “project” should be changed to “who” by putting each activity in its own context.

The Ministry and JICA hope that this handbook will help all Sri Lanka schools take one step forward toward inclusive education.

CHAPTER 2 STRENGTHENING LOCAL INITIATIVES

The first pillar of the intervention is “Strengthening local initiative.” This pillar consists of two components: 1) Awareness raising for school community and 2) Reinforcement of the system for promoting enrolment of SEN children.

2.1 Awareness raising for school community

There is no question on the point that inclusive education is based on the equal rights and the social model of disability³. On the other hand, it is true that a traditional way of thinking that views disability as a defect within the individual or an abnormal condition to be cured might remain persistent. In general, children with disabilities are still only helpless objects of pity rather than equal rights holders. Therefore, the first step in promoting inclusive education is to raise awareness of disability in order to change the mind-set of the school community, and this should be a never-ending effort.

2.1.1 Current situations

According to Circular 37/2020,⁴ children with disabilities at the age of four are to be admitted in SEU. These students are to be given prior experience of school education through the development of basic skills such as mobility, attention, cognitive, linguistic and lifestyle habits⁵. All students entering SEU are to be integrated to G1, the first grade of primary education, at the end of a maximum of two years after being developed at SEU⁶. What it indicates is that SEU is positioned as a “preparation class” in Sri Lanka, where children with disabilities are treated until they are regarded to have acquired the skills required as a G1 student.

While SEUs could also serve as resource rooms for students with disabilities in mainstream classrooms⁷, such use has not been observed in most pilot schools, and SEUs are often not located in the main school, in the first place. This fact confirms that embedded in the design of SEU is the idea that children with disabilities are not “eligible” enough to learn equally alongside with other children, and every child is supposed to be on a default track of “normal” education.

Parents/guardians of SEU students also show expectations that their children to be placed in mainstream classes. It can be said that the stereotypical view of education strongly persists in Sri Lanka, in which favours uniform and homogeneous development of children. This may be hindering teachers from acquiring the awareness and teaching skills of individual special needs-based education that are essential for inclusive education.

2.1.2 Effective Interventions

The Project has conducted awareness raising workshop in each and every pilot school, widely targeting school community, including past pupil’s association/ school development society, students (prefect members), teachers (both SEU and mainstream) and principal/vice principals. The

3 It is a world-widespread notion which interprets disability as the social effect of the interaction between individual impairment and the social and material environment.

4 Circular 37/2020, Article 24

5 Circular 37/2020, Article 7.1

6 Circular 37/2020, Article 7.2

7 Circular 37/2020, Articles 10.5 and 14.2

workshops were conducted in each of the pilot schools in a participatory manner that allowed participants to proactively think and discuss, and covered the following four objectives:

1. To understand the equal rights of children with/without disability, and concept of disability;
2. To understand special educational needs;
3. To understand the roles of school community in implementing inclusive education; and
4. To connect the role designated responsibilities to specific actions.

Flow of the Workshop

In the introduction, the facilitator shows an illustration of a girl in a wheelchair and poses questions to participants, encouraging a shift in mindset from a focus on a defect within individual to the idea that disability is caused by the way society is organized. Then, the facilitator shows an overall illustration depicting various challenges in the school settings and asks participants to identify them in small groups. This exercise helps them recognize that people are disabled not only by physical barriers but in various ways.

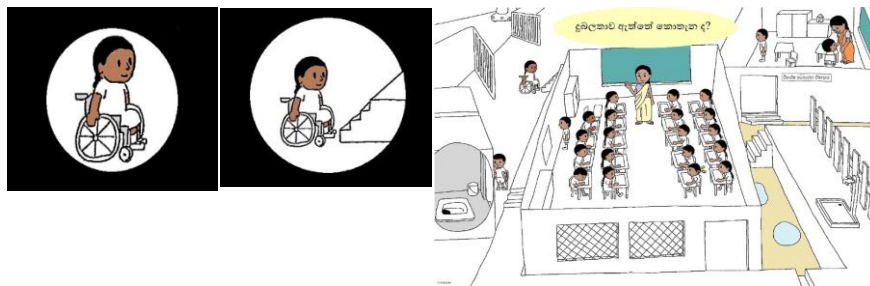


Figure 2: Where is disability?

After briefly sharing the results of group discussion, the facilitator explains the social model of disability, which states that a person becomes disabled and denied participation when there is restrictive surrounding environment and no special treatment to remove these barriers. This is a part to explain the reason why special treatment should be required for those with disabilities. Underlying this logic is the human rights principle, which means everyone has dignity and value, and everyone is entitled to an adequate standard of living. In reality, there are certain individuals who are unable to access and enjoy the same rights as others due to unequal conditions, such as disability which is structured as described above. Therefore, support for them is justified to ensure that they have the same opportunities. In addition, the distinction between “inclusion” and “non-inclusion” will be explained by illustrating situations where students with disabilities are in the same classroom but do not receive the support they need (“integration”). That is, there must be necessary support for correctly including them, and the situation where students are not correctly supported is not inclusion⁸.

⁸ This support, modification or adjustment required for individuals is technically called reasonable accommodation.

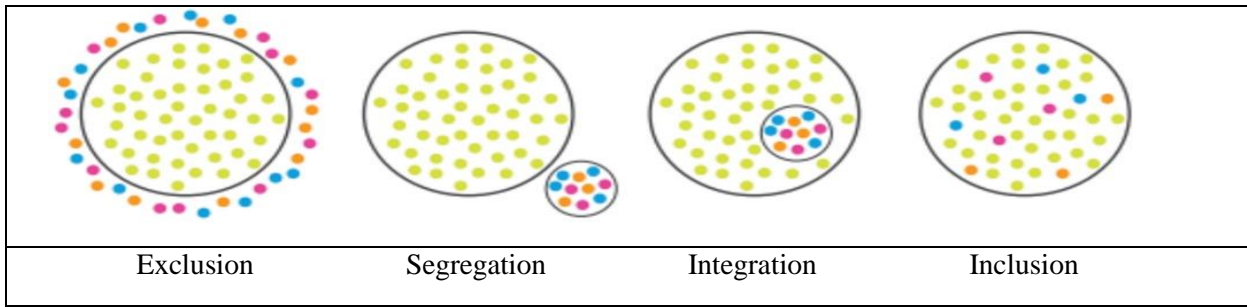


Figure 3: What is not inclusion?

With the understanding that equal participation for students with disabilities can only be achieved if certain individualized supports are available, participants again work in small groups to consider what supports the school can provide in each situation. The workshop will conclude with a plenary discussion on the role each school community can play in removing barriers, based on group discussions. For details, please refer to Appendix I “Tool Kit for Awareness Raising”.



Raising Awareness Workshop

Combined with other interventions by the Project, this awareness raising workshop appear to have brought about changes in the mindset of the school community: SEU teachers become able to focus more on individual students and spontaneously arrange the classroom environment more suitable for individual instructions; and school environment improvement for students with disabilities were also made in several pilot schools.

2.2 Reinforcement of the system for promoting enrolment of SEN children

In Sri Lanka, schooling for children aged 5 to 14 years was made compulsory in 1998, by a 1997 act of Parliament. Later, the age for compulsory education was amended as 5 to 16 years. Although this helped Sri Lanka in achieving nearly universal primary education, many school-age children, including those with SEN, remain out of school for a variety of reasons. One of the reasons is the lack of a proper system to assess SEN children and support their enrolment into government schools. Without such a system in place, parents/guardians would not know where to turn for advice, which could lead to children giving up on attending school. Additionally, decisions about the schooling of SEN children could be made arbitrarily without professional and objective analysis. For these reasons, having a system in place is indispensable as a gateway to realizing inclusive education.

2.2.1 Current Situations

The baseline survey of the Project revealed that most of the educational divisions and zones had a committee to promote students' attendance and compulsory education. However, it was found that the target of such a committee was not limited to SEN children. As the committee covers all children who are out of school or at high risk of dropping out, it does not have the functions nor expertise to properly assess SEN children and provide appropriate advice to the parents/guardians.

According to Circular 37/2020, children with disabilities need to be identified and registered by each educational zone at the age of three by obtaining information from the Family Health Bureau⁹. Then awareness meetings for the parents/guardians of the registered children should be held three times, once per term, and the participation of all concerned parties needs to be ensured, including a health officer of the area, pediatrician, psychiatrist, therapists such as speech, occupational and physiotherapist, special education and primary education officers, and special education teachers. During the first meeting, a child's medical report should be explained to parents/guardians, teachers, and educators. In addition, the responsibilities that families and relatives should fulfill, medical care and treatment, and places and institutions where they can seek advice will be explained to the parents/guardians. If the parents/guardians face any difficulties in getting treatment, therapy and other health/treatment for their child in government hospitals and treatment centers, they can get support from the health department through the second awareness meeting. At the third awareness meeting, the Assessment Committee should identify the child. The committee should allocate a separate date for the educational assessment¹⁰.

Circular 37/2020 specifies that at least three of the following professionals of the Provincial Departments of Education and the Zonal Education Offices should participate in the education assessment¹¹.

1. Director of Education/ Deputy Director of Education/ Assistant Director of Education in charge of Special Education
2. Director of Education/ Deputy Director of Education / Assistant Director of Education in charge of Primary Education
3. ISA in Special Education
4. ISA in Primary Education
5. A senior teacher of Special Education

2.2.2 Effective Interventions

After the training and establishment of Assessment Committees in late 2022 by MOE, the Project conducted monitoring of the assessments of a total of seven children in Piliyandala, Kurunegala and Nikaweratiya from early to mid-2023. The Project found that many children come for assessment without a doctor's note. With the technical support of KOICA, a team consisting of MOE, NCoE

9 Circular 37/2020, Article 3.3

10 Circular 37/2020, Article 3.5

11 Circular 37/2020, Article 4.2.4

lecturers, NIE and Provincial Department of Education officials developed assessment guidelines and formats. In 2023, they were printed for distribution and training of relevant committee members in all provinces has been completed. Accordingly, the committee is going to be active across the country from 2024 onwards.



Assessment of a boy by Nikaweratiya Zonal Assessment Committee



Assessment of a girl by Kurunegala Zonal Assessment Committee

In Northwestern Province, through the mediation of the Project, a move toward collaboration between the social service sector and the education sector is being realized with a view to enhancing a smooth transition from skills development centres¹² to primary schools, and data sharing of OOSC with SEN. Specifically, after a meeting with key stakeholders including the directors in early October 2023, a seminar was held in Wariyapola for primary/SEU teachers and special preschool care and education staff to deepen their understanding of the activities in each sector and discuss future collaboration. Due to this initiative, there is growing momentum in the Northwestern Province for collaboration between the social service sector and the education sector considering the education opportunities of the children with SEN.

¹² Those skills development centers (SDCs) operate under the Provincial Department of Social Services. The SDCs have accumulated knowledge and practices through the dedicated work of successive JICA volunteers dispatched to the Department of Social Services. This is an initiative unique to the North Western Province, and similar facilities are not found in other provinces.

CHAPTER 3 STRENGTHENING SCHOOL-WIDE EFFORTS

The second pillar of the intervention is “Strengthening school-wide efforts.” This pillar consists of three components: 1) Establishment of an in-school support system, 2) Incorporation into school development plans, and 3) Development of the basic school infrastructure.

3.1 Establishment of an in-school support system

The implementation of inclusive education is not the work of specialists alone; the cooperation of the entire school is essential. Sustainable inclusive education cannot be implemented unless there is momentum and a system within the school that is inclusive of SEN students. To this end, the role of the coordinator, who collaborates with stakeholders within the school (principals, teachers, school counsellors, etc.) and liaise with resources outside the school (parents/guardians, education zone offices, ISAs), is extremely important. For example, to improve the quality of inclusive education, the process of identifying each child's special educational needs and working as a team to develop an IEP is important. However, the significance of developing this IEP is diminished if it is developed solely by specialists: it must be discussed, created, and monitored as a team. Thus, establishing an in-school support system is essential to creating an inclusive school.

3.1.1 Current situations

Circular 37/2020 stipulated that all schools in Sri Lanka should have a coordinator¹³. The circular lists the role of the coordinator including raising awareness among school community and beyond, providing support to the issues related to teaching-learning process, adjusting timetable of assistant/mobile teachers, coordinating for the development of IEP/ILP and its monitoring, enhancing socio-emotional skills for teachers and students through joint learning activities, taking preventive measures to avoid harassment, in collaboration with the principal. Although coordinators were appointed in accordance with the circular and training was provided in some provinces, the reality is that in most cases coordinators have not been able to play the expected role of promoting inclusive education in schools. This is partly due to a lack of knowledge and skills, but more importantly, the lack of an in-school support system for coordinators to function.

3.1.2 Effective Interventions

In Sri Lankan schools, the in-school support system is not yet in place, and the collaborative work with the relevant parties in the school does not function as a team. In the monitoring of the pilot schools, collaborative work that relied on individual efforts was observed in several schools, such as SEU teachers personally working closely with the primary teachers and taking into consideration the wishes of parents/guardians when preparing IEPs. From the viewpoint that it is desirable to build a sustainable in-school support system rather than relying on individual efforts, the Project discusses with IE coordinators during school visits to clarify their roles, and provides specific advice to principals on how to systematically support IE coordinators.

13 Circular 37/2020, Article 21

As a culmination of these efforts, the Project decided to plan and conduct a workshop for pilot schools, inviting not only IE coordinator but also the principal/vice-principal, teachers (SEU and mainstream), counseling teachers, and parents/guardians, in light of the fact that the cooperation of the entire school community is essential. The workshop consisted of two parts: a lecture by the Project and a stage drama by participants, and covered the following four objectives:

1. Raise awareness about inclusive education;
2. Understand the importance of a “team approach”;
3. Learn how to connect identification of SEN students with inclusive class management; and
4. Output what you have learned through stage drama

In the workshop, participants learned in sequence about the basic concepts of disability and inclusive education, the importance of a “team approach” led by the coordinator, reasonable accommodation and IEP for SEN students, and fundamental environmental arrangement, followed by group discussions on selected sketches, and performed a stage drama. For details, please refer to Appendix II “Tool Kit for Animating IE Coordinator”.

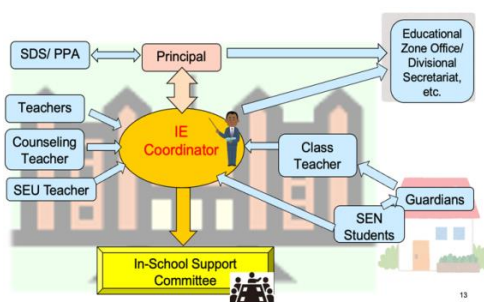


Figure 4: Collaboration diagram with IE coordinator

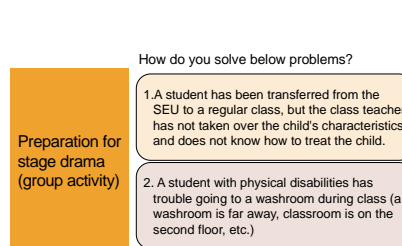


Figure 5: Examples of sketches

While this was a new experiment for the Project, in which participants planned and performed stage drama to output what they had learned, the majority of participants indicated that they understood the importance of the “team approach” and gained tips that they can use in their future practice.



Workshop for Animating IE Coordinators

It is gratifying to see that after project interventions in the pilot schools, through routine school visits and training opportunities provided by the Project, the school community’s understanding of the importance of enhancing inclusiveness of the entire school, led by the IE coordinator, has deepened and an in-school support system based on a team approach has sprouted.

The appointment of IE coordinators in schools is still new in Sri Lanka. If the school community's efforts steadily strengthen the in-school support system led by IE coordinator, it is expected that in the future Sri Lankan schools will move closer to achieving a more inclusive school environment.

3.2 Incorporation into school development plans

In order to realize inclusive education, it is essential to translate its concept into activities at the school level. It is therefore necessary for schools to clearly set out the inclusive education goal in the 5-year rolling plan and the School Annual Implementation Plan, and make sure related activities are listed so that inclusive education is recognized as a school-wide commitment and the issues are addressed systematically and strategically.

3.2.1 Current Situations

As a result of the baseline survey, it was found that most of the pilot schools do not plan many activities to promote the education of SEN students and inclusive education in their School Annual Implementation Plans. Sports meet, in which a variety of sports competition is organized at the school level and held nationwide once a year, was the most major activity planned for SEN students at that time.

3.2.2 Effective Interventions

The Project conducted "Workshop for Inclusive-Oriented School Annual Implementation Plan" in July 2022. The workshop covered four topics to be incorporated in the School Annual Implementation Plan, which are joint activity and learning, teacher's capacity development on inclusive education, identification of OOSC with SEN, and school infrastructure and environmental arrangement. The pilot schools made their own activity plans for the next year for each topic during the workshop. After the workshop, the Project made follow-up visits to all the pilot schools to ensure the incorporation of these activities in the School Annual Implementation Plan and 5-year rolling plan for the next year.

The Project conducted another workshop called "Workshop for Planning of Joint Activity and Learning" in 2023. This workshop was held because it was found that the previous workshop did not necessarily promote inclusion of joint activity and learning in their plans for 2023. Therefore, this workshop was dedicated solely to joint activity and learning, introducing concrete examples from Japan to increase participants' understanding, and having participants create actual lesson plans based on the examples. Moreover, the Project suggested the actual implementation date for the activity (October 2, which is the next working day after Children's Day), and encouraged the schools to implement what they planned during the workshop. The Project followed up with the schools, and monitored the implementation of actual activities.



Lesson plan development by the participants of the workshop



SEU students and mainstream class students learn from each other about how to craft animals



Mainstream class students assisting an SEU student to paste paper fruits in the basket



SEU and mainstream class students together carrying water in their palms and compete how much water they can carry into a bottle

Some schools incorporated inclusive education related activities flexibly while others did not. Large schools in particular have many activities to list, so they often don't write down activities that do not require a budget. Some schools said they would not list inclusive education related activities unless the provincial/zonal education office issued regulations to include them.

After the workshop was held, joint activity and learning was implemented in most of the schools. Compared to the collaborative activities typically carried out in each school, these new activities were well planned and prepared and designed to naturally encourage interaction and cooperation among children. In addition, the content was linked to the subject and was interdisciplinary (such as art and environment). In other words, it was designed to promote interaction among children and subject learning at the same time.

3.3 Development of the basic school infrastructure

It is a vital step to make school facilities and environments accessible when promoting inclusive education. Circular 37/2020 states that it is the responsibility of school building engineer, principal and education authorities to provide access facilities to all schools, access to the classroom, sanitary places etc.¹⁴ At the same time, it should be noted that this alone will not make it possible for all students with disabilities to learn in mainstream classrooms. Environmental arrangement should be promoted in conjunction with various other efforts.

3.3.1 Current situations

The importance of school environment is well described in Circular 33/2020. According to universal design principles, all schools, including classrooms, libraries, playgrounds, laboratories, sanitary places etc., ideally should be arranged to enable everyone to access to the greatest extent possible. However, it has been observed that many schools, even the schools with accessible facilities provided, are difficult to use¹⁵. SEUs are often located in the corner or back of the main school buildings or in a separate building,¹⁶ and accessible washrooms and ramps are found only in a handful of SEUs. Outside of SEUs, there are few considerations for accessibility in main school facilities, including classrooms, corridors, general washrooms and stairs. What this indicates is that 91.4% of Sri Lankan public schools without SEUs are mostly inaccessible environments for students with disabilities¹⁷.

3.3.2 Effective Interventions

Based on the above recognition of the current situation, the Project has developed the “Guidelines on School Infrastructure and Environmental Arrangement,” which show essential viewpoints when improving/planning school facilities and equipment from the perspective of promoting inclusive education. This was issued as a Circular (ref. no. 02/2024) by MOE in January 2024. The guidelines place particular emphasis on the following four points¹⁸:

1. Not only SEU but the whole school environment, with or without SEU, should be designed accessible;
2. SEU classroom should be located within general school settings as much as possible, rather than in a separate building or at a distant place;
3. The obstacles and barriers to be removed should include not only physical facilities but also information and communication; and
4. Classrooms should be designed to flexibly accommodate a variety of learning content and forms such as change of the number of class students, team teaching, group learning, individual tutoring, and presentation of learning outcomes.

The following improvements were realized by pilot schools at the recommendation of the Project, in many cases with the financial, material and labor support of the school community.

¹⁴ Circular 37/2020, Article 14.3

¹⁵ Circular 37/2020, Article 14.4, Circular 33/2022, Article 18

¹⁶ Of course creating a quiet classroom environment for SEU students should be considered because of their sensory sensitivity and distractibility, but these intention and consideration have not been observed among the pilot schools.

¹⁷ There are 871 schools with SEUs out of 10,146 public schools all over the country as of 2022 June, which indicates that 8.6% of public schools are with SEUs.

¹⁸ Please refer to the Guidelines for specifics and details.



Before



After

Aisle in front of SEU



Before



After

Aisle in front of washroom



Cupboard arrangement to divide the SEU classroom

Whether or not schools are accessible is an extremely important point for students with disabilities, but when considering the meaning of “inclusive” more broadly, attention should be paid for universal design. It is a concept to make the environment be easier for people with a wide range of needs including but not limited to persons with disabilities to use, to the greatest extent possible. It is expected that the set of guidelines will be widely referenced and implemented.

Since the budget allocated to schools is always limited, basic school infrastructure must be either be addressed each time such children enrol, or gradually updated over a long-term plan. Therefore, school budgets must be allocated and implemented in a prioritized manner. On the other hand, it also should be noted that there are some alternation, renovation or equipment making can be done with small amount of budget and effort. This would depend on the initiatives of schools. Accumulation and sharing of the practical examples in Sri Lankan context would be a useful measure to spread the ideas of school accessibility improvement because it is a sort of new initiative which has not been attempted much so far in the country.

CHAPTER 4 SKILL DEVELOPMENT OF TEACHERS

The third pillar of the intervention is “Skill development of teachers.” This pillar consists of three components: 1) Skill development of SEU teachers, 2) Skill development of mainstream teachers, and 3) Mainstreaming inclusive education in NCoEs.

4.1 Skill development of SEU teachers

As described in Circular 37/2020 Article 4, lessons in accordance with the individual needs is required for SEN students. Inclusive education is not to get SEN students integrated and adapted to mainstream classes. It should rather be understood as a school system in which SEN students can continue their learning in mainstream classes with proper support and arrangement. Accordingly, SEU should be a space where teachers find a proper way of learning for each student.

4.1.1 Current Situations

Lesson Practice

There are mainly two challenges in SEU lesson practices:

1. Teachers give same assignments to all the students with different needs; and
2. Most of teaching-learning aids are for developing cognitive/academic skills.

With regard to the first one, most SEU teachers were struggling with students with different learning levels and various disability types. Circular 37/2020 states that IEP goals are to be set according to the learning rate of each student in consideration of his/her physical, mental and emotional conditions¹⁹. According to Circular 33/2022, students must be taught in accordance with the approved IEPs²⁰. What is indicated here is that lessons have to be responsive to individual needs in order to develop learning and enhance the skills of each SEN student²¹. Even though each student’s needs are different, teachers tend to keep giving all students the same simple assignments at the same time such as collage and colouring.

The second challenge of SEU lesson practices is the emphasis on academic skills alone. In many cases, students integrated from SEU, especially those with intellectual disabilities, face difficulties catching up with mainstream classes. As a matter of fact, this is because there are differences in their development stages and speed, which justifies the necessity of the provision of reasonable accommodation and the review of SEU’s positioning of as a preparatory class. As stipulated in Article 7 of Circular 37/2020, SEU is positioned as a preparatory period/space for children who are unable to learn without assistance before being enrolled in mainstream classes. Another impediment of students with SEN in mainstream classes is their imbalanced development of non-cognitive skills (social and emotional skills). The globally accepted “21st century skills framework,” which is also introduced in the new curriculum framework in Sri Lanka, is divided into two sections, namely, foundational

19 Circular 37/2020, Article 7.8

20 Circular 33/2022, Article 9.2

21 Circular 37/2020, Article 11 states, “even though the children of the same intelligence or development level or of the same type have separate plans, a same lesson can be adapted and taught at the time of teaching.”

literacies and interpersonal skills. This aims to make a shift toward providing students with a range of skills that relied not only on cognition but also social and emotional characteristics. It is not unusual that students with SEN are refused by mainstream class teachers and returned to SEU due to their behavioural problems, or they are not able to fit into the classes due to a lack of social/communication skills and they stop attending schools. Assignments or works at SEU are implemented only between teachers and students, and there are limited mutual activities between students.

Class Environment

As Circular 33/2022 states in Article 18, school environment modifications must accommodate the diverse learning styles of each student. Regarding SEU, school authorities and engineers are required to accommodate SEU as a spacious and pleasant place suitable for the education of SEN students²². Classroom environments in SEUs are very diverse. Specific requirements for location and physical accessibility of SEU can be found in the Guidelines of School Infrastructure and Environmental Arrangement. As Circular 33/2022 states for school facilities, practical activities should be carried out according to the learning methodology identified for each student²³. The primary requirement for the SEU environment is that teachers be able to conduct lessons to meet the unique needs of students with diverse abilities²³.



Conventional lesson style and class environment

4.1.2 Effective Interventions

The Project have intensively made several interventions to improve the lesson practices of SEUs of the pilot schools by visiting the schools and conducting workshops.

IEP

IEP is a planning document for providing guidance for individual students with disabilities, which requires an individualized analysis, goal setting and teaching methods. The Project introduced the following steps and points to note of IEP development in piloted SEUs and has continuously supported SEU teachers to utilize and update IEPs. For details, please refer to Appendix III “Tool Kit for Preparing an IEP”.

▪ Assessment

²² Circular 37/2020, Article 14.1 and 14.4

²³ Circular 33/2022, Article 17

The first step of developing IEP is assessment. It is important to understand and record in what occasions the student is unable to do what, and to what extent the student is able to do what, rather than simply observing and describing what the student is unable to do according to competencies. What he/she likes and what he/she are interested in are the helpful information when considering the teaching method/lesson plan for the student.

- **Setting long-term goals**

Each IEP should have a different long-term goal because it is an individualized plan and each student with intellectual disability has a unique development trajectory. However, many SEU teachers tend to set one long-term goal for every SEU student, which is “to be integrated into G1”²⁴. For this reason, the Project recommended setting another long-term goal which is presumed achievable, taking into consideration each student’s current situation, in addition to “to be integrated into G1.” For the students with intellectual disabilities who are not yet at the stage of acquiring academic skills such as reading, writing and arithmetic, non-cognitive skills such as social skills or life skills should be set as a goal.

- **Setting short-term goals**

Short-term goals are set for achieving the long-term goal. Short-term goals are supposed to be designed that the long-term goals are realized when the short-term goals have been achieved. It is necessary to set short-term goals for the areas with the highest priority, not necessary for all competencies. Short-term goals must be set up in a specific and measurable manner. For example, they should not be expressed in abstract terms, such as “improve pre-mathematical skills,” but rather in concrete terms, such as “be able to count up to 10 without counting on fingers.”

After a semester ends, short-term goals should be updated for the next semester based on progress achieved. By repeating this process, the long-term goals will be achieved. Therefore, it should be avoided that the long-term and short-term goals are for the same period of time. In case that a short-term goal is not achieved by the end of the designated period, it should be interpreted that the goal setting or teaching method was not appropriate or sufficient, not the fault of the target student. It is desirable that this analysis be used to improve teaching for the following semester.

- **Term note and lesson plan**

Term notes and lesson plans are created for each short-term goal. Since the goals are individualized, it is inevitable that the lesson contents are also individualized. However, since multiple students are learning in the same classroom, teachers are required to use techniques to provide individualized instruction to multiple students at the same time. This is not to isolate each student completely. For example, when doing “shape discrimination” in a math lesson, it is best to begin by explaining the concept and types of different shapes to all students, and then give each student a different task to complete at his or her own level.

24 Circular 37/2020, Article 7.1 and Article10.1, Circular 33/2022, Article 12.1

Teaching-Learning Aids

In special needs education, it is required to accommodate individual differences. Many SEU teachers provide their students with aids for cognitive skills, fine motor skills, and self-help skills, but few provide aids for communication skills and social skills. This may be due to the emphasis on reading, writing, and arithmetic in the requirements for integration into G1. Against this backdrop, the Project has conducted teaching-learning aids workshops aiming at providing teachers with new ideas on the following points.

- 1) Individualized lessons responding to their individual needs
- 2) Lesson practices with more emphasis on non-cognitive skills
- 3) Examples of the aids for communication/social skills

The workshops made SEU teachers aware of the importance of the purposeful use of aids with a plan or a vision for providing instructions based on students' individual needs or developmental stages. The aids introduced by the Project are compiled in a booklet called "Collection of Teaching Learning Aids for the Children with Special Needs" with detailed descriptions and images²⁵.

Class Environment

For individualized lessons, teachers are required to a desk arrangement that allows them to be close to their students, rather than the classic theatre style desk arrangement. At the same time, group work is also important to promote spontaneous communication among students, which leads to the development of communication/social skills that are crucial for SEU students.

In order to address these diverse learning situations, the Project has advised SEU teachers on how to improve the class environment for students within given conditions. The U-shape style is most suitable for individualized lessons. In the theatre style, the narrow space between desks makes it difficult to approach and check on each student. The boardroom style is suitable for group work, but not for individual work due to the possibility of mutual interference between students. Accordingly, desk arrangement in the classroom should be designed to be flexible enough to accommodate changes in learning content and style. It goes without saying about desks/chairs for students, but desks/partitions for teachers should be lightweight materials and movable, not fixed.

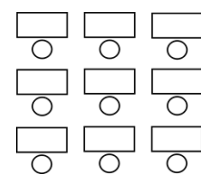


Figure 6: Theater style

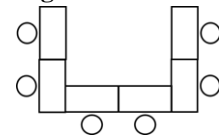


Figure 7: U-shaped style



Through the Project activities, SEU teachers came to clearly recognize that individualized learning is also required for enhancing the skills of each SEN student. In particular, the implementation of IEP was effective in helping SEU teachers grasp the learning status of individual students, conduct individual lessons accordingly, and create a better class environment for their teaching style. SEU teachers also identified the importance for SEN students of developing non-cognitive skills, especially communication and social skills, which are currently lacking in the SEU.



Based on these findings, teachers acquired a new idea that the purposeful use of teaching-learning aids with a plan or a vision for enhancing the learning of students according to their individual needs/developmental stages.

25 Available on NIE' s website. <https://sites.google.com/nie.edu.lk/special-needs-education/home>

4.2 Skill development of mainstream teachers

In the educational context of Sri Lanka, there are two important points to practice good inclusive education; (1) Good environment of a class and (2) Teacher's consideration of implementing a class. When a class has good environment and atmosphere between teacher and students, and among students, it is rather easier to implement good inclusive education. In addition, it is significantly needed for establishing good inclusive education that teacher's careful consideration about learning process of students during class. The above two points can be divided into several specific aspects as shown in Table 1. In fact, these aspects can be said to be devices for forming the Universal Design for Learning (UDL) that is being newly introduced in Sri Lanka.

Table 2: Important aspects for implementation of effective inclusive education in Sri Lanka

Important Points	Significant Aspects
1. Good environment of a class 	1. Fraternity based on diversity within the group 2. Reciprocal relationship 3. A cozy class
2. Teacher's consideration of implementing a class 	(2-1) Teacher's subject knowledge and teaching methods (2-2) Teacher's attitude toward students' learning and understanding (2-3) A class that learns and communicates with each other (2-4) A class that gives students a sense of accomplishment and fulfilment (2-5) Reasonable accommodation

4.2.1 Current Situations

Class Environment

In Sri Lanka, the environment of mainstream classes is rather good because most of teachers admit diversity within the group and establish the reciprocal relationship among students, though there is still a significant gap among geographical areas and schools. For example, there are SEN students, such as students with ADHD, hearing impairment, or physical disability, teachers arrange special siting positions for them in the classroom (e.g. the position which is next to teacher's desk because it is easier to monitor their learning situations and to help them when necessary). In addition, teachers assign several students to help them when they need someone's support physically (e.g. going to washroom, and writing some figures in the paper). Teachers share it with all students in the class that as if they were just like everyone else, but in some cases needing a little more support than everyone else. As a result, fraternity based on diversity within the group is firmly established and reciprocal relationships are created in the class too. So, cozy classes are produced for not only SEN students but also for all other students.



Cooperation between a student with special needs and a normal student comes naturally when needed.

Teacher's Consideration of Implementing A Class

There are still room for improvement in teacher's attitude toward students' learning and understanding, establishment of a class that learns and communicates with each other (or collaborative learning), and creation of a class that gives students a sense of accomplishment and fulfilment are still weak. With regard to teacher's attitude toward students' learning and understanding, most of teachers usually recognize students' comprehension level as a whole class, but not individual level. Therefore, teachers cannot timely support students who needs help and send signals for help.

With regard to the establishment of a class that learns and communicates with each other (or collaborative learning), most of teachers organize bigger groups (by six to eight students). In such a big group, only a few students usually engage into the task and other students do not do anything, just look at what an active student is doing. This is not real learning for other students.

With regard to the creation of a class that gives students a sense of accomplishment and fulfilment, teachers usually focus on students who learn well. Good students are always pointed out by the teacher to answer questions and present their own ideas. On the other hand, SEN students and students who do not learn well are always neglected by the teacher during class. Under this circumstance, all students cannot have senses of accomplishment and fulfilment after class.

4.2.2 Effective Interventions

The Project have intensively visited all pilot schools and observed class practices in the mainstream classes where SEN students learn. In class observation, the Project confirmed the eight aspects mentioned above for implementing good inclusive education and analysed the three aspects that Sri Lankan teachers are particularly weak in: teacher's attitude toward students' learning and understanding, establishment of a class that learns and communicates with each other, and creation of a class that gives students a sense of accomplishment and fulfilment.

Specifically, after observing the class, the Project created a rough picture slide that followed what targeted SEN students were learning from the beginning to the end of the class. Then the Project shared this picture slide with the teacher, the principal, and the IE coordinator to realize their actual learning in the class. Since it was difficult for the teacher who was conducting the class to grasp the detailed learning situation of individual students instantly during class, the provision of this information from the class observers could enable the teacher to understand his/her own class, especially how much individual students has learned in the class.



A student who needs help is looking at the teacher.



In a big group (8 students), a few students deal with tasks and other students do not do anything.



1. At first, she was little confused as to what to do.



2. However, when she knew what to do, she started studying with concentration.



3. She actively talked with other students in her group.



4. The teacher also helped how to write the letter correctly during the patrol among students.



5. During pronunciation practice with the whole class, the teacher moved her lips a lot to pronounce the words, so it was easy to do it.



6. At end, the teacher confirmed whether she pronounce the words correctly or not.

Figure 8: An example of picture slide for indicating a student’s learning during class

In addition, the Project provided the teachers with useful hints to improve such three aspects from the UDL point of view, because it is clearly introduced as an effective tool for implementing the inclusive education in Circular 37/2020²⁶. For example, to improve teacher’s attitude toward students’ learning and understanding, the specific actions of “One instruction and one action”, “Provide feedback individually,” “Make time to check” and “Support for reading and writing” (②, ④, ⑦ and ⑩ in Figure 10) are very important. To improve students’ learning and communication with each other, another specific actions of “Establish a peer support system” and “Develop top students” (⑥ and ⑨ in Figure 10) are significantly important. Furthermore, to enhance students’ sense of accomplishment and fulfilment, other specific actions of “Don’t leave blanks in class,” “Keep every student informed” and “Prepare enough learning materials, time and place” (①, ⑤ and ⑧ in Figure 10) are considerably necessary. For details, please refer to Appendix IV “Tool Kit for Practicing UDL”.

26 Circular 37/2020, Article 24



Figure 9: Relationship between good inclusive education and UDL

By steadily continuing these efforts, teachers could gradually recognize how important it is to see individual students’ learning during class, and as a result, many teachers cultivated attitude of trying to see individual students’ learning as much as possible. Once such an active attitude was cultivated, the quality of teaching practice, especially the practice of effective inclusive education, changed greatly.

Through the Project activities, the three aspects that Sri Lankan teachers have room for improvement have been greatly improved. Although the degree of improvement varies depending on the area, school and teacher, it is considered to be much better than when the Project started.

Firstly, many teachers have tried their best to monitor individual students’ learning situation as much as possible during class. In particular, teachers started to pay more attention to SEN students than they did to ordinary students, and the situation in which the teachers paid little attention to them in the past has greatly improved. In addition, by doing this, the teachers have gradually come to understand the needs of SEN students during class, and they are able to provide them with necessary learning support in a timely manner.



Teacher gives help to students with special needs in a timely manner.

Secondly, most of teachers have try to organize smaller groups in which there are four students. By doing this, students in each group could communicate more actively and became easier to cooperate together to tackle the task.

Lastly, most of teachers became able to monitor individual students’ learning situation more clearly and provide them with appropriate learning supports. Through such improved attitude of teachers, individual students could understand more learning contents and had more satisfaction after the class.

4.3 Mainstreaming inclusive education in NCoEs

To promote inclusive education, mainstreaming inclusive education in teacher education is essential. In addition to activities targeting teachers in the pilot schools, this project also provided support to lecturers at the selected NCoEs as part of efforts to reach out to teacher training institutes.

4.3.1 Current Situations

In 1965, twenty-five, two-year teacher training (in-service) colleges were established. These were gradually replaced by NCoEs which provided three-year pre-service training after 1985. According to the Government Gazette issued in 2019²⁷, currently there are 19 NCoEs, with 23 courses in three language mediums (Sinhala, Tamil and English). One of these 23 courses is the Special Education course that is currently set in four NCoEs, namely Hapitigama and Maharagama in Sinhala medium and Addlaichenai and Jaffna in Tamil Medium. It was reported that in 2008, the primary education courses of all the NCoEs made the subject “Special Education” compulsory under the syllabus developed by NIE²⁸. However, the Project found this was not in practice in 2021.

4.3.2 Effective Interventions

A two-day seminar was planned for selected NCoEs to mainstream the concept and system of inclusive education. It also aims to be well prepared to develop a syllabus that should be included into the NCoEs curriculum as a compulsory subject shortly. Also, through this seminar, the Project expected lecturers of the NCoEs to understand their roles in promoting inclusive education and to learn some practical methods to promote inclusive education in schools.

Considering geographic and ethnic balance, the MOE selected four NCoEs, namely Wayamba (Sinhala medium) in the North Western Province, Maharagama (Sinhala medium) in the Western province, Mahaweli (Sinhala medium) in the Central Province, and Jaffna (Tamil medium) in the Northern Province. Participants for the seminar were the president, managerial staff and lectures of all subjects of the NCoEs. It was assumed that most of the lecturers have had very less experiences in contacting with children with disabilities, and as a result have less knowledge on the education of children with disabilities.

The Project prepared a program consisting of ten sessions, each 45 minutes long (including time for interpretation), with a view to providing participants with a broad understanding and knowledge of inclusive education. It was also intended to deepen participants’ understanding through a combination of lectures, group discussions, presentations, and reflections.

27 Government of Sri Lanka (2020) Part I: SEC. (IIA) The Gazette of the Democratic Socialist Republic of Sri Lanka-04.09.2020. pp.1241-1280.-

28 Furuta H. and Sethunga. P. (2003) Special education introduced in the National Colleges of Education (NCoEs) towards inclusive education in Sri Lanka. Bulletin of the Faculty of Education, Kumamoto University, 57, 167-174.

Table 3: Contents of the seminar

Day	No.	Activities
1	1	History of Special Education/ What is a disability?
	2	What is Inclusive Education/ Development of Inclusive Education in Sri Lanka
	3	Role of the teacher in Inclusive Education
	4	Education of students with SEN: vertical and horizontal viewpoints
	5	School infrastructure and environmental arrangement for Inclusive Education
2	6	Classroom management for Inclusive Education Part 1
	7	Classroom management for Inclusive Education Part 2
	8	Introduction of Inclusive Education in subject teaching
	9	Group discussion
	10	Presentation by the participants

Due to travel restrictions imposed by COVID-19, some lectures were pre-recorded and provided on video at the venue, but even then, speakers took the stage online to answer questions during the Q&A session. Seminars were thus conducted in a combination of face-to-face and online sessions in Wayamba (38 participants) and Maharagama (33) in December 2021, in Mahaweli (46) in June 2022, and in Jaffna (45) in July 2022, respectively.

BOX: A seminar held at the Jaffna NCoE

At the Jaffna NCoE, a seminar was held in July 2022. Eighty-seven percent of lecturers attended, despite the severe shortage of the fuel caused by the current economic crisis. The Q&A sessions during the two-day seminar were lively: many lecturers expressed their comments in front of others and participated in the group activity positively. According to the responses to a questionnaire administered after the seminar, the seminar was highly rated in terms of satisfaction, understanding of inclusive education, and above all willingness to introduce it into daily classes. The seminar thus successfully formed the basis for developing a more inclusive teacher training institute in the near future. However, the respondents made a request of more hands-on workshops and use of videos of actual classroom situations for future events.



A session by MOE



A session with a lecturer with visual impairment from Jaffna NCoE



A group presentation

By conducting these training for all the lecturers at the four pilot NCoEs, the Project was successful in 1) constructing readiness for lecturers towards mainstreaming inclusive education and 2) clarifying the future direction for the MOE's NFSE Branch. The then Director of NFSE Branch and the Project resulted in submitting a letter to the then Chief Commissioner (teacher education) titled "Rational for Incorporating Inclusive Education as a Compulsory Course at NCoEs" in November 2022.

Tool Kit for Raising Awareness of School Community



1

Flow

- 1) Understand the concept of disability
 - 2) Understand inclusive education
 - 3) Understand the roles of school community for inclusive education
- AND
- 4) Start taking actions to make your school more inclusive

2

1) Understand the concept of disability

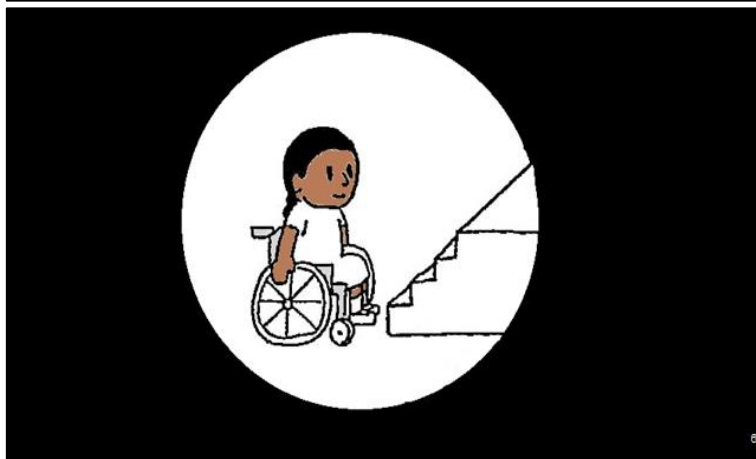
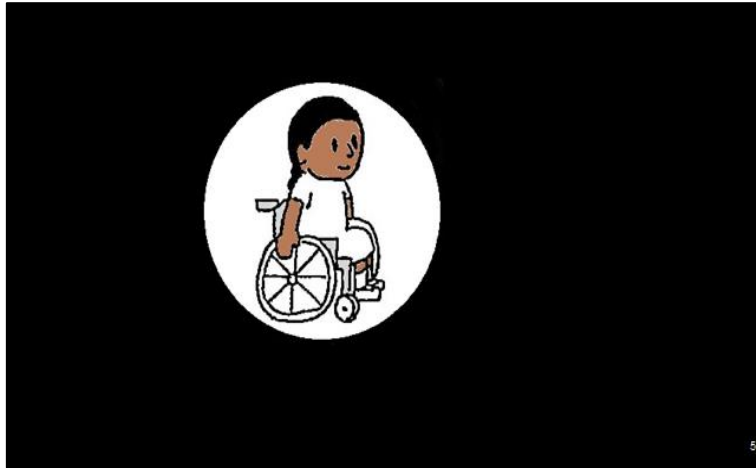
3

What is Disability?

“What is Disability?”

First, let us consider what a disability is as we look at the following picture.

4



“Where are disabilities?”

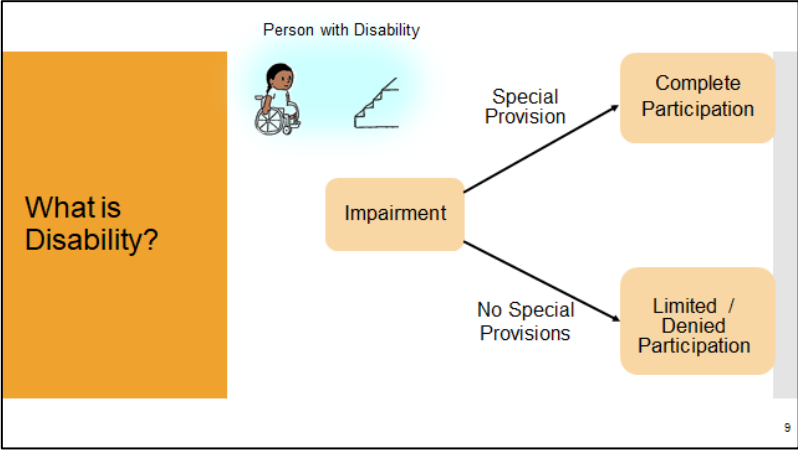
Group discussion 1

In the picture illustrating the school premises, find where the difficulties are.

Please pay attention not only to students, but also to the school environment !

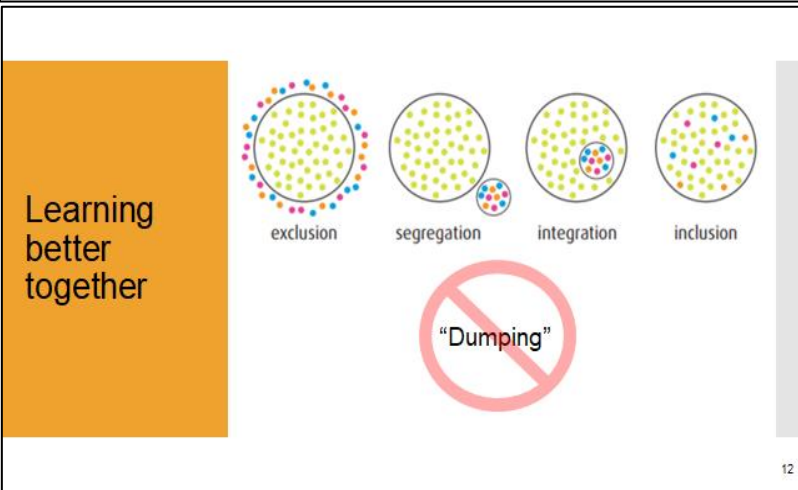
7





2) Understand inclusive education

10



Learning better together

Inclusive Education is:

1. To recognize that every child has unique educational needs
2. To address the diversity of individual needs

AND

3. (Ideally) To accommodate all students in regular classes/schools.

13

3) Understand the roles of school community for inclusive education

14

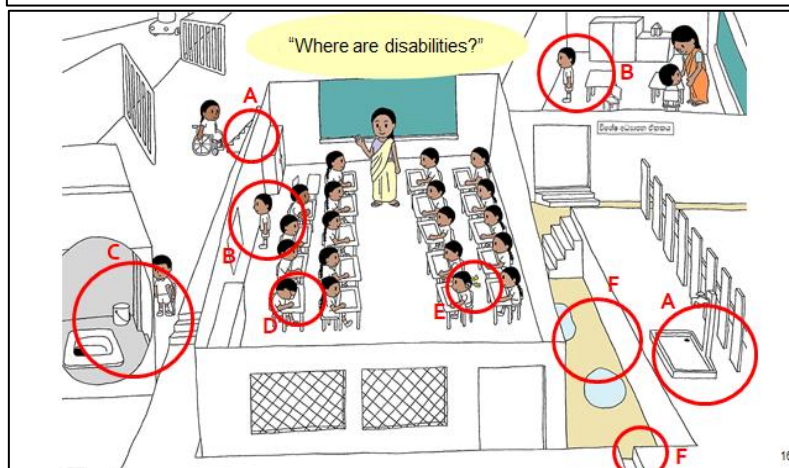
Group discussion 2

“How can we support these students?”

Students with SEN
↑
Special educational provision

What is it like?

15



16

	A	B	C	D	E	F
Principal						
Teachers (Regular class)						
Teachers (SEU)						
Students						
Parents						

17

How can we support students with special needs?

To support them, it is required to provide...

- Necessary/appropriate modification/ adjustment
- In some cases, it is individually required
- Without providing it, he/she cannot properly participate in education

It is NOT only about facility/equipment

It is also about teaching/learning as well as human resource allocation

18

4) Start taking actions to make your school more inclusive

19

Wrap up:

“Who will play the roles?”

- Inclusive school can only be created by everyone’s effort.
- Teaching SEN student cannot be the responsibility of one teacher.

Teachers must be supported thoroughly by the school community.

20

Tool Kit for Animating Inclusive Education Coordinators



1

Flow

- 1) Raise awareness about inclusive education
- 2) Understand the importance of a “team approach”
- 3) Learn how to connect identification with inclusive class management
- 4) Output what you have learned through stage drama

2

1) Raise awareness about inclusive education

3

What is Disability?

Person with Disability



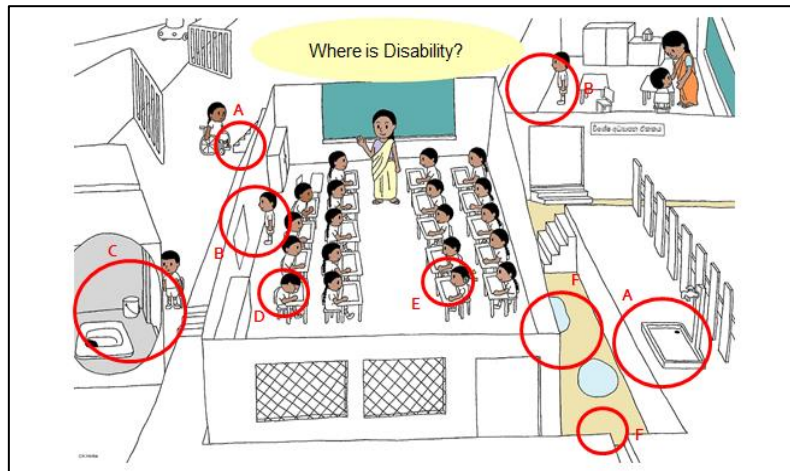
Impairment

Special Provision

Complete Participation

No Special Provisions

Limited / Denied Participation



Learning better together

An individual with special needs requires special treatment

Source: <https://interactioninstitute.org/illustrating-equality-vs-equity/>

Learning better together

exclusion segregation integration inclusion

"Dumping"

Learning better together

Inclusive Education is:

1. To recognize that every child has unique educational needs;
2. To address the diversity of individual needs; and
3. (Ideally) To accommodate all students in regular classes/schools.

How can we support students with special needs?

To support them, it is required to provide...

- Necessary/appropriate modification/adjustment
- In some cases, it is individually required
- Without providing it, he/she cannot properly participate in education

It is NOT only about facility/equipment

It is also about teaching/learning as well as human resource allocation

2) Why “team approach” is important?

Once school introduced IE...

- If teachers do not feel the “Merits of IE”, they will stop doing.



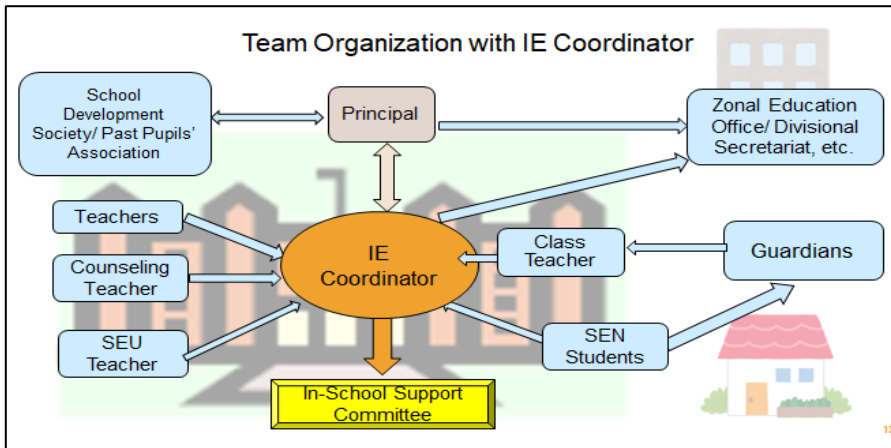
- If teachers do not get any support from colleagues, school and community, they will stop doing.



Why “team” is important?

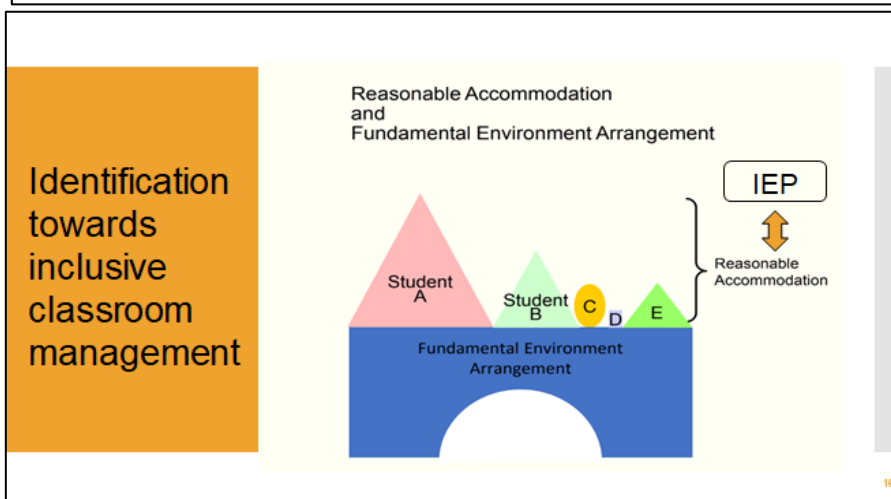
- As a team, you can develop a common understanding among stakeholders.
- As a team, you can share information about students and develop a sense of care for each student.

⇒ “Team approach” is the best way to enhance “inclusion”.



Expected roles of team members	Expected Roles	
	IE Coordinator	<ul style="list-style-type: none"> Assignment of support staff Collection of information Consultation with guardians Raise awareness among school staff Liaison and coordination with external parties
	Principal	<ul style="list-style-type: none"> Assignment of Inclusive Education Coordinator Providing support to IE Coordinator Requesting resources to external parties
	Class Teacher	<ul style="list-style-type: none"> Sharing information of children (in classroom) Providing reasonable accommodation (seating, peer support, curriculum adaptation etc.)
	Teacher	<ul style="list-style-type: none"> Sharing information of children (in school) Providing technical advice to IE coordinator (SEU teacher)
	Guardians	<ul style="list-style-type: none"> Sharing information of children (in house)
	School Development Society/PPA	<ul style="list-style-type: none"> Providing labor or/and funding
	Zonal Education Office/ Divisional Secretariat	<ul style="list-style-type: none"> Providing technical advice Providing funds/ assistive device

3) Identification and inclusive classroom management

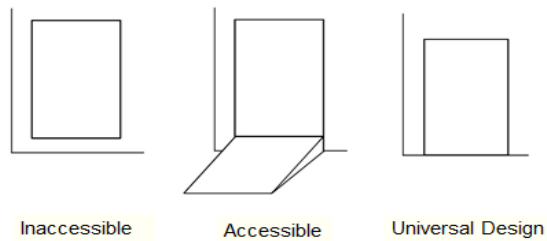


Points for creating IEPs

1. Goals should be specific and measurable.
2. Do not blame students for not being able to do/accomplish something.
3. Evaluate not only goals but also efforts to make improvements.
4. Maintain a history of instruction/teaching.
5. Connect Plan-Do-Check-Action (PDCA) cycle of IEPs to curriculum management.
6. IE coordinator and other stakeholders can support SEU teacher to prepare IEPs.

Fundamental Environment Arrangement

Fundamental Environment Arrangement Equipment and Facilities



Inaccessible

Accessible

Universal Design

18

4) Stage Drama

19

Instructions

- In a group, please discuss how to solve the problem that hinder the realization of inclusive education and make a drama to share it with other groups.
- In the discussion, please recall what you learned in today's lecture.
 - ✓ What kinds of challenges you are facing?
 - ✓ Who will take what responsibility?
- Each group will choose one problem.
- Each group should cast at least IE coordinator, principal, teacher, and parent.

20

How do you solve below problems?

Preparation for stage drama (group activity)

1. A student has been transferred from the SEU to a regular class, but the class teacher has not taken over the child's characteristics and does not know how to treat the child.
2. A student with physical disabilities has trouble going to a washroom during class (a washroom is far away, classroom is on the second floor, etc.)
3. There is a student with SEN who is a little older than peers, but the desk and chair do not fit. Even trying to replace them, can't find ones in the right size.
4. There is a student who has low test results after taking the final exam. He/she attended class every day and the class teacher saw no signs that he/she was not doing well.


21

Please enjoy and share your drama!

- Each group has 10 minutes
- Even partial drama is fine

22

**Tool Kit for Preparing an IEP:
A step-by-step guide**



23

What is IEP for?

- Plans are designed to achieve goals.
- Goals must be such that can be judged whether they have been achieved or not.
- If the achievement of goals is not evaluated, the plan is meaningless.

24

What is IEP for?

IEP is:

a plan for providing guidance for students with disabilities, which includes

- instructional goals, and
- teaching methods.

3

What is IEP for?

Special needs education is to meet individual needs, and does not follow a textbook like general education, nor is it the same for everyone.

Unlike academic subjects, the actual situation of students cannot be ascertained by written tests alone.

Thus, it is necessary to record the characteristics of a student (strengths and needs), learning history, and effective support.

4

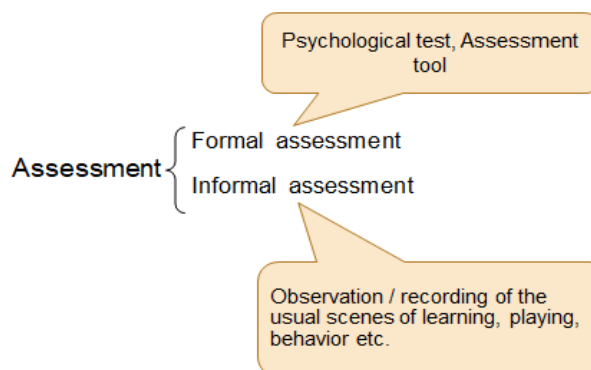
Preparation process of IEP

1. **Assessment**
2. **Set the specific goals**
3. **Develop the IEP**
4. **Implementation of the IEP**
5. **Review and update of the IEP**

5

Preparation process of IEP

1. Assessment



6

1. Assessment			
Physical health	Hearing		
	Vision		
	Motor skills	Gross motor skills	
		Fine motor skills	
	Self-help skills		
Hygiene			
Eating			
Communication / Social skills	Social competency		
	Managing emotion		
	Organizational skills		
Cognitive skills	Speaking		
	Reading	Pre-reading	
		Reading	
	Writing	Pre-writing	
		Writing	
	Mathematical skills		
	Memory		
Behavior in core/extra curricular activities			
Behavior management	Attention		

7

1. Assessment

Conduct formal and informal assessments of current academic achievement and functional performance.

Identify individual problems, strength and weakness interest (like & dislike) ← Obtain information from parents/guardians.

8

2. Set the specific goals

Long-term goals should be set in a desirable form that is considered achievable in **one year**, reflecting the expectations of Parents

Short-term goals have to be set up **within one term** in a specific and measurable way.

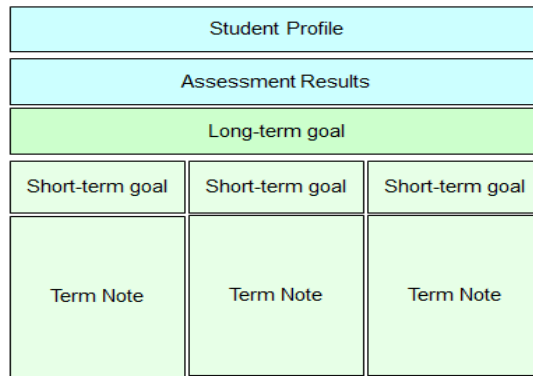
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3. Develop the IEP

4. Implementation of the IEP

10

The basic structure of IEP



Student Profile (sample)

Grade and Class	Student's name	Sex, Age	Class Teacher	Date of Entry
SEU		Male, 9		January 25, 2025
Disability	ASD			
Likes	<ul style="list-style-type: none"> Physical exercise such as ball playing 			
Dislikes	<ul style="list-style-type: none"> Waiting and concentrating for long periods of time, particularly in writing task 			
Parents' expectation	<ul style="list-style-type: none"> To be able to listen to others and act without getting emotional To learn and play with friends in the class 			

Assessment Results (sample)

Gross Motor Skills	<ul style="list-style-type: none"> He likes to be physically active He can correct his posture when instructed
Fine Motor skills	Able to think and make crafts on his own
Communication	He tends to have trouble with friends and sometimes stay alone
Self-help skills	He often goes to the bathroom or walk around during lessons
Listening	He sometimes does not follow the teacher's instructions and act on his own
Speech	<ul style="list-style-type: none"> He repeats what one says He read out in a faltering manner
Reading	Able to read letters, but has difficulty understanding written sentences
Writing	Not good at copywrite lots of words at once
Mathematics	<ul style="list-style-type: none"> Count fingers up to 10 10 Money calculation is not smooth
Behavior	<ul style="list-style-type: none"> Difficulty in controlling emotions. Easily distracted by surroundings, difficult to clean up and concentrate on tasks

Long-term goals (One year) From Jan to Dec 2025

1. To have a stable school life with others and learn how to interact with others
2. To acquire basic academic skills

Short-term goal (One term) From Jan to April 2025

1. To listen to and follow the teacher's instruction for short tasks
2. To remain seated and work together with the classmates in lessons
3. To get used to write and read short sentences
4. To get used to the basic money addition and subtraction

Subjects	Present condition	Education Method
Short-term Goal #1&2 Communication Behavior Speech	<ul style="list-style-type: none"> • He often goes to toilet or walk around during lessons 	<ul style="list-style-type: none"> • Identify the reason to go to toilet • Provide various tasks in 5 minutes by using a timer • Provide tangible rewards after completing every tasks
	<ul style="list-style-type: none"> • He tends to have trouble with friends and sometimes stay alone • Difficulty in controlling emotions 	<ul style="list-style-type: none"> • Play his favorite game with one person he likes for short period time, and gradually increase the period and the persons to play with • Exercise social skills such as understanding the emotional states through various scenes in pictures
	<ul style="list-style-type: none"> • Difficult to clean up 	<ul style="list-style-type: none"> • Introduce various tasks to clean up his belongings in small steps in everyday schedule

15

Short-term Goal #3 Writing Reading	<ul style="list-style-type: none"> • Not good at copywrite lots of words at once • Easily distracted when there is a lot to do 	<ul style="list-style-type: none"> • Exercise copywriting of the limited words by showing the words to write with a ruler • Provide tangible rewards after completing every tasks
Short-term Goal #3 Mathematics	<ul style="list-style-type: none"> • Be able to count fingers up to 10 • Easily distracted when there is a lot to do 	<ul style="list-style-type: none"> • Practice addition of 1 to 10 by using number blocks • Work on small tasks of block combination and flashcards

16

Key Messages

- All the activities/instructions/lessons described in IEP is to be designed to achieve the long-term goal. Causal connection is required.
- Short-term goals should be set to address what the student has the most difficulty in learning or daily lives. There is no need to set goals for all the areas/skills.

19

Preparation process of IEP

5. Review and update of the IEP

If the goals are not achieved, it should be interpreted that the goal setting or teaching method was not appropriate, not the fault of the target student. It is necessary to keep in mind:

- 1) proper goal setting based on correct understanding of the student's condition;
- and
- 2) implementation of the lessons as designed and scheduled in IEP.

17

Key Messages

- IEP is for better and effective learning for the student, and for sharing the progress. Documentation itself is not the purpose.
- IEP needs to be simple and specific as much as possible.
- Parents expectations should be reflected in the process of goal-setting.

18

Tool Kit for Practicing Universal Design for Learning



1

Flow

- 1) What is UDL
- 2) Specific Seven Practices of UDL
- 3) Summary

2

1) What is UDL

3

What is UDL?

■ 1980's: “**Universal Design (UD)**” by Ronald Mace (1941-1998, USA, Architecture and Educator)



Ronald Mace (USA)



■ Can the UD be used in educational practices? Yes! So, it calls the “**Universal Design for Learning (UDL)**”.



Carol Ann Tomlinson (Educator, USA) and others

4

Principles of UD and UDL

■ **Seven (7) Principles for UD** →

- (1) Equitable Use
- (2) Flexibility in Use
- (3) Simple and Intuitive Use
- (4) Perceptible Information
- (5) Tolerance for Error
- (6) Low Physical Effort
- (7) Size and Space for Approach and Use

Designing to use easily for as many people as possible



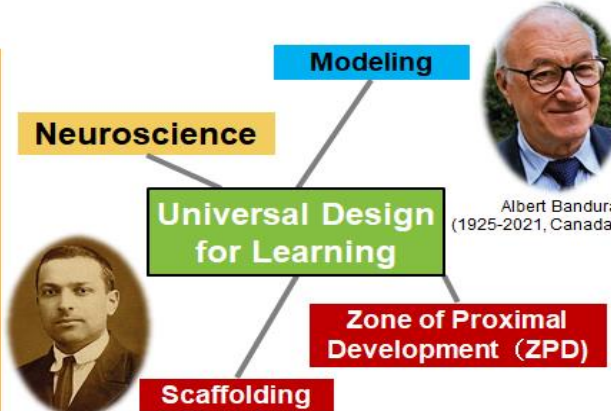
■ **Three (3) Principles for UDL** →

- (1) Provide a variety of means of expressions
- (2) Provide a variety of means of activity and emotional expression
- (3) Provide a variety of ways to participate

Classes that all children can easily participate in

5

Academic Foundations of UDL



Albert Bandura (1925-2021, Canada)

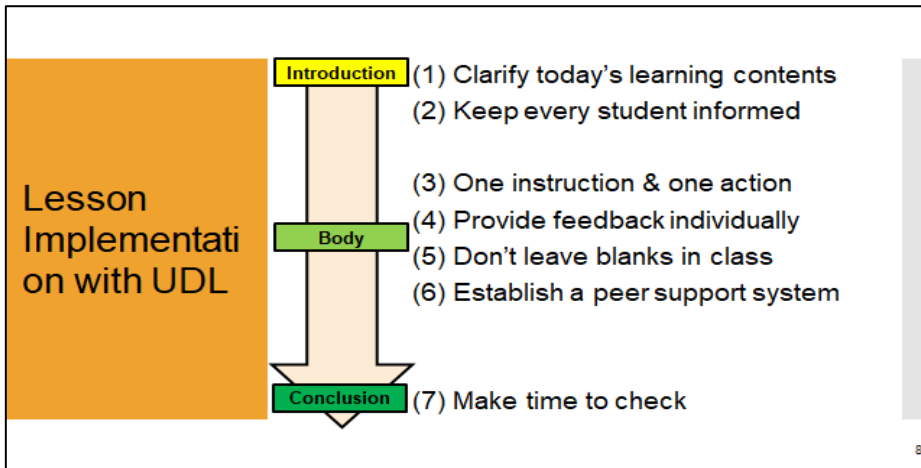


Lev Vygotsky (1896-1934, Russia)

6

2) Specific Seven Practices of UDL

7



(1) Clarify today's learning contents

Consideration for anxiety in children with ASD (Autism Spectrum Disorder) and ADHD (Attention Deficit Hyperactivity Disorder)

↓

Tell what students will do in today's lesson.

<Example>
First: Pronounce the words together.
Second: Write these words on notebooks.

9

Introduction: Clarify today's learning contents

- ◆ The teacher showed all students today's lesson objectives clearly.
- ◆ The teacher also showed all students today's lesson contents clearly.

Sinhala Class at Grade 1 Sinhala Class at Grade 4

10

(2) Keep every students informed

Consideration for children with insufficient attention

↓

When the teacher explains make sure everyone is listening.

"Please look at me"
"Please be quiet and listen to me."

11

Introduction:
Keep every
students
informed

◆The teacher was speaking loudly but softly so that all students were paying attention.

“Let’s face this quietly.”

“Look at your teacher’s eyes.”



Sinhala Class at Grade 1

12

(3)
One
instruction &
one action

**Consideration for children
with low working memory and ADHD**



Keep teacher’s explanations **short**
**Make a scene where children
can act** in class



Teacher: “Read the textbook.”
A student: *Read it.*
Teacher: “Close the textbook.”
Students: *Close them.*

13

Body:
One
instruction &
one action

- ◆The teacher gave her instruction one by one.
- ◆After one instruction, the teacher had students perform the instructed action.
- ◆The teacher confirmed students’ behavior.

“Open page 32 of your textbook.”

=>Teacher checks whether all students open it.

“Read this sentence together.”

=>Teacher listens to students’ reading carefully.

“Solve these problems.”

=>Teacher checks whether students can solve or not.

14

(4)
Provide
feedback
individually

**Consideration for children
with ASD and ADHD**



Teachers give **individual feedback**
on how well children understand
what they learned.



Children are more motivated
when they know their own achievements.

15

Body:
Provide
feedback
individually

- ◆ During class, the teacher checked carefully whether each student understood or not.
- ◆ The teacher provided help with students who did not.



Environmental Study Class at Grade 1



Arts Class at Grade 5

16

(5)
Don't make
a blank time
in class

Problems occur most often in a **blank time** when children **don't know what to do.**



Don't create a situation where students do not know what to do.

Teachers need to prepare the next activity for students who finish the assignment quicker.



17

Body:
Don't make a
blank time in
class

- ◆ Students who finished their assignments quickly, they are reading books in the class library.



Sinhala Class at Grade 1



18

(6)
Establish a
peer support
system

Consideration for children with physical disabilities and Consideration for improving the communication skills of children with ASD



Children who **need some help** are **not good at asking for help.**



Get into habit of asking for help on regular basis during class.



19

Body:
Establish a peer support system

- ◆ There is a student with low eyesight.
- ◆ A student who sits next to him has a role to playing him when he is in trouble during class.

Mathematics Class at Grade 4

The student who is providing support is able to understand the content more deeply while helping.

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(7)
Make time to check

Consideration for children with learning difficulties

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In class,
students' understanding level vary.


Teachers must **check individual student's understanding level** during class.
Teachers must **praise some good points of students' learning.**



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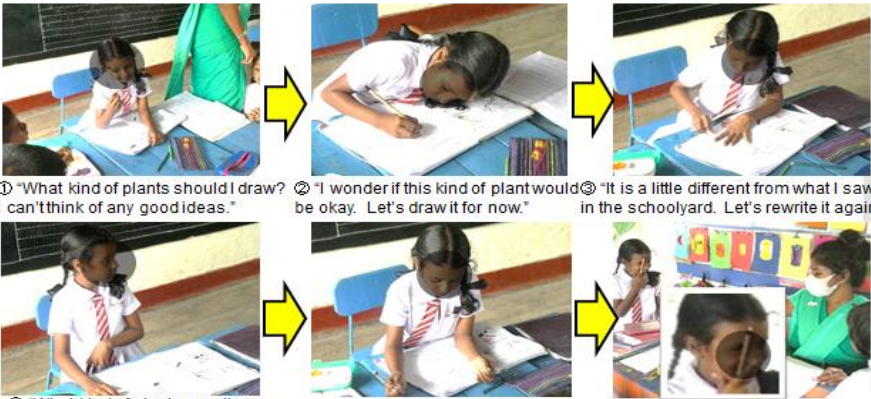
Conclusion:
Make time to check

- ◆ At the end of the class, the teacher checked students' notebooks (understanding level).
- ◆ The teacher asked a student to pronounce some words again.



Sinhala Class at Grade 1

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① "What kind of plants should I draw? I can't think of any good ideas."

② "I wonder if this kind of plant would be okay. Let's draw it for now."

③ "It is a little different from what I saw in the schoolyard. Let's rewrite it again."

④ "What kind of plants are other students drawing?"

⑤ "I finally drew it! Let's go show this to the teacher!"

⑥ "I was praised by my teacher! I am so happy!"

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3) Summary

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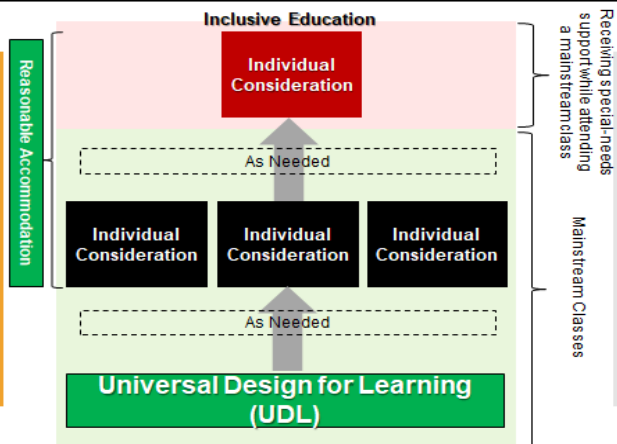
Benefits of UDL

- ◆ All students can participate in class actively.
- ◆ All students can understand the lesson well.
- ◆ Students who help a child with special education needs can understand the lesson contents deeply through teaching him/her.
- ◆ There is an atmosphere of mutual help and cooperation in the class.

◆ **Academic performance of whole class improves.**



Relationship between IE and UDL



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Let's use UDL

UDL will lead to better practice of **INCLUSIVE EDUCATION**, so please use it more and more in your classroom!

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