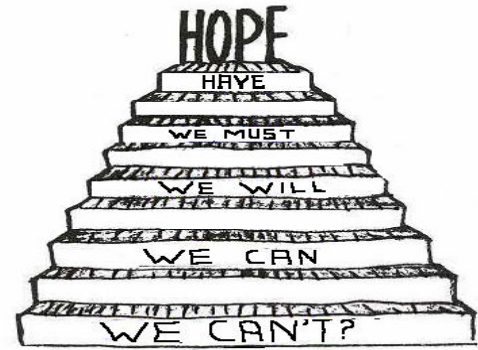




Pakistan Association
For Inclusive Education

THEME: Taking Steps Towards Inclusion



Taken from: EENET ISSUE 3, MAY 1999

Newsletter

Issue 2, May 2004

Dear Folks,
Assalam-o-Alaikum,

We could not publish our second newsletter in due time! I hope you looked forward for it! The present issue "**Taking Steps Towards Inclusion**" highlight's two case studies from real life. We have tried to present these pictures in their true colors depicting the pitfalls, barriers, achievements and successes for you to read, think and decide...

Editor Talat Azad

Support by Debbie Kramer-Roy, Azra Ahmed and Parveen Alamin gratefully acknowledged

Happenings

A global change of stance is visible in the field of education. Policies have been made, legislations approved but implementation, which is the key, still faces a lot of obstacles and challenges from all avenues. We at PAIE hope to be contributing to the field of Inclusive Education by providing a platform for parents, teachers, professionals and interested people to learn and share ideas, strategies, and methodologies to open doors and make our schools and society more and more inclusive.

PAIE has had some very motivating sessions in the past on interesting topics such as, Collaboration and Teamwork for School Improvement, Including Children with Hearing Impairment in Mainstream Schools: Approaches and Strategies

"Collaboration and Teamwork for School Improvement"
(November/December 2003 Two-Session Workshop)

Feedback shared by the participants from Aziz Begum Memorial School,

In the first session the facilitators provided us with an insight to collaboration and team work.

Collaboration and teamwork can only be possible when the management teachers and all personnel associated

with the child work together. Working as a team proves to be more fruitful so we discovered. During the session some activities were introduced and we were asked to implement any two of them in our respective schools.

We as a team decided to work on (a) The Circle of Friends (b) The Communication Diary



Participants doing group work at "Collaboration and Teamwork for School Improvement" during the PAIE session

Circle of friends: *In our primary section we had a very-diversified group of children and getting them to work together as a team was becoming an impossible task. Therefore, we decided on this activity. The theme was to basically get the children to interact with each other and to get to know one another personally so that strong peer-to-peer relationships could be formed.*

During the sessions the student participation displayed a lot of interest and zeal. The results were that our primary section is coping better socially and emotionally. The number of fights has decreased and the children are making an effort to work together.

The communication diary: *The parents of young children need to interact constantly with their*

teachers. This was becoming a challenge due to everyone's continuously busy schedules. So we decided to record the child's day's diary and send it home everyday. The parents in turn were requested to write their feedback of the day and return the diary. Through this means of communication the teachers learned about the different schedules the children were following at home. What were the problems between the parents and the children, their failures and successes? One such case was of a child in prep-1 and how his teacher was able to help him improve his behavior with his parents. The second success was with a hearing impaired child in grade 1. This child was having communication problems and through this diary we were able to help her out.

Including children with Hearing Impairment in Mainstream Schools: Approaches and Strategies,

20th March 2004



Sign Language Interpreter signing for Deaf Participants during the collaborative session of PAIE with HEAR ME on Hearing Impairment

Feedbacks Shared by Some of the Participants

I enjoyed the community feeling of the workshop, listening to different viewpoints and approaches. The workshop was comprehensive and awareness raising. It was worthwhile and aimed for maximum results and opportunities for The Hearing Impaired.

Another participant's evaluation of the session:

In my opinion PAIE organized a good workshop to make people aware about The Hearing Impaired children, I feel that these types of workshops must be held regularly.

In another participant's opinion:

It was a very interesting and informative session.

Case study of Sameer

Sameer is 6 years old, he is very good in arts and crafts, loves to work on the computers, has been diagnosed with cerebral palsy resulting in stiffness of his whole body. The doctors are of the opinion that he will improve with therapy and time.

The parents had a very hard time accepting Sameer's disability, and knew very little about the disability. They were helped by doctors and were guided to get the related services for their child. Once the parents came to terms with it, they received support from their family. He was initially placed in a special school. But his parents had faith that Sameer has a lot of capabilities, which can be nourished in an inclusive setting. After being refused admission in some of the mainstream schools they had approached, the parents came to know about Aziz Begum Memorial School, which has an inclusive setting, where he is currently enrolled.

The school running on the lines of Inclusion has made necessary adaptations for his physical problem, e.g. special chair, ramp etc have been provided. He has regular speech therapy and physiotherapy sessions. Individual Educational Planning is done with a team of multi professionals including the teacher, principal, parents, physiotherapist and the speech therapist.

Sameer has a very good level of understanding, enjoys artwork, takes pleasure in working on the computer, and has a good ability to memorize new concepts. The school has had to work on his spastic hand and for this reason a special mouse has been arranged for him.

Sameer is by nature a shy child, mainly because of his limitations in expressing himself. He finds difficulty in expressing himself openly and someone has to initiate friendships for him. He constantly needs to be coaxed and counseled into letting go of this barrier and cooperate in building a relationship with his peers and teachers. It took a lot of hard work to make him able to open up, co-operate and express himself freely. He now shares a very good rapport with his teacher and classmates.

The area of Sameer's handwriting skills needed to be worked on and now he has reasonably improved. Sameer recently won the Computer Competition at

school. He enjoys a very good relationship with his brother likes to watch wrestling in his free time at home.

Sameer, his parents and the school have high hopes that he will achieve and aspire according to the best of his abilities.

Sameer's Teacher



Fahim's Success Story

My Son Fahim's Story began on the 25th of Dec 1990

We, the Proud Parents held him in our hands beaming with joy & thanked Allah for a prayer answered. Now that thirteen years have gone and he has turned into a teenager so much has happened, yet it seems like yesterday.

Fahim has two sisters, one is 15 and the other is 9 years old. Together all five of us have come a long way in a journey of patience, perseverance, hard work and a complete and undoubting faith in Allah, that when he gives us a challenge He provides us with support and help to handle it.

Fahim's hearing impairment was detected when he was 18 months old. From an ENT specialist to a Speech Therapist it took us another 18 months, which was simply by chance. It still took us time to get hold of reality, jolt ourselves, get rid of self-pity and realize that it is with us, and me the mother where the solution lay. The most effective tool in this regard was our attitude, my attitude, towards his special need. We felt the more positive and normal

the attitude, the smoother would be his acceptance in our family, friends, neighborhood and most important his school. It is this approach, which has led us to dream for him like our other children. Yes, he has special needs, but then all of us have special needs, don't we?

It is with this attitude and the overwhelming help of Allah the Almighty that we have come this far. We hope and pray that every little step we take may be in the right direction.

We tried to make learning fun and full of adventure. Writing started with a tray of sand, and three letter words were taught in a card game. His bunk bed was made into a ship, which was surrounded by fishes and creatures. Learning seemed like a wild game, but it was targeted and focused. I knew and planned which five names I had to teach, and we would include them and repeat them again and again. We focused on one of the walls in Fahim's room, the wall his eye focused on the most, and used it as a learning tool. Colour motivated him a lot so his room had to be very colorful and interesting.

His school and teachers have played a pivotal role in his formative years and now; they have taken him very positively, accepted his problems and have found their own unique methods to help him.

Of course it was not always fun and play, and there were times which really got me down, when I felt nothing seemed to work. This is where the father and family came in, sharing a big hug, a good laugh and taking the children for outings. Children learn more by observing the parents and the grandparent. And there are so many things Fahim has learned from his grandparents, uncles and aunts. The camaraderie his cousins gave him has been most invaluable.

Now he takes part in sports and debates and quizzes, he wants to be a part of everything, not to be left behind. There is an immense awe-inspiring fighting spirit and to be like everyone. Most importantly he wants to be like his father when he grows up.

It has always been teamwork between the home, school, speech therapist, doctors, audiologist and his hearing aid dispensers. Now whenever we feel down and dejected we only have to look back and hope that just as Allah Almighty has made this much possible, He will take care of the rest as well (Inshahallah).

Fahim's Mother

Multi Sensory Approach

Research demonstrates that a structured and cumulative multi sensory approach is very appropriate in dealing with literacy difficulties, as it utilizes all the five senses. Figure 1 presents a Model of this Multi Sensory Approach

Figure 1 The Study, Hear, Say, Picture, Write and Play Method



Study

Show the student an example of the letter, blend or word to be worked on. If you are trying to reinforce a particular blend, place the letters apart and then demonstrate them coming together, eg. 'c' and 'a' to make 'ca.' You may also want to introduce a final consonant to make the blend into a word, eg 'cat.' A picture can be shown along with the word if you wish, but what is important is that the child studies the blend or word.



Hear

The student listens to the teacher saying the sound or word. The teacher may wish to say this as the child studies it. The teacher may say something like, "The sound is 'ca' and the word we have made is 'cat'."



Say

The student repeats the sound or word back to the teacher. They say it together.



Picture

The student is asked to close his/her eyes and picture the word or sounds in his/her head.



Write

The student practices writing the sound or word. He/she can trace it in the air using the finger first or can write it using different materials such as chalk, colored crayons, etc. to reinforce it. You may also wish to incorporate the method of getting the student to cover the word and write it again, then checking it.



Play

This stage encourages the student to reinforce the sound or word by using the senses in a number of different ways. Activities can include: making the sound or words using magnetic letters; playing games which involve matching the words with pictures; cutting and pasting words with pictures or letters with words etc.

Gall Nowek, Glasgow NE Psychological Services

PAIE 2004 Activities

January	Case Study
February	PTAN Conference
March	Collaborative Session with HEAR ME
April	Bullying in Classrooms
May	Understanding and Dealing with Hyperactivity: Inattentive/Impulsive Behaviour in Classrooms
July	Collaborative Session with HEALTH Association
August	Case Study
September	Using Child to Child Approach to Promote Inclusive Education
October	Follow-up of the September Session
November	Topic to be selected on member's choice.
December	Case Study

Plans for the future

PAIE plans to open a chapter in Gilgit with the help of Professional Development Trainers – Course Participants of the MEd program at AKU-I ED

Links to Resources for Special Needs/ Inclusive Education

- Enabling Education Network: www.eenet.orgt.uk
- Including Special Children: www.education-quest.com
- The International Disability and Human Rights Information Network: www.daa.org.uk
- Centre for Studies on Inclusive Education (CSIE): www.csie.org.uk

All PAIE members will be sent invitations for the workshops. If you do not receive an invitation, please phone to check for dates and confirmation for topics. If you are interested in co-facilitating a workshop, please contact us.

The Editor

Pakistan Association for Inclusive Education (PAIE).
 PTAN c/o AKU-I ED PDC, 1-5/B-VII, F.B. Area Karimabad,
 P.O. Box 13688 Karachi-75950 Pakistan.
 Tel: (92 21) 6347611 EXT 173/174/177
 Email: paie@ptan.org
 Fax: (92 21) 6347616

PAIE newsletter needs your contribution and support to make an impact on the inclusion scenario in our schools and society