REPUBLIC OF KENYA
MINISTRY OF EDUCATION

DIPLOMA IN EDUCATION LEADERSHIP AND MANAGEMENT
MODULE 6: LEADERSHIP IN CURRICULUM DELIVERY

KENYA EDUCATION MANAGEMENT INSTITUTE

UNIT 7:
Special Needs Education

Introduction

- Welcome to unit seven. In this unit we will look at the concept of Special Need Education (SNE), needs assessment of learners with special needs, barriers facing learners with special needs and skills required in working with learners with special needs.

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Learning outcomes

Upon completion of this unit, you will be able to:

a) Discuss the concept of SNE.
b) Describe the needs assessment of learners with special needs.
c) Discuss the barriers facing learners with special needs.
d) Discuss the skills required in working with learners with special needs.

The concept of SNE

- This includes education for gifted or talented learners as well as learners with disability and involves providing education through appropriate curriculum differentiation in terms of content, pedagogy, instructional materials, alternative media of communication or duration to address the special needs of learners and to eliminate social, mental, intellectual, physical or environmental barriers to learners.

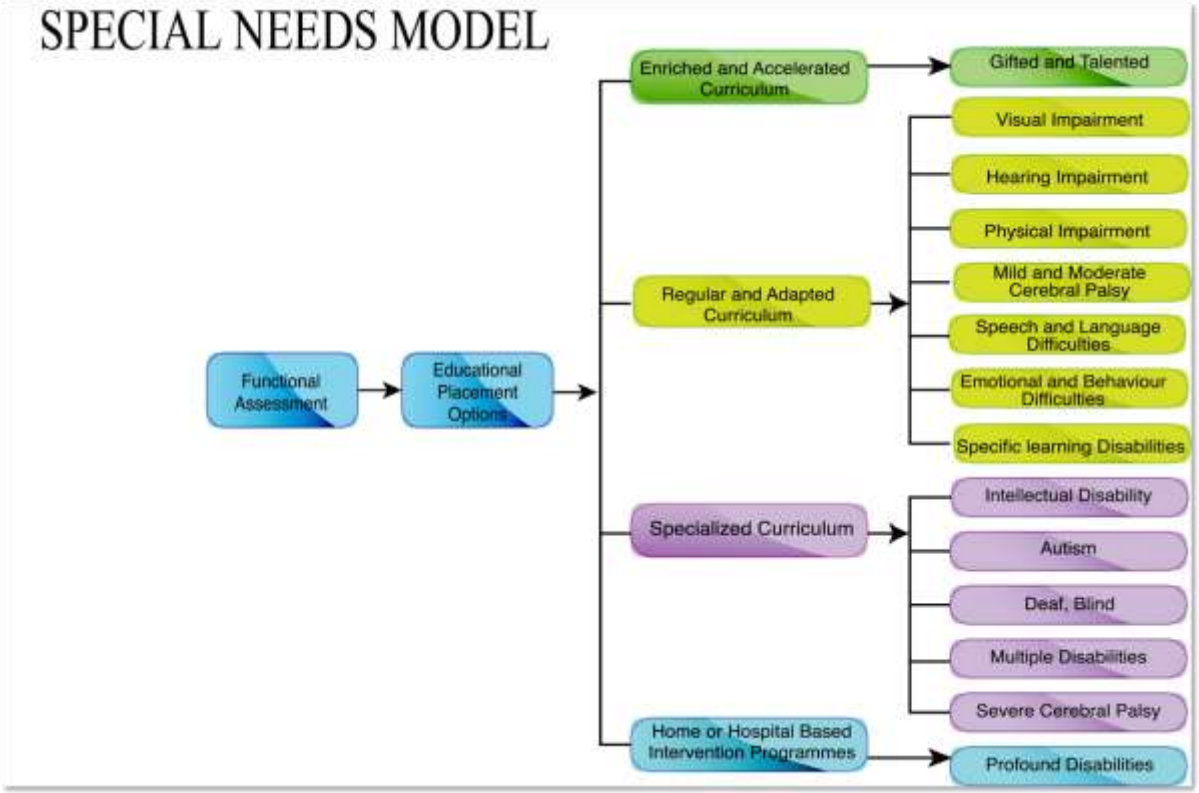
Types of special learners

According to the Basic Education Act (2013) children with special needs include:

(a) Intellectually, mentally, physically, visually, emotionally challenged or hearing-impaired learners;

(b)Pupils with multiple disabilities; and

(c) Specially gifted and talented pupils



Below is a description of these disabilities:

- **Mental retardation:** Refers to a state of incomplete mental development such that the individual is incapable of adapting to the normal environment
- **Autism:** Is a developmental disability that affects communication and social interaction. The problem is generally evident before the age of three and adversely affects education performance.

Physical handicaps: Such as the loss of a limb can cause difficulty in movement or difficulty in retaining information.

- **Hearing impairments:** May cause children to have speech problems, limited vocabulary, poor comprehension of language and poor listening skills.

- **Visual impairments:** These include visual problems range from mild impairments to total blindness. A child might be able to see an object at one distance but not another. Visually impaired children also experience delay in other areas of development.

  Victims of war, crime, violence and sexual abuse: Children who have been sexually abused have special educational needs. Children who are victims of war, violence, crime and family break-ups experience severe emotional, physical and mental distress.

  Gifted children: A gifted student is an individual who demonstrates outstanding aptitude or competence in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensor-motor skills (e.g., painting, dance and sports).

Rights of learners with special needs

- The Basic Education Act (2013) guarantees the following:
  Non-discrimination, encouragement and protection of the marginalised, persons with disabilities and those with special needs.
- Establish and maintain public special schools and provide special needs education.
- Every special school or educational institution with learners with special needs is provided with appropriate trained teacher, non-teaching staff, infrastructure, learning materials and equipment suitable for such learners

Needs assessment of learners with special needs

- Needs assessment instruments used in the field of special education include:

a. Battelle developmental inventory

- This type of assessment determines whether the child, from infancy to primary grade levels, is meeting developmental milestones. Through the measurement of cognitive, motor, social, and language skills, developmental delays can be identified.

b. Child behaviour checklist

- This type of assessment relies on the input of the parent or the guardian and primarily focuses on the child's behaviour.
- The assessment, which is applicable for children from pre-school age to young adulthood, is supposed to quantify social competencies.

Barriers facing learners with special needs

- The barriers include:

(a) Negative attitudes.

(b) Teacher expectations from learners.

(c) Curriculum barriers.

(d) Rigid educational approaches.

(e) Competition and selection of students (mean score).

(f) Classroom repetition and school desertion.

(g) Insufficient human and material resources.

(h) Evaluation and promotion criteria that hinder inclusion.

(i) Inadequate clear policy and legislation for inclusive education.

(j) Lack of community involvement

Skills required in working with learners with special needs and support programmes

- Instructional techniques for learners with special needs include the following:

i. Peer tutoring: This is the method of using other children to assist those experiencing difficulties in a learning activity.

ii. Group work: This is particularly effective if the members of the group are of mixed abilities. The task may be planned in such a way that each member does a bit of the task so that all can contribute to the finished product.

iii. Individualized instruction: The teacher may initiate an individualized education programme for the learner who is experiencing difficulties in learning. This should be done in collaboration with others who are knowledgeable about the curriculum requirements as well as the appropriate adaptations that are possible for the learners with SNE to access the curriculum

iv. Team teaching: This approach calls for you to “open the door” to your colleagues in teaching so that they can share their expertise to assist learners experiencing difficulties in the school.

Support services for SNE

a. Teaching and learning strategies

i). **Differentiated curriculum: T**his is an attempt to modify the regular curriculum to meet the individual needs of the learners. It involves:

- Manipulating the environmental factors.
- Adapting the teaching approach and time schedules.
- Modifying the content presentation.
- Adapting the exam questions and assessment procedures.
- Providing appropriate learning materials to meet the learner's individual needs. Curriculum barriers can be overcome by diversifying the curriculum to suit individual learner's needs, adapting examination questions to suit the individual learner's needs and using alternative ways of measuring the learner's competence such as:
- Continuous assessment over the whole year through portfolio of best work done
- Project work.
- Direct observation as the learner's work.
- Functional assessment as learner demonstrates skills.
- Student's self-assessment.
- Developing clear policy and legislation for inclusive education practices.

ii). An Individualized Education Plan (IEP):

- This is a plan drawn up by teachers. IEP is a written plan describing the special education and related services designed to meet the unique educational needs of a learner with special needs.

Rationale for using IEP

- The IEP specifies the services needed to fulfill the child's right to a Free and compulsory Education.

	PRESENT LEVEL OF PERFORMANCE							
Name of learner	Strengths	Areas of need	Long-term learning out comes	Short term learning outcomes	References	Assessment methods	Related services	Teachers' comments / remarks/ reflection
Lucy								
Mary								
James								
Abdi								
Amina								

b) Learning facilities and equipment

i. Special Schools: This is a school that is built and organized to provide educational services to learners with one type of disability.
ii. Special unit: This is a classroom that is located in a regular school, but is set aside for educating learners with specific type of disability.
iii. Resource room: This is a room in a regular or special school, which is equipped for enriching learning for learners with special educational needs. These may include specialized equipment such as:

- Braille's and other braille writing equipment for the totally blind learners.
- Low vision devices for learners with low vision such as magnifying lenses, spectacles, reading stands and large print books.
- Hearing aids and speech training kits for the learners with hearing difficulties such as individual hearing aids.
- Wheelchairs, walkers and crutches made from local materials to help learners.

c) Teachers

a) **Itinerant or peripatetic teacher: This** is a teacher who is trained in special needs education and moves from school to school where children with special needs are included.

The key roles of itinerant/peripatetic teacher are:

- Preparing materials and equipment for various learners.
- Checking the attendance of the learners to be assisted.
- Liaising with the teachers of the different learners to teach the subjects at different times.
- Withdrawing some learners from the classroom for specific technical subjects such as Braille, sign language, orientation and mobility.
- Transcribing into Braille work for the teacher to work with learners with visual impairment.
- Liaising with organizations that can assist learners with disabilities.
- Establishing a resource centre to serve the schools in the region.

- Organizing in-service training and workshops for teachers.
- Offering guidance and counselling services to teachers and learners.
- Attending further training to enhance skills required.
- Discussing with the classroom teacher the difficulties and needs of learners with SNE.
- Assisting the teachers in adapting and modifying parts of the curriculum contents and in preparing instructional materials.
- Giving advice and information on disabilities and SNE issues to teachers and parents.
- Networking with other community workers such as Community Based Rehabilitation (CBR) officers and health personnel.
- Visiting families of children with SNE.
- Organizing courses on SNE

d) Learning approaches

i. Integration/mainstreaming: The terms indicate the participation of learners with special educational needs in regular education without demanding changes in the curricular provision

ii. Private tuition: This type of education was provided by parents of children with special needs who hired persons to provide private education to their children in their homes.

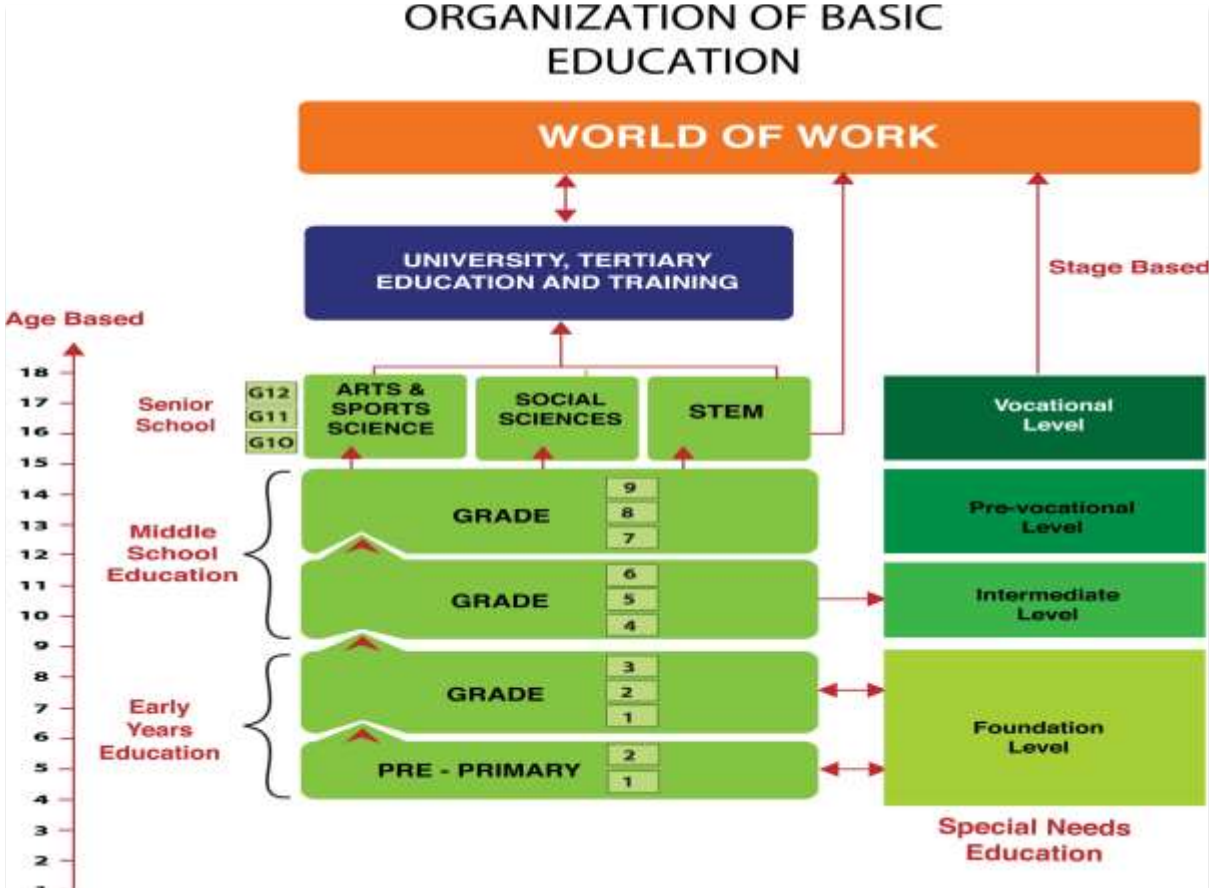
iii. Segregated education: This is the oldest form of formal provision of education for learners with special needs in education. In this system learners with special needs are catered for in segregated setups in the community.

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Pathways for Special Needs Learners in Competence Based Curriculum

- Special Need education is stage based as shown in the diagram below. There are four levels as follows: Foundational, Intermediate, Pre -Vocational and Vocational.



a. Foundation Level

• This is the entry level for learners with special needs who follow the specialized curriculum. After functional assessment and placement, education intervention begins at this level.

Learning areas for the foundation level

The following learning areas will be offered at the foundation level:

- Communication, social and pre-literacy skills
- Activities of daily living skills and religious education
- Sensory motor and creative activities
- Orientation and mobility
- Pre-numeracy activities

b) Intermediate Level

- After a learner demonstrates outcomes at the foundation level, they transit to the intermediate level.

Learning Areas for the Intermediate Level

The Intermediate Level Curriculum covers the following learning areas:

- Communication, Social and Literacy Skills
- Daily Living Skills and Religious Education
- Sensory Motor Integration
- Environmental Activities
- Numeracy Activities

c) Pre-vocational level:

The learners at this level will be expected to take the following subjects:

- Daily Living skills
- Mathematics
- Social and Literacy Skills
- Communication
- Pre-Vocational Skills

Other subjects will include music and movement, physical and health education, hygiene, nutrition and safety, environmental activities, social studies and religious education.

Conclusion

- We have come to the end of the last unit of Module 6 where we looked at the concept of special needs education.
- We have learnt about different categories of special needs and the strategies that can be used in special needs education.
- We have ended the unit by looking at the SNE pathways as given on the Basic Education Curriculum Framework and the different levels of learning for SNE.
- We hope you can now work towards making your classroom and schools more inclusive by using different learning approaches appropriate for SNE.