

NATIONAL INTRODUCTORY WORKSHOP OF INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

Tehran, Islamic Republic of Iran

27-29 August 2018

FINAL REPORT

Matias Irarrazaval
MD MPH

500 23rd St NW
Washington DC, USA

Phone +56978467604
irarrazmat@gmail.com

1. Background:

Inclusive education as a key priority

Education is a human right and is at the center of promoting equity, justice and prosperity in society. While there has been considerable progress on increasing school enrolment over the last decades, there are still children with disabilities who are less likely to ever go to school, less likely to learn essential skills if they do go to school, and more likely to drop out before completing a full course of education. More than half of these children are girls. Many are children from poor families, rural areas or ethnic minorities. Despite serious limitations in the available data, it is clear that children with disabilities face some of the most severe barriers to going to school and exclusion. It is estimated that there are 90,000 children with special needs in Iran today, and at least half of them are mentally impaired. Exclusion from education places children with disabilities at a disadvantage for the rest of their lives, putting them at higher risk of negative social and economic consequences such as poverty, neglect, abuse and isolation, and preventing their full participation in society.

As defined by UNESCO, inclusive education is a process of addressing and responding to a diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures, and strategies, with a common vision which covers all children of appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. Rather than being a marginal theme on how some learners can be integrated in mainstream education, inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. It aims to enable both teachers and learners to feel comfortable with diversity and to see it as a challenge and enrichment in the learning environment, rather than a problem.

Inclusive education seeks to address the learning needs of all children, with a specific focus on those who are vulnerable to marginalization and exclusion. At the core of inclusive education is the right to education, the significance of which has been

reaffirmed in many international human rights treaties. The principle of inclusive education was adopted at the 1994 Salamanca World Conference on Special Needs Education held in Spain and was restated at the World Education Forum in Dakar, Senegal in 2000. As a result of the World Education Forum, the challenge of exclusion from education has been put on the political agenda in many countries, which should be reflected in the Education for All (EFA) national action plans. This has helped to focus attention on a much broader range of children who may be excluded from or marginalized within education systems because of their apparent differences. Such is the case for both those who are enrolled in education, but are excluded from learning, and those who are not enrolled, but who could participate if schools were more flexible in their responses and welcoming in their approach. Also considered are the relatively small group of children with more severe impairments who may have a need for some form of additional support.

The overall goal of inclusive education is a school where all children are participating and treated equally. When seeking to reach the students who do not participate fully, it is important to give attention to the forms of education provided for all children, including a consideration of which children are given the opportunity to participate in school, which children are excluded, and on what basis. Care has to be taken when looking into which children come to be categorized as being in some way special or excluded within particular contexts.

Inclusive Education in the Islamic Republic of Iran

Inclusive education is a key priority in the Islamic Republic of Iran's Fundamental Reform Document of Education (FRDE). The document identifies the "expansion and provision of fair and inclusive education and training for all" as one of its main goals. In addition, the FRDE also mentions that the concept of the school under the country's *Vision 2025* "enjoys the capacity of embracing individual differences, exploring, and guiding different instinct talents and meeting the students' needs and interests in line with the framework of the Islamic norm system." While inclusive education has expanded rapidly in Iran, interventions mostly focused on physical disabilities. Steps

must also be taken to integrate Iranian students who suffer from developmental disabilities into the school system.

In the Islamic Republic of Iran there are approximately 117,785 students with special needs and 900 inclusive schools (UNESCO Institute for Statistics, 2015; Ministry of Education, 2018). About 90,000 children are in the inclusion program and about 70,000 of them has learning difficulties and mild intellectual disabilities or borderline intellectual disability, which can be supported by regular schools. The rest – approximately 20,000 children– has physical disabilities, sensorial disorders, autism, and socio-emotional needs that cannot be supported by regular schools (Ministry of Education, 2018).

Most of these out-of-school children are children with disabilities, children living in extreme poverty, children in conflicts and post disasters, children from ethnolinguistic minorities, and girls. Two decades of the inclusive education journey has taught us that there is a serious need for changes in school environments and cultures, as well as in teacher training.

Thus far, inclusive education efforts have mainly focused on education systems, policies, and structures. Ultimately, real inclusion should take place in schools and classrooms where teaching and learning occurs. Hence, there is a need to work with individual teachers, who are the real actors of inclusive practices, in order to effectively respond to the circumstances and needs of all learners with a view to achieving the goals of the FRDE. This situation has been changing during the last years, and a strong capacity building initiative has been led by the Ministry of Education to improve the abilities of teachers of regular schools to include children with special needs.

In the Islamic Republic of Iran, special education in schools started in 1920 with a charity school for blind children in Tabriz. Three years later, private deaf education was introduced by an Iranian teacher. In 1968, formal special education was established by the Bureau of Education for Exceptional Children and Students, within the Ministry of Education. After the Islamic revolution, special education expanded considerably. In 1990, the Special Education Organization (SEO) was established. Inclusive education was

introduced when it became clear that segregated special education was not reaching enough students.

In 1999, officials and administrators from SEO and the Basic Education Deputy in Tehran met with advisers from UNESCO Paris in a workshop about inclusion. In 2000, a group of education administrators from regular and special education visited inclusive schools in England, and UNESCO advisers analyzed the special education situation in Iran. A pilot plan for inclusion was implemented in Isfahan and Gilan provinces. Two more workshops on educational planning for inclusion were facilitated in 2002-2003, with UNICEF's support.

Since 2001, UNESCO inclusive education reference materials have been translated into Persian:

- *Teacher Education Resource Pack: Special Needs in the Classroom (1994)*
- *Understanding and Responding to Children's Needs in Inclusive Classrooms (2000)*
- *Open File on Inclusive Education: Support Material for Managers and Administrators (2001)*
- *Commonsense Methods for Children with Special Needs (2003)*

A series of in-service educational courses titled *Planning for the Development of Education Integration*, designed in collaboration with the Ministry of Education, were also conducted across the country targeting teachers, school personnel, practitioners, and directors of provincial education departments.

Owing to the efforts of SEO, a number of provincial associations of parents of physically disabled children were founded to support the rights of disabled children and promote inclusion.

At the community level, various initiatives were undertaken to raise awareness about inclusion. Radio and TV interviews were broadcasted, and news articles were published widely in journals and newspapers throughout Iran. A pamphlet and seven educational films about inclusion in Iran and other countries were also produced.

As a result of these combined interventions, a three-fold increase in the admission of disabled children into mainstream schools was reported in the early 2000s.

In support of the goals of the FRDE and with the aim to meet its commitments under the 2017-2021 United Nations Development Assistance Framework to ensure equitable quality education for all children, with a special focus on vulnerable and disadvantaged children, UNESCO Tehran Cluster Office, the UNICEF Country Office in Iran, and the Iranian National Commission for UNESCO, would like to build on the existing knowledge base and strengthen national capacity on inclusive education for children with disabilities. The project will pay particular attention to the early detection and intervention in primary school children at risk for autism and ADHD.

The rationale for this project stems from the fact that while inclusive education has expanded rapidly in Iran, interventions mostly focused on physical disabilities. Steps must also be taken to integrate Iranian students who suffer from developmental disabilities into the school system.

The main objective of this project is to enable teachers and teaching support staff in Iran to detect the early signs of autism, ADHD, and other developmental concerns and to ensure that teachers are trained and upskilled in selecting educational interventions that are evidence-based and fit with the individual student's needs. A secondary objective is to review and update existing literature in early detection and intervention in primary school children at risk for autism and ADHD.

ToT workshop will provide an overview of current international evidence-based practices and interventions for the education of children with autism and ADHD. In addition, the nature and extent of educational interventions, teaching practices, and other types of support will be identified and discussed to enable Iranian children with autism and ADHD to achieve educational outcomes appropriate to their needs and abilities.

The need to strengthen capacity building for teachers in the Islamic Republic of Iran

Over the years, the Islamic Republic of Iran has increasingly taken measures to improve school inclusion and the parents are working on establishing organizations and

advocating for the rights of individuals with disabilities. However, considerable stigma is attached to the presence of a family member or student with intellectual disability.

In this regard, capacity building for teachers in school inclusion is an essential component for detecting the early signs of developmental disorders and concerns.

Against this background, the proposed Training of Trainers Workshop (TOT) for teachers will target educators from across the Islamic Republic of Iran to build their capacities on detecting the early signs of developmental disorders and concerns and for assessing and managing the special needs for students, within a general framework of disability. Additionally, the workshop will aim to establish a Iranian roster of mental health professionals to be prepared to teach other teachers to expand installed capacity in the country.

2. Purpose:

The main objective of this *National Introductory Workshop on Inclusive Education for Children with Special Needs* is to build the capacity of Iranian primary school teachers and teaching support staff in detecting the early signs of developmental disorders and concerns, to ensure that teachers are trained and upskilled in selecting educational interventions that are evidence-based and fit with individual students' needs.

3. Objectives:

- Build the capacity of teachers to identify autism spectrum disorders, attention deficit disorders and other developmental concerns and tailor evidence based educational interventions.
- To understand the general principles of assessment and management of developmental disorders using evidence-based tools adapted for school use.
- To strengthen the competencies of teachers to assess the mental health needs of Iranian schools.
- To establish an Iranian roster of teachers with the ability to train other teachers and to be competent in need assessment and development of strategies for the inclusion of children with developmental disabilities.

4. Expected outcomes:

- Increased capacity among participants, including the following competencies:
 - Effectively identify the symptoms and impacts of developmental disorders in children with disabilities;
 - Recognize and manage common presentations of developmental disorders considered under the objectives;
 - Understand the general principles of inclusion in schools.
 - Teachers trained in the identification and management of developmental disorders and concerns and familiarized with the most up-to-date material on mental health issues and educational support in schools.
- An operational Iranian roster of teachers that can train other teachers on the identification and management of developmental disorders and concerns.

5. Participants

Over the three-day workshop, there were 40 participants attending. The profession of the participants were regular school teachers, special school teachers, resource teachers who support regular school teachers, school administrators, and Ministry of Education advisors. Almost half of the participants were working in regular schools and half were from the special education organization. The participants represented 20 different provinces across Iran and there were at least one person from regular schools and one from the special education organization from each of the provinces.

6. Procedures

The workshop used a mix of modalities, including group work, roundtables, presentations and discussions. The mixture enabled participants to learn new concepts, use them in small groups and then discuss them in open sessions. This led to a participatory atmosphere.

The workshop was conducted following the agenda. On the first day of the workshop, participants were introduced to inclusive education concepts and presented with

resource materials for supporting inclusive practice. On the second day, participants were given the opportunity to attend sessions based on specific themes within inclusive education, the creation of inclusive educational environments and the curriculum adaptation and implementing for inclusive classroom interventions. The final day of the workshop was shared with the participants the role of special schools, teacher education and parents in the collaborative practices of the inclusive education.

6. Agenda and participants

The 'National Introductory Workshop on Inclusive Education for Children with Special Needs' took place in Tehran, Islamic Republic of Iran, on 27-29 August 2018. The 3-day training included two components:

- **The first component consisted of a 2-day training held on August 27 and 28, focusing on inclusion in educational settings**, including intervention planning and coordination. This training was attended by 30 mainstream primary education teachers from various provinces of Iran, preferably with experience in working with students with disability. The Training involved technical presentations from experts based on available evidence-based training materials intended for teachers. The training was largely structured around interactive methods such as role plays, facilitator demonstrations and group discussions. The training for teachers and its assessment was based on competence. One of the key features of the training was the emphasis on the use of the tools and making the teachers familiar with them through their application on various exercises. In the future, the training will be followed by a cascade model of training, with facilitators who will train trainers, who then in turn train other teachers of Iranian schools. This will allow scaling up training in-country in a shorter time.
- **The second component was a 1-day training held on August 29**, which included training in classroom interventions, case studies evaluation, problem solving and parental support. The activity included reflection on the experience of the

workshop, discussing what was learned, how they would move forward, and what support they think they need.

- The roster is comprised by a subset of teachers attending the 3-day training of trainers, preferably with experience in inclusive education.

Inclusive Education Workshop Agenda

Monday August 27th – Shahrivar 5th

Session	Time	Topic	Facilitator
	8:30 – 8:45	Registration	
	8:45 – 9:00	Holy Quran recital and national anthem	
	9:00 – 09:10	Opening remarks	Dr. Karimi Head of Centre for International Affairs and Schools Abroad of the Ministry of Education
	09:10 – 09:20	Opening remarks	Dr. Ayyoubi Secretary-General of the Iranian National Commission for UNESCO
	09:20 – 09:30	Opening remarks	Dr. Soltanzadeh Officer-In-Charge of the

UNESCO Tehran
Cluster Office

09:30 – 09:40	Opening remarks	Dr. Will Parks Director and Representative of the UNICEF Iran Country Office
09:40 – 09:50	Opening remarks	Dr. Hakimzadeh Head of Primary Education of the Ministry of Education
09:50 – 10:00	Opening remarks	Dr. Ghadami Head of Iranian Special Education Organization of the Ministry of Education
10:00 – 10:15	Break	
10:15 – 11:00	Panel discussion on challenges of educating kids with special needs and the types of support their parents need	Special Education Organization and Iran Autism Association
1 11:00 – 12:00	Introduction to the workshop. <i>Aims of the training: exploring expectations and explaining the objectives of the training</i> Activity 1: River of Life	Dr. Chris Forlin and Dr. Matias Irrarrazaval
12:00 – 13:00	Prayer and Lunch	

2	13:00 – 14:30	Introduction to inclusive education: <i>Developing a culture of inclusion, What are the benefits and what are the risks? Identifying and addressing potential barriers, overcoming challenges, What support is needed? How will we know when we have succeeded?</i>	Dr. Chris Forlin
	14:30 – 14:45	Break	
3	14:45 – 16:00	Activity 2: Group activities and discussion on expectations, challenges and experiences	Dr. Chris Forlin and Dr Matias Irarrazaval

Tuesday August 28th – Shahrivar 6th

Session	Time	Topic	Facilitator
	08:30 – 08:45	Recap of day 1	
4	08:45 – 10:00	Recognizing the special needs of students Activity 3: Good practices for needs recognition	Dr. Matias Irarrazaval
	10:00 – 10:20	Break	
5	10:20 – 12:00	Creating inclusive educational environments: <i>How to prepare your classroom, as a physical space and a</i>	Dr. Chris Forlin

social space, to be an inclusive environment; introducing the whole school approach, involving all stakeholders

Activity 4: Collaborating to establish a whole school approach for successful inclusion

	12:00 – 13:00	Prayer and Lunch	
6	13:00 – 14:30	Group work and case studies: <i>time for participants to devise plans, evaluate case studies and problem solve, and relate the content to their own experience</i>	Dr. Matias Irarrazaval
	14:30 – 14:45	Break	
7	14:45 – 16:00	Adapting the Curriculum and implementing inclusive classroom interventions: <i>Introducing evidence-based classroom practices for the whole class and for individuals; Supporting learners with ASD and AD/HD</i>	Dr. Chris Forlin
		Activity 5: Case study of classroom interventions	

Wednesday August 29th – Shahrivar 7th

–

Session	Time	Topic	Facilitator
	08:30 – 08:45	Recap of Day 2	
8	08:45 – 10:00	Models of support for Training of Trainers. <i>Role of special schools, teacher education, collaborative practices</i> Activity 6: Role Play: Working collaboratively to plan for statewide training of teachers	Dr. Chris Forlin
	10:00 – 10:15	break	
9	10:15 – 12:00	Group work and case studies: <i>time for participants to devise plans, evaluate case studies and problem solve, and relate the content to their own experience</i>	Dr. Matias Irarrazaval
	12:00 – 13:00	Prayer and Lunch	
10	13:00 – 14:30	Parental support: <i>How teachers can support and educate parents about their children's special needs?</i> Activity 7: Role play: Support and education of parents	Dr. Matias Irarrazaval
	14:30 – 14:45	Break	
11	14:45 – 16:00	Reflection and conclusion: <i>reflection on the experience of the workshop, discussing what was learned, how they</i>	Dr. Chris Forlin and Dr. Matias Irarrazaval

would move forward, and what support they think they need

Activity 8: Review, Reflect, Reform
Course evaluation

16:00

End of Workshop – Distribution of the certificates

Sanaz Gurang

7. Inauguration of the Workshop

The opening ceremony was held in the Farhangian, Teheran.

Maryam Soltanzadeh from UNESCO Iran chaired the session, and introductory remarks were delivered by the Ministry of Education, UNESCO, and UNICEF representatives.

Ms. Soltanzadeh welcomed the guests on Inclusive Education and the 6th National EFA Coordinators Meeting. To provide a brief background to the meetings, Ms. Soltanzadeh outlined that inclusive education of children with special needs is a key priority for UNESCO as is one of its mandates to improve education. During the last years UNESCO has increased the structures and strategies to improve education in Iran. She explained that inclusive education is the best approach to children with special needs, which represents 8-22% of the school-age children. Decades of research shows that real education inclusion occurs in classroom and the teachers are key players. She remarked that inclusive education has improve rapidly but an improvement of the school environment and opportunities of children with ADHD and autism is still a needed task.

Dr. Will Parks, Director and Representative of the UNICEF Iran Country Office, stated that children with special needs face multiple form of discrimination and exclusion from society and schools. There is a lack of resources, nevertheless budget should be allocated to special education to improve the quality and access to education for children with special needs. Dr. Parks explained that 1 in 68 children has autism, with challenges in communication and participation in education, yet is important to

improve the potential of children with special needs. Special education is the key to unlock this potential. Dr. Parks stated that children with special needs should not be segregated and that inclusive education can decrease discrimination. In Iran, UNICEF is joining UNESCO to improve the national capacity of identification and primary intervention of children with special needs.

Dr. Hakimzadeh, Head of Primary Education of the Ministry of Education, explained that overcoming barriers and working together is part of the human nature. Dr. Hakimzadeh expressed that we should be committed to improve the work with children with special needs, translate the knowledge and improve the investment for this population. Children with special needs should be included in the education system and the curriculum should be flexible to address their needs. Dr. Hakimzadeh finalized stating that every single difference between students should be respected and that this workshop is an opportunity to learn and pay attention to diversity which is extremely needed in our society

Dr. Ghadami, Head of Iranian Special Education Organization of the Ministry of Education, remembered his years as teacher and delivered numerous statistics about the special education in Iran. Dr. Ghadami explained that 1.4 million students enter primary school and 90.000 of them needs special education because of different disabilities. Dr. Ghadami made clear that disability should not a problem for the society and we should improve the flexibility, adaptation of environment and training of teachers to address the needs of children with special needs. Dr. Ghadami calculated that 400.000 teachers in primary education should be trained and an inclusion culture should be created in schools and between teachers. Dr. Ghadami finally stated that to include the children in society they should be in ordinary schools.

Dr. Abolfazi Saeidi, national expert on special education, made an extensive overview of inclusive education in IR Iran. Dr. Saeidi started with and historical and critical overview of special education development in I.R. Iran. In Iran, formal education in children with special needs was first considered by Christopher Blind, a German Christian teacher who founded a school for deaf children in Tabriz (1922). In 1950 a

school for children with intellectual and learning disabilities was founded, and later, in 1948, a Bureau of Special Education was established. Only in 1976 a regular Special Education Office was inaugurated in I.R. Iran. Before the Islamic revolution, the gross elementary education enrollment rate was 60% and net elementary education enrollment rate was 71.5% for boys and 81% for girls. The gross secondary education enrollment rate was only 17% and 62% were boys. The literacy rate was higher in urban population (41%) compared with 21% in rural settings. After the Islamic revolution, a special teacher training center was established in Teheran (1979) and between 1979–1991 special classes, special schools and special training centers were opened in all over the country. Despite the advances, there was a lack of special classes for secondary education and from 1984-1991 some students were forcedly integrated in regular secondary school. Pilot part-time integration of deaf toddlers and young children in regular nurseries and kindergartens started in Teheran during 1986. At the same time, early interventions for children 1-5 years old started to be gradually implemented, 2-3 days/week in normal schools. This is an example of integration but not educational inclusion. In the 90s, a Special Education Organization was established, and the inclusion concept was introduced as part of the EFA World Program by UNESCO. At the same time the country started working on the development of resources –with UNICEF collaboration– and some of the UNESCO publication in Research of Exceptional Children and SEO were translated to Farsi. Between 1996 and 1998 training workshops were provided for some SEO and regular education officers and a situation analysis study was conducted by UNESCO and UNICEF. Between 1999-2000 a pilot study was implemented in 5 provinces of Iran and during the next decade the program expanded to 15 provinces. Since 2000, workshops were developed in all over the country. In spite of the success, the workshop program stopped eight years later. Some of the success of this collaborative effort includes: (1) the evaluation study of inclusion process and outcomes for students with disabilities in 15 provinces; (2) development of a regulation document draft for ratification by the Superior Council of Education for Children with Disabilities (2013); (3) planning, development and publishing of the video based package Training Package for Inclusion in classroom; (4) planning and

development of the online data system for students with special needs included in regular education; (5) development of a draft for integration inclusion regulation (2016-2018); (6) development of books and training material for children without disabilities (since 2015). Nowadays, the enrollment rate for all levels is 96%; net kindergarten 3-5 years old enrollment rate is 17%; net elementary enrollment rate is 99%; net junior secondary education gross enrollment rate is 91%; net senior secondary education enrollment rate is 64%; literacy rate is 91%. Despite the achievements in enrollments rates, the academic achievement measured by TIMSS and PIRLS (2006) position Iran in the 42th place between 49 countries for the math test in elementary level and 45/50 for literacy in 4th and 8th grades. Children with disabilities gross enrollment rate is still extremely low (0.87%): 43% are enrolled in integration system in regular schools. The gross enrollment rate for all levels is 5.8% and decreases to 1.8% in early elementary education 1.8, and 7.6% in elementary level. At the present time there are no special needs education coverage for communication disabilities, ADHD, brain traumatic injuries, health disabilities, language diversities and mild general learning difficulties. There is no financial rehabilitation and medical supports for families of students under the coverage of special education and some of children with severe-profound disabilities are under coverage of rehabilitation and financial supports of the welfare system. Despite of the advances and considering the unmet needs there are still some challenges to be considered. There are needs to improve training for teachers, sensitizing workshop for expanding inclusion of children with ADHD and ASD in regular education through cooperation with UNESCO. There is still a misconception about the concepts of inclusive education, special needs, children with special needs. Inclusive education should not be considered only for disabled children. A professional think tank with a research body for improvement of inclusive education program should be founded to design a systematic research plan. It is a slow system, with many priorities. There is still a lack of an effective quality monitoring system for students' achievements at all education levels, a standard approach for the identification and diagnosis of all types of disabilities and learning difficulties, a well-tailored curriculum planning and an educational accountability system. Inflexible teaching and learning

strategies (one size for all), shortage of evidence-based behavior modification skills in school staff and a lack of collaboration between home and school environment. The inflexible curriculum, limited time for including activities for special needs students, the underrepresentation of ethnic minorities, the diversity of languages and dialects, and different ages classes are also a great challenge. Some possible solutions include: include ethnic minorities, align syllabus, include teacher assistants and participatory methods of teaching, encouraging teachers to reflect what can be done, operationalize and individualize teachers training, unification of content using creativity, teach of teachers using peer tutoring, enhance professional capabilities and use different approaches to improve teachers attitudes to inclusive education, enhance level knowledge teachers and training of teachers of ordinary schools.

Inclusive Education Workshop

After the opening ceremony, the participants of the Workshop on Inclusive Education were welcomed by Chris Forlin and Matias Irarrazaval. An overview of the workshop agenda was delivered by the presents. Profs. Forlin outlined the overall purpose of the workshop, the specific objectives, the expected outcomes and the structure of the workshop. This introduction was followed by two presentations on inclusive education concepts, along with group activities and discussion, questions and answers. The presentations were made by Chris Forlin and Matias Irarrazaval and are summarized below.

1. Introduction to the Workshop and to Inclusive Education: Review, Reflect, Reform. Group activities and discussion on expectations, challenges and experiences.

Chris Forlin presented the concepts and definitions of inclusive education. Profs. Forlin began by explaining that inclusive education is about common sense, is not complicated and using the 3Rs Model for Inclusive Education (Forlin, 2018) we can be aware of how

the barriers vary enormously between countries, states, cultures, and contexts & need to be addressed in context.

Prof Forlin outlined the three tools that can use an inclusive teacher: 1) HEAD- knows how to include everyone *knowledge*, 2) HEART- believes in including everyone attitudes, 3) HANDS– includes everyone skills.

Good inclusive teachers use the theoretical knowledge (HEAD) to understand disability, improve curriculum design, use an inclusive pedagogy and cater for diversity. Good inclusive teachers use skills & strategies (HANDS) to develop a repertoire of skills, utilize different learning styles, modify environments: Physical, Instructional, Socioemotional / behavioural; and identify evidence-based practical strategies. Finally, good inclusive teachers use positive attitudes (HEART) to be motivated, value ALL children, accept and support them, be flexible, collaborative and ask themselves 'how' rather than 'why'.

When outlining solutions, Profs. Forlin stressed that there are no quick-fix solutions. She stated that success depended on factors such as leaders communicating strong support, access to buildings as well as content, support to teachers, involvement of communities and class room management.

In the second presentation on inclusive education concepts Prof. Forlin concentrated on the fundamental right to education for persons with disabilities. Prof. Forlin stated that while it is difficult to be sure of the numbers of children with disabilities left out of school, there is no doubt that children with disabilities are left behind. She stated that approximately 57 million children are still failing to learn, simply because they are not in school. Access is not the only crisis – poor quality teaching is holding back learning even for those who make it to school. Because of this fact, a flagship has been established. Prof. Forlin included international conceptualizations of inclusive education, and how it is embedded in principles of human rights. The benefits and risks of developing a culture of inclusion was discussed. Obstacles to inclusion were the next subject of Forlin's presentation. Some of the main obstacles he addressed were the following: attitudes, lack of knowledge, segregation, wrong expectations, wrong ways

of working and lack of clear policy. She also explained that an inclusive school is for everybody and needs to work for full participation, involve the community and strive towards equality.

The group activity “River of Life”, directed by Matias Irarrazaval, was designed to describe past experiences related to inclusive education to be shared with others and use individual and group expectations related to outcomes of training and own experience to improve the understanding of inclusive education. The activity included the specific goals: 1) Getting to know each other and warming up; 2) Participants reflect on previous experiences and knowledge relevant for the training; 3) Participants anticipate what they want to learn and imagine the impact this could have on their practice; 4) Trainer gains a first insight into the participants’ understanding.

2. Recognizing the special needs of students

Matias Irarrazaval from the World Health Organization started the presentations during the second day, on identification of children with special needs. He included the topics of: 1) causes of children’s problems; 2) tips on monitoring children's learning; 3) common developmental and learning problems. Dr. Irarrazaval stated that every child is unique and that children progresses according to certain sequences, but the pace may vary between them. Only if children display marked problems or difficulties in one (or more) developmental area(s), and their performance shows significant discrepancies compared with other children of the same age, it is advisable to refer the children for professional assessment. Dr. Irarrazaval explained that developmental and learning problems of children may be associated with a combination of factors such as biology, the family, school or society. Therefore, when children exhibit a particular learning, emotional or behavioral problem, apart from being aware of the severity, duration and frequency of this problem, teachers should also gather information from different sources to understand every possible factor that may attribute to the children’s behavior.

Dr. Irarrazaval asserted that communication between teachers and parents enables the two parties to have a better understanding on the children's behavior under different circumstances, and that teachers and parents should spend more time assisting and monitoring the children's adjustment. Only noticeable and persistent discrepancies in development compared with that of their peers, teachers and parents should be alert and discuss whether follow-up actions need to be taken.

Dr. Irarrazaval explained the different developmental and learning problems: 1) Global learning; 2) Word learning; 3) Verbal and language abilities.

Dr. Irarrazaval also emphasized the difference between attentional problems and attention deficit disorder and describe some approaches that would help children with ADHD, such as: 1) Educational accommodations; 2) Executive functioning deficits; 3) Classroom interventions; 4) Appropriate behavior promotion; 5) Medication options.

Dr. Irarrazaval stated that the most worrisome deficits of children with ADHD are not the product of low IQ, but rather of instability of control processes that govern everyday applications to the environment and that the ADHD student is not dumb, lazy, or out of control. "They are smart kids who need our help to gain the proper strategies to be successful".

Dr. Irarrazaval also described autism spectrum disorders, as a group of developmental disorders that impacts the way individuals communicate and interpret their environment, often resulting in challenges with social interactions and processing information. A description of the core symptoms and behavioral characteristics was made. Some of the tips shared with the teachers were: 1) Organize work expectations; 2) Provide step-by-step instructions; 3) Give visuals to make information clear; 4) Be as concrete as you can; 5) Be consistent and predictable with your classroom structure; 6) Give only as much information as a student can process at one time. 7) Learn each student's strengths; 8) Know, understand, and implement accommodations. Dr. Irarrazaval also recommended that the teachers can help students learn to interact with their peers, organize and plan their work and ask for help.

3. Creating inclusive educational environments

Profs. Chris Forlin presented a thorough explanation of the concepts surrounding inclusion in educational environments. Prof. Forlin expanded on how to create a whole school approach, physical and social spaces, collaborative work and how these considerations can support children with ASD or ADHD. As clarified by Profs. Forlin, the best practice is a coordinated level system with personnel in dedicated roles to support inclusion, a policy that is explicit, simple, realistic and manageable. Different system wide models of support can be used: 1) Learning Support Teams –district based; 2) Visiting or consulting teachers; 3) District Office support; 4) Specialized schools or support centers. The usage of standard for teachers in Australia was presented as an example of best practices. The whole school approach has a complex implementation because it challenges traditional attitudes beliefs & understandings. In order to develop successful inclusive practices research has shown that consideration must be given to a range of issues, as for example: 1) Good foundation: a whole school approach to inclusion requires a very strong foundation with appropriate support in order to be sustainable; 2) Substantive change that can transform current practices: inclusion should not be an add-on or just a change in place. Schools and classrooms need to change, not the child; 3) Schools must be empowered to manage their own change, which means that governments can mandate for inclusion but only the school can “make it happen”; 4) Change must be school specific, tailored for each school’s needs and decided upon by the school; 5) Change must be supported from ‘top’ & ‘bottom’ including time for planning, teachers in control as primary decision makers and tailored to the needs of local setting. Profs. Forlin emphasized that changes must occur in curriculum, instruction, teacher roles and how classrooms are organized. Resistance should be expected among teachers in issues that are logical and justified, that should be addressed to avoid view the resisters as ‘the enemy’. Profs. Forlin stated that ‘If principals and teachers believe that all children should be included in their local school ... then they will make it happen!’. Profs. Forlin explained the best practices for inclusive education: 1) Context appropriate; 2) Respond to diversity; 3) Facilitative

leadership, networking & collaboration; 4) Flexible; change as needs change; 5) Meet needs – child – parent – teacher – school – system; 5) Whole school approach; 6) Explore new ideas, curriculum & pedagogy; 7) Professional learning; 8) Positive experience for all. Profs Forlin finalized the presentation talking about the five steps to an inclusive classroom encompass: 1) Beliefs set the direction; 2) Social and emotional learning; 3) Learn together; 4) Reduce barriers to success; 5) Taking care of our brain and body. Essentially, Profs. Forlin concluded her presentation by emphasizing that inclusive education is not just getting children into school, but also getting them through school.

A series of activities lead by Dr. Irarrazaval was developed in the next module. It included a discussion about the three stages of challenging behavior: 1) Rumbling; 2) Meltdown; 3) Recovery. During the module the teachers identified strategies that will help to address behaviors at each stage and supports available at each school.

Classroom accommodations for children with ADHD was also discussed, for example:

FOR CLASSROOM LEARNING

- Have student sit close to the teacher and away from windows and doors.
- Increase space between desks.
- Have teacher stand near student when teaching.
- Provide foot rests, seat cushions or resistance bands on chair legs to help satisfy need to move and improve focus.

FOR ORGANIZATION

- Use assignment notebook.
- Provide an extra set of books to keep at home.

- Provide folders and baskets of supplies to keep desk organized.
- Color-code materials for each subject.
- Provide written schedule for daily routines.

FOR CLASSWORK AND TAKING TESTS

- Provide worksheets with fewer questions and problems.
- Give frequent short quizzes, rather than one long test for each unit of work the teacher goes over.
- Give extra time and quieter space for work and tests.

- Allow student to answer questions out loud or fill in the blanks.
- Allow word processing on computer.
- Give credit for work done instead of just taking away points for late or partial assignments.
- Break long assignments into smaller chunks.
- Don't grade for neatness.

FOR IN-CLASS LEARNING

- Give directions out loud and in writing.
- Use pictures and graphs.
- Have a buddy take notes for the student.
- Give the student the lesson outline.

- Check to make sure the student understands the lesson.
- Keep instructions simple and clear.
- Create a "signal" to get the student's attention. This could be a sticky note on the desk or a hand on a shoulder.

FOR BEHAVIOR

- Use a behavior plan with a reward system.
- Praise good behavior. Ignore other behavior as long as it isn't disruptive.
- Talk through behavior problems one-on-one.
- Monitor frustration. Check in with student to understand his mood.

The next presentation was prepared by Chris Forlin to share advise about adapting the curriculum and implementing inclusive classroom interventions. The objectives were to develop a repertoire of evidence-based classroom practices for the whole class and for individuals; support learners with ASD and ADHD; peer tutoring and barrier games. Critical issues were identified, for example: adaptation of materials, instruction, evaluation, curriculum; prioritization, planning and organization; motivation enhancement; self-learning and absenteeism. Prof. Forlin emphasized the importance of elements under your control clarification, determination of the exact nature of the problem, identification and list of potential modifications; selection and ranking of modification options. Profs. Forlin stressed the importance of evaluation and review of the process to complement the change and a collaborative work was advised.

Some of the conclusions of day 2 was the importance of creating inclusive environments that includes physical and social spaces, with a whole school approach. The adaptation of the curriculum and inclusive classroom interventions implementation are key parts of the implementation process. One of the most highlighted recommendations was to use practical evidence-based classroom practices to support learners with ASD and ADHD.

4. Train of Trainers and Parental Support

Day 3 focused on models of support for training of trainers and parental support. Profs Forlin started with a keynote about Models of Support for Training of Trainers that explained the need for inclusive teachers, the role of special schools and the development and implementation of a train the trainer model to establish a sustainable inclusive teacher education for the I.R. of Iran.

Profs. Forlin stated that “Preparing teachers for inclusion requires teachers to gain both theoretical and practical knowledge. Most critically, though, unlike other educational reforms in recent years, it also imposes directly on a person’s belief system by challenging their own innermost thoughts about what they consider is right and just”. She explained that placement changes increase inclusion, role changes are adequate for more challenging needs and the changes in models of support should be curriculum focused with a permanent support for regular schools. Profs. Forlin proposed a model of support in which special schools could act as support schools, increase links between special and regular school, consultancy and collaboration and involvement in developing and maintaining partnerships between special and regular schools. She stated that special schools can act as ‘experts’. She mentioned the experience of Hong Kong and Australia in which ordinary schools supports other ordinary schools and at the same time special schools supports ordinary schools. The effectiveness of this resource school model is impacted by four factors: 1) The resource school support; 2) The school ethos; 3) The culture of the partner schools; and 4) Management issues e.g. time, workload, expectations. In the development and implementation of a Train the

Trainer model in I.R. of Iran a series of recommendations were made: 1) To establish clear guidelines as to the roles of the special and regular school support teachers and the time available; 2) To discuss with local schools about their training needs; 3) To develop an initial year long program – one session per term; 4) To ask schools to establish learning support teams and for a team representative to attend all proposed training; 5) To give one information and one workshop session per term (4 x year); 6) To provide materials for participants to follow up at their own school with sharing and workshop sessions; 7) To organize a final sharing session for schools to present. The 3Rs model can be used to review and prepare for next year.

The activity sessions guided by Dr. Irarrazaval provided an opportunity for a first exploration “inclusion teams”, reflect on purposes that could be achieved with an “inclusion team” and on current collaborations and how they might be improved. The activity focused on participants’ understanding of an inclusion team, purpose of creating an inclusion team and current collaborations as represented in collaboration map. This activity encourages participants to share ideas with others and receive feedback on how they could be made even better. This is also an informal “evaluation process” where participants get feedback from their colleagues. The activity theory model was presented and can be used to do an in-depth analysis of some of the purposes mentioned by the group.

The next presentation was made by Dr. Irarrazaval and consisted in parental support and collaboration with families. Dr. Irarrazaval explained that parents are the first educators of their children and that the support they provide affects their child’s learning and development and linked to subsequent educational outcomes. However, the relationship between schools, parents and families may be challenging because of: 1) The high expectations and wanting the best for’ their children’s schooling, may not engage as they feel unfamiliar with the current school system and distant from the school culture and its ‘language’; 2) Some may be de-motivated by their own experience of failure at school, or may not feel able to support their children; 3) Parents from migrant background may feel they lack the linguistic skills to communicate with

schools, help their children and monitor their progress; they may be discouraged by a sense of distance between their values and culture and those of the host country, as represented by the school; 4) Single parenting or jobs with long work days or that do not allow for flexible hours or may also hinder parental involvement. On the other hand, teachers may perceive parents as passive, opportunistic or intrusive, or may lack time and experience to communicate, reach out to or engage with parents from diverse backgrounds. They can also fear that involving parents will take their time and will be detrimental to their teaching duties. In some cases, communicating with and involving parents may not be sufficiently recognized as a key role for teachers and schools in encouraging educational success. Dr. Irarrazaval explained that, in order to truly address current needs and opportunities, the relationship between families, schools and the community should be seen as a participatory, multi-centric experience, providing support and regular training to parents and creating a friendly institutional environment appear among the most frequent recommendations to engage parents and the community. In order to build a culture of collaboration, involving parents and the community is an important principle of quality and parents' collaboration is not only of benefit for children but also a gain for all parties: Parents can increase interaction with their children, become more responsive and sensitive to their needs and more confident in their parenting skills; educators acquire a better understanding of families' culture and diversity, feel more comfortable at work and improve their morale; schools, by involving parents and the community, tend to establish better reputations in the community. At the end of the presentation the role of extended families was explained. In unplanned or de facto inclusive education, the lack of special education services in place and the lack of educational plans for students with education disabilities require the guardians' direct involvement in education, and students from families of low socio-economic status might lack knowledge of community resources that would make the student more successful in school. In such contexts, the extended family is often responsible for child-raising. Through ongoing collaboration with the school, the extended family member will achieve a greater appreciation of their child's difficulties and future potential and of alternative interventions. Families of children with special

education needs can also provide useful advice for curriculum adaptations and teaching methods. By giving parents a say in this and considering their priorities for instruction, it is more likely that skills learned at school are also applied in the home. When activities that are specifically designed for a child with special needs are based on the family's concerns and priorities, they are more likely to be appropriate within the cultural context of each family. This is why it is always better for parent aides in the classrooms to be considered as available teacher support rather than assigned to individual students.

The presentation was followed by a "Listen to me" exercise in which the participants got involved in an exercise about the importance of being a good listener. This is a precondition to communication, and communication is a precondition to establishing a relationship.

Evaluation Feedback

Participants were helpful in supplying feedback on the workshop through the conversation with facilitators. The majority of participants was very satisfied with the workshop and felt it met their expectations. Participants generally found that most of the sessions were useful or very useful. A lot of participants made more specific comments, which are summarized below.

Many were happy with the workshop and made positive comments. A lot of participants stated that the workshop included several group activities that was a new component of the inclusive education workshops and were important to acquire competences and improve the attention and participation throughout the three days' workshop. Participants commented that there was a good mix of stimulating presentation and group work. Many found the group work very useful because it allowed participants to share experiences and learn from each other. A number of participants commented that the workshop allowed a high level of involvement and real interactive participation, and several felt that it was good for creating a common vision of inclusive education in the country.

Many of the presentations clarified inclusive education terminology, deepened their understanding of related concepts and included new concepts like the 3Rs.

They also felt the workshop raised awareness about what can be done to improve the situation and suggested some good practical techniques. Several participants particularly appreciated the sessions that linked inclusive education activities in regular schools because of the importance of that perspective.

The participants also made suggestions for improvements in the workshop. A number of participants suggested the workshop could have included a visit to schools.

Participants also requested help for training other teachers and adaptation of the resource materials to province circumstances as a recommendation for follow-up. Some participants suggested that they would have appreciated additional opportunities to

share practices and network with other participants. To enable this, some participants suggested changing groups more frequently during the workshop.

There were numerous comments about the valuable translated material, the quality and appropriateness of the venue and the excellent translation of the presentations by the two professional translators.

Table 1 describes the different topics that were addressed in the workshop sessions during the 3 days.

Table 1. Corresponding sessions for ADHD and ASD topics included in the workshop

TOPIC FOR ADHD	Session
1. Adjusting educational environments to accommodate the special needs of students with ADHD;	5, 6, 7
2. Adjusting methodology;	7
3. Curriculum development;	5, 6, 7
4. Behavioural support to students with ADHD;	7
5. Physical management of classrooms;	5
6. Adjusting educational content;	6, 7
7. Improving teachers' behaviour;	2, 3, 5, 7, 8, 11
8. Curriculum revision;	5, 6, 7
9. Learning strategies for students (methods of studying, discipline, social skills);	7
10. Enhancement of methods for inclusion (skills for teachers, resources for raising awareness of students' peers and parents);	7, 8

11. Introducing innovative educational approaches applied by countries pioneer in education of students with ADHD	7
TOPIC FOR ASD	Session
1. Transition from different environments;	5
2. Education challenges of general schools in inclusion;	2, 3, 5
3. Adjusting educational environments;	5, 7
4. Introducing different methodologies such as TICH, commutation methods, ABA;	7
5. Effective methods of inclusion;	2, 5, 7, 8
6. Enhancement of inclusion methodology (skills for teachers, resources for raising awareness of students' peers and parents);	2, 5, 7, 8
7. Behavior adjustments (enhancement, special education, formations, timely interventions, evaluation of behavior functions);	5, 6, 7
8. Adjusting methodology and curriculum;	5, 7
9. Improving teachers' behavior;	2, 3, 5, 7, 8, 11
10. Introducing innovative educational approaches applied by countries pioneer in education of students with ASD.	7

Conclusions and recommendations

Inclusive education is an important part of the special education to improve the children interaction and services in schools. Under the Iranian constitution, the government is required to provide free education facilities for all nations until the end of high school.

Regarding the demographic situation of students with special needs there are national estimates that about 90,000 children are in the inclusion program and about 70,000 of them has learning difficulties and mild intellectual disabilities or borderline intellectual disability, which can be supported by regular schools. The rest – approximately 20,000 children– has physical disabilities, sensorial disorders, autism, and socio-emotional needs that cannot be supported by regular schools. These numbers represent between 3% and 4% of children who has special needs and between 0.87-1% who has severe special needs. Coverage statistics also indicate that if the percentage of the prevalence of mild to severe failures is 15% based on reports from international organizations such as UNICEF, only 5.8% of children with special needs in school year 2015-2016 in the official education system of the country have benefited from special education services. Meanwhile, as per statistics from the Ministry of Education, more than 97% of primary school age children were enrolled in schools during the school year of 2015-2016, with a coverage increase of 320% compared to the 90s. It should be noted that many of these children live in poor families and in deprived areas that there is no possibility of establishing a special school, but if providing training and staffing, about 70% of children with disabilities can be trained in public schools.

The biggest disadvantages in the field of education coverage and the provision of special education services are related to the largest group of failures, namely, emotional-behavioral disturbances. This group, which is the largest group of deficiencies (9% of children of school age), has the lowest coverage of special education services (less than 0.1%). The second largest group of inadequacies is learning disabilities (about 4-5% of the population of children). Also, children with autism disorder and attention deficit disorder also suffer from this issue.

Important topics that were identified in this area of special needs in the country includes the organization and development of educational-rehabilitation services at special and general schools of the country, valid identification and validation tools and systems, needs to improve expertise in using interventions and positive behavioral support at school and in the lesson room, content modification for maximum student achievement and effective support methods for the families of these students, and monitoring to ensure quality of service.

There are several challenges that need to be addressed in the area of inclusive education. On the first place, there is an important need to change the attitudes and cultural acceptance of children with special needs. Not only between teachers, but also in school administrators, the families, classrooms and communities. This difficult task requires a better understanding of the definition of inclusive education and, therefore, capacity building and education between the educators. To close the bridge between exclusive to inclusive education a model for the change of students between these two types of education should be made. A more flexible curriculum that can be used nationwide and the change of contents from exclusive to inclusive approaches can be very a positive approach. Also, regular teachers –especially primary teachers– should be changed from exclusive to inclusive education.

To improve the knowledge and capacity of the teachers on inclusive education, the development of a package for training that does not includes only videos and books, but also activities and updated information on the topic that can be a good resource and easily used by the teachers. In that way, the small packages for instruction material developed by the Ministry of Education can be improved using the material presented at the workshop. It is also recommended that a knowledge database in inclusive education can be build and to use schools as a level of statistical analysis and policy-making, in addition to be a place of practice. A model for the change of students between exclusive and inclusive education can be made in order to have information about the changes made in this process.

Some of the solutions that has been discussed includes:

1. Build a linkage between special needs facilitators and teachers of regular schools, as both could benefit from this relationship. To create a constructive relationship between these two groups of teachers it has been proposed that regular teachers should be instructed to accept inclusive education support.
2. New inclusive education guidelines should be formulated: some of the changes that should be considered includes changing the time of sensorial disability evaluation from 6 years old to 5 years old.
3. Strong collaboration between Ministry of Education departments, specially between regular schools and special education departments.
4. Teachers should be trained at a proper time, using successful examples from other countries.
5. The teachers and school principals must ensure that policies at the school level are much more inclusive.
6. There is also a need of coordination and follow up of the changes that has been proposed.

In conclusion, all the people that are involved in some way with children with special needs has to feel responsible and collaborate about not only with the children that are visible or not excluded, but largely with those who are not in school or special education programs and are invisible to the system. An important step forward is to train teachers as facilitators and to improve collaboration between special education organizations and schools.

Effective moves towards inclusive education must happen on the national level. There have to be policies in place that allow more inclusive schools to exist, and there have to be statements and analysis that promote and permit inclusive education. However, it is important that the change can happen not only at the classroom level but also at the school and community levels as well. In other words, parents and communities should be part of the change and support for their own children's inclusive solutions.

New regulations are being implemented that can help to make the transition from exclusive to inclusive education. The class size should be reduced in number and three students with special needs should be by classroom. In the case of multiage classrooms, there should be no children with special needs in two levels and they should be moved to other levels.

The assistance of UNESCO, UNICEF and international experts can improve the design and implementation of measures to improve the situation in these areas. UNICEF office in Teheran is willing to support the capacity and training of teachers during the next years, which can improve the national capacity for inclusive education.

References

- Ainscow, M. (1999) Understanding the development of inclusive schools. London: Falmer.
- Autism Speaks. (2008). School and community tool kit. *NY: Autism Speaks.*
- Bernard, A. (2000) Education for All and Children who are Excluded. Education for All 2000 Assessment. Thematic Studies. On the Internet: http://www2.unesco.org/wef/en-leadup/findings_excluded%20summary.shtm
- Booth, T. (1996)
- Chambers, R. 1997: Who's reality counts? Putting the first last. London, Intermediate Technology Publications.
- Booth, T. and Ainscow, M. (eds) (1998) From Them To Us: An international study of inclusion in education, Routledge
- Tackles questions such as "Can there be a global view of inclusive education?" through a series of case studies set in eight different countries. ISBN numbers are as follows:
- Booth, T and Ainscow, M (revised 2002) Index for Inclusion: Developing Learning and Participation in Schools, CSIE
- This practical guide is now being used in different parts of the world. It encourages a process of inclusive school development.
- Dakar Framework for Action – Education for All, meeting our collective commitment. On Internet: <http://www2.unesco.org/wef/enconf/dakframeng.shtm>
- Darnell, F. and Hoëm, A. 1996: Taken to Extremes. Education in the Far North. Oslo, Scandinavian University Press.
- Ebersold, S., & Watkins, A. (2011). Mapping the Implementation of Policy for Inclusive Education (MIPIE). An exploration of challenges and opportunities for developing indicators. EFA Global Monitoring Report, The Quality Imperative, 2005.
- Engelbrigt, A. 1974: Frigjørende dialog – om frigjøringspedagogikk, Paulo Freire og utviklingsarbeid. Oslo, Norsk Fredskorpssambands Studiehefte.
- Fine, M. (2000) Creating Inclusive Communities. An Inquiry into organizational approaches for Pursuing Diversity. Academy for Education Development and The National Youth Leadership Council, Service-Learning Diversity project. On the Internet: http://www.aed.org/publications/pubs_inclusion.pdf
- Freire, P. 1970: Pedagogy of the Oppressed. London, Penguin Education.
- Forlin, C. I., Chambers, D. J., Loreman, T., Deppler, J., & Sharma, U. (2013). Inclusive education for students with disability: A review of the best evidence in relation to theory and practice.
- Forlin, C., & Rose, R. (2010). Authentic school partnerships for enabling inclusive education in Hong Kong. *Journal of Research in Special Educational Needs*, 10(1), 13-22.
- Fullan, M. 1999: The New Meaning of Educational Change. London, Cassell Educational Limited.
- Giroux, H. (1997) Pedagogy and the politics of hope Boulder, CO: Westview Press
- Hallajarani, F. (2014). Redefining Disability in Iran through Entertainment Education.
- Humphrey, N., Bartolo, P., Ale, P., Calleja, C., Hofsaess, T., Janikova, V., ... & Wetso, G. M. (2006). Understanding and responding to diversity in the primary classroom: An international study. *European Journal of Teacher Education*, 29(3), 305-318.
- Human Sciences Research Council (HSCR) (2000) With Africa for Africa. Towards Quality Education for all. 1999 MLA Project. UNESCO. UNICEF. HSCR.
- International Consultative Forum on Education for All (2000) Statistical Document. Education for All Year 2000 Assessment. Paris: UNESCO Publishing.
- International Consultative Forum on Education for All (2000). Global Synthesis. Education for All Year 2000 Assessment. Paris: UNESCO Publishing.
- Islamic Republic of Iran, Ministry of Education (2010). Status of EFA statistics and indicators in terms of quality & access: "By focusing on out-of-school children access to Education" (2006-2009).
- McGregor, G. & Timm Vogelsberg, R. (1998) Inclusive Schooling Practices: Pedagogical and Research Foundations. A Synthesis of the Literature that Informs Best Practice about Inclusive Schooling. Consortium on Inclusive Schooling Practices. The University of Montana. Rural Institute on Disabilities.
- Meijer, C. (1999) Financing of Special Needs Education. A Seventeen Country Study of the Relation between Financing of Special Needs Education and Integration. European Agency for Development in Special Needs Education. Middelfart: Denmark.
- Meisjord, R. Mathisen. 2001, "Womens's Views A qualitative case study of the impact of adult training on Women in South Africa", Oslo University College, Oslo, Norway.
- National Commission on Special Needs in Education and Training (NCSNET) and National Committee on Education Support Services (NCESS) (1997) Quality Education for All. Overcoming barriers to learning and development. Department of Education: Pretoria.
- National Department of Education (1997) Curriculum 2005. Lifelong learning for the 21st century. South Africa: CTB Books.
- OECD – CERI (1999) Inclusive Education at Work. Students with Disabilities in Mainstream Schools. Paris: OECD.
- Susan J. Peters (2003) Inclusive Education: Achieving Education for All by Including those with Disabilities and Special Needs; Prepared for the World Bank Disability Group
- Paivandi, S. (2012). Education in the Islamic Republic of Iran and perspectives on democratic reforms. Dubai: Legatum Institute.
- Sharma, U., Jitoko, F., Macanawai, S. S., & Forlin, C. (2018). How Do we Measure Implementation of Inclusive Education in the Pacific Islands? A Process for Developing and Validating Disability-Inclusive Indicators. *International Journal of Disability, Development and Education*, 1-17.
- Supovitz, J. and Brennan R. (1997) Mirror, Mirror on the Wall, Which Is the Fairest Test of All? An Examination of the Equitability of Portfolio Assessment Relative to Standardized Tests. *Harvard Educational Review*. Vol. 67 No.3 Fall.
- te Meerman, S., Batstra, L., Grietens, H., & Frances, A. (2017). ADHD: a critical update for educational professionals. *International journal of qualitative studies on health and well-being*, 12(sup1), 1298267.
- Theis, Joachim (2003) Rights-based Approach to Education, Save the Children, Sweden.
- Tomasevski, Katarina (2003) Education Denied. Costs and Remedies. Zed Books London and New York, University Press, Dhaka, White Lotus Bangkok, David Philip Cape Town.
- UNESCO (1985) Helping Handicapped Pupils in Ordinary Schools: Strategies for Teacher Training.
- UNESCO (1990) World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs. International Consultative Forum on Education for All. Paris: UNESCO.

UNESCO (1994) The Salamanca World Conference on Special Needs Education: Access and Quality. UNESCO and the Ministry of Education, Spain. Paris: UNESCO.

UNESCO (1996) Learning: the Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century. Paris: UNESCO.

UNESCO (1998) Wasted Opportunities: When Schools Fail. Education for All. Status and Trends. Paris: UNESCO.

UNESCO (1999a) From Special Needs Education to Education for All. A Discussion Document. Tenth Steering Committee Meeting UNESCO Paris 30 September - 1 October 1998. Unpublished manuscript.

UNESCO (1999b) Welcoming Schools. Students with Disabilities in Regular Schools. Paris: UNESCO

UNESCO (2001a) Including the Excluded: Meeting diversity in education. Example from Romania. Paris: UNESCO.

UNESCO (2001b) Including the Excluded: Meeting diversity in education. Example from Uganda. Paris: UNESCO.

UNESCO (2001c) Open File on Inclusive Education. Paris: UNESCO.

UNESCO (2003) Overcoming Exclusion through Inclusive Approaches in Education. A challenge and a vision. Conceptual paper. Paris: UNESCO

UNESCO (2004) Investing in the Future: Financing the Expansion of Educational Opportunity in Latin America and the Caribbean. UIS. UNESCO. (2004). Changing teaching practices: using curriculum differentiation to respond to students' diversity. UNESCO.

UNICEF (2003) Inclusive Education Initiatives for Children with Disabilities: Lessons from the East Asia and Pacific Region


United Nations (1989) Convention on the Rights of the Child. New York: United Nations.

UNICEF (2004) The State of the World's Children Report.

UNESCO. (2005). Guidelines for inclusion: Ensuring access to education for all. UNESCO.


UNESCO (2009). Teaching Children with Disabilities in Inclusive Settings. UNESCO.

UNESCO (2017) A guide for ensuring inclusion and equity in education. UNESCO.



Introduction: Review, Reflect, Reform.
Professor Chris Forlin & Dr Matias Irarrázaval

Islamic Republic of Iran National Training on Inclusive Education for Children with Disabilities, Tehran, Islamic Republic of Iran, 27-29 August 2018



✓ Student focussed
 ✓ ALL children matter

The best and most beautiful things in the world cannot be seen or even touched - they must be felt with the heart.

Helen Keller

Workshop Aims

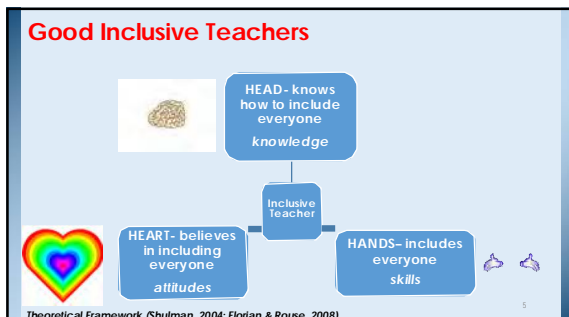
- Conceptualizing inclusive education
- Recognising the special needs of students with AD/HD and ASD
- Creating inclusive education environments: A whole school approach
- Adapting the curriculum and implementing inclusive classroom interventions
- Evidence-based practices to support learners with AD/HD and ASD
- Support and education of parents **Train the trainer in Vietnam**
- Future Directions – Flexible Approaches

3Rs Model for Inclusive Education (Forlin, 2018)

REVIEW REFLECT REFORM

Barriers vary enormously between countries, states, cultures, and contexts & need to be addressed in context. Identify & aim to remove barriers to participation including physical, social / emotional, academic, ethos & attitudes

Good Inclusive Teachers




Theoretical Framework (Shulman, 2004; Florian & Rouse, 2008)

Inclusive Teachers: Head

- Theoretical knowledge
- Understanding of disability
- Curriculum design
- Inclusive pedagogy
- Cater for diversity

HEAD- knows how to include everyone knowledge

57 million children are still failing to learn, simply because they are not in school. Access is not the only crisis – poor quality teaching is holding back learning even for those who make it to school



Inclusive Teachers: Hands

HANDS– includes everyone skills & strategies

- Develop a repertoire of skills
- Utilize different learning styles
- Modify environments: Physical, Instructional, Socioemotional/ behavioural
- Identify evidence-based practical strategies

It always seems impossible until it's done.
Nelson Mandela




7

Inclusive Teachers: Heart

HEART- believes in including everyone attitudes

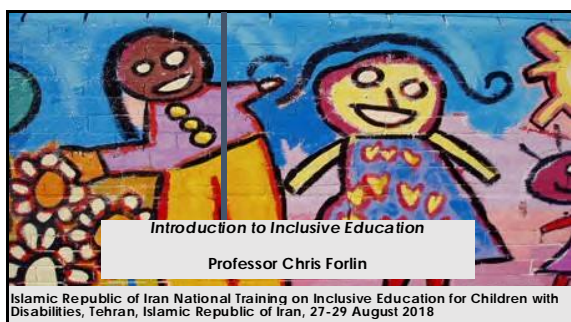
- Positive attitudes
- Motivated
- Value ALL children, accept and support them
- Flexible
- Collaborative
- Ask themselves 'how' rather than 'why'

Together with open conversations and greater understanding, we can ensure that attitudes for mental health change and children receive the support they deserve. *Kate Middleton*



8

Activity 1: River of Life



Learning outcomes

- International conceptualizations of inclusive education
- Developing a culture of inclusion:
 - What are the benefits?
 - What are the risks?
- Identifying and addressing potential barriers
- Expectations and attitudes

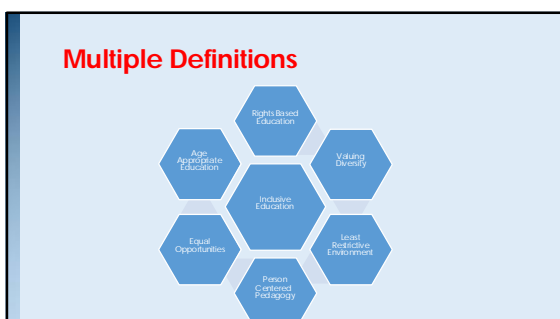
International conceptualizations of inclusive education

Conceptualizing Inclusive Education

- Embedded in principles of human rights
- Equity & Equality of access to education
- Initially children with disabilities
- Rights of All learners to be included & involved in meaningful ways
- Right of basic education for all
- Contextual Diversity for Access & Participation
- Process: Culture, Policy, Practice
- International Statements, Conventions, Declarations

Inclusive Education

- It is defined differently depending upon national contexts, histories & developments in education (Mitchell, 2005)
- It lacks a robust empirical evidence-base (Dyson, 2014)
- It is a complex phenomenon (Forlin, 2012)
- "A clear working definition of Inclusive education has thus far proved elusive" (Forlin, 2014, p. 286)
- Equal Opportunity Fullest Potential



Defining Inclusive Education

- Hard to define as it is given many different meanings
- Three categories for conceptualising Inclusive Education:
 1. Based on key features;
 2. Based on what it is not; and
 3. The removal of that which excludes and marginalizes.

Inclusive Education for Students with Disability: A review of the best evidence in relation to theory and practice.
Forlin, Chambers, Loreman, Deppeler, & Sharma, 2013.

Special and Regular Education

Inclusion is Not Changing the Learner

Inclusive Education

Comparing Countries for Inclusive Education

- Many generic expectations – most adopted international declarations
- Comparing inclusive education needs to consider context and country status
- An Iranian model will be unique
- Must meet the needs of students, parents, teachers, Ministries, community
- Needs to be flexible and adaptable
- Manageable

A guide for ensuring inclusion and equity in education, UNESCO, 2017

- Intended to support countries embedding inclusion & equity in policy
- Intended for use by government education policy-makers, working with key stakeholders such as teachers and other educators, students, families, and community representatives.

The guide provides a framework to:

- Review how well equity and inclusion currently figure in existing policies;
- Decide which actions are needed to improve policies and their implementation towards equitable and inclusive education systems; and
- Monitor progress as actions are taken.



Developing a culture of inclusion: What are the Benefits?



Fully included

- All children are welcomed and valued.
- Follow similar programs of study, with modified curriculum
- Contribute to regular school & classroom events.
- Are supported to make friends and be socially successful with their peers.

An Accepting Culture

- Societal Attitudes
- Improve understanding & knowledge
- Provide opportunities for inclusion in all aspects of society
- Make people with disabilities visible in the community

Caters for all Needs

- Enormous range of learner needs
- Schools need to accommodate the diversity of students
- A whole school approach
- Involving all stakeholders
- Identify the needs of students within a school
- Plan to provide appropriate support




A Collaborative Culture

- Teachers, parents, teaching assistants and students all working together
- Everyone is valued
- Everyone is included
- Everyone is working at their own level
- Collaboration between special and regular schools
- Good use of teaching assistants
- <https://www.youtube.com/watch?v=C6FFUlnRHDs>

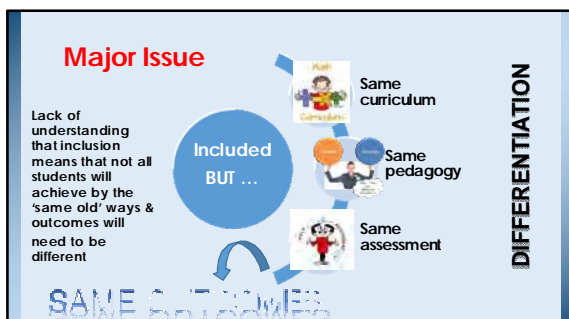
Developing a culture of inclusion: What are the Risks?

Exclusion Criteria

- ### Potential Risks for Exclusion
- Societal attitudes and long held traditions and beliefs
 - Lack of knowledge about inclusion at all levels
 - Unwillingness to change
 - Peers lack of understanding about disability
 - Expectations for success
 - Parents' concerns and fears
 - Lack of curriculum adjustment
 - Inappropriate pedagogy

- ### Variables effecting teacher's engagement with inclusion
- Attitudes - school staff / teacher / parents
 - Perceived personal efficacy
 - Type of disability – children with behavioural or emotional issues
 - Control over placement
 - Lack of training
 - Commitment and time to commit- individual v class
 - Previous contact
 - Support available
- 

- ### Major Challenges in Asia
- Move too fast and too many 'innovations' impacting on teaching
 - Poor facilities e.g. lack of physical access; for wheelchairs, for people with VI
 - Inflexible exam oriented curriculum and culture – all students must pass the same exam
 - Teachers blamed if students do not achieve the same outcomes
 - Banding of schools & Large class sizes
 - Didactic pedagogy

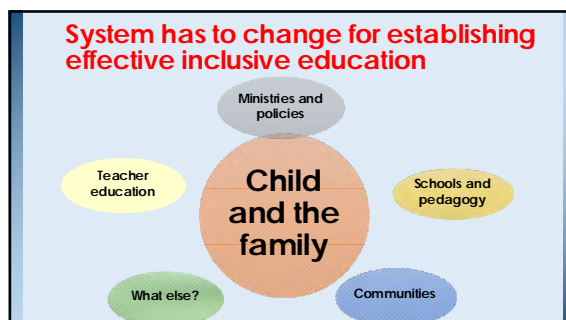


3Rs Model for Inclusive Education (Forlin, 2018)

REVIEW
REFLECT
REFORM

What potential barriers do you have in Iran and how could these be overcome? Select one key barrier and expand this using the 3Rs model.

How will we know when we have succeeded?



Flexible solutions: All children matter

- Inclusion – every child is a valued member of the school community
- None are marginalised, alienated, humiliated, teased, rejected or excluded
- Success is measured by presence, participation, choice, respect, knowledge, and skills
- Teacher education is widespread, focused & ongoing
- All stakeholders are involved in Review, Reflect & Reform

Monitoring Progress

- Acknowledge that inclusion is an ongoing process
- Establish indicators that are measurable and meaningful
- Collect data to monitor progress over time
- Review, reflect and reform based on evidence

What is an indicator for Inclusive Education?

- A statement that provides important information which can be used to improve decision making and program planning and implementation.
- Indicators only indicate; they do not explain.
- They can provide important information about whether a particular phenomenon exists or not, and even the extent of that phenomenon.

29

Developing Indicators in the South Pacific Countries

Aim:

- To develop a set of contextually specific indicators for disability inclusive education in the Pacific and guidelines for implementation which are valued and of value to the Pacific Countries.
- The designed tool should provide directions for development to address barriers to accessing education for children with disabilities, and determine priorities for change.

30

Pacific Countries

How do we know how inclusive we are?

- How do countries / education systems monitor achievement?
- How do we know if our practice is just OK or exceptional?



Forlin, C., & Loreman, T. (Eds.) (2014). *Measuring inclusive education*. U.K.: Emerald Group Publishing Ltd

Series: *International Perspectives on Inclusive Education*

<http://www.emeraldinsight.com/doi/book/10.1108/S1478-382216>

Systematic monitoring

UNESCO, 2011

Systematic Monitoring of Education for All: Training Modules for Asia-Pacific
http://unesdoc.unesco.org/Urlis/cgi-bin/ulis.pl?catno=215495&set=0056E49D24_0_112&gp=&lin=1&il=f



Monitoring the effectiveness of systems for inclusive education in Europe

Mapping the Implementation of Policy and Legislation for Inclusive Education (MIPE) project (EA DSNE)

• must consider initial assessment procedures, the on-going involvement of learners and their families in educational experiences and the effectiveness of learning environments in overcoming barriers and supporting meaningful learning experiences for all learners.

At national level, data should:

- Facilitate planning and the monitoring of resources and personnel;
- Determine the effectiveness of teacher education;
- Evaluate system cost-effectiveness.

At school level, data collection should:

- Provide information supporting teachers and school staff to plan and deliver appropriate support and provision;
- Give clear insights into how parents and learners are enabled to take a full part in the educational process.

MIPE Report (2011)

https://www.european-agency.org/sites/default/files/MIPE-Report_0_p_df
 More info available at <https://www.european-agency.org/projects/mipe>

Evidence-based decision making

“Data alone do not change the world, but they make change possible by providing an evidence base for action, investment and accountability.

Data are more than just numbers – they represent the reality of life for children, women and men; showing us where we come from and guiding where we need to go next”.



(UNICEF Social Policy Specialist Bjorn Gelders, Honiara, SI)

How Ready is Iran for Inclusive Education?

- In groups discuss the questions on the worksheet.
- Prepare a large sheet of paper outlining the key points for each question.
- Display and share

Activity 2: Expectations

- In groups review the Feelings Work card you have been given.
- Each person is to share one brief story.
- The groups to select one of these as a good example
- This example is to be shared with the whole group.
- Time allocated: 20mins

Day 1 Review

- **Conceptualising inclusive education**
- **Expectations**
- **Attitudes**
- **Benefits**
- **Risks**
- **Barriers**
- **Measuring success**

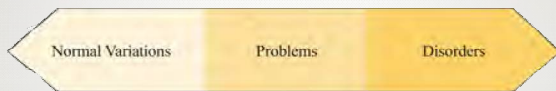
How to Identify Children with Special Needs

MATIAS IRARRAZAVAL

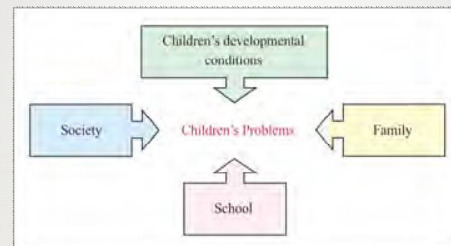
Overview

- Causes of Children's Problems
- Tips on Monitoring Children's Learning
- Common Developmental and Learning Problems

How to Identify Children with Special Needs



Causes of Children's Problems

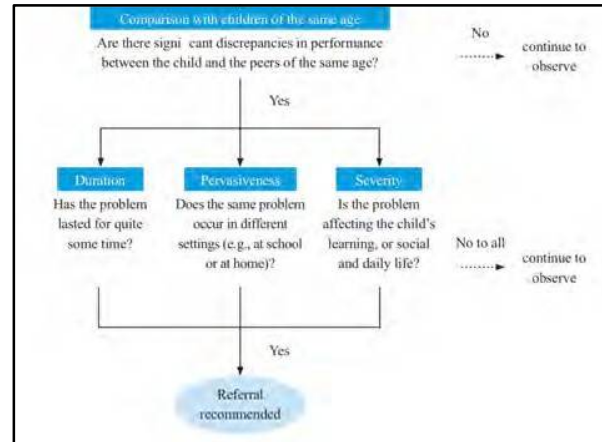
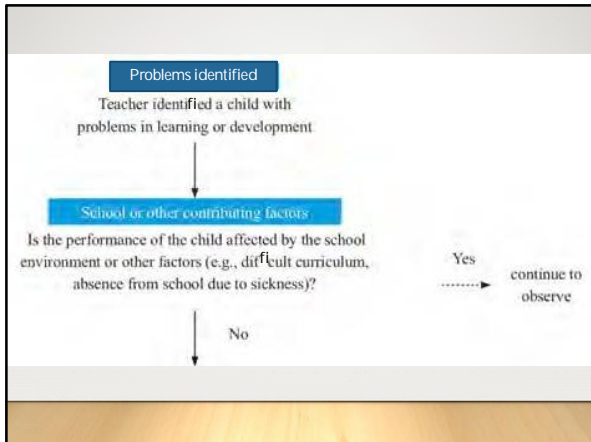


Example: Inattention Causes

- They have problems in attention control.
- Recent family conflicts have upset them and affect their concentration in class. The noisy environment of the school easily distracts their attention.
- The curriculum may be too difficult for them such that they lose interest in class.

Tips on Monitoring Children's Learning

- The progress of development varies among children.
- There may be a wide age gap among children in the same class.
- Children's performance may vary in different settings.
- If children have been absent from school for a period due to sickness or any other reasons, they may have difficulty getting back on track with their learning in the short run.



Common Developmental and Learning Problems

- Global Learning Abilities
- Word Learning

Global Learning Abilities

- Have difficulty
 - understanding and grasping the content of the subjects
 - fail to generalise their acquired knowledge for application to other situations despite repeated instruction.
- Take a longer time to learn and practise new skills
- Be constantly in need of individual guidance from teachers during class or in completing class work.

Word Learning

1. Forget easily how to read or write words even with repeated practice.
2. Often mix up words with similar sounds, meanings or written forms.
3. Be slow in reading and sometimes skip words or lines.
4. Copy words with difficulty. They are slow, and often make mistakes in copying.
5. Have mirror writing, reverse the parts of a character, or add / omit stroke of a character.

Language Ability

- Have difficulty understanding long and complex sentences or oral instructions.
- Misunderstand the meaning of questions and give irrelevant answers.
- Be unable to understand a story or a cartoon video.

Language Ability: Verbal Expression

- Lack in vocabulary and usually give short and simple responses.
- Speak with incorrect sentence structure or grammar
- Have difficulty expressing themselves properly and be disorganised in verbal responses.
- Find it difficult to recall a simple event or convey a simple message.

Language Ability: Articulation/Stuttering Problems

- Mispronounce words
- Have stuttering problems

Attention

- Attention refers to a child's ability to concentrate on a specific object or activity, such as in class, reading, talking with people and playing games.
- In general, children's attention control improves with their age:
 - Under 3 years old – cannot control their attention well
 - 3 to 4 years old – can concentrate with external prompts or adult's guidance.
 - 5 to 6 years old – begin to control their attention and able to concentrate

Attention

- Have difficulty concentrating during classes and are easily distracted, such as often looking out of windows or being distracted by sounds outside.
- Have difficulty concentrating on class work and make careless mistakes such as missing items when doing worksheets.
- Not concentrate when talking with others: often unable to follow instructions for not paying attention to what others say.
- Appear to be forgetful or careless and often lose their belongings.

Activity Level



- Often leave their seats, climb up and down, or move about in the classroom.
- Be restless in seat, such as fidget with their legs, stretching their bodies, or frequently drop things on the floor.
- Be excessively talkative and not able to work or play quietly.
- Be impatient, dislike taking turns and being unable to wait quietly in queue.
- Have relatively weak self-control, tend to be impulsive; often interrupt a conversation or answer questions in class without raising their hands.

Epidemiology



- ADHD affects 3 to 5% of school aged children.
- This adds up to 2-3 million children in schools of Iran today.
- ADHD is the most commonly diagnosed childhood psychiatric disorder
- Boys are 4 to 9 times more likely to be diagnosed than girls
- 1/3 of ADHD students also have learning disabilities

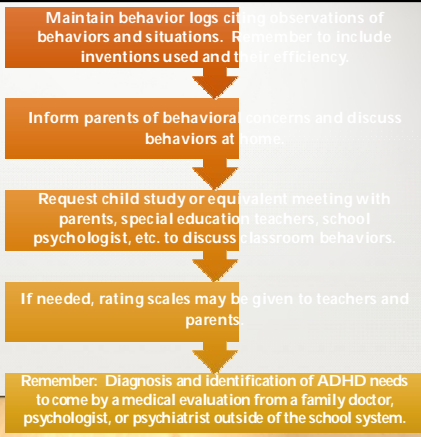
ADHD Myths

- #1: People with ADHD are lazy.
- #2: ADHD children on medication will abuse drugs as teenagers.
- #3: ADHD is the result of bad parenting.
- #4: ADHD affects only boys.
- #5: Children with ADHD often outgrow the condition.
- #6: Children given ADHD accommodations are given an unfair advantage.
- #7: ADHD is not a real medical disorder.

Diagnostic Criteria (ICD-11)

- Persistent pattern (at least 6 months) of inattention and/or hyperactivity-impulsivity
 - Inattention refers to significant difficulty in sustaining attention to tasks that do not provide a high level of stimulation or frequent rewards, distractibility and problems with organization.
 - Hyperactivity refers to excessive motor activity and difficulties with remaining still, most evident in structured situations that require behavioral self-control.
 - Impulsivity is a tendency to act in response to immediate stimuli, without deliberation or consideration of the risks and consequences.
- Onset during the developmental period, typically early to mid-childhood.
- The degree of inattention and hyperactivity-impulsivity is outside the limits of normal variation expected for age and level of intellectual functioning.
- Significantly interferes with academic, occupational, or social functioning.

What Can An Educator Do If Some Symptoms Appear To Be Present?



The human brain

• <https://www.youtube.com/watch?v=1JCeSCo9rsM>

What Are Executive Functions?

• Cognitive processes required to plan and direct activities, including task initiation and follow through, working memory, sustained attention, performance monitoring, inhibition of impulses, and goal-directed persistence.



What Are Executive Functions?

- Response Inhibition
- Working Memory
- Self-Regulation Of Affect
- Sustained Attention
- Task Initiation
- Planning
- Organization
- Time Management
- Goal-D irected Persistence



Why Are Executive Functions Important?

- These skills allow us to “organize our behavior over time and override immediate demands in favor of longer-term goals”
- They also allow for the management of emotions and effective thought monitoring.
- Children with problems in a particular executive function area have a deficit in that skill area.

Reasons ADHD Students Misbehave

1. Frustration because they have a different perception of the situation.
2. Lack of structure.
3. They act the role of being “bad.”
4. They don't know how to ask to get what they need so they act out.
5. The classroom is full of distractions.
6. The child feels misunderstood.
7. Hunger.
8. They feel overwhelmed with tasks assigned.
9. They feel criticized.
10. They are stuck in the “victim cycle.”

Appelbaum Training Institute's How to Handle the Hard-to-Handle Student Resource Handbook.

What Are The Intervention Areas?

- Educational Accommodations
 - Executive Functioning Deficits
 - Classroom Interventions
- Promoting Appropriate Behavior
- Medication Options
 - Stimulant Medication
 - Medication and Side Effects

Classroom Setup To Accommodate ADHD

Seating arrangement	Seat the student with ADHD away from distractions and close to the teaching action
Behavior Management	Help students learn to manage their own behavior
Reinforcement Strategies	Specific and frequent feedback and/or reinforcement immediately following the demonstration of desired behaviors
Collaboration and Communication	Families are invaluable resources for teachers.

Other Solutions To Helping The ADHD Child

- Make lessons very clear
- Use lots of visuals
- Pair students together to complete assignments
- Provide hand signals
- Play beat the clock
- Use behavioral contracts
- Use sticker charts
- Provide study carrels or private offices
- Allow students to move around
- Allow more time for tests
- Put luggage tags on book bag to remind students of what to bring home
- Put sponges or mouse pads on desks for students who like to tap
- Have special highlighters for students to use
- Use picture mats or file folders cut into thirds to chunk assignments
- Provide headphones for students to use
- Use manipulatives such as Koosh balls or hand exercisers for students

What Are The Intervention Areas?

- Educational Accommodations
 - Executive Functioning Deficits
 - Classroom Interventions
- Promoting Appropriate Behavior
- Medication Options
 - Stimulant Medication
 - Medication and Side Effects

Medicinal Treatments

Stimulant medication targets the areas of the brain that effect executive functioning

70 to 80% of children on psychostimulant medications respond positively to them because they help communication between nerve networks in the brain

Most elementary school teachers and middle school teachers feel that stimulant medications along with interventions work best to help children with ADHD.

Commonly Used Medications

Stimulants

- Ritalin, Concerta, Metadate, Focalin, Adderall, Dexadrine
- Given in short-acting (4-6 hours) or long-acting (6-12 hours) doses
- Side Effects: difficulty sleeping, lack of appetite, fatigue, headache, stomach-ache, possible occurrences of motor tics

Nonstimulants

- Strattera
- Affect dopamine and norepinephrine levels in the brain
- Side Effects: difficulty sleeping, lack of appetite, fatigue, headache, stomach-ache

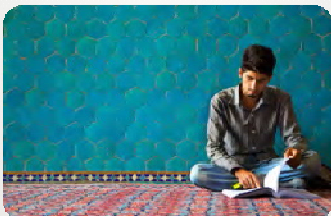
How To Promote Appropriate Behavior In The Classroom

- Use positive reinforcement regularly.
- Implement Class-wide problem solving strategies
- Practice Positive Behavioral Support by conducting functional behavior assessments to create individualized interventions.
- Hold class meetings that teach and reinforce proper social skills, acceptance of others and conflict resolution.

What Educators Need to Remember:

- The most worrisome deficits of children with ADHD are not the product of low IQ, but rather of instability of control processes that govern everyday applications to the environment
- The ADHD student is not dumb, lazy, or out of control. They are smart kids who need our help to gain the proper strategies to be successful!

Introduction to Autism




Who knows someone, personally or professionally, who has Autism Spectrum Disorder (ASD)?



4

What is ASD?

- ASD is a developmental disorder that impacts the way individuals **communicate** and **interpret** their environment, often resulting in challenges with **social interactions** and **processing information**.



5


DSM-5 ASD Criteria

- Persistent deficits in social communication and social interaction across contexts
- Restricted, repetitive patterns of behavior, interests, or activities
 - Stereotyped or repetitive motor movements,
 - Insistence on sameness, inflexible adherence to routines, or ritualized patterns or verbal nonverbal behavior
 - Highly restricted, fixated interests that are abnormal in intensity or focus
 - Hyper- or hypo-reactivity to sensory input or unusual interests
- Symptoms must be present in early childhood
- Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning


6



ASD is a spectrum disorder.
No two people with autism are exactly alike.




Some General Characteristics



Challenges with Social Skills

- Reciprocity and Negotiating
- Joint Attention
 - Shared focus of two people on an object
- Pragmatics
 - The social use of language
- Leisure Skills
- Solitude



Challenges with Communication

- ▶ Receptive/expressive language
- ▶ Language: rhythm, pitch, inflection and volume
- ▶ Body language, facial affect, interpretation of others
- ▶ Concrete and literal thinking



Other Challenges with Communication

- ▶ Difficulty understanding language with multiple meanings
- ▶ Humor
- ▶ Sarcasm
- ▶ Synonyms
- ▶ Idioms
- ▶ Metaphors



The Hidden Curriculum



Challenges with Behavior

- ▶ Self-stimulation
 - E.g. Rubbing fingers, pulling hair, rocking
- ▶ Perseverative topics of conversation
- ▶ Limited/obsessive range of interests
- ▶ Non-functional routines or rituals
 - E.g. Having to have books in specific order
- ▶ Anxiety/depression
- ▶ Tantrums/meltdowns

Repetitive Behaviors and Restricted Interests



Strengths

- ▶ Using a student's strengths to provide intervention will maximize learning. Building and developing such strengths will increase personal independence and improve outcomes (Janzen, 2003).



Capitalizing on Strengths



Tips for Teachers

- ▶ What you can do...
 - Organize work expectations
 - Provide step-by-step instructions
 - Give visuals to make information clear
 - Be as concrete as you can
 - Be consistent and predictable with your classroom structure
 - Give only as much information as a student can process at one time
 - Learn each student's strengths
 - Know, understand, and implement accommodations
- ▶ What you can help students learn to do...
 - Interact with their peers
 - Ask for help
- Organize and plan their work



For more support strategies, please review:
 Understanding Autism Professional Development Curriculum:
 Strategies for Classroom Success and Effective Use of Teacher Supports.

Most Importantly...



In Summary

- ▶ Students with ASD may experience challenges with:
 - Communication
 - Social Interactions
 - Behavior
 - Focus on strengths!*
 - ▶ The 3 stages of challenging behavior:
 - Rumbling
 - Meltdown
 - Recovery
- Have a plan! Know the signs!*




Creating Inclusive Educational Environments
Professor Chris Forlin

Islamic Republic of Iran National Training on Inclusive Education for Children with Disabilities, Tehran, Islamic Republic of Iran, 27-29 August 2018

Learning outcomes

- Creating inclusive educational environments
 - A whole school approach
 - Physical and social spaces
 - Working collaboratively to
- A Whole School Focus towards supporting children with ASD or AD/HD




Creating Inclusive Educational Environments

Best practice: System level

- A coordinated system with personnel in dedicated roles to support inclusion
- Policy that is explicit, simple, realistic and manageable
- System wide models of support e.g. Learning Support Teams –district based; Visiting or consulting teachers; District Office support; Specialized schools or support centres: long or short term access
- Supporting students with disability and diverse learning needs. Video outlining SSEND's services <https://vimeo.com/156513378>
- A request for service model

Best practice: System level

- National standard for teachers e.g. in Australia - 7 Standards that all teachers must achieve including inclusive education <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>
- Processes for measuring student learning e.g. Special Education Needs Assessment Tool (SENAT)
- Integrated curriculum for e.g. provided by a School Curriculum and Standards Authority, Abilities Based Learning & Education Support (ABLEWA)



A whole school approach

Developing Inclusive Schools

Inclusion is **COMPLEX**
 Challenges traditional attitudes beliefs & understandings
 In order to develop Successful Inclusive Practices research has shown that consideration must be given to a range of issues



School in Tai Po, Hong Kong

strong foundation with appropriate support in order to be sustainable

- [Video: Tacoma](#)

Substantive change should transform current practices

Inclusion should not be an add-on
 Improve education not just a change in place
 Schools and Classrooms will need to change
 Not the child



Schools must be empowered to manage their own change

Governments can mandate for inclusion BUT only the school
MEANS YOU



Change must be school specific

- Inclusion differs from school to school
- Must be tailored for each school's needs
- Decided upon by the school




Change must be supported from 'top' & 'bottom'

- Time for planning
- Teachers in control- primary decision makers
- Tailor to the needs of local setting
- Encourage risk-taking
- Opportunity to visit good practice schools

Make differences ordinary

Change occurs in:

- Instruction
- Teacher roles
- How classrooms are organised



Resistance should be expected



- Teachers who are most resistant maybe most
- Most issues are logical & justified
- Must be addressed
- Don't view resisters as 'the enemy'
- Bike story

Preparing for inclusion: Riding a bike

Initially daunting - no prior experience, wary, afraid, anxious, hear positive and negative comments, predict terrible outcomes, defer starting, look for excuses, lack 'right' gear, lack of knowledge etc

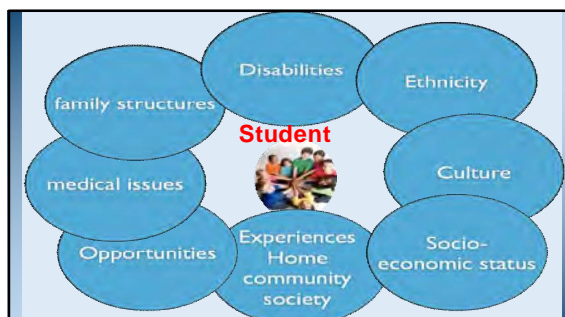
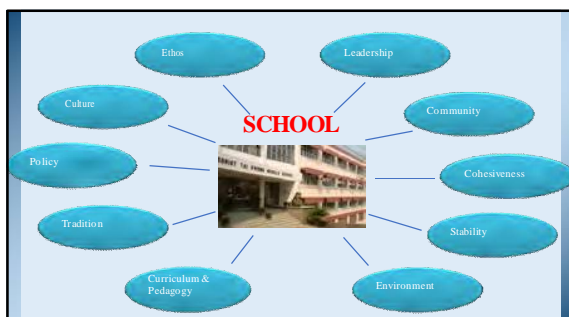
This is to be expected but don't let it put you off getting started!

Start small ...

- Positive attitudes lead to more inclusion
- Existing beliefs & values impact on a teacher's willingness

If principals and teachers believe that all children should be included in their local school ... then they will make it happen!



Inclusive Education: Best practices

1. Context appropriate
2. Respond to diversity
3. Facilitative leadership, Networking & collaboration
4. Flexible; change as needs change
5. Meet needs – child – parent – teacher – school – system
6. Whole school approach
7. Explore new ideas, curriculum & pedagogy
8. Professional learning
9. Positive experience for ALL




Physical and Social spaces



Restructuring classrooms: Activity

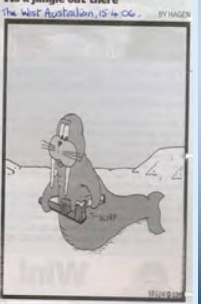
- Draw your classroom layout
- Positioning – sitting, standing, moving
- Physical access
- Good social interaction
- Headphones
- Peer budding
- Quiet areas
- De-escalate




Accommodations

Environments:

- Physical
- Instructional
- Socioemotional / behavioural



Co-Teaching



Five Steps to an Inclusive Classroom

1. Beliefs set the direction
2. Social and emotional learning
3. Taking care of our brain means taking care of our body
4. Reduce barriers to success
5. Taking care of our brain means taking care of our body
6. <https://www.youtube.com/watch?v=MGPDqzhjJ0>

Disabilities Ethnicity
 family structures • Animated Video
 medical issues Learn together
 Opportunities Experiences Home economic status
 community society

Involve Whole School Community


- School Administrators
- Teachers
- Assistants
- Students
- Parents / families
- Community members

Individual Input Valued





A Whole School Focus towards Inclusive Education in Iran: Activity

- Work in small groups
- Review list of potentially marginalized students to be found in schools
- Highlight those found in Iranian schools
- Discuss the issues surrounding these and what the schools are doing to help them
- Focus on children with ASD and AD/HD who are potentially marginalised in Iran
- Complete Worksheet 1
- Share one example with whole class



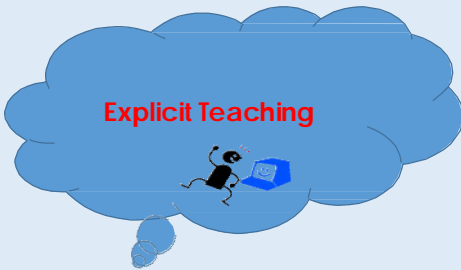
A Whole School Focus towards Inclusive Education in Iran: Activity

- Select ONE of the strategies identified in Worksheet 1 for future implementation and discuss and record the role of the stakeholders in implementing this on Worksheet 2



Evidence of Good Inclusive Teacher Practice

- Teachers value all children & accept and support them
- Good initial training and ongoing professional learning / reflective teachers
- Ask question "how" rather than "why"
- Identify students at risk & keep accurate records
- Know how to find resources
- Work collaboratively
- Explain changes/problems to parents/ are understanding of their concerns
- Don't pressure children - have different expectations

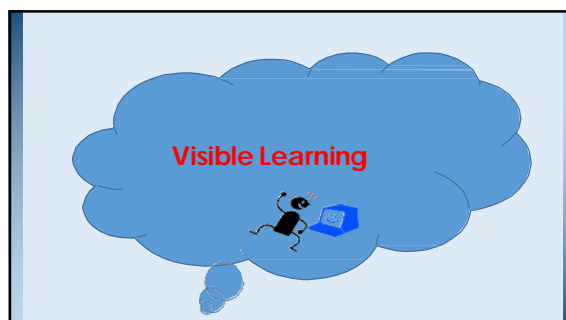
Direct and Focused

Explicit instruction is systematic, direct, engaging, and success oriented. A powerful way to structure lessons

1. A clear goal to explain what the students need to understand and what they must be able to do by the end of the lesson
2. Show and tell: Tell them what they need to know and show them how to do the things you want them to be able to do.
3. Allow plenty of time for students to practice what you have taught them. Guided > check work > independent practice.

Video:
<https://www.youtube.com/watch?v=RyZ96QPIYCQ>

Be clear about what you want your students to know and be able to do by the end of each lesson
 Tell children what they need to know and show them how to do what they need to do
 Give your students time to practice what they have learnt



John Hattie

- 8 Mindframes
- Learning intentions are very clear
- Success criteria obvious
- Peer work
- Discussion about the task

<https://www.youtube.com/watch?v=3pD1DETNOF4> <https://vimeo.com/41737863>

<https://www.teachstarter.com/visible-learning-in-the-classroom/> <https://www.youtube.com/watch?v=5WSTcVPwH3s>

Try This...

- ▶ Think about either a person you know with ASD or what you've heard about people with ASD
- ▶ Write down 3 ways that their ASD is apparent to you or 3 things that you know about ASD in general:
 - 1.
 - 2.
 - 3.
- ▶ Share these within small group
- ▶ Notice differences/similarities



9

Think About Your School...

In groups of 3-4 discuss:

- ▶ What "social rules" exist in your school that may be hidden from students with ASD (e.g. juniors and seniors don't eat at the tables in cafeteria)?
- ▶ What help is available for students to learn these rules?
- ▶ How could you and others help your students to learn these rules?



15

Practices for Challenging Behavior



23

In this part of the session we will:

- ▶ Discuss the three stages of challenging behavior
- ▶ Identify strategies that will help you address behaviors at each stage
- ▶ Identify supports available at your school

24

Challenging Behaviors

What are they?

- ▶ Aggression
- ▶ Self-injury
- ▶ Social maladaptive behavior
- ▶ Property destruction
- ▶ Withdrawal
- ▶ Oppositional behavior
- ▶ Stereotyped behavior

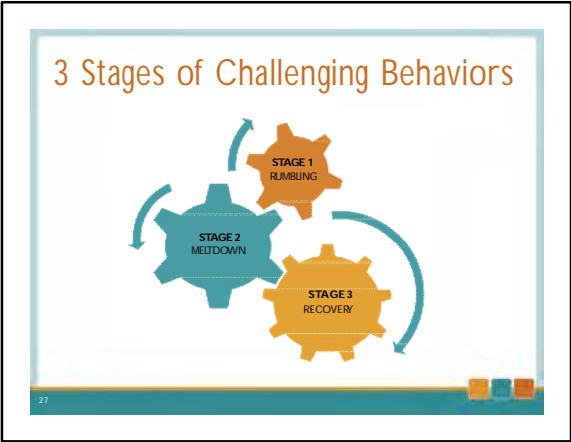


25

What Can Cause Challenging Behavior?

- ▶ Can result from stress and anxiety
- ▶ When needs for the following can not be met:
 - For information
 - For sameness
 - For a tangible item
 - Due to expectations (of self, others, environment) not met
 - To lower stimulation in the environment
- ▶ Appears differently in every student
- ▶ Remember: Limited communication skills can impact student's ability to express needs

26



- ### Stage 1– Rumbling – What Can You Do?
- Out of the ordinary minor behaviors
Tell-tale signs that the student is stressed
- Identify student triggers
 - Modify the classroom environment
 - Provide choice, feedback, and praise
 - Provide strong reinforcement
 - Allow for an “antiseptic bounce”– separate student from stressful environment
 - Provide a “home base” or “cool zone”
- 29

- ### Reflect on a Student with Challenging Behaviors
- What are his or her rumbling signs?
 - What have you/are you doing when he or she starts rumbling?
 - What might you do differently to help manage future situations?
 - Share with a colleague
-
- 30



Stage 2 – Meltdown – What Can You Do?



33

Stage 2 – Meltdown – What Can You Do?


Student loses control
Externalized and/or internalized behavior

- ▶ Demonstrate empathy
- ▶ Provide space
- ▶ Provide assurances
- ▶ Maintain calm
- ▶ Maintain safety
- ▶ Implement emergency plan
- ▶ Remove others as needed

34


Reflect on a Student with Challenging Behaviors

- ▶ What is the current plan for managing his/her meltdowns?
- ▶ What, if anything, would you like to change about the plan?
- ▶ Share with a colleague



Exercise #4

Stage 3 – Recovery



35

Stage 3 – Recovery – What Can You Do?


Not yet ready to learn
Needs help easing back in

- ▶ Direct student to a highly motivating task
- ▶ Reintegrate student into a normal routine
- ▶ Provide strong reinforcement
- ▶ Communicate support
- ▶ Build on successes

36

Reflect on a Student with Challenging Behavior

- ▶ What is the current plan for helping this student recover from a meltdown?
- ▶ What, if anything, would you like to change about the plan?
- ▶ Share with a colleague



Exercise #5

37

After the Meltdown...

- ▶ Figure out the root cause
- ▶ Talk with others about how to deal with the student's behavior in the future
- ▶ Develop a partnership with parents/guardian
- ▶ Teach the student:
 - To recognize his own triggers
 - To ask for help
 - How to properly communicate immediate needs
 - To initiate calming routines or ask for someone to assist


Based on What I've Learned...

What do I/my team need to:

- Stop doing
- Continue doing
- Start doing



At My School...



- ▶ When I have concerns about a student's behavior I get support from...
- ▶ Our process for addressing the challenging behavior of students with ASD includes these steps:
 - 1.
 - 2.
 - 3.
 - 4.

In Summary

- ▶ Students with ASD may experience challenges with:
 - Communication
 - Social Interactions
 - Behavior

Focus on strengths!

- ▶ The 3 stages of challenging behavior:
 - Rumbling
 - Meltdown
 - Recover y

Have a plan! Know the signs!

Case Study: Arash - Grade 3

Arash is 10 and lives with her mum, her dad and her younger brother, aged 7. Arash attends the local school and will be moving up to high school within the next year. At a recent parents evening, they were concerned to hear that Arash has been struggling with her schoolwork and has fallen significantly behind in some subjects. There have also been some difficulties in friendship groups and Arash is often involved in arguments in the playground. On a positive note, her teacher is pleased to report that she is doing exceptionally well at sport.

Case Study: Arash - Grade 3

The parents have noticed that Arash conducts started before the first grade. She has lost many items of school equipment and is often late leaving the house for school and for social events, as it takes her so long to get ready. Arash is often restless and finds it difficult to concentrate, even on things that she finds enjoyable; for example, it is unusual for her to be able to sit and watch a film through to its conclusion.


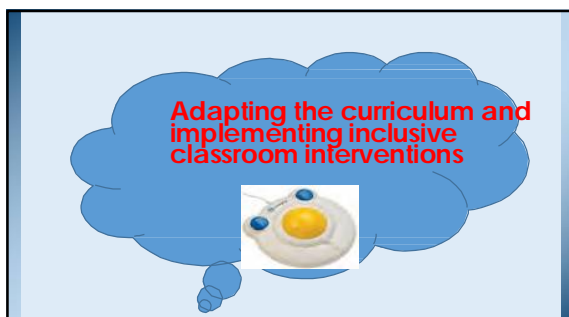


Adapting the curriculum and implementing inclusive classroom interventions
Professor Chris Forlin

Islamic Republic of Iran National Training on Inclusive Education for Children with Disabilities, Tehran, Islamic Republic of Iran, 27-29 August 2018

Learning outcomes

- Adapting the Curriculum and implementing inclusive classroom interventions
- Developing a repertoire of evidence-based classroom practices for the whole class and for individuals;
- Supporting learners with ASD and AD/HD
 - Peer tutoring
 - Barrier Games

Adapting the curriculum and implementing inclusive classroom interventions

Redesigning Effective Inclusive Classrooms

Curriculum	Pedagogy
Universal Design	Physical layout
Content	Grouping
Presentation	Learner engagement
Learning modes	Peer support
Levels of expectations	Visual support
Assessment	Technologies
Individual Education Plans	Attitudes/acceptance
	Co-teaching

Critical Issues

- Adapt materials, instruction, evaluation, curriculum
- Prioritise
- Well planned & organised
- Enhance motivation
- Self-learning skills eg think aloud; metacognitive 'how to learn'
- Positive & supportive
- Absenteeism

Process for Effective Teaching & Learning

1. Clarify elements under your control
2. Determine the exact nature of the problem
3. Identify and list potential modifications
4. Select & rank modification options
5. Select & implement teaching modification
 - 6. Evaluate & review

Whenever possible work collaboratively



Understanding HOW we teach

- It is unlikely:
- That we can effectively address the needs of students we don't know and value.
- That we can attend to the needs of diverse learners in a classroom environment that works only for a few of them.
- And it is inefficient and ineffective to differentiate curriculum that fails to elicit student engagement and understanding.

Each Child as an Individual

- Inter-individual differences – between students
- Intra-individual – within a student



Multi-Sensory Instruction

- Teachers use more than one sense at a time.
- Multisensory techniques provide many ways for students to make connections and learn concepts.
- Some reading programs for struggling readers use multisensory teaching methods.



Learning Styles

Activity: learn letters

Its not only WHAT we teach but HOW we teach:

- Visual
- Auditory
- Kinaesthetic
- Tactile



<http://www.learningstyles.net/>

Materials

- use of **concrete materials**
- use **high interest materials & strategies**
- **visual materials** to indicate key points



Structured Activities


- carefully **structuring activities** to ensure success
- allowing **time, and opportunity for practice &**



Extra Time

- Additional time
- Separate work into smaller components
- Take tests in two or three sittings

Change Print



- Sometimes the print is too thick
- Sometimes the print is too light
- Sometimes the print is just right

Presentation

Block out extraneous stimuli!

- Clarify written instructions
- Present small amounts of work
- One concept at a time
- Darken or highlight line
- Repeat directions

Access Information

- Class notes on disk
- Use a tape recorder
- Organise system to cover missed work / assignments
- Access to computer
- Considerations for incorrect spelling, poor grammar, essay structure

Change Response Mode

Book

Drama

Photos

Video

Oral presentation

CD-Rom

Broadcast

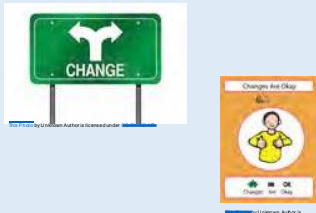
Technology

- Rapidly increasing range of ICT and AT



Transitions for students with ASD or AD/HD

- Planned
- Walk through
- Leave early / late
- Peer support
- Headphones
- Social story



Redirecting behaviour


proactive ways to redirect behaviour settings.

<https://www.youtube.com/watch?v=5p7zoc692w4>

1. Verbally
3. Cue
4. Attention

Mindfulness

- "Palming"
- Used to calm students down before an activity



<https://www.youtube.com/watch?v=yRkqNaV6P84>

Developing a repertoire of strategies



Developing a repertoire of strategies



Practical Strategies for Supporting Learners with SEN

- IEPs
- Universal Design
- RTI
- Learning styles
- Peer Support Programs
- Co-Teaching
- Barrier Games
- Involving Parents / Mentors

A Culture of Planning - Individual Education Plan (IEP)

- Outlines academic & behavioural program
 - Student Details
 - Current Level of Functioning
 - Annual goals
 - Short term objectives
 - Suggested Strategies
 - Evaluation method
 - Staff responsible
 - Review date

IEP Proforma Example

Universal Design for Learning (UDL)

- Framework to improve and optimize inclusion
- Guides the development of flexible learning environments to accommodate individual differences
- 4 parts: instructional goals, methods, materials, and assessments
- Increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning

Response to Intervention (RTI)

A whole school improvement process based on tiers of increasingly intensive intervention

- Identify students at risk
- Identify highly effective strategies specifically designed to address areas of need
- Implement strategies
- Utilize assessment to determine progress
- Adjust instruction and level of support

Children with ASD as Visual learners

- Make sense of world – routines, structure
- Rewards – obsessions
- Timetables, scheduling
- Choices
- Social stories
- Choice of desk
- Retreat

Cognitive / Metacognitive Strategies

Compic
Timetable
TEACCH
PECS

Compic (COMMunication PICtographs) Software and Boardmaker

- Symbol-based computer activities and printed materials
- Computer-generated pictographs
- Drawings used to represent a word or a concept
- Are picture libraries that provide graphics for use in communication boards, books and for labelling items
- <https://www.boardmakeronline.com/>

Timetables/Schedules

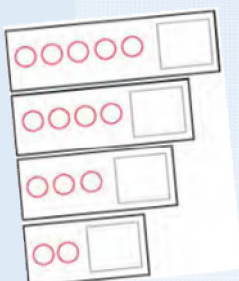
Waiting for help

- Traffic Lights system



Choice Board

Provides students with individual choices which are related to their interests. Can be used as a reward, and as an opportunity to provide options for the student.

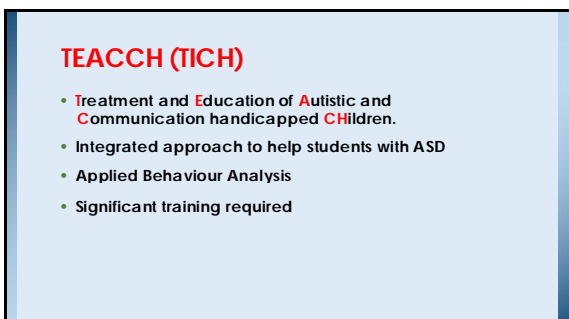
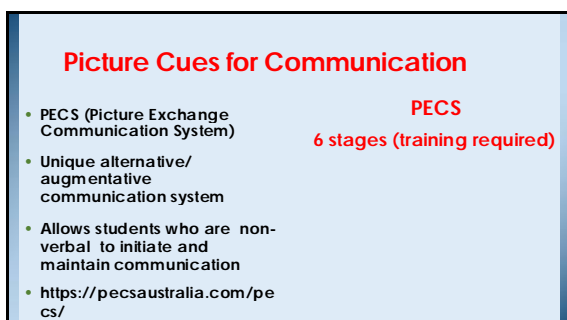
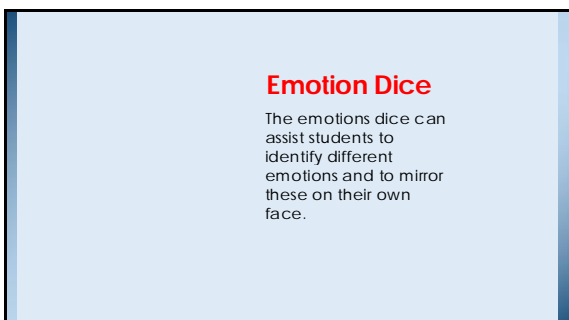
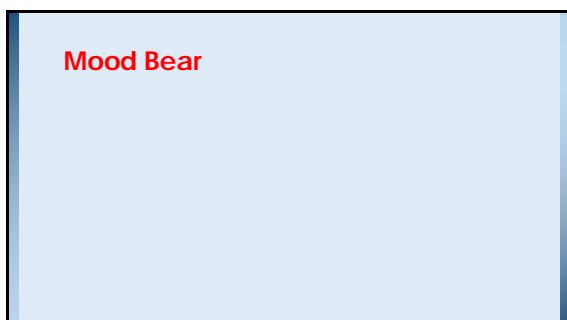
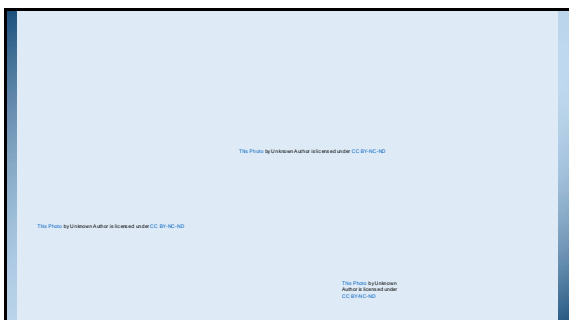


Reinforcement Strips

Used to provide reinforcement after a specified number of trials/instances of a correct behaviour. These trials can be increased as needed.


Social Cue Cards

Assists the student who may be non-verbal or has limited language to communicate with others in the classroom or playground.



Peer tutoring

- Under the **direct instruction** practice of teaching to **mastery level** is the practice of peer tutoring.
- This allows children with disabilities to receive substantial practice of a specific skill without demanding heavily on the teacher.



Setting up peer tutoring system


1. Recruitment
2. Qualities of tutors
3. Task duration
4. Matching tutors with tutees
5. Consider contracting
6. Parental consent
7. Monitoring system
8. Training
9. Feedback & acknowledgement

Practical Strategies to Modify or Differentiate the Curriculum

- Partner students – buddy
- Use plastic sleeves to organize work
- Use visual aids
- Highlight sections
- Provide examples of finished work
- Acknowledge success
- Coke bottle timer
- Simplify worksheets
- Use A3 or coloured paper
- Promote organisational skills
- Help students to self-monitor
- Change response mode
- Survival files

Barrier Games

- Focus on oral language
- 1. **Receptive Skills** – listening, questioning, obtaining information
- 2. **Expressive Skills** – Issuing specific instructions, clarity, positional language
- Collaborative learning



- Adapted for any ability level
- Adapted for any curriculum area
- FUN learning activity for ALL

Activity 5


- Case study of classroom interventions

REVIEW REFLECT REFORM

Day 2 Review

- Creating inclusive environments
- Physical & social spaces
- Whole school approach
- Adapting the Curriculum and implementing inclusive classroom interventions
- Practical evidence-based classroom practices
- Supporting learners with ASD and AD/HD

This Photo by Unknown Author is licensed under CC BY-NC-SA




Models of Support for Training of Trainers

Professor Chris Forlin

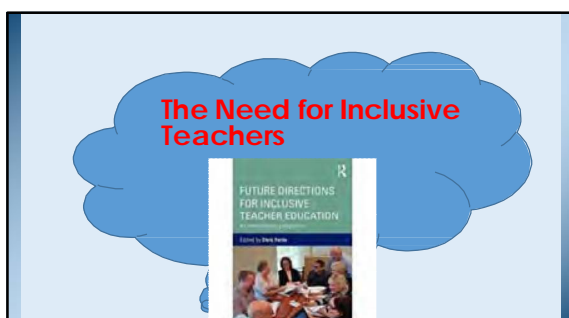
Islamic Republic of Iran National Training on Inclusive Education for Children with Disabilities, Tehran, Islamic Republic of Iran, 27-29 August 2018

Learning outcomes

- The need for inclusive teachers
 - Role of special schools
- Developing and implementing a train the trainer model for Iran
- Establishing sustainable inclusive teacher education



Training in The Solomon Islands



The Need for Inclusive Teachers

FUTURE DIRECTIONS FOR INCLUSIVE TEACHER EDUCATION

Preparing Teachers

“All children must have teachers who are trained, motivated and enjoy teaching, who can identify and support weak learners, and who are backed by well-managed education systems”



Education is the most powerful weapon which you can use to change the world.

Education For All Global Monitoring Report 2013/1, 11th EFA Report, p. 30

Research on Teachers & Inclusion

- Teacher quality is one of the most important school factors influencing student achievement.
- New teachers are less well prepared in skills such as managing classroom activities and understanding differences among students
- Resistance to inclusion is less when teachers have obtained special education qualifications
- Positive correlation between efficacy and more positive attitudes towards inclusion

What do teachers need to become inclusive?

“Preparing teachers for inclusion requires teachers to gain both theoretical and practical knowledge. Most critically, though, unlike other educational reforms in recent years, it also imposes directly on a person’s belief system by challenging their own inmost thoughts about what they consider is right and just”

In-service teacher training in Canada

Special Edition: Forlin, (2010). Teacher education reform for enhancing teachers’ preparedness for inclusion. *International Journal Inclusive Education*, 2010, 14(7), p. 649

I've come to a frightening conclusion

"I've come to a frightening conclusion that I am the decisive element in the classroom.

It's my personal approach that creates the climate.

It's my daily mood that makes the weather.

As a teacher, I possess a tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humor, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

Haim G. Ginott, Child Psychologist and teacher.

1922-1973 Born Tel Aviv, Israel. Child psychologist

What kind of teacher are you?

- What's your instructional style?
 - Constructivist / instructivist?
- What is your tolerance level?
- How flexible are you?
- Do you make a child's life miserable or joyous?
- How collaborative are you?
- How effective are you in improving student learning for all students

Role of special schools



How has Inclusion Impacted on Special Schools?

1. Placement Changes – increased inclusion
2. Role Changes – chn with more challenging needs
3. Changes in models of Support – curriculum focused + supporting regular schools

Role Change



"... strong and sustainable special schools, interacting openly and productively with mainstream schools in a way that breaks down existing barriers, and opens up dialogue and professional interchange at a leadership and staff level, as well as providing greater fluidity in student placements" (p. 24).

Education & Manpower Bureau (2005). *A study on the effectiveness of special schools*. Hong Kong SAR: Author.

Changes in models of support

- Special schools acting as support schools
- Increased links between special & regular school
- Increased consultancy and collaborative role
- Involved in developing and maintaining partnerships
- Acting as 'experts'

Authentic School Partnerships

Special and mainstream schools in Hong Kong have been invited to establish themselves as resource support hubs for partner mainstream schools.

(RSWSA). Ordinary schools supporting ordinary schools

2. **Special Schools cum Resource Centres (SSRC).** Special schools supporting ordinary schools.



Forlin, C., & Rose, R. (2010). Authentic school partnerships for enabling inclusive education in Hong Kong. *Journal of Research in Special Education Needs*, 10(1), 13-22.

Models

- SSRC must support no less than 5 schools over a 2-year period with minimum of 150 hrs; with each partner school receiving at least 30hrs.
- RSWSA must provide 120 hrs – no specific number of schools indicated.
- Partnership scheme is to provide sustainable systems to strengthen teacher's skills in addressing the needs of all students in an ordinary school class

Effectiveness of Resource School Model

Four key aspects that impact on this:

- Resource school support
- The school ethos
- Culture of the partner schools; and
- Management issues e.g. time, workload, expectations



Partner School

"New schools were found by invitation letter, however, after the holiday and when they involved, the prospective school turned down the support"

It can be *"Difficult to find out the real problem of the school. It is difficult to help. So the first step is what is the problem they are facing?"*

Management

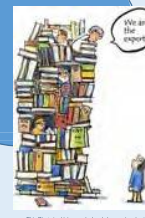
"In our own school our teachers are very busy and it is difficult for them. If all the schools were active then the SSRC would not have enough time or the resources to go round"

"The SSRC team needs experienced teachers who already have their own class and case load"



SSRC providing direct intensive support on a Saturday morning

Developing and implementing a Train the Trainer model in Iran



Professional Learning Models

- Higher degrees at university
- Basic, advanced, specialist courses, by Governments or unis
- State-wide whole day conferences, seminars, workshops, on broad topics: all or selected teachers attend. By governments
- District-wide or school cluster seminars, workshops, on focussed topics. By NGOs or local schools
- In school PD focussing on key topics related to student need. Regular or as need arises. By visiting 'experts' or special school partners.
- Large dependency on funding

Consider access to training!



Appropriate Models of Support

Future decisions on the role of special schools need to be based on the following:

- Child focused
- Appropriate implementation must be founded upon culturally & contextually sound empirical studies
- Models must meet availability of manpower and resources and be sustainable
- Different contexts require ability to modify models according to local need (city v rural village schs)
- All schools (special & ordinary) must be involved in dialogue about appropriate role of sp schs & models
- The "Study Tour" mentality must not dominate decisions



Best Practice: Whole School level

Inclusive Education for Students with Disability (2013)

A review of the best evidence in relation to theory & practice (Forlin et al.)

1. Whole-school practice:
 - School based models of support,
 - adjustments to cultures, policies, and practices,
 - development of support structures,
 - regimes of funding support,
 - effective learning support teams, and
 - the provision of and access to equitable learning opportunities for staff.

Best Practice: Class level

2. In-class practice
 - differentiating curriculum or introducing alternative curricula,
 - application of universal design,
 - use of information technologies,
 - individual planning through the IEP, and
 - a focus on quality teaching

Train the Trainer Model

- Establish clear guidelines as to the roles of the special and regular school support teachers and the time available
- Discuss with local schools about their training needs
- Develop an initial year long program - one session per term
- Ask schools to establish learning support teams and for a team representative to attend all proposed training
- Give 1 information and 1 workshop session per term (4 x year). Provide materials for participants to follow up at their own school with sharing and workshop sessions
- Organise a final sharing session for schools to present
- Use the 3Rs model to review and prepare for next year!

Activity 6: Working collaboratively to plan for state-wide teacher training

- Work in pairs from each region
- Review current practices for teacher education for inclusion and options provided today
- Reflect on these, what works, what doesn't, what needs to change
- Plan to reform teacher education for inclusion through establishing a manageable approach in your region.



Establishing sustainable and inclusive teacher education: National and statewide support



National curriculum

- Australian Curriculum Assessment and Reporting Authority (ACARA) <http://www.acara.edu.au/>
- Modified for each state
- Established curriculum for all students - modified for students with disability

Abilities Based Learning & Education Support (ABLEWA) – Launched July 2016

- The School Curriculum and Standards Authority in WA provides a curriculum that is inclusive of students' individual strengths and needs in order for every child in WA schools to achieve their full potential –
- To assist this goal, the ABLEWA resources support the teaching and learning of students with disability and additional needs who are unable to access the P-10 curriculum.

<https://www.scsa.wa.edu.au/>

Measuring Student Learning

- Special Education Needs Assessment Tool (SENAT) – used in WA to assist teachers to:
 - Track student progress
 - Identify a student's strengths
 - Make secure and reliable judgements about student achievement
 - Share and report judgements that are rigorous, sound and consistent
- Develop and improve teaching and learning

<http://det.wa.edu.au/ssen/detcms/school-support-programs/reporting-to-parents/sen-reporting/indicators-page.en>

Support Structures in WA

- “School of Special Educational Needs: Disability” (SSEND) part of Statewide Services
- Focuses on building the capacity of all staff within schools.
- SSEND Consulting Teachers respond to requests for service at the network level, within school communities and individual teachers statewide to support students with disability and learning disabilities.
- Video outlining SSEND's services <https://vimeo.com/156513378>


Keep TryingJ

This Photo by Unkwan Author is licensed underCC BY-NC-SA

SESSION 9


MATIAS IRARRAZAVAL

THE A.D.D. CHILD POEM BY PAT RYAN 1997



Have you ever seen the turmoil a single child can cause?
From sunrise until sunset, he can go without a pause.
He drives his parents crazy, his teachers up a tree,
But he can't really help this, 'cause he has A.D.D.
Some doctors and some friends of mine, some teachers too - so I'm told,
Who don't know what is ADD and think the child is bold!
They talk about his parents, and say that they're to blame

THE A.D.D. CHILD POEM BY PAT RYAN 1997



- This child who is so loving, so trusting and so kind,
- But people who don't understand - they say I must be blind.
- And when I try explaining, they tell me to "get real".
- Not thinking for one moment, just how this child must feel!
- This child has constant turmoil going round inside his brain,
- He looks at other children and knows he's not the same.
- And it's up to us, as people, at school as well as home,
- To make sure that this friendless child does not feel all alone.
- The moral of this story and I'm sure you'll all agree,
- Is, remember but for the Grace of God, this could be you or me!

SOLVING BIG PROBLEMS TOGETHER

- **Purpose:**
- Engage all participants in collaborative problem-solving.
- Generate ideas to improve participation at the community level;
- Generate visions and strategies to reach these visions.

Solving «Big Problems» together

In your village, most of the Roma families are not well integrated into community life. Their children are perceived as trouble makers and often don't attend school. This is partly because the other children prevent them from entering the classroom. Roma children receive disability benefits; money which is used to buy food. Whenever something goes wrong, the Roma are blamed. Now, the schools in the village want to initiate an educational project to promote social and educational inclusion. They organise an event where everyone is invited to share their ideas for what could be done.

You are given a card with an identity. Taking this person's viewpoint: Generate ideas of what could be done to promote participation. Use one piece of paper for each idea. Write in large letters so it can be read from a distance of two meters.

Debriefing

Do you have any comments on this exercise and how you felt while doing it?

Was it difficult to see your ideas discussed and rated?

- community HisD TheD r chi Dd re n are perceD ved as tro utb le m a kers an d
- ofte n d on't atten d seno o 1 ..Th is is partial ly b e cause th e oth e r en i d ren prevent them from entering the classroom

Can you build some of these activities into a project or an initiative?

Can you develop strategies on how you would carry out such a project?

- something goes wrongD the Roma are blamed. NoD the schools in the v D 11

Can you imagine doing something like this in your community?

- educa tional i ncl usion ..They orga nise an event, where W' everyone i s funD ted to share th e i r D deas of what cou ld be don eD

Can you report on similar projects that you know of or participated in?

REFLECTING ON ROLES AND TASKS OF AN INCLUSION TEAM

- **Purpose:**
 - Provide an opportunity for a first exploration "inclusion teams";
 - Reflect on purposes that could be achieved with an "inclusion team";
 - Reflect on current collaborations and how they might be improved.
- **Focus of the Activity:**
 - Participants' understanding of an inclusion team;
 - Purpose of creating an inclusion team;
 - Current collaborations as represented in collaboration map.

An Inclusion Team – for what?

- Over-all purpose of the «Inclusion Team» is working together for:
- Valuing student diversity – requires communication, discrimination free and reflected use of power and know-aways children
 - Supporting all learners – requires understanding students as active partners in teaching and learning not as passive targets «No Nuremberg Principles»
 - Personal professional development – requires partnerships for learning between all professionals «No Teacher Isolations»

What do you think should a school inclusion team do – considering these three areas of competencies of inclusive teachers?

In which area would you welcome support from other professionals?

Bringing your ideas together



- What is the purpose of working together? (Purpose)
- What does the school inclusion team do? (Object)
- Who is involved and what are they doing? (Subject)
- How are they working together? (Tools and Artefacts)
- Where are they working together? (Social Context)

IDEAS AND VISIONS TO IMPROVE RELATIONSHIPS FOR INCLUSION

- **Purpose:**
 - Share ideas on improvement of relationships relevant for inclusion;
 - Collect the best ideas developed by the participants;
- **Focus of the Activity:**
 - Own ideas and ideas of others on how to improve relationships.
- **Materials and Methods:**
 - Flip chart and pen (for trainer to document best ideas);
 - Interaction, reflection, discussions.

Sharing ideas for improvement

Let's bring the ideas together!

Take your idea and look for someone with who you have not yet worked together or exchanged experiences. Take turns in telling the other about your idea on how school inclusion teams could be improved.

After the exchange and an exploration of how the idea could be improved, go to the next person and repeat the procedure.

The best ideas should be presented in the plenary and documented for all participants!

PARENTAL SUPPORT

MATIAS IRARRAZAVAL

INTRODUCTION

- Parents are the first educators of their children. The support they provide affects their child's learning and development and linked to subsequent educational outcomes.

INTRODUCTION

- However, the relationship between schools, parents and families may be challenging.
 - High expectations and wanting the best for their children's schooling, may not engage as they feel unfamiliar with the current school system and distant from the school culture and its 'language'.
 - Some may be de-motivated by their own experience of failure at school, or may not feel able to support their children.
 - Parents from migrant background may feel they lack the linguistic skills to communicate with schools, help their children and monitor their progress; they may be discouraged by a sense of distance between their values and culture and those of the host country, as represented by the school.
 - Single parenting or jobs with long work days or that do not allow for flexible hours or may also hinder parental involvement.

INTRODUCTION

- Teachers may perceive parents as passive, opportunistic or intrusive, or may lack time and experience to communicate, reach out to or engage with parents from diverse backgrounds.
- They may fear that involving parents will take their time and will be detrimental to their teaching duties.
- In some cases, communicating with and involving parents may not be sufficiently recognized as a key role for teachers and schools in encouraging educational success.

HOW CAN I HELP? DIFFERENT LEVELS OF COLLABORATION AND PARTNERSHIPS

- In order to truly address current needs and opportunities, the relationship between families, schools and the community should be seen as a participatory, multi-centric experience.
- Expert agencies and disability organizations encourage specific actions to engage families and promote community collaboration for inclusive education.
- Providing support and regular training to parents and creating a friendly institutional environment appear among the most frequent recommendations to engage parents and the community

POSSIBLE 'PARENT ENGAGEMENT' OPTIONS

- Families as activists
- Families as contributors to inclusive education
- Schools, families and the community as partners
- Families supporting other families:
- Family and community involvement in school governance and management

CREATING A CULTURE OF COLLABORATION

- Involving parents and the community is an important principle of quality
- Parents' collaboration is not only of benefit for children: there are also possible gains for all parties, for instance:
 - Parents increase interaction with their children, become more responsive and sensitive to their needs and more confident in their parenting skills.
 - Educators acquire a better understanding of families' culture and diversity, feel more comfortable at work and improve their morale.
 - Schools, by involving parents and the community, tend to establish better reputations in the community.

CREATING A CULTURE OF COLLABORATION

- The first step for families to become involved in a collaborative way with schools is to promote a social and educational atmosphere where parents and partners feel welcomed, respected, trusted, heard and needed.
- Cultural factors and traditions strongly influence the relationship between schools and the community.
- Collaboration is a result of social, institutional and interpersonal dynamics that are characterized by complexity.

- Making a five-course haute cuisine dinner is very complicated... but if you have the ingredients, the recipe book and the equipment, chances are you will end up with something decent for your guests. Let's take another example: sending a rocket into space. This is even more complicated! Very complicated indeed.
- However, if you have the materials, the engineers, the blueprints and the launch pad, at the end of the day you are likely to have a craft ready for blast off. Now complex is something different. Complex means that there is no recipe book or blueprint. It means that we are required to think out from start to finish, and that the outcome is always uncertain and unique.



IMPORTANCE OF BEING A GOOD LISTENER

- "Listen to me" Exercise
 - What are the characteristics of a good vs. a bad listener?
 - Talk to the person next to you about a positive experience overcoming difficulties in your work. The other person should assume an uninterested attitude, not listening properly.
 - Repeat exercise, this time the partner should try to be really interested and listen properly.
 - Repeat the exercise, swapping roles.
- How did you feel to listen actively to your partner? How did it feel when you were being really listened to? How did it feel when you weren't being listened to?

IMPORTANCE OF COMMUNICATION

- The importance of communication and collaboration
 - Communication is what makes humans human, without communication, we cannot live.
 - We cannot not communicate.
 - Misunderstandings and different views are normal. Respectful communication is the key to fight discrimination. Conflicts are resolved through communication.
 - To achieve anything together, we have to communicate.
- Relationships are at core of inclusion. No one can build inclusion alone.

WHERE TO START

- Strategies and opportunities for involving parents and communities should be identified locally and developed within existing programs and taking advantage of existing capacities and assets.
- Most effective entry points
 - Policy-making
 - The role of extended families
 - Advising curriculum adaptations and teaching methods
 - Working with NGOs to strengthen the demand for inclusive education
 - Supporting inclusion beyond the school

POLICY-MAKING

- Recommendations for working with parent organizations to advance policies:
 - Identify schools that are willing to move forward and are interested in staff development.
 - Establish links and partnerships with ministries of education and local authorities.
 - Organize information seminars and training workshops to introduce new thinking and practices.
 - Facilitate school-based staff development, monitoring, support, evaluation and dissemination.
 - Engage with educational authorities on policy development in support of inclusive education.

THE ROLE OF EXTENDED FAMILIES

- In unplanned or de facto inclusive education, the lack of special education services in place and the lack of educational plans for students with education disabilities require the guardians' direct involvement in education.
- Students from families of low socio-economic status might lack knowledge of community resources that would make the student more successful in school.
- In such contexts, the extended family is often responsible for child-raising.
- Through ongoing collaboration with the school, the extended family member will achieve a greater appreciation of their child's difficulties and future potential and of alternative interventions.

ADVISING CURRICULUM ADAPTATIONS AND TEACHING METHODS

- Families of children with special education needs can often provide useful advice for curriculum adaptations and teaching methods
- By giving parents a say in this and taking into account their priorities for instruction, it is more likely that skills learned at school are also applied in the home.
- When activities that are specifically designed for a child with special needs are based on the family's concerns and priorities, they are more likely to be appropriate within the cultural context of each family.
- This is why it is always better for parent aides in the classrooms to be considered as available teacher support rather than assigned to individual students

CASE STUDY "A'ISHAH AND HER PARENTS"

- Work on Case Study (individual and small group work):
- Reading case study individually writing down notes
- Discussing it with other participant(s)
- Presenting in plenary or go straight to group discussion.
- Discuss how schools relate to parents. Need for improvement in light of what has been said so far?

CASE STUDY

- A'ishah's parents are ordered to come to school by the principal who received the following message from A'ishah's class teacher:
- "A'ishah is now already for half a year first grade, but she is still unadjusted to the requirements of the classroom. She is inattentive and unable to sit quiet, to hold a pen or use scissors. Sometimes she comes late to school and is not properly dressed. Something must be wrong at home, please talk to parents."
- The principal asks the parents a set of questions related to the family's living situation, income, work, number of siblings, and to illnesses and disabilities in the family. Then he gives them instructions on what to do.

PARTICIPATION IN SCHOOLS

- "Schools use little written communication, so decision-making and decisions can be difficult to trace. Parents sometimes participate in school activities and, technically, children may express their views in schools. But in general, schools do not have mechanisms that encourage parents and children to express their opinions and participate in schools. Students are not trained in democratic ways of expressing their opinions, and teachers often punish students who are perceived to express negative views!" (2009)

LOOKING BACK AND LOOKING FORWARD

- Perspectives on cooperation and communication:
 - Personal perspective: Developing identity through participation
 - Interpersonal perspective: Creating relationships through interaction and communication
 - Institutions and communities: Contributing to society through interconnected professional and social roles

INCLUSIVE BEST PRACTICE INDICATORS		Progress					Planning	
		NE	ME	SE	AE	EE	Total	TL
6.	Family-School Partnerships	1	2	3	4	5	Check	1,2,3
	<i>Families and schools are engaged in partnership to create quality inclusive educational experiences for students with significant disabilities. Families are connected to resources for developing their own leadership and advocacy skills.</i>							
6.1	Family priorities are reflected in annual goals on the student's IEP.							
6.2	Families acknowledge teachers' efforts on behalf of their child.							
6.3	Families know about resources for building their own leadership and advocacy skills relative to their child's education.							
6.4	Families attend case-management meetings or planning meetings on a regular basis.							
6.5	Families have input and receive regular information about their child's social behavior.							
6.6	Individual behavioral interventions reflect the family's cultural practices.							
Progress	NE: No evidence (numerical rating of 1)							
	ME: Minimal evidence (numerical rating of 2)							
	SE: Some evidence (numerical rating of 3)							
	AE: Adequate evidence (numerical rating of 4)							
	EE: Exemplary evidence (numerical rating of 5)							

7. Other helpful information. (List any pertinent information, including health care needs, that has not been detailed elsewhere on the form.)

This form was completed by _____

Please tick one of the following

Speech Therapist

Psychologist Clinical

Psychiatrist

Behavioural Therapist

Psychologist Educational

Social Worker

Other please name _____

Taken from Creating Collaborative IEP's Handbook (1998) Improving Special Education Experiences Project at Virginia Institute for Developmental Disabilities, Virginia Commonwealth University, USA.

Table 2 - To be completed by the student

Student IEP Input Form

Name _____

Date _____

Class _____

* **I am good at:**

Science	Maths	Reading
Writing	History	Geography
Cooking	Spelling	PE

* _____ **is not so easy for me:**

Science	Maths	Reading
Writing	History	Geography
Cooking	Spelling	PE

* **When I have free time, I like to**

* **It helps me when the teacher:**

* **It helps me when I:** (circle as many as you want)

use a calculator	have a shorter spelling list
use a math chart	use a dictionary
have a homework sheet	have highlighted directions
have extra time to complete my work	
have things read to me	have choices for test question

* **I work best when I work:**

by myself

in a small group

with a partner

Table 3 - To be completed by the student's teacher

TEACHER IEP INPUT FORM

Date _____

To: _____

It is time to begin the planning process for the year ahead. Your input is very important in developing a plan that is right for. Using your responses and information from, his/her parents and therapist, a rough draft may be created to be used as a basis for discussion at the IEP meeting.

1. What do you see as _____'s successes this year?
2. What are _____'s academic strengths and other special skills or abilities?
3. What are the areas of weakness that you have noted?
4. Are there other concerns, such as social skills or behavioural issues?
5. Consider _____'s organisational skills and study skills. Do they seem appropriate for _____'s grade level?
6. Does _____ have difficulty with homework assignments?
7. Are there any modifications you are aware of that seem helpful to _____?
8. Any other comments

Taken from Creating Collaborative IEP's Handbook (1998) Improving Special Education Experiences Project at Virginia Institute for Developmental Disabilities, Virginia Commonwealth University, USA.

5. Consider your child's organisational skills and study skills. Do they seem appropriate for his/her grade level? Does your child have difficulty with homework assignment?

6. List any modifications you are aware of that seem helpful to your child

7. What helps your child to learn? (For example: enjoys projects, needs things read to him /her, needs time limits)

8. Please list other questions and concerns

Reference

Creating Collaborative IEP's Handbook (1998) Improving Special Education Experiences Project at Virginia Institute for Developmental Disabilities, Virginia Commonwealth University, USA.

Table 5 - IEP template to be completed at IEP meeting

ISSUE/ACTION PLANNING FORM

STUDENT _____

DATE _____

TEAM MEMBERS PRESENT:

ISSUE	PLANNED ACTION	PERSON(S) RESPONSIBLE	BY WHEN (DATE)

How Ready is Iran for Inclusive Education?

In groups discuss these questions and provide a group response with justifications for your decisions.

Question	Group Response
How ready is Iran for Inclusive Education?	
What good foundations are already in place?	
What needs to change to further inclusive education in Iran?	
What are the general attitudes of mainstream teachers, parents and students towards inclusive education?	
What support is needed?	

A Whole School Focus towards Inclusive Education in Iran

Workshop

Activity 1

1. Work in groups
2. Review handout of potentially marginalized students to be found in schools
3. Highlight those found in Iranian schools
4. Discuss the issues surrounding these and what the schools are doing to help them
5. Focus on students with AD/HD and ASD
6. Complete Worksheet 1

Activity 2

7. Students to work in small groups of 4-6
8. Select ONE of the strategies identified in Worksheet 1 for future implementation
and discuss and record the role of the stakeholders in implementing this
9. Complete Worksheet 2

Worksheet 1 Group Activity

A Whole School Focus towards Inclusive Education in Iran

Discuss and complete the following table. Include up to 4 current strategies that are used and include at least 3 new ideas for supporting these students.

Potentially marginalized group of students	Current strategies employed to address their needs	Future Options to implement – proposed strategies
1. Students with AD/HD	■ ■ ■	1. 2. 3.
2. Students with ASD	■ ■ ■	1. 2. 3.

Worksheet 2 Group Activity

A Whole School Focus towards Inclusive Education in Iran

Select ONE of the proposed strategies from Worksheet 1. Discuss the role of each of the following in supporting the implementation of this strategy within a school.

Proposed Strategy: _____

Person	Role
Principal	
Teacher	
Support Staff –e.g. psychologist etc	
Parent(s)	
Child	
Child’s peers	
Community	
Ministry SEO	