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COMPETENCY BASED CURRICULUM

TEACHER'S HANDBOOK FOUNDATION LEVEL FOR LEARNERS WITH SPECIAL NEEDS

LEARNING AREA

**COMMUNICATION,
PRE-LITERACY AND
SOCIAL SKILLS**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT



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FOUNDATION LEVEL

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TEACHERS' HANDBOOK

APRIL 2019



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FOREWORD

Kenya Institute of Curriculum Development in its endeavour to ensure that schools capture

the essence of the curriculum reform has developed Foundation Level teacher's handbook. This Handbook is based on the Competency-Based Curriculum Designs for learners with special needs at the foundation level. The handbook is expected to equip the teacher with the necessary skills to interpret the curriculum designs and develop exciting and stimulating learning experiences appropriate for the level to ensure that the potential of every learner is nurtured.

The handbook will greatly assist the teachers at Foundation Level to interpret the Foundation Level Curriculum Designs, develop schemes of work and lesson plans and select suitable learning experiences. It will also guide the teacher on how to assist the learner to acquire the necessary competencies as envisaged in the curriculum reforms.

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**JULIUS JWAN PhD, MBS
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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

THE NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instill social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends.

3. Promote individual development and self-fulfillment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.



4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Kenya Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including for learners with special educational needs and disabilities. Education should also provide the learner with opportunities to develop and practice shared responsibility and accountability through community service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

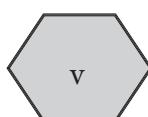
Education should instill in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection

Education should inculcate in the learner the value of physical and psycho-social well-being for self and others. It should promote environmental preservation and conservation, including animal welfare, for sustainable development.



1.0 INTRODUCTION

1.1 The Competency Based Curriculum

Curriculum can be defined as all the learning experiences learners have under the guidance of a school. A competence is the ability to apply appropriate knowledge, skills and values to successfully and efficiently perform a specified task. The Competency Based Curriculum (CBC) focuses on acquisition of the desired knowledge, skills, values and attitudes to enable the learner to cope with life challenges. It also focuses on the achievement of learning outcomes in terms of the desired behavioral change.

Competency based learning requires a participatory approach that is learner centered, where the learners are motivated and engaged in their own learning. It should be envisioned in terms of outcomes where the learners can take an initiative to create, innovate, co-exist and learn together. In CBC learners should also endeavor to develop their talents and values.

The pedagogical approaches advocated by CBC ensure that the learner is able to exhibit the desired level of competence. CBC focuses on competencies, is learner centered and is flexible with opportunities for specialization. It emphasizes on formative assessment and lifelong learning. The vision of CBC is to have an ethical, engaged and empowered citizen, while its mission is to nurture every learner's potential.

1.2 Overview of foundation level curriculum for learners with special needs

Kenya recognizes the right of learners with special needs to access appropriate education which is geared towards actualizing every learner's potential. Consequently, Kenya Institute of Curriculum Development has endeavored to provide a differentiated curriculum that is responsive to the needs of all learners by making special provision through adaptation of the regular curriculum for learners with special needs who may follow the regular curriculum with

modifications. However, some learners with special needs may not follow the regular curriculum even with adaptation due to severity of their impairments. They therefore, require specialized skills which are offered by the Foundation Level curriculum. Learners in this category include those with severe intellectual disability, deafblindness, severe autism, severe cerebral palsy, multiple impairments and those with profound disabilities.

This teacher's handbook has been developed to enable the teacher to interpret the competence based curriculum and facilitate learning as envisaged in the curriculum designs.

1.3 Foundation level Learning Areas

1. Communication, Social and Pre-Literacy Skills
2. Activities of Daily Living Skills and Religious Education
3. Orientation and Mobility
4. Sensory Motor and Creative Activities
5. Pre-numeracy Activities

2.0 COMPONENTS OF THE CURRICULUM DESIGNS

2.1 What are curriculum designs?

A curriculum design is the systematic organization of curriculum components. It outlines what is to be learned in a given learning area. The curriculum design spells out how learning outcomes will be actualized through suggested learning experiences, key inquiry question(s) and resources. It provides the teacher with suggested criterion referenced assessment rubric for every strand.

2.2 Components of the curriculum design

- National Goals of Education
- Level learning outcomes
- Essence statements of the learning areas
- Strands and sub strands
- Specific learning outcomes
- Suggested learning experiences
- Key Inquiry Question(s)



- Core competences to be developed
- Pertinent and Contemporary Issues to be addressed
- Link to values
- Link to other learning areas
- Community Service Learning
- Assessment rubrics
- Non-formal activities to support learning
- Suggested learning resources
- Suggested assessment methods

All components of a curriculum design are interrelated and are aimed at achieving the learning outcomes.

2.2.1 National Goals of Education

National Goals of education give direction on what is to be taught. They are a reflection of the aspirations and needs of the Kenya society. Their attainment is envisaged to translate to social and economic development of the country. Consequently, all the learning outcomes, that is, the level learning outcomes, general learning outcomes and specific learning outcomes, work progressively towards the attainment of the National Goals.

2.2.2 Learning Outcomes

Learning outcomes indicate the expected observable behavioural changes in the learner after a learning experience. Outcomes are usually expressed through the application of knowledge, skills and attitudes. Specific learning outcome should have:

- The action verb
- The object
- The context

The curriculum designs both the level learning outcomes and general learning outcomes.

2.2.3 Level Learning Outcomes

Every educational cycle has its learning outcomes, referred to as level learning outcomes. For example, Early Years education, Middle School Education, Senior school and TIVET all have their level learning outcomes. Level Learning Outcomes are stated in general form and are therefore not specific.

The following are the level learning outcomes for the Foundation Level;

By the end of foundation level, the learner should be able to:

- a) demonstrate basic literacy and numeracy skills for learning;
- b) communicate appropriately using verbal and/or non-verbal modes in varied contexts;
- c) demonstrate appropriate etiquette in social relations;
- d) apply basic creativity and critical thinking skills in problem solving;
- e) explore the immediate environment for learning and enjoyment;
- f) practice hygiene, nutrition, sanitation to promote health and wellbeing;
- g) demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living;
- h) demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence;
- i) apply digital literacy skills for learning and enjoyment.

2.2.4 General Learning Outcomes

General Learning Outcomes for various learning areas are derived from Level Learning Outcomes.

The following are general learning outcomes for communication, social and pre-literacy skills learning area:

By the end of foundation level, the learner should be able to:

- a) apply skills that lay foundation for acquisition of verbal and or non-verbal communication ability;
- b) use cues, signs and common signals in communication for effective social interaction;
- c) respond to multi-sensory stimuli within the environment for receptive communication;
- d) use verbal and or nonverbal skills for expressive communication;



- e) use Augmentative and Alternative Communication(AAC) in supplementing speech to enhance interaction;
- f) use social skills for effective social interaction;
- g) apply pre-requisite skills for reading and writing to enable effective communication and sound social interaction.

2.2.5 Essence statement

The essence statement provides a brief explanation of the importance of the learning area. It also provides a general overview of the learning area.

Essence Statement for Communication, Social and Pre-Literacy Skills

Communication, social and pre-literacy skills play an integral role in acquisition of knowledge, skills and attitudes in all learning areas. Communication skills enhance social interaction and also provide a foundation for pre-literacy skills. A deliberate initiative should thus be applied through a multi-sensory approach to enhance verbal and or non-verbal communication.

2.2.6 Strands and sub-strands

Strands and sub-strands indicate the specific content area to be covered and provide the scope of coverage as guided by the learning outcomes.

2.2.7 Specific learning outcomes

Specific learning outcomes are written from the learners' perspective. They should be SMART i.e. Specific, Measurable, Attainable, Realistic and Time bound. They link to, and are aligned with General Learning Outcomes

2.2.8 Learning experiences

Learning experiences comprise of activities that the learner is engaged in during the lesson. The activities may be carried out by an individual learner or as a group work activity. The learning experiences could be formal, classroom activities, non-formal programmes such as in clubs and societies or informal events in school and at home. Learners should

be exposed to relevant and appropriate learning experiences for realization of desired learning outcomes.

Learning experiences enable the learner to:

- Acquire knowledge, skills and attitudes
- Acquire the intended core competences
- Share knowledge
- Evaluate self
- Manipulate learning resources and draw conclusions.
- Reflect on the learning process
- Interact with others during the learning process.

The curriculum designs have *suggested* learning experiences which are expected to guide the learner in acquiring the right knowledge, skills, attitudes and values. Learning experiences may be adjusted depending on the local environment, individual differences, availability of resources, teachers experience, weather among other factors.

Learning Experiences and Methodologies

In Competence Based Curriculum (CBC), different methods are suggested to facilitate learning. Some methods are more appropriate in some learning areas than others depending on the intended learning outcomes.

These methods include:

- Role play
- Story telling
- Question and answer
- Group discussions
- Singing
- Inquiry
- Discovery
- Role Modeling
- Reciting
- Demonstration
- Field work
- Problem solving



- Experimental
- Reflection
- Practical activities
- E-Learning

In CBC the role of the teacher is to facilitate learning. The teacher should guide learning and not take the center stage. He or she should allow learners to take responsibility for their learning. The learning should be learner centered not teacher centered.

Differentiated Learning

Differentiated learning is based on the principle of diversity in learning styles and multiple intelligences. It ensures that the instructional approaches and methods are appropriate for the varied learners in a given class. It provides space for teachers to adapt teaching methods to suit individual learners. Differentiated learning does not demand that every learner must learn in the same way, in the same number of hours and at the same time.

Differentiated learning is an effective instructional strategy that is responsive to learner's readiness, interest and learning preferences. It enables learners to build new learning through preferred ways of learning. The learning preferences refer to different ways in which the learner is naturally inclined to acquire, process and use the information.

Every learner learns differently. Technically, individual learners have preferential ways in which they absorb, process, comprehend and retain information.

It is therefore important for teachers to understand the differences in their learner's preferential way of learning, in order to implement the best practices and strategies in their daily teaching activities.

Learning preferences are influenced by gender, age, culture, disability, classroom environment, learning styles and multiple intelligences. The teacher is required to use a range of instructional and assessment

strategies to meet the needs of individual learners. Learners are assessed before, during and after learning in order to inform the next step for both the teacher and the learner.

All differentiated instruction activities should equally engage and should take approximately the same amount of time. Differentiated learning allows for flexibility in creating and altering instructional plans in response to learner's specific needs. It involves expanding instructional routines and skills where learning experiences are introduced to learners in different ways of learning.

Kenya policy on inclusive education requires that learners with special needs and disabilities be taught together with the regular learners. Use of differentiated learning assists these learners as most of them learn in different ways depending on their special needs and disability.

Learning Styles

Four broad learning styles have been identified. Learners have a natural tendency to employ one or more of the styles relative to others in the learning process. These are Visual, Aural, Kinesthetic and Reading and Writing. Some learners tend to learn best through one of the four, but supported by the other three. (See Figure) The teacher needs to ensure that all learners are catered for in each lesson by providing varied experiences: Visual (Seeing), Aural (Hearing), Kinesthetic (Doing) and Reading and Writing.



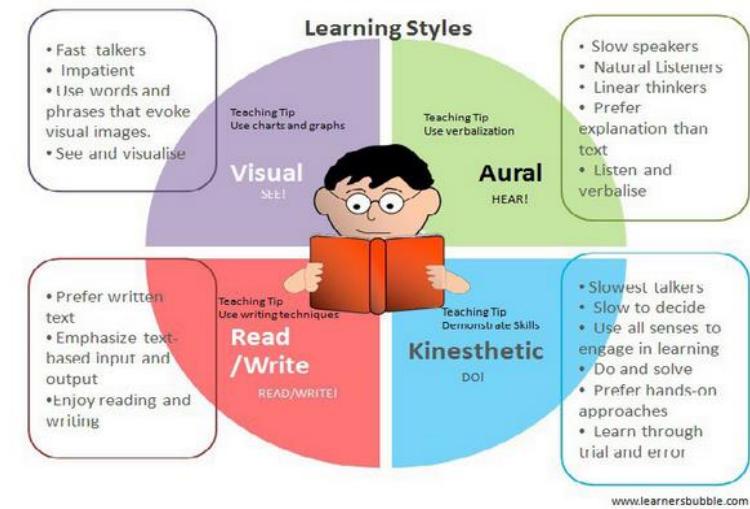


Figure : Learning Styles

Multiple Intelligences

The theory of multiple intelligences proposes that people have varied natural capacities of approaching life challenges. This is shown in the Figure below.

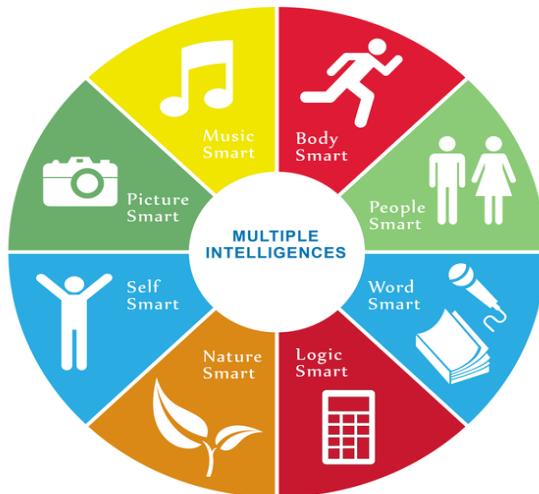


Figure : Multiple Intelligences

Learners therefore have different strengths as follows:

- Musical-rhythmic (sensitivity to sounds, rhythms, tones, and music)
- Bodily-kinesthetic (control of one's bodily motions and the capacity to handle objects skillfully)
- Interpersonal (sensitivity to others' moods, feelings, temperaments, motivations)
- Verbal-linguistic (facility with words and languages)
- Logical-mathematical (logic, abstractions, reasoning, numbers and critical thinking)
- Naturalistic (able to recognize flora and fauna)
- Intrapersonal (introspective and self-reflective capacities)
- Visual-spatial (spatial judgment and the ability to visualize with the mind's eye)

The teacher needs to appreciate the varied intelligences among learners in order to accord them appropriate opportunities and guidance.

Summary

Differentiated learning recognizes that all children learn differently and benefit from differentiated learning techniques in the classroom. It shifts focus from the “one-size-fits-all” approach to learning. The teacher therefore employs varied learning experiences to cater for the different learning styles. This leads to improved learning outcomes among all learners.

2.2.9 Key Inquiry Question(s)

These are questions that the teacher poses and models to help the learner focus on the learning. Key inquiry questions are important to the lesson since they are used to probe for deeper meaning through questioning that fosters critical thinking and problem solving skills.

Writing Key Inquiry Questions



In writing the key inquiry questions, the teacher should utilize the typical question words: Who? What? Where? When? Why? Which? and How?

It is important that the teacher starts asking simple key inquiry questions before moving on to complex ones.

A key inquiry question should:

- be clear, relevant and suitable for the level
- focus on the specific learning outcomes as given in the curriculum design
- examine the theme or concept that is being addressed
- enable the learner to think critically

Characteristics of Key Inquiry Questions

Key Inquiry Questions should:

- be open ended, non-judgmental, meaningful and purposeful with an aim to allow the learner to explore ideas.
- be used to explore the environment
- be used to help learners construct knowledge by themselves
- encourage collaboration amongst learners
- integrate technology to support the learning process
- be thought provoking and intellectually engaging, often sparking discussion and debate among learners.
- call for higher-order thinking, such as analysis, inference, evaluation, prediction and critique.
- point towards important, transferable ideas within and across learning areas.
- raise additional questions and spark further inquiry.
- support and justify an idea, not just giving an answer.
- address an authentic problem or issue.
- stimulate ongoing thinking.
- raise additional questions, debate, and discussion

A key enquiry question is not:

- A question that can be answered with a “yes” or a “no”
- A question that can be answered without support.
- Blurry (undefined/unclear)

Use of Key Inquiry Questions in learning

Once a key inquiry question has been identified, the next step will be to formulate a list of related questions that will assist the learner in answering the key question.

Key Inquiry Questions (KIQ) is an approach where the teacher uses question to prod learners thinking to allow them to create information using their own words and understanding. They:

- help to focus the learning
- probe for deeper meaning and set the stage for further questioning.
- foster the development of critical thinking skills and higher order capabilities such as problem solving.
- allow learners to explore ideas in an open-ended, non-judgmental, meaningful and purposeful way.
- encourage collaboration amongst learners, teachers, and the community and integrates technology to support the learning process.

2.2.10 Core Competencies

Competency is conceptualized as the ability to apply appropriate knowledge and skills to successfully perform a function. Seven core Competences have been identified in Basic Education Curriculum Framework. They include:

- **Learning to learn**

The individual develops skills for self- development through exploration, collaboration and interaction with peers and the immediate environment, at their operational levels and pace.

- **Communication and collaboration**

An individual who responds to sensory stimuli appropriately and expresses self verbally and / or non-verbally in varied contexts.

The individual interacts with peers and significant others in



solving intra and inter personal problems within the immediate environment

- **Imagination and creativity**

An individual who engages in imaginative and creative activities for self-reliance.

- **Digital literacy**

An individual who uses technology safely and legally for enjoyment, entertainment and socialization to enhance learning.

- **Self-efficacy**

An individual who spontaneously construct self-confidence leading to internal motivation capable of performing tasks and manage situations in the environment.

- **Citizenship**

An individual who is continuously mentored to be ethical and responsible to respect diversity for adaptation in the environment'

- **Critical thinking and problem solving**

An individual who attempts to apply reasoning to solve problems at their own and immediate environments

2.2.11 Pertinent and Contemporary Issues

Holistic, meaningful and learner centered education does not only focus on the subject content but also on the competencies the learner requires to effectively address the issues and challenges of everyday life thereby leading a fulfilled life and becoming a productive member of the society. Issues that have been identified as salient and therefore mainstreamed in the designs are referred to as Pertinent and contemporary issues (PCIs). Mainstreaming is the process of identifying suitable opportunity in the learning area or subject where PCI can be incorporated appropriately and taught alongside the subject matter. PCIs should be included in the schemes of work and

in the lesson plans.

Pertinent and Contemporary Issues are categorized as follows:

- **Health Related Issues:** HIV and AIDS, alcohol and drug abuse prevention, life style diseases, personal hygiene, common communicable and non-communicable diseases and chronic diseases.
- **Life Skills Issues:** skills of knowing and living with self, knowing and living with others, critical thinking and problem solving, etiquette, moral education and human sexuality.
- **Social Economic Issues:** environmental issues, disaster risk reduction, safety and security, financial literacy, poverty eradication, terrorism, violence and radicalization, gender issues and animal welfare.

PCIs are supposed to not only be integrated in the lesson but in other programmes and activities in the school, home and in the community. Acquisition of knowledge, values and skills in various PCIs will enable the learner to translate what they have learnt to real life situation both in and outside school.

2.2.12 Link to values

Values are standards that guide people on how to respond or behave in each situation. They influence how someone feels, acts and makes choices in life. The responsibility for **nurturing values** rests with parents, school and the community. Everybody in the school has a role to play in helping the learner to nurture values. This approach is referred to as 'The whole school approach to value based education'. The overall goal of values-based education is 'To nurture values in learners to become empowered, engaged and ethical citizens for positive and holistic transformation of society'. The teacher therefore has an important role to play in nurturing values through teaching.

Core Values



According to the Competency-Based Curriculum there are eight core values to be nurtured in the learner namely:

- **Love**

Love is generally defined as strong feelings and expressions of affection towards a person or a thing. Love enables the learner to possess and exhibit virtues such as compassion, self-sacrifice, generosity, selflessness and empathy.

- **Responsibility**

Responsibility refers to recognition of one's role and function. Responsibility involves caring for personal property, engaging in assigned roles and duties at home, school and in the wider community. A responsible person exhibits qualities such as accountability, hard work, resilience, diligence, self-drive, persistence, determination, excellence and doing their best always.

- **Respect**

Respect is having positive regard towards self, others and property without bias. This value is nurtured through humility, patience, acceptance, open mindedness, etiquette and delayed gratification.

- **Unity**

Unity is the ability to live together harmoniously regardless of social, cultural, racial, religious, economic and political differences. This value can be nurtured through cooperation, respect, equity, equality, non-discrimination, fairness, inclusion and responsibility.

- **Peace**

Peace is a state of tranquillity and harmony with oneself and among people. One can model peace by creating an atmosphere of love, respect, tolerance, justice and solidarity. Peace enhances virtues such as compassion, care, responsibility, love and empathy.

- **Patriotism**

Patriotism refers to loyalty, love and devotion to one's country or nation. Patriotism calls for readiness to defend one's country, obey its laws, respect fellow citizens and speak well of it.

- **Social Justice**

Social justice refers to fair treatment of each other and promotion of equity. Social justice promotes other virtues such as human dignity, equity, solidarity and elimination of inequalities.

- **Integrity**

Integrity refers to the ability of a person to demonstrate acceptable behaviour. A person of integrity exhibits commitment, courage, honesty and ethical conduct. Thus, integrity is wholeness of character, uprightness of one's actions, speech and their totality of life.

2.2.13 Link to other learning areas

Some of the competencies that are developed in one learning area can be reinforced through other learning areas for example when you teach the concept of the flag in environmental activities, it could be enhanced in the learning area of movement and creative activities where learners are expected to draw and color the national flag.

2.2.14 Community Service Learning

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning to learning from the community to enable learners reflect, experience and learn from the community. Community Service Learning will create opportunities for learners to apply the knowledge and skills acquired through the formal dimension in their community while at the same time learning from the community. This will develop in the learner not only employability skills but also promote personal growth by strong and productive relationships with the community. Learners will utilize the acquired knowledge, skills, values and attitudes to improve the welfare of the community.

2.2.15 Parental Empowerment and Engagement



Children start learning before they go to school. Parents, other family members and care-givers are a child's first and most important educator. They can be a positive influence and help child do well at school. Parents therefore require empowerment and opportunity to get involved throughout their children's schooling.

As soon as children enroll for formal learning, teachers have a responsibility to create awareness and provide an enabling environment for parents to engage in their child's learning. Involving parents can have very positive impact on education outcomes. The following are suggested ways teachers can employ to empower and engage parents.

Parents can be sensitized on:

- Parental roles and responsibilities with regard to education according to the constitution and other national and school policies.
- The need to ensure the child is given proper care and protection to experience normal patterns of growth and development.
- The importance of providing basic care, nutrition, clothing, shelter and access to good health.
- Importance of early identification of disability and prompt referral for early intervention to mitigate the disability in order to avoid further delay or distorted development.
- The need to have a safe and conducive environment to enable a child to be creative and innovative.
- Importance of creating a family culture where values taught in school are reinforced at home.
- The need to equip children with basic self-help skills e.g. toilet training, eating and table manners/etiquette and dressing up.
- The fact that children need to develop fine motor skills so they can do activities such as scribbling, painting, clothing and opening buttons.
- The importance of providing resources e.g. school uniform, toys and other items required by the teacher in various learning areas and subjects.
- The importance of carrying out roles and tasks assigned by the teacher for instance reinforcing a skill, value or provision of extra

information on an issue.

- Reading and narrating to children stories.
- Importance of seeking information from the school head and teachers about the formal, informal and the non-formal aspects of the child's potential at school.

Parents play a very important role in determining the success of a child's education.

Teachers in liaison with the head teacher should from time to time have forums to discuss strategies they can employ to empower and engage parents in their school activities.

2.2.16 Non-formal activity to support learning

Non-formal activities are structured learning activities that are geared towards development of affective and psychomotor dimensions of learning. Some of the non-formal activities may include: singing, dancing, reciting poems, club activities, games and debates.

2.2.17 Learning resources

Learning resources are any materials that help to facilitate the learning process. Such materials include charts, realia, models and the immediate environment. Learning resources prompts the learners' reasoning and facilitates the development of competences such as critical thinking and problem solving, creativity and imagination, collaboration, self-efficacy among others.

2.2.18 Assessment methods

It involves gathering data during the learning process, and provides feedback to both the learner and the teacher to help improve learning. For formative assessment the teacher may use the following modes of assessment:

Observation: Observational assessments enable measurement of learner's behaviour, skills, and abilities.



Questioning (verbal or Non-verbal): Questions captures the expectations of the learning outcomes in question form in order to determine the level of mastery.

Checklists: assist the teacher to determine areas of focus to enable the learner to develop relevant knowledge and skills

Rating Scales: Use of descriptive words, such as always, usually, sometimes and never

Project Method: a set of activities implemented within a set timeframe
Learners identify a need in their community where they can provide services based on what they have learned.

Journaling: the learner keeps a record of their personal feelings, thoughts and experiences daily.

Portfolio: a purposeful collection of work samples, self-assessments and goal statements that reflect a learner's progress.

2.2.19 Assessment rubrics

A rubric is a teacher generated tool that maps the specific learning outcomes which specify the performance, levels of success and mastery of the outcomes. Rubrics are meant to help the teacher in measuring the *product, process and progress* of learning. In addition, the rubric will involve the learner in creating and understanding the evaluation criteria which allows them to participate fully in the process needed to achieve the objective.

2.2.20 Interrelationship between the Various Components of Curriculum Designs

The components of the curriculum designed are interrelated as illustrated below.

National Goal of Education ↓	Foster nationalism, patriotism, and promote national unity ↓
Level Learning Outcome ↓	Communicate appropriately using verbal and or non-verbal models in varied contexts ↓
Learning Area ↓	Communication, Social and Pre-literacy skills ↓
General Learning Outcome ↓	use cues, signs and common signals in communication for effective social interaction. ↓
Strand ↓	Verbal and or Non Verbal skills for Expressive Communication ↓
Sub-strand ↓	Cues, Signals and Signs for communication. ↓
Specific Learning Outcome ↓	use appropriate cues, gestures, basic signs and signals in day to day communication ↓
Key inquiry question ↓	How can you tell your friend something without speaking? ↓
Learning experiences ↓	Learners could imitate gestures that facilitate communication ↓
Assessment	Use observation to assessment learner's ability to use cues, gestures, basic signs and signals in day to day communication



3.0 PROFESSIONAL DOCUMENTS

3.1 Individualized Educational Plan

An Individualized Educational plan (IEP) describes what the teacher and other professionals will do to meet the special needs of the learner. An IEP focuses on individual learners needs and allows each learner to acquire knowledge and skills at his/her own pace

Note: An IEP is a mandatory document in the education of learners with special needs.

3.1.1 Components of an IEP:

- The learner's present level of performance.**

The current level of performance of the learner is assessed to identify skills in which the learner has strengths and those that he/she has challenges. This can be done through observation, tests and interviews. For learning purposes, assessment should take place before instructions. Assessment results may then be used in deciding what to teach and how to teach it.

- Long term and short term outcomes**

After collecting information on the learner's strengths and weaknesses, a statement describing what is expected in each area of special learning needs is made. This statement is referred to as a long term outcome. This is the overall aim of the IEP. Long term outcomes give direction for an IEP. It states what is expected to be achieved within a specified period of time, for example one month. The long term outcome is then broken into short term outcomes. These are competencies that should be mastered to achieve the long term outcomes

- Initiation and termination dates**

The implementation of the IEP should be commenced after assessment has been done to determine the present level of performance. The duration of implementation will depend on the

achievement of the stated outcomes. Reviews should be carried out regularly during the term and at the end of the term.

- **Assessment procedure and criteria**

This step describes how progress will be measured and specifies how well the learner is expected to perform. Evaluation criteria must define the standards that are to be used to measure progress or success. It is necessary to evaluate progress after a specific content has been covered.

- **Related specialized services**

The IEP must be clear in listing related specialized services required by the learner. The services identified may be addressed by the relevant service providers. This should be specified as to who, when and where these may be provided.

These services may include physiotherapy, occupational therapy, speech and language therapy, guidance and counseling among others.

3.2.1 Progress records

After evaluation, the learner's progress record should be kept as shown in the table below:

Communication, Social and Pre-Literacy skills

Date	Skill area assessed	Result	Remarks	Recommendations
25 th march 2019	Using cues and signals in communication	Communicates using a few gestures	The learner has mastered how to use some gestures in communication	But needs more practice in identifying and using cues.



3.3 Lesson Plan

Lesson plans are developed from the IEP. They describe the actual teaching and learning experiences that the teacher will facilitate during the lesson. It provides clear instructions on how the class will be organized, the resources that will be used, and the activities that will take place within the time allocated. It also shows how values, PCIs and competencies shall be mainstreamed in the lesson. Lesson plans are usually propositions made by the teacher on how the lesson shall run, however, the way in which the lesson may run could change spontaneously during the lesson. Lesson plans should be developed by the teacher who will facilitate the lesson as he or she understands her learners better, the resources available to them and the context in which the learning shall take place. A sample lesson plan for a competency based curriculum is provided in the appendix of this book.

After facilitating a lesson, the teacher should indicate what was covered in the lesson and how well the learners achieved the learning outcomes envisaged. This document is called the record of work book. The record of work book is important as it indicates what the learners have achieved within a given time. It also enables the school management to track what is happening in the classes in their schools. In case the teacher is absent or leaves the school, the record of work book enables the replacing teacher to pick up from where they left and effectively continue implementing the curriculum.

Record of work books should be signed by the teachers and also regularly signed by the school management.

In order to track learner's performance, the teacher should also have an assessment record **book**. The book will track the achievement of learning outcomes and competencies acquired by the learners. It will guide the teacher on which learner needs special attention to acquire the skills and competencies stated in the curriculum designs.

The information will also be used when reporting learner's progress to their parents. A sample of an assessment report is also provided in the appendix of this book.

4.0 LEARNING APPROACHES FOR SPECIFIC STRANDS

4.1 Strand: Communication Readiness

Introduction

Communication readiness refers to the learner's preparedness to assimilate skills in communication. Learners at this level need prerequisite skills that facilitate their preparedness to start learning functional verbal and or non-verbal communication skills respective to their diverse abilities.

4.1.1 Sub-Strand: Settling down and body positioning for communication.

Introduction

A learner at the Foundation level may have difficulties in settling down into their seat. They may have difficulties in identifying their seat or locating it. As such they need to be taught skills that will help them settle down and position themselves in readiness to learn.

Specific Learning Outcomes

By the end of the Sub-strand the learner should be able to:

- a) acquire a range of orientation skills using verbal and or non-verbal cues to locate sitting position;
- b) locate sitting position in readiness to settle down;
- c) position self appropriately on seat in readiness for communication;
- d) appreciate the importance of settling down for effective communication.

Key Inquiry Question

The learner could be asked the following questions to elicit responses related to settling down and body positioning.

1. Where is your seat?
2. Where do you sit?



Suggested Learning Experiences

For the learner to acquire orientation skills, he or she could be:

- assisted to identify their seating position by use of specific identification features or objects of reference.
- guided to identify their seat through nonverbal cues or gesturing and or verbal prompts
- held by hand or prompted to move to their sitting position.
 - assistive devices should be used to aid the movement of learners with motor difficulties while singing games aide the prompts.
 - pictures, photos, names and special objects could be used to help the learner easily locate their seat in readiness to settle down.
 - the learner could be assisted to adapt good sitting posture and listen to social stories that enable them appreciate the importance of settling down for an activity.

Core Competences to be developed

The learner will develop **self-efficacy** through the ability to locate own seat and adapt possible appropriate sitting posture.

The learner will develop **communication and collaboration** as he/she settles down during communication.

Link to Pertinent and Contemporary Issues

- The learner will develop **self-awareness** as they identify their photos, names or special identity objects mounted on their seats.
- **Environmental awareness** is developed as learners identify their seats and other features in the classroom.
- **Diversity** will be enhanced as the learner recognize and appreciate the presence of others in the classroom.

Link to Values

The learner will develop **responsibility** as they take care of their seats and respect other learners' space.

Link to other learning areas

This sub strand links to orientation and mobility, Sensory motor and Creative Activities.

Suggested Resources

- Photos, name tags or objects of reference can be mounted on the seats to help the learners identify their seats.
- Human body models could also be used to demonstrate appropriate sitting posture.
- Recorded music could be used to engage learners in singing songs related to settling down and positioning.

Suggested Modes of Assessment

The teacher could ask simple questions and give clear instructions through most effective communication modes. He/she should develop a checklist of all the skill areas that the learner is expected to master indicating the levels of mastery. Through observation checklists the teacher is able to keep records of the learner's achievements.

Suggested Non-Formal Activity to Support Learning

The learner could be encouraged to settle and position self appropriately in readiness for activities during out of class sessions.

Assessment Rubric

The learner should be assessed using the following criteria.

Exceeding expectations	Meeting expectations	Approaching expectations	Below Expectations
Learner is able to: <ul style="list-style-type: none">• settle down independently;• position self in seat with appropriate posture;• pay attention in readiness to learn.	Learner is able to: <ul style="list-style-type: none">• settle down independently;• position self in seat with appropriate posture.	Learner is able to: <ul style="list-style-type: none">• settle down;• position self in seat in appropriate posture with assistance/prompts.	Learner has significant difficulties settling down and positioning self appropriately even with assistance.



4.1.2 Sub-strand: Eye contact

Introduction

Learners at this level often have difficulties in establishing or maintaining eye contact during communication. They need to be provided with experiences that help them to acquire this important communication behaviour for effective social interaction.

Specific Learning Outcomes

By the end of the Sub-strand, the learner should be able to:

- a) acquire a range of eye contact expressions to communicate;
- b) respond appropriately to eye contact expressions for effective communication;
- c) sustain eye contact for efficient communication.

Key Inquiry Questions

The learner could be asked the following question to elicit responses that will require eye contact:

1. What can you see on my face?
2. What can you see on his/her face?

Suggested Learning Experiences

For the learner to acquire, respond to and sustain appropriate eye contact and expressions they could be:

- shown various expressions through a variety of media such as pictures and videos;
- assisted to make eye contact through physical or verbal prompts;
- guided to use eye contact expressions to communicate by demonstration, imitation, or modeling;
- guided to use and maintain eye contact expressions to communicate in pairs and groups;
- assisted to incorporate gestures along with eye contact to communicate through prompts and demonstration.

Core competences to be developed:

- The learner will develop **Communication and collaboration** through ability to maintain eye contact during communication.

- **Self-efficacy** will be developed as learner gains ability to direct gaze at other person in communication.

Link to Pertinent and Contemporary Issues

- **Education for sustainable development** will be enhanced as the learner develops **digital literacy** through interaction with visual digital media.

Link to values

- **Respect, love and appreciation** will be achieved as learner communicates while maintaining appropriate eye contact.

Link to other subjects

This sub strand links to:

- **Sensory Motor activities** since eye contact has to do with the sense of sight.
- **Creative Activities** through activities that involve eye movement.

Suggested Resources

- Pictures and realia can be used to direct learner's gaze on specific features.
- Visual digital media can be used to stimulate and sustain eye contact

Suggested Modes of assessment

The teacher should ask simple questions and give clear instructions with prompts to elicit responses requiring eye contact through most effective communication modes. He/she should develop a checklist of all the skill areas that the learner is expected to master indicating the levels of mastery. Through observation checklists the teacher is able to keep records of the learner's achievements.



Suggested Non-Formal Activity to support learning

Learners could be supported in maintaining eye contact during conversations during free time at school and at home.

Parents/caregivers and significant others could be encouraged to give the support

Assessment Rubric

The learner should be assessed using the following criteria

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner is able to:</p> <ul style="list-style-type: none">• establish and sustain/maintain eye contact in and outside the classroom;• use a variety of eye contact expressions to communicate;• prompt others to maintain eye contact during communication.	<p>Learner is able to:</p> <ul style="list-style-type: none">• establish and sustain/maintain eye contact in the classroom• use a variety of eye contact expressions to communicate	<p>Learner is able to:</p> <ul style="list-style-type: none">• establish and sustain/maintain eye contact in the classroom• use eye contact expressions to communicate with prompts.	<p>Learner has difficulties establishing and sustaining/maintaining eye contact even with prompts/assistance.</p>

4.1.3 Sub-strand: Attention

Introduction

A common characteristic of learners at this level is the manifestation of attention deficits. It is therefore, necessary to provide them with training experiences that enhance attention for communication readiness.

Specific Learning Outcomes

By the end of the sub-strand the learner should be able to:

- a) attend to a verbal and or non-verbal task for a specific period of time to demonstrate communication readiness;

- b) respond to instructions/questions through verbal and or non-verbal communication channels to indicate attention.
- c) appreciate following instructions in performing specific activities thus demonstrating attention.

Key Inquiry Question

The learner could be asked the following questions to elicit responses that involve attending to tasks.

- 1. What am I doing?
- 2. What do you like doing?

Suggested Learning Experiences

For the learner to acquire attention and respond to instructions through verbal and non-verbal communication, they could be guided to:

- listen to verbal expressions and respond/repeat to enhance attention;
- observe and respond to gestures, cues and signals for a given period to demonstrate communication readiness;
- follow instructions given in performing specific activities to indicate attention;
- answer questions from simple stories/events experienced using their most effective communication channels.

Core-Competence to be developed

The learner will develop **communication and collaboration** through ability to respond to instructions and questions

Link to Pertinent and Contemporary Issues

- **Life Skills** will be enhanced as the learner develops **effective communication** by paying attention to others.

Link to Values

- **Responsibility** will be achieved as learners practice taking instructions.



Links to other learning areas

This sub strand links to:

- Activities of Daily Living Skills and Religious Education as attention is an essential skill for engaging in activities of daily living;
- Sensory Motor and Creative Activities as the processing of sensory stimuli involves attending to the stimuli;
- Orientation and Mobility skills as attention is required for efficacy in movement;
- Pre-Number activities as mastery in the activities require attention.

Suggested Modes of Assessment

The teacher should ask simple questions and give clear instructions with prompts to elicit responses requiring attention. He/she should develop a checklist for all the skill areas that the learner is expected to master indicating the levels of mastery. Through observation and checklists the teacher is able to keep records of the learner's achievements.

Suggested Resources:

- An assortment of realia could be used in activities that enhance attention such as listening to sounds in the immediate environment.
- ICT devices could be used in activities such as listening to music or playing computer games.
- Pictures could be used in activities such as describing details.
- Objects of reference can be used to stimulate and guide attention for learners

Suggested Non-Formal Activity to support learning

The learner could be learners to perform activities that enhance attention while out of class and at home. Parents/caregivers and significant siblings encouraged to support

Assessment Rubric

The learner should be assessed using the following criteria

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner is able to:</p> <ul style="list-style-type: none"> • establish and attend to verbal task; • sustain/maintain attention; • concentrate on various verbal and non-verbal tasks. 	<p>Learner is able to:</p> <ul style="list-style-type: none"> • establish and attend to verbal task; • sustain/maintain attention with prompts and cues. 	<p>Learner is able to:</p> <ul style="list-style-type: none"> • establish and attend to verbal task; • sustain/maintain attention even with prompts and cues. 	<p>Learner has significant difficulties:</p> <ul style="list-style-type: none"> • establishing and attend to verbal task; • sustain/maintain attention even with prompts and cues.

4.1.4 Sub-strand: Oral motor stimulation activities

Introduction:

The learner at this level may have difficulties in movement of their oral mechanism and thus problems in speech articulation. They require a variety of activities that stimulate this mechanism.

Specific Learning Outcomes

By the end of the sub-strand the learner should be able to:

- a) recognize speech organs (tongue, lips, teeth, jaw, nose, chin, mouth, neck) that are essential for communication;
- b) carry out oral motor stimulation activities for communication readiness;
- c) demonstrate appreciation of oral motor activities for effective speech production.

Key inquiry Question

The learner could be asked the following question to elicit responses about activities involving oral motor stimulation:

1. Which part of the body do you use to eat?
2. How do you put out a candle?



Suggested Learning Experiences

- For the learners to recognize speech organs that are essential for communication they could be guided to:
 - observe their own speech organs using mirrors;
 - observe speech organs of others in pairs;
 - observe pictures and videos showing speech organs.
- For the learners to perform oral motor stimulation activities they could:
 - imitate the teacher perform blowing, sucking, chewing and making tongue movements;
 - engage in performing the activities in pairs and in groups.

Core competences to be developed:

- **Communication and collaboration** will be developed as the learner engages in oral motor stimulation activities in pairs and in groups.
- **Self-efficacy** will be achieved as learner gains ability for using the oral mechanism.

Link to Pertinent and contemporary Issues

- **Citizenship** will be nurtured in the learner through **social cohesion** enhanced by engaging in activities in pairs and as a group.

Link to values

The learner will acquire self-confidence as they participate in oral stimulation activities in pairs and in groups.

Link to other Learning Areas

This sub-strand links to all learning areas as it addresses prerequisite skills for speech development

Suggested Resources

- Mirrors can be used by the learners to observe themselves perform various oral motor activities;
- Realia such as balloons, candles, straws, blowing lids, sugarcane

- and carrots can be used for performance of oral motor stimulation activities;
- Videos and pictures can be used for the learner to observe performance of oral motor stimulation activities.

Suggested Modes of Assessment

The teacher could ask simple questions and give clear instructions with prompts to elicit responses in performing oral motor stimulation activities. A checklist of all the skill areas that the learner is expected to master should be developed indicating the levels of mastery. Through observation checklists, the teacher is able to keep records of the learner's achievements.

Suggested Non- Formal Activities to Support Learning

The learner could be provided with opportunities to practice oral stimulation activities during play.

Assessment Rubric

The learner could be assessed using the following criteria:



Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner is able to:</p> <ul style="list-style-type: none"> • Perform the oral motor stimulation activities such as chewing, sucking and blowing; • Imitate tongue movement independently; • In addition, they exhibit creativity in performing more complex oral motor activities such as whistling, gargling, rolling the tongues 	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Perform oral motor stimulation activities such as chewing, sucking and blowing; • Imitate tongue movement independently. 	<p>Learner is able to perform oral motor stimulation activities such as chewing, sucking, blowing and imitating tongue movement with guidance and prompting.</p>	<p>Learner has significant difficulties in performing oral motor stimulation activities such as chewing, sucking, blowing, and imitating tongue movement even with assistance.</p>

4.2 Strand: Recognizing Multi-Sensory Stimuli within the Environment Introduction

Multi-Sensory stimuli refer to information that the learner receives through the various senses. The effectiveness in this recognition and appropriate responses to this information is essential for learners' ability in communication using the most preferable channel.

4.2.1 Sub-Strand: Sensory Discrimination Introduction

Sensory discrimination is an integral component of the learner's ability to communicate using the most effective mode of

communication. Difficulties in this component are a common feature in learners at this level. It is therefore important to provide them with skills that enhance their capacity in sensory discrimination.

Specific Learning Outcomes

By the end of the Sub-strand, the learner should be able to:

- a) respond to different sounds within the immediate environment for auditory discrimination;
- b) respond to different tactile stimuli for tactile discrimination;
- c) identify different colours, shapes and objects for visual discrimination;
- d) differentiate varied smells for olfactory discrimination;
- e) distinguish various tastes for gustatory differentiation;
- f) appreciate different sensory stimuli in the immediate environment and observe safety.

Key Inquiry Questions

The learner could be asked the following questions to elicit responses related recognition and discrimination of sensory stimuli:

1. What can you see?
2. Which items look the same or different?
3. Which sounds can you hear?
4. Which tastes do you like?
5. What is the difference between sand and paper?

Suggested Learning Experiences

For the learners to recognize multi-sensory stimuli within the environment, they could be guided to:

- listen to varied environmental sounds within the classroom. Digital devices can be used to produce sounds;
- go out of classroom and manipulate objects of different textures and shapes. Songs and games can be used in the process of manipulation;
- observe pictures and objects of different colours, shapes and sizes in pairs or groups;
- go for a nature walk and smell various safe substances. The



- teacher should ensure that the substances are safe;
- taste different safe food items for gustatory discrimination.

Core Competences to be developed

- **Self-efficacy** will be developed through learners' ability to discriminate diverse sensory stimuli within their environment.
- **Communication and collaboration** will be developed as learners work in pairs and in groups.

Link to Pertinent and Contemporary Issues

- **Education for Sustainable Development (ESD)** will be enhanced as the learner develops **environmental awareness** to different stimuli.

Link to Values:

- **Responsibility** will be achieved as learners explore their environment to discriminate various stimuli and conserve the environment.

Link other Learning areas

This sub-strand links to Sensory-motor and Creative activities as it involves the use of the senses as well as learners' engagement in songs and games.

Suggested Non-Formal Activity to Support Learning:

The learner could be supported to distinguish various sensory stimuli at home and out of class. Parents/caregivers/siblings could support the learner at home.

Suggested Resources

- Musical instruments/objects can be used to make sounds.
- Perfumes/flowers/rotten eggs can be used to discriminate good and bad smell
- Fruits, pepper, honey and other safe substances can be used to taste sweet/sour/bitter/ bitter/hot.
- Rough and smooth objects can be used to differentiate texture

Suggested Modes of Assessment

The teacher should ask simple questions and give clear instructions through effective sensory channels. The teacher should develop a checklist for all the skill areas that the learner is expected to master indicating the levels of mastery. Through observation checklists, the teacher is able to keep records of the learner's achievements.

Assessment Rubric

The learner should be assessed against the following levels of achievement:

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner can discriminate between different sensory stimuli:</p> <ul style="list-style-type: none">• auditory• tactile• visual• olfactory• gustatory <p>and assist/prompt others.</p>	<p>The learner can discriminate between different sensory stimuli:</p> <ul style="list-style-type: none">• auditory• tactile• visual• olfactory• gustatory	<p>The learner can discriminate between different sensory stimuli:</p> <ul style="list-style-type: none">• auditory• tactile• visual• olfactory• gustatory	<p>The learner has difficulties discriminating between different sensory stimuli even with prompts/assistance</p>

4.2.2. Sub strand: Locating different places in the immediate environment

Introduction

Learners at this level may have significant difficulties in locating different places in their immediate environment. This is due to deficits in the use of sensory channels. They therefore require learning experiences that help them overcome these difficulties.



Specific Learning Outcomes

By the end of the Sub-strand, the learner should be able to:

- a) recognize different places in their immediate environment using different sensory channels for environmental awareness;
- b) locate different places by using different sensory channels for orientation;
- c) appreciate different location in the immediate environment for orientation and mobility.

Key Inquiry Question

The learner could be asked the following question that lead to naming of features found in the classroom and school compound.

- 1) How do you recognize various places in the school compound?

Suggested Learning Experiences

For the learners to recognize and locate different places in their immediate environment they could be guided to:

- name distinct features that identify their classroom;
- name distinct features that identify key areas in the school compound;
- visit key areas in the school environment;
- Identify landmarks and cues that lead to these key areas in pairs and in groups; using different channels respective to their abilities.

Core competences to be developed

- **Self-efficacy** will be developed through the ability to recognize features and locate different places thorough various sensory channels respective to their abilities.
- **Communication and collaboration** will be developed as the learner interacts in pairs or in groups.
- **Learning to learn** will be achieved as learners recognize places by associating them with various sensory stimuli.

Link to Pertinent and Contemporary Issues

- **Education for sustainable Development** will be enhanced as learners achieve **environmental awareness** by identifying different stimuli in their immediate environment.

Link to Values

- **Responsibility** will be developed as the learner recognizes and appreciates different places in their immediate environment.

Link to other Learning areas

This sub strand is linked to:

- Sensory-Motor and Creative Activities as it involves identifying and discriminating between sensory stimuli.
- Orientation and mobility as it involves the ability to locate places using the senses.

Suggested Resources

- Realia in the immediate environment could be used to assist in locating different places in the environment.
- Objects of reference could be used to assist in locating different places in the environment.
- Assistive devices such as wheel chairs, white canes, walkers could be used to facilitate mobility.
- Guides could be used to facilitate orientation and mobility.
- Land marks could be used to identify different locations.

Suggested Modes of Assessment

The teacher should ask simple questions and give clear instructions leading to locating different places in the environment through the most effective sensory channels. A checklist of all the skill areas that the learner is expected to master should be developed indicating the levels of mastery. Through observation checklists the teacher is able to keep records of the learner's achievements.



Suggested Non-Formal Activity to Support Learning

Learner could be encouraged to engage in play activities that involve locating others and places such as hide and seek.

Assessment Rubric

The learner should be assessed using the following criteria:

Exceeding expectations	Meeting expectations	Approaching expectations	Below Expectations
<p>Learner is able to :</p> <ul style="list-style-type: none">• Recognize different places in the environment using different sensory channels;• Locate different places independently and assist others.	<p>Learner is able to:</p> <ul style="list-style-type: none">• Recognize different places in the environment using different sensory channels;• Locate different places within the environment independently.	<p>Learner is able:</p> <ul style="list-style-type: none">• Recognize different places in the environment using different sensory channels with assistance.• Locate different places within the environment with assistance.	<p>Learner has significant difficulties recognizing and locating different places in the environment using different sensory channels even with assistance.</p>

4.2.3 Sub-strand: Identification of Significant Others

Introduction

Learners at this level often have difficulties identifying people including parents, guardians and others in the family. This has implication on their safety and livelihood. It is essential to provide them with experiences that enhance their ability to identify significant others within their environment.

Specific Learning Outcomes

By the end of the Sub-strand, the learner should be able to:

- a) use various sensory channels to identify significant others within the immediate environment for social interaction;
- b) relate with significant others for socialization.

Key Inquiry Question

1. Who is your friend?
2. Who is your teacher?
3. Who is your mother?

Suggested Learning Experiences

For the learners to identify significant others, they could be guided to:

- use names, signs, symbols and pictures or the tactile sense;
- identify photographs/objects of reference of significant others using various sensory channels;
- use shading, sorting and matching games to distinguish between different people;
- play drag and drop computer games for matching and sorting in identifying different images.

Core-Competence to be developed

- **Communication and collaboration** will be developed through ability to participate in sorting, matching, singing and playing computer games in pairs or groups.



Link to Pertinent Contemporary Issues

- **Education for Sustainable Development (ESD)** will be enhanced as the learner develops a sense of safety and security by identifying different people in the environment.

Link to Values

- **Responsibility and teamwork** will be achieved as learners interact with computer games.

Links to other learning areas

This sub-strand links to:

- Sensory-motor and creative activities as the learner shade pictures of significant others
- Activities of Daily Living skills and Religious Education as learners interact with care givers in Daily activities.

Suggested Modes of Assessment

The teacher should ask simple questions and give clear instructions to identify significant others. He/she should develop a checklist for all the skill areas that the learner is expected to master indicating the levels of mastery. Through observation checklists, the teacher is able to keep records of the learner's achievements.

Suggested Non-Formal Activity to Support Learning

Learners could play activities and sing songs that involve naming significant others.

Suggested Resources

Pictures, Realia and Picture cut outs can be used to identify significant others.

Computers can be used to play drag and drop games.

Assessment Rubric

The learner should be assessed using the following criteria

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>The learner is able to identify:</p> <ul style="list-style-type: none"> • parents and siblings; • teachers and workers in the school; • other relatives and assist others in doing the same. 	<p>The learner is able to identify:</p> <ul style="list-style-type: none"> • parents and siblings; • teachers and workers in the school. 	<p>The learner is able to identify:</p> <ul style="list-style-type: none"> • parents and siblings; • teachers and workers in school with prompts and cues. 	<p>The learner has difficulties in identifying parents, siblings, teachers and workers in the school even with prompts and cues.</p>

4.3 Strand: Verbal and or Nonverbal expressive communication

4.3.1 Sub-strand Identification of Self and others

Introduction

Learners at this level may have difficulties in consciousness about their identity and gender characteristics which is important for their safety and security. They need experiences that enhance this consciousness as well as identify others in their environment in respect of gender.

Specific Learning Outcomes

By the end of the Sub-Strand the learner should be able to:

- a) respond to own name for self-identity;
- b) recognise their identity tags and or signs for effective communication;
- c) identify own gender for self-awareness;



- d) identify classmates by name and gender for social interaction;
- e) appreciate naming self and others for communication.

Key Inquiry Questions

The learner could be asked the following questions to elicit responses about names and gender.

- 1. What is your name?
- 2. What is your friend's name?
- 3. What is your teacher's name?

Suggested Learning Experiences:

- For the learner to respond to own name for self-identity they could be guided to pronounce their names or recognize their identity tags and or signs.
- Learner could be guided to identify own gender by dress and body features for self-awareness and identify classmates by name and gender for social interaction.
- Learner could be guided to participate in singing games related to names and gender.

Core competences to be developed

- **Communication and collaboration skills** will be developed as learner gains the ability to name and identify others.
- **Self-efficacy** will be developed as learner identifies own name and gains awareness of their gender.

Link to pertinent and Contemporary Issues

- **Life skills** will be enhanced as the learner acquires self-awareness by identifying own name and gender.

Link to Values

The learner will develop **interpersonal skills** through ability to identify self and others as well as gender.

Links to other learning areas

This sub strand is linked to:

- Activities of daily Living as they identify their clothing in respect of gender.
- Language activities through singing songs related to names and gender.

Suggested Modes of Assessment

The teacher should ask simple questions and give clear instructions leading to identifying self and others as well as their gender using most effective sensory channels. A checklist for all the skill areas that the learner is expected to master should be developed indicating the levels of mastery. Through observation checklists the teacher is able to keep records of the learner's achievements.

Suggested Non-Formal Activity to Support Learning

The learner could be engaged in activities involving naming self and others as well as gender during play.

Suggested Resources

- Photographs may be used to support identification of self and others as well as their gender.
- Identity tags may be used for learners with deafblindness.

Assessment Rubric

The leaner should be assessed using the following criteria:

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner is able to identify:</p> <ul style="list-style-type: none"> • self and own gender; • Classmates and their gender; • other peers outside the class by name and gender. 	<p>Learner is able to identify:</p> <ul style="list-style-type: none"> • self and own gender; • Classmates and their gender. 	<p>Learner is able to identify:</p> <ul style="list-style-type: none"> • self and own gender; • classmates their gender with assistance. 	<p>Learner has difficulties identifying self and gender even with assistance.</p>



4.3.2 Sub-strand: Naming items within the immediate environment

Introduction

The ability to name items in the immediate environment is essential for the learners at this level as it enhances their verbal and or non-verbal expressive communication.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) recognize objects in the immediate environment using verbal and or non-verbal modes of expression;
- b) identify objects in the classroom by their names, shapes and colours through verbal and or non-verbal modes of expression;
- c) appreciate singing games to name items in the immediate environment.

Key Inquiry Question(s)

1. Which objects are in the classroom?
2. Can you name/point out objects in the classroom?

Suggested Learning Experiences

To recognize and identify objects in the immediate environment the learners could:

- manipulate and feel objects in the classroom;
- be guided to point or gesture to different objects in the class;
- match and sort out different objects in class and immediate environment;
- name objects in the classroom using different communication channels;
- engage in singing games involving naming items in the immediate environment.

Core-Competences to be developed

- **Communication and collaboration** will be developed through ability to identify objects by singing games.
- **Self-efficacy** is achieved as the learner is able identify objects in the immediate environment

Link to Pertinent and Contemporary Issues

- **Education for Sustainable Development (ESD)** will be enhanced as the learner acquires ability to identify and name items in the environment.

Link to Values

- **Responsibility** will be achieved as learner takes care of objects in the classroom.

Links to other learning areas

This sub strand links to Activities of Daily Living and Religious Education as learners interact with personal items.

Suggested Modes of Assessment

The teacher should ask simple questions and give clear instructions to identify items within the immediate environment. He/she should develop a checklist for all the skill areas that the learner is expected to master indicating the levels of mastery. Through observation checklists the teacher is able to keep records of the learner's achievements.

Suggested Non-Formal Activity to Support Learning

Caregivers could support learners to identify objects in their immediate environment.

Suggested Resources

Objects of reference and realia can be used to recognize/identify items in their immediate environment.



Assessment Rubric

The learner could be assessed using the following criteria.

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to identify: <ul style="list-style-type: none">• objects in the classroom by their names and texture;• objects outside the classroom by their names and texture;• shape and colour through verbal and or non-verbal modes.	Learner is able to identify: <ul style="list-style-type: none">• objects in the classroom by their names and texture;• objects outside the classroom by their names and texture through verbal and or non-verbal modes.	Learner is able to identify: <ul style="list-style-type: none">• objects in classroom by their names and texture;• objects outside the classroom by their names and texture through verbal and or non-verbal modes with prompts and cues.	Learner has difficulties identifying objects in and outside the classroom by their names and texture through verbal and or non-verbal modes even with prompts and cues.

4.3.3 Strand: Story telling

Introduction

Story telling provides effective practice in verbal and non-verbal expressive communication. In addition, stories carry vital teachings to the learner as well as build communication and collaboration skills.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) tell stories using verbal and or nonverbal communication skills for enjoyment;
- b) appreciate stories from others for socialisation;
- c) use teachings from the story to acquire moral values.

Key inquiry Question

The learner could be asked the following question to elicit responses where they tell events they went through in sequence before coming to school.

1. What did you do before coming to school?

Suggested Learning Experiences

Learners could be guided to:

- narrate stories by presenting them with simple visual/tactile pictorial event sequences.
- repeat the stories without following the Visual/tactile pictures.
- tell own simple stories using verbal or nonverbal modes of communication.
- name characters in the stories and identify them for good or bad behavior.
- tell what good behavior they can copy or bad behavior they should avoid from the characters.



Core-Competence to be developed

- **Communication and collaboration** will be developed as the learner tells stories in class, in groups or in pairs.

Link to Pertinent and Contemporary Issues

Life skills will be achieved as learners recount a factual story

Link to Values

Moral Education will be developed as the learner identifies and emulates good behaviour of characters in the stories

Links to other learning areas

This sub-strand is linked to:

- Religious Activities as they relate stories to behaviours.
- Language activities as they develop new vocabulary from the stories.
- Environmental Studies as they tell stories related to immediate environment.

Suggested Non-Formal Activity to Support Learning:

Learners could be accorded opportunities to listen to stories at home as well as tell their own stories.

Suggested Resources

- Tactile/ visual pictorial stories could be used as reference to telling stories using verbal or non-verbal modes for expressive communication
- Videos could be used to facilitate narration of stories.

Assessment Rubric

The learner should be assessed following using the following criteria

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner is able to:</p> <ul style="list-style-type: none">follow picture stories;• tell stories using verbal and or non-verbal communication modes;• identify characters in stories with their behaviours• tell good morals from stories;• tell different stories that teach different morals.	<p>Learner is able to:</p> <ul style="list-style-type: none">• follow picture stories;• tell stories using verbal and or non-verbal communication modes;• identify characters in the stories with their behaviours;• tell good morals from stories.	<p>Learner is able to</p> <ul style="list-style-type: none">• follow picture stories;• tell stories using verbal and or non-verbal communication modes;• identify characters in stories with their behaviours.	<p>Learner has significant difficulties in following picture stories and telling stories even with assistance</p>

4.3.4 Sub-strand: Reciting poems

Introduction

Reciting of poems helps the learner to practice articulation of words and hence verbal expressive communication. Signing of poems provides practice in nonverbal expressive communication skills.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) say/sign familiar words in a poem;
- b) recite or sign simple poems for self-expression;
- c) enjoy reciting and or signing poems.



Key Inquiry Questions

1. Which song do you like?
2. Can you sing the song?

Suggested Learning Experiences

For the learner to say/sign, recite and enjoy songs and poems they could:

- Observe and say what they see in a picture related to a poem.
- Feel and name objects related to a poem.
- Repeat words and signs after the teacher.
- Repeat as teacher recites or pantomimes the poems.
- Practice reciting or pantomiming simple poems.

Core-Competence to be developed

The learner will develop **communication and collaboration** through ability to listen and recite simple poems.

Link to Pertinent Contemporary Issues

- **Education for Sustainable Development (ESD):** Life skills will be enhanced as learners express themselves through poems.

Link to Values

- **Morals and responsibility** will be achieved as learners recite/sign poems.

Links to other Learning areas

- Activities of Daily Living as they recite poems.
- Language activities as the learners recite or sign poems
- Environmental activities as learners recite poems related to the environment

Suggested Modes of Assessment

The teacher should ask simple questions and give clear instructions to recite /sign simple poems. The teacher should develop a checklist for all the skill areas that the learner is expected to master indicating the levels

of mastery. Through observation checklists the teacher is able to keep records of the learner's achievements.

Suggested Non-Formal Activity to Support Learning

Learners to recite/ sign poems during their free time.

Suggested Resources

- Pictures and videos can be used to recite/sign simple poems.
- Objects of reference can be used to enhance and recite simple poems.

Assessment Rubric

The learner could be assessed using the following criteria:

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to: <ul style="list-style-type: none">• recite a poem appropriately;• recite a variety of poems independently.	Learner is able to recite a poem independently	Learner is able to recite a poem with prompts and cues	Learner has difficulty to recite a poem even with prompts and cues

4.3.5 Sub Strand: Songs

Introduction

Singing provides good practice in word articulation and enhances vocabulary thus building on verbal expressive communication.

Signing out songs helps build the learners' signing agility and vocabulary hence builds on nonverbal expressive ability.

Specific Learning Outcomes

By the end of the sub- strand, the learner should be able to:

- a) say and or sign words in different songs in readiness to sing and or pantomime;
- b) sing a variety of songs including the National Anthem using verbal and or non-verbal channels to enhance oral communication;
- c) enjoy singing songs for self-fulfilment.



Key Inquiry Question(s)

The learner could be asked the following question to elicit responses about songs

1. Which song do you like to sing?

Suggested Learning Experiences

Learners could be guided to:

- say/sign words of a song by repeating after the teacher in whole class, group, in pairs and individually;
- repeat lines of a song verbally or in pantomime after the teacher as whole class, group, in pairs and individually;
- sing and or pantomime whole song using verbal and or non-verbal communication modes;
- sing/sign /pantomime the first verse of the National Anthem in whole class, group, pairs and individually.

Core-Competences to be developed

- The learner will develop **Communication and collaboration** skills through singing in pairs, groups and in whole class.
- **Self-efficacy** will be developed as learner gains skills in singing and or pantomiming.

Link to Pertinent and Contemporary Issues

The learner will develop positive attitude for **citizenship** as they acquire appreciation and **respect** for the National Anthem.

Link to values

- **Patriotism** will be enhanced as the learner gains commitment to **love** for the country through the words of the national Anthem.
- Learner will gain positive attitude towards the country as well acquire a sense of **responsibility** in Nationhood through singing/pantomiming the National Anthem.

Link to other learning areas

This sub strand is linked to all learning areas as it may be used to facilitate retention of any learnt skills, knowledge or attitudes.

Suggested Modes of Assessment

The teacher should ask simple questions and allow adequate rehearsal of singing/ pantomiming to enable the learner demonstrate optimal performance in singing /pantomiming. A checklist for all the skill areas that the learner is expected to master should be developed indicating the levels of mastery. Through observation checklists, the teacher is able to keep records of the learner's achievements

Suggested Non-Formal Activity to Support Learning

The learner could be provided with opportunity to sing during their leisure time for enjoyment.

Suggested Resources

- Audio visual materials such as videos of songs could be used to motivate the learner in singing through modelling.
- Pictures could be used to aid conceptualization during topical singing such as of the National Anthem and relevant musical instruments such as drums, jingles and shakers as accompaniments to the songs.

Assessment Rubric

The learner could be assessed using the following criteria



Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner is able to:</p> <ul style="list-style-type: none"> • say and or sign words in different songs in readiness to sing; • Sing/ pantomime a variety of songs • Sing/pantomime the first verse of the National Anthem using verbal and or non-verbal channels; • enjoy singing indifferent contexts. 	<p>Learner is able to:</p> <ul style="list-style-type: none"> • say and or sign words in different songs in readiness to sing; • Sing/ pantomime a variety of songs • Sing/pantomime the first verse of the National Anthem using verbal and or non-verbal channels 	<p>Learner is able to:</p> <ul style="list-style-type: none"> • say and or sign words in different songs in readiness to sing. • Sing/ pantomime a variety of songs; • Sing/pantomime the first verse of the National Anthem using verbal and or non-verbal channels with prompts and assistance. 	<p>Learner has difficulties saying and or signing words or singing even with prompts.</p>

4.3.6 Sub-Strand: Cues, Signals and Signs for communication

Introduction

Cues, signals and signs form a component of communication skills that may be used to express needs or feelings. They help to augment verbal expressive communication for the learner with speech. They are an integral component of skills for use in nonverbal expressive communication for the learners with severe speech difficulties.

Specific Learning Outcomes

By the end of the sub strand, the learner should be able to:

- a) acquire a variety of cues, gestures and basic signals for communication;
- b) use appropriate cues, gestures, basic signs and signals in day to day communication;
- c) appreciate use of gestures, signs and cues through role play.

Key Inquiry Questions

1. How do you ask for something without speaking?
2. How do you make requests without speaking?

Suggested Learning Experiences

For the learner to use gestures/cues or sign they could:

- use structure board and realia as cues to aid communication.
- imitate gestures that facilitate communication.
- practise using gestures, signs and cues through role play.

Core-Competence to be developed:

- The learner will develop **communication and collaboration** through ability to use cues, signals and signs to communicate.
- **Self-efficacy** is acquired as learner gains ability for expression through cues, signals and signs to communicate.

Link to Pertinent and Contemporary Issues

- **Education for Sustainable Development (ESD):** Life skills will be enhanced as learners acquire ability of non-verbal skills through social interaction and communication.

Link to Values

- **Responsibility and respect** will be achieved as learners use the nonverbal skills appropriately.

Link to other learning areas

This sub strand links to Orientation and Mobility as the learner follows cues, signs and signals for orientation.

Suggested Modes of Assessment

The teacher should ask simple questions and give clear instructions on using cues, signs and signals to communicate. He/she should develop a checklist for all the skill areas that the learner is expected to master indicating the levels of mastery. Through observation checklists the teacher is able to keep records of the learner's achievements.



Suggested Non-Formal Activity to Support Learning

Caregivers could support learners to use cues, gesture and signs in the school environment.

Suggested resources

- Videos could be used to show different cues, gestures and signs.
- Recorded music to guide dance showing different cues, gestures and signs.

Assessment Rubric

The leaner could be assessed using the following criteria

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to: <ul style="list-style-type: none">• make cues, gestures and signals;• communicate using cues, gestures and signals• assist others in using signs for communication .	Learner is able to: <ul style="list-style-type: none">• make cues, gestures and signals;• communicate using cues, gestures and signals.	Learner is able to: <ul style="list-style-type: none">• make cues, gestures and signals;• Communicate using cues, gestures and signals with prompts	Learner has difficulties making cues, gestures and signals even with prompts.

4.3.7 Sub strand: Physical directing and Gestures

Introduction

Physical Directing and Gestures may be used by the learner to augment other verbal and nonverbal communication techniques. For the learner with speech difficulties physical directing and gestures may be used to draw attention of the recipient as well as communicate a specific message.

Specific Learning outcomes

By the end of the sub strand, the learner should be able to:

- a) acquire physical directing and gesturing skills for expressive; communication
- b) use physical directing and gestures to show different objects and places within the immediate environment;
- c) use physical directing and gestures to respond to questions or instructions;
- d) observe care when using gestures and physical directing.

Key Inquiry Question(s)

The learner could be asked the following question to elicit gestures or physical directing.

1. Where is your seat/bag/book?

Suggested Learning Experiences

Learner could be guided to:

- use gestures and physical directing to respond to questions and or instructions with prompts and assistance.
Examples: Where is the cupboard/ your chair?
Show me the ball that you brought.
- use gestures and physical directing to express needs.
Example: I need some water.
- show different pictures, objects and places within the environment through physical directing and gestures.
- use gestures and physical directing for appropriate courteous behaviour to enhance safety.

Core-competences to be developed

- The learner will acquire **communication and collaboration** skills through ability to communicate through gestures and physical directing.
- **Self-efficacy** will be enhanced as learners gain skills to communicate through physical directing and gestures.



Link to Pertinent and Contemporary Issues

- **Education for sustainable Development** will be enhanced as learner acquires **safety and security skills** through enhanced communication ability by gestures and physical directing.

Link to values

- **Responsibility** to self and others will be developed as learners attain greater ability to express themselves and direct others using gestures and physical directing.
- **Respect may** be enhanced as learners use physical directing and gestures appropriately in acceptable behaviour.

Link to other learning areas

This sub strand links to all learning areas as gestures and physical directing facilitate expression.

Suggested Modes of Assessment

The teacher should ask simple questions and give clear instructions to elicit gesturing and physical directing responses. A checklist for all the skill areas that the learner is expected to master should be developed indicating the levels of mastery. Through observation checklists, the teacher is able to keep records of the learner's achievements.

Suggested Non-Formal Activity to Support Learning

The learner could be provided with opportunity to use gestures and physical directing to communicate needs at school during free time.

Suggested Resources

- Objects in class could be used to facilitate physical directing and gesturing through the process of identifying them.
- Pictures could be mounted at points in the class and used to facilitate physical directing and gesturing while identifying them or features in them
- Objects of reference could be used in physical directing to express their needs and feelings.

- Identifiers could be used for learners in activities involving gesturing and physical directing.
- Realia could be used in various activities involving physical directing and gesturing

Assessment Rubric

The learner should be assessed using the following criteria:

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner is able to:</p> <ul style="list-style-type: none"> communicate using gestures and physical directing; use physical directing and gestures to show places and objects within the immediate environment; respond to questions and instructions using gestures and physical directing; use gestures and physical directing while observing courtesy; assist others through communication in gestures and physical directing; express self by use of gestures and physical directing and further direct others to do the same. 	<p>Learner is able to:</p> <ul style="list-style-type: none"> Communicate using gestures and physical directing; use physical directing and gestures to show places and objects within the immediate environment; respond to questions and instructions using gestures and physical directing; use gestures and physical directing while observing courtesy. 	<p>The learner requires prompts and assistance to</p> <ul style="list-style-type: none"> communicate using gestures and physical directing; use physical directing and gestures to show places and objects within the immediate environment; respond to questions and instructions using gestures and physical directing; use gestures and physical directing while observing courtesy. 	<p>Learner has significant difficulties using gestures and physical directing for self-expression.</p>



4.4 Strand: Augmentative and Alternative (aided) Communication (AAC)

Introduction

Augmentative and alternative communication (AAC) is an umbrella term that encompasses the communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language. AAC is used by those with a wide range of speech and language impairments. AAC can be the learner's mode of communication or as an aid to other forms of communication.

4.4.1 Sub-strand: Core word boards

Introduction:

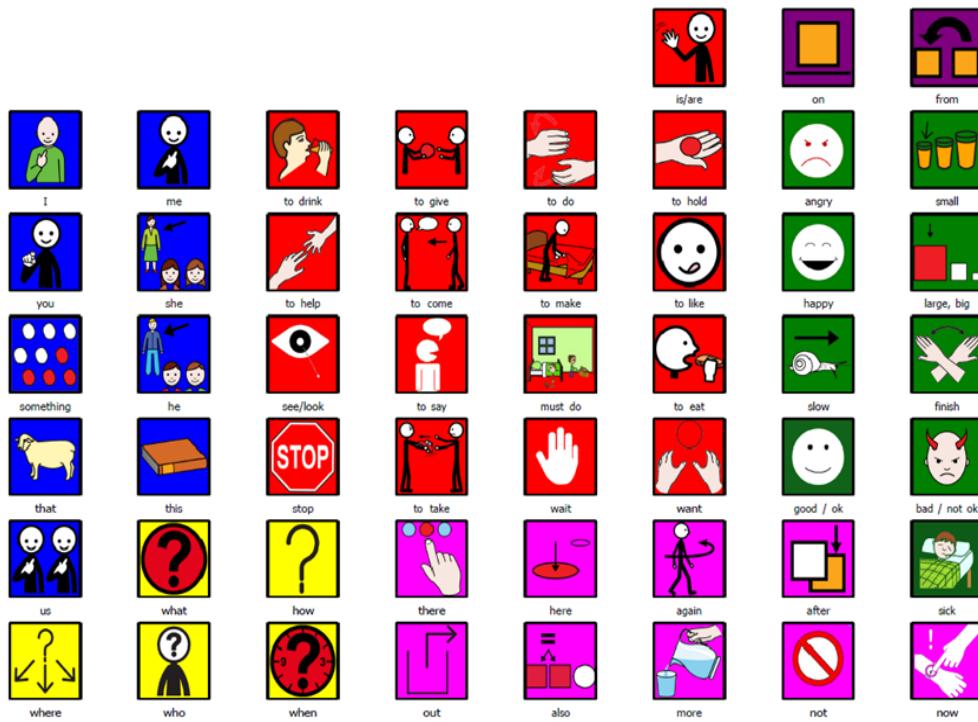
A core word board in AAC contains symbols for the 50 words that are most commonly used in communication. In teaching the learner to use the board, emphasis should be on identifying the symbols and not necessarily reading the words underneath them. The words only help to show what the symbol stands for.

- Every word class is here in different colours.
- Every word has its corresponding symbol.
- It has useful words for every situation.

Note: A core word board may be down loaded (free) at this link.

<https://GOO.GL/3ExT6E>

A core- word board.



Specific Learning Outcomes

By the end of the Sub strand the learner should be able to:

- recognize symbols and pictures that represent various core words in aided communication;
- use core word boards for communication;
- appreciate the use of core word boards in aided communication.

Key Inquiry Questions

- What can you see on the core word board?
- What can you feel on the core word board?

Suggested Learning Experiences

The learner could be guided to manipulate core word boards to:

- identify pictures/symbols on the AAC core word board.
- make sentences using the core-word board in tactile or visual form.



- use the core word board to express themselves.
- feel embossed or tactile pictures on a core- word board to express themselves.
- role play in pairs using core word boards.

Core-competences to be developed

- **Self-efficacy** will be developed through ability to use core word boards to express them-selves.
- The learners will develop **communication and collaboration** through ability to interact and use core word boards.

Link to Pertinent Contemporary Issues

- **Education for Sustainable Development (ESD): Life skills:** Self-assertiveness will be developed as learners use core word boards in communication
- **Link to Values:** Sharing and Responsibility will be achieved as learners practice using core word boards.

Link to other Learning areas

This sub strand links to all learning areas as the core word board may be used in communication during any Learning experience.

Suggested Modes of Assessment:

The teacher should ask simple questions and give clear instructions for manipulation and use of core word boards. The teacher should develop a checklist for all the skill areas that the learner is expected to master indicating the levels of mastery. Through observation checklists, the teacher is able to keep records of the learner's achievements.

Suggested Non-Formal Activity to Support Learning

Learners to perform activities using core word boards during their free time.

Suggested Resources

AAC core word boards will be used to enhance communication.

Assessment Rubric

The learner could be assessed following the following criteria:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to: <ul style="list-style-type: none">• identify AAC core word boards;• communicate using core word board;• use other aided communication boards appropriately.	Learner is able to: <ul style="list-style-type: none">• identify AAC core word boards;• communicate using core word board.	Learner is able to: <ul style="list-style-type: none">• identify AAC core word boards;• Communicate using core word board with prompts and cues.	Learner has difficulties in: <ul style="list-style-type: none">• identifying AAC core word boards;• Communicating using core word boards even with prompts and cues.

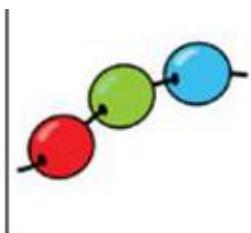
4.4.2 Sub strand: Theme Boards Introduction

Theme boards in AAC contain words used in situations with more specific activities or topics of conversation such the family, the hospital, the farm and jewelry. It can be used in combination with the core word board.

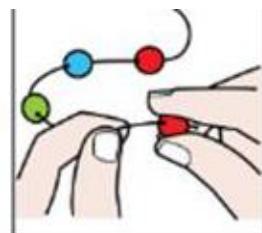




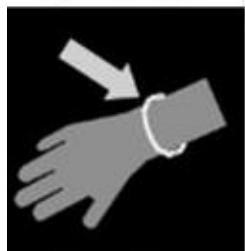
jewellery



pearls



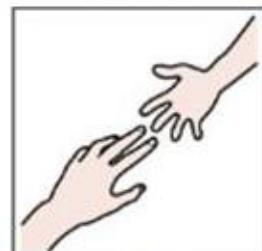
put on



bracelet



necklace



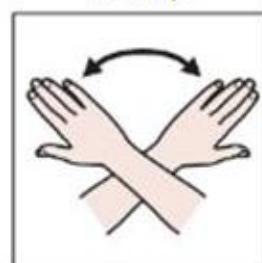
to help



wait



good / ok



finish

A Theme Board on Jewelry

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- recognize pictures and symbols representing themes in augmentative and alternative aided communication;
- use theme boards to make sentences for communication;
- appreciate the importance of theme boards in communication.

Key Inquiry Question

The learner could be asked the following question about the boards.

- What can you see/feel on the theme board?

Suggested Learning Experiences

For the learner to recognize pictures and symbols representing themes in augmentative and alternative aided communication.

They could be shown pictures that represent themes such as a farm, a hospital or a kitchen.

They could be guided to:

- identify pictures and symbols related to different themes;
- use theme boards to express needs or feelings;
- use the core word board along with theme boards to communicate;
- use the core word board and theme board in guided conversations in pairs.

Note: For learners with visual impairment the Core word board and theme boards should be embossed /tactile.

Tips for the teacher:

- Model
- You must take the initiative.
- Show the learner, what the symbols means.
- Use the boards when you communicate.
- Be investigative
- Be curious
- Practice
- Be patient! -it takes time

Core competences to be developed

- The learner will achieve **self-efficacy** as they gain ability in using theme boards along with core word boards for communication.
- They will develop **communication and collaboration** skills as they engage in conversation in pairs using the theme boards.

Link to Pertinent and Contemporary Issues

- **Life skills** will be enhanced as learner gains ability in self-assertiveness through using theme boards for communication.



Link to values

- The learner will develop attitude of **sharing** as they use theme boards in pairs.
- **Responsibility** may be enhanced as the learner cares for the boards.

Link to other learning areas

This sub strand can be linked to all learning areas for communication.

Suggested Modes of Assessment

The teacher should give clear guidance and instructions in the use of theme boards to elicit appropriate responses. A checklist for all the skill areas that the learner is expected to master should be developed indicating the levels of mastery. Through observation checklists the teacher is able to keep records of the learner's achievements.

Suggested Non-Formal Activity to Support Learning

The learners could be encouraged to use theme boards along with the core word board for communication during out of class activities.

Suggested Resources

- Core word boards along with theme boards for Augmentative and Alternative Communication.
- Embossed or tactile core word and theme boards.

Assessment rubrics

The learner could be assessed following the following criteria:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>Learner is able to:</p> <ul style="list-style-type: none"> • recognize pictures and symbols representing themes in augmentative and alternative aided communication ; • use theme boards for expressive communication ; • guide others in the use of core word boards alongside theme boards to communicate. 	<p>Learner is able to:</p> <ul style="list-style-type: none"> • recognize pictures and symbols representing themes in augmentative and alternative (aided) communication; • use theme boards alongside core word board for expressive communication. 	<p>Learner is able to:</p> <ul style="list-style-type: none"> • recognize pictures and symbols representing themes in augmentative and alternative aided communication ; • use theme boards for expressive communication with assistance. 	<p>Learner has difficulties in recognizing pictures and symbols representing themes, hence difficulties in communicating using theme boards even with assistance.</p>

4.4.3 Sub-strand: Partner Assisted Scanning Introduction

Partner assisted scanning is used, when the learner has limited possibilities of pointing or has impaired vision to the extent that others can only rely on cues, signals or gestures to understand what they wish to express. Scanning implies that the teacher looks out for every sign or signal that the learner uses to communicate messages.



Partner Assisted Scanning for communication using a theme board.



Specific Learning Outcomes

By the end of the sub strand the learner should be able to:

- a) use self-formulated signals for expression;
- b) accept use of self-formulated signals to communicate.

Key Inquiry Questions

The learner could be asked the following questions to elicit self-formulated signals, cues or gestures for self-expression.

1. What do you like?
2. What do you wish?
3. What do you need?
4. What do you mean?

Suggested Learning Experiences

The learner could be guided to:

- Observe, listen and or feel verbal and or nonverbal communication cues from the teacher;
- Formulate signals for self-expression;
- Use self-formulated signs for expression;
- Identify pictures/symbols on the core word board or theme board for communication.

Core-competence to be developed

The learner will develop **self-efficacy** through ability to express themselves in partner assisted scanning.

The learners may achieve **communication and collaboration** as they communicate through use of self-formulated signals.

Link to Pertinent and Contemporary Issues

- **Education for Sustainable Development (ESD): Life skills:** the learner will develop self-assertiveness, in expressing needs and feelings through self-formulated signals with partner assistance.

Link to Values

- **Self-responsibility** will be achieved as learners communicate needs and feelings.

Link to other learning areas

This sub strand links to all learning areas as communication cuts across all.

Suggested Modes of Assessment

The teacher should ask simple questions and give clear instructions for the learner to use self-formulated signs for expression. The teacher should develop a checklist for all the skill areas that the learner is expected to master indicating the levels of mastery. Through observation checklists, the teacher is able to keep records of the learner's achievements.



Suggested Non-Formal Activity to Support Learning

The learner could be supported to express themselves through self-formulated signals with partner assistance using core-word boards and theme boards for communication during free time.

Suggested resources

AAC core- word boards, and theme boards with assisting partner.

Assessment Rubric

The learner should be assessed using the following criteria:

Suggested Formative assessment Rubrics			
Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Learner is able to: <ul style="list-style-type: none">• formulate signals to communicate;• communicate using self-formulated signals;• Use formulated signals to communicate in a variety of settings.	Learner is able to: <ul style="list-style-type: none">• formulate signals to communicate;• Communicate using self-formulated signals.	Learner is able to: <ul style="list-style-type: none">• Formulate signals to communicate;• Communicate using self-formulated signals.	Learner has significant difficulties in formulating signals to communicate even with prompts.

4.4.4 Sub Strand: Communication Passports

Introduction

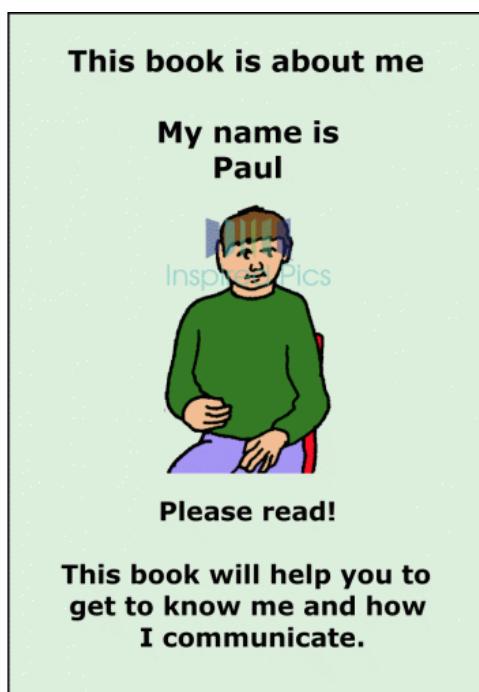
A Communication Passport is a document that presents a learner's information in a way that is positive and empowering both to the learner who cannot speak for themselves and to the reader. A

Passport is not a catalogue of the learner's disabilities and difficulties. It is a positive problem solving document that focuses on solutions and not on problems. It gives the learners' most pertinent information. It is important that the learner is guided to develop this information about self with the teacher.

Specific Learning outcomes

By the end of the sub-strand, the learner should be able to:

- a) use verbal or non-verbal communication modes to give information about self;
- b) identify images and or symbols that communicate different information about self in the passport;
- c) use the passport to communicate information about themselves and their regular individual needs;
- d) appreciate the use of communication passports for telling about self and their needs.



A communication passport



Suggested Learning Experiences

- For the learner to be able to give information about self they should be assisted to give specific relevant information using the most functional communication channel.
 - My Name
 - Names of parents/guardians
 - My brothers and sisters
 - Significant others
 - Home location
 - School
 - Challenges and what help i require
 - What I like
 - What I don't like
 - What I like eating
 - What I don't like eating
- They should be guided to identify or be aware that the information will be put in their Communication passport.
- They should be made aware of the use of the passport, and where to keep it every time.
- Learners to be encouraged to use their passports to communicate needs.
- They should be guided about when and how to use it.

Core competences to be developed

- Learner will develop **Self efficacy** as they gain ability to give information about self-using a communication passport.
- Learner will acquire **communication and collaboration** skills as they use passports to give information about self.

Link to Pertinent and Contemporary Issues

- **Life skills** will be enhanced as learner gains **self-awareness** through the development of own communication passport and further facilitates their **safety and security** by providing information about self.

Link to Values

- **Responsibility** will be enhanced as the learner cares for their passports and also provide information about themselves.

Link to other learning areas

This sub strand is linked to all learning areas as learner's information has important implications on any learning context

Suggested Modes of Assessment

The teacher should use the most effective mode of communication to ask questions that will elicit relevant responses regarding information about the learner and observe as they use the passport. A checklist for all the skill areas that the learner is expected to master should be developed indicating the levels of mastery. Through observation checklists the teacher is able to keep records of the learner's achievements.

Suggested Non-Formal Activity to Support learning

Learners could be encouraged to use their communication passports out of class and during their free time. Teacher to ensure that the learner carries the passport with them at all times and uses it as they interact with others.

Suggested resources

A laminated communication passport should be used to ensure durability.



Assessment rubric

The learner should be assessed using the following criteria:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>The learner is able to:</p> <ul style="list-style-type: none">• use verbal or non-verbal communication modes to give information about self;• identify images and or symbols that communicate different information about self in the passport;• use the passport to communicate information about themselves and their regular individual needs;• explain to clarify information in their passports using effective communication modes.	<p>The learner is able to:</p> <ul style="list-style-type: none">• use verbal or non-verbal communication modes to give information about self;• identify images and or symbols that communicate different information about self in the passport;• use the passport to communicate information about themselves and their regular individual needs.	<p>The learner is able to:</p> <ul style="list-style-type: none">• use verbal or non-verbal communication modes to give information about self;• identify images and or symbols that communicate different information about self in the passport;• use the passport to communicate information about themselves and their regular individual needs with assistance.	Learner has significant difficulties providing information about self and further difficulties in using a communication passport to give information even with assistance.

4.4.5 Sub strand Structure Boards

Introduction

A structure board contains words, symbols, pictures or real objects arranged in a way that depicts the sequence of activity sessions that a learner is set to undertake in a given period. It assists the learner to change over from one activity to another in planned sequence as well as express what activity they need to undertake. It also helps the learner to distinguish between different activities.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) identify different objects/shapes on a structure board for communicating different activities or needs;
- b) respond appropriately on touching different objects/shapes on the structure boards for communicating needs and activities;
- c) use structure board for changing over to different activities;
- d) acknowledge the use of structure boards in day to day communication.

Key Inquiry Questions

The learner could be asked the following question(s) to elicit responses related to sequence of activities

1. What is the next activity after circle time/assembly?
2. What can you feel on this board?

Suggested Learning Experiences

- For the learners to be able to identify objects/shapes on a structure board for communicating different activities or needs, they could be guided to match objects/ shapes to specific activities or needs through physical directing and prompts.
- Learners could be given practice in touching varied objects/shapes on the structure board to communicate needs and activities.
- Learners could be provided with opportunity to practice using a structure board in pairs to change over from one activity to another.
- Learners could be encouraged to use structure boards in day to day activities.



Core competences to be developed

- The learner will develop **self-efficacy** as he/she gains ability to express themselves using a structure board.
- **Communication and collaboration** are enhanced as the learners practice use of structure board in pairs.

Link to Pertinent and Contemporary Issues

- **Life skills** will be enhanced as the learner acquires **self-awareness** and **self-assertion** through the ability to identify and express own needs using a structure board.

Link to Values

The learner will acquire attitude of **responsibility** through following routines using structure boards to guide changing over from one activity to another.

Link to other learning areas

This sub strand links to all learning areas as structure boards can be used in all learning areas for communication.

Suggested Modes of Assessment

The teacher should give clear guidance and instructions to elicit responses about familiarity with the structure board and observe learner as they use the structure board. A checklist for all the skill areas that the learner is expected to master should be developed indicating the levels of mastery. Through observation checklists, the teacher is able to keep records of the learner's achievements.

Suggested Non-formal activities to support learning:

Learners to be encouraged to use structure boards for communication during free time at school.

Suggested Resources

A variety of structure boards to be used for different themes.

Assessment Rubric

The learner could be assessed using the following criteria:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<p>Learner is able to:</p> <ul style="list-style-type: none"> • identify different objects/shapes on a structure board for communicating different activities or needs; • respond appropriately on touching different objects/shapes on the structure boards for communicating needs and activities; • use structure boards for changing over to different activities; • assist others to use structure boards in changing over from one activity to another. • acknowledge the use of structure boards in day to day communication. 	<p>Learner is able to:</p> <ul style="list-style-type: none"> • identify different objects/shapes on a structure board for communicating different activities or needs; • respond appropriately on touching different objects/shapes on the structure boards for communicating needs and activities; • use structure boards for changing over to different activities; • assist others to use structure boards in changing over from one activity to another. 	<p>Learner is able to:</p> <ul style="list-style-type: none"> • identify different objects/shapes on a structure board for communicating different activities or needs; • respond appropriately on touching different objects/shapes on the structure boards for communicating needs and activities; • use structure boards for changing over to different activities; • assist others to use structure boards in changing over from one activity to another. <p>changing over from one activity to another with assistance and prompts.</p>	<p>Learner has significant difficulties identifying different objects/shapes on a structure board or using a structure board even with assistance.</p>



4.4.6 Sub-strand: Picture Exchange Communication System (PECS)

Introduction

PECs is a form of AAC that allows people with little or no communication abilities to communicate using pictures. People using PECS are taught to approach another person and present to them a picture of a desired item in exchange for that item.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) recognize pictures used to communicate needs and feelings;
- b) use pictures to express needs and feelings;
- c) appreciate the importance of using PECS in communication.

Key Inquiry Questions

1. What does this picture show?
2. What does this picture mean?

Core competence to be developed

- **Self-efficacy** could be achieved through ability to use PECS to communicate needs and feelings.
- **Communication and collaboration** will be enhanced through ability to work in pairs.
- **Learning to learn** may be enhanced through ability to interpret pictures.

Link to Pertinent Contemporary Issues

- **Education for Sustainable Development (ESD): Life skills:** the learner will develop **self-assertiveness** and **effective communication** as they use PECS to express self.

Link to Values

- **Self-responsibility** will be achieved as learners communicate needs and feelings.

Suggested Learning Experiences

The learner could be guided to:

- say what the pictures stand for.
- use PECS to communicate feelings and needs.
- practise using PECS to communicate feelings and needs in pairs.

Link to other learning areas

This sub strand links to all learning areas as PECS is a mode of communication.

Suggested Modes of Assessment

The teacher should ask simple questions and give clear instructions for the learner to recognize and use pictures to communicate needs and feelings. The teacher should develop a checklist for all the skill areas that the learner is expected to master indicating the levels of mastery. Through observation checklists the teacher is able to keep records of the learner's achievements.

Suggested Non- formal activity to support learning

Learners could be supported to use PECS to express their needs and feelings during their free time.

Suggested Resources

Pictures depicting varied feelings could be used to illustrate different moods such as sadness, happiness and those depicting needs such as asking for help.



Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner is able to:</p> <ul style="list-style-type: none"> • identify pictures/symbols for PECS; • discriminate symbols/pictures and use them to communicate feelings and needs using PECS independently; • use complex pictures/symbols to communicate feelings or needs independently using PECS. 	<p>Learner is able to:</p> <ul style="list-style-type: none"> • identify pictures/symbols for PECS; • discriminate pictures/symbols and use them to communicate feelings and needs using PECS independently. 	<p>Learner is able to:</p> <ul style="list-style-type: none"> • identify pictures/symbols for PECS; • discriminate pictures/symbols and use them to communicate feelings and needs using PECS with prompts and cues. 	<p>Learner has difficulties identifying and discriminating pictures/symbols for PECS to communicate feelings and needs even with cues and prompts.</p>

4.5 Strand: Social skills

Introduction

Social skills are competencies that facilitate interaction and communication with others where social etiquette are created communicated and adopted in verbal and nonverbal ways. The learners at this level often have challenges acquiring social skills. It is therefore necessary to provide them with learning experiences that help alleviate these challenges.

4.5.1 Sub-strand: Greetings and bidding farewell.

Introduction:

Greetings are essential for developing competence in communication and collaboration through socialization.

The learner at this level needs to be equipped with knowledge and skills about appropriate ways of greeting and bidding farewell.

Specific Learning Outcomes

By the end of the sub strand, the learners should be able to:

- a) identify familiar ways used for expressing greetings and bidding farewell;
- b) use appropriate verbal and or non-verbal communication channels to express greetings and farewell;
- c) appreciate the ways in which greetings and farewell are expressed.

Key Inquiry Question

The learner could be asked the following question to elicit responses about different forms of greetings that learners already know.

1. How do you greet and bid farewell?

Suggested Learning Experiences

- The learners could be guided to show how they greet people at home and at school and how they have seen other people greet each other.



- The teacher could lead them to identify appropriate familiar ways of expressing greetings and bidding farewell through imitation.
 - Hand shaking
 - Verbal greetings and bidding farewell.
 - Non-verbal ways
 - Hugging
 - waving
- Learners could practice greetings and farewell in pairs. They could be guided to sing and recite/pantomime poems related to greetings and bidding farewell using verbal and or non-verbal communication channels.

Core competence to be developed

The learner will develop **Communication and Collaboration** skills as they engage in greetings and bidding farewell to others.

Link to Pertinent and Contemporary Issues

- **Life skills** will be enhanced as learners gain skills in social interaction through greetings and bidding farewell.

Link to Values

The learner will develop a sense of **respect** for others as they interact and appreciate one another with greetings and bidding farewell.

Link to other Learning areas

This sub-strand links to:

- Activities of Daily Living- as learners interact in day to day activities.
- Language activities- as learners engage in greetings and bidding farewell they practice an important component of language use.

Suggested Modes of Assessment

The teacher should give opportunity to the learner to use the most functional mode of communication to express greetings and bid farewell. A checklist for all the skill areas that the learner is expected to master should be developed indicating the levels of mastery. Through

observation checklists, the teacher is able to keep records of the learner's achievements.

Suggested Non-Formal Activity to Support Learning

Learners could be engaged in using appropriate ways of greeting and bidding farewell out of class. Caregivers significant others could be encouraged to provide opportunities for social interaction in different contexts.

Suggested Resources

- Pictures could be used to show people greeting and bidding farewell.
- Videos could be used to show social contexts where people engage in greeting each other in varied ways.

Assessment Rubric

The learner should be assessed using the following criteria:

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner is able to:</p> <ul style="list-style-type: none">• identify familiar ways used for expressing greetings and bidding farewell;• use appropriate verbal and or non-verbal communication channels to express greetings and farewell;• engage in greetings and bidding farewell in varied social contexts using appropriate verbal and or non-verbal communication channels.	<p>Learner is able to:</p> <ul style="list-style-type: none">• identify familiar ways used for expressing greetings and bidding farewell;• use appropriate verbal and or non-verbal communication channels to express greetings and farewell.	<p>Learner is able to:</p> <ul style="list-style-type: none">• identify familiar ways used for expressing greetings and bidding farewell;• use appropriate verbal and or non-verbal communication channels to express greetings and farewell with assistance.	<p>Learner has significant difficulties in expressing greetings and bidding farewell even with assistance.</p>



4.5.2 Sub-Strand: Making Requests

Introduction

Making requests is an important component of language expression for social interaction. The learner at this level requires guidance on how to make requests when necessary. This enhances their ability in social interaction.

Suggested Learning Outcomes

By the end of the sub strand learners should be able to:

- a) identify appropriate words and or signs used for making requests in different contexts;
- b) use appropriate words and or signs when making request in different social contexts;
- c) use appropriate body language when making requests in different contexts;
- d) appreciate the importance of using socially accepted words and or signs when making request.

Key Inquiry Question

1. How do you ask/sign for permission to go out?

Suggested Learning Experiences

The learner could be guided to identify and use appropriate words or signs used in different contexts:

- Practice making requests using words and or signs in pairs and in groups.
Examples:
 - Excuse me
 - May I.....
 - Please.....
- Imitate words and signs for expressing requests.
- Use signs and or pantomimes to practice making requests in role play.
- Display pictures/symbols related to making requests for reference

Core competences to be developed

- **Self- efficacy** could be achieved through learner's ability to make requests for personal needs.
- **Communication and collaboration** will be enhanced through ability to make requests through role playing.

Link to Pertinent and Contemporary Issues

- **Life skills:** The learner will develop **self-assertiveness** as they express requests about wishes and needs

Link to values

Respect for others will be achieved as learners make requests appropriately.

Link to other Learning areas

- Sensory motor and creative activities as learners use signs/ pantomime in role play
- Orientation and Mobility skills as they make requests such "please give me way" as they move.
- Activities of Daily Living as they interact with each other and make requests in day to day activities.
- Religious education as making requests is a virtue in religious education.

Suggested Modes of Assessment

The teacher should ask simple questions and give clear instructions to identify and use appropriate words/signs while making requests in different social contexts. The teacher should develop a checklist for all the skill areas that the learner is expected to master indicating the levels of mastery. Through observation checklists, the teacher is able to keep records of the learner's achievements.

Suggested Non- Formal Activity to Support Learning

Learners could be supported to make requests appropriately out of class by caregivers and peers.



Suggested Resources

Videos could be used guide learners to observe and listen to appropriate words/signs for making requests in different contexts.

Assessment Rubric

The learner could be assessed using the following criteria:

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to: <ul style="list-style-type: none">• Identify appropriate words and signs for making requests;• use appropriate words and or signs for making requests in different social contexts;• Use appropriate body language when making requests in different contexts.• assist others to use appropriate words/ signs for making requests.	Learner is able to: <ul style="list-style-type: none">• Identify appropriate words and signs for making requests ;• use appropriate words and or signs for making requests in different social contexts;• Use appropriate body language when making requests in different contexts	Learner is able to: <ul style="list-style-type: none">• Identify appropriate words and signs for making requests ;• use appropriate words and or signs for making requests in different social contexts;• Use appropriate body language when making requests in different contexts with assistance/prompts.	Learner has difficulties in identifying appropriate words and signs for making requests.

4.5.3 Sub-Strand: Giving Thanks.

Introduction

Giving thanks is a way of showing appreciation to others for good deeds. It enables the learner to nurture appropriate social interaction. Learner at this level require to be taught appropriate expressions for expressing appreciation.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) identify familiar words and or signs used to express appreciation or giving thanks;
- b) use appropriate words and or signs in showing appreciation or giving thanks;
- c) demonstrate expressions of appreciation and giving thanks in pairs and in groups;
- d) appreciate the need to give thanks for effective social interaction.

Key Inquiry Question

The learner could be asked the following question to elicit responses related to giving thanks and expressing appreciation.

1. What do you say/sign when somebody has been kind to you?

Suggested Learning Experiences

- Learner could be guided to say how they give thanks and show appreciation when something pleasant has been done for them.
- They could be guided to identify familiar ways and words or signs that are used to express appreciation or give thanks in their immediate environment.

Examples:

- Thank you.
- May God bless you
- I am grateful

- Learner could be guided to use appropriate courteous words and or signs in expressing appreciation and giving thanks at all times.
- They could role play episodes that involve giving thanks and showing appreciation.



- Learners could be engaged in singing games and or pantomiming in expression of thanks and appreciation.

Core competence to be developed

- The learner will develop **communication and collaboration** skills as learners express appreciation and give thanks to others
- **Self-efficacy** will be acquired as learners gain attitude and ability to express gratitude.

Link to Pertinent and Contemporary Issues

- **Life skills** will be enhanced through courteous social interaction as learners express appreciation and thank others appropriately.

Link to Values

Learners will develop a sense of **respect** for others through courteous expression of gratitude.

Links to other learning areas

This sub strand links to:

- Activities of Daily Living as learner give thanks and show appreciation during daily activities when they interact with others.
- Language Activities as they acquire new vocabulary for expressing gratitude.

Suggested Assessment Modes

The teacher should give opportunity to the learner to use the most functional mode of communication to express appreciation and give thanks.

A checklist for all the skill areas that the learner is expected to master should be developed indicating the levels of mastery. Through observation checklists, the teacher is able to keep records of the learner's achievements.

Suggested Non-Formal Activity to Support Learning

Learners could be provided with opportunities for social interaction in contexts where they give thanks and show appreciation and should

be encouraged to always express appreciation and give thanks where necessary.

Suggested Resources

- Pictures could be used to show images of people giving thanks.
- Videos could be used to show episodes where people give thanks and show appreciation.

Assessment Rubric

The learner could be assessed using the following criteria:

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to: <ul style="list-style-type: none">• identify familiar words and or signs used to express appreciation or in giving thanks;• use appropriate words and or signs in showing appreciation or in giving thanks;• demonstrate expressions of appreciation and giving thanks in pairs and in groups;• Show sensitivity to expressing appreciation and giving thanks in relevant varied contexts.	Learner is able to: <ul style="list-style-type: none">• identify familiar words and or signs used to express appreciation or giving thanks;• use appropriate words and or signs in showing appreciation or in giving thanks;• demonstrate expressions of appreciation and giving thanks in pairs and in groups;	Learner is able to: <ul style="list-style-type: none">• identify familiar words and or signs used to express appreciation or giving thanks;• use appropriate words and or signs in showing appreciation or giving thanks;• demonstrate expressions of appreciation and giving thanks in pairs and in groups with assistance.	Leaner has significant difficulties in expressing thanks or showing appreciation even with assistance.



4.5.4 Sub-strand: Sharing

Introduction

Sharing is the joint use of resources or space. It is a basic component of human interaction and responsible for strengthening social ties and ensuring a person's wellbeing. The learners at this level require skills in sharing to enable them engage effectively in social interaction.

Specific Learning Outcomes

By the end of the sub strand the learner should be able to:

- a) recognize familiar words /signals and symbols related to sharing for harmonious social interaction;
- b) share items with peers for enhancing social interaction;
- c) appreciate the importance of sharing items with others for enhancing fair play and interaction.

Key Inquiry Question(s)

The learner could be asked the following questions to elicit responses related to sharing

1. What do you do when you have two pencils and your friend has none?
2. What do you do when you have two oranges and your sister has none?

Suggested Learning Experiences

The learners could be guided to:

- share items and appreciate the importance of sharing through storytelling and role playing;
- view videos of children sharing things;
- observe signals and symbols and listen to words related to sharing of objects;
- practice sharing things in pairs and in groups;
- practice sharing items through singing games and pantomimes in pairs or in groups;
- share personal items in a class activity.

Core competence to be developed:

- **Self-efficacy** will be achieved through ability to share items equitably.
- **Communication and collaboration** will be enhanced through ability to share items during singing games and pantomimes.
- **Digital literacy** could be achieved through ability to watch videos related to sharing activities.

Link to Pertinent and Contemporary Issues

- **Citizenship:** The learner will develop **social cohesion** as they gain attitude of sharing with each other.

Link to Values

- **Sharing and empathy** for others will be developed as learners practice sharing items.

Links to other Learning areas

- Pre numeracy activities as learners share items equally
- Activities of Daily Living as learners share items during day to day activities
- Religious Education as sharing is a common religious virtue.

Suggested Mode of Assessment

The teacher should ask simple questions and give clear instructions to identify words/signals and signs for sharing items to enhance social interaction. The teacher should develop a checklist for all the skill areas that the learner is expected to master indicating the levels of mastery. Through observation checklists the teacher is able to keep records of the learner's achievements.

Suggested Non-Formal Activity to Support Learning

Learners could be supported to practice sharing items with others during their free time.



Suggested Resources

- Pictures, symbols, realia and play materials could be used to practice sharing of objects.
- Objects of reference (deaf-blind) could be used to manipulate objects for sharing
- Videos showing sharing of objects could be viewed.

Suggested Assessment Rubrics

The learner could be assessed using the following criteria

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to: <ul style="list-style-type: none">• identify familiar words/ signs related to sharing;• share things freely with classmates• guide others in sharing items amongst each other.	Learner is able to: <ul style="list-style-type: none">• identify familiar words / signs related to sharing;• freely share items with classmates	Learner is able to: <ul style="list-style-type: none">• identify familiar words / signs related to sharing;• share items with classmates with guidance.	Learner has difficulties in identifying familiar words / signs related to sharing or share items with classmates even with prompts and guidance.

4.5.5 Sub strand: Turn-taking

Introduction

The ability to take turns is important for harnessing harmony and collaboration amongst learners and others in their environment.

Leaners at this level require training in this area as quite often they may exhibit deficits which may have negative implications on socialization.

Specific Learning Outcomes:

By the end of the sub strand, the learner should be able to:

- a) recognise words and or signals that indicate time to take turns for smooth participation in an activity;
- b) take turns when performing an activity for effective social

- interaction;
- c) appreciate the need to take turns in group or paired activities for fair participation

Key Inquiry Question(s)

The learner could be asked the following question to elicit responses related to turn-taking.

1. What do you do when many people have to wash hands from one water tap?

Suggested Learning Experiences

- Learners could be guided to identify and use words or signals that indicate time to start/stop an activity such as next, stop, start, change, bell signals, recorded buzzing tones or whistles.
- Learners could be involved in given timed tasks
- Practise attending to a task throughout the period of their turn and given commands to stop when time is up.
- Learners could practise stopping an activity on signal
- They could practice stopping an activity to allow others take over.
- They could be guided to recognize others in group and whole class.
- They could practice following command words and or signs to take turns in groups and pairs
- They could practice stopping an activity to allow others take over.
- Learner could practice waiting to let others carry out a task.

Core competences to be developed

- **Communication and collaboration** skills will be developed as learners appreciate taking turns in activities.
- **Self-efficacy** will be developed as learners gain ability to patiently wait for own turn in activities.
- **Digital literacy** will be achieved as the learner plays computer games.

Link to Pertinent and Contemporary Issues: citizenship

- **Social Cohesion** will be developed as learners gain appreciation for turn-taking in carrying out social activities.



Link to Values

The learner will develop attitude of **honesty** and fair play as they gain patience in turn taking and thus value **respect** for others.

Link to other learning areas

This sub strand is linked to all learning areas because turn taking is applied in all activities where learners are involved in pairs or groups

Suggested modes of Assessment

The teacher should observe the learner as he/she takes turns in an activity to establish readiness to wait for turn and willingness to let go. A checklist for all the skill areas that the learner is expected to master should be developed indicating the levels of mastery. Through observation checklists the teacher is able to keep records of the learner's achievements

Suggested Non-Formal Activity to support Learning

Learners could be encouraged to take turns in group activities out of class.

Suggested Resources:

- Video clips could be used for the learner to observe episodes of turn taking in social places.
- Signaling equipment could be used to indicate time of start or time of end in an activity.

Assessment Rubric

The learner could be assessed using the following criteria:

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectation
<p>Learner is able to:</p> <ul style="list-style-type: none"> • recognise words and or signals that indicate time to take turns for smooth participation in an activity; • take turns in an activity on signal and attends to the task to the end; • take turns when performing group or paired activities for effective social interaction; • demonstrate patience to let others take turns in varied group activities contexts and assist others. 	<p>Learner is able to:</p> <ul style="list-style-type: none"> • recognise words and or signals that indicate time to take turns for smooth participation in an activity; • take turns in an activity on signal and attends to the task to the end; • take turns when performing an activity for effective social interaction. 	<p>Learner is able to:</p> <ul style="list-style-type: none"> • recognise words and or signals that indicate time to take turns for smooth participation in an activity; • take turns in an activity on signal and attends to the task to the end; • take turns when performing an activity for effective social interaction with assistance. 	<p>Learner has significant difficulties in recognizing words and or signals that indicate time to take turns in an activity or take turns in group or pairs activities.</p>



4.5.6 Sub-strand: Imitating tasks

Introduction

Imitation is an effective way of acquiring social skills from peers and relevant significant others. The learner at this level requires skills that facilitate the ability to imitate tasks through the most efficient channel of communication.

Specific Learning Outcomes

By the end of the sub strand, the learner should be able to:

- a) identify steps of a task in sequence for efficient imitation;
- b) repeat distinct steps of a demonstrated task in sequence for effective imitation;
- c) enjoy participating in performing tasks in an orderly manner for harmonious social interaction.

Key Inquiry Question

The learner could be asked the following question to elicit responses related to imitation

1. Can you see/feel and repeat what the teacher is doing?

Suggested Learning Experiences

Learners could be guided to identify steps of a task in sequence and repeat distinct steps for effective imitation by:

- observing/feeling whole process of a demonstrated task.
- imitating performance of distinct successive steps of whole task.
- imitating performance of whole task from beginning to end in sequential steps.
- learners could watch computer games involving imitation

Core competences to be developed

- **Self-efficacy** will be developed through ability to attend to a task from the beginning to the end.
- **Communication and collaboration** will be enhanced as learners imitate task.
- **Digital literacy** could be achieved through ability to play computer games involving imitation.

Link to Pertinent Contemporary Issues

Life skills

The learner will develop **social interaction** by imitating sequential steps of a task.

Link to Values

- **Responsibility** will be developed as learners imitate appropriate behavior.

Link to other learning areas

- Sensory Motor and Creative Activities as learners will be involved in visual motor activities.
- Activities of Daily living as learners engage in day to day activities.

Suggested Modes of assessment

The teacher should ask simple questions and give clear instructions to identify steps of a task in sequence and repeat distinct steps for enjoyment.

The teacher should develop a checklist for all the skill areas that the learner is expected to master indicating the levels of mastery. Through observation checklists, the teacher is able to keep records of the learner's achievements.

Suggested Non Formal Activity to Support Learning

Learners could be supported to practice activities involving imitation of others during their free time.

Suggested Resources

Pictures and symbols could be used to show performance of different steps in a task.

Assessment rubric

The learner could be assessed using the following criteria:



Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
<p>Learner is able to:</p> <ul style="list-style-type: none"> • identify steps of a task in sequences; • imitate a given task; • imitate more complex tasks in sequence. 	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Identify steps of a task in sequences; • imitate a given task. 	<p>Learner is able to:</p> <ul style="list-style-type: none"> • Identify steps of a task in sequences; • imitate a given task but with prompt and cues. 	<p>Learner has difficulties to:</p> <ul style="list-style-type: none"> • Identify steps of a task in sequences; • imitate a given task even with prompts and cues.

4.5.7 Sub-strand: Interpersonal Relationships (Safe and Unsafe relationships)

Introduction: in view of safety

Interpersonal relationships need to be emphasized for all learners in view of their safety. However, due to challenges inherent from their disability learners at this level may lack the necessary skills for safe engagement in relationships. It is important that these skills are instilled in them.

Specific Learning Outcomes

By the end of the sub strand, the learner should be able to:

- a) distinguish between good and bad peers;
- b) identify things they do with good friends;
- c) value the importance of having good friends for safe living.

Key Inquiry Questions

The learner could be asked the following question to elicit responses related to turn-taking.

1. What do you do with peers/ friends?
2. How do you choose a good friend?

Suggested Learning Experiences

The learner could be guided to distinguish safe and unsafe relationships and value good friends for safe living by:

- talking about what they do with friends in school and at home.
- watching videos on what bad friends do and what good friends do.
- listening to stories related to safe and unsafe relationship.
- telling stories related to unsafe and safe relationships.
- role -playing episodes on good or bad relationships.
- saying what they can do when approached by a stranger.
- singing songs and reciting poems in praise of friends.

Core-competences to be developed

- **Communication and collaboration** could be developed as learners engage in talks about good and bad friendship.
- **Self-efficacy** will be achieved as the learner is sensitized about identifying safe and unsafe relationships.
- **Digital literacy** could be developed as the learner watches videos on what good and bad friends do.
- **Link to Pertinent and Contemporary Issues:**
- **Life Skills: Citizenship** will be developed as learners choose friends.
- **Social cohesion** will be developed as learners interact with each other in distinguishing safe and unsafe relationships.

Link to Values

- **Integrity, honesty and respect** may be developed as they choose good friends and engage in safe relationships.

Link to other learning areas

- Activities of Daily Living as learners choose good friends and or partners in day to day activities
- Religious education as the choice of good relationships is a common experience in religious Education.

Suggested Modes of Assessment

The teacher should ask simple questions and give clear instructions on how to distinguish safe and unsafe relationships. The teacher should



develop a checklist for all the skill areas that the learner is expected to master indicating the levels of mastery. Through observation checklists, the teacher is able to keep records of the learner's achievements.

Suggested non-Formal Activity to Support Learning

Learners could be supported to engage in safe relationships with others during their leisure time in the school environment by identifying good friends.

Suggested Resources

- Pictures will be used to identify activities showing good and bad friends.
- Videos could be used to watch activities of what good and bad friends do in safe and unsafe relationships respectively.

Assessment Rubric

The learner could be assessed using the following criteria:

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Learner is able to:</p> <ul style="list-style-type: none">• identify things to do with good friends;• choose/distinguish between good and bad friends in their immediate environment;• tell about good and bad people in the immediate environment.	<p>Learner is able to:</p> <ul style="list-style-type: none">• identify things to do with good friends;• choose/distinguish between good and bad friends in their immediate environment	<p>Learner is able to:</p> <ul style="list-style-type: none">• Identify things to do with good friends;• choose/distinguish between good and bad friends in the immediate environment with prompts and cues.	<p>Learner has difficulties Identifying things to do with good friends.</p>

4.5.8 Sub-strand : Expressing feelings

Specific Learning outcomes

By the end of the sub- strand, the learner should be able to:

- a) associate different body expressions with specific feelings;
- b) demonstrate ability to match feelings to situations;
- c) show appropriate response to feelings of others.

Key Inquiry Question

The learner could be asked the following question to elicit responses about how different feelings are expressed.

1. How do you show that you are angry/happy?

Suggested Learning Experiences

- Learners could observe different video animations of faces expressing varied feelings such as sadness, anger, joy or happiness.
- Learners could be guided to:
 - identify different body expressions/cues for varied feelings.
 - imitate different facial or body expressions/cues for feelings.
 - demonstrate various facial or body expressions/cues for different feelings.
 - role play episodes showing/indicating different feelings.
- They could:
 - tell stories that depict different feelings.
 - sing/pantomime songs expressing different feelings.

Core competences to be developed

- The learner will develop positive attitude for **communication and collaboration** as they get to understand feelings of others.
- **Digital literacy** to be enhanced as learners watch video animations depicting various feelings.



Link to Pertinent and Contemporary Issues:

- **Citizenship** will be enhanced through cultivation of social **cohesion** as learners get sensitive to the feelings of others.
- **Life skills** will be developed as learner acquires empathy by being conscious of the feelings of others.

Link to Values

- **Empathy** with others could be developed as learners gets to associate feelings with different emotions.

Link to other learning areas

This sub strand links to:

- Activities of daily living as expression of feelings is experienced in day to day living in different circumstances.
- Religious Education as expression of feelings and subsequent responses to them is a common religious teaching.

Suggested Assessment Modes

The teacher should observe the learner as he/she imitates or demonstrates different facial or body expressions/cues depicting varied feelings. A checklist for all the skill areas that the learner is expected to master should be developed indicating the levels of mastery. Through observation checklists the teacher is able to keep records of the learner's achievements.

Suggested Non-Formal Activity to support learning

Learner could be guided to respond appropriately to feelings of others in different situations out of class. Care givers and significant others could be encouraged to guide the learners in making appropriate facial or body expressions/cues in different emotional circumstances.

Suggested Resources

- **Video** animations could be used to facilitate imitation of facial or body expressions/cues that depict different feelings.
- Pictures/charts could be used to show expression of different feelings.
- Augmentative and Alternative communication boards should be used to express feelings.
- Calendar system and structure boards could be used for learners to express feelings related to different situations.

Assessment rubric

The learner could be assessed in the following criteria.

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
<p>The learner is able to:</p> <ul style="list-style-type: none">• associate different verbal and non-verbal body expressions with specific feelings;• demonstrate ability to match feelings to situations;• show appropriate responses to feelings of others;• demonstrate empathy and sympathy for others.	<p>Learner is able to:</p> <ul style="list-style-type: none">• associate different verbal and non-verbal expressions with specific feelings;• demonstrate ability to match feelings to situations;• show appropriate responses to feelings of others.	<p>Learner requires assistance to:</p> <ul style="list-style-type: none">• associate different verbal or nonverbal expressions with specific feelings;• demonstrate ability to match feelings to situations;• show appropriate responses to feelings of others.	<p>Learner has difficulties associating different verbal or non-verbal expressions with specific feelings or match feelings to situations.</p>



4.6. Strand: Pre-reading and Pre-writing (Pre-literacy skills)

Introduction

The leaner at this level requires skills that prepare them to learn reading and writing as functional literacy. This is important as it is a prerequisite for further progress in all learning areas and also for independent living.

4.6.1 Sub strand: Pre reading and Pre-writing activities

Pre reading activities equip the leaner with the ability for learning how to read while pre-writing activities equip the learner with the ability for learning how to write.

Specific Learning Outcomes

By the end of the sub strand, the learner should be able to:

- a) acquire finger dexterity in readiness for writing;
- b) identify writing tools and materials as pre-requisite for writing;
- c) scribble freely on a given surface to enhance efficient manipulation of materials;
- d) colour within a given outline for enjoyment as pre-requisite skill for writing;
- e) acquire book handling skills in readiness for writing;
- f) care for writing materials.

Key inquiry questions

The learner could be asked the following questions to elicit responses related to pre- reading and pre-writing activities:

1. What do you use your fingers for?
2. How do you hold a pencil?
3. Which of these shapes look the same?

Suggested Learning Experiences

For the learner to practise pre-reading and pre-writing readiness skills they could:

- play finger movement games on sand, air and on their working surface.
- manipulate writing materials such as pencil, paper, crayons, stylus and chalk.

- scribble freely on different surfaces.
- colour within given outlines.
- position a book and turn pages appropriately.
- perform colouring and scribbling activities on a computer.

Core competences to be developed

- **Self-efficacy:** The learner will develop self-efficacy through ability to manipulating writing tools and materials.
- The learner will develop **digital literacy** through colouring and scribbling activities on a computer.

Link to Pertinent and Contemporary Issues

Education for Sustainable Development (ESD): Literacy readiness will be enhanced as learners acquire pre requisite skills in reading and writing.

Link to Values: Personal **Responsibility** will be achieved as learner practises good care for reading and writing materials.

Links to other learning areas

This sub-strand links to:

- Sensory motor and creative activities as the learners manipulate materials in the activities and gain eye-hand coordination as well as visual motor skills.
- Language activities as learners acquire new vocabulary related to pre literacy skills.

Suggested Modes of Assessment

The teacher should ask simple questions and give clear instructions for performing activities involving pre-reading and pre-writing skills. The teacher should develop a checklist for all the skill areas that the learner is expected to master indicating the levels of mastery. Through observation checklists, the teacher is able to keep records of the learner's achievements.



Suggested Non-Formal activity to Support Learning

Learner could be supported to perform activities involving finger dexterity such as playing with sand, sorting small objects, scribbling, colouring and computer games out of class.

Suggested Resources

- Pictures can be used for pre reading activities involving visual discrimination
- Realia can be used in sorting activities.
- Colour crayons and chalk could be used for scribbling and colouring activities.
- Sand could be used to perform activities that train finger dexterity.
- Computers can be used for scribbling and colouring activities.

Assessment Rubric

The learner could be assessed using the following criteria:

Exceeding expectations	Meeting expectations	Approaching expectations	Below Expectations
<p>The learner is able to:</p> <ul style="list-style-type: none">• play finger dexterity games;• manipulate writing tools and materials;• scribble freely, colour within a given outline and handle a book;• track lines on a page using a pencil.	<p>The learner is able to:</p> <ul style="list-style-type: none">• play finger dexterity games;• manipulate writing tools and materials;• scribble freely, colour within a given outline and handle a book.	<p>The learner is able to:</p> <ul style="list-style-type: none">• play finger dexterity games;• manipulate writing tools and materials;• scribble freely, colour within a given outline and handle a book with prompts and cues.	<p>The learner has difficulties playing finger dexterity games as well as manipulating writing tools and materials;</p>

APPENDICES

APPENDIX ONE

INDIVIDUALIZED EDUCATIONAL PLAN (IEP) FORMAT

Background information

Learner's name: _____

Date of birth _____ Age _____

Gender _____

Father _____ Phone _____

Mother _____ Phone _____

Guardian's name _____ Phone _____

Date of Assessment _____

Date of IEP _____

Term _____ Year _____

Learning area_____

Assessment tools used : (teacher based assessment to determine current performance level) _____

Present level of performance (based on assessment report)

Learner's Strengths	Learner's Educational Needs	Challenges requiring specialized services



Learning Outcomes, Learning Experiences and Resources Matrix

Long Term Learning Outcome (This is what the learner is expected to achieve within a term)	Short Term Learning Outcomes: (This is what a learner is expected to achieve within a short period of time depending on specific tasks)	Learning Experiences(These are the activities the learner will perform in the process of learning guided by the teacher)	Resources (These are materials, equipment and human service providers that support learning)
--	---	--	--

Related specialized services

1. Specialized services required
-

2. Who is to provide the services
-

3. Where the services will be provided
-

APPENDIX TWO

ASSESSMENT

Assessment can be done through observation, questions and portfolios. The recording of performance can be on a rubric (refer to the curriculum designs)

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations

Remarks

Recommendations



Date of review

Teacher's

Name: _____

Signature: _____

Head teacher's

Name: _____

Signature: _____

Date: _____

APPENDIX THREE**LESSON PLAN TEMPLATE**

SCHOOL	CLASS	DATE	TIME	ROLL
XX	YY	XX/YY/ZZ	XX.YY	XY

Strand.....

.....

Sub-strand.....

.....

Specific Learning Outcomes (should cover skills, knowledge and attitude)

By the end of the lesson, the learner should be able to:

a. (Knowledge).....

.....

b. (Skill).....

.....

c. (Attitude).....

.....

Learning Resources

.....
.....

Organization of learning

.....
.....

Introduction

.....
.....

Lesson development (ensure development of core competences, values and PCIs)

Step

1.....

Step 2.....

Step 3.....

Summary

.....
.....
.....
.....

Conclusion

.....
.....
.....

Reflection on the lesson

.....
.....



APPENDIX FOUR

SCHOOL ASSESSMENT REPORT CARD

School.....

Grade.....

Term.....

Name of

Learner.....

Learning Area	Criteria(<i>Based on Expected Outcomes in area curriculum design</i>)	Narrative Comments by Learning Area teacher (Based on Rubrics)
Numeracy activities	<ul style="list-style-type: none"> a) Identify various objects in terms of size, shape, texture and colour; b) group objects according to size, shape, texture and /or colour for day to day living; 	<ul style="list-style-type: none"> a) James correctly Identifies and groups various objects in terms of size, shape, texture and colour;
Activities of daily living skills and religious education		
Communication, social and literacy skills		
Sensory-motor Integration		
Psychomotor		

Creative Activities

CORE COMPETENCES (The teacher to make comments on observations during the term on the learners abilities in the following areas)	
Communication and collaboration Digital literacy	
Critical thinking and problem solving	
Creativity and Imagination	
Citizenship	
Any other Comments from other teachers	
Comments by School Head Teacher (To feature Strengths and Targets)	
Comments by Parent/Guardian	



APPENDIX FIVE

ESSENTIAL SERVICES FOR SPECIAL NEEDS LEARNERS

There are a number of people involved in the management of the lives and needs of special needs learners. They include and not limited to:

Occupational therapists

These help learners fully engage in daily life skills which include but not limited to dressing, eating cooking and driving. Treatment focuses helping people with physical, sensory or cognitive disabilities to be as independent as possible.

Physiotherapy services providers

These help the children reach their full potential through provision of physical intervention, advice and support.

Teacher Aides

These assist the teachers in providing academic, emotional/behavioral and physical needs of learners

Social workers

They develop a healthy, safe and caring environment for learners by advancing understanding on the needs of learners and role of family and community. They also organize activities/ events that bring together all those interested in and involved with children with special needs.

Counsellors

They help the learners achieve their full potential and encourage family involvement in the drafting of IEP and its use.

House parents

These are residential child caregivers whose role include personal care, housing, meals among others. They play the role of parent, advocate, life skills, teacher and role model for learners with special needs

Medical personnel

There are a number of medics involved in attending special needs children include; pediatrics, nurses, dentists, child psychologist, Orthopedic specialists among others.

Note

Early intervention services are crucial and also called 'zero to three,' starts at birth until the child turns three years. This will be of great benefit to both the child and family. This will address the delays and difficulties.





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