**Kathmandu University**

**School of Education**

**Continuing Education and Professional Canter (CPEC)**

**Training Manual**

**Name of the facilitator: PQR**

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| **Topic** | Teaching students with Special Needs in Inclusive Settings |
| **A brief description and importance of the topic** | This session aims to equip educators with strategies and insights to foster inclusive classrooms and effectively support students with diverse needs. By understanding various disabilities, differentiation, and collaboration, participants will enhance their ability to create an equitable and supportive learning environment. |
| **Place, Date, and Duration** | **ABC School, 25 June 2023, 4 Hours** |
| **Course/session Objectives/**  **Outcomes** | * Explored concepts of inclusive education and special needs support. * Identified strategies to differentiate instruction for diverse learners. * Enhanced collaboration skills for effective classroom management. * Designed action plans to implement inclusive practices. |
| **Delivery methods** | * Interactive Group Work * Hands-on Activities * Multimedia Resources * Discussions |
| **Training Materials** | * Handouts and Worksheets * PowerPoint Slides * Videos * Case Studies * Sample Individualized Education Plans (IEPs) * Articles and Reading Materials * Activity Materials * Reflection Journals * Resource Lists * Laptop/Projector |
| **Activities in Details (Timelines and Narrative of Activities)** | Step 1: Introduction and Setting the Context (10 minutes)  Greet participants and outline the session's purpose.  Step 2: Empathy Activities and Discussion (45 minutes)  Conduct empathy activities to sensitize participants toward special needs challenges.  Facilitate a discussion on the Teachers' Competency Framework (2072) to understand learners' needs.  Step 3: Understanding Disabilities and Learning Difficulties (60 minutes)  Present various disabilities and learning difficulties.  Showcase videos of teaching practices for diverse learners.  Step 4: Differentiation Strategies and Collaborative Learning (45 minutes)  Discuss classroom differentiation, Universal Design for Learning (UDL), and collaborative techniques.  Step 5: Individualized Education Plans (IEPs) and Assistive Technology (30 minutes)  Introduce IEPs and assistive technology to support students with special needs.  Step 6: Designing Inclusive Learning Plans and Action Steps (60 minutes)  Engage participants in creating inclusive learning plans for their classrooms.  Develop action steps to implement inclusive practices. |
| **Specific Roles of Facilitator and Participants (we should inform beforehand)** | Facilitator:   * Guide and Presenter * Discussion Leader * Activity Coordinator   Participants:   * Active Learners * Collaborators * Reflective Thinkers |
| **Assessment of the Training Participants** | * Knowledge Checks * Group Presentations * Case Study Application * Reflection and Discussion * Question and Answer Session * Portfolio Assessment * Peer Assessment * Hands-On Activities Review * Post-Workshop Projects |
| **Follow-up task/Action Plans/Assignments** | As a follow-up to the Inclusive Education session, participants will engage in a post-workshop project that involves creating a comprehensive portfolio. This portfolio will serve as an assessment tool to determine the extent to which participants have met the session's objectives. |
| **Possible Challenges and ways out** | **Challenges:**   * Varying levels of prior knowledge on inclusive education. * Balancing time constraints with comprehensive content.   **Solutions:**   * Incorporate both foundational and advanced concepts. * Prioritize key topics and engage participants in interactive discussions |
| **Annexes**   1. **Reading Materials** 2. **PowerPoint Slides** 3. **Videos** 4. **etc** | Reading: नेपाल सरकार शिक्षक सक्षमता प्रारूप-२०७२  https://mahimabhalla.medium.com/special-education-v-s-inclusive-e  ducation-how-are-they-similar-or-different-3f1127a013a8  <https://www.youtube.com/watch?v=oxiJ02-hpZY>  https://www.youtube.com/watch?v=qhy4gRKAuaY |

**PS: This should be submitted two days before by the facilitators to** [**cpep@kusoed.edu.np**](mailto:cpep@kusoed.edu.np)