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ABSTRACT

This report outlines a course designed to provide teacher educators and supervisors, mostly from developing nations, with information about the education of children with specific learning disabilities (dyslexia, dysgraphia, dyscalculia, and attention deficit disorder) in mainstream settings. The majority of the participants were teacher trainers, administrators, curriculum planners, and teachers in their home countries. The course examined developmental profiles of children with specific disabilities, primary intervention and care, screening tools, and alternative teaching techniques. Course material was presented through lectures, workshops, classroom observations, and field trips, with course participants writing a project proposal on a topic which they intended to implement upon their return home. The report discusses the planning and preparation of the course, course content and procedures, social and cultural activities provided for the participants, and accommodations provided to the participants. Three appendixes provide a list of course participants, a copy of the course program, and evaluation comments of the participants. (MDM)

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R E P O R T

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Course on

THE EDUCATION OF THE YOUNG CHILD

WITH SPECIAL NEEDS

27 September - 19 November 1993

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## I GENERAL INFORMATION

### Name of the Course:

The Education of the Child with Special Needs

Implementing Institution: The Golda Meir Mount Carmel International Training Centre (MCTC), Haifa, Israel

### Objectives:

At the end of the course the participants will have:

- reviewed current knowledge of early childhood development
- increased their awareness of learning disorders in children and become more sympathetic to their needs
- acquired techniques for early detection of deviation from normal development
- enriched their knowledge about primary intervention
- increased their understanding of the need to guide and support the family
- acquired strategies and techniques for effecting change in parents' and teachers' attitudes

### Dates and Duration of the Course:

27th Sept. to 19th Nov. 1993 (8 weeks)

Number of Participants: 29 (23 women and 6 men)

Location: MCTC, Haifa

Language of Instruction: English

Countries of Participants:

Barbados	1	Kenya	1
Cameroon	1	Myanmar	1
China	1	Nepal	1
Cyprus	1	Nigeria	1
El Salvador	1	Philippines	2
Eritrea	1	Russia	1
Ethiopia	2	Slovakia	1
Fiji	3	South Africa	1
Grenada	2	St. Kitts, Nevis	1
India	1	St. Vincent	1
Jamaica	1	Thailand	3

Course Staff:

Ms. Janette Hirschmann	In charge of course; MCTC staff
Ms. Hava Karrie	Coordinator; MCTC staff
Ms. Bracha Steiner	Cultural & Social Activities, MCTC Staff
Ms. Ida Schlesinger	Course Secretary

II OVERVIEW:

Twenty-nine people representing twenty-two countries of Africa, Asia, the Caribbean Islands and Europe participated in an eight week course on **The Education of the Child With Special Needs.**

In this, the second course on this subject at The Golda Meir Mount Carmel International Training Centre (MCTC), emphasis was placed on children with specific learning disabilities - dyslexia, dysgraphia, dyscalculia, the "clumsy child", the child with attention deficit disorders, and the efficacy of mainstreaming for them. The subject of Learning Disabilities is not recognized in many of the participants' countries, although these children are to be found in the regular classrooms.

The course was offered to men and women who are currently employed as teacher trainers, curriculum planners, supervisors and program coordinators in Early Childhood Education at the district or national level, principals of schools, supervisors and inspectors of first or second grades.

Development profiles of children with specific learning disabilities were drawn up, primary intervention and care were discussed, tools for screening were examined and alternative teaching techniques were presented. Teaching methods were varied and included lectures, workshops and activities in small groups, music, story telling and the plastic arts. Observation visits were made to various educational programs, to complement the theoretical material.

At the end of the course, each participant wrote a project proposal on a topic which he/she intended to implement upon returning home. Most proposals included workshops, where they could share their newly acquired knowledge with colleagues, teachers or parents.

In their final written evaluations, the participants expressed satisfaction with the content and level of the course. They highly valued the opportunity afforded them to meet colleagues from different cultures and to visit the holy and historical sites of Israel.

### III PLANNING AND PREPARATION OF COURSE

In the previous course on **The Child with Special Needs**, learning disabilities were among the wide range of handicaps covered. At the final evaluation session, the participants recommended that this topic be studied in depth, since in most countries, the deaf, blind, mentally retarded and physically handicapped children are already being catered to.

They also pointed out that learning difficulties may be among the factors contributing to the high percentage of dropouts in primary school. It was therefore decided to offer this course on specific learning disabilities.

Educators dealing with the four to eight year old age group, i.e. those involved in kindergarten and the first grades of primary school, were invited to participate.

The main objective was to examine to what extent developmental learning problems could be recognized and treated within the framework of the kindergarten, first and second grades, while the children continue their studies in a regular framework. Suggestions were made as to how to create a nurturing educational environment. They included the use of music, movement, story telling and the plastic arts.

Since the lecturers came from all over Israel, it was impossible to organize a meeting of the teaching staff prior to the course. Meetings were held with each lecturer, and written summaries were distributed to all members of the teaching staff, along with the course program and the names and telephone numbers of the other lecturers, so they could confer with one another.

One week was allotted so each participant could do an in-depth study on a specific aspect of the course, or use the time to write his/her project proposal. These proposals were then presented to the class and MCTC staff.

### Participants

(For list of participants see Appendix 1)

One hundred and twenty-three applications were received, from which thirty participants were chosen. (There was a last minute cancellation by a Nigerian woman.) Twelve applicants were chosen for their background in special education, the others for their potential to effect change, due to the positions they fill in their countries.



A breakdown of the educational backgrounds of the participants follows:

M.D.	1
Ph. D.	4
M.A./M. Ed./M. Sc.	7
B.A./B.Ed./B. Sc.	10
Teacher Training College	2
Diplomas in Sp. Ed.	2
Certificate	3

The participants were employed in the following capacities:

Researcher	4
Supervisor/Advisor	4
Trainer	7
Teacher/Field Worker	5
Administrator	7
Coordinator	1
Senior Executive (lecturer)	1

Posts held

Government	23
Private	4
N.G.O.	2

A number of the participants filled more than one position, eg. supervisor and trainer, or teacher and trainer.

The heterogeneity, from the point of view of background and training, made it difficult to form a cohesive group. Nevertheless, the cross-cultural contact was stimulating for all the participants.

#### IV COURSE CONTENT AND PROCEDURE:

(For course program see Appendix 2.)

The course was opened on September 27th, with some participants arriving after that date. Orientation sessions were held with members of the staff, including the librarian.

After a "getting acquainted" session, the participants formed small groups, where they discussed their expectations of the course.

Dr. Emi Tirosh, Director of the Hanna Hushi Developmental Centre, gave an introductory lecture on the neurological aspects of Learning Disabilities and reported on the research currently being done in this field.

During the first two weeks, emotional, social, intellectual, psycho-motor and language development were discussed and related to children with specific learning disabilities. Suggestions were made for dealing with these children at home and in the kindergarten.

Special emphasis was placed on emotional and social problems which may develop as a result of learning disabilities. These children tend to withdraw and feel they are failures, despite the fact that they generally have normal intelligence. It is

therefore very important that teachers and parents be aware of the existence of these problems and understand their implications.

The importance of the role of the mother and of the teacher as mediator, were presented, using the MISC (More Intelligent and Sensitive Child) program as a model.

Starting in the fourth week, the model "Advancing Learning Competence in Kindergarten and School Children" was presented. The problems caused by hypo- and hyper-sensitivity in all the sensory systems were discussed, and the effect of the vestibular system on children's development emphasized. The participants were given new insights into observing and understanding children's behavior.

Two days were spent observing the program in kindergartens and schools which are geared towards prevention and early diagnosis. The kindergarten program was planned so the children could have many opportunities to exercise their psycho-motor skills, as well as their large and small muscles, to stimulate their senses and to integrate what they are exposed to. The children in these kindergartens come from problematic and culturally deprived homes.

Participants were introduced to the Piagetian theory of learning mathematics. They were given workbooks to guide them in exercises to help children develop mathematical skills. Basic skills in quantity approach for the child with special difficulties were examined. The participants felt they had received a new method of mathematical thinking.

A new method of dealing with Dysgraphia was presented, where the developmental aspects of drawing and writing were explained. Many problems can be overcome if the children are handled correctly and things explained to them, rather than forcing them to copy letters ad infinitum. Severely dysgraphic children should be allowed to work with a typewriter or computer. This can prevent unnecessary suffering and the development of emotional and social problems.

Workshops were given by music, art and movement therapists. An expert bibliotherapist showed the participants how to use stories as a tool for a journey into the inner world. Examples were given of exercises which could be used with the group of children into which learning disabled children are mainstreamed.

There were two sessions on the diagnosis of children with learning disabilities, where ways of working with them in school, on an individual basis, were presented. This led to a discussion on integration and segregation of the children with learning disabilities. As a general rule, it was concluded that each child should be individually diagnosed. Children who can cope, would benefit socially, emotionally and intellectually from remaining with their peers. They can learn a lot from the teaching sessions and the discussions in the classroom, but they also need special consideration and understanding, as well as extra help after school. They should not be put in situations where they might fail in front of others, which would have a negative emotional effect on them.

A series of lectures and small group activities was given, on **Serving Children with Learning Disabilities in the Community**. These lectures highlighted the responsibility of the community in providing services, organizing volunteers and other facilities to serve the needs of these children and their families.

During an observation visit to a family health clinic, where developmental lags are often first detected, the importance of early diagnosis and treatment were emphasized. Referral to professional services was also brought up. In many countries these multi-disciplinary services do not exist. In Israel, children and their families are referred to developmental centres. The nurse at the family health centre has contact with and also visits the daycare centre in the region, so that, should any developmental lags be picked up by the caregivers, she would be informed.

The kindergartens in Givat Olga conduct a screening program directed at identifying all the four year old children with sensory-motor and other development lags. The daily program in the kindergarten is planned so as to enrich all the children and to focus on those who need remediation.

The group visited this program twice, in order to observe the 4 - 5 and 5 - 6 year olds in action. There they were given extensive explanations of the rationale and objectives of the program, which has been extended into first and second grades. These observations, together with the introductory and closing lecture by Mr. Rami Katz, formed the focus of the course.

A large group of participants returned to Givat Olga during the special interest week, in order to acquire additional knowledge about strategies used in the kindergarten and classroom. This gave them further confidence about sharing their knowledge upon their return home.

The group also visited kindergartens, as well as a school in Herzlia where ten children with learning disabilities are integrated into a class with twenty regular children. This program was eclectic and stressed language enrichment. The participants were given extensive explanations by Renee Jacobs, Supervisor of the Integrated Kindergartens, about how the mainstreaming was organized. Each sub-group of children had a teacher and an aide, and it took time for each team to learn to work together. The participants commented on the fact that it was not possible to distinguish between the children with learning difficulties and the others.

The group was taken to a remedial centre for children attending regular kindergarten or school. These children spend a morning or an afternoon each week in remedial lessons in maths, language and other subjects. Art, music and movement therapies are some of the strategies used. A group of students revisited this framework to learn more about diagnostic tools and strategies.

An additional aspect of providing services for children with special needs was illustrated by a visit to "The Children's Garden", for children with special needs who are mainstreamed into regular schools. Once a week, these children enjoy enrichment programs in small groups, using different media

and therapies. In addition, each child has an individualized program which answers to his specific needs. Some teachers of the 'home' class attend these sessions, and if this is not possible, close contact is maintained with them. The learning disabled children also meet at the centre for social activities after school hours and during weekends and vacations.

On a visit to Kibbutz Usha, the participants were introduced to the cooperative way of living. They toured the children's houses, kindergartens and school, where they learned how the educational system is planned to serve the needs of the children and the community. Special services are provided for children with learning disabilities.

The group visited a national resource centre for special education, which has a reference library, audio-visual materials for loan and which publishes teaching/learning materials for the primary school years. In-service training courses are also conducted on various subjects, according to the requests of teachers and principals. Teachers from all over the country use the centre extensively.

With Zehava Debe, National Co-ordinator of the Whole Language Program, a visit was made to a primary school which uses this approach, integrating children with learning disabilities into regular classes. This school is in the final stages of construction and has been planned to have large peripheral areas for various learning activities, around a central space. This visit was of particular interest, as the staff, has only been practicing the Whole Language Approach for the last three months. The principal of the school and the

national coordinator of the Whole Language Approach answered the many questions posed by the group members.

During the week of special interests, a number of lectures and visits were organized for those who wanted additional information on specific topics, such as the autistic child, instrumental enrichment, technology in the kindergarten, organization of kindergartens in Haifa, etc.

The participants took the writing of their project proposals very seriously. Because counselling was offered by experts during the week, and the participants had unlimited access to the library, few needed the help of the MCIC staff.

The project proposals were presented to the class and MCTC staff members. Most of the participants intended to conduct workshops, seminars and training centres for their colleagues, teachers and parents, so that they could share their newly acquired knowledge.

Some of the topics were:

- The early identification and integration of the child with attention deficit hyperactivity disorder
- developing a remedial reading program
- producing a handbook/resource book for teachers of children with learning disabilities and language problems
- activities and games to enhance the child's development in preschool



- the multi-sensory approach in the kindergarten
- community participation in the preschool

Participants arranged informal evening meetings, where they showed videos of programs related to ECE in their countries. Some gave lectures on topics in which they had specific expertise. Ms. Mala Singelton spoke about the Whole Language Approach, and Ms. Perla Orteza about the Montessori Method. Mr. Gregory Haplaros had some excellent videos about learning disabilities.

#### Re-Entry

There was also a Re-Entry workshop with a two-hour exercise, which was designed to help the participants cope with the changes which may have occurred in their workplace and home setting during their absence. This exercise promoted heightened awareness of the process of change which had taken place within themselves. Above all, the participants were encouraged to bear in mind the fact that their colleagues at home had not undergone similar experiences during this period. In light of this, it was stressed that any changes introduced by them be made slowly and cautiously, when and if at all possible.

#### V SOCIAL AND CULTURAL ACTIVITIES

There were two excursions, to relevant religious and historical sites in Upper and Lower Galilee. The two-day trip to Jerusalem and one day in the Negav and the Dead Sea were particularly enjoyable to the participants.

The trainees were most pleased with the home hospitality which was arranged during the course, enabling them to meet Israeli families in their homes. Some trainees subsequently invited their hosts to the Folklore Evening at MCTC Centre, which was organized by the participants with the assistance of the Social Coordinator. The participants also viewed Israeli folklore in a nearby hote. A few commented that they would have liked to have learnt more Hebrew.

There were short walking tours of Haifa and a visit to a Druze village.

The group organized birthday celebrations and in general the participants were concerned with one another's welfare. A number of evening events were organized in conjunction with the Social Committee of the concurrent Spanish-speaking course.

#### VI SPECIAL PROBLEMS

There were no special problems, as the group members arranged matters among themselves. They helped one another with personal problems and translated for those who had difficulty with English. In the opinion of the course director, this is due to the fact that they were mature, experienced people.

## VII ACCOMMODATIONS

The participants were housed at the MCTC Centre, where each room was shared by two people. Weekly laundry service was provided. The participants were very satisfied with the conditions.

All participants were medically insured with the Histadrut Sick Fund and had free access to the doctor as the need arose.

Bus transportation was provided for study tours and trips and was found to be satisfactory.

## VIII EVALUATION

### By the Participants

The Course Director conducted ongoing monitoring of the content of the course and participants evaluated each lecturer at the end of each day, so that adjustments could be made when necessary. At the end of the course, participants completed a Final Evaluation Questionnaire. (See Appendix 3 which includes tabulation of questionnaires.)

Towards the end of the course, the participants were interviewed by the Director of MCTC, who was interested in hearing their opinions about the course content, the living conditions and the intercultural group experience.

The participants expressed satisfaction about what was being presented and despite the intensity of the program, they requested that nothing be left out.

Generally speaking, they were very satisfied with the different aspects of the course. Workshops, lectures and study visits were all considered to have been relevant and to have complemented one another. Most said that the experience greatly benefited their personal development, especially being in a multi-cultural setting, and expressed the hope that they would be able to meet again in the future. Some would have rather had more people from their own area, while others would have preferred to have had a more homogeneous group, professionally speaking.

Most were very satisfied with the contents and structure of the course and most indicated that its professional level corresponded to their needs. Some felt that the course was too general and that it would have been more effective to go in-depth in specific areas. It was pointed out that some of the lecturers did not speak fluent English.

The participants graded the conditions and facilities at the centre between average and very high. They were very satisfied with the medical care, the library and home hospitality (meeting Israelis in their homes).

Many participants expressed the view that much of the material taught was new to them, and even the material which wasn't new, provided them with new insights. They attributed this to the way in which the material was presented.

On the whole, the course contents and the level of the course met the needs of the participants and much of the material presented was new to most of them.

Evaluation by the Staff:

As this was the first course on children with learning disabilities, it was, to an extent experimental. The course coordinator felt that the first three weeks were too slow. This may also have been due to the fact that some of the lecturers were new and were not always sensitive to the needs of the participants.

The group of participants was too heterogeneous, from a cultural and scholastic point of view and in terms of the positions they held. A course of this nature should be offered either to professionals who have a background in Special Education, or to those for whom the subject is new. This may be why some participants commented that the course was too general, while for others it was satisfactory.

Leaving a week for special interests and project-writing is effective when the participants are high level. The participants availed themselves of the possibility of meeting with lecturers, making professional observation visits and using the library.

There was much up-to-date and relevant reference material in the library and many students used the evenings to catch up with their reading. It is very important that the library is open at all hours. The librarian was very helpful in finding what they needed.

The participants were asked to suggest topics for additional courses to be held at MCTC. The majority recommended a course about various aspects of specific learning disabilities. It is therefore recommended that the 1995 course on ECE be on the subject of **The Child with Special Needs**, but that the title of the course be very specific.

X DIRECTOR'S COMMENTS

The long experience of MCTC in training for Early Childhood Education and the good contacts maintained with agencies and departments in cooperating countries has encouraged us to plan curricula for more specific aspects of Early Childhood Education, such as areas of Special Education. This type of course attracts certain numbers of high level professionals. However, in order to be able to complete the course faster and to award scholarships to a diversity of nationals, we have twice ended up with a heterogeneous group which encounters a certain malaise during the course. There is no doubt that Israel has much to offer to professionals responsible for Special Education in their countries, however, selection criteria will have to be adjusted in order to achieve a homogeneous group of course participants.

We recommend conducting a follow-up survey by questionnaires, in order to understand better which educators benefit more from a course in this field.

X LIST OF LECTURERS

Shlomit Bressler Bibliotherapist, lecturer	Oranim Teachers' Training College
Zahava de Beer, M.A. Supervisor	Supervisor, Language Program Ministry of Education
Lilah Galkin Art Therapist, lecturer	Oranim Teachers' Training College
Yaffa Ginossar, M.A. Senior Developmental psychologists	
Audrey Kurash Cohen, M.A. Speech Language Pathologist	Hanna Hushi Centre
Moshe Harel Ambassador	
Dikla Kerem, M.A. Music Therapist, lecturer	Oranim T.T. College
Noga Lachter, M.A.	Effie Institute for Testing & Development of Learning Potentials
Susan Loewenger, Ph.D. Lecturer	School Of Education, Bar Ilan University

Atalia Musek, Ph.D. Lecturer	School of Social Work Haifa University
Rachel Neustadt, M.A. Lecturer	School of Social Work Haifa University
Jim Parish-Plass, Ph.D. Lecturer	Haifa University and Oranim TTC
Varda Rosenthal, M.A. Lecturer	School of Education Bar Ilan University
Ety Shachar Siman Tov, M.A. Lecturer	Arab Teachers' Training College
Simcha Sharf, Ph.D. Lecturer	Oranim TTC
Evelyne Shatila, Ph.D. Lecturer	Dept. of Special Education Haifa University
Emi Tirosh, M.D. Director	Hanna Hushi Developmental Centre Bnei Zion Hospital
Marion Wiener-Cohen, B.A. Specialist in Learning Disabilities	
Marion Wolf, B.A. Rabanit	Carmelia Community Synagogue
Hanna Zeltzer Occupational Therapist	"Shema"
Luba Zuk, M.A. Physiotherapist & Expressive Arts Therapist, Lecturer	Tel Aviv University







THE THAI-AMERICAN HUMAN CAPITAL INTERNATIONAL TRAINING SERVICE  
THE EDUCATION OF THE THAI-AMERICAN  
SPECIAL NEEDS

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MR. SANGKAEW	MA/MSW	SOCIAL WORKER OFFICER III DEPT. SOCIAL WELFARE/SCHEMATIC	19 PONGSA 171, SURENDETT AVE. BANGKOK CITY
MR. SANGKAEW	MA/MSW	PERSONNEL TRAINING SUPERVISOR MONTESSORI CENTER	501-101 101, 101 FRANKLIN HOUSE SANG JOSSE DEL MONTE BULACAN MONTESSORI CENTER 41, EISENHOWER BLVD., WASHINGTON DC SAM JOAN
MR. WITTHAYAKORN	UNIVERSITY DEGREE BA/MSW	SENIOR ASSISTANT PRINCIPAL BOUNT OF ST. VINCENT & GRENADINES	MURRAY VILLAGE KINGSTOWN GOVERNMENT OF ST. VINCENT & GRENADINES KINGSTOWN
MR. SANGKAEW	TRAINING COLLEGE	PRE-SCHOOL TEACHER NANCY McDOWELL PRE-SCHOOL	5021 TURTLE STREET BANGKOK BANGKOK 1409 BANGKOK
MR. SANGKAEW	UNIVERSITY DEGREE MA/MSW	SUPERVISOR OFFICE OF PRIVATE EDUCATION	50/16 RAJPRASERT RD., RAJVITHEE BANGKOK 10400 OFFICE OF THE PRIVATE COMMISSION BANGKOK
MR. SANGKAEW	UNIVERSITY DEGREE MA/MSW	MANAGER/TEACHER HARY IMMEDIATE KINDERGARTEN	90 TREETAT ROAD SAPHUHE HUANG CHANTABURI 22093 HARY IMMEDIATE KINDERGARTEN 32 TREETAT ROAD AMPHUR HUANG CHANTABURI 22000
MR. THIRAKHANT	UNIVERSITY DEGREE MA/MSW	SUPERVISOR IN SPECIAL EDUCATION SUPERVISORY UNIT	11/1 SUKHVIT ROAD SOI 61 KLONGTUEY DIST., BANGKOK 10110 SUPERV. UNIT DEPT. OF GENERAL EDUCATION BANGKOK PHAYATHAI DIST., BANGKOK 10400
MR. PUENHINA	UNIVERSITY DEGREE MA/MSW	REP. INSTIT. EDUCATION TRAINING	SOKRUTHICHERRY VILL 40-30 HONGKONG KCEBENHLO STP. 1 HONGKONG 107114

Course on

THE EDUCATION OF THE YOUNG CHILD  
WITH SPECIAL NEEDS

27 September - 19 November, 1993

P R O G R A M

THE GOLDA MEIR MOUNT CARMEL INTERNATIONAL TRAINING CENTRE  
12 David Pinsky Street - Haifa 31000 - ISRAEL

P R O G R A M

SEPTEMBER

Monday 27th

Arrival, registration, personal interviews.

16.30           Lecture/Discussion:  
Judaism & Tradition  
- Mrs. Marion Wolf

Tuesday 28th

8.00           Meeting the staff of MCTC

8.30           Meeting with the Director of MCTC  
- Mrs. Fannette Lodek

9.15           Meeting with the House Manager  
- Mrs. Shoshana Levy

9.30           Introduction to the Library (small groups)  
- Ms. Aliza Katz

10.30          Participants get acquainted

13.30          Expectations Presentation of Program

20.00          Official opening of the Course

Wednesday 29th

8.30 - 10.00   Lecture/Discussion:  
Neurological Aspects of Specific  
Learning Disabilities  
- Dr. E. Tirosh, Director  
Hanna Hushi Developmental Centre  
Bnei Zion Hospital

10.30 - 11.00   Overview of Special Education in Israel  
- Mrs. Jannette Hirschmann - MCTC

11.00 - 12.30   My work in my country - Small groups discussion

13.30          Continued

Thursday 30th Festival of the Tabernacles - Tour of Haifa - by bus  
Visit to Druze Village - Daliat el Carmel

OCTOBER

Friday 1st

8.30 - 10.00 Lecture/Discussion:  
Characteristics of skilled reading  
- Ms. Evelyn Shalit, Lecturer,  
Dept. of Special Education - Haifa University

10.30 - 12.00 Lecture/Discussion:  
Emergent Literacy: Readiness or Cultural Legacy  
- Ms. Evelyn Shalit

13.30 - 15.00 Lecture/Discussion:  
Developing early literacy expertise:  
Young children learn to read and write  
- Ms. Evelyn Shalit

Saturday 2nd

7.30 Departure for all day trip to Galilee,  
to visit historical and religious sites:  
Nazareth, Jordan River, Capernaum and Tiberias

Sunday 3rd Open

Monday 4th

8.30 - 10.00 Lecture/Discussion:  
A child is born  
- Dr. Atalia Musek, Lecturer  
Schoc. of Social Work, Haifa University

10.30 - 12.00 Lecture/Video Viewing/Discussion:  
First interactions between baby & parent  
- Dr. Atalia Musek

13.30 - 15.00 Lecture/Discussion:  
Emotional reactions to having  
a learning disabled child  
- Dr. Atalia Musek

19.30 Introduction to Social Activities  
- Ms. Bracha Stein

Tuesday 5th

- 8.30 - 10.00 Lecture/ Video Viewing/Discussion  
Secure attachment & encouraging mastery  
- Dr. Atalia Musek
- 10.30 - 12.00 Lecture/Discussion:  
Parental awareness model  
- Dr. Atalia Musek
- 13.30 - 15.00 Lecture/Viewing Video/Discussion:  
Cross cultural examples of child rearing  
- Dr. Atalia Musek
- 16.30 - 18.00 Serving children with learning  
disabilities at the community level  
- Ms. Rachel Neustadt, Lecturer  
- School of Social Work, Haifa University

Wednesday 6th

- 8.30 - 12.00 Lecture/Discussion  
a) The neurophysiological background to  
developmental learning disorders: - dyslexia,  
dysgraphia, dyscalculia, the clumsy child;  
the attention deficit hyperactive child and  
developmental coordination disorders.  
b) Suggestions for treatment  
- Ms. Luba Zuck, Physiotherapist,  
Expressive arts therapist
- 13.30 - 15.00 Mini-workshops  
using Expressive Arts Therapy  
as a treatment approach  
- Ms. Luba Zuck

Thursday 7th Open

Friday 8th

8.30 - 10.00 Lecture/Discussion:  
Piaget and Pre-schoolers - Basic theory  
- Dr. Jim Parish-Plass, Lecturer  
Haifa University & "Oranim" Teachers Training College

10.30 - 12.00 Lecture/Discussion:  
Piaget - Pre-concrete Operational thought  
- Dr. Jim Parish-Plass

13.00 - 14.30 Lecture/Discussion:  
Different types of thinking  
- Dr. Jim Parish-Plass

15.00 - 16.30 Lecture/Discussion:  
Applications  
- Dr. Jim Parish-Plass

Saturday 9th Walking Tour - Haifa by steps (optional)

Sunday 10th

7.30 Depart for all day trip to The Golan Heights  
and Upper Galilee  
(Program to be presented)

Monday 11th

8.30 - 10.00 Lecture/Discussion:  
Mediated Learning Experiences  
- Ms. Varda Rosenthal, Lecturer  
- School of Education, Bar Ilan University

10.30 - 12.00 Continued

13.00 - 14.30 Continued

16.30 - 18.00 Lecture/Discussion:  
Serving children with learning  
disabilities at the Community level  
- Ms. Rachel Neustadt



Tuesday 12th

- 8.00 Departure for a study visit to  
Family Health Center
- 11.00 - 12.30 Lecture/Discussion:  
Being a good parent  
- Dr. Atalia Musek
- 13.30 - 15.00 Developing empathy & building support systems  
for families with learning disabled children  
- Dr. Atalia Musek

Wednesday 13th

- 8.30 - 10.00 Lecture/Discussion:  
Mediated learning experience  
- Dr. Susan Lowinger, Lecturer  
- School of Education, Bar Ilan University
- 10.30 - 12.00 Continued
- 13.00 - 14.30 Continued
- 15.30 Lecture/Discussion:  
The use of music with children with  
learning difficulties  
- Ms. Dikla Kerem, Music Therapist; Lecturer  
- "Oranim: Teacher Training College

Thursday 14th

- 8.00 Departure for study visit to a Day Care Center
- 11.00 - 12.30 Lecture/Discussion:  
Language development  
- Ms. Audrey Kurash Cohen  
Speech language pathologist
- 13.30 - 15.00 Continued
- 15.15 - 16.45 Continued

Friday 15th

- 8.30 - 10.00 Language disorders  
- Ms. Audrey Kurash Cohen
- 10.30 - 12.00 Continued
- 13.00 - 14.30 Continued
- 15.00 Feedback

Saturday 16th

- 6.30 Departure for two-day trip to Negev:  
Massada, Dead Sea  
Overnight at Mashabim Guesthouse  
Kibbutz Mashabei Sadeh, Tel 057-565134

- Sunday 17th Sde Boker, Negev Research Centre, etc.  
Return to MCTC

Monday 18th

- 8.30 - 10.00 Lecture/Discussion:
  - Advancing Learning Competence in kindergarten & school children
  - Applying the Developmental Functional Approach
    - Mr. Rami Katz, Senior Developmental Psychologist  
Expert in Function & Learning Disabilities
- 10.30 - 12.00 Continued
- 13.00 - 14.30 Continued

Tuesday 19th

- 7.15 Departure for study visit to Givat Olga,  
a culturally disadvantaged neighborhood  
(Program to be presented)

Wednesday 20th

- 7.15 Departure for study visit to Givat Olga  
Program to be presented
- 16.30 Serving with children with learning  
disabilities at the Community level  
- Ms. Rachel Neustadt

Thursday 21st

- 8.30 - 10.00 Lecture/Discussion:  
- Advancing learning competence  
in kindergarten & school children  
- Application of the principles  
of the Developmental Functional Approach  
- Mr. Rami Katz
- 10.30 - 12.00 Continued
- 13.00 - 14.30 Continued

Friday 22nd

- 8.30 - 10.00 How children learn mathematics  
- Ms. Yaffa Ginossar - Lecturer  
Tel Hai College
- 10.30 - 12.00 Continued
- 13.30 - 18.00 Art as an instrument for therapy  
- Ms. Lilah Galkin, Art therapist,  
Lecturer - "Oranim" Teachers Training College

Saturday 23rd Free

Sunday 24th Preparations for folklore evening

20.00 Folklore Evening

Monday 25th

- 8.30 - 10.00 Diagnosis of dyslexia in the kindergarten  
and early primary school years  
- Ms. Noga Lachter, Effie Institute for Testing  
& Development of Learning potentials
- 10.30 - 12.00 Continued
- 13.30 - 17.00 Lecture/Workshop:  
Using stories as a tool for a journey into  
the inner world: a dialogue between  
teacher/therapist and a child (or a group of children)  
- Ms. Shlomit Bressler, Bibliotherapist, Lecturer -  
"Oranim" Teachers Training College

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Tuesday, 26th

8.00 All day study visit to observe  
integrated kindergartens and  
intergrated 1st & 2nd grades  
- Ms. Rini Jacobs, Supervisor of Integrated classes,  
Ministry of Education

Wednesday 27th

7.45 Depart for observation visit to a  
Remedial Teaching Center

13.30 The use of music with children with  
learning difficulties  
- Ms. Dikla Kerem

Thursday 28th

08.30 - 10.00 Lecture/Discussion:  
How the classroom teachers can help the dyslectic  
child in the regular classroom  
- Ms. Noga Lachter

10.30 - 12.00 Continued

13.30 - Serving children with learning  
disabilities at the community level  
- Ms. Rachel Neustadt

Friday 29th

8.30 - 10.00 How children learn mathematics  
- Ms. Yaffa Ginossar

10.30 - 12.00 Continued

13.30 Art as an instrument for therapy  
- Ms. Lilah Galkin

Saturday 30th Free

Sunday 31st Visit to Kibbutz Hulata, a collective settlement

Monday 1st

- 7.15 Depart for Tel Aviv  
- Visit the National Resource Centre for  
Special Education
- 9.15 - 9.30 Hear about the activities of the centre
- 9.30 - 11.00 Lecture/Discussion:  
Diagnosing and writing problems:  
- How to deal with them in a practical way  
in the classroom  
Ms. Hanna Zelzer - Occupational Therapist
- 13.30 - 15.00 Continued

Thursday 2nd

- 8.30 - 10.00 Lecture/Discussion:  
Basic Skills in quantity approach for the child  
with special difficulties  
- Dr. Simha Scharf - Lecturer -  
- Oranim Teacher Training College
- 10.30 - 12.00 Continued
- 13.15 - 15.00 Continued
- 16.00 Geopolitical Situation in Israel  
Representative of the Foreign Ministry

Wednesday 3rd

- 7.15 Depart for all day observation visit to Kfar Saba:  
Visit a school where children with learning  
disabilities are integrated in a regular classroom.
- Meet with Dr. Ilana Zeiler - Director,  
- Dept. of Basic Needs - Ministry of Education
- Lecture/Discussion:  
The Whole Method and children with learning  
disabilities
- 14.00 Visit Teachers' Resource Centre

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Thursday 4th

8.30 - 10.00 Lecture/Workshop  
Dance Movement therapy for children  
with learning disabilities  
- Ms. Ety Schachar Siman-Tov

10.30 - 12.30 Continued

13.30 Presentation/Discussion  
"Siah" - program for children with  
learning difficulties  
- Ms. Marion Vienes-Cohen

Presentation of Teacher made games  
helping

Friday 5th

8.30 - 10.00 Using stories as a tool  
- Ms. Shlomit Bressler

10.30 - 12.00 Continued

14.00 - 16.00 Dance Movement Therapy - for children  
with learning difficulties  
- Ms. Ety Shachar Siman-Tov

Saturday 6th

6.30 Depart for 2 day visit to Jerusalem  
Overnight at Kibbutz Kiryat Anavim  
Guest House. Tel: 02-348999  
Program to be announced

Sunday 7th

17.00 Return to Haifa

Monday 8th Special Interest  
Planning a Project Proposal

Tuesday 9th

8.30 Lecture/Discussion  
Ways & Means of speaking  
with disabled children  
- Ms. Luba Zuk

Afternoon Special Interest  
Planning & Writing a Project Proposal

Wednesday 10th Special Interest:  
Planning & Writing a Project Proposal

Thursday 11th Special Interest:  
Writing a Project Proposal

Friday 12th Special Interest:  
Writing a Project Proposal

Saturday 13th Open

Sunday 14th Open

Monday 15th Summing up of the Course

Tuesday 16th All day:  
Presentation of Final Projects

Wednesday 17th All day:  
Continued:  
Presentation of Final Projects

Thursday 18th

8.30 Re-entry

10.30 Final Written Evaluation

17.30 Closing Ceremony

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Friday 19th

9.00 Summing up of the Course

Participants' Expectations

1. Teachers

- a. Gain knowledge to work with teachers and parents to bridge the gap
- b. Acquire more ideas about preschool as a foundation and be able to help teachers
- c. To gain more ideas of how to handle/develop a program for children with special needs in a mixed setting.
  1. hearing impaired
  2. speech/language problems
  3. writing
  4. pre-reading
- d. Adaptation be made within the preschool setting to cater to children with special needs.
- e. Develop proper reading programs and intervene early to assist children with reading problems
- f. Diagnostic testing

2. Teacher Trainers



Objective: Mainstreaming children with Learning Disabilities (LD)

- a. Concept and clarification of LD  
Identification of children with LD
- b. Strategies and practical approaches to teaching children with LD
- c. Role of parents and teachers in the education of children with LD
- d. Ways of getting the government's involvement in policy-making for Special Education
- e. Public awareness of implications of LD
- f. Evaluation of the program

c. Administrators

Ways of dealing with the education of children with Special Needs

The Policy

- a. Curriculum/Materials
- b. Training/Supervision
- c. Community Awareness
- d. Funds

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d. Supervisors

- a. Input to enable re-organization in order to meet the needs of young children between 4 - 8 years
- b. Looking for methods of coping with LD children in classrooms in order to train teachers to cope in our countries
- c. Hoping to find out how the people in Israel organize the international curriculum in order to met the needs of all the people represented
- d. Hoping to share and compare experiences in order to develop professionally
- e. Looking for new methods, etc. - art therapy  
music therapy, etc.
- f. Looking for specific ideas on mainstreaming in preschool
- g. Looking for early identification assessment and intervention techniques
- h. Hoping to find out how the community (school, dev. centre, etc.) involves the parents and helps them cope with their children's disabilities
- i. To have a better understanding of the Israeli Educational system, including Special Education