**DIRECTORATE
OF CHILDREN
SERVICES**

REPUBLIC OF KENYA

THE DIRECTORATE OF CHILDREN SERVICES TRAINING CURRICULUM ON CARING FOR CHILDREN WITH DISABILITIES AND THOSE WITH SPECIAL NEEDS

THE DIRECTORATE OF CHILDREN SERVICES TRAINING CURRICULUM ON CARING FOR CHILDREN WITH DISABILITIES AND THOSE WITH SPECIAL NEEDS

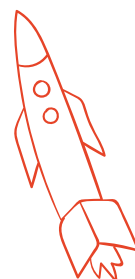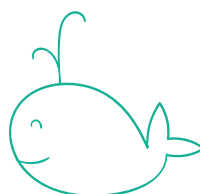DIRECTORATE OF CHILDREN SERVICES

REPUBLIC OF KENYA

The Directorate of Children Services Training Curriculum on Caring for Children with Disabilities and those With Special Needs

Bishops Road, National Social Security (NSSF) House

P.O. Box 40326 – 00100, Nairobi

Telephone: +254 (0) 2729800

Fax: +254 020 2726497

https://www.socialprotection.go.ke/children-services/

DIRECTORATE
OF CHILDREN
SERVICES

Supported by:

FOREWORD

In a world increasingly marked by diversity, the importance of understanding and addressing the needs of children with disabilities and those with special needs cannot be overlooked. Creating an inclusive environment for all children, especially children with disabilities and those with special needs, is not just a necessity but vital requirement in both international and national legal instruments. Each child is a unique individual with potential waiting to be unlocked, and it is our collective responsibility to ensure that every child has access to the required support and resources needed to thrive.

This training manual is designed to empower Children Officers and other Child Protection Practitioners with the essential knowledge and skills needed to nurture and support children with disabilities and those with special needs. Recognizing that every child's journey is different, the manual emphasizes tailored approaches that honor each child's unique strengths and challenges thus creating nurturing environments that not only promote well-being but also empower children to fully participate as active members of society.

The Directorate of Children Services, in partnership with the United Nations Office on Drugs and Crime Regional Office for East Africa (UNODC - ROEA), through the project: 'Preventing Violent Extremism through Rehabilitation, Vocational Training and Social Reintegration in Statutory Children's Institutions in Kenya', identified critical gaps in the knowledge, skills and resources available to Children Officers and other Child Protection Practitioners who work with children with disabilities and those with special needs.

To bridge this gap, the Directorate has developed a tailored Training Programme for Children Officers and other Child Protection Practitioners to facilitate effective caring for children with disabilities and those with special needs. This entailed the development of a tailor - made Training Curriculum, Manual and the Trainees Handbook. These documents will provide guidance to the facilitators to achieve learning outcomes.
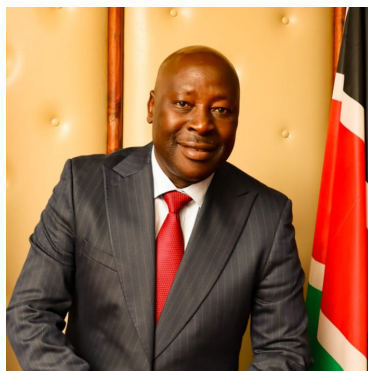
I trust that these training materials will be resourceful tools in the child protection sector to support empowerment of the child protection workforce in caring for children with disabilities and those with special needs.

Dr. Alfred Mutua, EGH

Cabinet Secretary

ACKNOWLEDGEMENT

The development of the training curriculum, manual and trainees handbook for Children Officers and other Child Protection Practitioners on caring for children with disabilities and those with special needs is a key milestone in Kenya's efforts towards inclusivity and implementation of the National Care Reform Agenda.

The State Department for Social Protection and Senior Citizen Affairs through the Directorate of Children Services, sought to strengthen the capacity of Children Officers and other Child Protection Practitioners through the development of the training materials. The training aims at building the capacity of the personnel by imparting knowledge, nurturing skills and strengthening competencies in caring for children with disabilities and those with special needs. The State Department therefore acknowledges the leadership of Dr. Alfred Mutua, Cabinet Secretary, Ministry of Labour and Social Protection for providing strategic direction in safeguarding children rights.

The State Department lauds the technical assistance from the United Nations Office on Drugs and Crime Regional Office for Eastern Africa (UNODC-ROEA) and the financial support from the Government of Canada through the Global Affairs Canada, under the project: Preventing Violent Extremism through Rehabilitation, Vocational Training and Social Reintegration in Statutory Children's Institutions in Kenya. Special thanks to the immense support from the Head of UNODC Crime Prevention and Criminal Justice Programme, Mrs. Charity Kagwi-Ndungu and Programme Officers led by Ms. Rebecca Nyandiwa and supported by Vanessa Kaniaru and Hope Kemama.

Special appreciation goes to UNICEF Kenya Country Office for their continuous collaboration and support in protection of children in the country. The critical role played by UNICEF in the development of the training materials cannot go unrecognized.

We further appreciate the multisectoral approach to this work through the identified state and non-state agencies with relevant expertise and experience in the area caring for children with disabilities and those with special needs. Special appreciation is due to the Technical Working Group members drawn from the; Directorate of Children Services, Kenya Institute of Special Education, Ministry of Health, National Council for Persons with Disabilities, Directorate of Social Development, UNODC, UNICEF, Acorn Tutorials, Child Welfare Society of Kenya, AMREF Health Africa in Kenya, Changing The Way We Care, The Tree of Life, SOS Children Villages Kenya and Daystar University.

Great appreciation and accolades go to the lead consultant, Dr. Roseline Olumbe, for her exemplary technical expertise, guidance and dedication in the development and steering of the processes leading to the finalization and launch of the three documents.

This recognition extends to her support team Ms. Eva Naputuni of Acorn Tutorials and Dr. Nicholas Nyamweya of Ministry of Health.

Special thanks go to my team at the Directorate of Children Services, under the leadership of the Secretary for Children's Services, Mr. Shem Nyakutu, and the Institutions Department team Mr. Peter Kabuagi, Ms. Ruth Areri, Mr. Francis Muchiri, Mr. Stanley Rotich, Ms. Annisiah Gatwiri, Ms. Joan Kawira, Mr. Thomas Ogembo and Ms. Sella Adikinyi for their dedication, teamwork and diligence throughout the entire process of the development beginning with the Training Needs Assessment, drafting, validation and the launch of the training materials.

Finally, I wish to pass my sincere gratitude to all who contributed in one way or another towards the successful development of the documents. Your efforts will have a lasting impact on the lives of countless children and their families in Kenya.

It is our hope that the training materials will benefit all the intended users in the Directorate of Children Services and partners as a basis for developing effective programs and practices for the best interest of children with disabilities and those with special needs.

Joseph M Motari, MBS

Principal Secretary

LIST OF ABBREVIATIONS

ACRWC	African Charter on the Rights and Welfare of Children
CCIs	Charitable Children's Institutions
CWDs	Children with Disabilities
DCS	Directorate of Children's Services
NCPWD	National Council for Persons with Disabilities
PWDs	Persons with Disabilities
TOT	Training of Trainers
UNCRC	United Nations Convention on the Rights of Children
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNODC	United Nations Office on Drugs and Crime

Contents

"I am **different,** but not less." ~Temple **Grandin**

INTRODUCTION AND BACKGROUND

This curriculum was developed to fill a gap that was identified among children officers and staff in institutions caring for children with disabilities and those with special needs. After an extensive survey of the institutions, it was concluded that equipping these Children Officers and staff in institutions with appropriate knowledge and skills in caring for children with disabilities and those with special needs was appropriate. As a result, a robust training needs assessment was conducted in May 2024, leading to the development of a curriculum to fill this gap.

🎓 Curriculum Title

The Directorate of Children Services Training Curriculum on Caring for Children with Disabilities and those with Special Needs.

General Description

This training curriculum is significant because it will provide an opportunity for Children Officers and staff in institutions to be trained and equipped with appropriate knowledge and skills to support and care for children with disabilities and those with special needs responsively. Notably, this is not only a gap in statutory institutions, therefore, it is hoped that other staff and caregivers in Charitable Children's Institutions (CCIs) will benefit from this training curriculum. It is expected that through this training curriculum, the Children Officers and staff in institutions will be equipped with the following knowledge and skills:

- An understanding of the key terms and concepts used in the field of disabilities and special needs.
- An understanding of the stages of child growth and development.
- An understanding of the changes that occur during the growth and development of a child.
- Ability to distinguish between typical and atypical development.
- An understanding of the categories and types of disabilities and special needs.

- Ability to identify a disability or a special need in a child.
- Understanding of the social and rights-based models of disabilities.
- Appreciation of the unique needs of children with disabilities and those with special needs.
- Understanding and securing the basic rights of a child based on international, regional and national laws.
- Understanding of the rights of children with disabilities and those with special needs as provided in the international, regional and national laws.
- Identifying their responsibilities as caregivers of children with disabilities and those with special needs.
- Understanding and appreciation of key elements of the quality of care for children with disabilities and those with special needs.
- Ability to identify and refer a child with a disability or a special need.
- Ability to network by referring a child with a disability or a special need to appropriate service providers.
- Ability to reintegrate a child a with disability or a special need from the institutions into the community in line with the Child Care Reforms in Kenya.
- Ability to care for themselves and appreciate the value of personal good health to provide quality service to children with disabilities and those with special needs.

Trainers

The ultimate design of this training is to identify and select 20 children officers who will undergo a Training of Trainers (TOT) and who will in turn become training champions for their colleagues and other caregivers. Coaching and mentoring sessions will be held after the initial TOT workshop to ensure the trainees acquire and grasp the relevant knowledge and skills to be delivered to their colleagues.

Target Group

The primary target trainees are Children Officers and Staff in statutory institutions under Kenya's Directorate of Children's Services. The secondary target group will be staff and caregivers in Charitable Children's Institutions (CCIs)

Children Officers and staff in institutions will be involved in the training. The selection of the 20 TOTs will be based on the following criteria:

- Relevant previous training experience (e.g. sociology, psychology, child development, education, or related courses).
- Relevant past experience in facilitating workshops or trainings.
- Working directly with children with disabilities and those with special needs.
- Experience working with DCS for at least two (2) years.
- National representation based on the eight (8) regions in Kenya.
- Good training and facilitation skills.
- A person with a disability or a special need.
- Gender balance and representation.

Language of Instruction

The primary language of delivery/instruction will be English.

Course Delivery

This course will be experiential in nature to enable the trainees gain relevant skills in caring for children with disabilities and those with special needs. It will initially be delivered to twenty (20) TOTs who will be trained and later mentored to deliver the same content to other children officers and staff working in various stations for the Directorate of Children Services in Kenya. The course entails the actual content to be delivered to the trainees and specific instructions for each of the units covered in this curriculum.

Expected Learning Outcomes

By the end of this course, the learner should be able to:

1. Identify the changes and peculiar behaviours that occur during the stages of a child's growth and development.

2. Describe the different forms of special needs and categories of disabilities in children.

3. Explain the social and rights-based models of disability and their relevance in caring for children with disabilities and those with special needs.

4. Outline the basic needs of every child and specific needs of children with disabilities and those with special needs.

5. Identify and analyse the basic rights of every child as provided in the national, regional and international laws, policies and frameworks.

6. Describe the key and basic rights of children with disabilities and those with special needs in line with provisions made in national, regional and international laws for persons with disabilities.

7. Examine the key responsibilities of caregivers of children with disabilities and those with special needs.

8. Explain the key elements of quality of care and its importance for children with disabilities and those with special needs.

9. Identify a child with a disability or a special need.

10. Demonstrate networking skills by referring children with disabilities and those with special needs to appropriate service providers for specialised care.

11. Reintegrate a child with a disability or a special need from institutional care into family and community-based care in line with the National Child Care Reforms in Kenya.

12. Demonstrate self-care skills that enable them to be strong and healthy while providing quality care for children with disabilities and those with special needs.

Learning Hours/Duration

The course will be delivered in 10 days and will cover a total of ninety (90) hours excluding time for preparation and evaluation. The units are allocated time slots based on the weight and content breadth. These 90 hours include field trip, recap sessions, tea breaks, and lunch sessions. The actual course content will cover a total of fifty (50) hours.

Teaching and Learning Methods

The teaching and learning methods will include, but not limited to:

- Roleplays
- Group discussions and presentations.
- Brainstorming activities
- Brief lectures
- Video clips
- Picture/image analysis
- Simulation activities
- Field trips
- Individual reflection exercises
- Journalling
- Sorting and matching

TRAINING PLAN

The training for children officers and staff in institutions on caring for children with disabilities and those with special needs will draw facilitators from both experts in the areas addressed and children officers who will be trained and mentored to facilitate this course. Some of the experts to be involved are medical professionals (e.g. occupational therapists, physiotherapists, and nurses), First Aid trainers, Assessors and counselling therapists, and Special Needs Education teachers among others. The date and time of the course will be determined by the Directorate of Children Services.

Delivery of this training is expected to be experiential at the same time providing theoretical knowledge to the participants. Subsequently, spacious rooms to fit 20 staff trainees or more from DCS and the trainers plus other experts as deemed necessary. The room arrangement should allow easy movement by the facilitator and the formation of small groups for discussions. Training equipment will include but not limited to LCD projector, laptop and sound system for effective projection of the PowerPoint Slides and playing video clips. Required writing and training materials include flip charts, multi-coloured sticky notes, marker pens, crayons, pens, trainee's handbooks, and printing paper among others. Early booking of the room and venue will be necessary to ensure participants start the training session on time to enhance completion within the expected time. Mode of delivery for this course will be face-to-face for effective learning to take place and practical activities to be done.

Training Objectives

By the end of the course, the learners should be able to:

1. Gain an understanding of the key concepts in the area of disabilities and special needs.
2. Appreciate the challenges experienced while caring for children with disabilities and those with special needs.
3. Gain skills in identifying children with developmental delays, disabilities, and special needs.
4. Gain first aid and counselling skills to be used when caring for children with disabilities and those with special needs.
5. Practice skills gained during the training workshops.

Training Duration

This course will be delivered to the participants in ten (10) days using a face-to-face approach. During each training day, participants will be expected to attend the sessions for 9 hours a day inclusive of recap, tea and lunch breaks. For purposes of hands-on experience, there will be an opportunity for the participants to visit an institution that cares for children with diverse disabilities and those with special needs.

Participants

The participants will be primarily children officers and staff in institutions caring for children with disabilities and those with special needs. However, depending on the availability of funding, staff and caregivers from Charitable Children's Institutions (CCIs) will be included in the training.

Training Schedule

The training will be spread across ten (10) days. The breakdown is as follows:

Day 1		
08:00 – 08:45	Prayer, Climate Setting and Introduction	Use Bingo (or any other activity) as a creative way to help participants know each other better. After the Bingo exercise, participants to share details about themselves e.g. name, station of work, duration of service, experience with children with disabilities, and expectations during the training.
08:45 – 09:00	Laying Ground Rules	Participants to suggest ground rules. Write them on a Flip Chart or manila paper and stick them on the wall for reference. Set a reflection corner and put sticky notes for participants to keep posting their reflections, feedback or challenges daily.
09:00 – 09:20	Objectives and Programme Walk Through	
09:20 – 9:40	Opening remarks **Official Opening**	DCS and relevant Institutions
09:40 – 10:30	Learning styles	Lecturette, discussions and presentations
10:30 – 11:00	Tea Break	
11:00 – 12:00	Principles of Adult Learning	Lecturette, discussions and presentations
12:00 – 01:00	Unit 1: Understanding Child Development	Lecturette, group discussions, presentations and picture reading.
01:00 – 02:00	Lunch break	
02:00 – 04:00	Unit 1: Understanding Child Development	Lecturette, group discussions, presentations and picture reading.
04:00 – 04:30	Closing session and Tea	Participants provide feedback and share their experiences.

Day 2		
08:00 – 08:30	Recap of Day 1 and comments in the reflection corner	The Rapporteur to present a summary of day 1. The facilitator to respond to questions or issues raised in the reflection corner.
08:30 – 10:30	Unit 1: Understanding Child Development	Lecturette, group discussions, presentations and picture reading.
10:30 – 11:00	Tea Break	
11:00 – 12:00	Unit 1: Understanding Child Development	Lecturette, group discussions, presentations and picture reading.
12:00 – 01:00	Unit 2: Understanding Disabilities and Special Needs	Lecturette, discussions, presentations, and role plays
01:00 – 02:00	Lunch break	
02:00 – 04:00	Unit 2: Understanding Disabilities and Special Needs	Lecturette, discussions, presentations, and role plays
04:00 – 04:30	Closing session and Tea	Participants to provide feedback and share their experiences.

Day 3		
08:00 – 08:30	Recap of Day 2 and comments in the reflection corner	The Rapporteur to present a summary of day 2. The facilitator to respond to questions or issues raised in the reflection corner.
08:30 – 10:30	Unit 2: Understanding Disabilities and Special Needs	Lecturette, discussions, presentations, and role plays
10:30 – 11:00	Tea Break	
11:00 – 12:00	Unit 2: Understanding Disabilities and Special Needs	Lecturette, discussions, presentations, and role plays
12:00 – 01:00	Unit 3: Identification of Children with Disabilities and those with Special Needs	Lecturette, group discussions, presentations, skits and role play.
01:00 – 02:00	Lunch break	
02:00 – 04:00	Unit 3: Identification of Children with Disabilities and those with Special Needs	Lecturette, group discussions, presentations, skits and role play.
04:00 – 04:30	Closing session and Tea	Members provide feedback and share their experiences.

Day 4		
08:00 – 08:30	Recap of Day 3 and comments in the reflection corner	The Rapporteur to present a summary of day 3. The facilitator to respond to questions or issues raised in the reflection corner.
08:30 – 10:30	Unit 4: Referrals and Access to Services and Resources	Lecturette, group discussions, presentations and policy analysis.
10:30 – 11:00	Tea Break	
11:00 – 01:00	Unit 4: Referrals and Access to Services and Resources	Lecturette, group discussions, presentations and policy analysis.
01:00 – 02:00	Lunch	
02:00 – 04:00	Unit 5: Legal and Policy Provisions on Disabilities and Special Needs	Lecturette, group discussions and presentations, role plays.
04:00 – 04:30	Closing session and Tea	Members provide feedback and share their experiences.

Day 5		
08:00 – 08:30	Recap of Day 4 and comments in the reflection corner	The Rapporteur to present a summary of day 4. The facilitator to respond to questions or issues raised in the reflection corner.
08:30 – 9:30	Unit 6: Inclusive Care for Children with Disabilities and those with Special Needs	Lecturette, discussions, presentations and role plays
09:30 – 1:00 pm	Visit to Machakos for the Physically Disabled School Caring for Children with Disabilities and those with Special Needs	
01:00 – 02:00	Lunch break	
02:00 – 5:00	Debrief Session	Practicals
05:00 – 5:30 pm	Closing session and Tea	Members provide feedback and share their experiences.

Day 6		
08:30 – 10:30	Unit 6: Inclusive Care for Children with Disabilities and those with Special Needs	Lecturette, discussions, presentations and role plays
10:30 – 11:00	Tea Break	
11:00 – 12:00	Unit 6: Inclusive Care for Children with Disabilities and those with Special Needs	Lecturette, discussions, presentations and role plays
12:00 – 01:00	Unit 7: Effective Communica-tion	Lecturette, group discussions, presentations, skits and role play.
01:00 – 02:00	Lunch	

Day 6		
02:00 – 04:00	Unit 7: Effective Communication	Lecturette, group discussions, presentations, skits and role play.
04:00 – 04:30	Closing session and Tea	Members provide feedback and share their experiences.

Day 7		
08:00 – 08:30	Recap of Day 5 and comments in the reflection corner	The Rapporteur to present a summary of day 6. The facilitator to respond to questions or issues raised in the reflection corner.
08:30 – 10:30	Unit 8: Basic Skills in Caring for Children with Disabilities and those with Special Needs	Lecturette, discussions, presentations and role plays
10:30 – 11:00	Tea Break	
11:00 – 1:00	Unit 8: Basic Skills in Caring for Children with Disabilities and those with Special Needs	Lecturette, discussions, presentations and role plays
01:00 – 02:00	Lunch break	
02:00 – 04:00	Unit 8: Basic Skills in Caring for Children with Disabilities and those with Special Needs	Lecturette, discussions, presentations and role plays
04:00 – 04:30	Closing session and Tea	Members provide feedback and share their experiences.

Day 8		
08:00 – 08:30	Recap of Day 7 and comments in the reflection corner	The Rapporteur to present a summary of day 7. The facilitator to respond to questions or issues raised in the reflection corner.
08:30 – 10:30	Unit 8: Basic Skills in Caring for Children with Disabilities and those with Special Needs	Lecturette, discussions, presentations and role plays
10:30 – 11:00	Tea Break	
11:00 – 12:00	Unit 8: Basic Skills in Caring for Children with Disabilities and those with Special Needs	Lecturette, discussions, presentations and role plays
12:00 – 01:00	Unit 9: Behaviour Management	Lecturette, discussions, presentations, video clips and role plays
01:00 – 02:00	Lunch break	
02:00 – 04:00	Unit 9: Behaviour Management	Lecturette, discussions, presentations, video clips and role plays
04:00 – 04:30	Closing session and Tea	Members provide feedback and share their experiences.

Day 9		
08:00 – 08:30	Recap of Day 8 and comments in the reflection corner	The Rapporteur to present a summary of day 8. The facilitator to respond to questions or issues raised in the reflection corner.
08:30 – 10:30	Unit 10: Quality of Care for Children with Disabilities and those with Special Needs	Lecturette, discussions, presentations, and expert speech
10:30 – 11:00	Tea Break	
11:00 – 01:00	Unit 11: Reintegration of Children with Disabilities and those with Special Needs	Lecturette, group discussions, presentations, expert speech.
01:00 – 02:00	Lunch break	
02:00 – 04:00	Unit 12: Working with Families and Communities	Lecturette, group discussions, presentations, skits and role play.
04:00 – 04:30	Closing session and Tea	Members provide feedback and share their experiences.

Day 10		
08:00 – 08:30	Recap of Day 9 and comments in the reflection corner	The Rapporteur to present a summary of day 9. The facilitator to respond to questions or issues raised in the reflection corner.
08:30 – 10:30	Unit 13: Effects of Emerging Issues on Children with Disabilities and those with Special Needs	Lecturette, group discussions, presentations, case studies.
10:30 – 11:00	Tea Break	
11:00 – 01:00	Unit 14: Self-care and Professional Development	Lecturette, group discussions, presentations, role plays and case studies.
01:00 – 02:00	Lunch break	
02:00 – 02:30	Post test	
02:30 – 3:00	Course Evaluation	Participants to provide feedback and share their experiences.
03:00 – 03:30	Awarding Certificates to Trainees	
03:30 – 04:00	Workshop closure	Remarks
04:00 – 04:30	Facilitators' briefing and self-evaluation	Feedback and sharing of experiences
Closing ceremony & Celebrations		

COURSE CONTENT

Introduction

This training curriculum seeks to equip children officers and staff in institutions with knowledge and skills enabling them to care for children with disabilities and those with special needs responsively. The primary trainees will be children officers and staff in institutions who care for children with disabilities and those with special needs while the secondary beneficiaries will be staff and caregivers in CCIs.

This course comprises fourteen (14) units that provide both theoretical and practical knowledge to the participants. The units are as outlined below:

Unit 7:

Effective Communication

🕐 180 Mins

Unit 5:

Legal and Policy Provisions on Disabilities and Special Needs

🕐 120 Mins

Unit 4:

Referrals for Access to Services and Resources

🕐 200 Mins

Unit 3:

Identification of Children with Disabilities and those with Special Needs

🕐 180 Mins

Unit 6:

Inclusive Care for Children with Disabilities and those with Special Needs

🕐 255 Mins

Unit 1:

Understanding Child Growth and Development

🕐 360 Mins

Unit 2:

Understanding Disabilities and Special Needs

🕐 360 Mins

10
Days

14
Units

33
Sessions

Unit 8:

Basic Skills in Caring for Children with Disabilities and those with Special Needs

⏱ 550 Mins

Unit 9:

Behaviour Management Techniques

⏱ 200 Mins

Unit 12:

Working with Families and Communities Caring for Children with Disabilities and those with Special Needs

⏱ 120 Mins

Unit 10:

Quality of Care for Children with Disabilities and those with Special Needs

⏱ 120 Mins

Unit 11:

Reintegration of Children with Disabilities and those with Special Needs

⏱ 120 Mins

Unit 13:

Emerging Issues in relation to Children with Disabilities and those with Special Needs

⏱ 120 Mins

Unit 14:

Self-Care and Professional Development

⏱ 120 Mins

DETAILED CURRICULUM

UNIT 1: UNDERSTANDING CHILD GROWTH AND DEVELOPMENT

🕐 360 Mins

Purpose:

The purpose of this unit is to equip the learner with an understanding of the basic concepts in child growth and development and the expected milestones at various stages of development. Further, the learner will explore factors that are likely to contribute to developmental delays in children and how they can be addressed.

.

Expected Learning Outcomes

By the end of this unit, the learner should be able to:

1. Define the basic terms and concepts in child growth and development;
2. Examine selected theories of child growth and development;
3. Explain the stages of child growth and development;
4. Discuss factors contributing to developmental delays and how they can be adressed.

S/No	Time	Expected Learning Outcomes	Content	Teaching Methodology
	1 Hr.	Define the basic terms and concepts in child growth and development.	Definition of terms and concepts relating to child growth and development	Interactive Lectures Q&A Sessions Brainstorm Activities
	2 Hrs. 30 mins	Examine selected theories of child growth and development.	Theories of child growth and development	Interactive Lectures Q&A Sessions Collaborative Learning Group Discussions Role play Video clips
	1 Hr. 30 mins	Examine the stages of child growth and development.	Stages of growth and development Variations in child growth and development	Interactive Lectures Q&A Sessions Role Play Case Studies

S/No	Time	Expected Learning Outcomes	Content	Teaching Methodology
	1 Hr.	Discuss factors contributing to developmental delays in children and how they can be addressed.	Developmental Delays Factors contributing to developmental delays. Early Intervention strategies to address developmental delays	Interactive Lectures Q&A Sessions Case Studies Collaborative Learning Group Discussions Peer Teaching

References

Batshaw, M. L., Roizen, N. J., & Lotrecchiano, G. R. (2013). *Children with disabilities* (7th ed). Paul H. Brookes Pub.

Benoit, D. (2004). Infant-parent attachment: Definition, types, antecedents, measurement and outcome. *Paediatrics & Child Health*, *9*(8), 541–545.

Berk, L. (2012). *Child Development* (9th edition). Pearson.

Bukatko, D., & Daehler, M. (2011). *Child Development: A Thematic Approach* (6th edition). Wadsworth Publishing.

Choo, Y. Y., Agarwal, P., How, C. H., & Yeleswarapu, S. P. (2019). Developmental delay: Identification and management at primary care level. *Singapore Medical Journal*, *60*(3), 119–123. https://doi.org/10.11622/smedj.2019025

Ettenberger, M., Bieleninik, Ł., Epstein, S., & Elefant, C. (2021). Defining Attachment and Bonding: Overlaps, Differences and Implications for Music Therapy Clinical Practice and Research in the Neonatal Intensive Care Unit (NICU). *International Journal of Environmental Research and Public Health*, *18*(4), 1733. https://doi.org/10.3390/ijerph18041733

Meadows, S. (2017). *Understanding Child Development: Psychological Perspectives and Applications* (2nd edition). Routledge.

Patterson, A., Perry, A., & Shine, R. (2018). Family quality of life when there is more than one child with a developmental disability. *Journal on Developmental Disabilities*, *23*(3), 80–89.

Recognizing Early Signs of Developmental Delays | Health Hive. (n.d.). Retrieved October 6, 2024, from https://hive.rochesterregional.org/2021/11/developmental-delays

Siegler, R., Saffran, J., Gershoff, E., Eisenberg, N., & DeLoache, J. (2020). *How Children Develop* (6th ed. 2020 edition). Worth.

UNIT 2: UNDERSTANDING DISABILITIES AND SPECIAL NEEDS IN CHILDREN

🕐 360 Mins

Purpose:

The purpose of this unit is to help the learner explore the types of disabilities, special needs and their impact on children, families and communities. The learner will further discuss the models of disability and etiquette when interacting with children with disabilities and those with special needs.

Expected Learning Outcomes:

By the end of this unit, the learner will be able to

1. Define key concepts in disabilities and special needs
2. Explore myths and misconceptions about disabilities and special needs
3. Explain the causes of disabilities and special needs
4. Describe the models of disabilities.
5. Identify the categories of disabilities and special needs in children
6. Examine the possible interventions for different types of disabilities and special needs
7. Explore appropriate disability etiquette

S/No	Time	Expected learning outcome	Content	Teaching Methodology
	30 mins	Define key concepts in disabilities and special needs.	Key concepts in disabilities and special needs.	Interactive Lectures Q&A Sessions Collaborative Learning Group Discussions Peer Teaching Gamification
	1 Hour	Explore myths and misconceptions about disabilities and special needs.	Myths and misconceptions about disabilities and special needs.	Interactive Lectures Q&A Sessions Collaborative Learning Group Discussions Peer Teaching Role Play and observation Case Study Guest speaker (expert) Independent study Teleconferencing resources
	20 mins	Explain the causes of disabilities and special needs.	Causes of disabilities and special needs.	Discussion

S/No	Time	Expected learning outcome	Content	Teaching Methodology
	1 Hour	Describe the models of disabilities.	Models of Disabilities	Interactive Lectures Q&A Sessions Collaborative Learning Group Discussions Peer Teaching Use of visual
	2 Hours 30 mins	Identify the categories of disabilities and special needs in children.	Categories of disabilities and special needs.	Interactive Lectures Q&A Sessions Collaborative Learning Group Discussions Peer Teaching Role Play and observation
	10 mins	Examine the possible interventions for different types of disabilities and special needs.	Intervention strategies for children with disabilities and those with special needs.	Interactive Lectures Q&A Sessions Collaborative Learning Group Discussions Peer Teaching
	30 mins	Explore appropriate disability etiquette.	Disability etiquette.	Discussion and role play Peer teaching Videos

References

Albrecht, G. L., Seelman, K. D., & Bury, M. (2001). *Handbook of Disability Studies* (New edition). Sage Publications, Inc.

Barnes, G. L., Woolgar, M., Beckwith, H., & Duschinsky, R. (2018). John Bowlby and contemporary issues of clinical diagnosis. *Attachment (London, England)*, *12*(1), 35–47.

Davis, L. J. (2017). *Disability Studies Reader, 5Th Edition*. T&F/Routledge.

Equity and Diversity Council (2022). Disability Etiquette Guide. NYC Emergency Management. https://www.iaem.org/Portals/25/documents/2022/Disability-Etiquette-Guide.pdf

Esteban-Guitart, M. (2018). The biosocial foundation of the early Vygotsky: Educational psychology before the zone of proximal development. *History of Psychology*, *21*(4), 384–401. https://doi.org/10.1037/hop0000092

Khan, I., & Leventhal, B. L. (2024). Developmental Delay. In *StatPearls*. StatPearls Publishing. http://www.ncbi.nlm.nih.gov/books/NBK562231/

Marwaha, S., Goswami, M., & Vashist, B. (2017). Prevalence of Principles of Piaget's Theory Among 4-7-year-old Children and their Correlation with IQ. *Journal of Clinical and Diagnostic Research : JCDR*, *11*(8), ZC111–ZC115. https://doi.org/10.7860/JCDR/2017/28435.10513

Ministry of Labour and Social Protection (MoLSP). (2021). *Disability Awareness Booklet*. MoLSP. https://www.socialprotection.go.ke/sites/default/files/Downloads/MoLSP-Disability-Awareness-Creation-Booklet-2021.pdf

Mitchell, K. J., Finkelhor, D., & Wolak, J. (2001). Risk factors for and impact of online sexual solicitation of youth. *JAMA*, *285*(23), 3011–3014. https://doi.org/10.1001/jama.285.23.3011

Nina. (2021, November 9). *Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities*. UNICEF DATA. https://data.unicef.org/resources/children-with-disabilities-report-2021/

World Health Organization. How to use the ICF: A practical manual for using the International Classification of Functioning, Disability and Health (ICF). Exposure draft for comment. October 2013. Geneva: WHO. https://cdn.who.int/media/docs/default-source/classification/icf/drafticfpracticalmanual2.pdf?sfvrsn=8a214b01_4&download=true

UNIT 3: IDENTIFICATION OF CHILDREN WITH DISABILITIES AND THOSE WITH SPECIAL NEEDS

⏱ 180 Mins

Purpose:

The purpose of this unit is to help the learner gain knowledge on the identification of children with disabilities and those with special needs in order to provide appropriate interventions.

Expected Learning Outcomes:

By the end of this unit, the learner should be able to:

1. Describe the various techniques for identifying children with disabilities and those with special needs
2. Apply basic skills for identification of disability and special needs cases in children

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
1	1 Hour	Describe the various techniques for identifying children with disabilities and those with special needs.	Identification techniques for children with disabilities and those with special needs.	Lectures Group discussions Video clips Demonstrations Specialist guest speaker Case study
2	2 Hours	Apply basic skills for identification of disability and special needs in children.	Basic skills for identification of disabilities and special needs in children.	Lectures Group discussions Video clips Demonstrations Specialist guest speaker Case study

References

Cheruiyot, E. (2023, January 23). *Child Care and Protection Officers Training Manual – National Council on the Administration of Justice.* https://www.ncaj.go.ke/index. php/download/child-care-and-protection-officers-training-manual/

Doncheva, J. (2018). *Early Identification of Children with Special Educational Needs. Mircea cel Batran Naval Academy Press,* XX (1), 1-8. https://doi.org/10.21279/1454-864X-17-I1-00

Early Identification for Children with Special Needs | CCCF. (n.d.). Https://Cccf-

Fcsge.Ca/. Retrieved October 6, 2024, from https://cccf-fcsge.ca/ece-resources/topics/special-needs/early-identification-children-special-needs/

Hayes, A. M., & Bulat, J. (2017). *Disabilities Inclusive Education Systems and Policies Guide for Low- and Middle-Income Countries*. RTI Press. http://www.ncbi.nlm.nih.gov/books/NBK554622/

Lai, I., Lipscomb, S., and Johnson, A. (2024). Appropriate Identification of Children with Disabilities for IDEA Services: A Report from Recent National Estimates (NCEE 2024-004r). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee.

Linzarini, A., Bugden, S., Merkley, R., Gaab, N., Siegel, L.S., Aldersey, H., Anderson, J., Araya, B.M., Barnes, M.A., Boyle, C., Clasby, B., Doherty, B., Edyburn, D.L., Fishstrom, S., Gaurav, N., Guerriero, S., Hudson, A., Iuculano, S., Jansen-van Vuuren, J., Joanisse, M., Joshi, R.M., Kalbfleisch, L., Kent, H., Miller, A.H., Paulle, B., Page, A., Patton Terry, N., Petscher, Y., Peters, L., Sider, S., Specht, J., Steinle, P.K., Tonks, J., Vaughn, S., van Bergen, E. , and Williams, W.H. (2022) 'Identifying and supporting children with learning disabilities' in Duraiappah, A.K., van Atteveldt, N.M., Borst, G., Bugden, S., Ergas, O., Gilead, T., Gupta, L., Mercier, J., Pugh, K., Singh, N.C. and Vickers, E.A. (eds.) Reimagining Education: The International Science and Evidence Based Assessment. New Delhi: UNESCO MGIEP. https://doi.org/10.56383/RFDB2422

Palfrey, J. S., Singer, J. D., Walker, D. K., & Butler, J. A. (1987). Early identification of children's special needs: A study in five metropolitan communities. *The Journal of Pediatrics*, *111*(5), 651–659. https://doi.org/10.1016/s0022-3476(87)80238-x

Recognising the Signs: Understanding and Identifying Special Needs | Special Education. (2023, February 13). *College of Allied Educators*. https://cae.edu.sg/recognising-the-signs-understanding-and-identifying-special-needs/

Soma, A., Kissiedu, K., & Nyame, I. (2023). Barriers to Early Identification and Intervention for Children with Special Education Needs (SEN) in Public Kindergartens (KGs) in the Sagnarigu District of the Northern Region, Ghana. *European Journal of Education and Pedagogy*, 4(6), Article 6. https://doi.org/10.24018/ejedu.2023.4.6.519

UNIT 4: REFERRALS FOR ACCESS TO SERVICES AND RESOURCES

⏱ 200 Mins

Purpose:

In this unit, the learner will be exposed to available services and resources for children with disabilities and those with special needs in accordance to their individual needs.

Expected learning outcomes.

1. Identify available support services for children with disabilities and those with special needs.
2. Describe the referral procedures and services for children with disabilities and those with special needs.
3. Identify challenges and barriers faced by children with disabilities and those with special needs in accessing services and resources.
4. Demonstrate skills to develop strategies to overcome challenges and barriers in accessing services and resources.
5. Develop an individualized care plan for children with disabilities and those with special needs.
6. Design and disseminate a Sensitisation and awareness plan on accessible services and resources for children with disabilities and those with special needs.

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
1	30 mins	Identify the available support services for children with disabilities and those with special needs.	Types of Services and Resources: Educational services, healthcare services, social services, assistive and adaptive devices and technology.	Lectures Q&A Group discussions
2	40 mins	Describe the referral procedures and services for children with disabilities and those with special needs.	Referral Mechanism and Collaboration with Service Providers.	Lectures Q&A Group discussions

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
3	20 mins	Identify challenges and barriers faced by children with disabilities and those with special needs in accessing services and resources.	Challenges and barriers in accessing services and resources.	Lectures Q&A Group discussions Case studies Simulations
4	20 mins	Demonstrate skills to develop strategies to overcome challenges and barriers in accessing services and resources.	Strategies to overcome the challenges and barriers in accessing services and resources	Lectures Q&A Group discussions Case studies
5	50 mins	Develop individualized care plan for children with disabilities and those with special needs	Individualised care plan for children with disabilities and those with special needs.	Practical session
6	20 mins	Design and disseminate a Sensitisation and awareness plan on accessible services and resources for children with disabilities and those with special needs.	Sensitisation and awareness creation on accessible services for children with disabilities and those with special needs.	Lectures Q&A Group discussions

References:

Arora, A. (2016, October 21). Module on Child Functioning: Questionnaires. UNICEF Data. https://data.unicef.org/resources/module-child-functioning/

Charlton, J. I. (2000). Nothing About Us Without Us: Disability Oppression and Empowerment (First Edition). University of California Press.

Child Witness Institute. (n.d.). Access to justice for women and children with disabilities who are victims of crime. https://media.lawlibrary.org.za/media/generic_document/84808/source_file/guide-to-access-to-justice-for-persons-with-disabilities.pdf

Disabilities EnableMe. (n.d.). Retrieved October 6, 2024, from https://www.enableme.ke/en/disabilities

Hastings, R. P., & Beck, A. (2004). Practitioner review: Stress intervention for parents of children with intellectual disabilities. Journal of Child Psychology and Psychiatry, and Allied Disciplines, 45(8), 1338–1349. https://doi.org/10.1111/j.1469-7610.2004.00841.x

Kenya Disability Resource | HomePage. (n.d.). Kenya Disability Resource. Retrieved October 6, 2024, from http://www.kenyadisabilityresource.org/HomePage

Kenya Disability Resource | Kenya Government Disability Services. (n.d.). Kenya Disability Resource. Retrieved October 6, 2024, from http://www.kenyadisabilityresource.org/Kenya-Government-Disability-Services

Memisevic, H., & Djordjevic, M. (2019). Quality of Life. In J. L. Matson (Ed.), Handbook of Intellectual Disabilities: Integrating Theory, Research, and Practice (pp. 91–107). Springer International Publishing. https://doi.org/10.1007/978-3-030-20843-1_6

Ministry of Health. (2010). National Guidelines for Identification & Referral of Children with… Ministry of Health, Kenya. https://www.medbox.org/document/national-guidelilnes-for-identification-referral-of-children-with-disabilities-and-special-needs

Parish, S. L., & Cloud, J. M. (2006). Financial well-being of young children with disabilities and their families. Social Work, 51(3), 223–232. https://doi.org/10.1093/sw/51.3.223

Perrin, J. M., Romm, D., Bloom, S. R., Homer, C. J., Kuhlthau, K. A., Cooley, C., Duncan, P., Roberts, R., Sloyer, P., Wells, N., & Newacheck, P. (2007). A family-centered, community-based system of services for children and youth with special health care needs. Archives of Pediatrics & Adolescent Medicine, 161(10), 933–936. https://doi.org/10.1001/archpedi.161.10.933

Schalock, R. L., Alonso, M. A. V., Braddock, D., & Verdugo, M. A. (2002). Handbook on Quality of Life for Human Service Practitioners (1st edition). Amer Assn on Intellectual & Devel.

Solomon, P., & Chung, J. (2012). Understanding the role of support groups for parents of children with disabilities. Disability Studies Quarterly, 32(2).

Summers, J. A., Poston, D. J., Turnbull, A. P., Marquis, J., Hoffman, L., Mannan, H., & Wang, M. (2005). Conceptualizing and measuring family quality of life. Journal of Intellectual Disability Research: JIDR, 49(Pt 10), 777–783. https://doi.org/10.1111/j.1365-2788.2005.00751.x

Turnbull, A., Turnbull, H., Erwin, E., & Shogren, K. (2015). Families, Professionals, and Exceptionality: Positive Outcomes Through Partnerships and Trust. All Books and Media by Montclair State University Authors. https://digitalcommons.montclair.edu/all_books/43

UNICEF. (2013, November 1). The State of the World's Children 2013 | UNICEF. https://www.unicef.org/reports/state-worlds-children-2013

United Nations. (2006). Convention on the Rights of Persons with Disabilities (CRPD) | Division for Inclusive Social Development (DISD). https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd

UNIT 5: LEGAL AND POLICY PROVISIONS ON DISABILITY AND SPECIAL NEEDS

⏱ 120 Mins

Purpose:

The purpose of this unit is to introduce the learner to the legal and policy provisions for children with disabilities and those with special needs. In addition, the learner will evaluate the rights-based approaches while supporting children with disabilities and those with special needs.

Expected Learning Outcomes:

By the end of this unit, the learner should be able to:

1. Identify the legal and policy provisions for children with disabilities and those with special needs.
2. Describe the rights-based approach to disability and special needs advocacy.

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
	1 hour 20 mins	Identify the legal and policy provisions on children with disabilities and those with special needs.	Legal and Policy Provisions for children with disabilities and those with special needs a. International & Regional Conventions, protocols, and frameworks for protecting children with disabilities and those with special needs. b. National Laws, Policies guidelines, and development frameworks for Protecting Children with Disabilities and those with special needs.	Interactive Lectures Plenary and group discussions Guest Speaker (expert) Simulation
	40 mins	Describe the rights-based approach to disability and special needs advocacy.	Rights-Based Approach to Disability and Special Needs Advocacy.	Interactive Lectures Group discussion Role play and observation Independent study

References

African Union. (2019). Agenda 2063: The Africa We Want. | African Union. https://au.int/en/agenda2063/overview

African Union. (2020). Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa | African Union. African Union. https://au.int/en/treaties/protocol-african-charter-human-and-peoples-rights-rights-persons-disabilities-africa

Children Act. CAP. 141. (2022). Kenya Law. http://www.kenyalaw.org:8181/exist/kenyalex/actview.xql?actid=CAP.%20141

Glicksman, S., Goldberg, C., Hamel, C., Shore, R., Wein, A., Wood, D., & Zummo, J. (2017). Rights-Based and Person-Centered Approaches to Supporting People With Intellectual Disability: A Dialectical Model. Intellectual and Developmental Disabilities, 55(3), 181–191. https://doi.org/10.1352/1934-9556-55.3.181

Government of Kenya, Ministry of Gender, Children and Social Protection. (2011). Kenya National Social Protection Policy 2011—Knowledge Management System for Social Protection. Social Protection. https://kms.nsps.socialprotection.go.ke/index.php/knowledge-repository/26-policy-frameworks/55-kenya-national-social-protection-policy-2011

Jenkin, E., Wilson, E., Campain, R., & Clarke, M. (2019). The Principles and Ethics of Including Children with Disability in Child Research. Children & Society, 34(2). https://doi.org/10.1111/chso.12356

Njelesani, J., Cleaver, S., Tataryn, M., & Nixon, S. (2012). Using a Human Rights-Based Approach to Disability in Disaster Management Initiatives. https://doi.org/10.5772/32319

The Constitution of Kenya, 2010. (n.d.). Kenya Law. Retrieved October 7, 2024, from http://www.kenyalaw.org/kl/index.php?id=398

UNICEF. (2007, November 1). The State of the World's Children 2007 | UNICEF. https://www.unicef.org/reports/state-worlds-children-2007

United Nations. (n.d.). Transforming our world: The 2030 Agenda for Sustainable Development | Department of Economic and Social Affairs. United Nations, Department of Economic and Social Affairs. Sustainable Development. Retrieved October 7, 2024, from https://sdgs.un.org/2030agenda

United Nations. (2006). Convention on the Rights of Persons with Disabilities (CRPD) | Division for Inclusive Social Development (DISD). https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd

World Health Organization. (2011). World report on disability. https://www.who.int/publications/i/item/9789241564182

UNIT 6. INCLUSIVE CARE FOR CHILDREN WITH DISABILITIES AND THOSE WITH SPECIAL NEEDS

⏱ 255 Mins

Purpose:

This unit seeks to equip the learner with knowledge, skills, and change attitudes to enhance inclusive practices while caring for children with disabilities and those with special needs. The learner will explore the principles of inclusion and ways to support individual differences among children with disabilities and those with special needs.

Expected Learning Outcomes:

By the end of this unit, the learner should be able to:

1. Define key terms and concepts in inclusive care.
2. Explain the principles of inclusion.
3. Create an inclusive environment for children with disabilities and those with special needs.
4. Explain approaches for supporting diversity and individual differences among children with disabilities and those with special needs.
5. Describe the ethical principles observed in the context of children with disabilities and those with special needs.

S/No	Time	Learning Outcome	Content	Teaching Methodology
1	40 mins	Define key terms and concepts in inclusive care.	Definition of terms	Interactive Lectures Q&A Sessions Collaborative Learning Group Discussions Peer Teaching
	1 hour	Explain the principles of inclusion	Principles of inclusive care Understanding Inclusive practices Inclusive education practices Inclusive healthcare practices Inclusive Social and Recreational Activities Inclusive Behavioural and Emotional Support Importance of inclusion for children with disabilities and those with special needs.	Interactive Lectures Q&A Sessions Collaborative Learning Group Discussions Peer Teaching

S/No	Time	Learning Outcome	Content	Teaching Methodology
	50 mins	Create an inclusive environment for children with disabilities and those with special needs.	Creating an Inclusive Environment.	Interactive Lectures Q&A Sessions Collaborative Learning Group Discussions Peer Teaching Visual teaching aids
	50 mins	Explain approaches for supporting diversity and individual differences among children with disabilities and those with special needs.	Supporting Diversity and Individual Differences.	Interactive Lectures Q&A Sessions Collaborative Learning Group Discussions Peer Teaching Visual teaching aids
	40 mins	Describe the ethical principles observed in the context of children with disabilities and those with special need.	Ethical Principles in Working with Children with Disabilities and those with special needs.	Interactive Lectures Ethical dilemma Group discussion Simulations Visual teaching aids

References

Ainscow, M., Booth, T., Dyson, A., Farrell, P., Frankham, J., Gallannaugh, F., Howes, A., & Smith, R. (2006). *Improving Schools, Developing Inclusion*. Routledge.

Downey, S., van der Werff, L., Thomas, K., & Plaut, V. (2015). The role of diversity practices and inclusion in promoting trust and employee engagement. *Journal of Applied Social Psychology*, *45*, 35–44. https://doi.org/10.1111/jasp.12273

Hall, A.-M., & Theron, L. (2016). How school ecologies facilitate resilience among adolescents with Intellectual Disability: Guidelines for teachers. *South African Journal of Education*, *36*, 1–13. https://doi.org/10.15700/saje.v36n2a1154

Hayes, A. M., & Bulat, J. (2017). *Disabilities Inclusive Education Systems and Policies Guide for Low- and Middle-Income Countries*. RTI Press. http://www.ncbi.nlm.nih.gov/books/NBK554622/

Miller, F. A., & Katz, J., H. (2012). *Inclusion Breakthrough: Unleashing the Real Power of Diversity* (0016-edition eds.). ReadHowYouWant.

nina. (2021, November 9). *Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities*. UNICEF DATA. https://data.unicef.org/resources/children-with-disabilities-report-2021/

Page, S., E. (2007). *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies (New Edition)* (New Edition). Princeton University Press. https://doi.org/10.2307/j.ctt7sp9c

Raschke, D., & Bronson, J. (Eds.). (1999). *Creative Educators at Work: All Children Including Those with Disabilities Can Play Traditional Classroom Games*. http://www.uni.edu/coe/inclusion/philosophy/benefits.htm

Shore, L. M., Cleveland, J. N., & Sanchez, D. (2018). Inclusive workplaces: A review and model. *Human Resource Management Review*, *28*(2), 176–189. https://doi.org/10.1016/j.hrmr.2017.07.003

UNESCO. (2024). *Inclusion in education: What you need to know | UNESCO*. https://www.unesco.org/en/inclusion-education/need-know

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). (2006). Convention on the Rights of Persons with Disabilities and Optional Protocol.

World Forgotten Children Foundation. (2023). *Embracing Diversity: World Forgotten Children*. https://www.worldforgottenchildren.org/blog/embracing-diversity/184

https://www.researchgate.net/publication/271840337_Inclusion_Disability_and_Culture

https://laverne.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01UOLV_INST:01UOLV&search_scope=Books&tab=All&docid=alma991004043120706311

UNIT 7: EFFECTIVE COMMUNICATION

⏱ 180 Mins

Purpose:

This unit will equip the learner with appropriate skills and knowledge to enhance effective communication while supporting children with disabilities and those with special needs, building relationships and sensitizing the community. The learner will further gain knowledge of the available communication, language, assistive devices, and technologies for children with disabilities and those with special needs.

Expected Learning Outcomes:

By the end of this unit, learners should be able to:

1. Demonstrate skills for effective communication while supporting children with disabilities and those with special needs.
2. Apply the skills for building trust and rapport when caring for children with disabilities and those with special needs.
3. Identify and use language, assistive communication devices, and technologies for children with disabilities and those with special needs.

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
	1 Hr. 30 mins	Demonstrate skills for effective communication while supporting children with disabilities and those with special needs.	Skills for effective communication while supporting children with disabilities and those with special needs. • Understanding communication and its barriers • Strategies to promote accessible communication for different disabilities and special needs.	Interactive Lectures Q&A Group Discussion Peer teaching Role Play and Observation Case study
	30 mins	Apply the skills for building trust and rapport when caring for children with disabilities and those with special needs.	Building and creating a supportive communication environment for children with disabilities and those with special needs.	Interactive Lectures Q&A Group Discussion and Peer teaching Role play and observation Modelling

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
	1 hour	Identify and use language, assistive communication devices for children with disabilities and those with special needs.	Identification and use of language, assistive communication devices and technologies for children with disabilities and those with special needs.	Interactive Lectures Q&A Group Discussion Peer teaching Videos

References

Cheruiyot, E. (2023, January 23). *Child Care and Protection Officers Training Manual – National Council on the Administration of Justice.* https://www.ncaj.go.ke/index.php/download/child-care-and-protection-officers-training-manual/

Garcia-Melgar, A., Hyett, N., Bagley, K., McKinstry, C., Spong, J., & Iacono, T. (2022). Collaborative team approaches to supporting inclusion of children with disability in mainstream schools: A co-design study. *Research in Developmental Disabilities*, *126*, 104233. https://doi.org/10.1016/j.ridd.2022.104233

Liaise. (n.d.). *Challenging behaviour in learning disabilities: Techniques for managing symptoms and improving communication and social skills – Liaise.* Retrieved October 7, 2024, from https://liaise.com/challenging-behaviour-in-learning-disabilities-techniques-for-managing-symptoms-and-improving-communication-and-social-skills/

Ministry of Labour and Social Protection (MoLSP). (2021). *Disability Awareness Booklet*. MoLSP. https://www.socialprotection.go.ke/sites/default/files/Downloads/MoLSP-Disability-Awareness-Creation-Booklet-2021.pdf

Save the Children. (2015). *How to Communicate with Children with Disabilities. Manual for Schoolchildren. Yereven* (I. Sargsyan, Ed.). Save the Children. https://resource-centre.savethechildren.net/pdf/communication-with-cwds-for-schoolchildren_eng_0.pdf/

Tulchinsky, T. H., & Varavikova, E. A. (2014). Chapter 7—Special Community Health Needs. In T. H. Tulchinsky & E. A. Varavikova (Eds.), *The New Public Health (Third Edition)* (pp. 381–418). Academic Press. https://doi.org/10.1016/B978-0-12-415766-8.00007-0

World Health Organization. (2022). *Caregiver skills training for families of children with developmental delays or disabilities—Introduction*. World Health Organization. https://www.who.int/publications/i/item/9789240048836

UNIT 8: BASIC SKILLS IN CARING FOR CHILDREN WITH DISABILITIES AND THOSE WITH SPECIAL NEEDS

⏱ 550 Mins

Purpose:

This unit will equip the learner with soft skills, basic counselling skills and first aid skills to effectively care for children with disabilities and those with special needs.

Expected learning outcomes:

By the end of this unit, the learner should be able to:

1. Define key terms and concepts in skills for caring for children with disabilities and those with special needs.
2. Use soft skills required when caring for children with disabilities and those with special needs.
3. Demonstrate basic first aid skills to children with disabilities and those with special needs.
4. Use appropriate infection prevention and control skills when caring for children with disabilities and those with special needs.
5. Apply the adaptations for specific disabilities and special needs.
6. Examine theories of counselling.
7. Apply basic counselling skills when caring for children with disabilities and those with special needs

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
	30 mins	Define key terms and concepts in skills for caring for children with disabilities and those with special needs	Definition of terms and concepts	• Interactive Lectures • Q&A Sessions
	1 Hour	Use soft skills required when caring for children with disabilities and those with special needs	Soft skills required when caring for children with disabilities and those with special needs.	• Lectures • Group discussions • Q&A • Case studies
	4 Hours	Demonstrate basic first aid skills to children with disabilities and those with special needs	Basic First Aid skills when caring for children with disabilities and those with special needs.	• Lecture • Resource person/ specialist • Demonstration • Video clips

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
4.	1 Hour	Use appropriate infection prevention and control skills when caring for children with disabilities and those with special needs.	Infection prevention and control skills when caring for children with disabilities and those with special needs	• Practical demonstration • Brief lecture
5.	30 mins	Apply the adaptions for specific disabilities.	Adaption for specific disabilities and special needs.	• Lecture • Resource person/ specialist • Demonstration • Video clips
6.	1 Hour	Examine theories of counselling.	Theories of counselling.	• Lecture • Resource person/ specialist • Demonstration • Video clips
7.	1 hour	Apply basic counselling skills when caring for children with disabilities and those with special needs.	Basic counselling skills, and the Process of Counselling when caring for children with disabilities and those with special needs.	• Lecture • Resource person/ specialist • Demonstration • Video clips

References:

Cheruiyot, E. (2023, January 23). Child Care and Protection Officers Training Manual – National Council on the Administration of Justice. https://www.ncaj.go.ke/index.php/download/child-care-and-protection-officers-training-manual/

International Disability Alliance. (2023). Guidelines on Deinstitutionalization, including in emergencies. International Disability Alliance. https://www.internationaldisabilityalliance.org/blog/guidelines-deinstitutionalization-including-emergencies

National Infection Prevention and Control Guidelines for Health Care Services in Kenya, 2010 http://guidelines.health.go.ke:8000/media/National_Strategic_Plan_for_Infection_Prevention_and_Control_2010.pdf

St. John Ambulance. (2018). First Aid Manual [St. John Ambulance]. https://www.stjohnkenya.org/product/abstract-oil-paintings/

https://actualfirstaid.com/uploads/1/0/4/9/104966051/first_aid_notes_2019.pdf

https://www.stjohnkenya.org/project/safety-tips/

https://onlinecounsellingprograms.com/become-a-counsellor/resources/counselling-skills-techniques/

https://onlinecounsellingprograms.com/become-a-counsellor/resources/counselling-skills-techniques/

https://www.redcross.org.uk/first-aid/learn-first-aid/choking

UNIT 9: BEHAVIOUR MANAGEMENT TECHNIQUES

⏱ 200 Mins

🪶 ## Purpose:

This unit will equip learners with behaviour management techniques for children with disabilities and those with special needs. The learner will acquire knowledge, skills, and a positive shift in attitudes to identify and effectively manage behavioural challenges among children with disabilities and those with special needs.

Expected Learning Outcomes:

By the end of this unit, the learner should be able to:

1. Define terms and concepts in behaviour ma nagement techniques.
2. Analyse behaviour patterns in children with disabilities and those with special needs.
3. Utilize positive behaviour support strategies in children with disabilities and those with special needs
4. Create a supportive environment for positive behaviour.
5. Apply de-escalation techniques in managing behaviour in children with disabilities and those with special needs.

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
1	10 mins	Define terms and concepts in behaviour management tech-niques.	Definition of terms and concepts.	• Interactive lectures • Plenary Discussions
2	30 mins	Analyse behaviour patterns in children with disabilities and those with special needs.	Understanding be-haviour in children with disabilities and those with special needs.	• Lectures • Group discussions • Resource person/ specialist • Case studies • Video clips • Demonstrations • Roleplay

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
3	50 Hour	Utilize positive behaviour support strategies for children with disabilities and those with special needs.	Positive behaviour support strategies for children with disabilities and those with special needs Positive Strategies for specific behaviours for children with disabilities and those with special needs.	• Lectures • Group discussions • Resource person/ specialist • Case studies • Video clips • Demonstrations • Roleplay
4	30 mins	Create a supportive environment for positive behaviour	Creating supportive environments for children with disabilities and those with special needs.	• Lectures • Group discussions • Resource person/ specialist • Case studies • Video clips • Demonstrations • Roleplay
5	1 hour	Apply de-escalation techniques in managing behaviour in children with disabilities and those with special needs.	De-escalation techniques and crisis intervention for children with disabilities and those with special needs.	• Lectures • Group discussions • Resource person/ specialist • Case studies • Video clips • Demonstrations • Roleplay

References:

Communication Checklist. (2023). [Pathways]. Pathways.Org. https://pathways.org/print/communication-checklist/

Davis, R., Campbell, R., Hildon, Z., Hobbs, L., & Michie, S. (2015). Theories of behaviour and behaviour change across the social and behavioural sciences: A scoping review. Health Psychology Review, 9(3), 323–344. https://doi.org/10.1080/17437199.2014.941722

Friman, P. (2010). Cooper, Heron, And Heward's Applied Behavior Analysis (2nd Ed.): Checkered Flag for Students And Professors, Yellow Flag For The Field. Journal of Applied Behavior Analysis, 43. https://doi.org/10.1901/jaba.2010.43-161

McKnight S.E.(Ed.), (2020). De-Escalating Violence in Healthcare: Strategies to Reduce Emotional Tension and Aggression. Sigma Theta Tau International. https://apn.mhmedical.com/content.aspx?bookid=3158&sectionid=263672217

Murphy, S., Irving, C. B., Adams, C. E., & Driver, R. (2012). Crisis intervention for people with severe mental illnesses. The Cochrane Database of Systematic Reviews, 5(5), CD001087. https://doi.org/10.1002/14651858.CD001087.pub4

New Haven Team, N. H. (2024, February 5). 7 Steps of Crisis De-escalation for Teens [New Haven Team]. https://www.newhavenrtc.com/emotional-regulation/crisis-de-escalation/

Special Education Behaviour Management, 504 Plan Insights / By Jennifer Hanson: https://eur02.safelinks.protection.outlook.com

Uher, J. (2016). What is Behaviour? And (when) is Language Behaviour? A Metatheoretical Definition. Journal for the Theory of Social Behaviour, 46, 475–501. https://doi.org/10.1111/jtsb.12104

World Health Organization. (2012). Measuring health and disability: Manual for WHO Disability Assessment Schedule (WHODAS 2.0): World Health Organization. https://www.who.int/publications/i/item/measuring-health-and-disability-manual-for-who-disability-assessment-schedule-(-whodas-2.0)

https://cure.org/

https://www.bexleylocaloffer.uk/Page/14872
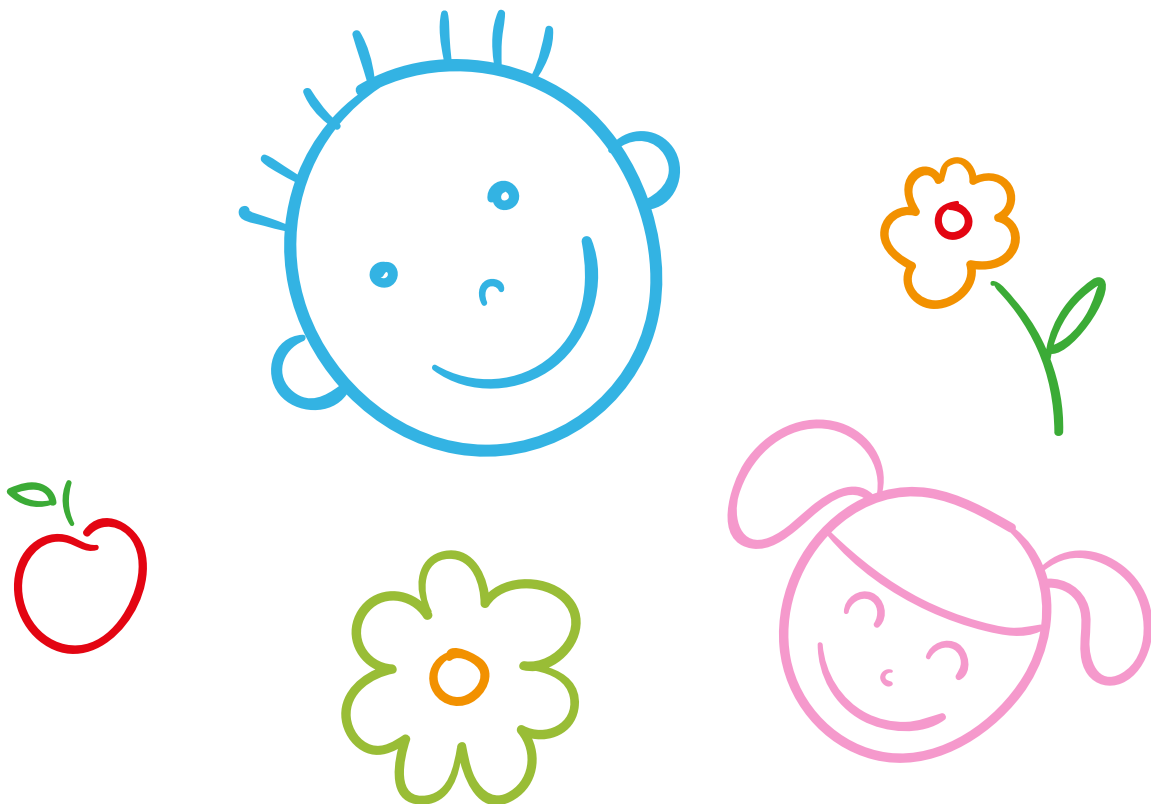
UNIT 10: QUALITY OF CARE FOR CHILDREN WITH DISABILITIES AND THOSE WITH SPECIAL NEEDS

🕐 120 Mins

Purpose:

This unit will analyse key elements in offering quality care for children with disabilities and those with special needs.

Expected Learning Outcomes:

By the end of this unit, the learner should be able to:

1. Identify the unique needs for children with disabilities and those with special needs
2. Discuss the components of nurturing care framework for children with disabilities and those with special needs.
3. Illustrate appropriate use of different assistive and adaptive **devices**.

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
1	50 mins	Identify the unique needs for children with disabilities and those with special needs	Unique needs of children with disabilities and those with special needs. • Medical and health needs of children with disabilities and those with special needs • Sanitation and hygiene needs for children with disabilities and those with special needs • Educational needs for children with disabilities and those with special needs • Psychosocial/mental health support for children with disabilities and those with special needs • Protection from all forms of abuse and separation from family.	• Lectures • Group discussions • Video clips • Demonstrations

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
	40 mins	Discuss the components of nurturing care framework for children with disabilities and those with special needs.	Components of nurturing care framework for children with disabilities and those with special needs	• Lectures • Group discussions • Video clips • Demonstrations
	30 mins	Illustrate the appropriate use of different assistive and adaptive devices.	Appropriate use of different assistive and adaptive devices/ technologies required by children with disabilities and those with special needs	• Lectures • Group discussions • Video clips • Demonstrations • Engage expert trainer on the use of assistive devices, technologies and services

References

Assistive Technology for Children with Disabilities: Creating Opportunities for Education, Inclusion and Participation A discussion paper Assistive-Tech-Web.pdf (unicef.org)

Convention for Persons with Disabilities (CRPD) and Optional Protocol. https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf

United Nations Children's Fund (UNICEF). Training Manual on Early Childhood Development, 2022. https://www.unicef.org/pakistan/media/4641/file/ECD%20Training%20Manual%20-%20English.pdf

United Nations Children's Fund (UNICEF). (2022). UNICEF Fact Sheet Children with Disabilities. https://www.unicef.org/sites/default/files/2022-10/GIP02115_UNICEF_Children-with-Disabilities-Factsheet-final%20-%20accessible.pdf

United Nations Children's Fund (UNICEF) (2022). UNICEF Disability Inclusion Policy and Strategy 2022-2030. https://www.unicef.org/media/134511/file/An%20inclusive%20world,%20starts%20with%20me,%20with%20you,%20with%20all%20of%20us.pdf

World Health Organizaton (2018)., *Nurturing Care Framework for Early Childhood Development: A framework for helping children service and thrive to transform health and human potential.* https://iris.who.int/bitstream/handle/10665/272603/9789241514064-eng.pdf

World Health Organization and the United Nations Children's Fund (UNICEF), (2023). *Global Report on Children with Developmental Disabilities.* https://www.unicef.org/media/145016/file/Global-report-on-children-with-developmental-disabilities-2023.pdf

National legislation and resources

- Special Needs Education Policy Format, 2009
- Sector Policy on Learning and Trainees with Disabilities, 2018
- Implementation Guidelines for the Sector Policy on Learning and Trainees with Disabilities, 2018
- Technical and Vocational Education Training Policy, 2014
- KISE, National Survey on Children with Disabilities and Special Needs in Education, 2018
- Checklist Brochure for feeding children with Disabilities – Pathways
- Checklist Brochure for Communication in Children – Pathways
- National Government Fund for Persons with Disabilities
- Kenya Disability Resource: https://www.kenyadisabilityresource.org/HomePage
- Modern Solutions Limited: https://modernsolutions.co.ke/
- https://specialneedsresourcehub.org/
- https://www.apdk.org/

UNIT 11. REINTEGRATION OF CHILDREN WITH DISABILITIES AND THOSE WITH SPECIAL NEEDS

🕐 120 Mins

Purpose:

This unit will equip the learner with the required knowledge and skills to carry out successful reintegration of children with disabilities and those with special needs.

Expected learning outcome:

By the end of this unit, the learner should be able to:

1. Define terms and concepts.
2. Describe general principles of reintegration.
3. Explain the case management for reintegration.
4. Develop effective monitoring tips and follow-up strategies for reintegrated children with disabilities and those with special needs.

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
1	15 mins	Define terms and concepts.	Definition of terms and concepts	• Lectures • Q&A • Group discussions
2	40 mins	Describe general principles of reintegration.	General principles of reintegration.	• Lectures • Q&A • Group discussions
3	50 mins	Explain the case management for reintegration.	Case management for reintegration.	• Lectures • Q&A • Group discussions
4	15 mins	Develop effective monitoring tips and follow-up strategies for reintegrated children with disabilities and those with special needs.	Monitoring tips and follow-up strategy for reintegrated children.	• Lectures • Q&A • Group discussions

References

Berens, A.E. & Nelson, C.A. (2015). The science of early adversity: is there a role for large institutions in the care of vulnerable children? *The Lancet, 386,* 388-398;

Better Care Network; and Browne, K. (2009). *The risk of harm to young children in institutional care.* Retrieved from < https://www.researchgate.net/publication/7436610_Young_Children_in_Institutional_ Care_ at_Risk_of_Harm>.

Danquah, L., & Thapa, R. (2020). Disability stigma in developing countries. *Disability and Health Journal, 13*(4), 100843.

Dunst, C. J., & Trivette, C. M. (2009). Capacity-building family-systems intervention practices. *Journal of Family Social Work, 12*(2), 119-143.

Murphy, N. A., Carbone, P. S., & the Council on Children with Disabilities. (2008). Parent-provider-community partnerships: Optimizing outcomes for children with disabilities. *Pediatrics, 121*(1), e1-e10.

Nelson, C., Fox, N., Zeanah, C. & Johnson, D. (2007). *Caring for orphaned, abandoned and maltreated children: Bucharest Early Intervention Project* [Power Point Presentation]. Washington, DC,

United Nations. (2006). Convention on the Rights of Persons with Disabilities (CRPD). *United Nations*.

UNICEF. (2013). The State of the World's Children 2013: Children with Disabilities. *UNICEF*.

United Nations Convention on the Rights of the Child, 1989 page one, retrieved from <https://www. ohchr.org/en/professionalinterest/pages/crc.aspx>.

United Nations General Assembly 64/142, *Guidelines for the Alternative Care of Children*, 2010, retrieved from < https://www.unicef.org/protection/alternative_care_Guidelines-English.pdf >.

Wehman, P. (2013). Life beyond the classroom: Transition strategies for young people with disabilities. *Brookes Publishing.*

https://www.un.org/esa/socdev/documents/disability/Toolkit/Access-to-justice.pdf

https://www.enableme.ke/en

https://www.kenyadisabilityresource.org

https://specialneedsresourcehub.org/

Case Management for reintegration into family and community-based care 2019

National Standards for Statutory Children Services 2008

UNIT 12: WORKING WITH FAMILIES AND COMMUNITIES OF CHILDREN WITH DISABILITIES AND THOSE WITH SPECIAL NEEDS

🕐 120 Mins

Purpose:

This unit will expose the learner to the effects and challenges of disabilities and special needs on the child, families and communities. The learner will understand the importance of working with families and communities and explore the different approaches to support families and communities caring for children with disabilities and those with special needs.

Expected Learning Outcomes:

By the end of this unit, the learner will be able to:

1. Explain the effects and challenges of disabilities and special needs on the child, family and community.
2. Describe the different approaches for the care of children with disabilities and those with special needs.
3. Identify strategies for providing support services to families and communities caring for children with disabilities and those with special needs.
4. Explore approaches for collaborating with families and the community to meet children's needs.

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
1	30 mins	Explain the effects and challenges of disabilities and special needs on the child, family and community.	Effects and challenges of disabilities and special needs on the child, family and community.	• Lectures • Group discussions • Q&A • Case studies
2	30 mins	Describe the different approaches for the care of children with disabilities and those with special needs.	Approaches for the care of children with disabilities and those with special needs.	• Lectures • Group discussions • Q&A • Case studies

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
3	40 mins	Identify strategies for providing support services to families and communities of children with disabilities and those with special needs.	Strategies for supporting families and communities. Strategies for Community awareness and inclusion.	• Lectures • Group discussions • Q&A • Case studies
4	20 mins	Explore approaches for collaborating with families and the community to meet children's needs.	Building collaborative networks with families and communities. Family and community-centred care approach. Empowering families and communities.	• Lectures • Group discussions • Q&A • Case studies

References

Filler, J., &Xu, Y, (2006). Including children with disabilities in early childhood education programs: individual developmentally appropriate practices, childhood education, 83(2), 92-99

Ministry of Labour and Social Protection (2024), Directorate of Children Services: Participants Manual for Training Professional Child Protection Practitioners

Ministry of Labour and Social Protection (2021) Disability Awareness Creation Booklet

National Positive Parenting Programme Guidelines

Odongo G. (2018). Barriers to parental and family participation in the education of a child with disabilities in Kenya

Velarde C. (2021). How does disability affect a family? https://www.counselling-directory.org.uk/profile_shortlist.php; https://www.quora.com/How-does-having-a-special-needs-child-affect-a-family

Werner D. (2023). Disabled Village Children. A Guide for community Health Workers, rehabilitation workers and families. The Hesperian Foundation

https://www.quora.com/How-does-having-a-special-needs-child-affect-a-family:

UNIT 13: EMERGING ISSUES IN RELATION TO CHILDREN WITH DISABILITIES AND THOSE WITH SPECIAL NEEDS

🕐 120 Mins

Purpose:

In this unit, the learner will be exposed to the emerging issues in society and how they affect children with disabilities and those with special needs. The learner will gain knowledge on ways of handling children with disabilities and those with special needs in the context of emerging issues.

Expected Learning Outcomes:

By the end of this unit, the learner should be able to;

1. Identify and discuss emerging issues in child protection and how they affect children with disabilities and those with special needs
2. Describe ways of addressing emerging issues affecting children with disabilities and those with special needs.

| S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
1	1hr. 30 mins	Identify and discuss emerging issues in child protection and how they affect children with disabilities and those with special needs.	Emerging issues in child protection and their effect on children with disabilities and those with special needs.	• Lectures • Group discussions • Q&A • Case studies • Videos
2	30 mins	Describe ways of addressing emerging issues affecting children with disabilities and those with special needs.	Ways of addressing and mitigating emerging issues affecting children with disabilities and those with special needs.	• Lectures • Group discussions • Q&A • Case studies • Videos

References

Livingstone, S., & Smith, P. K. (2014). "Annual Research Review: Harms Experienced by Child Users of Online and Mobile Technologies: The Nature, Prevalence and Management of Sexual and Aggressive Risks in the Digital Age." *Journal of Child Psychology and Psychiatry*. doi:10.1111/jcpp.12197.

Mitchell, K. J., Ybarra, M. L., & Finkelhor, D. (2021). "Online Victimization of Youth: Five Years Later." *Journal of Adolescent Health*.

Stalker, K., & McArthur, K. (2017). "Child Abuse, Child Protection and Disabled Children: A Review of Recent Research." *Child Abuse Review*. doi:10.1002/car.2450.

WeProtect Global Alliance. (2021). "Global Threat Assessment 2021." Retrieved from WeProtect Global Alliance.

Whittle, H., Hamilton-Giachritsis, C., & Beech, A. (2020). "Victims' Voices: The Impact of Online Grooming and Sexual Abuse." *Journal of Sexual Aggression*. doi:10.1080/13552600.2020.1781884
.
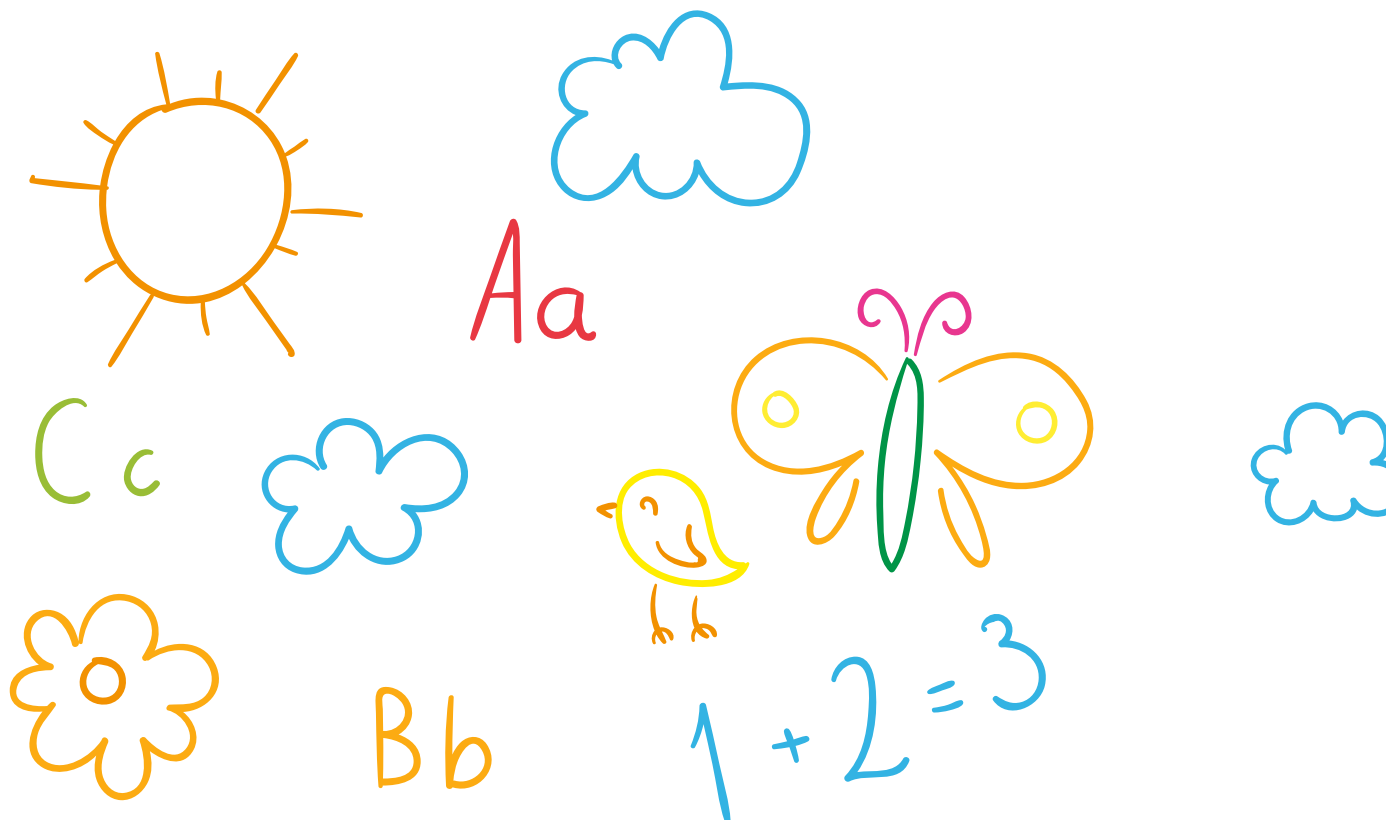
UNIT 14: SELF-CARE AND PROFESSIONAL DEVELOPMENT

⏱ 120 Mins

Purpose:

This unit seeks to equip the learner with skills and strategies for self-care and professional development. The learner will be exposed to available resources and opportunities to enable them to cope with the task of caring for children with disabilities and those with special needs.

Expected Learning Outcomes:

By the end of this unit, the learner should be able to:

1. Define terms and concepts in self-care and professional development.
2. Identify possible causes of stress and burnout among staff working with children with disabilities and those with special needs.
3. Apply positive stress-coping strategies to help and build resilience as they support children with disabilities and those with special needs.
4. Select a strategy and develop a pathway for personal and professional development
.

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
1	20 mins	Define terms and concepts in self-care and professional development.	Definition of terms and concepts	• Lectures • Group discussions • Q&A • Case studies
2	50 mins	Identify possible causes of stress and burnout among staff working with children with disabilities and those with special needs.	Causes of stress and burnout for officers working with children with disability and those with special needs.	• Lectures • Group discussions • Q&A • Case studies • Video clips
3	30 mins	Apply positive stress-coping strategies to help and build resilience as they support children with disabilities and those with special needs.	Self-care strategies. Building resilience in the face of challenges.	• Lectures • Group discussions • Q&A • Case studies • Video clips

S/No	Time	Expected Learning Outcome	Content	Teaching Methodology
4	20 mins	Select a strategy and develop a pathway for personal and professional development.	Personal and Professional development.	• Lectures • Group discussions • Q&A • Case studies

References

Blackmon, A., & Hardy, T. (2023). The Art of Self-Care for Social Workers | Social Work Blog. Social Work. https://www.socialworkblog.org/sw-practice/2020/04/the-art-of-self-care-for-social-workers/

Boahen, G., & Wiles, F. (2018). Professionalism and Self-Management. McGraw-Hill Education (UK).

Mordue, S. J., Watson, L., & Hunter, S. (2020). How to Thrive in Professional Practice: A Self-care Handbook. Critical Publishing.

Palmer, P. (2019). The Teacher Self-Care Manual: Simple Self-Care Strategies for Stressed Teachers. Alphabet Publishing.

Pedersen, E., Callaghan, G., Prins, A., Hong Nguyen, V., & Tsai, M. (2012). Functional Analytic Psychotherapy as an Adjunct to Cognitive-Behavioural Treatments for Posttraumatic Stress Disorder: Theory and Application in a Single Case Design. International Journal of Behavioral Consultation and Therapy, 7, 125–134. https://doi.org/10.1037/h0100947

Richardson, J. I. (2001). Guidebook on Vicarious Trauma: Recommended Solutions for Anti-violence Workers. National Clearinghouse on Family Violence, Family Violence Prevention Unit, Public Health Agency of Canada.

www.verywellmind.com
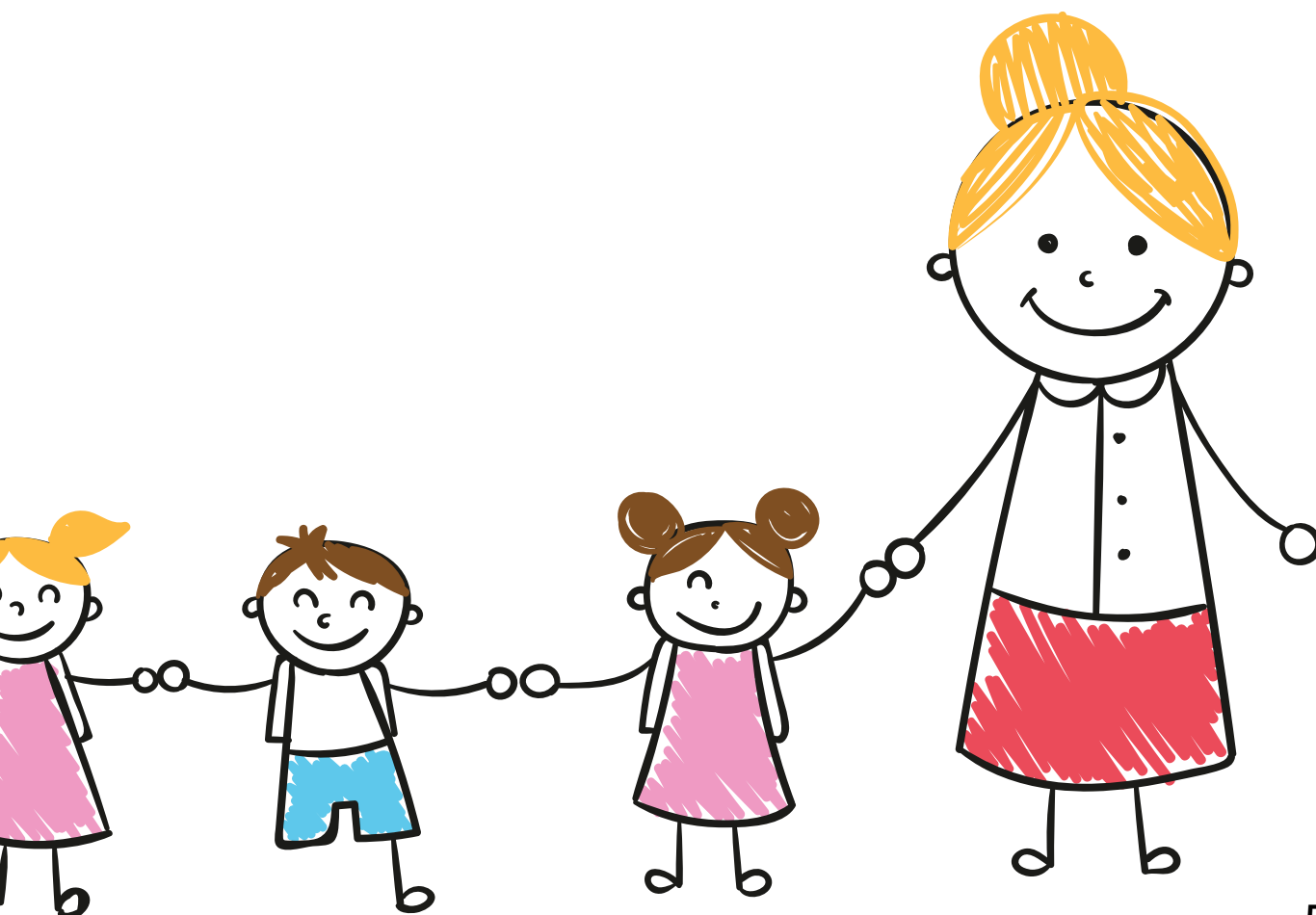
APPENDIX

LIST OF TECHNICAL WORKING GROUP ON DEVELOPMENT OF TRAINING CURRICULUM AND MANUAL FOR OFFICERS IN THE DIRECTORATE OF CHILDREN SERVICES ON CARING FOR CHILDREN WITH DISABILITIES AND THOSE WITH SPECIAL NEEDS

SNO.	NAME	ORGANISATION/ MINISTRY	Responsibility
	Dr. Roselyn Olumbe	UNODC	Consultant
	Mr. Peter Kabuagi	DCS	Team Leader
	Ms. Ruth Areri	DCS	TWG
	Mr. Francis Muchiri	DCS	TWG member/Secretariat
	Mr. Stanley Rotich	DCS	TWG member/Secretariat
	Ms. Joan Kawira	DCS	TWG member/Secretariat
	Mr. Thomas Ogembo	DCS	TWG member/Secretariat
	Ms. Annisiah Gatwiri	DCS	TWG member/Secretariat
	Ms. Sela Adikinyi	DCS	TWG member
	Mr. Sidney Achia	Child Protection Department	TWG member
	Ms. Stacy Njeri	Planning and development department	TWG member
	Ms. Jennifer Wangare	Child Welfare Society of Kenya	TWG member
	Dr. Sylvia Tuikong	Daystar University	TWG member
	Ms. Eva Naputuni Nyoike	Acorn Tutorials	TWG member
	Ms. Fidelina Ndunge	AMREF Health Africa	TWG member
	Dr. Nicholas Nyamweya	Ministry of Health	TWG member
	Ms. Fidelis Muthoni	Changing The Way We Care	TWG member
	Mr. Solomon Cheserek	SOS children villages Kenya	TWG member
	Ms. Damaris Kasyula	Machakos Children Rescue Centre	TWG member
	Dr. Linet Ong'era	Kenya Institute of Special Education	TWG member
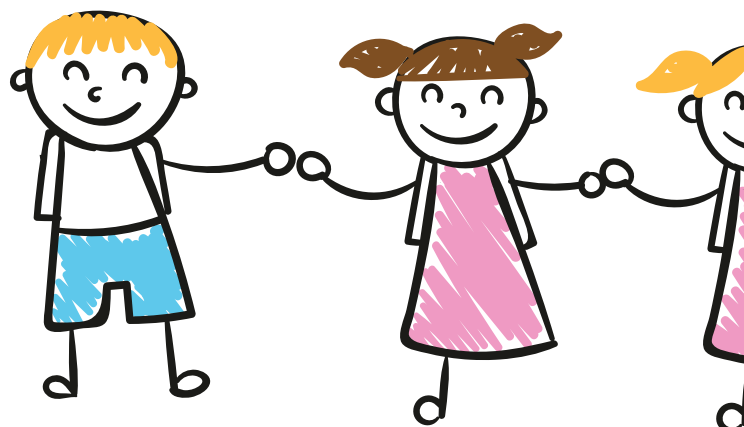
SNO.	NAME	ORGANISATION/ MINISTRY	Responsibility
	Mr. Richard Bosire	Directorate of Social Development	TWG member
	Mr. Clinton Onaya	The Tree of Life Organization	TWG member
	Ms. Fatuma Wangare	Kenya Association of Intellectual Ability	TWG member
	Ms. Margaret Kagwiria	Nairobi Children Rescue Centre	TWG member
	Ms. Winfred Wairimu	National Council for Persons With Disabilities	TWG member
	Mrs. Charity Kagwi-Ndungu	UNODC	TWG member
	Ms. Rebecca Nyandiwa	UNODC	TWG member
	Ms. Hope Kemama	UNODC	TWG member
	Ms. Vanessa Kaniaru	UNODC	TWG member
	Mr. Mwai Karanja	UNICEF	TWG member