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Inclusive Education within the Haitian Educational System

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Inclusive Education within the Haitian Educational System

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St. Catherine University

Capstone Project completed in partial fulfillment of the Doctor of Occupational Therapy

Doctorate of Occupational Therapy

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Abstract

Research has indicated that Haiti is troubled with low resources, extreme poverty, malnourishment, violence, and a poor health and educational system. People with disabilities face overwhelming stigma and discrimination, resulting in limited resources and services available. Haitian teachers do not have the necessary knowledge and skills to provide appropriate identification and intervention methods within the classroom setting. The purpose of this Doctoral Capstone Project was to provide an educational training program to teachers in Haiti with the intended outcome of improving their ability to identify and provide care for children with disabilities and trauma. The approach was through the collaboration with Kozefò, a non-profit organization that supports the primary school, A New Arrival Center School (ANACS) in Haiti. A teacher training module and handouts were provided to the staff at ANACS. 20 participants completed this training and provided feedback through a post-training survey. The results from the survey and categorical thematic analysis indicate 6 themes: (1) Learned the concept of inclusive education; (2) How to work with children with disabilities; (3) Strategies to use in the classroom; (4) Specific strategies to use in the classroom; (5) Sensory disorders; & (6) Trauma. It is evident that teachers gained a more comprehensive understanding of these theme areas, as well as improved knowledge surrounding identification and intervention strategies to address disability and trauma in the classroom. The outcomes from this Doctoral Capstone Project present important implications for the site, the profession of occupational therapy, and the greater Haitian community. Participants gained a greater toolbox of strategies to use within themselves and their students. Furthermore, society-based implications include a better acceptance of disability in the

community at large. Finally, the profession of occupational therapy as a whole has gained important outcomes, including a more profound worldview and impact of a global health initiative.

Introduction

Haiti is a country filled with beauty and heartbreak simultaneously. The love, strength, and community values are felt throughout the entire country. Despite the resiliency of community members, Haitian culture is often characterized as a place of trauma, turmoil, and heartbreak. The country has dealt with low resources, extreme poverty, malnourishment, and a poor health and educational system. The continuous trauma that the people of Haiti endure has negative effects on the social, economic, educational, and health systems that are available. These effects are felt and experienced by all people, but especially individuals with disabilities in Haiti. Stigma and discrimination towards people with disabilities is far too prevalent, resulting in limited resources, services, and interventions available for this population group.

In 2018, I had the opportunity to travel on a mission trip to Port-au-Prince, Haiti, to provide resources and assistance through the organization of Kozefò. Kozefò is a non-profit organization that supports the primary school, A New Arrival Center School (ANACS) in the Cagro community of Port-au-Prince. During this experience, I was able to first hand experience the culture of Haiti. I vividly remember the dusty roads, emaciated children, and overcrowded streets. Besides these sad portrayals, I also remember the bright smiles, dancing children, incredible artwork, and loud voices in song. While there is a great deal of heartbreak in Haiti, the beauty and love should not be overlooked. Our experience consisted of spending time at the school, playing sports, singing songs, and spreading love. My time in Haiti left a lasting impression on me, and laid the foundation to pursue my Doctoral Capstone Project. The primary emphasis of my project surrounds providing education to the faculty at ANACS to properly identify

children with disabilities and trauma, as well as the provision of strategies and interventions to provide the most adequate care for all children.

The inspiration of this Doctoral Capstone Project arises from my previous experience in Haiti and the desire to use what I have learned throughout the occupational therapy curriculum at St. Catherine University towards achieving a positive outcome for ANACS, as well as the greater Haitian community. Implementation of inclusive education practices is a step in the right direction towards the outcome of providing appropriate services to *all* children with the intent of promoting participation and engagement.

Background Literature

An expansive basis of literature provides meaningful information to be applied towards this project. Through a scoping review process, I was able to identify important background information, intervention strategies, and Haiti-specific relevancies (See Appendix A). The search process portrayed the challenges and obstacles that the educational system in Haiti faces. Much of the literature portrayed the challenges children with disabilities face, as well as significant levels of trauma.

It is important to understand the overview of the culture in Haiti surrounding disability and trauma. Since Hurricane Matthew in 2010, there has been an enormous psychological shock of the hurricane and continuous trauma that occurs because of it (McNulty, 2011). The tragedy of this event had negative effects on people with disabilities in Haiti, as the already challenging environment was exacerbated (Danquah et al., 2015). People with disabilities face overwhelming stigma, discrimination, and

accessibility challenges in Haiti. The prevalence of disability in Haiti is around 4%, yet there is an entire population that is unrecognized, and therefore undiagnosed (Danquah et al., 2015). Children with intellectual and developmental disabilities are often dismissed from the school environment due to their unique behavioral challenges and requirements for extra educational instruction (Okyere et al., 2019). Due to the unstable nature of Haiti, children are faced with serious threats to psychological health (Sanderson et al., 2016). Natural disasters, disease epidemics, violence, and abuse are examples of traumatic events that occur in Haiti (Bremner, 2006; Sanderson et al., 2016). In this context, it is not surprising that there is an increase in traumatic symptoms, therefore incurring negative impacts on the brain and overall wellness.

Research has indicated that teachers are unprepared to address disability within the classroom setting (Dupoux et al., 2006; Okyere et al., 2019; Wamba, 2020). Further, trauma is rarely addressed nor treated in Haiti. The idea of inclusive education is still considered relatively new in low- and middle-income countries (Hayes & Bulat, 2017). Resilience-based approaches to trauma intervention help build protective factors for the individual and surrounding communities (Sanderson et al., 2016). A focus on community solidarity and teacher training is a beginning point to promote inclusion for children with disabilities and trauma in the school setting.

Training and preparation for teachers are key components of developing and fostering inclusivity within the classroom. Research indicates that children with disabilities do not receive appropriate identification or intervention methods in the Haitian school system (Danquah et al., 2015, Lainy, 2020; Wamba, 2020). Teachers are not equipped with the necessary knowledge and skills to appropriately intervene with

children with disabilities in the classroom, therefore impeding the children's ability to learn and grow (McNulty, 2011; Okyere et al., 2019). Teachers are agents of change to promote inclusion in the classroom and wider society, and intensive and intentional training is necessary to achieve these goals (Tikly & Barrett, 2012; UNESCO, 2020). The goal of this capstone project is to better equip teachers with the knowledge and skills to appropriately identify children with disabilities and provide interventions to achieve participation and wellbeing for all children.

Purpose

The background research as described above demonstrates a clear need for improvements in the area of children with disabilities in the Haitian school system. Furthermore, a Needs Assessment was conducted to inform the development of this capstone project (See Appendix B). Information gathered indicated that students in the classroom are not receiving the appropriate identification or intervention services to help them succeed in school and beyond. This begins with the teachers, as most educators do not have the credentials or experience to provide adequate support for children with disabilities. This Doctoral Capstone Project will address this issue by providing an educational module to teachers with the outcome of improving their ability to identify and provide care for children with disabilities and trauma. Research has indicated that teachers are willing to expand their knowledge in this area but do not have the resources or ability to do so. The outcome is to provide tangible skills for teachers to use within their classrooms to positively impact the educational experience for all children, regardless of disability.

Approach

Kozefò is a non-profit organization based in Woodbury, Minnesota, that supports the primary school, A New Arrival Center School (ANACS), in Port-au-Prince, Haiti. “Koze” and “Fò” are two Creole words that mean to speak in a loud voice. The phrase means putting people together to speak loudly for equitable access to quality education (Kozefò, 2023). The school offers a quality curriculum for 1st-9th graders that are all supported through sponsorships. 163 students are currently enrolled and participate in classes in mathematics, reading, writing, science, social studies, French, Spanish, and English. The goal of this organization is to “design and implement quality instructional practices to educate students in high-poverty conditions so that they can be better skilled to achieve their hopes and dreams through continued education” (Kozefò, 2023, para. 6). This goal is achieved by equipping the teachers and staff with the empowerment to run the school and design the unique curriculum. This Doctoral Capstone Project began through conversations with Kozefò Director, Sara Lein, surrounding a need for increased education surrounding inclusivity in the classroom. This project addresses teacher training and preparedness to identify and intervene for children with disabilities and trauma.

Participants

This project was verified by the St. Catherine University Institutional Review Board (IRB). The protocol of this Quality Improvement Study is exempt from IRB review, as no human subjects were put at risk. The participants who were involved in this informational interviews included the administrative team at ANACS, including the

Pedagogical Manager, School Disciplinarian, and language teachers. A variety of staff members at ANACS filled out the course evaluation survey upon the completion of the training module, resulting in 20 responses.

Input and justification for this project was gathered through informational interviews with staff members at ANACS (see Appendix C). These interviews resulted in a fuller perspective of the challenges that the school faces with implementation of inclusive education. The staff members reported that “teachers are not trained to teach disabled children”, as there are limited offerings of specialized training in Haiti as a whole. The staff also reported difficulties with classroom management, challenging behaviors, poor academic results, and impaired focus of students.

Continued research and awareness of current events in Haiti provided additional insight to the challenges faced by children and faculty in the Haitian educational system. Haiti is in the midst of a very challenging and dangerous political climate, as much of the city of Port-au-Prince has been overtaken by gang-related activity and violence. The staff and students at ANACS are facing extreme levels of fear and instability, as frightening interactions with gang members are frequent in the neighborhood of the school. Damaged facilities, stolen items, and restrictions to transportation are just a few of the barriers that the community is facing. Therefore, the delivery and content of this project has been adapted to meet what is safe and attainable for the ANACS community.

Procedures

The deliverable for this capstone project is a teacher training module. This training module has been adapted based on the current climate of violence in Haiti. Power outages, violence, lost internet connection, and inability to hold school were just a few of the barriers throughout this project. To meet the needs and attainability of the ANACS community, a pre-recorded, asynchronous presentation was provided to all staff at the school (See Appendix D). Handouts and scripts were provided to accompany the content in the teacher training module (See Appendix E). These methods ensured that staff had access to the training materials and they could choose to participate on their own time. Since the faculty and staff at ANACS speak primarily Creole, the written and spoken materials were provided in both English and Creole. Translation was first through Google Translate, followed by thorough assistance from the schools' English-Creole translator to ensure clarity and appropriate literacy levels.

At the conclusion of the presentation, participants were prompted to complete a course evaluation survey. This form was provided through Google Forms and included seven questions. The detailed questions are listed in Appendix F. Quantitative and qualitative data was collected through this survey and analyzed using categorical thematic analysis and quantitative data charting.

Outcomes

Presentation

Due to the current events in Haiti, as previously mentioned, the delivery of this presentation was adjusted to meet the needs. The content within the presentation has

remained consistent. All content was delivered through a virtual method, including Google Meet, Google Drive, WhatsApp, and email. The presentation was 1.5 hours in length. It was accompanied by a presentation script that was accurately translated to Creole. Two handouts were provided, titled: *Ideas to Practice Mindful Movement* and *Mindfulness & Relaxation* (See Appendix E).

Results

Through the process of categorical thematic analysis of descriptive data, six themes were prevalent: (1) Learned the concept of inclusive education; (2) How to work with children with disabilities; (3) Strategies to use in the classroom; (4) Trauma; (5) Sensory disorders; & (6) Specific strategies to use in the classroom. Implications for each of these themes will be discussed.

Learned the Concept of Inclusive Education

Many participants reported an increased understanding of the definition and concepts of inclusive education. A few participants recited the presented definition of inclusive education, as “identifying, removing barriers, and giving children and young people with disabilities to participate and achieve” (p. 2578, Okyere et al., 2019). Further, one participant applied this concept to society at large, stating “I liked the concept of inclusive education which is really important in the field of education not only for Haiti but for all other countries”. Another respondent stated “What interests me most is the practice of inclusive education, it allows children and young people with disabilities to participate in general education.”

How to Work with Children with Disabilities

A prevalent theme throughout the survey response was the greater ability to work with children with disabilities in the school setting. Respondents stated “I learned many ways to help disabled children in learning and to give better results”, “I learned how I can help and support a disabled person”, “(I learned) the negative impact when teachers do not seek to detect students' difficulties and seek all possible means to solve them.” Overall, the outcome of increased knowledge and ability to identify and intervene with children with disabilities in the classroom was achieved through this initiative.

Strategies to use in the Classroom

Many teachers noted the new strategies that can be implemented in the classroom. One respondent applied the strategies to all topics covered in the presentation, stating “(I learned) inclusive education, sensory disorders, trauma affecting the brain, all strategies a teacher can employ in the classroom.” Further, teachers stated they learned “All strategies a teacher can employ in a classroom to facilitate learning”, and “Learned what methods I can use to relax the children”. One respondent stated the importance of inclusion with neurotypical children, stating “(I learned) techniques to help a child with some disabilities to be placed almost at the same level as the others”.

Specific Strategies to use in the Classroom

An additional subset of the themes was the specific strategies to use within the classroom. The participants noted a variety of strategies that they took away from this

presentation and intend to use in the classroom. Quantitative analysis of the frequency of mentioned strategies was used to determine the most prevalent strategy. The chart indicates the number of times each category was mentioned in the post-training survey. The most prevalent takeaway was the importance of good communication, listening, and observation between teachers and students to foster a trusting relationship.

Table 1

Frequency of Specific Strategies to use in the Classroom

Category	Frequency
Communication / Listening / Observation	11
Exercise / Movement	9
Dance	6
Music	6
Games	4
Positioning / Environment	4
Routines	4
Reflection / Goal Setting	2
Breathing	2
Parent Involvement	1

Trauma

This topic is an important takeaway, as it is evident that folks in Haiti experience a significant amount of trauma throughout their daily lives. The instability and violence of the current environment results in a traumatic response of the brain. The feedback from the survey indicated that participants gained a further understanding of how trauma affects the brain and some strategies to use. One respondent noted the challenges in

Haiti, stating “Mainly I learned how to manage the trauma that children can receive in relation to the lifestyle they live in Haiti. The insecurity is one of the things that make children need the help of every teacher.” Another participant stated “The important thing I learned in training, I learned how to help a small person move forward if he has a trauma”, “I learned some signs and symptoms of trauma that students can have”. This indicates increased knowledge about trauma and its effects on the brain.

Sensory Disorders

The final theme that was identified through this process was the mentioning of sensory disorders. Teachers mentioned the importance of identification and intervention strategies for sensory dysregulation. One participant stated “And training tells us about sensory disorders, which is an element that we cannot neglect in education.” “The main thing I took away from the presentation is to find out how you can identify a child with sensory disorders”. A teacher stated “Inclusive education, sensory disorders ... all strategies a teacher can employ in the classroom.” A better understanding of sensory dysregulation was an intended outcome for this presentation, and feedback indicates that this initiative was met.

Summary

The themes that were identified throughout this presentation are indicative of the objectives that were met. It is evident that the teachers gained a clearer understanding of the identification and intervention strategies to address disability and trauma in the classroom setting. The strategies that were identified and explained throughout this

training module, including effective communication, exercise, breathing, music, dance, routines, and more, appear to be realistic and attainable for use in the schools. The participants submitted any follow up questions regarding the content of the training module. These questions were answered, translated, and provided to the teachers at ANACS for further comprehension of the topic.

Implications

The outcomes from this Doctoral Capstone Project present important implications for the site, the profession of occupational therapy, and the greater Haitian community. This project includes many unique attributes that contribute to the impact of this project at an individual and community level. The organization of Kozefo was positively impacted by this project, as the Board of Directors had a better understanding of the services and training required to promote inclusive education at ANACS. This presentation and the materials have been recorded and can be utilized in the classroom as needed. It is recommended that this training becomes integrated into the new hire training program for all staff members. This would ensure that all teachers achieve the knowledge and skills necessary to provide appropriate education for children with disabilities and trauma. Furthermore, additional training programs may be beneficial to continue educating the staff at ANACS. Some topic ideas could include building resilience for teachers and students in unstable environments, such as Haiti.

The participants of this training program gained important knowledge and training surrounding inclusive education. Results from the post-training survey indicated the positive outcomes that were achieved, including a better understanding of inclusive

education, specific strategies to use, and better knowledge surrounding specific disorders. The staff at ANACS have a greater toolbox of strategies to implement in the classroom, therefore improving well-being and participation for all students. Additionally, teachers have a better understanding of their own challenges they may experience and how that affects overall wellness. There are society-based implications from this project, including a better acceptance of disability in the community at large. One respondent encompassed this large-scale idea, by asking “How can we support disabled children in society so that they understand that there are people who care about them, they have the same value as everyone else and they have the same rights as everyone else?” This perspective is evident of the societal-level learning and perspective that was gained from this program to promote acceptance and inclusion within the community.

The profession of occupational therapy benefits from this initiative. First, a greater worldview perspective is achieved through working with a cross-cultural team. This encompasses a global health perspective and the provision of assistance to low-resource countries. The country of Haiti is vastly different from the environments we may be accustomed to, therefore cultural humility and service-oriented perspectives are critical. This project also reinforces the knowledge of the Ecological Approach, or the understanding that outcomes arise out of the interaction between individual traits and their physical or sociocultural environment (Sallis et al., 2008). These outcomes are influenced by many levels of interaction, including intrapersonal, interpersonal, organizational, community, and policy (Sallis et al., 2008). This project improves societal health with a unique global perspective.

Overall, many positive outcomes arose through this training. Personally, I gained many useful skills and perspectives that can be applied towards any future initiatives. I formed meaningful relationships with individuals in Haiti and learned about the continuous struggles they are facing in their daily lives. I learned about the cultural differences in education, lifestyle, professions, and societal norms. I intend to continue this relationship with Kozefo and stay involved with various initiatives of the organization. When the country is safe to travel, I hope to visit Haiti and immerse myself in this beautiful country filled with love and compassion. Beyond myself, I hope that this training program has been meaningful to the staff at ANACS. These resources are intended to be reused throughout years to come. I hope the longevity of this project will continue to make a positive impact in the individuals and society of Haiti. This opportunity has been a true pleasure.

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Appendix A: Scoping Review Grant Proposal



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Inclusive Education in the Haitian School System: A Review of the Evidence

Ella Johnson, OTS

Faculty Advisors: Darla Coss OTD, OTR/L, CHT & Kristen Maisano OTD, MAED, OTR/L
St. Catherine University Occupational Therapy Program, St. Paul, MN

Background

- The Haitian culture is one of turmoil, trauma, and disarray.^{11, 13, 24}
- Low resources, extreme poverty, and a poor health and educational system.^{7, 13}
- Stigma and discrimination towards people with disabilities, causing significant, negative effects on the well-being and participation of this population group.⁵
- Poor identification and intervention methods for children with disabilities.
- Privately owned and funded schools, no educational standards and profit driven.^{7, 11, 24}
- 75% of primary schools and 82% of secondary schools,⁷
- High tuition rates of private educational institutions.^{13, 24}



Project Focus

What is the nature and breadth of the evidence related to identifying and intervening for children with disabilities participating in school services in Haiti? What are the evidence-based strategies for educating teachers and school staff in low-resource countries?

Design and Methods

Approach: Scoping review using Arksey and O'Malley approach and PRISMA guidelines (Arksey & O'Malley, 2005; PRISMA, 2021).

Search Terms: "low-income countries" "disability" "education" "Haiti" "educators" "virtual schooling" "teachers"

Databases: Google Scholar, Google, ProQuest, St. Kate LibSearch, CINAHL Complete, PubMed

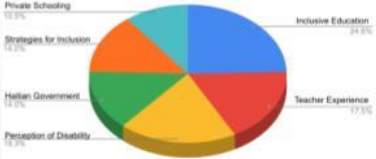
Inclusion/Exclusion Criteria: Full text, 2010-present/in the last 10 years, English, Peer Reviewed

Charting the data: An Excel Spreadsheet was used to chart the prevalence and themes of noted topics.

Findings and Analysis

- Inclusive education: "the process of identifying, removing barriers, and providing reasonable accommodation to enable children and youth with disabilities to participate and achieve within general education classrooms" (p. 2578)^{15, 19, 22}
- Inadequate training and experience of teachers, impacting their readiness to provide appropriate accommodations for children with disabilities.^{1, 6, 12, 19, 24}
- People with disabilities face significant stigma and discrimination which restricts their participation in school and the wider community.^{11, 15, 24}
- Quality education to develop skills and promote participation for children with disabilities.^{1, 2, 14, 17}
- Scarce involvement of the Haitian government in terms of educational standards and goals.^{13, 15, 16, 24}
- Strategies and tactics for creating an inclusive environment in the classroom.^{4, 12}
- High proportion of private schools in Haiti.^{7, 13, 24}
- Quality of education being directly related to where families live and the level of tuition they can afford.²⁴

Identified Themes of Scoping Review



Keywords of Scoping Review

aims of teacher trainings
preparing teachers
cost of education
facilitators governmental impact
perception of disability
private schools social capital
teachers
inclusive education action steps
haitian culture barriers
key strategies for inclusion
outcomes environmental influences
teacher strategies funding

Conclusions

Discussion & Conclusions: The background research as described above indicates a clear need for work to be done in the area of children with disabilities in the Haitian school system. Students with disabilities are **not receiving the appropriate identification or intervention** services to help them succeed in school, and beyond. The school system should provide a **proper and inclusive environment** to any child, irrespective of their needs.^{6, 11}

Implications for Practice, Education, & Research: Inclusive education should be a central construct of educational systems so children with disabilities can be part of the general education classroom, receive a **meaningful curriculum** with the **necessary support**, and be taught effective strategies for adaptation or compensatory learning. Occupational therapy practitioners can provide intervention techniques and recommendations to promote an **occupational just world for all**. Education is a practical means to promote **inclusive policies, culture, and practices** in the classroom and beyond.

Limitations: Library databases are limited in producing comprehensive results on the topic addressed. There was limited access to some journals and translations. There is a language barrier between Creole/French and English. Research in Haiti is scarce and may not be produced by academically reputable sources.

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Appendix B: Needs Assessment

Doctoral Capstone Project Proposal Needs Assessment

Student Name	Ella Johnson
Primary Area of In-Depth Exposure	Education
Secondary Area of In-Depth Exposure	n/a
Working Title of Doctoral Capstone Project	Identification and Intervention for Children with Disabilities in the Haitian Educational System
Capstone Mentor name and credential	Sara Lein
Capstone Mentor role and expertise	Kozefo Director. Sara has significant experience and knowledge regarding the school system in Haiti, as well as the current disparities that exist for children with disabilities.
Capstone Site	Kozefo
Capstone Faculty Advisor	Dr. Kristen Maisano
Date	04/30/2023

Part 1: Description of the Organization or Community

Priority/Need/Issue #1: Educate all learners

Primary Goal: Create an environment that fosters inclusive education for all students.

Strategy: Provide extensive education to staff and teachers with strategies to meet the needs of all learners. Foster inclusivity by providing training to teachers to give them an understanding of why these concerns may be showing up and equipping them with strategies to meet the needs of all students.

Priority/Need/Issue #2: Provide training and support for staff

Primary Goal: Increase understanding and competency for the ability for staff to identify and intervene with children with disabilities.

Strategy: Create a culturally inclusive learning module for teachers to complete with intent to provide learning opportunities for inclusive education in their classrooms. Ensure that this module is understood by the Haitian community, keeping language and cultural differences in mind.

Priority/Need/Issue #3: Build partnerships with Haitian staff to meet the needs of the community.

Primary Goal: Provide increased awareness of disability throughout the school and larger community.

Strategy: Provide a training module that can be understood by all members of the community and can foster conversations within the community. Ensure this training is accurate and accessible for current and future use.

Identify ONE priority/need/issue for a needs assessment: Increase inclusive education within the school to foster learning and participation for all students by providing an educational module surrounding this concept. Encourage the “ripple effect” of this intervention to the larger community as a whole.

Description of Organization/Community

Kozefò is a non-profit organization that supports the primary school, A New Arrival Center School (ANACS) in the Cagro community of Port-au-Prince, Haiti. This area of Haiti is burdened with high poverty levels and unsafe communities. Many children and adults do not have access to quality programs or resources to promote the achievement of their individual desires and dreams. “Koze” and “Fò” are two Creole words that mean to speak in a loud voice. The phrase means putting people together to speak loudly for equitable access to quality education. The school started as an orphanage

until Sara, the current director, thought that the orphanages would be a never-ending cycle unless these children are able to get educated. This shift has been a huge success, and they now house 1st-9th graders that are all supported through sponsorships. 152 students are currently enrolled and participate in classes in mathematics, reading, writing, science, social studies, French, Spanish, and English. The goal of this organization is to “design and implement quality instructional practices to educate students in high-poverty conditions so that they can be better skilled to achieve their hopes and dreams through continued education” (para. 6). This goal is achieved by equipping the teachers and staff with the empowerment to run the school and design the unique curriculum.

Kozefo is led by a team of Board Directors. Some positions on this board include the Director, Business Director, Treasurer, Chief Information Officer, Sponsorship Coordinator, Marketing and Communications, and a team of general board members. The listed values of this organization are: Empower, Love, Community, Support, and Learning.

The Haitian culture is one of turmoil, trauma, and disarray. Since Hurricane Matthew in 2010, the country has dealt with low resources, extreme poverty, and a poor health and educational system. There is poor sanitation, low food and water supply, and overcrowded spaces. The psychological shock of the hurricane and continuous trauma has negative results on the social, economic, educational, and health systems of the country. The tragic event of the earthquake had negative effects on people with disabilities in Haiti, as the already-rough environment was exacerbated.

Haiti is overcome with stigma and discrimination towards people with disabilities, causing significant, negative effects on the well-being and participation of this population group. The prevalence of disability is around 4%, yet there is an entire population group that is unrecognized, and therefore undiagnosed. One way in which people with disabilities are mistreated is through the Haitian educational system. Disability is one of the most serious barriers to education around the globe, and Haiti is no exception. Children with intellectual and developmental disabilities are viewed with skepticism due to their often unique behavioral challenges and requirements for extra instruction at school.

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Part 2: Preliminary Information and Resources for Learning about a Priority/Need/Issue

Internal Information and Resources

Name of Information or Resource	Description of Information or Resource	Brief Summary of Key Learning
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Kozefo Website	<i>Kozefò</i> (2022). <i>Kozefò</i> . Retrieved April 7, 2023, from https://www.kozefo.org	This website is a central resource for Kozefo and serves as marketing, contact information, description of the organization, and further relevant information. This site has many links that are useful to depict how the organization runs and the many services this school offers to the community of Port au Prince.
Sara Lein	Kozefo Director & Director of Special Education Services in ISD197	Sara has Bachelor Degrees in Elementary Education and Physical Education from Jamestown College, a Master's Degree in Special Education from the University of North Dakota, and an Administrative license from the University of Minnesota. She is currently Director of Special Education in ISD 197 - West St. Paul/Mendota Heights/Eagan, supporting staff in the areas of curriculum, instruction, behavior management and Due Process guidelines.
Ministry of National Education and Vocational Training of Haiti (MENFP)	National curriculum of education for schools in Haiti. Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP) (2020). <i>Calendrier scolaire 2022-2023</i> . Retrieved from https://menfp.gouv.ht/#/home	Staff at Kozefo follow the national curriculum as outlined by the Ministry of Education in Haiti. The Ministry of National Education and Vocational Training is the Government ministry that is responsible for determining the policies and direction of the education system in Haiti. The Ministry of Education implements yearly national testing administered in all recognized public and private institutions completing sixth, ninth, eleventh, and twelfth grades.

External Information

Name of Information or Resource	Description of Information or Resource	Brief Summary of Key Learning
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<p>Education in Haiti: An Overview</p>	<p>Blog written by University of the People, depicting an overview of the Haitian educational system and the struggles it faces.</p> <p>University of the People (2023). <i>Education in Haiti: An Overview</i>. Retrieved from https://www.uopeople.edu/blog/education-in-haiti/</p>	<ul style="list-style-type: none"> - Haiti education statistics show that 1 in 5 children pass away before the age of 6, and over 400,000 children are orphans. - The bulk of the population exists in dire poverty. - Haiti's president was assassinated in 2021, another earthquake struck the country, and the COVID-19 pandemic is creating more struggle. - 78% of the population lives on less than \$2 a day. - Most Haitian schools are overcrowded, understaffed, and lack the required resources that are necessary to learn.
<p>Disabilities in Haitian Schools Book</p>	<p>Lainy, R. (2020). <i>Disabilities in Haitian Schools: Preliminary results of an action-research project in the south of Haiti after Hurricane Matthew</i>. Science and Common Good Publishing.</p>	<p>This book provides a comprehensive look at the many different aspects of disabilities in the Haitian educational system. This book includes many articles written by a variety of authors, providing a holistic perspective. This resource is available in a written and virtual format.</p>
<p>Nathalis Wamba</p>	<p>Professor at City University of New York - Queens College</p> <p>Wamba, N. (2020). <i>Students, learning disorders and inclusive education in Haiti: A review of the literature</i>. https://scienceetbiencommun.pressbooks.pub/handicaphaitienglish/chapter/chapter-1/</p>	<p>Nathalis G. Wamba is an Associate Professor in the Graduate Program in Education Leadership in the Department of Educational and Community Programs at Queens College, City University of New York. His research interests include education policy and improvement, community-based participatory action research, education philosophy, postmodernity, and education. Professor Wamba is a former Roothbert Fellow. He also taught at Mzuzu University, Mzuzu, Malawi (Africa) as a Fulbright scholar from</p>

		2012 to 2013. The Kwithu project is the outgrowth of his work in Malawi. Professor Wamba is the Author, Co-Author, and Editor of three books.
Global Partnership for Education (GPE)	<p>GPE is the largest global fund solely dedicated to transforming education in lower-income countries, and a unique, multi-stakeholder partnership.</p> <p>Further links on this website are informational and guide deeper learning in specific areas of education.</p> <p>Global Partnership for Education (2023). <i>Haiti</i>. Retrieved from https://www.globalpartnership.org/where-we-work/haiti</p>	<p>For two decades, GPE has been delivering funds and supporting solutions to build strong and resilient education systems in countries characterized by extreme poverty or conflict. This organization intends to provide education so children can thrive and contribute to building a more prosperous and sustainable world.</p> <p>This organization received a \$7 million dollar grant from UNICEF to support learning and education for children from disadvantaged backgrounds, including children with special needs.</p>
United Nations Educational, Scientific and Cultural Organization (UNESCO) Website	<p>UNESCO (2021). <i>Haiti: Inclusion</i>. Retrieved from https://education-profiles.org/latin-america-and-the-caribbean/haiti/~inclusion</p>	<ul style="list-style-type: none"> - There are only 23 schools for children with disabilities, three of which are public. - There is no policy at the national or provincial level regarding the inclusion or integration of students with special needs in mainstream classes. - The Ten-Year Education and Training Plan 2017–2027 aspires to address the special educational needs of vulnerable children and improve the quality of educational provision
The World Bank	<p>The World Bank (2021). <i>Greater inclusion necessary for Haitians living with a disability</i>. Retrieved from https://www.worldbank.org/en/news/feature/2021/12/17/greater-inclusion-necessary-for-haitians-living-with-a-disability</p>	<p>The World Bank Group is one of the world’s largest sources of funding and knowledge for developing countries. This organization intends to create sustainable solutions that reduce poverty and build shared prosperity in developing countries. There are many resources available within this large</p>

	<p>Garcia Mora, M.E., Orellanda, E.S., & Freire, G. (2021). Disability inclusion in Latin America and the Caribbean: A path to sustainable development. <i>The World Bank</i>. Retrieved from https://documents1.worldbank.org/curated/en/099015112012126833/pdf/P17538305622600c00bf3f09659df1f2f79.pdf</p>	<p>organization that depict the struggles that people with disabilities may face as it relates to education and overall well-being.</p>
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Part 3: Informational Interviews

Sara Lein, Director of Kozefo

1. **What is your primary role as Director of Kozefo?** As Director, I support all aspects of the nonprofit organization. This oversight includes facilitating board meetings, communication and collaboration with school staff in Haiti, implementation of fundraising, and finances.
2. **What is the current political climate in Haiti and how does that affect Kozefo?** As an organization focused on education and hope, we often don't enjoy sharing the, often horrific and sad, realities of what our friends in Haiti are experiencing around them. However, we feel it is important to share these updates with you so you have insight into what our teachers, staff, students, and their families are going through. Over the last few months:
 - Gang warfare has deepened, and reached many of the neighborhoods in which our staff and students live, since the assassination of President Jovenel Moïse in the summer of 2021
 - The prime minister raised the price of fuel, sparking protests of anarchy. A gang blocked the port through which most of the fuel comes into the country, leading to a crisis as everything in Haiti runs on diesel generators. When there's no fuel, it impacts almost every part of daily life.
 - Cholera is spreading, as it has before, partly because armed groups are preventing aid groups and doctors from providing care.
 - Kidnappings, targeting both rich and poor Haitians, happened at a rate of four a day in October, according to the U.N.
 - For the first time ever, hunger has reached "catastrophic" levels, we have heard that they are hungry because getting food has become extremely difficult due to increasing costs and unsafe streets.
 - Violence has reached the community where our school is located, where gang-members have shot at the vehicle within our gated community. School leaders have determined

it is not safe for our students to walk the neighborhood to attend classes, due to the risk of kidnapping, rape, or death. Classes are on hold at this time.

3. **What are the main gaps in learning or services that you have identified?** The primary concern at this time, continues to be the political unsafety. I have had the opportunity to work with school staff for over 10 years, making the shift from instruction based on rote learning, memorization, with students fearful of getting answers wrong - to a more responsive learning environment that encourages students to become thinkers, working in partnerships and small groups, reading for pleasure, while preparing them for success on their national exams. When students struggle to learn in a neurotypical way, they are often dismissed from school. Teachers struggle to meet the needs of students with challenges in learning or demonstrating behavior or attention concerns.
4. **What are your top 3 specific goals or priorities you have for this school?**
 - a. Educate all learners
 - b. Provide training and support for staff
 - c. Build partnerships with Haitian staff to meet the needs of the community.
5. **What is the overarching student experience or academic intentions for students at Kozefo?** Our goal is to support the staff to design and implement quality instructional practices to educate students in high-poverty conditions so that they can be better skilled to achieve their hopes and dreams through continued education. Check out our mission here: <https://www.kozefo.org/mission>
6. **What is the biggest outcome you hope to achieve through this capstone project?** Supporting staff in meeting the needs of all learners is the primary outcome. When students demonstrate concerns in the classroom with behavior, engagement, and mastery of learning, the school staff struggle to find strategies to meet their needs. Providing training that would give them an understanding of why these concerns may be showing up and then equipping them with strategies to meet the needs would be valuable.
7. **Does Kozefo have an established curriculum that they use with each grade year after year? If so, is it possible to receive a copy of this curriculum?** Staff follow the national curriculum as outlined by the Ministry of Education in Haiti. The Educational system in Haiti is based on the French system. Instruction is provided in Creole to our students, however all students receive instruction in French, Spanish, and English in grades 7-9.
8. **Are there any resources *internal* to Kozefo that would be helpful to review? Examples: data sheets, job descriptions, intended outcomes of school, etc.** There may be some previous training materials that would be valuable to review - I will work on pulling these together to share with you.

Sarah Sharp, Special Education Teacher at Ewa Beach Elementary School, Hawaii

1. **What is your educational background and experience working with children with disabilities?** I graduated from Montclair State University in 2018 with a Dual Degree/ Dual Certification in General Education (Gr. K-6) and Special Education (Gr.K-12). I worked in both a general

education, and special education setting (inclusion, and self contained environment). Currently I am working as a self contained teacher, providing specially designed instruction to students in Kindergarten and First Grade with a variety of needs and abilities.

2. Briefly describe the format of classrooms for children with disabilities at your school, including any additional services a child may receive.

At my elementary school, we have various special education settings, as listed below:

- Inclusion setting- students receive special education services alongside their general education peers.
- Resource setting- students receive special education services for specific academic areas (math/ela) in a 'pull out' setting, and remain with their general education peers for all other subjects.
- Fully Self Contained setting- students receive special education services for functional, communication, academic, behavioral and adaptive performance in a self contained setting, participating with their general education peers for all non-academics (lunch, recess, enrichment activities, field trips)
- Medically Fragile- students receive special education services alongside medical professionals

3. Do you think your school practices inclusive education? Why or why not?

I believe our school practices some components of inclusive education, but not consistently across all educators and staff. I believe the concept is fairly new to our school, and in turn results in a lot of gaps in inclusive practices. There is often a misconception that inclusion means having all students in one classroom at the same time. If students experience behaviors, they may be asked to leave the general education setting so as to not disturb others. More training for staff could be provided to understand how to incorporate best practices into an inclusion setting.

4. What are the main successes that you think the school provides for children with additional needs?

Meetings are held with fidelity, including concerns of the entire IEP team, to ensure that an appropriate IEP is created that meets the needs of the student. Timelines are put in place and followed closely to ensure that students are receiving the appropriate services in the right amount of time.

5. What are the main gaps that your school could improve upon in regards to participation and wellbeing for children with disabilities?

TRAINING!! Special education is fairly new in retrospect to the history of the US education system, and is so incredibly complex based on the needs of each student. So many professionals that work in the special education setting lack current training of best practices based on current studies and findings. An emphasis needs to be placed on continual and current education for these professions- in my opinion at a significantly higher rate than that of a general education teacher. One size does NOT fit all in the special education setting, and one or two training sessions a year is not enough. Many times, special educators spend their time in

faculty meetings addressing areas of concern that are not relatable to their students, or their specific classroom needs.

6. What do you think are the most important principles of providing education for children with disabilities?

This could be so different depending on the student, and the desired learning outcomes. I think for most of my kids, the main goal is fostering independence and building functional skills to operate as independent members of society. The most foundational focus for that is their social emotional learning and making sure that they are emotionally okay before working on additional skills. SEL can have a variety of focuses depending on student needs (sensory breaks, sensory output/heavy work, self regulation, functional communication, self advocacy).

Part 4: Public Records and Organizational/Community Resources

Internal Resource:

Kozefo Website - This resource provides a great deal of information regarding the details of Kozefo school. This resource displays the faculty at Kozefo and the positions they fulfill. Some of the current positions at this school include: Director, Assistant Administrator, Grade Teachers, Technology Teacher, French Vocabulary Teacher, Creole Teacher, English Teacher, Algebra Teacher, Geometry Teacher, Social Studies Teacher, Spanish Teacher, Nurse, Maintenance, Accounting, and Cooks. The widespread roles of the individual staff members display the versatility of jobs, as well as the diverse outcomes intended for the students. This website further describes the Board Members in Minnesota who support the staff and students at Kozefo.

External Resource:

The World Bank - This resource demonstrates the importance of ensuring greater inclusion of people with disabilities to build a more equitable society in Haiti. The World Bank is a global institution that “works for sustainable solutions that reduce poverty and build shared prosperity in developing countries” (para 1). A survey estimated that approximately 4% of the Haitian population aged five and over has some form of disability, further reinstating the need for intervention. People with disabilities are at a substantially higher risk of falling into impoverished conditions, have high illiteracy rates, and are extremely vulnerable.

The World Bank (2021). *Greater inclusion necessary for Haitians living with a disability*. Retrieved from <https://www.worldbank.org/en/news/feature/2021/12/17/greater-inclusion-necessary-for-haitians-living-with-a-disability>

Part 5: Organization or Community Assets

Kozefo Food Program, Teacher Development, and Technology Initiative - Kozefo supports A New Arrival Center School (ANACS) which enrolls students in 1st-9th grades. Within the school, a few distinguished programs have been established to promote learning and wellness for students and staff. First, the Kozefo Food Program offers nutritious food and water for all students, teachers, and staff. This may be the students only meal for the day. “The provision of a quality meal improves health and mental performance, allowing the children we support to maximize their full learning potential.” Kozefo also offers educational seminars for teachers to continue growing as instructors. Teachers meet regularly to discuss experiences, share knowledge, and produce solutions to any problems at hand. Finally, the technology initiative at Kozefo includes a variety of tech equipment to aid learning. This helps develop the students as 21st Century learners and promote critical thinking. The variety of services that Kozefo offers are instrumental in creating well-rounded learners and staff.

Kozefò (2022). *Kozefò*. Retrieved April 7, 2023, from <https://www.kozefo.org>

The Haitian Project - This organization oversees Louverture Cleary School, a Catholic secondary boarding school that provides rigorous, tuition-free education to high achieving men and women in Port-au-Prince, Haiti. This organization recognizes education to be the most effective and transformative tool for ending poverty in Haiti. The Haitian Project provides education to academically-gifted youth in Haiti who otherwise could not afford to attend school. This initiative supports 120 graduates with scholarships to Haitian universities each year. 90% of the graduates from Louverture Cleary School are in professional careers and are reported to earn over 10x the per capita income of the country. One of the goals of the organization is “To increase access to quality education throughout the entire country of Haiti through a national system of ten Louverture Cleary Schools, one in each governmental department of Haiti.” The mission, vision, and goals of this organization align with the current initiatives of Kozefo school, as well as my individual Doctoral Capstone Project.

The Haitian Project | Louverture Cleary School | Educate Haiti. (2023). The Haitian Project, Inc. Retrieved from <https://www.haitianproject.org>

Part 6: Proposed Methods to Collect Other Information During the Doctoral Capstone Experiences and Project

Internal Information and Resources

Name of Information or Resource	Description of Information or Resource	Brief Summary of Focus of Learning
Jonas Jean Baptiste	Kozefo’s English-Creole Translator & English Teacher	Jonas Jean Baptiste serves as the English teacher for

		students in their 1st and 2nd cycle of schools. Jonas is also the English-Creole translator as needed. Jonas has years of experience with Kozefo and has developed a useful expertise of the Haitian school system through first-hand experience.
Rositha Camilus	Kozefo teacher	Ms. Rositha Camilus has been a staff member at Kozefo since it opened. Rositha can provide first-hand examples and experiences of the successes and challenges at Kozefo. More information on her role and responsibilities will be gathered.
The Haitian Ministry of National Education and Professional Training (MENFP)	Governmental organization that regulates the educational system in Haiti.	The ministry's mission is twofold: to provide education services to its citizens and to play a normative and regulatory role. MENFP does not have the capacity to meet its mandate in Haiti. For example, there is one inspector responsible for providing accreditation, pedagogical supervision, and administrative support for every six thousand students. More information will be gathered about this organization and the involvements iwth Kozefo.
White Bear Lake School District	Collaboration with Kozefo	According to the Kozefo website, the White Bear Lake School District has formed a partnership with Kozefo. The

		exact details of this partnership are uncertain, more information will be gathered.
Kozefo Fundraising	Organization	Kozefo is responsible for fundraising and providing resources to support A New Arrival Center School (ANACS). More information will be gathered about the processes of this support.
Haiti Rehabilitation Foundation	St. Kates post-professional student, Janet O'Flynn - Haiti Rehabilitation Foundation (First OT / PT Educational Program in Haiti)	Haiti Rehabilitation Foundation (n.d.). <i>We are agents of change</i> . Retrieved from https://www.haitirehab.org/ O'Flynn, J. (2023, April 3). Speaking up, after a long silence: Grateful that life at FSRL goes on!. HaitiOTPTDegrees.Wordpress. https://haitiotptdegrees.wordpress.com/
Helping Hands and Beyond, Inc.	Bergson Louis Jacques (OT) and Herline Raphael (NP) who run a medical clinic in Haiti.	Helping Hands and Beyond, Inc. (2022). <i>Together we can</i> . Retrieved from https://helpinghandsandbeyond.org/

External Information

Name of Information or Resource	Description of Information or Resource	Brief Summary of Focus of Learning
The World Bank Group	Garcia Mora, M.E., Orellanda, E.S., & Freire, G. (2021). Disability inclusion	This book is an extensive resource that provides a

	<p>in Latin America and the Caribbean: A path to sustainable development. <i>The World Bank</i>. Retrieved from https://documents1.worldbank.org/curated/en/099015112012126833/pdf/P17538305622600c00bf3f09659df1f2f79.pdf</p>	<p>wealth of information regarding the development of inclusion for people with disabilities in Latin America and the Caribbean. The resource includes topics such as a history of disability over time, poverty, education, resiliency, policies, and working towards a disability-inclusive future.</p>
CDC	<p>CDC (2019, May 29). <i>Characteristics of Effective Health Education Curricula—SHER Healthy Schools</i>. https://www.cdc.gov/healthyschools/sher/characteristics/index.htm</p>	<p>This resource provides a list of characteristics of an effective educational curriculum. The growing body of research emphasizes teaching functional health information (essential knowledge), shaping personal values and beliefs, shaping group norms that value a healthy lifestyle, and developing essential skills.</p>
UNICEF	<p>UNICEF. (n.d.). <i>Inclusive education</i>. Received from https://www.unicef.org/education/inclusive-education</p>	<p>This resource provides a global perspective on inclusive education around the world. Disability is one of the most serious barriers to education across the globe, and UNICEF seeks to provide positive change in this area.</p>
UNESCO	<p>UNESCO (2020). <i>Global education monitoring report, 2020: Inclusion and education: all means all</i>. Global Education Monitoring Report Team. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000373718</p>	<p>This resource is a global monitoring report for inclusive education. The recommendation for all education is to widen the understanding of inclusive education to include all learners, no matter their identity, background or ability.</p>

<p>Dr. Christiana Asantewaa Okyere, PhD</p>	<p>Okyere, C., Aldersey, H.M., Lysaght, R., & Sulaiman, S.K. (2019). Implementation of inclusive education for children with intellectual and developmental disabilities in African countries: A scoping review. <i>Disability and Rehabilitation</i>, 41(21), 2578-2595. doi.org/10.1080/09638288.2018.1465132</p>	<p>Dr. Okyere has a bachelor's degree and masters through the University of Ghana. She recently completed her doctorate in rehabilitation therapy at Queen's. She is associated with the School of Rehabilitation Therapy, Queen's University. Dr. Okyere has an extensive publication history within this topic.</p>
<p>Rochambeau Lainy, PhD</p>	<p>Lainy, R. (2020). <i>Disabilities in Haitian Schools: Preliminary results of an action-research project in the south of Haiti after Hurricane Matthew</i>. Science and Common Good Publishing.</p>	<p>Rochambeau Lainy, PhD in Linguistics and Master's degree in Education Sciences. He is a teacher of Semantics, Psycholinguistics, and Psychopedagogy at the State University of Haiti, as well as a founding member of GIECLAT.</p>

Part 7: SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats

Internal (Kozefo)		External (Beyond Kozefo)	
Strengths	Weaknesses	Opportunities	Threats
<p>Accessible website to gather information and gain a basic understanding of services provided</p>	<p>Limited teacher training for education of identification for children with disabilities</p>	<p>Existing non-profit schools in Haiti with similar missions and values.</p>	<p>Governmental instability and danger. The current status of Haiti is incredibly unsafe and scary for students and staff.</p>
<p>Variety of services provided at Kozefo school to cater to the many needs or desires of children and staff. (Food Program,</p>	<p>No appropriate training for intervention methods for children with disabilities.</p>	<p>Staff is open to learning and values growth and development.</p>	<p>No foreseeable resolution to the uproar in Haiti. No announced election or plans to positively change this status.</p>

Technology Initiative, Teacher Development)			
Food program is offered with nutritious food and water for all students, teachers, and staff. This improves overall health and mental performance.	No current sensory regulation protocol or environment at the school.	Students and staff are grateful for the opportunity to learn and be within the school environment.	Lack of awareness throughout the rest of the world.
Kozefo offers educational seminars for teachers to promote growth and expand their instructional capabilities.	Inability to tolerate children with behavioral needs or challenges due to limited teacher knowledge on intervention techniques.	The organization and school is based within the Christian faith.	This project will only alter one school in Haiti when there is a larger need within the entire community and country.
Students and staff have access to technology in the school, which promotes critical thinking, cooperation, and enhanced worldview.	Teacher attitudes towards children with disabilities (unsure at the moment - further information will be gathered on this topic through a survey administered to staff).	There is a significant following of supportive stakeholders in the USA who sponsor and are aware of the needs in Haiti.	
Students are supported through sponsorships, which cover tuition, textbooks, school supplies, uniform, access to the technology lab and library, teacher salaries, and a safe environment.		Opportunities to expand the project to other schools or organizations with similar structures.	

Part 8: Preliminary Evidence Review on Populations, Interventions, and Programs of the Organization/Community

#1

	Overview of Article
Type of article	Overall Type: Conceptual or Theoretical Article Specific Type: Resource book for teacher educators, parent trainers, and community development workers.
APA Reference	Mariga, L. McConkey, R. & Myezwa, H. (2015). Inclusive education in low-income countries: A resource for teacher educators, parent trainers and community development workers. <i>International Journal of Disability, Development and Education</i> , 62(5), 547–548. https://doi.org/10.1080/1034912X.2015.1074391
Abstract	“The history of people with disabilities has been dominated by their isolation and exclusion. The long fight towards inclusion – and inclusive education in particular – started not many years ago. Most were powerless to control their own destiny. Their participation in society has been the object of other’s actions. In many countries their disability policies have a substantial element of protection and charity but not the right to equalisation of opportunities. This book highlights the process of change that is underway internationally. The equalisation of opportunities requires new processes through which the various systems of society such as health services and education are delivered. It means the right for people with disabilities to remain in their communities and to receive the schooling and social supports they need within the ordinary structures available in local communities. Strong advocacy is needed for this to happen. In particular parents need to be empowered, communities mobilised and professionals trained in new ways of working: hence this book. Drawing on experiences in Africa, the book describes the issues to be considered when it comes to implementing inclusive strategies: the processes to be followed and the roles of different sectors, such as people with disabilities, parents, policy makers, educationalists, health and community development professionals and crucially, society at large. As such four chapters focus on the generic foundations that benefit the inclusion of persons with disabilities in general as well as particularly in schools. This includes family involvement, enhanced community services, the promotion of advocacy and community education strategies.” (p. 1)
Author	Credentials: N/A Position and Institution: Lilian Mariga was first trained as a nurse and a midwife, then as an educator in disability issues in the USA. She introduced inclusive education to many African communities which involved communities, leaders, different service providers, and policy makers. Publication History in Peer-Reviewed Journals: Limited
Publication	Type of publication: Tertiary Source (textbook) Publisher: Atlas Alliance

	Other: This resource draws upon the UNESCO publication: Understanding and Responding to Children’s Needs in Inclusive Classrooms: A Guide for Teachers.
Date and Citation History	Date of publication: 2014 Cited By: 138
Stated Purpose or Research Question	“In essence the aim is to transform the way local societies treat people with disabilities: accepting their differences while providing them with the opportunities for a fulfilled life” (p. 5).
Author’s Conclusion	“Start with what you can change: one child, one class, one school at a time. You may not transform the world but you will have transformed that school.” (p. 132)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Moderate Rationale: This item is very meaningful and important for the understanding of teacher education and training in low-income countries. This resource is a core learning for future research within this topic. This source answers important questions and provides a meaningful and unique perspective regarding the research question at hand.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: This book is intended primarily as a resource for people who have a training and education role in their community; foremost of which are teacher educators. The aim and methodology of the content within the book is clearly stated and implied throughout the introduction.
Your Focused Question and Clinical Bottom Line	Question: What needs to be considered when implementing inclusive strategies in educational systems? Clinical Bottom Line: There are a variety of considerations when implementing inclusive strategies, such as: people with disabilities, parents, policy makers, educationalists, health and community development, services available, advocacy, and society at large. The aim is to transform the way local societies treat people with disabilities: accepting their differences while providing them with the opportunities for a fulfilled life. “The secret of a successful inclusive education programme is in the training of teachers, the preparation of conducive learning environments in schools, the empowerment of parents, and the education of community members and professionals in allied service systems.” (p. 6)
Your Lay Summary	This book is a useful resource regarding the various considerations of creating an inclusive education for students in low income countries. This book is a resource for teacher educators, parents, and community workers. The authors describe training strategies for teachers and staff in schools to prepare good learning environments for all students. The success of inclusive education largely depends on the attitudes and skills of teachers. Methods of preparing teachers can include in-service training courses or training manuals. Teachers can be the main resource for making inclusive schools a reality. It is important to consider the attitudes, knowledge, understanding, and skills of the teachers at the school. Teachers are encouraged to focus on the specific learning needs of the individual pupil and identify the particular barriers that each child may experience. An individualized education plan (IEP) can be utilized to plan how to overcome these difficulties. There are many areas of

	development that need to be considered when developing a plan for intervention. Plans should revolve around developing a childs' strengths and planning to manage any weaknesses.
Your Professional Summary	<p>This book is not a scientific study, but rather a resource that draws on evidence based information. This resource is provided by three authors with various levels of direct experience working in low-income countries. This book is intended primarily as a resource for people who have a training and education role in their community; foremost of which are teacher educators. "In essence the aim is to transform the way local societies treat people with disabilities: accepting their differences while providing them with the opportunities for a fulfilled life" (p. 5). The book introduces inclusive education as a theoretical standpoint. It defines the phrase and describes the worldly benefits of inclusive education. Further, the resource describes how to promote inclusion through family involvement, advocacy, empowerment, involving local communities, and engaging with community health services. The book ends with strategies to create inclusive schools. Some of the outcomes include preparing teachers through in-service education or training manuals. The authors also describe the importance of schools learning from one another. This book depicts the ways to support pupils to learn, including methods of assessing children's difficulties and managing inclusive classrooms. This includes looking at the multifaceted developmental stages of individual children, creating inclusive environments, and shaping attitudes of teachers. This resource provides adaptations for curriculum, evaluation methods for inclusive education, and future challenges within this realm.</p>

#2

	Overview of Article
Type of article	<p>Overall Type: Review of Research Study (Scoping Review)</p> <p>Specific Type: Five academic databases were searched supplemented by a hand search of key journals and references of included studies.</p>
APA Reference	<p>Okyere, C., Aldersey, H.M., Lysaght, R., & Sulaiman, S.K. (2019). Implementation of inclusive education for children with intellectual and developmental disabilities in African countries: A scoping review. <i>Disability and Rehabilitation</i>, 41(21), 2578-2595. doi.org/10.1080/09638288.2018.1465132</p>
Abstract	<p>"Purpose: To advance understanding of practices that support inclusion of children with intellectual and developmental disabilities in inclusive education classrooms in Africa by conducting a review of the extant literature. Methods: Five academic databases were searched supplemented by a hand search of key journals and references of included studies. Two authors independently screened studies via a reference manager (Covidence) which allowed for blinding. A third author was consulted in cases of conflict. Results: Thirty articles that provided empirical evidence of inclusive education implementation were included. Eight articles highlighted practices that support inclusion of children with intellectual and developmental disabilities. Using Bronfenbrenner's bioecological framework, findings revealed that inclusive education implementation is influenced by factors on the bio level, micro level, meso level, and macro level. Recommendations for promoting inclusive education implementation are provided. Conclusions: Inclusion goes beyond teachers and requires strong commitment of other stakeholders such as families and governments. To</p>

	guarantee the smooth inclusion of children with special education needs and particularly with intellectual and developmental disabilities, a set of practices validated through rigorous research as supportive and unique and that can be universal to Africa is wise” (p. 2578).
Author	<p>Credentials: Dr. Christiana Asantewaa Okyere, PhD</p> <p>Position and Institution: Dr. Okyere has a bachelor’s degree and masters through the University of Ghana. She recently completed her doctorate in rehabilitation therapy at Queen’s. She is associated with the School of Rehabilitation Therapy, Queen's University.</p> <p>Publication History in Peer-Reviewed Journals: Extensive</p>
Publication	<p>Type of publication: Peer Reviewed</p> <p>Publisher: Disability and Rehabilitation, Volume 41 - Taylor & Francis Online</p>
Date and Citation History	<p>Date of publication: 2019</p> <p>Cited By: 28</p>
Stated Purpose or Research Question	“Purpose: To advance understanding of practices that support inclusion of children with intellectual and developmental disabilities in inclusive education classrooms in Africa by conducting a review of the extant literature” (p. 2578).
Author’s Conclusion	“Inclusion goes beyond teachers and requires strong commitment of other stakeholders such as families and governments. To guarantee the smooth inclusion of children with special education needs and particularly with intellectual and developmental disabilities, a set of practices validated through rigorous research as supportive and unique and that can be universal to Africa is wise” (p. 2578).
Overall Relevance to your Doctoral Capstone Project	<p>Overall Relevance of Article: Good</p> <p>Rationale: This resource is a very applicable source for my doctoral project. The key findings of this article include different levels of impact: biosystemic (child-related factors), microsystemic (teacher-related factors), and macrosystem (environmental factors). The authors also discussed the interactions between the different levels and recommendations for future implementation of inclusive education. The recommendations suggest practical implications for my capstone progress and the narrative provides a unique and feasible perspective. The literature that was discussed aids understanding of practices and existing literature to support the inclusion of children with intellectual and developmental disabilities throughout contexts.</p>
Overall Quality of Article	<p>Overall Quality of Article: Good</p> <p>Rationale: This article provides a high level of relevance and applies to my capstone project in many ways. The variety of contexts and factors are discussed to provide a breadth and depth of information surrounding inclusive education for children with disabilities. The date is recent and relevant to today’s world. The author is distinguished in this field.</p>
Your Focused	Question: What factors influence the implementation of inclusive education for children with disabilities?

Question and Clinical Bottom Line	Clinical Bottom Line: Findings from this study revealed that inclusive education implementation is influenced by factors on various levels. Different levels of impact include: biosystemic (child-related factors), microsystemic (teacher-related factors), and macrosystem (environmental factors).
Your Lay Summary	This article defines inclusive education as “the process of identifying, removing barriers, and providing reasonable accommodation to enable children and youth with disabilities to participate and achieve within general education classrooms” (p 2578). School systems in low-income contexts, including Haiti, face many challenges in implementing inclusive education. Some of these barriers include economic constraints, limited human resources, poor specialized training of teachers, and large class sizes. The successful implementation of inclusive education will increase the number of children with disabilities that receive appropriate educational services. Children with intellectual and developmental disabilities face unique behavioral challenges and requirements for extra instruction. This article provides a summary of literature that demonstrates how inclusive education can support educational development for all children. Implications from this study include equipping teachers with the required skills, knowledge, and expertise to address the learning needs of all children. This may include providing resources and support in general education classrooms and ensuring teachers are able to use the provided resources.
Your Professional Summary	The objective of this scoping review by Okyere et al. (2019) was to further gain understanding of practices that support inclusive education classrooms in low-income countries. This study is based around children with intellectual and developmental disabilities in African countries. The authors used five academic databases to collect appropriate articles for this work. A five-stage framework was utilized to screen and summarize the data. The scoping review was guided by two research questions: “(1) what is known from the existing literature (2000 to date) about the implementation of inclusive education in Africa and (2) what practices are identified in existing literature that may support the inclusion of children with intellectual and developmental disabilities in general education classrooms?” (p. 2579). The results of the review included 30 relevant articles, all of which were peer-reviewed. The findings were organized using Broffebrenner’s bioecological systematic framework. Biosystemic level findings include the personal characteristics of children with disabilities, including providing peer support, group learning, and role modeling. The findings within the microsystemic levels include teacher-related factors, including attitude, knowledge, skills, experience, level of education, and prior experience. Msosystemic level considerations include the collaboration between teachers and parents of children with special education needs. Finally, the macrosystemic level include policies, legislation, and implementation. There was found to be unavailable resources for teaching and learning and complicated curriculum needs. Overall, this article provides many strengths, including a renowned scoping review methodology, theoretical basis, large sample size, and recent publication date. Limitations of this study include the exclusion of gray literature and non-english publications. This may have excluded relevant information from non-English sources and non-accessible journals.

#3

	Overview of Article
Type of article	Overall Type: Review of Research Study Specific Type: Review of existing literature and publications

APA Reference	Parnes, P., Cameron, D., Christie, N., Cockburn, L., Hashemi, G., & Yoshida, K. (2009). Disability in low-income countries: Issues and implications. <i>Disability and Rehabilitation</i> , 31(14), 1170–1180. https://doi.org/10.1080/09638280902773778
Abstract	“This article reports on a study conducted for the CANADIAN INTERNATIONAL DEVELOPMENT AGENCY by THE INTERNATIONAL CENTRE FOR DISABILITY AND REHABILITATION at the University of Toronto. We critically examined the broad literature in the area of disability and development and in this article we identify the key issues which emerged. Most of the data were collected from existing literature in the academic and practice settings and from the publications of key NGOs and governments. We first, examine disability in the context of low-income countries, and then discuss key critical issues: disability and poverty, disability and health, disability and education, disability and gender, disability and children/youth, disability and conflict/natural disasters and disability and human rights. In all these areas we find reports of discrimination, stigmatisation and marginalisation. We conclude that, as we address issues of multi-cultural disability services in developed countries, it is important to bear in mind the various issues that many people with disabilities and their families bring with them as the result of immigrating from a developing country. Although we address these issues within our own countries, we must bear in mind the changes that are occurring due to globalisation” (p. 1170).
Author	Credentials: Penny Parnes: Master of Science - Speech-Language Pathology Position and Institution: International Centre for Disability and Rehabilitation; University of Toronto Department of Rehabilitation Science Publication History in Peer-Reviewed Journals: Moderate
Publication	Type of publication: Peer Reviewed Publisher: International Centre for Disability and Rehabilitation; Disability and Rehabilitation Journal, Volume 31 Other: Edited through the Taylor & Francis Group.
Date and Citation History	Date of publication: 2009 Cited By: 142
Stated Purpose or Research Question	“This article reports on the issues found in addressing the question: Disability and development issues: What does the existing body of available literature identify as the key issues related to disability and development? What are the various perspectives of key multilateral, bilateral and civil society organisations on these issues. Are there any specific areas or issues that are particularly well developed?” (p. 1170).
Author’s Conclusion	“We conclude that, as we address issues of multi-cultural disability services in developed countries, it is important to bear in mind the various issues that many people with disabilities and their families bring with them as the result of immigrating from a developing country. Although we address these issues within our own countries, we must bear in mind the changes that are occurring due to globalisation” (p. 1190)
Overall Relevance to your	Overall Relevance of Article: Good

<p>Doctoral Capstone Project</p>	<p>Rationale: This article is very significant to my overall capstone project. Specifically, the subtopic regarding Disability and Education provides relevant and important areas that can be directly applied to my capstone project. The other subtopics provide a wider perspective on how disability is perceived and treated in low income countries. This work addresses a variety of relevant issues surrounding multicultural disability. The authors added many vignettes and case-studies to reinforce the topic at hand and provide real-world examples. This article influences the work of children with disabilities in low-income countries and provides meaningful implications to impact change.</p>
<p>Overall Quality of Article</p>	<p>Overall Quality of Article: Good</p> <p>Rationale: The research paper has a clearly stated research question and methodology. The data was collected from existing literature in the academic and practice settings, as well as from publications of key non-governmental organizations and governments.</p>
<p>Your Focused Question and Clinical Bottom Line</p>	<p>Question: What are key considerations of multi-cultural disability services?</p> <p>Clinical Bottom Line: People with disabilities and their families may have various issues and life experiences that are a result of immigrating from a developing country. We must keep in mind the changes that are occurring in the world due to globalization.</p>
<p>Your Lay Summary</p>	<p>This article considers the importance of understanding the culture in which people with disabilities live, as well as the reality of disability perception within their environment. The article reports on many different development issues within disability, including models of disability, poverty, health, education, gender, children/youth, natural disasters, conflict, personal experiences, and human rights. This article reported that UNESCO estimates that 90% of children with disabilities in the Global South, which includes Haiti, do not attend school. Education is a key issue for accessibility for people with disabilities, especially children and youth. People with disabilities were identified as being 'at a systematic disadvantage' in terms of achieving occupational participation. People with disabilities face many obstacles at all levels of society. This includes policies and regulations created by governments, physical barriers in environments, attitudinal biases, low allocation of resources, poor educational intervention training, and financial stressors. The social model of disability considers all aspects of disability and provides attainable guidelines for intervention and achievement.</p>
<p>Your Professional Summary</p>	<p>This article reports on a study that examined the broad literature in the area of disability and development. Key issues that emerged throughout this search were identified and categorized. This project was undertaken using data collection from existing literature in the academic and practice settings and from the publications of key NGOs and governments. A critical analysis of the literature helped identify a number of key issues related to disability. The article lists many subtopics within disability, such as models of disability, poverty, health, education, gender, children/youth, natural disasters, conflict, personal experiences, and human rights. For the sake of relevancy, I looked furthest into the educational topic. This topic states the high percentages (90%) of children with disabilities in the south that do not attend school. This coincides with a low global literacy rate for adults, and especially for women with disabilities. People with disabilities do not have access to rehabilitation and appropriate basic services. People with disabilities are identified as being at a systematic disadvantage with their ability to achieve their potential for occupational participation, learning, and wellness. This study further describes the many overlapping topics that contribute to disability. It is notable that poverty, discrimination, gender, and health can all affect a person with a disability, as these factors are intertwined. Continued work needs to</p>

	be done to improve conditions for disabled persons, not only within our own environments, but globally.
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#4

	Overview of Article
Type of article	Overall Type: Book with various articles included. Specific Type: Preliminary results of a research project
APA Reference	Lainy, R. (2020). Disabilities in Haitian Schools: Preliminary results of an action-research project in the south of Haiti after Hurricane Matthew. Science and Common Good Publishing.
Abstract	“Can academic disability be studied not as a physical or mental problem, but as a consequence not only of inherent impairments, but also by adverse socio-economic and environmental representations and situations? This was the challenge accepted by the authors of this collective work, which reports on the preliminary results of a research project carried out in southern departments of Haiti since the passage of Hurricane Matthew in 2016. Its aim is to help educational authorities find effective solutions for the setting. This book collects the texts that GIECLAT (Groupe d'Initiative pour l'Étude de la Cognition, du Langage, de l'Apprentissage et des Troubles – Initiative Group for the Study of Cognition, Language, Learning and Disorders), which has overseen the project, presented to the Haitian educational community during a seminar held on December 6, 2019 in Port-au-Prince, in collaboration with INUFOCAD (Institut universitaire de Formation des Cadres – University Institute for Management Training), CASAS (Commission de l'adaptation scolaire et d'appui social du ministère de l'éducation nationale – Commission for school adaptation and social support of the Ministry of National Education), CEREGE (Centre de Recherche Éducation Gestion-Économie de l'Université publique de la Grand'Anse – Center for Research in Education, Management and Economy of the Public University of Grand'Anse) and LangSE (Langue, Société, Éducation de l'Université d'État d'Haïti – Language, Society, Education of the State University of Haiti)” (para. 1).
Author	Credentials: Rochambeau Lainy, PhD in Linguistics and Master's degree in Education Sciences Position and Institution: Teacher of Semantics, Psycholinguistics, and Psychopedagogy at the State University of Haiti, Founding member of GIECLAT. Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Book, including many peer-reviewed articles. Publisher: Creative Commons Attribution ShareAlike Other: All articles have a separate reference list.
Date and Citation History	Date of publication: 2020 Cited By: 3

Stated Purpose or Research Question	"Can academic disability be studied not as a physical or mental problem, but as a consequence not only of inherent impairments, but also by adverse socio-economic and environmental representations and situations?" (para. 1).
Author's Conclusion	"I discovered that inclusive education is truly nonexistent in Haiti except in few elite schools where it has been tried and where teachers had special education degrees that they received from abroad. However, what emerged in the few articles that I read was that teachers' attitudes toward children with learning disabilities and policymakers' recognition of the importance to address the needs of children with disabilities are that that special education is a luxury and should not take precedence over mainstream education" (p. 20).
Overall Relevance to your Doctoral Capstone Project	<p style="text-align: center;">Overall Relevance of Article: Good</p> <p>Rationale: This book is a very helpful source in my research of children with disabilities in Haitian schools. It provides a variety of topics with very applicable information, including addressing the needs of students with disabilities, cultural perceptions of disability, policies and laws for disability, and the overarching educational system in Haiti.</p>
Overall Quality of Article	<p style="text-align: center;">Overall Quality of Article: Moderate</p> <p>Rationale: This resource includes a wide variety of relevant information that can be applied to my project. This resource is only cited by 3 people according to Google Scholar, which inhibits its reliability and validity. The sources included in this book address a wide breadth of topics which provides a well-rounded understanding of the topic.</p>
Your Focused Question and Clinical Bottom Line	<p style="text-align: center;">Question: How is disability perceived in Haitian culture?</p> <p>Clinical Bottom Line: Disability is not accepted very openly in Haitian culture, which translates directly to the educational system. Lainy stated a narrative explanation which portrays the perception: "A disability in Haiti is something mysterious and dangerous. It is interpreted as a curse from supernatural spirits (lwa) who tend to have a great influence on the world of human beings. God in this theology punishes those who do not obey his will. A child born with a disability reflects God's punishment of a family member, the parents most likely, who did not obey him."</p>
Your Lay Summary	<p>This article surrounded students with learning and physical disabilities and inclusive education outcomes. A report in this study stated that only 3.5% of children with disabilities in Port au Prince are accessing education. Besides this, there are a substantial number of children who are not identified with a disability because they do not receive the appropriate services. The belief about disability in Haiti presents a serious barrier to providing appropriate assistance. In Haiti, people with disabilities are perceived to be supernatural in origin or possessed. The way of understanding disability disrupts the community perception and ability to provide services. Special education services are sparse, expensive, and difficult to access for most families. Teachers' attitudes towards students with disabilities is critical for implementing specialized services. Teachers' backgrounds, the nature of the disabilities they encounter, the school environment, the resources and administrative support all influence the attitudes of teachers toward students with disabilities. This book provides many examples of the challenges that the country of Haiti faces with their educational system, especially for children with disabilities.</p>

Your Professional Summary	<p>This work was gathered through searching a variety of databases using keywords: <i>learning disability, students, Haiti, inclusive education, special education and cocobai</i>. This yielded education-related topics, including early childhood education, youth, teachers, the Haitian educational system, inclusion, quality of education, the family, and teacher training. The author identified 126 articles to further understand disability in Haitian culture. This book does not have a clearly stated aim and methodology for the work as a whole, as it is an analysis of preliminary results of research. Within the book, there are 11 articles that each state their methodology and aim. Some relevant topics within this book include teacher perceptions and attitudes. The takeaway from this section state that teacher backgrounds, the nature of the disabilities they encounter, the school environment, the resources available, and administrative support all influence the attitudes of teachers toward students with disabilities. Students face a variety of challenges that need to be addressed on a case-by-case basis. Psychosocial problems, intellectual deficits, behavioral issues, motor challenges, sensory and dysregulation are just a few examples that may need to be addressed. Disability manifests itself in a variety of forms, and effective learning strategies must be used to meet the individual child's needs.</p>
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#5

	Overview of Article
Type of article	<p>Overall Type: Primary Research Study (quantitative)</p> <p>Specific Type: Participants were administered the Opinions Relative to INtegration (ORI) of Students with Disabilities Instrument.</p>
APA Reference	<p>Dupoux, E., Hammond, H., & Ingalls, L. (2006). Teachers' attitudes toward students with disabilities in Haiti. <i>INTERNATIONAL JOURNAL OF SPECIAL EDUCATION</i>, 21, 1-14.</p>
Abstract	<p>"After conducting a thorough review of the state of inclusion of students with disabilities in Haïti, the authors present a study that investigates the attitudes of urban and rural teachers in Haïti toward inclusion. Participants were administered the Opinions Relative to Integration (ORI) of Students with Disabilities instrument. Reliability of the ORI for Haitian teachers was .68, as determined by the Spearman-Brown reliability coefficient. Teachers' attitudes toward integration were not associated with years of teaching experience, education was positively associated with attitudes, and teachers in rural Haïti did not differ from teachers in urban Haïti. Other findings indicated that variables representing teachers' cognitions and beliefs were more important in predicting attitudes than variables related to the teachers' actual experiences of teaching." (p. 1)</p>
Author	<p>Credentials: Errol Dupoux, PhD</p> <p>Position and Institution: Professor in the Exceptional Education Program at St. Petersburg College</p> <p>Publication History in Peer-Reviewed Journals: Moderate</p>
Publication	<p>Type of publication: Grey Literature</p> <p>Publisher: International Journal of Special Education, Vol 21</p>

	Other: A survey was administered to 183 teachers and information was gathered based on responses.
Date and Citation History	Date of publication: 2006 Cited By: 136
Stated Purpose or Research Question	The purpose of this study is to “investigate the attitudes of urban and rural teachers in Haiti toward inclusion” (para. 1).
Author’s Conclusion	“Two findings in this study, the positive correlation between education and attitudes as well as the role of teachers’ beliefs and ideas, indicate the need to educate teachers before acceptance and accommodation of students with disabilities can really occur. The authors recommend the development of workshops for teachers in Haïti about students with disabilities and instructional strategies to support these students” (p. 10).
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Moderate Rationale: This article provides relevant narrative, but the work is outdated, so statistics cannot be taken as accurate numbers. Yet, the information that is discussed in this article is important and still relevant to the project at hand. The article is easily understood through the use of subtopics that cover background information and the present study.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: The methodology is stated as using the Opinions Relative to Integration of Students with Disabilities instrument, and scores were analyzed using a Spearman-Brown reliability coefficient. The purpose and methodology is detailed and understandable and the authors have published other important work in the field. The sources are credible, yet the data is outdated.
Your Focused Question and Clinical Bottom Line	Question: What is the intended intervention for teachers to promote inclusive education? Clinical Bottom Line: There is an important need to educate teachers before acceptance and accommodation of students with disabilities can really occur. This can be done through workshops and instructional strategies.
Your Lay Summary	There is a small percentage of school-age children with disabilities in the Haitian school system (2%). However, since lack of identification is very common, this percentage is most likely even higher than the reported numbers. Many of these students are not attending school or are struggling in regular classrooms without receiving appropriate special education services. Haiti is listed as the country with the second highest proportion of students enlisted in private schools, as most schools are within a private sector. These schools carry high tuition rates, and therefore low enrolment rates. This study reports on teachers’ attitudes towards inclusion or integration of students with disabilities. General education teachers may find it difficult to respond and integrate students with disabilities into the general classroom. This study found that there is a need to educate teachers about students with disabilities and how to identify, intervene, and appropriately provide services.

Your Professional Summary	<p>The present study was undertaken to examine the attitudes of urban and rural teachers in Haiti towards integration of students with disabilities. This study took place at a time when the Haitian government is forging ahead with new models to bridge the gap between the current system and an integrated program. These hypotheses guided the research: (1) <i>On average, the attitudes of teachers toward integration in Haiti will be similar in urban and rural areas.</i> (2) <i>Attitudes toward integration will be positively associated with the number of years of teaching experience.</i> (3) <i>Teachers with higher levels of education will have more positive attitudes toward integration than teachers with lower levels of education.</i> (4) <i>On average, teachers' actual teaching experiences will be less powerful predictors of attitudes toward integration of students with disabilities than teachers' cognitions and beliefs.</i> The sample for this study was 183 elementary and secondary urban and rural teachers in Haiti. The participants were administered the Opinions Relative to Integration (ORI) of Students with Disabilities, which measures teachers' attitudes towards the integration of students with disabilities in general classrooms. The return rate of surveys was 72% participation.</p> <p>Results indicated that teachers in rural Haiti had similar attitudes towards inclusive education to teachers in urban Haiti. Attitudes were uncorrelated with years of teaching experience, which is contrary to predictions. Teachers' individual ideas and beliefs were reported to be significantly important in predicting attitudes. Increasing teachers' knowledge and awareness of students with disabilities can be an important step in implementing integration and inclusivity in Haiti.</p>
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	Overview of Article
Type of article	<p>Overall Type: Conceptual or Theoretical Article</p> <p>Specific Type: A guide for teachers to gain understanding of children with special needs in their classroom.</p>
APA Reference	<p>McConkey, R. (2001). <i>Understanding and responding to children's needs in inclusive classrooms: A guide for teachers</i>. United Nations Educational, Scientific and Cultural Organization (UNESCO).</p>
Abstract	<p>No abstract available.</p> <p>"The guide has four main aims: 1. To provide teachers with key facts about various impairments and deprivations and how to overcome the most common learn-ing difficulties that result from them. 2. To inform teachers what they can reasonably do to adapt theclassroom and school environment to overcome the barriers to learning faced by children with impairments. 3. To describe strategies teachers can use to respond to the diver-sity of children in their classrooms and show some ideas how the curriculum can be adapted to individual needs.4. To encourage teachers to work with families and with other per-sonnel in health and social services and in the community" (p. 11).</p>
Author	<p>Credentials: Roy McConkey, PhD in Psychology</p> <p>Position and Institution: Emeritus Professor of Developmental Disabilities at Ulster University, Northern Ireland</p>

	Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Grey Literature, book Publisher: Inclusive Education: Division of Basic Education, UNESCO Other: This resource is available on the UNESCO Digital Library.
Date and Citation History	Date of publication: 2001 Cited By: 33
Stated Purpose or Research Question	“The Guide can be used as a study book on its own or as a guide for groups of teachers studying together. It should help: Teachers who already have children with ‘special needs’ in their classes. Teachers who have limited experience of such children but who want to learn more” (p. 7).
Author’s Conclusion	“The main messages of the Guide are simply stated: The extra needs of children with disabilities or various disadvantages can usually be met in ordinary classrooms with jeans that are available to teachers in every country of the world. All pupils gain when teachers adapt the curricula and their teaching styles to suit the range of diversity that is found among children in any class. Usually these adaptations require little extra equipment but lots of creativity. It is important for teachers to forge partnerships with other professional workers where they are available so that they can be supported in their efforts. Likewise, close links need to be forged among schools in a district and with other groups in the community so that children’s needs are addressed out of school as well as within it” (p. 14).
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Moderate Rationale: This resource is helpful to guide future educational guides for teachers. This guide is a relevant and appropriate example of the intended outcomes, key messages, and overall format of a future guide that I will create throughout my Doctoral Capstone.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: This article is relevant to the topic, but may be too outdated for practical use as it was published in 2001.
Your Focused Question and Clinical Bottom Line	Question: What are the positive outcomes associated with creating an inclusive classroom? Clinical Bottom Line: “All pupils gain when teachers adapt the curricula and their teaching styles to suit the range of diversity that is found among children in any class” (p. 14).
Your Lay Summary	This guide is intended for the use of teachers and other educational professionals to enhance their learning within inclusive education. The main reason to promote inclusive education is to increase opportunities for all children, especially those with special needs, to learn through interaction with others and promote participation within the community. Teachers have a particular responsibility for ensuring that all children participate fully in society and receive equal opportunities. This guide is designed to provide teachers with facts about various impairments and deprivations. This guide also provides resources and

	<p>strategies on how to overcome the most common learning difficulties. Strategies are provided on how to respond to diversity of children within the classroom and how to adapt the curriculum as needed. The sections of this guide include describing common impairments, assessing needs of all children, responding to diversity, and working together with other disciplines and parents. The main implication is to provide more inclusive strategies in all classrooms, all around the world.</p>
Your Professional Summary	<p>This guide provides an array of information for teachers to utilize in hopes to increase inclusivity within the classroom. The various units describe the individual needs of every child. This includes the physical, sensory, or intellectual impairments that a child may experience in learning and participating within communities. The guide provides ways of reducing learning difficulties, including nutritious foods, healthy environments, love, and attention. Implications for teachers are provided in the lens of everyday practice to develop more inclusive schooling. The resource provides adaptations that teachers can make to their classrooms or teaching strategies to meet the needs of all students. The guide provides nine ways with dealing with diversity in the classroom: effective communication, classroom management; having individual education plans; the use of assistive aids; the preparation of lessons; individual help for pupils; managing pupils behavior and fostering the child's social inclusion in the life of the school. While this resource doesn't provide a specific research project, there are many useful implications that are applicable to my doctorate project. The previously stated information is just the beginning of the wealth of information this source can provide. The strengths include the diverse breadth of information that is applicable to a future training module that I intend to create.</p>

#7

	Overview of Article
Type of article	<p>Overall Type: Review of Research Study (Scoping Review)</p> <p>Specific Type: Systematic search and selection process; data charting.</p>
APA Reference	<p>Schlebusch, L., Huus, K., Samuels, A., Granlund, M., & Dada, S. (2020). Participation of young people with disabilities and/or chronic conditions in low- and middle-income countries: A scoping review. <i>Developmental Medicine & Child Neurology</i>, 62(11), 1259–1265. https://doi.org/10.1111/dmcn.14609</p>
Abstract	<p>“AIM: The purpose of this scoping review was to describe and map the literature available on the participation of young people (0–21y) with disabilities and/or chronic conditions living in low- and middle-income countries (LMICs). METHOD: A systematic search and selection process identified 78 publications. Descriptive data were extracted using a data-charting form, and studies were mapped using the family of participation-related constructs framework. RESULTS: The findings demonstrated that, although the published evidence is steadily increasing, the participation research on this vulnerable population is still either absent or very scarce in the majority of LMICs, and very little is known about the participation of children with chronic health conditions. Most studies included in this review focused on attendance or ‘being there’. INTERPRETATION: Although attendance is an important aspect, more needs to be done to understand children’s experiences or involvement while attending, thus capturing both dimensions of participation.” (p. 1259).</p>
Author	<p>Credentials: Liezl Schlebusch, Masters and PhD in Early Childhood Intervention</p>

	<p>Position and Institution: Centre for Augmentative and Alternative Communication, University of Pretoria, South Africa</p> <p>Publication History in Peer-Reviewed Journals: Extensive</p>
Publication	<p>Type of publication: Peer Reviewed</p> <p>Publisher: Developmental Medicine & Child Neurology</p> <p>Other:</p>
Date and Citation History	<p>Date of publication: 2020</p> <p>Cited By: 27</p>
Stated Purpose or Research Question	<p>“The purpose of this scoping review was to describe and map the literature available on the participation of young people (0–21y) with disabilities and/or chronic conditions living in low- and middle-income countries (LMICs)” (p. 1259).</p>
Author’s Conclusion	<p>“The findings demonstrated that, although the published evidence is steadily increasing, the participation research on this vulnerable population is still either absent or very scarce in the majority of LMICs, and very little is known about the participation of children with chronic health conditions. Most studies included in this review focused on attendance or ‘being there’” (p. 1259).</p>
Overall Relevance to your Doctoral Capstone Project	<p>Overall Relevance of Article: Moderate</p> <p>Rationale: This resource is reputable and valid in the research process. This article has important findings, but not directly applicable to my project deliverable. The conclusions are important to consider throughout the process of this doctoral capstone project. There is more work and research to be done regarding the participation of children with chronic health conditions.</p>
Overall Quality of Article	<p>Overall Quality of Article: Good</p> <p>Rationale: The authors and organizations are reputable and distinguished, which validates the findings of this scoping review. It is within a recent time frame and uses a 5-step protocol plan to set the parameters of the searching, screening, extraction, and analysis.</p>
Your Focused Question and Clinical Bottom Line	<p>Question: What is a viable solution to provide access to care for children with chronic conditions in low income countries?</p> <p>Clinical Bottom Line: This article states that “low-intensity interventions delivered by non-specialists are considered to be a viable solution” to increase accessibility for all children (p. 1263).</p>
Your Lay Summary	<p>This study describes and maps the literature available on the participation of youth with disabilities and/or chronic conditions living in low- or middle-income countries. The takeaways from this work state that meaningful participation in home, school, or community activities as a means of expanding children’s functional capabilities can potentially increase the access to supportive environments for many children in resource-poor settings. Stigma related to disability is prevalent, thereby limiting children’s inclusion in various life situations.</p>

	<p>Activity competence and meaningful participation reinforces the need for specialized & individualized services for children with disabilities. Low-intensity interventions are a viable solution to close the gap in access to care for children with chronic conditions living in developing countries. Several studies within this scoping review investigated the participation of young people with disabilities, but much more work needs to be done to further understand their experiences. The authors state that participation is a process, rather than an outcome. It is with the intention to find sustainable and realistic ways to positively influence the optimal development of children with disabilities in low-resource contexts.</p>
Your Professional Summary	<p>The objective of this scoping review was to describe and map the literature available on the participation of young people with disabilities and/or chronic conditions who are living in low- and middle-income countries. A background was provided that describes the participation in daily activities for children with disabilities. Young people with disabilities or conditions are likely to face a wide range of participation restrictions and forms of exclusion. This is only exacerbated when living in resource-scarce environments, such as Haiti. This study used a model of participation that comprises two essential elements: attendance ('being there') and involvement ('the experience of participation while attending'). A 5-step scoping review was conducted on the basis and recommendations by Arksey and O'Malley. A checklist of selection criteria was used to screen the citations and articles that were used within this study. Data-charting and synthesis processes were used to extract answers to the research question. The literature search resulted in a total of 3353 citations. Based on inclusion and exclusion criteria, a final sample of 74 studies were included in this review. Results from this search included a further perspective of the multidimensional nature of participation and the expectations that withstand. The authors stated that "a focus on participation as a process (e.g. meaningful participation in home, school, or community activities) as a means of expanding children's functional capabilities can potentially increase the access to supportive environments for many children in resource-poor settings" (p. 1263). Limitation criteria include the potential publication bias of inclusion criteria, lack of report on the overall findings of studies, and lack of intervention outcomes.</p>

#8

	Overview of Article
Type of article	<p>Overall Type: Conceptual or Theoretical Article</p> <p>Specific Type: Website article written by Kai Analytics, a Marketing Research firm.</p>
APA Reference	<p>Shestunova, E. (2021). Design, refine, and implement more ethical and culturally sensitive surveys. <i>Kai Analytics</i>. Retrieved from https://www.kaianalytics.com/post/ethical-and-culturally-sensitive-surveys</p>
Abstract	<p>"In this article, we share several suggestions on how to enable a more mindful approach to survey design. We have had the privilege of working with a variety of international partners in the past and wanted to share what we learned from these experiences. We have compiled eight ways that can help you design, administer, and analyze surveys that are relevant for your research and for the communities you work with. When compiling our suggestions, our objective was to ensure that these three ideas ran through all of them: 1. Respect for your local partners – Work with local partners every step of the way and adhere to a place-based approach. 2. Respect for your participants – Make sure that your surveys are</p>

	accessible and safe for your participants. 3. Working together – Your participants and their communities are partners in research. Respect their time and knowledge rather than extracting from it” (para. 1).
Author	Credentials: Evgenia Shestunova, Senior Manager, Customer Experience and Strategic Initiatives; Digital Marketing Specialist Position and Institution: Kai Analytics and Survey Research Inc. Publication History in Peer-Reviewed Journals: None
Publication	Type of publication: Grey Literature - Research article on Webpage Publisher: Kai Analytics Other: This article has 517 views.
Date and Citation History	Date of publication: 2021 Cited By: None
Stated Purpose or Research Question	“We have compiled eight ways that can help you design, administer, and analyze surveys that are relevant for your research and for the communities you work with” (para. 1).
Author’s Conclusion	“Respect for your local partners – Work with local partners every step of the way and adhere to a place-based approach. Respect for your participants – Make sure that your surveys are accessible and safe for your participants. Working together – Your participants and their communities are partners in research. Respect their time and knowledge rather than extracting from it” (para. 1).
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Good Rationale: This article provides useful resources that can be applied to the creation of a survey. Eight tips are displayed and analyzed to ensure the survey is culturally-appropriate and respectful when working with cross-cultures. This resource covers designing a survey, refining, and implementing.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: This is a useful article and the readability is appropriate for most researchers. This website is not peer reviewed and the author is an employee of the company in which it was published. The date is within recent years, increasing relevance.
Your Focused Question and Clinical Bottom Line	Question: What are some strategies to use when creating a cross-cultural survey? Clinical Bottom Line: Some of the important considerations to keep in mind when creating and implementing a survey are: <ol style="list-style-type: none">1. Find a representative sample2. Check social norms and domestic laws3. Get permission from authorities to conduct the survey

	<ol style="list-style-type: none"> 4. Choose the right words 5. Understand when “Neither Agree nor Disagree” is a genuine answer 6. Get truly informed consent 7. Work around internet availability 8. Demonstrate empathy
Your Lay Summary	<p>This article displays several suggestions on how to enable a more mindful survey creation and design. The company that published this article, Kai Analytics, specializes in international collaboration. They have a wealth of experience within this realm. The author discusses how a good survey design begins with diverse perspectives. This may include working in diverse teams, engaging with local partners, listening to feedback, and learning from participants. It is important to check with social norms, domestic laws, and authorities before administering a survey. When refining a survey, it is important to be mindful of the context that it will be administered. It is important to choose the correct words, especially when administering a survey in a different language. Transparency is key in administering a survey, as it is helpful to disclose how much time will be required and the difficulty of the survey. Finally, it is important to demonstrate empathy and actively listen to what the participants have to say.</p>
Your Professional Summary	<p>This article is not a research study, but moreso a report of research and experience in conducting a survey. This is administered by Kai Analytics, a marketing specialist agency that helps non-governmental organizations and international non-profit organizations conduct effective global surveys. The organization specializes in collecting and analyzing insights from disadvantaged and marginalized communities in Asia and Sub-Saharan Africa to give a real voice to policy. This article was published in 2021 by Evgenia Shestunova. The strengths of this article are the clarity and readability of the content. This article is easily understood by most researchers and can be applied to a variety of projects. The clear steps provide a nice layout of information that can be utilized easily. It is also transferable to many aspects of research, as the content provides important considerations for all survey creations and administrations. Weaknesses of this article are the lack of peer-reviewed content, as well as being published in a blog-like format. The date is relevant to today’s world and culture. Many of the pointers can be directly applied to my project, such as talking to local communities, finding a representative sample, creating a diverse perspective, choosing the right wording, and demonstrating empathy.</p>

#9

	Overview of Article
Type of article	<p>Overall Type: Review of Research Study</p> <p>Specific Type: Review of Literature</p>
APA Reference	<p>Wamba, N. (2020). <i>Students, learning disorders and inclusive education in Haiti: A review of the literature</i>. Retrieved from https://scienceetbiencommun.pressbooks.pub/handicaphaitienglish/chapter/chapter-1/</p>
Abstract	<p>“Several studies have been conducted on disability and impairment, but the review of the literature shows that the inclusive education is almost nonexistent in Haiti. Some dominant schools with skilled teachers on special education have been in place while the number of children, with disabilities are increased. The Haitian constitution supports the idea that</p>

	<p>individuals with disabilities shall have the means to ensure their autonomy, education and independence. However, there are no policies and political structures in place to provide adequate education for all children, let alone those with disabilities. This article is presenting a literature review of the contributions made to inclusive education in order to understand the place of this practice in research” (para. 1).</p>
Author	<p>Credentials: Nathalis Wamba, PhD</p> <p>Position and Institution: Associate Professor in the Graduate Program in Education Leadership in the Department of Educational and Community Programs at Queens College, City University of New York.</p> <p>Publication History in Peer-Reviewed Journals: Extensive</p>
Publication	<p>Type of publication: Peer Reviewed</p> <p>Publisher: Éditions science et bien commun</p> <p>Other: Éditions science et bien commun promotes free and universal access, through digital means, to scientific books published by authors from countries of the South and the North.</p>
Date and Citation History	<p>Date of publication: 2020</p> <p>Cited By: n/a</p>
Stated Purpose or Research Question	<p>“This study is an effort to understand the plight of children with disabilities in an effort to formulate recommendations that can guide the government in providing the necessary services to persons with disabilities, starting with education” (para. 9).</p>
Author’s Conclusion	<p>“There is a serious cultural impediment that needs to be addressed so that more substantial progress can be achieved in developing an inclusionary education system” (para. 35).</p> <p>“Although there exist a number of ministries and departments addressing the needs of individuals with disabilities, there is no comprehensive strategy for support and inclusion for people with disabilities” (para. 37).</p>
Overall Relevance to your Doctoral Capstone Project	<p>Overall Relevance of Article: Good</p> <p>Rationale: This article is very useful in my Doctoral Capstone Project. It adds a unique perspective on inclusive education in the Haiti school system. The review of literature is helpful in finding the best, most relevant evidence for the topic. The article also includes statistics to reinforce the depth of this issue.</p>
Overall Quality of Article	<p>Overall Quality of Article: Good</p> <p>Rationale: This article clearly states that the aim of the work is to present a literature review of the contributions made to inclusive education in order to understand the place of this practice in research. These aims are met through extensive research and reporting of the results. The work is peer reviewed and supported by credible sources and organizations. The</p>

	content is accurate and unbiased. The methodology is through a variety of databases to search for literature on children with disabilities and inclusive education.
Your Focused Question and Clinical Bottom Line	<p>Question: What is the perception of disability in Haiti?</p> <p>Clinical Bottom Line: Disability lies at the core of the neglect experienced by people with disabilities and disability is perceived as something mysterious and dangerous. A significant cultural shift needs to be addressed so more substantial progress can be achieved.</p>
Your Lay Summary	<p>This article provides a review of literature surrounding inclusive education in Haiti. The Haitian constitution supports the idea that all children should have the resources available to ensure autonomy, education, and independence. However, there are no policies and political structures in place to provide adequate education for all children, especially those with disabilities. Services for people with disabilities remain scarce in Haiti. There are many buildings and environments that are not equipped to facilitate accessibility. The earthquake and hurricane of 2010 and 2016 resulted in higher levels of people with disabilities. There are prevalent myths and conspiracies about disabled people. The governmental response has been insufficient to provide needed services for people with disabilities. This literature review helps us understand disability and how children with disability face many barriers in their lives. The school system does not have the knowledge or resources to provide adequate care. Furthermore, teachers experience a lack of resources, education, and professional development. Teachers' attitudes also play a role in their willingness and ability to work with children with disabilities.</p>
Your Professional Summary	<p>This review of literature was focused on students with learning and physical disabilities and their ability to receive inclusive education. Dr. Wamba conducted this search through a variety of databases of literature on children with physical and mental disabilities. Education-related research includes early childhood education, youth and schooling, teachers, the educational system, inclusion and the quality of education, the family education, teacher training and evaluation, access to education, post-secondary and higher education, community participation and local capacity, the sociology of education, professional development, and reading. These topics were classified into categories. The author recognized a major literature gap concerning inclusive education and children with disabilities. The findings of this review of literature led to a further understanding of disability, the school system in Haiti, teachers, and teacher attitudes towards students with learning disabilities, teacher backgrounds, nature of disability, and school environment. The discussion indicates a serious cultural shift that needs to be addressed to promote progress for inclusive education in Haiti. People with disabilities are often neglected from the resources and services they need to promote wellness and participation. Limitations from this study include the limited research that are available surrounding this topic. Strengths include a very readable article, many relevant topics, a recent time frame, and a distinguished reference list.</p>

#10

	Overview of Article
Type of article	<p>Overall Type: Conceptual or Theoretical Article</p> <p>Specific Type: Book of teaching strategies and special education needs.</p>

APA Reference	Mitchell, D. & Sutherland, D. (2020). <i>What really works in special and inclusive education: Using evidence-based teaching strategies</i> . Routledge. https://doi.org/10.4324/9780203105313
Abstract	<p>“In most countries, children are required to spend 10–15,000 hours in learning spaces we call ‘schools’ and ‘classrooms’. During that significant period of their development they will interact with their families and with many educators and peers, as well as with a large range of learning materials and be exposed to many different teaching strategies.</p> <p>For these experiences to yield effective learning it is essential that the physical and psychological environments we create are safe, challenging and educative. It is essential that they ensure that all children actually learn what is expected of them, that their education contributes to enhancing their quality of life, that they achieve a balance between independence and interdependence, and that they are prepared to lead full and satisfying lives as citizens and as members of their cultures. In this journey, they have a right to expect that educators who employ the best available, evidence-based teaching strategies guide their education.</p> <p>These challenges are no less important for those children who, for a variety of reasons, we consider to have special educational needs and who face significant barriers to their learning and development. These children comprise perhaps ten to fifteen per cent of the school population. Their special needs arise from diverse factors: sensory, physical, intellectual and emotional. They are expressed in difficulties in making academic progress in the school curriculum, in acquiring the physical and social skills appropriate to their cultures, and in achieving a fulfilling sense of self-esteem. Their special needs range from major to minor, and they reflect physiological or environmental factors. These children are the focus of this book, although, as you will discover, many of the teaching strategies are universally applicable.</p> <p>In this book I will describe and present the evidence and underlying ideas for a total of twenty-seven teaching and related strategies. Some of them are to do with arranging the context of learning (e.g., inclusive education, cooperative group teaching and the classroom climate). Another group looks at cognitive strategies such as self-regulated learning, memory strategies and cognitive behavioural therapy. A third group focuses on behavioural strategies such as functional assessment and direct instruction. A fourth group will look at school-wide strategies and inter-agency cooperation. As well, consideration is given to such strategies as formative assessment and feedback, assistive technology and opportunities to learn. I will be drawing upon research across many different disciplines – education, psychology, health and technology – as well as diverse research methods....” (p. 14).</p>
Author	<p>Credentials: David Mitchell, Adjunct Professor</p> <p>Position and Institution: Educational psychologist & Inclusive Education Consultant, Honorary Research Fellow at Manchester University.</p> <p>Publication History in Peer-Reviewed Journals: Extensive (over 200 publications in the field)</p>
Publication	<p>Type of publication: Grey Literature (book)</p> <p>Publisher: Routledge</p> <p>Other: Published extensively, including 4 different accessible versions.</p>

Date and Citation History	Date of publication: 2014 Cited By: 1440
Stated Purpose or Research Question	“In this book I will describe and present the evidence and underlying ideas for a total of 24 teaching strategies” (p. 10). Aim of this book is to become more effective in teaching learners with special educational needs, whether in a special education setting or in a regular classroom.
Author’s Conclusion	“Opportunity to learn means not only providing an adequate quantity of time for students to learn what is contained in the curriculum, but also, critically, ensuring that these opportunities are of the highest possible quality. A corollary to opportunity to learn is opportunity to teach, which means that educators have the skills and resources required to be effective teachers of learners with special educational needs, in other words to implement the strategies outlined in this book” (p. 229).
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Good Rationale: This book provides details on very meaningful topics. It talks about how learners with special educational needs require distinctive teaching strategies, while keeping quality teaching at the center. The author makes strong points to promote teachers’ ability to provide high-quality education for all learners.
Overall Quality of Article	Overall Quality of Article: Good Rationale: The intentions for this book are described in detail in the preface. The aim and methodology is discussed through a general perspective of the book as a whole, as well as within each chapter. The book uses a storytelling and narrative approach to promote learning and comprehension. It is within recent years and is accessible to the reader.
Your Focused Question and Clinical Bottom Line	<i>Question:</i> What are the intended outcomes of inclusive education? <i>Clinical Bottom Line:</i> "For school experiences to yield effective learning it is essential that the physical and psychological environments we create are safe, challenging and educative. It is essential that they ensure that all children actually learn what is expected of them, that their education contributes to enhancing their quality of life, that they achieve a balance between independence and interdependence, and that they are prepared to lead full and satisfying lives as citizens and as members of their cultures." (p. 14).
Your Lay Summary	This book is an extensive tool to promote inclusive education knowledge and application. The author describes the importance of implementing this concept. It is important to create psychological environments that are safe, challenging, and educational. Children should be prepared to lead full and satisfying lives as citizens and members of their cultures. Teaching strategies can minimize barriers that children face and create a learning environment that achieves potential. Children may experience sensory, physical, intellectual, or emotional challenges that affect learning and comprehension. Much of the learning in school is self-regulated and occurs spontaneously through observation and trials. There is diversity and variability in the way in which students learn. Teachers and educators play a vital role in helping learners develop positive attributes. The book covers many topics, such as theoretical models, culture, parent involvement, collaborative teaching, classroom climate,

	behavioral approaches, assessment, and opportunities to learn. The vast array of topics provides well-rounded learning.
Your Professional Summary	This resource provides a tool of evidence-based policies and practices for teaching children with special education needs. This book presents educators with a wide range of strategies that can be implemented in the classroom. The author, David Mitchell, is a leading writer in special and inclusive education and is highly regarded in the field. He has carried out extensive research into special and inclusive education and has co-directed a professional development program for teachers and principals. In this book, Dr. Mitchell has created 24 teaching strategies with a substantial research base, theoretical rationale, practical guidelines, and transparent cautions. This book covers strategies for learning, inclusive education, self-regulated learning, behavioral strategies, formative assessment and feedback, assistive technology, and opportunities to learn. This book has origins in several sources, including over 2,000 research articles from international publications. The author also used personal experiences of teaching in many countries. Finally, he drew upon his own research and publications. The primary aim is “to help educators (practicing and trainee teachers, principals, assistant teachers/paraprofessionals) and the professionals who advise them (e.g., school psychologists, special education needs coordinators, special education advisers) to become more effective in teaching learners with special educational needs, whether in a special education setting or in a regular classroom” (p. 11). Limitations of this book are that it is not directly applicable to Haiti, but can certainly be applied to a widespread database.

Appendix C: Informational Interviews

Questions:

1. What is your primary role within the school?
2. What is the schedule of a typical day for students at ANACS?
 - a. What time does it start, lunch, breaks
3. What are the current needs of the school?
4. Do teachers have any specialized training to work with children with disabilities? If so, please describe.
5. What are some of the challenges that teachers face in the classroom? This may include behavioral challenges, classroom management, or achieving academic outcomes.

Responses: *(Names have been removed to ensure confidentiality)*

Creole Response:

Bonswa! Mwen se [Interviewee #1]

1- Responsable pedagogik lekòl lan ki ranpli tach administrativ tou. Mwen anseye vokabilè franse nan 7èm pou rive 9èm.

2-Orè lekòl lan se 7è 45 pou rive 2è 25 pou elèv yo. (Midi pou rive midi 45 se poz pou timoun yo manje.)

3- Pou kounya. Premye bezwen lekòl lan se t ap sekirite sa ki trè difisil an Ayiti. Nou bezwen entènèt paske nou gen difikilte ak sistèm entènèt ki te anplas la. Nou bezwen ke Kozefò kontinye ede lekòl lan jan li toujou fè l pou anpeche timoun sa yo pou yo pa al ogmante kantite delekan ki genyen yo. Nou t ap bezwen yo pou yo konstwi nouvo lokal lekòl lan tou pou ogmante kantite timoun yo men fòk zòn lan ta trouve yon ti lapè.

4- Non anseyan yo pa fòme pou anseye timoun andikape. Fòmasyon edikasyon spesyalize sa yo pa egzite an Ayiti pou moman an.

5-Difikilte yo anpil sitou pa gen posibilite pou timoun yo ak anseyan yo wè psikològ nan tout vyolans y ap vin chak jou nan anviwonman yo. Sa reflekte sou konpòtman timoun yo ak jesyon sal klas yo, pou kèk nan yo rive jis nan rezilta akademik yo. Men malgre tout bagay m vle salye efò chak grenn ki brave danje chak jou swa pou pataje konesans yo oubyen vin chèche konesans.

Mèsi anpil

English Translation

Hello! I am [Interviewee #1]

1 - The pedagogical manager of the school who also fulfills administrative duties. I teach French vocabulary in 7th to 9th grade.

2 -School hours are 7:45 to 2:00 for the students. (Noon to noon 45 is lunch break for children.)

3 - For now. The school's first need would be security, which is very difficult in Haiti. We need internet because we have difficulties with the internet system that was in place. We need that Kozefo continue to help the school as it always does to prevent these children from increasing the number of delinquents. We would need them to build the new school premises as well to increase the number of children but the area would have to find some peace.

4 - The teachers are not trained to teach disabled children. These specialized educational trainings are not offered in Haiti at the moment.

5 -The difficulties are many, especially not having the possibility for the children and the teachers to see psychologists in all the violence that is happening every day in their environment. This reflects on the children's behavior and classroom management, so that some of them even reach their academic results. But despite everything, I want to salute the efforts of each one who braves the dangers every day either to share their knowledge or come to seek knowledge.

Thank you very much.

[Interviewee #1]

Creole Response

Bonswa! Mwen rele *[Interviewee #2]*

1- Mwen se responsab disiplin lekòl la e pwofesè mizik.

2- Nan tan nòmal, nou kòmanse à 7hrs 45mm, nou kòmanse bay manje à 12 hrs epi nou relache à 2 hrs pou 1er et 2èm cycle epi 2 hres 25mn pou 3èm cycle. Akoz pwoblèm ensekirite nan zòn nan, kounya nou oblije chanje orè a .nou kòmanse bay manje à 12 hres epi nou relache à 13 hres.

3-Nou gen yon bezwen entènèt akòz teknisyon yo ki pè vin nan zòn nan.

4- Nou kapab di non, men sa pral depan de andikap la. E si posib nou ka jwenn yon fòmasyon sou sa, li tap vrèman enpòtan.

5-Avèk pwofesyonalis yo, yo toujou gere klas yo trè byen menmsi gere moun pa janm fasil men yo te gen chans patisipe nan plizyè fòmasyon sou jesyon klas.

[Interviewee #2]

English Translation

Hello! My name is *[Interviewee #2]* -

1 - I am in charge of school discipline of ANACS and I am also the music teacher at ANACS

2 - In normal time, we start at 7:45 am, we start feeding at 12:00 and we release them at 2:00 for the 1st and 2nd cycle (from 1st to 6th grade) and for the 3rd cycle (from 7th to 9th grade) we release them at 2:45 pm. Because of the insecurity problem in the area, we had to change the schedule. We start giving food at 12 :00 and we release them at 1:00 pm.

3 -We have an internet need because the technicians are afraid to come to the area since the insecurity has started.

4 - We can say no, but it will depend on the disability. And if possible we can get a training on this, it would be really important.

5 -With their professionalism, they always manage their classes very well even though managing people is never easy but they had the chance to participate in several trainings on class management.

[Interviewee #2]

Response from English-Speaking staff member:

Hi! I am *[Interviewee #3]* -

1- I am the English teacher from 1st to 6th grade of ANACS. I am also the translator and interpreter for ANACS and KOZEFO which i translate everything that needs to be said to the American sponsors from creole to English and anything that need to be said to the staff of ANACS and the students from English to Creole.

2- From 7:45 am students have to get together in line to do devotion and raise flag and get in class to start courses at 8:00. At 10:00 break is given to them and from 12:00 to 12:45 a 45 minutes break is given to them in order to have lunch that cooks prepared for them at the school that is sponsored by KOZEFO to feed the students on school days.

3- ANACS is facing a problem of internet which is a big handicap for ANACS. We also need prayers from the kozefo sponsors in order that the community of ANACS to be peaceful because that community is gangterzed. We also need that Kozefo keeps on providing those support to the students because it is their unique hope so that they don't involve in gangs.

4- Unfortunately teachers do not specialize in work training with children with disabilities.

5- Some students do not focus on the activity that the teachers are doing due to the insecurity.
[Interviewee #3].

Appendix D: Teacher Training

ANACS Presentation Link:

https://drive.google.com/file/d/1M5AJ53_I4QRCPcXUuQa4JmUdNEV_n1fx/view?usp=sharing

Appendix E: Presentation Slides (English)

Strategies for Inclusive Education

Presented by Ella Johnson
 Doctorate of Occupational Therapy Student
 St. Catherine University

Introduction

- Doctoral Capstone Student at St. Catherine University in St. Paul, Minnesota
- Travelled to Haiti with Paynesville Lutheran Church in June, 2018
- Inspired to continue working with A New Arrival Center (ANACS)



Photos from Haiti trip - June 2018

Importance

- Intended outcomes
 - By the end of this presentation, faculty at ANACS will be better equipped with skills and knowledge to provide appropriate educational strategies to all students at school.
- Evidence based research
- Scoping Review process

What is Inclusive Education?

Inclusive Education is: "Identifying, removing barriers, and providing reasonable accommodation to enable children and youth with disabilities to participate and achieve" education and overall wellbeing. (p. 2578, Ojeyre et al., 2019)

- Accessibility for *all* children
- Inclusion within the society at large

Background Research

- Knowledge and experience of teachers
- Lack of governmental support
- Teachers are agents of change



(Fily & Barnett, 2012; UNESCO, 2020)

Journal Prompt:

What does inclusive education mean to you?

What are some words that come to your mind when thinking about inclusive education?

What are some challenges with implementing inclusive education in the classroom?



How to Identify Children with Disabilities

- Communication
- Physical development
 - Gross motor & fine motor skills
- Hearing
- Vision
- Behaviors
 - Behaviors = Communication
- Social interactions



How to Identify Children with Sensory Dysregulation

Sensory dysregulation: a mind or body state which occurs when the body is out of balance due to experiences in the sensory environment.

- **Under-responsive / Sensory seeking:** rocking in their chair, restless, getting up and moving around the room often
 - **Solutions:** Heavy work, brain breaks, fidget tools
- **Over-responsive / Sensory avoiding:** hiding, covering the ears, extreme picky eating, avoiding touch
 - **Solutions:** calming activities, breathing exercises

(Thomson, 2022)

Trauma

Types of traumatic events:

- Neglect and abuse
- Natural disasters
- Witnessing violence



How trauma affects the brain:

- Stress response: amygdala, hippocampus, and prefrontal cortex
- Cortisol & norepinephrine
- Fight or flight response
- Post Traumatic Stress Disorder, hypervigilance, anxiety, avoidance

(Bonomi, 2016; SAMHSA, n.d.; Mitchell, 2019)

Signs and Symptoms of Trauma

- Having a hard time concentrating
- Crying and/or screaming frequently
- Nightmares or disturbed sleep
- Difficulty with self-regulation
- Negative thinking
- Difficulty trusting adults
- Inappropriate social interactions



Journal Prompt: Think of a student who might display some of these symptoms. What challenges arise in the classroom setting?

(SAMHSA, n.d.; Minahan, 2019)

Maslow's Hierarchy of Needs



(Maslow, 2023)

Interventions: Playmaker Intervention Approach

1. Internal Control
2. Active Engagement
3. Social Connection
4. Joyfulness

(Sanderson, 2016)

Internal Control: sense of safety, balance, and competence

- **Relative safety:** using interventions to establish a sense of safety, calming, and peace within the brain
 - Helps develop perceived control
- Emotional regulation, problem solving, honoring choices
- **Examples:** breathing, deep muscle relaxation, mindful movement



(Kibifol et al., 2007; Sanderson et al., 2016)

Active Engagement: focus between mind and body

- Activities that promote whole body participation and creativity
- Safe space to play and socialize
- Stay in the present moment
- **Examples:** singing, movement, music, art



(Holtzoff et al., 2007; Sanderson et al., 2016)

Social Connection: desire to interact with others securely

- Secure attachment patterns to caregiver
- Providing a safe space for vulnerability and care
- Helps children cope effectively with stressors in the environment
- **Examples:** intentional care, individualized relationships, teachers are human



(Holtzoff et al., 2007; Sanderson et al., 2016)

Joyfulness: feelings of love, fulfillment, and hope

- Flexible, open-minded, integrative, and creative thought patterns
- Promote positive emotions linked to increased dopamine circulation
- Optimistic outlook predicts better psychosocial outcomes and hope
- **Examples:** fun, full-bodied play and movement; cooperative games, singing, dancing



(Holtzoff et al., 2007; Sanderson et al., 2016)

Strategies for success

- Individual or group perspective
- Incorporate into daily schedule or use as needed
- **Routines**
 - Morning & afternoon check-in:
 - "How are you feeling today?"
 - "What are you excited for in the coming week?"
 - "What is one thing you want to work on today?"
- **Transitions**
- **Breaks**

Movement

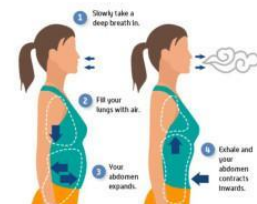
- Energize and refocus
- Support sensory regulation (increase or decrease alertness)
- **Ideas:**
 - Dance party!
 - Human knot
 - Mindful movement
 - Heavy work
 - Music

Diaphragmatic Breathing

- Overrides nervous system
- Relaxes mind and body
- Emphasizes breath in the abdomen and stomach
- Engages the diaphragm
- Lowers stress levels, blood pressure, and symptoms of trauma or anxiety.

TRY IT!

(Stewart, 2018; Jewell & Hoshaw, 2023)



Box Breathing

4 seconds each
4 times through

start here

(Gammann, 2020)

Deep Muscle Relaxation

- Helps lower overall tension and stress levels
- Promotes mental and physical relaxation
- Increases recognition of stress

1. Systematically tense muscle groups
2. Release tension - notice how that feels

TRY IT!

Takeaway Messages

- In order to care for students, it is crucial to take care of yourself as a teacher and educator first.
- Behaviors = communication
- Trauma knowledge and application
- Incorporate breaks and movement throughout the school day to enhance learning
- Teachers and staff are the leaders of change in the educational setting, take this empowerment as a privilege and something to be proud of

Survey

<https://forms.gle/W3xwMnzsGjDy8aDa9>

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Appendix F: Presentation Slides (Creole)

Estrateji pou edikasyon enklizif

Prezante pa Ella Johnson
Elev doktora nan terapi okipasyonèl
Inivèsite St Catherine

Entwodiksyon

- Etidyan Doktora Capstone nan St. Catherine University nan St. Paul, Minnesota
- Te vwayaje an Ayiti ak Paynesville Lutheran Church nan mwa jen 2018
- Enspire pou kontinye travay ak A New Arrival Center (ANACS)



Foto: vwayaj Ayiti - jen 2018

Enpòtans

- Rezilta yo prevwa
 - Nan fen prezantasyon sa a, pwofesè nan ANACS yo pral pi byen ekipe ak ladrès, konesans pou bay tout elev lekòl yo estrateji edikatif apwopriye.
- Rechèch ki baze sou prèv
- Pwosesis Revizyon Dimansyon

Ki sa ki Edikasyon Enklizif?

Eikasyon Enklizif se: "Idantifye, retire baryè yo, epi bay aranjman rezonab pou pèmèt timoun ak jèn andikape yo nan patisipe ak reyalize edikasyon ak byennèt jeneral yo." (p. 2378, Ojeyere et al., 2019)

- Akseibilite pou tout timoun
- Enklizyon nan sosyete a an jeneral

Rechèch background


- Konesans ak eksperyans pwofesè yo
- Mankman sipò gouvènman an
- Pwofesè yo se ajan chanjman



(Tilly & Barrett, 2012; UNESCO, 2020)

Jounal èd memwa:

Kisa edikasyon enklizif vle di pou ou?
Ki kèk lòt mo ki vin nan tèt ou lè w ap reflechi ak mo edikasyon enklizif?
Ki kèk defi nan aplikasyon edikasyon enklizif mete devanw nan salklas ou a ?



Ki jan yo Idantifye Timoun ki gen Andikap

- Kominikasyon
- Devlopman fizik
 - Motè brit ak ladrès motè amann
- Tande
- Vizyon
- Konpòtman
 - Konpòtman = Kominikasyon!
- Entèraksyon sosyal



Ki jan yo idantifye timoun ki gen deregleman sansoryèl

Deregleman sansoryèl se: yon eta lespri oswa kò ki rive lè kò a pa balanse akòz eksperyans nan anvivònman sansoryèl la.

- **Ki pa reponn / Chèche sansoryèl:** balanse sou chèz yo, M'enerve, M'leve epi M'deplase nan sal la souvan
 - **Solisyon:** Travay di, repo nan sèvo, zouti fidjet
- **Twò-reponn / Evite sansoryèl:** kache, kouvri zòrèy yo, manje ekstrèm serye, evite manyen
 - **Solisyon:** aktivite ki kalme, egzèsis pou respire

(Thorson, 2022)

Chòk

Kalite evènman twomatik:

- Neglijans ak abi
- Dezas natirèl
- Temwen vyolans



Ki jan de chòk ki ka afekte sèvo a:

- Repons strès: amygdala, ipokanp, ak cortical prefrontal
- Kortisol ak norepinephrine
- Goumen oswa repons vyolan
- Twoub strès Post Twomatik, hypervigilance, enkyetid, evite

(Bremner, 2006; SAMHSA, n.d.; Minahan, 2019)

Siy ak Sentòm Chòk

- Gen difisil pou konsantre
- Kriye ak/oswa kriye souvan
- Kochma oubyen detounen nan dòmi
- Difikilte ak oto-règleman
- refleksyon negatif
- Difikilte pou fè granmoun konfyans
- Entèraksyon sosyal ki pa apwopriye



Journal Pwompt: Panse ak yon elèv ki ta ka montre kèk nan sentòm sa yo. Ki yès nan difikilte sa yo ki rive nan anvivònman salklas ou a?

(SAMHSA, n.d.; Minahan, 2019)

Yerachi Maslow nan Bezwen vo



(McLeod, 2023)

Entèvansyon: Apwòch Entèvansyon moun ki sou jwèt

1. Kontwòl entèn
2. Angajman aktif
3. Koneksyon sosyal
4. Lajwa

(Sanderson, 2016)

Kontwòl Entèn: sans sekirite, balans, ak konpetans

- **Sekirite relatif:** itilize entèvansyon pou etabli yon sans sekirite, kalme, ak lapè nan sèvo a
 - Ede devlope kontwòl ou konstate
- Regilasyon emosyonèl, rezoud pwoblèm, onore chwa
- **Exanp:** respire, detant nan misk pwofon yo, mouvman nan sèvo



(Hobfoll et al., 2007; Sanderson et al., 2016)

Angajman aktif: konsantre ant lespri ak kò

- Aktivite ki ankouraje patisipasyon tout kò ak kreyativite
- Espas ki an sekirite pou jwe ak sosyalize
- Rete nan moman prezan an
- **Exanp:** chante, mouvman, mizik, atizay



(Hobfoll et al., 2007; Sanderson et al., 2016)

Koneksyon Sosyal: vle kominike avèk lòt moun an sekirite

- Sekirize modèl atachman ak moun kap bay swen
- Bay yon espas ki an sekirite pou vilnerabilite ak swen
- Ede timoun yo fè fas ak efè strès nan anviwònman yo
- **Exanp:** swen entansyonèl, relasyon endividyèl, pwofesè yo se moun



(Hobfoll et al., 2007; Sanderson et al., 2016)

Lajwa: santiman lanmou, pwogrè, ak espwa

- Modèl panse fleksib, ouvè, entegre, ak kreyatif
- Ankouraje emosyon pozitif ki lye nan ogmante sikilasyon dopamine
- Pespektiv optimis predi pi bon rezilta sikososyal ak espwa
- **Exanp:** plezi, jwèt ki ranpli kò a ak mouvman; jwèt koperativ, chante, danse



(Hobfoll et al., 2007; Sanderson et al., 2016)

Strateji pou fè siksè

- Pespektiv endividyèl oswa an gwoup
- Enkòpore nan orè chak jou oswa itilize jan sa nesèsè
- Woutin yo
 - Enskripsyon maten ak apre midi;
 - "Ki jan ou santiw jodi a?"
 - "Kisa ki baw antouzyas pou semèn kap vini an?"
 - "Sou ki bagay ou vle travay jodi a?"
- Tranzisyon
- Kraze

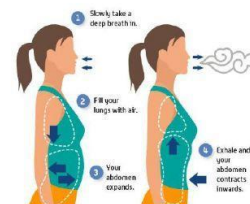
Mouvman

- Energize ak rekonsantre
- Sipòte règleman sansoryèl (ogmante oswa diminye vijilans)
- Exanp:
 - Pati dans!
 - Ne imen
 - Mouvman atansyon
 - Travay lou
 - Mizik

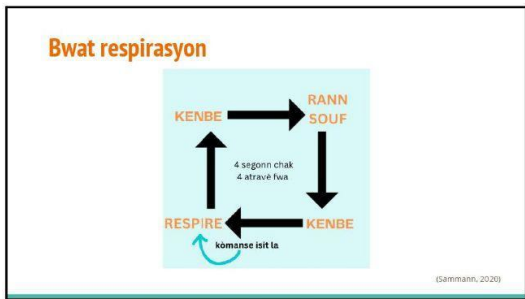
Respirasyon dyafragmatik

- Depase sistèm nève a
- Detann lespri ak kò a
- Mete aksan sou souf ki nan abdomèn nan ak nan vant lan
- Angaje dyafram nan
- Diminye nivo strès, tansyon, ak sentòm chòk oswa enkyetid.

ESEYE teknik , estrateji s yo!



(Edwards, 2018; Jewell & Hoshaw, 2023)



Detant pwofon nan misk

- Ede diminye tansyon an jeneral ak nivo strès
- Ankouraje detant mantal ak fizik
- Ogmante rekonesans nan strès

1. Gwoup misk sistematik tansyon
2. Lage tansyon - remake ki jan sa se

ESEYE teknik , strateji sa yo !

Anlve message yo

- Pou w ka pran swen elèv yo, li enpòtan pou w pran swen tèt ou antanke pwofèsè ak edikativè an premye.
- Konpòtman = komunikasyon
- Konesans ak aplikasyon chòk
- Repoze ak pa fè twòp mouvman pandan jounen lekòl la pou amelyore aprantisaj ou a
- Pwofèsè a ak lòt moun nan staff la yo se lidè chanjman nan anviwònman edikasyon an, pran atsa a kòm yon privilèj ak yon bagay pou fyè de sa.

Sondaj

<https://forms.gle/W3xwMzsGjvz8aDa2>

Enfòmasyon pou kontakte:
 Ela Johnson
eljohnson9312@gmail.com
 WhatsApp: (320)-292-5521

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Appendix G: Presentation Script (English)

Hello everyone, today I am excited to present to you some strategies to promote inclusive education in the classroom. I am a doctoral student in the department of occupational therapy at St. Catherine University. This initiative fulfills my doctoral capstone project and will wrap up my 3 years of education in this field. Before this presentation begins, I would like everyone to have a pen and paper available for a few journal prompts and activities throughout the slides. Feel free to pause this presentation at any time if you need a break or extra time to think about a topic. By participating in this presentation, you are consenting to be involved in this capstone project. Personal data will be confidential and may be used for research purposes.

SLIDE

I would like to begin by introducing myself and providing my connection to Kozefo and ANACS. As I mentioned, I will receive my doctorate degree in Occupational Therapy upon my graduation in August. The background for this project began after my trip to Haiti in 2018. I was part of a large group from Paynesville Lutheran Church. During our time at ANACS, we met many students, taught lessons, sang songs, and played games. Since this visit, I have been inspired to continue working with ANACS throughout my professional career.

SLIDE

The importance of this presentation is primarily in the lens of the positive outcomes that will arise from this training. The ultimate goal is to increase preparedness and knowledge surrounding inclusive education and trauma informed practices in the school setting. This means providing appropriate care and interventions for all children, regardless of ability or disability. I hope to provide tangible skills that can be realistically implemented in the classroom and used for a variety of situations. The information that I have included in this presentation is all evidence based and from reputable sources. The methods of research was backed up by a scoping review process to find the best information and resources to present to you all.

SLIDE

Inclusive education is a concept that encourages appropriate care and participation for all students in the educational system. This idea is defined as “identifying, removing barriers, and providing reasonable accommodation to enable children and youth with disabilities to participate and achieve”. Children have a variety of individual and unique needs that can be difficult to meet in an educational setting. Inclusive education provides a groundwork to encourage participation and wellbeing for all students while providing quality education. This idea increases accessibility measures for *all* Haitian children and accelerates the process of inclusion within the society at large.

Background research has indicated that teachers in Haiti are not equipped with the appropriate knowledge and resources to implement inclusive education. Teachers may not have knowledge or experience in this field, and therefore are unprepared to provide appropriate assistance children with disabilities or trauma. Furthermore, the Haitian government has intended to put comprehensive educational plans in place, but each initiative has been abandoned or failed. While there are many barriers to inclusive education, literature has indicated that teachers are powerful agents of change to ensure that all children, with or without disabilities, have access to the educational experience they need and deserve. I hope this presentation empowers each of you to adequately identify and intervene when providing education to students.

SLIDE

Please take a few minutes to think and write about these journal questions. First, What does

inclusive education mean to you?

What are some words that come to your mind when thinking about inclusive education? And finally, what are the challenges with implementing inclusive education in the classroom? Please pause the presentation here to allow time to complete these prompts.

SLIDE

Each individual child has a unique skill set of successes and challenges. This slide lists a few ways to identify children with disabilities. It is important to recognize where a child may need extra support, but ultimately capitalize on a child's strengths. This is called a strengths-based approach to childhood care and development. Some considerations to look for when working with children include communication challenges. Some children may have difficulty communicating verbally or understanding what is communicated to them. It is also important to look at a child's physical development, including gross and fine motor skills. Gross motor skills are the larger body movements, such as running, jumping, or skipping. Fine motor skills include the ability to manipulate objects within the hand, such as holding a pencil, scissors, or making art. Children may experience delays in physical development, which may impede their academic performance and overall wellbeing. Hearing or vision impairments may be prevalent and require extra attention to provide accommodations. Challenging behaviors are difficult to manage in the classroom, but typically is a sign that something underlying is happening within the child. Behaviors are often a way of communication for children, which is a difficult but important thing to remember. When a behavior occurs, it is important to think about *why* the child reacted that way and problem solve to find appropriate solutions. Finally, a child may have aversions to social interactions, such as attachment disorders, maintaining friendships, or reduced confidence. It is important to identify these children so they are not forgotten about, but rather placed in a social environment that is conducive to learning and participation. This list is a basic overview of disability, but disability looks different for each person. Consider how the disability impacts each child and try to find ways to get to know their strengths and weaknesses better.

SLIDE

Sensory dysregulation is often the root of many behaviors or challenges that a child may present with. Sensory dysregulation is defined as "a mind or body state which occurs when the body is out of balance due to experiences in the sensory environment." The sensory system is part of our nervous system that is responsible for processing information from our environment, including what we see, hear, touch, taste, smell, feel, and balance. Each person has sensory preferences, but some children experience under- or over- responsive sensory systems. Under-responsive sensory systems often appear as sensory seeking. These children may show this by rocking in their chair, restless behavior, or getting up and moving around often. Some ideas to regulate their sensory systems are heavy work, brain breaks, or exercise to keep their minds and bodies busy. Heavy work is any type of activity that promotes a pushing or pulling maneuver. This helps activate muscle receptors in the body, and therefore stimulates the brain. Over-responsive sensory systems often appear as children who avoid sensory stimulation, such as hiding, covering their ears, picky eating, or avoiding touch. These children need calming activities, such as breathing or mindful movement, to regulate their systems and be open to learning. Overall, our sensory system is a powerful driver of mental health, behaviors, and focus. It is important to know how to identify children with sensory dysregulation and use some strategies to regulate their minds and bodies.

SLIDE

Alongside disability, another important consideration is the impact of trauma on childhood and adult development and education. There are many types of traumatic events that may occur in individuals, some being neglect, abuse, natural disasters, and witnessing violence. Due to the instability of Haitian communities and the violence that is occurring, it is likely that students and adults may have experienced trauma. Trauma has significant and lasting effects on the brain

structure and functioning. The stress response of the brain includes the amygdala, hippocampus, and prefrontal cortex. Traumatic stress can be associated with lasting changes in these brain areas. The amygdala is the part of the brain that is responsible for detecting threats and danger, ultimately keeping you safe from harm. When a dangerous situation is presented, the amygdala activates the fight-or-flight response of the nervous system. This is the physiological response of readying oneself to resist forcibly or run away. When this state is activated by a fearful event, the brain becomes more readily available to enter this state, which is not always productive or appropriate. Trauma is associated with increased cortisol and norepinephrine responses, which are the hormones that activate during stress. These hormones may stay activated in the brain longer than necessary, producing a stress response. This can result in the development of posttraumatic stress disorder (PTSD), hypervigilance (overactive amygdala), anxiety, or avoidance. These changes have effects on emotions, behaviors, and mental health, especially when trauma occurs in childhood. The stress response after a traumatic event can impede the brain's ability to learn by lessening the ability to concentrate, socialize, and self-regulate.

SLIDE

It is important to be aware of the signs and symptoms of trauma that may be seen in the classroom. Children may have a hard time concentrating on a task or lesson, demonstrating impaired sustained attention. A child may also experience frequent crying or screaming, nightmares, or disturbed sleep. These behaviors are often ways of communicating that they are unsettled or uncomfortable. A child may have difficulty with self-regulation, meaning they are unable to soothe themselves or find appropriate solutions to barriers that may occur. A person who has experienced trauma may tend to think more negatively, have a hard time trusting adults, or demonstrate inappropriate social interactions with other classmates or teachers. These symptoms can be addressed through appropriate interventions that will be discussed in this presentation. Now is time to complete another journal prompt. I want you to think about a student who may display some of these symptoms listed above. What challenges arise in the classroom setting? Please pause the presentation here to complete this prompt.

SLIDE

In thinking about individual needs and brain functioning, it is important to consider our basic needs. Maslow's Hierarchy of Needs is a psychological theory consisting of a 5-tier model of human needs. This model indicates that the base layer of the pyramid must be satisfied before individuals can attend to higher needs. For example, one must have food, water, shelter, clothing, and sleep before being able to experience the feeling of safety and security. It is recognized that individuals in Haiti may have a difficult time achieving their basic needs, making it very difficult to achieve higher levels of needs. While it can be hard to meet these needs, it should be recognized that ANACS provides many of these gifts, including shelter, safety, food, and water. It is important to remember that children at school must fulfill these basic needs before any learning or growth can occur. For example, a child must have food and water in their systems before their brains will be ready to learn classroom content.

SLIDE

The Playmaker Intervention Approach is an evidence-based model related to mass disaster and violence. These four constructs lay the foundation for intervention strategies that can be used at an individual or group level in the classroom. Each topic will be defined in the following slides.

SLIDE

Internal control is defined as a sense of safety, balance, and competence that allows a student to engage with the surrounding environment. When faced with a loss of safety, neurobiological responses trigger an anxious and uncontrolled feeling. Relative safety is the use of interventions to develop a sense of safety, calming, and peace within the brain. This promotes perceived control, emotional regulation, problem solving, and the honoring of individual choices. Perceived

control is the child's belief that they have some control over how they experience the world around them. Some ideas to develop internal and perceived control is breathing, deep muscle relaxation, and mindful movement. I will explain each of these interventions throughout the presentation.

SLIDE

Active engagement are activities that promote enthusiastic focus to promote integration between the mind and body. A child overwhelmed by trauma often struggles to engage in play and learning activities. The ability for a child to learn and play in a safe environment is considered a key protective factor for recovery. Restoration of routines and typical schedules helps rebuild a sense of safety and predictability. The emphasis should be on being in the present moment and focusing on what is at hand. Some ideas within this category include singing, movement, music, or art to facilitate high levels of active engagement.

SLIDE

Social connection refers to an individual's drive for cooperative and secure interaction with others. This desire is reinforced by caring, trusting, and safe relationships with others. Secure attachment to a caregiver, such as a teacher, is essential for helping children cope effectively with the stressors in their environment. Caregivers can provide a sense of reassurance and help children make sense of the world around them. If a child is separated from their biological caregiver or their caregivers' capacity for nurturing care has lessened, the support from school teachers and community members becomes even more important. Research has shown that a supportive relationship with at least one caring adult leads to significantly better social and emotional well-being. Some ways to promote social connections is to provide intentional, individualized care for all children to meet their unique needs. It is also good practice to remind students that teachers are human too, and adults may have their own set of struggles or challenges which may in turn promote connectivity and trust.

SLIDE

Joyfulness refers to an individual's feelings of love, fulfillment, and hope. During a crisis, people often report heightened feelings of gratitude and love. By producing more flexible, open-minded, integrative, and creative thought patterns, positive emotions are linked to increases in dopamine circulation. Dopamine is the hormone in your brain that helps us feel pleasure, focus, and find things interesting. This hormone is essential for many bodily functions, especially mental health. The emphasis of joyfulness promotes an optimistic outlook and predicts better psychosocial outcomes and hope. Some ideas to emphasize this factor are full-bodied play and movement, cooperative games with classmates, singing, and dancing.

SLIDE

Now I would like to discuss specific intervention plans and ideas that have been shown to work well in the classroom setting. These interventions can be used at an individual or group level, perhaps being incorporated into a daily schedule, or used as needed with specific children. First, I would like to emphasize the importance of establishing a routine for each day in the classroom. Routines are an important strategy for children to stay focused and present throughout the day. Some schools have found that a morning and afternoon check in is a useful way to begin and end the day. The morning check in may surround the prompt "how are you feeling today, what are you excited for in the coming week, or what is one thing you want to work on today?" Children may use this opportunity to share how they are doing, or they may choose not to share by stating "pass". This strategy lets the teacher know how each child is showing up at school that day. The afternoon check in may be similar questions that prepare them for the rest of their day outside of school. This encourages self-reflection and goal setting. It is also important to consider how transitions between different subjects or tasks may occur. Some children may have difficulty with transitions, as it is an unstable point in the day and may reflect uncertainty. It may be beneficial to use some of the previously explained strategies

during this time. For example, try to sing and song during the shift between tasks. This will encourage joyfulness, movement, and marks a distinct change in the schedule. Finally, breaks are a useful tool for students who may be dysregulated. Providing a space and opportunity for students to take breaks as needed is a way to empower students to make their own decisions and regulate their bodies and brains. Breaks allow for a useful “reset” of the mind and encourage more productive learning and appropriate behaviors.

SLIDE

Movement and activity is a fantastic tool to use in the classroom. Physical activity increases oxygen to the brain, which promotes energy, focus, and learning. Research has also shown that taking a “brain break” throughout the day by incorporating movement can make learning more efficient and allow the previous lesson to sink in. Movement promotes a mental and sensory break from the high levels of stimuli in a typical school day. This is particularly helpful for students with sensory dysregulation or other behavioral challenges by increasing or decreasing alertness. Some ideas are a dance party, human knot, mindful movement, heavy work, or music. Handouts will be provided to display more detailed information about these topics.

SLIDE

Deep breathing is the best way to override our parasympathetic nervous systems by signaling to the brain that you are safe and in a controlled state. Essentially, breathing “tricks” the brain into relaxing the mind and body. Breathing is a great tool for staff and students to use during overwhelming moments of the day. Your breath is always with you and should be used as needed. A few methods of breathing include diaphragmatic breathing and box breathing. Diaphragmatic breathing surrounds emphasizing your breath in your abdomen and stomach area. This technique engages your diaphragm, an important muscle in your stomach that enables you to breathe. This breathing technique has many benefits that can affect your entire body. It’s the basis for many meditation and relaxation techniques, which can lower stress levels, lower your blood pressure, and manage symptoms of trauma or anxiety.

SLIDE

Box breathing is another breathing technique that helps regulate and relax the brain and nervous system. There are four steps to this mechanism involving breathing or holding the breath for 4 seconds, creating a 4x4 effect. This technique is helpful to follow a visual of a box or tracing a box with your finger. Notice how your body feels after trying this exercise.

SLIDE

Progressive Muscle Relaxation teaches you how to relax your muscles through a two-step process. First, you systematically tense particular muscle groups in your body for about 5-10 seconds. Next, you release the tension and notice how your muscles feel when you relax them. This exercise will help you to lower your overall tension and stress levels, and help you relax when you are feeling anxious. By tensing and releasing, you learn what relaxation feels like and how to recognize when you are starting to get tense during the day. Take a moment to notice how this makes your body feel, as well as any changes with your mental clarity or mood.

SLIDE

As we wrap up this presentation, I want to present you with a few key messages that I hope you remember.

In order to care for students, it is crucial to take care of yourself as a teacher and educator first. Use the strategies described in this presentation to care for oneself, and it will positively impact your students.

Students with challenging behaviors in the classroom are not “naughty students”, but are often

dealing with something deeper. It is our job as educators to figure out what that is and provide appropriate intervention strategies.

Understanding trauma includes recognizing the brain's response to trauma and how this may present in a child. It is important to approach trauma with patience and empathy.

Incorporate breaks and movement throughout the school day to enhance learning and promote wellness for teachers and staff. There are many techniques and strategies that will be helpful tools to manage the classroom.

Finally, teachers and staff are the leaders of change in the educational setting. Take this empowerment as a privilege and something to be proud of. You are all fantastic educators and continue to make positive impacts in many students' lives.

Thank you for taking the time to listen to this presentation. You have all learned some useful information and are now better equipped to identify children with disabilities or trauma and provide appropriate interventions. A certificate of competition will be awarded for your efforts.

SLIDE

This page provides a link to a survey. It would be greatly appreciated if you could fill out this survey. There are no right or wrong answers, I am just looking to hear what you learned through this presentation. My contact information is also listed on this slide. Please feel free to reach out to me if you have any questions or comments regarding this presentation. I am more than happy to help.

Appendix H: Presentation Script (Creole)

Bonjou anplwaye yo. Men yon script sou sa ki te pale nan prezantasyon an. Ou lib pou itilize sa a anplis prezantasyon an.

Bonjou tout moun, jodia mwen kontan prezante nou kèk strateji pou ankouraje edikasyon enklizif nan yon sal de klas. Mwen se yon etidyan ka fè doktora nan depatman terapi okipasyonèl nan yon inivèsite ki rele St. Catherine University. Inisyativ sa a akonpli pwojè doktora mwen an epi li pral konplete 3 lane edikasyon mwen nan domèn sa a. Anvan prezantasyon sa a kòmanse, mwen ta renmen tout moun gen yon plim ak papye disponib pou kèk ti kesyon ak aktivite nan jounal la atravè slide nou pral gade yo. Ou lib pou pran poz nan prezantasyon sa a nenpòt lè ou vle si w bezwen yon ti repo oswa plis tan pou w reflechi sou yon sijè. Lè w patisipe nan prezantasyon sa a, ou dakò pou w patisipe nan pwojè capstone sa a. Done ki pèsonèl yo ap konfidansyèl epi yo ka itilize pou rezon de rechèch.

Mwen ta renmen kòmanse prezante tèt mwen epi bay koneksyon mwen ak Kozefo e ak ANACS. Kòm mwen te mansyone, mwen pral resevwa diplòm doktora mwen nan Terapi Okipasyonèl ke mwen pral gradye nan mwa Aout lat. Fondasyon pwojè sa a te kòmanse apre vizit mwen an Ayiti an 2018. Mwen te fè pati yon gwo gwoup nan Paynesville Lutheran Church. Pandan tan vizit nou nan ANACS, nou te rankontre anpil elèv, nou te anseye leson, nou te montre yo chante, epi jwe jwèt avèk yo. Depi lè m te fin fè vizit sa a, mwen te enspire pou m kontinye travay ak ANACS pandan tout karyè pwofesyonèl mwen.

Enpòtans prezantasyon sa a se prensipalman nan objektif pou yon rezilta pozitif ki pral rive nan fòmasyon sa a. Objektif final la se ogmante preparasyon ak konesans ki antoure edikasyon enklizif ak pratik ki enfòmè sou chòk nan anviwònman lekòl la. Sa vle di bay tout timoun swen ak entèvansyon apwopriye, kèlkeswa kapasite oswa andikap yon timoun. Mwen espere bay yon konpetans ki tangib ki reyalistik ki ka aplike nan yon sal de klas epi itilize pou yon varyete sitiwayon. Enfòmasyon mwen mete nan prezantasyon sa a se tout prèv ki baze sou e ki soti nan sous ki gen bon repitasyon. Metòd rechèch yo te soutni pa yon pwosesis revizyon scoping pou jwenn pi bon enfòmasyon ak resous pou prezante nou tout.

Edikasyon enklizif se yon konsèp ki ankouraje swen apwopriye ak patisipasyon pou tout elèv nan sistèm edikasyon an. Lide sa a defini kòm "identifye, retire baryè, ak bay aranjman rezonab pou pèmèt timoun ak jèn andikape yo patisipe ak reyalize". Timoun yo gen yon varyete de bezwen endividyèl e inik ki ka difisil pou satisfè nan yon anviwònman edikasyonèl. Edikasyon enklizif bay yon baz pou ankouraje patisipasyon ak byennèt pou tout elèv pandan y ap bay yon bon jan kalite edikasyon. Lide sa a ogmante mezi aksè pou tout timoun ayisyen ak akselere pwosesis enklizyon nan sosyete a an jeneral.

Rechèch background yo montre ke pwofesè ann Ayiti pa ekipe ak konesans ak resous apwopriye pou aplike edikasyon enklizif. Pwofesè yo ka pa gen konesans oswa eksperyans nan domèn sa a, e se poutèt sa yo pa prepare yo pou bay asistans apwopriye pou timoun ki gen andikap oswa chòk. Anplis de sa, gouvènman ayisyen an te gen entansyon mete plan edikasyon konplè an plas pou sa, men chak inisyativ yo te pran pou sa fèt, yo te abandone yo

oswa yo te echwe ladan yo. Pandan ke gen anpil baryè nan edikasyon enklizif, literati te endike ke pwofesè yo se ajan pwisan nan chanjman pou asire ke tout timoun, ki gen andikap oswa san andikap, gen aksè a eksperyans edikasyonèl yo bezwen ak merite. Mwen espere prezantasyon sa a pral pèmèt nou chak pou idantifye ak entèveni byen poun bay elèv ki andikape yon bon jan edikasyon.

Tanpri pran kèk minit pou reflechi epi ekri kesyon sa yo yon kote.

Kisa edikasyon enklizif vle di pou ou?

Ki kèk lòt mo ki vin nan tèt ou lè w ap reflechi ak mo edikasyon enklizif?

Ki kèk defi nan aplikasyon edikasyon enklizif mete devanw nan salklas ou a ?

Tanpri pran yon poz sou prezantasyon an epi pran yon ti tan pou reponn ti kesyon sa yo.

Endividyèlman chak timoun gen yon seri konpetans inik pou fè siksè e pou fè fas ak difikilte. Slide sa a bay lis kèk fason pou idantifye timoun ki gen andikap. Li enpòtan pou rekonèt kote yon timoun ka bezwen sipò siplemantè, men finalman pwofite fòs yon timoun. Yo rele sa yon apwòch ki baze sou fòs pou swen ak devlopman timoun. Gen kèk konsiderasyon pou chèche pou lè w ap travay ak timoun yo enkli difikilte nan kominikasyon. Gen kèk timoun ki ka gen difikilte pou kominike vèbalman oswa pou konprann sa yo kominike yo a. Li enpòtan tou pou gade nan devlopman fizik yon timoun, ki gen ladan ladrès motè brit ak amann. Konpetans motè brit yo se pi gwo mouvman kò yo, tankou kouri, vole oswa sote. Bon konpetans motè a gen ladan kapasite pou manipile objè ki nan men an, tankou kenbe yon kreyon, yon sizo, oswa fè atizanal. Timoun yo ka gen reta nan eksperyans devlopman fizik yo, ki ka anpeche pèfòmans akademik yo ak byennèt jeneral yo devlope. Defisyan pou yo tandè oswa vizyon yo ka anpil epi yo ka bezwen plis atansyon pou bay aranjanman. Konpòtman difisil yo ka difisil pou jere nan sal de klas la, men anjeneral se yon siy ki montre ke gen yon bagay ki kache kap pase nan timoun nan. Konpòtman timoun yo afiche yo souvan se yon fason ke timoun fè kominikasyonl pase, ki se yon bagay difisil men enpòtan yo sonje. Lè yon konpòtman konsa afiche lakay yon timoun, li enpòtan pou reflechi nan poze tèt ou kesyon poukisa timoun nan te reyaji konsa epi chèche rezoud pwoblèm nan nan chache jwenn yon solisyon apwopriye. Finalman, yon timoun ka baw degoutans entèraksyon sosyal li ak lot timoun, tankou twoub atachman, kenbe amitye, oswa konfyans li redwi. Li enpòtan pou idantifye timoun sa yo pouw pa bliye yo, men pito plase yo nan yon anviwonman sosyal ki favorab pou aprann ak patisipasyon. Lis sa a se yon apèsi de baz sou andikap, men andikap ki diferan pou chak moun. Konsidere kijan andikap la ka afekte chak timoun epi eseye jwenn fason pou w konnen fòs ak feblès timoun yo pi byen.

Deregleman sansoryèl se souvan rasin anpil konpòtman oswa defi ke yon timoun ka prezante. Deregleman sansoryèl yo defini kòm "yon eta despri oswa ki rive lè kò a pa balanse akòz eksperyans nan anviwonman sansoryèl timoun nan" Sistèm sansoryèl se yon pati nan sistèm nève nou ki responsab pou trete enfòmasyon ki soti nan anviwonman nou an, tankou sa nou wè, sa nou tandè, sa nou manyen, sa nou goute, sa nou pran sant, sa nou santi ak balans. Chak moun gen preferans sansoryèl yo, men gen kèk timoun ki fè eksperyans sistèm sansoryèl ki pa reponn oswa ki reponn twòp. Sistèm sansoryèl ki pa reponn yo souvan parèt kòm rechèch sansoryèl. Timoun sa yo ka montre sa lè yo balanse sou chèz yo, lè yo gen konpòtman san pwoblèm, oswa lè yo leve epi deplase souvan. Gen kèk ide pou kontwole sistèm sansoryèl yo lè

sa rive konsa. Ide yo se: Bay yo fè travay ki lou, bay yo fè travay ki on tijan kraze sèvo yo, oswa ba yo fè egzèsis pou kenbe sèvo ak kò yo okipe. Travay lou se nenpòt kalite aktivite ki ankouraje yo kòm yon aktivite manèv pouse oswa rale. Sa yo ap ede aktive reseptè nan misk nan kò a, ak stimile sèvo a. Sistèm sansoryèl ki twò reponn nan souvan parèt tankou: timoun ki evite eksitasyon sansoryèl, tankou kache, kouvri zòrèy yo, manje serye, oswa evite manyen. Timoun sa yo bezwen aktivite kalman, tankou respire oswa mouvman ki bay atansyon, pou kontwole sistèm yo ki dwe louveri pou aprann. An jeneral, sistèm sansoryèl nou an se yon pouvwa pwisan sante mantal, konpòtman, ak konsantre. Li enpòtan pou konnen kijan pou idantifye timoun ki gen deregleman sansoryèl epi sèvi ak kèk strateji pou kontwole lespri yo ak kò yo.

Ansanm andikap, yon lòt konsiderasyon enpòtan se enpak chòk sou devlopman timoun, adilt ak edikasyon yo. Gen anpil kalite evènman twomatik ki ka rive nan moun, kèk se neglijan, abi, dezaz natirèl, ak temwen vyolans. Akòz enstabilite ki nan kominote ayisyèn yo ak vyolans k ap fèt ladanl, li posib pou etidyan ak granmoun yo te sibi chòk. Chòk gen efè enpòtan ak dirabilite sou strikti nan jan sèvo a ap fonksyone. Repons strès nan sèvo a gen ladanl amygdala, ipokanp, ak cortical prefrontal. Strès twomatik ka asosye ak chanjman ki dire lontan nan zòn sèvo sa yo. Amygdala a se pati nan sèvo a ki responsab pou detekte menas ak danje, finalman kenbe ou an sekirite kont mal. Lè yon sityasyon danjere prezante, amygdala a aktive repons batay-oswa-vòl nan sistèm nève a. Sa a se repons fizyolojik la nan prepare tèt li pou reziste fòse oswa kouri ale. Lè eta sa a aktive pa yon evènman laperèz, sèvo a vin pi fasil pou antre nan eta sa a, ki pa toujou pwodiktif oswa apwopriye. Chòk yo asosye ak ogmantasyon kortisol ak repons norepinephrine, ki se òmòn ki aktive pandan strès. Òmòn sa yo ka rete aktive nan sèvo a pi lontan ke sa nesesè, pwodui yon repons strès. Sa a ka lakòz devlopman nan twoub strès pòs-twomatik (PTSD), ipèvijilans (amygdala twòp), enkyetid, oswa evite. Chanjman sa yo gen efè sou emosyon, konpòtman, ak sante mantal, spesyalman lè chòk rive nan anfans yon moun. Repons strès apre yon evènman twomatik ka anpeche kapasite sèvo a pou aprann lè li diminye kapasite pou konsantre, sosyalize, ak kontwole tèt li.

Li enpòtan pou w konnen siy ak sentòm chòk yo ka wè nan sal de klas la. Timoun yo ka gen yon moman difisil pou yo konsantre sou yon travay oswa sou yon leson, yo ka demontre yon pwoblèm atansyon soutni. Yon timoun kapab tou fè eksperyans kriye oswa kriye souvan, kochma, oswa detounen nan dòmi. Konpòtman sa yo souvan se fason pou yo kominike ke yo pa rezoud oswa ke yo pa alèz ladan yo. Yon timoun ka gen difikilte ak oto-regleman, sa vle di yo ka pa kapab kalme tèt yo oswa jwenn solisyon apwopriye pou baryè ki ka rive nan yo. Yon moun ki te fè eksperyans chòk ka gen tandans panse plis negatif, difisil pou fè granmoun konfyans, oswa demontre entèraksyon sosyal ki pa apwopriye ak lòt kamarad nan klas yo oswa pwofesè yo. Sentòm sa yo ka adrese atravè entèvansyon apwopriye ki pral diskite nan prezantasyon sa a. Kounye a se tan pou w konplete yon lòt kesyon nan jounal. Mwen vle ou panse sou yon elèv ki ka montre kèk nan sentòm sa yo ki nan lis pi wo a. Ki difikilte ki rive nan anviwònman sal de klas li a? Tanpri pran yon poz nan prezantasyon an pouw reflechi konplete èd memwa sa a

Nan reflechi sou bezwen endividyèl ak bezwen ki ka fè fonksyone sèvo a, li enpòtan pou konsidere bezwen debaz nou yo. Yerachi Maslow nan Bezwen yo se yon teyori sikolojik ki fòmè ak yon modèl ki se 5-niveau nan bezwen imen. Modèl sa a endike ke kouch debaz piramid la dwe satisfè anvan moun ka ale nan bezwen ki pi wo yo. Pa egzanp, yon moun dwe gen manje, dlo,abri, rad, ak kote pou dòmi anvan yo kapab fè eksperyans pou santi li an rasire e an sekirite. Yo rekonèt ke moun ann Ayit anpil fwa ap viv moman difisil pou atenn bezwen debaz yo, sa ki fè li trè difisil pou yo reyalize pi wo nivo bezwen yo. Menmsi li ka difisil pou satisfè bezwen sa yo, yo ta dwe rekonèt ke ANACS bay anpil nan kado sa yo, tankouabri, sekirite, manje, ak dlo. Li enpòtan pou sonje ke timoun nan lekòl la dwe satisfè bezwen debaz sa yo anvan nenpòt aprantisaj oswa nenpòt lòt kwasans. Pa egzanp, yon timoun dwe gen manje ak dlo nan sistèm yo anvan ke sèvo yo pare pou kontinye aprann sal de klas la.

Apwòch Entèkansyon Playmaker a se yon modèl ki baze sou prèv ki gen rapò ak dezans mas ak vyolans. Kat konstriksyon sa yo mete fondasyon pou estrateji entèkansyon ki ka itilize nan yon nivo endividyèl oswa gwoup nan sal de klas la. Chak sijè yo pral defini nan slide sa yo.

Kontwòl entèn defini kòm yon sans sekirite, balans, ak konpetans ki pèmèt yon elèv angaje ak anviwònman ki antoure li a. Lè yo fè fas ak yon pèt sekirite, repons nerobyolojik deklanche yon santiman enkyetan e san kontwòl. Sekirite relatif se itilizasyon entèkansyon pou devlope yon sans de sekirite, kalm, ak lapè nan sèvo a. Sa a ankouraje kontwòl pèsèpsyon, règleman emosyonèl, rezoud pwoblèm, ak onore chwa endividyèl yo. Kontwòl konnen se kwayans timoun nan ke yo gen kèk kontwòl sou fason yo fè eksperyans mond lan bò kote yo. Gen kèk ide pou devlope kontwòl entèn ak sa ou pèsèvwa se: respire, detant nan misk pwofonw yo, ak mouvman atansyon. Mwen pral eksplike chak nan entèkansyon sa yo pandan tout prezantasyon an.

Angajman aktif se aktivite ki ankouraje konsantre antouzyastik ankouraje entegrasyon ant lespri a ak kò. Yon timoun akable pa chòk souvan pou patisipe nan jwèt ak aktivite aprantisaj. Kapasite pou yon timoun aprann ak jwe nan yon anviwònman ki an sekirite konsidere kòm yon faktè de pwoteksyon kle pou rekiperasyon. Retabli woutin ak orè tipik yo ede rebati yon sans de sekirite ak previzibilite. Aksan an ta dwe sou sa ki nan moman prezan an epi konsantre sou sa ki nan men yo. Gen kèk ide nan kategori sa ki se: chante, mouvman, mizik, oswa aktivite atizanal ki ka fasilite nivo segondè nan angajman aktif.

Koneksyon sosyal refere a kondwit yon moun pou entèraksyon koperativ ak sekirite ak lòt moun. Dezi sa a ranfòse lè yo pran swen, konfyans, ak relasyon san danje ak lòt moun. Sekirite atachman ak yon moun k ap bay swen, tankou yon pwofesè, esansyèl pou ede timoun yo fè fas ak efè strès nan anviwònman yo. Moun kap bay swen yo ka bay yon sans d' asirans epi ede timoun yo fè sans yo devlope sou mond ki antoure yo a. Si yo separe yon timoun ak moun k ap bay swen byolojik yo oswa si kapasite moun k ap bay swen yo genyen pou l pran swen yo diminye, sipò pwofesè lekòl yo ak manm kominote yo vin pi enpòtan toujou. Rechèch yo montre ke yon relasyon sipò ak omwen yon granmoun k ap pran swen mennen nan yon pi bon byennèt sosyal ak emosyonèl. Gen kèk fason pou ankouraje koneksyon sosyal se pou bay tout timoun swen entansyonèl e endividyèlman pou satisfè bezwen inik yo. Li se yon bon pratik tou pou

raple elèv yo ke pwofesè yo a se moun tou, ak granmoun yo ka gen pwòp seri lit pa yo oswa difikilte pa yo ki ka ankouraje yo nan koneksyon ak konfyans.

Lajwa refere ak santiman yon moun genyen nan lanmou, akonplisman ak espwa. Pandan yon kriz, moun souvan rapòte santiman rekonesans ak lanmou yo. Lè yo pwodui modèl panse ki pi fleksib, pi ouvè, entegre ak kreyatif, emosyon pozitif yo lye ak ogmantasyon nan sikilasyon dopamine. Dopamine se òmòn nan sèvo ou ki ede nou santi plezi, konsantre, epi jwenn bagay ki enteresan. Òmòn sa a esansyèl pou anpil fonksyon kòporèl, sitou sante mantal. Lajwa mete aksan sou ankouraje yon pespektiv optimis ak predi pi bon rezilta sikososyal ak espwa. Gen kèk ide pou mete aksan sou faktè sa a se jwe ak mouvman plen kò, jwèt koperativ ak kamarad klas ou yo, chante, ak danse.

Koulye a, mwen ta renmen diskite sou plan entèvansyon espesifik ak lide ki te montre yo travay byen nan anviwònman sal de klas la. Entèvansyon sa yo ka itilize nan yon nivo endividyèl oswa nan yon nivou pou yon gwoup, petèt yo ka enkòpore nan yon orè chak jou, oswa itilize jan sa nesèsè ak timoun spesifik. Premyèman, mwen ta renmen mete aksan sou enpòtans ki etabli yon woutin pou chak jou nan sal de klas la. Woutin yo se yon strateji enpòtan pou timoun yo rete konsantre e prezan pandan tout jounen an. Gen kèk lekòl ki te jwenn ke yon verifikasyon nan maten ak apremidi se yon fason itil pou kòmanse ak fini jounen an. Enskripsyon maten an ka antoure èd memwa a "kijan ou santiw jodi a, kisa ou anvi fè pou semèn k ap vini an, oswa ki bagay ou vle travay sou li jodi a?" Timoun yo ka sèvi ak opòtinite sa a pou pataje kijan yo ap fè, oswa yo ka chwazi pa pataje sa yo tou. Estrateji sa a fè pwofesè a konnen ki jan chak timoun ap parèt nan lekòl la jou sa a. Enskripsyon apremidi a ka yon kesyon ki sanble ki prepare yo pou rès jounen yo deyò lekòl la. Sa ankouraje oto-refleksyon ak fikse objektif yo. Li enpòtan tou pou konsidere kijan tranzisyon ant diferan sijè oswa travay yo ka rive. Gen kèk timoun ki ka gen difikilte ak tranzisyon, paske li se yon pwèn enstab nan jounen an epi li ka reflekte ensètitud. Li ka benefisye pou itilize kèk nan strateji yo te eksplike deja pandan tan sa a. Pa egzanp, eseye chante e chante pandan chak lè yap yon aktivite. Sa ap ankouraje lajwa nan kè yo, aktivite mouvman sa yo, ap make yon chanjman diferan nan orè yo a. Finalman, repo se yon zouti itil pou elèv ki ka dereglemante. . Bay yon espas ak opòtinite pou elèv yo pran poz jan sa nesèsè se yon fason pou bay elèv yo pouvwa pou yo pran pwòp desizyon yo epi kontwòle kò yo ak sèvo yo. Poz pèmèt yon "remete an plas" ki itil nan lespri yo epi ankouraje aprantisaj ki pi pwodikatif ak konpòtman ki apwopriye.

Mouvman ak aktivite se yon zouti fantastik pou itilize nan sal de klas la. Aktivite fizik ogmante oksijèn nan sèvo a, ki ankouraje enèji, konsantre, ak aprantisaj. Rechèch yo montre tou ke pran yon "poz nan sèvo a" pandan tout jounen an lè w enkòpore mouvman ka fè aprantisaj pi efikas epi pèmèt leson anvan an pase dous. Sa a itil patikilyèman pou elèv ki gen deregleman sansoryèl oswa lòt pwoblèm le konpòtman yo ogmante oswa lè vijilans yo diminye. Gen kèk ide se yon pati dans, ne imen, mouvman atansyon, travay lou, oswa mizik.

Respire gwo twou san fon se pi bon fason pou depase sistèm nève parasympathetic nou yo lè ou fè siyal nan sèvo a ke ou an sekirite epi nan yon eta kontwòle. Esansyèlman, "teknik pou respire " sèvo a nan detann lespri a ak kò a. Respirasyon se yon bon zouti pou anplwaye ak

elèv yo itilize pandan moman akablan nan jounen an. Souf ou toujou avèk ou epi yo ta dwe itilize jan sa nesese. Gen kèk metòd pou respire gen ladan respirasyon dyafragmatik ak bwat respirasyon . Respirasyon dyafragmatik antoure mete aksan sou souf ou nan vant ou ak zòn vant ou. Teknik sa a angaje dyafram ou, yon misk enpòtan nan vant ou ki pèmèt ou respire. Teknik pou respire sa a gen anpil benefis ki ka afekte tout kò ou. Li se baz pou anpil meditasyon ak teknik detant, ki ka diminye nivo strès, diminye tansyon ou, ak jere sentòm chòk oswa enkyetid ou.

Bwat respirasyon se yon lòt teknik pou respire ki ede kontwole ak detann sèvo a ak sistèm nève a. Gen kat etap nan mekanis sa a ki enplike respirasyon oswa kenbe souf la pou 4 segonn, kreye yon efè 4 x 4. Teknik sa a itil pou swiv yon vizyèl nan yon bwat oswa trase yon bwat ak dwèt ou. Remake ki jan kò ou santi l apre w fin eseye fè egzèsis sa a.

Pwogresis de detant nan misk anseye ou ki jan yo detann misk ou atravè yon pwosesis de 2 etap. Premyèman, sistematik tansyon gwoup misk patikilye nan kò ou pou apeprè 5-10 segonn. Apre sa, ou lage tansyon an epi remake ki jan misk ou santil lè ou detann yo. Egzèsis sa a pral ede w diminye tansyonw an jeneral ak nivo strès ou, epi ede w detann lè w santi w enkyete. Lè w pran tansyon e lagel, ou aprann kisa detant ou santi w ak kijan pou w rekonèt lè w ap kòmanse gen tansyon pandan jounen an. Pran yon ti moman pou remake kijan sa fè kò ou santi, ansanm ak nenpòt chanjman ki fèt klè nan mantal ou oswa nan atitid ou.

Pandan n ap fini prezantasyon sa a, mwen vle prezante w kèk mesaj kle ke mwen espere ou sonje.

Pou w ka pran swen elèv yo, li enpòtan pou w pran swen tèt ou antan ke pwofesè an premye. Sèvi ak strateji ki dekri nan prezantasyon sa a pou pran swen tèt ou, epi sa pral gen yon enpak pozitif sou elèv ou yo.

Elèv ki gen konpòtman difisil nan sal de klas la pa "elèv vakabon", men yo souvan fè fas ak yon bagay ki pi pwofon. Se travay nou kòm edikatè pou nou konnen ki sa sa ye epi bay strateji, fè entèvansyon apwopriye.

Konprann sa chòk gen ladanl, rekonèt repons sèvo a nan chòk ak kijan sa ka prezante nan yon timoun. Li enpòtan pou apwoche chòk ak pasyans ak senpati.

Mete an repo tout egzèsis mouvman pandan jounen lekòl la pou amelyore aprantisaj epi ankouraje byennèt pou pwofesè yo ak anplwaye yo. Gen anpil teknik ak strateji ki pral itil kòm zouti pou jere sal de klas la.

Finalman, pwofesè yo ak anplwaye yo se lidè chanjman nan anviwònman edikasyon an. Pran otònòmi sa a kòm yon privilèj ak yon bagay ou dwe fyè de li. Nou tout se edikatè fantastik e nou ap kontinye fè enpak pozitif nan lavi anpil elèv.

Mèsi paske w te pran tan pou w koute prezantasyon sa a. Nou tout te aprann kèk enfòmasyon itil epi kounye a nou pi byen ekipe pou idantifye timoun ki gen andikap oswa chòk epi bay entèvansyon apwopriye. Wap gen pou resevwa yon sètifika pou efò w yo e pou prezantasyon sa ou te swiv.

Paj sa a bay yon lyen pou yon sondaj. I apresyab anpil si ou ka ranpli sondaj sa a. Pa gen okenn repons ki bon oswa ki pabon, mwen jis ap chèche tande sa ou te aprann nan prezantasyon sa a. Enfòmasyon kontak mwen tou nan lis ki sou slide sa a. Tanpri santi ou lib pou kontakte mwen si ou gen nenpòt kesyon oswa kòmantè konsènan prezantasyon sa a. Mwen ap kontan anpil poum ede.

Mèsi ankò pou patisipasyon w. orevwa!

Appendix I: Handouts

Ideas to Practice Mindful Movement

1



Begin in a relaxed seated position.
Take a few deep breaths to
promote focus and relaxation.

Stretch to one side of the body,
then the other. Reach tall
towards the sky.

2



3

Incorporate these stretches and movements as
they feel right to you. Try to continue moving for
about 5-10 minutes. Take deep breaths throughout
the exercises.



Lide pou pratike mouvman atansyon

1



Kòmanse nan yon pozisyon chita rilaks. Pran kèk souf pwofon pou ankouraje konsantre ak detant.

Detire sou yon bò nan kò a, pase lòt la. Rive nan wotè nan direksyon syèl la.



3

Enkòpore sa yo detire ak mouvman jan yo santi yo dwa pou ou. Eseye kontinye deplase pou apeprè 5-10 minit. Pran gwo souf pandan tout egzèsis yo.

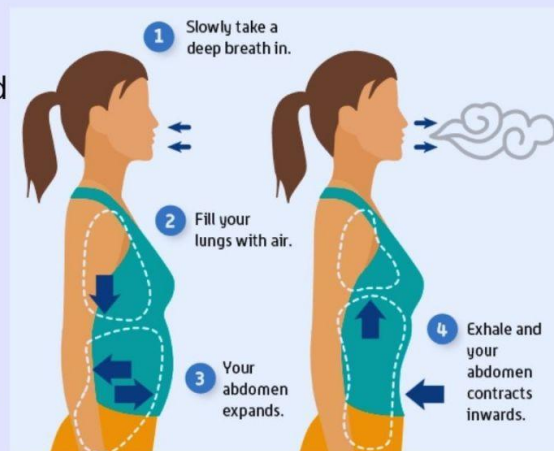


MINDFULNESS & RELAXATION

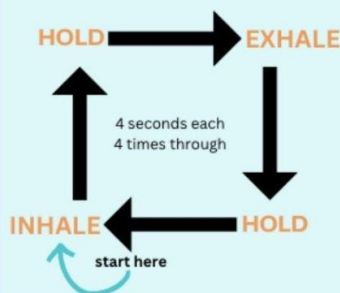
Here are some ideas to promote mindfulness and relaxation in the classroom. These activities are helpful to regulate the brain and body, which promotes learning and focus. Use these techniques as needed, or implement them throughout a daily routine.

DIAPHRAGMATIC BREATHING

1. Start by finding a comfortable sitting position.
2. Relax your shoulders, shifting them downward away from the ears.
3. Put a hand on your chest and a hand on your stomach.
4. Breathe in through your nose until you can't take in any more air.
5. As you are inhaling, feel the air moving through your nostrils into your abdomen.
6. Purse your lips as if sipping through a straw. Exhale slowly through your lips and feel your stomach gently contract.
7. Repeat these steps 3 times.



BOX BREATHING



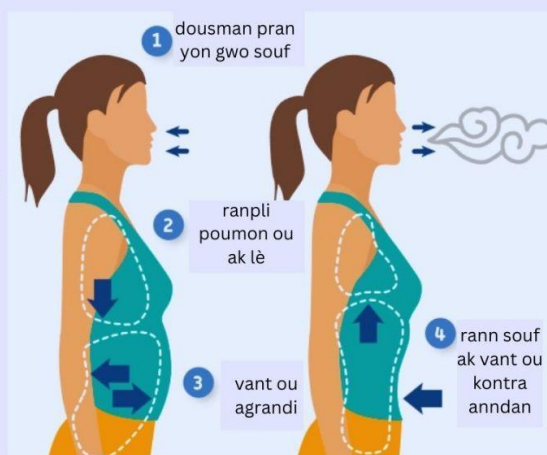
1. Sit or stand upright.
2. Inhale as you count slowly to four in your head, filling your lungs completely without strain.
3. Hold the breath while counting slowly to four.
4. Exhale and release the breath slowly to the count of four.
5. Hold the breath out for the count of four.
6. Repeat the cycle 5 to 10 times.

ATANSYON AK DETANT

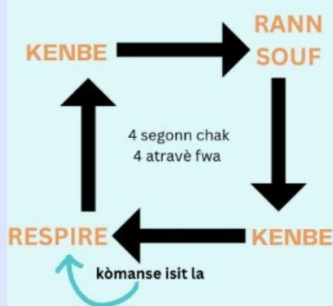
Men kèk ide pou ankouraje atansyon ak detant nan salklas la. Aktivite sa yo itil pou kontwole sèvo a ak kò a, ki ankouraje aprantisaj ak konsantre. Sèvi ak teknik sa yo jan sa nesèsè, oswa aplike yo nan yon woutin chak jou.

RESPIRASYON DYAFRAGMATIK

1. Kòmanse pa jwenn yon pozisyon chita konfòtab.
2. Rilaks zepòl ou, deplase yo anba lwen zòrèy yo.
3. Mete yon men sou pwatrin ou ak yon men sou vant ou.
4. Respire nan nen ou jiskaske ou pa ka pran okenn lòt lè.
5. Pandan w ap respire, santi lè a ap deplase nan twou nen ou nan vant ou.
6. Bous bouch ou tankou si tap bwè nan yon pay. Rann souf tou dousman nan bouch ou epi santi vant ou dousman kontra.
7. Repete etap sa yo 3 fwa.



BWAT RESPIRASYON



1. Chita oswa kanpe dwat.
2. Respire pandan w ap konte tou dousman jiska kat nan tèt ou, ranpli poumon ou nèt san souch.
3. Kenbe souf la pandan w ap konte tou dousman jiska kat.
4. Rann souf epi lage souf la tou dousman nan konte a nan kat.
5. Kenbe souf la pou konte kat.
6. Repete sik la 5 a 10 fwa.

DEEP MUSCLE RELAXATION

1. Find a quiet, comfortable place to sit, then close your eyes and let your body go loose.
2. Take about 5 slow, deep breaths before you begin.
3. Start at the bottom of your body and work your way up toward your forehead.
4. Start with your right foot. Flex your foot by curling your toes downward.
5. Tighten your calf muscle by pulling your toes towards you.
6. Squeeze the thigh muscles while squeezing the rest of your leg.
7. Release all the muscles of your leg and notice how that feels.
8. Repeat this process on the other leg, starting with the left foot, and working your way up to your left calf and thigh.
9. Release all the muscles of your leg and notice how that feels.
10. Now we will move on to our upper body. Start with the right hand by clenching your fist
11. Tighten your entire right arm by drawing your forearm up towards your shoulder while clenching your fist.
12. Release all the muscles in your arm and notice how that feels.
13. Repeat this on the left arm.
14. Tighten your stomach by sucking your stomach in.
15. Tighten your chest by taking a deep breath through your nose and holding it.
16. Raise your shoulders up to touch your ears.
17. Clench your eyelids tightly shut and crunch your face tightly together.
18. Finally, raise your eyebrows as far as you can to tighten your forehead.
19. Complete the exercise by taking 5 deep breaths.
20. Notice how your body feels after this exercise.

DETANT PWOFON NAN MISK

1. Jwenn yon kote trankil, konfòtab pou chita, apres a fèmen je ou epi kite kò ou lage.
2. Pran apeprè 5 souf dousman, pwofon anvan ou kòmanse.
3. Kòmanse nan pati anba a nan kò ou epi travay wout ou moute nan direksyon fwon ou.
4. Kòmanse ak pye dwat ou. Flex pye ou pa boukle zòtèy ou anba.
5. Sere misk ti towò bèf ou pa rale zòtèy ou nan direksyon pou ou.
6. Peze misk kwis yo pandan w ap peze rèz janm ou.
7. Lage tout misk janm ou epi remake jan sa santi l.
8. Repete pwosesis sa a sou lòt janm la, kòmanse ak pye gòch la, epi travay wout ou jiska ti towò bèf gòch ou ak kwis pye.
9. Lage tout misk janm ou epi remake jan sa santi l.
10. Koulye a, nou pral deplase sou anwo kò nou an. Kòmanse ak men dwat la pa sere pwen ou
11. Sere tout bra dwat ou lè w ap trase avanbra w nan direksyon zepòl ou pandan w ap sere pwen w.
12. Lage tout misk yo nan bra ou epi remake jan sa santi l.
13. Repete sa sou bra gòch la.
14. Sere vant ou lè w souse vant ou.
15. Sere pwatrin ou lè w pran yon gwo souf nan nen w epi kenbe l.
16. Leve zepòl ou pou touche zòrèy ou.
17. Sere po je ou byen fèmen epi krake figi ou byen ansanm.
18. Finalman, leve sousi ou osi lwen ke ou kapab sere boulon fwon ou.
19. Konplete egzèsis la pa pran 5 souf pwofon.
20. Remake ki jan kò ou santi l apre egzèsis sa a.

Appendix J: Course Evaluation

(ENGLISH)

1. Please rate how helpful you found this training to be.
 - Scale of 1 (not helpful) - 5 (very helpful)
2. What are your main takeaways from this training?
3. How would you rate the delivery of this presentation? Consider visuals, verbal language, journal prompts, accessibility, etc.
 - Scale of 1 (bad) - 5 (good)
4. What is something important you learned in this training?
5. Are there any aspects of this presentation that are unclear or confusing to you?
6. What are some strategies you intend to use to promote inclusive education in the classroom setting?
7. Are there any further questions you have regarding the content of this training?

(CREOLE)

1. Tanpri evalye kijan ou te jwenn fòmasyon sa a itil.
 - a. 1 = Pa itil
 - b. 5 = Trè itil
2. Ki sa ki prensipal ou pran nan prezantasyon sa a?
3. Ki jan ou te evalye livrezon saw te li an fòmasyon sa a? sou saw te gade yo, sak te di yo, Sou egzèsis ou te fè yo , elatriye.
 - a. 1 = Move
 - b. 5 = Bon
4. Ki sa ki enpòtan ou te aprann nan fòmasyon sa a?
5. Èske gen kèk aspè nan prezantasyon sa a ki pa klè oswa ki konfonn ou?
6. Ki kèk strateji ou gen entansyon itilize pou ankouraje edikasyon enklizif nan anviwònman salklas ou la?
7. Èske gen lòt kesyon ou genyen konsènan kontni fòmasyon sa a?

https://docs.google.com/forms/d/1F7c9Ggm20mLCtgd15qEp1qAHrq3Qc6A8Xqy1IUk8JNg/edit?usp=drive_lin

Appendix K: Data Results & Thematic Analysis

Thematic Analysis:

Learned the concept of inclusive education

How to work with children with disabilities

Strategies to use in the classroom

Trauma

Sensory disorders

Specific strategies to use in the classroom

Questions

1. What is the most important thing you learned in this training?

I liked the concept of inclusive education which is really important in the field of education not only for Haiti but for all other countries

I learned some signs and symptoms of trauma that students can have

I learned many ways to help disabled children in learning and to give better results.

I learned many ways to help disabled children in learning and to give better results.

I am happy to make knowledge AND this concept, inclusive education, try to understand the term in its importance in the educational system.

Inclusive education, sensory disorders, trauma affecting the brain, all strategies a teacher can employ in the classroom.

I understood the term and learned what methods I can use to relax the children

I am happy to understand the concept of inclusive education and its role in school learning

I understood the meaning of the term inclusive education which is to identify the removal of barriers and provide reasonable arrangements to allow children AND young people with disabilities to participate and achieve education and general well-being. All strategies a teacher can employ in a classroom to facilitate learning. Examples: dance, music AND many other activities that can allow the mind to be well disposed.

We learned in this training that inclusive education is a concept that is defined as "identifying, removing barriers, and giving children and young people with disabilities to participate and achieve.

The important things I learned in the training are: 1-Exercises to restore the body and mind so that they can be available for learning. 2-The role of teachers towards themselves and their students to promote a successful work. 3- The positive impact of learning with inclusive education. 4- The negative impact when teachers do not seek to detect students' difficulties and seek all possible means to solve them.

Many things, among the most important of which is the human intervention approach people on games.

The important thing I learned in training, I learned how to help a small person move forward if he has a trauma, mental disorder or a disability.

How can I help children who seem unresponsive?

I learned how I can help and support a disabled person

I learned many important things in training. What interests me most is the practice of inclusive education, it allows children and young people with disabilities to participate in general education. And training tells us about sensory disorders, which is an element that we cannot neglect in education.

How to work with children with disabilities

Know how, what means to use to work with children with disabilities.

This is called good communication and use the available means to make the children learn well and put what is called familiarization so that one does not harm the other.

2. What are some strategies you intend to use to promote inclusive education in your classroom environment?

I learned that in some cases I can use some means of distraction such as dance, music, and all other activities that can allow the students' minds to be well disposed to learn without difficulty

Set the mood either with a dance, music or a game

Movement to help them relax their muscles and games, music or dance to help capture their attention.

Now with the help of this training I will find the best way to help in the learning is to use images, exist and communicate more often with the students, engendering good friends which is a method of approach between the student and the teacher.

4-encouraging emotions, doing routine exercises, creating activities that can allow the participation of the learner's body AND mind.

1,2,3

Choose a good position to put the child so that I can look at him, I can also use some means to distract the child such as: games, dance, sports.

Dispose of the class A safe space, to avoid stress.
Surround yourself with positive emotions.

1-Attract the student's attention to the important elements of the subject by making a reflection out loud as a model. 2-Encourage active participation through the systematic use of gradual reinforcement and clues. 3-Offer students opportunities to respond and receive feedback. 4-Create deliberate practice activities.

1-An inclusive teaching practice first requires the teacher to understand the individual needs of each student in order to defend and support them. 2-Invite parents to participate in school and classroom activities. 3-Invite parents to plan and participate in school initiatives. 4-Always ask parents for their opinions and create several entry points to allow parents to access information and share it with the school.

To promote Inclusive Education in my classroom environment, I intend to:

- Make them all stand up.
- Make them breathe together while I count two (1-4) or another number I estimate they can reach.
- Make them hold the time while I count to the same number.
- Make them exhale according to the same rhythm
- Have them hold their breath while counting to the same number.
- All these movements are done slowly.
- Have them repeat these movements several times.
- I am differentiating the practices every time it is necessary as a function of the exercises linked to the Inclusive Education.

To promote inclusive education in my classroom environment I intend to use more **movement strategies** and **diaphragmatic breathing** that I am integrating into **routines**.

The strategy I can use is to **talk to them and listen to them, exercise with them, play with them and give them the necessary advice.**

Better **watch the children's signs** and before the class starts **ask each child to write what they want to achieve as the goal of the course for the day.** and give their opinion too

The strategy that I use in the classroom environment is to **put everyone in the environment to allow everyone to learn well**

Another strategy I can use is to sometimes **give some small words** that are relevant to the course I will do. **Sing some songs** to resolve the minds of the children who are in a state of shock. These can help the children in their learning.

Study each child so that I can know how, which method to use for each one.

Study the behavior of each child, so that I can know what methods to employ to better educate them.

Answer: Thanks to this training I had to participate in the inclusive education, I can use many strategies in front of a class with disabilities. Here are some of them: 1- **choose a good position** in the class to put 2- **learn some movements that link the body and mind** Just like some examples of exercises that were illustrated in the training. 3-In some cases I have to use some other means of entertainment such as: **dance, music and all other activities that can allow the mind to be well disposed.**

3. Are there any aspects of this presentation that are unclear or confusing to you?

I understand very well all aspects of presentation

How can trauma affect the brain?

Because I encounter other problems that are not mentioned in the identified trauma

The aspect that is not clear to me is the slide package on the signs and symptoms of trauma

I understood everything well, so no.

Not really, although I don't have the chance to re-read the presentation, but I understand the main idea

Yes, the part titled human intervention on the game.

Maybe it's not because it's poorly prepared but maybe the Creole translation is missing.

Everything was understandable

Not really, although the presentation is long, I managed to understand exactly the main idea
No, because all aspects of the presentation are not difficult to understand, it remains only for us to practice them in order to get better results.
No, nothing seems more complicated than that. Only I will continue to read them and apply them.
All aspects were clear.
No
Aspects are clear.
None
By and large everything is clear to me
I have nothing unclear or confusing in this presentation.
No, nothing confuses me, I understand everything.
There is no.
Answer: no, because all aspects of the presentation were well prepared
No

4. Do you have other questions about the content of this training?

If I were to use all the methods that inclusive education requires in the case of a disability, what other means can I use to get the results that I need for the class to work well?
My question is: what can cause a student to cry without having anything?
What can cause a student to cry in a room without having anything? Is it a sensory shock that causes this?
If every time after using all the strategies, I get nothing. I can refer to a psychologist.
Is inclusive education important for every student, or for disabled students?
Doesn't a child who rebels against the teacher's orders suffer a trauma?
When we talk about fidget tools, what do we want to talk about more precisely?
How can you support a small person who has a psychological trauma, to help him get better?
Is inclusive education for every grade of students or disabled students?
If every time I use all the strategies required by the inclusive education technique, I do not get a good result AND I have a sensory disability, what should I do in this case as a teacher?
No I have no questions about the content of this training.
Yes! There are many difficulties linked to the social environment of children. While a teacher is using these strategies every day; if the social and environmental conditions do not change, surely the practices will appear monotonous. In this case, will these practices still be able to have the same positive effect on the children's learning in relation to the first experience with them before? If not, what are the new measures to be adopted?

How can a teacher evaluate himself if he is in a state of shock, especially since the majority of Haitian society lives continuously on the trauma of traumatic events? It comes from that and falls into that.

Can't a child with a mental disorder also follow a psychologist while having a teacher to accompany him?

How should the teacher do if there are many children who have learning difficulties

Pam's question, how are we going to continue with this training series? What other support can we bring to disabled children?

How can we support disabled children in society so that they understand that there are people who care about them, they have the same value as everyone else and they have the same rights as everyone else?

My question is how would more teachers participate in peer training?

I have no questions regarding the content of the training.

No, no other questions.

Answer: if I were to use all the strategies I must use while employing all the techniques required by the inclusive education.

If I would not be able to get a good result with a sensory disability, what should I do in this case as a teacher?

5. What are your main takeaways from this presentation?

Definition and role of inclusive education

The main takeaway from this presentation is the strategies we can use to promote inclusive education in a classroom environment.

The main thing I took from this presentation is the inclusive education that we place great importance on.

The main element I take from the presentation is: the sustained attention that teachers must have towards students according to what inclusive education is.

The main takeaway from this presentation is the identification of children with disabilities and the signs and symptoms of trauma.

The main thing I took away from the presentation is to find out how you can identify a child with sensory disorders and when a child has a disability, mental disorder and trauma.

No child can not learn, only

What is the principle for me in the presentation is how to help disabled children learn

Good evening, I greet the presenter and thank her for the teaching she gave us so that we can help our children even better. I learned a lot. Mainly I learned how to manage the trauma that children can receive in relation to the lifestyle they live in Haiti. The insecurity is one of the things that make children need the help of every teacher.

What is inclusive education, different ways to conduct with all categories of children.

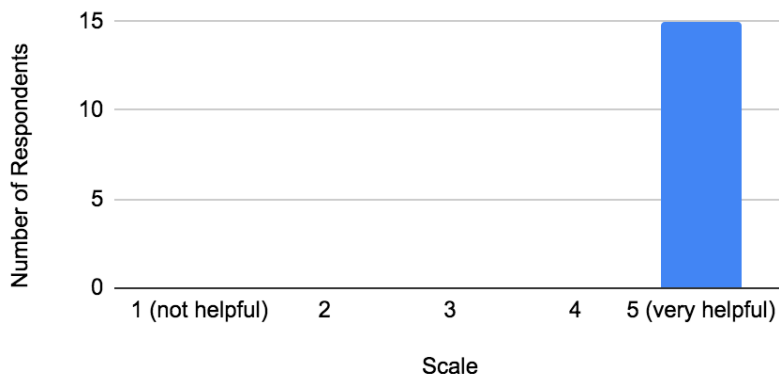
What is the inclusive education.

Techniques to help a child with some disabilities to be placed almost at the same level as the others

6. Please rate how helpful you found this training to be: scale of 1 (not helpful) - 5 (very helpful)

- a. 15 responses = 5 (very helpful)

Please rate how helpful you found this presentation to be:



7. How would you rate the delivery of this presentation? Consider visuals, verbal language, journal prompts, accessibility, etc. (Likert Scale - good/bad)

- 11x = 7s (very good)
- 4x = 5s (very good)
- 1x = "good" (very good)
- 3x = 6s (good)

TOTALS:

- Very good = 16 entries
- Good = 3 entries

Frequency of Specific Strategies to use in the Classroom

Category	Frequency
Communication / Listening / Observation	11
Exercise / Movement	9
Dance	6
Music	6
Games	4
Positioning / Environment	4
Routines	4
Reflection / Goal Setting	2
Breathing	2
Parent Involvement	1

Appendix L: Poster Presentation

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INCLUSIVE EDUCATION WITHIN THE HAITIAN EDUCATIONAL SYSTEM

Ella Johnson, OTS
 Faculty Advisor: Dr. Kristen Maisano, OTD, MAEd, OTR/L
 Capstone Mentor: Sara Lein
 Acknowledgements: Staff & Teachers at ANACS, Jonas Jean Baptiste, Kozefo Board of Directors

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Aim/Purpose/Significance Statement

Background <ul style="list-style-type: none"> • Low resources, extreme poverty, violence • Stigma towards those with disabilities • Teachers do not have the necessary knowledge and skills • Continuous trauma 	Approach <ul style="list-style-type: none"> • Kozefò / A New Arrival Center School (ANACS) • Adapted delivery • Informational interviews • Teacher training module • Survey
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Outcomes

Please rate how helpful you found this presentation to be:

How would you rate the delivery of this presentation?

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Implications and Recommendations

- Longevity
- New hire staff training
- Additional trainings
- Participants gained applicable knowledge
- Acceptance of disability in the community
- Worldview and global health
- Justice, altruism, & equality

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References

https://docs.google.com/document/d/1H2NSC6KQ1_PhwyivRsOTPhwyXtOOCi-BkeIMtK6jWpE/edit?usp=sharing