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RESOURCES CATALOGUE



TEACHING AND LEARNING RESOURCES FOR PROFESSIONALS AND PARENTS WORKING WITH CHILDREN WITH DISABILITIES



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INTRODUCTION TO THE CATALOGUE

This resources catalogue, prepared by DED – Disability, Education & Development, at the request of the education and disability sections at UNICEF headquarters in New York, proposes a curated list of teaching and learning resources that could support both education professionals and families and parents of children with disabilities during the coronavirus disease 2019 (COVID-19) pandemic. It results from an online search done between June and August 2020. This revealed that resources for children with disabilities or focusing on inclusive education were often mutually exclusive, in a direct contradiction to international treaties. In addition, no high-quality examples were found that took a twin-track approach by considering both disability-inclusive and disability-specific needs. Therefore, while this catalogue was initially intended to collect high-quality, inclusive resources that specifically mentioned children with disabilities, the search evolved. This is now a collection of resources directed at children with disabilities plus resources that are broader in scope but can easily be adapted to children with disabilities.

All the resources are, at least partially, open-source, and a note is made if payment is required. All resources that are specific to children with disabilities are useful to all learners. An effort was made to find resources in a variety of languages and representative of various cultures and geographical locations. Most of the resources presented, however, are in English, and focused on middle- and high-income countries. The lack of resources in other languages does not reflect the quality of the resources but their availability.

This catalogue presents the resources in alphabetical order by title and is divided into three sections: (1) resources for teachers and school directors, (2) resources for parents and caregivers, and (3) resources for both groups. In addition, a list of keywords was generated for ease of use. In the current format, a simple term search with one of the keywords will identify at least one resource. Lastly, when available, the original summary of each resource is given, in edited form as needed. When no summary was available, one was created by the team.



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LIST OF KEYWORDS

Access to information	Children with disabilities	English as a second language
Accessibility	Classes 1–12	Executive functioning
Accessible educational materials	Cognitive impairments	Families
Accessible learning	Collaborative Teaching	Family support
Activities	Communication	Formal education
Activities of daily living	Conflict-sensitive education	Framework
Adolescents	Continuous learning	Free use
Adult learners	COVID-19	Grades 1–3, 4–6 and 7–9
Advocates	Crisis and conflict	Hearing disabilities
Ages 0–9 months	Curriculum content	Health education
Ages 6 months–2 years	Database	High-tech
Ages 1–2 years	Deaf students	Higher education
Ages 2–8 years	Differentiated instruction	Home
Ages 3–4 years	Digital competences	Inclusion
Ages 5–8 years	Digital library	Inclusive
Ages 12 years and under	Digital reading material	Inclusive education
Apps and Services	Distance learning	Inclusive school environment
Asynchronous activities	Diverse learners	Inclusive systems
Attention	Early childhood	Individual education plan
Audiobooks	Early learning and development	Informal education
Auditory sensory	E-books	Information and communication technologies
Autism spectrum disorders	Education	Innovation
Babies	Educational organizations	Intellectual disabilities
Barriers to education	Educational strategies	Interactive radio instruction
Behaviour	Educational technology	Internet-enabled computer labs
Caregivers	Education in emergencies	K-3
Child participation	Educator support	K-12
Children	E-learning	Learner variability
Children and youth	Emotional well-being	

Learning activities	Personal communication	Stories
Learning at home	Persons with disabilities	Storybooks
Learning difficulties	Physical activity	Stress
Learning ecosystems	Physical well-being	Student engagement
Learning leadership	Practitioners	Student support
Learning principles	Pre-K-12	Students
Learning passport	Preparatory education	Students with disabilities
Literacy	Preschool	Students with learning difficulties
Long-term illness	Primary education	Support strategies
Loss and grief	Professional learning	Synchronous activities
Low-tech	Proprioceptive sensory	System strengthening
Massive open online course	Psychosocial support	Teachers
Math	Psychosocial well-being	Teacher training
Media content	Puberty	Teaching and learning
Mental health	Remote learning	Teaching resources
Mobile phones	Resource book	Teenagers
Multidisciplinary team	Resource Center for Inclusion	Tele-lessons
Multilingual education	Resources	Test preparation
Nigerian sign language	Rohingyan	Toddler
Non-formal education	Routines	Toolkit
Numeracy	School closure	Trainers
Offline app	School directors	Uncertain times
Offline use	Schools	Universal design for learning
Online educational platforms	Secondary education	Upper elementary and middle school
Online resources	Sensory needs	Video conferencing
Open educational resources	Sensory processing disorders	Video tutorials
Open-source software	Self-assessment	Visual impairment
Oral sensory	Social interactions	Visual or hearing difficulties
Paraeducator	Social learning	Visual sensory
Parents	Special needs	Vocational training
Participatory design	Stakeholders	Young child

RESOURCES FOR TEACHERS AND SCHOOL DIRECTORS

Accessibility to e-learning for persons with disabilities: Strategies, guidelines and standards

By: Flo Brokop

SUMMARY FROM THE AUTHORS:

The purpose of this document is to suggest ways in which instructors and course developers can prepare their e-learning courses so that accessibility is maximized for all learners, including those with disabilities. The document outlines the principles of universal design for learning, best-practice teaching strategies and accessibility guidelines that will reduce barriers in an e-learning environment.

WHY IS IT USEFUL? This document allows for teachers and school directors to consider the accessibility of online learning for all students (including students with disabilities) and presents strategies to reduce barriers in the e-learning environment.

RESOURCE DISABILITY-SPECIFIC? Yes.

-  **KEYWORDS:** e-learning; persons with disabilities; universal design for learning; accessibility; high-tech
-  **FOR:** Teachers and school directors
-  **SCOPE:** Global
-  **LANGUAGE:** English
-  Brokop, Flo, 'Accessibility to E-Learning for Persons with Disabilities: Strategies, guidelines, and standards', eCampusAlberta and NorQuest College, 2008, <www.norquest.ca/NorquestCollege/media/pdf/centres/learning/Accessibility-to-E-Learning-for-Persons-With-Disabilities-Strategies,-Guidelines-and-Standards.pdf>, accessed 9 April 2021.



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An education power tool for a changing world

By: CAST & UDL-IRN

SUMMARY FROM THE AUTHORS:

Learning Designed is the place to connect with a community of educators and a set of resources to prepare today's learners for our fast-changing world.

WHY IS IT USEFUL? This website contains hundreds of learning resources on universal design for learning that are searchable by learning domains, accessibility, grade level, and so on. A free subscription is available for individual teachers, and annual subscriptions for entities such as schools and school districts.

RESOURCE DISABILITY-SPECIFIC? Partially. While some learning resources are specific for teachers working with children with disabilities, the concept of universal design

 **KEYWORDS:** universal design for learning; educator support; learner variability; high-tech

 **FOR:** Teachers and school directors

 **SCOPE:** Global

 **LANGUAGE:** English

 CAST & UDL-IRN, 'An Education Power Tool for a Changing World', Learning Designed, 2020, <www.learningdesigned.org>, accessed 23 July 2020.

for learning is useful for all teachers – it allows for a flexible education that caters to all students.

An educator's guide to virtual learning: Four actions to support students with disabilities and their families

By: National Center for Learning Disabilities

SUMMARY FROM THE AUTHORS:

During the past decade, virtual learning has increasingly been integrated into student instruction and classroom environments. It would be unusual to find a school where some level of online or blended learning was not being offered to students. But the reality of the COVID-19 pandemic has upturned even the best of what we know and do in the virtual learning space.

WHY IS IT USEFUL? This document provides guiding tips

 **KEYWORDS:** COVID-19; educator support; e-learning; students with disabilities; high-tech

 **FOR:** Teachers and school directors

 **SCOPE:** United States of America

 **LANGUAGE:** English

 National Center for Learning Disabilities, 'An Educator's Guide to Virtual Learning: 4 actions to support students with disabilities and their families', 2020,

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