



SEPTEMBER 6th, 2025.

**TEACHERS
TRAINING**

**THE LET CEREBRAL PALSY KIDS LEARN
FOUNDATION**

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www.letcpkidslearn.com

TRAINING OVERVIEW



The Mainstreaming Children with Cerebral Palsy Workshop was attended by 7 participants ranging from Educators, Parents and Home Tutors.

The training was facilitated by Tobiloba Ajayi of the Let Cerebral Palsy Kids Learn Foundation and Rhoda Odigboh an Inclusive Support Facilitator.

The participants left with an Understanding of Cerebral Palsy and how it may affect learning methods or access. The learned how to different learning and assessments in the classroom and how to identify authentic inclusive Education practice.

A major highlight of the day was the practical session in creating Individualized Learning Plans (IEP's) for actual parents of kids with cerebral palsy in the room, and the creation of Universally Designed Lesson Plans to ensure differentiation in instruction and assessment methods.

ARRIVAL OF PARTICIPANTS



Gates were opened at 9.30am and Participants came in at 10.00am. There were 7 Participants ranging from Educators, Parents, and Home Tutors. Upon arrival, each participants were registered and provided with writing aids (a jotter and a pen) to facilitate active participation during the session.



Additionally, feedback forms were issued to all participants to which they are handed back at the end of the session to capture feedback and evaluate the learning outcomes. The Process was orderly and all participants received the necessary materials without any challenge.

INTRODUCTION TO WORKSHOP



Tobiloba Ajayi started the session by 10.05am. She started with an ice breaker by going round the room having a practical with the Participants by having an illustration of a Parent with a CPchild coming to a school to enroll the child and heard how the Participants as a school owner will place the child.

There were 5 Modules treated in this training ranging from Meaning of CP and its Classification, Types of CP and its Manifestations, Inclusive Mainstream Education and its benefits, Presumption and Assumptions of Children with CP, the drawbacks of Segregated Instruction, Evaluating the Inclusive practice and its common challenges, dealing with stigma and discrimination, and how to safely feed children with CP to avoid choking.

TEA BREAK

At 1.00pm , refreshments were shared amongst Participants .

MODULE 4- UNIVERSAL DESIGN FOR LEARNING

In this Module, Tobiloba Ajayi discussed Universal design, Universal design for learning, and the Principals of Universal Design for Learning. Right after this module the class activity was carried out. The activity was carried out by the Participants to teach them how to build an inclusive lesson plan. After which the Participants were asked what they felt about the activity and they all agreed it was an eye opener.



INDIVIDUAL EDUCATION PLANS (IEP)



Rhoda Odigboh took the Module 6 on Individual Education Plans and explained it as the Plan, Structure, system designed to meet the needs of individuals needing special attention in a classroom. She further explained the 12 individual educational plans for success, what is in Individual Education Plans, who qualifies for an IEP and what is needed, modifications and accommodations schools will provide to help children make progress.

She talked about Modified Promotional criteria which defines the percentage of grade level expectations a child must meet to move on to the next grade.

Setting our Goals: Annual Educational Goals, description of a child's progress should be measured and reported. She mentioned what happens at the IEP meetings: Discussions, resolutions, and agreements, IEP production team.

Rhoda rounded up with key takeaways stating IEP is the cornerstone of a child's special education, the IEP should reflect a child's strength, needs, and progress as he moves through school.

CLASS ACTIVITY

Towards the end of the training at 3.00pm, a second class activity was carried out whereby the Participants were split into teams, team 1 and team 2. An Individualized Education Plan Assessment Form was handed to both teams to use in testing their ability to Plan.

INDIVIDUALIZED EDUCATION PLAN

How to comprehend: By reading a passage & writing a short story in my own words. Parents

Supplementary Services (Therapies, one on one, including the possibility of an extended school year)

Therapies I Receive	Where	When	Do I attend Summer School?	Therapists Provided By?	Do I receive one to one support?
Occupational Therapy	Home	Monday	Yes	The Parent	Yes
Physiotherapy	Home				

Participation Limitations (Pull out for services, exceptions from certain activities)

I will not participate in the following activities during the school day:

1. ~~lifting~~
2. lifting heavy objects
3. cleaning of school environment.

I will be pulled out of class for the following services:

1. Swim Therapy sessions every Tuesday & Thursday
2. Occupational and physiotherapy sessions every Wednesday

PART C: CONSENT

Parental Consent	School Consent
I/We agree to the implementation of this IEP	
Name: <u>Sanni (Anketele) Tiami</u>	Name: <u>Onyinyechi Catherine</u>
Phone No: <u>08163468839</u>	Phone No: <u>09102014867</u>
E-Mail: <u>tkm124@gmail.com</u>	E-Mail: <u>onnyinyechi@protonmail.com</u>
Signature: <u>[Signature]</u>	Signature: <u>[Signature]</u>
Date: <u>9/09/2025</u>	Date: <u>9-06-2025</u>

INDIVIDUALIZED EDUCATION PLAN

PART A: Student Information

Students Name: Daramola Abdullah Date of Birth: 9/09/2012
 Start Date of IEP: 6-09/2025 Class/Grade: JSS 1

IEP TEAM

Parent Name: Sanni Tawakalitu Class Teacher: Mrs Abiola
 SENCO/School Head: Onyinyechi Teaching Assistant/Facilitator: Opejemi
 Other: Bonaholo Ebewele

PART B - Special/Additional Education Services

A. Present Level of Academic and Functional Performance

I Am Good At...	I Need to Improve on
<u>Reading</u>	<u>Comprehension</u>
<u>Writing</u>	<u>Mathematical Skills</u>
<u>Use of Computer</u>	<u>Use of Right hand</u>

B. Annual Goals (Academic and Functional)

Annual Goal	How We Plan to Achieve the Goal	When We Plan to Achieve the Goal	How We Know We Have Achieved the Goal
<u>Mathematics Skill: Provision of counting aids e.g. dice, blocks</u>	<u>At the end of first term</u>	<u>At the end of first term</u>	<u>Child will be able to solve atleast 20% from a given mathematical problem.</u>
<u>Sports: Taking the child out more to fields to play football</u>	<u>Before the end of the term</u>	<u>Before the end of the term</u>	<u>Child would be able to kick or pass a ball to either teammate or goal post.</u>
<u>Comprehension: dissecting a passage in terms in which the child can comprehend quickly and relate to</u>	<u>At the end of the term</u>	<u>At the end of the term</u>	<u>Child being able to read and assimilate comprehension passages without difficulty.</u>

C. Progress Reporting and IEP Review (How and how often?)

How Progress Will Be Reported	How Often Progress Will Be Reported	How Often IEP Will Be Reviewed



CLOSING REMARK AND DISTRIBUTION OF CERTIFICATES

The training came to an end at 5.00pm. Tobiloba Ajayi addressed the participants and thanked them for participating and hoped they include all they had learnt in their different schools and urge them to invite the colleagues to always attend Trainings in the future.

Total number of;
Participants--- 7
Facilitators--- 2
Volunteers--- 2
Interns---- 2

THE BIG NUMBERS

7 Total
Participants

90% approval
ratings

