Among young and vulnerable children (e.g., children with IDs), the role of the teacher as an attachment figure (secure base and safe heaven) is significant (Verschueren, Helma & Koomen, 2012).

Children with intellectual disabilities (IDs) are more likely to learn and function better when they have teachers who are more sensitive to their needs and respond to them (Pianta, 2001; Mashburn & Pianta, 2011).

In order to build positive teacher-child relationship (PTCR), teachers should be more insightful of children’s motivation and needs. (Rimm-Kaufman, Voorhees, Snell & La Paro, 2003)

Classrooms in which emotional support is presented alongside with instructional support and classroom organization promote positive teacher-child relationships (Grotbery, 1969; Hamre & Pianta, 2001).

In Ghana, emotional support for children with IDs is lacking in most classrooms. Furthermore, teaching techniques and curriculum as well as teachers’ attitudes do not emphasize creating positive teacher-child relationships (Ocloo & Stubby, 2008; Avoke, 2002; Agbenyega, 2005).

Therefore developing a training for teachers to enhance sensitive teaching to children with IDs is much needed.

### Goal
- To encourage positive relationships between teachers and children with IDs in Ghana.
- To promote emotional support in inclusive classrooms.
- To empower teachers to be insightful and more sensitive to the individual needs of children with IDs.

### Participants
- 60 teachers from regular Kindergarten schools, randomly selected
- Participants will include both professional and non-professional teachers who have children with IDs in their class.

### Procedure

**Pre-intervention**
- Approval of intervention and randomly selection of teachers
- Sending invitation letters to teachers and preparation of venue for the training

**Pre-assessment**
- Participants will be randomly assigned into intervention and control groups.
- Assessment (CLASS) of emotional support in both intervention and control groups.
- Assessment of teacher-child with IDs’ relationship (STRS).

**EST-CIDs Training**
- Will be carried out in five sessions for three days.
- Methods of training: videos, role-play, lecture, discussion, and brainstorming

**Supervision**
- Following the training the intervention group will be supervised once every two weeks, for six months

**Post-assessment**
- After six months, assessment of emotional support and teacher-child with IDs’ relationship in both groups

### Measures
- Observers will rate teachers using the emotional support domain of the CLASS in two points of time: pre-test and post-test.
- Student Teacher Relationship Scale- Short Form (STRS-SF) (Pianta, 1992) will be used to measure the relationship between teachers and children with IDs in each classroom.

### Conclusion
- Every teacher, and every school, should be aware of children with IDs special needs and practise sensitivity towards these children in the classroom. It is the duty of the public schools to adapt teaching methods for children with IDs in order to truly include them in the class and in Ghana’s society.