

Inclusion and Special Educational Needs in Georgia

Tblisi, Georgia 12-13 March 2016

SEBDs/ADHD – Issues of Social Exclusion

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What is a challenging learner?

Think of a learner you have found difficult or challenging

How would you describe him/her?

Think of someone who finds you difficult or challenging

How would he/she describe you?

Are there any connections in your lists?

Which century does this quotation come from?

“The children now love luxury. They have bad manners, contempt for authority, they show disrespect to their elders. ...They contradict their parents ...and are tyrants over their teachers.”

4th century BC

13th century AD

17th century AD

21st century

Which century does this quotation come from?

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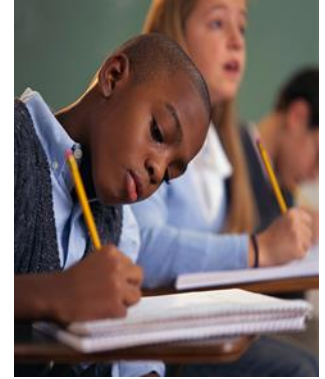
17th century AD

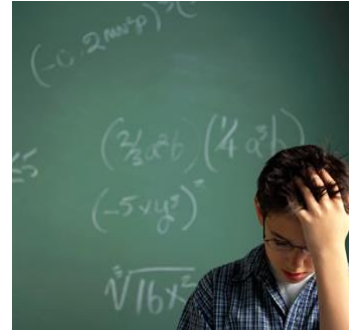
21st century

Answer: 13th Century AD. Peter the Hermit, 1274

Supporting quality teaching and learning

- ❖ **Cognition and Learning**
- ❖ **Behavioural, Emotional and Social Development (SMEH)**
- ❖ **Communication and Interaction**
- ❖ **Sensory and/or Physical**
- ❖ **Societal Marginalising Factors**





Myth or reality? Disorder or difference?

Creating positive learning environments?

How might a learner feel and what might s/he do?



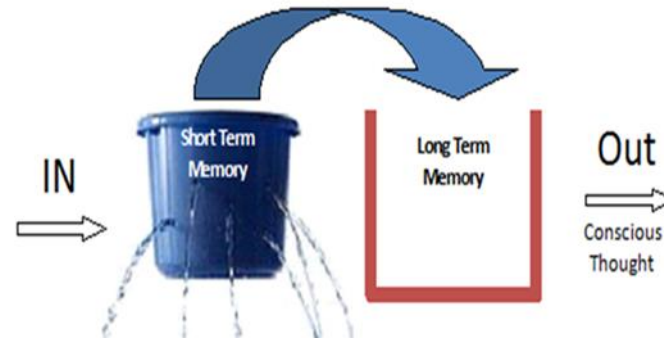
SEBDs – now SEMH needs
social emotional mental health needs

How can we support our learners with SEBDs

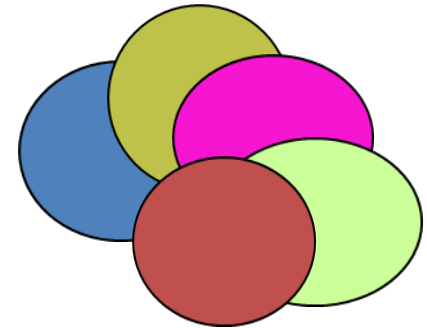


Spectrum of cognitive differences – neuro-diversity

- Dyslexia
- ADHD
- Dyspraxia
- Autistic spectrum
- Speech and language difficulties



Co-occurring



Texts – reading & writing
Expressive and receptive language
Working memory & sequencing
Concentration/Focus
Social interaction needs
Organisation of work and tasking
Fast and slow thinking



ADHD Diagnosis based on 'Diagnostic and Statistical Manual of the American Psychiatric Association, 1994' - DSM-IV/V

<http://www.psychiatry.org/psychiatrists/practice/dsm>



An ADHD diagnosis is made if child shows many from the Inattention list or more from the combined Impulsivity and Hyperactivity lists

There also needs to be some evidence that the symptoms were present before the age of 7 and across two or more settings eg school and home

ADHD categories – inattentive, hyperactive impulsive and combination of the two

Often fails to give close attention to detail or makes careless mistakes in schoolwork, or activities



Often has difficulty sustaining attention or distracted in tasks or play activities

Often does not seem to listen when spoken to directly

Often does not follow instructions through and fails to finish schoolwork, jobs or duties

ADHD categories – inattentive, hyperactive impulsive and combination of the two

Often has difficulty in organizing tasks and activities

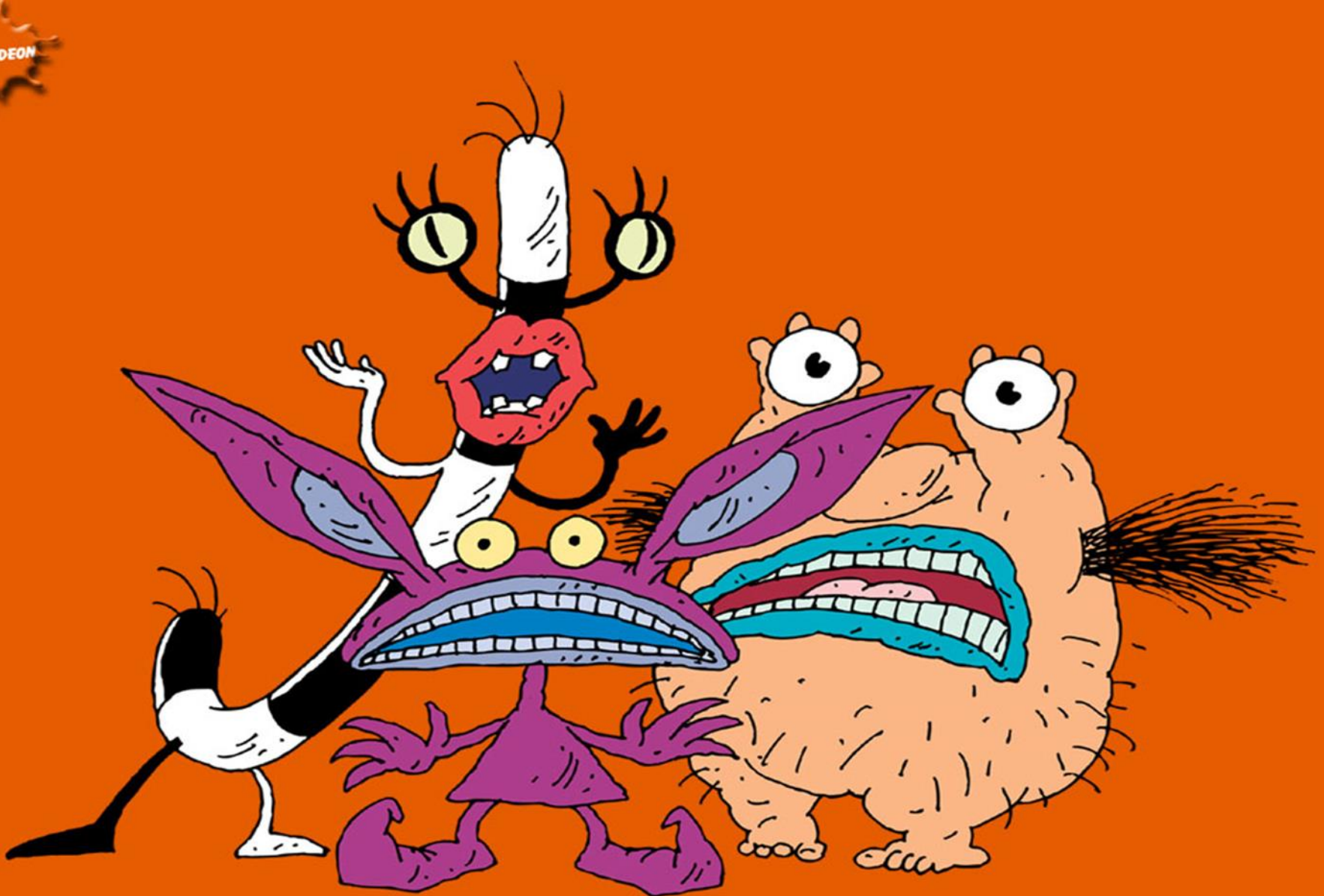
Often avoids, dislikes or is reluctant to engage in tasks that require sustained mental effort eg homework

Often loses things necessary for a task or activity or forgetful in daily activities

Often blurts out answers before questions have been completed and difficulty waiting for a turn or interrupts

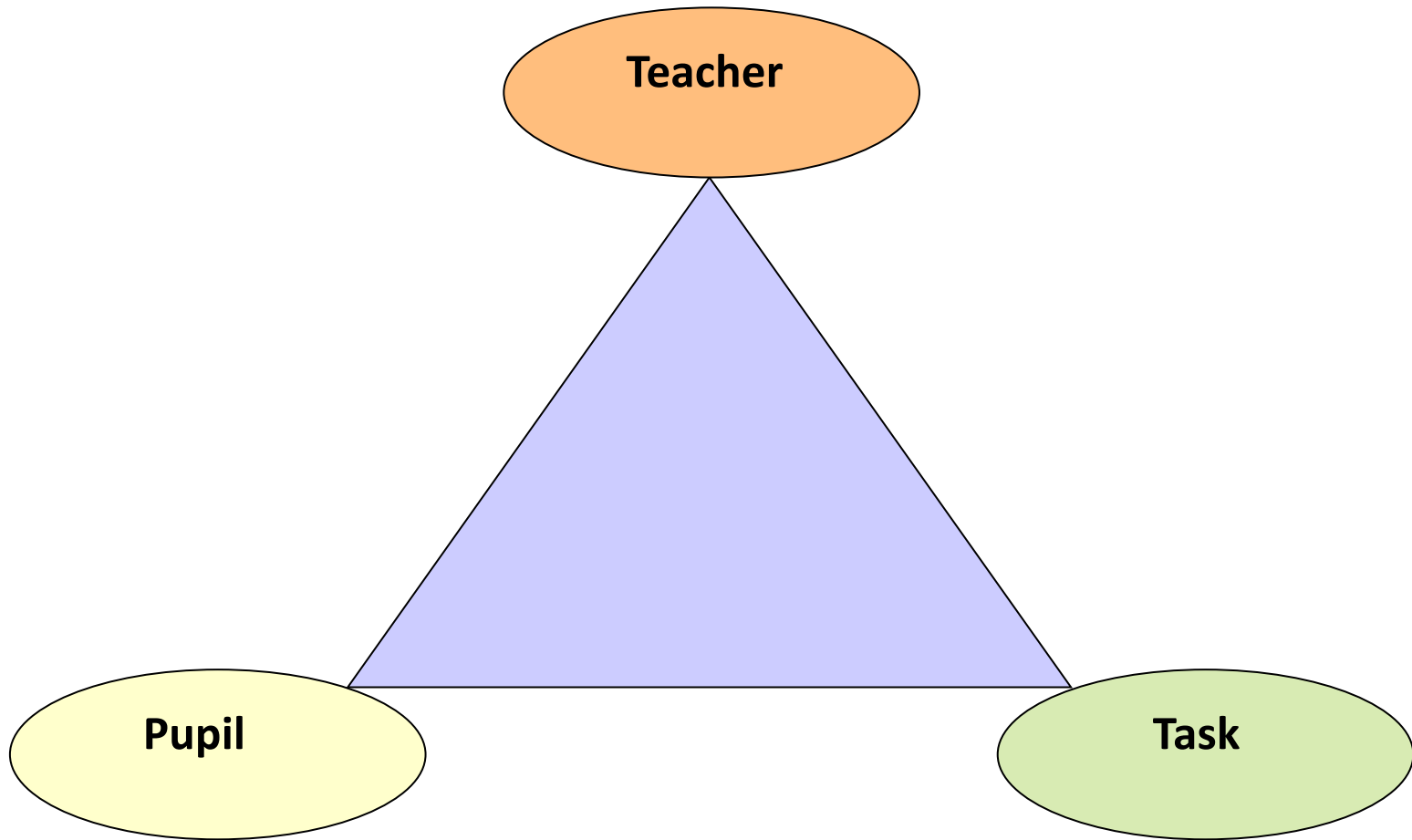


How do we feel about some of our learners?





The Learning Triangle



School experience – Michael's Story

What are Michael's learning challenges?

“It feels like in my head there is a lottery machine. I have fifty-five balls bouncing around. If I try to pay attention I will see a number randomly pop up on each of the balls. One second it is there and then it is gone. I see another there, then gone. If I try to focus on all the numbers that pop up I can't keep up with them.”

“There is information bouncing around in my brain. There are many different things popping up randomly at the same time. It is difficult to concentrate I cannot sit still and focus on the lesson. I need to move around or look out the window”

Supporting Michael and all learners with concentration and focus needs

- ✓ Give instructions one at a time/bite size pieces
- ✓ Use visuals, charts and colour coding
- ✓ Prioritise a production outcome approach
- ✓ Assign completion goals for each part
- ✓ Work on most difficult things earlier in the day
- ✓ Give overviews
- ✓ Establish personal rapport
- ✓ Allow time for breaks and 'time out'
- ✓ Head off potential disruptive behaviour
- ✓ Seat away from distractions
- ✓ Accept late work and give partial credit for partial work
- ✓ **Change *your* reaction to behaviour**



An effective language learner?

- is able to take risks and try new things
- is able to ask for help without expecting ridicule or criticism from the teacher
- is able to concentrate on one task and their own work
- is able to manage the difficult feelings associated with learning, such as frustration, anxiety and disappointment when they get something wrong
- is able to tolerate not knowing something and letting the teacher teach it



An effective language learner?

is able to wait for attention

is able to follow the classroom rules

is optimistic and has a positive attitude
to a problem

believes that the classroom is a safe place

believes that the teacher can be trusted

believes that they can learn and has good self-esteem.



Why can some children not focus on a learning task?

- **Some children have had to live on high-alert and to think that danger is all around them. They cannot focus on the task because they are continually looking around for the next threat and potential danger.**



Some children have lived in dangerous environments and cannot take the risk of learning. They have not had the experience of feeling safe. They find it difficult to trust adults and to take the risk of making a mistake in class

- **For some, they have had a very negative experience of adults. When they have asked for help, they have been shouted at, ignored or made to feel stupid and bad.**

Learner difficulty

Possible cause

Learner does not ask for help because they fear rejection

Parental mental illness or depression. Children sometimes learn that their parent cannot cope with their demands, particularly if the parent is depressed. The child might learn to not ask for help because the parent is not well enough to respond.

Learner cannot take the risk of making a mistake

Emotional abuse, for example, constant ridicule of mistakes. Emotional abuse often takes the form of telling a child that he or she is stupid and ridiculing their mistakes. They might learn that it is safer not to try something unless they can do it perfectly

Learner difficulty

Possible cause

Learner cannot focus on their own work and is always on high-alert

Domestic violence. Children sometimes learn that their world is not safe and that the mood of the adults around them can change suddenly and violently. The child might learn to continually watch everyone and everything around them so that he or she can avoid the violence.

Learner reacts very badly to any changes in routine or in class

Several moves of home/family, possibly in foster care. Children who have been in foster care or have had to move many times because of parental separation or violence sometimes learn that change is sudden, unpredictable and sad. They might react very badly to small changes at school as it is a reminder of other more painful changes.

Food for thought

- ‘A child’s current behaviour often reflects an essentially sane response to an untenable set of life circumstances.’

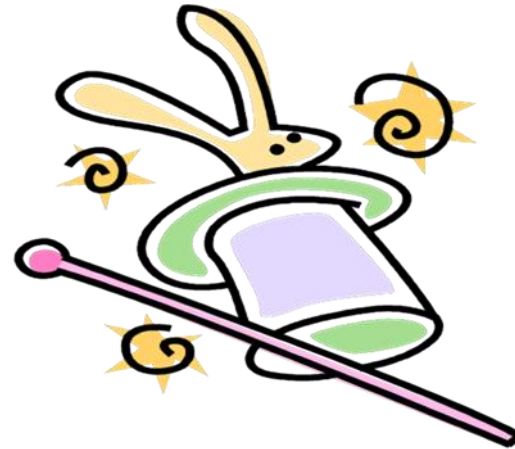
Bray 1997 (Quoted in Visser, J and Rayner, S (1999) Emotional and Behavioural Difficulties : A Reader. QEd.)

‘It must be recognised that the area of pupil behaviour is highly emotive. It challenges teachers’ sense of their own professional competence and both teachers’ and parents’ self-esteem. . . emotions often get in the way of constructive planning. ’

Peter Gray and Sue Panter, Support for Learning, Vol 15, No 1.

Possible approaches and solutions in supporting learning

No magic spells or tricks

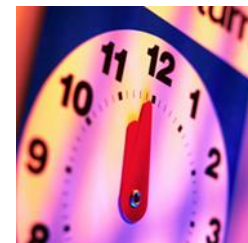


.....but

Some ideas and possible solutions

✓ Your state for learning - get it off your chest

✓ How long is a minute?



✓ It's all noise to me!

✓ Colour coded sentence making & Physical sentences



✓ Visual timetables

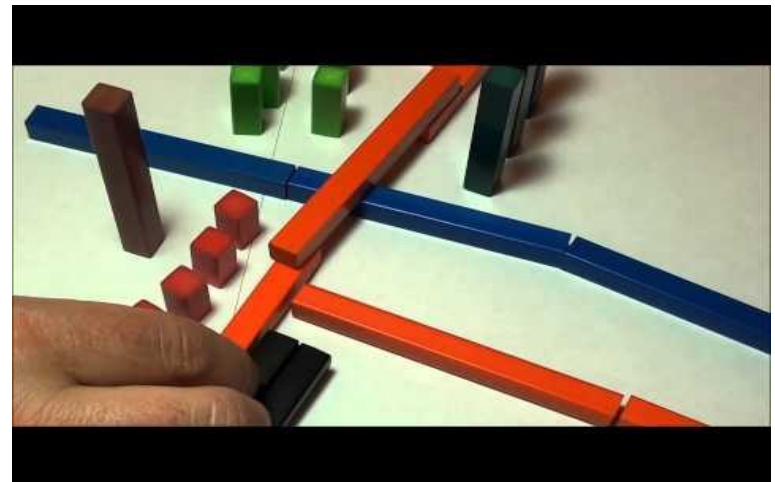
What state are you in for learning?



Our drawing – our text



Design a summer school holiday camp



Difficulties with sequencing - Jig-saw activities

- Common classroom reading or listening activity
- *Almost impossible* for learners who have problems with sequencing
- Focus on the shape rather than the text
- Provide overview and outline



Making Sentences – Flexible Syntax

Articles

Adjectives

Nouns

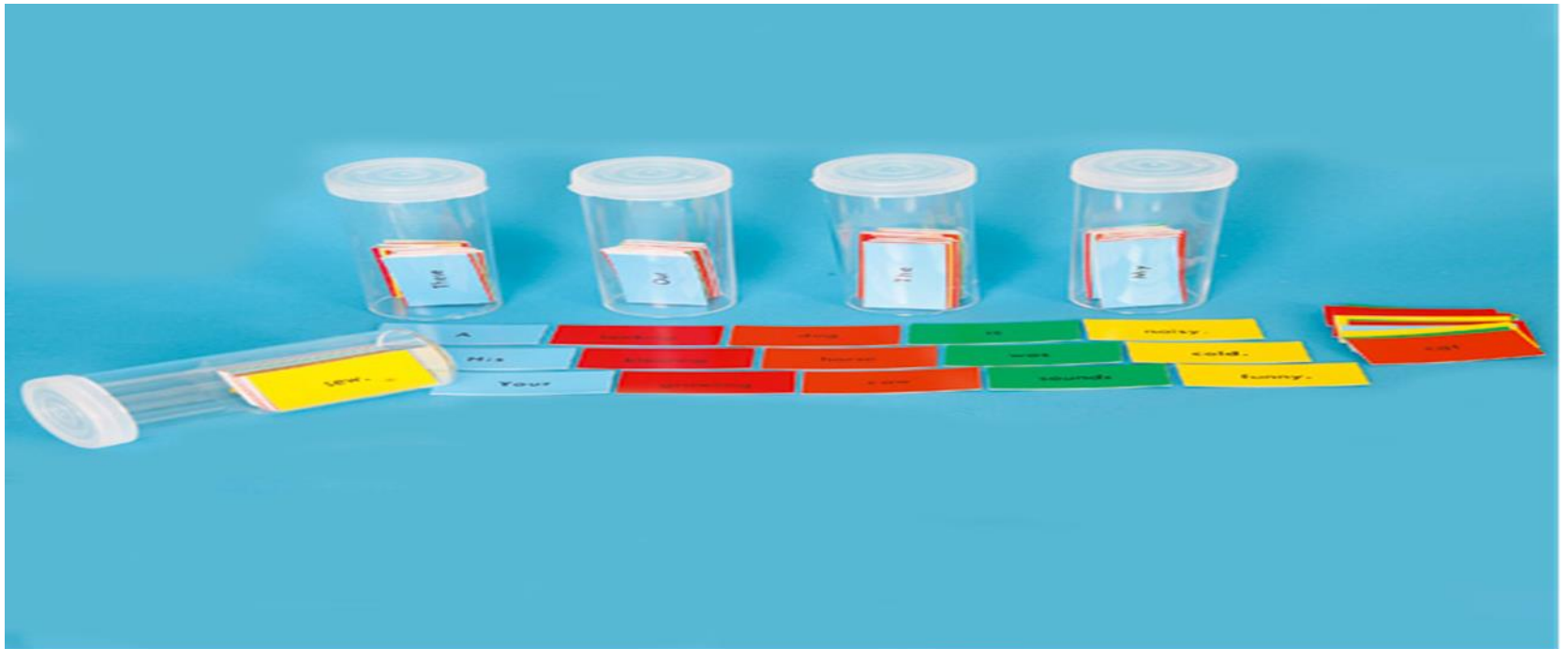
Verbs

Prepositions

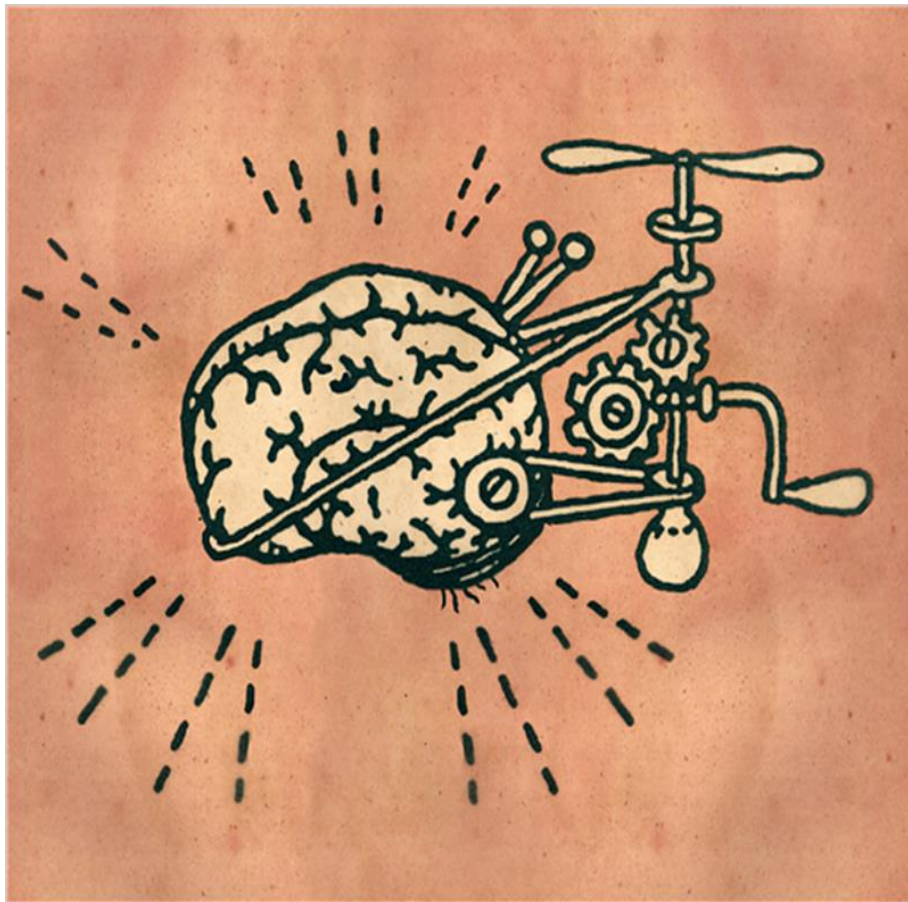
Adverbs

Reading and writing

BROGY



Learner generated creations



Phoneme awareness:

Discriminating English vowel sounds like / I / and / i: /

Activity

King Will

Queen Jean

**Cheese*Meat*Liver*Beans*Chips*Chicken*
Leeks*Fish*Yeast*Milk*Greens*Peaches**

Visual Timetables



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

8.45-9.00



Registration



9.00-10.00



English



Maths



English



Maths



Science



10.00-11.00



Maths



English



Maths



English



R.E.



11.00-11.15



Break



11.15-12.15



Science



Science



P.E.



Science



French



12.15-1.00



Lunch



1.00-2.00



P.E.



Music



French



Art



Technology



2.00-3.00



Technology



I.T



History



Citizenship



Geography



Classroom strategies & tips

- **Tell learners what you want them to do, not what they shouldn't do**
- **Be aware of the state you are creating, walking around when asking for quiet can create the opposite state**
- **Give instructions on a need to know basis, demo and visual. Be consistent with your use of space.**
- **Think about how you are standing. Freeze body when giving instructions, weight evenly distributed, toes forward for getting attention.**
- **A place at the front where everyone can see for instructions, another spot for discipline to create spatial anchors**

And some Classroom management tips.....

- **Use the language of 'need' rather than obligation. 'You don't need to be like that in here'**
- **Focus and comment on pupils who are doing what is required. 'This table is ready, great'**
- **Use 'thanks' at the end of an instruction 'John, I need you to move over here, thanks'**
- **Build in perceived choices where possible . 'OK, you can do this alone or in a pair'**
- **Distract, deflect at the point of conflict.**

Some personal tips supporting YOU

- **Be your own best friend/coach**
- **Write down 6 highlights**
- **Write down all the things which are stressing you. Concentrate on the things you can control**
- **Set some positive anchors/triggers to change your mood.**
- **Talk to trusted colleagues, agree how to off-load. Avoid toxic dumping.**
- **Manage your physical and emotional health**

Finally – some learning points

- ✓ **Learners with SEBDs/SEMH have learning needs – they are not being naughty**
- ✓ **Teachers need to be able to manage their own emotional state to be able to respond to needs**
- ✓ **Behaviour is a form of communication: teachers need to try to understand the meaning behind the behaviour**
- ✓ **A child's early life experiences will affect how they behave and learn in class**
- ✓ **The way to change learners behaviour is to change how you respond to them**
- ✓ **Learners respond better to assertive communication, not aggressive or passive**
- ✓ **Rewards and sanctions should be clear and developed with learners**
- ✓ **The curriculum offers opportunities to work on social, emotional and behavioural skills**

www.teachingenglish.org.uk

Thank you

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