

# Inclusion and Special Educational Needs in Georgia

## Tblisi, Georgia 12-13 March 2016

### 10 Approaches to inclusive learning

### **Equality** and **Quality** in teaching and learning

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# Special Educational Needs

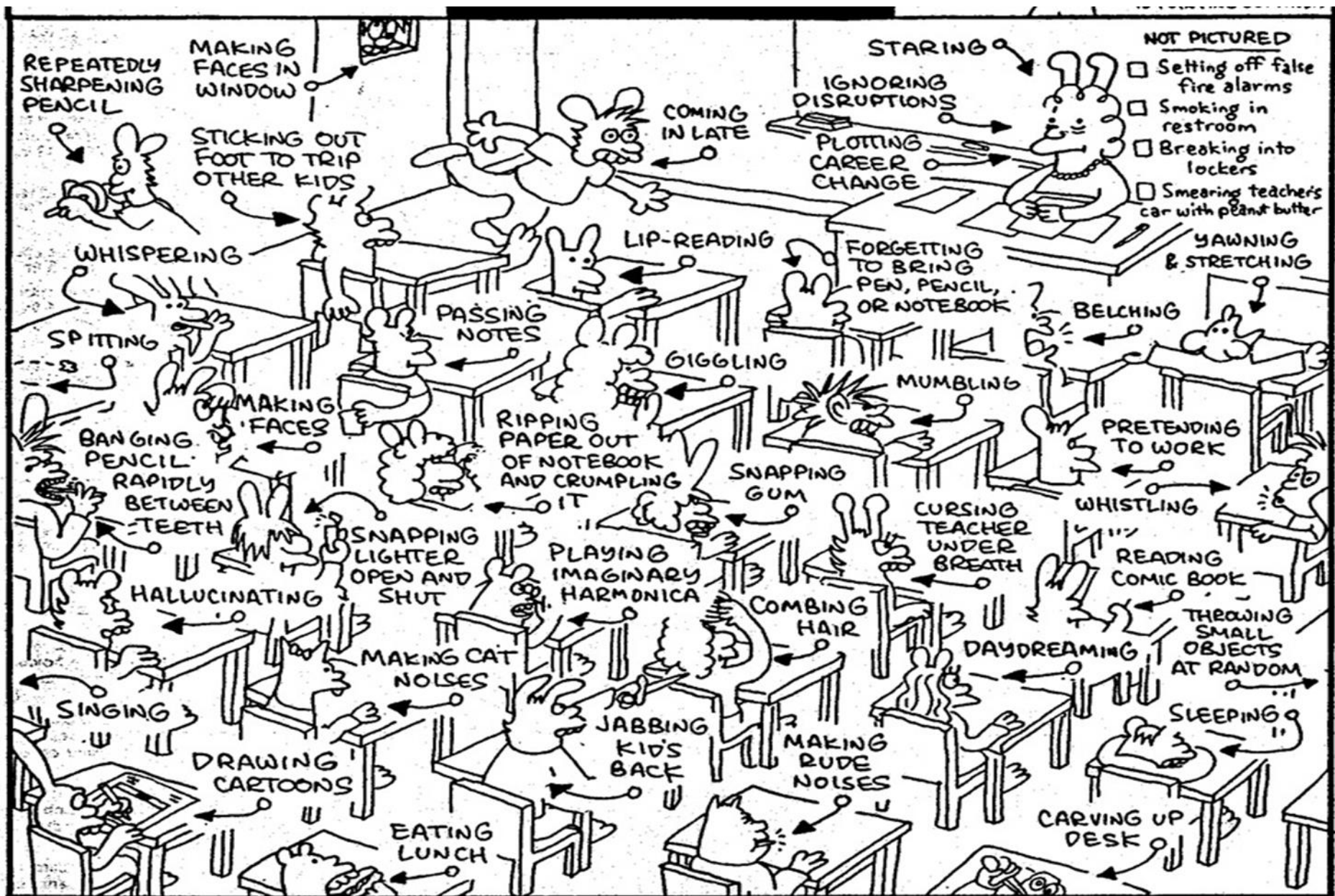


Which of these children have special educational needs?

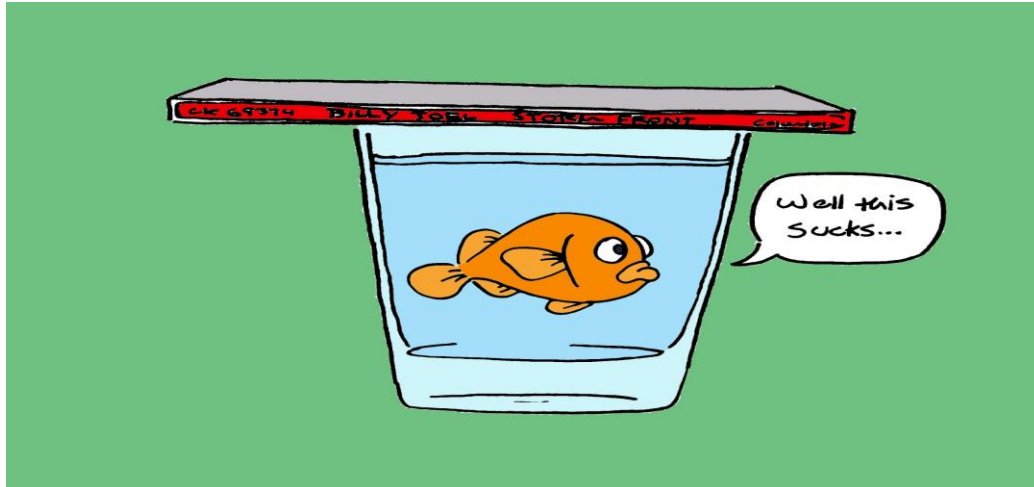
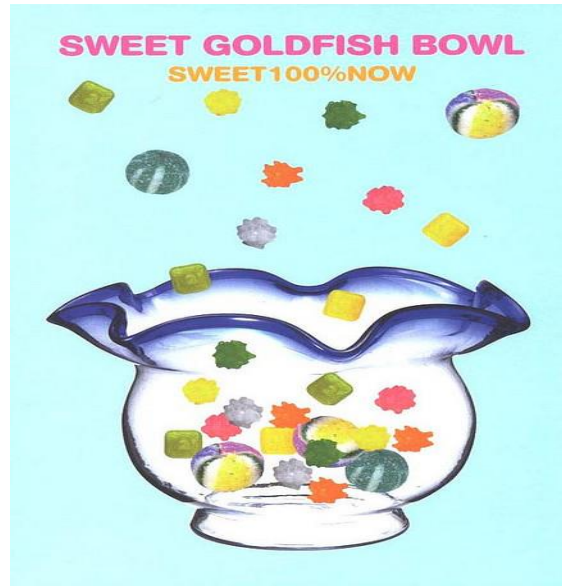
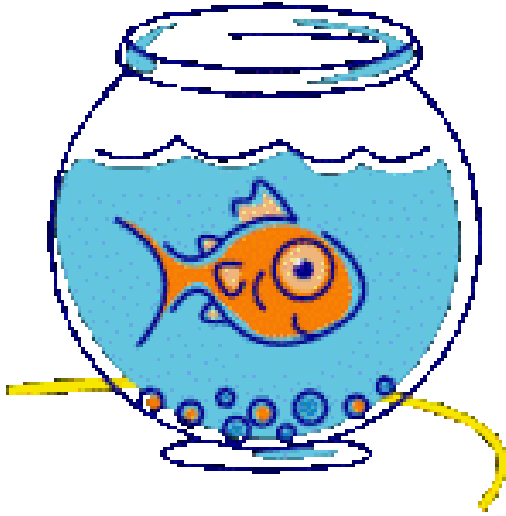




# What's going on in this classroom? What is not happening?



# Great fit for some – for others alien planet





# Special Educational Needs Access and Engagement



The 'average' child??

Physical  
Impairment

Hearing  
impairment

Visual  
Impairment

SEBDs/  
SEMH needs

Dyscalculia

Gifted &  
Talented

Speech &  
language  
needs

Dyslexia

Autism/  
Aspergers

ADHD

Dyspraxia



# Medical and Social Models of inclusion



Vs



# How do we define special educational needs?

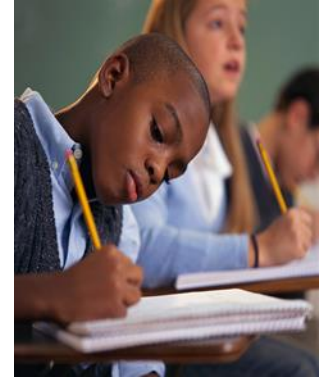
**Children have a learning difficulty if they have a much greater difficulty in learning than the majority of children of the same age. Or a disability which may hinder their 'achievement' compared to children of the same age.**



**Special educational needs is also used as a term for children who need extra provision because they have abilities significantly ahead of their peers**

# Supporting quality teaching and learning

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





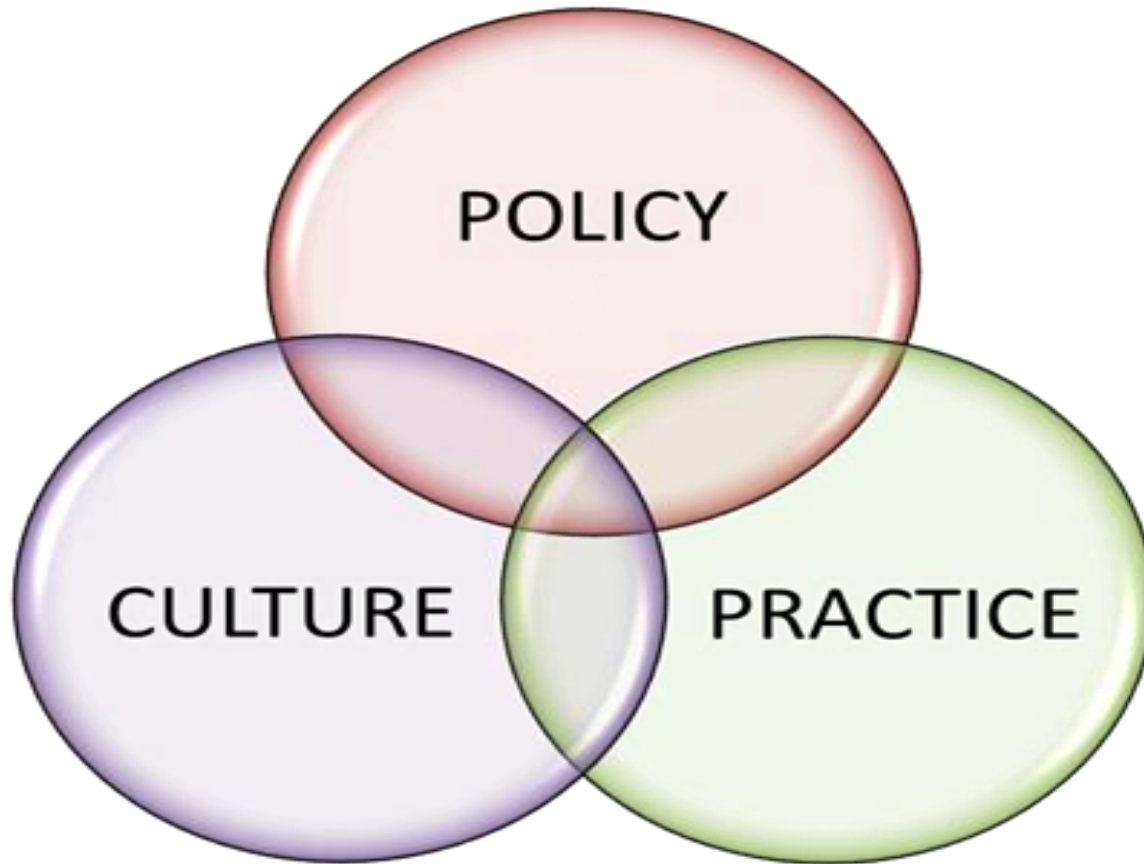
# Different models of inclusion

- ❑ Single track provision
- ❑ Dual track provision
- ❑ Multi-track provision



# Integrated approach to inclusive practices

## Top ten approaches to inclusive learning



# 1. Celebrate Diversity

**Recognition that we are all different and how this is additive to the learning process**

**Positive things that each person brings – collaborative environment**

**the ‘unusual’ is a gift to the class or group**





**What do you see in this picture?**



# Rosie's Story



# Neuro-Diversity – what's the issue?

Classroom learning can be a challenge for neurodiverse learners as usually based on a lockstep approach not meeting their needs based on often different profiles of strengths and weaknesses from the 'typical/norm' - *political/educational/business choices*.



Neurodiverse learners typically may have difficulties with working memory and holding information (text, numbers and effortful memory activity). These difficulties have nothing to do with intelligence but there is clear evidence of underperformance. How can we transform the performance gap?

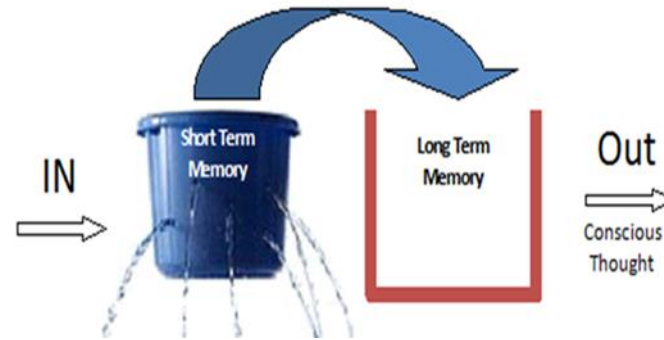


Neurodiversity does not recognize neurological differences as a disability or mental illness, but as equally valid, unique and neurological experiences that should be educationally and socially celebrated.

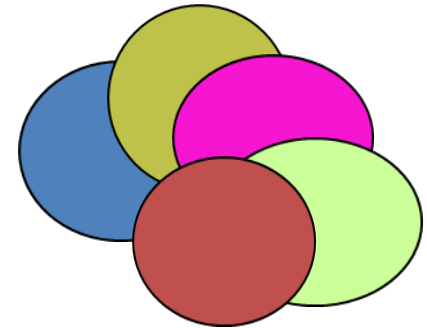


# Spectrum of cognitive differences – neuro-diversity

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



## Co-occurring



**Expressive and receptive language - texts**  
**Working memory & sequencing**  
**Concentration/Focus**  
**Social interaction needs**  
**Organisation of work and tasking**  
**Fast and slow thinking**



# Celebrating cognitive differences - neurodiversity

imagination, holistic/big picture thinking, kinaesthetic and visual memory, strong intuition and creativity.



## 2. Clear and achievable learning outcomes

- ✓ **Ensure learning outcomes are clear and understood by everyone (not only academic)**



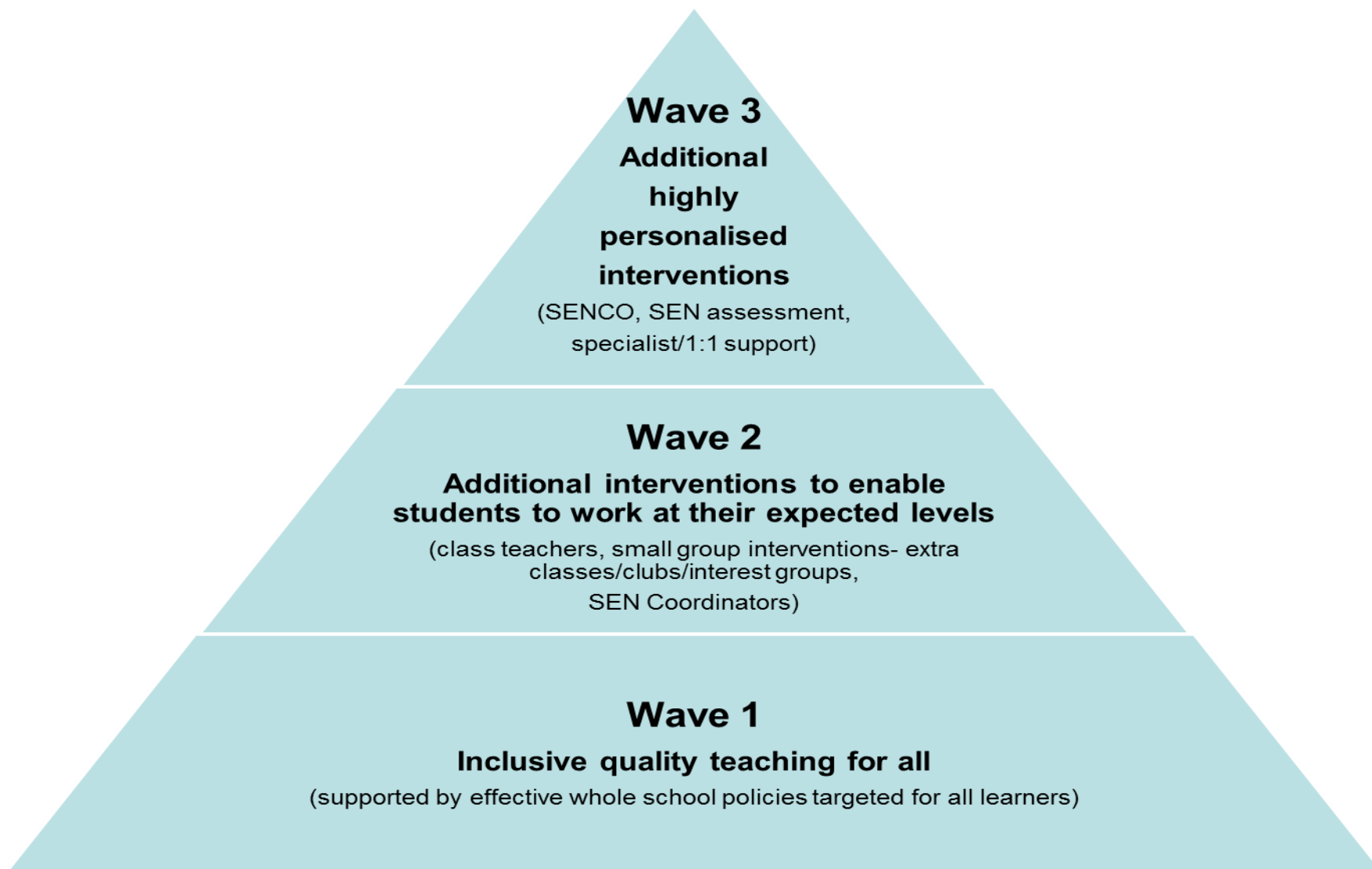
- ✓ **Clear and agreed starting and end points**



- ✓ **The learner can... is able to achieve...**



# Three wave approach to inclusion in mainstream contexts



# Individual Education Plan

<b>Name:</b> Irina <b>DOB:</b> <b>Class /</b> 8B <b>Supported by:</b> Ms Jones		<b>Area of concern:</b> Behaviour/concentration/interacting with others <b>Assessments:</b> observation <b>Proposed support:</b> Small group circle time/ catch me being good card/ lunchtime club		<b>Start date:</b> Now <b>Review date:</b> 6 weeks <b>IEP number:</b> 1	
<b>Targets to be achieved:</b>	<b>Achievement criteria:</b>	<b>Possible resources and techniques:</b>	<b>Possible strategies for use in class:</b>	<b>Ideas for the teaching assistant:</b>	<b>Outcome/evaluation :</b>
To focus on own work To put up hand and wait for teacher's attention when needing help To keep hands and feet to yourself	Work will be completed in class on time Irina will not be in detention for interrupting class Irina will have good report card at end of week . At least 70% achieved.	Teacher will keep a wall chart to record number of pieces of work completed Teacher will use visual icons to remind Irina and whole class to wait and listen. Irina will choose a reward at the end of the week when targets achieved Irina will choose a study buddy to sit next to in class to help focus on own work Social stories			Partially achieved – Irina has completed all work in English but needs to focus better in Science. Most teachers using strategies. Study buddy chosen and working well.
<b>Parent will support by:</b> Giving Irina reward for positive postcard and report cards. Praising Irina for waiting patiently and for showing kindness.			Irina will: tell Ms Jones if she is getting upset and arrange to go somewhere quiet before she gets too angry. Think of her positive self-talk to make herself focus.		
<b>Parents comments:</b> <b>Signed:</b>			<b>Irena's comments:</b>		

# Provision Mapping

<b>Term 2015 Class/Year/Group  Name</b>	<b>Barrier to Learning</b>	<b>Previous additional provision</b>	<b>Additional different provision required to address needs</b>	<b>Time required</b>	<b>Final review of impact date</b>	<b>Comments</b>
	Poor handwriting skills	Small group extra practice	Activity and exam practice	5 hours	End of term	Interventions to identify what the problem is. Writing or a deeper issues - sequencing, fine and gross motor skills .
	Poor motivation/self esteem	Encourage to join lunchtime club	Training in self-esteem exercises	6 hours	Half term	Identify if within school or family problem at the root. Other interventions?
	Speech language and communication	Speech and communication support	Communication activities and assisted technology support	10 hours	Six weeks	Feedback provided by speech therapists and communication support team. Technology?
	Social, emotional behaviour difficulty	Mentoring focus on positive outcomes	Counselling for pupils, teachers and parents	8 hours	End of term	What lessons learnt and articulated by pupils, mentors and parents.



### 3. Start from what is already known

- ✓ Always link the subject matter and the learning to something that the learners already know about and understand

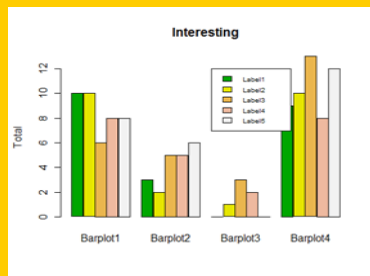


## 4. Remove Clutter

- ✓ Remove clutter and the confusion that detracts from learning



# 5. Scaffolding and 6. Differentiation





# Directions, maps and visual/kineasthetic memory

The screenshot displays a Google Maps interface with a walking route highlighted in blue. The route starts at Milano Centrale Railway Station and ends at British Council Milano. The map shows various streets and landmarks in Milan, including the Porta Nuova and Porta Venezia areas. The left sidebar lists three route options with their respective distances and durations.

**Route Options:**

Route Description	Duration	Distance
Via Via Vittor Pisani and Via Filippo Turati	24 min	1.9 km
Via Via Vittor Pisani	24 min	1.9 km
Via Via Filippo Turati	27 min	2.1 km

**Map Details:**

- Start: Milano Centrale Railway Station, Piazza
- End: British Council Milano, Via Manzoni, 38
- Route: Via Via Vittor Pisani and Via Filippo Turati (24 min, 1.9 km)
- Map shows various streets and landmarks in Milan, including the Porta Nuova and Porta Venezia areas.

**Page-Footer:**

www.teachingenglish.org.uk



# Directions, maps and visual/kineasthetic memory



## 7. Access and Engagement

Access is related to pupils being able to freely attend school regardless of their age, gender, ethnicity, ability or health needs. Access therefore focuses mainly on policies and structures.



Engagement is about ensuring that what they experience when they do access their school is relevant, meaningful, empowering and beneficial. Engagement is therefore focused on practice and pedagogy



## 8. Multisensory and multi-modal approaches



## 9. Ensure appropriate space for the Learner's voice

- ✓ Listen to and act on what the learner wants
- ✓ Actively encourage a collaborative and cooperative approach?
- ✓ Practical and purposeful steps towards a 'learning centred' approach





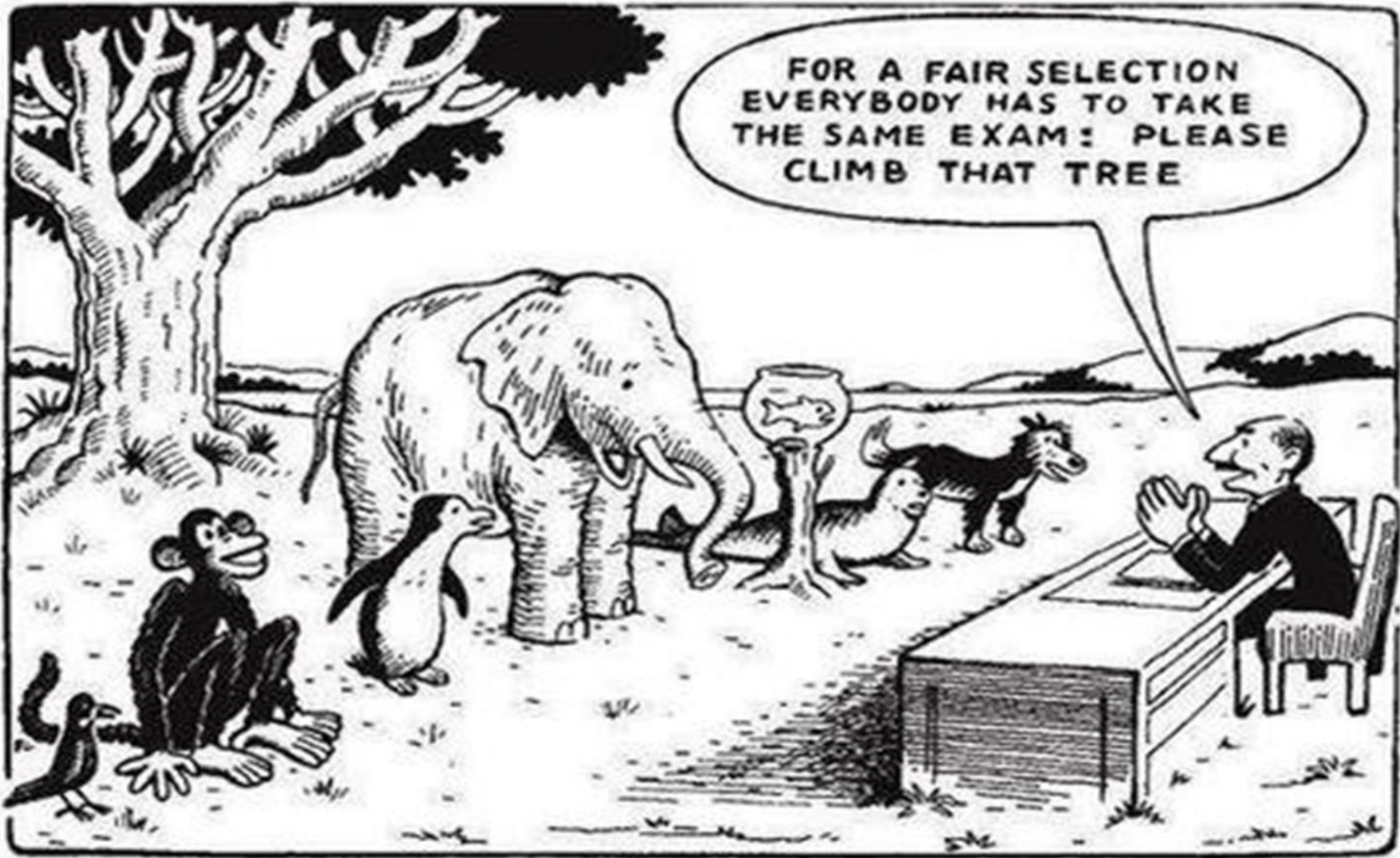
## 10. Assessment for learning

Assess **for** learning and assessment **of** learning

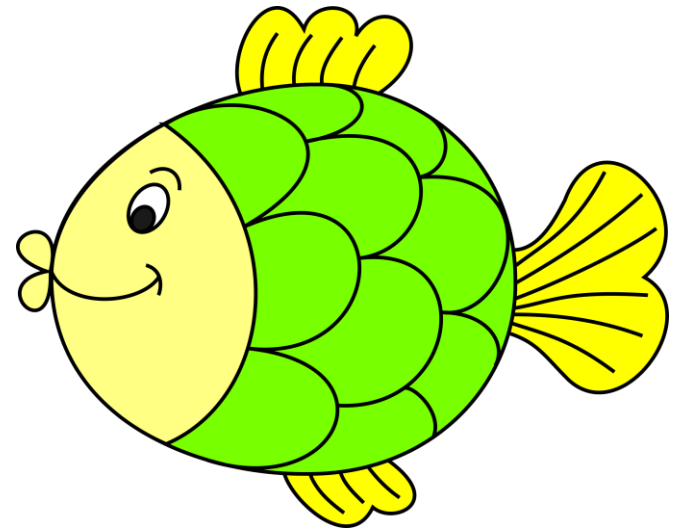
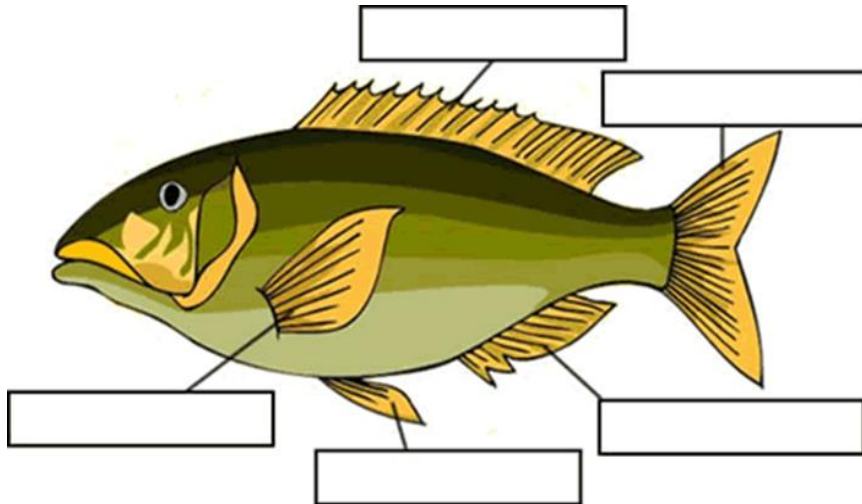
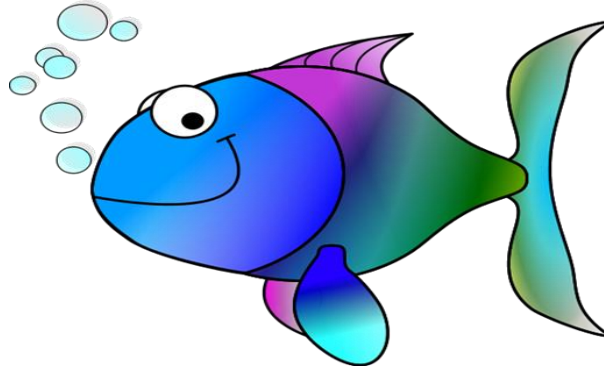
- ✓ Collaborative and continuous
- ✓ Open ended responses – not not fixed answers
- ✓ Involves learner in setting own targets and measuring progress
- ✓ Credit for what someone can do!
- ✓ Positive and achievable
- ✓ Self and peer assessment



# Standardised tests and testing?



# Fishing for compliments



# KWHL Chart – animals in cold parts of the world

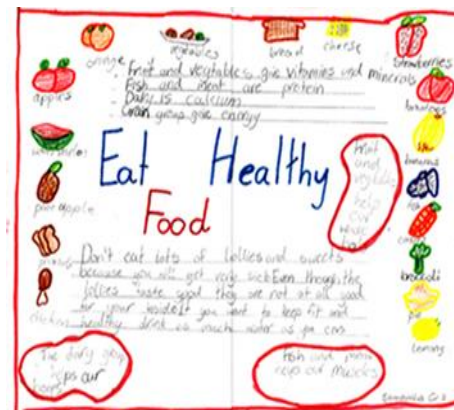
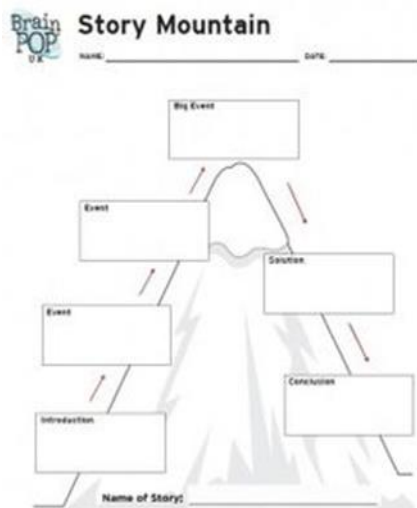
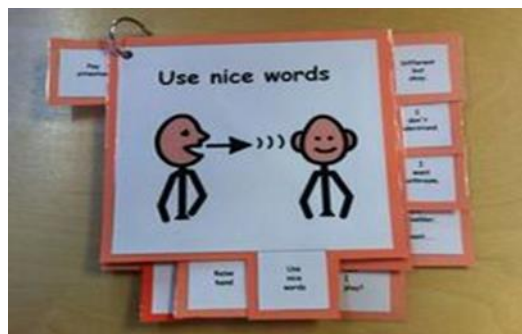
What I know	What I need to know?	How I will find out?	What I have learnt?
<p>1. Polar bears and penguins live in very cold parts of the world.</p> <p>2. Penguins can't fly.</p> <p>3. Emperor penguins are the biggest penguins</p>	<p>1. What other animals live there?</p> <p>2. Do they all fight or do they get on?</p> <p>3. Are there different sorts of polar bears?</p> <p>4. Can they all swim?</p>	<p>1. Class project</p> <p>2. Do my own internet search</p> <p>3. Find out what others in the class/school know</p> <p>4. TV programme scheduled</p>	<p>1. Sea lions, seals and birds live there, too</p> <p>2. Penguins only live at the South pole and polar bears only live at the North Pole</p> <p>3. There is only one main type of polar bear but lots of different penguins</p>



# Self, peer and teacher assessment

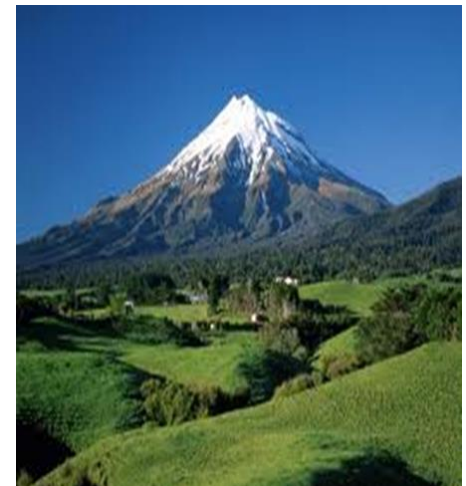
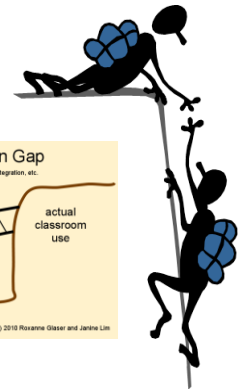
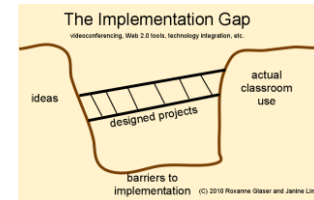
My self-assessment 10/40	My mark (10)	Teacher assessment	Teacher's mark (10/40)
Knowledge, subject content	6	Knowledge, subject content	5
Participation	4	Participation	6
Behaviour	7	Behaviour	5
What I learnt	8	What I learnt	8
<b>Total:</b>	<b>25</b>	<b>Total:</b>	<b>24</b>

# Supporting learners in assessment for learning



# Approaches towards successful outcomes

- ✓ Use inclusive practices based on our 'best endeavours'!
- ✓ Individualise and pluralise teaching & learning
- ✓ Provide overviews and clarification where necessary
- ✓ Bridges between lessons
- ✓ Colour code & notes in advance
- ✓ Assess, plan, do and review
- ✓ Monitoring, mentoring & coaching
- ✓ Multi-sensory approaches
- ✓ KISS-E 
- ✓ Preparation, planning and organisation
- ✓ Promote positive stubbornness
- ✓ Assisted technology
- ✓ Assessment for learning approaches
- ✓ High Interest learning – engage our learners in meaningful ways.....based on what they **can do!**

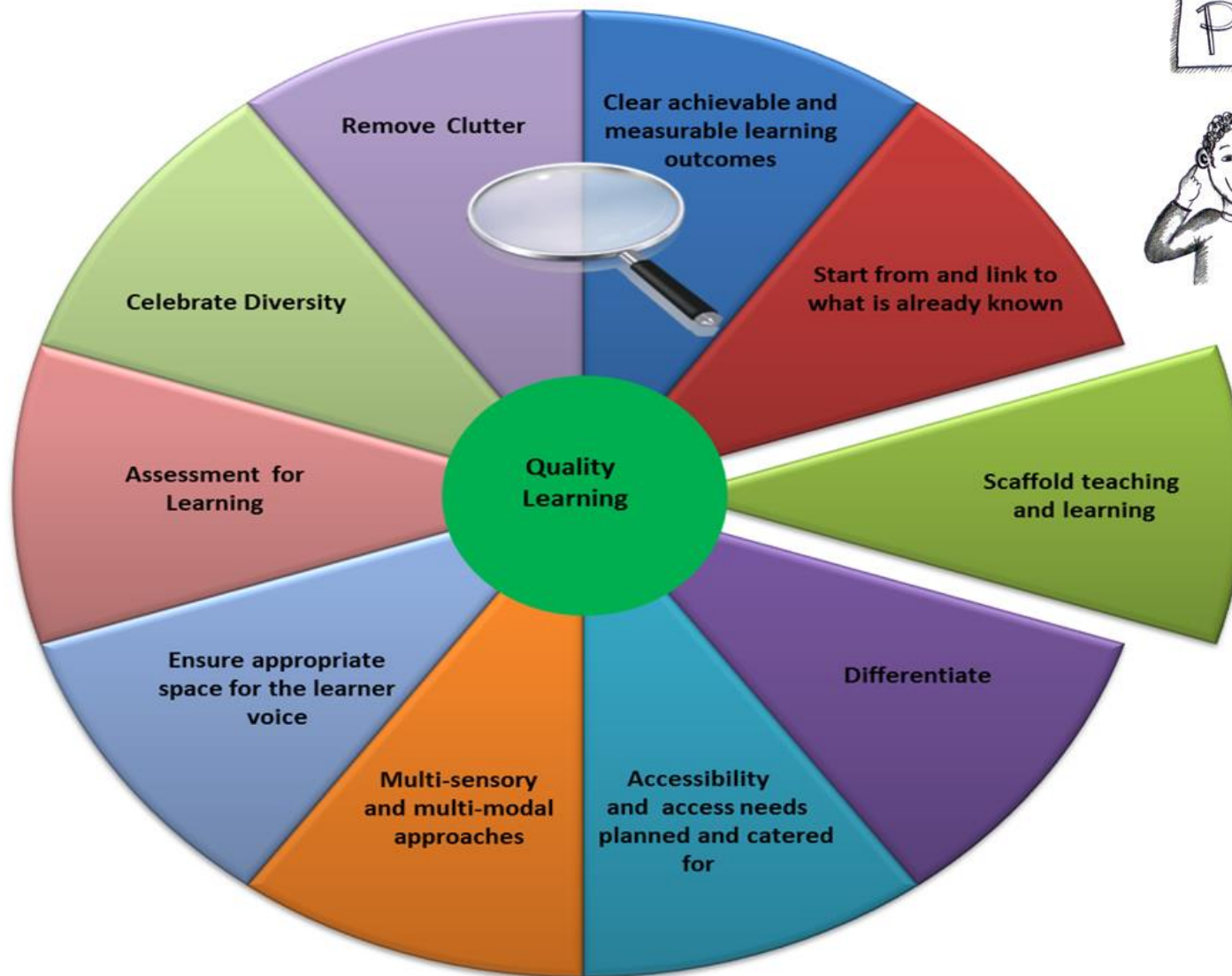


# Common neurodiverse strengths

- ▶ Creativity & Thinking laterally - making unexpected connections
- ▶ Problem-solving skills & Seeing the 'big picture'
- ▶ Good visual, verbal and social skills, thinking easily in 3-D
- ▶ Learning through personalising meaningful connections
- ▶ Remembering patterns rather than sequences
- ▶ Remembering landmarks rather than directions
- ▶ Thinking holistically - all at once - rather than step by step
- ▶ Learning literacy skills by being very interested in the subject, through experience rather than being told



# Top 10 approaches to inclusive practices



# SEN Course Information

- ☐ Special Educational Needs Portfolio
- ☐ Introduction to Special Educational Needs
- ☐ Dyspraxia
- ☐ Visual, Hearing and Physical Impairment
- ☐ Attention Deficit Hyperactivity Disorder
- ☐ Autism Spectrum Disorder
- ☐ Dyslexia
- ☐ Gifted and Talented Learners
- ☐ Inclusive assessment approaches
- ☐ Speech and Language Difficulties
- ☐ Social, Emotional and Behavioural Difficulties
- ☐ Multicultural Influences and the Impact on Learning Difficulties

## Special Educational Needs Portfolio

### For your self-access course

This is your personal portfolio. You can use it to log your thoughts and feelings and to reflect on your work and learning during this special educational needs training course.

Your portfolio has one section for each of the SEN course units. Each section includes:

- a case study
- a learning log - to write your personal notes
- further reading and useful resources.



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- <http://www.teachingenglish.org.uk/teacher-training/special-educational-needs>

# Using Technology 21<sup>st</sup> Century Skills

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

Thank you

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