

Inclusion of Students with Special Needs



Topics:

1. Collaboration in Inclusive Classroom
2. Organisation of an Inclusive Classroom

Professional Collaboration:



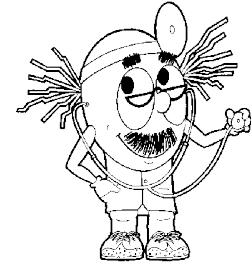
Psychologist



Teacher



SEN Teacher



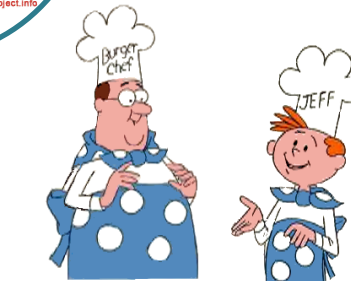
Medical professionals



Parents



Head teacher, other teachers



School personnel



Social worker

I.

Professional Collaboration:

- **Pre-requisites:**
 - Shared goals
 - Voluntary participation
 - Shared responsibility
 - Shared accountability for goals
 - Shared resources
 - Trust and respect



Areas of concern




Effective communication

- Knowledge of the frame of reference
- There are „many right answers“
- Strategies for listening
- Focus on observable information
- Collaborative language – encourage others to speak
- Address disagreement with colleagues immediately

A.

A complex process – needs, expectations, ideas of each participant must be blended into shared understanding

• Shared problem solving:

- Discover a need → perceived by all participants, believe in change, shared accountability
- Identify the problem CRITICAL STEP
→ gathering info, compiling it, analyzing it, reaching consensus on the nature of the problem (PxT) 
- Proposed solutions → brainstorming  (iles)
- Evaluate ideas → evaluation sheet 
- Implement the solution → each team member has an area of responsibility
- Evaluate outcomes → continue/discontinue, modify

Evaluation sheet:



Problem: How can we help Angela to work independently on assigned classroom tasks?

Idea	<i>Angela will work for at least 5 min</i>	<i>Low time commitment for teacher</i>	<i>Doesn't disturb class routine</i>	Total	RANK
Taped instructions	3	1	2	6	
Study buddy	3	3	3	9	1
Easier work	2	2	2	6	
Picture directions	3	2	3	8	2


B.

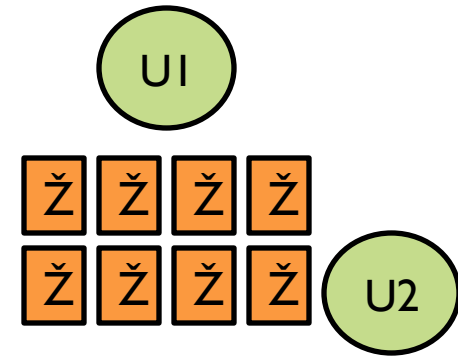
Co-teaching:

- 2 or more teachers share instructions for a single group of students
- Typically single classroom setting
- General teacher + SEN teacher:
 - For a part of day
 - For some classes
 - For a particular topic
 - Full-time

- **One to one support**

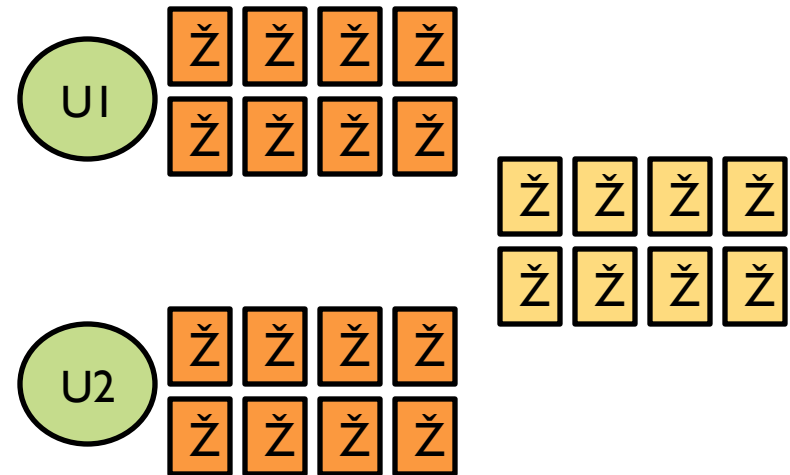
- T1 leads, T2 assisting role

- (combination of methods necessary)




- **Station teaching**

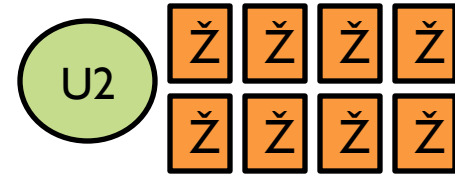
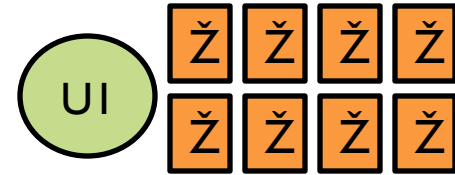
- Curriculum divided into 2 parts, Ss change
- Possible 3rd group – peer-tutoring



- **Parallel teaching**

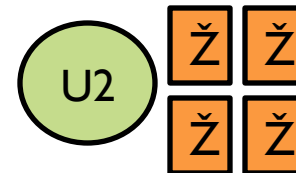
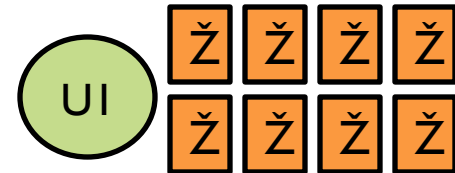
- Ts teach parallelly in 2 groups

 Possibility to choose different learning styles



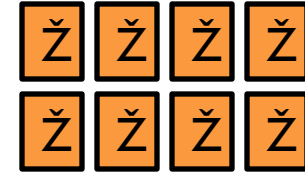
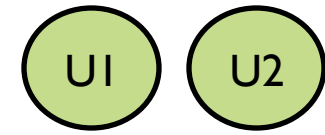
- **Alternative teaching**

- Large and small group of Ss
- Small group – SEN
- (only among many options)



• Team teaching

- Ts share leadership in the classroom
- Eg. T1 lectures, T2 note-taking strategies



TIPS:

- plan lessons, discuss with co-teahcer
- Attend to details (use free time, discipline...)
- Prepare parents
- Avoid „paraprofessional trap“
- Go slowly – co-teachers to get used to their styles

Working with parents:

- [http://
www.inclusiveeducationpdresources.ca/
collaborating-with-parents/videos.php?
id=6](http://www.inclusiveeducationpdresources.ca/collaborating-with-parents/videos.php?id=6)

C.

Working with parents:

- Essential in inclusive classroom
- P help to understand strengths and needs of the S
- P see the S performance from another perspective
- T – needs to understand the complexity of P role


Parent conference:

- **BEFORE:**
 - Clarify purpose (for T and P)
 - List of questions
- **DURING:**
 - Atmosphere, privacy
 - Use Mr, Ms (not mum and dad)
 - S to be referred to by name
 - Suitable table, conference table
- **AFTER:**
 - Notes on key points
 - Agreed actions to be put into action ASAP

- What are your priorities in your child's education this year?
- Are there any topics you want to discuss

2.

In the inclusive classroom:

- Identify classroom, environmental, curricular and instructional demands 

- Note student learning strengths and needs

- Check for potential areas of success

- Look for potential problem areas

- Use information to brainstorm instructional adaptations

• brainstorming

- Decide which adaptations to implement

• Instructional and organisation adaptations

- Evaluate students progress

• T x TA x personal A

• What the Ss know NOT the extent of disability

• Basic skills – reading, math...
• Cognitive skills – „learn how to learn“
• Survival skills – attending school, being organized, independent, completing tasks, communication



- **Physical organisation**

- **Classroom routine**

- Stability = prevention EBD

- **Classroom climate**

- Ts attitudes

- **Use of time**

- Maximize academic learning time
 - Manage transition time
 - Manage organisation
 - Use of meaningful sponges

- **Classroom rules**

- Brief, clear
- positive

wall displays, storage, set-up,
etc.

- Is the classroom characterized by cooperative or a competitive atmosphere?
- Is the classroom a safe place for all Ss to take risks?

Games and Qs:

- What no. Comes between 31 and 33?
- „I spy..“
- „Dismissal cards“
- Say 5 parts of the body (according to current topics at school)

Don't call answers! **X** Raise your hand to speak!