

Special and Inclusive Education

Pupils/students with SEN/D

Special educational needs:

- Health disability
- Health disadvantage
- Social disadvantage

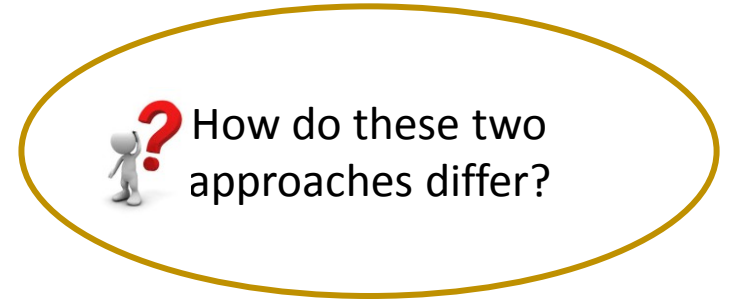
- Intellectual disabilities
- Physical disabilities
- Hearing impairment
- Visual impairment
- Speech or language impairment
- Multiple disabilities
- Autism
- Learning disability
- Behaviour disturbance

- Long-term illness
- Mild learning disabilities requiring modification in education

Family background with low socio-economic status
At risk of harmful influence
Imposed institutional or protective institutional care
Asylum-seekers
Person applying for international protection in the Czech Republic

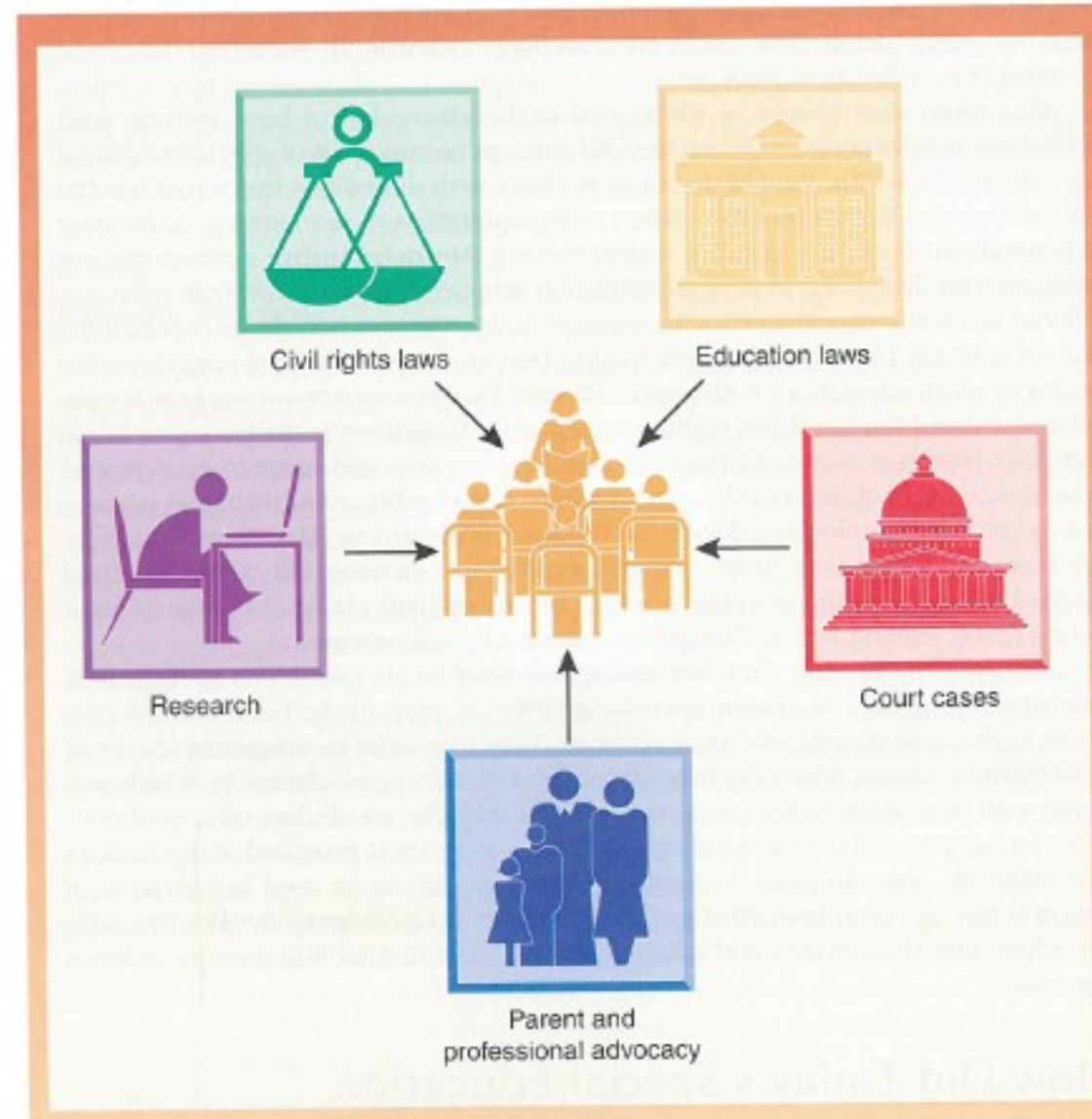
Disability categories according to IDEA (1990)

- Learning disability
- Speech or language impairment
- Mental retardation (cognitive/intellectual disability)
- Emotional disturbance
- Autism
- Hearing impairment
- Visual impairment
- Deaf-blindness
- Orthopedic impairment
- Traumatic brain injury
- Other health impairment (cancer, diabetes...)
- Multiple disabilities
- Developmental delay (up to the age of 9)



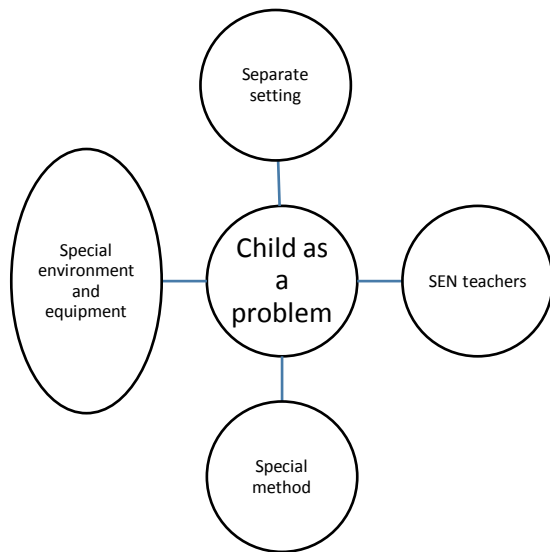
Influences on current special education practices

FIGURE 1.1 Influences on Current Special Education Practices

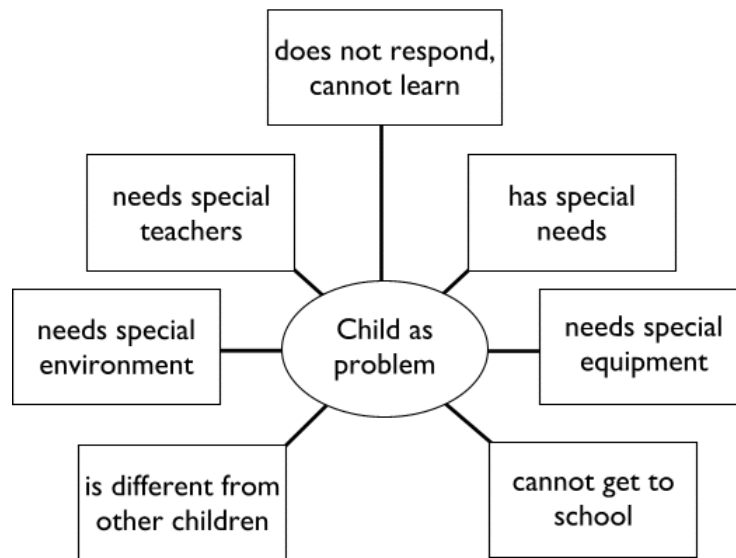


Two track system of education in the Czech Republic

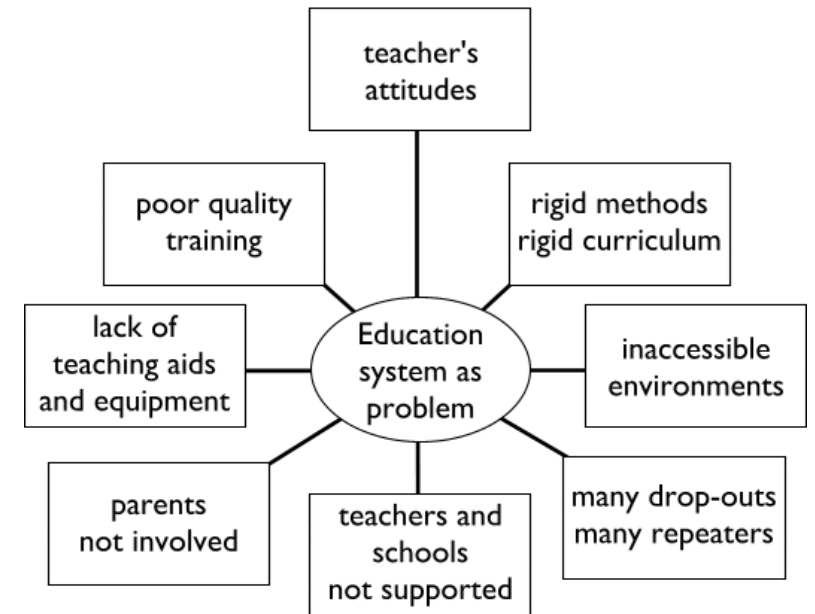
Special Education



Integrated Education



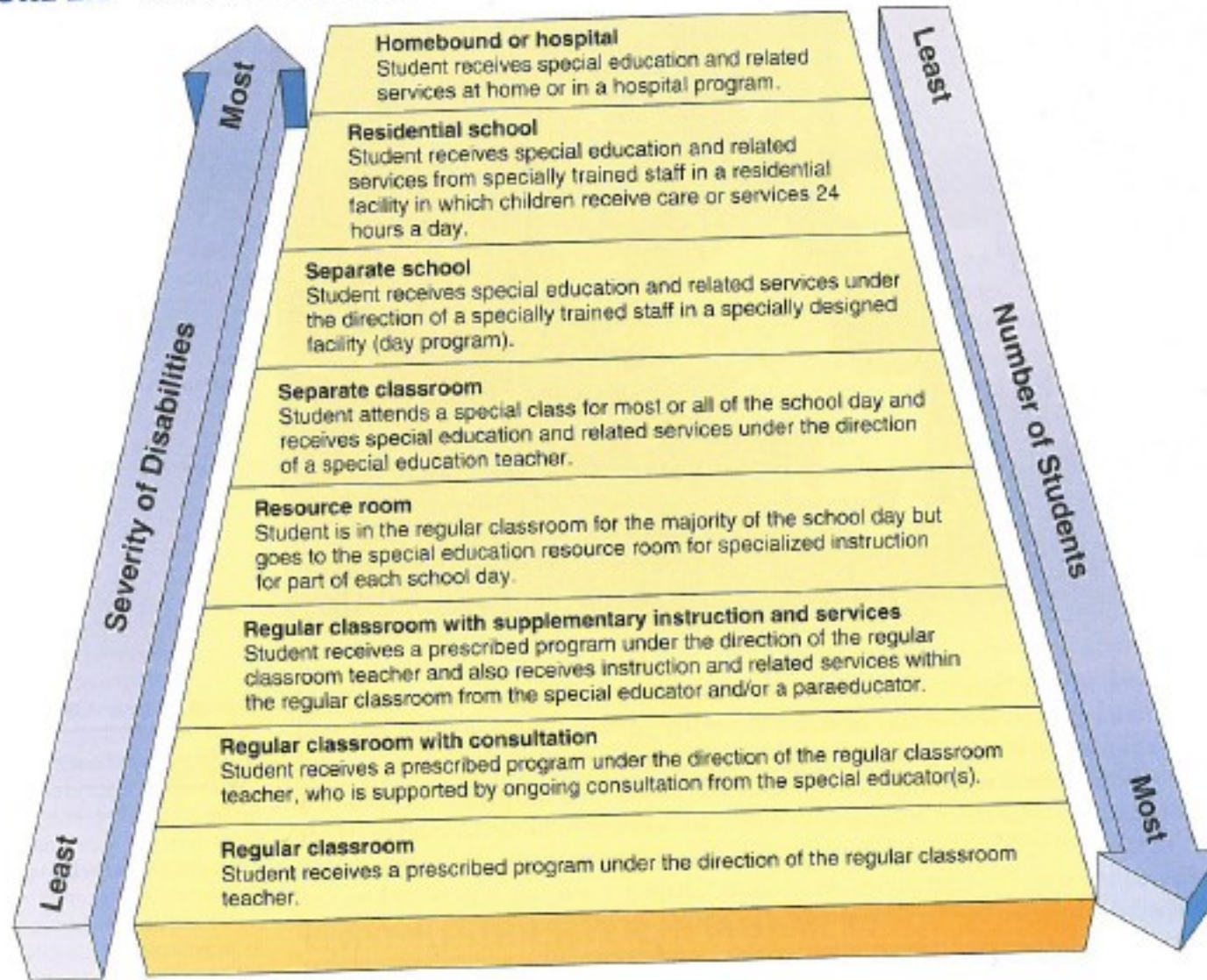
Inclusive Education



Continuum of placement options

FIGURE 2.6 Continuum of educational services for students with disabilities

- SC/



Support for students with SEND/D

- 5 levels of „supportive measures“:
 - 1st level – school alone, with school counsellor, psychologist, SEN teacher
 - 2nd – 5th – counselling centre (outreach centre)
- [Katalog podpůrných opatření](#)

Students with learning difficulties

Students/pupils with learning difficulties

- LD result in significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, and/or mathematical skills
- Think of an LD pupil. Write down ways the child acts in a class, its typical problems and behaviour.



Characteristics

- difficulty reading, writing, spelling, and/or using mathematical concepts in contrast with average to superior skills in other areas.
- poor handwriting
- trouble listening to a lecture and taking notes
- easily distracted by noise or visual stimulation - unable to pay attention
- trouble understanding and following directions
- confuses/reverses some letters ('b' and 'd', etc.) or words ('was' and 'saw', etc.) and numbers ('41' to '14')
- omits or adds words when reading
- repeatedly forgets things, loses things
- appears clumsy and poorly coordinated
- confuses left and right, gets lost
- often late for class, cannot sense time
- misinterprets subtleties in language - tone of voice - sarcasm

- Visual perception
- Oral expression
- Reading comprehension
- Processing problems
- Spatial orientation

- Comprehension has to do with **background knowledge!**



Direct instruction

- Systematic and explicit presentation of knowledge
- 1. Review and check the previous day's work (and reteach if necessary).
- 2. Present new content or skills.
- 3. Provide guided student practice (and check for understanding)
- 4. Provide feedback and correction (and reteach when necessary).
- 5. Provide independent student practice
- 6. Review frequently.

(Friend, M. & Bursuck, W. D. (2014) Including Students with Special Needs)

Dyslexia

- difficulties with accurate and/or fluent word recognition
- poor spelling and decoding abilities (orthographic representation and specific sound)
- difficulty with spatial orientation (b,d, etc.)
- inability to accurately and fluently decode single words
- difficulty rapidly retrieving and stating names of letters, even though they know their names

Dysgraphia - Symptoms:

- Generally illegible writing
- Random punctuation
- Spelling errors
- Syllable omissions
- Mixture of print and cursive
- Unfinished letters, omitted words
- Cramped, unusual grip

Writing a paper:

- **P** – plan your paper
- **O** – organize thoughts and ideas
- **W** – write your draft
- **E** – edit your work
- **R** - revise your work, producing a final draft

Dyspraxia

- Impairment of the organisation of movement
- immaturity in the way brain processes information

A S with dyspraxia has difficulties with:

- planning their movement
- perception
- co-ordination of body parts
- laterality
- manual + practical work, handwriting
- concentration, short-time memory
- response to external stimulation

Daily Life

- avoid tight neck holes
- trousers with elastical waist
- don't fill cups too full, use straw
- damp towels under plates (stop moving), sit down to eat
- keys and purses on a chain tight to clothing
- keep to daily routine

LD at school

- difficulties organizing information
- limited store of background knowledge to academic activities
- ineffective ways of learning

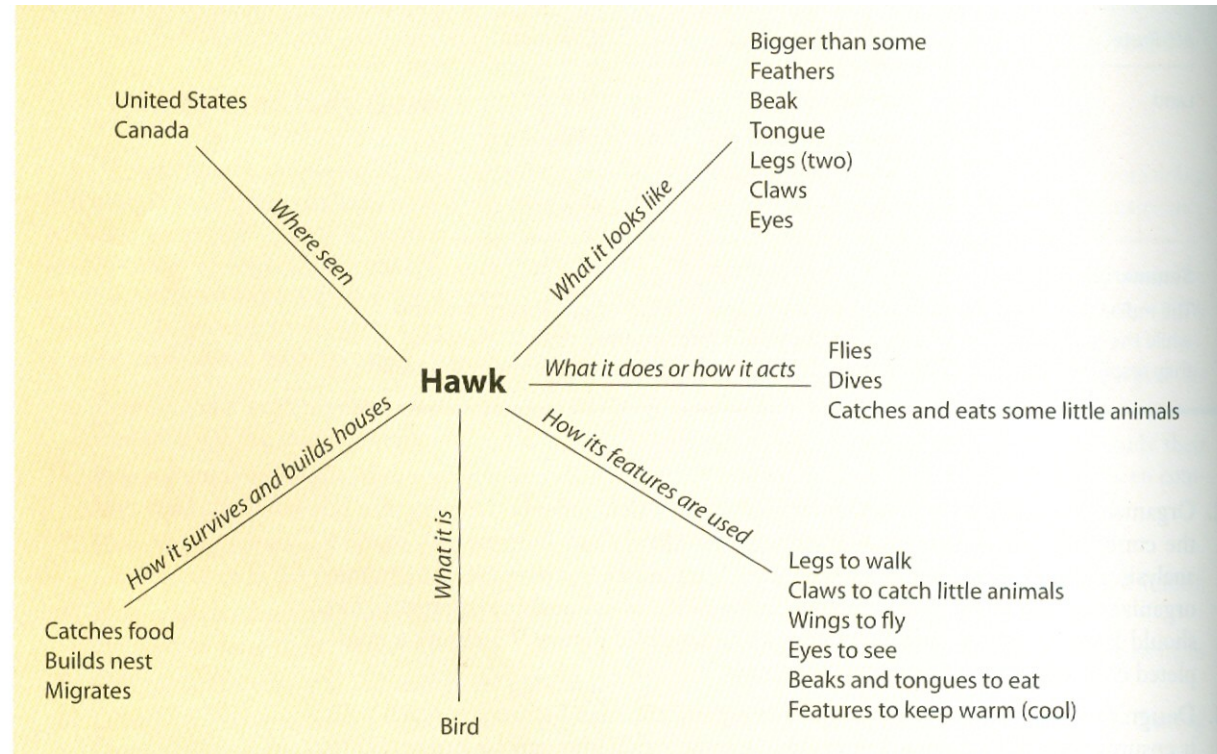
Educational Approaches

- education should include:
 - opportunity for Ss to express themselves
 - learn problem-solving skills
 - meaningful way of learning
- effective, explicit instruction
- learning strategies

Explicit Instruction

- carefully designed materials and activities
- sufficient range of examples
- step-by-step strategies
- broad Qs, guidelines to focus attention at deep processing
- frequent, positive feedback
- practice opportunities

Graphic organizer:



Graphic organizer 2:

Figure 9.5 Story Map

Name _____

Characters

Dora
Dora's mom and dad
Dora's brother Ramon and her sister Rosa

Setting

A city on the day of a parade

Problems

Dora's brother and sister got lost at the parade.
Dora's family laughed at her farola.

Attempts

Dora got on her father's shoulders to see if she could find her brother and sister.

Resolution

Dora found her brother and sister because they were holding her funny farola and she was able to see it.

Theme

Just because other people think something is not any good doesn't mean that they're right.



What are the most important skills of students from teachers point of view?

Student Skill/Behaviour

- follow directions in the class
- comes to class prepared with materials
- uses class time wisely
- makes up assignments and tests
- treats Ts and Ss with courtesy
- completes homeworks in time
- works cooperatively in student groups

Students with visual impairment

Over 40 million people in the world are blind, and over 120 million people have significant Low Vision conditions that cannot be corrected, cured or treated by conventional refraction, medicine or surgery.

This number is expected to double by the year 2020.

(World Health Organization, 2004)

Visual acuity impairment /WHO/:

- Normal vision: 5/5 , 5/7.5 and better
- **Low vision:**
 - Medium – 6/18 – 6/60
 - Severe – 6/60 – 3/60
 - Profound – 3/60 – 1/60, visual field narrowed to 20 °
- **Blindness:**
 - Practical – less than 1/60, visual field narrowed to 5-10°
 - Factual - incorrect / no light perception

Definition of visual impairment in the USA:

- **Legal:**

- a person who is **legally blind** has visual acuity of 20/200 or less in the better eye even with correction or has a field of vision so narrow that its widest diameter subtends an angular distance no greater than 20 degrees
- A person who is partially sighted has visual acuity falling between 20/70 and 20/200 in the better eye with correction

- **Educational:**

- Stresses the method of reading instruction
- Persons who are blind or severely impaired learn to read in Braille
- Persons with low vision can read print /with the help of magnifying devices or large print-books/

Implications for teaching

1. Academic achievement
2. Health implications
3. Methods of instruction

Educational considerations:

- Students with VI have to rely on other sensory modality to acquire information
- Modification of the teaching process necessary
 - Braille
 - Use of remaining sight
 - Listening skills
 - Mobility training

Teaching aids for the blind and partially sighted:



- 1.
- 3.
- 5.

- 2.
- 4.
- 6.

- Scanner with Optical Character Recognition /OCR/ software
- 2. Braille display
- 6. Braille embosser
- 3. Braille writing board
- 5. Braille machine
- 4. Tactile models

Low-vision aids:



Try to read with a magnifier.

Mobility training:

- The long cane
- Symbol cane (identification cane)
- White walking sticks (support cane)
- Guide dogs
- Human guides



When speaking with a person who is blind or has low vision, consider the following tips:

- Identify yourself - don't assume the person will recognise you by your voice.
- Speak naturally and clearly. Loss of eyesight does not mean loss of hearing.
- Continue to use body language. This will affect the tone of your voice and give a lot of extra information to the person who is vision impaired.
- Use everyday language. Don't avoid words like "see" or "look" or talking about everyday activities such as watching TV or videos.
- Name the person when introducing yourself or when directing conversation to them in a group situation.
- Never channel conversation through a third person.
- In a group situation, introduce the other people present.
- Never leave a conversation with a person without saying so.
- Use accurate and specific language when giving directions. For example, "the door is on your left", rather than "the door is over there".
- Avoid situations where there is competing noise.
- Always ask first to check if help is needed.
- Relax and be yourself.

Everyday life



- Offering help or information
- Guiding
- Sitting and getting on/off tram (car, etc.)

- [PE](#) for student with visual impairment
 - 6:48 – 15:41
- Blind football – [Avoy](#)
- 3:35
- [Skiing](#) with a guide

Students with hearing impairment

- A HI is a decrease in one's ability to hear (perceive auditory information)
- HI ranges in severity from mild to profound

- Deaf
- Hard-of-hearing

- Mild (26-54 dB)
- Moderate (55-69 dB)
- Severe (70-89 dB)
- Profound (90 dB and more)

Hearing Aids:

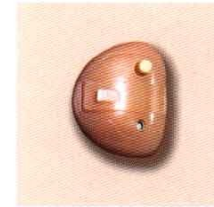
- Worn behind the ear
- Worn in the ear
- Worn in the canal of the ear

Hearing aids make sounds louder, not clearer.

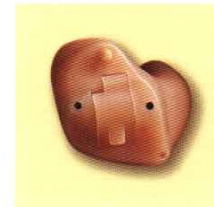
Hearing aid at school



CIC
(Completely-in-the-Canal)
The smallest of all hearing instruments, these are designed to hide more completely in the ear canal and are virtually invisible when worn.



ITC
(In-the-Canal) and HS
(Half-Shell)
Still small and discreet, these models are easy to handle and offer the user additional control functions.



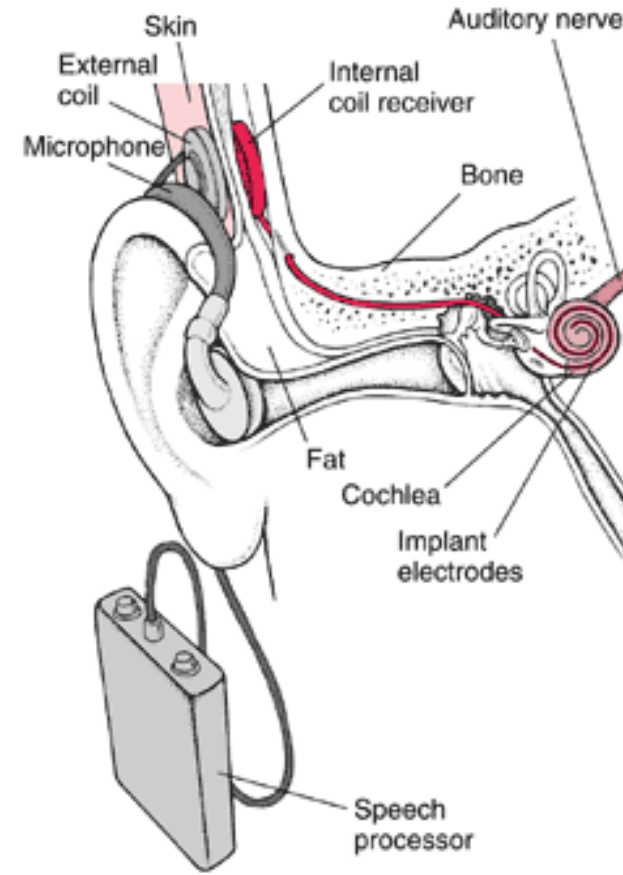
ITE
(In-the-Ear)
This size features the widest selection of user-controlled functions and comfort features.



BTE
(Behind-the-Ear)
These instruments fit snugly behind the ear and can be connected to external sound sources such as TV's or infrared listening systems.

Cochlear Implant:

- A small microphone worn behind the ear
- A small computerized speech processor worn by the person
- An implanted internal coil
- Electrodes implanted in the inner ear





- Tips for [classroom management](#)
- Reading and comprehension
 - Complex sentences
 - Sarcasm, irony, metaphor
 - Distorted timeline

Communication with people with hearing impairment

- Face the hearing impaired person directly, on the same level and in good light whenever possible
- Do not talk from another room. .
- Speak clearly, slowly, distinctly, but naturally, without shouting or exaggerating mouth movements.
- Say the person's name before beginning a conversation.
- Avoid talking too rapidly or using sentences that are too complex.
- Keep your hands away from your face while talking.
- Try to minimize extraneous noise when talking.
- Avoid situations where there will be loud sounds when possible.
- If the hearing impaired person has difficulty understanding a particular phrase or word, try to find a different way of saying the same thing,
- Acquaint the listener with the general topic of the conversation.
- If you are giving specific information, have them repeat the specifics back to you.
- Whenever possible, provide pertinent information in writing, such as directions, schedules, work assignments, etc.
- Take turns speaking and avoid interrupting other speakers.

Students with physical impairment

If a student has a physical impairment, it is highly likely that in some way the student's development and learning may be affected in one or more of the following areas:

- muscle tone, muscle strength, posture
- gross motor skills
- mobility
- fine motor skills
- communication skills
- psycho-social skills.

- Memory
- Attention
- Gross and fine motor skills
- Anxiety – spasm, involuntary movements

Recommendations:

- Never act or decide on behalf of the person.
- When meeting a person in wheelchair, we face him/her.
- Never talk on behalf of the person (at shops, institutions, etc.).
- Pay attention to the angle from which people in wheelchair can see.
- Every time we stop, we pull breaks of the wheelchair
- We lift the wheelchair holding only fixed parts.
- We are acquainted with the wheelchair – parts, folding, basic maintenance.

At school:



www.alamy.com - DY9JF3

