

Special and Inclusive Education

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Getting to know the group

- Group 1: Introduce yourselves briefly.
- Group 2: Prepare a label on your T-shirt.
- Group 3: Write down 3 numbers and let others guess.
- Group 4: Your life in one sentence.
- Group 5: Find someone who.....

'For sale: children shoes. Never worn.'

Ernst Hemingway

Longed for him. Got him. Shit.

Margaret Atwood

Alone at home. Cat on lap.

Teaching tolerance

- Introduce students to people with disabilities.
- Focus on language.
- Use the school and its surroundings.
- Bring math into problem-solving.
- Involve parents and let them know what to expect.
- Listen to the students.

Banks (1994) found that students show less prejudice when they are able to reason at a high level and use critical thinking.

When high expectations are communicated clearly, consistently, and sincerely for all students, attitudes toward diversity can be improved (Vaughn, 1996).

Studies by Stephan (1985) reported that students who engaged in role play activities of racially different persons developed more positive racial attitudes.

Fisher (1965) and Yawkey (1973) found that reading positive multiethnic literature improved student attitudes toward people from many different ethnic groups.

Literature and resources

- JARKOVSKÁ, Lucie, Kateřina LIŠKOVÁ a Jana OBROVSKÁ. "We treat them all the same, but...". Disappearing ethnic homogeneity in Czech classrooms and teachers' responses. *Race Ethnicity and Education*, 2015, roč. 18, č. 5, s. 632-654. ISSN 1361-3324.
- TITUS, D. *Teaching tolerance and appreciation for diversity: Applying the research on prejudice reduction*. Annual Meeting for Curriculum Development (presentation), 1998. online: WWW <https://files.eric.ed.gov/fulltext/ED461623.pdf>
- www.tolerance.org

What do you expect?



What to expect...

- Discussions
- Group work
- Hands-on activities



“The key issue we face is that there are 10 of us, but only 9 biscuits....”

Syllabus

- 1. Inclusion and exclusion: what fairy tales teach us.
- 2. Inclusion in education, international documents: Are the Beatles a brand-new band?
- 3. Multidisciplinary team in inclusive education: Who is the captain?
- 4. Work with heterogeneous group of pupils at school and in free-time activities
- 5. Support needs based on a pupil's health disability and other health conditions
- 6. Students with learning difficulties: What is it like to study in Chinese?
- 9. Support needs derived from a pupil's cultural environment and other life conditions and pupils in substantial risk of school failure
- 10. Supporting students with sensory impairment: when talking loud is not enough.

Requirements

- Attendance and active participation
- Group project and presentation



Group project

- Choose and activity
- Choose who attends the activity
- Mind map about accessibility
- Try out and videotape.
- Present in the class and discuss.



Pre-test.....

