SEN children - partners in change in the inclusive classroom

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www.britishcouncil.org/connectingclassrooms
The key concepts

Rights of those with special needs to be involved in meaningful ways

ACCESS

Curriculum
  Relevant
  Broad
Qualification outcomes

PARTICIPATION

Student Engagement
  Active learning

Content
  Teaching/learning activities

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Categories of disability under National Consistent Data

- Physical
- Cognitive
- Sensory
- Social/Emotional
Disability categories – Descriptors for adjustment

- No adjustments at this time
- Supplementary
- Substantial
- Extensive

The level of adjustment may change over time and across curriculum areas
MODEL FOR COLLECTING NATIONALLY CONSISTENT DATA ON SCHOOL STUDENTS WITH DISABILITY

School Students

Students who meet the definition of disability under the *Disability Discrimination Act 1992*

Students who are provided with adjustment in school

Level of Adjustment

**Supplementary Adjustments**
- Physical
- Cognitive
- Sensory
- Social/Emotional

**Substantial Adjustments**
- Physical
- Cognitive
- Sensory
- Social/Emotional

**Extensive Adjustments**
- Physical
- Cognitive
- Sensory
- Social/Emotional

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Curriculum development, accreditation and delivery compliance

- Reasonable adjustment to:
  - Curriculum
  - Teaching materials
  - Assessment and certification
  - Teaching and learning activities
  - delivery modes including non-classroom

- Assessment procedures and methodologies adapted to allow students to demonstrate knowledge skills and competencies
UDL and Differentiation

**UDL**

- Plan for the needs of all students – whole class not the few
- Conscious and deliberate creation of lessons and outcomes that enables all to access and participate in the same curricula
- Can have two different versions to access

**Differentiation**

- Recognises differences in learning
- Ways of presenting key concepts in accessible ways
- Can have different activities and outcomes for sub-groups
What does an inclusive classroom where children take onus for learning look like?
Teacher Factors

Student(s) with additional needs

Peer Factors

Curriculum and Resources Factors

Physical Setting Factors

BEHAVIOUR, LEARNING AND TEACHING

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What do we want students to learn?

Operating within Curriculum Guidelines for all

How will we know when they have learned?

Why do we want them to learn these things?

How best can we help them to learn?
A shared curriculum framework model

The supports and adjustments are required to enable the student to access the curriculum and participate in the life of the school
Issues in making decisions on programming and teaching activities
• What’s the purpose of the task?

• What are the outcomes I want for the class and the individual student(s)?

• How does this task relate to the broader learning needs?
  – other curriculum framework areas?
  – existing knowledge/skills?
  – planned outcomes?

What and How to teach – What and How to assess
What types of supports and adjustments may be required?
Curriculum decisions
What to teach and assess

Teaching and learning activities
How to teach and assess

Who will teach and who will support?

Technology and other instructional supports – Phone apps; Tablets

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Need to be aware of the learning abilities and limits of students

“Mr. Osborne, may I be excused? My brain is full.”
Learning and teaching options

**Adopt** the class program?
**Adapt** the class program?
**Create** a new program?

- Same curriculum but with modifications
- Multilevel or mixed ability teaching
- Curriculum overlapping or alternate curriculum focus

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Adopt the existing program

Consider whether you need to alter any of these:

- format of instructional materials
- format of assessment tasks
- altered teaching or learning styles to meet specific disability needs
- adaptive technology for specific disability needs
Presenting adapted materials

• **Worksheets etc**
  – use visual cues
  – reduce readability
    • more shorter sentences
    • use vocab that’s used & understood
  – predictability
  – cloze procedures
  – only 60% of page
  – consider the audience when using written material

• **Alternate teaching approaches**
  – remember that comprehension of oral is higher than written
  – use the learning styles of the students
  – variety of teaching approaches and activities
  – ALSO ADAPT ASSESSMENT

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Teaching adapted curriculum units

1. Determine the objectives, content and vocabulary
2. Divide the content into smaller manageable units
3. Teach each sub-topic
4. At the end of the sub-topic assess progress
   mastery? - extension activities
   not mastered? - remediation activities & re-assess
5. At the end of the unit assess key content & vocabulary
   knowing that sub-unit content is known

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Failure to plan adequately can have unintended consequences

“Shhhh, Zog! … Here come one now!”
Developing individual learning support plans

• **What is it?**
  – A framework to integrate a student’s specific learning needs within KLAs

• **What does it contain?**
  – Specific teaching activities and strategies
  – Who will be involved in the program implementation
Individual needs
  \[\rightarrow\]
Planning

  \[
  \begin{array}{l}
  \text{Individual goals} \\
  \text{Supports} \\
  \text{Adjustments}
  \end{array}
  \]

  \[\rightarrow\]
Learning Support Plan (LSP)
Individual Education Plan (IEP)
Individual Transition Plan (ITP)

Curriculum requirements/guidelines
  \[\rightarrow\]
Programming

  \[
  \begin{array}{l}
  \text{What to teach?} \\
  \text{Adjustments} \\
  \text{Assessment}
  \end{array}
  \]

  \[\rightarrow\]
Class Program

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Alternate assessment approaches

Option 1

Same task - Same Assessment Strategy

Option 2

Same task - Alternate or modified assessment strategy

Option 3

Different task - Alternate or modified assessment strategy

Option 4

Exemption from assessment task
Measuring the outcomes

Outcomes are:

• Knowledge and understandings
• Skills
• Values and attitudes

Stage appropriate outcomes

Ability appropriate outcomes

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Achieving effective learning and teaching

**Curriculum issues**
- linking current and past learning
- how achievable is the task or materials?
- does the student identify the goal of the task and recognise its relevance and application?

**Instructional issues**
- pacing instruction (task size)
- types and amounts of feedback
- productive learning time
- strategies such as prompting, modelling, chaining

**The learning context**
- classroom management and organisation
- classroom climate
- communication processes

**Effective learning and teaching experiences**

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We need to be realistic in our expectations of all students

“Through the hoop, Bob! Through the hoop!”
5 Criteria of a positive inclusive classroom

- **Substantial student-teacher interaction**
  - being asked questions, responding, receiving feedback

- **Opportunity to respond**
  - critical to being involved and included
  - non-responding can lead to potential behaviour problems

- **Academic engaged time**
  - meaningful engagement with learning tasks
  - high achievers > 85% of time; low achievers < 40% of time

- **Relevant curriculum**
  - skills, processes, content for now and the future taught and assessed within the jurisdictional curriculum framework

- **Maximization of student success**
  - keeping within the frustrational levels of the student
Teacher behaviour found to facilitate inclusive learning

• expecting student differences within any one class
• having knowledge of a wide range of instructional strategies and the know-how to match them to the nature of the student
• varying the amount of instruction and practice with the needs of the individual to provide activities at the students’ levels
• being flexible with class routines
• continually assessing students’ levels of understanding
• making activities relevant and interesting to the learner
Teacher behaviours found to facilitate inclusive learning

- Not the nature or severity of a student’s learning needs
- Not the facilities or particular resources associated with different school settings

What the teacher does is far more important: having high expectations and being positive will have the most positive effect on student learning.
Some students need additional support to ensure they can fully participate in the inclusive school.
Thank you !!