

CONNECTING CLASSROOMS

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

Content

Teaching/learning
activities

PARTICIPATION

Student
Engagement
Active learning



Categories of disability under National Consistent Data

- Physical
- Cognitive
- Sensory
- Social/Emotional

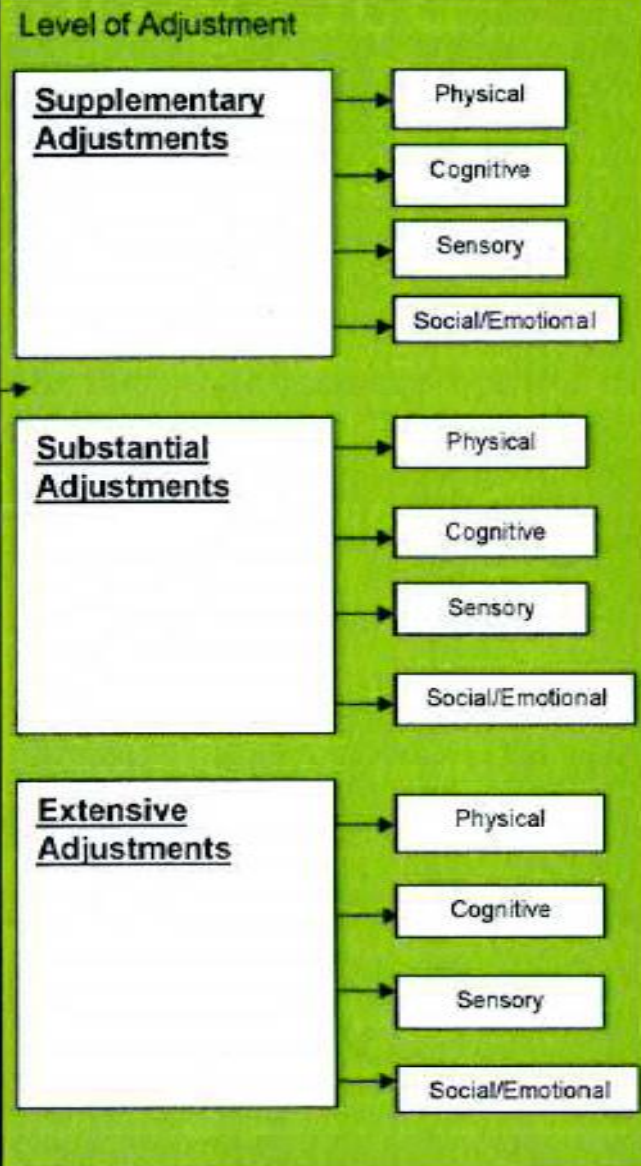
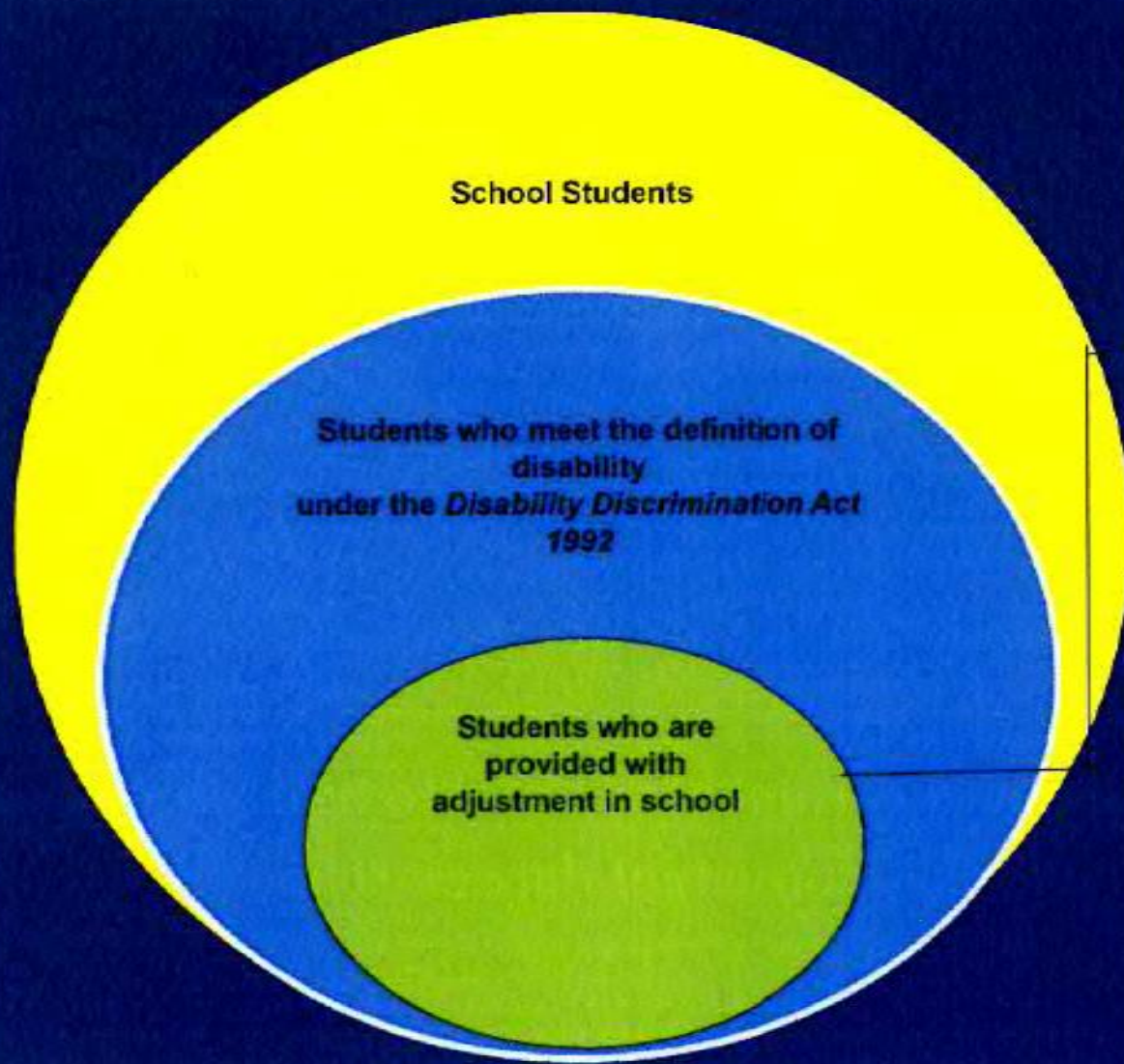


Disability categories – Descriptors for adjustment

- 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



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

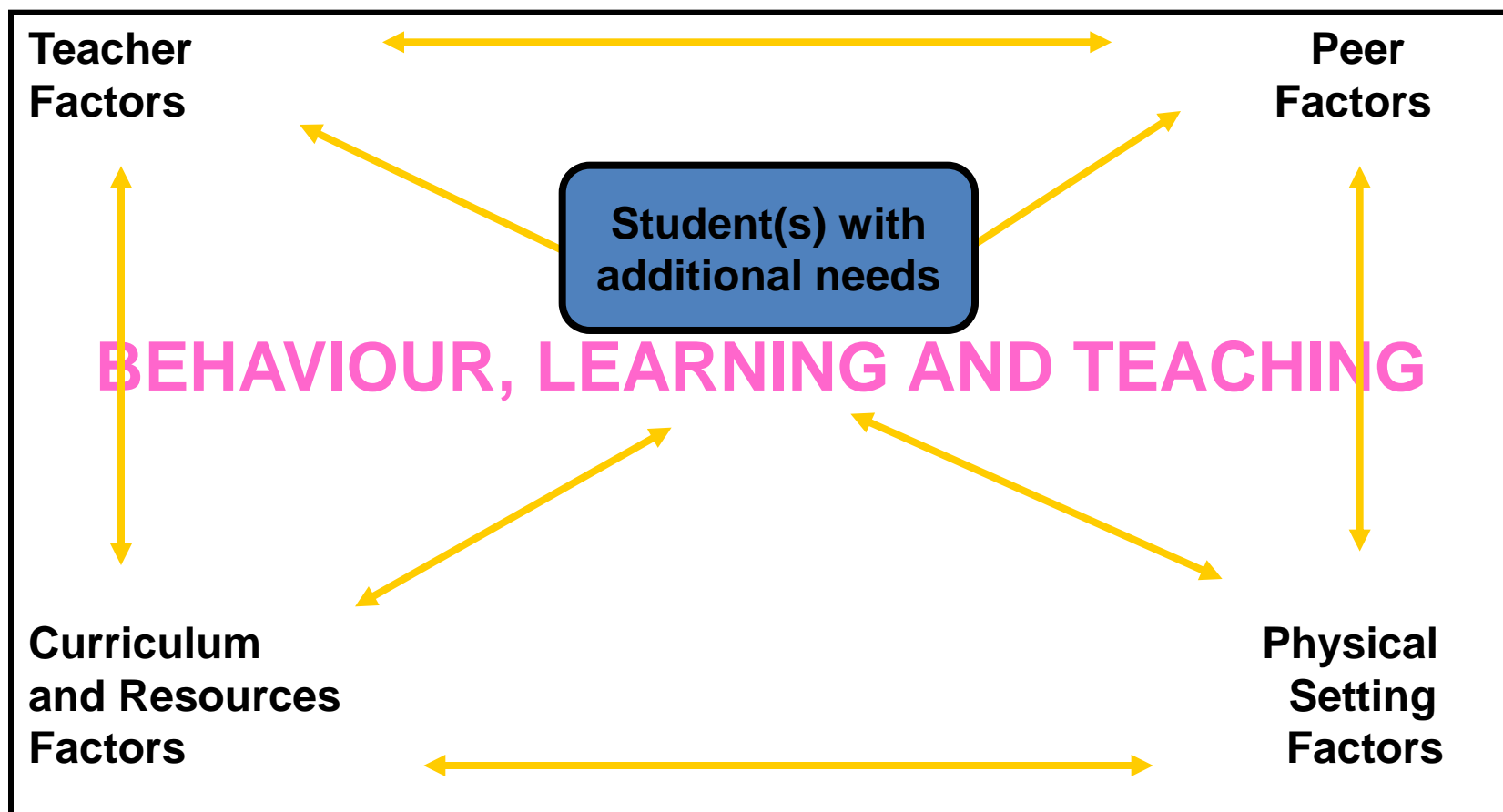
- Plan for the needs of all students – whole class not the few
- Conscious and deliberate creation of lessons and outcomes that enables all to access and participate in the same curricula
- Can have two different versions to access

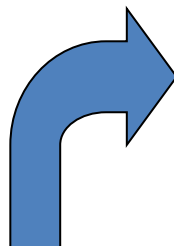

Differentiation

- 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?**



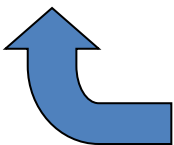


What do we want students
to learn?

How will we know
when they have
learned?

**Operating
within
Curriculum
Guidelines
for all**

Why do we want
them to learn these
things?



How best can we help
them to learn?



A shared curriculum framework model

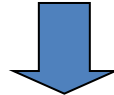
The supports and adjustments are required to enable the student to access the curriculum and participate in the life of the school



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

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**



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

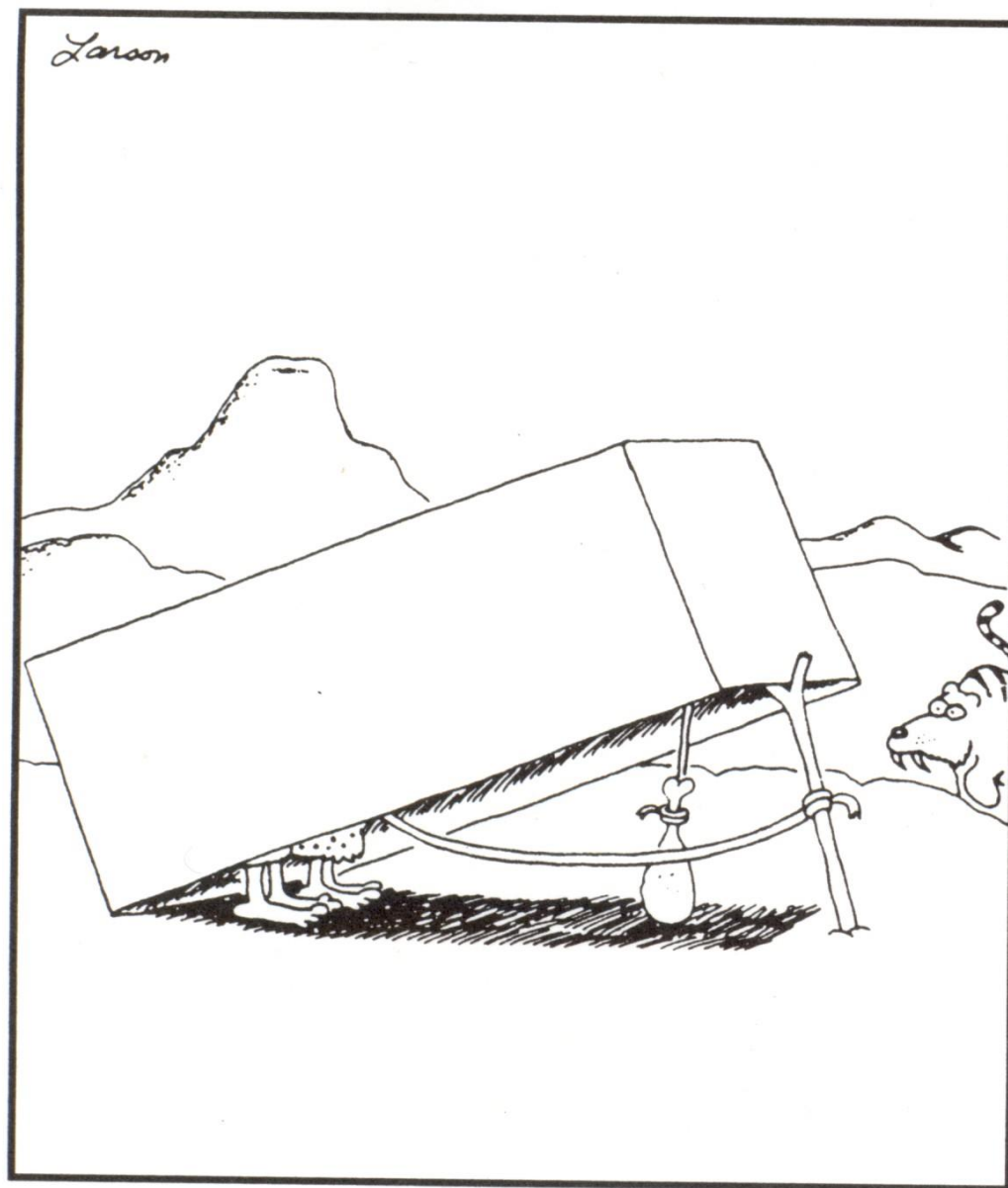
- **Worksheets etc**
 - use visual cues
 - reduce readability
 - more shorter sentences
 - use vocab that's used & understood
 - predictability
 - cloze procedures
 - only 60% of page
 - consider the audience when using written material
- **Alternate teaching approaches**
 - remember that comprehension of oral is higher than written
 - use the learning styles of the students
 - variety of teaching approaches and activities
 - **ALSO ADAPT ASSESSMENT**



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

**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

Planning

Individual goals
Supports
Adjustments

Learning Support Plan (LSP)
Individual Education Plan (IEP)
Individual Transition Plan (ITP)

Curriculum
requirements/guidelines

Programming

What to teach?
Adjustments
Assessment

Class Program

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

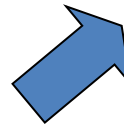
Option 4

Exemption from assessment task

Measuring the outcomes

Outcomes are:

- Knowledge and understandings
- Skills
- Values and attitudes



**Stage
appropriate
outcomes**

**Ability
appropriate
outcomes**

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

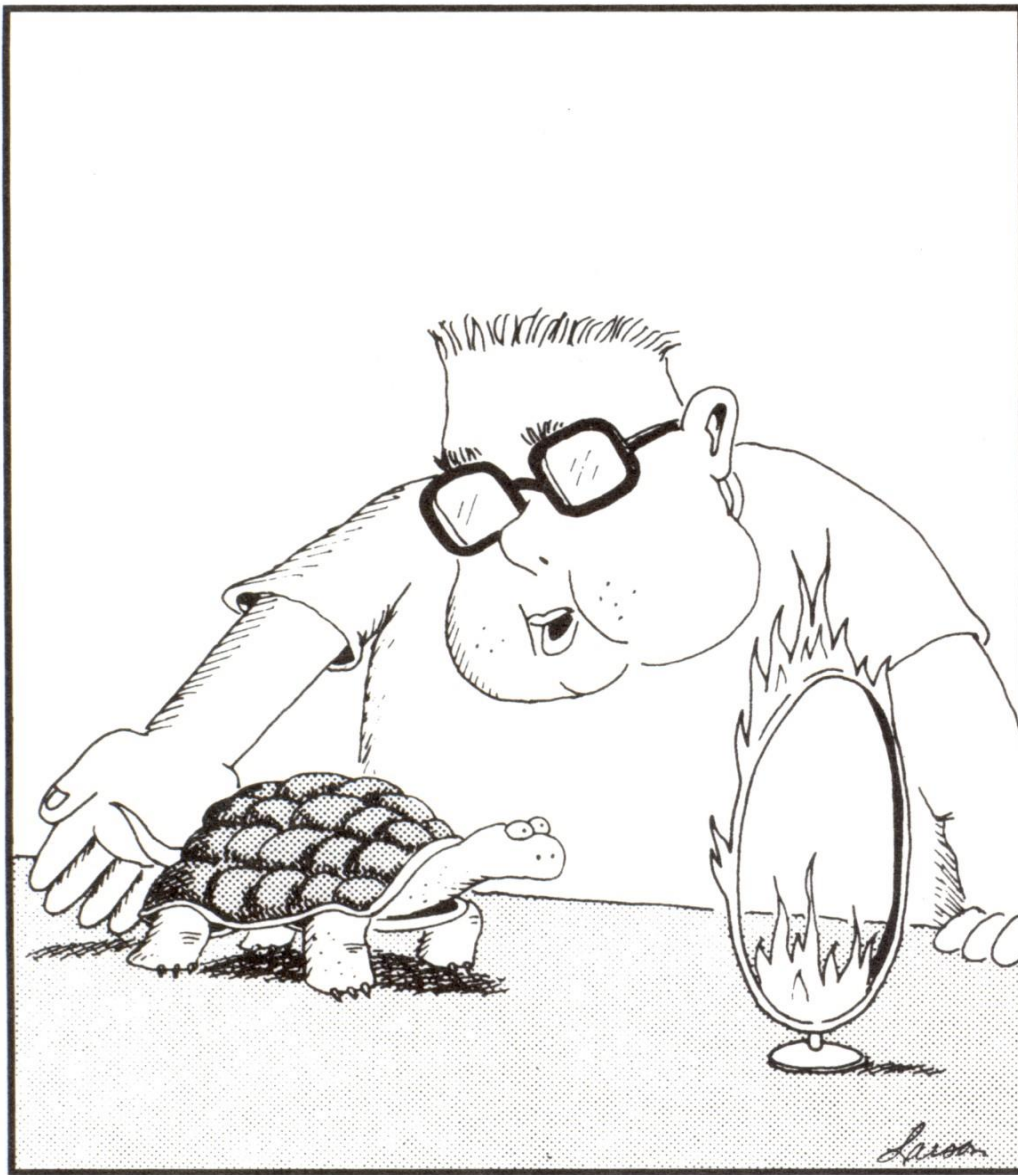
- pacing instruction (task size)
- types and amounts of feedback
- productive learning time
- strategies such as prompting, modelling, chaining

The learning context

- classroom management and organisation
- classroom climate
- communication processes

Effective learning and teaching experiences

**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 !!