

# CONNECTING CLASSROOMS

Inclusion...  
A Policy in Practice

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## Objectives

- share ideas and build background about current practices
- derive a definition for inclusion that is practical and achievable
- introduce some categories of special educational needs
- Introduce common types of learning difficulties encountered
- Explore ideas of access and engagement as main indicators of inclusive practices in schools
- overview of the social and medical models that influence the present inclusive practices
- Introduce the “Response in intervention (RIT) framework” with its three tiers or levels
- fill out an inclusion audit sample that reflects conditions in their schools and an action plan.

Inclusion in schools as a policy, system, strategy and classroom practices.

PROCESS



**Blue Hat - Process**

Thinking about thinking.  
What thinking is needed?  
Organizing the thinking.  
Planning for action.

CREATIVITY



**Green Hat - Creativity**

Ideas, alternatives, possibilities.  
Solutions to black hat problems.

FACTS



**White Hat - Facts**

Information and data.  
Neutral and objective.  
What do I know?  
What do I need to find out?  
How will I get the information I need?

BENEFITS



**Yellow Hat - Benefits**

Positives, plus points.  
Why an idea is useful.  
Logical reasons are given.

FEELINGS



**Red Hat - Feelings**

Intuition, hunches, gut instinct.  
My feelings right now.  
Feelings can change.  
No reasons are given.

CAUTIONS



**Black Hat - Cautions**

Difficulties, weaknesses, dangers.  
Spotting the risks.  
Logical reasons are given.



## Definition of Inclusion

It describes an approach wherein students with [special educational needs](#) spend most or all of their time with non-disabled students

Is the practice of educating students with [special needs](#) in regular classes during specific time periods based on their skills.

A commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child and requires only that the child will benefit from being in the class

Full inclusion means that all students, regardless of handicapping condition or severity, will be in a regular classroom program full time. All services must be taken to the child in that setting.



## Some categories of special educational needs :

- communication and interaction needs
- cognition and learning needs
- behavior, social and emotional needs
- sensory and/or physical needs
- medical conditions
- gifted and talented.



## Common types of learning difficulties encountered in classrooms:

- attention deficit hyperactivity disorder
- dyslexia
- asperger syndrome
- dyspraxia
- dyscalculia



## Access & Engagement: What are the barriers?





How can we overcome the barriers?





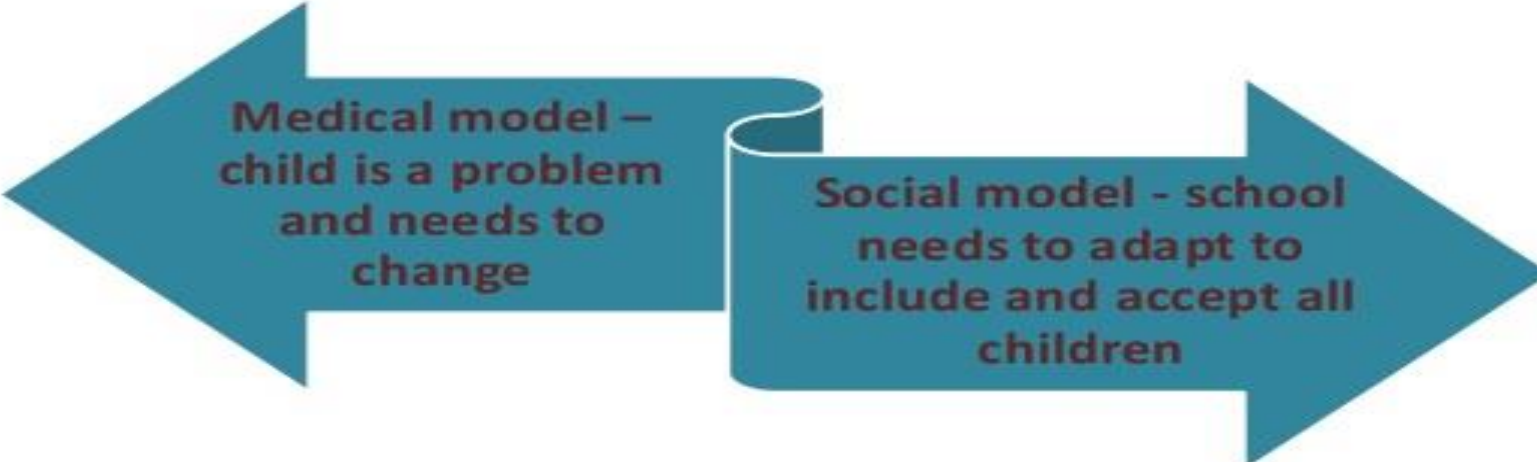


Access and engagement are the main indicators of inclusive practices in schools.



Access	Engagement
Gender /ethnic/sects	Continuous staff development
Health/ medical	Content relevance
Emotional	Social/cultural/ attitude
Sensory/physical	Resources and pedagogy

## Social versus medical models of disability



**Medical model –  
child is a problem  
and needs to  
change**

**Social model - school  
needs to adapt to  
include and accept all  
children**



## Change of framework

- **From Medical Model of Disability  
→ Problem in the Person.**
- **Cure, Fix or Separate**
- **To Social Model of Disability based on Human Rights approach- Problem with Society that needs to be changed.**
- **Attitudes**
- **Organisation**
- **Environments**



## **MEDICAL / SOCIAL MODELS**

### Medical And Social Model Thinking In Schools

<b>MEDICAL MODEL THINKING</b>	<b>SOCIAL MODEL THINKING</b>
Child is faulty	Child is Valued
Diagnosis	Strengths and Needs defined by self and others
Labeling	Identify Barriers and develop solutions
Impairment becomes Focus of attention	Outcome based programme designed
Assessment, monitoring, programmes of therapy imposed	Resources are made available to Ordinary services
Segregation and alternative services	Training for Parents and Professionals
Ordinary needs put on hold	Relationships nurtured
Reentry if normal enough OR Permanent Exclusion	Diversity Welcomed, Child is Included
Society remains unchanged	Society Evolves

Medical Model question	Medical Model answer	Social Model question	Social Model answer
How can we help this child with learning difficulties to access the curriculum?	Provide 1:1 classroom support	How can we adapt the curriculum to meet this child's needs?	Work on pedagogy in the classroom and extending the range of the curriculum
How can we change this child's hyper-active behaviour so he can fit in ?	Give him Ritalin or other medication	What can we do to support this child in the classroom?	Provide training on positive behaviour management and introduce systems across the school
Where will children with physical and sensory difficulties go to school?	Create special units or special schools specific to the needs of the child	How can more of our schools meet the needs of children with physical and sensory needs?	Carry out an environmental audit and develop resources & pedagogies across the system



## A 'single track' approach



- services focus on the school
- All policies are geared towards all children being in a mainstream setting
- No need for special schools

### Benefits:

- The most inclusive approach
- Centralised training for staff
- Cost effective – no duplication of provision
- All children within the same school
- collaborative learning for children
- Encourages community cohesion

### Drawbacks

- 'Equity versus excellence' issues
- Requires total commitment from the school
- Requires all schools in the system to subscribe to avoid 'sink schools'
- High requirement for effective tracking & monitoring – more work!

## A 'two track' approach

- Based on establishing two distinctive systems
- Special schools & units for special needs groups
- Pupils in special sector not following mainstream requirements
- Often different legislation for different sectors

### Benefits:

- Focused staff development & training
- Tends to secure greater school attendance
- Resolves the 'equity versus excellence' debate
- Develops expertise & specialism quickly
- Clarity of focus for support

### Drawbacks

- The least inclusive approach
- Little opportunity for professional development
- Cuts groups of children adrift from their communities
- Perpetuates stigma & misunderstandings





## A 'multi-track approach



- A multiplicity of approaches
- Two systems run in parallel
- Special schools as 'resource centres'
- Heavy emphasis on 'integration'
- Offers more flexibility and responsive to individual needs

### Benefits:

- Offers a more flexible approach
- High access for special needs pupils
- More options available
- Offers opportunity for sharing expertise

### Drawbacks

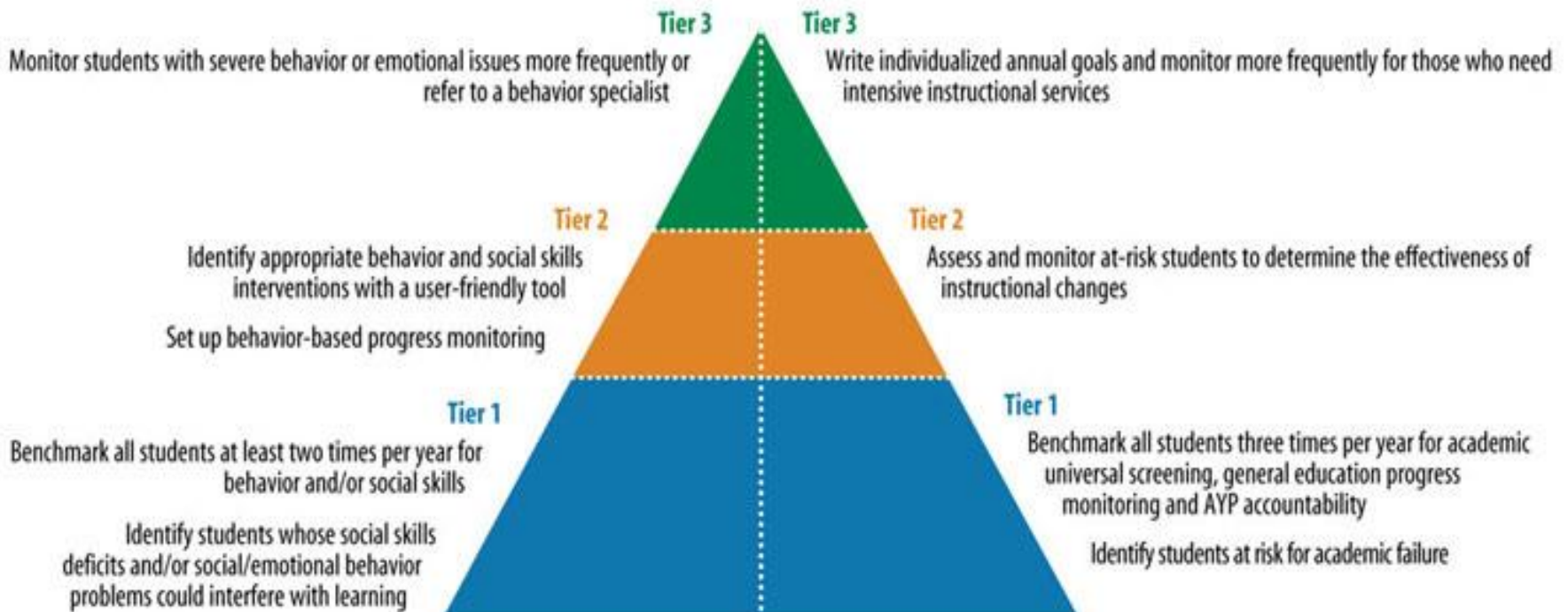
- Complex and heavy on resources
- Requires 'gatekeepers' to decide where children will be placed
- Emphasis on goodwill of schools to engage
- Stretches service across two sectors & can dilute the efficacy of provision



# Response in Intervention (RIT) framework

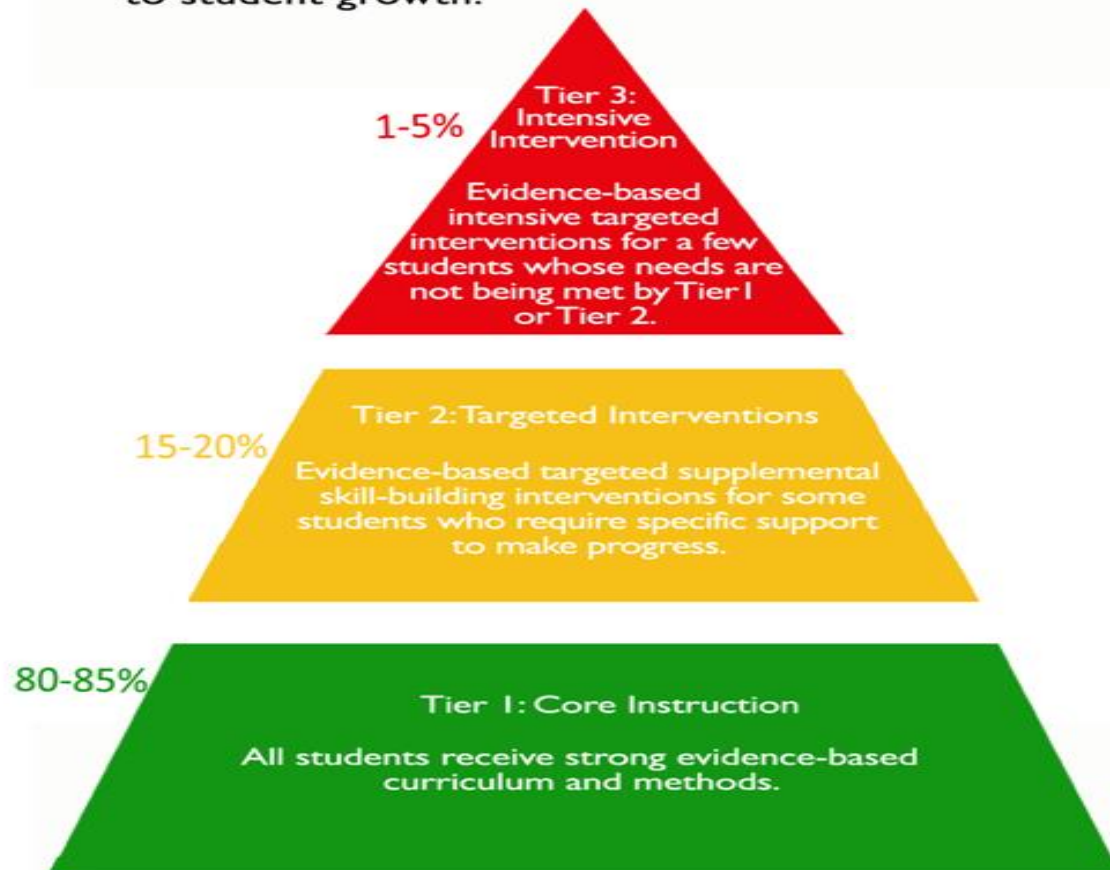
## Behavior

## Academics



# Response to Intervention (Rtl) model:

An Rtl framework is designed to provide quality instruction and targeted interventions that lead to student growth.





## Assess and Take Action

- Inclusive Classrooms Checklist
- Action Planning

“Hope is a heart that is open to the world around you. Hope is knowing that things change – and that we can help things to change for the better.”

Volunteers of America



Thank you



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