

# INCLUSIVE PRACTICES IN THE ENGLISH CLASSROOM

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# WE WILL FOCUS ON-

**01** Defining disability

**03** Various forms of disability

**02** Identifying students with special needs

**04** Inclusive spaces for teachers with disability

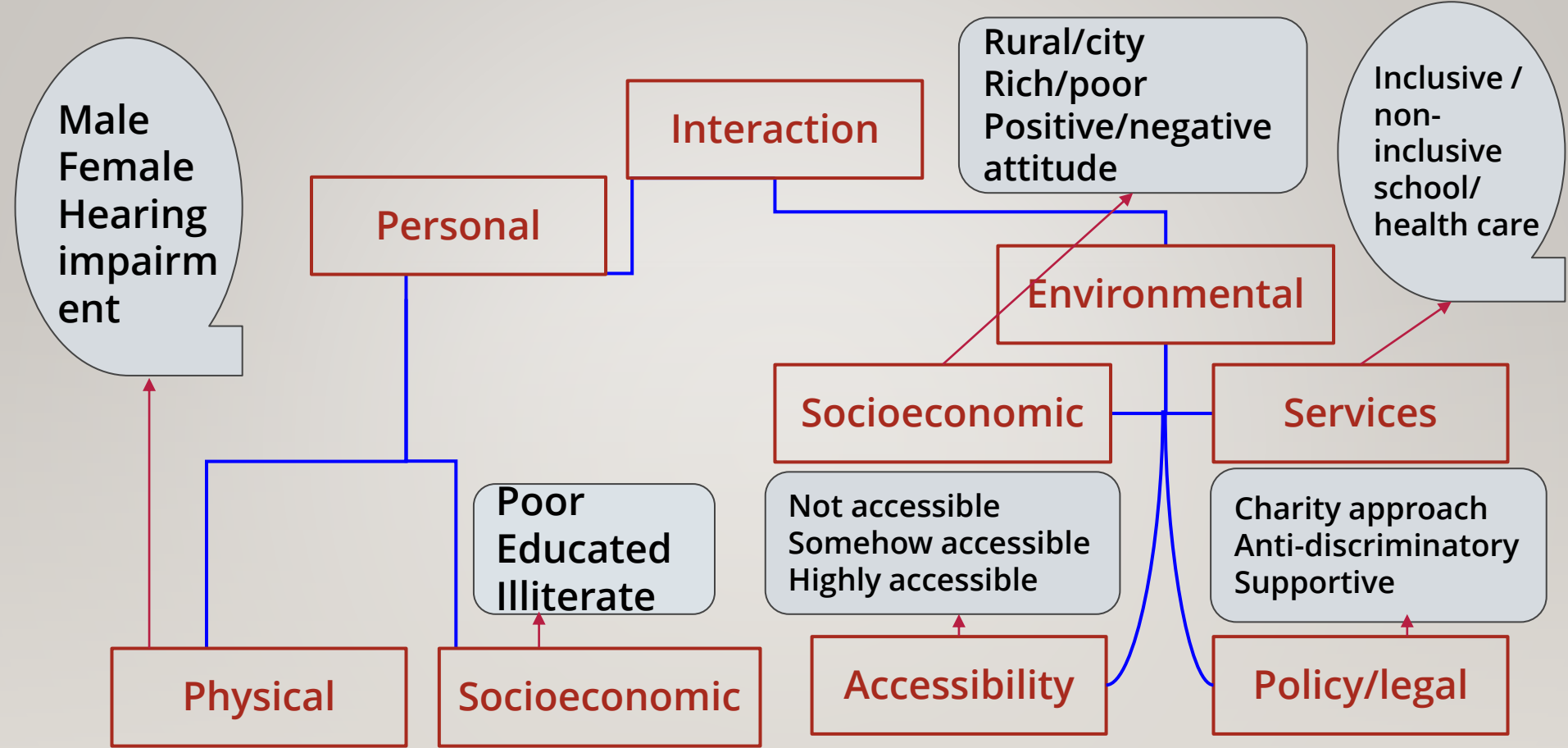


# WHICH OF THE FOLLOWING STATEMENTS ARE TRUE ABOUT DISABILITY?

1. **Almost everyone experiences some kind of disability during their lifetime.**
2. **Around 15% of world's population is experiencing disability.**
3. **Disability is a result of the interaction between personal (physical & socioeconomic) and environmental (legal, accessibility, etc.) factors.**
4. **Disability has three dimensions: impairment, activity limitation and participation limitation.**

**(WHO)**





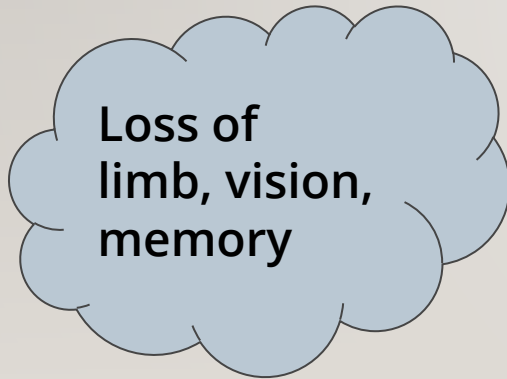
# Types



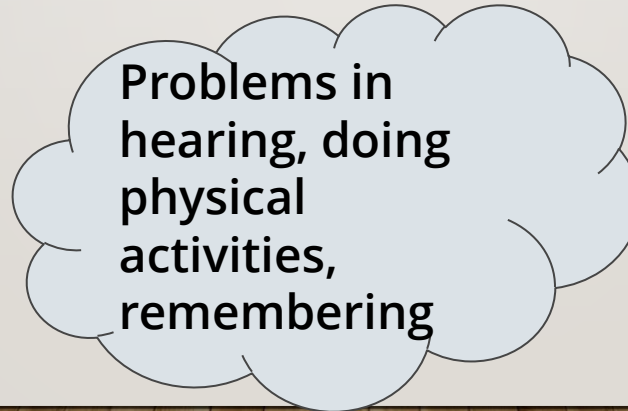
**Visual, hearing, locomotor, learning, thinking, mental, chronic neurological, speech and language, social, etc.**

## THREE DIMENSIONS OF DISABILITY

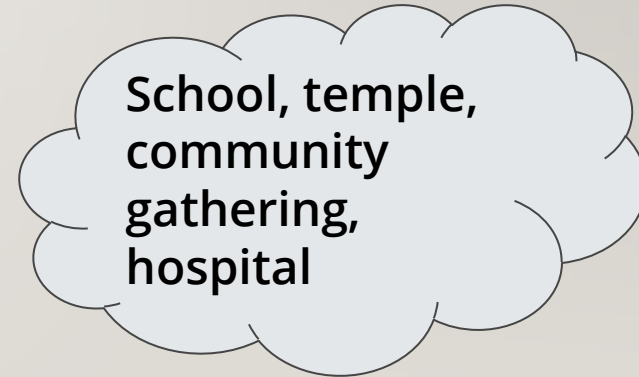
**Impairment**



**Activity limitation**



**Participation restrictions**



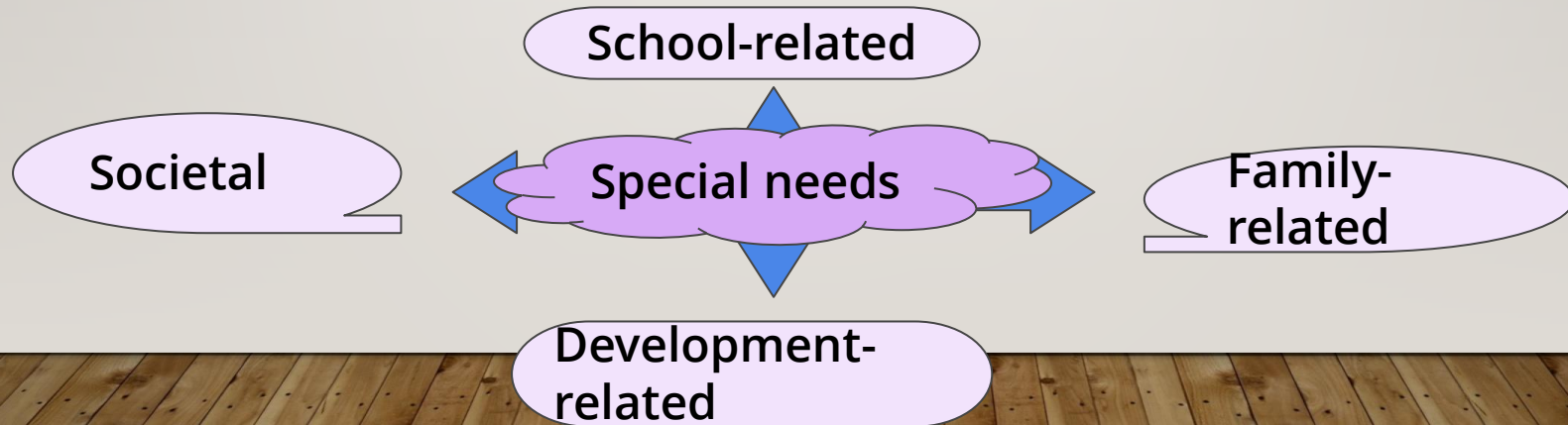
# IDENTIFYING SPECIAL NEEDS

Minor delay or difference

Difficulty in managing

Acute problem

SNE: “Education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme.” (UNESCO, 2012, p. 83)





# SCHOOL LEVEL IDENTIFICATION

- **No universally acceptable special needs identification framework**
- **Important to identify whether the student is facing any of the three situations:**

## Disabilities

Organic  
pathologies

## Difficulties

Behavioral or  
emotional  
disorders, or  
specific  
difficulties in  
learning

## Disadvantages

Socio economic,  
cultural, and/or  
linguistic

# **COMMON LEARNING DIFFICULTIES**

- 1. DYSLEXIA**
- 2. ATTENTION DIFFICULTIES**
- 3. DYSGRAPHIA**
- 4. DYSCALCULIA**
- 5. DYSPRAXIA**

# **ASSOCIATED FEATURES**

- A. Neurodevelopmental issue affecting movement and motor coordination**
- B. Neurobiological issue, difficulty with word recognition, spelling, decoding, and reduced grasp of phonics**
- C. Developmental issue resulting in lack of focus, impulsivity, hyperactivity**
- D. Neurobiological issue, difficulty with writing, unusual handwriting, very slow writing speed**
- E. Neurological syndrome, difficulty in solving mathematical problems and dealing with numbers**

1-B, 2-C, 3-D, 4-E, 5-A



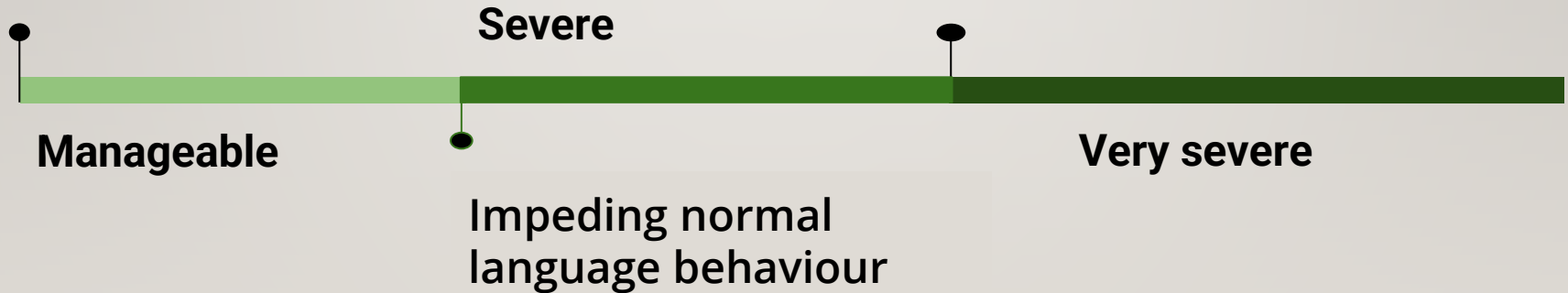


# LANGUAGE-BASED LEARNING DISABILITIES

Difficulty with paying attention to reading, finding meaning of words in contexts, writing (spelling, grammar and mechanics), listening and organizing information, oral comprehension and expression, etc.

One or a few minor issues

Completely disrupting normal language behaviour



Checklists and questionnaires

## IDENTIFICATION OF LEARNING/DEVELOPMENT RELATED PROBLEMS BY THE TEACHER

Parental input

Identification of other impacting factors: family, society, etc.

Yes

Collective  
decision

Decision regarding referral

No

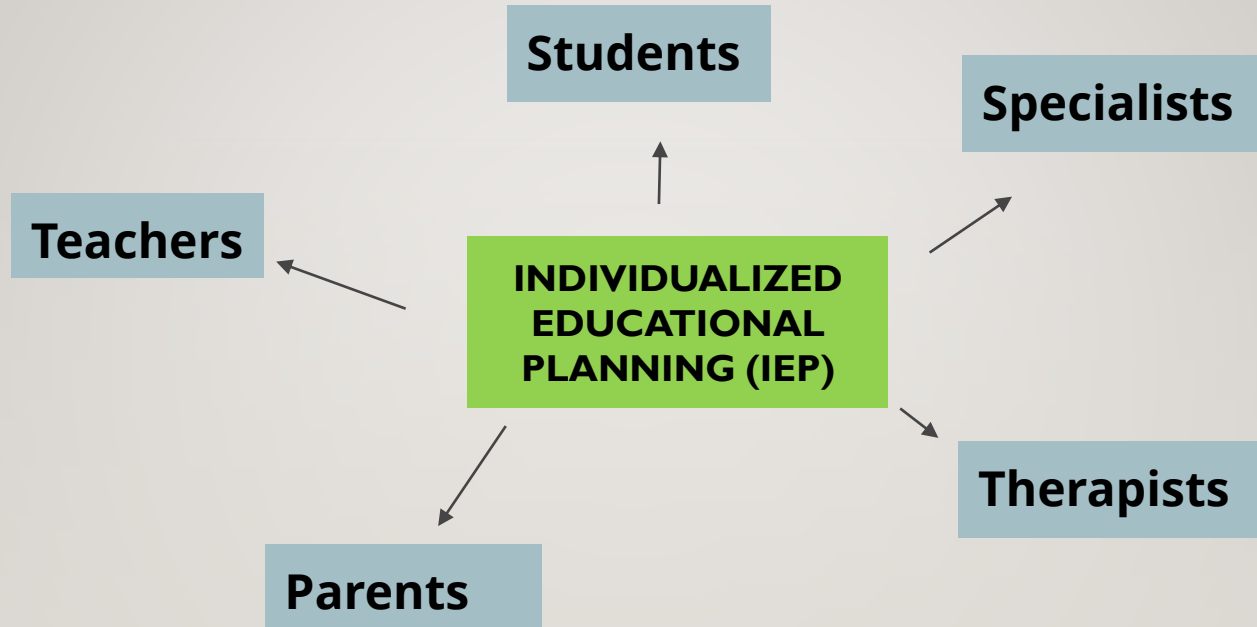
Continuation of observation and more focused support

Qualitative  
information

Identification of the seriousness of the impact on the child's academic progress

Clinical evaluation by specialists





(UNESCO,  
2020)

# DECISION-MAKING

Malik, a 6-year-old boy, uses a wheelchair. The primary school he wants to attend has the classroom in the 1st floor and they don't have a lift. What according to you could be the best option for him?

- (a) They can move the classroom to the ground floor.
- (b) It is not necessary for the school to make such changes. He can study at home.
- (c) His parents can make their own arrangements to help him study separately in the school.
- (d) The school should provide adequate facilities to students and teachers who use wheelchairs so that they can move smoothly in school.

# CREATING INCLUSIVE SPACES FOR TEACHERS

- Very little focus on the area (Neca et al., 2020)
- Low performance expectations, low self-esteem, but higher level of motivation to do well and help students with special needs
- Positives: an active network of teachers, support of family members, professional support, empowering policies, competency in the subject, resilience and resistance
- Negatives: lack of resources at schools/colleges, awareness among colleagues and people around, infrastructural support, empathetic policy making



# THINK OF AN APPROPRIATE STRATEGY FOR A COLLEAGUE.

Ms Simran is an English teacher in a government school in Hyderabad. She is almost 60 and slow at processing information. Students laugh at her and she is considered incompetent by the HM.

- 1. Asking students and the HM to behave properly with her by making them aware of legal consequences of misbehaving with a person experiencing disability.**
- 2. Organizing special needs awareness programmes in the school for students and teachers.**
- 3. Inviting SEN experts for conducting workshops and delivering talks in the school.**
- 4. Collaboratively arranging appropriate support for Ms Simran so that she can teach without any problem.**



**Awareness  
programmes**

**Empathetic  
attitude**

**INCLUSIVE SPACE**

**Collective effort  
to provide  
adequate  
possible support**

**Feasible  
pedagogical  
accommodations**

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