Inclusion in the Classroom: Creating and sustaining a more inclusive language classroom

Unlocking language learning potential in all our learners

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Communication skills a dilemma......

Good communication

Successful learning
Communication skills

- Make friends
- Share ideas and feelings
- Understand and explain the world
- Reason and learn
- Sense of self and belonging
What do we mean by language?
What is going on in this classroom?
What is not happening?
Classrooms – a great fit for some BUT alien planet for others
Some thoughts on teaching and learning language skills

Skills and Communication

Listening
Learned first
Used most 45%
Taught least

Reading
Learned
third, taught
second most, used 16%

Speaking
Learned
second
Taught?
Used 30%

Writing
Learned fourth,
taught most, used least 9%
Design your school holiday camp?
My drawing, your drawing – an inclusive practice activity
Bloom’s Taxonomy Today

Create
- create
- invent
- plan
- compose
- construct
- design
- imagine

Remember
- name
- describe
- relate
- find
- list
- write
- tell

Evaluate
- decide
- compare
- choose
- recommend
- justify
- assess
- prioritize

Understand
- explain
- compare
- discuss
- restate
- predict
- translate
- outline

Analyze
- explain
- compare
- contrast
- examine
- identify
- investigate
- categorize

Apply
- show
- complete
- use
- classify
- examine
- illustrate
- solve
Our special educational needs labels

- Physical Impairment
- Hearing impairment
- Visual Impairment
- Societal Factors: family, trauma & Displacement
- SEBDs/ SEMH needs
- Dyslexia
- Dyspraxia
- ADHD
- Autism/ Aspergers
- Dyscalculia
- Gifted & Talented
- Speech & language needs

Special Educational Needs
Access and Engagement = effective learning
Supporting quality teaching and learning

- Cognition and Learning
- Behavioural, Emotional and Social Development (SEMH)
- Communication and Interaction
- Sensory and/or Physical
- Societal Exclusion Factors
Co-occurring learning needs, challenges and strengths. Strange case of the misdiagnosis.......
SpLD’s – learning difficulties/differences
Problem in the individual or the system?

An over-focus on a diagnosis identifies individuals as ‘the problem’ to be ‘fixed’.
It’s the system that needs fixing – not the learners.

Start from the positive contributions that all learners can make and then noticing and understanding any difficulties that need to be worked on.

The more you know about your learners the more you can understand their learning needs.

Diagnosis of special educational needs (SENs) can be useful but is for clinical professionals to make – not teachers.

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Social model – removing barriers
It’s not what we think but how we think!

Traditional classroom approaches may not connect with neurodiverse learners.

In understanding neuro-diversity, we recognise cognitive differences as part of a natural spectrum of ‘ways of thinking’ that are unique and should be educationally and socially celebrated.
Which image best reflects the concept of neurodiversity?

Neurodiverse

Neurotypical

- language
- motor skills
- executive function
- sensory
- perception
What we can notice: phonological processing difficulties

Substituting one sound for another
• ‘l’ is replaced with ‘y’, so ‘light’ becomes ‘yight’ and ‘pillow’ becomes ‘piyow’.

Problems pronouncing phoneme clusters:
• ‘crisp’ become ‘kisp’ or ‘spend’ becomes ‘pend’.

Leaving out prefixes:
• ‘computer’ becomes ‘puter’ and ‘annoyed’ becomes ‘noyed’.

Tip: Familiarise yourself with the learner’s sound system
What we can notice: 
Sequencing and grammar

• Inappropriate grammatical structures:

Missing out the ends of words such as ‘ing’ and ‘s’:
She is go home. She feel tired.

• There may be errors with tense marking:
I eated the cake

• Word order

• Jumbled up speech

• Telling or retelling stories in the right sequence
Language processing and writing challenges – how do you feel?

S/he just can’t read – or write!!!

At gAe 5 he cou lidn’t erda.
His mhtore thuohgt that, prehaps he saw
fiidnng it dicuffultsetitLgnito sohol.
Language processing and writing challenges

S/he just can’t read – or write!!!

At age 5 he couldn’t read.

His mother thought that, perhaps, he was finding it difficult settling into school.
Figurative language

- Metaphor
- Idioms
- Sarcasm
- Irony

Taking things too literally leads to communication breakdown.
Metaphorical and literal expressions

Has the cat got your tongue?  
You’re a little ray of sunshine

Do you get butterflies in your stomach before taking a test?

I can’t make head or tail of what you are saying

You need to pull your socks up this term  
She was only pulling your leg

I’m going to keep an eye on you today  
It went in one ear and out the other  
Now please stand and toast the bride and groom
What teachers can notice?
Learning needs... What is working well?

- What is the learner doing particularly well?
- How is s/he doing it?
- Does s/he have particularly preferences in ways to work?
- What skills, activities or processes seem to be working?
- Can we do more of these in supporting learning?

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A personal experience

A 'special need'
- a significant stammer

Early school experience

The King's Speech
(a form of) Selective Mutism

Stammering and Anxiety

• Introducing myself in front of class or answering questions

• Words beginning with specific sounds - /p/, /b/, /th/, /f & ph/, /k/, /t/, /d/, /s/ or numbers – seven, twenties, fifties

• Reading aloud

• Mocked by other students – form of bullying
Unhelpful ‘help’
– with best of intentions

- Teachers (or classmates) finishing words/sentences
- Inconsistent approach to inclusion in lesson – sometimes asking questions
- Misunderstanding talking to other students in class
Personal strategies

• School and professional support

• Avoidance strategies – avoiding specific sounds where possible, making notes before speaking

• Use of visual media – writing or drawing – in class on board

• New technology very important – email, texting, powerpoint

• Developing persona – taking control!
Educating Yorkshire – Mushy’s experience

"A bird doesn't sing because it has an answer, it sings because it has a song."
- Dr. Maya Angelou
It’s less about who we are teaching and more about what and how we are teaching.....

The focus of inclusive education (today) is on ensuring that everyone has access to a good quality education in systems that do not marginalise some through organisational and curricular structures that sift and sort learners on the basis of pre-determined judgements about what they can and should learn

Florian, L and Walton, D “Inclusive pedagogy within the southern African context”
Working to strengths based approaches

imagination, holistic/big picture thinking, kinaesthetic and visual memory, strong intuition and creativity
Assess, Plan, Do, Review, ................
National Association for Special Educational needs  http://www.nasen.org.uk/

Engage parents and learners

Wider support/specialist expertise

SENCO

Class/subject teacher

Child or young Persons with SEN

Class/subject teacher

SENCO

Wider support/specialist expertise

Engage parents and learners

Engage parents and learners

Engage parents and learners

Engage parents and learners

Do

Plan

Review

Assess
Scaffolding Learning

A bird sitting on a tree is never afraid of the branch breaking, because her trust is not on the branch but on its wings. Always believe in yourself.
Teaching for Success

Differentiation – many ways

- Task
- Content
- Self-access materials
- Additional support
- Assessment

Learner response

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Mapping differentiation to your class and context

Differentiation of Instruction

Is a teacher’s response to learner’s needs
Guided by general principals of differentiation (e.g.)
- respectful tasks
- flexible grouping
- on going assessment and adjustment

Teachers can differentiate the

Content
Process
Product

According to students’

Readiness
Interest
Learning

Through a range of instructional management strategies such as:
- multiple intelligences
- jigsaw
- task cards
- varying organizers
- varied tasks
- supplementary materials
- independent study
- tiered assignments
- tiered centers/products
- literature circles
- learning contracts
- small group instruction
- group investigation
- varied journal prompts
- varied strategies
- compacting
- interest centers/groups
- interest groups
- varied homework
- and more!

“As we start a new school year, Mr. Smith, I just want you to know that I’m an Abstract-Sequential learner and trust that you’ll conduct yourself accordingly!”
Scaffolding and Differentiation

This Collaborative Learning stuff is great when you have Alex in your group!

Emotions

Game over

Interesting

Total

Barplot1 Barplot2 Barplot3 Barplot4
Differentiated approaches avoiding teacher judgement and ability grouping

Group based on:
- Range of interests
- Previous experience
- Learner choice of options
- Similarities and differences
- Feelings at the moment
- Credit for ‘Can do’
- Differentiate presentation options
- High expectations for everyone

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What differentiation is not....

- Specifically individual instruction and separate lesson plans
- Chaotic, unplanned and unfocussed learning with no clear learning outcomes
- Just for under-achieving learners
- A way of working with special educational needs
- Simplification of content or tasks
- Different standards for different learners
What differentiation is....

A blend of individual, group and whole class learning

Multi-sensory approaches and meaning driven approaches

Multiple options for learners taking in information, making sense of ideas, and expressing what they learn.

Shaking up what goes on in the classroom

Dual, multilingual and collaborative approaches

High aspirations and high interest learning
smart and non - smart

Promote the Aesthetic NOT Anaesthetic
Multisensory and multi-modal approaches
# Visual Timetables

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00-10.00</td>
<td>English</td>
<td>Maths</td>
<td>English</td>
<td>Maths</td>
<td>Science</td>
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<tr>
<td>10.00-11.00</td>
<td>Maths</td>
<td>English</td>
<td>Maths</td>
<td>English</td>
<td>R.E</td>
</tr>
<tr>
<td>11.00-11.15</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.15-12.15</td>
<td>Science</td>
<td>Science</td>
<td>P.E</td>
<td>Science</td>
<td>French</td>
</tr>
<tr>
<td>12.15-13.00</td>
<td></td>
<td></td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.00-14.00</td>
<td>P.E</td>
<td>Music</td>
<td>French</td>
<td>Art</td>
<td>Technology</td>
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<tr>
<td>14.00-1500</td>
<td>Technology</td>
<td>History</td>
<td>Citizenship</td>
<td>I.T</td>
<td>Geography</td>
</tr>
</tbody>
</table>
Visually scaffolding the day

My Daily Schedule

- get off bus
- backpack in cubby
- gym
- bathroom
- table work
- circle time
- snack time
- chores
- bathroom
- recess
- physical therapy
- centers
- speech
- bathroom
- lunchtime
- occupational therapy
- goodbye circle
- get on bus
A multi-sensory activity – my story, your story
Making a text meaningful – easification

Read the following text. What do you notice? Which words are most difficult? How could you make the text more accessible?

ehT .srehto eht fo ngis on llits saw erehT pmac eht dehcaorppa yeht sa deppots dah gnignis yeht, nehT .nees eb ot eno on saw ereht woN taerg a sexob eht fo eno fo pot eht no was tuB .derbhguoroht on saw tl .god etihw eht ekilnu – tsop sti ot kcuts dah ti deraeppasid dah yehT .step rehto yeht woN .nageb tsrif elbuort eht nehw .deppart erew yehT .tops eht no erew
Making the text accessible – easification!

A day at the camp

1. There was still no sign of the others.
2. The singing had stopped as they approached the camp.
3. Now there was no one to be seen.
4. They saw on top of one of the boxes a great white dog.
5. It was no thoroughbred.
6. But it had stuck to its post unlike the other pets.
7. They had disappeared when the trouble first began.
8. Now they were on the spot they were trapped.
Colour coded sentence making
Colour coded sentence making

<table>
<thead>
<tr>
<th>Articles</th>
<th>Adjectives</th>
<th>Nouns</th>
<th>Verbs</th>
<th>Prepositions</th>
<th>Adverbs</th>
</tr>
</thead>
</table>

The blue laughing **cat** sleeps happily as the **dog** eats **her** lunch **under** the **bed**
Colour coded sentence making

The blue laughing cat sleeps happily as the dog eats her lunch under the bed

Under the cat the laughing blue bed happily sleeps as her dog eats the lunch

Laughing, the blue dog sleeps under her lunch as the cat happily eats the bed
‘Approaches to special educational needs and inclusive learning’ course

Understanding Special Educational Needs – introduction

Engaging with Special Educational Needs

- Special Educational Needs Portfolio
- Introduction to Special Educational Needs
- Dyspraxia
- Visual, Hearing and Physical Impairment
- Attention Deficit Hyperactivity Disorder
- Autism Spectrum Disorder
- Dyslexia
- Gifted and Talented Learners
- Inclusive assessment approaches
- Speech and Language Difficulties
- Social, Emotional and Behavioural Difficulties
- Multicultural Influences and the Impact on Learning Difficulties


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A summary of our approach

Securing availability of provision:

ACCESS
Ensuring what is being accessed is relevant & empowering:

ENGAGEMENT
EMPOWERMENT
ENABLEMENT

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A focus on engagement

6 Golden Rules for Engaging Students

1. Make It Meaningful
2. Foster a Sense of Competence
3. Provide Autonomy Support
4. Embrace Collaborative Learning
5. Establish Positive Teacher-Student Relationships
6. Promote Mastery Orientations


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The Mismeasure of man

We pass through this world but once. Few tragedies can be more extensive than the stunting of life, few injustices deeper than the denial of an opportunity to strive or even hope, by a limit imposed from without, but falsely identified as lying within.

Stephen Jay Gould

“The Mismeasure of man” - 1981
Unlocking (or unleashing!) language learning potential in all our learners

“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”

Alexander den Heijer

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A Final thought

A woman dreamed she walked into a brand-new shop in the marketplace

“What do you sell here?” she asked

“All you heart desires”, was the reply

Hardly daring to believe what she was hearing the woman decided to ask for the best things a human being could wish for

“I want peace of mind and love and happiness and wisdom and freedom from fear,” she said. Then as an afterthought, she added,

“All not just me. For everyone on earth.”

The salesperson smiled, “I think you’ve got me wrong, my dear,”

“We don’t sell fruits here. Only seeds.”