



# Teaching for Success

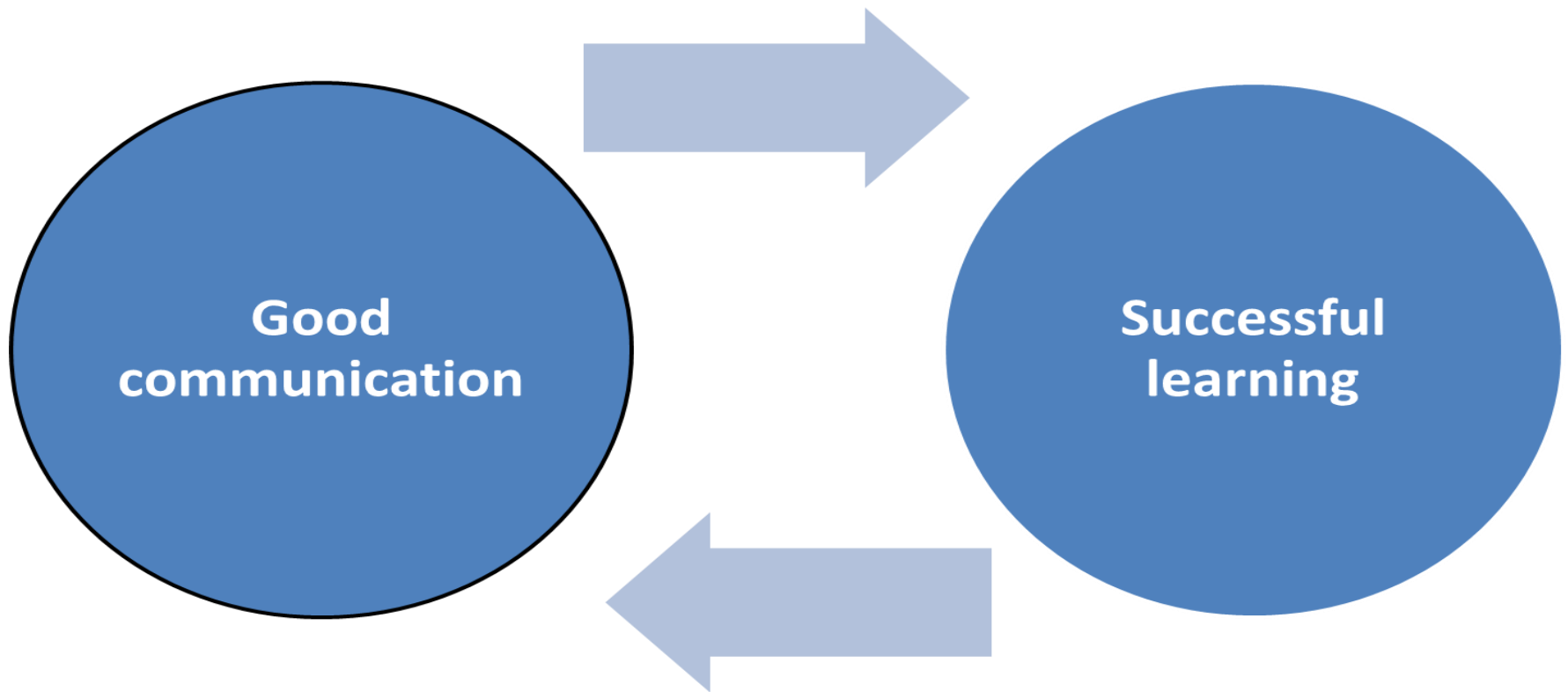
Inclusion in the Classroom: Creating and sustaining a **more** inclusive language classroom

**Unlocking language learning potential in all our learners**

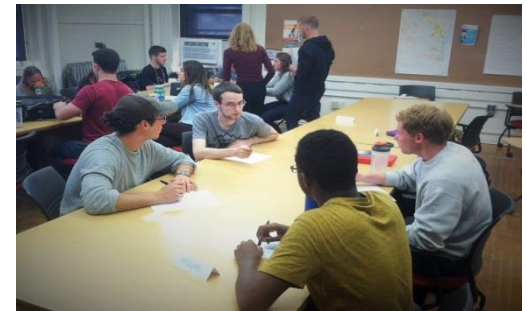
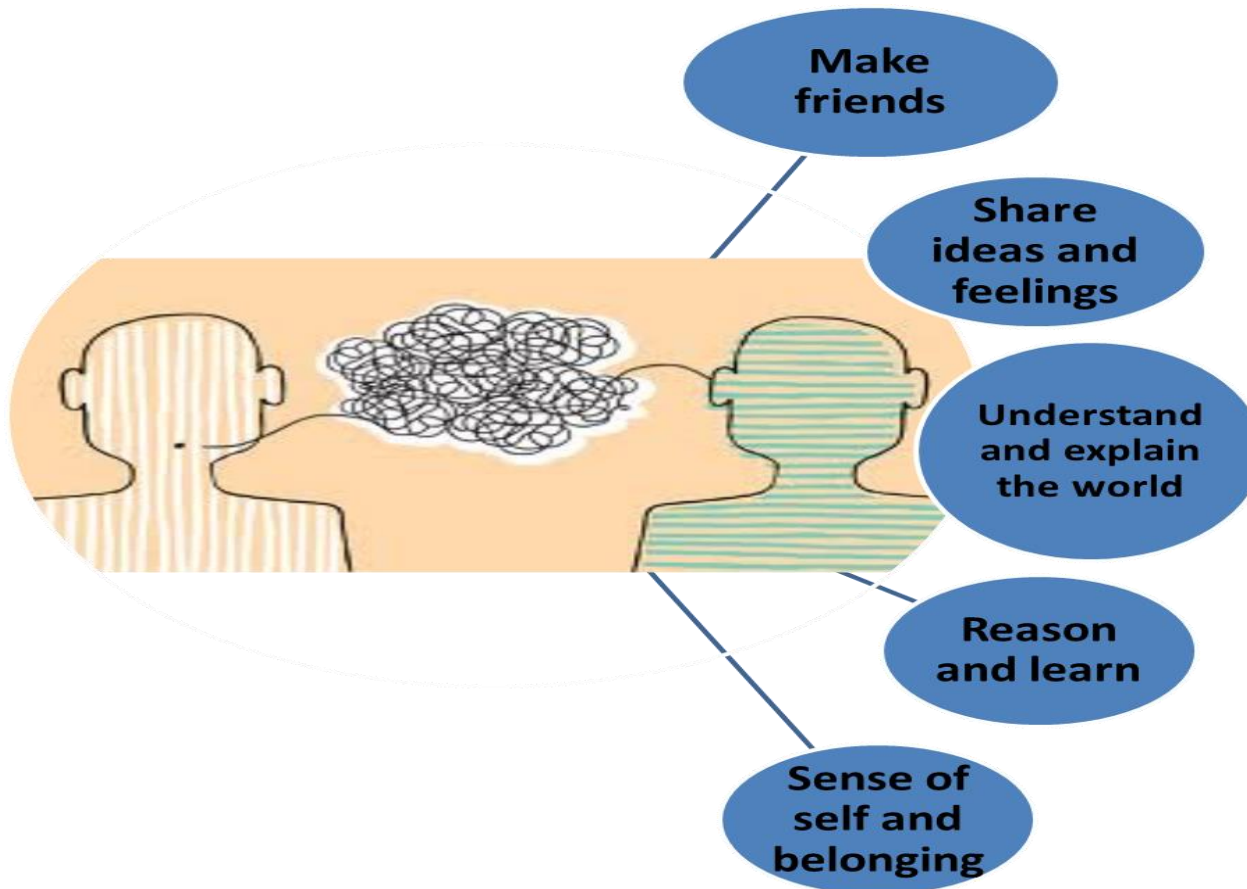
**Phil Dexter, Teacher Development Adviser,  
British Council, UK**



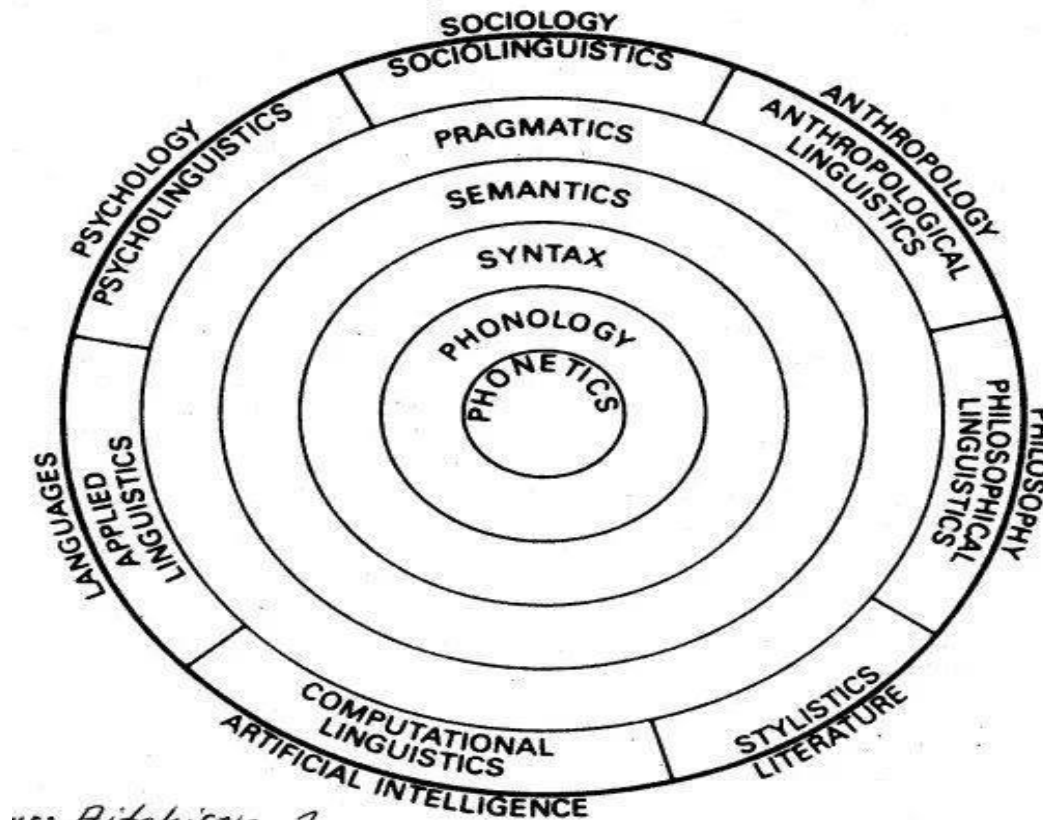
# Communication skills a dilemma.....



# Communication skills



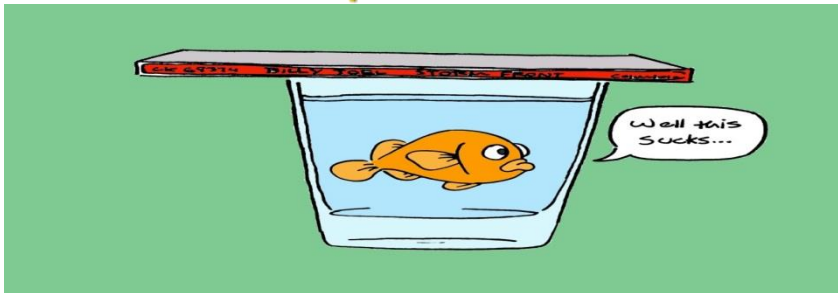
# What do we mean by language?







# Classrooms – a great fit for some BUT alien planet for others

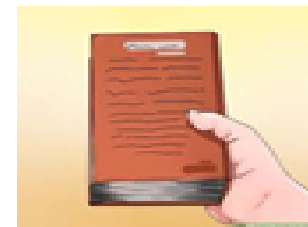


# Some thoughts on teaching and learning language skills

## 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%

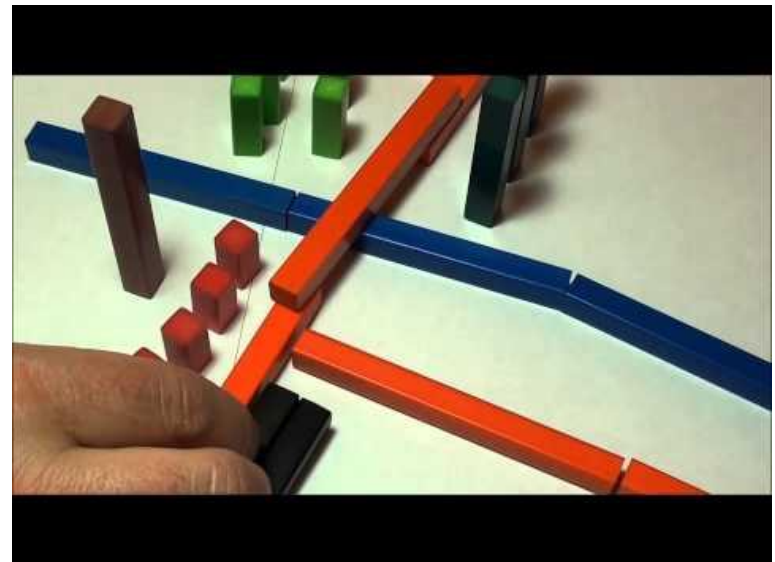


**Writing** Learned fourth, taught most, used least 9%



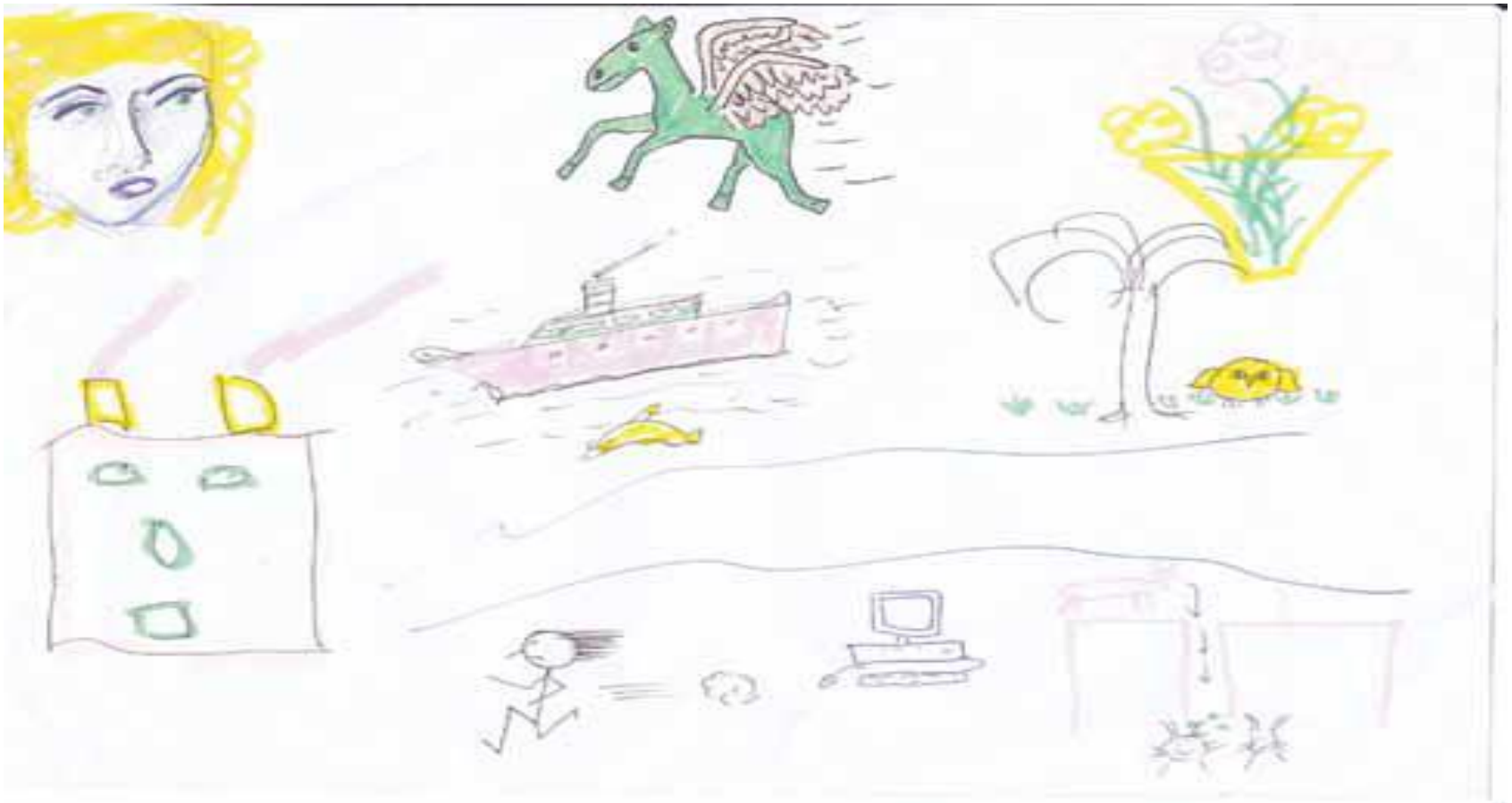


# Design you school holiday camp?

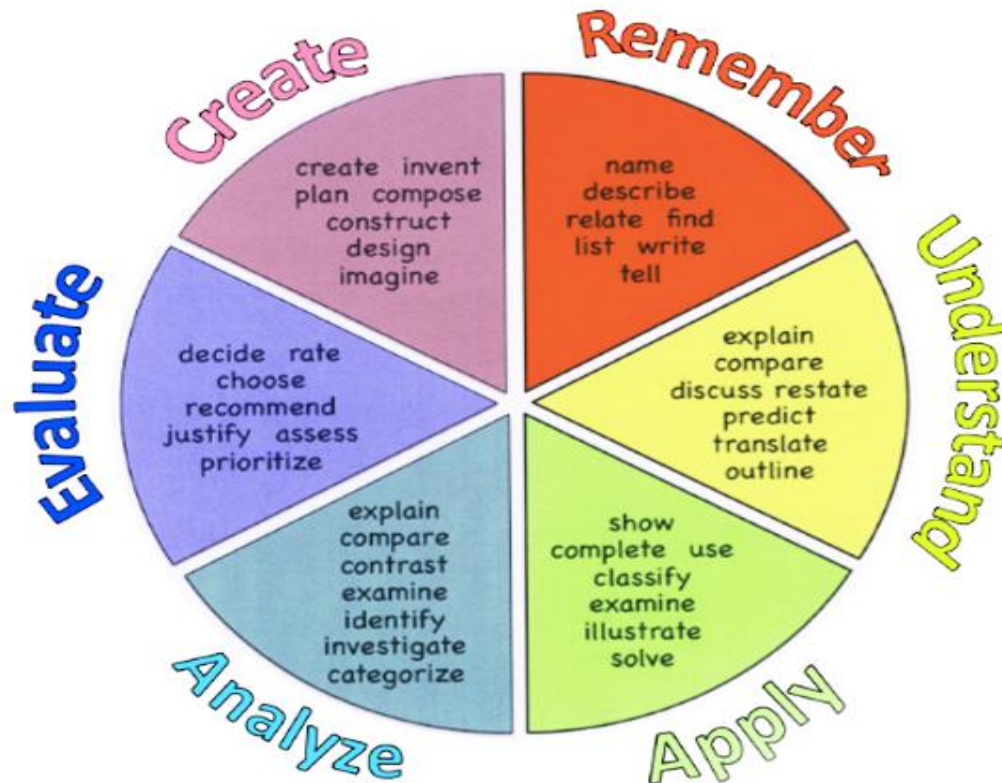




## My drawing, your drawing – an inclusive practice activity



# Bloom's Taxonomy Today



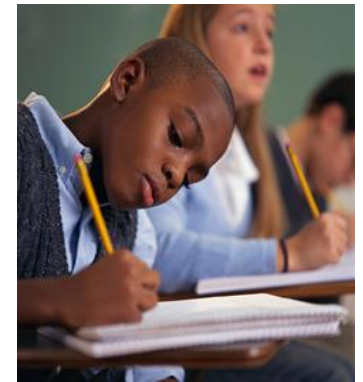


# Our special educational needs labels



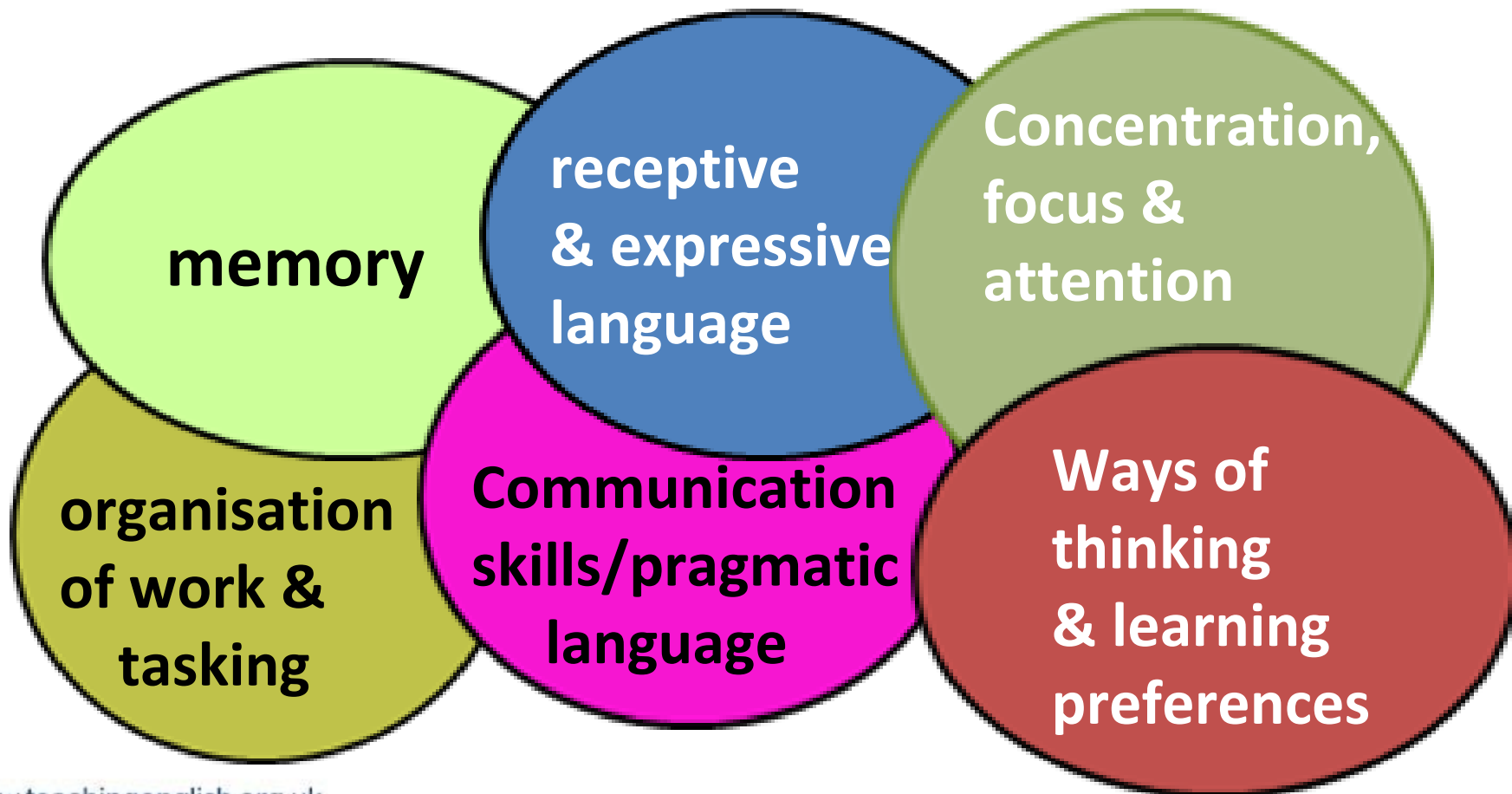
# Supporting quality teaching and learning

- ❖ **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?



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



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

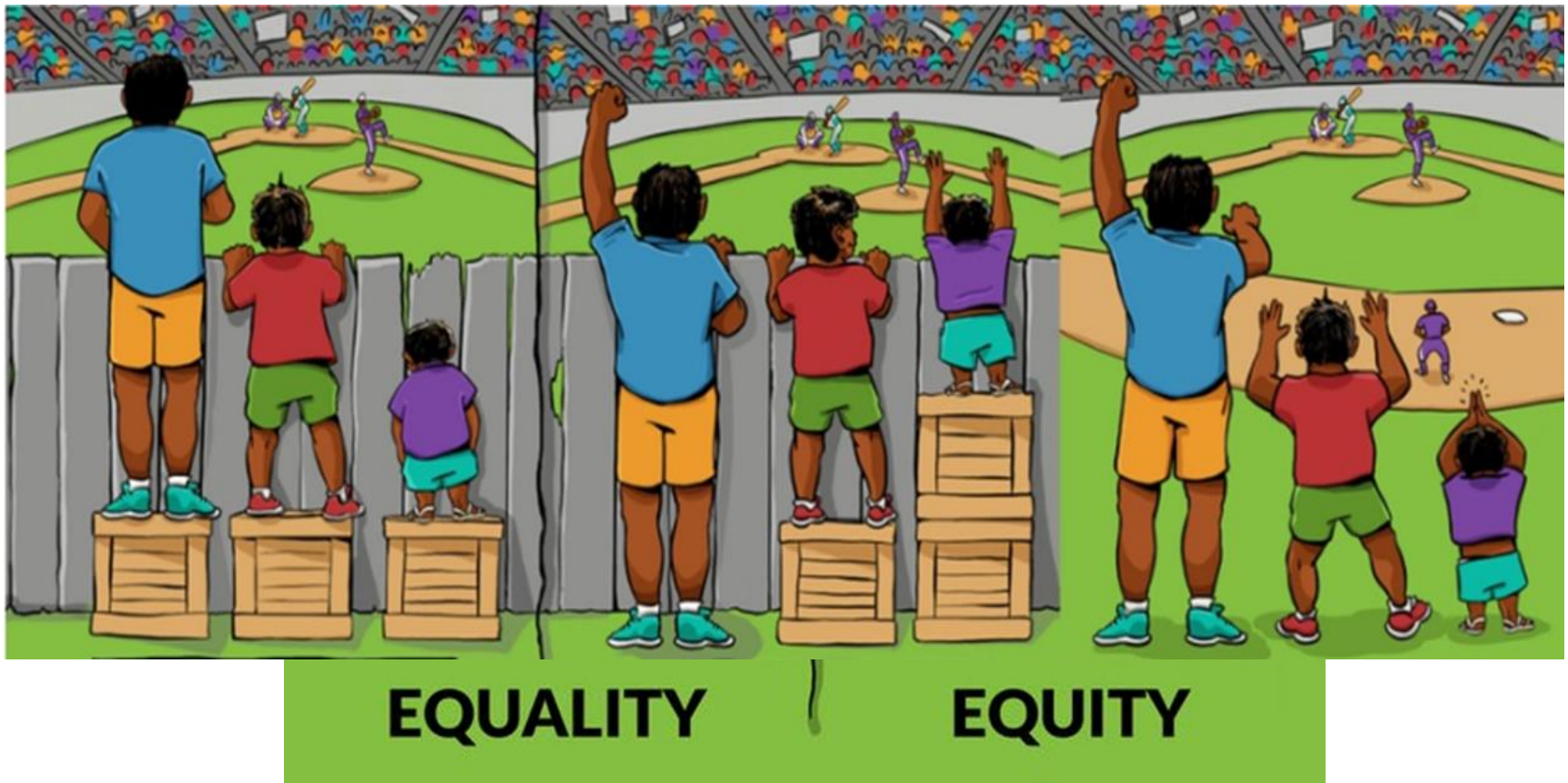


**Diagnosis of special educational needs (SENs) can be useful but is for clinical professionals to make – not teachers**

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



# 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.

**Neurodiversity:**  
  
**The Spice of Life!**

by Rayn





# 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 age 5 he couldn't read.

His mother thought that, perhaps he saw  
finding it difficult to learn to read.





# 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?





# 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!**

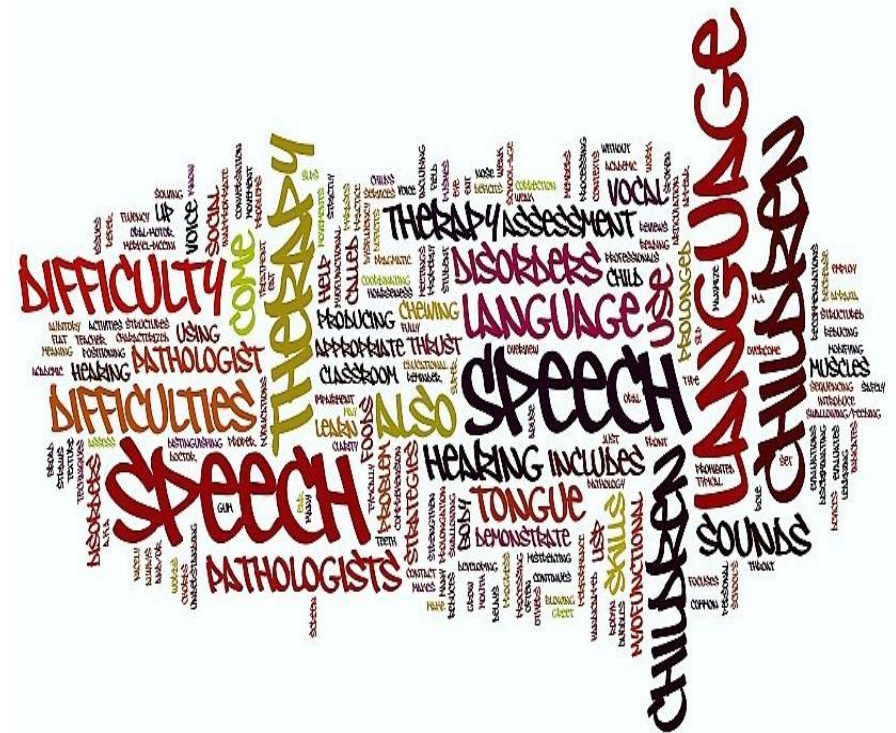




# Educating Yorkshire – Mushy's experience

*"A bird doesn't sing because it has an answer, it sings because it has a song."*

*- Dr. Maya Angelou*



CO-CURRICULA

VIRTUAL EXHIBITION

CURRICULUM

CLASS E-MAILS

TEACHING & LEARNING

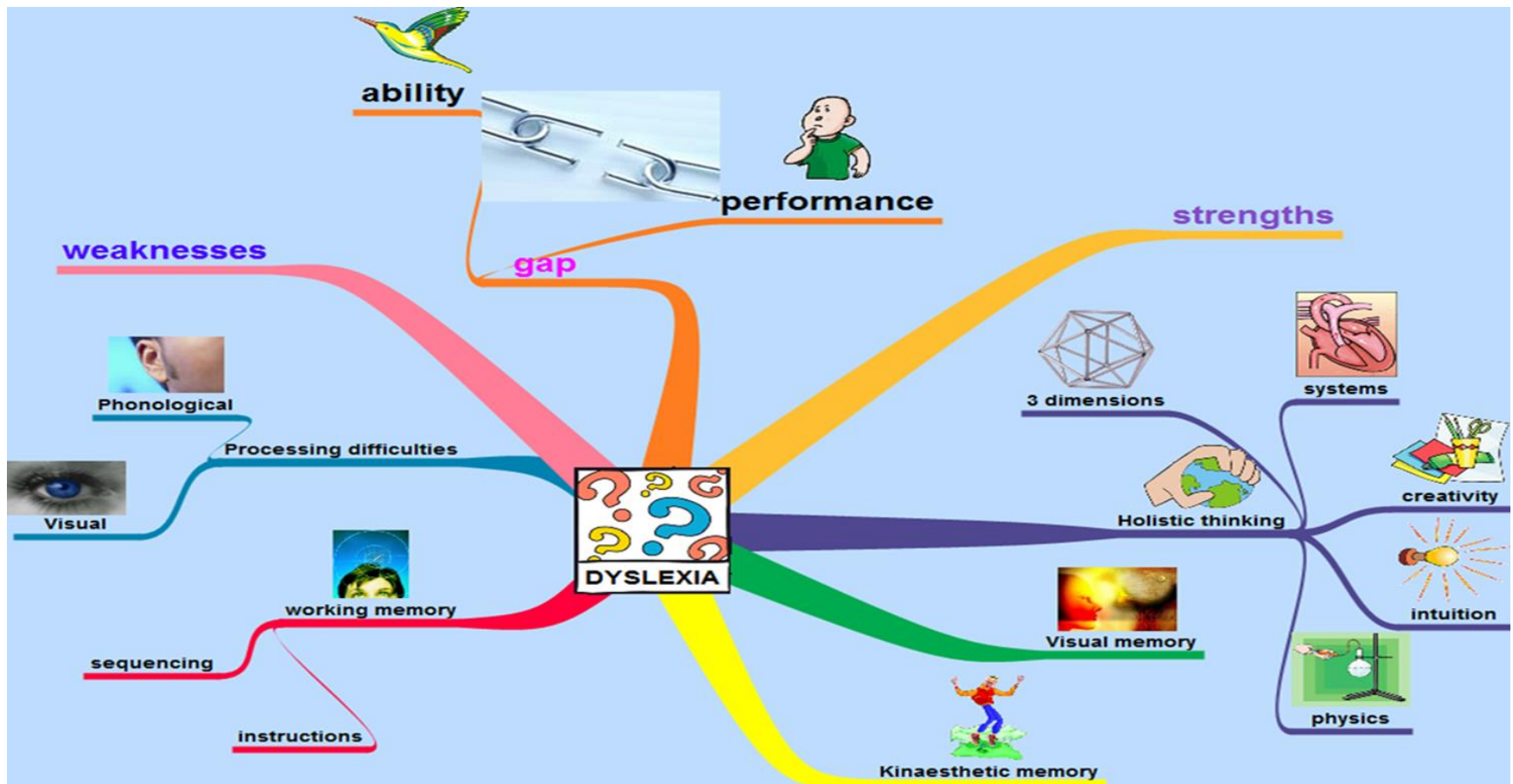
STUDENTS

19-7=

12-8=

# Working to strengths based approaches

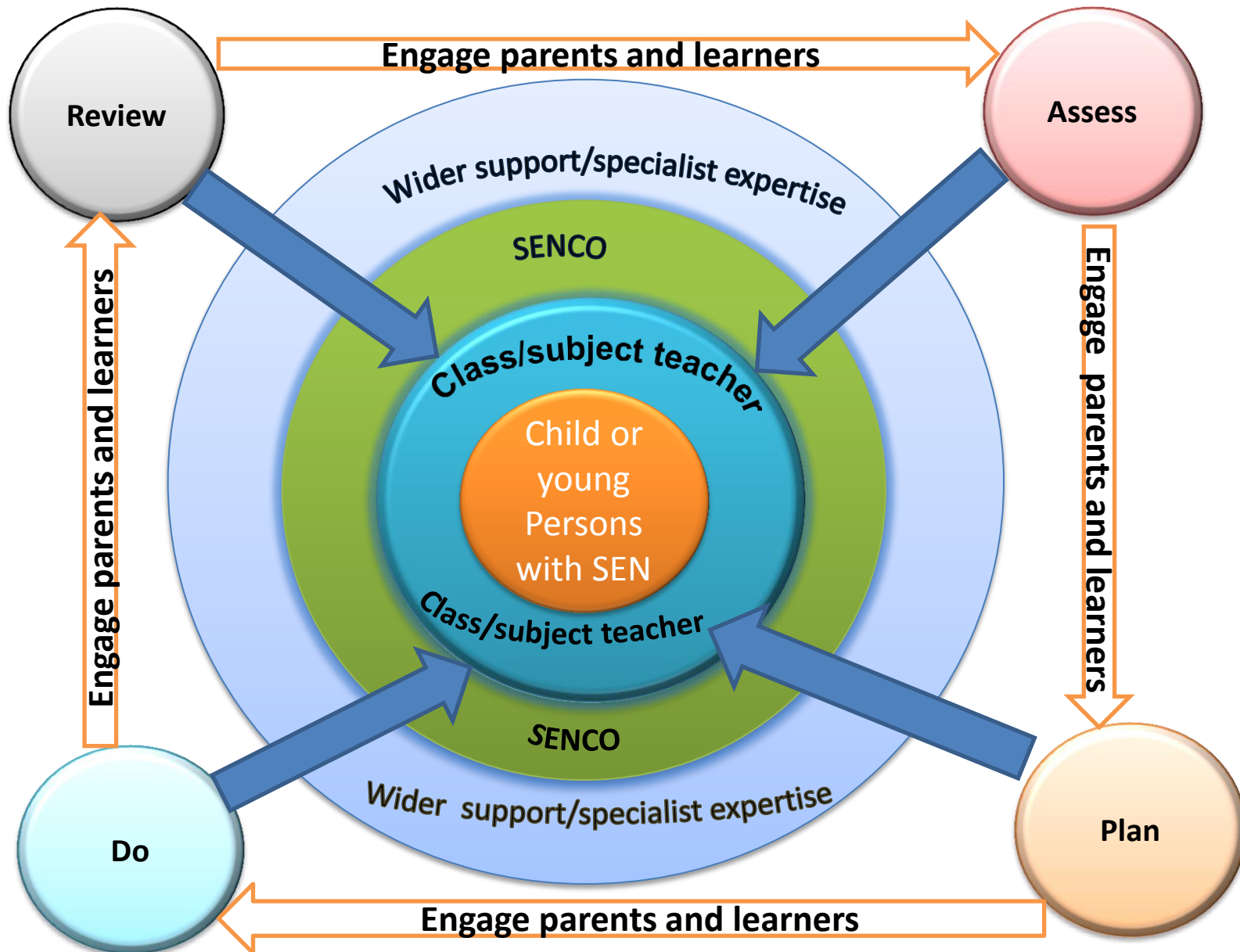
imagination, holistic/big picture thinking, kinaesthetic and visual memory, strong intuition and creativity





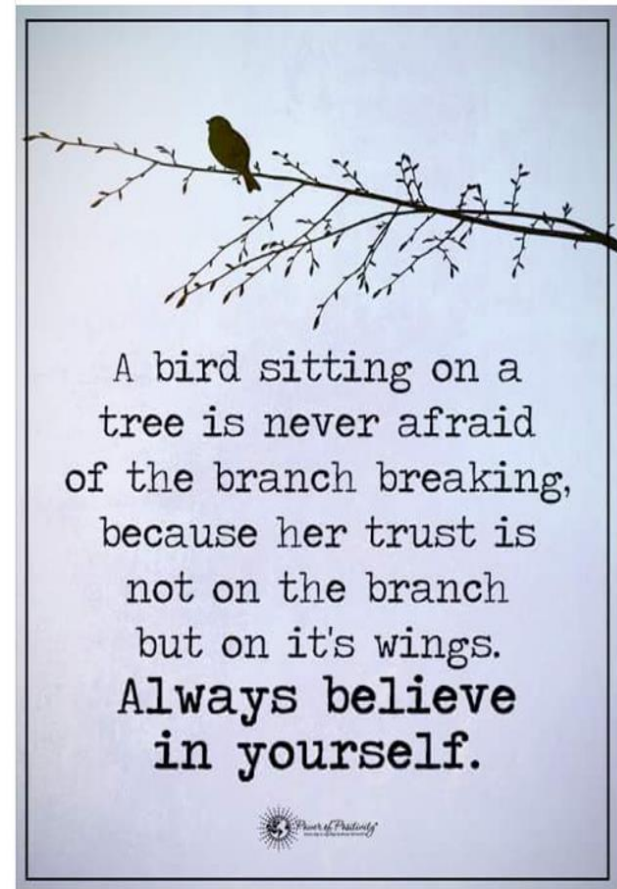
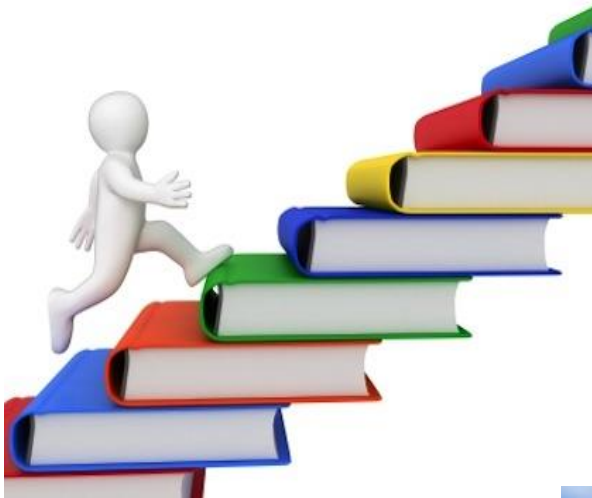
# Assess, Plan, Do, Review,.....

National Association for Special Educational needs <http://www.nasen.org.uk/>



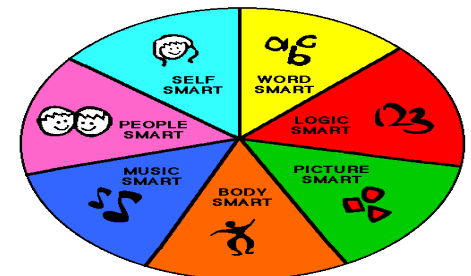


# Scaffolding Learning



# Differentiation – many ways

- Task
- Content
- Self-access materials
- Additional support
- Assessment
- **Learner response**



# 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!









# 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



# What differentiation is not....

**Differentiation**



**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....

**Differentiation**



**Shaking up what goes on in the classroom**



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



**Dual, multilingual and collaborative approaches**



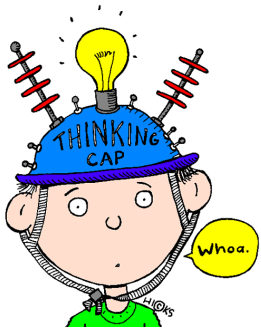
**A blend of individual, group and whole class learning**

**Multi-sensory approaches and meaning driven approaches**



**High aspirations and high interest learning**





# smart and non - smart



**Promote the Aesthetic NOT Anaesthetic**





# Visual Timetables

	Monday	Tuesday	Wednesday	Thursday	Friday
09.00-10.00	English	Maths	English	Maths	Science
10.00-11.00	Maths	English	Maths	English	R.E
11.00-11.15	Break				
11.15-12.15	Science	Science	P.E	Science	French
12.15-13.00	Lunch				
13.00-14.00	P.E	. Music	French	Art	Technology
14.00-15.00	Technology	History	Citizenship	I.T	Geography

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
8.45-9.00 	Registration 				
9.00-10.00 	English 	Maths 	English 	Maths 	Science 
10.00-11.00 	Maths 	English 	Maths 	English 	R.E. 
11.00-11.15 	Break 				
11.15-12.15 	Science 	Science 	P.E. 	Science 	French 
12.15-1.00 	Lunch 				
1.00-2.00 	P.E. 	Music 	French 	Art 	Technology 
2.00-3.00 	Technology 	I.T 	History 	Citizenship 	Geography 

# Visually scaffolding the day



## My Daily Schedule

<p>get off bus</p>	<p>backpack in cubby</p>	<p>gym</p>	<p>bathroom</p>	<p>table work</p>	<p>circle time</p>
<p>snack time</p>	<p>chores</p>	<p>bathroom</p>	<p>recess</p>	<p>physical therapy</p>	<p>centers</p>
<p>speech</p>	<p>bathroom</p>	<p>lunchtime</p>	<p>occupational therapy</p>	<p>goodbye circle</p>	<p>get on bus</p>



# A multi-sensory activity – my story, your story

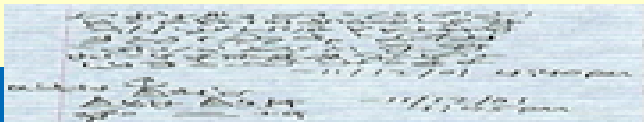




# Making a text meaningful – easification

**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 a text meaningful – easification

## 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**.



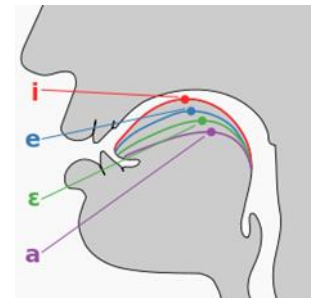
3. Now there **was no** one to be seen.
4. They **saw on top** of one of the **boxes** a great white **dog**.



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



verb  
adverb  
noun  
pronoun  
adjective  
vowel  
consonant



# Colour coded sentence making

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

Articles

Adjectives

Nouns

Verbs

Prepositions

Adverbs



# 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



**Free starter module:**  
**<http://bit.ly/2jC80VJ>**

**Information on course**  
**<http://bit.ly/2jTUUW>**

# A summary of our approach

Securing availability of provision:

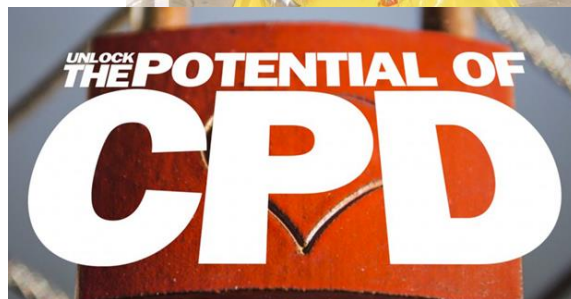
**ACCESS**

Ensuring what is being accessed is relevant & empowering:

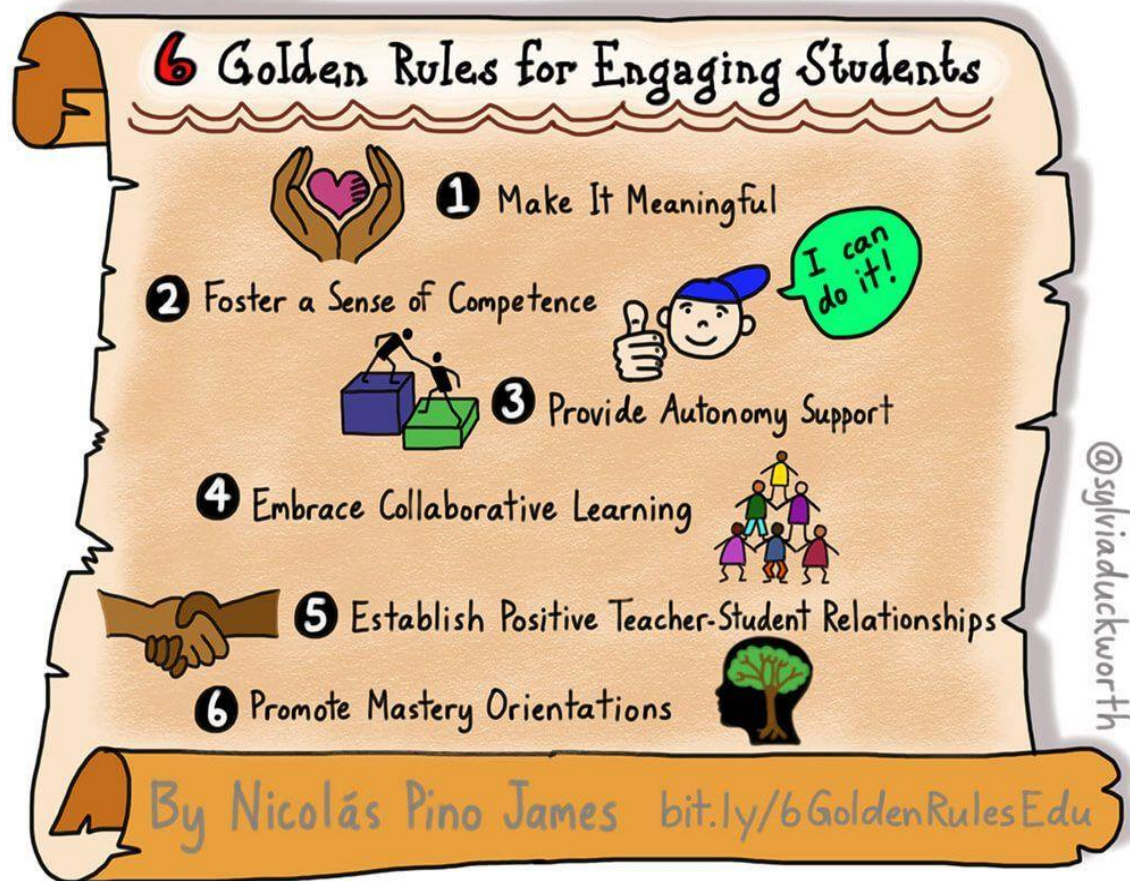
**ENGAGEMENT**

**EMPOWERMENT**

**ENABLEMENT**



## A focus on engagement

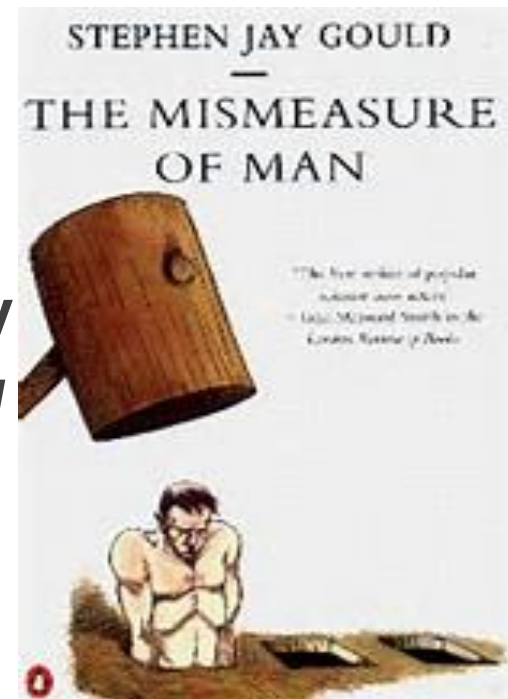





# The Mismeasure of man

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

A close-up photograph of a hand holding a small green seedling. A single drop of water is falling from the fingers onto the leaves of the plant. The background is a soft, out-of-focus green, suggesting a natural outdoor setting.

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

Alexander den Heijer



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<http://www.teachingenglish.org.uk/teacher-development/continuing-professional-development/using-inclusive-practices>

## A Final thought

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

*“What do you sell here?” she asked*

*“Everything your 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,*

*“Not just for 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.”*