



HELPING TEACHERS TO ENABLE LEARNING IN INCLUSIVE EDUCATION

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Abstract

This conceptual paper discusses the strategies and various methods that can be used to enable learning in Inclusive education. This paper encourages teachers of an inclusive classroom to make slight but helpful modifications to enable learning as a complete process. It speaks about a tool kit which could be adapted to teach with in an inclusive education scenario.



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The toolkit including:

1. Coloured markers/ chalk / pens / highlighters⁵²
2. Coloured paper
3. Coloured transparencies
4. A dyslexia-friendly dictionary
5. A magnetic board / magnetic letters
6. Spellcheckers
7. Stress ball
8. Triangular pencils / grips
9. Some materials to add to the toolkit

DVD – a comprehensive guide to using the toolkit.

Toolkit contents (description and suppliers)

1. Coloured markers / chalk / pens / highlighters

Coloured highlight pens can draw attention to key points in a text. Pupils can use them to highlight the main information and, that way, they won't have to read the whole page again. Highlighter pens may be used in identifying words in words or letter strings and patterns in words.

2. Coloured paper

Contact a number of local office or school suppliers for best value when ordering for your own school.

3. Coloured transparencies

Coloured transparencies may be sourced through your local school suppliers.

Eye-level reading rulers are also a useful tool. These transparent rulers reduce glare, improve focus and assist tracking in reading. They are available from

Crossbow Education, Brocton, Staffs. www.crossboweducation.com

Tel: 01785660902

4. Dyslexia-friendly dictionary

The ACE Spelling Dictionary is an aurally coded dictionary. As the vowel sounds are the biggest source of difficulty in the English language, it confronts these by classifying words according to the first one in each. To use the dictionary successfully, there are a few stages that need to be thoroughly understood. These are outlined in the introduction of the dictionary.

Magnetic boards

Using magnetic boards / workbooks with letters / letter tiles in a wide variety of learning experiences and activities affords students from Junior Primary to Post-Primary classes the opportunity to use more than one learning channel. This multisensory learning and teaching approach supports pupils in:

alphabet work

phonological awareness activities

reading and spelling words by analogy – cat, mat, rat ...

learning spellings.

Magnetic boards / workbooks with letters / letter tiles are particularly useful for spelling work if using the ‘

To use the ‘make and break’ model:

a store of magnetic letters / letter tiles can be located on a large magnetic board / whiteboard

pupils use their own individual magnetic boards / booklets

pupil asks for a word and is given the necessary letters in random order to place on their board

clap the syllables several times and say it while clapping.

Then

‘Make and Break’

1. Make the word using all the letters.
2. Break the word into syllables.
3. Make the word and sound out the syllables.
4. Break the word by jumbling up the letters.
5. Make the word saying the letter names.

Spellcheckers

There are many spellcheckers available. One example is the Franklin Spellchecker. This is a portable dictionary and thesaurus containing complete definitions for over 200,000 words, phrases and definitions, along with 800,000 synonyms and a phonetic spellchecker. The portable dictionary and thesaurus might be useful to most students. However, it is of particular use for those with difficulties arising from dyslexia.

7. Stress balls

Writing can be a physically strenuous exercise for many pupils. Stress balls can help to reduce muscular tension in hands and arms.

8. Triangular pens / grips

These are very useful aids for pupils who tire easily from writing. They also can help improve writing style and presentation. They are available from most well-known school supply companies.

9. Some materials to add to the toolkit

Alphabet strips

coloured paper / notebooks / exercise books

flip books

keyword displays / notebooks / word mats

mirrors

phonix links

sandpaper / wooden letters

speaking spellchecker

reading pens

talking books / workbooks / walkman head set

tracing paper.

Ways of improving your spelling

A spellchecker will help.

Check spellings two letters by two letters.

A way to learning spellings

Look at it, Say it, Cover it, and Write it, Check if it is right.

Words you use a lot.

Under subject headings.

Using A.B.C.

Personal dictionary – write words on different pages

Use clues and tips – thinking of your own clues

Everyday words

There, their, could, should, of, and, for, when, where, what, these, that.

key words in Science

battles in History

Place names

Titles of books

Students' Self-help tips

1. Homework

2. Revision before tests.

Notes will help you with:

Teacher says that it is important.

Teacher spells a word.

Something is written on the blackboard.

Teacher repeats a fact.

Behaviour

Provide written or oral summary at end of lesson.

Break down learning into small sequential steps.

Link previous knowledge with new information.

Learning

Give direct, explicit instructions to increase chance of retention, recall and understanding.

Teach efficient strategies to support memory, for example, headings / rehearsal / sequencing.

Avoid unnecessary rote learning.

Memory

Identify pupil's strengths and learning styles to facilitate optimum learning.

Foster positive self-esteem in the pupil. Give genuine praise whenever possible; promote activities that yield success and be flexible in your teaching style.

Accept that everyone learns differently, and recognise each pupil's learning difference. Be aware of different learning styles

Work with the pupil in the development of strategies to help her / him to overcome or cope with dyslexic difficulties.

They may be worried that new teachers are not aware of their problems and think they are not knowing.

They may be embarrassed by their literacy and numeric skills, poor memory and lack of organisation.

Reward effort as well as success.

Encourage positive self-evaluation.

Be constructive and positive to maintain motivation.

Make sure goals are clear and accessible.

Build confidence and self-esteem through the development of areas of strength or interests.

Do not over correct spelling so content is lost.

Encourage and help pupils to use dictionaries, thesauri, spell checkers and encyclopaedias.

Use games to reinforce and motivate, where appropriate.

Present spellings in different formats to provide interest and motivation (mnemonics/ pictures etc.).

Subject-specific words should be taught in context.

Develop subject-specific lists in a personal wordbook / dictionary.

Use a multi-sensory approach: Look / Say / Trace / Cover /

Write / Check.

Reading

Strategies:

Ask child to read passage the night before so they are not meeting it for the first time in class.

Highlight difficult words in text.

Provide alternatives for written text where possible.

Simplify language and reduce unnecessary information in worksheets.

Do not ask pupil to read aloud, unless he volunteers or is given time for preparation.

Organizational skills.

Encourage colour coding to identify books / texts.

Draw attention to displayed class timetable.

Encourage use of registration times to make sure pupil has all necessary equipment.

Encourage use of personal notebooks and personal checklists to remind pupil of equipment needed each day.

Classroom management

Outline content of lesson at outset and summarise at end. List out the main learning points orally, or in written form.

Provide opportunities for individual, small-group and whole-class work.

Employ visual and oral stimuli in the classroom environment.

Build up a bank of resources for the pupil. This will not be your last pupil with dyslexia, and you will be more prepared for the

Listening activities need to be interspersed with 'doing' activities.

Worksheets should be simple, with large print and clear spacing.

Key words / subject-related words could be displayed, or give a

List for each subject for child to practise at home.

Equipment should be labelled and a list given to child, this will

Give time for child to practise decoding words.

If notes must be taken by pupils from board try one or all of these approaches to board work:

1. Clear script
2. Different coloured chalk / pen for different sections
3. Numbered lines at each end for child to copy them.

List bullet points at the beginning of the lesson, giving time

Encourage cursive writing.

Encourage word processing.

Make use of fact that the humorous / 'ridiculous' is retained in the brain better than anything else.

Hand out revision sheets well before exams and make sure pupil has full set.

Have large timetable displayed in form room and encourage pupil to refer to it to identify items that they need to bring.

Have pupil sitting near you to avoid distraction and offer discreet help.

Photocopied summary notes are useful. Hand out at end, so pupils listen rather than try to read as you speak. Try to include a task such as cloze procedure or highlighting activity.

Whole School Issues:

Be aware of regulations for external assessment / examination concessions and special arrangements.

Short breaks may be needed in exams.

Contact teacher or senior pupil for help.

Building a trust relationship is important.

Pupils should know that there is somewhere they can go for help and advice. If possible, give them a name, place and time slots to

References:

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