

Project nr. 2016-1-LV01-KA219-022646
Erasmus+ strategic partnership project
**“NEW ANGLES OF GOOD PRACTICES ON
INCLUSION FOR ALL STUDENTS (NAIS)”**

**Recommendations for teachers how to organise lessons with
inclusive students in the classroom and use study materials
effectively**

General recommendations for teachers in inclusive schools

- Present a small amount of work. Go step by step.
- Establish the student's preferred learning style.
- Concentrate on one concept at a time.
- Hand out worksheets so there is less to copy.
- Make learning as active and fun as possible - a positive experience.
- Clarify or simplify all written directions. Some directions are written in paragraph form and contain many units of information. These can be overwhelming to some students. The teacher can help by underlining or highlighting the significant parts of the directions. Rewriting the directions is often helpful.
- Break writing tasks into stages (brainstorming, drafting, editing, and proofreading, etc.) and teach students to do the same. Consider grading each stage separately.
- Start at a level which the child is comfortable at, so that they experience some success, and slowly move to more difficult areas.
- Provide additional practice activities. Some materials do not provide enough practice activities for students with learning problems to acquire mastery on selected skills. Teachers then must supplement the material with practice activities. Recommended practice exercises include instructional games, peer teaching activities, self-correcting materials, computer software programs, and additional worksheets
- Use peer-mediated learning. The teacher can pair peers of different ability levels to review their notes, study for a test, read aloud to each other, write stories, or conduct laboratory experiments. Also, a partner can read math problems for students with reading problems to solve.
- Prepare educational content to assist teachers in realizing and conducting regular classes with students with hearing and speech disorders.
- Provide an outline of the lesson. An outline enables students to follow the lesson successfully and make appropriate notes. Moreover, an outline helps students to see the organization of the material and ask timely questions.

- Use balanced presentations and activities. An effort should be made to balance oral presentations with visual information and participatory activities. Also, there should be a balance between large group, small group, and individual activities.
- Explicitly teach organization and planning skills for completing and tracking homework. Instruct students how to break down large projects into smaller tasks.
- Develop cooperative writing projects where students play different roles such as the brainstormer, organizer of information, writer, proofreader, and illustrator.
- Offer alternatives to written assignments.
- Discuss an activity to make sure it is understood.
- Provide positive feedback, use evaluation as a stimulating mean.
- Make use of Learning Apps, Moodle platform, e-learning possibilities.

Recommendations for teachers teaching students with learning difficulties

- Get more information about the student and if the student already has a diagnosis, get more information about the specific learning difficulty he/she is facing.
- Consider the learning difficulty when you teach and evaluate such students.
- Communicate with the family of the student to better understand the environment he/she is living in and the kind of support provided by the family.
- If you observe any non-diagnosed learning difficulties talk to the parents and encourage them to take their child for an evaluation and proper diagnosis, and encourage them to talk to the school counselor/speech therapist/aid (support) teacher for curricular adaptations, assessment methods, intervention plans, counselling.
- Maintaining Workshops on Learning Techniques and Learning Strategies (Efficient Learning, Memo Techniques) and even Parent-Child Relation.

Recommendations for teachers teaching students with Dyslexia

- Get information about dyslexia, try to understand the extension of the phenomenon. Dyslexia is a different style of thinking and learning, it is a learning disability that is addressed through counseling and specific tutoring.
- Try to have a positive attitude towards the student, show empathy and the will to work with the student.
- Try to get to know the student better, ask about interests and hobbies, extracurricular activities.
- Teach in a way that will encourage the student to be curious and ask questions
- Praise Gives Power Criticism Kills. A child suffering from dyslexia will need help in order to overcome their learning disabilities. It is important to improve self-confidence and acceptance in class. They are not underachievers due to their lack of effort or interest.
- Show flexibility with regard to changes in the program.
- Try to keep the activities short and prepare the lessons in more than one way.
- Repeat with the student the information that has been already learnt.

- Try to end every class so that the student can have a positive appreciation of his/her performance.
- Write essential information on the WHITE board and try to use simple and few words, written in uppercase letters.
- Visual strategies are very important. The information on the board can be copied on colored paper for the student and handed out to him/her.
- Use images to support the written information.
- Texts should be printed on *yellow pages* because the dyslexic child suffers from a visual-perceptual disorder. Avoid white paper because it strains the eyes, thus making more difficult for them to concentrate.
- Be ready to explain multiple times, in various ways so that he/she can correctly understand, repeat explanations until you are sure the student understood all.
- Accept homework written on a computer because handwriting is torture for most dyslexics. Therefore expect less written work, even though the child may be orally bright, when it comes to writing ideas, the task will prove to be a struggle. The opportunity to answer orally can be given because many times they know and understand, but are unable to put ideas in writing. Keep in mind that they need extra time to complete tasks.
- Provide students with agreed knowledge-based assessment to reduce stress.
- Frequent and positive feedback.
- Evaluate the student in a way that is favorable to him/her (eg. oral questioning, projects, etc.).
- Tell the student from the beginning of the class what you expect from him/her during that particular class.
- Make one request at a time.
- The student with dyslexia should sit in the front row, accompanied by a colleague that has a lot of patience and can support him/her when needed – study buddy.
- Highlight essential information.
- Provide the study material with pictures, simplify directions with key words for most important ideas.
- Arrange the tasks from the easiest to the hardest.
- Allow extra time to complete the tasks and tests.
- Give “THINK TIME” before answering a question. This can be done by presenting a question and then pausing or by coming back to the student after a little while and repeating the question. Alternatively, have multiple students answer the same question. In this way, several models are provided.
- Provide opportunities for writing and spelling every day, in a variety of formats, such as writing in a journal, sending an email, writing or copying a list of homework activities, writing on a large wall calendar, writing thank you letters, or archiving items in a collection.
- Give manipulatives (things to touch and move around) whenever possible to work on math related to time, money, or fractions.
- There are numerous apps that help dyslexics overcome their drawbacks.

The most useful ones are:

Leo - Recorder & Transcription

The Leo app specializes in recording and transcription, all in real time for the user's benefit. This app is especially designed for individuals with dyslexia and other learning disabilities, giving them the tools they need to succeed.

Lectio

Lectio is mobile application built to encourage independent reading for students with language related learning disabilities. Developed by the mother of a dyslexic, Lectio is an application for iPhone and iPad that quickly allows the user to snap a picture of a text-filled page and have a specific word or words read aloud.

Dragon Dictation

Dragon Dictation helps students to record their voices and turn it into text. It helps dyslexics to compose essays.

Recommendations for teachers teaching students with Dysgraphia

- Encourage keyboarding to increase the speed and legibility of written work.
- Instead of having the student write a complete set of notes, provide a partial outline to fill in.
- Reduce copying. For example, instead of having the student copy math problems, provide a worksheet with the problems already on it.
- Encourage the student to use a spell-checker and to have someone else proofread his/her work, too. Speaking spell-checkers are recommended, especially if the student may not be able to recognize the correct word.
- Use paper or writing instruments of different colors.
- Allow older students to use the line width of their choice, but remember that some students write small to disguise messiness or bad spelling.
- Reduce length requirements on written assignments, stressing quality over quantity.
- Grade based on what the students know not on handwriting or spelling.
- Allow the student more time during check knowledge or perform other activities and tasks.

Recommendations for teachers teaching students with Dyscalculia

- Review what students already learned before teaching new skills.
- Let students talk before solving the problem.
- Give students the list of math formulas taught in the class.
- Highlight or circle words and numbers.
- Break down worksheets into sections.

- Check often to see if the student understands the task.
- Give more space for writing solutions.
- Use concrete materials to help link mathematical symbols to quantity.
- Reduce the need for memorisation, especially initially
- Ask a lot of questions to get the child engaged and thinking about their own thinking
- Encourage students to visualise mathematical problems. Allow students to draw a picture to help them understand the problem and ensure they take time to look at any visual information such as charts and graphs.
- Provide examples and try to relate problems to real-life situations.
- Provide students with graph paper/squared paper and encourage them to use this to keep the numbers in line.
- Ask to explain verbally how he/she arrived at particular solutions.
- Explain new concepts in a logical manner.
- Limit copying from the board.
- Allow students to use computers and calculators, especially to self-correct.
- Provide students with extra time to complete tasks and encourage the use of rough work for calculations.
- Make use of mnemonics and visual prompting cards to assist students in memorising rules, formulae and tables. Repetition is also very important.
- Always match the strategy to the student's identified needs and abilities.

Recommendations for teachers teaching students with hearing impairments

- Get the student's attention and face the student when speaking. Students with hearing impairments use nonverbal cues, such as facial expressions and body language, to figure out what is being said by the teacher.
- Use visual aids as much as possible. Students with hearing impairments have to use their other senses even more to compensate for their hearing loss.
- When using films, videos, or other forms of visual media make sure that the captioning is used so the student can read what is being said in the film or video.
- During class discussions involve the student with a hearing impairment in the discussion and allow him or her a little extra time to ask questions or answer questions. The student with a hearing impairment should be treated as any other member of the class and should be included in discussions.
- When the student is working in a group, have classmates sit in a horseshoe shape so that the student can see everyone.
- Erase things on the board after the topic is finished so that the student can easily see what is being discussed at a specific time.
- Summarization and simplification of text.
- Teacher instructions that are clear, precise, and loud enough.

- Task division, more smaller tasks, longer time for problem solving activities.
- Reading texts that are simple and short, checking if the student understood it
- Assistance during practical work.
- Frequent constructive feedback.
- Student should be seated near the teacher and the projection screen
- Optimal sound level should be secured (background noise!).
- Formative evaluation.
- Frequent evaluation of smaller units.
- Examination time should be extended.
- Possibility to additionally explain questions should be provided.
- Teachers should have face-to-face communication with the student.
- While giving instructions, teachers should be aware of the speech rate, volume, and intonation of their voice so the student could lipread.
- Personal contact has to match the situation (speech, writing, demonstration, sign language.)
- Task division, more smaller tasks, longer time for problem solving activities.
- The use of worksheets with keywords.
- Indication of activities switching by lightly tapping their shoulder.
- The principle of clarity –multisensory approach (pictures, photographs, objects, models, videos, digital educational programs...).

Recommendations for teachers teaching students with social disadvantages

- Get to know more about the disadvantages the student is facing (poor living conditions, being raised up by a single parent or by other relatives, financial problems of the family, students that come from foster care, commuting daily to school).
- Communicate with the family/caregivers in order to find out more about and better understand the child; ask about his/her behavior at home.
- Highlight the strengths of the child and provide counsel for the child to transform his/her weaknesses. If you don't know the appropriate way to do that, ask the school counselor to help you.
- The students who face these problems usually tend to feel insecure and tend not to trust others, so try to show empathy and openness.
- Encourage the child to study better and assist him/her in obtaining scholarships and/or applying for internships, projects, etc.
- Ask the school counselor's help to know how to deal with eventual emotional problems of such children.

- Never allow other students to make fun or bully their colleagues about their social disadvantages: discuss in class why they do that and try to mediate between them. Take the opportunity and turn the discussion into a teaching opportunity about diversity and its importance, for example.

Recommendations for teachers regarding students at dropout risk

- a) *Family and Socio-Economical Needs.* Dropping out is strongly tied to socioeconomic status. Many of the students that come from low- income families take the decision to drop out as a response to economic pressure, they need to support their family financially or their parents have no means to send them to school. Sometimes they have to care for sibling or for their own child. They must focus on other responsibilities.
- The establishment of social scholarships that will help them to continue school with the condition that students attend classes and have no more than X hours missing from school.
 - Because dropouts are prevalent in some ethnic groups, some social programmes that target this community must be established to help them to attend school, involving charity organizations.
 - Collaborating with all teaching staff, other professionals, parents and members of the community to stimulate motivation, participation and engagement and understanding learning needs.
- b) *Boredom and Disengagement.* Many students say that the classes are obsolete, so actions must be taken to improve the students' engagement.
- Be aware of significant changes for the professional roles and responsibilities of a teacher: organiser of the learning process, creator of learning opportunities, adviser, partner, mediator between the learner and different modern sources of information, not the only source of information.
 - Make use of constructivist approaches, problem-based learning and cooperative learning.
 - In addition to subject knowledge teachers need knowledge of child/adolescent development and pedagogical skills.
 - Make learning relevant. Modern methods are implemented, for example, the web 2.0 tools, E-Twinning projects, which help high school student take part in a wider community connecting learning. The students love to connect in other countries; they get motivated and become more creative.
 - To improve their vocational and cultural skills, the students take part in European mobility or partnership projects E+. The students have the chance to study abroad for

a period, to visit schools, to meet peers, thus improving their linguistic and practical skills, so that they prepare for the larger demands of today's work place.

c) *Academic Difficulty*, lacking motivation to continue school, due to the fact that they consider that they have no necessary knowledge to pass the end of the high school exams. Some of the measures taken are:

- Programmes to help them improve their knowledge, extra-classes for the students in the final year of study. A special timetable is set for the subjects needed in the final exam, to help them recuperate the curricula that they do not master well enough, giving them confidence that they can pass the Baccalaureate.
- For students that have low results an Improvement Plan is implemented by the teacher, in order to overcome academic difficulty. After hours classes are held to improve the study situation.
- Personal Intervention Plan – a document made by the support teacher and/or class teacher and school counselor for the student with special educational needs, which consists of: objectives of the intervention and follow-up indicators for the objectives, measures to be taken for the student (who, when, how) and a timeframe for the activities described in the measures to be carried out.

Recommendations were written by the project partnerschools:

- Tukums Evening and Distance Learning Secondary School, Latvia
- Secondary Medical School Ante Kuzamnića Zadar, Croatia
- Liceul Tehnologic Francisc Neuman, Romania
- Sint-Jozefinstituut BuSO, Belgium