

Inclusive Education

From Theory to Classroom Practice

TIEE Language Teachers' Workshop, Mysuru

IT for Change

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Hypotheses by Linguist Stephen Krashen

- The Aquisition-Learning Hypothesis
- The Input Hypothesis
- The Affective Filter Hypothesis



Let's play a game!

Team 1: Read the following text

Inclusive education is a new approach to education that emphasises access to education under one roof for traditionally excluded groups – especially children with and without disabilities and those who speak minority languages etc.

Team 2: Read the following text

Inclusive education is a new approach to education that emphasises access to education under one roof for traditionally excluded groups – especially children with and without disabilities and those who speak minority languages etc.

Team 3: Describe the given image below



Team 1: Listen to the poem carefully and summarise in your own words



Team 2: Read any of the following text

THE AIRBOAT GREW FROM A BARELY VISIBLE SPECK AND CAME
SPIRALING DOWN TO LAND IN THE CLEARING. WHEN IT WAS
GROUNDED AND OFF CONTRAGRAVITY THEY STARTED ACROSS THE
GRASS TOWARD IT, AND THE FUZZIES ALL JUMPED DOWN FROM THE
BENCH AND RAN ALONG WITH THEM.

THE THREE VISITORS CLIMBED DOWN. RUTH ORTHERIS WORE
SLACKS AND A SWEATER, BUT THE SLACKS WERE BLOUSED OVER A
PAIR OF ANKLE BOOTS. GERD VAN RIEBEEK HAD EVIDENTLY DONE
A LOT OF FIELD WORK: HIS BOOTS WERE STOUT, AND HE WORE OLD,
FADING KHKAKIS AND A SERVICEABLE-LOOKING SIDECARM THAT
SHOWED HE KNEW WHAT TO EXPECT UP HERE IN THE PICDMONT.
JUAN JIMENEZ WAS IN THE SAME SPORTS CASUALS IN WHICH HE
HAD APPEARED ON SCREEN LAST EVENING. ALL OF THEM CARRIED
PHOTOGRAPHIC EQUIPMENT. THEY SHOOK HANDS ALL AROUND
AND EXCHANGED GREETINGS, AND THEN THE FUZZIES BEGAN CLAM-
ORING TO BE NOTICED. FINALLY, ALL OF THEM, FUZZIES AND
OTHER PEOPLE, DRIFTED OVER TO THE TABLE UNDER THE TREES.

RUTH ORTHERIS SAT DOWN ON THE GRASS WITH MAMMA AND
BABY. IMMEDIATELY, BABY BECAME INTERESTED IN A SILVER
CHARM WHICH SHE WORE ON A CHAIN AROUND HER NECK WHICH
TINKLED FASCINATINGLY. THEN HE TRIED TO SIT ON HER HEAD. SHE
SPENT SOME TIME GENTLY BUT FIRMLY DISCOURAGING THIS. JUAN
JIMENEZ WAS SQUATTING BETWEEN MIKE AND MITZI, EXAMIN-
ING THEM ALTERNATELY AND TALKING INTO A MINIATURE RECORDER
PHONE ON HIS BREAST, MOSTLY IN LATIN. GERD VAN RIEBEEK
DROPPED HIMSELF INTO A FOLDING CHAIR AND TOOK LITTLE FUZZY
ON HIS LAP.

R. Behrman and C. Goway (1988, unpublished) reported significant improvement in subject's writing. He also showed a 90% increase in basic academic subjects, reading comprehension, reading accuracy, but not in rate of reading. After a 14-week (1987) evaluation, the results of 11 ten-year-olds on 23 regional high school students and a matched control group. Significant improvement for the experimental group was noted for time needed to locate words on a printed page, timed reading scores, length of time for sustained reading, and span of focus, as well as other perceptual tasks. Additionally, seven of the 23 experimental found employment, but none of the control group was employed by the end of the semester.

In contrast, Winters (1987) was unable to find differences in his study. Winters gave 15 elementary school children four minutes to locate and circle 68 examples of the letter "b" on three pages, each page of which contained 600 random letters in 20 lines of

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Team 3: Summarise the text below in your own words and explain in detail

"ಪ್ರಗತಿಪರ' ಸಿದ್ಧಾಂತದ ಪ್ರಕಾರ, ವೈರಸ್‌ಗಳು ಕೋಶವೊಂದರ ನ್ಯೂಕ್ಲಿಕ್ ಆಮ್ಲಗಳ ಸರಳ, ಚರ ತುಣುಕುಗಳಾಗಿ ಆವಿರ್ಭವಿಸಿ. ನಂತರ, ಹಾನಿಯಾದ ಪೊರೆಗಳನ್ನೊಳಗೊಂಡ ಕೋಶಗಳ ಒಳ-ಹೊರಗೆ ಓಡಾಡಬಲ್ಲ ಶಕ್ತಿಯನ್ನು ಗಳಿಸಿಕೊಂಡವು. ಪ್ರಗತಿಶೀಲ ವಿಧಾನದಲ್ಲಿ, ಈ ತುಣುಕುಗಳು ಕೆಲ ರಚನಾತ್ಮಕ ಪ್ರೋಟೀನುಗಳ ಜನೆಟಿಕ್ ಅನುಕ್ರಮವನ್ನು ಅರ್ಜಿಸಿಕೊಂಡು ಆರೋಗ್ಯವಂತ ಜೀವಕೋಶಕ್ಕೆ ಅಂಟಿಕೊಳ್ಳುವ ಮತ್ತು ಸೋಂಕು ತರಬಲ್ಲ ಸಾಮರ್ಥ್ಯ ಗಳಿಸಿಕೊಂಡಿರಬಹುದು. ವೈರಿಕ್ತವಾಗಿ, 'ಪ್ರತಿಗಾಮಿ' (Regressive hypothesis) ಸಿದ್ಧಾಂತದ ಪ್ರಕಾರ, ವೈರಸ್‌ಗಳು ಸಂಕೀರ್ಣವಾದ, ಸ್ವತಂತ್ರ ಜೀವಿಗಳಿಂದ ಉಗಮವಾಗಿದ್ದಿರಬಹುದು. ಪ್ರತಿಗಾಮಿ ಅಥವಾ ಮೊಟಕಾಗುವ ಕ್ರಿಯೆಯ ಮೂಲಕ ಕಾಲಾನುಕ್ರಮದಲ್ಲಿ ತಮ್ಮ ಜನೆಟಿಕ್ ಮಾಹಿತಿಗಳನ್ನು ಕಳೆದುಕೊಂಡು ಈ ಜೀವಿಗಳು ಮರುಸೃಷ್ಟಿಗಾಗಿ ಪರಾವಲಂಬಿಗಳಾಗಿದ್ದಿರಬಹುದು. ಬೇರೆ ಜೀವಿಗಳ ಅಸ್ತಿತ್ವಕ್ಕೂ ಮುನ್ನ ವೈರಸ್‌ಗಳು ಜೀವಿಗಳಾಗಿದ್ದಿರಲಿಕ್ಕಿಲ್ಲ ಎಂಬ ಊಹೆಯ ಆಧಾರದ ಮೇಲೆ ಈ ಎರಡು ಸಿದ್ಧಾಂತಗಳು ರೂಪುಗೊಂಡಿವೆ "

Bonus Question: Summarise the text below in your own words and explain in detail

"Understanding the importance of Thanksgiving traditions, such as *Macy's Thanksgiving Day Parade* and *Black Friday shopping*, is necessary for designing culturally relevant curriculum materials."

Time to Present!

3 Types of learning difficulties



Or, they can not call any attention to themselves in primarily inattentive ADHD presentations

Know the difference!

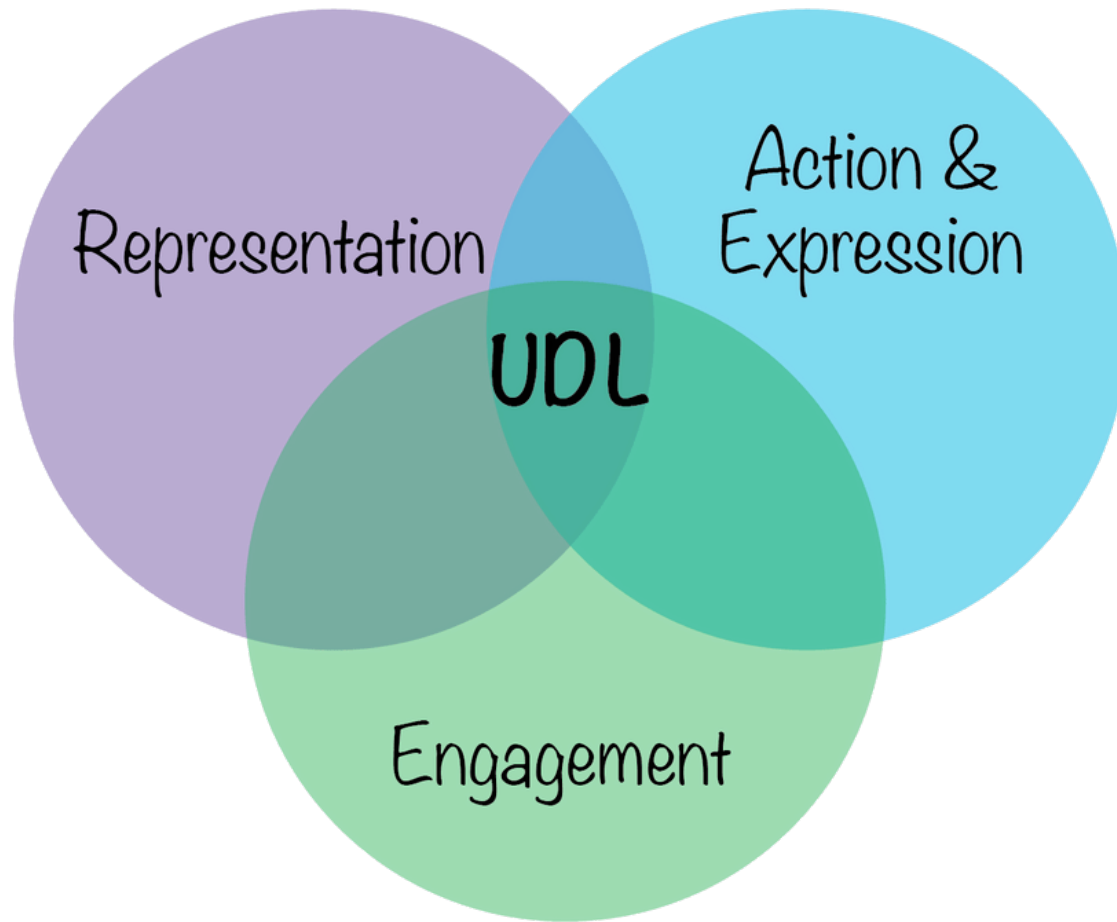
- Special Education
 - Special education is designed to meet the unique needs of students who have disabilities. It provides additional support and different teaching methods to help these students learn effectively.
- Inclusive Education
 - Inclusive education means teaching all students together, regardless of their abilities or disabilities. It ensures that every student has access to the same learning opportunities and can participate fully in school activities.
- Integrated Teaching
 - Integrated teaching is when different subjects are taught together in a way that they connect and support each other. It helps students see the connections between what they are learning in different classes.

Myths related to Inclusive Education

Myths related to Inclusive Education

- Inclusive education is only for students with disabilities
- Special schools are better for students with disabilities
- Teachers need special training to teach in inclusive classrooms
- Students with disabilities cannot achieve the same academic standards as their peers
- Inclusive education is expensive and time-consuming
- Only a few students benefit from inclusive education.

Universal Design for Learning (UDL)



Universal Design for Learning (UDL)

- **Multiple means of Engagement** (ತೊಡಗಿಸಿಕೊಳ್ಳುವಿಕೆಯ ಮಾರ್ಗಗಳು)
 - Make learning interesting and enjoyable for everyone (Pedagogy)
- **Multiple means of Representation** (ಬಹು ವಿಧದ ಪ್ರಸ್ತುತಿಗಳು)
 - Teach in different ways, using things like pictures, sounds, and hands-on activities (Teaching-Learning Materials/ Resources)
- **Multiple means of Action and Expression** (ಬಹು ಅಭಿವ್ಯಕ್ತಿಯ ವಿಧಾನಗಳು)
 - Let students show what they know in different ways, like talking, writing, or doing projects (Assessments)

Case Study #1

- Shanmukha, a 6th grader from a Telugu-medium school in Andhra Pradesh, now attends a government school in Bengaluru after relocating to Karnataka post-pandemic. Despite understanding and speaking Kannada, his fast accent makes comprehension difficult for teachers. Shanmukha struggles with following instructions and often responds slowly. A baseline study revealed his inability to recognize two-digit numbers, perform basic arithmetic, or identify letters and construct words in Kannada or English. In English writing, even with hints, he couldn't write dictated words. His Kannada writing showed errors in letter order, sizing, and spacing. He also struggled with number sequencing, shapes, tiles, and patterns.

Case Study #2

- Padma, a 7th-grade student in Bengaluru, faces significant cognitive delays compared to her peers. Despite being the youngest in her family with a notable age gap from her brothers, Padma struggles with reading and writing, often forgetting and making mistakes. Her teacher assigns her tracing homework, but she fails to retain the learning. Although Padma enjoys activities like listening, coloring, and classroom games, she shows no interest in academic tasks and fails to recognize letters, shapes, patterns, and colors. Initially, she was placed in lower grades but had to return to 7th grade due to disruptive behavior. Her classmates often tease and bully her, leading her to react with vulgar language.

What are the teaching strategies that can be used to accommodate these children in the classroom ?

Some strategies that can be used

- Know your students ನಿಮ್ಮ ವಿದ್ಯಾರ್ಥಿಗಳ ಬಗ್ಗೆ ತಿಳಿದುಕೊಳ್ಳಿ
- Set clear goals ಸ್ಪಷ್ಟ ಗುರಿಗಳನ್ನು ಹೊಂದಿರಿ
- Use different materials to teach ಕಲಿಸಲು ವಿಭಿನ್ನ ಕಲಿಕಾ ಸಾಮಗ್ರಿಗಳನ್ನು ಬಳಸಿ
- Make the lesson more fun ಪಾಠವನ್ನು ಹೆಚ್ಚು ಖುಷಿ ಪಡುವಂತೆ ಮಾಡಿ
- Let students show what they know ವಿದ್ಯಾರ್ಥಿಗಳು ತಮಗೆ ತಿಳಿದಿರುವುದನ್ನು ವ್ಯಕ್ತಪಡಿಸಲು ಅವಕಾಶ ಮಾಡಿಕೊಡಿ

Some strategies that can be used

- Provide additional supportive materials ಹೆಚ್ಚುವರಿ ಸಹಾಯಕ ಕಲಿಕಾ ಸಾಮಗ್ರಿಗಳನ್ನು ಒದಗಿಸುವುದು
- Encourage collaboration ಸಹಭಾಗಿತ್ವವನ್ನು ಪ್ರೋತ್ಸಾಹಿಸಿ:
- Offer flexibility ನವ್ಯತೆಯನ್ನು ಒದಗಿಸಿ
- Give regular feedback ನಿಯಮಿತವಾಗಿ ಪ್ರತಿಕ್ರಿಯೆ ನೀಡಿ
- Reflect and adapt ಪ್ರತಿಫಲನ ಮತ್ತು ಅಳವಡಿಸಿಕೊ