

# Special and Inclusive Education

# Pupils/students with SEN/D

Special educational needs:

- Health disability
- Health disadvantage
- Social disadvantage

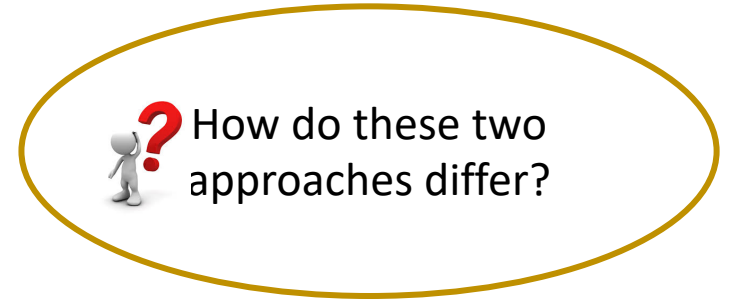
- Intellectual disabilities
- Physical disabilities
- Hearing impairment
- Visual impairment
- Speech or language impairment
- Multiple disabilities
- Autism
- Learning disability
- Behaviour disturbance

- Long-term illness
- Mild learning disabilities requiring modification in education

Family background with low socio-economic status  
At risk of harmful influence  
Imposed institutional or protective institutional care  
Asylum-seekers  
Person applying for international protection in the Czech Republic

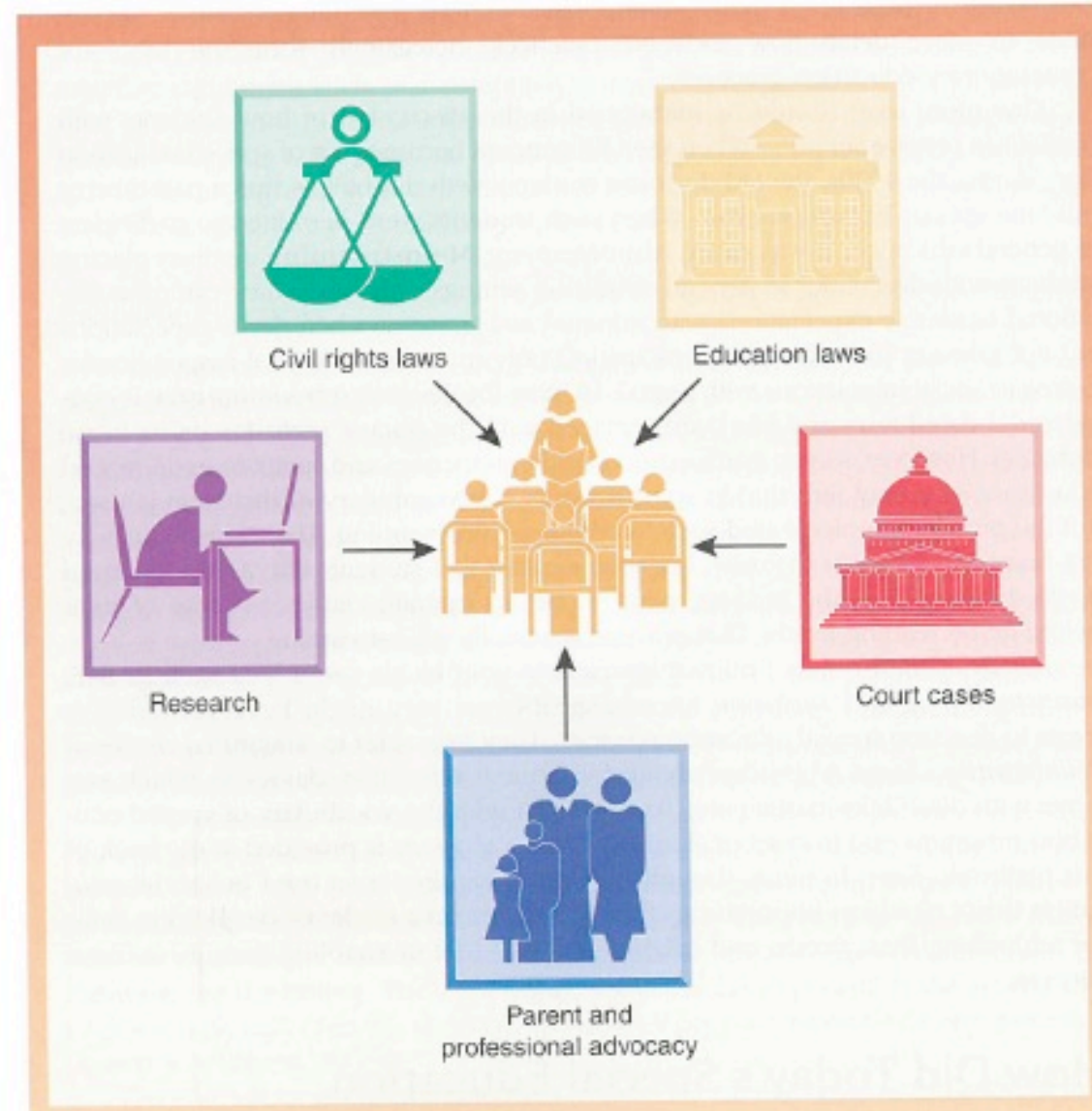
# Disability categories according to IDEA (1990)

- Learning disability
- Speech or language impairment
- Mental retardation (cognitive/intellectual disability)
- Emotional disturbance
- Autism
- Hearing impairment
- Visual impairment
- Deaf-blindness
- Orthopedic impairment
- Traumatic brain injury
- Other health impairment (cancer, diabetes...)
- Multiple disabilities
- Developmental delay (up to the age of 9)



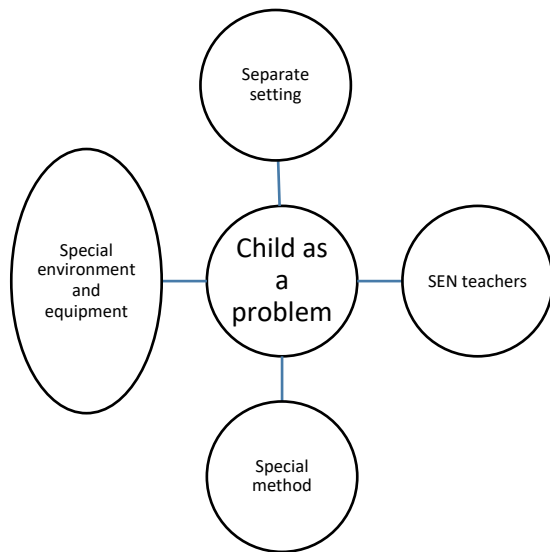
# Influences on current special education practices

FIGURE 1.1 Influences on Current Special Education Practices

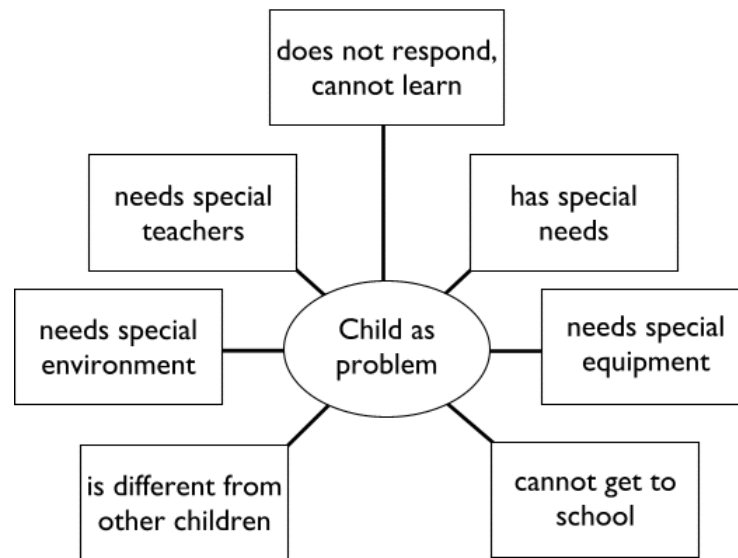


# Two track system of education in the Czech Republic

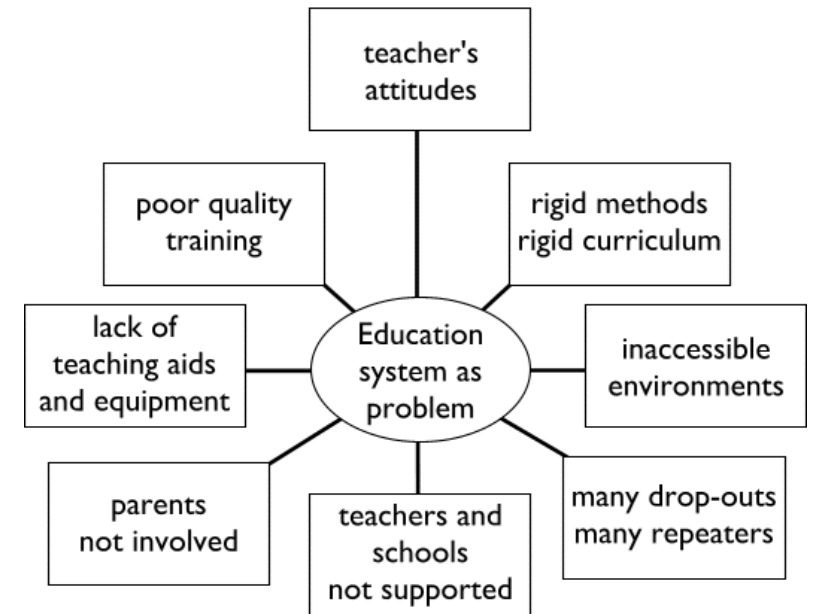
## Special Education



## Integrated Education

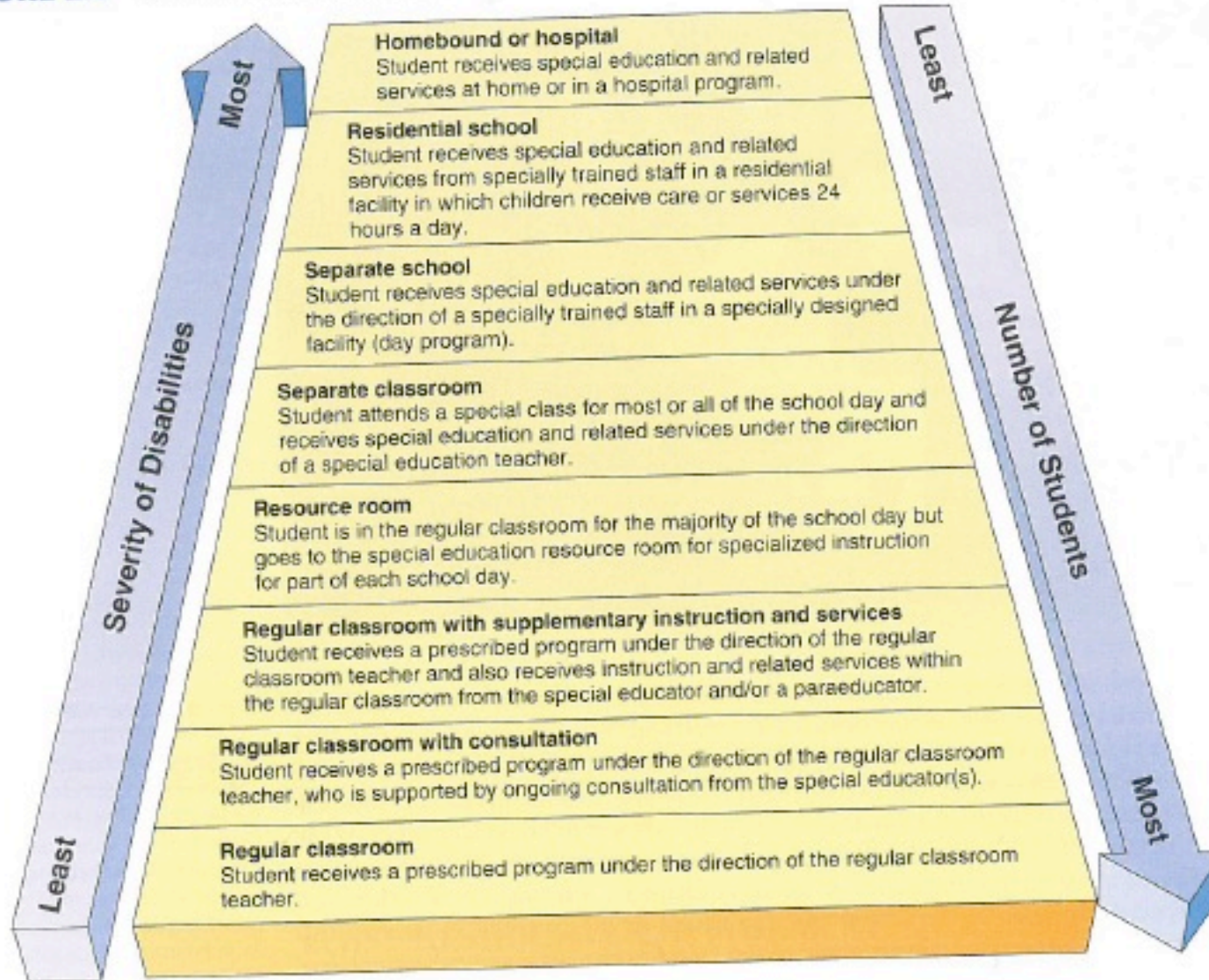


## Inclusive Education



# Continuum of placement options

**FIGURE 2.6** Continuum of educational services for students with disabilities



# Support for students with SEND/D

- 5 levels of „supportive measures“:
  - 1st level – school alone, with school counsellor, psychologist, SEN teacher
  - 2nd – 5th – counselling centre (outreach centre)
- [Katalog podpůrných opatření](#)

# Students with learning difficulties



# Students/pupils with learning difficulties

- LD result in significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, and/or mathematical skills
- Think of an LD pupil. Write down ways the child acts in a class, its typical problems and behaviour.



# Characteristics

- difficulty reading, writing, spelling, and/or using mathematical concepts in contrast with average to superior skills in other areas.
- poor handwriting
- trouble listening to a lecture and taking notes
- easily distracted by noise or visual stimulation - unable to pay attention
- trouble understanding and following directions
- confuses/reverses some letters ('b' and 'd', etc.) or words ('was' and 'saw', etc.) and numbers ('41' to '14')
- omits or adds words when reading
- repeatedly forgets things, loses things
- appears clumsy and poorly coordinated
- confuses left and right, gets lost
- often late for class, cannot sense time
- misinterprets subtleties in language - tone of voice - sarcasm

- Visual perception
- Oral expression
- Reading comprehension
- Processing problems
- Spatial orientation

# Oral expression

- Dysnomia – word finding problems
- Storage and retrieval of information



Two boys went to the beach on a sunny day....  
Let's make up a story with nice long sentences.

# Oral expression

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Cognitive vs. associative tasks  
Talking is a **cognitive task** for a child with LD

Now use only words that do not contain *N*



Note taking  
Guided notes  
ICT

# Visual perception

- Visual-motor integration problem



Copying a shape on a piece of paper



Copying a text  
Concentration and comprehension  
Strenuous

# Reading comprehension

- Is comprehension acquired through vocabulary?



Are  
Between  
Consists  
Continuously  
Corresponding  
Curve  
Draws  
Variation  
Graph  
If  
Isolated  
known

Making  
Only  
Often  
With  
One  
Points  
Relatin  
Set  
Table  
Values  
variables

- If the known relation between the variables consists of a table of corresponding values, the graph consists only of the corresponding set of isolated points. If the variables are known to vary continuously, one often draws a curve to show the variation.

(Basic College Math, M. Michel Michaelson, 1945)



Last Serny, Flingledobe and Pribin were in the Nerd-link treppering gloopy caples and cleaming burly greps.

Suddenly a ditty strezzle boofed into Flingledobe's tresk. Pribin glaped and glaped. „Oh, Flingledobe.“ he chifed, „that ditty strezzle is tunnning in your grep!“

- Comprehension has to do with **background knowledge!**



### **Direct instruction**

- Systematic and explicit presentation of knowledge
- 1. Review and check the previous day's work (and reteach if necessary).
- 2. Present new content or skills.
- 3. Provide guided student practice (and check for understanding)
- 4. Provide feedback and correction (and reteach when necessary).
- 5. Provide independent student practice
- 6. Review frequently.

(Friend, M. & Bursuck, W. D. (2014) Including Students with Special Needs)

# Problems with processing information

- Difficulty processing information
- Fast pace in class



Who was the first president of the US?  
*Students without LD process the answer.*  
*Students with LD process question...*

# Dyslexia

- difficulties with accurate and/or fluent word recognition
- poor spelling and decoding abilities (orthographic representation and specific sound)
- difficulty with spatial orientation (b,d, etc.)
- inability to accurately and fluently decode single words
- difficulty rapidly retrieving and stating names of letters, even though they know their names

# Dyslexia

Onegay, Jo n anp Bop<sup>h</sup> w<sup>w</sup> n froa<sup>w</sup> a k. "W<sup>l</sup> hatwo<sup>k</sup> ou i e  
e t l ulpy

t<sup>o</sup> op<sup>a</sup> op y?, Boq ske John. "I do<sup>n'tk</sup> ow, J<sup>r</sup> onh<sup>ed</sup> ed,  
t a p n onh li

hatwo lpyo<sup>k</sup> li e ot go?" It in<sup>I</sup> mi ten<sup>o</sup> yw at<sup>c</sup> hin<sup>g a</sup>  
u u gh j hin

o i nTV, e<sup>sd c l y</sup> e ia l<sup>c</sup> fiw e<sup>c</sup> av es me do ron. "Wow,"  
m v eo anh o dc

saip Jonh, "Po<sup>q</sup> c<sup>n!</sup> or<sup>hat g</sup> W<sup>a r</sup> eati<sup>Let's</sup> pea! e k e  
c t h

uq<sup>r t</sup> r t e<sup>e</sup> c<sup>goa</sup> d o s e fim y m the gh<sup>s</sup> s<sup>o</sup> he stalt im e wetn  
d o rpou t met esh

s<sup>in</sup> hodb<sup>g.</sup> "Look," hey e<sup>ll</sup> ep, "af<sup>u</sup> l<sup>n</sup> lpoxa<sup>pit's</sup> r il e  
ll ov l

e R pgenqocker! M<sup>yf a r</sup> o<sup>v</sup> i<sup>te!</sup> "Gr eat!" Bopsho<sup>u</sup> eq, "Le<sup>t'sc</sup> k<sup>o</sup> t:  
v i t o

udi<sup>i r wa</sup> nt hem<sup>c o</sup> vea nqs e woh ti truns<sup>tou.</sup>  
e

*Trying to read this passage, you will experience the kind of difficulty a dyslexic reader faces when deciphering normal typeface (Almeida).*

from p. 98, in: Capossela, T.L. (1998). The Harcourt Brace Guide to Peer Tutoring. Orlando, FL: Harcourt Brace & Company.

# Dysgraphia

A long time ago they attended a conference they had to gather on these o

A loge tine ago they atene a  
cosnen they head to gatthere on  
fese e o

A long time a go there were  
ancient cave men. They had to  
get their own food.

DEAR MAMA,  
 HERE IS A SAMPLE OF MY HANDWRITING  
 WHICH I AM GIVING YOU TO LOOK AT  
 YOU LIKE AND TO THINK ABOUT  
 YOUR MANNER.

here is a sample of my handwriting as I wrote David from Paul  
 I told I was about 23 years  
 after that is hard for some  
 to remember exactly how I did it  
 but here is a self-written attempt

**Dyslexia**

- ① Pulchra Yong H x 1st
- ② Ashurat MD KID
- ③ Red Flow to B
- ④ Nels 940 Howard/Alburt
- ⑤ Buy out > 75% run

During the 47 years, several people  
 have been reading people with  
 dyslexia.





# Symptoms:

- Generally illegible writing
- Random punctuation
- Spelling errors
- Syllable omissions
- Mixture of print and cursive
- Unfinished letters, omitted words
- Cramped, unusual grip

# Writing a paper:

- **P** – plan your paper
- **O** – organize thoughts and ideas
- **W** – write your draft
- **E** – edit your work
- **R** - revise your work, producing a final draft

# Dyspraxia

- Impairment of the organisation of movement
- immaturity in the way brain processes information

A S with dyspraxia has difficulties with:

- planning their movement
- perception
- co-ordination of body parts
- laterality
- manual + practical work, handwriting
- concentration, short-time memory
- response to external stimulation

- How can we help a child with dyspraxia in its daily life?
  - Clothes, eating
  - Daily routine

# Daily Life

- avoid tight neck holes
- trousers with elastical waist
- don't fill cups too full, use straw
- damp towels under plates (stop moving), sit down to eat
- keys and purses on a chain tight to clothing
- keep to daily routine

# LD at school

- difficulties organizing information
- limited store of background knowledge to academic activities
- ineffective ways of learning

# Educational Approaches

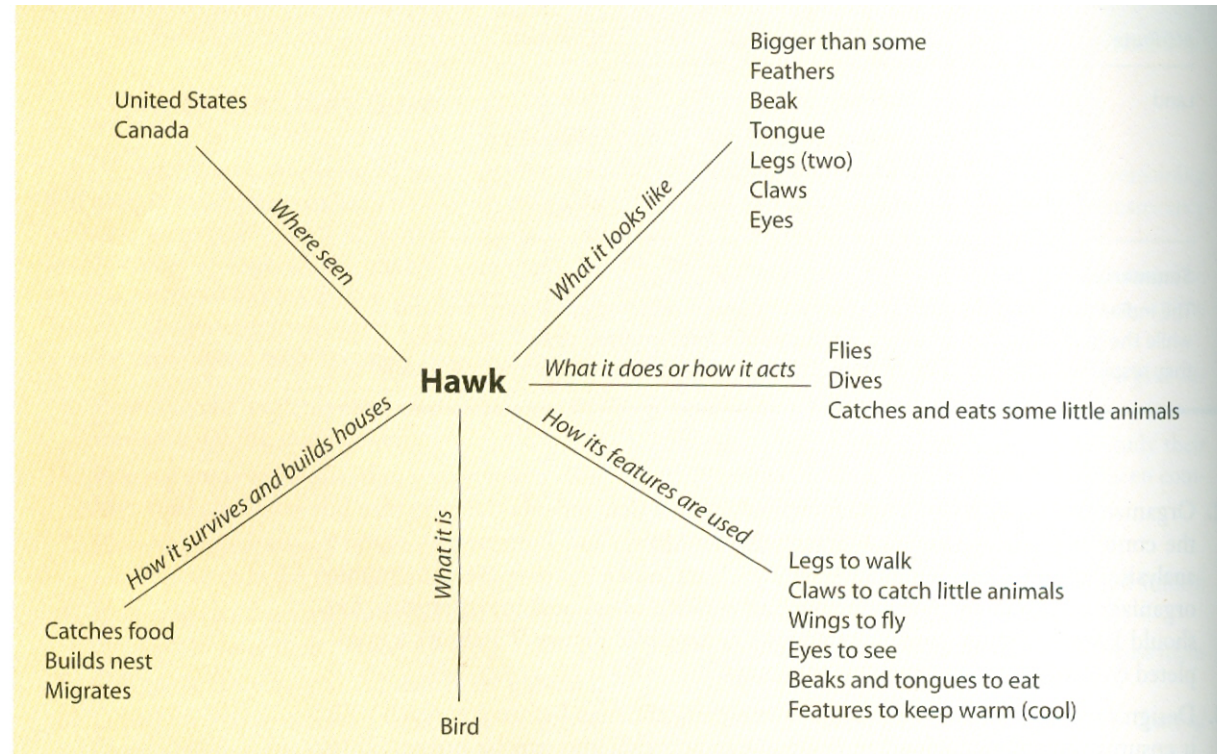
- education should include:
  - opportunity for Ss to express themselves
  - learn problem-solving skills
  - meaningful way of learning
- effective, explicit instruction
- learning strategies



# Explicit Instruction

- carefully designed materials and activities
- sufficient range of examples
- step-by-step strategies
- broad Qs, guidelines to focus attention at deep processing
- frequent, positive feedback
- practice opportunities

# Graphic organizer:



# Graphic organizer 2:

**Figure 9.5** Story Map

Name \_\_\_\_\_

**Characters**

Dora  
Dora's mom and dad  
Dora's brother Ramon and her sister Rosa

**Setting**

A city on the day of a parade

**Problems**

Dora's brother and sister got lost at the parade.  
Dora's family laughed at her farola.

**Attempts**

Dora got on her father's shoulders to see if she could find her brother and sister.

**Resolution**

Dora found her brother and sister because they were holding her funny farola and she was able to see it.

**Theme**

Just because other people think something is not any good doesn't mean that they're right.



What are the most important skills of students from teachers point of view?

# Student Skill/Behaviour

- follow directions in the class
- comes to class prepared with materials
- uses class time wisely
- makes up assignments and tests
- treats Ts and Ss with courtesy
- completes homeworks in time
- works cooperatively in student groups