

INCLUSIVE PRACTICES IN THE ENGLISH CLASSROOM - PART II

SANTOSH MAHAPATRA, BITS PILANI HYDERABAD CAMPUS

WE WILL FOCUS ON-

01 Common instructional strategies

03 Accommodative assessment

02 Approaches to teaching
LSRWVGT

04 Our professional development

Common instructional strategies

Universal design for learning (UDL)

Scaffolding

**Peer-assisted learning strategies
(PALS)**

Multi-sensory approach (MSA)

Universal design for learning (UDL): equal learning opportunities for all learners - variety in teaching and assessment tasks, engagement techniques, same skill/s but individual learning goals

Peer-assisted learning strategies (PALS):

Pairing students with more skilled peers
in the classroom - planned peer-tutoring

Multi-sensory approach (MSA): VAKT (seeing, hearing, doing, and touching) - engaging these senses in the classroom for learning

Scaffolding: Step-by-step instructions and feedback given to students during the process of task completion

Common instructional strategies

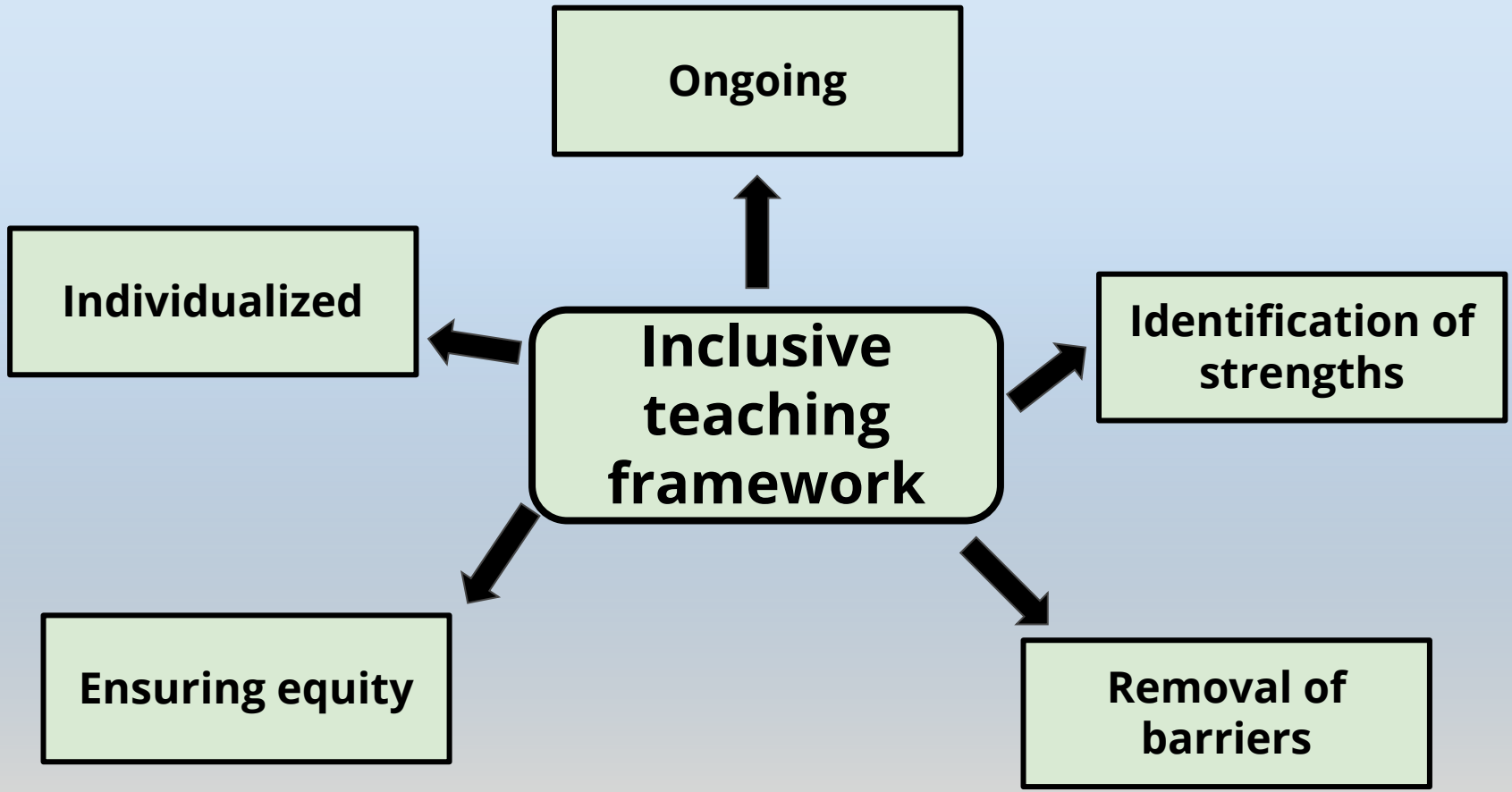
Universal design for learning (UDL)

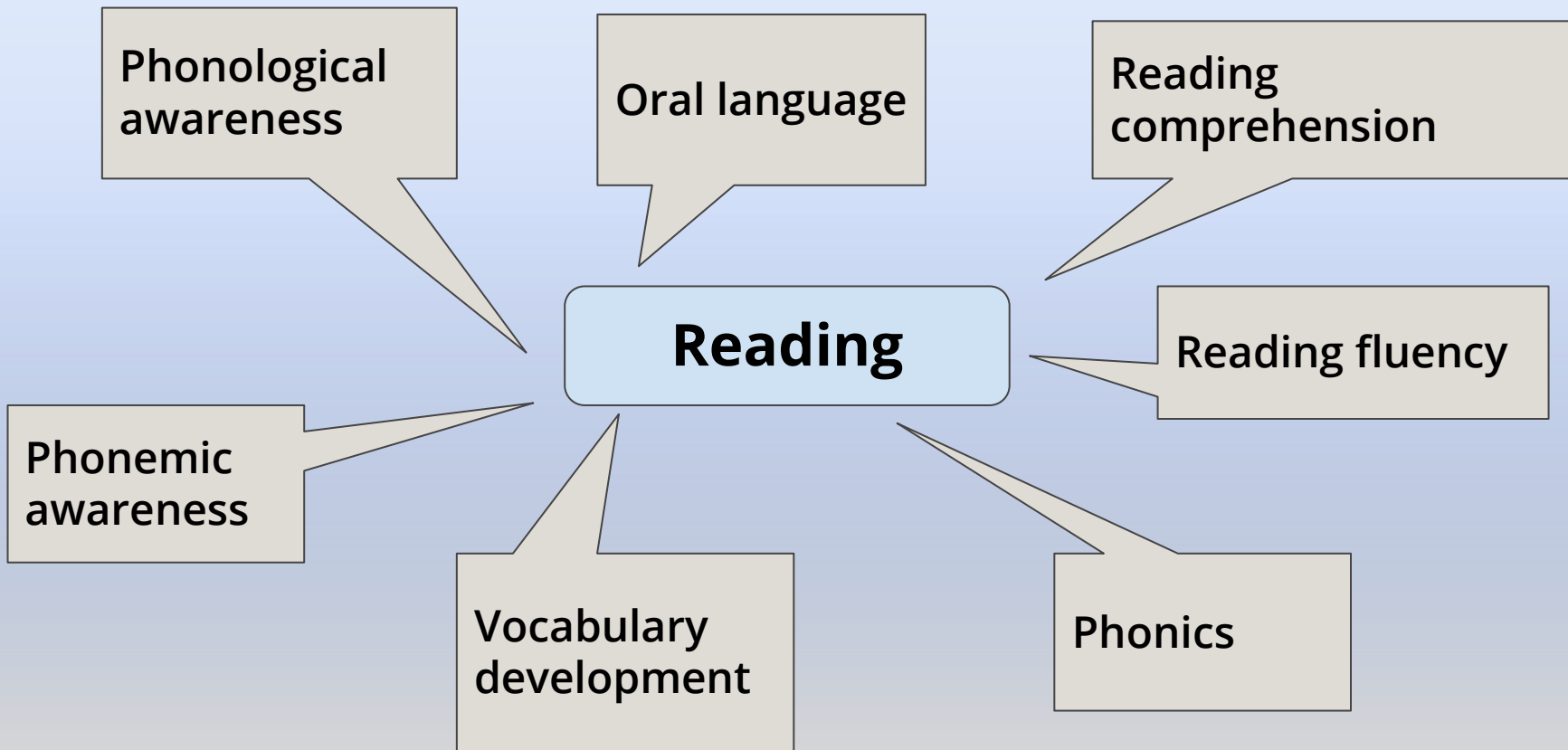
Scaffolding

**Peer-assisted learning strategies
(PALS)**

Multi-sensory approach (MSA)

Which one would you prefer and why? (<https://www.menti.com/fipashop2f>)





1 Predicting, summarizing, developing questions, creating mental maps, identifying meaning through connection of ideas, relating the content to our own experience

2 Identifying rhyming words, recognizing alliteration, segmenting words and sounds within words, blending together individual phonemes, identifying syllables

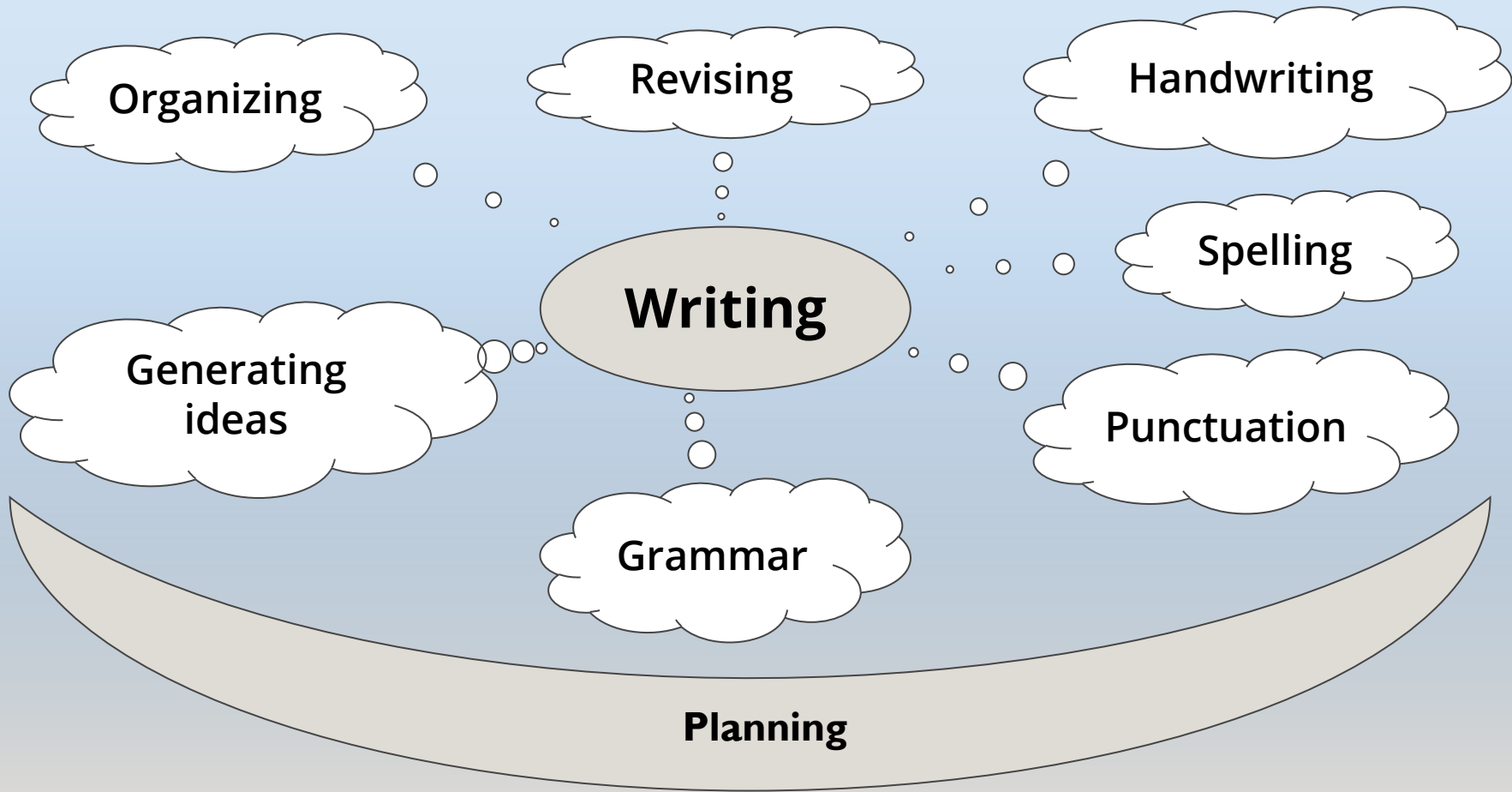
A. Phonics, B. Reading comprehension, C. Phonological awareness,
D. Reading fluency, E. Vocabulary development

3 Exploring letter-spelling, sound-symbol and sound-spelling relationships


4 Words used in multiple contexts, building on prior knowledge of words, relating unknown words with known ones, guessing, word maps

5 Re-reading, collaborative reading, guided reading, visualization, language cues

A.Phonics, B.Reading comprehension, C.Phonological awareness,
D.Reading fluency, E.Vocabulary development




Sound-letter relationship, guessing
spelling from sounds in a word, 80% old
+ 20% new words, slow and intensive
exercises, writing on Word, dictionaries




Any other
strategies?

Letter formation, alphabetic
knowledge, speed: memory
retrieval & orthographic coding




Any other
strategies?

Explicit attention to punctuation
when reading, comparing texts
with proper punctuation use to
those without punctuation marks,
editing-revising



Any other
strategies?

Explicit teaching of grammar,
from known to unknown, simple
to complex, grammar-in-context,
rule-example-rule presentation



Any other
strategies?

A Group brainstorming, ensuring individual contribution, talk-note, reading, interviewing, creating mind-maps, accommodating individual interests, explicit instructions, marks for ideas

- 1. Generating ideas**
- 2. Arranging ideas systematically**
- 3. Editing and improving**

B Revisiting content,
organization and mechanics,
reflective process-talks
(+think aloud), use of clearly
written rubrics, checklists,
rewarding and questioning

- 1. Generating ideas**
- 2. Arranging ideas systematically**
- 3. Editing and improving**

C Organizing idea-cards, use of graphic organizers, topic sentence (topic + controlling idea) - supporting details (explanation+example) - concluding sentence (prediction/opinion/warning)

- 1. Generating ideas**
- 2. Arranging ideas systematically**
- 3. Editing and improving**

**Support
whenever
necessary**

**As slow as
required**

Note-taking

**Explicit
instruction**

Oral skills

**Repeat and
emphasize**

**Discussing new
vocabulary**

**Write the
instructions**

**More time
to respond**

**Regular use
of visuals**



Which ones from the following would you allow in your classroom?

- 1 Asking students to speak clearly and loudly
- 2 Asking YES-NO questions to encourage participation
- 3 Giving adequate time to respond
- 4 Offering help when somebody struggles to answer
- 5 Accepting written answers when responding orally is too difficult
- 6 Allowing small one-to-one oral presentations

Which ones from the following would you allow in your classroom?

7 Keeping yourself accessible for regular conversations

8 Involving a student with LBLD in lesson planning

9 Demanding similar level of performance

10 Using explicit instructions: “let’s listen”, “let’s find the main idea”, “let’s prepare an oral presentation”

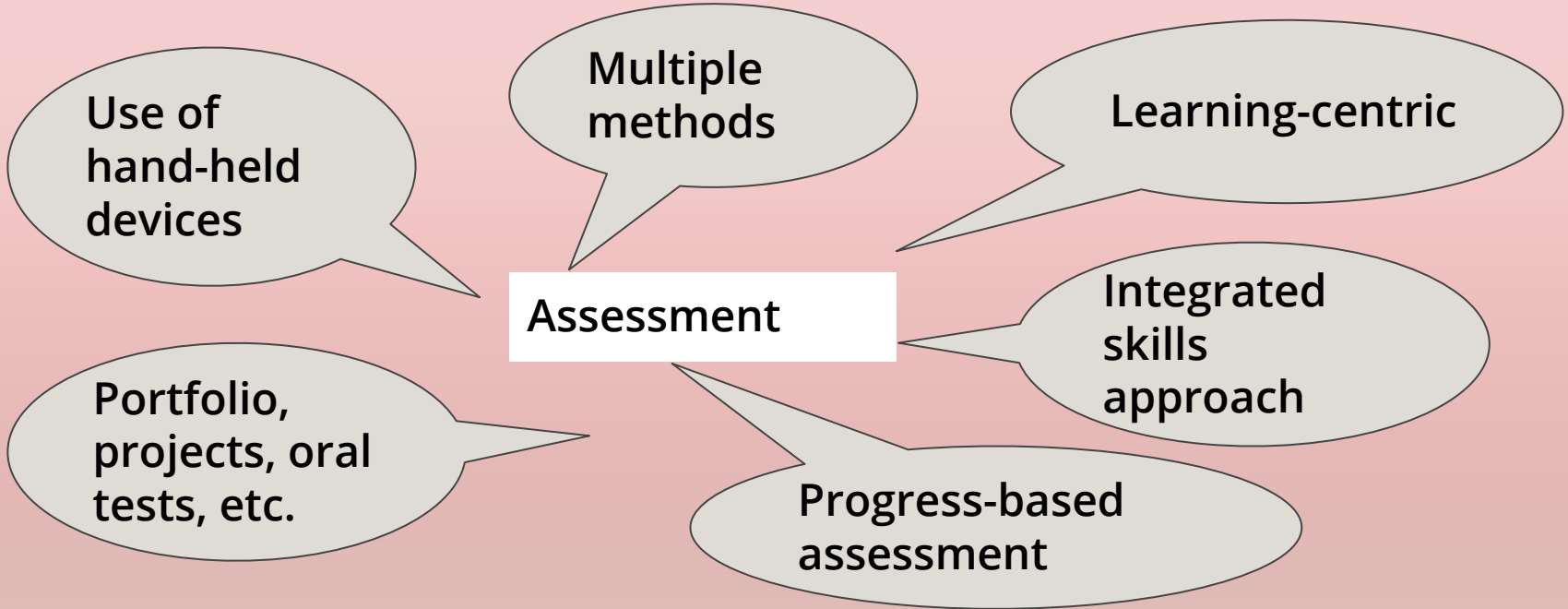
11 Using picture-based instructions and asking for physical responses

12 Allowing assistive technology use: mobile dictionary

13 Completing sentences of students when they get stuck

Affordable supplementary materials (SM) and technological tools (TTs)

- Use of SMs and TTs → type of LBLDs and affordability
- SMs: targeting same skill/s in the syllabus - various difficulty levels (example?)
- VAKT-driven materials (example?)
- Use of portable devices → text-to-speech software, speech-recognition software, MS Word, Padlet, podcasts, vlogs, AR, audio books (examples of skills/sub-skills for which you will use some of these?)



Can you mention a few others?



Which of the following can you use in your own classroom/s?

- 1 Co-creating learning goals for each one in the class and discussing the methods and criteria of assessment with students
- 2 Assessment rubrics are shared and discussed in the classroom in advance
- 3 Permission about assistive technology and other kinds of support is shared with students
- 4 The school head and parents are informed about the steps
- 5 Discussion on performance and provision for individual feedback
- 6 Encouraging students to talk about their achievements and immediate language learning goals

Read the story of Ms Niki's class and think about good instructional and assessment strategies that can help her.

I teach standard V students in an urban private English-medium primary school. Our principal is not really bothered about students experiencing LBLDs. In my class of 32, I have three students who I think are dyslexic. Two students have serious difficulties with writing. Around five students can't speak properly. These students hail from lower middle class backgrounds. I use CBSE-prescribed textbooks.



Our professional development



SANTOSH@HYDERABAD.BITS-PILANI.AC.IN

REFERENCES AND RESOURCES

Bray, L., Skubik-Peplaski, C., & Ackerman, K. B. (2021). A systematic review of the effectiveness of interventions to improve handwriting and spelling in children with specific learning disabilities. *Journal of Occupational Therapy, Schools, & Early Intervention, 14*(4), 437-465.

<https://doi.org/10.1080/19411243.2021.1934227>

http://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf

<https://ciet.nic.in/pages.php?id=accesstoedu&ln=en&ln=en>

<https://www.gc-solutions.net/blog/assistive-technology-creating-new-possibilities-for-differently-abled-learners>

<https://www.ldatschool.ca/oral-language-skills/>

<https://ncert.nic.in/pdf/publication/otherpublications/COVER.pdf>

<https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>

<https://www.teachingenglish.org.uk/article/teaching-english-learners-special-educational-needs-sens-myths-and-realities>