

Inclusive Teaching Practice

Facilitator's Guide



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Module 13: Supporting all learners with differences or disabilities.

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Overview

This is the **thirteenth of fifteen modules** that look at how we create a positive Inclusive Learning Environment for all. You will see how inclusive teaching practices encourage, develop and use the 21st century skills of critical thinking, communication, collaboration and creativity. These modules are for any educators or those studying in education in Myanmar. The terms student and learner are used interchangeably throughout the module.

Module number	Module title
1	What is an Inclusive School, Classroom and Teacher?
2	Knowing your learners
3	Planning learning outcomes for all
4	Participating through learner centred approaches
5	Creating a positive learning environment
6	Effective questioning and feedback
7	Active participation
8	Peer, cooperative and collaborative learning
9	Supporting students' emotional and social wellbeing
10	Legal framework and policies around Inclusion in Myanmar
11	Supporting all students through differentiation
12	Identifying specific learning difficulties
13	Supporting all learners with differences or disabilities
14	Positive behaviour management
15	Assessment for student achievement

Learning Journal

Please ensure all participants are aware of the learning journal and its purpose for the module. Point them to the advice given in their participants' copy of the best way to complete. All answers to activities need to be written in their journal. Remember, reflection is an important part of the learning process and a worthy activity alone. Encourage participants to make a note of new and interesting words/phrases/terms as they make their way through the module.

Study tips

It is important to explain how to approach completing the module. Participants need to take their time, develop a suitable timetable and where possible check their answers with colleagues. The use of think / pair / share is a good way for them to collaborate, share ideas, ask questions, check their work, and give feedback.

Background to the Inclusive Practice CPD modules.

There are 3 key themes explored in the modules that reflect the educational reform taking place in all education settings: Inclusion, Gender Equity and 21st century skills. These themes are key in all areas of curriculum, and vital not only for Myanmar's educational ambitions and sustainable development but equally vital for the global future.

This course has been designed to help participants engage in this discussion by challenging their **beliefs and attitudes** about their own teaching, their students' learning and the impact their educational institution has on inclusion. It is expected that as a facilitator, you will challenge their beliefs and attitudes throughout the modules.

It is also important for you as a facilitator to embed many of the teaching and learning techniques associated with inclusion in education into this course. Encourage participants to work at their own pace and consider their own abilities, interests and skills.

The modules look at how we create a positive Inclusive Learning Environment for all. You will see how inclusive teaching practices support gender equity and encourage, develop and use the 21st century skills of critical thinking, communication, collaboration and creativity.

Each module is made up of a series of activities participants can work through at their own pace. Once they have completed the module, they will have a multiple-choice quiz to complete.

Learning outcomes for Module 13

By working through this module, you will be able to:

- 1. Demonstrate an understanding of various difficulties and disabilities.**
- 2. Understand how to incorporate the key principles of UDL and inclusion in lesson planning.**
- 3. Discuss what schools or settings can do to support students with identified difficulties or disabilities.**
- 4. Describe and discuss effective classroom strategies to support students with identified difficulties with their learning.**

This module looks deeper at what educators can do to support students who have been identified with difficulties or disabilities. The module builds on the previous one, exploring barriers to learning in the classroom, for example with communication, social, emotional, physical and cognition. It explores ways in which teachers can respond and support learning needs when they have been identified. We look more deeply at UDL as an effective approach to address any barriers to learning for all students. The two modules should be used together.

The activities in the module will take them approximately 7 hours to complete.

Implemented by:



Extra instructions for the activities in module 13

Activity	Additional points to consider
Prior knowledge assessment	The first task is a recap assessment of module 12. This reminds the learner of the previous module and the difference between the term difficulty and disability which participants will need to be clear on for this module. Discuss any ways that the learning from Module 12 has been used so far or put into practice. What impact has this had on teaching and learning?
Introduction	Ask participants how they support students with differences, difficulties, and disabilities. This may be a new concept for the participants and so encourage open questions. Remind them that no thoughts, comments of questions are wrong. Briefly cover the learning outcomes of this module and explain that they will be learning how to support students with specific learning differences that may act as barriers to learning in the classroom.
1 st Self- assessment	Some participants may need encouragement to be honest in their self-assessment. The results from this self-assessment will be compared to another self-assessment at the end of the module, allowing participants to make comparisons and reflect on their learning.
1.1.1 – Link to previous learning	Ask participants to look at activity 1.1.1. which asks them to link the learning disability or learning difficulty to the correct definition. This links back to module 11. Participants should note down any wrong answers and reflect on the correct definitions.
Activity 13.2 – Learning difficulty or disability?	Highlight that learning disabilities are often confused with learning difficulties. Play the video and ask participants to be aware of the difference between learning difficulty or disability? This should reaffirm the learnings from the previous module. If there are any issues, encourage learners to review previous learning.
2 – Supporting all Learners	Remind participants of the importance of inclusive education in Myanmar, and especially as being present in school does not mean that the school is inclusive. Highlight the distinction between integrated education and inclusive education. Integrated education is where students with disabilities are in school, but do not receive the support they need to access learning. With integration, the student needs to 'survive' in a sometimes unwelcome and unchanged environment. Remind participants of the difference when you are part of an inclusive school. Ask participants to review the information about inclusive schools.
Activity 13.3 – Inclusive education – true or false?	Ask participants to join small groups and complete activity 13.3 – Inclusive education (20 minutes). This is a true or false activity and participants should decide what statement is describing inclusive education. Review as a group.
3 – Universal Design for Learning (UDL)	Ask participants whether they have heard of the term universal design for learning (UDL). Review the information as a group. Ask a participant to read the UNCRPD (Article 2) quote. Explore the table and ask participants to reflect on the questions linked to engagement, representation and action. Complete Activity 13.4 – UDL video.

	Remind participants to reflect on the questions. Bring the group together to brainstorm potential answers about engagement, representation and action.
3.1 – What schools and settings can do?	As a group, review the information and the image cycle. Emphasise how important the student is, hence why they are in the middle of the cycle. In small groups, ask participants to reflect on fundamental barrier to participation and achievement amongst the students they teach, or have taught in the past. Ask participants to think of education systems and settings that could have supported those students. Ask participants to take note of any new ideas or learning approaches that could help students.
3.1 – Physical learning environment	Ask participants to spend some time thinking about a student that may have been excluded from a learning environment due to physical reasons. Review the definition from UNCRD (2011) and explore the concept of a 'reasonable accommodation.' Show the video – and ask participants to look for examples in supporting children with disabilities and how they are made to feel included and part of the school community. Ask participants to complete the table (activity 13.5). Recap the additional examples of universal design for learning in the physical environment and the impact they have on learning.
3.3 – Lesson planning	Review the information, highlighting that this links back to module 3 and the role of planning inclusive learning outcomes. Review the checklist. Remind participants that every learner has a different background, strengths, needs and interests. Move onto complete activity 13.6 – Preparing lesson video. Ask participants to note down examples of what teachers do to prepare for lessons. Participants should note something that they would like to try or do with the students they teach. Move onto Activity 13.7 which is a recap session that could take up to an hour. This is an opportunity for participants to demonstrate their understanding of UDL and its benefits. Ask participants to create a poster or a PowerPoint to be a visual aid. Review the guidance and ask participants to link UDL to one of the previous 6 modules. If there is time, ask some participants to present their visual aids and how UDL can be used in one of the previous modules. Encourage notes to be taken in the learning journal. Bring the group together for a group discussion on how UDL helps minimise barriers for learning. Specifically, this is an opportunity to reflect on influence and how educators can address systemic changes and ensure that the needs of students are met.
4 – Support is provided when students experience difficulties.	Emphasise to participants the role that educators play in supporting students with specific learning difficulties and students with disabilities. Highlight that not all students with disabilities have challenges, often students may not require support and perform academically well. Ask for additional factors that could influence a child's learning. It is especially vital to not make assumptions about students. Highlight how vital the network of other teachers or specialist staff in the school are to

	discuss concerns. Recap and remind participants of the strategies that might support the 4 categorised learning difficulties.
4.1 – Learning disabilities of learning difficulties linked to cognition.	Review the information about difficulties or disabilities linked to cognition. Participants should then complete the gap fill activity 13.8 (20 minutes). Review the answers. Remind participants about how role play can be a great tool. Draw attention to Appendix 2 which provides different strategies to support students with their writing. Ask participants if they have used them before and open a discussion about participants' experiences and how effective the strategies are/were.
4.2 – Sensory and physical disabilities and difficulties	Review the information as a group about sensory difficulties and complete activity 13.9 – Strategies for sensory and physical disabilities and difficulties. Match the best strategies for Win Aye, Aung and Naing Myat and review the suggested answers together as a group. Have participants taught any students with similar needs?
4.3 Communication and interaction	Brainstorm as a group how difficulties with communication can be identified. Review the list and recap the information which focuses on students who may be academically advanced. Specifically, those with autism. Review the list of how this might impact learning. Move onto activity 13.10 – strategies for communication difficulties. This is a matching activity and encourage students to answer the question 'how can I support students who face difficulties when communicating?' in their learning journal. Alternatively, the participants could work in groups with the answers and questions on different cards to discuss as a group and match.
4.4 Social and Emotional difficulties	Recap the information and draw attention to specific conditions like ADD or ADHD. These might not be known terms to educators but that by the end of the session, they should be able to identify some of the difficulties it may present with students. Explore activity 13.11 – Strategies for social and emotional difficulties This is a tick activity and will help participants to identify strategies they have tried in the past.
4.5 – Learners with multiple impairments or difficulties	Ask participants to break into small groups and recap the information about learners with multiple impairments or difficulties. Participants should be encouraged to think of how they can apply this information in their classrooms every day. Highlight the responsibility that educators must understand the specific situation that every child has.
4.6 – Behaviour	Highlight the link between difficulties or disabilities, and a student's behaviour. Review the information and the table that maps the type, common behaviour and strategies.
5 – Building self-confidence and self esteem	Educators are in privileged position where they can support the growth of students' self-esteem and self-confidence. Teachers can provide praise and recognise strength. Participants should review the information and ask for any definitions of words they may not understand. Note these new words. Participants should take notes in their learning journal.

5.1 – Representation and role models	Ask participants what they understand by the term 'representation.' Ask educators to look at the image and reflect on whether their students would feel represented. Read through the information about representation. Look at activity 13.12 together and discuss any role models that they can think of. Now ask them to think of role models for students with difficulties and disabilities. If they can't think of any, revisit the point about representation. Highlight the challenge of the term 'inspiration'
6 – Early support	Review as a group the information about the importance of early support in inclusive education. Participants should complete Activity 13.12 (45 minutes) in small groups, which is focusing on goal setting.
7 – Possible ideas for action research projects	Review the information about possible research projects and the cycle. There are suggestions that can be covered as a group. Ask participants to discuss previous action research projects and those that have been the most useful. What have they taught and how has practice changed because of the findings of the research?
8 – Wrap up	Review key points of what was covered in this module. Reflect on the questions and ask participants to note down principles and strategies. Encourage educators to use their learning journals.
9 – End of module 13 quiz	Ask participants to complete the quiz and review the answers as a group.
Improving your own teaching practice	Review the scenario as a group and then participants join small groups to plan appropriate solutions. Participants should use their learning journals to make notes.
Self-assessment	The self-assessment duplicates the first self-assessment. Ask participants to reflect on their confidence and discuss comparisons between scores.
The 13 th promise	Ask participants to think of one thing they will take away from module 13 and make a promise to their learners about what they will improve. Ask them to evaluate that promise and recognise changes (after x weeks). Encourage participants to reflect on any impact that change has had on teaching and learning and how to improve it further. This can be used for an ongoing action plan for development. Participants are encouraged to make a section in their learning journal entitled 'Promises'. There are a total of 15 promises.

End of module 13 quiz - Answers

Participants can attempt the questions as many times as they like to reach 100% pass. This allows them the opportunity to become confident. **(Answers in bold)**

Q1 – Select the 3 key principles for Universal Design for Learning; (Choose 1 answer)

- a) **Engagement & motivation, 2. Representation, 3. Action & expression**
- b) 1. Presence, 2. Participation, 3. Achievement
- c) 1. Effective questioning, 2. Step by step learning, 3. Cooperation

Q2 – Allowing students to make choices, finding out about their strengths and interests and making lessons fun are part of which UDL principle? (Choose 1 answer)

- a) **Engagement & motivation**
- b) Representation
- c) Action & expression

Q3 - Reasonable accommodation means; (Choose 1 answer)

- a) waiting until you have all the resources and adjustments in place before students can attend.
- b) **acting immediately, with whatever resources and expertise are available in the school.**
- c) Putting a plan in place and discussing what you will do to meet the needs of students.

Q4 - Teachers should try to engage learners using _____ learning strategies. (Choose 1 answer)

- a) traditional
- b) the same
- c) **multi-sensory**

Q5 – Difficulties or differences in body language, including facial expressions, gestures, eye contact and personal space are related to which learning difficulty? (Choose 1 answer)

- a) Cognitive and learning difficulties
- b) Sensory and physical
- c) Social and emotional
- d) **Communication**

Q6 – Students with disabilities or difficulties may need: (Choose 2 answers)

- a) Constant support
- b) **Occasional support**
- c) **Ongoing support**