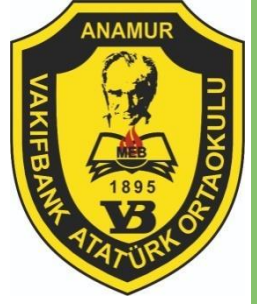




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" I'M HERE "

This booklet was prepared by VB. Atatürk Secondary School Psychological Counseling and Guidance Service in terms of 2021-2-PT01-KA210-SCH-000048815 numbered 'More Inclusive School' named Erasmus+ project in order to contribute to teachers getting to know their students better according to the types of inclusion and to be able to communicate more effectively with the inclusion students. The information in the content has been prepared by using the 3N Mainstreaming Guide published by Ministry of National Education - General Directorate of Special Education Guidance and Counselling Services in 2010.

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WHY IS INCLUSIVE EDUCATION IMPORTANT ?

Educational services in primary and secondary schools are planned according to students' educational performance and priority needs. Inclusive education is accepted to be the most suitable environment for the student to use and develop their knowledge and skills at a high level in terms of social, emotional, cognitive and personal development. In the practises performed, it has been determined that an inclusive education application supported by physical arrangements, necessary material support and appropriate methods-techniques has produced successful results.



STUDENTS WITH MENTAL DISABILITY



- ◆ You can sit your student at the front of the classroom where they can see the board and you comfortably.
- You must express the subject of each lesson, the process and your expectations clearly and precisely to the student.
- At the beginning of each lesson, you can briefly review the previously learned topics and summarize the important topics at the end of the lesson.
- You can explain technical terms in the course and new vocabulary for the student. You can give the worksheet with the explanation of new terms and words to the student before the lesson so that they can be ready for the lesson.
- You can determine and teach one by one each of the classroom rules and also prepare images about the rules.

You should give your student extra time in exams.

*If necessary, you can take the student's exam individually.

*Before your student starts the exam, you can examine whether he/she understands the exam questions correctly.

*While talking to the student, you should pay attention to use positive expressions rather than negative ones.

*You can determine the precautions and strategies that can be taken for your student by collaborating with the family and experts.

*You can instantly reward your student's success.

You can support student participation in study groups

You can give students tasks and responsibilities that they can accomplish.

You should allow the students to ask questions and repeat the topics when necessary.

You can take the necessary precautions and repeat the instructions by paying attention to the reaction of the student when he/she fails during the activity or does not understand the instruction you gave.

You should pay attention to the correct use of stimuli such as light and sound that will affect the teaching in the classroom.

If your student is having difficulties in the written exam, you should prefer oral exams, short-answer, multiple-choice or fill-in-the-blank exams.

You should evaluate your student with his/her own development and focus on what your student does, not what he or she cannot do.

In order to increase social communication and interaction, you can plan activities for your student to harmonize with their classmates and enable them to participate in these activities.

In order to help your student to overcome the difficulties in adapting to school, you can determine the measures to be taken in cooperation with the school counselor and the family.

STUDENT WITH VISUAL DISABILITY



- ◆ You should introduce yourself before communicating with a visually disabled student. If you are in the class, it will be useful to introduce to other students.
- ◆ By explaining the characteristics of your visually disabled student to the other students in the classroom, you can decide together on the measures that will enable your student to act independently in the classroom.
- ◆ You can develop activities in the classroom so that your student can distinguish the voices of her classmates and recognize them by their names.
- ◆ In order to increase social communication and interaction, you can organize activities for your student to harmonize with their classmates and ensure their participation.

You should keep the places of the objects, tools and equipment in the classroom fixed, and inform your student when you change their places.

If you are going to leave your visually disabled student alone in the classroom, explain this to your student.

You can tell your student what he/she can do individually so that he/she can adapt to his/her desk mate and reward positive efforts.

For individuals with low vision, you can give worksheets with large fonts and clear lines.

Visually disabled students get support from their arms. If you need to go in arm, she/ he should take your arm, you don't take her/ his arm.

You must adapt to the pace of your visually disabled student and walk one step ahead to guide him/ her .

You should have your visually disabled student sit at the front of the classroom so that he or she can get in and out of their desk easily.

You can explain your lessons in a clear and understandable manner towards the student.

While you are explaining the sections at school to your student, you can use expressions like right and left instead of expressions like here and there.

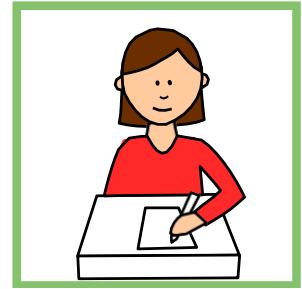
You should call your visually disabled student by his/her name so that he/she understands that you are talking to him/her during the lesson.

You can also verbally express what you wrote on the board.

During the exam, you can allow the questions to be read again according to the student's request.

You should allow additional time for your exams.

Students with Hearing Impairment



You should place your hearing-impaired student in the front row where they can see the board and you easily.

It will be very helpful to make eye contact while talking to your student.

You shouldn't speak too loudly or whisper, you should make sure that your tone of voice is normal. Before you start talking to your hearing-impaired student, you can point or touch their shoulder. You should also look at your student while speaking.

While speaking, you should pay

In order to prevent your student from misunderstanding verbal expressions, you can use a combination of visual and written cues.

You should evaluate your student with his/her own development. And you can focus on what your student can do rather than what they can't.

In order to increase social interaction and communication, you can organize activities for your student to harmonize with their classmates and ensure their participation.

You may not use exaggerated gestures and facial expressions.

While speaking, you can avoid pauses that will break the sentence.

If your student does not understand the word you use, you can use another word or explain it by showing it.

If you can't understand your student's speech, you can ask her/ him to repeat , and if you can't understand it a second time, you can ask her/him to write it.

Before you start the lesson, you can check if your student has any problem with the hearing aid .

You can encourage your student to participate in activities

In group workshops, you can make sure that your student sits in a position to be able to see other students.

- ◆ In order to overcome the difficulties in adapting to the school, you can determine the measures to be taken in cooperation with the school counselor and the family..



STUDENT WITH PHYSICAL DISABILITY



- You should take precautions so that your student can act as independently as possible at school and in the classroom.
- You can have your student sit in a place from where they can go in and out of the classroom easily.
- You can enable your student to use support tools like wheelchair which ensures your student's independent movements like sitting in line or walking etc and adapted pen.
- You can explain the characteristics of your student with orthopedic disability to other students in the class.
- You can teach your student how to ask for help and refuse unnecessary help.

If your student uses a wheelchair, you should make sure to be at eye level when you need to help.

When you don't understand what your student is saying, you can ask them to repeat what they have said.

You can instantly reward your student's achievements

In order to increase social communication and interaction, you can plan activities so that your student can adapt to their classmates and ensure their participation in these activities.

In order to overcome the difficulties in adapting to the school, you can determine the measures to be taken in cooperation with the school counselor and the family.



STUDENT WITH LANGUAGE AND SPEAKING DEFICIENCY



- You should pay attention to be calm and patient while your student is speaking.
- You can make your student feel that you are always ready to communicate with him/her.
- You may not force your student to speak when he or she is not willing to speak.
- You should maintain eye contact without interfering with your student's speech. You can encourage your student to speak.
- Do not complete the sentence she/he has trouble speaking and do not add words for her/him.
- You can use speech-appropriate gestures and facial expressions, but don't exaggerate them.
- You can focus on what your student is saying and encourage them to engage in verbal activities.

Together with other students in the class, you can determine the measures that will enable you to develop language and speaking skills and confidence.

You can evaluate your student according to his/her own development. You can focus on what they can do, not what they can't do.

You can instantly reward your student's success

In order to increase social communication and interaction, you can plan in-class activities and ensure their participation in these activities.

After you speak, you should allow your student enough time to respond to you. You can reward your student's positive behavior.

If you don't understand what your student is saying, you can ask them to repeat it. If you still don't understand after the second repetition, you can ask them to write it down.

You can encourage your student to participate in classroom activities and allow them to express themselves in these activities.

By collaborating with family and experts, you can determine the measures that can be taken in your classroom about language and speech difficulties.

- In order to overcome the difficulties in adapting to the school, you can determine the measures to be taken in cooperation with the school counselor and the family.



STUDENT WITH SPECIAL LEARNING DIFFICULTIES



-Since these students do not have intellectual disabilities, you can arrange individualized education programs for the lessons or subjects they have difficulty with.

-In the classroom, you can give them the opportunity to express themselves in the lessons / subjects where they are competent, and you can encourage them to participate in the studies where they feel insufficient.

-Since the student generally has a problem of directing and following the activity, you can make arrangements in which the student can actively participate in the target behavior.

-You can set goals to increase your student's independent study time.

-You can use small reminders in your classroom for students who have time and direction comprehension problems.

You can have your student sit at the front of the classroom so that he / she can see you and the board easily.

It will be very helpful if you explain the subject, process and expectations of each lesson to the student clearly and precisely. At the beginning of each lesson, you can make a short review of the previous topic. At the end of the lesson, you can summarize the important points.

*Defining the classroom rules you can make them remember the rules with small signs and reminders.

You can support your student's participation in study groups.

You can give your student tasks and responsibilities that one can accomplish.

You can allow your student to ask questions.

- If your student has difficulty in written expression, you can choose oral exams, short-answer, multiple-choice and fill-in-the-blank exams.

- If your student's exam is very essential, you can do it individually.

- You can use positive rather than negative expressions while talking to your student.

- *By collaborating with the family and experts, you can determine the measures and strategies that can be taken for your student.

- You can support the family to do studies that will give your student working behavior.

You can evaluate your student with one's own progress and focus on what they can do rather than what they cannot do.

* In order to increase social communication and interaction, you can organize activities with the students in your class and ensure their participation.

STUDENT WITH ATTENTION DEFICIT AND HYPERACTIVITY DISORDER



- You can seat your student in the front row leaning the wall.
- It will be beneficial for your student to sit together with a deskmate who have the potential to be role model for him/her.
- You can repeat the previously covered topics frequently.
- You can arrange activities to improve handwriting.
- You can allow your student to compare his/her notes with yours or his/her friend's notes.
- You can assign tasks that will enable the student to act in the classroom at certain times.(pencil sharpening, erasing the board, etc.)
- You can take materials that will distract the student's attention to the back of the classroom.

In order to decide on whether the instruction is understood ,you can ask the student to repeat the instruction.
You can divide the assignments into parts to make it easier to do.
*You can choose a sign that indicates that he / she needs your help (like raising his/her right hand or waving a white paper etc)
You can assign specific responsibilities to your student to gain acceptance from their peers.
In order to prevent the student's inappropriate behavior, you can give instructions for the desired behavior instead of the behavior he / she is doing.

You can apply an oral exam for your student who has writing problems or fails the test.

You can develop strategies for reading the text (Split text etc.)

You can teach the rules one by one by defining them previously.

You can have the student use the 3D (stop, think, act) technique to prevent impulsiveness.

You can prepare daily/weekly behavior notification cards in order to ensure school and family cooperation and to follow the student regularly.

You can improve your exam preparation skills

During the lesson, you can give verbal stimuli to increase the student's attention and have them do physical activities.

You can support the student's participation in group work.

In order to control your student's mobility in the classroom, you can do exercises to relax them.

You can take small breaks and additional time during exams.

You can evaluate your student's self improvement and focus on what he /she can do rather than what he /she cannot do.

*In order to overcome the difficulties in adapting to the school, you can determine the measures to be taken in cooperation with the school counselor and the family.

STUDENT WITH AUTISM

- You can introduce the school and classrooms to your new student.
- You can give information to other students in the class about autism.
- You can determine a common strategy for the reactions to be given for different behaviors of the student.
- You can seat your student at the front of the classroom.
- You can set the class rules and teach them to your students one by one.
- Students with autism may have some special skills like early literacy, mental math. You can highlight these features in the classroom to ensure peer acceptance.
- You can assign responsibilities appropriate to your student's performance in the classroom.

You can make sure that the sentences you use are simple and short, and you can make them more attractive with gestures and facial expressions.

You can make sure that your instructions and questions are short, taking into account the characteristics of the student.

You can support your student to be with classmates in small group work or free activities.

By taking your student to places such as canteens and libraries, you can ensure that they are in contact with the environment outside the classroom.



You can reward positive behavior. You should avoid negative expressions as much as possible in your communication with your student (such as no, don't, don't touch). You can clearly state the behavior you want to be done and repeat it when necessary. Instead of comparing your student's performance with their peers, you can evaluate their individual development. You can rank the skills to be taught to your student from simple to complex. You can also verbally express your actions in the classroom. (I draw a horizontal line on the board)

In order to reduce your student's obsessive behavior such as touching objects or holding on to the object, you can put these objects in a box.

You can make an arrangement so that the student can take it at the end of the course. You can evaluate your student's self-development and focus on what they can do rather than what they cannot do.

In order to overcome the difficulties in adapting to the school, you can determine the measures to be taken in cooperation with the school counselor and the family.

