

**Praktiese implementering van SIAS in die
inklusiewe klaskamer**

**Practical implementation of SIAS in the inclusive
classroom**

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INCLUSIVE EDUCATION

Inclusive education in South Africa is based on the **social model** (also referred to as the **curriculum approach**) of disabilities. The social model of disability **identifies systemic barriers, negative attitudes and exclusion by society (purposely or inadvertently) that means society is the main contributory factor in disabling people.** The social model focuses on **inclusion** and moves away from the learner's weaknesses and rather **focusses on the abilities of the learner and the barriers within the learning environment.** The focus is on **removing the barriers to learning, the system has to adapt to accommodate the learner.** The social model shifts special needs to removing barriers to learning.

FOCUS ON BARRIERS TO LEARNING NOT THE BARRIERS TO PASSING THE GRADE.

According to the social model, the following external and /or societal barriers have an influence on the learner:

1. **Disabilities, difficulties and problems** are described in terms of the **adaptations** that can be made (e.g. the curriculum).
2. **All learners learn the same, but some need more adaptations** e.g. more time, another type of assessment etc.
3. The **teacher** is not the only one who is involved in the teaching and learning of the learner; **parents and peers** should be involved.
4. **Does not refer to learners as being “normal” or not “normal”.**
5. Learners are not placed in categories and **the focus is on what the learner can do.**
6. The cause of the problem is investigated and identified so that the learner can be **supported holistically.**
7. All learners participate.
8. **Special needs takes place in the mainstream classroom.**

SPECIAL NEEDS IN SCHOOL PHASES

- **FOUNDATION PHASE**

Identify and address learning barriers

- Barriers removed or
- ISP developed to accommodate learner in learning and assessment

- **INTERMEDIATE PHASE**

- Assist learner, parents, teachers to **cope with the learning barriers** using ISP as well as differentiation in teaching and assessment.

- **SENIOR AND FET PHASES**

- Assist learner to **manage learning barriers** using own learning strategies. Applying for assessment concessions. Differentiate teaching and assessment.

SIAS POLICY

POLICY ON
SCREENING,
IDENTIFICATION,
ASSESSMENT AND
SUPPORT

<http://www.education.gov.za>

SCHOOL LEVEL SUPPORT

- SUPPORT LEVEL (SIAS page 14-17)

Low and moderate levels

TEACHERS: (SIAS page 10)

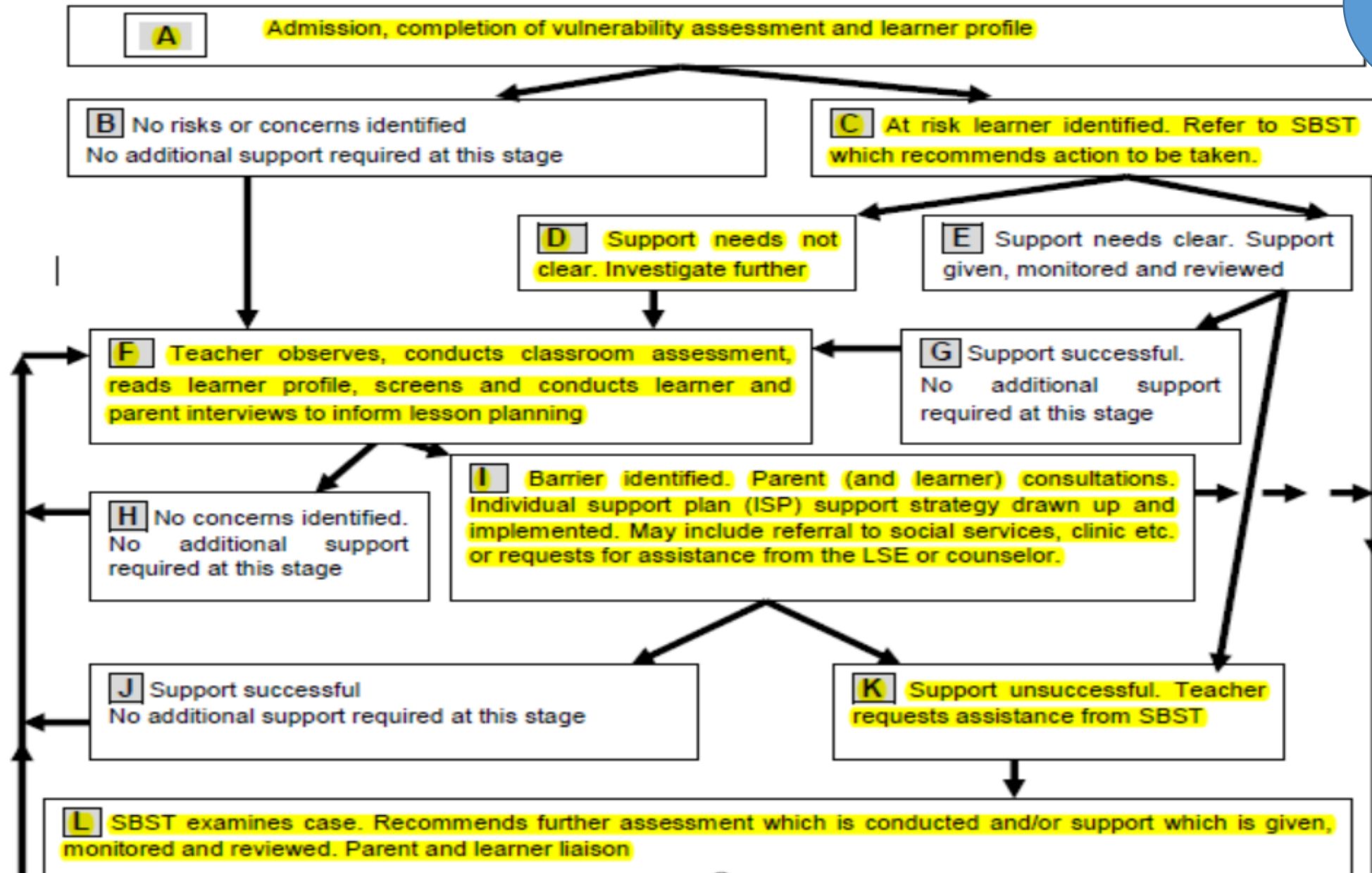
- Gather information and identify learners at risk of learning breakdown and/or school dropout.
- To provide teacher-developed classroom-based interventions to address the support needs of the identified learners.

School-based support teams (SIAS page 10)

- Respond to teachers' requests for assistance with support plans for learners experiencing barriers to learning.
- Review teacher-developed support plans, gather any additional information required, and provide direction and support in respect of additional strategies, programmes, services and resources to strengthen the Individual Support Plan (ISP)
- Where necessary, to request assistance from the DBST to enhance ISPs or support their recommendation for the placement of a learner in a specialised setting.

SIAS PROCESS FOR INDIVIDUAL LEARNERS

SIAS
document
page 38



SNA 1: ASSESSMENT AND INTERVENTION BY TEACHER

1. AREAS OF CONCERN

Describe your concern about the learner

Generally easily distracted and struggles to concentrate on tasks
The challenge paying attention on a tasks and generally keeping up with the rest of the class

Be specific, to say “Can’t read” is not enough.

When did you become aware of this? In the first term with baseline and class activities.

How did you become aware of this – own observation or was it reported?

I observed it and confirmed it with the other teachers in the grade.

How is this observation currently affecting the learner’s learning and development? Describe.

Learner falls behind as she can’t keep up.
Learner cannot stay on task and is developing gaps in her learning.

Complete the following table with regard to the learner’s scholastic profile.

YEAR					
GRADE					
RESULT					
NUMBER OF SCHOOLS ATTENDED					

Note whether the learner moved schools often, “hopping”, it could indicate denial of learning issues.

Complete the following and attach reports

Health-care professional	Date of assessment	Summary of results

Providing a
reports
facilitates
referral.

2. STRENGTHS AND NEEDS OF THE LEARNER

Indicate the strengths and needs of the learner by completing the sections below.

2.1 The learner's ability to understand what other people are saying as well as to express him/herself in a way that other people understand – receptive and expressive language

Strengths	Needs/At risk factors	Support needed
Understands simple instructions.	Gets lost with multiple instructions.	One simple instruction at a time.
Can explain what learner is doing.	Learner needs cues to stay on task	Use pictures for sequencing.
		Check on her progress and teach her to use cues to track task.

2.2 Learning:

-The learner’s ability to participate satisfactorily on grade level regarding subject content and assessment.

Strengths	Needs/At risk factors	Support needed
Has partial understanding of what she is learning. Has success if she can complete one instruction at a time.	Difficulty following multi-step instruction	Instructions must be short, specific and direct.
She sometimes responds to cues to keep her on track.	Struggles to concentrate on task	Use auditory cues (bel/tone) as reminder for her to monitor on task behaviour.

The DBE regards it as highly problematic when there are no strengths indicated.

2.3 Behaviour and social competence

- The learner's ability to interact and work with other learners. As well as follow classroom routines.

Strengths	Needs/At risk factors	Support needed
Is able to play with others most of the time.	Does not realize how her actions affect others. Has difficulty identifying personal space preference of others	Establish clear social cues Visually mark space using ruler or rope.

2.4 Health, wellness and personal care

- The learner's physical appearance (looking healthy, clean, well-fed) emotional wellbeing status (consult School Health Screening Report/Road to Health Card)

Strengths	Needs/At risk factors	Support needed
She takes pride in appearance.	Nutrition; she forgets to eat or misplaces lunchbox.	Teacher or assistant to supervise. Put routine in place; where lunchbox is kept, audio cues to keep attention on task.
She is friendly and cooperative.	Struggles to make friends.	Teacher her and peers how to connect with her.

2.5 Classroom and school:

- Factors within the classroom and school environment (policies, ethos, attitudes, skills, resources, safety, etc.) that are impacting on the learner's effective participation in the learning programmes offered at the school

Strengths	Needs/At risk factors	Support needed
Can negotiate space most of the time and know where to find classroom and toilets.	Sometimes gets lost.	Teach spatial awareness pointing out physical cues on the route.
Very willing to help in class such as writing important points on the board. Setting up teaching aids, etc.	Can be disruptive when class is required to sit still.	Must be provided productive physical movement such as assisting with small classroom tasks. (Learners channel disruptive responses into constructive responses.)

2.6 Family, home and community situation:

- Factors that may be impacting on the learner's ability to achieve at school.

Strengths	Needs/At risk factors	Support needed
Has low absenteeism.	Does not have supportive family who can reinforce what it taught at school.	Social worker to assess and intervene.

3. TEACHER INTERVENTION/SUPPORT

Differentiation means the curriculum is made accessible NOT easier.

- 3.1 Curriculum intervention

What curriculum interventions have you as a teacher implemented to address your concerns?

*3.1.1 Comment on/explain how **the curriculum content has been differentiated**, e.g. taking into account that every learner should have access to the grade level teaching and assessment best suited to his/her needs. Have the learner's needs been met by a differentiated curriculum? Have the learner's abilities determined what is expected of him/her without discrimination?*

Successes	Challenges
Tasks are broken up in shorter, manageable tasks with quick feedback. Adapt the number of tasks to complete.	Large class makes individual attention difficult. Sometimes all the tasks are not completed.
Substitute the curriculum, provided different instructions and materials to allow for accessibility. Provide verbal instruction.	Learner struggles to complete the tasks.

- 3.1.2 Comment on how **teaching methods** have been adapted/ differentiated, e.g. how classroom management has been changed to accommodate learners working at different levels of knowledge; how activities have been modified to ensure that they are meaningful; how a range of graded materials has been used (how material has been modified to allow for a learner's disability, for instance); how the presentation has been modified (e.g. by using pictures/pictures with descriptions/explanations, etc.)

Successes	Challenges
Direct instruction work better than independent desk work activities.	Large class makes it difficult. Difficult to manage the learner's frustration. We do not always have time for individual work
Increased assistance using scaffolding such as classroom displays	The required progress is still lacking.
Use guided practice – use a peer buddy system.	The learner does not move from guided practice to independent work.

- *3.1.3 Comment on how the **assessment** has been modified, e.g. by organising the learner’s tasks, using different methods of assessment, without compromising curriculum standards.*

Assessment
is made
accessible,
NOT easier.

Successes	Challenges
Task selection, number of tasks adapted to suit the learner but meet the assessment criteria. Write two sentences and not full paragraph	Learner is inconsistent, achieves success sometimes.
Adapt rules of how to approach the work to make the assessment accessible. Learner has more time to complete the task.	Learner still struggles to focus on task.

3.2 What interventions have you as a teacher implemented in the learning environment (classroom/school) to address your observations and concerns about the learner?

Comment, for example, on how the following have been modified: classroom management)e.g. culture/class rules/attitudes/awareness of disabilities); playground management, e.g. buddy system.

Successes	Challenges
Rules adapted – avoidance of certain tasks. Rules followed so that task are attempted. Behaviour goals are achieved. Learner sets own pace to do task , work is self-paced.	Short attention span. When compared to others’ pace learner becomes desponded, struggles to pace own work.
Physical environment planned to allow for opportunities for controlled movement. The entire class do stretch breaks. Standing at the desk while working. Alternating activities.	Learner struggles to keep up with peers.

- **3.3 Comment on how the physical environment has been modified/adapted**
- *E.g. the seating arrangement of the learner has been changed to limit distractions, use flexible grouping(s) to accommodate learner, the environment has been made wheelchair-friendly.*

Successes	Challenges
Learner seated in a place where there are not many distractions such as mobiles or close to the teacher's desk.	Learner still requires close monitoring to manage distractions.

This will also apply to learners with physical barriers. Examples are the building of ramps or making sure the learner has appropriate furniture.

- 3.4 Any additional comments that you want to make about the barrier(s) to learning experienced by the learner, the support/interventions provided and continuing challenges that are experienced.

Teacher not completely confident that the assessments and/or interventions are correct as the improvement has been inadequate. Learner is not performing at grade level.

- 3.5 What additional support/intervention do you as a teacher require from the SBST (skills, resources, knowledge about curriculum differentiation (both teaching and assessing)?

An accurate determination of the barrier.

Additional resources/tools to implement curriculum adaptations.

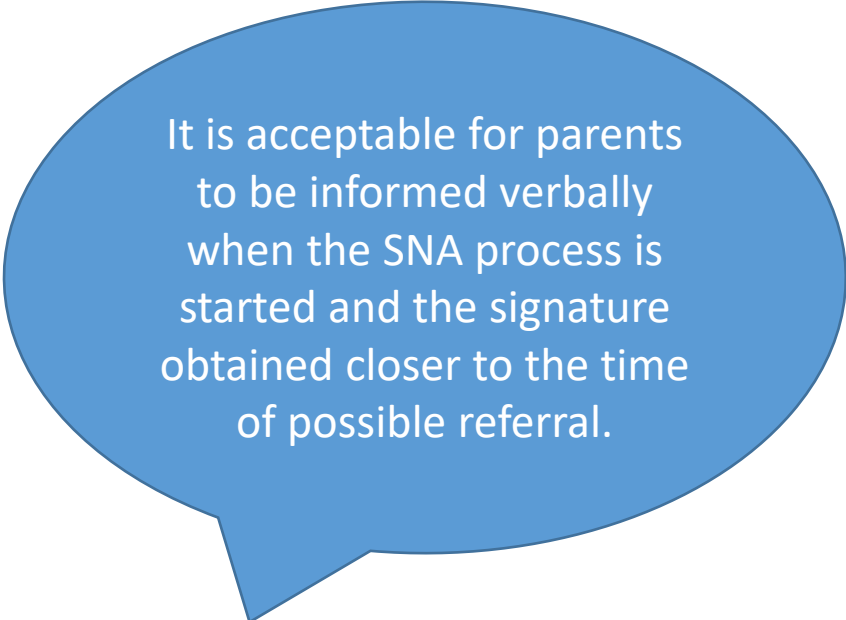
Assessment strategies that will suit the learner's needs.

- **3.6 Schedule/Log of consultation(s) with: Parent/legal guardian/Caregiver/Learner himself or herself.**

Date	Purpose	Outcome

3.7 Views expressed by Parent/legal guardian/Caregiver/Learner during consultations

Signature and dates by role players.



It is acceptable for parents to be informed verbally when the SNA process is started and the signature obtained closer to the time of possible referral.

3. INDIVIDUAL SUPPORT PLAN (COMPLETED BY CLASS TEACHER AND SBST)

List the area(s) in which the support needs to be provided: Communication; Learning; Behaviour and social competence; Health, Wellness and personal care; Classroom and school; Family, home and community; Teacher development/training, etc. (See SNA1)

Area(s) in which support is needed	Target to be achieved	Strategy of intervention <i>(If the learner needs concessions, or is an immigrant who needs exemptions, use Annexure B If a medical condition must be investigated by a medical or other specialist, use Annexure D)</i>	Responsible person	Time frame	Review date (to assess achievement of the target)	Comment on progress made in achieving target(s)
<i>E.g. Behaviour and social competence</i>	<i>Stop bullying behaviour</i>	<ul style="list-style-type: none"> • Assign a mentor teacher to support learner • Raise awareness during assembly • Review school conduct policy • Call in the parent/legal caregivers 	<i>Principal</i>	<i>Within a week</i>	<i>15 April 20...</i>	

Area(s) in which support is needed	Target to be achieved	Strategy of intervention	Responsible person	Time frame	Review date	Comment on progress made in achieving targets
<i>E.g. Behaviour and social competence</i>	<i>Stop bullying behaviour</i>	<i>Assign a mentor teacher to support learner</i>	<i>Principal</i>	<i>Within a week</i>		
Behaviour	Minimise distraction	Involve learner in tasks such as collecting books, organising learning aids. Intervene constructively with friendship issues	Class teacher	First term	24 March	
Learning	Complete task at grade level Learn strategies to improve attention and concentration	Select tasks learner will do successfully Learner learns how she can learn. Move to self-regulation				
Assessment	Able to demonstrate learning	Vary problem type in mathematics. Simplify questions and use illustrations				

Nine Types of Curriculum Adaptations

Quantity *

Adapt the number of items that the learner is expected to learn or number of activities learner will complete prior to assessment for mastery.

For example:

Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets.

Time *

Adapt the time allotted and allowed for learning, task completion, or testing.

For example:

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Level of Support *

Increase the amount of personal assistance to keep the learner on task or to reinforce or prompt use of specific skills.

For example:

Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.

Input *

Adapt the way instruction is delivered to the learner.

For example:

Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place learner in cooperative groups, pre-teach key concepts or terms before the lesson.

Difficulty j

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

For example:

Allow the use of a calculator for maths problems; simplify task instructions; change rules to accommodate learner needs.

Output *

Adapt how the learner can respond to instruction.

For example:

Instead of answering questions in writing, allow a verbal response, use a communication book for some learner, allow learner to show knowledge with hands on materials.

Participation *

Adapt the extent to which a learner is actively involved in the task.

For example:

In geography, have a learner hold the globe, while others point out locations. **Ask the learner to lead a group. Have the learner turn the pages.**

Alternate Goals j

Adapt the goals or outcome expectations while using the same materials.

For example:

In a social sciences lesson, expect a learner to be able to locate the colours of the provinces on a map, while other learners learn to locate each province and name the capital.

Substitute Curriculum j

Sometimes called "functional curriculum"

Provide different instruction and materials to meet a learner's individual goals.

For example:

During a language lesson a learner is learning toileting skills with an aide.

Deschenes, C., Ebling, D., & Sprague, J. (1994). *Adapting curriculum and instruction in inclusive classrooms: A teacher's desk reference*. Bloomington, IN: Institute for the Study of Developmental Disabilities.

Diana Browning Wright, *Teaching & Learning 2005*

Input *

Adapt the way instruction is delivered to the learner.

For example:

Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place learner in cooperative groups, pre-teach key concepts or terms before the lesson.

Output *

Adapt how the learner can respond to instruction.

For example:

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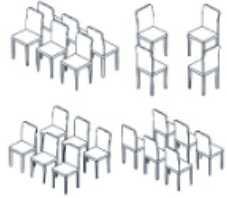
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Adapt the goals or outcome expectations while using the same materials.

For example:

In a social sciences lesson, expect a learner to be able to locate the colours of the provinces on a map, while other students learn to locate each province and name the capital.

10 Differentiation Strategies



Seating Plans

1



Assessment

2



Using Data

3



Feedback

4



Classroom
Displays

5



Scaffolding
Resources

6



Task Selection

7



Questioning

8



Guided Practice

9



Self-Regulated
Learning

10

LEARNER: _____ GRADE: _____
 TEACHER: _____

SNA 1 FORM CHECK LIST

P a g e	Section	√	What is incomplete	Teacher	LSE/SBST	SBSC
1	SNA 1&2: SCHOOL LEVEL					
2	1.AREAS OF CONCERN					
3	2. STRENGTHS AND NEEDS OF THE LEARNER					
3	2.1 Communication					
3	2.2 Learning					
3	2.3 Behaviour and social competence					
3	2.4 Classroom and school					
4	2.5 Family, home and community situation					
4	3. TEACHER INTERVENTION AND SUPPORT					
	3.1 Curriculum intervention					
	3.1.1 Curriculum intervention					
	3.1.2 Teaching methods					
	3.1.3 Assessment modified					
5	3.2 Interventions in learning environment					
	3.3 Physical environment adapted					
	3.4 Additional comments					
	3.5 Support/intervention required by teacher					
6	3.6 Schedule of meetings with parents					
	3.7 Parents' views					
	Signatures					

END
THANK YOU
DANKIE