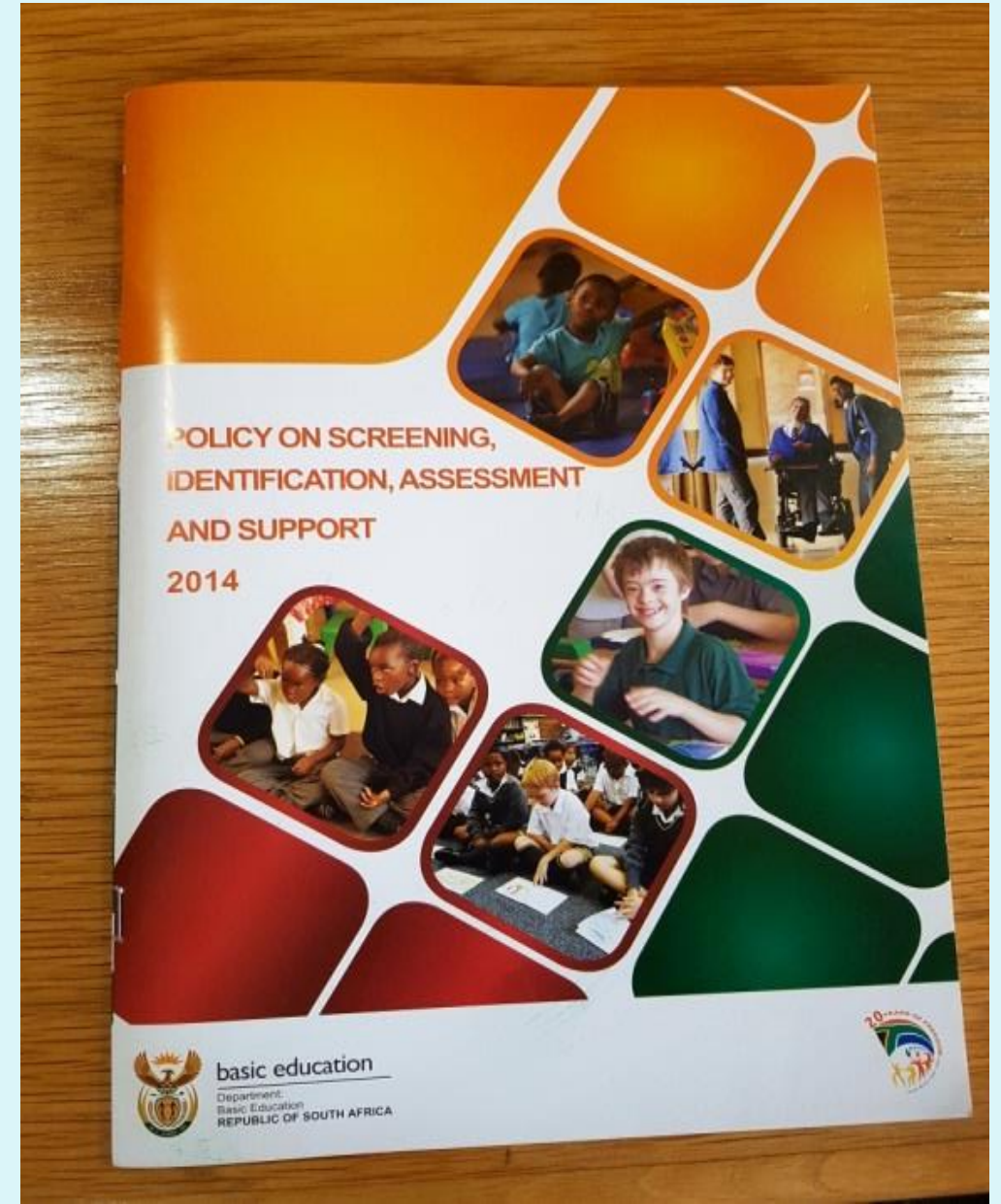


WEBINAR INCLUSIVE EDUCATION

**STUDENTS/INTERNS
20 October 2022**

**The practical
implementation of
SIAS in the classroom**



WHAT IS INCLUSIVE EDUCATION?

DO YOU THINK INCLUSIVE EDUCATION CAN WORK?

Special Education Model VS Inclusive Education Model

Special Education Model

- ❖ Focus on Disability
- ❖ Identify/ diagnose, deficit and disorder (use of medical language)
- ❖ Focus on treatment
- ❖ Often segregated placement
- ❖ Exclusion and marginalization

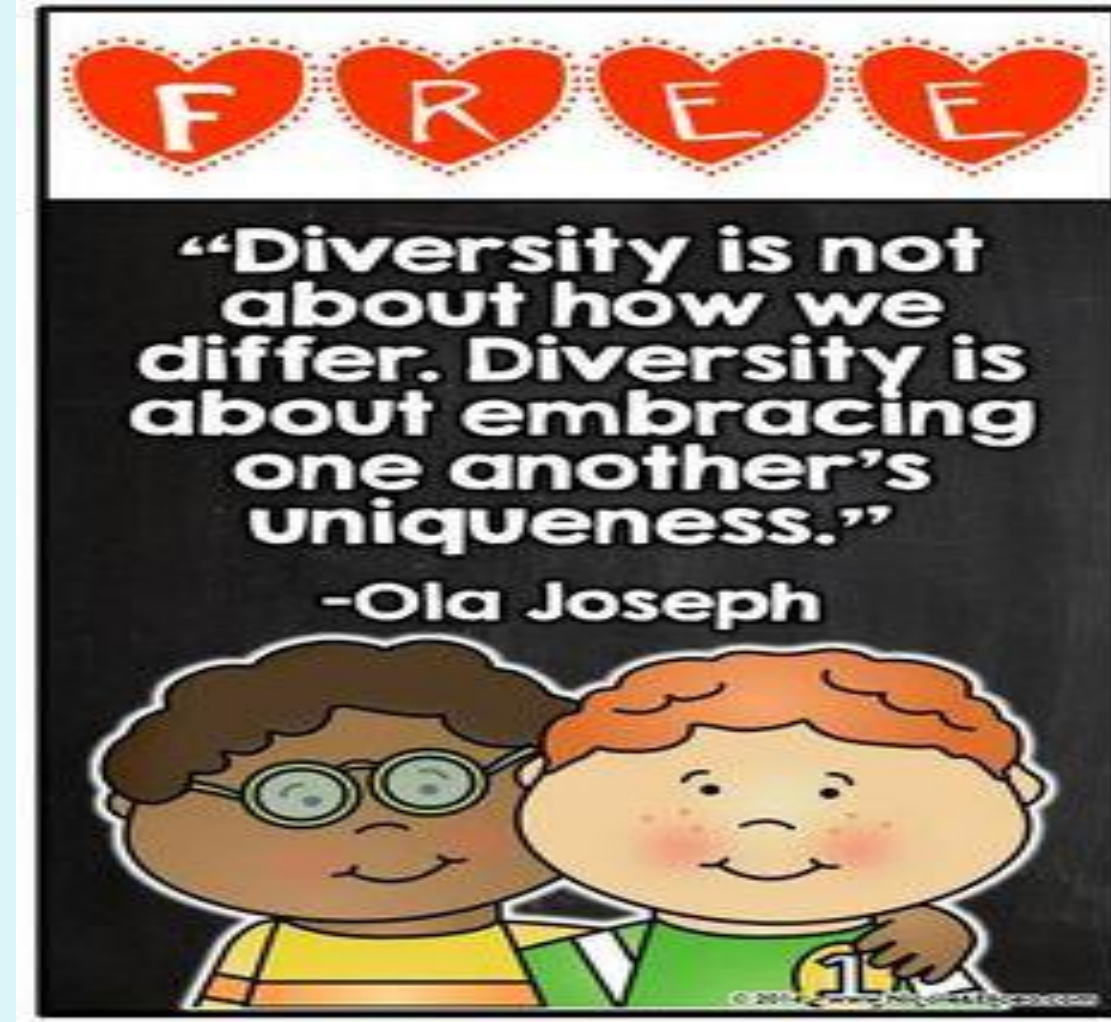
Professor Suzanne Carrington
Faculty of Education (Queensland University of Technology, Australia)

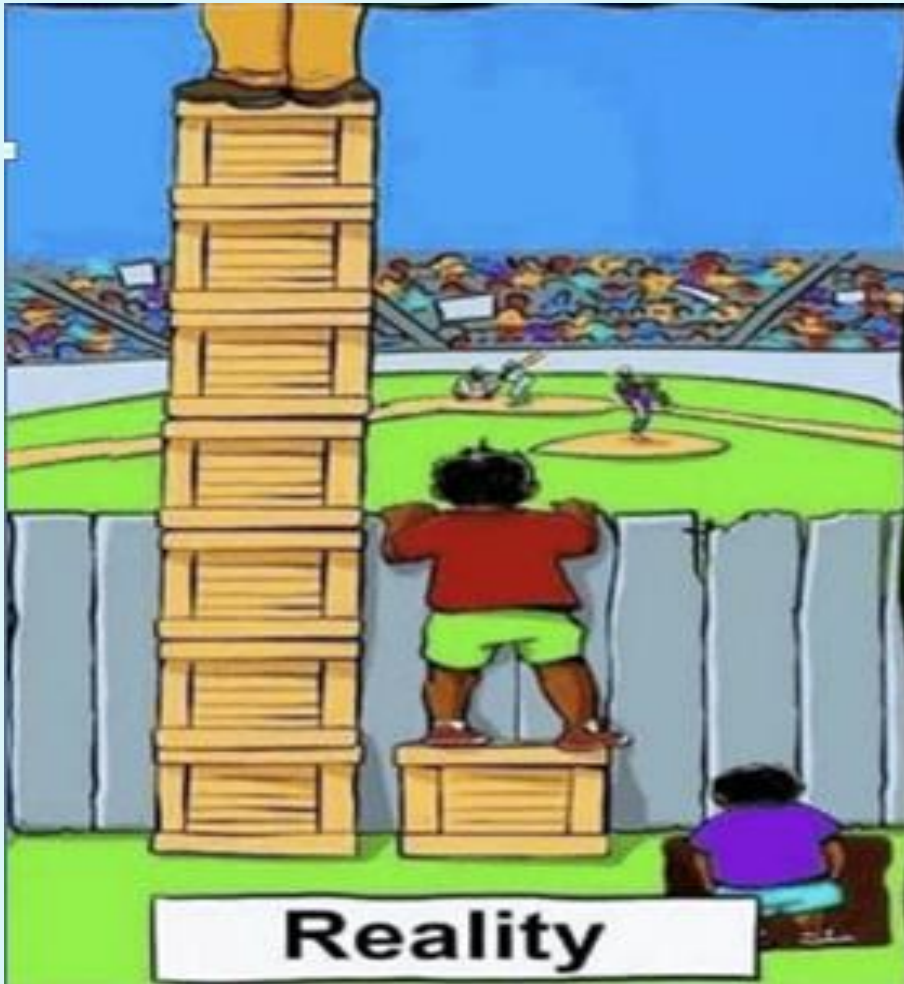
Inclusive Education Model

- ❖ Focus on Diversity
- ❖ Identify learning and Social needs
- ❖ Flexible Curriculum and pedagogy to meet all student's needs
- ❖ High expectation for all students
- ❖ Focus on support for learning
- ❖ Fair Assessment

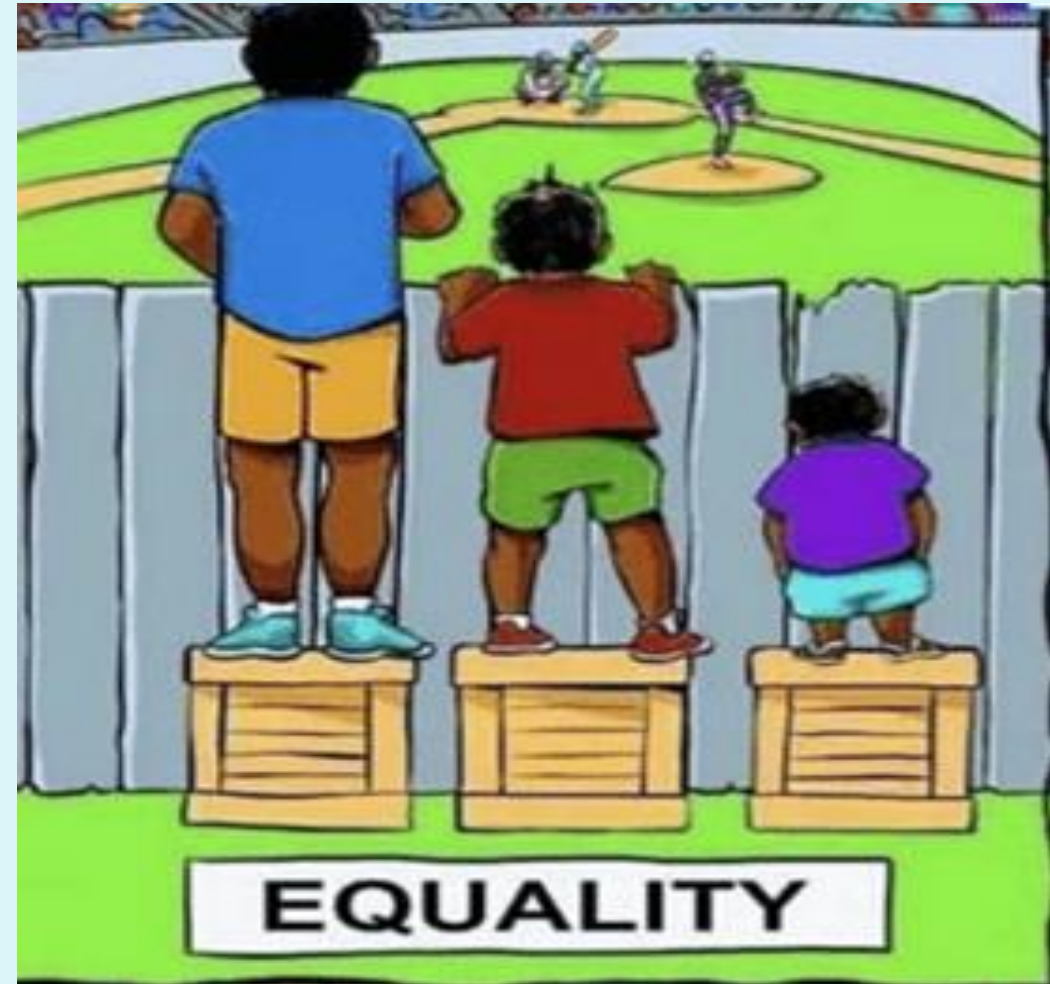
Principles of Inclusive Education?

- Inclusive education is educating **ALL students** in **age-appropriate** general education classes in their **neighbourhood** schools.
- There should be a respectful school culture where everybody feels **welcome**
- Removing stigmatization and labelling
- Differentiated instruction, interventions and supports and reasonable accommodation to reduce barriers and recognize potential
- POST-COVID – NB!

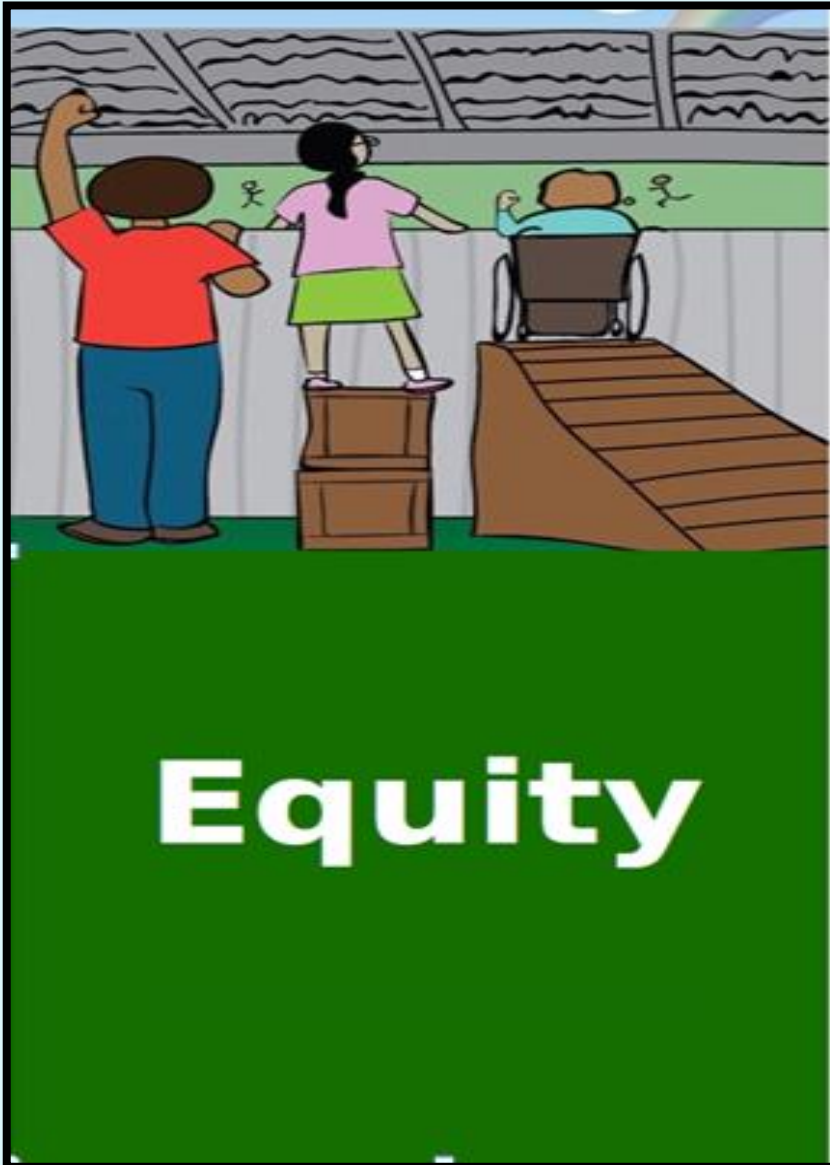




During COVID this gap has widened/
inequality so much more of a reality

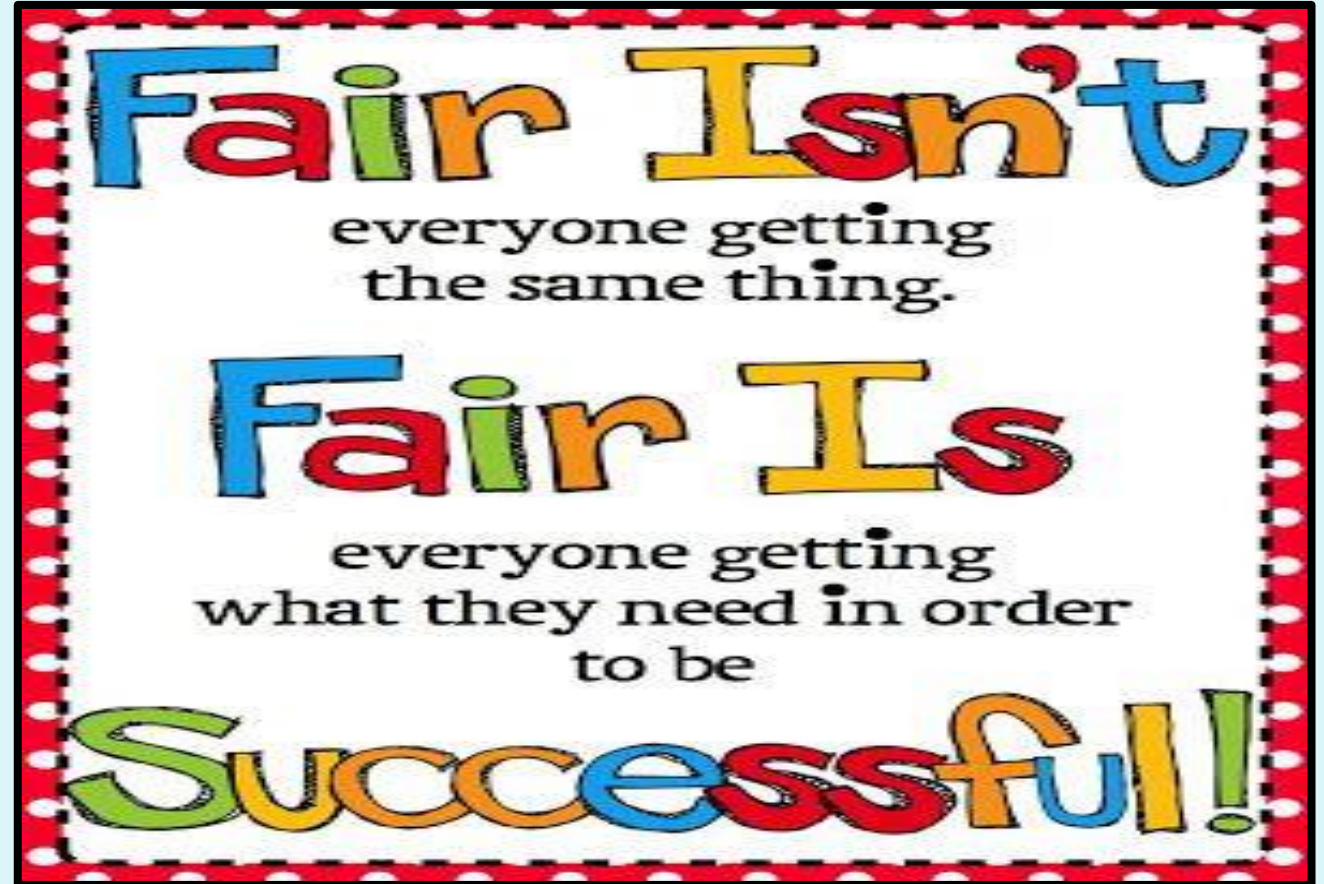
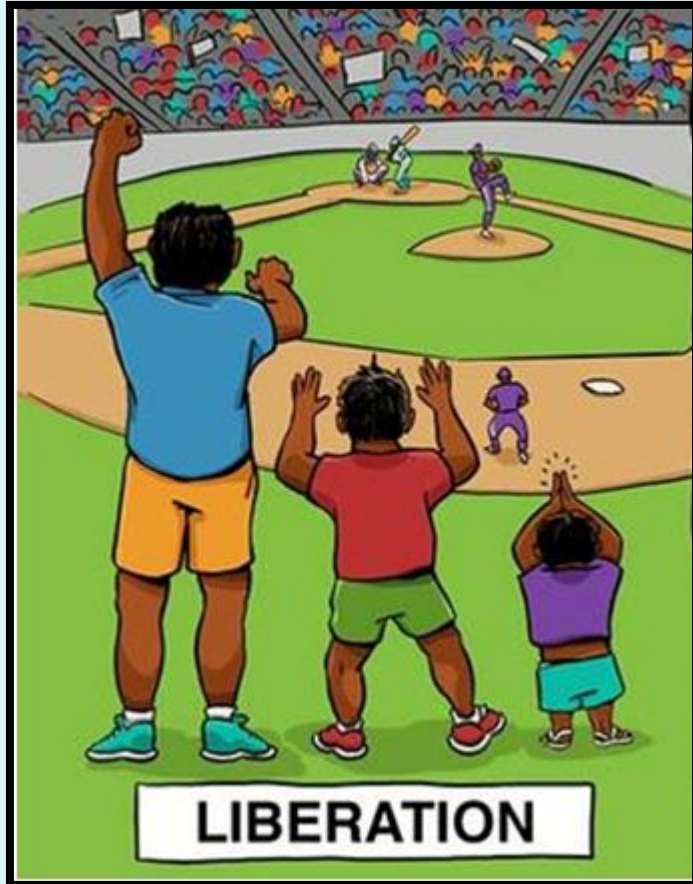


LTSM, transport, feeding schemes, online
teaching/ radio and TV broadcasts during COVID



Learners are being treated equitably, **according to their individual needs.**

Personalized support and interventions are necessary to address learning losses but also the trauma that learners may experience as a result of COVID



We need to free our learners from everything that is holding them back from reaching their potential. How? By assisting each according to his/her individual needs/circumstances.

SIAS

Screen: learners for vulnerability to learning and developmental barriers
Use baseline assessment, **learner profiles, medical reports,** interviews with parents and former teachers, **report cards**

Identify barriers to learning once you start teaching/interacting.
Complete **SNA 1 form**. Record observations, challenges



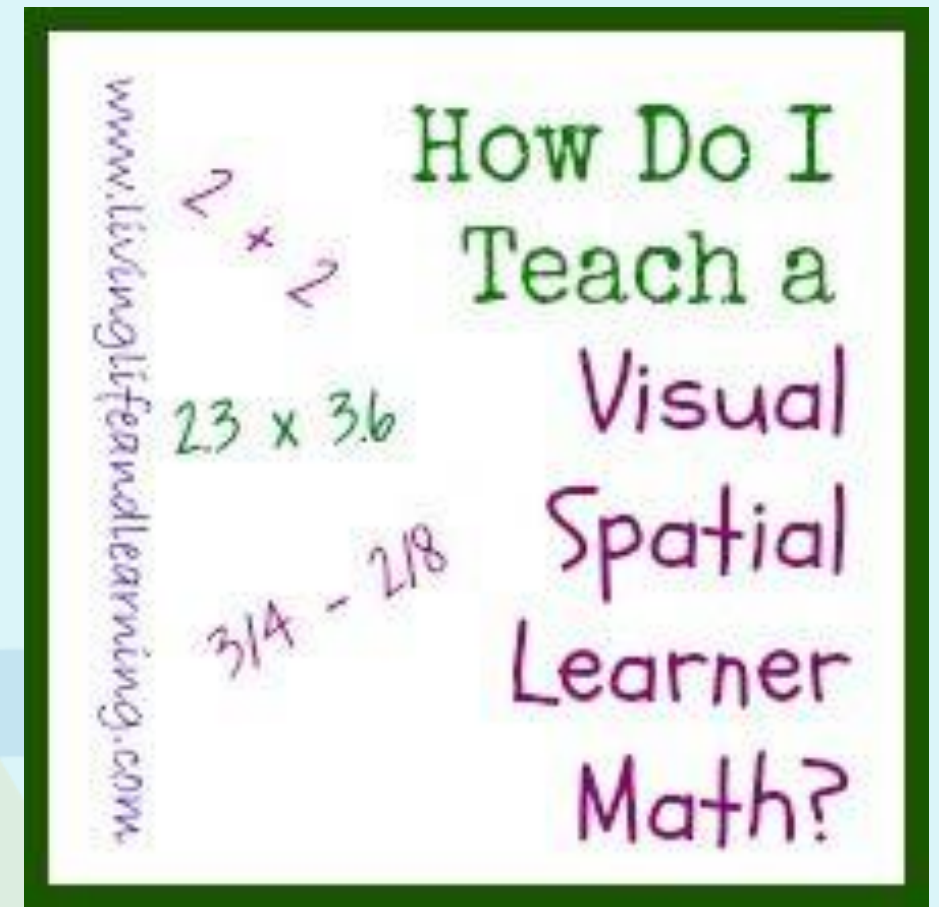
Child struggling to read/to hold pen properly/to see on the board/who seems anxious/hungry/has marks on body/very aggressive/looks neglected/untidy

Read the learner profile!

Assess the support needs: **What, who, how, when/frequency?**

Support to meet these needs by planned interventions, differentiation, changing teaching styles and classroom layout, varying pace of teaching, adapting the curriculum, putting behaviour management strategies in place, refer if necessary, apply for accommodations, feeding scheme, clothing bank

You only observe and record your findings – you may not **DIAGNOSE**



Complete **ISP** (plan of action) and refer to SBST who will complete the **SNA2 in consultation with teacher** if it becomes necessary
ISP: Individual Support Plan

SIAS is the vehicle to address the following barriers which prevent access to learning and development

- **Systemic barriers** (overcrowded classrooms, lack of LTSM, exclusionary policies, inflexible curriculum practices, learning styles and multiple intelligences)
- **Societal barriers** (Socio-economic circumstances, safety and security, domestic violence, HIV/AIDS, substance abuse)
- **Pedagogical barriers** (LOLT, intolerant attitudes, inappropriate teaching methodologies and assessment procedures)
- **Intrinsic barriers** (behavioural problems, psychosocial and emotional problems, cognitive and sensory abilities, barriers to learning and physical disabilities)



SUPPORT NEEDS ASSESSMENT (SNA 1 & 2)

(School-Level Intervention)

Both SNA 1 and 2 must be completed at school level

A Learner Profile, SNA 1 and SNA 2 will be required when support is requested from the District-based Support Team (DBST).

SNA 1: ASSESSMENT AND INTERVENTION BY TEACHER

- To be completed by the class teacher and/or subject teachers if the learner is taught by more than one teacher.*
- To be completed if the Learner Profile or Screening Report or teacher observation or parent interview shows that a learner has additional support needs.*
- Captures information that will be needed when support is requested from the School-based Support Team (SBST) by the teacher concerned.*

1. AREAS OF CONCERN

Describe your concern about the learner.

When did you become aware of this? _____

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

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

Complete the following table with regard to the learner's scholastic profile (information extracted from Learner Profile)

YEAR								
------	--	--	--	--	--	--	--	--

1. Areas of concern
2. Strengths and needs of learner (Communication, Learning, Behaviour and social competence, Classroom and school, Family/Home/ Community): **It is NB to also focus on the positive**
3. Teacher interventions (Curriculum, learning environment, physical environment, support needed from SBST)
4. Consultations with parents and views expressed by parents: Involve from the start-they must sign this form

SNA 2: ASSESSMENT AND INTERVENTION BY SCHOOL-BASED SUPPORT TEAM (SBST)

- To be completed by the SBST in consultation with the teacher
- To be completed when requesting support from the DBST by the school

1. REVIEW

SBST reviews the information provided by the teacher: Section 1, supporting documents, verbal reporting.

1.1 Does the SBST agree with the teacher's **identification** of the learner's barrier(s) to learning, strengths and needs/challenges? If not, provide comments:

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	Comments:
<hr/>				
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1.2 Does the SBST agree with the teacher's **support** to deal with the barrier(s) to learning? If not, provide comments or suggest alternative support:

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	Comments:
<hr/>				
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1. Review
2. Summary of identified barriers
3. Completion of ISP

FOLLOWING THE SIAS PROCESS

MEET: VIJAY



Vijay changes schools in the middle of the year. He is from a middle income stable family with 2 working parents. He appears to be secure with a good self-esteem and social skills.

Is Vijay at risk?

During the first term at his new school the teacher discovers that he struggles with maths, specifically reversing 6/9 and working at a slightly lower level than his peers.

Are there any concerns?

Be careful: this might be developmental delay in the Foundation Phase

After a discussion with Vijay and his parents, the teacher puts in place a programme in class, as well as suggestions of how his parents can support him at home. Within two weeks he has caught up with his peers. **Was the support successful or not?**

SNA 1 – NB to also complete sections on the strengths, behaviour and social competence, family and home situation as these might change in the future (loss of parent, divorce, negative peer influences) and the references would help to get full picture if the learner's behaviour or academic performance changes

INDIVIDUAL SUPPORT PLAN: VIJAY

Area(s) in which support is needed	Target to be achieved	Strategy of intervention (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)	Responsible person	Time frame	Review date (to assess achievement of the target)	Comment on progress made in achieving target(s)
Reversals 6 / 9	Write numbers correctly	Highlight 6/9 in different colours and put them on wall Use flash cards to show difference Use VAKT (Visual, auditory, Kineasthetic and Touch). Learner must see, hear, touch the number Vijay can trace numbers in the sand Parents commit: Vijay will use play dough/shaving cream at home to make/trace numbers	Teacher and parents	Within 2 weeks	30 April 2020	After 2 weeks of practice Vijay Can differentiate between 6/9

FOLLOWING THE SIAS PROCESS

MEET: JEAN



The paper trail/forms are NB – if Jean's eyes deteriorate these will be the documents to support an application for a possible accommodation or placement

Jean's **teacher** notices that she often copies words incorrectly from the board and her head is close to the paper when she reads. She suggests that Jean should visit the clinic for an **eye test**. **Are there any concerns?**

What can/should the teacher do to support? (SNA 1)

The matter is discussed with the Jean and her parents. No action.

Teacher enlarges font, moves her to the front of the class. In addition she requests the help of the **SBST** who makes an appointment at the local clinic and accompanies Jean there. Jean is diagnosed as needing **glasses**.

(ISP?)

Health and disability assessment form (Section on VISION to be completed by health professional). Form needs to go with Jean: Responsibility of the SBST. **Support is successful when Jean receives glasses**

What happens if deterioration of the eyes continues and special support is necessary.

Formal Assessment/Evaluation by specialist: **Recommendations**

Accommodations: Assistant, Braille, placement at school for visually impaired

A. INSTRUCTIONS TO HEALTH-CARE PROFESSIONAL WHO IS ASSESSING THE LEARNER

- This form is to be completed by the **Health Professional** for learners who experience medical/physical/neurological/sensory/cognitive/psychological and emotional barriers to learning.
- The learner is referred to a health professional by the School-based Support Team (SBST) and/or the District-based Support Team (DBST) for further assessment to determine the nature of the disability/health condition.

PART A: PROCEDURE

- Assess the learner in terms of the specific barrier(s) that the learner has been referred for
- Make recommendations for further interventions required
- Provide advice on support and adjustments required to assist the school to support and make reasonable accommodation for the learner.

PART B: LEARNER AND PRACTITIONER INFORMATION

Complete Part B which contains personal information about the child, and contact details of the health professional.

PART C: DIAGNOSTIC SECTION

Complete all sections of **Part C** relevant to the child in accordance with the diagnostic criteria provided.

PART D: DECLARATIONS AND RECOMMENDATIONS FOR INTERVENTIONS AND SUPPORT

Sign the declarations in **Part D** and make recommendations regarding the support to be provided.

NB. Please note that this form may not be completed by the teacher

Please write legibly

B. LEARNER INFORMATION AND CONTACT DETAILS OF HEALTH-CARE PROFESSIONAL

NAME OF LEARNER:	DATE OF BIRTH: / /
PRESENT SCHOOL:	ASSESSMENT DATE: / /
PATIENT NUMBER:	MALE/FEMALE M/F
ASSESSED BY:	PROFESSION:
FACILITY/PRACTICE:	TELEPHONE NUMBER/S:
MEDICAL HISTORY OR BACKGROUND OF LEARNER/PATIENT:	

To be completed by the health professional when child is referred for a medical or professional assessment:

Sections on:

Chronic health, Mobility, Mental disorders, Learning disabilities, Intellectual disabilities, Vision, Hearing, Communication, Neurological disorders and behaviour

FOLLOWING THE SIAS PROCESS

MEET GANESH



Ganesh always seems dishevelled, clothes are torn/dirty, looks underfed. He struggles to concentrate, seems tired and lies on his arms. His homework is seldom done. He is often late for school or absent.

Who should get involved?

What interventions could be considered?

SBST: Fact finding mission: REFER if necessary. Social Worker, Social grants for child headed households, foster-care, feeding scheme, clothing bank etc. Without intervention, care and support Ganesh is a candidate to drop out of school

His teacher enforces the school rules diligently and consistently. She gives him demerits for being late, for being absent without good reason and for being untidy. She gets frustrated, shouts at him for not doing his homework and for his poor performance OR ignores him

FOLLOWING THE SIAS PROCESS

MEET DENNIS



Very **aggressive**, **unable to control his temper** and often endangers himself and others with his impulsive **anti-social behaviour**. Disturbs the class. Read Profile!! No interventions except punitive measures. School wants to expel him. Can the SIAS process be used?

Monitor behaviour for triggers and keep his parents informed.
Refer to SBST. Complete ISP

SBST recommends that a **counsellor** be involved to help the teacher to deal with the aggressive behaviour and a **school psychologist to assess Dennis** to determine the cause of his aggression and ways to handle it.

If behaviour does not improve – professional medical assessment
(DBST can be involved)

All of this should happen with the parents' consent

Paper trail NB (Study available docs)

REMEMBER: EVERYONE
IN THE CLASSROOM HAS
A STORY THAT LEADS TO
MISBEHAVIOR OR DEFIANCE.
NINE TIMES OUT OF TEN,
THE STORY BEHIND THE
MISBEHAVIOR WON'T
MAKE YOU ANGRY.
IT WILL BREAK YOUR HEART.

- *Annette Breaux*

Composition of the SBST

- Class teachers
- Subject teachers
- Teachers involved in Management
- Professionals: Therapists, Psychologists, Remedial teachers, Counsellors, Social workers, Nurses
- Use Persons with specialized skills: Behaviour Analyst, Autism spectrum disorder specialist, Learning specialist
- Volunteers: Social workers, health workers
- Skilled Parents
- Learners: Peer support
- Community role players eg. youth workers, retired teachers



School Based Support Team: SBST Responsibilities

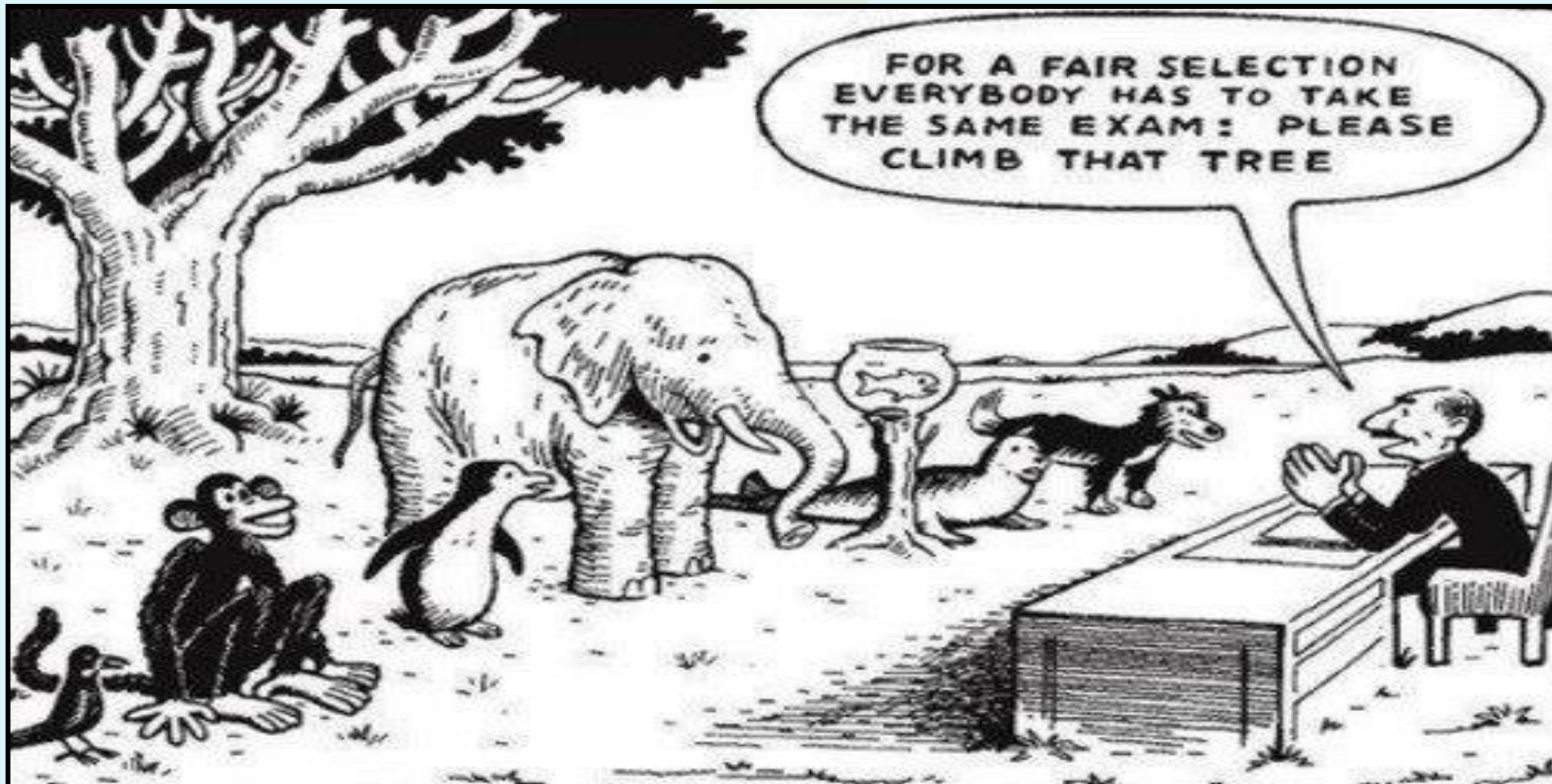
- **Respond** to teachers' requests for assistance
- **Investigate**, gather additional information
- **Inform** and involve parents
- Strategies, programmes, services, resources, practical cost effective support to strengthen the ISP. ISP should be reviewed once a term.
- **Identify role players** in the local community as sources of support
- Determining eligibility of a learner for an **accommodation/concession**. Panel discussion.
Form DBE 124



Requests assistance from and refers to the District Based Support Team (DBST) to enhance ISPs and support for placement of learners in a specialized setting

SIAS: ACCOMMODATIONS AND ALTERNATIVE ASSESSMENT

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” Albert Einstein



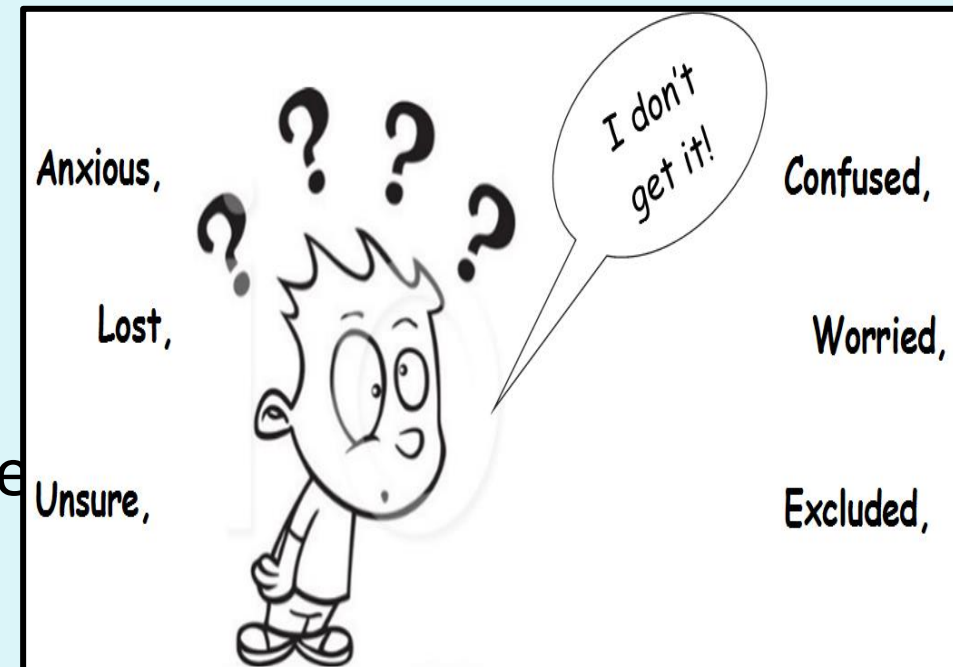
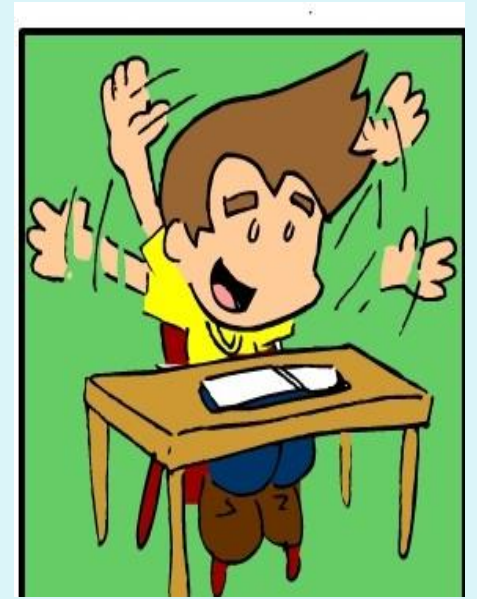
WHAT ARE BARRIERS TO ASSESSMENT ?

Any **condition, disability or specific circumstance** which prevents the learner from demonstrating his/her knowledge effectively in normal tests or examination conditions and which prevents him/her from giving a **true reflection of his/her abilities** and **reaching his/her potential**,



MOST COMMON BARRIERS TO ASSESSMENT

- Reading/writing difficulties (dyslexia, dysgraphia, dyspraxia)
- Slow reading/working tempo
- Difficulties with mathematics (dyscalculia/math anxiety)
- Visual / hearing impairments
- Physical disabilities affecting reading/writing
- Severe anxiety/trauma
- ADHD
- Developmental disorders eg learners on the Autism spectrum/learners with down syndrome



WHAT ARE ASSESSMENT ACCOMMODATIONS?

Any **alterations/change** to the standard form of assessment, test, examination or conditions relating to the assessment process, which will assist learners to show the knowledge and skills they have gained **without being disadvantaged** by the process of examining



CATEGORIES OF ACCOMMODATIONS

- **HOW CAN WE ALTER OR CHANGE THE ASSESSMENT?**
- **Presentation:** font, recordings, adaptation of questions, using a reader
- **Response:** allows for completion of task in different ways: oral, typing, having a scribe
- **Setting:** allows for a change in location in which test is given (ADHD/Autism) (Readers/Scribes/Prompters/Assistants)
- **Time/scheduling:** allows for changes in length of time or organization of time during a test.



ACCOMMODATIONS AND ALTERNATIVE ASSESSMENT

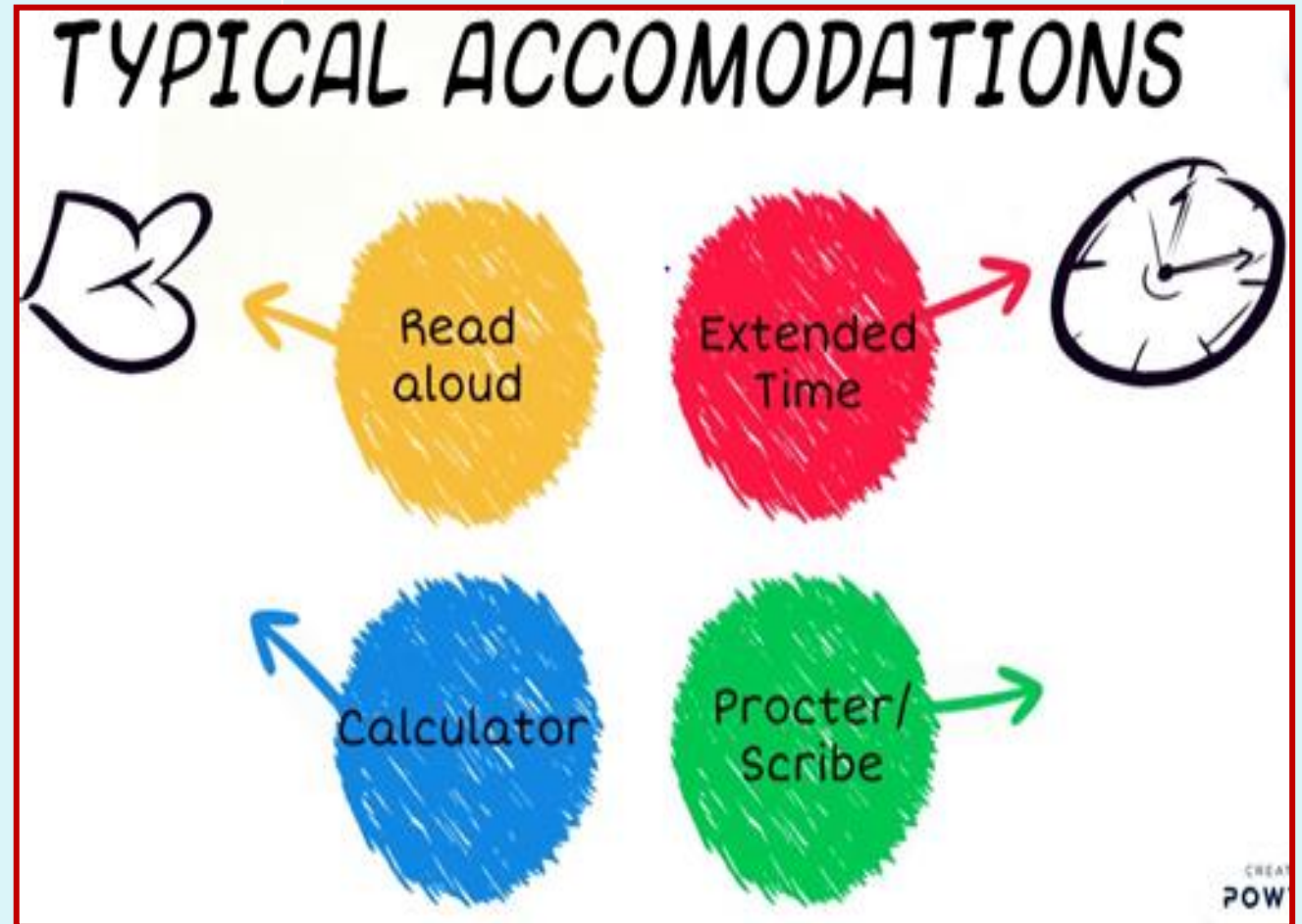
PRINCIPLES

- Do not assume a learner with a disability needs an accommodation YET do not assume learners with the same disabilities/barriers need similar accommodations. You may **never** diagnose.
Formal evaluation is NB
- Accommodations in assessments should parallel accommodations in instruction/class
- Applications for accommodations do not halt remediation /intervention. 2 processes should work concurrently
- Learners and parents must give consent



ASSESSMENT ACCOMMODATIONS

- Additional time
- Reader
- Voice activated computer)
- Scribe
- Computer
- Oral examination
- Separate venue
- Prompter
- Personal assistant
- Rest breaks
- Enlarged print
- Handwriting
- Spelling



SIAS

ASSESSMENT ACCOMMODATIONS

- Digital player/recorder
- Medication and food intakes
- Adaptation of questions (Differentiation)
- Transcription of Braille
- Sign Language Interpreter
- Computer/voice to text/text to voice
- Video/DVD/recorder/webcam
- Endorsed NSC
- Concessions: Exemption from a language /maths (immigrants/dyslexia/dyscalculia)
- Ad Hoc Support

These accommodations must be applied for assessed and formally granted by the DEPT

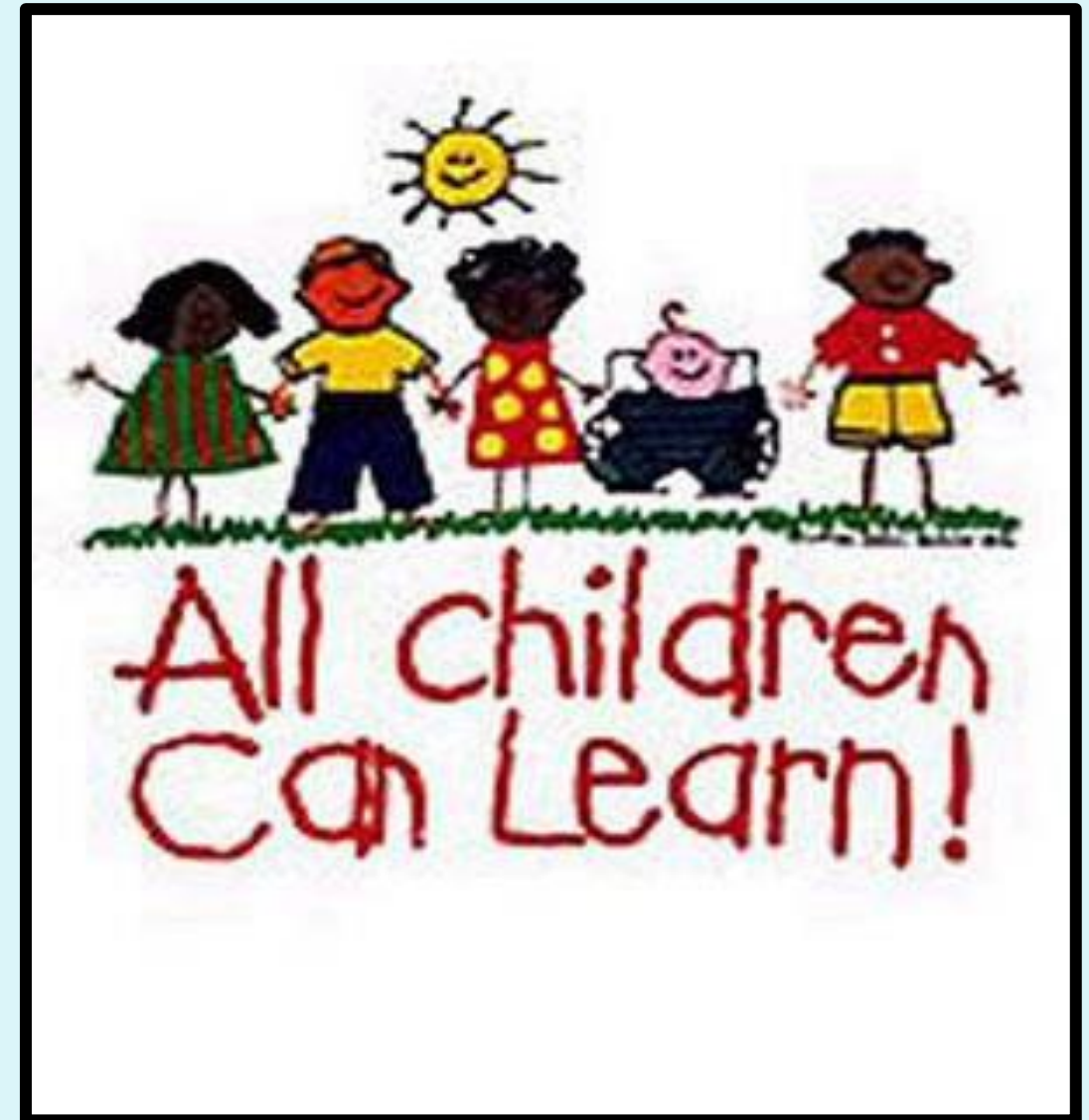


Identification of learners for assessment accommodations

Learners who are eligible for accommodations and alternative assessment in Grades 10 to 12 should have been identified as early as the **foundation phase or at least by October of their Grade 10 year**, except where a need arises at a later stage.

A word of Caution:

- ✓ Foundation Phase: challenges could be developmental
- ✓ SIAS process **MUST** be followed
- ✓ Consent from learners and parents



ASSESSMENT ACCOMMODATIONS: APPLICATIONS

- ✓ Responsibility of the SBST
- ✓ Teacher's responsibility:
 - Supporting documents**
 - SIAS forms (SNA 1-2, learner profile, ISP)
 - Supporting history
 - School reports
 - Samples of written work
 - Medical reports/Health and disability assessment forms



IMPORTANT DOCUMENTS

- **Whitepaper 6**
- CAPS Gr R-12
- Guidelines for Inclusive Teaching and learning 2010
- Guidelines for responding to Learner Diversity in the classroom 2012
- Special Schools as Resource Centres 2005
- Guidelines for full service schools 2009
- National Protocol for Assessment Gr R – 12 2011 Chap 9
- **National education Policy Act 27 of 1996 amended in 2014. Assessment for learners who experience barriers to learning and assessment**
- **Procedural Manual for the assessment of learners who experience barriers to assessment from Grade R – 12: 2016**
- **SIAS**



SIAS TIPS : Meet the parents

- Establish **trust** between you and parents/ caregiver
- **Show interest** in family, their work, health
- Do not concentrate on weak points – **focus on something good.**
- **Do not make a diagnosis** – can tell them you are concerned and you think intervention is necessary. Provide evidence/be prepared
- **Do not judge parents** for the condition of their child (make them upset, angry, scared to open up)
- Let them **talk and share** concerns.
- When parents become aggressive or defensive, you must realize it not a personal attack. **Anticipate conflict/questions**

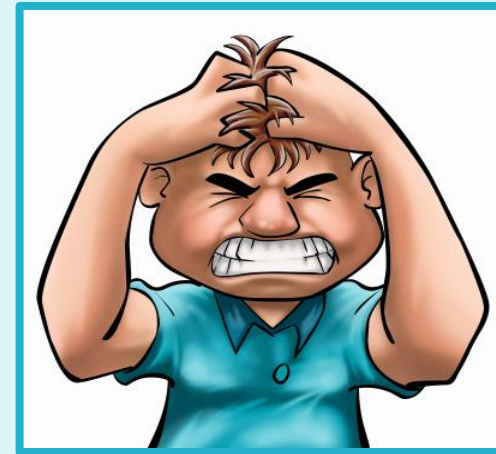


- Repeat concerns on different occasions. **Sometimes they don't hear when they are upset.**
- Be positive and practical and **professional.**
- Note your **body Language**
- **Work at the social skills and EI**

SIAS TIPS : Teacher alert

Do not ignore / take action immediately

- Who holds objects far or close to see
- Has problems with fine motor skills (writing legible, holding pencil, cutting with scissors, gluing)
- Clever child who loses interest
- Attention seeker
- Avoids activities
- Naughty, moody, clumsy
- Over-impulsive
- Who cries most of the time or who seem unhappy
- Who is always unsatisfied with his work (perfectionist or low self-esteem)
- Struggles to concentrate
- Speech difficulties
- Struggles to relate to adults or other children



SAOU
DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION

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