



School Inclusion – From Theory to Practice
By Loren Swancutt

Welcome

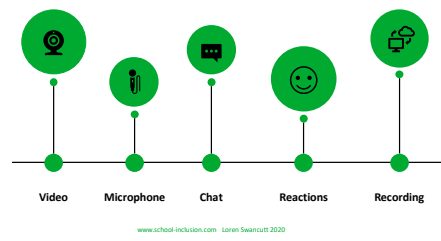
Grab yourself a cuppa and we'll be with you shortly
We are not recording yet



www.school-inclusion.com Loren Swancutt 2020

1

Inclusive Education Café Protocols



2



School Inclusion – From Theory to Practice
By Loren Swancutt

Welcome

Inclusive Education Cafe



www.school-inclusion.com Loren Swancutt 2020

3



Loren Swancutt

Creator of School Inclusion – From Theory to Practice (www.school-inclusion.com)

National Convenor of the School Inclusion Network for Educators (SINE)

Head of Inclusive Schooling at a State High School in North Queensland

Doctoral candidate at the Queensland University of Technology

www.school-inclusion.com Loren Swancutt 2020

4



Katie Whitworth

Senior Advisor: Speech-Language Therapy
North Queensland Region, State Schools

www.school-inclusion.com Loren Swancutt 2020

5

- Purpose:**
- Succinct
 - Practical
 - Contextual
 - Collaborative




6

Today's café focus

REMOTE LEARNING:
Providing 'language friendly' instruction

How can we provide accessible instructional language to support online and print-based learning?



www.school-inclusion.com Loren Swancutt 2020


7

Session Overview

- 01 Connect**
Stimulated introductory reflection with participants in small groups
- 02 Learn**
Exploration of practical strategies and solutions
- 03 Share**
Collaborative discussions to share learning and contextual examples and experiences
- 04 Reflect**
Stimulated whole-group reflection and question time


www.school-inclusion.com Loren Swancutt 2020

8





Breakout Rooms

I will assign you to breakout rooms with a smaller number of participants



Connect



Connect with your breakout members. Introduce yourselves and engage with today's icebreaker activity.

www.school-inclusion.com Loren Swancutt 2020

9

Discuss with your group **two stars** and a **wish** from your experiences with remote learning so far

www.school-inclusion.com Loren Swancutt 2020

10




Language friendly instruction

How can we provide accessible instructional language to support online and print-based learning?



Learn

Exploration of the why and practical strategies. An example of things to consider in a lesson.

www.school-inclusion.com Loren Swancutt 2020

11

Context

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) Articles 9, 21, 24

The Disability Standards for Education, 2005

- The Why**
Communication is the means by which learning is facilitated and assessed. Communication access is a vital prerequisite for participation in both the academic and social curriculum of school. AITSL Standard #1 – Know students and how they learn.
- What is Communication?**
Communication involves speaking, hearing, listening, understanding, social skills, reading, writing and using voice. Communication involves at least two people: One who formulates and sends a message (speaker), and one who receives and decodes the message (listener).

Speech Pathology Australia, Communication Impairment in Australia. Retrieved from: <https://www.speechpathology.com.au/>
McCormick, L., Frenn-Lark, D., & Schaffhauser, K. (2005). Supporting children with communication difficulties in inclusive settings: School-based language intervention. *Feedback Insights*, 1(1), 10-15.

Katie Whitworth 2020

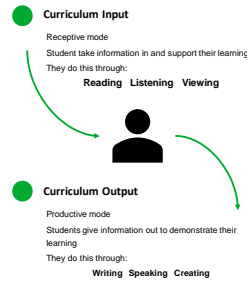
12

Australian Curriculum

Literacy and Language Demands

Kate Whitworth 2020

13



www.school-inclusion.com Loren Swancutt 2020

14

Class Example

Students with Disability Information:
2 with Intellectual Disability (one with ADHD, one with dysgraphia)
1 with Autism
1 with a Hearing Impairment (and dysgraphia)
1 with ADHD

Other Demographics:
3 who are EAL/D (African nations – 1 year in Australia)
40% Aboriginal and/or Torres Strait Islander
Range of language and literacy competencies

Communication access for all...

Cultural and Linguistic Diversity

- English as additional language or dialect (EAL/D)

Speech Language Communication Needs (SCLN)

- Language Disorder
- Developmental Language Disorder
- +/- Speech Sound Disorder

Kate Whitworth 2020

15

Think about how learners will engage with the lesson.

Does the lesson provide options that can help all learners:

- regulate their own learning?
- sustain effort and motivation?
- engage and interest all learners?

Think about how information is presented to learners.

Does the information provide options that help all learners:

- reach higher levels of comprehension and understanding?
- understand the symbols and expressions?
- perceive what needs to be learned?

Think about how learners are expected to act strategically & express themselves.

Does the activity provide options that help all learners:

- act strategically?
- express themselves fluently?
- physically respond?

©2012 2020. For questions or enquiries please contact: @school_inclusion, Mrs. Kaitie Whitworth from @school_inclusion design for learning. Strategy and practice by Mayer, A., Ross, S.L., & Gordon, C. 2014, Author. Retrieved from: <http://www.school-inclusion.com/2012/04/06/guidelines-for-questions-answering-questions.html>

Potential academic and language barriers

Oral Language		Written Language
Speaking	- Creating sentences - Poor vocabulary / word finding difficulties - Social interaction / conversation - 'Difficulty saying what they want to say'	Written Expression - Expressing themselves in written language reflects oral language difficulties (written language often more difficult) - Organisation of ideas for expression - May have spelling difficulties
Listening	- Following instructions - Difficulties understanding words, sentences and texts - Difficulties following conversations - Verbal working memory problems	Reading Comprehension - Making inferences and predictions from something they've read - Understanding 'Big Picture' ideas - Recalling facts and details - Summarising content - May have reading accuracy problems

Staring, 2019

16

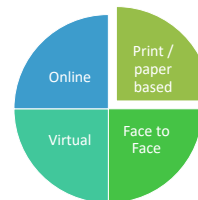
Language & Literacy

“Reading and writing float on a sea of talk”
- James Britton

- Early oral language difficulties are strongly related to later written language difficulties
(Snow et al., 2013; Slothard, Snowling, Bishop, Chipchase, & Kaplan, 1998)
- Difficulty with one or more of the more levels of the linguistic system is very often at the core of reading spelling and writing difficulties
(Bishop & Adams, 1990; Catts et al., 2005; Nation & Snowling, 2004; Serry et al. 2015)

17

Remote Learning



18



Lesson Example

Year 6 English
Cross-media advertising campaigns

Know	Do	Think
<p>Campaign advertisements provide information for a purpose and are targeted at different audiences</p>	<p>Interpret and analyse information and ideas in campaign advertisements</p> <p>Describe the message, explain the purpose and predict the audience</p>	<p>What information is provided in the text?</p> <p>What information is conveyed in the images?</p> <p>What is the ad about?</p> <p>What is it trying to tell us?</p> <p>Who is it for?</p>
<p>Different media affects the type of language features, text structures and images used to convey the message</p>	<p>Predict where an advertisement would be found based on its features</p> <p>Compare advertisements from a campaign</p>	<p>Where would this ad be found?</p> <p>What is it about the features of the ad that make you think that?</p> <p>What is similar/different about the ads used across the campaign?</p>

www.school-inclusion.com Loren Swancutt 2020

19



Lesson Example

Year 6 English
Cross-media advertising campaigns

Literacy Demands:

- Read and comprehend written instruction
- Listen to and comprehend oral instruction
- Engage with Tier 2 vocabulary (read, understand, apply)
- Use tables to record information
- Form sentences to demonstrate understanding

www.school-inclusion.com Loren Swancutt 2020

20



Breakout Rooms

I will assign you to breakout rooms with a smaller number of participants



Share

Access the lesson that was shared via SINE. Discuss potential barriers and potential adjustments with your group. One person from each group to report back in the chat at the end of the breakout session.

www.school-inclusion.com Loren Swancutt 2020

21

Concepts of Language Friendly Instruction



Accessible Oral Language Instruction



Accessible Written Language Instruction



Visual Supports



Vocabulary

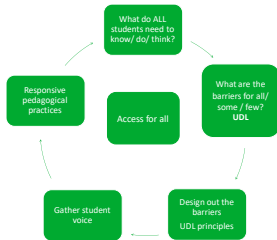


Scaffolding

Katie Whitworth 2020

22

Collaboration and Co-planning



Katie Whitworth 2020

23

Accessible Oral Language



Handy hints for virtual, recorded and face to face delivery

- Make sure students can see your face clearly if presenting virtually or face to face
- Check your rate and volume
- Use cues to attend and listen
- Build in thinking time - pause 3-5 seconds for questions
- Be direct
- Simplify language not content
- Avoid sarcasm and ambiguous language
- Balance talking with gesture and / or visuals
- Repeat information
- Summarise before moving on

Katie Whitworth 2020

24

Accessible Written Language

Original lesson

Adjusted lesson

- Important information first**
- Bold key words**
- Headings**
- Visuals**
- Keep sentences short**

1.5 Line spacing

Font size – 11/12

Main instructions early in text

Colour coding

Use sequences step 'pointers' such as numbers

Katie Whitworth 2020

25

Visual Supports

Original lesson

Adjusted lesson

There are some popular public awareness campaigns. Match the campaign with the image.

- COVID-19
- Carer Council Australia
- Red Nose
- Don't drink and drive
- BlackBoutique – Road Safety

Visuals can include symbols or photos.

Katie Whitworth 2020

26

Visual Supports

Student-friendly definitions

Provide descriptions with instructional vocabulary

Model the use of the words in a range of ways and in different situations

Praise students for using Tier 2 words appropriately in different contexts

Ensure students HEAR the pronunciation of the word – provide opportunities

Tier 2 words =

- Lower frequency
- High utility

Katie Whitworth 2020

27

Scaffolding

Original lesson

Adjusted lesson

Advertising campaign A (tick the correct answer)

- A number of advertisements that are read and share a common message
- Used to draw a viewer's attention, printed or message
- Having an icon for use in the newspaper

Multiple choice – as cloze was ambiguous

Adjusted lesson

Tick the box when you have finished each part

1	Work in pairs and/or read / listen to the overview and answer questions	<input type="checkbox"/>
2	Look at two different advertising campaigns and answer questions	<input type="checkbox"/>
3	Compare the two advertising campaigns	<input type="checkbox"/>

Task broken into steps

Katie Whitworth 2020

28

Recap

Tier 2 paper based	<p>The most important information is easy to find</p> <p>Make language visual – support writing with pictures/symbols</p> <p>Use font size 11 or 12 and 1.5 line spacing</p> <p>Remove non-essential information</p> <p>Instructions are clear and direct</p> <p>Include student friendly definitions of Tier 2/3 words</p>
Online	<p>Use one idea per sentence</p> <p>Start sentences with a verb</p> <p>Make sure you pause in between ideas</p> <p>Consider your rate of speech – not too fast</p> <p>Use pictures/ gestures/ Key Word Sign to support spoken language</p> <p>Repeat important instructions verbally</p> <p>Use assistive technology features such as speech to text / text to speech e.g. Immersive Reader</p>
Virtual	<p>Set protocols for 'classroom' behavior – make it visual</p> <p>Make sure students can see your face clearly</p> <p>Allow time for thinking/organizing thoughts</p> <p>Keep language simple and be direct</p> <p>Use gestures/ key word sign</p> <p>Access assistive technology e.g. speech-to-text and text-to-speech apps</p>
Face to Face	

Katie Whitworth 2020

29

01 Similar and Different

In comparison to your context and experience

- What is similar? What is different?
- Have you got an approach/example to share?

02 Key Takeaways

- What did you find positive, interesting, useful?
- What have you learnt?

“All ideas grow out of other ideas”

www.school-inclusion.com Loren Swancutt 2020

www.school-inclusion.com Loren Swancutt 2020

30

Reflect

Whole group reflection and question time

- What am I thinking?
- What am I feeling?
- What am I wondering?
- Questions?

www.school-inclusion.com Loren Swancutt 2020




31

Today's café focus

**REMOTE LEARNING:
Providing 'language friendly'
instruction**

*How can we provide accessible
instructional language to support online
and print-based learning?*



Reflect

www.school-inclusion.com Loren Swancutt 2020

32

That's a wrap!



SCHOOL-INCLUSION.com

Thank you for zooming
in and participating.

Keep an eye out for
the next Café session
coming up on May 21!

33