



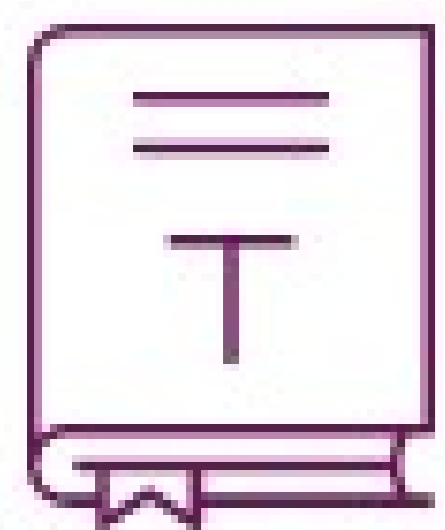
Organisational adaptations to support inclusion

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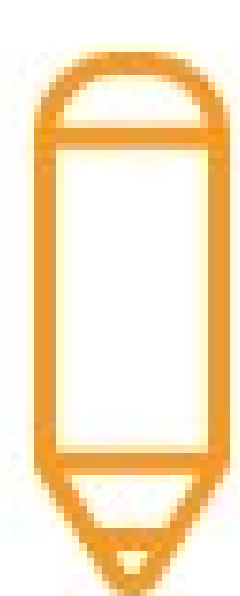
Context

Organisational skills are challenges faced by students with special needs. To support the learning of these students, the teacher can put in place a series of accommodations that will allow the student to achieve high-level skills while being relieved of cross-curricular difficulties related to their organisational difficulties. In this way, the pupil will be able to focus his/her full attention on high-level tasks that require significant effort.



Presentation : Organisational adaptations

People with special needs tire quickly because some skills are not automated. When the person is in a dual-task situation where he/she has to manage aspects that are normally automated, he/she gets tired faster and has to make a lot of effort to keep his/her attention throughout the task. The adjustments, particularly organisational ones, make it easier to achieve the learning objective and compensate for the disadvantages associated with a unsuitable environment. There are several types of organisational arrangements: Organisation of time, organisation of the classroom, taking into account learning rhythms, organisation of assessments etc,...



Organisational arrangements in practice

1. Time management

Materialising time can be a good way of helping learners to project themselves into the future and plan their school work. Several pedagogical tools and materials can be proposed.

Tools for planning the week, day and duration of an activity

- Schedule of the week :

Using an attractive visual aid, suggest that the learner visualise their week in order to prepare the materials they will need in advance, plan their homework and lessons and establish a weekly routine.



Tools for planning the week, day and duration of an activity

- Daily menu : The menu of the day describes to learners the different activities that will be organised during the day. The learner can refer to it throughout the day to see what subjects will be covered and when breaks will be taken.
- Timer and hourglass : Using a timer (or hourglass) during an activity allows you to give a start to an activity, to mobilise the learner's attention and allows them to know how much time they have left to complete the activity.



2. Organisation of the classroom

Several tools can be proposed to learners to flourish in their environment and particularly in their classroom: proposing learning centres, organising classroom material with pictograms and labels, proposing a specific corner to concentrate, using references to be displayed in the classroom to easily retain a theoretical notion... The important thing is to vary the types of materials and to establish a routine for learners to organise themselves in class.



3. Taking into account the pace of learning

The teacher will plan his or her week and day according to the pupils' rhythms and level of attention during the day. They should also ensure that they offer a variety of content and materials that will keep the learner motivated throughout the day. Taking into account the different learning rhythms implies that the teacher should :

- Knowing the learners well and their level of attention during the day.
- Recognise the signs of dropping out during the day.
- Proposing activities to mobilise students' attention.
- Proposing play activities (songs, drawings, etc.) to make the transition between two activities.
- Offer learning, remediation and practice moments according to the needs of the learners.
- Differentiate learning.



4. Organisation of assessments

- Help the student to read the instruction.
- Write accessible instructions (with pictures, highlighting verbs...).
- Offer extra time to answer questions.
- Reduce the number of questions.
- Suggest that the pupil answers as he/she wishes (orally, with drawings or with a concept map).
- Do not penalise the form of the answer or the spelling if this is not the object of the assessment.
- Ask the student what cognitive strategy they use to answer the questions.
- Prepare with the student, before the assessment, the material he/she will need to complete the exercises.



Resources

To go further :

https://my.ucu.org.uk/app/answers/detail/a_id/40/~/~disability-and-reasonable-adjustments