

INCLUSION

Inclusion exercises

Explaining SLDs. To explain to your students, you need to understand them yourself.

What is a specific learning disorders?

What are the different types of Specific Learning Disorders?

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- ...
- ...
- ...
- ...
- ...

How does a specific learning disorder work? Explain the differences in the processing of information.

How can you explain a specific learning disorder to your other students?

Try to think of it like this: how would you try to explain it to a 5-year-old?

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Demystify the "diagnosis". It is not a doom sentence, it is recognizing that it is to better work with it or around it.

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Explain both the challenges and the benefits of SLDs.

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You can use metaphors or games to help the students understand the situation of a student with an SLD.

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Make sure to insist that an SLD does not make a student "less" in any way, just a different way of processing information.

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Check out your local libraries to see if they have children's books about SLDs. Some are available online in PDF.

Adaptation exercises

How to include pupils with SLDs

One way to include students is to show all students how each of them has strengths and weaknesses. This includes students with SLDs.

Make an activity in class to illustrate this. Each student has to list three strengths and three weaknesses of their own. Then all strengths and all weaknesses are gathered and then listed on the blackboard. Make a brainstorm on what each of these strengths can be used for, and how each of these weaknesses can be worked on.

Another point can be to link complementary strengths and weaknesses and to highlight the importance of group work and complementarity.

Remember:

- Make sure to specify that SLDs are not resulting from a lack of intelligence, or a physical disability. It is a neurodivergence, a disorder of certain cognitive functions linked to the learning processes.
- The importance of balance when explaining SLDs. There are challenges, but also benefits.

Practical activity

The best way to understand someone is to put yourself in their shoes. This is possible until a certain point with SLDs. Some websites simulate the way a dyslexic student may see written text for example.

“Well, I never heard it before, but it sounds uncommon nonsense.”

Lewis Carroll Dyslexic Writer:

Well, I never hearp it defore, dut it sounps uncommou uousense.

Well, I uever hearb it pefore, dnt it sonubs nucommou nouseuse.

“Why, sometimes I’ve believed as many as six impossible things before breakfast.”

Lewis Carroll Dyslexic Writer

Dyslexia Writing:

Why, sometimes I’ve delieueb as mauy as six imdossible thiugs defore preakfast.

Why, sometimes I’ve pelieuep as mauy as six imbossidle thiu6s pefore dreakfast.

Practical questions:

How would you explain SLDs to your own class?

How would you make this a positive experience for all students?