

Adaptation of the educational environment in the conditions of inclusive education: General approaches

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WORKING IN AN INCLUSIVE EDUCATIONAL INSTITUTION REQUIRES A SPECIALIST:

- Adoption of philosophy, ideas, values and priorities of inclusive education
- Wide understanding of educational tasks, first of all, the tasks of social adaptation and integration
- Ability to simultaneously include in the educational activities of ordinary children and children with special educational needs
- Ability to work in an interdisciplinary team Readiness to work with all participants of inclusive educational process

Universal design ("design for all»)

•it is the design of the environment, means of communication, products and services, **contributing to their applicability by all people**, regardless of age, height, abilities and other features;

*Universal design means approach to design, the way of thinking about the process a design that **recognizes change, happening to everyone during his life.***



Realization of the principle of universal design in terms of educational inclusion involves

- * focus on the educational environment (focus on the environmental approach);
- * structuring the educational environment, identification of active environmental resources, their analysis from the standpoint of the principle of universal design;
- * analysis of the educational potential of individual environmental resources, their modification taking into account age, psychophysical and individual characteristics of children;
- * combining environmental resources into *complexes* that provide solutions to specific educational problems;
- * analysis of the educational potential of the environment, search for opportunities to optimize his resources.

Causes of complications

General:

- the difficulty of any organization
- slowness or impulsiveness
- easy interruption
- rapid fatigue, difficulties of concentrating
- the growing difficulties in the long run tasks of the same type
- reduced level of motivation for learning activities.

Individual:

- difficulties with processing auditory, visual or visual-spatial information,
- insufficiency of development of small and large motor skills
- features of development of emotional-volitional sphere
- and other.

The creation of comfortable adaptation of the child to school

- compliance of the learning process with the functional and psychological characteristics of children;
- personality-oriented interaction of grown ups and children;
- giving the child the freedom to choose an activity, a partner, funds, etc.;
- orientation of pedagogical assessment on the relative indicators of children's success (comparison of today's achievements of the child with his yesterday's achievements);
- increase of cognitive and educational motivation;
- realization of productive activity of children in the zone of their nearest development.

Organization of school space

Examples:

- a) allocation of a seating area, with a sofa or Mat for lying, relaxation; a separate table with accessories for drawing;
- b) clear zoning of space: allocation of a zone for physical unloading: Mat, soft pillows; zones for work with plasticine: Board A3 for painting, a box with plasticine;
- c) the allocation of relaxation areas with significant objects;
- d) allocation of the touch zone: box with sensory toys, trampoline;
- e) equipped area: mats, pillows, flashlights; equipped with a window sill: bedspread, pillow.

Allocation of place in the class

Examples:

- the desk should be located next to the teacher, for quick access and help the student to avoid negative emotional and behavioral reactions;
- stand-alone desk, with weighted legs or attached to the floor. The possibility of providing physical assistance is envisaged;
- free-standing desk, chair, leaning against the wall, not giving the opportunity to swing, the inclined surface of the desk;
- the desk, which is located at a distance from the desks of other children, provides the possibility of free access of the teacher to provide physical support;
- the desk in the front row, center stage.

Individual designation

The choice of marking method depends on the age of the child and the level of his intellectual development.

Examples:

- the name designation of the child desks, locker, etc.;
- nameplates on green background accompanying all educational supplies;
- color - coded desks and personal belongings of the student;
- designation furniture and personal belongings of the child pictures with inscriptions.

Visual schedule

visual schedule

When determining of learning environment for a child, it is important to specify:

- type of schedule (General class or individual on the Desk, in the diary);
- material used in the schedule (photos, pictures, SIM the oxen, labels);
- details of the preparation (for each lesson and regime moment or only on basic lessons).

Examples:

- a) General class-by-class visual schedule in pictures similar to PECS cards, indicating all lessons, changes and mod regime-cops; made vertically, with the possibility of removing the car points with completed tasks;
- b) introduction to the General schedule of symbols with individual tasks mi; made in symbols with signatures;
- c) General class visual schedule in pictures with captions, you full vertically, with the possibility of removing cards with you full jobs;
- d) visual schedule for all the main lessons, made in color plates corresponding to the color of the folders with materials for the lesson.

Visual hints

Examples:

- scheme of use of the cooler;
- step-by-step scheme of dressing for physical education and hand washing scheme;
- visual rules of conduct on the reverse, possible things to do at recess;
- step-by-step instructions in the areas of household activities: toilet, hand washing, dressing for physical education.

Work strategy

Reliance on the stronger aspects of the child's development and the gradual involvement of weaknesses in the work (neuropsychological approach).

In accordance with the ideas of L. S. Vygotsky, tasks should vary from simple to complex in the following parameters:

- joint-independent (from division of functions between the educator and the trainee through gradual reduction of the role of the educator to independent action);
- externally mediated-internal (from action involving external materialized supports, external program to internal, performed in the mind of the action);
- maximized—minimized (maximized element-by-element implementation and monitoring of actions to their minimized forms).

Example of dialogical speech

My older sister taught my younger sister to read. The book says, " AU."

- What does it say, Olya?
- I do not know.
- What letter?
- A.
- Good for you! And this?
- U.
- And together?
- I do not know.
- How dont you know?! This A, and this is U...

Adaptation of dialogue speech

- start with parsing the dialogs with the least amount participants'
 - sign the author's words:
 - Sister says, - What is written here, Olenka?
 - Olya said: I don`t know.
 - Sister says : -What letter is this ?
 - Olya says: A
 - Sister says: - well Done! And this?
 - Olya says: U
 - Sister says: – and together?
 - Olya said: - I do Not know.
 - Sister says, - why don't know?! This is A ,and this U...
- while reading dialogue use dolls or toys
- mark the roles of different participants with different colors
- play dialogues, by changing roles
- read on roles

General rules of adaptation of teaching methods

1. Give each child the opportunity to work at his or her own pace (individualization of pace is a necessary condition for the child's psychological comfort at school)
2. Gradual reasonable organization of group work (it is important to take into account the need to change the composition of the group to form an adequate self-esteem in children, almost completely excluded competition between groups of children to avoid mutual reproaches and violations of the atmosphere of cooperation and community class)

General rules of adaptation of teaching methods

3. Regular change of activities and forms of work in the classroom
4. Almost all children need to pronounce the sequence of their actions aloud. Don't forbid children to speak out loud - through external speech there is a meaningful development of new and difficult material

General rules for adaptation of the methodology

5. It is important to follow the child's natural need for cognitive activity, rather than impose it.
6. Creating conditions for the child's adaptation to school is to ensure that the child is successful **not so much in learning as in communication and interaction between all participants of the educational process:** teachers, children, parents











Среда



8:00-9:30

круг



9:30-10:00

урок



10:00-10:10

перемена



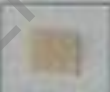
10:30-10:40

урок



10:40-10:55

завтрак



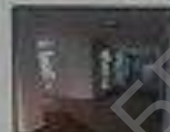
10:55-11:10

игровая



11:30-11:40

урок



11:40-11:50

перемена



11:50-12:20

урок



12:20-12:30

обед



12:30-13:00

общий урок



13:00

Гуля



Weekly

Vocation

Schedule

Off campus - blue

Monday

Tuesday

Wednesday

Thursday

Friday

9:30

9:45

10:00

10:15

10:30

10:45

11:00

11:15

11:30

11:45

12:15

12:30

12:45

1:00

1:15

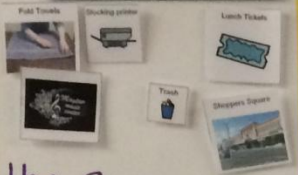
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1:45

2:00

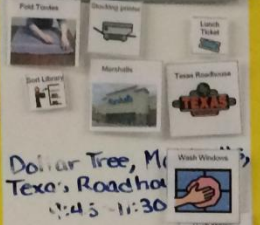
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2:30



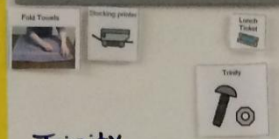
High Sierra
Voc - Van 21

1 Hop
Van

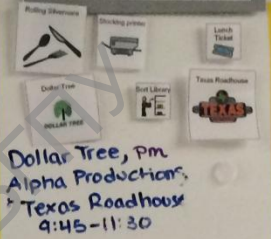


Dollar Tree, M
Texas Roadhouse
9:45 - 11:30

WARC
12:30 - 2:10



Trinity
9:45 - 11:30



Dollar Tree, Pm
Alpha Productions
Texas Roadhouse
9:45 - 11:30

Choices for All
12:45 - 2:00



Food Bank
Farmer's Market
10:00 - 2:00
Texas Roadhouse





