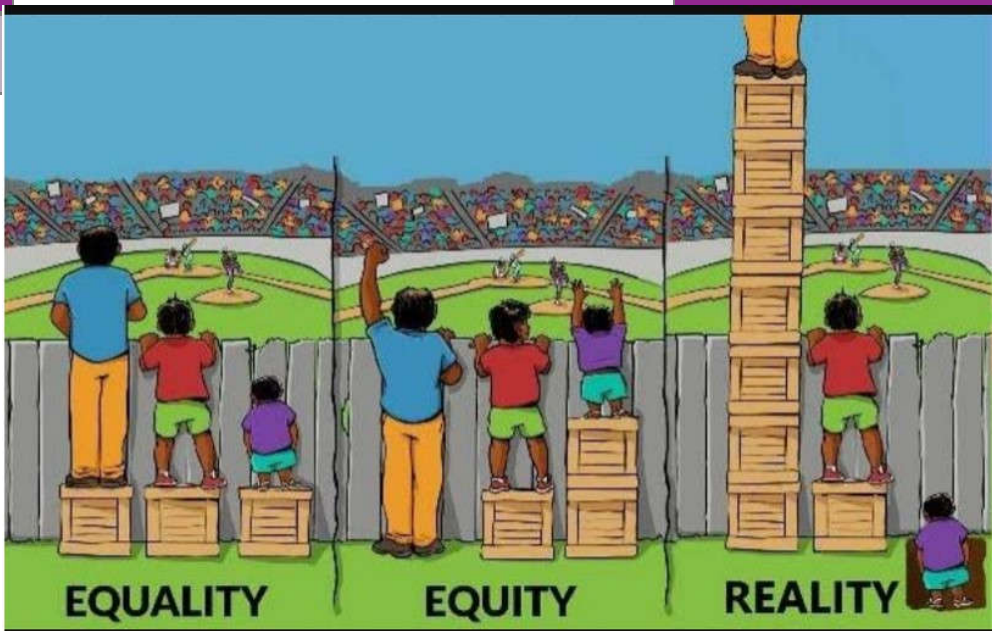


Strategi untuk merangkumi pelajar OKU dalam pembelajaran

(Accommodation strategies to include learners with SEN in the classroom)

by Michelle Cheah



EQUALITY

EQUITY

REALITY

Equality – the state of being equal

Equity – being fair & just

Apa itu inklusif ? (Inclusion defined)

Kelas inklusif ialah sebuah kelas biasa dimana ada murid-murid berkeperluan khas dan murid-murid biasa, diajar bersama. Ia bukan kelas pendidikan khas, di mana ia adalah semua pelajar berkeperluan khas sahaja.

An inclusive classroom is a general education classroom in which students with and without disabilities learn together. It is essentially the opposite of a special education classroom, where students with disabilities learn with only other students with disabilities.



Apa itu inklusif ? (Inclusion defined)

Guru menggunakan pelbagai strategi dan teknik yang berlainan untuk mengajar di kelas inklusif membuatkan kelas ini produktif dan berjaya.

There are a variety of strategies and techniques a teacher can use to create a productive and successful inclusive classroom.



Persekitaran yg Inklusif (Inclusive Environment)

Cara “co-teaching” adalah satu teknik yang bagus digunakan di dalam kelas inklusif. Dua guru berada di dalam kelas, dan ini boleh memenuhi keperluan setiap murid.

Using a co-teaching model is a great way to create an inclusive environment in the general education classroom. There are two teachers in the classroom so they can focus on providing every student with the services and assistance they need to succeed.



Persekitaran yg Inklusif (Inclusive Environment)

Di dalam persekitaran yang inklusif, guru mengajar murid-murid bahawa, jika mereka menghadapi kesusahan dalam sesuatu perkara atau dalam pembelajaran, itu satu perkara yang biasa dan guru sentiasa akan menolong mereka.

Finally, in an inclusive environment, the teachers ensure that every student knows it is okay to struggle with something and that the teachers are there to help everyone learn.



Strategi untuk guru (Strategies for a teacher)

- Guru menggunakan pelan mengajar yang sedia-ada dan mengubah suaiannya supaya MBK boleh juga mendapat kejayaan yang optimum

(Teachers take existing lesson plans and modify them to enable the student with SEN to have optimum success.)



Bahan-bahan arahan (Instruction Materials)

- Adakah bahan-bahan yg digunakan sesuai utk mengajar MBK di dalam kelas inklusif? (Are the materials conducive to teach child(ren) with special needs?)
- Bolehkah mereka melihat, mendengar dan sentuh bahan-bahan mengajar untuk memaksimumkan pembelajaran? (Can they see, hear or touch the materials to maximize learning?)
- Adakah bahan-bahan pengajaran yang dipilih sesuai untuk dua-dua set murid? (Are the instructional materials selected with all of the students in mind?)



Bahan-bahan arahan (Instruction Materials)

- **Apakah cara demonstrasi atau stimulasi untuk menolong pembelajaran?** (What will you use to demonstrate or simulate the learning concept?)
- **Apakah bahan-bahan “hands-on” yang boleh digunakan untuk menolong murid-murid yang memerlukannya untuk memahami konsep pembelajaran?** (What other hands-on materials can you use to ensure that the students with needs will understand learning concepts?)
- **Adakah MBK itu mempunyai seorang rakan sebaya yang sudi menolongnya?** (Does the student have a peer that will help?)



Perbendaharan Kata (Vocabulary)

- **Adakah MBK memahami bahasa yang digunakan untuk mengajar?** (Do the students understand the language used for teaching?)
- **Perluakah menggunakan bahasa yang difahami terdahulu?** (Is there a need to focus first on the language that the child understands prior to starting the lesson?)



Checklist – (for parents & teachers)

- Special needs students should be within close proximity to the teacher or the teacher's assistant.
- Implement procedures that are well understood by all your students to keep noise levels at an acceptable level.
- Create a special corner or private location for taking tests, and/or revise existing seating to accommodate students who more acutely need to be free of distractions for ultimate success.



Checklist – (for parents & teachers)

- Eliminate as much clutter as you can. This will also help keep distractions to a minimum.
- Try to avoid presenting instructions or directions only verbally. Use written and graphic instructions.
- Clarifications and reminders should be given as regularly as necessary.



Checklist – (for parents & teachers)

- Communication between home and school should be in place for all students, but particularly for those students with special needs. Your relationship and interaction with a child's parents or guardian can be an invaluable tool and ensure consistency between the classroom and home.
- Break down assignments and work into manageable chunks, particularly for students with attention span deficits. Provide frequent breaks. Make learning fun, not a draining challenge. A tired child is never at his most receptive to new information.



Checklist – (for parents & teachers)

- Your classroom expectations should be clearly outlined and understood, as well as consequences for inappropriate behaviors. Your approach for conveying this information will depend on the individual special needs of the children involved.
- Extra assistance should be available when needed, either from yourself or from a more accomplished peer.



Checklist – (for parents & teachers)

- Praise students when you 'catch them doing things correctly, but don't overdo it. The praise should be a real reward, not something that happens over every small accomplishment but rather in response to a string of related accomplishments.
- Use behavior modifications to target specific behaviors.



Checklist – (for parents & teachers)

- Make sure students are familiar with and understand your prompting system that helps them stay on task.
- Never begin instructions or directions until you have the undivided attention of your entire class.
- Allow additional 'wait' time for your special needs students.



Checklist – (for parents & teachers)

- Provide special needs students with regular, ongoing feedback and always promote their self-esteem.
- Make sure all your learning experiences really do promote learning.
- Provide activities that are multi-sensory and that take learning styles into consideration.



Checklist – (for parents & teachers)

- Allow time to let your special needs students repeat instructions and directions.
- Modify and/or shorten assignments to ensure success.
- Provide opportunities for cooperative learning. Working together in groups often helps to clarify misconceptions for learning delayed students.

