

Encounters with SEN Students in Classroom (Part II)

- What was our experience?
- How can we survive it better?

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Today's Outline

01

A brief recap

02

Principles for better survival

03

Practical guides

04

Sharing and practice

05

Resources and round-up





1.A brief recap

The types of SEN that may be more challenging in a classroom setting...



A

Autism Spectrum Disorders (ASD)



B

Attention Deficit / Hyperactivity Disorder (ADHD)



C

Dyslexia



D

Intellectual Disability



E

Physical / Visual / Hearing /
Speech and Language Disabilities



A

Autism Spectrum Disorders (ASD) ▶▶

Core identifiers

- Language development deficits
- Social interaction abnormalities
- **Restricted repetitive behaviours (RRBs)**

Asperger Syndrome (AS) - High-functioning ASD

**B**

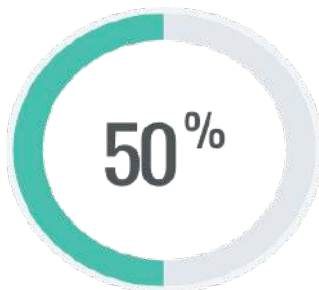
Attention Deficit / Hyperactivity Disorder (ADHD) ▶▶

Core identifiers

- Inattention
- **Hyperactivity / Impulsivity**

Subtypes

- AD (inattentive type)
- HD (hyperactive-impulsive type)
- ADHD (combined type)



comorbidity...

- bipolar disorder
- dysthymia / depression
- anxiety disorder
- personality disorder

Possible Classroom Behaviours

A SEN student may...



be unable to control the volume and tone of her speech



force her interest on others



find it difficult to form groups



constantly play with her smartphone



keep chatting with friends



get moody and depressed



be slow in receiving information and instructions



move around the classroom on her working chair



rush through tasks

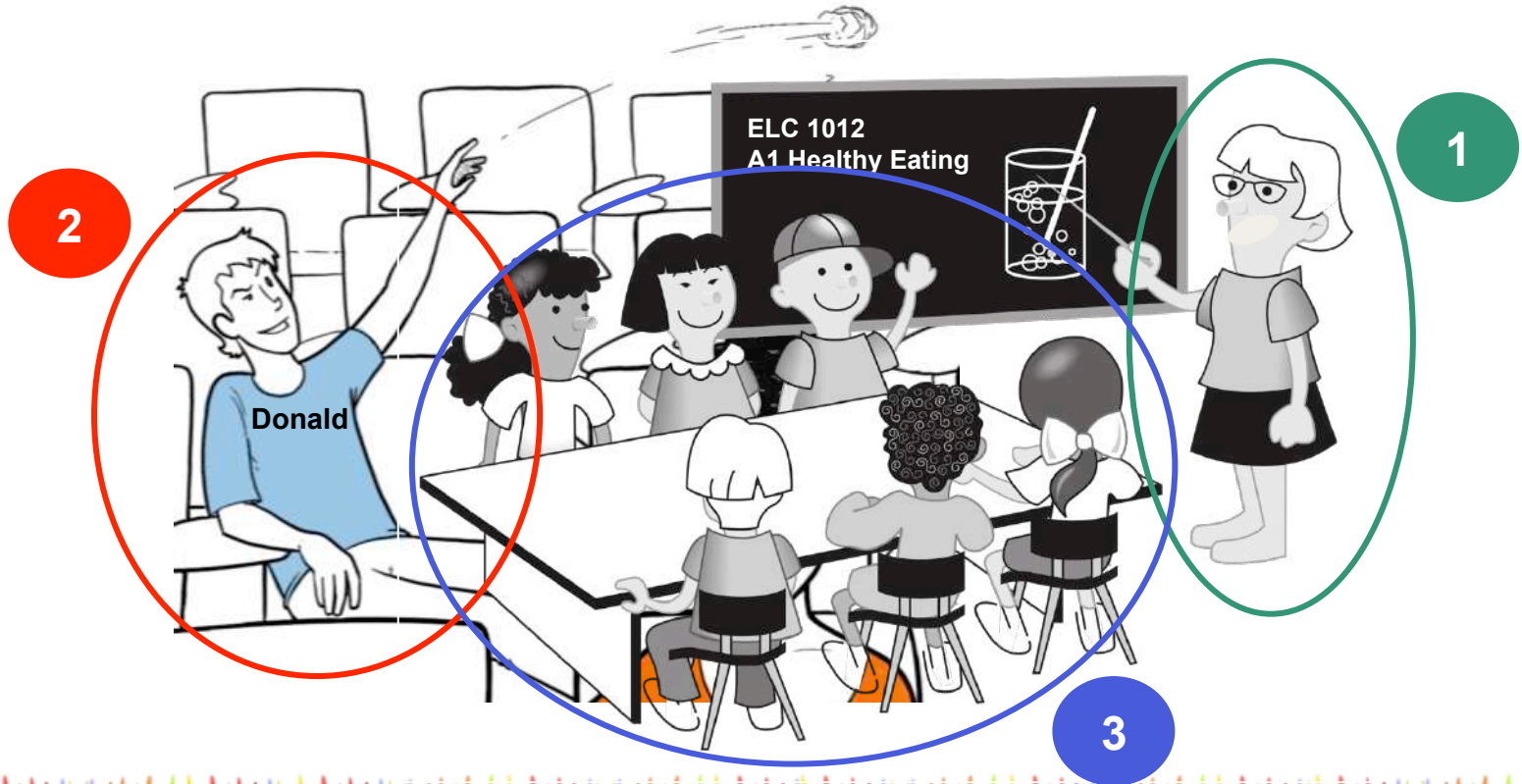


very rarely display emotional outbursts (e.g. screaming or throwing things)



02. Principles for better survival

What draws your attention?

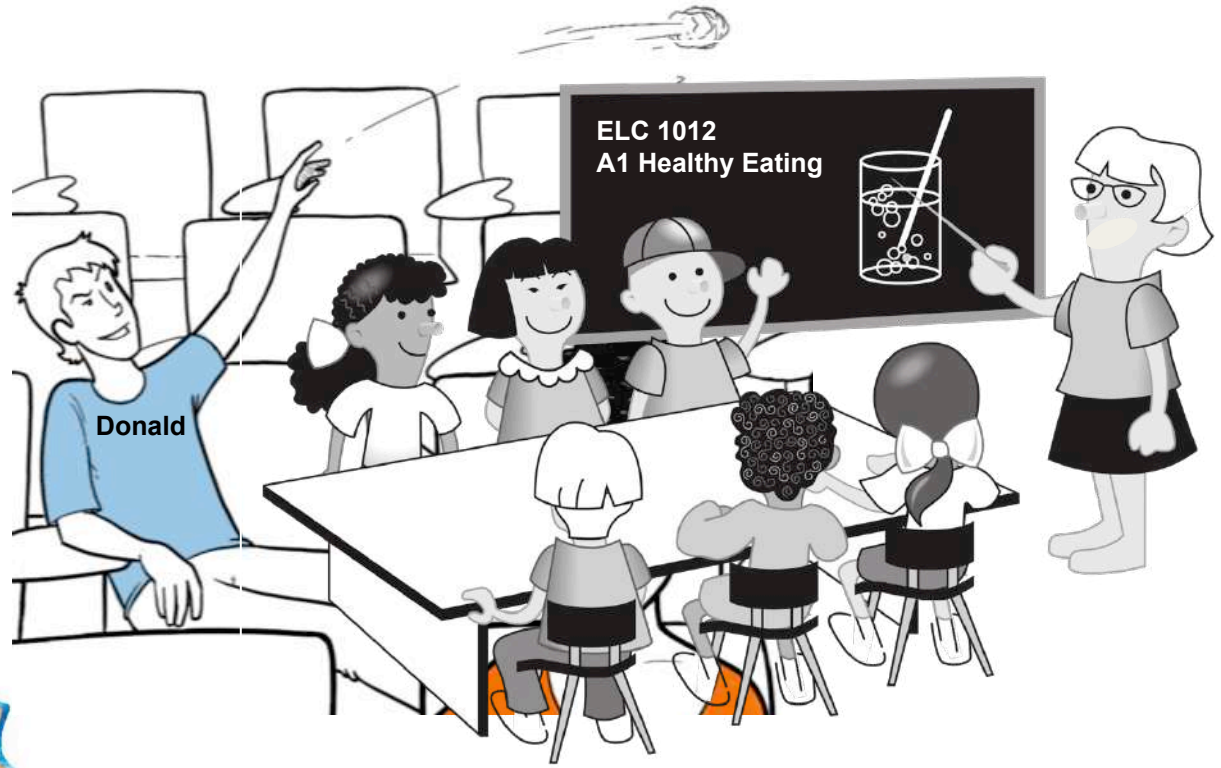


What would you do to “manage” this class?

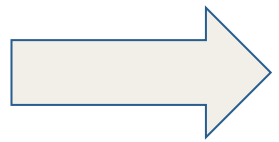
What are some of your possible needs underneath?



Perspective Shift



Control

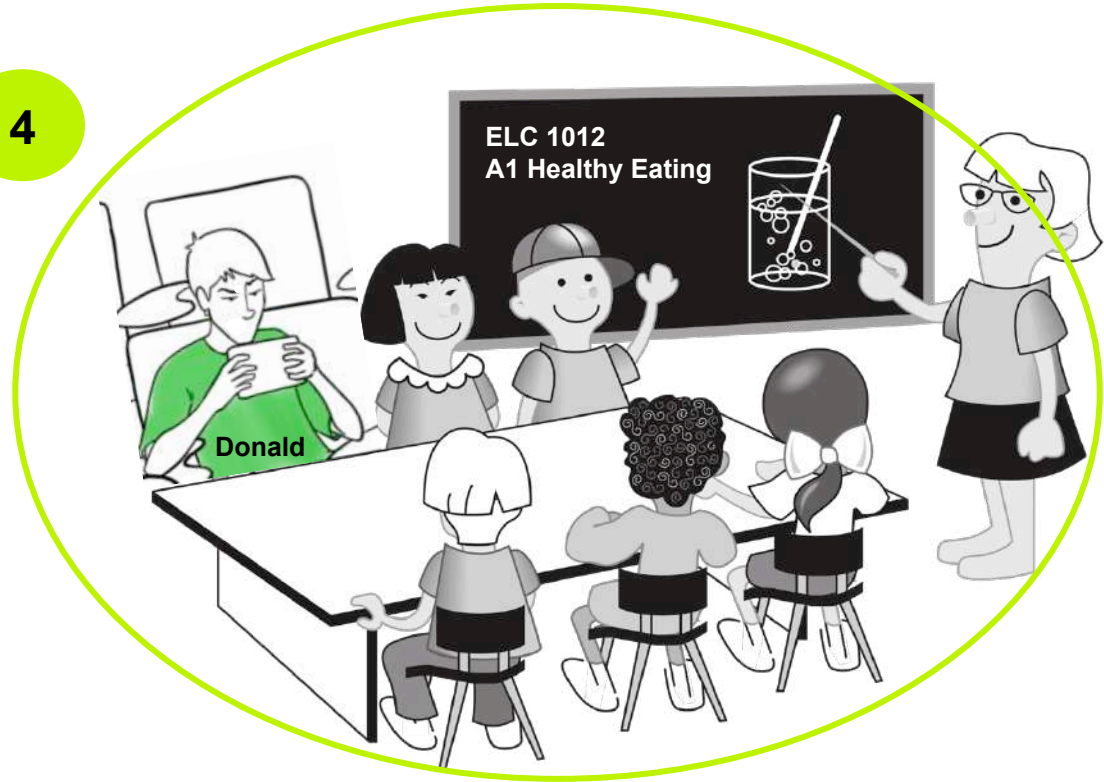


- Flexibility**
- Acceptance**
- Stress Tolerance**

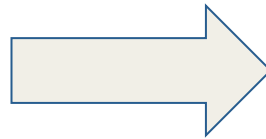
Perspective Shift



4



Control



Flexibility

Acceptance

Stress Tolerance

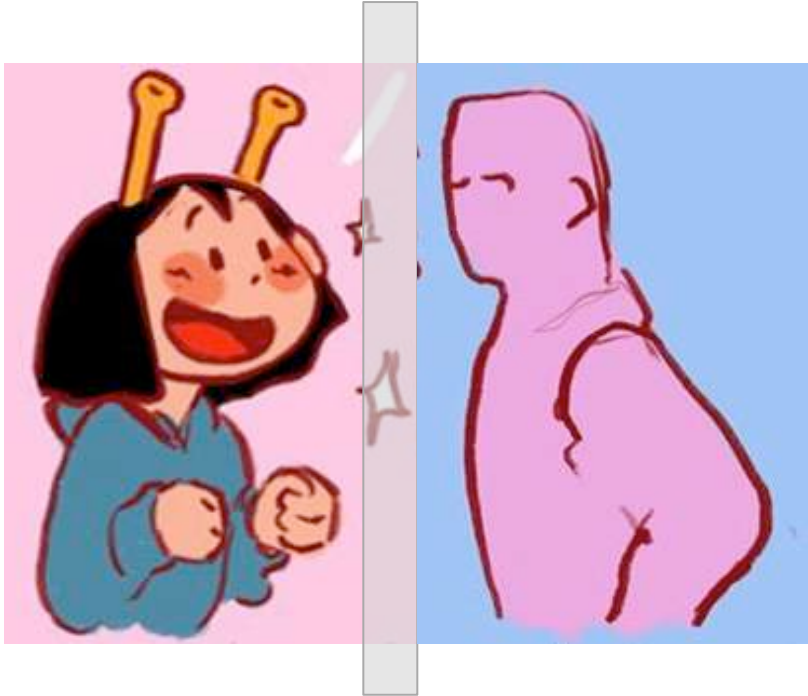


03. Practical Guides

- personal encounters
- classroom encounters

Guides

(Personal Encounters)



1. Step back psychologically (a.k.a. **Dissociation**)
2. Recall some of their typical characteristics and behaviours
3. Be aware of the growing understanding and capacity to tolerate inside ourselves
4. Describe your feelings without emotions, if/when appropriate



Guides

(Classroom Encounters)

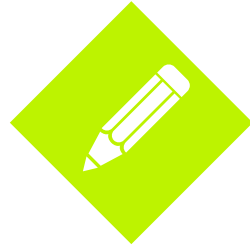
CLEAR and **EXPLICIT** communication of requirements and expectations



Course structure
and
requirements



Number
of assessments



Expectations
and
requirements of
all assessments



Structured context

Predictable



Guides

(Classroom Encounters)

1. **assess**

(impact on oneself and the class as a whole)

2. **decide whether to intervene**

(sometimes it may be more appropriate to do nothing)

3. **be FAST**

4. **detach**

(detach yourself from students' words, behaviors and emotions)



04. Sharing and Practice

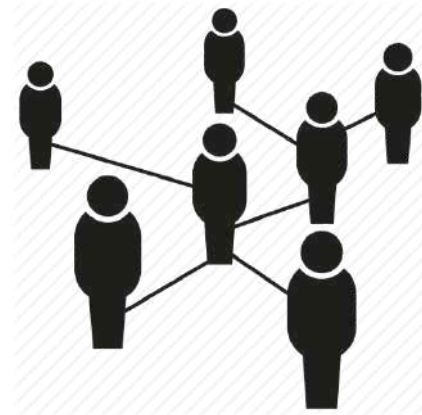


- ❖ What are your experiences with SEN students in class?
- ❖ What will you do differently now?

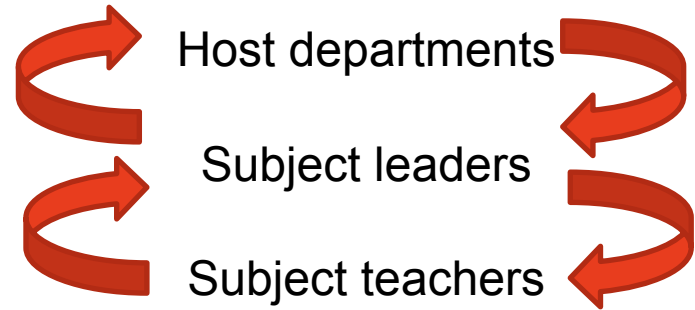


05. Resources and round-up

Ms Belle Choi
Ms Polly Chan



Network on Students with Disability
(NSD)



In Case of Crisis

ELC GO:

2766-7500



University Health Service:

2766-5433

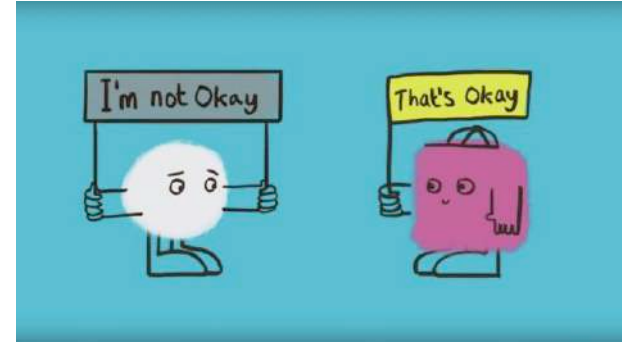
FMO Campus Security Control Centre:

2766-7999



A Summary of Survival Guides

1. A shift in our perspective from control to FAST
2. Dissociation from students' behaviors, emotions and words
3. Genuine human connection with genuine communication
4. Empathetic understanding
5. A balance of all the students' needs
6. Seeking help when necessary

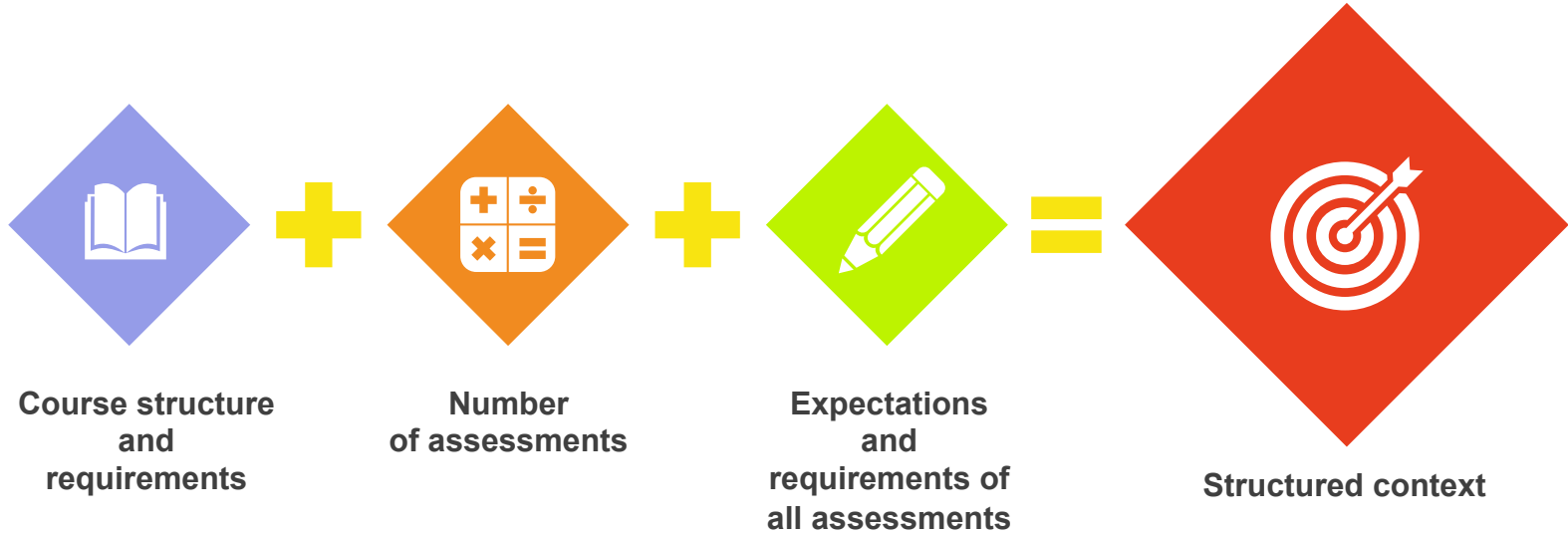




Supplementary

Facilitating Learning in a Classroom with SEN

CLEAR and EXPLICIT communication of requirements and expectations



Predictable



Facilitating Learning in a Classroom with SEN

Openness

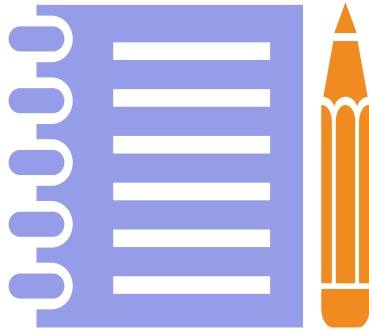
- to experiences
- to various learning styles
- to students' weaknesses and strengths

Understanding before Judging

- Observation
- Communication

Acceptance

- Everybody is unique, take students as who they are
- It's okay to be not okay



Facilitating Learning in a Classroom with SEN

Acknowledgement, Praise and Reward

- Completion of tasks
 - Attempts
 - Improvement
 - Positive behavior
 - **Immediate feedback as reinforcement**
- Be specific
- Cultivate a sense of competence

Ignoring inappropriate behavior

- Not to reinforce anything that is inappropriate

Taking the lead in creating a positive classroom

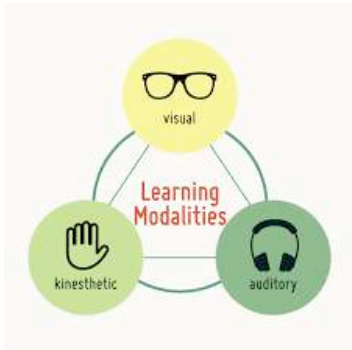
- Non-judgemental
- Open
- Accepting



Facilitating Learning in a Classroom with SEN

Use of multiple modalities

- Diverse presentations of materials to address different learning styles
 - Visual
 - Auditory
 - Tactile
 - Kinesthetic



Keeping communication open

- With everybody in the classroom
 - ✓ Concerns / Difficulties
 - ☐ Practical
 - ☐ Emotional



Don't take students' problems as yours

- You are not a problem-fixer!
- Your role is to facilitate students' learning within your competence
- There is no need for you to control everything!

