TYPES OF DISABILITY

1. **Visual impairment**
    a. Visual acuity (how well a person can see at various distances)
    b. Low vision
        o Visual acuity < 6/18 or = > 3/60
    c. Blindness
        o Visual acuity < 3/60, peripheral vision < 10 degrees in the better eye
2. **Hearing impairment**
    a. Deaf
    b. Hard of hearing
3. **ASD (Autism Spectrum Disorder)**
    a. Varies across the spectrum of social, cognitive, emotional abilities and bhv patterns
    b. Characterised by sig. impairments in repetitive behaviours and restricted patterns of interest and activity
    c. Autism   **Pervasive Developmental Disorder**
    d. Asperger's Syndrome
4. **Intellectual Disability**
    a. Determined by **IQ** and **Adaptive Bhv** (Social, Conceptual, Practical skills)
    b. Down Syndrome
        o If extra chromosome is number 21 in each of the body's cells
        o Health problems include: Alzheimer's disease, vision & hearing problems, heart defects
5. **Specific learning disability**
    a. Dyslexia (Difficulties in learning to read, write and spell)
    b. Dysgraphia ("Expressing thoughts in writing & graphing)
    c. Dyscalculia (SLD in math)
    d. Experience difficulties in sequencing, language and WM

20-25% students who exhibit problems acquiring academic skills as consequence of a range of causes (diagnosis needs to be made)

Learning Difficulties

Learning Difficulties ≠ Learning disability

results from an impairment in 1> of the **psychological processes** related to learning

Classroom management – the <mark>actions</mark> of teachers to create a **planned** and **organised classroom environment that supports student learning & socio-emotional needs**
- Learning env that's supportive and responsive to the needs and challenges of students
- What?
  - o Management of relationships, instruction, learning and resources to develop a positive learning environment through
    - ▪ **Preventative** strategies (- **inappropriate bhv**)
    - ▪ **Intervention** strategies (to deal w/**challenging bhv**)
      - • **Inappropriate bhv** are <mark>bhvs that interfere</mark> with student's learning & learning of others / prevents teachers from doing their jobs
        - o **Passive VS active** (daydreaming VS calling out, fiddling VS speaking while others require attention)
        - o **Primary VS secondary bhv** (self-initiated VS inappropriate bhv in **response** to authority)
      - • **Challenging bhv** are inappropriate bhvs that occur despite preventative measures
        - o **Chronic misbhv** (lower level misbhv that persists such as calling out)
        - o **Bullying** (deliberate and repeated ill treatment)
        - o **Delinquency** (deliberate anti-social, illegal/immoral actions – unusual for their **age** group)

- Misbehaviour occurs in patterns
- Misbehaviour has a function
- Misbehaviour is communication
- <mark>Misbehaviour is a symptom of an underlying cause</mark> >>>
- Misbehaviour <mark>can be changed</mark>
  - o Preventative techniques
    - ▪ Developing relationships etc
  - o Engaged in intervention approaches

To deal with inappropriate behaviour we must first **understand** why it may be occurring! As educators we become analysers instead of immediate responders to inappropriate bhvs.

Preventative Practices (are)

A **well thought out plan that aims to <mark>reduce initial misbehaviour</mark>** and **<mark>stop conflicts</mark>** and **<mark>other challenges from escalating</mark>** that uses rules, procedures, expectations, classroom layout, good relationships and proactiveness/self-awareness as key strategies.

*things you do in the classroom -> avoid students engaging in off task or other inappropriate behaviours

Preventative Classroom Management

1. **Classroom climate**
- Students' and teachers' <mark>perceptions</mark> of the learning environment based on the <mark>combined effects</mark> of levels of support, respect, academic focus, classroom culture, organisation and quality teaching
  - o **Relationships** (support + respect)
    - ▪ **Teacher support** (offer *academic & social/emotional* support – genuine interest in their welfare and acts quickly to reduce impacts of inappropriate bhv)
    - ▪ **Peer support** (students offer *social & academic support* to one another, work well tgt)
    - ▪ **Teacher respect** (shows and models respectfulness to students & expects it reciprocated)
    - ▪ **Peer respect** (students are generally respectful to one another, conflicts handled in a calm manner)
  - o **Orientation to academic goals**
    - ▪ **Academic focus** (students *driven* to achieve their best, intellectual challenge available, can describe how they are progressing)
    - ▪ **Quality teaching** (interested in their own work and often actively engaged in tasks, are motivated) – what are the **characteristics** of a quality teacher?
  - o **Order and school**
    - ▪ **Classroom culture** (students know rules and procedures well and know what to expect if they misbehave)
    - ▪ **Organisation** (classroom well organised and **physical env** pleasant)
- **How?**
  - o **Teach social skills** incidentally by modelling and also in formal lessons (E.g. modelling positive language in situations where conflict may arise "Ben, you can say "Isaac, can I please have a turn with the car after you?"