

The 7 Habits of Highly Effective Inclusive Practice

Simple strategies for supporting invisible barriers to learning

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**We want to help everyone to
understand and be understood.**

1

Reading, Writing and Comprehension

2

Automated assessment of writing

3

PDF support

4

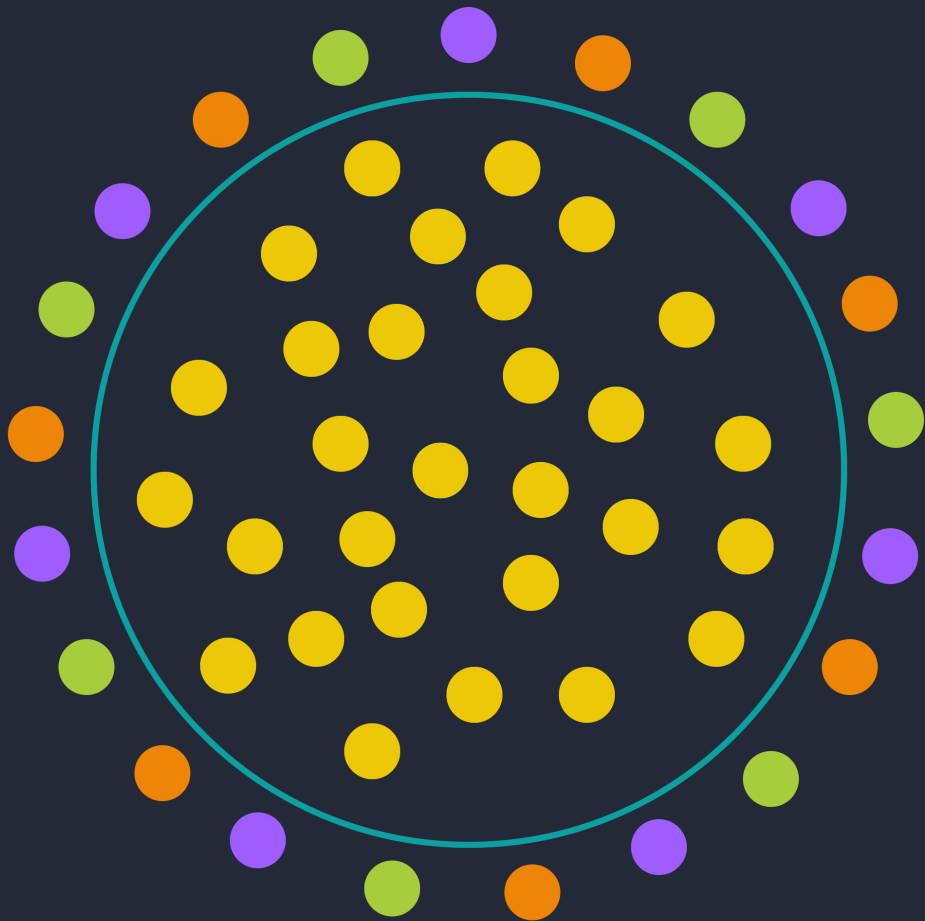
Practice Reading Aloud & comprehension

5

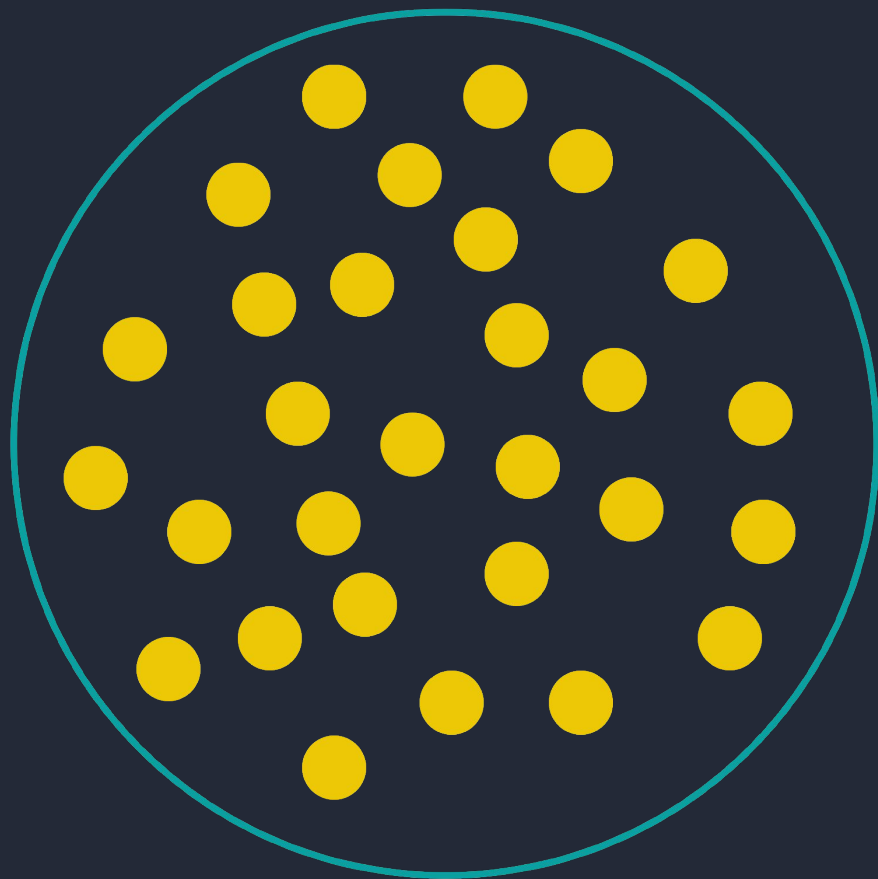
Digital Maths



Why inclusion



Exclusion



Segregation





Integration



Inclusion



Reality & Goal





Visible

What do we **really** know
about individual **needs** and
situations?



Visible

Invisible

3.7%

Percentage of **pupils** in all UK school sectors have an **EHC plan/Statement**

5.1%

Percentage of **pupils** in all UK
school sectors identified with
Dyslexia

17%

Estimated percentage of **pupils** in
all UK school sectors with
Dyslexia or Dyslexic Traits

25%

Estimated as high as 25% of **pupils** in all UK school sectors struggle with **'maths learning difficulties'**

< 1%

Percentage of **pupils** in all UK
school sectors identified with
Dyscalculia

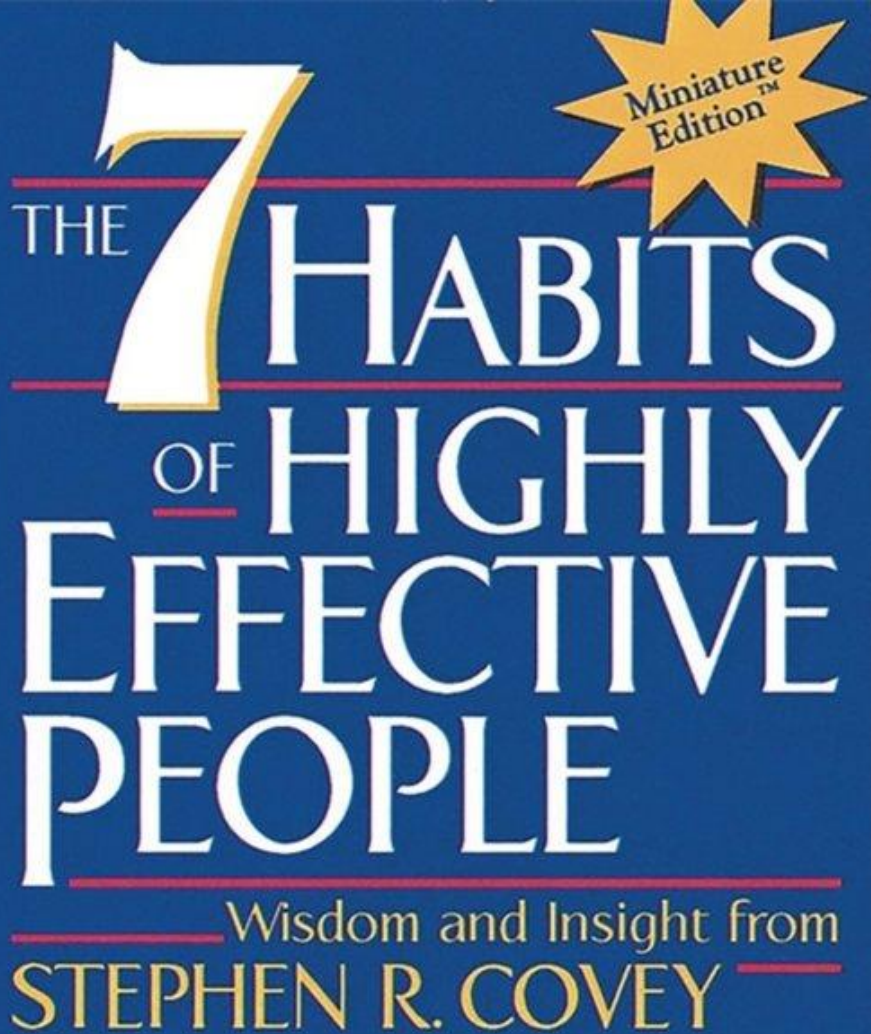




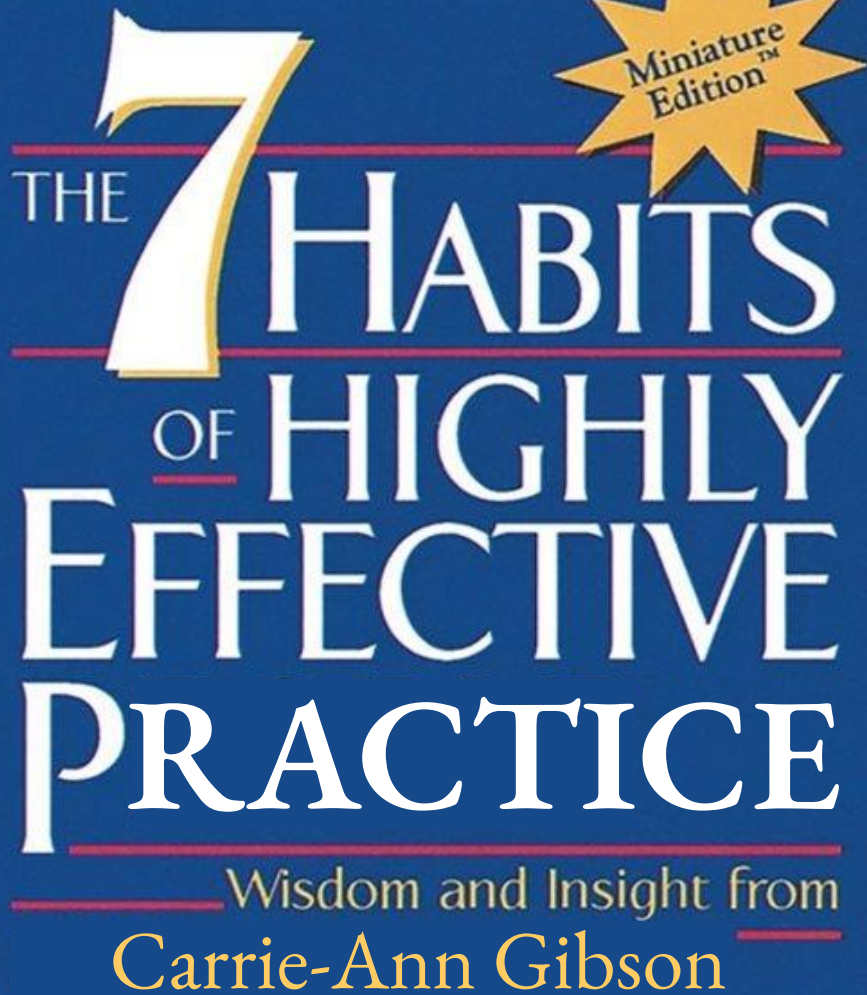
82%

Non SEN

Reach **every** learner.



Read this?



THE **7** HABITS
OF HIGHLY
EFFECTIVE
PRACTICE

Wisdom and Insight from
Carrie-Ann Gibson

Miniature
Edition™

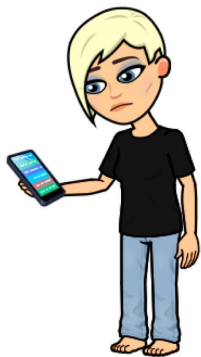
**Consider
this.**

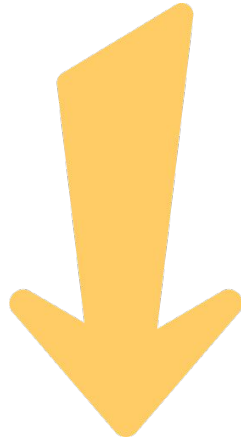
Seven Habits





Assistive Tech is everywhere





Our language matters.



Remove **Stigma**



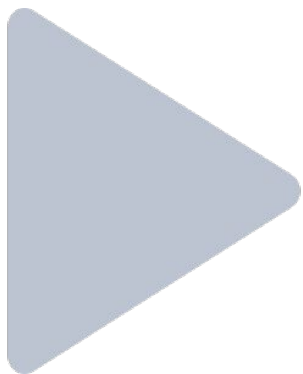




Necessary for some. **Useful** for all.



Design for **Inclusion**



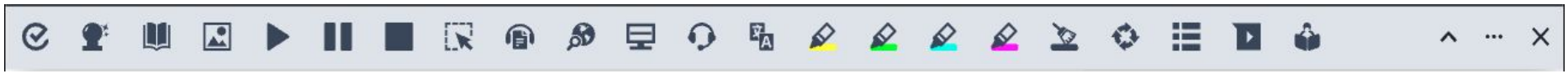
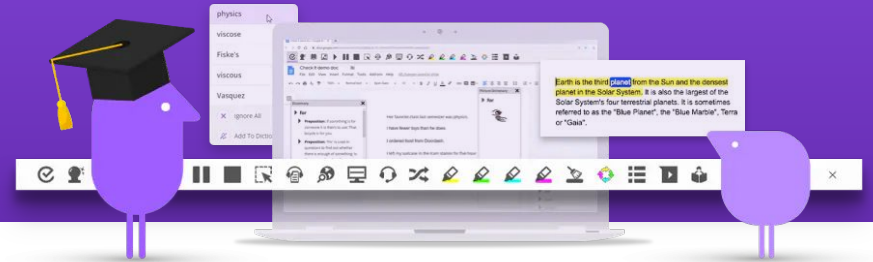
Text-to-speech

Reading aloud helps us comprehend, study, revise, understand, reduce screen time, build confidence.

It's for everyone, at every level, studying every subject.

Universal. By Design.

Comprehensive features, built around
Universal Design for Learning to
maximise accessibility for all.





Choice is key

Providing a wide range of tools gives our students choice, voice and support.



Pick the right tools

Åre





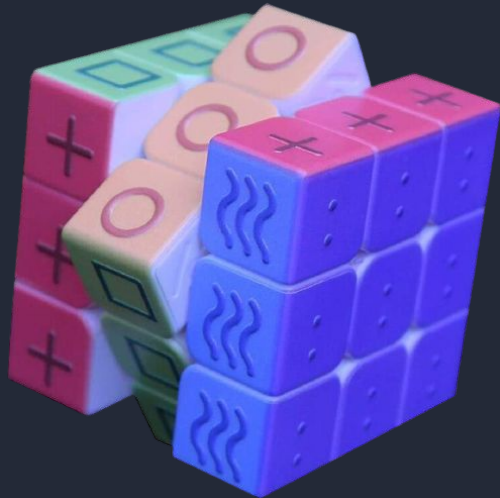
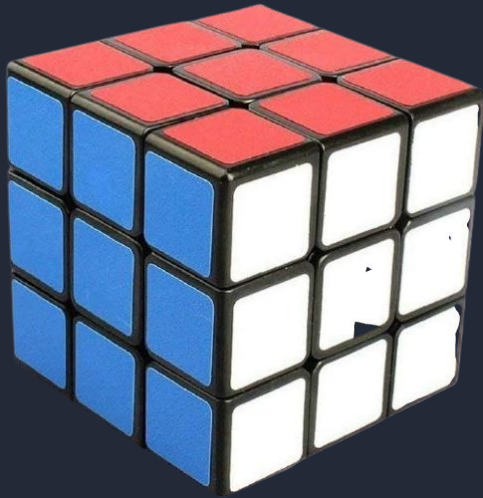
Focus on goals



We're all different.

It's what makes us the same. So how can we design learning to support everyone?







www.cast.org

Engagement

Representation

Expression



Adopt a **framework**

1.1 WHY HAD MEDICINE NOT MADE MORE PROGRESS BY 1848?

LEARNING OBJECTIVES

- Understand that medical knowledge is linked to scientific knowledge and technology
- Analyse the role of factors affecting progress in medicine
- Evaluate the standard of medicine c1848.



▲ Figure 1.1 The Doctor's Dilemma

Although there had been developments in medicine in the years leading up to 1848, there were a number of reasons why more progress had not been made.

FOUR HUMOURS

Medical understanding of what caused disease c1848 was based on ideas that made sense at the time. However, we now know these ideas were wrong. The idea of **Four Humours** (Figure 1.2) in the body was developed by the Ancient Greeks but it lasted for a very long time because it seemed logical. People knew that blood was an important part of the body and they could see **bile** when people vomited. They could also see watery mucus, or **phlegm**, when people had a cold.

They observed illness and saw that sometimes people became hot and flushed, while at other times they were pale and cold; sometimes people vomited and at other times they coughed and sneezed. It made sense to think that illness was caused by an imbalance in the body's **humours** but this prevented people from developing a correct understanding of disease. This, in turn, prevented progress in treatment and prevention. Treatments were based on the **Theory of Opposites** (see Figure 1.3).

Type

- Can it be read aloud?
- Is it accessible?
- Can it's format be converted?
- Can the reader interact with it?






Open Sans 11 B I U A

Bram Stoker's
DRACULA
(1897)
CHAPTER I
JONATHAN HARKER'S JOURNAL

The story of 'Dracula' is told in epistolary form, pieced together from a series of letters and journal entries revealing the perspectives of different characters. Jonathan Harker is a junior lawyer who has been trusted by his employer to travel from England to Transylvania to conclude a real estate deal with the enigmatic Count Dracula. Harker is engaged to be married to Mina Murray. The following extract is taken from his first journal entry, dated 3rd May in Bistritz, Romania.

Having had some time at my disposal when in London, I had visited the [British Museum](#) and [made search](#) among the books and maps in the library regarding Transylvania; it had struck me that some foreknowledge of the country could hardly fail to have some importance in dealing with a nobleman of that country. I find that the district he named is in the extreme east of the country, just on the borders of three states, Transylvania, Moldavia and Bukovina, in the midst of the Carpathian mountains; one of the wildest and least known portions of Europe. I was not able to light on any map or work giving the exact locality of the Castle Dracula, as there are no maps of this country as yet to compare with our own Ordnance Survey maps; but I found that Bistritz, the post town named by Count Dracula, is a fairly well-known place. I shall enter here some of my notes, as they may refresh my memory when I talk over my travels

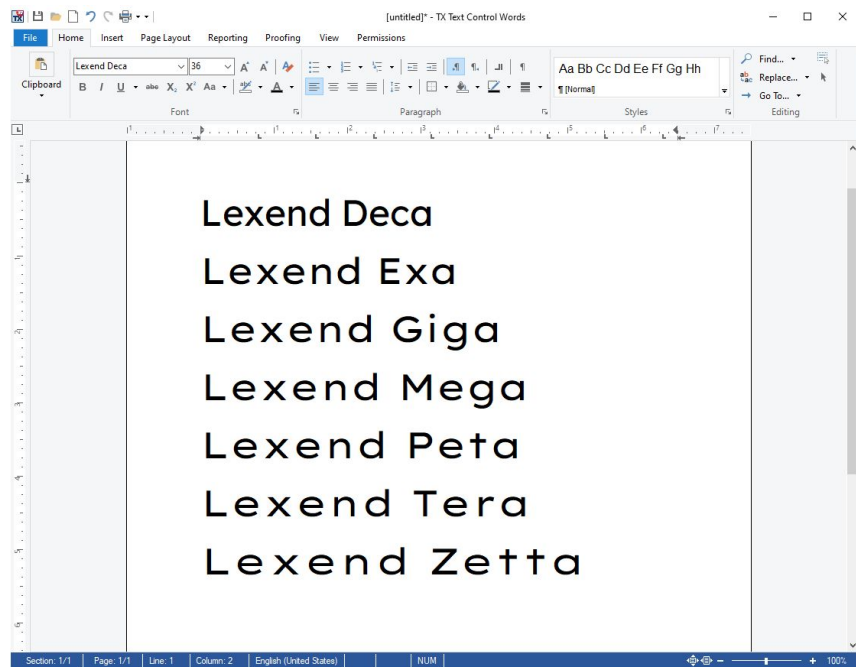
“ How blessed are some people, whose lives have no fears, no dreads, to whom sleep is a blessing that comes nightly, and brings nothing but sweet dreams. ”

 **Bram Stoker**

- Headings
- Alts
- Links
- Fonts
- Colours



Lexend



- Change the norm
- Install the fonts for free
- Use them as default
- Let pupils choose what makes text more readable!



Be Accessible. Always



Feedback

Flexible

Self paced

Accessible

Motivation

Assessment

Individual needs

Independent

Challenge

Bespoke



Provide Opportunity

Seven Habits



**Remove
Stigma**



**Design for
Inclusion**



**Pick the
right tools**



**Focus on
goals**

**Adopt a
framework**



**Be accessible.
Always**



**Provide
Opportunity**



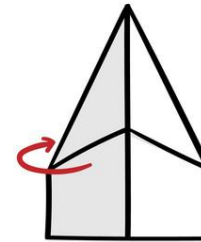
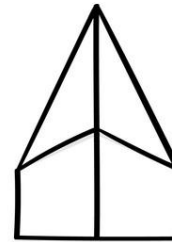
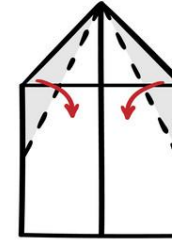
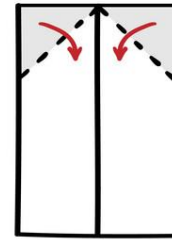
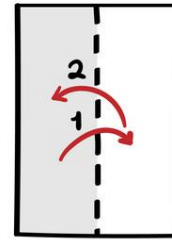
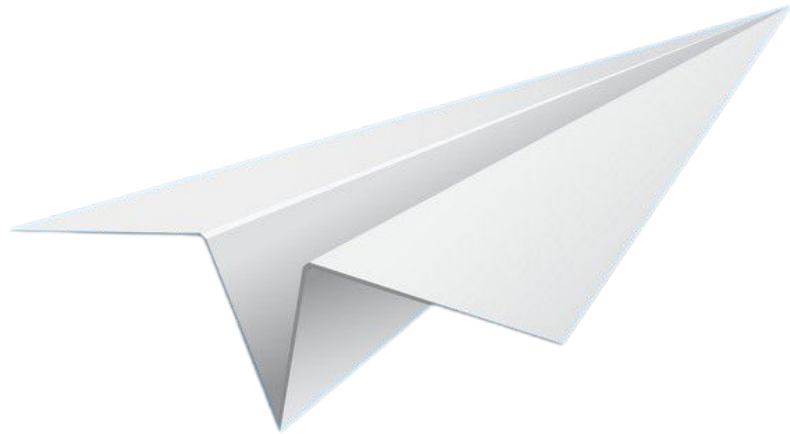
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this!**





**Together, we can help
everyone understand and
be understood**



Reach Out. We'll help.

Carrie-Ann Gibson

International Education Manager

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#ECISTEACHERS2022



