



E + KA1 / MOVILIDADES

"OUTSIDE ART INSIDE"



Cofinanciado por el
programa Erasmus+
de la Unión Europea

Formación en:
Inclusión/Musicoterapia/Arteterapia.

Inclusion and Special Needs

London, UK

5/16 Marzo 2018

El curso:

- Me demostró que no sólo las personas con habilidades "especiales" están equipadas y calificadas para enseñar a ACNEEs.
- Me ayudó a ver cómo me había comportado como profesora de ACNEEs en mi práctica diaria en el aula.
- Me ayudó a aumentar mi conocimiento y a construir mi confianza a la hora de trabajar con ACNEEs.
- Me ayudó a tomar mejores decisiones en el aula para fomentar el aprendizaje inclusivo.

Durante el curso nos centramos en:

- a) Nuestros sentimientos y actitudes hacia los ACNEEs.
- b) Nuestras experiencias con ACNEEs.
- c) Políticas y prácticas generales en diferentes países.
- d) Identificación de los ACNEEs.
- e) Estrategias de inclusión (diferenciación, evaluación para el aprendizaje, enseñanza multisensorial, etc.).

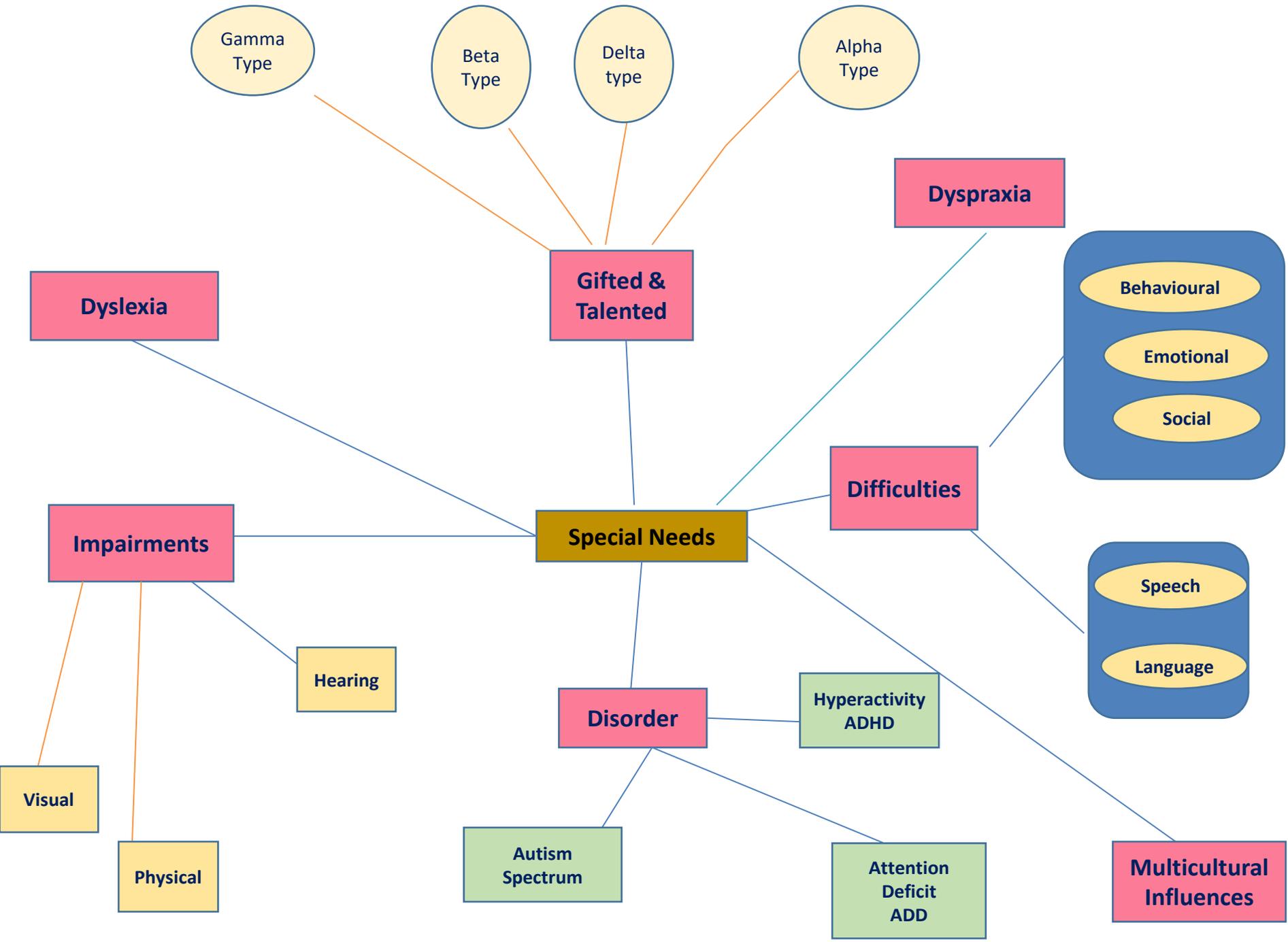
Cómo se trabajó durante el curso

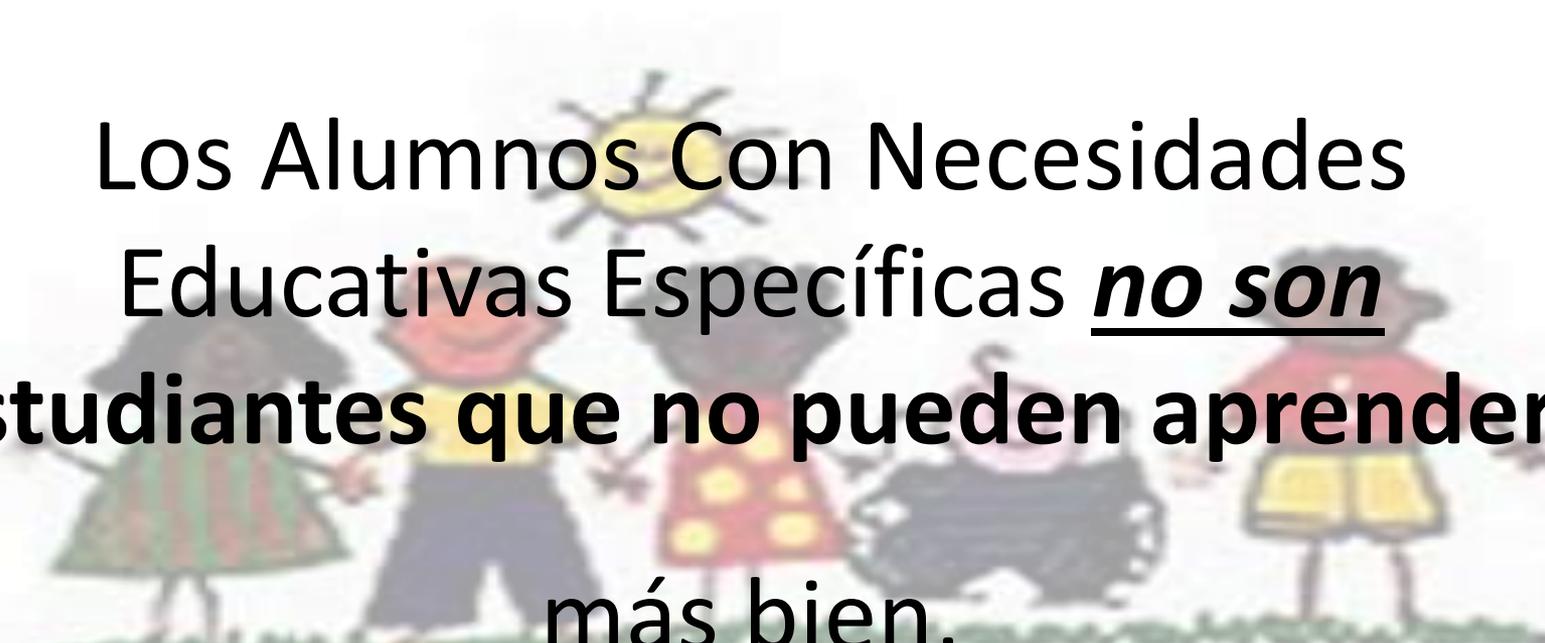
❖ **Clases teóricas.**

❖ **Estudio de casos prácticos seguidos de una actividad reflexiva.**

❖ **Debates.**

❖ **Trabajo en grupo/talleres.**

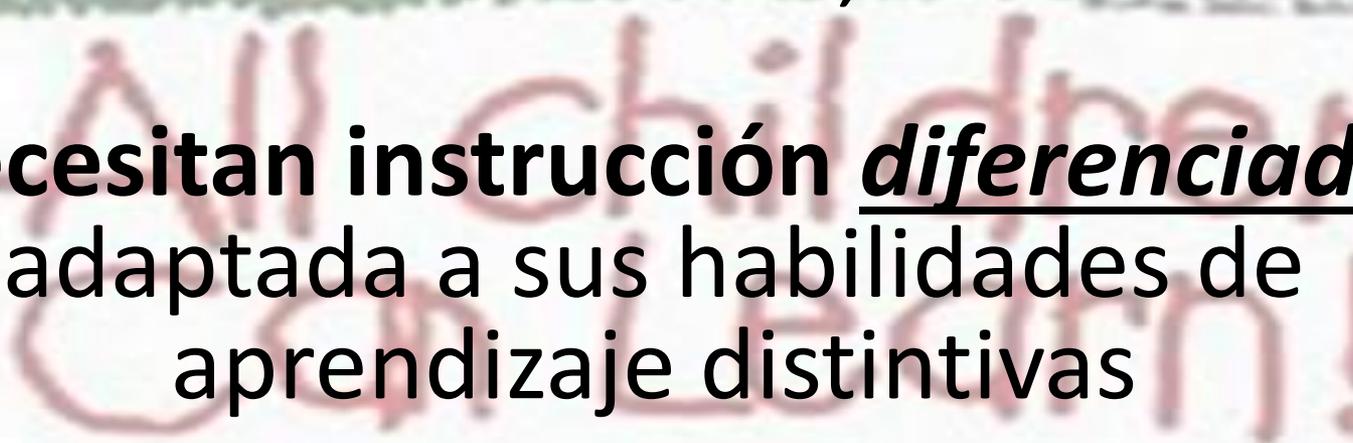




Los Alumnos Con Necesidades
Educativas Específicas **no son**
estudiantes que no pueden aprender;

más bien,

necesitan instrucción diferenciada
adaptada a sus habilidades de
aprendizaje distintivas



¿Qué es la **DIFERENCIACIÓN?**

La diferenciación se enfoca en abordar las necesidades individuales de los alumnos.

La diferenciación se produce cuando el docente **adapta** una parte de la tarea, las instrucciones, la lección o los materiales para satisfacer las necesidades de cada alumno en particular, a fin de **garantizar que todos los alumnos estén incluidos en la clase.**

En una lección diferenciada, el profesor tiene en cuenta **los niveles, los intereses y los estilos de aprendizaje de los alumnos.**

Los estudiantes pueden tener diferentes objetivos; si todos los alumnos deben alcanzar el mismo objetivo principal, pueden hacerlo de diferentes maneras.

Maneras de diferenciación

Por medio de...

Materiales

Contenido

Tarea

Instrucción

Evaluación

Ofreciendo tareas de extensión

Respuesta

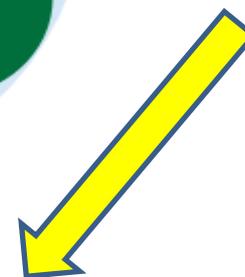
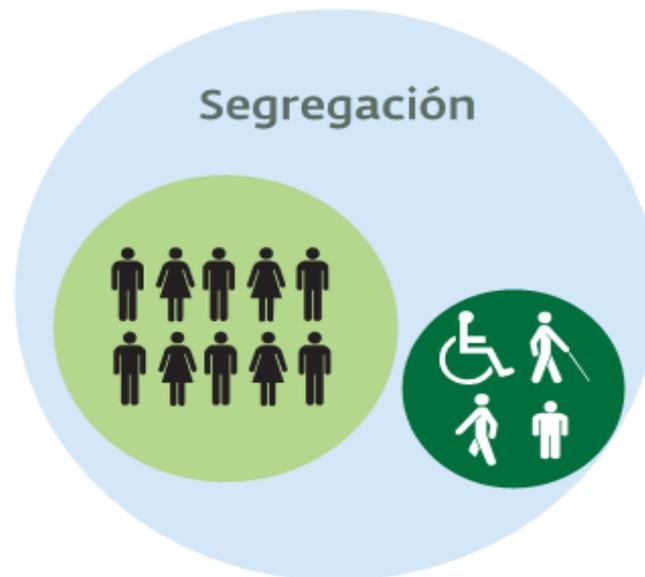
Objetivos de aprendizaje

Tiempos

Retroalimentación

Instrucciones

Interacción



La inclusión NO se centra en la discapacidad o diagnóstico de la persona. Se centra en sus capacidades.

(WORKER) Unit 7 "Let's Talk" - Lesson 1 Vocabulary

* Aims: - To learn vocabulary of modern communication
- To talk to a partner about the way/s they communicate.

* Outcomes: Students will be able to...
1. list different forms of communication
2. Explain the ways they use to communicate by their friends.
3. Work in groups of 3/4 to search for information.

Self-Evaluation Form
1. I can identify 3 ways of communication.
2. I can talk about my favourite way of communication.
3. I can work in small groups.

* Activities:
1. PICTURES (Ex. 1) - Photos with the 7 words/phrases. They have to say the words/phrases they already know. After giving the words/phrases they have to match the pictures with the words/phrases.
2. WORK IN GROUPS (Ex. 3) - Pictures of the 7 ways of communication. 7 students are there. The rest, in groups, have the 5 comments given in the box but in cuttings. The groups have to decide which comment goes at each way of communication. A member of each group sticks the comment with the picture.
3. WORK IN GROUPS (Ex. 4) - Question written on the board. One student reads out. Take for about 1' to copy the answer. Member goes from student to student to get the information in a box ("Far from", "How often", "usually"). He has to make by one.
Another member goes to the board and complete a main chart to copy what's the far, the average, the near.

(GIVEN) Unit 7 "Let's Talk" - Lesson 1 Vocabulary

* Aims: - To learn vocabulary of modern communication
- To talk to a partner about the way/s they communicate.

* Outcomes: Students will be able to...
1. list different forms of communication
2. Explain the ways they use to communicate to their friends.
3. Work in groups of 3/4 to search for information.

Self-Evaluation Form
1. I can identify 3 ways of communication.
2. I can talk about my favourite way of communication say it with the rest.
3. I can work in small groups.

* Activities:
1. PICTURES (Ex. 1) - (Leave steps at the average class) BUT Once finished, they have to list these common words: eg. Letter, online, website, phone, tv, etc.
2. GROUPS (Ex. 3) - (Leave steps at the average class) by L as they will be working together at the end.
3. WORK IN GROUPS (Ex. 4) - (Leave steps at the average class) BUT This student will be the one completing the chart as the box and will be asked why he/she prefers their way of communication.

(TO+) Unit 7 "Let's Talk" - Lesson 1 Vocabulary

* Aims: - To learn vocabulary of modern communication
- To talk to someone about his/her favourite way of communication.

* Outcomes: Students will be able to...
1. list different forms of communication.
2. Explain his/her favourite way of communication to his/her friends.
3. I can say 3 things about my favourite way of communication (by a) How often? (b) Whom? (c) What? Which time?

Self-Evaluation Form
1. I can say 3 things about my favourite way of communication.
2. I can talk about my favourite way of communication to my friends.
3. I can work in small groups.

* Activities:
1. PICTURES (Ex. 1) - Photos with the names below (2 options). He/she has to choose the correct option.
2. WORK WITH THE TEACHER (Ex. 2) - To check his/her favourite way of communication among the vocabulary studied. The teacher will tell him/her of one and he/she will decide the correct one for his favourite way of communication. by the steps will see if his/her idea coincides with their partner's for the same way of communication.
3. WORK WITH THE TEACHER (Ex. 4) - Only 3 questions in flashcards. How often? Whom? Which time? And then have possible answers for each question: possible answers: Every day / Once / Twice / Three times / Always / Never / Sometimes / Etc...
The teacher will have the same chart for his/her as for the rest of the class and the student will also complete the main chart as other students.

(ADHD) Unit 7 "Let's Talk" - Lesson 1 Vocabulary

* Aims: (the same as the average class).

* Outcomes: Students will be able to... (the same as the average class)

Self-Evaluation Form
(The same as the average class)

* Activities:
1. PICTURES (Ex. 1) - Photos in cuttings with the 7 words/phrases. Words/phrases in cuttings. WORK WITH ALL THIS TO MATCH PICTURES WITH WORDS.
2. WORK IN GROUPS (Ex. 3) - (the same as the average class) BUT This student will be the one sticking.
3. WORK IN GROUPS (Ex. 4) - (the same as the average class) BUT This student will be the one completing the group chart. It will be easy since it would be coloring the answer.

* Short/Instructions!!!
/None

(DIVERSE) Unit 7 "Let's Talk" - Lesson 1 Vocabulary

* Aims: (the same as the average class).

* Outcomes: Students will be able to... (the same as the average class)

Self-Evaluation Form
(The same as the average class)

* Activities:
1. PICTURES (Ex. 1) - (The same changes/adaptations as for the ADHD students).
2. WORK IN GROUPS (Ex. 3) - I want them to be part of their activity but... How can I adapt the sentences? BIGGER LETTERS FOR THEM / SHORTENING THE SENTENCES.
3. WORK IN GROUPS (Ex. 4) - (the same as for the average group). As one student from the average group will be reading aloud each question at a time.

* Secret/Instructions!!!
/None



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