



Inclusive classrooms and pastoral support

KATIE GARDNER

Today's lecture

- Examine inclusive classrooms and the PCET educators role within it
- Explore pastoral support on offer to students
- Consider mental health and wellbeing in the PCET sector.



Inclusive Practice and environment

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Activity - outside

- Take a role – do not tell anyone else your role until we're back in class
- If you need clarity on your role, ask me
- All line up along the same line
- If you think you would be able to complete the task I call out considering who you are on the paper take one step forward if not take a step back.
- If you really can't decide stay where you are.
- When completed remember where you were stood and we will discuss in class.

Discussion

- When you give an observation can you tell us what your role was
- Why were some people ahead of others
- Where did you end up on the line?
- What is the difference for people - why are some people further ahead than others
- How did it feel being where you were in the line and why?
- What does this say about inclusive practice?

Activity

- Get into pairs
- You have 2 minutes to complete the task
- Follow the instructions on the task sheets,
- One person to complete the task the other to observe – no helping
- Do not show your partner the task sheet before swapping over
- Complete the task
- Swap
- We will discuss how easy it was to complete the task after

Discussion

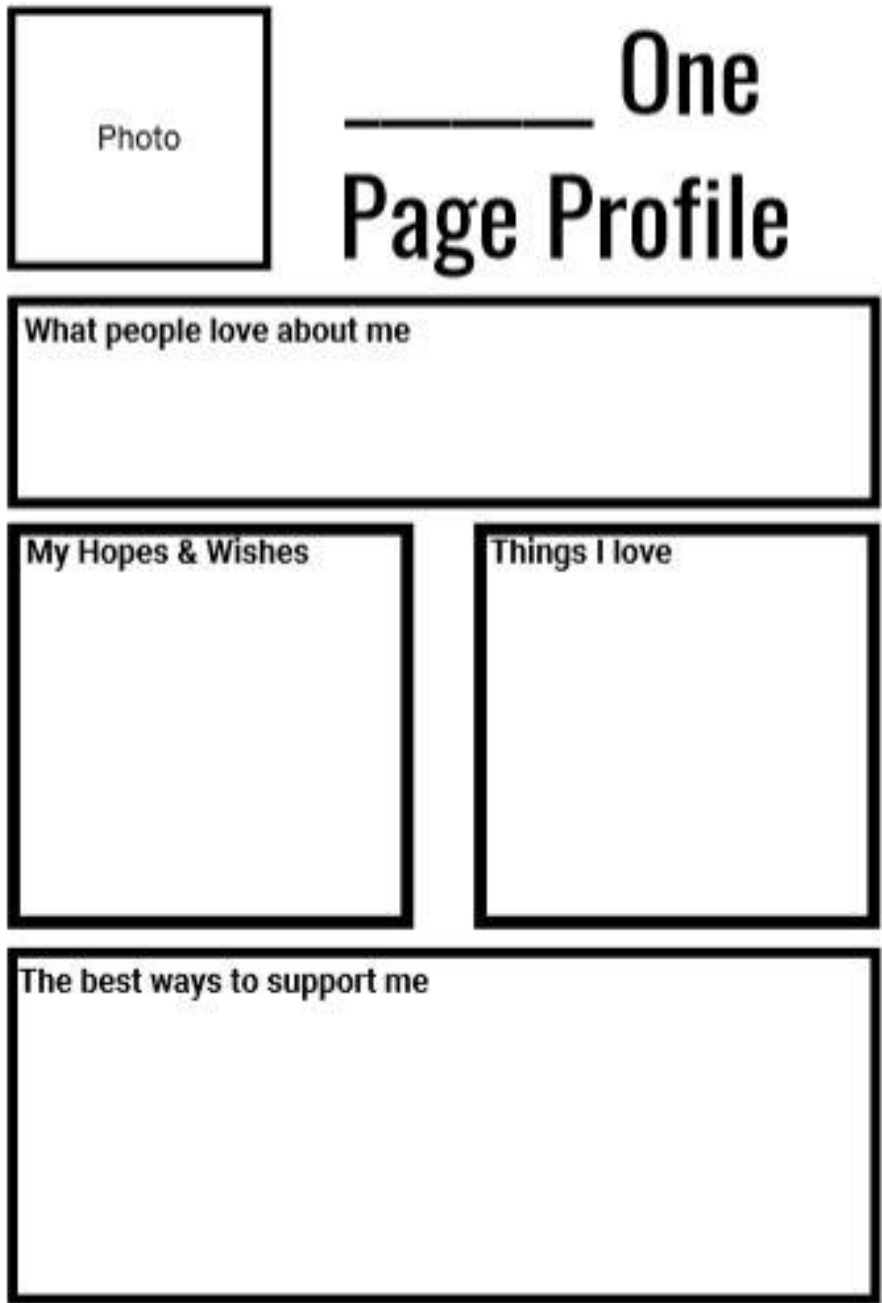
- What was that like?
- What were the difficulties
- What can we do as PCET practitioners to support here?

Inclusive pedagogy

- To achieve an inclusive pedagogy approach, teachers need to focus on how to make rich learning opportunities available for everyone so that **ALL** students can participate in the community of the classroom.
- Considerations:
 - Shifting the focus away from differences among learners to the learning of all students by focusing on what is to be taught (and how) rather than who is to learn it.
 - Rejecting deterministic beliefs about ability as fixed and the idea that presence of some holds back progress of others. Therefore, believe all learners will make progress but focusing teaching and learning on what students can do rather than what they cannot.
 - Seeing difference in learning as challenges for teachers, not deficits in learners, by encouraging the development of new ways of working.

How can we do that?

- Get to know the learners
- Different teaching strategies
- Presentation skills
- Memory aids
- Managing behaviour
- Environmental considerations
- Assistive technologies



The diagram shows a form for a 'One Page Profile'. It consists of a square box at the top left labeled 'Photo'. To its right is the title 'One Page Profile'. Below the photo box is a large rectangular box labeled 'What people love about me'. Below this are two smaller rectangular boxes side-by-side: 'My Hopes & Wishes' on the left and 'Things I love' on the right. At the bottom is a large rectangular box labeled 'The best ways to support me'.

One Page Profile

Get to know your ALN learners (FE)

- Colleges should have one-page profiles – ALN reform - what do they look like? Has anyone seen one?
- These are used within the college to establish and communicate ALN learner strengths, what is important to them (including aspirations) and how to support them well.
- Consider writing a one-page profile with whole groups of learners:
 - include them in your class profiles
 - create during 1:1 tutorial time
 - good basis on which to discuss with the learner their aspirations
 - maintain the integrity of the one-page profile by using the same structure and headings

Students say...

- Learners report how important it is to them to feel understood by tutors and to know that tutors are interested in them:
 - Using learners' names
 - Finding time to connect with learners during group activities
 - 1:1 conferencing (e.g. in tutorials)
 - Fostering mutual respect and rapport
 - Celebrating strengths

Strategies

- Class activities may also help learners feel included:
- 2 lies and a truth
- Sherlock Holmes: Ask learners to find out something about each other e.g. what is important to the other person, and report back to the class
- Just copy me...
- Ice breakers!
- It is important to observe learners and how they respond, act and behave, and notice when this is different to their normal.

Ice breaker – hot takes...

- Best cuisines of the world
- Worst pizza toppings
- Best movie
- Best actor
- Best celebrity for president
- Best TV show
- Worst TV show
- Best flavour
- Worst music category
- Best artist
- Best learning theory
- Best rugby team 😊

Differentiated teaching methods

Create high impact differentiation through opportunities and eliminating barriers by:

- Person-centred approach
- Having a range of materials
- Having a range of questioning techniques to support individuals (differentiate by outcome)
- Being proactive / planning ahead
- Routines for learning
- Considering pairings and group work
- Creating opportunities to stretch and challenge
- Using learner interests
- Modelling what success looks like
- Working with support staff including in-class support - include in your planning

Some examples

- Multi-sensory teaching
 - Add at least one other sense to your teaching – visuals, movement, sound, mind mapping
- Layering resources
 - Key resources are layered in a variety of ways so that there is a range of resources available to meet all needs including able and talented learners. Information can be presented in multiple ways eg diagrams, text, graphs...

- Whiteboards

- Use whiteboards for discussion and picture exercises, gives thinking time and allows learners to demonstrate understanding without speaking in front of class, also anonymous if needed

- Presentations skills

- When asking students to present give them as much choice and control as possible, add in 'practice' time

Concrete examples

- Using lived experiences is relatable
- makes the subject accessible
- supports abstract ideas
- gets learners' attention
- builds stronger schema
- assimilates new ideas
- improves recall
- reduces anxiety

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- Concrete examples can include your own experiences in industry, experiences of past learners, relevant celebrities or historical figures; book guest speakers, watch YouTube etc.

Structure

- Giving clear structure
 - Why?
- Giving instructions
 - written and verbal – be concise
- Speaking and listening time
 - 45 second rule – give students a question and say that they have 30-45 seconds thinking time before they have to answer, they can make notes but not speak in that time (Budd Rowe Study)

Lets practice

- How long do you think 45 seconds is?
- After I've said go everyone stand up when you think it's been 45 seconds – try not to count it, see what your impulse says.
- How did that feel?
- Was it long? Short? Just right?
- Do you think you could wait 45 seconds in a lecture?

Presenting text and slides

Use:

- Sans serif fonts (simple and clean to read – doesn't have a little dash at the end of each letter)
- Size 12 on word
- Size 48 titles on ppt
- Size 24 (at least) body on p
- 3-4 bullets per page



WHAT'S WRONG WITH THIS SLIDE?

CONTRIBUTING TO CLASS DISCUSSION

- Some learners are reluctant to contribute to class discussion.
- Sometimes the learner feels anxious about speaking in front of others or finds it difficult to sequence ideas and speech.
- Discuss with the learner their concerns e.g. attention being drawn to them, getting out their words.
- Strategies that might help in the classroom:
 - Clear questions or learner formulates own question to answer
 - Learner can prepare answer in advance e.g. key words and vocabulary are prepared earlier and the learner can practice articulating and sequencing ideas and sounds
 - Learner speaks in front of a small group
 - Learner presents ideas in alternative format e.g. mind map or whiteboard

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Memory aids

Many tasks can provide a burden to working memory. Working memory can be supported during learning:

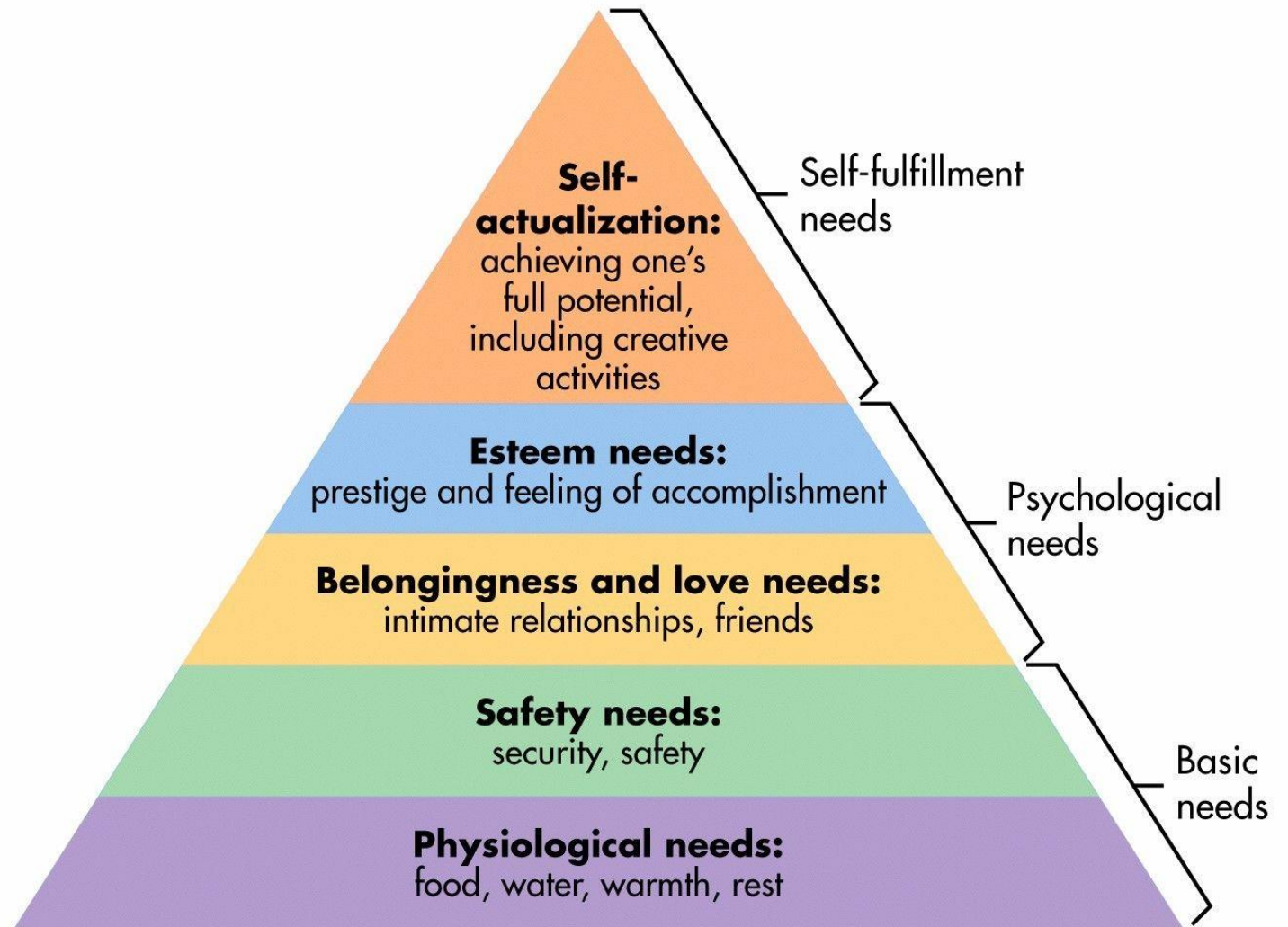
- Repeating key information throughout lesson
- Mini goals
- Post-it notes
- Whiteboards
- Mind-maps
- Visual timelines
- Subject specific word mats / posters
- Rule cards e.g. operations in maths
- Anything that acts as a bridge between information, thinking / following a procedure and coming up with an answer.

Environmental considerations

- How comfortable and enabling is the classroom? What barriers can be removed?
 - Consult one-page profiles for info on individual learners
 - Consider glare from windows or bright lighting
 - Seating plan (e.g. front of class at side for some learners easily distracted)
 - Height adjustable desks

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- Consider visual stimuli e.g. posters and displays
 - Noise levels - consider use of headphones where appropriate
 - Create a low anxiety classroom
 - Have a variety of concrete resources available to support relevant tasks
 - Some learners benefit from using fidget cubes in the classroom to support concentration and minimise anxiety

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- What other environmental factors might PCET students have?
 - While we watch the video can I have 2 volunteers please?
 - [The Stress Bucket - YouTube](#)



Strategies to support attention and concentration

- Set clear expectations
- Short, achievable goals; chunked activities, new starts throughout the lesson with micro-breaks
- Build in movement in the lesson where possible
- Supporting working memory

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- Positive reinforcement when on task; positive tone of voice
 - Developing a sequence for learning (routines are important) supports organisation
 - Change tone of voice and pace of delivery
 - Seat near front away from windows
 - If there is a last minute change, explain this individually to the autistic student.

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- Reinforce instructions
 - Checklists / mini goals promote independence
 - Provide concrete learning experiences
 - Consider homework setting as, on average, it takes a student with ADHD 3 times as long to produce a piece of work at home (ADHD Foundation)
 - Encourage creativity and independence

Assistive technologies

- Assistive technology can support students' learning and promote independence.
- If assessed to have an ALN students will be given access to a number of resources that can support them, however some of these are available to all students such as
 - Dictate on word
 - Read aloud on word
 - Mind Map tools available online
 - Enlarge screen (Control + or Control scroll with mouse)

Any others?

- Do you have any ideas of any inclusive strategies you have seen or used you can share with the group?



Mental health and wellbeing

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Mental health and wellbeing

- What is your definition of mental health
- What is your definition of wellbeing
- What is your definition of Resilience

Mental health

- The ability to think, feel and react in the ways you need to, and want to, in order to live your life.
- Refers to the general condition of your mind, the same way physical health refers to the condition of your body.
- Historically it was common to consider mental health as an absence of mental illness, however using a more positive definition reminds us that we all have mental health, whether that is mental ill health or good mental health

Wellbeing

- A broader idea about how people generally feel
- The ability to feel reasonably confident, maintain good relationships, and feel engaged with the world around you
- If we consider mental health and physical health being aligned mental wellbeing would be like our physical fitness

Resilience

- Ability to identify and utilise personal strengths and resources
- Ability to recover from setbacks
- So again... if we consider mental health and physical health being aligned mental wellbeing would be like our physical fitness then resilience would be our physical toughness.

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- Mental health According to the Mental Health Foundation (MHF), one in four people will experience some mental health disorder in the course of a year (MHF 2009). Teachers may approach the topic of mental health in three ways:
 - dealing with students' mental health conditions and their effects on teaching and learning;
 - maintaining and promoting students' mental health and not causing undue stress or exacerbating difficulties while teaching;
 - maintaining their own mental health by striking a work-life balance, promoting well-being and taking active steps to avoid stress.

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- Learners may present with recognisable, diagnosed and disclosed conditions.
 - Some learners will not yet have been diagnosed and others will develop conditions during their studies.
 - Learners should not be coerced into disclosure and the stigma of mental illness needs to be considered.
 - Teachers involved with prison education should be aware that 90 per cent of prisoners have a recognised mental health condition.
 - Other providers may have contracts to work with mental health and voluntary groups to deliver provision for learners with specific difficulties.

What can PCET educators do?

When you know a learner has an existing condition:

- Research conditions and strategies.
- Talk to experienced colleagues.
- Attend awareness training.
- Keep up to date with official reports and other specialist publications.
- Expect the unexpected, but not the worst.
- Consider classroom organization and management issues.

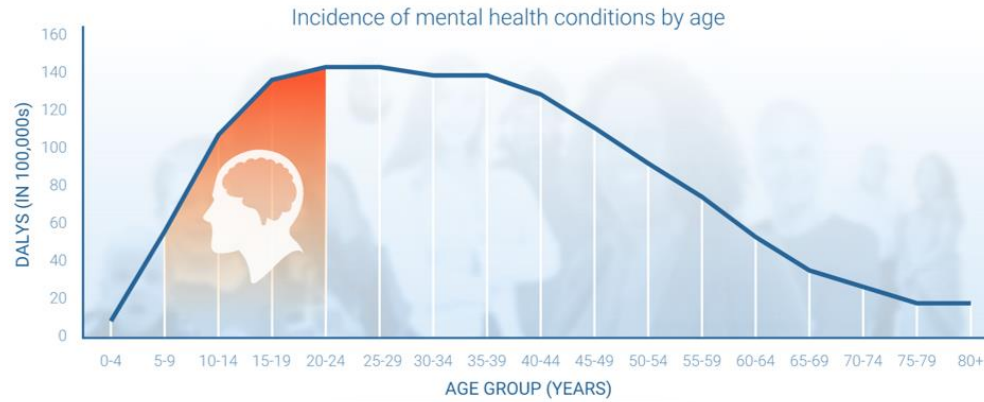
To Promote mental health and well-being

- Allow space for active listening and opportunities for one-to-one interaction to detect issues and refer to appropriate support.
- In class, build in anti-stress activities such as relaxation techniques.
- Be aware of referral procedures and when and how to make these within the institution and community.
- Make students aware of support on offer and where to access it

Promoting teachers' own mental health:

- Find ways to relax and maintain a healthy work-life balance
- Use de-stressing techniques as listed above
- Be aware of triggers to negative feelings and adopt effective coping strategies
- For all the above seek professional support
- Discuss issues with a line manager, equality and diversity representative or union official

Age and Mental Health



- Most mental health difficulties originate in childhood and adolescence
- This highlights however the surge in the late teens and early 20s
- Global Burden of Disease Report
 - 50% mental health difficulties are established by 14 yrs
 - 75% by age 25yrs

What mental health disorders?

- In groups take one of the opposite mental health disorders and feedback to the group:
 - What it is
 - How it might affect people
 - How it might affect PCET educators
- Bipolar disorder
- Psychosis
- Personality Disorder
- Eating disorder
- Anxiety
- Depression
- PTS(D)
- OCD

Bipolar disorder

- Experiences of mood swings between periods of unusual happiness, confidence and energy and periods of negativity and depression
- People can experience
- feeling sad, hopeless or irritable most of the time.
- lacking energy.
- loss of interest in everyday activities.
- feelings of emptiness or worthlessness.
- feelings of guilt and despair.
- feeling pessimistic about everything.
- self-doubt.
- difficulty concentrating and remembering things.

Psychosis

- Condition which causes someone to have difficulty distinguishing between what is real and what is not.
- Symptoms can result from a range of causes including mental illness, drugs or sleep deprivation.

Personality Disorder

- Describes any condition that affects a person's personality, including attitudes, thoughts and behaviour.
- 3 types
- Antisocial personality disorder - Antisocial personality disorder is a particularly challenging type of personality disorder characterised by impulsive, irresponsible and often criminal behaviour. Someone with antisocial personality disorder will typically be manipulative, deceitful and reckless, and will not care for other people's feelings.

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- Borderline personality disorder - Borderline personality disorder is a mental illness that severely impacts a person's ability to manage their emotions. This loss of emotional control can increase impulsivity, affect how a person feels about themselves, and negatively impact their relationships with others.
 - Histrionic personality disorder - constantly seeking attention. being uncomfortable in situations where they are not the centre of attention. displaying inappropriate seductive or sexually provocative behaviour. being flirtatious, seductive or charming.

Eating Disorder

- Any condition in which someone worries excessively about their weight
- Has eating habits that cause them distress
- Lose weight when its unnecessarily
- Engage in binge eating, purging, starvation and many more

Anxiety

- Feeling of inner turmoil and worry that people feel in the anticipation of a negative event
- If the feeling persists, or becomes so intense that it interferes with everyday life it is considered a mental health condition
- More than nervous or anxiety related to a one-off event

Depression

- General term meaning feeling low, or having negative mood
- We all have times feeling like this at one time or another, but if they don't fade quickly, or start to interfere with everyday life then its considered a mental health condition
- Some describe it as the black dog or a black cloud

PTS(D)

- Stress caused by being involved in or witnessing a shocking or violent event.
- Acute stress reaction to new or triggered memories linked to the event
- Person may become shaky, angry or emotional.
- May experience flashbacks
- Can be caused by long term traumas, or one-off events

OCD

- Thoughts or behaviours cause people distress
- Become so intrusive that the compulsion interferes with everyday life
- Not just compulsive behaviour but also intrusive thoughts

Supporting students

- Do you think Students in further and higher education, in general report a higher, lower or similar sense of mental wellbeing compared to others of the same age who are not?
 - Lower – students are generally more anxious and feel less satisfied than others of the same age.



What do you think might be the main sources of stress or anxiety?

- Self
- Home
- Academic
- Financial
- Accommodation
- The future
- Social
- Trauma

Recognising struggling students

WHAT ARE THE WARNING SIGNS?

- Change in:
 - Mood
 - Erratic
 - Unpredictable
 - Tearful
 - angry
 - Habits
 - Change in level of sleep
 - Alcohol and/or drug use
- Social behaviour
 - Isolation
 - Loneliness
 - Increasing conflicts
- Appearance
 - Poor personal hygiene
 - Weight changes

What should you do?

- You have a student who has anxiety and depression. She is struggling to revise for an upcoming exam and mentions it to you. What do you do?
- Arrange a convenient time to meet with her
- Establish boundaries – how long, where and what you can and cannot do
- Ask about the situation
- Offer the appropriate help
- Follow up after an agreed time
- Look after your own mental health and wellbeing

Case studies - Carol

- You bump into Carol, a 1st year student you've spoken to a couple of times before. She seems upset, and when you ask her if she's OK, she becomes tearful. She says she is worried that she's picked the wrong course and the wrong career and she's missing home too.
- Yes or no, do you...
- Ask Carol if she'd prefer to continue the conversation somewhere private?
- Yes
- Persuade Carol that everything will be OK; lots of students worry about their course choices and she'll soon get over it?
- No

- Empathise with Carol and suggest she contact Student Services to see what help they can offer?

- Yes

- Ask Carol if she's thought of going home for a quick break

- Yes

- Offer to call Carol's parents to explain how she's feeling

- No

- Mention some relevant support options, such as having a peer mentor

- Yes

Glen

- You encounter Glen in a busy location with lots of other students around. Although you don't know him very well, you can tell he's behaving unusually. He appears agitated and he's talking to himself. When you ask if he's OK, his response is unintelligible. He speaks rapidly and incoherently about seemingly random ideas covering a wide range of topics. He's behaving aggressively too, and you fear he may present a risk to others.
- Yes or No, would you...
- Tell Glen to leave the premises until he's calmed down
- No

- Ask the other students present if one of them can look after him?

- No

- Call security

- Yes

- If its safe to do so, take Glen to a quieter, safer location

- Yes

- Offer to drive Glen to the hospital

- No

- Contact student services to seek advice

- Yes

Amira

- You're chatting with Amira one day when she discloses to you that she is "struggling". She's missing lectures and falling behind with her coursework. She tells you that she's not sleeping well at the moment and that she spends most her time alone in her room.
- Yes or No, would you...
- Empathise with Amira and ask if she's happy to talk about her difficulties
- Yes
- As Amira seems to be isolating herself socially, suggest you should both meet up for a coffee sometime
- No

-
- Offer helpful suggestions once you understand Amira's situation
 - Yes
 - Call Security
 - No
 - Suggest Amira contact Student Services, or refer her yourself
 - Yes

Logan

- Logan, a student you don't know especially well, suddenly sends you a long email about his troubled childhood. When you go to see if he's OK he seems distant and drowsy. You notice blood running down his arm and he says that he's cut himself and doesn't care if he lives.
- Yes or No, would you...
- Ask Logan why he wants to die
- No
- Call an ambulance or security
- Yes

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- Offer to drive Logan to the hospital
 - No
 - Offer Logan your personal phone number, and ask him to call you if he's ever feeling suicidal
 - No
 - Refer Logan to student services
 - Yes

Student Support & Wellbeing



Student Support & Wellbeing

Student support services at a university play a pivotal role in ensuring that students have a fulfilling and successful academic journey. Our Student Hwb is designed to be the first point of contact to provide a comprehensive information service on all student-related matters.

Our professional and experienced student services team are on hand to give you the information, advice, guidance and support to help you get the most from your university experience – and get past any bumps along the way. From academic support that provides guidance on enrolment and modules to student services that offer emotional and mental health support to students.

1st

**in Wales for Communication of Mental wellbeing Support' -
National Student Survey 2023**

- What pastoral support are you aware of for your students?
- What pastoral support are you aware of for you as students?
- [Student Support & Wellbeing | The University of Wales Trinity Saint David \(uwtsd.ac.uk\)](https://uwtsd.ac.uk)

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