



Anti-hate Models of disability and wellbeing

KATIE GARDNER

Placement paperwork

- Placement forms
- **PL1A/B** - Placement provider agreement and health and safety questionnaire. **Link - [PL1a Placement Provider Agreement and PL1b Health and Safety Questionnaire](#)**
- **PL1C** - Student placement information and personal details **Link - [PL1c Student Placement Information and Personal Details](#)**
- **PL1D** - Risk assessment guidance
- **PL1E** - Placement risk assessment template
- **PL1F** - Induction checklist, relevant for all students

Today's lecture

- Consider definition of Anti-Hate and its impact on PCET education
- Outline and consider the applicability of different models of disabilities
- Discuss the applicability of these models for PCET education
- Examine inclusive classrooms and the PCET educators role within it



Anti-hate

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Anti hate practice

- In groups define anti-hate
- What is it?
- Who does it cover?
- What is anti hate practice?

CPS says

- The law recognises five types of hate crime on the basis of:

- Race
- Religion
- Disability
- Sexual orientation
- Transgender identity

• [Hate crime | The Crown Prosecution Service](#)

- Any crime can be prosecuted as a hate crime if the offender has either:
- demonstrated hostility based on race, religion, disability, sexual orientation or transgender identity Or...
- been motivated by hostility based on race, religion, disability, sexual orientation or transgender identity
- Someone can be a victim of more than one type of hate crime.



13,307

Hate crime offences
prosecuted in the rolling year
to June 2024.

87%

Charge rate

85%

Conviction rate

78%

Uplifted sentences

Number of cases

Racial: 9,550 cases



Homophobic: 2,846 cases



Religious: 455 cases



Disability: 338 cases



Transphobic: 118 cases



Prosecutions

Activity

- Hate crime has a particularly harmful effect on its victims, as it seeks to attack an intrinsic part of who they are or who they are perceived to be their:
 - race,
 - religion,
 - sexual orientation,
 - disability or
 - transgender identity
- In new groups look at how one of these groups could be treated differently in further or higher education
- consider what your response would be as PCET practitioners
- Present your findings – referenced, to the group.

Types of abuse...

- Victims suffer verbal abuse and threatening behaviour such as
- having derogatory terms shouted at them,
- being threatened,
- having invasive or inappropriate questions asked of them or
- being refused service by businesses.
- For many who face anti hate harassment is a regular occurrence.

Stop Hate UK

- <https://www.stophateuk.org/>
- Stop Hate UK is a leading anti-hate and anti-discrimination organisation for corporate, statutory, and community sectors.
- operate the UK's only free dedicated 24-hour anti-Hate Crime reporting service for all monitored strands of a person's identity or perceived identity
- Includes Disability, Race, Faith/Religion/Belief, Sexual Orientation, and Transgender identity, as well as Alternative Subculture and Gender/Misogyny.
- [British Sign Language Video on 'What is Hate Crime?' - Stop Hate UK](#)



Models of disability

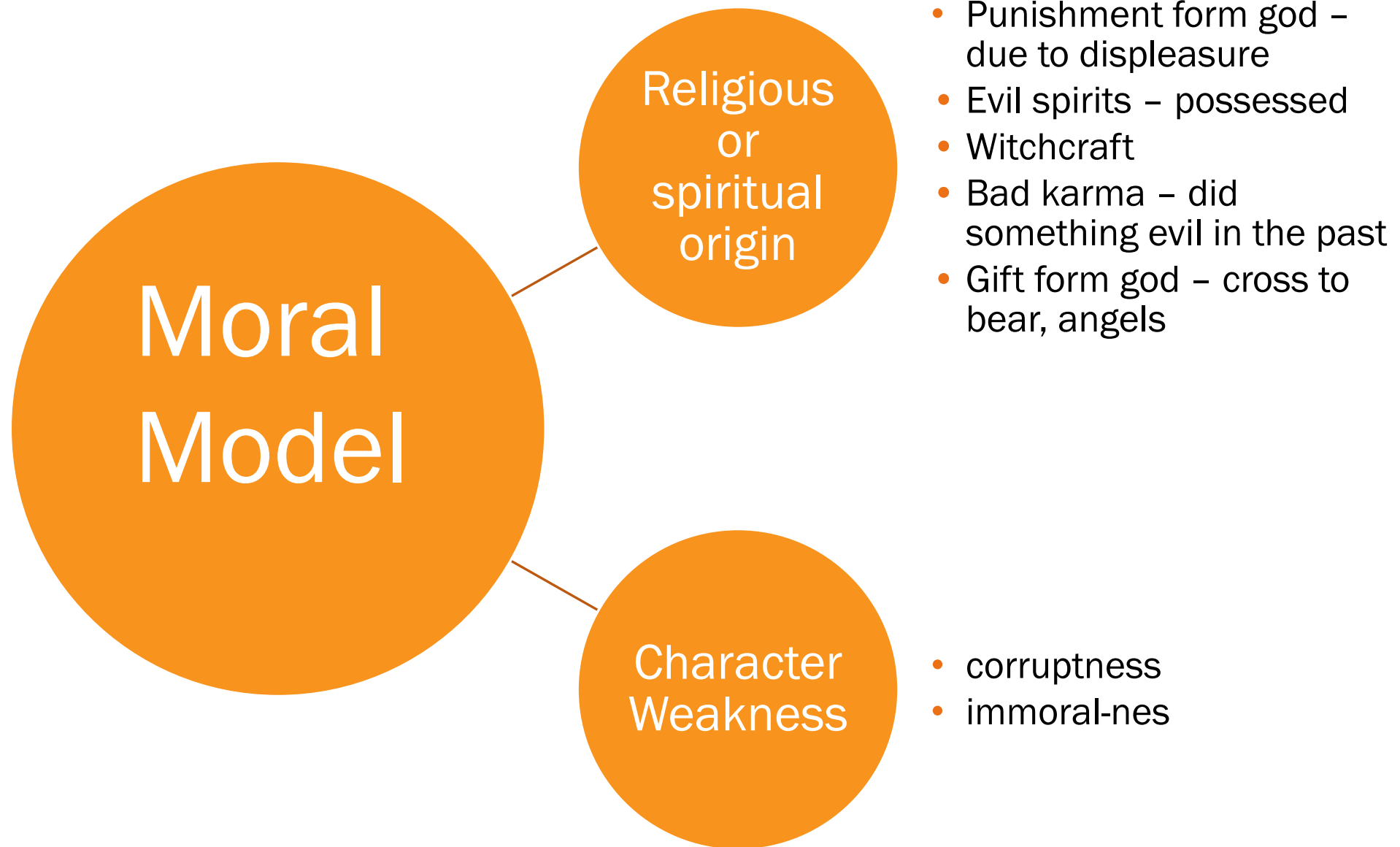
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6 Models of disability

- Moral model - disability is somehow deserved because of sin, shame, pity, charity
- Personal tragedy model of disability - disabled people are victims of circumstance
- Medical model - disability is caused by what is wrong with the person and should be 'fixed'
- Social model - disability is caused by society and barriers restrict the lives of disabled people
- Affirmation model of disability - non- tragic view of disability, disability is a difference that can enrich life
- Rights based model - all people have rights which must be upheld and protected by law

Models of disability

- In groups look at one of these models of disability and design an academic poster or powerpoint to feedback, considering the following questions:
 - What does the model say?
 - How could it impact post 16 education for people with disabilities, what are the barriers?
 - What could post 16 educators do to relieve these barriers?
- Moral model
- Personal tragedy model
- Medical model
- Social model
- Affirmation model of disability
- Rights based model



Personal tragedy model

Cultural viewpoint held by people with and without disabilities that having an impairment is tragic and people with disabilities should be pitied



Believe that physical death is better than the social death of having a disability (Swain and French, 2000, p.572)



Rejects an identity built on disability and a disabled person's ability to have experiences, joy, and a quality of life



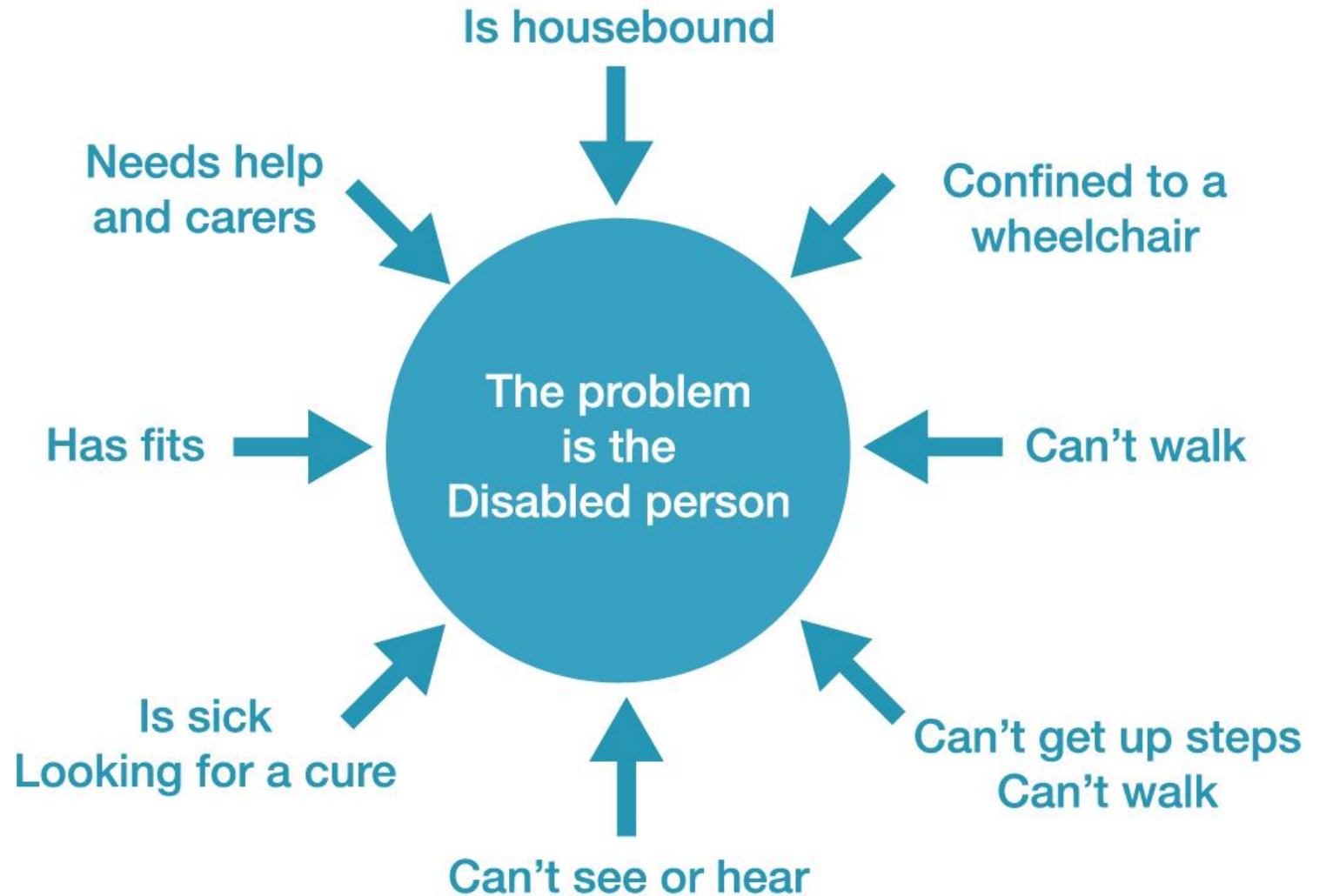
Disabled people are victims of their circumstances



Misfortune caused the disability

Medical model

The Medical Model of Disability



This is a diagram of the traditional Medical Model of Disability, which the Social Model was developed to challenge.

The Social Model of Disability



Social
model

The Social Model of Disability states that the oppression and exclusion people with impairments face is caused by the way society is run and organised.

Affirmation Model

Direct opposition to the tragedy model

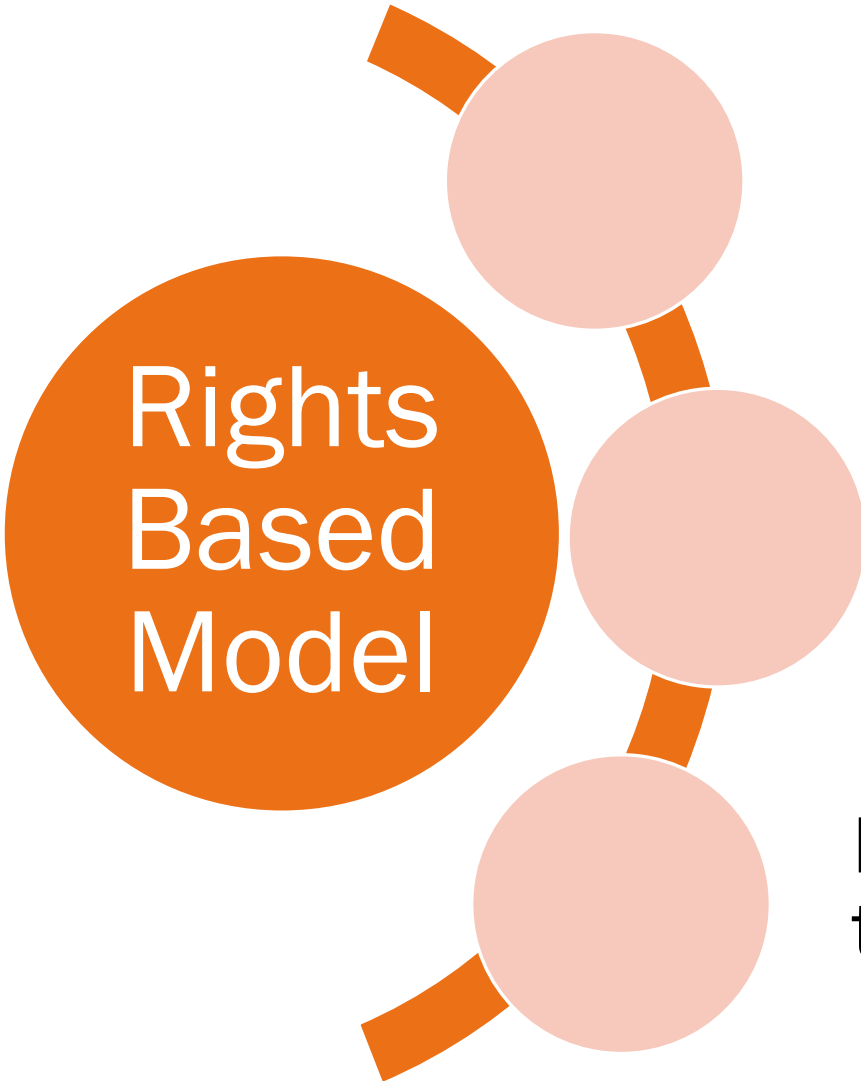
Having a disability, while challenging, is not necessarily a negative experience and may result in some benefits.

Non-tragic view of disability and impairment

Positive social identities, both individual and collective

Benefits of lifestyle and life experience of being impaired and disabled

Builds on the liberatory imperative of the social model



The diagram features a large orange circle on the left containing the text 'Rights Based Model'. To its right, three smaller light orange circles are arranged vertically, each connected to the main circle by a short orange line segment. Each of these smaller circles is linked to a corresponding text block on the right side of the slide.

Rights Based Model

Recognizes that disability is a natural part of human diversity

People with disability have the same rights as everyone else in society

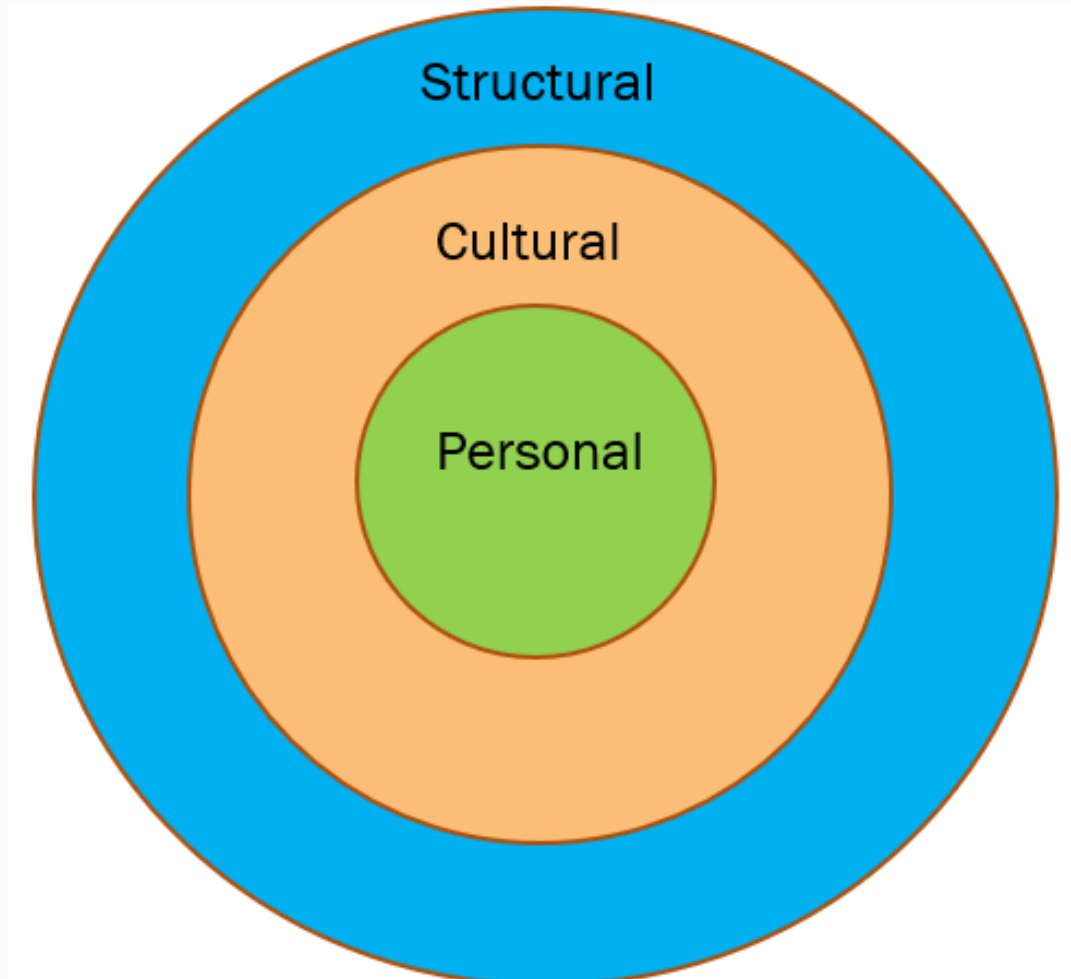
Disability “must not be used as an excuse to deny or restrict people's rights

Is it that simple?

- Is it 1 model or
- more than 1 model
- None of the above?

Thompson's PCS Model (2006) of oppression

- Oppression happens at the Personal level, Cultural level and the Structural level
- Personal – oppression through individual thoughts, feelings attitudes and actions
- Cultural – shared ways of thinking and doing. Assumed consensus about what is “right” and what is “normal”
- Structural – how oppression is simply a part of society through laws, policies and institutions



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- Discrimination operates at different levels
 - The levels are interrelated
 - Some elements are overt and visible whereas other features are more covert and invisible
 - Effective action to promote equality and diversity needs action on all levels
 - What idea does this link to that we discussed in the last lecture?

Are Models of disability helpful?

- Models of disability provide definitions of disability.
- Models of disability provide explanations of causal attribution and responsibility attributions
- Models of disability are based on (perceived) needs
- Models guide the formulation and implementation of policy

(Retif and Letšosa p.1)

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- Models of disability are not value neutral
 - Models of disability determine which academic disciplines study and learn about PWDs
 - Models of disability shape the self-identity of PWDs
 - Models of disability can cause prejudice and discrimination

(Retif and Letšosa p.1)



Inclusive Practice and environment

KATIE GARDNER

High quality teaching requires

- Lecturers need to be clear with students about what they are learning - the purpose and rationale.
- Recognise that any learner may require additional support at some stage of their course.
- Acknowledge that a range of issues such as additional learning needs, language, ethnicity, social background, poverty, gender, disability, and the learning environment may create barriers to learning and participation - Maslow

-
- Modelling and scaffolding allow learners the opportunity to develop their understanding of what they need to learn, and the steps involved in the learning process.
 - Distributed practice, little and often, allows students to practice tasks and to revisit them so that new learning can become embedded.
 - The use of assistive technology to support learning.

ALN

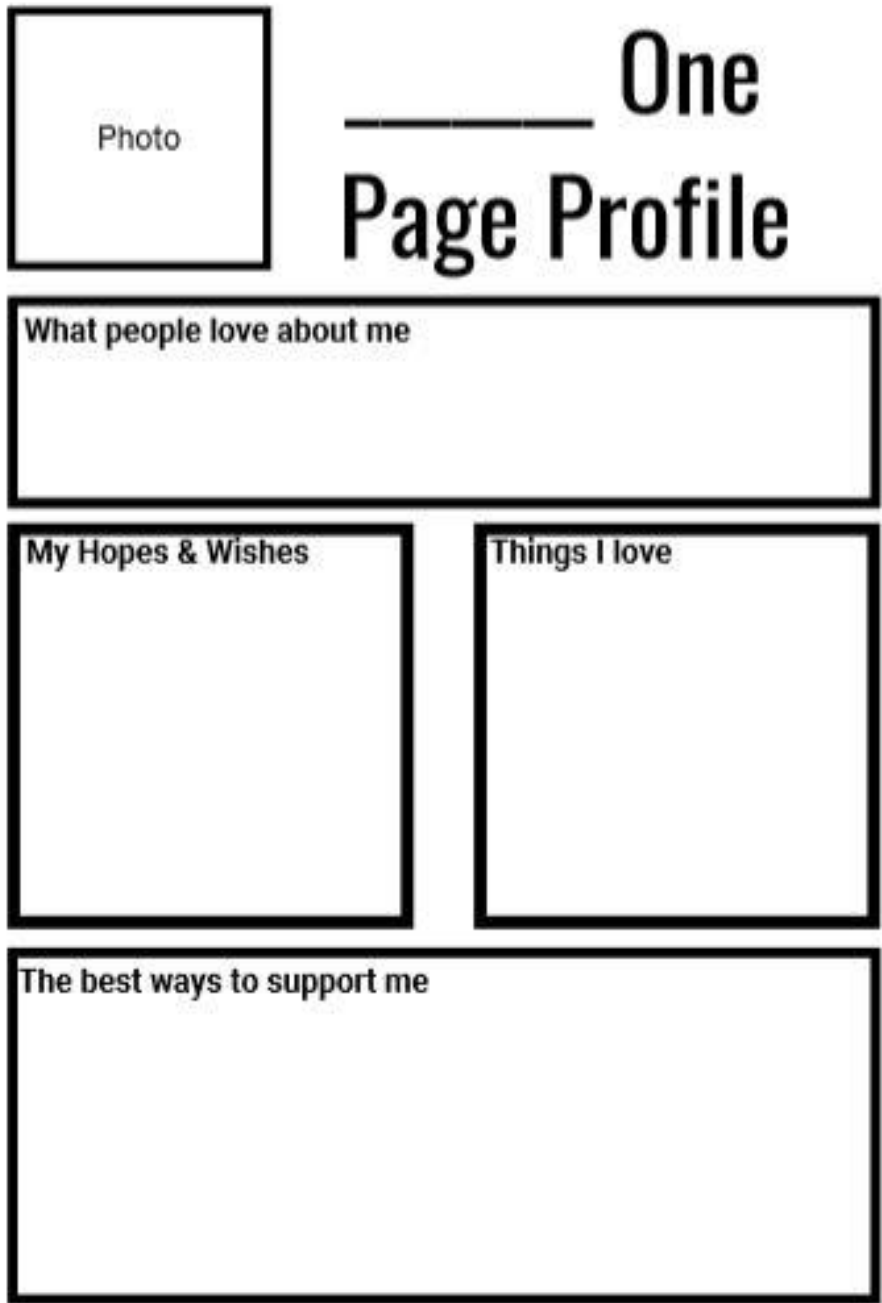
- We have already talked at length about our responsibilities for students with ALN – what are they?

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 illustrates the structure of a 'One Page Profile' form. It consists of several sections: a top-left box for a 'Photo', a large central box for 'What people love about me', two side-by-side boxes for 'My Hopes & Wishes' and 'Things I love', and a bottom box for 'The best ways to support me'. The title 'One Page Profile' is positioned to the right of the photo box.

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

- Giving clear aims and objectives

- Why?

- 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:

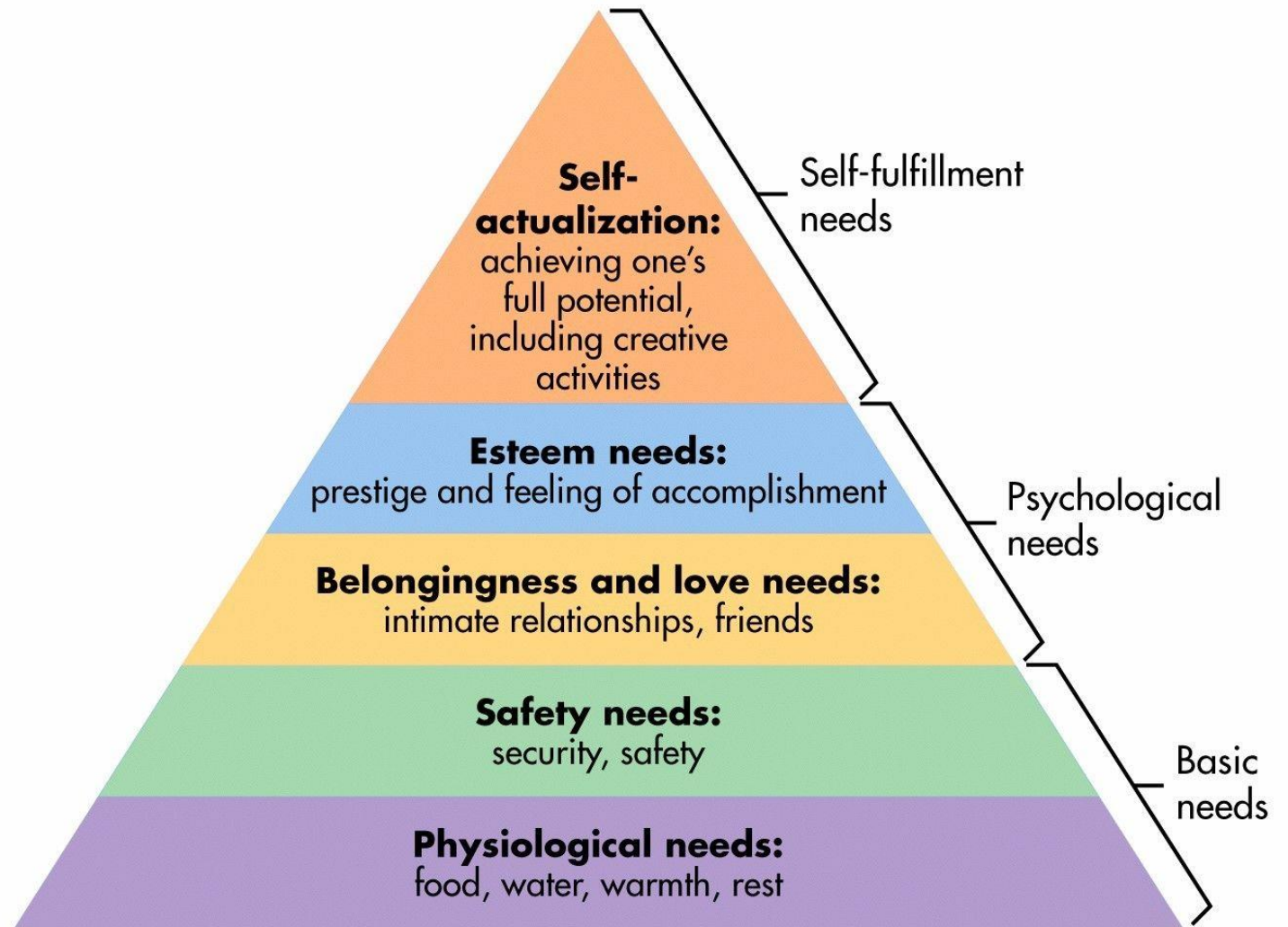
- Repeating key information throughout lesson
- Mini goals
- Post-it notes
- Whiteboards
- Mind-maps
- Visual timelines
- Subject specific word mats / posters
- Rule cards e.g. operations in maths
- Anything that acts as a bridge between information, thinking / following a procedure and coming up with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

-
- 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.

-
- 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?

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