

CONNECTED MINDS, UNITED ACTIONS: DIGITAL AND PEER COLLABORATION FOR
INCLUSION AND SUSTAINABILITY
2025-1-RO01-KA220-SCH-000353700

ONLINE SEMINAR

Act. 2.2 Inclusive Classroom Strategies

10th December 2025



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the European Union**



Inclusive Classroom Strategies focusing on students with Special Educational Needs

BGSZC Terézvárosi Technical and Vocational School

Expert: Andrea Kulcsár

About our school

Secondary Technical School:

- ▶ 5 years (Grades 9th - 13th)

- ▶ Qualifications:

 - Technician in Trade and Commerce

 - Technician in Logistics

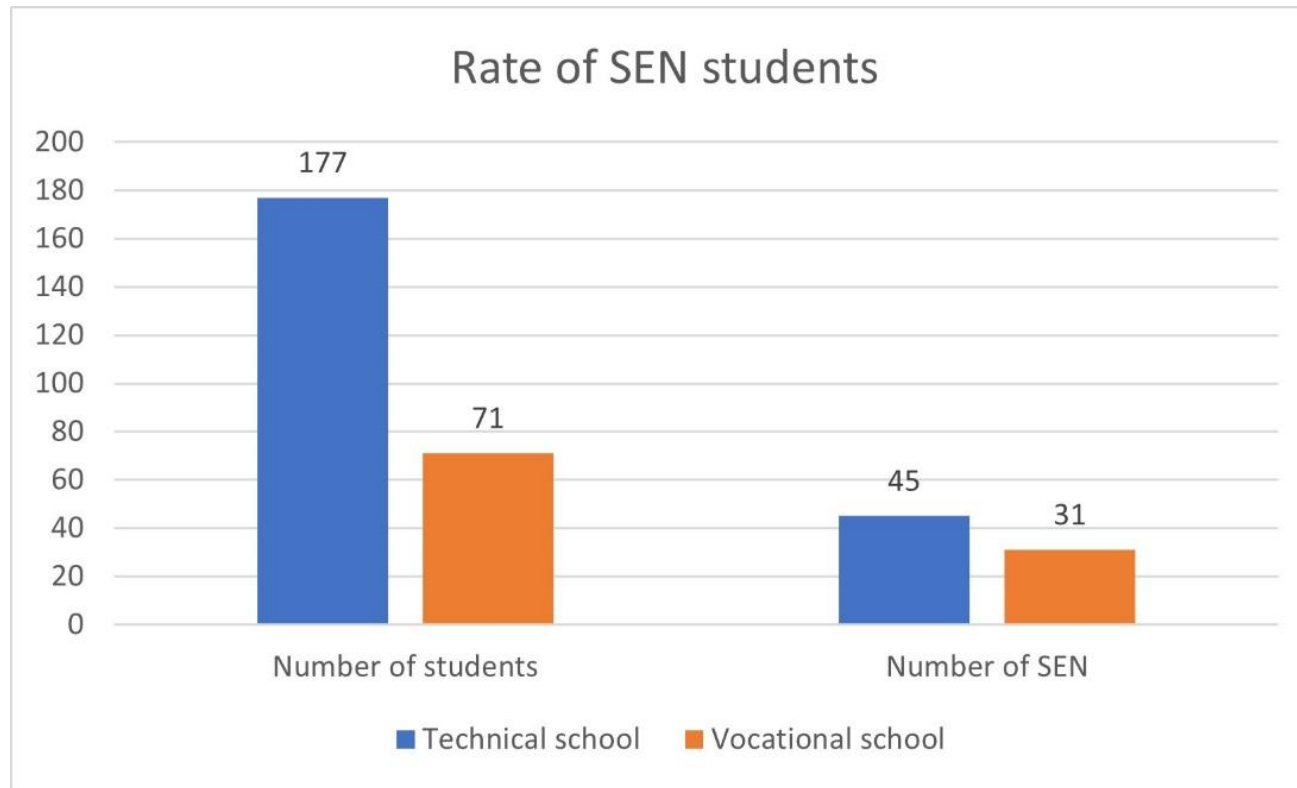
Vocational School:

- 3 years (Grades 9th-11th)

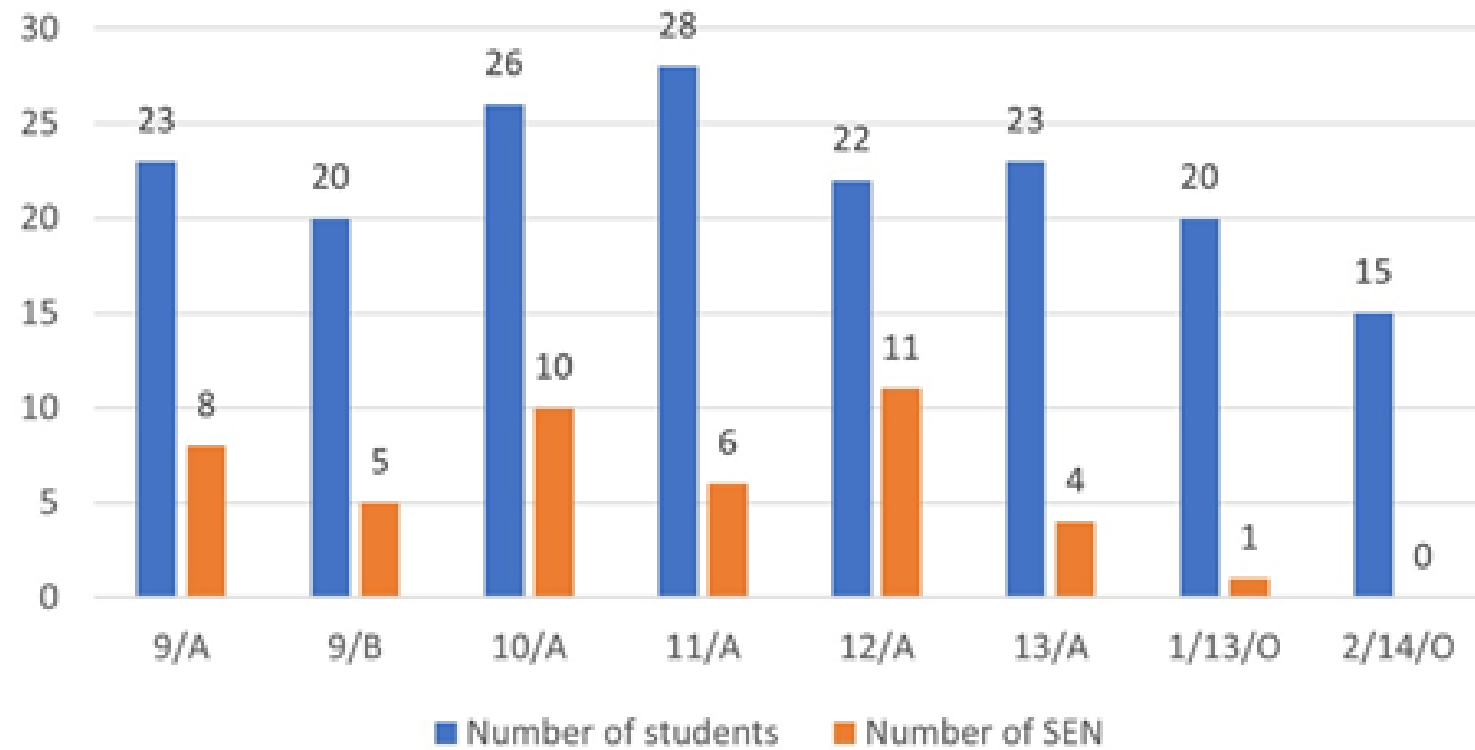
- Qualifications: Shop-assistant

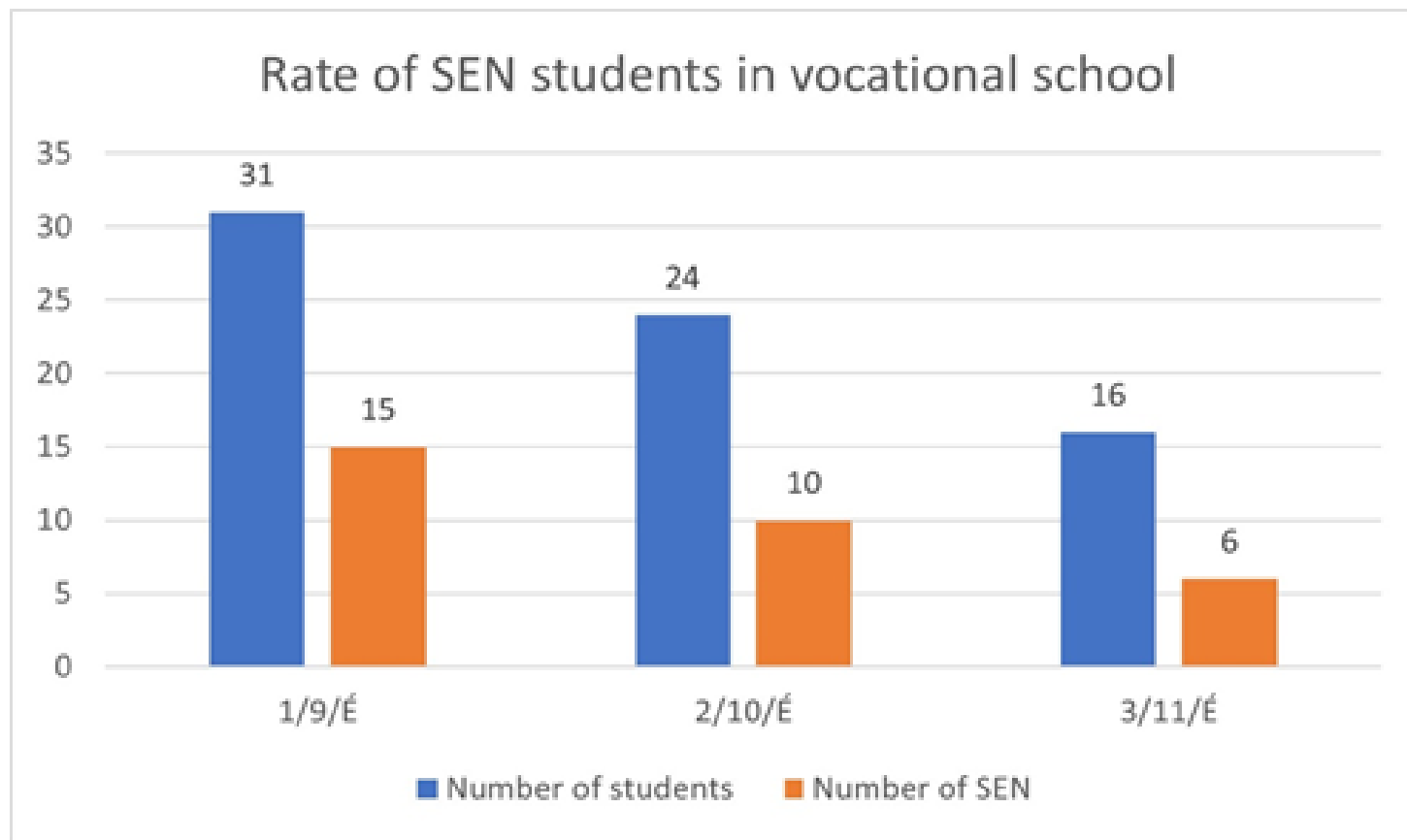
About our school

The main diversity issue in our school: Special Educational Needs



Rate of SEN students in technical school





Inclusive Classroom Strategies

□ Know your students!

- ❖ Welcome week: -first week of the school year
 - class trips
 - visiting museums
 - team building activities
 - sessions with the form teacher of the class (learning strategies)
- ❖ Identifying students with SEN:
 - Checking Diagnostic Assessment Reports
(sending students to experts if necessary)
 - Collaborating with fellow teachers and support staff
 - List of SEN students to their teachers

Inclusive Classroom Strategies

- ❖ Making a plan: depending on the level of learning disabilities
 - Individual Development Plan
 - Extra classes
 - Mentoring
 - Competency Development lessons
- ❖ Regular follow - up
- ❖ Classroom:
 - easily movable desks, chairs (pairwork, group work)
 - modern technology: various devices, softwares, applications
 - friendly environment (classroom decoration etc.)

Inclusive Classroom Strategies

► Classroom Management:

- ❖ forget long, boring, monotonous tasks
- ❖ divide the material into smaller sections
- ❖ give short, relaxing tasks between more difficult, boring sections (Kahoot, Wordwall etc.)
- ❖ use educational, skill-building games
- ❖ use diverse instructional strategies
 - station teaching (rotation)
 - inquiry-based learning
 - cooperative learning



Inclusive Classroom Strategies

- ❖ use **colours** instead of **black** and **white** (dyslexia) and try to avoid shiny white paper
- ❖ use modern technology if necessary/ possible
- ❖ give clear, brief instructions, students can't comprehend long, complex instructions

A.

Kapcsolja be a számítógépét, és menjen a <http://www.ictbell.org> weboldara. Ott a főoldalon jelentkezzen be, és keresse meg az e-bookkal kapcsolatos fórumot. Számolja meg, hogy hányan vesznek részt benne, és nézze meg, milyen témákat érintenek.

B.

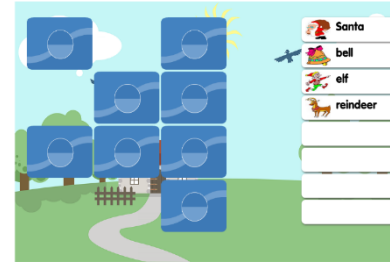
1. Kapcsolja be a számítógépét.
2. Menjen a <http://www.ictbell.org> weboldara.
3. A főoldalon jelentkezzen be.
4. Keresse meg az e-bookkal kapcsolatos fórumot.
5. Hányan vesznek részt benne?
6. Milyen témákat érintenek?

Inclusive Classroom Strategies

❖ Regular skill development with games

❑ **memory:** online (if possible):

- matching: picture-word
- collecting key words of a topic (1 minute): How many of them can you write down?
- writing new words on the board with their meaning: wiping words one by one: Do you remember the missing words?



Vocabulary of films:

actor	színész
actress	
director	rendező
	cselekmény
script	forgatókönyv
cast	
soundtrack	filmzene

Inclusive Classroom Strategies

□ logical thinking:

- putting a story together based on pictures: logical order of the events, giving reasons
- sudoku, chess
- puzzles, riddles

			3	5	8	2		9
2	8	3				5	4	6
5			4					
			8	4	9		6	2
		6				9	3	
8					3		7	
	2		6		4		5	3
4	3	5		8	7			
	7		9	5				

Einstein's Riddle

Use the clues below to find the nationality, pet, drink, color and hobby of each house

1 	2 	3 	4 	5 
Nationality	Nationality	Nationality	Nationality	Nationality
Color	Color	Color	Color	Color
Pet	Pet	Pet	Pet	Pet
Drink	Drink	Drink	Drink	Drink
Hobby	Hobby	Hobby	Hobby	Hobby

- The British man lives in the red house.
- The Swedish man keeps dogs as pets.
- The Danish man drinks tea.
- The German plays soccer.
- The green house's owner drinks coffee.
- The owner who plays baseball has birds.
- The owner who plays basketball lives next to the one who keeps cats.
- The Norwegian lives in the first house.
- The owner who plays the violin drinks beer.
- The owner of the yellow house plays the piano.
- The owner living in the center house drinks milk.
- The owner who keeps the horse lives next to the one who plays the piano.
- The green house is on the immediate left of the white house.
- The Norwegian lives next to the blue house.
- The owner who plays basketball lives next to the one who drinks water.



Question: Who owns the fish?

- | | |
|---|--|
| 1. Norwegian, Yellow, Cat, Water, Piano | 4. German, Green, Fish, Coffee, Soccer |
| 2. Danish, Blue, Horse, Tea, Basketball | 5. Swedish, White, Dogs, Beer, Violin |
| 3. British, Red, Birds, Milk, Baseball | |



Inclusive Classroom Strategies

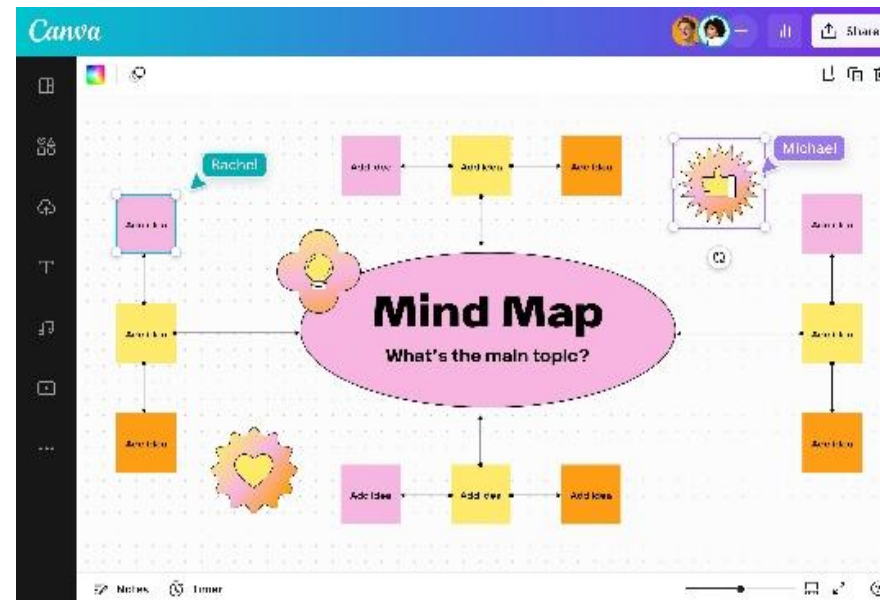
□ concentration:

- sudoku, battleship, word search etc.
- finding a key word or term in a text
- counting the number of a key word in a text (How many times does it appear in the text?)



Inclusive Classroom Strategies

- ▶ Adapt material to SEN students' unique needs:
 - ❖ highlight **essential elements** of the material
 - ❖ Dyslexia: text in columns, short lines, possibly font Ariel, size 12
 - ❖ mind maps
 - ❖ charts, signs, pictures
 - ❖ videos - video captions
 - ❖ speech-to-text tools



Inclusive Classroom Strategies

- ▶ use drafts, structured material (draft-boxes/ headings by the teacher: students need to make notes in the appropriate places)
- ▶ use guidelines for the most difficult tasks
- ▶ AI support

Nyitókészlet
+Készletnövekedés.....
- Készletcsökkenés.....

=Könyv szerinti készlet Leltár szerinti készlet (tényleges).....

Könyv szerinti készlet = a leltár szerinti készlet → egyező
Könyv szerinti készlet < a leltár szerinti készlet → leltártöbblet
Könyv szerinti készlet > leltár szerinti készlet → leltárhiány

Nyers leltárhiány: könyv szerinti készlet-leltár szerinti készlet

Forgalmazási veszteség
Forgalom (eladás, értékesítés, bevétel) %-ban

Nyers leltárhiány
- forgalmazási veszteség.....

= megtérítendő (fizetendő hiány).....

Inclusive Classroom Strategies

Here you can see the same material in two different forms.

Students with dyslexia will struggle with the first text, but they can easily cope with the second.

1. változat

Achát (Brazília) Az ipari megmunkálásra legkeresettebb kalcedonfajta. Jellemző sajátossága a szalagos színezettség. A különböző árnyalatú vörös, barna, fehér, kék szürke szalagok éles határokkal váltják egymást. Könnyű mesterségesen színezni vagy színeit erősíteni. A géles rétegek jobban, a kristályosak kevésbé festődnek, ami kiemeli a sávos megjelenést. A festés előtt a követ gondosan csiszolják és fényezik sebesen forgó korongokon. Ékszereket és változatos dísz tárgyakat készítenek belőlük. Az achát vulkáni kőzetek hólyagüregeiben található. Az üregkitöltések cipó, körte, mandula alakúak, méretük a borsónagyságtól a többméteres átmérőig változhat. Az achát legrégebb lelőhelyéről, a szicíliai Achates folyóról kapta a nevét, ahol a kavicsok közt találták. A leghíresebb előfordulások Brazíliában vannak, de ismert Indiából, Észak-Amerikából és néhány európai lelőhelyről is (Németország).

2. változat

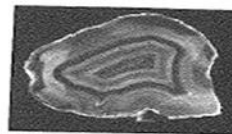
Achát – egy kalcedonfajta

Megjelenés: különböző árnyalatú (vörös, barna, fehér, kék, szürke) szalagok váltogatják egymást.

Állaga: géles és kristályos rétegek

Ipari feldolgozása:

1. csiszolják
2. fényezik
3. festik.



Könnyű mesterségesen színezni vagy színeit erősíteni. A géles rétegek jobban, a kristályosak kevésbé festődnek, ami kiemeli a sávos megjelenést.

Használata: ipari célok, ékszerek és egyéb dísz tárgyak.

Lelőhelye: **vulkáni** kőzetek hólyagüregeiben
– cipó, körte vagy mandula alakúak
– a borsónagyságtól a többméteres átmérőig.

Eredete: az achát a **szicíliai Achates folyóról** kapta a nevét (ahol elsőként találták a kavicsok közt)

Bányászati lelőhelyek: **Brazília, Észak-Amerika, India, Németország.**

Inclusive Classroom Strategies

- Cooperation, collaboration

- ▶ pairwork: SEN student + high-ability students

- Example: Students need to speak about a topic (e.g. healthy lifestyles) The student with a higher level of English can ask questions, help with the answers if necessary)

SEN student + average ability students

- Follow-up task: Making a survey about healthy lifestyles
Students work in mixed-ability groups, SEN student has more confidence

- ▶ groupwork: mixed ability students

- Project work:
 - collaboration
 - designated tasks

- peer mentoring

Inclusive Classroom Strategies

▶ Examples of integrating, supporting SEN students in an inclusive classroom

- ▶ Projectwork: ‚Our Trendy School Guide’
- ▶ Topic: Clothes and fashion
- ▶ Cooperative work: 3 students/ group
- ▶ Designated tasks: Style researcher (A2, SEN), Fashion Writer (B1), Creative Designer (B2)
- ▶ Students: mixed ability, level of English A2-B2
- ▶ Task: Create a fashion mini-magazine in which you introduce
 - the current fashion trends
 - students’ fashion trends at your school
 - your own outfit ideas

Inclusive Classroom Strategies

Designated tasks:

- ▶ Style Researcher (SEN student, A2)
 - finds pictures, collects information on trends, describes trend at school
 - simpler language: photos, pictures, colours, garments
 - short descriptions (written or oral depending on special needs)
- Fashion Writer (B1)
 - writes more complex descriptions, uses extended vocabulary
 - describes trends, gives tips
- Creative Designer (B2)
 - layout, titles, headings
 - writes longer reviews, recommendations

Inclusive Classroom Strategies

Tasks to complete together:

- School Style Today
- Top Trends of the Year
- Our Outfit Recommendations (Outfits for different occasions)
 - Short descriptions
 - A more complex description
- Creative task: Optional (mini-interview, survey, advertisements, list of do's and don'ts)

Inclusive Classroom Strategies

Sample task for the **station method**:

- ▶ Students: level of English (A2-B1 + 3 B2) + 2 SEN students
- ▶ Topic: shopping (grocery, clothes)
 - There are 4 stations where students need to complete different tasks.
 - Rotation in groups of 4-5 students (15-20 min)
 - Tasks:
 1. Matching pictures and words (for SEN students: bigger pictures, icons, fewer items)
 2. Products and price tags: How much is? (SEN: simple dialogues, pictures, B2: discounts, comparison)
 3. Customer-Shop assistant dialogues (for SEN: given speech panels, B1 semi-controlled, B2 spontaneous dialogues)
 4. Writing a mini shopping list for a birthday party (SEN: basic vocabulary, B2: advanced vocabulary: budget, priorities etc.)

Inclusive Classroom Strategies

► Assessment:

- ❖ speaking tests instead of written ones
- ❖ projectwork, presentation
- ❖ giving students the choice to choose the form that fits them best
- ❖ extra time or fewer tasks at written tests
- ❖ exemption from assessing spelling in tests
- ❖ typing instead of hand writing
- ❖ exemption from GSCE exam in a certain subject, taking an exam in another instead (Sustainability instead of Maths)

Thank you for your attention.

► Thanks to my colleagues for their help, especially to

- Nikolett Cseri
- István Rabóczki
- Melinda Sinkovicz
- András Kotán
- Dóra Mile

➤ References:

Dr. Habil. Gyarmathy Éva: Diszlexiás tanulókról felsőfokon

MTA Pszichológiai Kutatóintézet 2010, pp54-64