TEACHING STRATEGIES AND APPROACHES FOR PUPILS WITH SPECIAL NEEDS
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“Oh! I hate Math! I hate this school! And I hate my teacher” Commonly phrases I hear from my pupil. Every day of my life in a Montessori feels like vulnerable. But I always keep on my mind that I am a teacher full of perseverance, full of strategies to make this pupil change his mindset and way of thinking about Mathematics. Yes! This pupil has a Special Needs.

Since the 1997 Green paper, Excellence for All Children, the government has made a firm commitment to a high quality of education for pupils with special education needs (SEN). It has recognized that building the capacity of teachers and schools to teach pupils with a diverse range of SEN is a key to raising the achievement of these pupils. This report provides an overview of teaching strategies and approaches for pupils with special education needs, the theoretical underpinnings of these strategies and approaches, and the role of specialist knowledge in teaching these pupils.

The teaching of transferable and learning skills is commonly emphasized in professional guidance. Effecting teaching strategies may include the use of ‘procedural facilitators’ like planning sheets, writing frames, story mapping and teacher modeling of cognitive strategies, although for quality and independence in learning it is crucial to extend these technical aids with elaborated ‘high order’ questioning and dialogue between pupils and teachers. There is evidence about the need for explicit, comprehensive and integrated teaching of different aspects of reading linked to spelling and writing. There is little evidence of the need for distinctive teaching approaches for children with specific learning difficulties although responding to individual differences is crucial. The key to appropriate teaching lies in careful and ongoing assessment linked with teaching.

Approaches that encourage children to regulate their behavior by teaching them self-monitoring, self-instruction and self-reinforcement skills are effective in producing adaptive behavior change. Approaches using positive reinforcement, behavior reduction strategies, and response cost. The research suggests that effectiveness is enhanced when parents are actively involved as partners in their child’s education.

Teaching strategies and Approaches are associated with but not necessarily related directly to specific categories of special education need. A range theoretical perspective underpins research.
in each of the strand areas however there is considerable overlap with behavior, social constructivist and ecological approaches dominating the intervention literature.

Pupils with Special Needs are enjoyable to teach with. Teach them using our heart. Encourage our parent to cooperate for the welfare of their child. Inform their classmates that this pupil needs proper attention.

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