

Motivating others

Welcome to Module 19 of your SEN toolkit!

This module will help you understand ways of empathising with, reaching out to, and involving others in your journey to build a more inclusive SEN-friendly learning environment.

This module aims to raise awareness of some of the benefits you have gained from the journey, and hopes to inspire you to connect with others.

Aims

By the end of this module, I will be able to:

- empathise with and appreciate resistance to an inclusive approach towards SEN, and be able to deal with pushback.
- reach out to and connect with an array of stakeholders with a coherent message to persuade them of the benefits of an inclusive approach.
- understand that it's imperative to take action and convince others to get on board with an inclusive approach to SEN



Reflecting on the SEN Toolkit

The SEN Toolkit has been quite a journey! Every journey contains ups and downs, parts that are hard to navigate, and parts that can feel quite lonely. But the process of going on the journey will have been rewarding, sometimes in ways we might not realise.

1. You are about to be presented with three “sentence stems”. Each “stem” (the first section of a partial sentence) has four possible endings. Choose the ending you think most appropriate for each sentence stem.

Stem	Possible ending
1. Looking back, I feel the most valuable thing I've learnt from the SEN Toolkit is that...	<p>(a) there is more to SEN than I had previously realised.</p> <p>(b) I have gained some insights into the ways students with SEN think differently from their peers.</p> <p>(c) I can positively affect the lives of SEN students by making simple changes to the things I do.</p> <p>(d) I can use ideas from the Toolkit in all (not just SEN-specific) teaching contexts.</p>
2. The things I've learnt from the SEN Toolkit can most positively and immediately affect...	<p>(a) the SEN students, their parents, and other teachers.</p> <p>(b) the SEN students, non-SEN students, and other teachers.</p> <p>(b) the SEN students, non-SEN students, and other teachers.</p>

	(d) myself, other teachers, and the parents of SEN students.
3. I can take some of the ideas from the SEN Toolkit and try to inspire...	<p>(a) other teachers.</p> <p>(b) the SEN students</p> <p>(c) parents of SEN students.</p> <p>(d) all of the above.</p>

Now take these six statements, and arrange them in order of importance (1 is the highest importance, at the top; while 6 is the least important, relative to the others, at the bottom).

1. there are things we can do to improve the lived experience of learning for everyone.
2. “I'm better than you!” is not an inclusive message.
3. we can accept each other as complex individuals.
4. we can all learn to communicate better with others, and this will improve all our lives.
5. we have to change the systemic tendencies to overlook and underserve individual needs.
6. we can distribute responsibility for inclusion more broadly, instead of assigning responsibility to a few specialists.

The Fable of the Belly

There are many ways to understand the benefits of working together.

You are about to watch a short video (or read the transcript that goes along with it). It's an adaptation of a very old fable, told by Aesop, and comes from the 6th century BCE, but it tells a timeless truth.

3. Watch the video (or, if you prefer, read the transcript). <https://www.youtube.com/watch?v=jW95M2fqu7A>

3.1 Write down: what is the proper moral of the story? What is the most important lesson that can be taken from it?

3.2 How does the moral of the story apply to you in your context?

3.3 Who might be the relevant actors (the “body parts” in the story) if you were to create a network of team members to improve provision for SEN students?

Transcript

The Fable of the Belly

This is the fable of the belly

Once upon a time, there lived a woman.

This woman was in perfect health. She had good energy, her eyes were bright, and her spirits were always high.

She put her health down to a combination of factors:

She had good friends,

She exercised every day,

And she ate extremely well.

Her eyes functioned perfectly.

Her hands functioned perfectly.

Her mouth functioned perfectly.

Her gut functioned perfectly.

Her belly functioned perfectly.

But one day, her eyes, her hands, her mouth, and her gut noticed something. They noticed that they did all the work, and they and only they fed the woman food.

Her eyes saw the food.

Her hands gathered the food.

Her mouth chewed the food.

Her gut swallowed the food...

And all the belly did was receive the food.

The eyes, the hands, the mouth, and the gut got together, and formed a plan. They decided that the belly was lazy, it did none of the work, and all it did was sit there while they fed it.

They would go on strike!

The eyes decided they would not look for food anymore.

The hands decided they would not gather food anymore.

The mouth decided it would not chew food anymore.

And the gut decided it would not swallow food anymore.

Soon, the belly noticed that it was not being fed, and began to grumble. But the other body-parts remained steadfast, and continued their strike action. After all, it

was not fair that they did all the work, and the belly received the food, they reasoned.

But soon, not only the belly started to feel weak, but all the body parts started to feel weak.

The eyes couldn't focus properly for any length of time.

The hands had lost their strength and could hardly grasp anything.

The mouth had dried up and was unable to speak.

And the gut began to feel starved, and lost its swallowing reflex.

It was then that all the body parts began to realise – if they excluded one of the team from the whole process, they would all suffer. It wasn't that the belly was being lazy and simply receiving food, it was playing a vital role in absorbing the nutrients and giving strength to everything else.

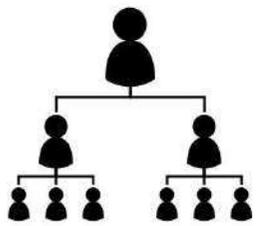
Just in the nick of time, they decided that they would combine their talents once again, and become a team. Because they realised, they each had different strengths and talents, and if they didn't all work together, the body would go to pieces!

Sharing Responsibility

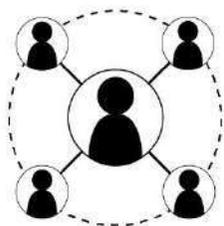
This section asks you to think about the different ways that responsibility can be shared for SEN provision in schools. Aspects of taking or sharing responsibility will be looked at, and concrete examples of where others have shared responsibility will help you form some ideas of your own to take back to your own context.

There are many different ways responsibility for SEN student wellbeing is distributed.

4. Look at the images – “SEN Student Responsibility” – and note down which is closest to how responsibility is distributed in your context.



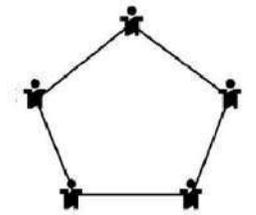
Cascade hierarchy



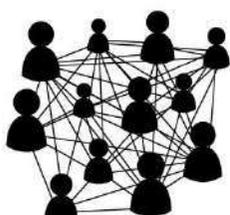
Satellite system



Chain of command



Wheel



Network



Lone weightlifter

Part 1

4.1 Is this your ideal model? If not, which of the models would be preferable?

4.2 We believe that *teamwork* is the best model. This is in line with one of our core values: that *We All Share Responsibility*. We believe that the task of inclusion is not up to just a few people. We all gain a lot when we all contribute a little. How do you think you already instantiate this in your practices?

4.3 Note down three instances where teamwork has been helpful for SEN inclusion. If you can't think of any instances, think about where teamwork could be helpful for SEN inclusion

Part 2

5. Now browse the Cavendish Education Group website:

<https://www.cavendisheducation.com/>

5.1 What ideas of working together does this group display?

5.2 How might working together, as a group of education providers, bring benefits to their SEN students?

5.3 Is this kind of inter-school cooperation impossible within your context, or is it possible?

Part 3

6. Pooling resources is a great idea. And ideas are also resources.

Look at these “Pooling Ideas” cards, each detailing an insight, idea, or tip from a previous SEN Toolkit module, and note down what connections you can find between them.

6.1 Can you put different cards together, making connections, and find new insights (that are more than merely the sum of each of the cards' parts)?

Part 4

It's useful to remind ourselves of the insights and inspiration we've had while doing The SEN Toolkit.

7. Now think about some of the SEN Toolkit modules you've already taken. If you have taken the modules in question:

7.1 What facts or insights can you combine from “Dyslexia 2”, “ASD 2”, and “ADHD 2” that might reduce stress for a SEN student?

7.2 What facts or insights can you combine from “Dyslexia 2”, “ASD 2”, and “ADHD 2” that might reduce stress for a teacher?

7.3 What facts or insights can you combine from “Homework”, “Classroom Management”, and “A Whole School Approach” that might help you come up with new and SEN-friendly practices?

8. Now think about some of the stories and first-hand accounts you’ve seen or read while going through The SEN Toolkit. If you have taken the modules in question:

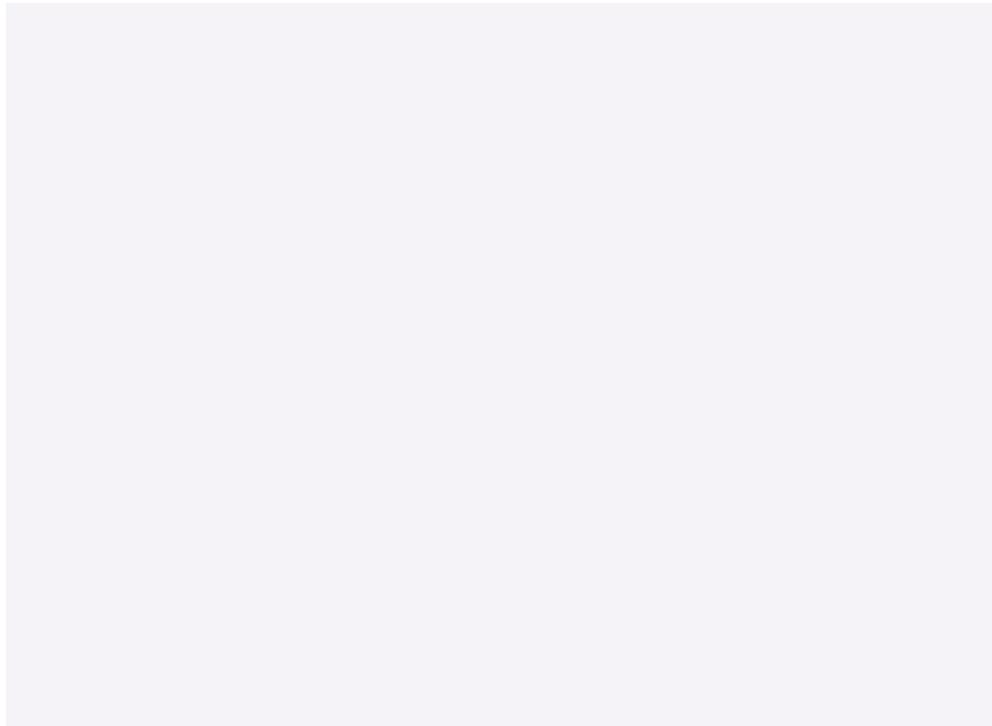
8.1 Re-watch / re-read / re-listen to the stories from Module 1 “The World of SEN”, Module 10 “Dyslexia 2”, and this module, Module 19, “Connecting Others”. What new information can you take from these stories, when taken together?

8.2 Can you find facts / insights / information from other modules you have taken that might relate to, or address the issues, in these stories?

9. Now try categorising these insights you have come up with, and turn them into benefits. Which are:

- The quickest benefits you can gain?
- The most desirable benefits?
- The benefits that affect the SEN students the most positively?
- The benefits that affect the whole school the most positively?
- The benefits that affect you the most positively?

Now take two minutes to reflect on the answers you have come up with. Write them down. Return to them at a later date and ask yourself whether you have come up with any new insights in the intervening time.





Dealing with Push-Backs

Because we value everybody, we all share responsibility, and we find ways to communicate, it's a great idea to bring others into our attempts to create a SEN-friendly environment. While it's great to have new ideas of what to do going forwards, it's also good to prepare for the kinds of "push-backs" you might come up against.

Sometimes, dealing with push-backs can take a lot of energy out of us. One way to prepare for this is to consider our responses to some common push-backs before we encounter them. That way, it's easier to answer people who are not yet convinced.

10. Try this fun game, it'll only take a minute.

The "Two Sides" game is a fun thing to play. On the left column there's a number of "bad things", while on the right column, there's a corresponding number of "positive responses" – but these positive responses (a – f) are not necessarily in the same order as the bad situations on the left.

Match the bad situations on the left with the positive responses on the right.

10.1 Now try the second part of the "Two Sides" game – on the left, there are three "bad situations", but on the right column, there are three blank spaces where you can put your own positive responses.

Fill in your own positive responses to the bad situations you have been given.

Possible answers

1f; 2a; 3e; 4b; 5c; 6d

- 1. My pet bird has escaped.
- 2. It's raining again.
- 3. My house blew away in the tornado.
- 4. We're being invaded by aliens!
- 5. My new neighbour is learning the bagpipes.
- 6. The car's broken down.

- a) The flowers are going to love this!
- b) What a great opportunity to learn a new language!
- c) I won't disturb him while I practise the drums!
- d) Public transport is so much better for the environment.
- e) Look at the amount of garden I have!
- f) At least I can save money on crackers!

- 1. My TV doesn't work.
- 2. Oh no. I've run out of chocolate.
- 3. It's a school day tomorrow.

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Five things to remember when forming networks.

Creating connections and connecting people is a great way to achieve our SEN-related (and other!) goals.

- 1 Focus on the right people. Who might be important to get on board? Who might be willing to help?
- 2 Create win-win situations. Using both your understanding of the benefits of creating a SEN-friendly environment, and your preparation against possible push-backs, it's easier to convince others of the benefits of change for *everyone*.
- 3 Be generous. Ultimately, you're asking others to (possibly) give time and energy to helping you achieve a goal. What can you give them in return? How might you make people feel they're not simply adding to their own workload, but also getting benefit themselves?
- 4 Become a hub! One of the best ways to create good networks is to be the person who connects others.
- 5 Start your own **change committee**. Change begins with a single person. That person can be you. But to effect lasting transformation, you will need others to join you. Think about creating a "change committee", a group of likeminded and passionate people, who can help plan new ways forward and achieve shared goals.

Check your understanding

Take a short quiz to check you've understood the main points of the module.

To refresh your memory and your enthusiasm (because this has been a heavy module!), try answering the following five questions!

1. Which of the following is part of the SEN Manifesto core values?

- a) Not everybody is complex, but neurodiverse students are.
- b) We need more people to value us as educators.
- c) We can all learn to communicate better with others, and this will improve all our lives.

2. Which of the following is a useful thing to do when building networks?

- a) Pay others to help.
- b) Create win-win situations.
- c) Only network with people further up the hierarchy.

3. Push-backs from others are:

- a) To be avoided if we are to achieve our goals.
- b) Natural, and in many cases predictable.
- c) Evidence that others have not understood the importance of SEN-friendly education.

4. Connecting learning from previous modules can:

- a) Produce new knowledge, beyond the sum of the parts of the connected elements of learning.
- b) Create contradictions which only networks of other educators can solve.
- c) Confuse!

5. It is better to:

- a) Push back against others when they challenge us.
- b) Exclude those parts of a team if we cannot see the benefits they bring.
- c) Pool resources and insights with others, in order to achieve our goals.

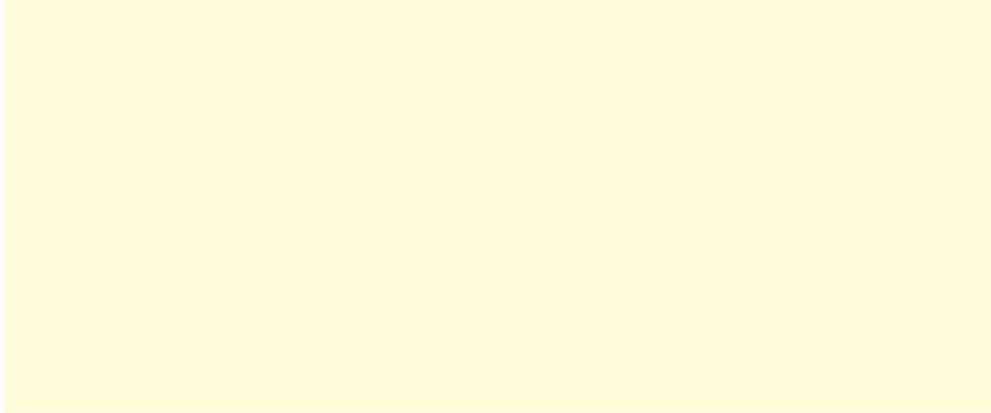
Answers

1.c, 2.b, 3.b, 4.a

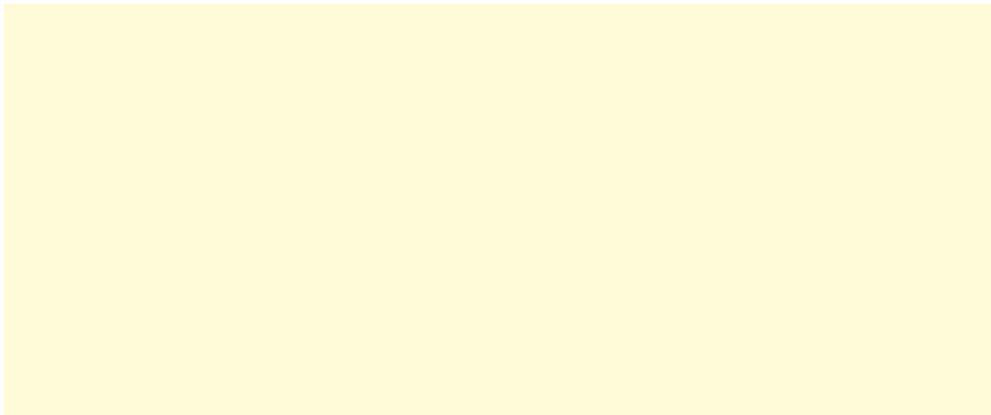
Reflect on the module

In this final section, think about what you've learned this module and how you can use this in your day-to-day working life.

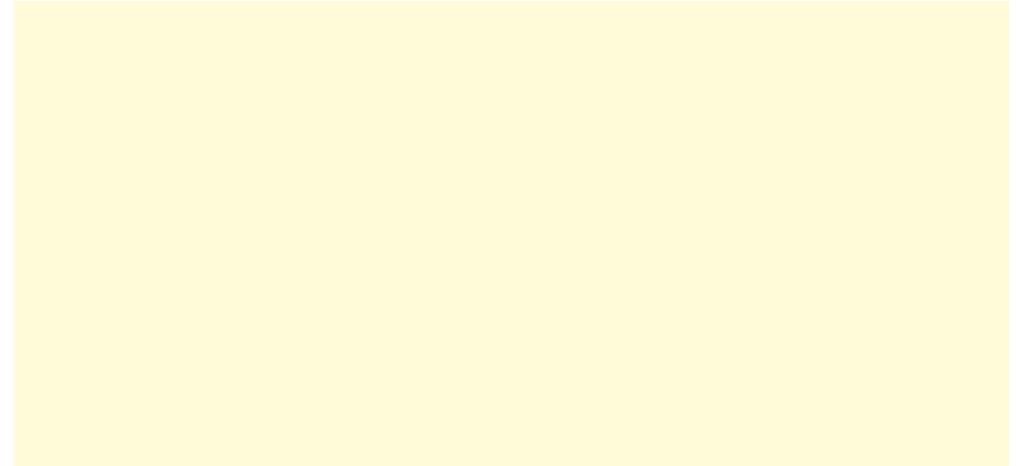
1. Take five minutes to reflect on the work you have just done.



2. What do you think will be the biggest challenges to achieving your goals, and what do you think will be your best chance of overcoming them?



3. How do you think you are able to empathise with and understand the difficulties others may have in accepting the need to change? How will you reach out to, and connect with, them, to bring them on board?



4. Note these answers down, and return to them later, once you have begun the task of trying to bring people together to achieve change.

