

# SUCCESSFUL EDUCATION STRATEGY FOR LITERACY IN THE CLASSROOM INCLUSIVE

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**Tematic Area 03:** Evidence of classrooms: teachers creating effective inclusive settings



The study was conducted in the second half of 2014, in a public school in the state of São Paulo, in a room of 2nd grade elementary school, in which there was a student with Autism Spectrum Disorder - ASD and 6 students with others function disorders. All of whom attended the tutoring.

The teaching strategy was performed by a trainee in association with the regent teacher. Some needs of the 2nd grade were discussed and pre-established previously, and were basing on students' learning needs and considering their acquisitions, and the tasks feasibility. Thus, the activity "gincana" (game/ competition) was prepared with a "Dice syllabic" that their needs could be supported. It was made the planning and developed the teaching resources.

## DEVELOPMENT: A TEACHING STRATEGY

The game was composed of:



"Dice syllabic"



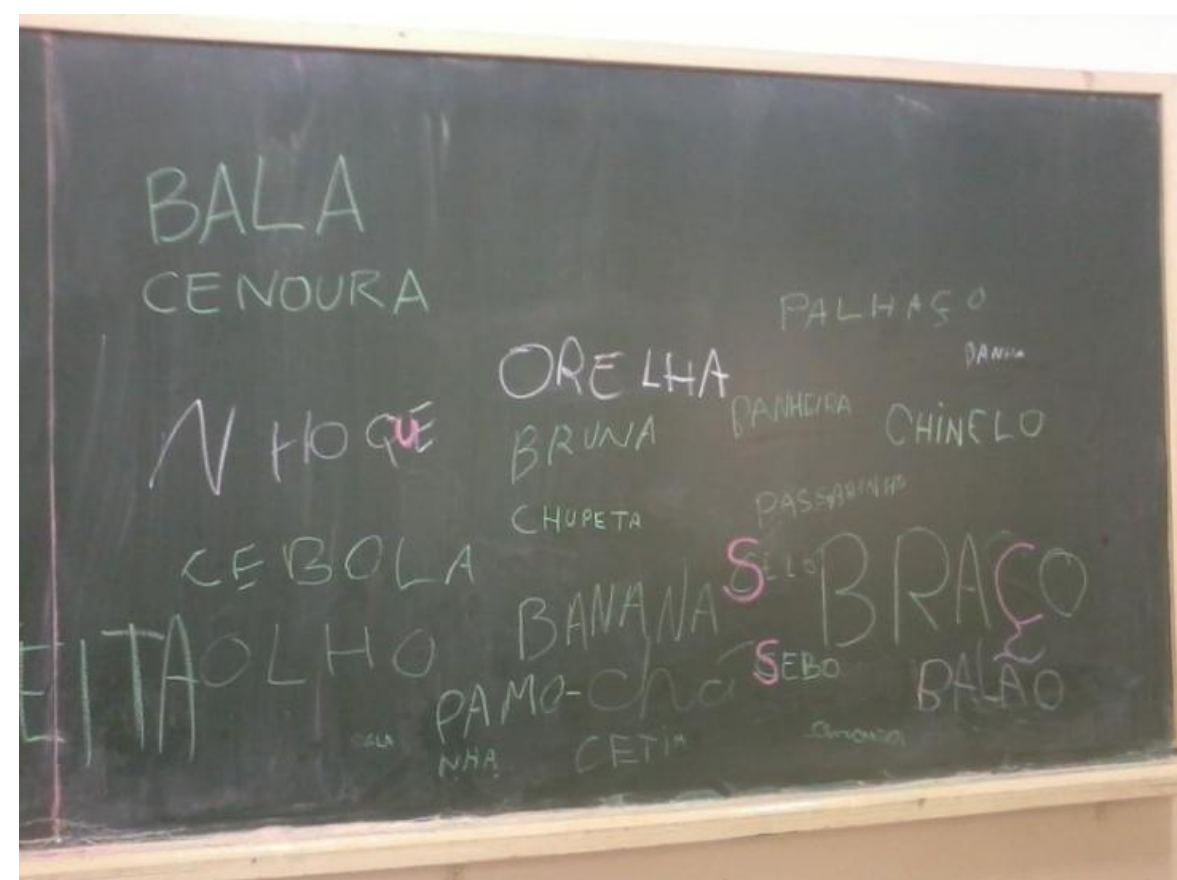
Criterion cards



Box of Words

A student at a time threw the dice and thought a word with the syllable that fell down the ground and he had to writed it on the board. Students of the same group could help him.

The adaptation for the student with ASD was made by peer tutoring.



## RESULTS

Syllable	Words spelled correctly	Words written with errors	Words written with aid
BA	BALA BANANA BALÃO		BAÇO
CE	CENOURA CEBOLA CETIM CELULAR	CELO CEBO	CENTRO
BR	BRASIL BROA BRUNA	BRASO	BRÓCOLIS
LH	OLHO ORELHA PALHAÇO		COLHEITA PALHA
CH	CHUPETA CHÁ CHINELO		
NH	BANHA PASSARINHO	NHOQE	ENGENHEIRO PAMONHA BANHEIRA

The students' participation in the activity occurred in the equality way, because all had the same opportunity to participate, since each one had his time and all of them were encouraged to take part.

About the results of the student with ASD, he understood the activity, he had autonomy and completed the tasks in his turn and he was part of a group and the team.

## CONCLUSION

When a literacy teaching strategy is submitted it is found the diversity in the inclusive classroom where arises the need for Curricular Adaptations as educational answers that favor to all students, not only those who are the target audience of special education, but also those with other educational needs. Thus, differentiated teaching strategies allow the full participation of students and generate favorable results.