

ADDRESSING THE NEEDS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS THROUGH LESSON PLANNING

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This small-scale study explored how teachers used lesson planning to address the needs of students with special educational needs in an inclusive setting. The main research question of the study was, do teachers identify the special educational needs of students and how do they adapt lesson planning to suit the needs of these students. The purposive sampling method was used in this study to access 250 lesson plans of 50 student teachers. A document review was the main data collection method. It was found that all teachers had identified the student with special educational needs in their classrooms and that the majority of them were slow learners. The teacher used a variety of accommodation and modification strategies which had been mentioned in the lesson plan. The use of accommodation and modification strategies depended on the nature of the students and their needs. It can be suggested that a more comprehensive lesson plan preparation programme be introduced which would enable the teachers to use a wide range of accommodation and modification strategies in planning lessons.

Keywords: special educational needs and Lesson Plan

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