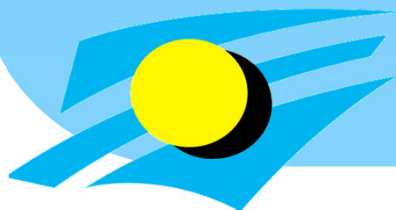


« Being a student at health-
education institution,
simple way, *some teaching
methods* »

**Association LES
GENETS d'OR -
FRANCE**



Les GENETS d'ORss

Association in few numbers ...

50 years of dedicated work with disabled people,

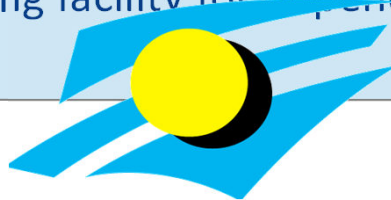
1 222 employees

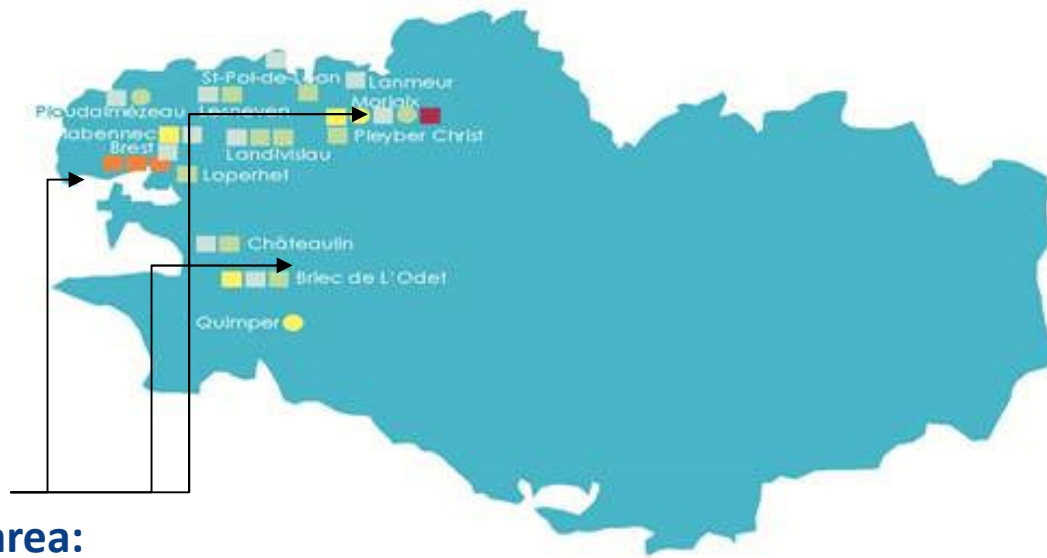
1 685 clients served

30 facilities in Finistère region

4 areas: children – work – housing – gerontology

- * IME : Health- education institution
- * ESAT: Shelter work places with greater work autonomy
- * FDV : Housing lobby
- * FAM : Housing lobby with health care
- * MAS : Special care houses
- * EHPAD : Housing facility for dependent elders



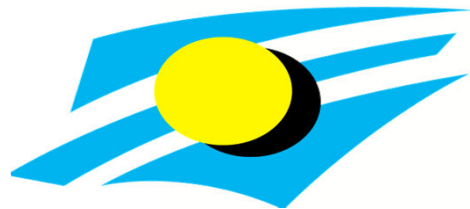


Children area:

3 Health- education institutions (I.M.E)

a

2 special education facilities with home care services (S.E.S.S.A.D)

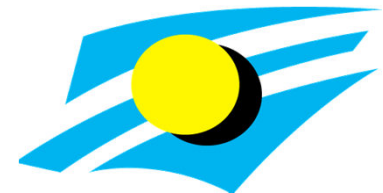


Health- education institutions

The mission of health- education institutions (IME) is integration of disabled children and youth with mental retardation of various severity or retardation.

The goal is to offer them specialized education, which takes in account psychological and psycho-pathology aspects of rehabilitation practices.

Health- education institutions are specialized according to level and kind of disabilities of their clients. Mental retardation is in fact accompanied with various problems as personality disorder, motion and senses problems and sever communication problems.

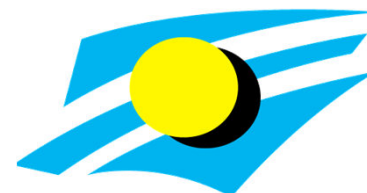


Children area – Les Genêts d'Or

All 3 **health education institutions (IME)** provides care for children from 6 to 20 years old, but due to waiting lists at facilities for adults there are some alteration which make it possible for clients above 20 to stay.

There are 335 children and youth in IME / SESSAD Briec and Morlaix and in IME Plabennec. Clients suffer from medium to more severe mental retardation and/or combined disabilities with associated problems. In each of this facilities are provided care services for children and youth with autistic spectrum disorders.

There are **247 professionals** in several fields: management, economic workers, educators (health-psychological professionals, carers, special educators, special educationalists, sport educators) health workers and caretakers etc.



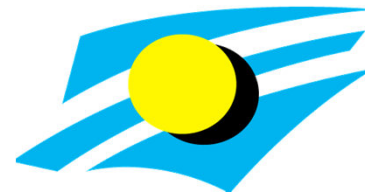
Legislative frame

Basic right is right for education for every children with whatever disability.

Ill or disabled children were for a long time placed into specialized facilities. Today they are more and more placed into general education setting.

Since approval of law about providing equal rights and opportunities, participation and citizen rights of disabled people at **11.th February 2005**, disability is assessed from social point of view, which take into account situation of youth in their environment. Measures for higher school attendance of disabled children are strengthen.

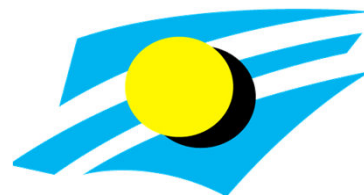
Law grants right for school attendance in general education setting for everyone as well as education follow-up in adapted environment. Parents are closely connected with decision making about orientation of their children education and they also participate on individual curriculum creation.



Law from 11.th February 2005 : «right for education for everyone»

For period of 2011-2012, there were **210 395 disabled children** integrated into general education frame at elementary schools (children of age 11 and 12), higher grades of elementary school (youth of age 15/16) or at practical schools, where they used individual curriculum and attendance plans (PPS).

After approval of law from 11.th February 2005 there were **55 000 disabled students** added to schools- that is average year increase of **6,3 %**, while the total count of students remained stable in the period.

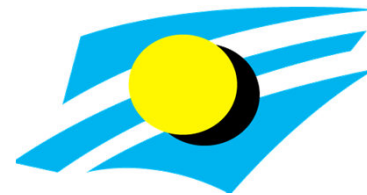


Goals of school education

Disabled children have the same education goals as every other student.

These goals are based on school curriculum and „shared ground of basic skills and abilities“. This shared ground defines what must students master at the end of mandatory schooling.

For severely retarded students these masteries can be reassessed by special pedagogues.



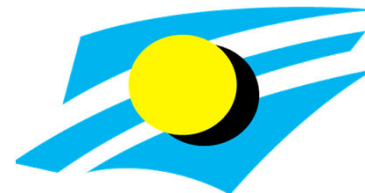
Tools of school education

At family request, disabled child at the age of 3 can be admitted into kindergarten.

Every kindergarten must accept children from their area.

In order to accommodate every disabled child special needs, there is need to create **personal curriculum**, according to ruling of **Committee for rights and autonomy of disabled children (CDAPH)**.

Schooling can be individual or in groups, in general education setting or in health- education facility.



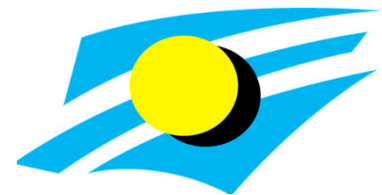
Individual school education

Conditions of individual school education of disabled children varies according to nature and severity of disability.

In specific cases, school education can be:

- * without any special assistance,
- * with some specific environment adjustment according to student's needs.
- * with school assistance – in form of individual or group assistance.
- * supplemented with adapted pedagogical tools in order to fulfill school curriculum

PASS facility (Center for school assistance for hearing impaired students) enable to **integrate deaf and hearing impaired students into general education setting** using any kind of communication method family choose.

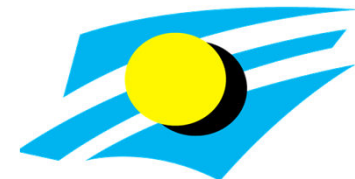


Group school education

At school: Classes for school inclusion (CLIS)

In schools for children of age 11 and 12, there are classes for school inclusion (CLIS), which are attended by children with mental retardation, auditory, visual or kinetic disabilities. They can benefit there from general education setting.

Students in those inclusive classes have altered curriculum and share some activities with other students. Most students in inclusive classes use individual education in some other school class.



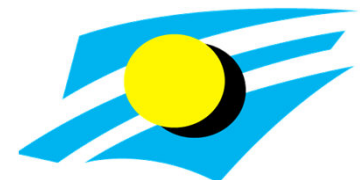
Group school education

At higher grades of high school and at practical schools: Local units for school inclusion (ULIS)

If student's disabilities doesn't match with individual education requirements, student can be incorporated into so called **Local unit for school inclusion (ULIS)**. They are conducted by special pedagogues, they have altered education which takes into account goals of PPS. It includes as much of curriculum of reference class as possible.

Localization of these units is organized in such a way, that there is no area, where students don't have access to, taking into account traffic restrictions.

This trend is rising especially in practical schools. these **Units** try to work in a net so they can fulfill professional education needs of disabled children.



School education in health-education institution

In every case, where situation of child or youth requires it, there is consideration about incorporation into health-education institution, which can be solution providing adapted general education and therapeutic care.

Disabled youth can be in these institutions:

- *all day or just for a part of the day,
- *Participating in various methods of schooling.
- *This correspond with **Persona curriculum (PPS)** of the student.

They are implemented thanks to the existence of „**teacher unit**“, which is flexible and adaptive to specific needs of each disabled children and youth.

Health- education institutions are dependent on Ministry of health and social issues. Ministry of education ensures continuity of education by providing educators for teacher units.



Education progress

All measures are used to form Personal curriculum so as it would be as operational as possible from the first time family put a request at „Regional department for disabled“ (MDPH).

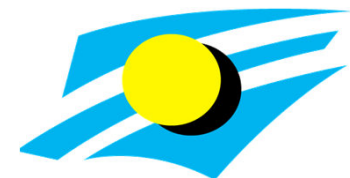
Needs assessment

For ensuring the best condition and education there is need to make an assessment. School, family and educators have to cooperate as partners.

Right order of actions is equally necessary for it's long time perspective.

These actions includes:

- *Enrolment and admittance into reference school
- *Activity and help during program forming
- *First assessment in health- education institution
- *Support and cooperation with education referent
- *Needs assessment and forming of personal curriculum by multidisciplinary team MDPH



Personal curriculum

Multidisciplinary team assess identified needs and based on them form **Personal curriculum (PPS)** of disabled student taking in account wishes of youth or his or her family.

Personal curriculum defines how schooling and education will look like, and defines exactly:

- * quality and kind of needed assistance, mainly therapy and rehabilitation
- * individual or joint assistance of other people
- * suited pedagogical accessories
- * Alteration of education

Personal curriculum ensures synergy of all factors of education and schooling of disabled student.

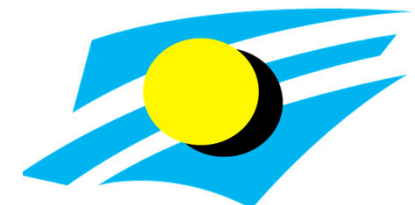


Monitoring and alteration

Team monitoring schooling supports usage of Individual curriculum and ensures deep and regular observation of each disabled student.

Educational referent watch continuity and correspondence for he or she is the main mediator among involved parties. She or he participates at all stages of school education, has competencies for providing observation of students in schools as well as health- educational institutions.

He or she calls teams together for every student she or he monitors and makes connection with multidisciplinary team MDPH.



School education in children area in Les Genêts d'Or

Every facility IME has **teacher unit** (UE) which is defined by state department of education. these units led by a teacher suggest education times and duration in institutions or outside the facility (individual arrangements or cooperation with near by schools (elementary and higher elementary grade).

More than **55%** of children and youth are admitted by three facilities, where they can use time for education.

Pedagogical program of teacher unit is one part of facility program.

It's main goal is to: **offer students possibility of greater self reliance in their present life as well as in the future through access to education.**



Organization of schooling in children area

Health-education institutions	Students count	Teachers count	Relocated education	
Briec	56	3	3 For 13 students	Elementary school
Morlaix	21	2	no	
Plabennec	54	3	2 for 17 students	Elementary school

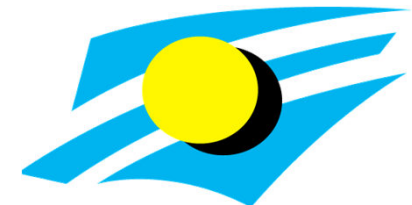
Pedagogical program of teacher units

Pedagogical program involves mostly students from 6 to 16 years old.

Goal of school education is to master general basics of skills and abilities, which is a requirement that should

- support child in his or her intellectual abilities,
- allow development
- and maintaining of already archived skills and abilities.

Teacher unit also must able creation of joint culture and participation of everybody on this culture, reveal shared values and lead to responsible and sympathetic citizenship.



Pedagogical program of teacher units



Organization form of cycles as defined by state education enable for every student to be assessed according to her or his skills and level of abilities and by that organize and alter school education (creation of « class groups » / or different rates).

«**Pre- school**» cycle or « Support of intellect and learning how to be a student » cycle

Cycle 1 or first learned knowledge cycle

Cycle 2 or basic knowledge cycle

Cycle 3 or deepening of knowledge cycle

First skills and abilities:

To understand instruction, self organizing for instruction execution, firm sit, beginning of work and repeated realization

First knowledge: with reference to competencies of kindergarten

Basic education: Trivia (read, write, count) elementary school entrance skills

Deepening: skills and abilities of end of elementary school for some students and school systems

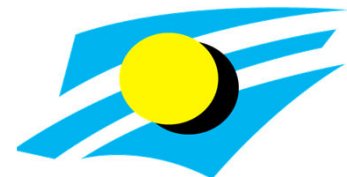
Pedagogical program of teacher units

Education of smallest children is focused on awakening of first intellectual skills and on building ground for integration into class groups.

Some students manifest problems in this development for various reasons (limited possibilities, behavior problems inhibiting their participation or mobility or sensual disability). These problems aren't that much of an obstacle, they just prevent them from learning basic skills.

Despite that school education allows these children to keep gained skills, develop ability to assess, understand, consider, observe or ask questions.

Teacher is, beside education, trying to teach life in group, recognize art, science, ecology, what we call **practical education**.

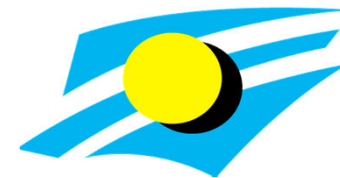


Pedagogical program of teacher units

Scopes of teacher authority:

Mastering education, development of intellectual skills based on altered pedagogical tools in order to provide key to understand world of pictures, symbols, narratives. Educator offers various ways of communication and expression: pictograms, sign language or spelled signed language, theatre...

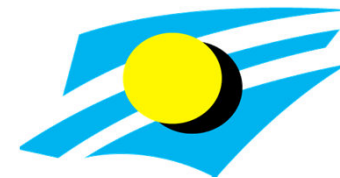
Mastering of connected skills: « Live together » which means to know your body, orient in space and time, it also means to live with others, obey the rules... Teacher is using diverse tools (video, literature..)



Pedagogical program of teacher units

Education towards citizenship by participating in client committees, school boards, gatherings of clients. Accompanied by teachers, delegates from students meet with their new classmates and representatives from facility or association. Anyone can get to know accepted obligations, which are subject free to observe and monitor for everyone in form of photos or pictograms.

Getting know of world: using local opportunities : cinema, exhibitions, libraries and anything else, that allow connection among school knowledge and art, science, and culture education.



Pedagogical program of teacher units

Altered education because of variety of abilities and talents of each student:

- Individual education,
- Original or innovative work tools,
- Assessment system made by educators,
- Altered environment in a way that ensures sensual transfer of informations (mainly for children with problems which complicate development),
- Different number of students in class groups (from 2 to 6 children),
- Varied daily length of education according to curriculum (from 1/2 hour to 12 – 15 hours per week)
- Monitoring and regular assessment of multidisciplinary team



Specific help

Even if the teacher is in the role of supervisor of curriculum, he or she have to cooperate daily with educational team:

- *Work **in two - teacher /educational counselor** in education time (relocated classes) or at the time of practical education,
- *Co-work of teacher and practical teacher in practical work,
- *Joined education of new methods and approaches (TEACCH, ABA) and communication tools (PECS, MAKATON, „Français signé“- Spelled sign language)
- *Using of computer based tools (computers, tablets/iPads).



Specific help

If today school education of children with combined disabilities isn't much developed, pedagogical program of children sector has to change in order to allow them to reach cognitive education.

Results of neuro-psychology allows to assess potential and sources for understanding of development of person with multiple disabilities.

Focus is on looking for suitable way of communication, which is based on sensitive observation of person: body expression, chattering...

With disabled children one has to support talk with suitable means (gestures, pictograms, photos...) and always look for alternative way of communication :

- Share speech and emotions,
- Use everyday tasks as source of education by marking (place, time, people, objects) and/ or by rituals,
- Work with words « more, after that, this can't be done, this is good... » needed for relations and learning of social codes.



European policy for benefit of students

Evaluation of special education and ways of integration varies a lot across countries.

This variety is based on great differences among assessment methods of needs, system organization and sources of funds of special education institutions.

We distinguish 3 approaches:

- **Countries with one option**, which committed to integration of almost all of students into general education setting using all sorts of special services concentrated at school facilities and reacting on specific needs (Sweden, Norway, Spain, Greece, Italy, Portugal)
- **Countries with two educational levels** (general and special) often ruled by various legislative adjustment (Germany, Belgium, Holland),
- **Countries with several approaches**, which developed also temporal ways : special classes for half time or full time, cooperation of regular and special schools (Great Britain, Austria, Finland, Denmark, France)



Thank you for your attention

