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Inclusion in education - JOINT EDUCATION

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Main principles of new amendment of school law

- **Categorization of students disadvantage is dropped (students with social disadvantage, students health disadvantage, students with health disease),** there is instead equality in access to education for every student declared by law and there are support measures named and defined, necessary for ensuring maximal possible full-bodied education in regular education framework for every student.
- **There is new definition of Student with special education needs. By this new definition we count as such students everyone, who in order to fulfill his or her right to education on equal principle need support measures.** Support measures will be chosen in a way to fit student's health conditions, cultural background of other living or environmental conditions. Aim isn't on definition of obstacles or hazards on student's side but on accepting student as valuable person.
- **Sets a rule, that recommendations of consulting facility are forwarded not only to student and her or his guardians, but also a school that a student visits.**
- **Defines review agency:** goal is to provide an agency for the needs of appeals and revisions of activities of school consulting facilities.

Support measures are:

- a) consulting assistance of school and school consulting facility,
- b) adjustment of organization, content, evaluation, form and methods of education and school services, that include supply of teaching lessons from special pedagogy field and also overtime of high school or training school up to two years,
- c) adjustment of acceptance conditions and forms of graduation/ ending school,
- d) use of compensatory devices, special textbooks and special teaching aids, use of communication tools for hearing disabled and blind and deaf students, use of Braille writings and other support or auxiliary communication systems,
- e) adjustment of expected results of education within the frame set by general education curriculum and accredited education programs,
- f) education by individual curriculum,
- g) use of teacher's assistant,
- h) use of other pedagogy worker, sign language interpreter, re-writer for hearing impaired or granting access for people, who support student in school or education facility according to special laws, or
- i) providing education or school services in buildings or spaces adjusted by some construction or technology.

What will day to day practice bring?

Support measures are divided into **five** levels.

Amendment of School law and connected documents brings also harmonization of processes, access to aid and funding.

Borders can be described by these principles:

- ✓ Provability
- ✓ Adequacy
- ✓ Inclusion
- ✓ Subsidiarity
- ✓ Purposefulness

I. level support measures – suggested by school

- Used for compensation of mild problems in education of a student by slightly adjusting schooling regime and home preparations; also including support for students with accelerated school skills development.
- Adjustments in education are suggested by teachers in cooperation with workers who provide consulting services at school (education counselor, Methodist of prevention, school psychologist, special teacher) and legal guardians of student.
- **Student's problems are often caused by acute health or psychic problems, sometimes it is long term problem of minor scale and intensity.** Social statute, relationship network and family background of a student are taken into account.

II. level support measures – suggested by school consulting facility

- Student's problems can be described as mild, can usually be compensated by use of special textbooks or special compensatory aids, with support of special pedagogy lessons and other pedagogy work or with support of teacher's assistant for a group of students.
- Type of education need is influenced mainly by acute health conditions of a student, delayed development, socio-cultural background or other living conditions, problems in learning abilities at entry, boarding intellect development, talents, specific learning and behavior disorders, mild impairment in sight do hearing functions, mild speech or hearing impairments, weaknesses in communication skills, autistic sceptor disorders with mild problems, lack of knowledge of teaching language and other specifics, which need to be addressed by **individual approach to education needs of a student**, adjustments in organization and methods of teaching and student's assessment, by setting procedures of correction and eventually by usage of support measure of **individual education plan**.

III. level support measures – suggested by school consulting facility

- Student's problems in education call for **noticeable adjustments** in work methods, education organization, curriculum and student assessment process.
- Such adjustment are made especially to **teaching strategy, conditions and process of school and work and home preparation, including strengthening of motivation and shaping attitude toward school, and when needed also to curriculum and expected educational outcomes.**
- Type of education needs of a student is most commonly affected by severe specific learning disabilities, different cultural background and other living conditions, behavioral disorders, severe speech (communication skills) impairment, more severe hearing and speaking disorders, autistic sceptor disorders, so called borderline intellect, mild mental retardation, vision or hearing impairments, physical disability, lack of teaching language knowledge; or extraordinary intellect talents or other conditions, which severely affect quality and process of education. Student's problems are calling for support work of teacher's assistant (shared by 4 students at most), and also usage of special means of communication according to student's needs, support of SPC in cases of space orientation training and usage of alternative ways of communication. If it is in a benefit of a student, cooperation with other specialists is also good. (doctors, social workers, therapists, etc.). Length of support is driven by student's problems and usually it is from several weeks to whole schooling time.

IV. level support measures

- Student's problems in education call for **noticeable adjustments in work methods, education organization, and curriculum**, student **assessment process** may also be adjusted according to developing skills and student's abilities and for compensating of results of health disability.
- Actual student health conditions are always taken into account. Student integrated into regular framework is educated **with support of individual curriculum**. In this individual curriculum, there are special pedagogy lessons aimed at specific needs of a student connected to his or her problems, type of disability or behavioral expressions.
- This level include especially students with severe behavior disorders, mildly severe and severe mental retardation (including co-morbidities), with severe vision or hearing disorders, with severe speech impairments, autistic sceptor disorders and severe physical disabilities. Also extraordinary talented students who need substantial individualization of education added to regular level of education, who achieve extraordinary results and need adjustments of form of education.

V. level support measures – suggested by school consulting facility

- Student's problems and connected education needs call for **the biggest adjustments in work methods, education organization and curriculum**, for support of skills and abilities and for compensation of results of his or her health disability.
- Organization of student's education and choice of education methods take student's health conditions and it's consequences fully into account.
- This level is strictly for **students with most severe forms of disabilities, usually combined and requesting high amount of support**, manifested in organization of education, curriculum, and in methods and forms of education; choice of support means fully respect abilities and restrictions of a student, same goes for choice of curriculum and education methods adjustments and assessment methods. **Student's education almost every time require adjustment of environment.** If needed, special forms of communication can be used as is sign language interpretation or simultaneous translation. Students are usually educated with a support of teacher's assistant, special teacher and second teacher, often also in presence of other person important for student's support. Teaching is provided by special teachers or with their intensive assistance.

Thank you for your attention

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