

School Counseling Office as an important part of education of pupils with handicap at secondary school

Mgr. Jana Matochová Ph.D., school psychologist



**STŘEDNÍ ŠKOLA PROF. ZDEŇKA MATĚJČKA
OSTRAVA - PORUBA, 17. LISTOPADU 1123,
PŘÍSPĚVKOVÁ ORGANIZACE**



The school is a complex of fully wheelchair accessible buildings and facilities that are equipped for:

- Theoretical learning,
- Practical training,
- Vocational training and
- Education outside the classroom provided by youth home and sports complex.

School Counseling Office is part of the school.



**STŘEDNÍ ŠKOLA PROF. ZDEŇKA MATĚJČKA
OŠTRAVA - PORUBA, 17. LISTOPADU 1123,
PŘÍSPĚVKOVÁ ORGANIZACE**

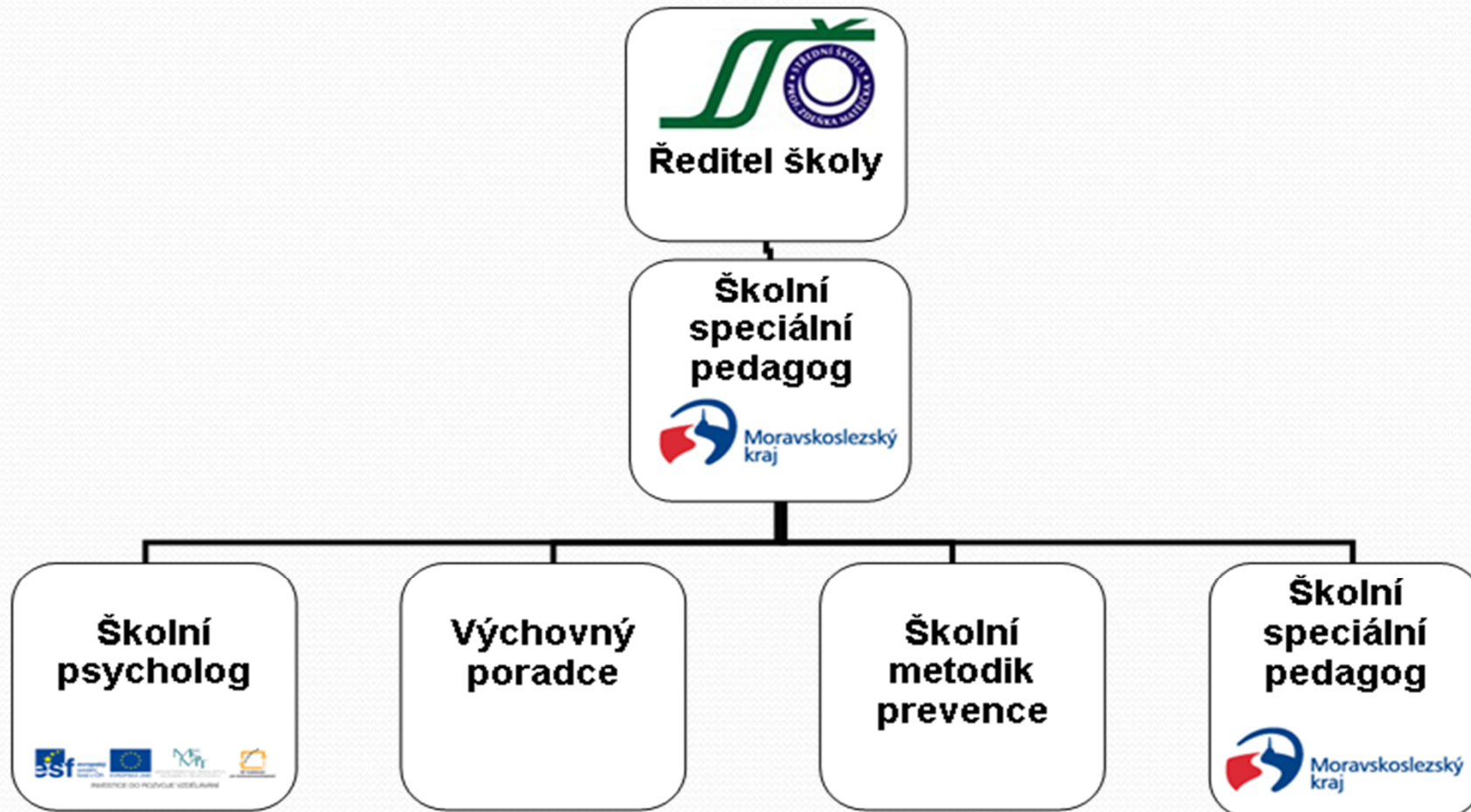
- Number of pupils in the school year 2013/2014: **1044**

- Number of classes in the school year 2013/2014: **57**
(including 23 classes for pupils with MR, 6 classes for pupils with physical handicap, 1 class for pupils with multiple disabilities).

- Number of pupils with special educational needs: **343**

- Number of teachers: **112**
(including 17 teaching assistants and 8 educators)

School Counseling Office



Availability of SCO counseling services

- Information at school web pages, including recommendations to address risk situations.
- Doors Open Day, presentation of disciplines and performance of pupils of E disciplines, promotional materials.
- Start of the school year, general consents.
- Confidence mailboxes.
- E-mail contact, contact through the class teacher, teacher.
- Personal contact.

SCO team cooperation

- Year 2007.
- SCO activity is incorporated into the school curriculum.
- Each member has his/her competence defined.
- Some of the member competences mingle (on the basis of a psychological consultation a need may arise to determine compensation for the pupil and its incorporation into the Individual Educational Plan – no heavy lifting in training in a child with scoliosis, pace of work recommendations, testing only in written in subject...)
- Once a month regular meeting of all the members – two-way communication, feedback.
- Problem solving several times a week according to member competences (educational committee, individual consultations, methodological assistance).

Outline of pupils with SEN at the school

Pupils with SEN (Aducaation Act 561/2004 Coll., §16)	Number of pupils
Pupils with disabilities (mental disorders, physical, visual, hearing, speech disorders, autism, concurrent multiple disabilities, developmental disorders of learning or behaviour.	302
Pupils with health disadvantage (health impairment, long-term disease or health disorders leading to disorders of learning and behaviour).	27
Pupils with social disadvantage (family environment with low socio-cultural status, risk of pathological social phenomena, institutional care or protective care ordered).	14
Pupils with SEN in total	343

Integration

Group integration

- In classrooms equipped for pupils with mental retardation (e.g. Disciplines of nursing care or practical school – disciplines of E,C types).
- In classrooms equipped for pupils with physical disabilities (e.g. Discipline of Informational technologies – disciplines of M, H types).

Individual integration

- In a common classroom (disciplines of M, H types – e.g. Social activity).
- In a special classroom equipped for other type of disability (disciplines of E,C types for pupils with mental retardation and disciplines of H,M types for pupils with physical disabilities).

From integration to inclusion

- We perceive inclusion as a higher degree of integration.
- We accept the reality that it is normal to be different and we try not to pause over that.



From integration to inclusion

- We create conditions to educate all students, not only the pupils with SEN (teaching aids for all pupils, adjustment of school environment – wheelchair access, minimising movement between classrooms, social skills training).
- Teaching strategies – teacher adapts teaching to all students, ICT utilization in teaching, assistance of teaching assistants , personal assistance.

From integration to inclusion

- The teaching staff is gradually educated beyond their approbation (special education, educational counseling, medical course...)
- Leisure activities, where pupils are involved, teachers and other entites (guilds: ABAK – Počítadlo, Duhový klíč, clubs: floorball, boccia, therapeutic activities, Světluška, the humanitarian collection...)
- Pupils participation in competitions is open to all pupils.

Utilization of SCO services in preventive work of the school

- We help future pupils, including pupils with SEN and their legal representatives, when choosing the appropriate field of education (counseling before entering school, Doors Open Day, the June meeting of teachers, parents and future pupils of the Practical school).
- We provide crisis intervention at the current problems of individual pupils a class groups (we search for ways to eliminate or solve problems of bullying, truancy, drugs...)
- We create conditions for realization of leisure activities at school (e.g. Using projects).

Utilization of SCO services in preventive work of the school

We organize adaptation programs for first-year pupils, at Practical school for second-year pupils (the program evaluation by pupils themselves).



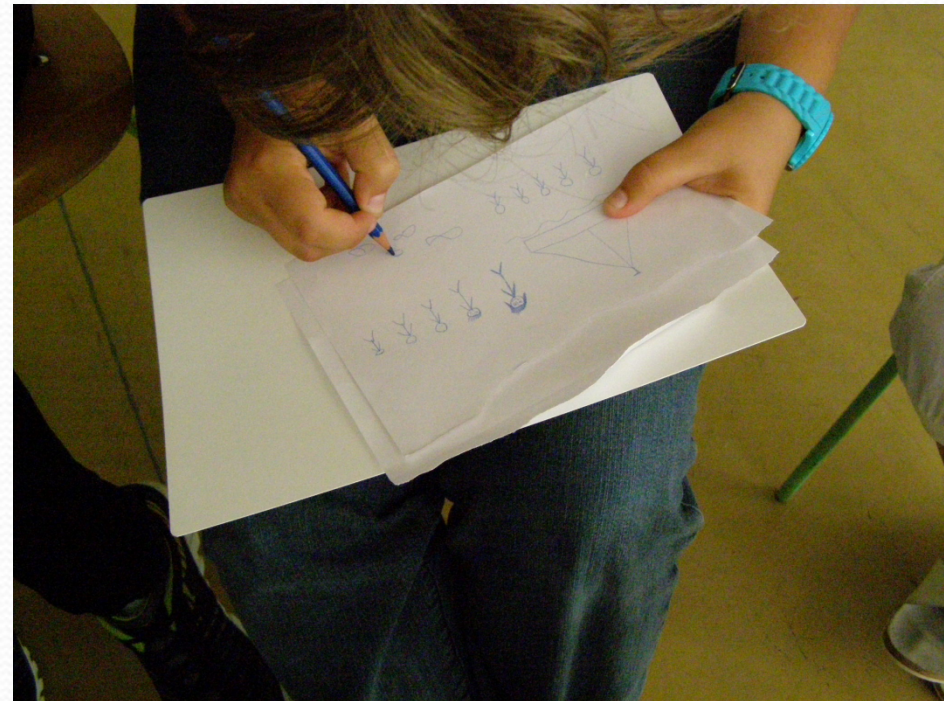
Utilization of SCO services in preventive work of the school

We arrange experiential programs in cooperation with other entities (Renarcon, o.s. Resocia, ...), which serve to prevent risky behaviour (bullying, drug addiction, tolerance a acceptance of minorities, communication...)



Utilization of SCO services in preventive work of the school

We perform diagnostics of social climate in all first years with follow up consultations with the class teacher on the result and recommendations to work with the class. Subsequently, consultations take place in classes and work with the class dynamics.



Long-term SCO care for pupils with special educational needs

- Support and countervailing measures (individual education plans, tutoring, establishing teaching assistant (TA), presence of personal assistants in lessons, assignment of a „patron“ from the classmates...)
- Applying individual approach.
- Possibility to transfer to less demanding field within the school (permeability between M-H-E-C disciplines).

Long-term SCO care for pupils with special educational needs

- Teaching Assistant is established on the basis of expert opinion SEC under the Education Act No. 561/2004 Col., and Decree 73//2005 as amended.
- TA helps pupil handling the equipment, with orientation in texts, making entries in the workbook, makes copies of teaching material, is an escort at school events, when moving between classrooms, helps with communication teacher – pupil – special educator/psychologist ...



Long-term SCO care for pupils with special educational needs

- Methodological guidance of teachers.
- Cooperation with other entities (SLPC, SEC, PPCO, educational care centers, clinical psychologists and psychiatrists, Police of the Czech Republic).
- Close cooperation with parents – united procedure.
- Psychological counseling within the stay at the Youth home.

Děkuji za pozornost.

Thank you for your attention.

jana.matochova@skolspec.cz