



Erasmus+ Program Call 2020 – KA 2
Strategic Partnerships for School
Exchanges School Education Sector

GOOD PRACTICE GUIDE FOR INCLUSIVE EDUCATION

Product
made within the Erasmus+project
"TOGETHER, BEYOND DIFFERENCES - ACCEPT ME AS I
AM!"
reference number 2020-1-RO01-KA229-080131_1

2023

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"Inclusive education seeks to meet the learning needs of all children, young people and adults, with a particular focus on those vulnerable to marginalization and social exclusion."

(Definition of inclusive education (UNESCO, Salamanca Conference, 1994))

One of the most important documents that are the basis of inclusive education is the Declaration of Salamanca and directions for action in the field of special education" (1994). According to this statement: "The fundamental principle of the inclusive school is that all children should learn together, whenever this is possible, regardless of the difficulties they encounter or the differences between them. The inclusive school must recognize and respond to the diverse needs of their students, harmonizing both the different learning styles and the different degrees of academic success and ensure a quality education for all through appropriate curricula, good organization, correct didactic strategies, optimal use of resources and partnership with other members of the communities in which they operate".

Inclusive education is a new concept based on the principle of the equal right to education for all children, regardless of the cultural or social environment they come from, regardless of religion, ethnicity, spoken language or the economic conditions in which they live. Inclusive education is a process that responds to the diversity of children's needs, with a special focus on those who are vulnerable to marginalization and exclusion (SEN students, with disabilities, belonging to ethnic minorities, immigrants, from disadvantaged backgrounds, etc.), by increasing the degree of participation in learning and reducing educational and social exclusion.

Inclusive school, in the broadest sense, means that every student is supported and works for the benefit of all students. In a narrow sense, the inclusive school refers to the integration/inclusion of all children, regardless of the capacities and competences of adaptation and therefore of learning, in a form of education.

The Erasmus+ project "Together, beyond differences - Accept me as I am!" (reference no. 2020-1-RO01-KA229-080131_1) is a mobility project in the field of school education through which our school, like the other five partner schools in the project, managed to expand its European dimension, offering students and teachers opportunities to learn and practice essential skills for to ensure an inclusive school environment where differences are not only accepted, respected, but also valued.

The project started from the school's need to limit the negative phenomena (bullying, violence, absenteeism, etc.) that affect school life and to create a friendly school environment, conducive to quality education, motivating for all our students. Through the activities carried out within the project, both through transnational activities and those carried out at the level of partner



schools, we gave our students the opportunity to develop and practice their social skills, they had the opportunity to observe inclusive behavioral models, of harmonious coexistence which favors the social and educational inclusion of students at risk, ensuring an increased level of school motivation and a harmonious educational climate. They were able to practice, both through formal activities, but mostly non-formal, social skills (such as empathy, solidarity, assertiveness, responsibility, etc.) of communication and intercultural communication.

As a result of participating in the project, the educational offer of partner schools has been enriched with new activities, practices and educational programs in the constant effort to provide all students with quality education and to create conditions for ensuring equal access to education for all students, favoring the integration of European values in education and training, and expanding the European dimension of our school.

The best practice guide is the result of the resources made in the three years of the project (2020-2023, extended by 12 months due to the context created by the pandemic), a period during which we had to learn many new and useful things: we were able to identify new methods and techniques for working with students with special needs, which we adapted to the identified needs of our students, New ideas for educational activities and projects to achieve our objectives, not only during the project, but to continue them later, creating in school a culture of integration, promotion and celebration of diversity, regardless of the form in which it manifests. All in order to provide students and teachers with a motivating, friendly school environment that ensures safety and protection for all.



CROATIA

Croatian legislation on inclusive education

The principle of equality is one of the greatest assets of the constitutional order of the Republic of Croatia (Article 3). In accordance with this, every individual in the Republic of Croatia, has his/her rights and freedoms regardless of race, colour of skin, gender, language, religion, political or other convictions, national or social origin, property, birth, education, social status or any other personal circumstances (Article 14).

In keeping with the Constitution, education in Croatia is available to all, under equal conditions, in line with their capabilities (Article 65).¹

The following national strategic and general and implementation documents in the Republic of Croatia regulate education and education of children/students with disabilities (in development):

1. Constitution of the Republic of Croatia (OG 56/90, 135/97, 08/98, 113/00, 124/00, 28/01, 41/01, 55/01, 76/10, 85/10, 05/14)
2. Law on Ratification of the Convention on the Rights of Persons with Disabilities and the Optional Protocol to Convention on the Rights of Persons with Disabilities (OG 6/07, 5/08)
3. National framework curriculum for preschool education and general mandatory in secondary education (MZOS/11)
4. Strategy of education, science and technology (OG 124/14)
5. National strategy for equalizing opportunities for people with disabilities from 2017 to 2020. (OG 42/17)
6. Law on Suppression of Discrimination (OG 85/08, 112/12)
7. Law on education in primary and secondary schools (OG 87/08, 86/09, 92/10, 105/10, m90/11, 5/12, 16/12, 86/12, 126/12, 94/13, 152/14, 07/17, 68/18, 98/19, 64/20)
8. Law on textbooks and other teaching materials for primary and secondary schools (OG 16/18)
9. National pedagogical standard of the primary education system (OG 63/08., 90/10.)
10. National pedagogical standard of secondary education (OG 63/08., 90/10.)
11. Rulebook on primary and secondary education and training of students with developmental disabilities in to development (OG 24/15)
12. Rulebook on the procedure for determining the psychophysical condition of children, students and the composition of experts commissions (OG 67/14, 63/20)
13. Rulebook on methods, procedures and elements of student evaluation in primary and secondary schools schools (OG 112/10, 94/15, 82/19)
14. Ordinance on the appropriate type of education of teachers and professional associates in elementary school (OG 6/19)

¹ <https://eurydice.eacea.ec.europa.eu/national-education-systems/croatia/educational-support-and-guidance>



15. Ordinance on the number of students in regular and combined classrooms and educational departments group in elementary school (OG 124/09, 73/10)
16. Rulebook on teaching assistants and professional communication mediators (OG 102/18, 59/19, 22/20)
17. Rulebook on passing the state matriculation exam (OG 01/13, 41/19)
18. Rulebook on criteria for imposing pedagogical measures (OG 94/15, 3/17)
19. Rulebook on the manner of conduct of educational workers of school institutions in the undertaking measures to protect students' rights and report any violation of those rights to competent authorities (Official Gazette 132/13)
20. Rulebook on pedagogical documentation and records and public documents in school institutions (OG 47/17, 41/19, 76/19)
21. Decision on adoption of the curriculum for elementary school (OG 66/19)
22. Decision on adoption of the curriculum for high school programs (OG 66/19)
23. Decision on adoption of curriculum for teaching subjects and cross-curricular topics (OG 7/19 and 10/19)
24. Decision on the Croatian language program for preparatory classes for primary and secondary school students who do not know or do not know the Croatian language well (OG 151/11).²

A child (pupil/student) with special educational needs in terms of Croatian education system is any child with learning difficulties significantly exceeding those of his/her peers, calling for special educational support for the child.

Children who cannot follow the education process in regular education institutions, even with the help of special educational support, are included in special education institutions. The regular and specific curriculums in these institutions aim to enable pupils/students to get included into everyday life in the most regular conditions possible, in accordance with their age.³

Appropriate programs and forms of education for students with developmental disabilities are implemented with programmatic and professional support and pedagogical and didactic adaptation. Program support includes various types of appropriate educational programs, additional educational and rehabilitation programs and temporary forms of education that are carried out in schools and other public institutions that carry out educational activities, and in accordance with the Network school institutions or with the consent of the Ministry responsible for education.

Examples of student education programs in Croatian education system are:

- regular program with individualized procedures,
- regular program with content adjustment and individualized procedures,
- a special program with individualized procedures,
- special programs for acquiring competences in the activities of everyday life and work with individualized procedures.

Appropriate educational programs are realized in:

- regular class department,
- partly in the regular class, and partly in the special class department,
- special class department,
- educational group.⁴

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<https://mzo.gov.hr/UserDocImages/dokumenti/Obrazovanje/Smjernice%20za%20rad%20s%20ucenicima%20s%20teskocama.pdf>

³ <https://eurydice.eacea.ec.europa.eu/national-education-systems/croatia/educational-support-and-guidance>

⁴ https://narodne-novine.nn.hr/clanci/sluzbeni/2015_03_24_510.html



INCLUSION PRACTICE INTO THE JASENOVAC PRIMARY SCHOOL

Our school has 96 students (school year 2022./'23.). Number of students with an appropriate form of education:

- individualization model: 3 students
- adapted program: 8 students
- special program: 0 student

Adapted programs for mastering the teaching material are created by teachers in cooperation with the pedagogue and hand them to the pedagogue at the beginning of the school year. Every day the teacher adjusts the methods and means of work during the teaching process. Reports on the implementation of the customized teacher program they write at the end of the school year and hand them over to the professional associate pedagogue who keeps the file for each individual student.

In Jasenovac Primary school, one person is employed as a pedagogue on a part-time basis. The work plan and program foresees, among other things:

- ✓ Work with students with learning disabilities: 17.3h / month
- ✓ Assistance to teachers who have children with special needs in the classroom: 7.6 hours / month
- ✓ Providing learning assistance to students who show difficulties in mastering school materials
- ✓ Timely detection of students with disabilities
- ✓ Counseling work with student's parents
- ✓ Student Council Work Plan
- ✓ Work in the Commission for determining the appropriate form of education
- ✓ Selective prevention programs targeted at individuals, groups, or classes with significant problems
- ✓ Children's Rights Festival
- ✓ Pink T-shirt Day
- ✓ Prevention peer violence and the development of invitations of human traits (February)
- ✓ Workshops in class departments, presentations and games, symbolic wearing of pink shirts.
- ✓ „Don't make fun of me!”
- ✓ Pedagogical workshops in the classroom (development of social skills):
- ✓ How we treat others (1st grade)
- ✓ Children's rights (2nd grade)
- ✓ Acceptable and unacceptable touches (3th and 7th grades)
- ✓ Nonviolent conflict resolution - desirable behaviors and life skills (4th grade)
- ✓ Understanding human needs (5th grade)
- ✓ How to control emotions? (6th grade)
- ✓ Help in learning

Providing learning assistance to covered students subject classes that show difficulties in mastering school materials (students from worse socioeconomic family status).

Goal: improving the integration of students with casual learning difficulties in classrooms, raising the level school success of students, reduction of undesirable forms behavior



Different workshops and lectures and individual work/discussions with students and teachers are planned to help with the inclusion of students with special needs, but also to raise awareness among other students.

ASSISTANT'S WORKING DAY

After each working day, the assistant must write a report on work achievements. In a specific form, the assistant writes the results achieved, every form of work with the student, problems he has observed, relationships in the class and the like. He submits the form to the principal and the pedagogue.

Dnevnik rada na projektu	
Broj ugovora/način projekta:	
Naziv korisnika projekta:	Štaško-moslavčka županija
Naziv škole:	Osnovna škola Jesenovac
Ime i prezime pomoćnika u nastavi / stručnog komunikacijskog posrednika:	Marina Galco - pomoćnica u nastavi
Ime i prezime učenika:	
Mjesec:	rujan
Godina:	2021.
Mjesečni opći aktivnosti pomoćnika u nastavi / stručnog komunikacijskog posrednika**	
<small>**Mjesečno izvješće radi li se u pomoćniku u nastavi ili stručnom komunikacijskom posredniku</small> <small>**U opću aktivnost potpisnika je upisati i opću aktivnost koje je pomoćnik u nastavi/stručni komunikacijski posrednik učestvovao, uključujući opću pomoć definiranom u podjedinici Ugovora o radu te datu.</small>	
<p>Datum početka angažmana: 6.9.2021. Za vrijeme nastavnog procesa sjedim pored učenika te mu pružam pomoć i potporu prilikom izvršavanja zadanih nastavnih sadržaja. Također osiguravam uspješno praćenje istih te ga potičem na aktivnost i suradnju u provedbi pravila rada i igre. Kako bi učenik uspješno savladao zadano najčešće sam se koristila potpitanjima te dodatnim objašnjenjima istog. Budući da učenik prilikom pisanja ili prepisivanja s ploče izostavlja slova, pratila sam točnost zapisanog te mu ukazivala na eventualne pogreške. Tijekom satova matematike učeniku sam pružala pomoć i potporu prilikom rješavanja i vježbanja zadataka koji se odnose na kvadriranje racionalnih brojeva. Kako bi učenik uspješno usvojio zadano koristila sam se potpitanjima poput: "Što je kvadriranje? Koji broj množimo s kojim kako bismo dobili rezultat?". Također podsjecala sam učenika na važnost predznaka ispred brojeva kako bi znao da li je rezultat pozitivan ili negativan. U dogovoru s nastavnicom učenik se koristi dodatnim pomagalicama poput tablice množenja, brojevnog pravca te po potrebi kalkulatorom. Na satovima hrvatskoga jezika učenika sam poticala na suradnju te mu usmjeravala pažnju na nastavne aktivnosti. Kako bih mu olakšala zadano dodatno bi mu pročitala zadatak ili uputu odnosno pojašnjala što se od njega zahtjeva. Isto tako, a tijekom satova fizike, učeniku sam pružala i pomoć prilikom izvođenja praktičnih radova (električni strujni krug) prema naputku nastavnice. Za vrijeme satova biologije, povijesti i geografije učenikovu pažnju sam usmjeravala na izvršavanje zadataka na nastavnim materijalima. Prilikom odgovaranja na pitanja podsjecala sam ga da je potrebno odgovoriti potpunom rečenicom, obratiti pažnju na veliko i malo slovo prilikom pisanja vlastitih imena ili stvari, na redoslijed riječi u rečenici te na korištenje potrebnih interpunkcijskih znakova. Osim navedenog, učeniku sam pružala tehničku pomoć prilikom čitanja, računanja te snalaženja na karti, no isto tako pružala sam mu i emocionalnu potporu prilikom provjere znanja. Tijekom satova kemije, a u dogovoru s nastavnicom, poticala sam učenika na učenje simbola kemijskih elemenata kako bi lakše pratio daljnji tijek nastave te usvojio molekule elementarnih tvari i kemijskih spojeva. Sa stručnim suradnicima škole dogovarala sam se o načinu rada, razmjerjivala informacije tj. zapažanja o učeniku, odnosno sve što je potrebno za daljnji rad, ali i za praćenje napretka učenika.</p>	
Potpis pomoćnika u nastavi/stručnog komunikacijskog posrednika:	Potpis ravnatelja škole:
Datum:	Datum:
<p>Projekt je sufinancirala Europska unija iz Europskog socijalnog fonda.</p>	



Marina and Patricija (4th grade)



Maja and Ivan and Gabriel (6th grade)



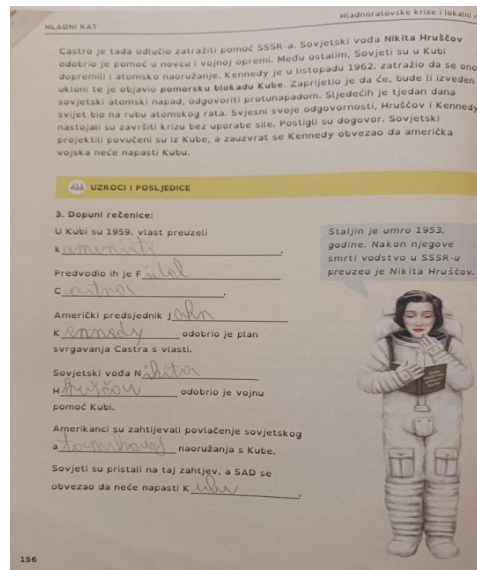
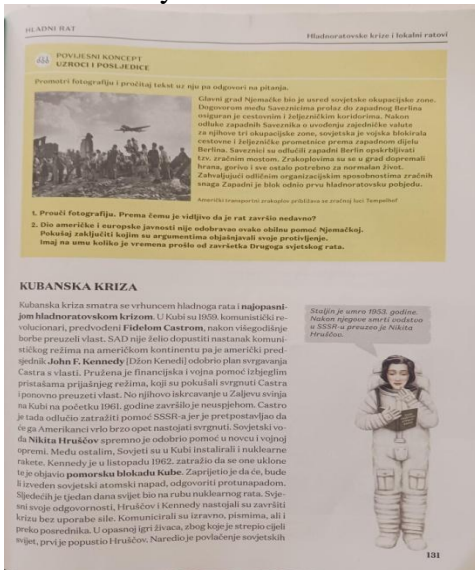
Tihana and Ivano (1st grade)



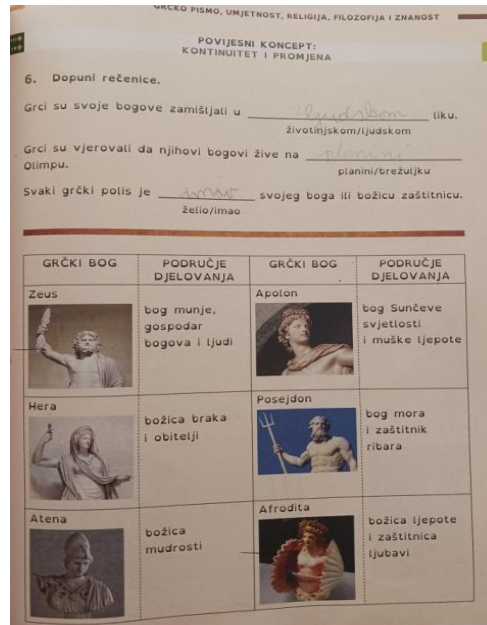
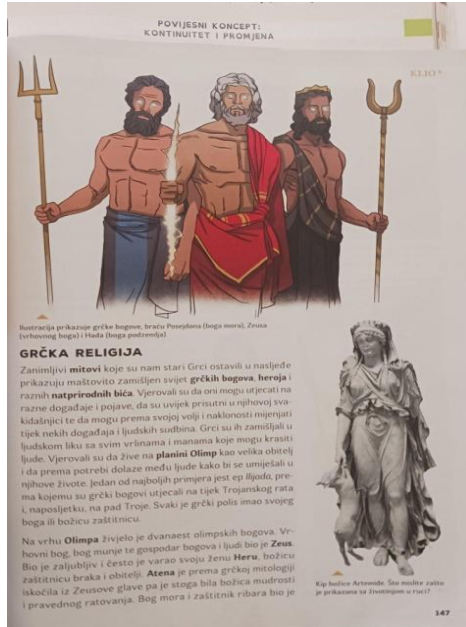
Nikolina and Kristijan (6th grade)

SPECIAL TEXTBOOKS:

Students with special educational needs have the right to special textbooks. Here we can compare lessons from History:



This is an 8th grade lesson on the Cuban Crisis (1st picture is from regular textbook and 2nd is from special)



This is a 5th grade lesson on the Greek Gods (1st picture is from regular textbook and 2nd is from special).

WORKSHEETS:

A few examples of worksheets that teachers do themselves and adapt the material to the students.

NASTAVNI LISTIĆ 4.
Mješoviti brojevi.

Primjer 1.
Zapišimo u obliku mješovitog broja.

Rješenje: $2\frac{2}{3}$

Zadatak 1.
Zapiši u obliku mješovitog broja.

a)

b)

c)

Primjer 5.
Razlomak napišimo u obliku mješovitog broja.

a) $\frac{14}{5} = 2\frac{4}{5}$
 $14 : 5 = 2$ je ostatak 4. Dakle, $\frac{14}{5} = 2\frac{4}{5}$.

Zadatak 6.
Razlomak napiši u obliku mješovitog broja.

a) $\frac{9}{5} =$

b) $\frac{17}{8} =$

c) $\frac{29}{10} =$



(Vrste četverokuta)



NASTAVNI LISTIĆ

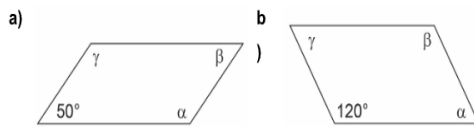
1.
Osnovno o razlomcima.

Zadatak 1. Ispod crteža napiši naziv odgovarajućeg četverokuta:

pravokutnik, paralelogram, kvadrat ili trapez.



Zadatak 2. Odredi veličine kutova α , β i γ u zadanim paralelogramima.



$\alpha = \underline{\hspace{1cm}}^\circ$

$\beta = \underline{\hspace{1cm}}^\circ$

$\gamma = \underline{\hspace{1cm}}^\circ$

$\alpha = \underline{\hspace{1cm}}^\circ$

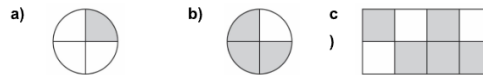
$\beta = \underline{\hspace{1cm}}^\circ$

$\gamma = \underline{\hspace{1cm}}^\circ$



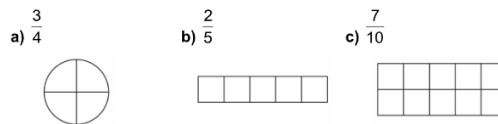
Zadatak 1.

Razlomkom izrazi zatamnjeni dio lika.



Zadatak 2.

Zatamni dio lika izražen razlomkom.

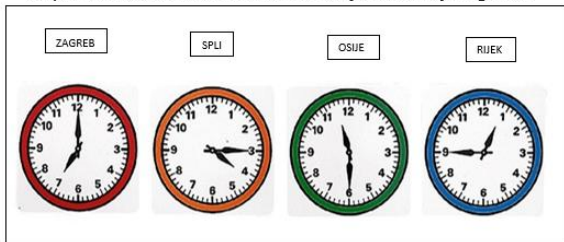


*Riješi uz pomoć geografske karte Hrvatske.

1. Na linije oko geografske karte Hrvatske punim nazivom upiši strane svijeta.



*Uz pomoć satova na slici odredi koliko je sati u kojem gradu.

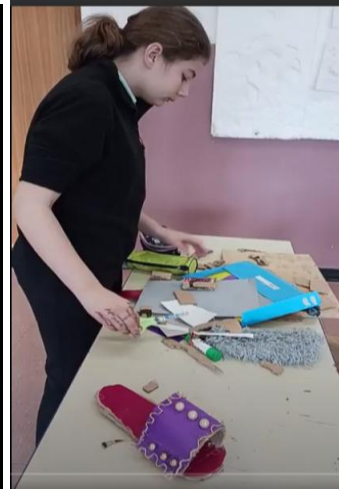


2. Upiši kojim se bojama na karti označavaju:

- a. more _____
- b. planine _____
- c. nizine _____
- d. gorja _____
- e. rijeke _____



INCLUSIVE EDUCATIONAL PROJECTS:



5th grade students (among them three with special needs) made slippers out of cardboard. They created a blueprint and made a product based on it using scissors, glue, thread, and needles. In addition, they made a film about their project and published it on the school's website. In this way, they developed social, IT and motorical skills. We took the idea for this activity (developing skills and inclusion in the social community) from colleagues from Spain and implemented it as an activity in our work with students with special needs.



In our school, assistants help students with special needs in their regular work, and other students freely join in special situations and activities. In this way, we encourage inclusion, the bringing together of all students and empathy among the majority of students. Students-assistants are motivated to help and as such encourage others to "humanitarian work".



PREVENTION PROGRAMS

The purpose of the school prevention program is to direct students to socially acceptable forms of behavior, promotion of healthy lifestyles, education of healthy people capable of carrying with life's trials, and all this contributes to increasing safety in education institutions and prevents certain forms of behavioral disorders.

It will be organized through the activities of students, parents and teachers, encourage independence, self-confidence and peaceful ways resolving conflicts between students and thereby preserving mental health and hygiene students, prevent addiction diseases and undesirable forms of behavior, but also encourage development competence in students necessary for life.

Prevention in the school is carried out by subject teachers, colleagues outside the school (police officers, healthcare professionals, etc. - if possible), classroom teachers and professional associates through the curriculum, classroom lessons, through cross-curricular topics and through the organization of free time for children and through work with students' parents. Most of the topics will be realized through the classes of the class teacher with the aim of realizing cross-curricular topics. Other topics will be conducted by an expert associate pedagogue at classroom lessons.

Preventive programs can be thematically divided into:

- protecting students' health,
- addiction prevention program,
- violence prevention programs.

The programs are carried out as part of regular classes, class teacher's class (interdisciplinary topics), school or class projects, lectures and other activities organized by the school and local community.

Cross-curricular topics are realized by connecting educational ones areas and teaching topics of all teaching subjects.

7 cross-curricular topics:

- Learning how to learn
- Civic upbringing and education
- Health
- Entrepreneurship
- Use of information and communication technologies
- Sustainable development

Within each subject, the expectations of cross-subjects will be realized in topics that are close to him in terms of content and expectations, and with the collaborative planning of all teachers, of teachers and associates, realization of all cross-curricular topics is ensured through specific educational cycles (1st, 2nd and 3rd cycle).

Protection of students' health is carried out as part of universal prevention programs aimed at to the entire student population.

Addiction prevention programs in the month of the fight against addiction (November-December) will be a series of workshops and projects in which students from grades 5 to 8 will actively participate in lectures on the topic of substance addiction and their consequences of consumption on the individual and social community.



Violence prevention programs and this year we will hold workshops for all students whose goal is to discuss personal security rights, types of attacks and effective strategies for coping with many potentially dangerous situations.

Selective preventive programs aimed at individuals, groups or classes with significant problems, and will spend this year in classrooms where they will communicate with each other and interactions lead to physical or verbal violence. The goal is to sensitize the class to the needs of the individual and learning tolerance and coexistence in class.

Activities will also be directed towards parents through individual conversations and consultations and parent meetings.

CLASS AND SCHOOL'S PROJECTS INTO THE JASENOVAC PRIMARY SCHOOL

Activities, programs and/or projects:

1. CLASS PROJECT: SURPRISE!

Objectives of activities, programs and/or projects : Recognition and appreciation of needs and feelings of others, participation in democratic decision-making community in joint work in class, and promotion of quality of life.

Purpose of activities, programs and/or project: Creative spending of students' free time is expressing experiences.

Method of realization of activities, program and/or project: Designing different activities that will cheer up and cheer up a certain person or group members of the school and local community.

2. CARITAS JASENOVAC project

Objectives of activities, programs and/or project: Master communication skills to perceive others emotions and needs to help the needy

Purpose of activities, programs and/or project: Children bring groceries to school, buy Caritas products
groceries

Method of realization of activities, program and/or project: Collecting groceries, going to Caritas and handing them over of collected food to the pastor

3. MEMORY OF THE CHILD VICTIMS OF THE HOLOCAUST

Objectives of activities, programs and/or project: Commemorating the memory of child victims of the Holocaust, raise awareness of knowledge about children who are victims of war and war victims sufferings.

Purpose of activities, programs and/or project: Familiarize yourself with war suffering and develop sensitivity and empathy towards other children who are suffering

4. DANCE EVENING - MASKENBAL

Objectives of the activity, program and/or project: Improvement of social relations, cooperation, communication and tolerance.

The purpose of the activity, program and/or project: Developing a positive attitude towards school and developing social and interpersonal relations.



5. VISIT CULTURAL AND SPORTS EVENTS

Objectives of activities, programs and/or project: Educate children and the importance of sports achievements, to interact with a sports competition, show by example the importance of fair play and mutual respect within sports teams and avoiding unsportsmanlike behavior, at the same time influence the communication and learning of sports rules from experience

Purpose of activities, programs and/or project: To introduce children to sports competitions outside places of residence, to create an atmosphere of cheering for them home team, and encourage communication and cooperation as part of student socialization

SCHOOL PREVENTIVE PROGRAM

OBJECTIVES OF THE PROGRAM:

For students:

- establishing a healthy and responsible way of life for children who will be able to meet their needs
- socially acceptable forms of behavior,
- educating students about the occurrence and harmfulness of violent and generally unacceptable behavior
- behavior of young people
- incorporation of positive values and attitudes that will also ensure positive social outcomes in the future values,
- prevention of undesirable behavior, ie prevention of any form of violence and abuse
- encouraging students to think and adopt positive life values
- developing a sense of personal worth as a personal and social responsibility
- promotion of the physical, social and spiritual dimensions of health; promotion of healthy lifestyles
- developing a positive self-image by developing self-esteem and self-confidence
- learning decision-making and problem-solving skills
- learning about feelings and their expression
- developing all forms of social skills through the educational process, reduce the number of children and young people who will start the examination addictive substances,
- formation of the right attitude towards addictive substances and acquaintance with harmful ones consequences of drug abuse
- acquiring skills to resist pressures to take drugs
- promotion of love for the homeland and the preservation of cultural heritage as part of it national and cultural identity
- developing environmental awareness and habits
- promoting tolerance and respect for diversity

For parents:

- acquiring knowledge of how to help children stay healthy
- improvement of necessary skills for quality parenting
- applying learned skills with your children
- evaluation of the importance of the family environment as a significant factor in the prevention of addiction
- evaluating the importance of a healthy lifestyle
- determine acceptable and unacceptable forms of behavior and their consequences
- inform parents at parent meetings about the problem of peer violence in order to



- could talk to their children and could recognize signs of victimization in a child

For teachers:

- educating and training employees in the form of various workshops, professional activities, professional
- lectures and consultations
- improve the skill of teaching children
- evaluate the significance of the school environment as a significant factor in the prevention of addiction
- apply in practice a healthy lifestyle and good communication practices

6. I CAN IF I WANT TO

Objectives of activities, programs and/or project: Accepting the police officer as a friend helper during the process of growing up, as well as sensitizing to the danger of risky and socially unacceptable behavior, special abuse drugs.

Purpose of activities, programs and/or project: Getting to know the working environment of police officers, the work of individual police services, protective role of certain legal provisions which regulate the protection of children and minors, consequence of vandalism, destructive behavior and peer violence and treatment of police in such cases.

7. PINK SHIRT DAY

Objectives of activities, programs and/or projects: Prevention of peer violence. Developing awareness of the consequences of peer violence. Developing professional human qualities.

Purpose of activities, programs and/or project: Intended for all students and school staff in order to develop empathy, tolerance, with respect to each other and thus create good interpersonal relationships.

8. NATIONAL DAY OF THE FIGHT AGAINST VIOLENCE NAD TO WOMEN

Objectives of activities, programs and/or project : Raising awareness of the unacceptability of all forms violence against women, including mental, physical, external and economic violence

Purpose of activities, programs and/or project: Sensitizing students to the issue of violence against women and sending a clear message that violence does not exist in what form it does not tolerate.

9. SAFER INTERNET FOR CHILDREN AND YOUNG PEOPLE

Objectives of activities, programs and/or project: Promoting safer and more responsible online use technology and mobile devices

Purpose of activities, programs and/or project: To introduce students to the downsides of the Internet and how protect yourself from unwanted consequences of using the Internet how to use the internet responsibly and safely

10. FESTIVAL OF CHILDREN'S RIGHTS

Objectives of activities, programs and/or project: Celebration of children's rights and promotion of children's creativity and young people

Purpose of activities, programs and/or project: Encouraging discussion about tolerance, life in a pandemic, first crushes, but also peer violence

11. STUDENT RELATIONS IN THE CLASSROOM / STUDENTS' ATTITUDE TOWARDS OTHERS TO PUPILS AND THE SCHOOL



Objectives of activities, programs and/or project: To improve the atmosphere in the class department; Directing students to social acceptable forms of behavior, promotion healthy lifestyles, social prevention unacceptable behavior of children, enabling intercourse score for unacceptable and violent behavior

Methods and activities: Setting rules / values with predicted consequences for their non-compliance / Workshops on self-esteem, communication

PINK SHIRT DAY in our school





DIVERSITY CLUB

The members of the diversity club are high grades students and their teachers-mentors. Members met occasionally, discussed problems at school, highlighted positive situations and encouraged other students to participate. Diversity club members raised awareness about the problem of inclusion, peer violence, etc. through presentations and posters.



Basic members of the Diversity club



ROMANIA

ROMANIAN LEGISLATION ON INCLUSIVE EDUCATION

The National Education Law states that the state ensures to Romanian citizens equal access to all levels and forms of pre-university and higher education and lifelong learning without any form of discrimination. The same rights are ensured to nationals of other Member States of the European Union Member EES and the Swiss Confederation. (...)The state provides a range of facilities and support to ensure the participation in education of all pupils, including those with learning difficulties and those with special educational needs. Students who, at their place of residence, do not have the opportunity to learn in a school will be supported by reimbursement of transportation to the nearest school or will receive free room and board at the boarding school, except for those enrolled in post-secondary school.⁵

The national legislation that regulates the educational system in Romania both with regard to the education of children and the education of children with special needs/disabled and which aims to ensure educational and social inclusion:

1. Romanian Constitution, art. 58.
2. National education law no. 1 /2011 - with subsequent amendments and additions;
3. Law no. 272/2004 - on the protection and promotion of the rights of the child - republished, with subsequent amendments and additions;
4. ROFUIP / Regulation - framework for the organization and operation of pre-university education units, approved by the Order of the Minister of Education no. 4.183/2022.
5. Order no. 5574/07.10.2011 - approval of the methodology regarding the organization of educational support services for children, students and young people with special educational requirements integrated into mainstream education;
6. Order no. 6552/19.01.2012 for the approval of the methodology regarding the assessment, psychoeducational assistance, school guidance and professional guidance of children, students and young people with special educational requirements;
7. Order no. 1985-1305-5805-2016 of october 4, 2016 - approving the methodology for the assessment and integrated intervention in order to place children with disabilities in the degree of handicap, school and professional orientation of children with special educational requirements, as well as in order to improve children's skills and rehabilitation with disabilities and/or special educational requirements;
8. Methodology for ensuring the necessary support for students with learning disorders;
9. Law 272/2004 on the protection and promotion of children's rights;
10. Methodology-framework regarding home schooling, respectively the establishment of class groups in hospitals;

⁵ <https://eurydice.eacea.ec.europa.eu/national-education-systems/romania/educational-support-and-guidance>



11. OMECTS 5248/2011, Second chance;
12. OMECTS 5349/2011, School after school;
13. ORDER no. 5574 /October 7, 2011 for the approval of the Methodology regarding the organization of educational support services for children, students and young people with special educational requirements integrated into mainstream education.
14. The methodology regarding the organization of educational support services for children, students and young people with special educational requirements integrated into mainstream education from 07.10.2011
15. OMECTS 5248/2011, Second chance;
16. OMECTS 5349/2011, School after school;
17. ORDER no. 5574 /October 7, 2011 for the approval of the Methodology regarding the organization of educational support services for children, students and young people with special educational requirements integrated into mainstream education.
18. The methodology regarding the organization of educational support services for children, students and young people with special educational requirements integrated into mainstream education from 07.10.2011
19. OMMFPSPVnr. 1985/04.10.2016/WHO no. 1305/17.11.2016/OMENCS no. 5805/23.11.2016, regarding approval the methodology for the assessment and integrated intervention in order to include children with disabilities in the degree of handicap, of the school and professional orientation of children with special educational requirements, as well as in order to enable and rehabilitate children with disabilities and/or special educational requirements.
20. ORDER no. 4,343/2020 of May 27, 2020 regarding the approval of the Methodological Norms for the application of the provisions of art. 7 para. (1[^]1), art. 56[^]1 and point 6[^]1 of the annex to the National Education Law no. 1/2011, regarding psychological violence - bullying

INCLUSION POLICY IN ȘCOALA GIMNAZIALĂ B.P.HASDEU, CÂMPINA

In agreement with the efforts to resize the educational policy in the sense of ensuring education for all, equalizing the chances of success in life for all children regardless of the nature of the "differences" between them, Școala Gimnazială B.P.Hasdeu, Câmpina aims to support an educational offer able to ensure access to formal education and educational services for all children. Of course, the process of transforming the school into an inclusive one is a long process that involves not only time, techniques, and new means of approach from each teacher, but also a change of mentalities, prejudices related to belonging to a certain environment, breaking down existing barriers between different groups in the community.

Școala Gimnazială B.P.Hasdeu, Câmpina has a number of 614 students, among which 12 students who benefit from educational support being integrated SEN.

In our school, both children with special needs (developmental or emotional disorders, attention deficit, dyslexia, dysgraphia, dyscalculia) and children with learning difficulties are placed in the regular class, ensuring full integration into the class group and the school. These categories of students benefit from adapted education that takes into account the special program, both in terms of their needs, to follow their teaching process, designed to develop a person's individual skills and special educational needs, as well as the programs and non-formal educational activities. They work



according to the same schedule as the other students, but the workload is reduced and the tasks are simplified.

In order to implement the policy of integrating students at risk of exclusion (belonging to vulnerable groups, with special needs etc.) into mainstream education, our school has acted, since 2000, in several directions:

- Ensuring equal opportunities for education for students at risk of exclusion by:
- Collaboration with educational institutions able to provide specialized support: support teacher, speech therapist, psycho pedagogical counselor and other specialists;
- Making educational partnerships with various institutions and organizations to ensure qualified human resources, the necessary support in providing services adapted to the needs of these categories of students;
- Development of intervention strategies for students with associated behavioral disorders and educational projects;
- Counseling activities for students with SEN and their families;
- Continuous training of teachers - providing/orienting teachers to continuous training programs for inclusive education in order to acquire work skills appropriate to the diversity of learning needs;
- Collaboration with various providers of continuing education programs for inclusive education for training, development, innovation of working skills with students with special needs, differentiated training;
- Activities for identifying and including students with special educational needs: studying diagnostic documents and recommendations received from the specialist and teachers; direct observation of the child - specific documents; observation file; psiho-pedagogical sheet; Case Study; the interview with parents and therapists:
- Design and implement various assessment activities for the student with CES: flexibility, enrichment, and adaptation of the school curriculum: elaboration at the level of methodical commissions and department of adapted programs, personalized intervention plans, worksheets, tests, etc., in collaboration with the support professor; establishing learning styles in order to develop personalized, student-centered teaching approaches; additional training programs for students with learning difficulties; exchange of experience at departmental level, methodical commissions through demonstration lessons, inter-assistance lessons; joint activities for teachers, teachers with the collaboration of the psycho-pedagogical counselor, in order to better integrate students with special educational needs in the team.



ROMANIA
Județul Prahova
ȘCOALA GIMNAZIALĂ "B.P. HASDEU" - MUNICIPIUL CÂMPINA
Adresa : Câmpina, nr. Mihail Kogălniceanu nr. 31, Jud. Prahova,
Căd. Postal - 204021
Tel. / Fax: 0244 / 314252; 0244330636
Email: gsc@scgcazibp.campina.ro

PLAN DE INTERVENȚIE PERSONALIZATĂ

- NUMELE ȘI PRENUMELE: [REDACTED]
- DATA NASTERII: [REDACTED]
- DOMICILIUL: Câmpina
- ȘCOALA DE INTEGRARE: Școala Gimnazială "B.P. Hasdeu", Câmpina
- CLASA a V-a A
- ECHIPA DE INTERVENȚIE:
 - Profesor titluar: [REDACTED]
 - Profesor diriginte: [REDACTED]
 - Profesor limba și literatura română: [REDACTED]
 - Profesor matematică: [REDACTED]
 - Profesor istorie: [REDACTED]
- INTERVENȚII ȘI ANTECEDENTE:
 - A beneficiar de servicii de sprijin și în anul școlar anterior
- CONCLUZIILE EVALUĂRII COMPLEXE:
 - Din punct de vedere medical: nu are probleme de sănătate
 - Din punct de vedere psihopedagogic:
 - Lateralitate dreapta, orientare spațio-temporală bună, IQ, nivel slab al memoriei, capacități operatorii sub nivelul vârstei-dificultăți operatorii (analiza, sinteza, comparația – se realizează cu dificultate), reversibilitatea prin inversiune se realizează greoi, dificultăți de învățare, dificultăți de scris-citit, azv fonematic deficit, dificultăți de calcul, nivel de aspirație scăzut, potențial redus de învățare.
 - Din punct de vedere social: este slab integrată în colectivul clasei
 - Din punct de vedere familial: familie nucleară, părinți aloca puțin timp, datorita activitatilor profesionale pe care le desfășoară, supravegheri copilului, respectiv controlul temelor, supravegherea ei cade în sarcina bunicii
 - Din punct de vedere al competențelor școlare:
 - Dificultăți de învățare:

ARI CURRICULARE	DIFICULTĂȚI DE ÎNVĂȚARE
LIMBA ȘI COMUNICARE	LIMBAJ SCRIS: <ul style="list-style-type: none"> Confuzie de foneme/grafeame, omisiuni de litere, contopiri de cuvinte Substituirii/omisiuni ale grupurilor de litere c, g, ch, gh Ritm lent al scrierii, transcriere cu omisiuni de litere, literele sunt foarte mari ocupa mai multe randuri Nu respectă regulile de ortografie și punctuație Exprimare în scris stângace, face dezacorduri gramaticale Dificultăți în exprimarea scrisă fără model (autodictare, povestire, formulare de propoziții) Vocabular sărac cu exprimare inserată cu dezacorduri Ritm lent al citirii atât a textelor cunoscute cât și a aceluia la prima vedere, citire inexpressivă și fără respectarea semnelor de punctuație De cele mai multe ori refuza să comunice sau participe la activități

	<ul style="list-style-type: none"> desfășurate în clasă alcătuiește propoziții simple și dezvoltate, cu ajutor din partea cadrului didactic; alcătuiește compuneri scurte, cu sprijin din partea cadrului didactic; povestește după imagini, sau un text citit cu ajutor din partea cadrului didactic.
MATEMATICĂ ȘI ȘTIINȚE	<ul style="list-style-type: none"> CALCUL ȘI NUMERAȚIE: întâmpină greutăți la citirea și scrierea numerelor până la 1000; Algoritmul scăderii cu trecere peste ordin necesită exerciții; Algoritmul înmulțirii parțial însușit Nu și-a însușit algoritmul împărțirii Dificultăți în asocierea operațiilor matematice cu expresiile matematice Dificultăți în rezolvarea de probleme cu mai mult de o operație, rezolvarea problemelor se realizează empiric și nu poate să explice demersul logic al gândirii Dificultăți în însușirea lecțiilor datorită ritmului citirii și scrierii
OM ȘI SOCIETATE	<ul style="list-style-type: none"> Dificultăți în însușirea lecțiilor datorită ritmului citirii și scrierii Citirea sacadată cu întreruperi în descifrarea cuvintelor urmată de exprimarea greoaie a conținuturilor, transcrierea/scrierea notițelor după dictare inserată cu foarte multe greșeli urmată de imposibilitatea descifrării acestora și neputința însușirii lor Dificultăți în plasarea temporal și spațial a evenimentelor, proceselor istorice Dificultăți în însușirea terminologiei de bază, a descifrării semnificațiilor cuvintelor cheie

- COMPORTAMENT PSIHOMOTRIC ȘI AUTONOMIE PERSONALĂ:
 - schema corporală este bine realizată;
 - deprinderile de igienă personală dezvoltate;
 - deprinderi de autoservire și a capacități de autonomie socială și personală bună.
- RELAȚII SOCIALE:
 - conduită și atitudine socială dominate de imaturitate afectivă și stări contradictorii (stări exagerate de veselie sau tristețe fără motiv real);
 - manifestă un comportament agresiv, atunci când este provocat, sau nu agreează o anumită persoană, tendințe de dominație;
 - familia manifestă o atitudine de indiferență și nu solicită periodic informații despre evoluția copilului, puțin receptivă la sugestiile date de profesori;
 - copilul a fost un timp abandonat într-un centru deoarece mama nu avea suficiente resurse materiale pentru a-l crește;
 - posibilități bune de comunicare orală, gestuală și expresivă;
 - lipsă de încredere în sine;
 - disciplinat doar în condiții de supraveghere, atitudini de bravare, abateri minore și repetate;
 - nevoie de atenție, afecțiune, integrare în grup, de modele comportamentale și sprijin permanent;

- PLANIFICAREA INTERVENȚIEI
- La nivelul elevului: anexa 1
 - La nivelul cadrului didactic: consiliere pentru flexibilizarea curriculum-ului, a adaptării evaluării și notării în funcție de progres: anexa 2
 - La nivelul clasei: acordare de sprijin de către colegul de bancă
 - La nivelul familiei: recomandări pentru supravegherea pregătirii lecțiilor, a frecvenței la cabinetul logopedic, relaționarea mai bună cu școala prin participare la pedinețe și efectuarea de vizite la domiciliul elevului

OBIECTIVE PE TERMEN LUNG:

- să-și dezvolte vocabularul;
- să-și dezvolte abilitățile de scris-citit;
- să-și dezvolte abilitățile de comunicare orală;
- să-și dezvolte abilitățile de calcul matematic în concentrul 0-1000;
- să efectueze operații de înmulțire în intervalul 0 – 100;
- să efectueze exerciții cu două operații diferite respectând ordinea efectuării operațiilor;
- să-și dezvolte abilitățile de relaționare și a comportamentelor emoționale.

4. DOMENII DE INTERVENȚIE RECOMANDATE:

- Cognitiv;
- Comportamental și relațional.

A) DOMENIUL DE INTERVENȚIE COGNITIV

OBIECTIVE PE TERMEN SCURT:

- să citească corect un text scurt;
- să construiască oral și în scris un text scurt;
- să scrie corect după dictare propoziții scurte;
- să alcătuiască scurte compuneri cu și fără temă dată, fără ajutor din partea cadrului didactic;
- să efectueze adunări și scăderi în concentrul 0-100;
- să rezolve probleme cu două operații fără ajutor;
- să compare și să ordoneze numere naturale în concentrul 0-100;
- să respecte pașii în rezolvarea problemelor cu două operații;
- să numere crescător și descrescător până la 100;
- să recunoască submulțimi unităților de măsură.

CONȚINUTURILE ÎNVĂȚĂRII:

- exerciții de exprimare corectă orală și scrisă;
- exerciții orale și scrise de identificare a ordinii cuvintelor în propoziții;
- exerciții de înlocuire a unui text în pagină;
- exerciții de scriere după dictare a unor propoziții simple și dezvoltate;
- exerciții de ordonare a unor imagini;
- povestire după imagini;
- exerciții de citiri-scrieri a unor texte scurte;
- exerciții de calcul mental în concentrul 0-1000;
- exerciții de identificare a cuvintelor cheie care arată operația care trebuie realizată (mai mult sau puțin cu)
- exerciții de adunare și scădere în concentrul 0-1000 cu sau fără trecere peste ordin;
- rezolvarea de probleme cu o singură operație, cu două operații cu suport concret;
- exerciții de numărare crescător și descrescător 0-100 și 0-1000;
- exerciții și jocuri de descompunere a nr. naturale până la 1000 în mii, sute, zeci și unități;

METODE ȘI INSTRUMENTE DE EVALUARE:

- evaluarea orală;
- fișa de lucru;
- observația directă și indirectă;
- fișe de lucru cu imagini;
- puzzle;
- grila de evaluare a conduitei sociale;
- rezultatele școlare la obiectele de studiu la care întâmpină dificultăți de învățare.

METODE ȘI MIJLOACE DIDACTICE:

- explicația;
- observația;
- conversația;

- demonstrația;
- brainstorming;
- fișe de lucru;
- plante;
- calculator;
- lucrul în echipă.

EVALUARE PERIODICĂ:

OBIECTIVELE REALIZATE:

- îndeplinește la un nivel mediu sarcinile școlare (înregistrează progres la orele de citire, scriere, matematică);
- diminuarea greșelilor de scriere;
- îmbunătățirea ritmului de citire;
- dezvoltarea mecanismelor de operare și utilizare a conceptelor matematice;
- ameliorarea relațiilor intercolegiale.

DIFICULTĂȚI ÎNTÂMPINATE:

- nu poate rezolva sarcinile școlare într-un timp optim datorită deficitului de atenție;
- pozitiv: valorizarea, stimularea afectivă, recompense; socializarea prin jocuri de rol pentru identificarea simților, antrenarea în activități ludice (puzzle, pictură, desen, colaj, diferite jocuri)
- negativ: dezaprobarea, mustrarea.

METODE CU IMPACT DIDACTIC:

- pozitiv: valorizarea, stimularea afectivă, recompense; socializarea prin jocuri de rol pentru identificarea simților, antrenarea în activități ludice (puzzle, pictură, desen, colaj, diferite jocuri)
- negativ: dezaprobarea, mustrarea.

B. DOMENIUL DE INTERVENȚIE COMPORTAMENTAL

OBIECTIVE PE TERMEN SCURT:

- să reacționeze adecvat la diferite stări sufletești –emoționale;
- să stabilească relații funcționale cu colegii;
- să respecte regulile de lucru în grup.

CONȚINUTURILE ÎNVĂȚĂRII:

- exerciții și jocuri de identificare a diferitelor stări sufletești;
- exerciții și jocuri de recunoaștere a stărilor sufletești exprimate de figura umană;
- jocuri de grup –prin atribuirea de calități colegilor;
- jocuri cu reguli fixe –respectarea regulilor este obligatorie;
- activități de distribuire de sarcini –sine tedă florice, cine șterge tabla etc.
- stabilirea regulilor în clasă.

METODE ȘI INSTRUMENTE DE EVALUARE:

- fișa de observație sistematică;
- evaluarea orală;
- fișe de monitorizare a comportamentului în clasă, în pauză, la activitățile de grup, extracurriculare etc.;
- Probe și teste psihologice: Raven, Omulețul, Toulouse-Lautrec, Contrarii cu obiecte și imagini, Denunțare de calități, Cunoașterea sensului vorbelor, Proba de orientare în spațiul Piaget-Head, Proba de lateralitate Harris, Proba frazelor absurde, Proba de completare a imaginilor
- Apresiasi directe: citirea unui text cunoscut și al unuiu nou, dictări de litere, silabe, cuvinte, propoziții, formarea de propoziții, povestire a unor întâmplări de viață sau a unor povestiri scurte
- Analiza produselor activității: caiete de clasă, de teme, desene, fișe de lucru
- Analiza documentelor școlare
- Discuție cu cadrele didactice și părinți.

REVIZUIREA PROGRAMULUI DE INTERVENȚIE PERSONALIZAT:

La sfârșitul semestrului I, după evaluarea intermediară, vor fi redefinite obiectivele și proiectate noi conținuturi.

MODUL DE IMPLICARE ȘI ROLUL PĂRINȚILOR ÎN PROGRAM:
Responsabilizarea părinților prin consiliere. Părinții vor primi sarcini precise privind modul de comunicare de implicare în program și vor asigura un sprijin minim în evoluția copilului. Progresele vizibile înregistrate vor încuraja familia în a oferi un suport afectiv ridicat copilului.

Diriginte: [REDACTED] Profesor de științe: [REDACTED]

Director, [REDACTED]

(Personalized intervention plan)

- Activities for evaluating the quality of learning programs to ensure equal conditions regarding access to education for students in situations of risk / with special educational needs through: the use of individualized didactic approaches, student-centered, based on interactive didactic



- strategies. individualized learning activities for students at risk / with special educational needs; implementation and promotion of good practices in the instructive-educational process.
- Capitalizing on the positive experience of teachers regarding the integration of children with special learning needs through methodical activities at the level of commissions and departments, round tables, etc.
 - Enriching the material base of the school by purchasing teaching materials that allow the initiation of individualized teaching approaches, student-centered, based on interactive teaching strategies.
 - Diversification of the educational offer of the school according to the needs and the interests of all students:
 - Developing and participating in educational projects and programs at the level of the educational national and international, and identifying good practices that can be adopted/adapted to the needs of our students;
 - Educational projects and extracurricular activities that value inclusive behaviors based on acceptance, help, solidarity and mutual respect;
 - Extracurricular recreational, artistic, sports activities that offer all students the opportunity to use their creative, artistic, intellectual potential.
 - Extracurricular activities in accordance with the interests and needs of educators with special needs able to develop interpersonal skills, development of personal autonomy, integration, and group cohesion (hiking, trips, camps etc.).
 - Establishing educational partnerships with schools at home and abroad and identifying best practices that can be implemented in our school to improve the inclusion of students with special needs;
 - "Inclusive school" - joint school-family activities of students with special educational needs, in order to identify new ways of supporting them, useful to all;
 - Educational projects aimed at improving the attitude of children and adults towards human, cultural and ethnic diversity in the community.

The itinerant teacher has the duties of a **support teacher** (in the direct activity of the class), but these can have a greater or lesser weight, depending on the number of children he is responsible for, respectively the number of schools he travels to, the seriousness of the learning problems of the students in these schools.

The support teacher has the following basic tasks:

- Collaborates with the internal continuous evaluation committee from the school/resource center in order to take over the information regarding the evaluation and the personalized service plan of the child/student with special educational requirements integrated in mainstream education
- Collaborates with the entire teaching staff of the educational unit in which the child is enrolled in order to achieve effective integration into the entire collective of the school;
- Elaborates and realizes the customized intervention plan, as well as the curricular adaptation in partnership with the teaching staff of the group/class;
- Evaluates, in partnership with the team, the results of the application of the adopted curriculum programs;



- Collaborates with the teaching staff from the group/class where there are students with special educational requirements in order to establish the working methods for each learning unit;
- Participate, during teaching hours, in the activities carried out in the class by teacher or teacher;
- Participate in the educational activities in the group/class as an observer, consultant, co-participant;
- Organize personalized intervention activities in groups/classes or outside them;
- Carry out therapeutic-cognitive-occupational activities, individual or in groups;
- He collaborates with the specialists who apply the specific therapies in order to achieve the coherent a personalized service plan;
- Proposes and creates didactic material individualized according to the difficulties of children's learning;
- It carries out the periodic evaluation activity aimed at the development of students and redesigns the personalized intervention program;
- It advises the families of children with special educational needs integrated in the integrative school and the services at the community level that can help the child in the process of school integration;
- Performs, within the 16 hours representing the didactic teaching norm, the weekly schedule of educational assistance according to: the student's needs;the student's evolution in a limited period of time; the results of the periodic evaluation; the requirements of the group of assisted students.

I. ADAPTING THE CURRICULUM, STRATEGIES AND WORK METHODS FOR STUDENTS WITH LEARNING DIFFICULTIES/SPECIAL NEEDS

Action plan for the integration of children with disabilities

The school, as a public institution for training and human socialization, must meet the requirements of all students, both those who have a learning pace and an intellectual and aptitude potential above average, but also those who show learning deficiencies. Both categories require an individualized learning program. Given that the existence of children with SEN is a permanent reality, the school must adapt and provide an inclusive learning environment where all children have the opportunity to develop. It is necessary for the school to create educational partnerships with specialized staff, with resource centers and educational assistance, for school teachers to become agents of inclusive education themselves and, at the same time, to have a closer collaboration with parents.

The adaptation of the curriculum made by the teaching staff in the classroom for teaching, learning, differentiated assessment can be done by:

- adapting the contents, taking into account both the quantitative and the qualitative aspect, the school plans and programs being adapted to the student's learning potential by extension;
- the selection of objectives and the running of school recovery and remediation programs;
- adaptation of the didactic processes considering the size and degree of difficulty of the task, the teaching methods (cooperative learning methods, active-participatory methods, didactic games), the didactic material (intuitive), the allocated working time, the level of support (support additional through support teaching staff);



- adapting the physical, psychological and social learning environment;
- adaptation of the assessment process, with the aim of developing individual capacities that can be expressed through various projects and products (written, oral, visual, kinesthetic).

Activities carried out with the students:

- social networking games;
- sensory stimulation games ("Dough Modeling") - children mix flour with water and from the resulting dough they can model animals, geometric figures, snowmen, etc. After drying, they can paint their figurines with watercolors. „ Frog race" Two origami paper frogs are placed in a box. Each child gets a juice straw to blow into until their little animal reaches the finish line. Blowing activities also help correcting speech/sound pronunciation difficulties);
- games of personal autonomy ("Today we put our things in order", role-playing games);
- games with elements of abstraction and generalization, the game of omissions (exclusion of inappropriate elements from an ensemble/ reporting missing elements from an ensemble);
- associative games ("Category game", "Animal family"; "Vegetable salad"; "What is his house?", "What is it used for...?");
- the guessing game.

Learning strategies:

- teamwork, through collaboration and cooperation;
- activities carried out with the help of the itinerant teacher, the school counselor;
- the development of collegial relations;
- individual support in solving homework;
- choosing the role and responsibilities that the student will have in the classroom;
- participation in various school and extracurricular games and activities;
- the use of images to indicate the meaning of a message heard.

Resources:

- attractive, appropriate and easy-to-use teaching material;
- multisensory and fun teaching/learning tools;
- IT means (computer, video projector, tablet, CDs, etc.);
- beautifully illustrated books/magazines with pictures;
- sheets with fixing schemes;
- open educational resources;
- thematic boards displayed in plain sight.

Rating:

- progress observation sheets (progress/regression);
- systematic observation;
- offering encouragement, verbal appreciation, rewards;
- individual and group projects;

*I have a child with CES in my class. How will I talk to my parents about my problems/expectations?
The Challenge: What are the ways in which I can effectively collaborate with the parent of a child with SEN?*

Activities carried out with parents:

- permanent collaboration with psychologists, support teachers, school counselors;
- joint parent-student-teacher activities;
- workshops;



- lectures on the integration of children with CES, on changing the mentality and attitude of public opinion towards children with special needs;
- the involvement of parents in partnerships with the library, student clubs, other state institutions;
- permanent consultations with the student's parents in order to establish a common plan of action and to get to know the student better;
- involvement in projects to eliminate/reduce bullying actions (Stop bullying);

Learning strategies

- workshops;
- lectures;
- debates;
- consultations with parents;
- exhibitions, cultural-artistic and sports activities
- providing additional support.

Resources

- leaflets/magazines/informative posters;
- computerized technologies;
- thematic ppts, educational films;
- human: specialist doctors, psychologists, school counselors, support teachers.

Assessment

- systematic observation;
- portfolios with the products of the activities;
- questionnaires.

I have a child with CES in my class. How will I tell my colleagues about it?

The Challenge: What are some ways I can help my peers get to know him and work together to support him to reach his potential?

Activities involving teaching staff:

- the student's involvement in various activities to value him;
- participation in training courses, conferences, symposia on this topic;
- collaboration with the support teacher/school counselor;
- developing a common intervention plan with the classroom teachers;
- the organization of workshops/round tables within the Methodical Commission;
- the organization of joint parent-teacher-student activities;

Learning strategies:

- individual discussions with the student;
- debates;
- inter assistance in classes;
- workshops;
- monitoring the performances obtained by the student;
- organization of team activities;
- recognizing the student's progress;
- organizing/participating in round tables on this topic;



- participation in experience exchanges.

Resources:

- leaflets/magazines/informative posters;
- computerized technologies;
- specialized works;
- relevant documents for the integration of children with CES in mainstream school.

Rating:

- questionnaires;
- portfolios with the products of the activities;
- the teacher's notebook;
- systematic observation;
- evaluation reports.

Teaching project outline

1. Organizational moment

Ensuring favorable conditions for the lesson.

Salutation: Since the sun is the sun, it has good habits / We follow his example, we give goodness to our colleague!

Presence/Completing nature's calendar/Establishing temporal landmarks

2. Verification of the topic and previously acquired knowledge

The homework is checked qualitatively and quantitatively, with the correction of any mistakes.

3. Capturing attention will be done through the "Washing Machine" energizing exercise

The students will each receive a balloon on which they will draw their face according to the emotions and feelings they have at the beginning of the activity.

One by one, the students will group and regroup, depending on their emotions (positive, negative).

The situation will be analyzed, concluding that not all people experience the same emotions in the same situation. From here, it follows that We are different!

This activity can be adapted for students with SEN.

Students who nurture positive emotions at the beginning of the activity (joy, delight, trust, satisfaction, hope) will constitute the "washing machine pallets", and those who are possessed by negative emotions (anxiety, fear, indifference, anger, etc.) will be the "laundry" which will be "washed" until the emotional state changes. Those who manage to change their emotional state to a positive one will break the balloon from which the face of a happy man will fall.

4. Statement of the theme:

"Friends in the carousel of emotions" and the purpose of the lesson - knowing and understanding one's own emotions and behaviors, as well as those around them, in various learning situations.

5. Directing learning:

Presentation of the online educational resource - the movie "The House with Friends".

https://www.youtube.com/watch?v=z5_B7sedP4g

The film is watched, the students are asked to follow the behavior of the characters, in order to discern the message conveyed (the resource will contribute to the students' self-evaluation: to analyze their behavior, to identify similar moments in their lives, to exemplify the emotions/solutions found; of also, this leads to the mutual evaluation of the students by showing a positive attitude - encouragement, giving emoticons, applause - when a colleague presents his own experience).

*Content questions:



- Did you like the movie?
- Where does the action take place?
- Which characters did you notice?
- Which character takes control of the events?
- How does everyone react? Why?
- What emotions do you identify with each character?
- What is the end of the story?

Students will be helped to understand the turmoil of the characters, the inner struggle arising in solving the emotional situations created by the life events they go through. The characters' behaviors were determined by this struggle, and the solutions found had the same starting point. It concludes that emotions are different and we humans are different! Being different, people form relationships of friendship, collaboration/help.

* *Personalization questions:*

- Have you ever had a different emotion than your colleagues? Why?
- Do you think it is normal for us to have different emotions in the same situation? (Yes, because we have different thoughts and desires.)
- Do we have to try to be the same as others? Why?
- What can we do in such conditions? (Let's accept ourselves as we are.)

* *The game of emotions*

Children have tokens illustrating different emotions: joy, anger, acceptance, fear, amazement, confidence.

At the stated sentences they will pick up the token that illustrates their own emotion. They will look carefully and see that the emotions are different. It is explained to them that they must trust their own choice.

- The badger provides shelter to the animals.
- The hedgehog stings the frog.
- The storm is very, very strong.
- The badger finally receives the animal's relatives.
- Wow, what goodies the Little Mouse brought!
- Life is much more beautiful with friends.

I encourage a positive attitude / showing emotions during the game.

6. Obtaining the performance:

<https://wordwall.net/ro/resource/10107624/emotii> - "Wheel of emotions- tell an incident that made you feel..."

Students will use the classroom computer for the interactive game "Mime", by accessing the Wordwall interactive learning platform. The child who spins the wheel tells an incident given by the discovered emotion, and the students in the bank have to imitate. The best mime chosen by peers receives a token in their favorite color with a smiley face. Students are encouraged to express their opinions, to trust themselves, to appreciate each other.

7. Reflection and Transference - "The Charade of Feelings"

Each student will have templates on the table with their hands colored differently and cut out. On these they will draw facial expressions when they have different emotions, depending on how to solve the requirement. They will choose the color of the hand according to the color of their feelings.

Requirements: "Write/draw on the back of the chosen hand about an incident when you experienced the emotion/feeling of pride/ friendship/fear/ indifference/happiness/ amazement/ delight/ disbelief/ disgust ...". Students' works are selectively read (those who wish) and commented on. Positive frontal and individual feedback is given.



Slaps drawn with facial expressions when harboring negative emotions/feelings will be assembled in the form of a tear, and those that show us positive emotions in the form of a sun. (It can be discussed on the side of their symbolism.)

The song "I have a small house" is heard: <https://www.youtube.com/watch?v=qk5yGGxXvPc>

8. Final of the activity

There will be a dialogue through which the students evaluate and reflect on what they have learned:

- How did you feel while watching the movie?
- But during the games?
- What do you like about the animals in the movie? What about your colleagues?
- What did you learn today?
- Describe each, in one word, the emotion/feeling that defines you at the end of this activity. (self-assessment)

For engaging/participating in the lesson, all students will be rewarded with smiley faces. I make individual and collective assessments. I encourage shy/less active children.

Through the games played, students can deepen their self-esteem, knowledge and self-knowledge, thinking and memory, and develop their subject-specific vocabulary. They can cultivate their positive attitude towards others, they can learn the values of friendship.

METHODS OF WORKING WITH STUDENTS WITH SEN

More than 7 million students, or about 15% of those ages 3 to 21, received special education services in the 2020-21 school year under the Individuals with Disabilities Education Act (IDEA), according to the National Center for Education Statistics.

To ensure the quality of special education services and meet the many needs in their classrooms, teachers must invest a considerable amount of time in tailoring lessons and materials to their students.

Below you will find some exercises developed for special education teachers having the aim of unlocking students' potential by addressing their special needs through cognitive stimulation activities in the classroom.

You will be able to customize and adapt the activities to their needs and capabilities increasing students' motivation and engagement, thus enhancing their performance. For example, I have been teaching and working in the last years with children that have autism, ages 10-14.

ACTIVITY 1 - Word Fishing- for children suffering from autism

In this game students have to make words by putting syllables or individual letters in the correct order. It is divided into six levels of difficulty. They will automatically move up or down a level depending on his or her successes or mistakes.

1. *Find the missing letter* : M...MA
OA...E
CEA...
ANI....AL
ŞCOA....Ă
2. *What is the missing syllable*:
Bru-tă-.....-e



Sca-..... / e-sca-.....

Pă-pă -.....-e

3. Rewrite the sentences by choosing the right form:

Mi-a priit această minivacanță/ mini-vacanță/ mini vacanță.

Un super-erou/supererou luptă de partea binelui.



















Bunul-simț/ Bunul simț este elementar.

4. Make sentences according the pictures:



5. Match the adjectives to the pictures.

Exerciții
Selectează adjective potrivite pentru substantivele date. (click pe adjectiv)

			roșie	galben	verde
			roșcată	portocaliu	vesel
			frumoasă	nouă	sprintenă
			sireată	blondă	
			mică	delicioasă	
			dulce		

Why is this type of exercise useful? What does it improve?

- Working memory.
- Vocabulary.

ACTIVITY 2: ADAPTED WORKSHEETS

This exercise has different levels of difficulty so that the teacher can adapt the activity to the needs of each student with special needs: basic, easy, medium, difficult and advanced.

Here is an example of a medium level worksheet to work with people with autism.

- A. apple
- B. chapel
- C. call
- D. appear



- A. Kitchen
- B. Chicken





- C. Ketchup
- D. Cheers

This worksheet is available in both digital and paper format.

Why is it useful?

This activity reduces discrimination; children with special needs do exercises at the same time with their colleagues.

ACTIVITY 3: That's Odd!

This generator consists of **categorizing numbers as odd or even**. It is an activity for students with special needs to become familiar with numbers before learning to count.

81	78	40	91	27	95
19	98	90	5	16	75
17	52	96	1	50	67
2	93	26	29	14	22

EVEN NUMBERS	ODD NUMBERS

Or

KEEP COUNTING to complete this line: 1,2,3,, 5,6,, 9, 10, 11, 12.....,, 16 etc.

You can tailor this activity to the students' individual needs and abilities and you can set the general features and parameters.

General features

In this generator you can set up general features such as the operation (correction or free mode and maximum errors allowed), the maximum time, whether or not you want a visible timer for the activity and an inactivity warning. In addition, you can modify the instructions.

Parameters

You can customize the following parameters:

- Range of numbers: from 1 to 9,999.
- Number of digits.
- Adaptability: whether the student has to drag or click to select the numbers.

What does this activity improve?

This activity improves memory.

In conclusion, teachers must **create a pleasant atmosphere**, make his/her students feel safe, confident, responsible and develop harmonious relationships with their colleagues. **Positive feedback** (positive reinforcement) is vital to developing/increasing social skills and raising children's self-esteem.



Using the theory of multiple intelligences in learning activities with the student with learning difficulties/special needs

The theory of multiple intelligences (TMI) developed in 1983 by Howard Gardner starts from the idea that the view of intellectual ability is a limited one, each person has different ways of learning and different intelligences, and how they combine not only determines how we solve problems, favoring personal development but also differentiating us as individuals. Gardner theorized the existence of eight distinct intelligences: visual-spatial, linguistic, logical-mathematical, bodily-kinesthetic, musical, naturalistic, interpersonal, and intrapersonal.

In working with students, TMI can support the teacher in identifying the skills that facilitate the learning process, allowing everyone to capitalize on their own resources, develop their self-learning capacities and, last but not least, the motivation to learn.

Starting from the idea that TMI can favor the realization of a differentiated didactic approach, adapted to the possibilities and needs of each student, mainly of the student with learning difficulties/special needs, depending on the difficulty of the contents taught, in the didactic process activities can be designed that use the different types of intelligence to support the learning process and at the same time help the teacher to identify new working methods to support these categories of students. Depending on the identified needs, the student's capacities/skills, the activities can be developed, so that learning has a double purpose: the assimilation of subject-specific knowledge and the participation in common didactic activities with the other students of the class, avoiding the situation of the student's isolation from the group and ensuring its educational inclusion.

The proposed didactic activities use various didactic methods and means starting from TIM and aim to help the 5th grade student acquire the necessary knowledge to understand how the medieval state was organized and functioned, starting from the understanding of the concept of the *monarch*, ensuring his involvement in the collective learning process, on different levels of difficulty, depending on his/her abilities/skills, known in advance by the teacher.

The following objectives are targeted:

- Recognizing historical terms through accessible sources and by associating them with meaningful or close terms;
- Inferring the meaning of a historical word/term by reference to the read text or the transmitted message.

Use of learned terms/concepts in new contexts.

Examples of activities that can be used in History:

1.	VISUAL-SPATIAL INTELLIGENCE – identifying with the help of images some words/symbols/attributions that can be associated with the term monarchy
2.	LINGUISTIC INTELLIGENCE - completing some terms proposed in the worksheet with the missing syllables and using them in sentences.
3.	LOGICAL-MATHEMATICAL INTELLIGENCE – completing a conceptual map with the terms and concepts that correspond to the proposed subthemes



4.	BODY-KINESTHETIC INTELLIGENCE – simulation, through role play, of a power exercised by the monarch
5.	MUSICAL INTELLIGENCE – choosing from a playlist a song that can be associated with the studied historical period
6.	INTERPERSONAL INTELLIGENCE – performing different tasks/roles within the pair/work group
7.	INTRAPERSONAL INTELLIGENCE – compiling a personal list of the qualities one believes a monarch/ruler should have
8.	NATURAL INTELLIGENCE – exercises describing the natural setting in which the characters in an image are placed



History worksheet no. 1

I. Fill in the terms with the missing letters:

k _ _ g, em _ _ _ or, rul _ _ , mon _ _ ch

II. Match the picture with the correct term:



a) scepter, b) throne, c) crown

1..... 2..... 3.....

III. IV. Identify with the help of the images some of the following attributes of the medieval monarch:

- issues laws -.....
- supreme judge -
- establishes taxes/fees -.....
- leads the army -



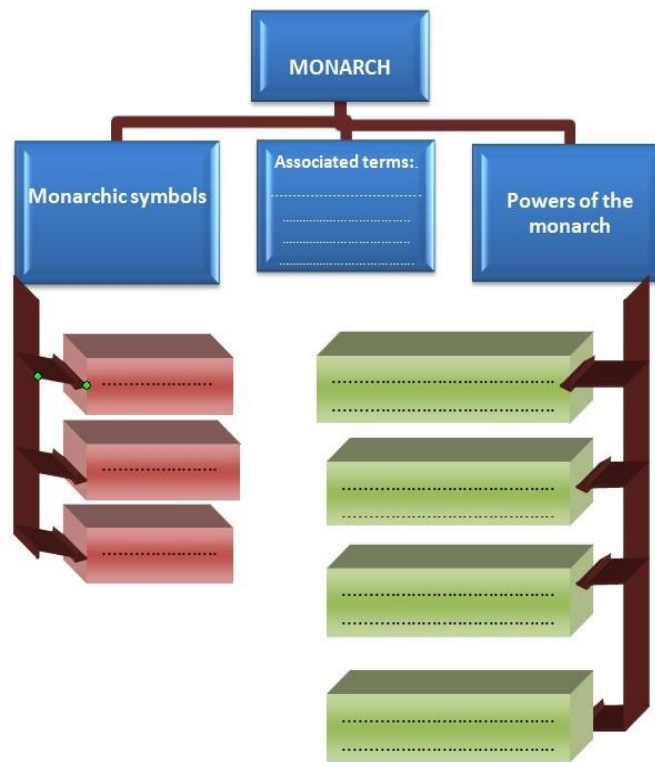


IV. Specify the association that can be made between the terms below, also using the images:
Monarch - Monarchy King-Kingdom Emperor-Empire



History worksheet no. 2

Work in pairs to complete the concept map below, using the knowledge gained from solving handout no. 1.



The advantages of carrying out activities based on didactic strategies and methods using TIM are obvious for students with learning difficulties/special needs who benefit from such differentiated, interactive instruction, giving them the opportunity to capitalize on their own thinking potential. and action, leading to their involvement in the didactic activity together with their colleagues. Of course, in designing these types of activities it is essential that the teacher identifies and knows the capabilities/skills/passions of each student, offering them opportunities to capitalize on and develop their identified type(s) of intelligence.



Adaptation test – French

I. Associe chaque phrase à son image correspondante:

(5 x 4p = 20p)

1. Mon animal de compagnie est un poisson.
2. Mon animal de compagnie est un oiseau.
3. Mon animal de compagnie est un chat.
4. Mon animal de compagnie est un chien.
5. Mon animal de compagnie est une tortue.



A



B



C



D



E

II. Trouve la bonne réponse (Relie les pièces de la maison aux activités suivantes): (5 x 2p = 10p)

- | | |
|-------------------------|--|
| 1. La chambre à coucher | a. Je dors |
| 2. La cuisine | b. Je lis un livre, je regarde la télé et je reçois mes invités. |
| 3. Le salon | c. Je me lave, je prends un bain ou une douche. |
| 4. Le vestibule | d. Je mange et maman y prépare le repas pour ma famille. |
| 5. La salle de bains | e. Il donne accès aux pièces de la maison. |

III. Voici le salon de Paul et Sophie. Regarde l'image et choisis la bonne variante: (5 x 4p = 20p)



II. INCLUSIVE PROJECTS AND ACTIVITIES

The projects and activities carried out during the three years of the Erasmus+ project had the main aim of increasing the level of inclusion for all school students and obtaining a greater degree of involvement of all school actors in this process.

Objectives:

For students:

- Developing a positive self-image by developing self-esteem and self-confidence;
- Development of interpersonal skills, especially social and emotional, among all students;
- Promoting tolerance and respect for otherness;
- Promoting diversity by developing attitudes based on acceptance, solidarity, helping, mutual respect;
- To acceptance, promotion and capitalization of individual, social, cultural diversity, etc.;
- Fighting the phenomenon of educational and social exclusion of students from vulnerable groups;
- The involvement of parents and the community in the life of the school and in solving the problems it faces;
- Educating children's sensitivity by involving them in charitable actions in support of disadvantaged children and encouraging volunteering;
- Increasing the degree of awareness of the negative effects of bullying and cyber-bullying among students, their parents, teachers and their level of information on the need to be involved in preventing and combating this phenomenon;
- The acquisition by students, their parents and teaching staff of some techniques for correct management of situations in which students, victims of bullying and cyber-bullying;
- Creating a secure and friendly educational climate by limiting the phenomena of indiscipline.

For teachers:

- Improving the professional and personal skills of teachers regarding the educational inclusion of students and techniques for correct conflict management
- Knowing some forms of cultivation and use of creativity in normalizing negative experiences to develop students' autonomy and self-determination and to use personalized approaches to learning, cooperative learning and to promote situations where students help each other;
- Implement positive behavior management approaches;
- The development of skills regarding the efficiency of the process of social inclusion of students;
- Cultivating relationships based on respect, equality and friendship between students with CES and non-CES students;
- Managing/normalizing the negative states felt as a result of the potential discriminatory behaviors of colleagues:

For parents:



- Awareness and assumption of responsibilities associated with the role of parent of a student.
- Increasing the involvement of parents in the school's activity and in creating a warm and safe environment for the child.
- Parents' familiarization with the main factors for maintaining the child's well-being.
- Developing parent-child, parent-teacher communication skills.
- Knowing the factors of social exclusion.
- Increasing the level of awareness on the effects of violence/bullying on the child's psycho-emotional development and school progress
- Creating friendly interpersonal relationships and achieving adherence to social groups.
- Attracting and stimulating parents' interest to invest in children's personal development.

Direct beneficiaries:

- students of the organizing school and other schools of the city;
- teachers from the organizing school;

Indirect beneficiaries:

- the students' parents;
- the local community.

Projects and activities:

- ✓ The "Stop bullying in my school" campaign!
- ✓ Nonviolence – for children
- ✓ Choose to oppose bullying!
- ✓ Let's talk about cyber-bullying
- ✓ Friends in the carousel of emotions
- ✓ "But a gift makes you a volunteer", - charity project;
- ✓ "But from the heart of a child"-organizer
- ✓ Holocaust Day in Romania - Nov. 9
- ✓ International Holocaust Day – 27 January
- ✓ Learn to be tolerant! - International Day of Tolerance (Nov. 16)
- ✓ We all have the same rights - International Day of Tolerance
- ✓ Educational-social project "Share-Educate-Donate" etc.



Communication campaign: "STOP bullying in my school!"

Purpose of the campaign:

Combating the phenomenon of bullying by informing students about the causes, forms of manifestation, consequences of bullying and cyberbullying and involving them in formal and non-formal activities aimed at developing preventive behaviors and positive manifestations in the school and virtual environment.

Specific objectives:

1. Increasing the degree of awareness of the negative effects of bullying and cyber-bullying among students, their parents, teachers and their level of information on the need to be involved in preventing and combating this phenomenon.
2. The acquisition by students, their parents and teaching staff of some techniques for correct management of situations in which students, victims of bullying and cyber-bullying.
3. Developing interpersonal skills, especially social and emotional, among all students
4. Creating a favorable educational climate by limiting the phenomena of indiscipline by 90%, violence in school and outside it.
5. Involvement of parents in extracurricular activities, especially in the activities carried out by students in the online environment .

Implementation methods: information sessions for students, parents in collaboration with the psycho-pedagogical advisor, specialists; workshops; thematic exhibitions; flashmobs





"Gift from a child's heart!" - Volunteer project



The volunteer project "But from the heart of a child!" is part of the activity "Skill to do and to do good!" from the Erasmus+ project "Together beyond differences-accept me as I am!". It is a project that is in its second edition and that grows year by year, encouraged by the success achieved both in terms of achieving the proposed objectives and thanks to the positive feed-back received from all those involved and the local community in particular .

What we set out to do, and will continue to do, was to involve students, together with teachers and parents, in volunteering activities with a humanitarian purpose, which would help them develop positive attitudes such as involvement, mutual respect, empathy, essential solidarity in the formation of specific skills for social inclusion and active citizenship.

The purpose of the project

Cultivating the spirit and values of volunteerism in the children's conscience implicitly of the parents and developing the interest of teaching staff to get involved in volunteer activities;

Objectives:

- Educating children's sensitivity by involving them in charitable actions in support of disadvantaged children;
- Combating discrimination based on ethnicity, religion, sex, etc.
- Formation of communication skills, active involvement, teamwork;
- Cultivating the feeling of compassion and understanding towards those around;
- The formation of a positive self-image, by experiencing the feeling of joy and satisfaction for being able to help and make those in need happy.



Diversity Club

The Diversity Club is one of the results of the "Together beyond differences-accept me as I am!" project. The core of the group was made up of students and teachers from the target group of participants in the mobility of the project.

Objectives:

- Promoting diversity by developing attitudes based on acceptance, solidarity, helping, mutual respect, etc.;
- Combating the phenomenon of educational and social exclusion of students from vulnerable groups;
- Diversification of activities that contribute to the improvement of relations between students, student-teachers and to improve the school atmosphere and diversify the educational offer of the school;
- Ensuring more effective communication between students, students-teachers-parents.

Working methods:

- Information sessions;
- Round tables;
- Workshops;
- Thematic exhibitions;
- Communication campaigns;
- Extracurricular activities etc.





SPAIN

1. Spanish legislation on inclusive education

This is the legal framework for the Spanish student with special need, enshrined in the national law LOMLOE 3/2020 from 29th December :

Article 75. Educational, social and occupational inclusion.

1. When the personal circumstances of the pupil with special educational needs make it advisable for the attainment of the objectives of basic education, this pupil may have an additional year. These circumstances may be permanent or temporary and must be sufficiently accredited.
2. In order to reinforce educational inclusion, the educational administrations may incorporate Spanish sign languages into their educational provision.
3. In order to facilitate the social and occupational inclusion of pupils with special educational needs who cannot achieve the objectives of compulsory education, the Public Administrations shall promote training offers adapted to their specific needs.
4. The Education Administrations shall establish a reserve of places in vocational training courses for students with disabilities".

Equity and compensation of inequalities in education.

Article 80. Principles.

1. In order to give effect to the principle of equity in the exercise of the right to education, the Public Administrations shall develop actions aimed at persons, groups, social environments and territorial areas that are in a situation of socio-educational and cultural vulnerability with the objective of eliminating the barriers that limit their access, presence, participation or learning, thereby ensuring reasonable adjustments according to their individual needs and providing the necessary support to foster their maximum educational and social development, so that they may access an inclusive education, on equal terms with others.
2. Compensation policies shall reinforce the action of the education system in such a way as to avoid inequalities arising from social, economic, cultural, geographical, ethnic or other factors.
3. It is incumbent upon the State and the Autonomous Communities, within their respective spheres of competence, to set their priority objectives in order to achieve a more equitable education".

Article 81. Schooling.

1. It is the responsibility of the Education Administrations to ensure preventive and compensatory action by guaranteeing the most favorable conditions for the schooling of all children whose personal or social conditions entail an initial inequality in accessing the different stages of education. The schooling of pupils in situations of socio-educational vulnerability shall be governed by the principles of participation and inclusion and shall ensure their non-discrimination and segregation and effective equality in access to and permanence in the education system. To this end, the Education



Administrations shall adopt the necessary measures to act in a preventive manner with pupils in a situation of socio-educational vulnerability with the aim of favoring their success at school.

2. In those schools, geographical areas or social environments in which there is a concentration of pupils in a situation of socio-educational vulnerability, the Education Administrations shall develop initiatives to compensate for this situation. To this end, joint socio-educational actions may be established at a territorial level with local Administrations and social entities, including special attention to extracurricular educational and educational leisure activities, as well as support and tutoring actions with pupils in this situation and their families.

These initiatives and actions will be carried out in such a way as to avoid the segregation of these pupils within educational centers.

3. The educational administrations shall adopt the necessary measures to develop support and tutoring actions with pupils in this situation and with their families.

4. Without prejudice to the provisions of Chapter I of this same Title, the Education Administrations shall provide public and subsidized private schools with the human and material resources necessary to compensate for the situation of pupils who have special difficulties in attaining educational objectives due to their social conditions.

Article 82

"2. The State shall establish, with a charge to its general budgets, and without prejudice to the powers of the Autonomous Communities, a general system of scholarships and study grants, so that all persons, regardless of their place of residence, may enjoy the same conditions in the exercise of the right to education.

The Autonomous Communities, in accordance with the provisions of their Statutes of Autonomy, may regulate their own system of scholarships and study aids, when they are developed with a charge to their own budget in the exercise of their powers.

3. For these purposes, the Government shall regulate in a basic manner, as a minimum, the modalities and amounts of the scholarships and study grants referred to in the previous section, the economic and academic conditions that the beneficiaries must meet, as well as the cases of incompatibility, revocation, reimbursement and any other requirements that may be necessary to ensure equal access to the aforementioned scholarships and grants, preserving the powers of the Autonomous Communities which, charged to their budgets, regulate and manage a system of scholarships and study grants.

4. In order to articulate an effective system of verification and control of the grants and aid awarded and to coordinate the grants and aid with other policies aimed at compensating for inequalities in education, the necessary procedures for information, coordination and cooperation between the different educational administrations shall be established".

5. The calls for applications under the general system of grants shall respect the subjective right to receive them on the part of those beneficiaries who fulfill the economic and academic conditions that are determined, and no limit may be set on the number of grants. 6. Independently of the general system of grants referred to in the previous paragraphs, the Autonomous Communities may offer



grants and aid for the promotion of study from their own funds, in accordance with the provisions of their corresponding Statutes of Autonomy.

Article 84

1. The Education Administrations shall regulate the admission of pupils to public and subsidized private centers in such a way as to guarantee the right to education, equal access and freedom of choice of center by parents or legal guardians. This regulation shall provide for the necessary measures to avoid segregation of pupils on socio-economic or other grounds. In any case, an adequate and balanced distribution of pupils with specific educational support needs among schools shall be ensured.

2. Without prejudice to the provisions of sections 6 and 7 of this article, when there are not enough places, the admission process shall be governed by the priority criteria of the existence of brothers or sisters enrolled in the center; proximity to the home or place of work of one of their parents or legal guardians and the per capita income of the family unit. Likewise, consideration will be given to whether the parents or legal guardians work at the school, the legal status of a large family, a student born of multiple births, a single-parent family, the foster care situation of the student, the presence of a disability in the student or in any of his or her parents or siblings, and the status of victim of gender violence or terrorism. None of these criteria shall be of an exclusive nature and may not account for more than 30% of the total maximum score, except for proximity to the home, which may exceed this limit.

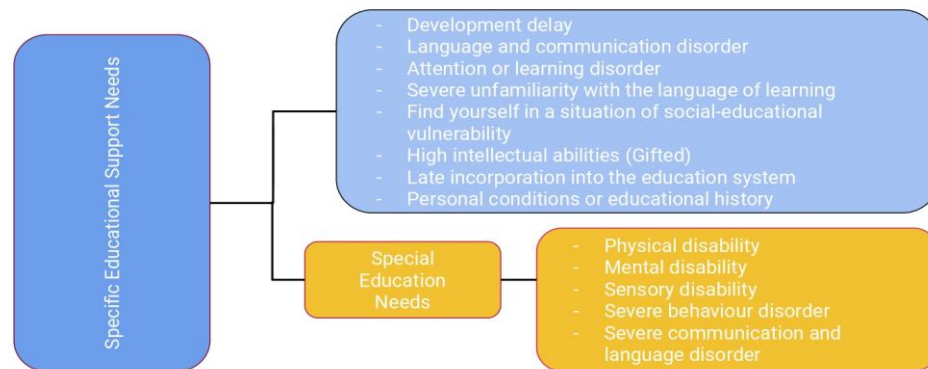
3. Under no circumstances shall there be discrimination on the grounds of birth, racial or ethnic origin, sex, religion, opinion, disability, age, illness, sexual orientation or gender identity or any other personal or social condition or circumstance.

4. The Education Administrations may request the collaboration of other administrative bodies in order to guarantee the authenticity of the data provided by the interested parties and the centers in the student admission process.

7. Likewise, preference shall be given in the area or zone of schooling that corresponds to the home or place of work, without distinction, of any of their parents or legal guardians to those pupils whose schooling in public or subsidized private centers is due to the transfer of the family unit due to the forced mobility of any of the parents or legal guardians, a supervening disability of any of the family members or a change of residence resulting from acts of gender-based violence".



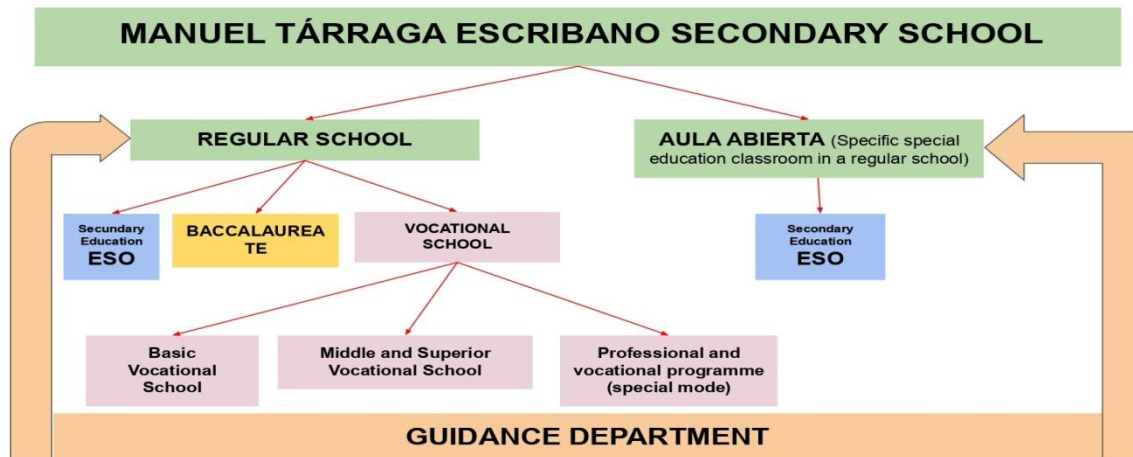
Specific Educational Support Needs



2. Inclusion practice into the IES Manuel Tàrraga Escribano

As established in the Order of 4 June 2010, of the Regional Ministry of Education, Training and Employment, which regulates the Plan for Attention to Diversity in Public and Private Centres in the Region of Murcia, the purpose of the Plan for Attention to Diversity is to facilitate the inclusion of measures for attention to diversity in the general organization of the centers based on the principles of quality, equity and equal opportunities, normalization, school integration and inclusion, equality between women and men, educational compensation, universal accessibility and cooperation of the educational community as established in article 2. 1 of Decree 359/2009 of 30 October. Likewise, the Diversity Attention Plan must be understood as the set of general actions and ordinary and specific measures that a center puts into practice to attend to all its pupils and, in particular, to offer pupils who require educational attention different from the ordinary one a response adapted to their characteristics and needs, facilitating the maximum possible development of their personal abilities and, in any case, to achieve the basic objectives and abilities established in general for all pupils.

- To include the programmes and measures that are developed at the school to offer pupils, particularly those with specific educational support needs, a response that is adapted to their needs. Consolidate the coordination, reflection, planning and decision-making shared by the whole school community as fundamental principles underpinning the educational response that the school offers to the pupils attending it.
- To share information and available resources in order to detect and provide comprehensive and coordinated care for the pupils attending the school in order to adapt the educational intervention.
- To encourage the participation of parents and their involvement in the educational process of their children.



2.1. Aula abierta (Specific special education classroom in a regular school)

Objectives

To achieve the principles of normalization and inclusion, aimed at certain students with severe and permanent special educational needs who require extensive and generalized support in all areas of the curriculum. Given the specific attention required by pupils with severe and permanent special educational needs in these centers and classrooms, the subjects of the block of core and specific subjects will be organized in the following areas:

- Knowledge of and participation in the social and natural environment: this will include learning in Biology and Geology, Physics and Chemistry, Geography and History and Technology.
- Area of communication and representation: it will include the learning of the subjects Spanish Language and Literature, Mathematics and First Foreign Language.



- Artistic area: it will include the learning of Plastic, Visual and Audiovisual Education and Music. In the first cycle of the stage, these pupils will take the subject of Functional Competences and Learning for Life as a subject of free autonomous configuration.

Our open classroom works in an innovative way, among the methodologies used we highlight the TEACCH method; although our students have a good communicative level and good expressive ability, we consider that the TEACCH methodology helps, structures and sequences the daily tasks in our classroom while giving them autonomy in learning. This allows our group of students to feel confident in the tasks they are given and therefore achieve success and maintain their motivation to continue learning and

developing new skills. We also carry out project work as we believe that learning becomes much more meaningful and functional when the proposed tasks are manipulative and in ecological



environments. For the development of communicative-linguistic competence one of the main objectives is: to develop oral language in a creative, participative and fun way, accompanied by activities with a high social and pragmatic content. Using specific listening and language materials and the use of ICT.

3. Project activities carried out at the IES Manuel Tárrega Escribano:

3.1. Social skill activities:

Tutorial action plan

Tutorial action as a dimension of teaching practice will aim to favoring the integration and participation of students in the life of the school, to personalized monitoring of their learning process and to facilitate decision-making regarding their decisions regarding their academic and professional future

Objectives:

- To favor the integration and participation of the students both in their group and in the center, encouraging the development of attitudes of the students group and in the school, encouraging the development of participative attitudes.
- To contribute to the personalisation of education, favoring the personal process of personal maturity, the development of one's own identity and system of values.
- To facilitate fluid communication between the school and the families.

All these objectives are set out in the following activities:

◆ *Students 1st ESO:*

Prevention of cyberbullying
ARGOS Programme.

Activities for the prevention of suicide (including those included in the among them those included in the suicide prevention guide of the Consejería de Educación y Consejería de Educación).
Intercultural education: knowledge of and respect for the cultures that coexist in the school coexist in the center. Development of the Romany population.

◆ *Students 2nd ESO:*

Emotional skills programme
Prevention of bullying and cyberbullying.
Prevention of gender-based violence
Offer talks given by the Guardia Civil to pupils on: prevention of bullying, risks of social networks.

◆ *Students 3rd ESO:*

Preventing gender-based violence: REINICIA-T
Catching Fake News
Talk by AFEMAR, on mental health.

◆ *Students 4th ESO:*

Diversity and tolerance.



Prevention of gender violence.
Equality and sexuality programme.

Educating for justice

This academic year we are launching the Educating for Justice programme. As a first step we want to introduce the programme to all ESO students in tutoring sessions and to ESO students in the tutoring sessions and introduce them to another way of resolving the conflicts that arise at school.

1st session

Video "Count on me" IES Bioclimático. Watch until minute 10 (10 minutes).

Powerpoint presentation: Student mediation presentation (10 minutes).

Activity: What is your style? Conflict and ways of coping (20-25 minutes)

2nd session:

There are obstacles to communication that we call "the typical twelve" that make the person listening and trying to help the other become the protagonist of the conversation the protagonist of the conversation.

Active listening is a very powerful skill that allows us to understand a friend or to mediate a conflict. It is based on the following techniques:

Showing interest: understanding what the person is saying and not showing approval or disapproval, i.e. by looking into the eyes, nodding or saying



For example, looking into the eyes, nodding or saying "Can you tell me more about it? Clarifying: serves to better understand the other person and to gain more information. Example: "And what did you do at that moment?"

Paraphrasing: to repeat in one's own words ideas or thoughts by the speaker. Example: "So what you are saying is..." Reflecting: helps the person to clarify their feelings.

Example: "So what hurts you is..."

Summarizing: Consists of grouping together the information we have been given about the facts and feelings. Example: "So, if I have not misunderstood you..."

Situation	Show interest	Clarify	Paraphrasing	Reflect
Eva's mother has told her that she does not want her to go with certain friends. "My mother keeps telling me to be responsible and not to go out with my friends. I'm fed up."	Eva, tell me, What's happening to you?	Why do you do you think your mother doesn't want you to go out with your friends?	So what you are you are saying is that your mother doesn't want you to go out with your friends because they are not responsible	It hurts you that your mother doesn't trust you and you can go out with your friends



Students get into pairs and one of them tells a story to his or her partner, emphasizing the details of the story to his or her partner, emphasizing the details. Afterwards, each member introduces their partner and try to tell the same story as the partner told them. They can use some of these techniques to better understand their partner's story. Avoid at all times using the typical twelve. This activity aims to train attention, focusing on what is being said and on the emotion that accompanies it and on the emotion that accompanies the telling of other people's stories. It also allows us to train our empathy by trying to explain in a respectful way what others have confessed to us.

COMMUNICATION SKILLS: MESSAGES IN THE FIRST PERSON

What is this skill for?

First-person messages improve communication when conflicts arise. The aim of speaking in the first person is to change the recipient's behavior of the person on the receiving end. It reduces the possibility of misunderstandings and reduces tension in a conflict.

How to use?

This skill is only used when someone wants to express something that bothers them and causes them problems.. In this way we put things in the right place, so that when something causes a problem for me, I tell it from me and I don't put it on the other person, i.e. how we are affected by what they don't do other person, i.e. how we are affected by what they don't do.

3.2. Work activities with special needs students

ACTIVITY 1: HISTORY. EARLY CIVILISATIONS

Adaptation of the Spanish curriculum of the subject of History for students with special needs

With these activities we aim to build on our students' prior knowledge, in order to build a more solid understanding of the subject.

The starting point is the reports provided by the guidance departments of the primary schools and by the guides of the guidance department of our school.

a. Complete this outline and use it to review the unit.

Mesopotamian civilisation

It was born between the rivers and

He built canals to control the
..... of the rivers.
As the population grew, the
settlements became more
populated.

The cities were united in
..... governed by

They built tem-
plos and

They invented the

Society was organised
into several

Egyptian civilization

Born on the banks of the river They
learned to control the

. of the river.
The country was divided into two
kingdoms, Lower Egypt and Lower
Egypt.

..... .. Egypt.
Each kingdom was ruled by a
.....

They built. and temples.
They used a type of writing called
.....

The society was organised in
several



b. Look at the diagram and relate these terms to the corresponding civilisation.

Mesopotamian civilisation

King

Pharaoh

Nile

Tigris and Euphrates

Egyptian civilisation

Pyramids

Palaces and storehouse

c. Write true or false:

The Mesopotamian civilization was born between two mountain ranges.

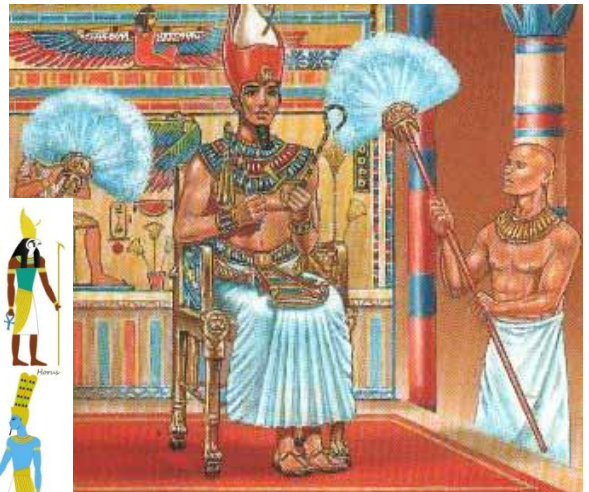
Mesopotamian peoples believed in one god.

The Egyptians believed that Pharaoh was a living god.

Hieroglyphs are signs and drawings that represent words.

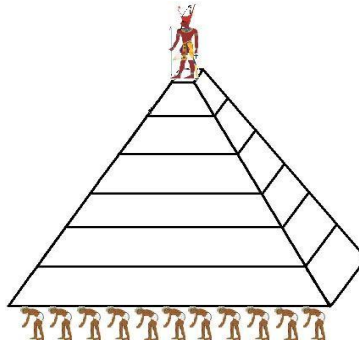
The Egyptians wrote on plant leaves called papyrus.

d. Write below each picture the word that corresponds to it





e. Copy this pyramid in your notebook and use it to represent the different levels of Egyptian society.



e.1. Write in each level the name of the groups that compose it:

- Upper level: nobles and priests.
- Middle level: officials, merchants and artisans.
- Lower level: peasants and slaves.

e.2. Answer the questions:

- Which level of society had the most wealth and power?

e.3. The width of each level indicates the size of the groups.

To which groups of society do most Egyptians belong?

ACTIVITY 2: ENGLISH, THE ARTICLES

How can they cope with the daily work of a subject like English?

The chances that they will be able to remember what they have done the previous day or keep up with their progress are remote.

This material is designed to enable and encourage autonomy in learning. The learner can check his or her own progress and decide what activities they are able to do.

TARGETS

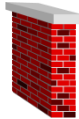
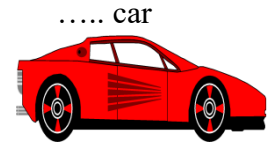
1. Relate the indefinite article to its corresponding signs in English
2. Link the definite article with its corresponding sign in English
3. Match demonstratives with their corresponding sign
4. Differentiating the plural from the singular
5. Pronouncing articles and demonstratives

ASSESSMENT CRITERIA

1. Be able to relate the indefinite article with its signs
2. Be able to relate the definite article to its sign
3. Being able to differentiate between singular and plural
4. Be able to differentiate between articles and demonstratives.



a. Look at the following pictures. Write A or An in the correct place and translate.



.....rose

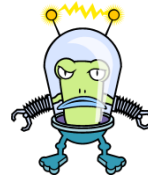
.....sun

..... ice-cream

..... car

.....wall

b. Now look at the pictures and fill in the appropriate word and translate.



apple

eye

alien

table

teacher

armchair

1. una mesa = la mesa =
2. una manzana = la manzana =
3. el ojo = un ojo =
4. el extraterrestre = un extraterrestre =
5. la profesora = una profesora =
6. un sillón = el sillón =

c. Complete the following sentences with these or those. Remember that now we have to write the plural of the things.

1. Aquéllas son casas=.....
2. Éstos son libros=
3. Éstos son hombres=.....men
4. Aquéllos son autobuses=

5. Ésas son gafas=glasses

3.3 Activities to promote cultural diversity (interculturality)



MULTICULTI FEST

In March 2023 the IES Manuel Tárrega Escribano held a festival with the idea of promoting coexistence among the students of the school.

The activity consisted of a day in which the pupils collaborated by setting up stands where they could carry out activities related to the nationalities that can be found in our school.

Objectives:

- To promote knowledge of other cultures close to the pupils.
- To understand other realities
- To be interested in the customs and traditions of other countries and cultures.
- To promote the integration of pupils from cultural minorities (gypsy pupils).
- To bring the knowledge and understanding of other musical manifestations closer to the pupils.

Organisation of the event:

Moroccan stand: Tasting of typical sweets and tea. Traditional musical instruments

Romanian stand: Information on the Geography of Romania. Typical Romanian costumes

Ukrainian stand: Information on the Geography of Ukraine.

Explanation of Ukrainian customs and traditions.

Colombian stand: Tasting of Colombian products.

Typical Colombian costumes and explanation of traditions and customs.

Stand of Spain (Murcia): Tasting of traditional dishes and local costumes.

Stand of the Gypsy People: Explanation of the history and customs.

Syria and Turkey earthquake aid stand for earthquakes



Interactive workshops:

Romanian Martisor

Moroccan Henna

Flamenco percussion: cajón

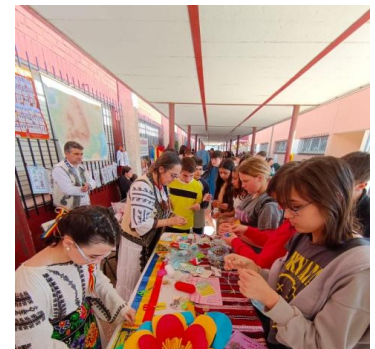
Typical Romanian and Moroccan dances

Writing workshop : write your name in different languages

Performance by teachers and students

Link with video of the event:

<https://www.youtube.com/watch?v=F9VII0014DA&t=38s>





LITHUANIA

LITHUANIAN LEGISLATION ON INCLUSIVE EDUCATION

The main ideas of inclusive education are stated in different national-level documents, including:

- the Law on Education;
- the National Education Strategy 2013–2022;
- Profile of the Competence of the Teaching Profession;
- Teacher Training Standards;
- the ‘Good School’ concept.

Lithuania’s first post-communist constitution (1992) affirmed the determination of the Lithuanian nation to strive for an open, just and harmonious democratic society. It states that every child must attend compulsory education until the age of 16.

In Lithuania, practically all mainstream general education schools can be considered inclusive (except for special schools and sanatorium schools), as they accept learners with various educational needs.

Main legal documents regulating the education of learners with special educational needs (SEN):

Education Reform Act of 25 June 1991

This consolidated the democratic principles of education in Lithuania. Children with severe and profound disabilities became ‘educable’.

Law on the Social Integration of the Disabled (1991, and its amendments)

This gives people with disabilities the right to work, study and train. Furthermore, regardless of the type of disability, they are entitled to the same rights as other residents of the Republic of Lithuania.

Act of Special Educational Provision for Children with Special Educational Needs in Mainstream Educational Institutions (1993)

This was the founding legislation for the inclusive education of children with SEN. It was based on the context of the situation of special education in Lithuania and the accumulated experience of other countries in managing special education. It states that learners with SEN in mainstream institutions may be educated:

- in mainstream groups or classes, following the mainstream curriculum, but with special methods applied or following a modified mainstream curriculum or an alternative curriculum or individual education plan;
- partly in mainstream groups or classes and partly in special groups or classes;
- in special groups or classes.



The Act starts to legitimize the inclusive education of learners with SEN in mainstream settings. It also mandates parents' formal right to choose which educational institution their children will attend.

The Act increases state responsibility for providing free and appropriate education for all children and young people with SEN (aged 0–21) in the least restrictive environment, providing all the necessary supplementary aids and services. The Act regulates the provision of educational assistive technology and training devices.

Procedure for Organisation of Learners with Special Educational Needs (2011)

The municipality ensures the availability and quality of education for each learner with SEN living in the municipality's territory.

Procedure for Assessment of Pupils with Special Educational Needs and Assignment of their Special Education (2011, and its amendment in 2013)

This describes the procedure for determining groups of learners with SEN and allocating their SEN into levels. It regulates the identification of disabilities, disorders and learning difficulties that constitute SEN and the criteria for categorizing them into levels.

Law on Education of the Republic of Lithuania (2011, and its amendments)

This law determines the accessibility of education for learners with special needs. This is ensured by adapting the school's environment, by providing psychological, special pedagogical, special and social-pedagogical assistance, and by supplying schools with technical aids and special teaching aids.

The Ministry of Education, Science and Sport is preparing a number of suggestions for changing the Law on Education and creating an action plan to push forward development of inclusive education in 2020–2023. If the Law on Education is changed (all general education schools would accept all pupils without any exceptions), the Plan would be backed by additional funding from the State and municipal budgets. The measure would also serve as a mechanism to facilitate dialogue.

The Law on Education of the Republic of Lithuania aims to improve the legal framework. It will state that every child should be given the opportunity to study at the school closest to their place of residence, etc.

National Education Strategy 2013–2022

This describes Lithuanian education policy priorities, long-term education goals and changes of direction in education content and funding priorities. It aims to 'develop and strengthen non-formal education for children and young people to ensure that pupils, students and young people have the best opportunities to fulfill their true potential'.

The main target effect is higher quality of education. The quality of education is largely assessed by international comparative studies and data, partly by national ones. The education policy focuses on seeking an EU average for learning achievements.

The National Education Strategy also aims to:

- improve the quality of teacher education at higher education institutions, especially the readiness to work with learners with SEN;
- improve the system of funding and accountability for special needs education and enable teachers to provide effective education assistance in consultation with specialists;
- ensure access to education and equal opportunities;
- maximize the development of children and youth in education enrolment;
- provide learners and young people with the most favorable opportunities to develop individual capacity, meeting their special educational and learning needs, and providing effective pedagogical and psychological assistance to learners with learning difficulties;



The goal is to include learners with SEN in mainstream education to the maximum possible extent. However, there are also special educational institutions for learners with major or severe SEN. 17th Government Programme 2017–2020 and Government's Implementation Plan 2017

This action plan provides measures for strengthening and developing inclusive education until the end of 2020.

One of the goals is to create equal conditions for early and general education, including non-formal education, to seek the diversity of educational institutions, taking into account the specific needs of the local community and learners. It aims for educational programmes to:

- meet different educational needs;
- ensure equal opportunities and accessibility for different social groups (bilingual people, people with disabilities or special needs);
- apply flexible measures, such as mobile laboratories and groups of learning advisers.

Key priority directions from the Government's Implementation Plan to ensure inclusive education are:

- to strengthen the system for providing education assistance;
- to develop a system for co-ordinated provision of education assistance, health and social services to children and their families at municipal level;
- to improve education financing for learners with major and severe SEN;
- to consider the financing of schools based on the number of class sets (class basket);
- to develop the competence of teachers and other specialists participating in the education process to enable them to work with different groups of learners with SEN;
- to develop and implement the 'all-day school' concept;
- to improve education, culture, social security and employment systems for people with special needs;
- to provide additional learning time for learners with learning difficulties and methodological materials for individual learning needs;
- to ensure the provision of complex health, social, education assistance and education services in the remaining special schools using joint finances;
- to integrate foreigners into the Lithuanian education system;
- to create and implement a school autonomy model;
- to ensure inclusive education while providing education and education assistance services close to a learner's area of residence (Source: FPIES – Lithuania Country Report, pp. 47–49).

2.THEORETICAL PART RELATED TO SCHOOL PRACTICES WITH SPECIAL NEEDS STUDENTS: ADAPTING THE CURRICULUM AND TEACHING METHODS AND PROMOTE CULTURAL DIVERSITY

Vilnius Adomo Mickevičiaus High School has 470 students (school year 2022/2023.). The number of students with special educational needs amounts to 21 people, four of whom have major learning disorders. There are four pupils with major learning disabilities (dysgraphia, dyslexia and dyscalculia), most students with SEN suffer from moderate complex disorder, attention deficit disorder. There are four classroom assistants helping the pupils with SEN, a psychologist, a speech therapist and a social pedagogue. General curriculum with certain amendments is applied to all students, they are involved in all school and afterschool activities, classes and projects.















There are three groups of special educational needs: learning disabilities due to visual, hearing or motor handicaps, mental retardation, psychiatric or neurological diseases, learning disorders due to genetic and/or neurobiological factors that alter brain functioning in a manner which affects one or more cognitive processes related to learning (these processing problems can interfere with learning basic skills such as reading, writing and/or math).

They can also interfere with higher level skills such as organization, time planning, abstract reasoning, long or short term memory and attention) and learning difficulties due to environmental, cultural or economic disadvantages (among them – unrealized special abilities (IQ 130 and more) due to individual or environmental factors).













In our school both children with intellectual disability (developmental disorder, i.e. autism) and children with learning disability in specific academic areas (i.e. dyslexia, dysgraphia or dyscalculia) are placed in regular classes as the Lithuanian Law on Education ensures full integration of persons with special needs in a class setting of a mainstream general education institution. Pupils are provided with Modified Educational Programs which consider a person's special needs and ensure he/she receives an education in accordance with state educational standards. Students with intellectual disability are provided with an Individual Educational Program designed to develop a person's individual abilities and special educational needs.

Modified English language activities for SEN students - there are certain examples of worksheets introduced to primary school students learning English as a foreign language and struggling with dysgraphia or dyslexia. These activities are focused on labeling pictures and memorizing simple words which later on could be used to make short sentences or even simple dialogues. The second worksheet is focused on filling in missing letters, both vowels and consonants.

LOOK AND LABEL THE PICTURES

			
			
			
BIKE	CAR	TRAIN	BOAT
ROBOT	SKATEBOARD	BALL	TEDDY
PLANE	DOLL	COMPUTER	KITE

Fill in the missing letters.

	t__ai__		d__ll
	t__ddy be__r		ba__l
	p__an__		b__ke
	r__ck__t		c__r
	ro__o__		k__te
	pu__zl__		t__p



Work presentation: while presenting your work, tell what you have learned, name one or two things. Explain the meanings of the Lithuanian folk symbols used.

Adomo Mickevičiaus Primary School Practical activities with SEN students and their inclusion into the learning process

Primary school teacher I. S. says that there aren't special tasks created for primary school SEN pupils, they are only adapted to their needs. These pupils have to work according to the same program together with the whole class, but the volume of work for them is reduced and the tasks are simplified. For example, when a teacher sets dictation as a task, children with SEN can write not in a notebook but on a tablet (these pupils who have a problem with writing). For instance, E. J. has good speaking skills and a good auditory memory, but he will write one word for 5 minutes. D. K. has been learning to read all year long (he has only just started to connect letters, although he often twists syllables in places and struggles with primitive reading comprehension.) These boys have a huge problem with concentration, too. They can't concentrate for more than 15 minutes. Teacher's assistants help them complete tasks during the lesson. They work from the same exercise books as the whole class.



There are also a lot of inclusive mini project activities aimed at inclusion SEN pupils into the group work (sport projects, gardening, making regional Palms, the Healthy Plate, Playing Board Games and Learning about Nature and others)





In our school we have an individual approach to each SEN pupil. In case the pupil often ignores any attempts to help from the teacher or the helper, he is allocated to work in a group of other pupils and then he may do his best as he likes working with children. While working in groups, SEN pupils willingly perform the tasks entrusted to them. Of course, the tasks are much simpler, e.g. they have to connect, cut out, color the correct answer. The teacher tries to choose practical tasks for such children, e.g. Oral hygiene, healthy eating habits (pupils cut together fruit brought from home to make a healthy fruit salad). Since they are happy to accept help from classmates, the teacher frequently organizes fun activities and trips. SEN pupils do not sit individually at the desk, but work in a team. During literature lessons, when they have reading comprehension tasks, the teacher asks an assistant to read the text aloud to SEN pupils in the hall so that the children could understand the meaning of the text. At math classes, SEN pupils are allowed to count with a calculator.

Working with Lego is very helpful to teach SEN pupils manual skills, they often make things that are necessary in everyday life, e.g. a student made a small square and said that this is a modern cell phone.

SEN pupils often have difficulties with writing, but they like to draw, so they develop fine motoric skills through drawings. They also enjoy interactive tasks performed at the blackboard. We work with Wordwall. This is the way SEN pupils train their memory and improve their learning speed.

Learning strategies:

- teamwork, collaboration and cooperation;
- activities supervised and carried out with the help of the teacher;
- the development of close mate relations;
- individual support in solving homework tasks;
- choosing the role and responsibilities that the student will have in the classroom;
- participation in various school and extracurricular games and activities;

The steps of the evaluation of the students with special needs in our school are as follows: teachers observe the child during the lessons, they talk with the parents and make them aware about the problem. When parents give permission for a primary evaluation, teachers collaborate with the school's Welfare Commission and fill up the necessary documentation where they point out the child's strengths and weaknesses. The second level of evaluation is done by the Pedagogical Psychological Service from pedagogical, psychological, medicinal and socio-pedagogical aspects. Learning disabilities often have correlative disorders, for example, attention deficit, emotional disorder and others. It is important to recognize all the special needs of the child and provide necessary help. Special educational needs level could vary from mild to moderate, severe or profound depending on the criteria.



Inclusion of students with SEN is applied on an everyday basis. Teachers working in classes with children with special educational needs and disabilities (SEN) adapt educational material creating and assigning special tasks aimed at developing a person's individual abilities. Differentiation through tasks is applied. Class teachers follow and assess an individual progress of a student with SEN by completing a student's progress report every semester. Psychological support is provided by a school psychologist, specialists and school staff including class teachers. Some children with SEN are provided with Classroom Assistants who facilitate effective inclusive practice working with SEN pupils individually. They perform the education and nurse tasks indicated by a teacher.

General education, vocational education and training and other programs are adapted to students with special educational needs. These pupils may complete education programs within a shorter or longer time than that prescribed. Pupils with very extensive or extensive special educational needs can study at designated general education schools up to 21 years of age.

Inclusion of gifted/talented students is also of great importance. Gifted or talented students, who are naturally endowed with a high degree of general mental ability and unusual verbal skills are also placed in regular classes. Their skills are mainly demonstrated on standardized tests and examinations of general ability or of school achievement. Teachers provide them with more challenges of the general curriculum during the educational process. Individualisation and differentiation through tasks are applied. Talented students are encouraged to participate in Olympiads and competitions. Students with unusual talents in a range of activities such as music, creative writing, arts or sports are encouraged to participate in national and international Olympiads, contests and competitions. Students annually participate in the "Brain Battles" organized by the House of Polish Culture in Vilnius, "National Literature Reading", "Creative Writing".

**Inclusive Practices and Project Activities Carried out Within
Vilniaus Adomo Mickevičiaus High School
aimed at developing tolerance, respect and solidarity**

In Vilniaus Adomo Mickevičiaus High School we follow legislation governing education which is mandatory to all Lithuanian schools. Our school was a member of UNESCO ASP – net, therefore we consider methodological materials created by UNESCO experts on inclusive education.

We try to create a safe environment and protect all the children from harm, violence and abuse. We arrange the Day of Tolerance. We keep to our national and school traditions, follow the rules, conduct social education during the class hours, promote a healthy lifestyle and life skills, implement national and international projects such as "Resilience", "Conflict resolution", "Together Beyond the Differences – Accept Me as I am" which help us achieve those objectives.



The school staff arranges open lessons or joint lessons, carries out pedagogical projects, have discussions on the issue of educating students with SEN, and solve behavioral problems.

The school staff puts an emphasis on work with parents arranging open door days, involving parents into school and class events, inviting them to share their work experience and discuss the problems of the school life, to analyze the educational problems of their children at the Welfare Commission, conducting surveys, etc.

The school staff works with the students. Few years ago we prepared and introduced special forms for the students so that they could set their educational goals and monitor their learning progress with the help of teachers and parents.

Both teachers and students participated in the lecture “Appropriate and inappropriate behavior in the cyberspace” arranged on Microsoft Office 365 platform (during Covid -19 pandemic/2021-2022)

The school staff closely cooperates with the social partners such as Pedagogical Psychological Service, Child Development Center, Child Support Center, Museums, Libraries, national UNESCO Commission and others.

The international collaboration within the framework of the projects is conducted (Erasmus+ projects, joint Lithuanian-Polish mini projects).

We develop our teachers qualifications and education methodology by systematically organizing in-service training courses for the teachers at our school.

School teachers participated in the seminars “Inclusive Learning Practices”, Fostering students’ motivation to learn. Applying active learning methods during the lesson”.

We try to implement new teaching approaches such as active learning methods, development of critical thinking skills, experience based learning, project work etc. (Lithuanian language mini-project “Šiuolaikinio pragaro modelis”, “Vilnius 700” (students made guided tours around Vilnius Old Town, prepared virtual presentations about Vilnius history, showed video about selected Vilnius sites) etc.

Our school promotes cultural diversity and interculturality. Lithuania has been a multilingual and multicultural country since ancient times. Vilnius, the capital of Lithuania, is celebrating its



700th anniversary this year. The city has been famous for religious and national tolerance since the Middle Ages. The streets, temples and palaces of the noblemen are still reminiscent of the close neighborhood of Lithuanians, Poles, Russians, Jews and other nationalities. Multiculturalism is also evidenced by the abundance of schools of national minorities. In Lithuania national minorities are guaranteed the right to learn and study in their native non-state language (from pre-school education to high education level) and to participate in non-formal education activities in their native language. Open Lithuanian-English language lesson with drama elements was arranged to commemorate the 700th anniversary of our city, Vilnius.

The students of our High School, which is proud to be named after the Polish romantic poet Adam Mickiewicz, really feel and face the coexistence of different cultures. We often wander around the cobbled streets where both the great romantic Adam Mickiewicz and a Noble Prize Winner for Literature Czesław Miłosz used to live, we read and study their works in the Polish and Lithuanian languages.

Our school community remembers the fate of the Jewish nation in Lithuania during the History, Lithuanian and Polish language classes. We know its cultural heritage in Vilnius. We value and respect it. We do not bypass the history, culture and traditions of other nations living in Vilnius and its surroundings. We get to know the way of life of the Tatars, Karaims and Roma people. Tolerance and equality are essential aspects in perception and treatment of those nations.

Our school community regularly arranges a week of tolerance and calls it “A Week Without Bullying”. Seminars are held, presentations and lessons to prevent bullying and cyberbullying are arranged. Tolerance is promoted.





There have been created the rules of internet safety:

”RAZEM PONAD RÓŻNICAMI - ZAAKCEPTUJ MNIE TAKIM, JAKIM JESTEM.” Erasmus+

KOMUNIKACJA

Umiejętność słuchania i komunikacja

- Wybierz szczegółowe, zasadnicze punkty swojej wypowiedzi
- Ułóż je w logiczny ciąg
- Przedstaw je wyraźnie
- Sprawdź, czy zostałeś dobrze zrozumiany
- Daj drugiej osobie czas na jej wypowiedź

Zasady komunikacji w Internecie

Zasady są podobne do tych, z których korzystasz w realnym świecie. Nie należy nikogo obrażać oraz wyzywać. Należy używać słów w taki sposób, żeby nikogo nie zranić. Wszelką krytykę, czy nawet spory powinno się „załatwiać” w cywilizowany sposób. Internet sprzyja anonimowości, ale pamiętaj, nie zwalnia to z poczucia godności osobistej drugiego Człowieka. Nikt nie chciałby być w jakiś sposób wyśmiany, czy znieważony.

Cyberprzemoc

Przykrym zjawiskiem, z jakim możesz spotkać się podczas użytkowania komunikatora jest cyberprzemoc, czyli zagrożenie polegające na wyrządzaniu krzywdy przez ludzi złośliwych i ordynarnych. Do takich działań zalicza się m.in. wyzywanie, straszenie, czy poniżanie kogoś w Internecie. Może to odbywać się na przykład poprzez: robienie komuś zdjęć bez jego zgody, a następnie publikowanie ich i rozsyłanie w sieci. Umieszczone w sieci zdjęcie, przedstawiające wydarzenie niemiłe dla osoby na nim uwiecznionej, opatrzone złośliwymi komentarzami, rodzi w niej poczucie upokorzenia i bezradności.

Fake news

Nie baw się w nie! Jednak skąd masz wiedzieć, że przeczytana wiadomość nie jest prawdziwa? Najpierw ją sprawdź. I to najlepiej w kilku źródłach. Jeżeli jest OK, to później, z czystym sumieniem, udostępniaj dalej.

KOMUNIKACJA W INTERNECIE

Zasady bezpieczeństwa w internecie

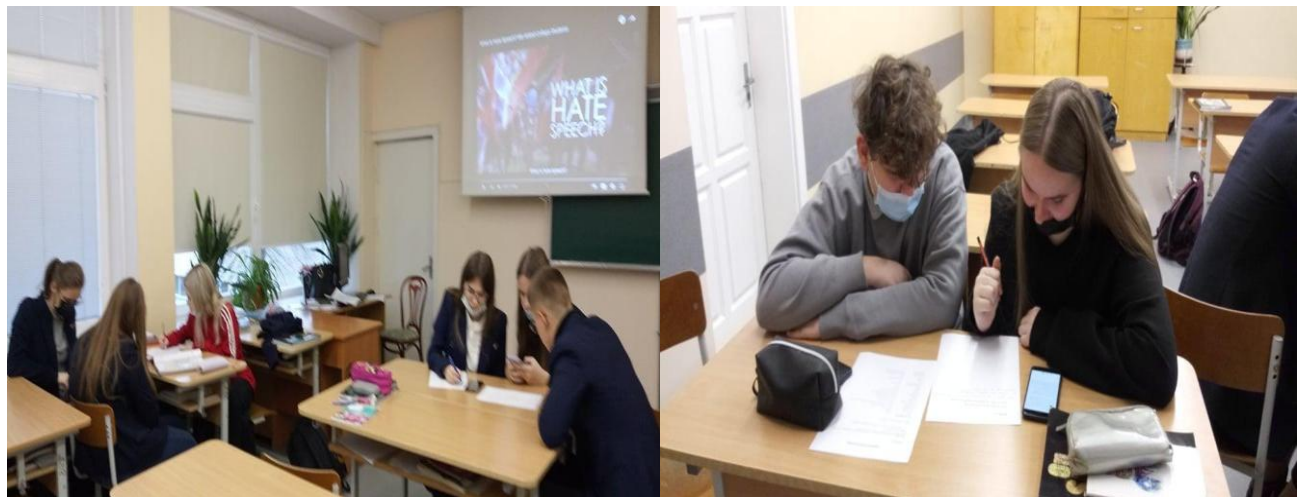
- Zabezpiecz swój sprzęt - komputer, telefon, tablet. Zainstaluj antywirus, pamiętaj o aktualizacjach, nie klikaj w nieznane linki i nie pobieraj podejrzanych załączników.
- Chroń swoją prywatność. Nikomu nie udostępniaj swoich haseł.
- Szanuj siebie. Zadbaj o swój pozytywny wizerunek w sieci. Jeśli publikujesz swoje zdjęcia, zadbaj by widzieli je tylko Twoi znajomi. Nie umieszczaj w sieci zdjęć, które mogą Ci zaszkodzić dziś lub za jakiś czas.
- Szanuj innych. Nie wyzywaj, nie obrażaj, nie hejtuj, nie reaguj agresją na agresję.
- Szanuj swój czas. Korzystaj z umiarem z internetu! Zbyt długie korzystanie z komputera, telefonu może zaszkodzić Twojemu zdrowiu i pogorszyć kontakty ze znajomymi.
- Bądź krytyczny. Nie wszystkie informacje dostępne w internecie są prawdziwe. Nigdy nie można w 100% zaufać komuś poznanemu w sieci. Nie spotykaj się z osobami poznanymi w internecie. O proponujących spotkania od internetowych znajomych informuj rodziców.
- Pomyśl, zanim wrzucisz. To, co wrzucisz do sieci, zostaje tam na zawsze.
- Korzystaj z możliwości, jakie daje internet. Zastanów się, jak możesz twórczo wykorzystać jego potencjał.
- Przeznaczaj prawa. Pamiętaj, że regulacje prawne obowiązują również w internecie.
- Pamiętaj, że z każdej sytuacji jest wyjście. W sytuacji, kiedy ktoś lub coś Cię w internecie zaniepokoi lub wystraszy, koniecznie opowiedz o tym rodzicom lub innej zaufanej osobie dorosłej.

Trollowanie.
Kolejna kwestia, która może być irytująca dla innych. Łączy się ona z udostępnianiem czegoś w celu uzyskania popularności. Są to treści, których celem jest wywołanie negatywnej reakcji.

Ustawienia bezpieczeństwa:

- Zapewnij czas i miejsce na właściwą komunikację
- Usuń czynniki rozpraszające uwagę, wyłącz telefon
- Omawiaj problemy po kolei
- Staraj się słuchać, nie oceniając tego, co słyszysz
- Unikaj negatywnego czytania w myślach
- Określ swoje stanowisko bez atakowania
- Unikaj obwiniania, wypominania i obrażania
- Sprawiedliwie podzielaj czas na wypowiedź
- Staraj się słuchać z zamiarem dokładnego zapamiętania tego co, zostało powiedziane
- Unikaj przerywania

There have been held workshops on defining hate speech and the ways to avoid it:



Through various lessons and workshops our school students are constantly raising awareness of living in a wonderful multicultural country. They are expanding their knowledge of the literature, music and ethnographic heritage of various nations. They are accustomed not only to their nation’s customs and traditions, but also learn a lot about Lithuanian national costumes, folk songs and dances, customs and traditions.



There are certain practices related to the development of multiculturalism and social skills. Extracurricular activities are widely developed in our school. We are proud of the Children and Youth Folk Dance Ensemble "100 SMILES ", whose dancers perfectly perform not only Polish dances, but also the dances of Lithuanian and other nationalities representing our school in national and international festivals in Lithuania and abroad. The band constantly participates in various Erasmus+ projects and contests.

School singers participate in Lithuanian song contests. Songs of both nations are sung or played during public or calendar holidays.

Our school community annually participates in a range of local, national and international projects with Lithuanian, Polish and European schools.

Vilnius provides us many educational opportunities and turns into an open learning space for everyone regardless of his/her nationality, language or confession.

The educational website <https://www.vilniusyramokykla.lt/> provides unconventional learning opportunities suggesting ideas, lesson plans and integrated activity routes.



GREECE

INCLUSIVE EDUCATION IN 7TH GYMNASIUM OF KATERINI

Three types of inclusion classes exist in our school:

1. Z.E. P

2. Inclusive classroom

3. Parallel support

1. Z.E.P. (Reception Department - Educational Priority Zone) operates in our school.

In this class, children of **refugees** and **immigrants** who have come to our country learn the Greek language, so that they can join the school and society more easily and not be marginalized.

In our school we have students from *Spain, Ukraine, Albania, Iraq, Syria, Hungary*.

The objective of TY-ZEP is:

- To reduce the number of students who leave school early, who come from vulnerable social groups with cultural and religious peculiarities.
- The education and smooth adaptation of refugee children.
- To train students who do not have the required knowledge of the Greek language (Roma, Foreigners, Returnees, Refugees, Vulnerable Social Groups).
- Therefore, through these classes, their adaptation and full inclusion in the normal classes of the school is achieved.

- **Ice breaking activity** (from <http://iep.edu.gr>)

Objectives:

With this activity it is expected:

- To practice the students in the correct use of the structure "They call me", "They call him", "They call her".
- To consolidate the names of the group members.
- To get to know all the team members better.
- To achieve communication and interaction between all members team's.
- To encourage bonds of friendship between team members.
- To practice the students' concentration and memory.
- To encourage physical expression.
- To highlight the value of multilingualism and interlingualism.
- To strengthen children's multilingual identities.
- To cultivate a positive attitude towards other languages

Process:

- The teacher asks the children to stand up in a circle.
- One child says what they call him in his native language and immediately after in Greek "My name is..." making a motion with his hands or body.
- The rest of the children say "His name is... / Her name is..." and imitate his movement.
- This process continues in a circular fashion, until all the children are introduced to the language of their origin and in the Greek language.
- At the end the teacher rewards and congratulates all students for their participation.



- **Activity: The city of my dreams (from <http://iep.edu.gr>)**

Objectives:

With this activity it is expected:

- The students to familiarize themselves with the vocabulary and expressions relating to points of interest in an area.
- To produce spoken and written language.
- To interact and get to know other members better team's.
- To recognize the benefits of teamwork.
- To combine knowledge with play.
- To develop their creativity.
- To activate and value multilingualism and inter-lingualism.
- New entrants should also be actively involved students.

Means and materials you will need:

A3 paper , pencils, markers & crayons.

Process:

- I divide the students into groups of 3-4 people.
- I hand out A3 stickers and everything else needed.
- I have pre-designed a template of my own city to explain to them what I want to do.
- I describe to them where the shops, public places and streets are of my city.
- I ask the groups to work together and draw their cities.
- I also ask them to write what each part they draw is. They can write write in Greek and/or in their languages of origin, as long as they know how to write.
- At the end the groups present their projects to the class.

- **Worksheet for teaching vocabulary using pictures:**

IN 	OUT 	IN FRONT 	BEHIND 	ON 	UNDER 	HIGH 	LOW 
CLOSE 	AWAY 	LEFT 	RIGHT 	TO COME 	TO LEAVE 	GOING UP 	GOING DOWN 
LONG 	SHORT 	TALL 	SHORT 	THIN 	FAT 	NARROW 	WIDE 
SMALL 	BIG 	LIGHT 	HEAVY 	HARD 	SOFT 	A FEW 	MANY 
EMPTY 	FULL 	CLOSED 	OPEN 	WILD 	TAME 	SLOW 	QUICK 
HAPPY 	SAD 	CLEAN 	DIRTY 	COLD 	HOT 	DAY 	NIGHT 



2. In inclusive classes students take the same courses with the pupils of the general classroom, but in a differentiated way.

This type of classes are attended by students with:

- special learning difficulties such as a dyslexia,
- general learning disabilities,
- attention deficit hyperactivity disorder,
- complex cognitive emotional and social difficulties

The lesson plan, goals and expectations are formed depending on the needs of the student. They can be helped:

- in lessons such as Greek language, ancient Greek language, history and literature by a special philologist;
- In mathematics by a special mathematician;
- In physics, biology, chemistry and geography by a special physics teacher.

Students may attend maximum 15 hours per week at inclusive classes.

Students of inclusive class, give exams at the end of the school year with the other students in the same subjects, but in alternative ways of assessments or orally, only if they are diagnosed with dyslexia.

The special educator, apart from teaching the students in a separate classroom, can use co-teaching.

This teaching method is very helpful to see the progress of their students in the general class, and to generate feedback, to set new goals.

The main goals of the inclusive class are the encouragement and the self-esteem that these students needs.

Differentiated method of teaching:

-When students attend the general classroom, teachers may give them differentiated types of exercises, based on their needs.

- For example, if the student has dyslexia, the teacher emphasizes in exercises with more pictures, or with closed type exercises, such as those with multiple choices answers.

- **Exercise for decimal numbers (from <https://blogs.sch.gr/efxouver/category/a-gymnasiou/>)**

<https://learningapps.org/display?v=p7hqay07j21>










- **Arithmetic operations with natural numbers (from <https://blogs.sch.gr/efxouver/category/a-gymnasiou/>)**

[Quiz](#)

- Language Exercise for dyslexia (children have to choose the right beginning letters for the object)



**Choose the right beginning letters
for the images below putting
them in a circle.**

	<u>te</u>	de	se
	Xe	ax	<u>te</u>
	tr	rb	br
	ac	ca	<u>sa</u>
	ab	da	<u>ba</u>
	<u>hou</u>	<u>xou</u>	thou
	Ba	da	ta
	str	<u>tsr</u>	<u>rst</u>
	de	be	<u>eb</u>

3. Parallel support

Teachers of parallel support assess the student's educational abilities and intervene where necessary by providing a differentiated teaching to him. They help the student to be able to adapt to the rules of the school and to be able to manage his behavior and emotional difficulties within this context. But beyond the classroom, the teacher also support the student in his other activities such as recess in the courtyard, gymnastics, events and school trips. In particular, the student should learn to play with other children and his social skills should be strengthened in order to develop an interaction between them. In addition, the teachers protect the student from school violence, racism, social exclusion and school bullying and are responsible for his safety. Finally, they help the student to join the extracurricular activities and guide him in the context of a new space and the difficulties he faces as well as provide him with control and guidance.



In 7th Gymnasium of Katerini also exists E.D.Y

That team is consisted of :

- ✓ The headmaster of the school unit
- ✓ The special educator
- ✓ A psychologist
- ✓ A social worker

Every week that team holds a meeting, in order to carry out evaluations on the type of difficulties and possible educational, psychosocial and other barriers in learning faced by specific students. After that, they propose the referral to KEDASY (Diagnostic Assessment Counseling and Support Centers) of the students for whom, after the support in their school and the implementation of a short-term intervention program, it is considered necessary to provide an extensive evaluation.

They support teachers of the school units in matters of pedagogical and behavioral issues.

They formulate early intervention programs and organize special training programs for parents.

They have the responsibility of monitoring the implementation of the differentiated program of the children, in collaboration with the teachers of the school.

Special days through the year:

Holocaust Day (January 27)

World Day for Autism (2 April)

Struggle for Macedonia Day (18 October)

World Day for children's rights (20th November)

World Day for Disabled People (December 3rd)

World Day for Human rights (December 10th)

Genocide of Greeks in Pontos – Turkey (May 19th)

Women Day (March 6th)

Our school strategy in order to enhance the feeling of empathy.

Our students took part in a mixed basketball game with pupils who had mobile or other disabilities.





Students attended to courses by non-profit organizations, whose one main goal is to sensitize the society in the matters of differentiation and disabilities.

- **Movie “Wonder”** was presented and then the students read and analyzed literature texts relating to subjects with disabilities having as the ultimate goal the strengthening of the feeling of empathy by the students.

- **Story: "Without shoes" - 35'**

Formation of groups of 5 people in a random way.

Each group discusses the story and processes the question. The goal is the acceptance of their personality. The acceptance of their uniqueness, the advantages and their disadvantages as well as the recognition and acceptance of the different position of others.

The story:

Suze Anetta, famous shoe designer and wife of Dolph Punt, they are eagerly awaiting the birth of Saion, their first child.

- Ah! She will have perfect legs, just like mine! Dolph Pad was saying and reaching out her long shapely legs on the plush couch of their home.

- And of course she will be wearing amazing shoes, designed by me, awesome Suz Anetta! Suz was saying. But things didn't quite turn out that way...

The day Saion was born, everyone noticed the strange spot on her body.

- Oooh... two chubby toes! said the doctors and nurses, as soon as they took the newborn in their hands.

- How weird are those toes? said the neighbors when they saw the parents returning with the baby to their house. From that day and for several days Suze and Dolph stood every night over her crib and whispered sighing.

- Her eyes, you can't tell they're blue like mine, Dolph was saying.

- And her hair, you can't tell... it's black like mine, said Suz.

- But her legs? they don't look like anyone else! What are we going to do with the fingers of her feet? How will the child walk with these toes?

How will she put on shoes? They wondered but could not find an answer.

- Come on, don't find shoes, where can those toes fit in? whispered the neighbors, who always give their opinion on everything.

- Immediately design shoes for our baby. Two sizes bigger from what she's wearing to fit her fingers, Dolph said. Where Yes, Saion will walk... she can't not have shoes

wear. What will people say? The child of the famous shoe designer, is it shoeless... barefoot?

So, Suz was locked in his lab all day and night, maybe managed to find a shoe design that would fit his toes of his child. He has made a lot of shoes for so many people.....

But the years passed and no solution was found...Saion, on the other hand, did not share her parents' misery at all, for her chubby, long and weird toes. She didn't seem to concerns. Quite the opposite! She was having fun!

But the same is not true for her father. His work went from bad at worst, as he had devoted all his art to design and creating a pair of shoes for Saion. The orders, most of the famous fashion houses had stopped. And his woes were not enough, they also had to deal with the neighbors that every time they visited, they asked Dolph: “How is the child; Does she walk well? Is it still barefoot?’ Parents heard different things, such awful comments and were disappointed.

- It doesn't go any further! The child MUST put on shoes. She is now five years old! and once again the famous designer was locked in the drawing room.



After seven days, at three o'clock in the morning, a voice was heard:

- I found it! I found it!

The next morning, Saion, sitting on the sofa in the living room, prepared the shoes. They were two closed shoes with large holes in the front part right where the big toe is. Saion saw her toes sticking out of the shoes and pouted. He tried to walk around the living room for a while, but too much quickly threw the shoes away...

- WITHOUT SHOES, she said and ran barefoot.

- But how WITHOUT SHOES? the parents said in unison.

- WITHOUT SHOES! Saion repeated from her room.

Suz didn't give up. Design heeled velvet pumps outside, so that the little one's fingers are not pressed.

- WITHOUT SHOES! Saion was saying. Then he made crimson boots with double zippers on the side and in front of the toes, so that her whole foot can fit in without effort.

- WITHOUT SHOES! Saion was saying.

Because Saion felt fine WITHOUT SHOES, she was used to walking with bare feet and it didn't seem necessary to her. In the cold tiles she walked on her heels so her feet wouldn't freeze, while on the road to avoid scraping from the asphalt, she used a skate with big wheels. She only struggled at school a little, but that didn't last long either.

Anyway, a barefoot child winter – summer and with chubby, long and weird fingers it looks strange in the eyes of the other children, but Saion had a wayher. With her fingers she kicked the ball harder than anyone else soccer and her class always came first in soccer.

Ten whole years passed like this. Everyone had already accepted that the Saion would go on with her shoeless life with these two chubby, long and strange fingers. Her mom had stopped kissing her begs to try the new designs he was making by the dozens of her dad and the neighbors had stopped gossiping about her small. Only Suz did not stop for a moment to hope that he would find the solution. One summer Sunday he came out of his workshop wrapped in countless rolls of paper.

- I found it! he said to Dolph and a big smile of deep satisfaction formed on his face.

- Ssssss! Stop and she will hear you! she said. After she has told you so much times, WITHOUT SHOES. Shall we say the same? She has done well so far now. What do you want again?

- But they are special! It's amazing! How had I not thought of this for so long?

Suz said. I will make a rubber sole. It will also have a fork in it waist, which will separate Saion's big toes from everything else. She'll feel like she's barefoot, but her feet will be protected! They will look like shoes but they won't be at all like the shoes that we knew until today!

The morning Saion woke up she found a pair of red rubber shoes.

- Dad doesn't give up easily, said Saion. At least these go in easily.

The very next minute, Suze and Dolph woke up to something strange rhythmic sound.

Flip, flop, flip, flop did Saion's rubber shoes, as well he was walking on the wooden floor of the living room.

- He wears them! She wears them! Suz said proudly and his eyes watered emotion.

- It's very comfortable dad! Saion said.

- So you will wear them? Dolph asked.

- Yes, I will wear these, said Saion, "I will wear them because they don't hide them my fingers. But not only for that. You tried so hard, Dad...she added and gave Suze a tender kiss on the cheek. From that day on, Saion was everywhere with this rubber pair of shoes on her feet. Proud of his discovery, Suz presented it to the fashion houses new model and recognized once again as the most inspiring



shoe designer worldwide. He named this particular model SAGIONARA, to remind him of her name of his daughter whom he loved so much.

The flip flops in various designs and colors are now worn by little ones adults all over the world. At home, at the beach, in the bathroom or even on the road.

You have definitely worn such a pair on your feet at some point, and may you not have chubby, long and strange fingers.

Or do you have?

Work sheet

The following topics/questions will then be discussed:

- ❖ How does Saion feel about having different fingers?
- ❖ How do Saion's parents feel about her difference?
- ❖ What is the reaction of the social environment?
- ❖ Who do you think had the most trouble?
- ❖ Do you think the end of the story satisfied everyone's needs?
- ❖ Do you know someone who is different in some way?
- ❖ How do you think he feels about it?
- ❖ You have some characteristics that makes you different from them others;

- Role playing games

In order to proceed to this action it is important for the students to be aware of disabilities. Then, a questionnaire has to be answered by the students, the first part of it, before the beginning of the actions and the second part at the end of it.

A. At the beginning a teacher can use a wheelchair used by a student who pretends that has mobile disability. The teacher asks from the fellow students to help him/her the school routine for one day.

B. The teacher asks from the students to be separated in three teams. The first team are the 'blind', so they have to blindfold themselves with a handkerchief. The second team are the 'deaf', so they have to cover their ears with earplugs. The third team has no disability. The three teams watch together a short film which is related to disability. Afterwards, they have to think of what they watched, what did they understood and how they felt about it.

C. Playing the goal ball game, 'the game of the blind', by using the ball with the specific noise. The teacher asks the pupils who do not play to be very quiet because the 'blind' players have to listen to the ball noise in order to not let the ball cross the finish line.

At the end of all these activities students complete the questionnaire below. Afterwards, a constructive dialogue about disability and the feelings that students felt by being for a while a person who had one, is really helpful in order to change their attitudes for the specific subject.



Work sheet

QUESTIONNAIRE

FIRST PART

1. Do you personally have a disabled person in your family circle (friends, relatives, etc.)?
2. Which of the following cases of people with disabilities do you feel more "difficult" to be with?
Circle the answer.
a.blind b. deaf c. physically disabled d. mentally retarded
e. I do not know/ I do not answer
3. Which of the following feelings do you think best describes what you feel when you come into social contact with a person with a disability. Circle the answer.
a.blind b. deaf c. physically disabled d. mentally retarded
e. I do not know/I do not answer
3. Which of the following feelings do you think best describes what you feel when you come into social contact with a person with a disability. Circle the answer.
a. concern b. embarrassment c. solidarity d. pity-compassion e. fret
f. I don't feel anything special g. I do not know / I do not answer
4. How would you rate the behavior of your fellow citizens towards people with disabilities? Circle the answer.
a. excellent b. very good c. good d. average e. bad
f. I don't know/I don't answer
5. How informed do you think you are about the problems of people with disabilities? Circle the answer.
a. excellent b. very good c. good d. average e. bad
f. I don't know/I don't answer

SECOND PART

1. Would you hang out with a person with any form of disability?
2. What would you change in your daily routine to accompany your disabled friend on a walk?
3. What do you think are the needs of people with disabilities?
4. How did you feel when you put yourself in the place of the person with a disability for a while?
5. Write a comment about today's activities you participated in.

In the classroom, our students with special needs have the chance to work on differentiated exercises, tailored to the individual needs of the student. Teachers use online applications to create exercises with visual and audio content. Some examples are given below.

System for improving school climate

In order to be able to cooperate in the classroom and not create problems, both teachers and students need to make efforts. First of all, let's discuss which student behaviors cause teachers' voices and what we teachers ask of you, to have a calm atmosphere in the classroom. Then you will speak. You will tell me how you students would like us to be the teachers.

1. So I ask you to be "active listeners" in the classroom. What do I mean;

Active listener

- I always look at the speaker
- I listen carefully to the speaker



- I keep my mouth shut
- I remember the important points
- I wait for the speaker to finish to speak
- I ask for the reason to speak
- I express myself politely (whether I agree or disagree)
- I bring arguments to express my objection

Discussion followed: Why do I require these of my students? Which of these do you find more difficult to implement? By what criterion shall we determine bustle and quietness? What does it mean to be quiet in the classroom? Thus we arrived at the "mental sound meter".)

2. The mental sound level meter: Suppose there is an instrument hanging here on our wall that measures the noise we make. Each time his pointer rises, as high as our voices rise. Where should his pointer be, so that he is well and we can work calmly in the classroom? I'll draw a column on the board with five gradations and we'll talk about the "mental sound meter":

5.	In diapason (in crowd and bustle)
4.	Quite loud (in the yard)
3.	Loud(I'm a speaker)
2.	Quietly (talking in a group)
1.	Whisper (cooperate with my partners)
0.	Silence (listening to speaker)

Our classroom sound meter:

0: silent: I am completely silent, I do not speak at all. We listen to the speaker, we work silently in the classroom, we move silently in the school corridors during the lessons

1: whispering: the height of my voice when I talk to the person next to me during our cooperation in class

2. low voices: the pitch of my voice, when I discuss group work in class

3. loud: the height of my voice when I speak in class so that everyone can hear

4. loud: the pitch of my voice in the yard

5. to cross: I rarely raise my voice so much as to be heard from a distance or in a great commotion. I avoid it at school



3. What do students want from us teachers?

- We speak politely
- We smile at the students, we have a sense of humor
- We listen patiently to the students
- We support students with positive feedback
- We don't mock, we don't reprimand in a harsh style
- We keep our tone of voice calm
- We inspire respect and trust, not fear
- We discourage irony and laughter at the expense of classmates
- We highlight and reward positive behaviors
- We persuade with arguments, not with a show of authority
- We encourage dialogue, it's not just us talking
- We make the lesson interesting
- We feel equal to equal, not superior to students
- We teach by example: "It doesn't matter that you made a mistake, as long as you pay attention to the correction...", "Since you forgot to do the exercise at home, please write it down now that your classmates are reading it...", "I'm glad that cooperated...", "Thanks for pointing that out...", "Sorry I forgot...", "You forgot to take out your book...", "The right thing to do is..."

If we could have that relationship, we would improve the climate in the classroom, together.

4. Finally we said things that we want to keep, to upgrade our environment and each student will choose something to write with colors or with drawings on their drawing pad, to post it in the class, so that we can see it and to remember...

What will each of us write? We raise our hand and choose. Everyone has a different phrase

1. I don't like to do what I don't want to be done to me
2. I admit my mistakes and apologize
3. I defend the right of my classmate
4. I help my friends understand their inappropriate behavior
5. I apply the rules we set
6. I wait for the speaker to finish and then I speak
7. I bring arguments to convince
8. I avoid irony and mockery
9. I avoid raising an arm or a leg against my classmates
10. I listen carefully to the opinions of others
11. I move calmly around the school grounds
12. I am polite and friendly to others
13. I take leave to speak
14. I wait patiently for my turn in the canteen
15. I knock on the door before entering class when I'm late
16. I use polite words "thank you", "please", "I would like"...
17. I wear a mask when I'm not feeling well
18. I wash my hands before I eat
19. I always have tissues or wet wipes with me
20. I only drink water from my own bottle



ITALY

Italian legislation on inclusive education

The Constitution states that the Italian Republic guarantees school for all (Article 34) and requires that the mandatory duty of solidarity be fulfilled (Article 2). Moreover, it states that it is the 'duty of the Republic to remove any obstacles constraining the freedom and equality of citizens in order to ensure the full development of the human person' (Article 3).

Italy's education system is organized according to the principles of subsidiarity and school autonomy. The State and the regions share legislative competence. Moreover, regions should comply with the provisions of national legislation. Schools are autonomous with regard to didactic, organizational and research activities.

The Ministry of Education, Universities and Research (MIUR) guarantees the uniformity of national educational provision. It does this in a number of ways, for example, setting:

- ✓ general educational goals;
- ✓ specific learning goals according to pupils' skills;
- ✓ the minimum national curriculum;
- ✓ standards related to the quality of educational services;
- ✓ general criteria for pupil assessment and the organization of adult education.

Depending on their autonomy, schools can be flexible in adapting teaching time, curricula and didactics to pupils' specific learning needs. They can also provide extra-curricular education and activities according to their cultural, social and economic context, as well as through networks and agreements with other schools, universities, agencies, etc.

Inclusive education is the sector where national legislation and policies have been mostly focusing their efforts. Italy is, so far, the only European country which has reached 99.6% inclusion of learners with disabilities in mainstream education. In fact, by law there are no special schools or classes in the Italian school system. Teachers are provided by the MIUR.

Inclusion for pupils with disabilities began with Law 118/1971, which granted all children the right to be educated in common classes, and Law 517/1977, which abolished special schools.

Law 104/1992 is the main framework for all disability issues. It:

- ✓ guarantees specific rights for people with disabilities and their families;
- ✓ provides assistance;
- ✓ stipulates full integration and the adoption of measures for prevention and functional recovery;
- ✓ ensures social, economic and legal protection.

Law 328/2000 defines the 'integrated system of interventions and social services'. Law 53/2003 defines the essential levels of provision in education and training.

The ratification of the United Nations Convention on the Rights of Persons with Disabilities took place in 2009 by Law number 18 of 3. Subsequently, in the same year, the MIUR published the



‘Guidelines for the integration of pupils with disability at school’. These guidelines aimed to increase the quality of educational interventions for pupils with physical, intellectual and sensory impairment. Decree 66/2017 focuses on the school environment and enhances individual education plans (IEP) for pupils, aimed at identifying barriers and facilitators in school life.

Under Law 118/1971, municipalities are responsible for making school buildings accessible for everyone, according to national standards. Moreover, Law 104/1992 provides for the removal of barriers (architectural or sensorial) and the introduction of appropriate aids and tools to support pupils with disabilities in education and training. Classes with disabled pupils usually contain a maximum of 20 pupils, provided that the inclusion process is supported by defined strategies and methods adopted by class teachers together with support teachers and school staff. Support teachers are part of the team of regular teachers and participate in all the activities, planning and assessment. Support teachers also facilitate inclusion.

Local authorities must provide daily transport to schools and to education and health centers. According to Article 14 of Law 328/2000, parents, local health services and social services agree upon an individualized life project for their children. This aims for full integration ‘within the family and social life’.

Families should receive information about their children’s needs from teachers and principals. Parents and schools work together to create and implement an individual education plan according to the child’s needs. Parents participate in the school’s Work Group for Inclusion (GLI) and are also represented in the Regional Inter-Institutional Work Group (GLIR).

Children have the right to attend schools that are equipped for any special need and to use technologies, subsidies and specific materials. Pupils with disabilities have the right to free transport. Pupils with disabilities have the right to attend mainstream classes with appropriate teaching support. They have the right to full participation in school life, including summer camps, study visits (accompanied by special staff), etc. Depending on their disability, pupils may have assistants provided by local authorities. Pupils have the right to:

- ✓ an individual education plan (drafted by family and schools);
- ✓ a social project (drafted by social assistants and experts from the local health board);
- ✓ a rehabilitation programme tailored to their individual needs;
- ✓ vocational guidance.

The principle of inclusion and the right of pupils with disabilities to receive specific support are also included in subsequent legislation that regulates general aspects of the education system. These aspects include enrolment, class size and pupil assessment, as well as initial teacher education and support teacher training.

Law 170/2010 recognises dyslexia, dysgraphia, dysorthographia and dyscalculia as specific learning disorders (SLDs). Subsequent guidelines (2011) specify educational and didactic measures to support the teaching and learning processes. Schools are responsible for early detection. The competent offices of the national health system diagnose SLDs and the pupil’s family submits the relevant documentation to the school. Schools, including pre-primary schools, should intervene promptly in suspected cases of SLD, notifying the pupil’s family.

In the case of SLDs, schools should put in place the pedagogic and didactic measures necessary to guarantee their educational goals. Teachers can use individual education plans and compensatory tools to implement personalized educational processes.

The Ministerial Directive of 27 December 2012, on ‘Measures for pupils with special needs and local organizations for school inclusion’ cites all the initiatives taken for pupils with different types of special needs: pupils with assessed disabilities, specific developmental disorders or socio-



economic, linguistic and cultural disadvantages. In these cases, schools should put in place the pedagogic and didactic measures necessary to guarantee their educational goals, drafting an individual education plan if necessary.

The Good School reform

The Italian government adopted the Good School (*La Buona Scuola*) reform of the national education and training system in July 2015. This reform set out changes in education and training provision management and in the curricula.

Law 107/2015 (the Good School Reform Act) affirms the school's central role in society. It aims to raise all learners' levels of education and skills, based on individual learning times and styles. This will counteract inequalities, prevent school drop-out and create open schools as permanent labs for research, experimentation, educational innovation, participation and education for active citizenship. It will also guarantee the lifelong right to study, equal opportunities and achievement.

Law 107/2015 enabled eight legislative decrees. Some of these directly address learners' requests by improving initial and in-service teacher training on inclusive education and by better coordinating all actors and resources involved in learners' care. The aim is to guarantee good education for all and raise all learners' achievements, including from a lifelong perspective (see Legislative Decree no. 66/2017).

Decree 66 puts the focus on the school environment and enhances individual education plans for pupils, aiming to identify barriers and facilitators in school life. Parents submit information about their children so schools can provide all necessary support. In addition, families are eligible for other help measures, including financial support, according to the national health plan.

Secondary regulation is being adopted:

- ✓ to define indicators for the evaluation of school inclusiveness;
- ✓ to draft International Classification of Functioning, Disability and Health (ICF)-based functioning profiles, individual education plans and 'life plans';
- ✓ to empower inclusion groups at all territorial levels;
- ✓ to improve initial training in inclusive education for curricular and support teachers;
- ✓ to set a common professional profile for assistants.

Decree no. 182 of 29 December 2020 defines support measures for pupils with disabilities. It came into force after a wide consultation with teachers, schools and associations. Annexed to the Decree are:

- ✓ National Guidelines;
- ✓ new National Individualised Education Plan (IEP) templates (pre-primary, primary, lower-secondary, upper-secondary education);
- ✓ a 'Functional capacity gap' assessment tool;
- ✓ a professional needs assessment tool.

The tools and the National Guidelines enable self-reflection on inclusive practices and help to implement the principle of inclusive education in real school life.

The new IEP templates follow the bio-psycho-social approach, which moves away from the idea that disability equals disease. The core principle is the educational co-responsibility of the whole learning community. Educational-didactic goals, strategies, methods and tools to create an inclusive learning environment are identified by observing learners and their learning environments, following the priority axes in educational planning:

- ✓ Socialization and interaction dimension
- ✓ Communication and language dimension
- ✓ Autonomy and orientation dimension
- ✓ Cognitive, Neuropsychological and learning dimension.



The IEPs describe the general organization of learner inclusion and any required support measures. These measures could include the need for specialist teachers, assistants for autonomy and/or communication and other professionals (number of hours required), personal hygiene needs, school transportation services, teaching methodologies and strategies, and evaluation criteria.

Article 21 of Decree no. 182 foresees a gradual implementation of the IEPs, which will be revised following experimentation by schools in the current school year (2020/2021). Specific training and mentoring activities will also take place.

Following the experimentation, a digital IEP will be available to schools which is compatible with the National school register.

A specific web area on the Ministry website contains further information and relevant materials.

2. Inclusive Education in Comprehensive School of Torrenova.

The Italian school system has a long tradition of inclusive education, starting in the 1970s with the first experiences of integrating students with disabilities into regular schools. Since then, legislation has developed to guarantee students with disabilities and other special educational needs the right to individualization and personalization.

In our school the right to Education is guaranteed at all levels to all students, from 3 years in the nursery to 14 years in the secondary school. Thanks to autonomy, our School, starting from the analysis of needs, expectations and potential of the socio-economic and cultural context of the local reality, designs services for its users, makes cultural proposals, implements educational and training choices and identifies organizational methods.

We try to encourage the creation of learning environments suitable for the widespread use of technologies in everyday school life, in all our classrooms there are Lim or Touch Screen Monitors. The digital version of the books are used daily and in the Secondary school complex many classes are equipped with tablets, which totally replace the paper textbooks. In previous years, training courses were activated for teaching staff in relation to the use of new information and communication technologies, creating flexible learning environments that meet the educational needs of all pupils, enhancing the excellence present in our institute.

Our school each year elaborates the PAI, (inclusive annual plan) an important document that contains all the information and the instructions on how to work with students with special needs.

The first steps to realize inclusion are that:

1. all our students attend and are welcomed in regular classes and are supported to learn and participate in all aspects of the life of our school
2. students fully participate in the learning environment, in a positive climate, this promotes a sense of belonging and ensures their progress towards autonomy

The basic elements of inclusive education are the use of teaching assistants or specialist teachers who help all the other teachers address the needs of students, our inclusive curriculum and parental involvement.

Some inclusive practices adopted in our classrooms are:

- ✓ to create a welcoming environment
- ✓ to help establish short-term goals
- ✓ to organize student desk in groups



- ✓ take breaks when necessary
- ✓ using games to build community
- ✓ involving students in problem solving
- ✓ look for ways to help each other
- ✓ tutoring
- ✓ create classroom checklists set ground rules

2.2 OUR DOCUMENTS

Individualised Education Plan (IEP)

[INTESTAZIONE DELLA SCUOLA]

PIANO EDUCATIVO INDIVIDUALIZZATO

(ART. 7, D. LGS. 13 APRILE 2017, N. 66 e s.m.i.)

Anno Scolastico _____

ALUNNO/A _____

codice sostitutivo personale _____

Classe _____ Plesso o sede _____

ACCERTAMENTO DELLA CONDIZIONE DI DISABILITÀ IN ETÀ EVOLUTIVA AI FINI DELL'INCLUSIONE SCOLASTICA

rilasciato in data _____

Data scadenza o rivedibilità: _____ Non indicata

PROFILO DI FUNZIONAMENTO redatto in data _____

Nella fase transitoria:

c PROFILO DI FUNZIONAMENTO NON DISPONIBILE

DIAGNOSI FUNZIONALE redatta in data _____

PROFILO DINAMICO FUNZIONALE IN VIGORE approvato in data _____

PROGETTO INDIVIDUALE credatto in data _____ cnon redatto

PEI PROVVISORIO	DATA _____ VERBALE ALLEGATO N. _____	FIRMA DEL DIRIGENTE SCOLASTICO1
APPROVAZIONE DEL PEI E PRIMA SOTTOSCRIZIONE	DATA _____ VERBALE ALLEGATO N. 1	FIRMA DEL DIRIGENTE SCOLASTICO1
VERIFICA INTERMEDIA	DATA _____ VERBALE ALLEGATO N. _____	FIRMA DEL DIRIGENTE SCOLASTICO1
VERIFICA FINALE E PROPOSTE PER L'A.S. SUCCESSIVO	DATA _____ VERBALE ALLEGATO N. _____	FIRMA DEL DIRIGENTE SCOLASTICO1

Composizione del GLO - Gruppo di Lavoro Operativo per l'inclusione
Art. 15, commi 10 e 11 della L. 104/1992 (come modif. dal D.Lgs 96/2019)

Nome e Cognome	*specificare a quale titolo ciascun componente interviene al GLO
----------------	--



1.	
2.	
3.	
....	

Eventuali modifiche o integrazioni alla composizione del GLO, successive alla prima convocazione

Data	Nome e Cognome	*specificare a quale titolo ciascun componente interviene al GLO	Variazione (nuovo membro, sostituzione, decadenza...)

1. Quadro informativo

Situazione familiare / descrizione dell'alunno/a

A cura dei genitori o esercenti la responsabilità genitoriale ovvero di altri componenti del GLO.....

.....

.....

.....

2. Elementi generali desunti dal Profilo di Funzionamento o dalla Diagnosi Funzionale, se non disponibile

Sintetica descrizione, considerando in particolare le dimensioni sulle quali va previsto l'intervento e che andranno quindi analizzate nel presente PEI

.....

.....

.....

In base alle indicazioni del Profilo di Funzionamento (o della Diagnosi Funzionale e del Profilo Dinamico Funzionale se non è stato ancora redatto) sono individuate le dimensioni rispetto alle quali è necessario definire nel PEI specifici interventi. Le sezioni del PEI non coinvolte vengono omesse.

Dimensione Socializzazione/Interazione/Relazione definita cVa omessa	Sezione 4A/5A	cVa
Dimensione Comunicazione/Linguaggio definita	Sezione 4B/5A cVa omessa	cVa
Dimensione Autonomia/ Orientamento cVa omessa	Sezione 4C/5A	cVa definita
Dimensione Cognitiva, Neuropsicologica e dell'Apprendimento definita omessa	Sezione 4D/5A	cVa cVa

3. Raccordo con il Progetto Individuale di cui all'art. 14 della Legge 328/2000

a. Sintesi dei contenuti del Progetto Individuale e sue modalità di coordinamento e interazione con il presente PEI, tenendo conto delle considerazioni della famiglia. (Se il progetto individuale è stato già redatto) _____

.....

.....

.....

b. Se il progetto individuale è stato richiesto e deve ancora essere redatto:

indicazioni da considerare nella redazione del progetto individuale di cui all'articolo 14 Legge n. 328/00

.....

.....

.....

.....



4. Osservazioni sull'alunno/a per progettare gli interventi di sostegno didattico Punti di forza sui quali costruire gli interventi educativi e didattici

a. Dimensione della relazione, dell'interazione e della socializzazione:
b. Dimensione della comunicazione edel linguaggio:
c. Dimensione dell'autonomia e dell'orientamento:
d. Dimensione cognitiva, neuropsicologicae dell'apprendimento:

Revisione _____ Data: _____

Specificare i punti oggetto di eventuale revisione	
---	--

5. Interventi per l'alunno/a: obiettivi educativi e didattici, strumenti, strategie e modalità

A. Dimensione: RELAZIONE / INTERAZIONE / SOCIALIZZAZIONE → *si faccia riferimento alla sfera affettivo relazionale, considerando l'area del sé, il rapporto con gli altri, la motivazione verso la relazione consapevole, anche con il gruppo dei pari, le interazioni con gli adulti di riferimento nel contesto scolastico, la motivazione all'apprendimento*

OBIETTIVI, specificando anche gli esiti attesi	
INTERVENTI DIDATTICI E METODOLOGICI, STRATEGIE E STRUMENTI finalizzati al raggiungimento degli obiettivi	
VERIFICA (metodi, criteri e strumenti utilizzati per verificare se gli obiettivi sono stati raggiunti)	

B. Dimensione: COMUNICAZIONE / LINGUAGGIO → *si faccia riferimento alla competenza linguistica, intesa come comprensione del linguaggio orale, produzione verbale e relativo uso comunicativo del linguaggio verbale o di linguaggi alternativi o integrativi; si consideri anche la dimensione comunicazionale, intesa come modalità di interazione, presenza e tipologia di contenuti prevalenti, utilizzo di mezzi privilegiati*

OBIETTIVI, specificando anche gli esiti attesi	
INTERVENTI DIDATTICI E METODOLOGICI, STRATEGIE E STRUMENTI finalizzati al raggiungimento degli obiettivi	
VERIFICA (metodi, criteri e strumenti utilizzati per verificare se gli obiettivi sono stati raggiunti)	



C. Dimensione: AUTONOMIA/ORIENTAMENTO → *si faccia riferimento all'autonomia della persona e all'autonomia sociale, alle dimensioni motorio-prassica (motricità globale, motricità fine, prassie semplici e complesse) e sensoriale (funzionalità visiva, uditiva, tattile)*

OBIETTIVI, specificando anche gli esiti attesi	
INTERVENTI DIDATTICI E METODOLOGICI, STRATEGIE E STRUMENTI finalizzati al raggiungimento degli obiettivi	
VERIFICA (metodi, criteri e strumenti utilizzati per verificare se gli obiettivi sono stati raggiunti)	

D . Dimensione COGNITIVA,NEUROPSICOLOGICA E DELL'APPRENDIMENTO → *capacità mnesiche, intellettive e organizzazione spazio-temporale; livello di sviluppo raggiunto in ordine alle strategie utilizzate per la risoluzione di compiti propri per la fascia d'età, agli stili cognitivi, alla capacità di integrare competenze diverse per la risoluzione di compiti, alle competenze di lettura, scrittura, calcolo, decodifica di testi o messaggi*

OBIETTIVI, specificando anche gli esiti attesi	
INTERVENTI DIDATTICI E METODOLOGICI, STRATEGIE E STRUMENTI finalizzati al raggiungimento degli obiettivi	
VERIFICA (metodi, criteri e strumenti utilizzati per verificare se gli obiettivi sono stati raggiunti)	

Revisione **Data:** _____

Specificare i punti eventualmente oggetto di revisione relativi alle Dimensioni interessate	
---	--

Verifica conclusiva degli esiti **Data:** _____

Con verifica dei risultati conseguiti e valutazione sull'efficacia di interventi, strategie e strumenti	
---	--

6. Osservazioni sul contesto: barriere e facilitatori

Osservazioni nel contesto scolastico con indicazione delle barriere e dei facilitatori a seguito dell'osservazione sistematica dell'alunno o dell'alunna e della classe



--

Revisione	Data: _____
Specificare i punti oggetto di eventuale revisione	

7. Interventi sul contesto per realizzare un ambiente di apprendimento inclusivo
Obiettivi educativi e didattici, strumenti, strategie e modalità per realizzare un ambiente di apprendimento nelle dimensioni della relazione, della socializzazione, della comunicazione, dell'interazione, dell'orientamento e delle autonomie, anche sulla base degli interventi di corresponsabilità educativa intrapresi dall'intera comunità scolastica per il soddisfacimento dei bisogni educativi individuati.

--

Revisione	Data: _____
Specificare i punti oggetto di eventuale revisione	

Verifica conclusiva degli esiti	Data: _____
con verifica dei risultati conseguiti e valutazione sull'efficacia di interventi, strategie e strumenti	

8. Interventi sul percorso curricolare

8. 1 Modalità di sostegno didattico e ulteriori interventi di inclusione	
8. 2 Modalità di verifica	

8.3 Progettazione disciplinare

Disciplina: _____	c A - Segue la progettazione didattica della classe e si applicano gli stessi criteri di valutazione c B - Rispetto alla progettazione didattica della classe sono applicate le seguenti personalizzazioni in relazione agli obiettivi di apprendimento (conoscenze, abilità, traguardi di competenze) e ai criteri di valutazione _____
Disciplina: _____	c A - Segue la progettazione didattica della classe e si applicano gli stessi criteri di valutazione c B - Rispetto alla progettazione didattica della classe sono applicate le seguenti personalizzazioni in relazione agli obiettivi di apprendimento (conoscenze, abilità, traguardi di competenze) e ai criteri di valutazione _____



Disciplina: _____	<p>c A - Segue la progettazione didattica della classe e si applicano gli stessi criteri di valutazione</p> <p>c B - Rispetto alla progettazione didattica della classe sono applicate le seguenti personalizzazioni in relazione agli obiettivi di apprendimento (conoscenze, abilità, traguardi di competenze) e ai criteri di valutazione</p>
---------------------------------	--

[...]

8.5 Criteri di valutazione del comportamento ed eventuali obiettivi specifici

Comportamento:	<p>c A - Il comportamento è valutato in base agli stessi criteri adottati per la classe</p> <p>c B - Il comportamento è valutato in base ai seguenti criteri personalizzati e al raggiungimento dei seguenti obiettivi: ...</p>
-----------------------	---

Revisione	Data: _____
Specificare i punti oggetto di eventuale revisione	
Verifica conclusiva degli esiti	Data: _____
<p>con verifica dei risultati didattici conseguiti e valutazione sull'efficacia di interventi, strategie e strumenti riferiti anche all'ambiente di apprendimento.</p> <p><i>NB: la valutazione finale degli apprendimenti è di competenza di tutto il Consiglio di classe</i></p>	

9. Organizzazione generale del progetto di inclusione e utilizzo delle risorse

Tabella orario settimanale
(da adattare - a cura della scuola - in base all'effettivo orario della classe)

Per ogni ora specificare:
 - se l' alunno/a è presente a scuola salvo assenze occasionali Pres. (se è sempre presente non specificare)
 - se è presente l'insegnante di sostegno Sost.
 - se è presente l'assistente all'autonomia o alla comunicazione Ass.

	Lunedì	Martedì	Mercoledì	Giovedì	Venerdì	Sabato
8.00 - 9.00	Pres. <input type="checkbox"/> Sost. <input type="checkbox"/> Ass. <input type="checkbox"/>					
9.00 - 10.00	Pres. <input type="checkbox"/> Sost. <input type="checkbox"/> Ass. <input type="checkbox"/>					
10.00 - 11.00	Pres. <input type="checkbox"/> Sost. <input type="checkbox"/> Ass. <input type="checkbox"/>					
11.00 - 12.00	Pres. <input type="checkbox"/> Sost. <input type="checkbox"/> Ass. <input type="checkbox"/>					



12.00 - 13.00	Pres. <input type="checkbox"/>					
	Sost. <input type="checkbox"/>					
	Ass. <input type="checkbox"/>					
...	...					

L'alunno/a frequenta con orario ridotto?	<p>cSi: è presente a scuola per ___ ore settimanali rispetto alle ___ ore della classe,</p> <p>su richiesta c della famiglia c degli specialisti sanitari, in accordo con la scuola,</p> <p>per le seguenti motivazioni:.....</p> <p>.....</p> <p>c No, frequenta regolarmente tutte le ore previste per la classe</p>
L'alunno/a è sempre nel gruppo classe con i compagni?	<p>cSi</p> <p>c No, in base all'orario è presente n. ___ ore in laboratorio o in altri spazi per le seguenti attività _____</p>
Insegnante per le attività di sostegno	Numero di ore settimanali _____
Risorse destinate agli interventi di assistenza igienica e di base	Descrizione del servizio svolto dai collaboratori scolastici.....
Risorse professionali destinate all'assistenza, all'autonomia e/o alla comunicazione	<p>Tipologia di assistenza / figura professionale _____</p> <p>Numero di ore settimanali condivise con l'Ente competente _____</p>
Altre risorse professionali presenti nella scuola/classe	<p>[] docenti del Consiglio di classe o della scuola in possesso del titolo di specializzazione per le attività di sostegno</p> <p>[] docenti dell'organico dell'autonomia coinvolti/e in progetti di inclusione o in specifiche attività rivolte all'alunno/a e/o alla classe</p> <p>[] altro _____</p>
Uscite didattiche, visite guidate e viaggi di istruzione	Interventi previsti per consentire all'alunno/a di partecipare alle uscite didattiche, alle visite guidate e ai viaggi di istruzione organizzati per la classe.....
Strategie per la prevenzione e l'eventuale gestione di comportamenti problematici	_____
Attività o progetti sull'inclusione rivolti alla classe	_____
Trasporto Scolastico	Indicare le modalità di svolgimento del servizio _____



Interventi e attività extrascolastiche attive

Tipologia (es. riabilitazione, attività extrascolastiche, attività ludico/ricreative, trasporto scolastico etc.)	n° ore	struttura	Obiettivi perseguiti ed eventuali raccordi con il PEI	NOTE (altre informazioni utili)
Attività extrascolastiche di tipo informale		supporto	Obiettivi perseguiti ed eventuali raccordi con il PEI	NOTE (altre informazioni utili)

Revisione

Data: _____

Specificare i punti oggetto di eventuale revisione	
---	--

10.CERTIFICAZIONE DELLE COMPETENZE con eventuali note esplicative (D.M. 742/2017) [solo per alunni/e in uscita dalle classi terze]

Competenze chiave europee	Competenze dal Profilo dello studente al termine del primo ciclo di istruzione
NOTE ESPLICATIVE	
.....	
.....	

11. Verifica finale/Proposte per le risorse professionali e i servizi di supporto necessari

Verifica finale del PEI. Valutazione globale dei risultati raggiunti (con riferimento agli elementi di verifica delle varie Sezioni del PEI),	
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Aggiornamento delle condizioni di contesto e progettazione per l'a.s. successivo[Sez. 5-6-7]

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Interventi necessari per garantire il diritto allo studio e la frequenza

Assistenza

<p>Assistenza di base (per azioni di mera assistenza materiale, non riconducibili ad interventi educativi)</p> <p><i>igienica</i> <input type="checkbox"/></p> <p><i>spostamenti</i> <input type="checkbox"/></p> <p><i>mensa</i> <input type="checkbox"/></p> <p><i>altro</i> <input type="checkbox"/></p> <p>(specificare.....)</p> <p>Dati relativi all'assistenza di base (nominativi collaboratori scolastici, organizzazione oraria ritenuta necessaria)</p>	<p>Assistenza specialistica all'autonomia e/o alla comunicazione (per azioni riconducibili ad interventi educativi):</p> <p>Comunicazione:</p> <p><i>assistenza ad alunni/e privi/e della vista</i> <input type="checkbox"/></p> <p><i>assistenza ad alunni/e privi/e dell'udito</i> <input type="checkbox"/></p> <p><i>assistenza ad alunni/e con disabilità intellettive e disturbi del neurosviluppo</i> <input type="checkbox"/></p> <p>Educazione e sviluppo dell'autonomia, nella:</p> <p><i>cura di sé</i> <input type="checkbox"/></p> <p><i>mensa</i> <input type="checkbox"/></p> <p><i>altro</i> <input type="checkbox"/> (specificare.....)</p> <p>Dati relativi agli interventi educativi all'autonomia e alla comunicazione (nominativi educatori, organizzazione oraria ritenuta necessaria)</p>
--	--

Per le esigenze di tipo sanitario si rimanda alla relativa documentazione presente nel Fascicolo dell'alunno/a.

<p>Arredi speciali, Ausili didattici, informatici, ecc.)</p>	<p>Specificare la tipologia e le modalità di utilizzo</p>
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<p>Proposta del numero di ore di sostegno per l'anno successivo*</p>	<p>Partendo dall'organizzazione delle attività di sostegno didattico e dalle osservazioni sistematiche svolte, tenuto conto <input type="checkbox"/> del Profilo di Funzionamento e <input type="checkbox"/> del suo eventuale aggiornamento, oltre che dei risultati raggiunti, nonché di eventuali difficoltà emerse durante l'anno, si propone - nell'ambito di quanto previsto dal Decreto Interministeriale 29.12.2020, n. 182 - il seguente fabbisogno di ore di sostegno.</p> <p>Ore di sostegno richieste per l'a. s. successivo _____ con _____ la _____ seguente motivazione:.....</p>
<p>Proposta delle risorse da destinare agli interventi di assistenza igienica e di base e delle risorse professionali da destinare all'assistenza, all'autonomia e/o alla comunicazione, per l'anno successivo*</p> <p>* (Art. 7, lettera d) D.Lgs</p>	<p>Partendo dalle osservazioni descritte nelle Sezioni 4 e 6 e dagli interventi descritti nelle Sezioni n. 5 e 7, tenuto conto del Profilo di Funzionamento e dei risultati raggiunti, nonché di eventuali difficoltà emerse durante l'anno:</p> <p>- si indica il fabbisogno di risorse da destinare agli interventi di assistenza igienica e di base, nel modo seguente.....</p> <p>.....</p> <p>- si indica, come segue, il fabbisogno di risorse professionali da destinare all'assistenza, all'autonomia e/o alla comunicazione - nell'ambito di quanto previsto dal Decreto Interministeriale 182/2020 e dall'Accordo di cui all'art. 3, comma 5bis del D.Lgs 66/2017 e s.m.i.- per l'a. s. successivo:</p> <p>tipologia _____ di assistenza / _____ figura _____ professionale</p> <p>per N. ore _____ (1).</p>



Eventuali esigenze correlate al trasporto dell'alunno/a da e verso la scuola	
Indicazioni per il PEI dell'anno successivo	Suggerimenti, proposte, strategie che hanno particolarmente funzionato e che potrebbero essere riproposte; criticità emerse da correggere, ecc.....

La verifica finale, con la proposta del numero di ore di sostegno e delle risorse da destinare agli interventi di assistenza igienica e di base, nonché delle tipologie di assistenza/figure professionali da destinare all'assistenza, all'autonomia e/o alla comunicazione, per l'anno scolastico successivo, è stata approvata dal GLO in data _____
Come risulta da verbale n. ___ allegato

Nome e Cognome	*specificare a quale titolo ciascun componente interviene al GLO	FIRMA
1.		
2.		
3.		
4.		
5.		
6.		
7.		

-12. PEI Provvisorio per l'a. s. successivo

[da compilare a seguito del primo accertamento della condizione di disabilità in età evolutiva ai fini dell'inclusione scolastica]

Proposta del numero di ore di sostegno alla classe per l'anno successivo * (Art. 7, lettera d) D.Lgs 6/2017)	Partendo dal Profilo di Funzionamento, si individuano le principali dimensioni interessate [Sezione 4] e le condizioni di contesto [Sezione 6], con la previsione degli interventi educativo-didattici da attuare ed il relativo fabbisogno di risorse professionali per il sostegno e l'assistenza					
	Entità delle difficoltà nello svolgimento delle attività comprese in ciascun dominio/dimensione tenendo conto dei fattori ambientali implicati	Assente c	Lieve c	Media c	Elevata c	Molto elevata c
	Ore di sostegno richieste per l'a. s. successivo _____ con _____ la _____ seguente motivazione:.....					



Interventi necessari per garantire il diritto allo studio e la frequenza

Assistenza

<p>Assistenza di base (per azioni di mera assistenza materiale, non riconducibili ad interventi educativi)</p> <p><i>igienica</i> <input type="checkbox"/></p> <p><i>spostamenti</i> <input type="checkbox"/></p> <p><i>mensa</i> <input type="checkbox"/></p> <p><i>altro</i> <input type="checkbox"/></p> <p>(specificare.....)</p> <p>Dati relativi all'assistenza di base (collaboratori scolastici, organizzazione oraria ritenuta necessaria)</p>	<p>Assistenza specialistica all'autonomia e/o alla comunicazione (per azioni riconducibili ad interventi educativi):</p> <p><u>Comunicazione:</u></p> <p><i>assistenza ad alunni/e privi/e della vista</i> <input type="checkbox"/></p> <p><i>assistenza ad alunni/e privi/e dell'udito</i> <input type="checkbox"/></p> <p><i>assistenza ad alunni/e con disabilità intellettive e disturbi del neurosviluppo</i> <input type="checkbox"/></p> <p>Educazione e sviluppo dell'autonomia, nella:</p> <p><i>cura di sé</i> <input type="checkbox"/></p> <p><i>mensa</i> <input type="checkbox"/></p> <p><i>altro</i> <input type="checkbox"/> (specificare</p> <p>Dati relativi agli interventi educativi all'autonomia e alla comunicazione (educatori, organizzazione oraria ritenuta necessaria).....</p> <p>.....</p>
--	--

Per le esigenze di tipo sanitario si rimanda alla relativa documentazione presente nel Fascicolo dell'alunno/a.

Arredi speciali, Ausili didattici, informatici, ecc.	Specificare la tipologia e le modalità di utilizzo
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<p>Proposta delle risorse da destinare agli interventi di assistenza igienica e di base e delle risorse professionali da destinare all'assistenza, all'autonomia e alla comunicazione, per l'anno successivo*</p> <p>* (Art. 7, lettera d) D.Lgs</p>	<p>Tenuto conto del Profilo di Funzionamento si individuano le principali dimensioni interessate [Sezione 4] e le condizioni di contesto [Sezione 6], con la previsione del fabbisogno di risorse da destinare agli interventi di assistenza igienica e di base e delle risorse professionali da destinare all'assistenza, all'autonomia e alla comunicazione, per l'anno successivo:</p> <p>a) Fabbisogno di risorse da destinare agli interventi di assistenza igienica e di base, nel modo seguente _____</p> <p>_____</p> <p>_____</p> <p>b) Fabbisogno di risorse professionali da destinare all'assistenza, all'autonomia e alla comunicazione - nell'ambito di quanto previsto dal Decreto Interministeriale 182/2020 e dall'Accordo di cui all'art. 3, comma 5bis del D.Lgs 66/2017 e s.m.i.- per l'a. s. successivo: tipologia di assistenza / figura professionale _____ per N. ore _____ (1).</p>
<p>Eventuali esigenze correlate al trasporto dell'alunno/a da e verso la scuola</p>	



(1) L'indicazione delle ore è finalizzata unicamente a permettere al Dirigente Scolastico di formulare la richiesta complessiva d'Istituto delle misure di sostegno ulteriori rispetto a quelle didattiche, da proporre e condividere con l'Ente Territoriale

Il PEI provvisorio con la proposta del numero di ore di sostegno e delle risorse da destinare agli interventi di assistenza igienica e di base, nonché delle tipologie di assistenza/figure professionali e relativo fabbisogno da destinare all'assistenza, all'autonomia e/o alla comunicazione, per l'anno scolastico successivo, è stato approvato dal GLO

in data _____

Come risulta da verbale n. ____ allegato

Nome e Cognome	*specificare a quale titolo ciascun componente interviene al GLO	FIRMA
1.		
2.		
3.		
4.		
5.		
6.		
7.		

3. Inclusive Practices and Project Activities Carried out by Torrenova Primary and Secondary school

Our school has 950 students (school year 2022./'23.), 65 students with special needs –SEN, 120 teachers (28 are specialized for Special Needs Students), each support teacher, at the beginning of the year, elaborates the IEP (Individual Educational Plan) this plan is targeted to meet developmental and learning needs for each student.

Support is given within the mainstream classroom to provide each student the full and active participation on an equal basis with his/her peers. Our school tries to get all students involved in all the activities and make them the best from experiences in a mixed-ability setting.



INCLUSIVE MATERIALS AND ACTIVITIES

Tinkering activity



CODING

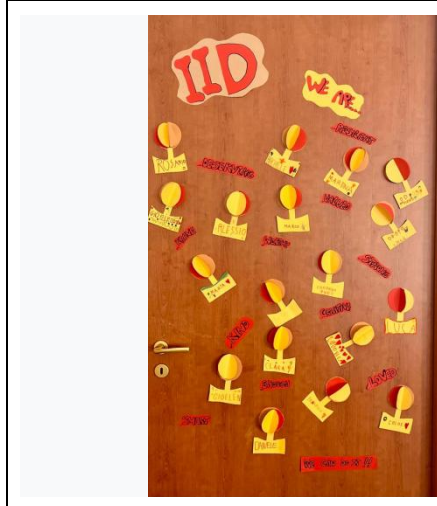


TUTORING

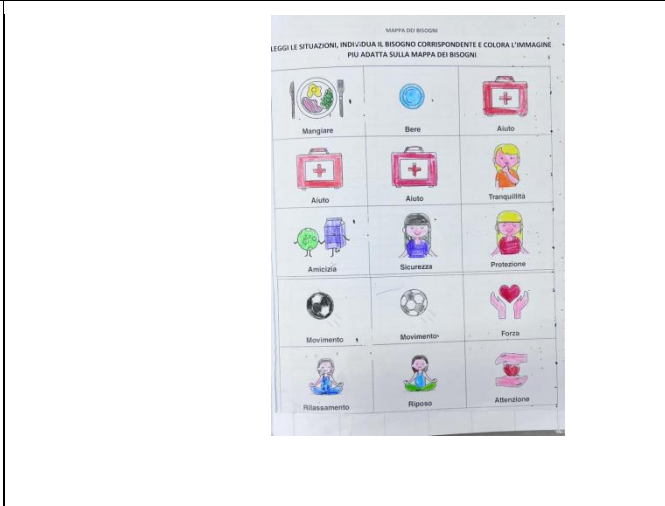




Stimulation for self-esteem with own needs and avoid conflicts



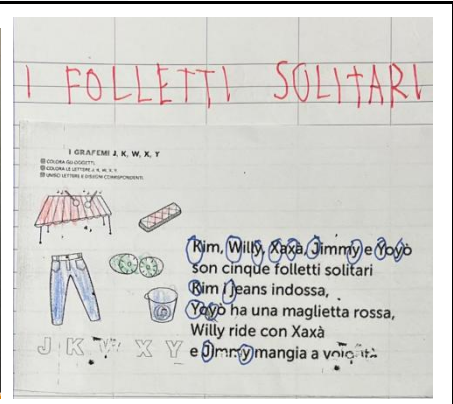
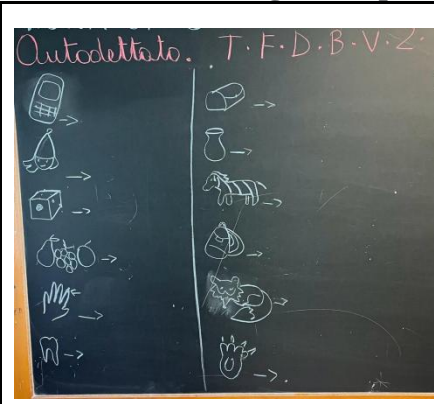
Targeted activities to identify one's appropriate adjectives



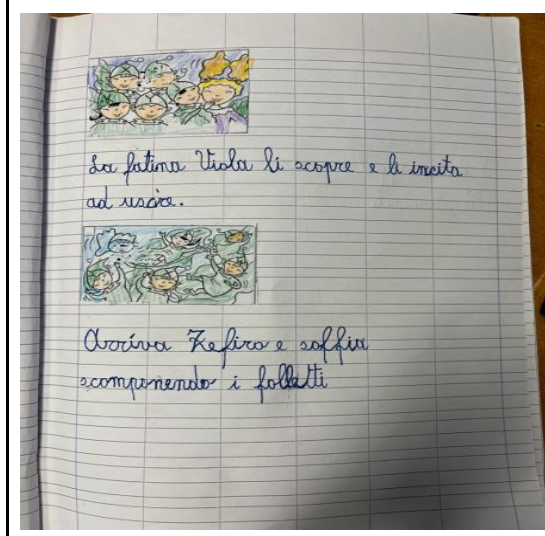
Manual activities for coordination



Reading and Listening to stories, guided by locating the requested letters



Telling by step and with the help of images

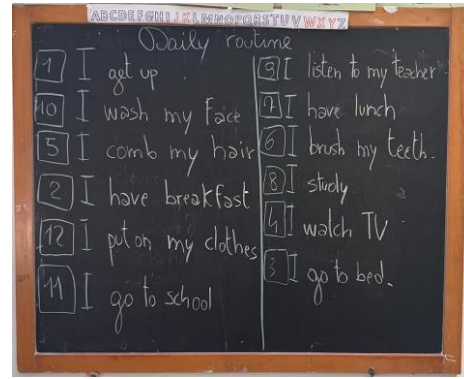


WORD GAMES





Identify through the images and repeat the correct actions



OUR EXTRA INCLUSIVE PROJECTS



0



FOOD PROJECT FED





OUR MUSIC PROJECTS

ICT Istituto Comprensivo di Torrenova 

2° GIORNATA DELLA MUSICA
30 | 05 | 2023

CONCERTO DELL'ORCHESTRA SCOLASTICA
DELL' INDIRIZZO MUSICALE
ORE 11:30

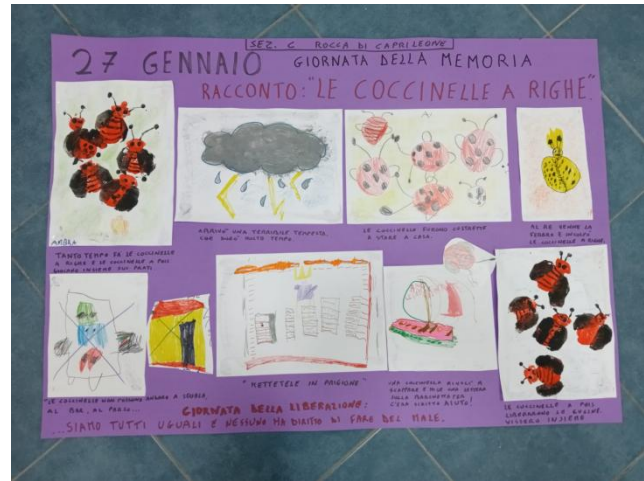
PALESTRA COMUNALE - SCUOLA SECONDARIA
ROCCA DI CAPRILEONE
OSPITE
L' IC N.2 GIOVANNI PAOLO II DI CAPO D'ORLANDO

TREE FESTIVAL





HOLOCAUST MEMORIAL DAY



25TH NOVEMBER





FLASH MOB AGAINST WAR



4. Home schooling.

We have home-projects with those students that cannot attend school because they are affected by a severe disability. Teachers can work some hours at the home of those students or can connect by the internet from school.

We study how to realize better the inclusion of students with special needs and technology helps us to improve our methods- we use google for education and all the google apps to work sharing with students, we use games and specific softwares, depending on our students conditions, we use assistive technology

Case study: FEDERICA

She is a student of ours affected by infantile multiple sclerosis. She can't move anything by herself she uses the computer connected to an electronic communicator that works with the visual command through the communicator Federica is able to write, surf the internet and create power points she can make drawings and color them Federica can follow her classe.