ACTIVITIES OF SCHOOL TEAM FOR INCLUSION

School year 2012/2013. In the first year, parents enrolled a boy with the diagnosis of disharmonic development (Autistic Disorder), which was established at the age of two years.

School 2009-2010 was in Belgrade and worked according to STAR program (level 1) - Strategy of teaching based on autism research - with the recommendation of further implementation of behavioral and logopedic therapy.

With the attending of the first grade of the Primary School "Institute for Special Education and Raising of Children Mjedenica" in Sarajevo started through the Project "Mjedenica 2010/2011" from September 1. 2010. on June 10, 2011. The first grade was attended by the next school year in the same school through the project "EDUS CABAS PARTICIPANTS 2011/2012"

The initial assessment by the Inclusion Team consists of:

1. School principal

2. Pedagog-psychologist school

3. A boy's teacher

4. Assistant - assistance, and support to a child with special educational needs, teacher and the whole class

5. Logoped-defectologist (external associates from SOS Social Center, Association "Duga" and "Buducnost")

6. Parents of students

the following was determined:

 A student avoids eye contact, has poorly developed expression and receptive speech, and repeats actions (listening to diaries) without the presence of interest for other contents or persons in the room.

 recognizes and writes large printed Latin letters; writes shorter words with the vocal guidance of each individual voice-letter in the word.

 Mechanically counts from one to ten.

 The use of writing space requires constant help and support

 Large and fine motorcycles are underdeveloped

 During the course of work, circumstances from his environment are distracted by his attention while interrupting the initiated activity and returning with the vocal guidance to the same.

The decision of the School Inclusion Team is to monitor the process of socialization, adaptation to the new school environment, communication with peers, acceptance of new adults (teacher and assistant), the pace of adoption of school rules in the first quarter. A mobile team's observation was proposed at the Vladimir Nazor Center in November in the school environment.

After the observation, it was suggested that the child follow the individual education program.

From the beginning of the school year, the progress of students in socialization and adaptation to the school environment, the success in acquiring academic knowledge is continuously monitored by the School Inclusion Team that determines the level and amount of support that will be provided to the student (help in writing, reading, exercising, explaining, socializing or helping in mastering elementary routine actions, self-isolation). The main role of the School Inclusion Team is continuous communication, evaluation, checking, assessment of progress and the pace of adoption of educational goals of the IEP.

Individual tasks of members of the school team for inclusion:

1. Director

- Conduct an educational policy that respects diversity.

- Provides spatial, personnel preconditions and materials for work in an inclusive classroom.

- Arranges with the team to include the necessary additional professional associates

- Introduces external associates with educational policy and school work rules.

- Provides additional professional education to the said team.

- Follow the realization and participate in the evaluation of the work program of the school team for inclusion

- Introduces school team with innovations in the field of inclusion.

2. Pedagog psychologist

- Determines the needs of children with disabilities.

- Coordinates the work of the observation team, expert assistance, and support.

- Arranges with the team to include the necessary additional professional associates

- Determines the work plan of the school team for inclusion.

- Prepare the necessary documentation.

- Coordinates the teaching assistant's work.

- Participates in the development of individually educational work programs with the student in cooperation with the school inclusion team.

- Preventers of further development of difficulties, in order to form habits, provide support in the overall adaptation to the school environment.

- As a member of the team, IEP checks.

- Participates in determining the criteria, how to evaluate the goals of education and education.

- Participates in decision-making on additional assistance, support and services that a child may need to be successful in class and other places.

- Track progress and continuity.

- She's working with her parents.

3. Teacher

- Knowing the real level of student's knowledge and his abilities, the children's wishes, in which he is successful.

- Defines the goals of the educational process according to the characteristics of the department and the individual needs of students (individual educational program).

- It sets a shorter goal, a sequence of priorities (socialization, very simple content, a sense of security, and then an increase in demand).

- The implementer of an agreed individual educational program.

- It predicts how much the student participates in the realization of obligations under the joint program, and where a special approach is needed.

- With the expert team determines the criteria, methods of evaluation of goals of education.

- Enables progress and continuity.

- Monitor and record the adopted knowledge (- Monitor and record the adopted knowledge (thinking, teachers' notes).

- Leads a pupil's record in which he enters the planned results, progress towards individual tasks and group activity, unforeseen reactions.

- Considering and applying different processes and methods, teaching and learning styles, planning different contents considering the previous level of interest and knowledge of students.

- Integrates students' individual goals into classroom activities.

- Planning appropriate classroom activities.

- Collaborates communicates with parents.

4. Assistant

- Distinguishes and applies the basic principles of education in inclusive conditions.

- Realizes an individual educational program.

- Conducts and provides support to students with difficulties in education and development of social skills with the supervision of experts.

- Provides an inclusive environment for students with disabilities in cooperation with the teacher and the school team.

- Used by the support of a mobile professional team

- Preventers of further development of difficulties, in order to form habits, provide support in the overall adaptation to the school environment.

- As a member of the team, IEP checks

- Apply security measures and provide first aid

- It is helpful in mobility and performing practical work envisaged by the curriculum

- Keeps records of the causes of undesired behavior and, in response to the expert team, works to eliminate them

- Keeps records of each type of learner's autonomy in order to achieve the ultimate goal - to reduce dependency on the assistant

- Daily cooperation with parents (communication book)

5. Educational-rehabilitation expert

- Plans and program work on determining the level of abilities and possibilities of students using defectological detection and diagnostics that includes logopedic diagnostics

- Produces individual educational plans for work with the student in cooperation with the teacher and professional associates of the school where the student is

- Realizes individual educational plan with the student (at the individual level)

- Realizes the re-education of psychomotor which contributes to the improvement of psychomotor development, which reflects on the success in adopting teaching content

- Suggests methods of support and adoption of content

- Logopedic treatment

- Train teachers/teachers for the development and realization of an individual plan with a student

- Participates in individual and group work with parents, through informative and advisory work

- Monitor student progress by individual education plan

6. Parents

- Cooperate and actively participate in the planning of educational work (short-term and long-term goals).

- Continuously cooperate with the teacher and assistant.

- Provide support to a child in a family environment

- Exchange their experiences with other parents

The aim of the meetings of the school inclusion club is the constructive exchange of information on achievements, but also the difficulties and causes of unwanted behavior of students present, providing feedback on whether the content process is difficult or easy for the student, making joint decisions on adopting new content, adopting methods - learning styles, didactic material, highlighting positive examples from the members of the School Inclusion Team.

Each meeting has its own structure:

1. Prepare a meeting

2. Evaluation of educational achievement of pupils

3. interpretation of evaluation results

4. development of the IEP-related work on the curriculum

5. planning methods of visual support, adjustment procedures, use of didactic material, emotional-social incentives, methods of independence and inclusion in all activities and forms of work.

6. planning the involvement of other experts in working with the child

7. The conclusion of the meeting

Part of the School Inclusion Team is a special educator and a defectologist who are part of the school's support as part of the cooperation agreement with SOS Kinderdorf and the associations: "Duga" and "Budućnost".

The achieved educational goals in the past period

The student remembers the contents with visual support and constant repetition.

He understands everyday simple oral instructions with familiar words. Voice messages are formatted with help and support. Recognizes and writes the graphics structure of large and small print letters of the Latin alphabet (fine motions are undeveloped, so the size and shape of the letters are incorrect). It can overwrite the shorter text, but it has to be constantly encouraged and reminded to write. The pupil reads in accordance with his articulation possibilities (fast, quiet, incomprehensible), but the ability to understand the read is absent.

It overwrites the record from the table.

Discriminates and names basic colors. He learned to collect numbers up to 10 with customization of requirements and tasks - simple numerical tasks.

With the tendency towards operational knowledge, the exercises of independence are carried out (dressing and pulling out the jacket, leaving it on the designated place, going to the place of sitting, preparing for the time-notebook, textbook, working with the means of operation -gripping the rubber, use of the scarf, scissors, ..). Exercises of autonomy are possible only with the assistant or teacher because most activities require instruction or partial physical help. Continuous monitoring and repetition of certain actions made progress.

It is possible to include it in all planned activities with other students: group work, joint activities at the time of physical and health education, music games.

Cooperation with parents is successful, and there is an interest in participating in the educational process of students with continuous and continuous work at home.