

TOOLKIT FOR INCLUSIVE TEACHING AND LEARNING IN
HIGH SCHOOLS IN THE FEDERATION OF BOSNIA AND HERZEGOVINA

PUBLISHER
"B-ELI-M", d.o.o.

EDITORIAL BOARD
Prof.dr. Jasmina Alihodžić; Prof.dr. Meliha Bijedić;
Prof.dr. Dženeta Omerdić; Jana Čarkadžić; Zlatko Buljko

BH PARTNERS WITHIN THE INCLUSION PROJECT
University of Tuzla
University in Travnik
Sarajevo Meeting of Cultures
Federal Ministry of Education and Science

LECTOR FOR ENGLISH LANGUAGE AND BOSNIAN
Cambridge English language teacher Sandra Perić
Doc.dr Larisa Softić-Gasal

TRANSLATION FROM ENGLISH TO BOSNIAN LANGUAGE
Naida Mrkonjic

DTP
Rešad Grbović

PRINTING
"B-ELI-M", d.o.o. Lukavac

NUMBER OF COPIES
700

CIP – Katalogizacija u publikaciji

The tool-kit was created within the project "Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-regional Peer Learning/Inclusion"

"This document has been prepared for the European Commission however it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."



Co-funded by the
Erasmus+ Programme
of the European Union

inclusion

TOOLKIT FOR INCLUSIVE TEACHING AND LEARNING IN HIGH SCHOOLS IN THE FEDERATION OF BOSNIA AND HERZEGOVINA



University of Travnik
Bosnia and Herzegovina
www.unt.ba



"This document has been prepared for the European Commission however it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

2019.

TABLE OF CONTENTS

Introduction	7
1. What is inclusion in education?.....	9
2. Why to include?.....	11
3. Inclusion and the Law	12
4. Creating an inclusive class culture	15
5. Impairment and suport	16
5.1. Students with physical disabilities and chronic diseases	16
5.2. Students with hearing impairment	19
5.2.1. Aids and assistive technologies for students with hearing impairment	21
5.2.2. Acoustics in the classroom	22
5.3. Down syndrome and learning	23
5.3.1. Strategies for support of students with down sindrom	23
5.4. Dyslexia and learning	25
5.5. Visual impairment and learning	29
5.5.1. Strategies to support students with visual impairment in their learning	30
5.6. Supporting LGBTIQ+ students	33
5.6.1. Strategies for supporting LGBTIQ+ students	34
6. Barriers	37
7. Supporting peer connection	39
8. The role of other profesionales / educator-rehabilitator/ education assistants	41
9. Including ALL students in the same curriculum	42
10. Behaviour support in the inclusive classroom	44
10.1. Planing for student and staff simultaneously	44
10.2. Empowerment of students and peers	45
10.3. Development of family and school partnerships	45
10.4. Keeping perspective	45
11. Transition to HEIs- study enrolment	47

Appendix 1.

Practical example of work with a high school student in I grade	48
-----------------------------------------------------------------------	----

Appendix 2.

Inclusive Lesson Plans for High School	53
----------------------------------------------	----

Literature	59
------------------	----

INTRODUCTION

This tool kit was created within the Erasmus + project "Inclusion - Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-regional Peer Learning" and is intended to improve education, satisfy the needs and rights of students with disabilities or special educational needs (students with motor disorders, hearing impaired, visual impairment, specific learning disabilities, students with speech-language disorders, chronic illnesses, behavioral disorders), as well as students belonging to an ethnic minority, students with an academic disadvantages and with a low socio-economic status, students who have experience of violence, trauma, juvenile pregnancy etc. or pupils that are top athletes that attend high schools in Bosnia and Herzegovina (BH). The purpose of the toolkit developed within the INCLUSION is to enable high schools teachers to "promote inclusive education for all learners, including those from disadvantaged socio-economic background, those from migrant background and those with special educational needs."

Please see the INCLUSION website for more information at: <http://inclusionerasmus.org/>

Numerous literature and web pages that are cited in the text are used in the creation of this toolkit and serve the reader/user to expand their knowledge of inclusive action in the education system, to facilitate work and help all students progress.

Existing handbooks for students with special needs were also used, which were developed through other significant project activities.¹

¹ Certain parts of the toolkit materials and suggestions are excerpted from the manuals created within the Tempus Project "Equal Opportunities for Special Needs Students in Higher Education" (EQOPP) (2011-2014) (Project Number: 516939- TEMPUS-1-2011-1- BA-TEMPUS-SMHES). The main objective of this project was to support BiH universities in improving quality and modernizing higher education by creating institutional capacities and developing policy and practice to enable all students to study in BiH.

1. WHAT IS INCLUSION IN EDUCATION?

An inclusive school means that all students are welcomed – regardless of gender, ethnicity, socio-economic background or educational need. They learn, contribute, and take part in all the aspects of school life.

Inclusion in education involves:

- Valuing all students and staff equally;
- Acknowledging the rights of students to education in their local communities;
- Restructuring the cultures, policies and practices in educational institutions so that they respond to the diversity of local as well as regional / international students;
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of the educational system;
- Reducing barriers in learning and participation for all students, not only those who are categorized as 'having special educational needs' or a 'disability';
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of all students;
- Observing students as resources to support learning, rather than as problems to be overcome;
- Emphasizing the role of schools and universities in building community and developing values, as well as in increasing achievement;
- Fostering mutually sustaining relationships between schools and communities;
- Recognizing that inclusion in education is just one aspect of inclusion in society.

The core features of inclusive education are:

- **whole system approach** (ministries for education must ensure that all resources are invested towards advancing inclusive education, and towards introducing and embedding the necessary changes in institutional culture, policies and practices);
- **education environment** (the committed leadership of educational institutions is essential to embed the culture, policies and practices to achieve inclusive education at all levels);
- **whole person approach** (recognition is given to the capacity of every person to learn, and high expectations are established for all learners – inclusive education offers flexible curricula, teaching and learning methods adapted to different strengths, requirements and learning styles – it commits to ending segregation within educational settings by ensuring inclusive classroom teaching in accessible learning environments with appropriate supports – the educational system must provide a personalised educational response, rather than expecting the student to fit or "integrate" into the system);
- **supported teachers** (teachers and other staff in learning environments are provided with education and training as to core values and competencies to accommodate inclusive learning environments);
- **respect for and value of diversity** (all students must feel valued, respected, included and listened to, and effective measures to prevent abuse and bullying must be in place);
- **learning-friendly environment** (a positive school community where everyone feels safe, supported, stimulated and able to express themselves);
- **effective transitions** (learners with disabilities receive the support to ensure the effective transition from learning at school to vocational and tertiary education, and finally to work);
- **recognition of partnerships** (involvement of parents/caregivers and the broader community must be viewed as assets with resources and strengths to contribute);
- **monitoring** (inclusive education must be monitored on a continuing and regular basis to ensure that segregation or integration is not happening in effect).

2. WHY TO INCLUDE?

Inclusive practice can be defined as attitudes and methods that ensure all learners can access mainstream education. Everyone works to make sure all learners feel welcomed and valued, and that they get the right support to help them develop their talents and achieve their goals.

(ALFFIE, 2018)

Inclusive education means that different and diverse students learn side by side in the same classroom. It means that qualified teaching assistants and specialists are available to help facilitate learning. It means that the curriculum being taught includes recognition of and contributions by marginalized and minority groups. Finally, it means meaningful parental involvement in transforming attitudes at home and in communities.

These things may sound basic. But, unfortunately, children around the world are excluded from schools because of disability, race, language, religion, gender, migration, or socio-economic status. Such exclusion perpetuates discrimination that has lifelong effects. And, too often, efforts directed towards reform fail and simply replicate these biases and reinforce marginalization (taken from <https://www.opensocietyfoundations.org/voices/why-inclusive-education-all-children-everywhere>).

3. INCLUSION AND THE LAW

Article 24 of the United Nations Convention on the Rights of Persons with Disabilities recognizes the right to an inclusive education as a human right of people with disability. The General Comment No. 4 issued by the UN Committee on the Convention on the Rights of Persons With Disabilities on 26 August 2016, gives guidance to governments, including the Australian government, about what is meant by "inclusive education" and what they need to do under Article 24. It is an important document that every parent, educator and school administrator should read.

Existing regulations in Bosnia and Herzegovina (B&H) unambiguously prohibit all forms of discrimination based on disability or any other difference, emphasizing the right of everyone to education under equal conditions. The right to education includes any kind of non-discrimination, which means that people with disabilities, special needs or some other specifics are entitled to all the rights prescribed by national and international documents. In addition to the obligation to harmonize national legislation with the international norms and conventions it has accepted, B&H is obliged, while applying these instruments in practice, to keep in mind how vulnerable groups, such as people with disabilities or special needs, are involved in the system and how much of the prescribed rights are really available. One of the goals of improving the quality of life for people with disabilities is equalization of access to educational institutions, which improves the inclusion of these people into a knowledge-based society and employment.

According to aforementioned documents, people with disabilities in B&H have the same right to education as the rest of population, where the right to access to higher education is regulated above all by basic human rights and a

whole set of regulations. Some of them are general regulations guaranteeing equality for all persons/individuals, and accordingly for those with disabilities (eg. the B&H Constitution), while special rights are mostly regulated by regulations issued by ministers and institutions based on the law.

The Convention on the Rights of Persons with Disabilities (2006), signed and ratified by our country, among other things, in the part relating to education, is binding on the signatory countries to ensure the rights of people with disabilities to education, without discrimination and on the basis of equal opportunities, through ensuring: reasonable adaptation to individual needs; that people with disabilities get the necessary help, within the general educational system, in order to facilitate their effective education; providing effective individualized support measures in the environments that contribute most to academic and social development, in line with the goal of full inclusion and more. The educational system uses the concepts of children with special needs (Framework Law on Pre-school Education in Bosnia and Herzegovina, "Official Gazette of B&H ", No. 88/07), children and youth with special educational needs, children and young people with serious disabilities and difficulties in Development (Framework Law on Primary and Secondary Education in Bosnia and Herzegovina "Official Gazette of B&H ", No. 18/03). The Framework Law on Higher Education in Bosnia and Herzegovina ("Official Gazette of B&H ", No. 59/07), students with disabilities are covered by a sentence in Article 7 which reads: "Higher education dealing with licensed higher education institutions in Bosnia and Herzegovina will not be limited, directly or indirectly, to any real or presumed basis, such as: sex, race, sexual orientation, physical or other disability, marital status, skin color, language, religion, political or other opinion, national, ethnic or social origin, connection with a national community, property, birth, age or other status. "

A good example of the legal system in B&H is seen in the case of Slavko Mršević, a young man with Asperger's syndrome (milder autism), that returned to school.

Combating institutional discrimination, he continued his education at the High School for Traffic Engineering in Rudo.

An institution that prevented Slavko from participation in regular education was the Ministry of Education and Culture of Republika Srpska, but the court in Visegrad ordered the young man to be returned to school.

Experts have estimated that Slavko can be educated through regular education through the use of an inclusive curriculum.

<https://www.youtube.com/watch?v=bR7Zs7eMZ4c>

<https://www.slobodnaevropa.org/a/inkluzija-obrazovanje-djeca-sa-poteskocama/29882148.html>

4. CREATING AN INCLUSIVE CLASS CULTURE

Ali & Saadi (2010) argue that readiness and acceptance by institutions are important elements that contribute to the success of students. Beside that, providing support for students, inclusive and holistic teaching approach and the inclusive environment are of crucial importance. Educational institutions should undertake reasonable and appropriate activities which usually depend on the circumstances in which individual students find themselves. These circumstances include, but are not limited to financial and other resources of the institution, as well as the practicality and effectiveness of the necessary adjustments.

The school and classroom operate on the premise that students with disabilities are fundamentally as competent as students without disabilities. Therefore, all students are encouraged to fully participate in their classrooms and in local school community. A lot of efforts have been made to ensure that the reform of legislation provides as least restrictive environment as possible in the education of students.

This means that students with disabilities are with their peers without disabilities to the maximum extent possible, providing general education for all students (Alquraini & Gut, 2012).

5. IMPAIRMENT AND SUPPORT

5.1. Students with physical disabilities and chronic diseases

Individuals with multiple disabilities, including persons with concomitant impairments (e.g., intellectual disability and blindness, intellectual disability and physical impairment), usually need support in great majority of life activities that include everyday home activities, leisure, community access, and vocational programming. Often these students receive educational services in separate, special education classrooms and do not have the opportunity to be fully and effectively included with their non-disabled peers. However, the Individuals with Disabilities Education Act (IDEA, 2004) and No Child Left Behind (NCLB, 2002) have led to an increase of students with severe/multiple disabilities receiving instruction in general education settings (Rogers & Johnson, 2018).

Intentionally addressing the educational needs of students with chronic illnesses and other special health care needs is a relatively new concept, as it was only in the recent past that education and future planning were often not relevant considerations amidst extremely poor disease and survival outcomes. Fortunately, given advances in medicine and technology, this is a new and growing population of students who are increasingly participating in school, and for whom short-term and long-term academic outcomes must be considered.

Disability is not a person's character but rather a number of factors, many of which create a social environment. This requires active social action, in order to bring about changes that would enable full participation of people with disabilities in all aspects of the society. It also includes providing equal opportunities for all individuals, increasing the participation of people with disabilities in social life, identifying possible activities of the society in order

to increase the independence and ability of these individuals, raise the level of living conditions and quality of life, and raise awareness and encourage changes in social behavior.

This classification actually provides a unified framework for the qualification of the consequences of the disease itself. Its structure is based on the following components:

- Physical functioning (e.g. mental functioning, sensory function, cardiovascular ...) and body structures (e.g. the structure of the nervous system, the structure of the movement, the metabolic and the structure of the endocrine system ...)
- Activities (in relation to everyday activities of the person) and participation (inclusion in life situations) – (e.g. communication, mobility, self-employment, social participation ...)
- Related information on the complexity of the damage and the environmental factors (attitudes, services, support system, policies, social relations, assistive technology ...).
- Functioning and disability are defined as a complex interaction between the individual's health status and contextual factors of the environment, as well as personal factors. The image obtained by the combination of these factors and dimensions is "a person in his or her world." This classification treats the mentioned dimensions interactively and dynamically rather than linearly and statically.

Support strategies

Most teachers who have experience working with students with disabilities consider that the conversation with the student is most important in solving most of the dilemmas, and that students with disabilities usually provide the best solutions to the problem (Fichten, Goodrick, Amsel, Libman, 1996).

Frequent absence from lectures

All students, with or without disabilities, sometimes miss out on teaching. Students with disabilities may be absent from their classes from different reasons in compare to students without disabilities. For example, students

without disabilities can escape their classes because of lack of interest in the subject, student does not consider that lectures from a particular subject matter are important, personal or family problems, socializing with friends, if they have overslept a lecture, etc.

However, students with disabilities often have other reasons for absences that are beyond their control and justified, for example, hospitalization, frequent visits to the doctor, treatments and therapies, difficulties with transportation, etc. Although physical disability is most often seen (difficulty in walking, object handling, use of aids, crutches, dentures, carts), sometimes it is not (multiple sclerosis, arthritis).

In some medical conditions, the person is constantly suffering pain, spasms, reduced coordination. Some diseases, such as multiple sclerosis, include periods of symptoms getting worse, when students are absent from teaching and remission periods, when students act as if they have no problems.

Absence of students with disabilities, justified or unjustified, should not be ignored, but disabled students can not be treated as other students.

If the absences are unjustified or if a student makes three or more justifiable absences in a certain period, possible approaches that might help are the following:

- Contact the coordinator of the support center for students with special needs in order to provide a support system that often involves a wider range of people and services so that the student does not have major problems in mastering the foreseen materials.
- Provide a teaching assistant.
- Together with the student, make an individual plan for mastering the material from the course.
- Strengthen student competencies for independent learning and self-evaluation.
- Sensitize other students to support colleagues with disabilities in terms of sharing notes from lectures, learning in pairs, etc.
- Prepare lectures in advance and give them to a student with disabilities in order to study literature and prepare questions if there are ambiguities.
- The teacher is obliged to introduce the student to the possibility of consulting if necessary;

- The teacher can give more flexible deadlines for performing the obligations related to the subject, and modify the method of evaluation of the material passed.

5.2. Students with hearing impairment²

Hearing impairment can not be described by a single word or a simple phrase, but we can state that this is a spectrum of states or characteristics where people with hearing impairment constitute a group composed of several smaller subgroups.

The severity of hearing loss is determined by the ability to receive sound from a person measured in decibels.

Thus, the surdoaudiological definitions of people with hearing impairment primarily respect the ability of these individuals to "make contact with the sound" or the ability to develop oral speech. A deaf person is the one who has hearing loss with complete inability to hear speech, while hard of hearing is a person that has the ability to independently hear speech or with the help of hearing aids.

Defining Deaf (capital D), deaf (small d), and hard of hearing

- Capital "D" – is used to describe Deaf culture and community. Members view being deaf as a difference in human experience rather than a disability. They describe themselves as Deaf with a capital "D".
- Small "d" – is used to describe a person's audiological ability to hear. For example, "That person is deaf in one ear."
- Hard of Hearing – refers to an individual who has a mild-to-moderate hearing loss who may communicate through sign language, spoken language, or both.

² Setkic, A., Dizdarevic A., Mrkonjic, Z. (2014), Students with hearing impairment in higher education, Guidelene for support for students with hearing impairment developed within TEMPUS project EQOPP, Sarajevo 2014.

Students with minimal or slight loss of hearing or unilateral hearing loss can:

- Miss some of the consonants;
- Have some difficulty with audible language learning, and
- Have difficulty listening at a distance or when there is noise.

Students with slight hearing loss can:

- Miss quiet speech;
- Have difficulties with audible learning;
- Stagnate in spoken language, and
- Be careless.

Students with moderate hearing loss can:

- Not hear speech at normal levels;
- Make mistakes in speech;
- Fall behind in speech;
- Have difficulties learning as a result of speech stagnation;
- Be careless, and
- Have to be very close to speaker to hear him (less than two meters).

Students with heavy hearing loss can:

- Not hear the sound of speech at normal levels;
- Speak, but their speech can be hard to understand;
- Experience speech stagnation;
- Have difficulties learning as a result of speech stagnation;
- Learn with the help of visual characters or sign language, and
- Not pay attention to verbal communication because they are not aware that the speaker is speaking.

Students with deep hearing loss can:

- Not hear speech or other sounds;
- Have difficulties in understanding speech;
- Produce little or no verbal language;
- Have learning difficulties as a result of slower language development;
- Learn with the help of visual characters or sign language, and
- Not pay attention to verbal communication because they are not aware that the speaker is speaking.

Some communication strategies that can help eliminate communication barriers with people facing hearing impairment are:

- Always stand in front of them when communicating;
- Be careful that our face and mouth are always well illuminated (avoiding any source of light behind our back, e.g. a window that makes our face less visible);
- Speak discreetly (do not overstate pronunciation) use simple words, avoid using long sentences, or number dependent sentences;
- Stop speaking when turning to the other side, whether for writing or to turn to someone from another direction;
- Speak one after the other, and give a sign to someone who interrupts or enters the conversation;
- Touch the student's hand lightly in order to attract his attention, we never do it suddenly or come from behind him, and
- Make sure that the student takes part in everything that is happening in the classroom, which he might not have noticed by himself.

For example, it is a good practice to warn the student when a teacher enters, and he is not aware; or explain to him why everyone is laughing when someone from the back row says something funny. Finally, some aggressive or repulsive behavior of students often comes as a result of teacher's incompetence to adjust their teaching procedures towards the student's situation. Aggressive reactions occur if tasks are too demanding or insufficiently adapted, e.g. tasks in an overcrowded written language, for him incomprehensible, so he feels frustrated and reacts negatively.

5.2.1. Aids and assistive technologies for students with hearing loss³

Helpers such as hearing aids, cochlear implants, frequency modulation of the transmission signal (FM systems) and conductive loops help meet the needs of students with hearing impairments. When amplification is recommended, consistent use is important.

³ Setkic, A., Dizdarevic A., Mrkonjic, Z. (2014), Students with hearing impairment in higher education, Guidelene for support for students with hearing impairment developed within TEMPUS project EQOPP, Sarajevo 2014. p. 19.

FM transmitter with microphone, transmitter and receiver can be used anywhere. It provides an opportunity for people with a high degree of hearing loss to hear speakers in places where there is no inductive loop installed. It also makes it easier to track conversations in a group of more people in a way that the listener directs the microphone to the person who is currently talking. The inductive loop system helps hearing aid users to hear sounds more clearly in a way that reduces or completely deactivates background sounds.

5.2.2. Acoustics in the classroom⁴

Understanding speech in noisy environments can be difficult for all students, but for students with hearing impairment it is much more challenging. Students need access to speech for listening, language, and learning skills development. Background noise, distance from the talker and reverberation (echo) are common barriers that significantly limit the student's access to voice information. Although advanced hearing aids today can improve the quality, audibility and clarity of the voice signal, they can not eliminate any disturbance to understanding speech.

Students with hearing impairments, even with less hearing loss, can not express the ability to misunderstand family members or teachers. They can not even be aware that they have omitted questions or misunderstood the instructions. If they are young and are still learning the language, they will not be able to say when the speech is not clear or is lost in the background noise. Students with hearing impairments, and sometimes students with no hearing impairment, have difficulty understanding the speech at background noise and the increased distance between the speaker and the student.

To better understand this population of the students see more video materials:

<https://www.inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/understanding-being-deaf-and-hard-of-hearing/#definitions>

⁴ Setkic, A., Dizdarevic A., Mrkonjic, Z. (2014), Students with hearing impairment in higher education, Guidelene for support for students with hearing impairment developed within TEMPUS project EQOPP, Sarajevo 2014.,p. 20.

5.3. Down syndrome and learning

Down syndrome is a genetic condition that influences learning and development. It occurs because cells contain an extra chromosome. Every person with Down syndrome is a unique individual. Often students will have strong empathy with others, good social skills, good short-term memory and visual learning skills.

They may also have some the following characteristics to different degrees:

- characteristic physical features – distinctive eye and nose shapes, low muscle tone, smaller in height, slower developing motor skills;
- health and development challenges – cardiac conditions, depressed immune system, hard of hearing or low vision,
- learning challenges – mild to moderate delays in developmental, behavioural, and interpersonal skills.

Students with Down syndrome will each have different strengths and preferences as learners. They will also experience their own set of challenges dependent on the situation.

5.3.1. Strategies for supporting students with down sindrom

Communication, literacy and numeracy, thinking, social interaction and positive behaviour are areas students with Down syndrome may need some specific support.

Support communication using recommended approaches

- Use fewer words.
- Slow down your rate of speaking.
- Speak clearly and directly to students, taking care over similarly-sounding words such as "trees" and "cheese".
- Give students more time to process information.
- Explore a range of visual communication tools to support classroom routines and prepare for transitions.
- Use students' names to gain attention before giving an instruction or asking a question.
- Display new vocabulary on a whiteboard or chart.

Support social interaction

- Explain Down syndrome to your students. Discuss this with the student's parents and family beforehand. Parents of a child with Down syndrome may want to talk to their child's class.
- Partner your student with Down syndrome with other students for group activities.
- Aides or teachers can help, but shouldn't act as partners.
- Give students opportunities to identify their strengths.
- Encourage students to feel less stressed in social situations by using warmth, patience and good humour when you talk with them.
- Encourage students to share their interests, for example, create a class bulletin board featuring the school-based and out-of-school interests of students.
- Create an environment where students can see one another clearly, identify social cues and practise and learn taking turns.

Support positive behaviour

A small number of students may need specific support to develop social skills and social behaviour. These resources support teachers to reflect on the function of the behaviour, rather than responding solely to the behaviour itself.

They help teachers consider if students are communicating:

- distress,
- discomfort,
- pain,
- frustration.

The resources include a range of activities to both build students communication and self-management skills.

Schools should ensure that every child receives direct input from a qualified teacher on a regular basis. Under no circumstances should total responsibility for a child's teaching programme be left to a teaching assistant.

In order to guarantee high quality provision, secondary schools will need to consider allocating planning time to their subject teachers and TAs. In a busy secondary school this can be difficult to arrange, but is essential in order to ensure that the student makes good progress and the TA is used effectively. TAs should always be given a copy of each lesson plan in advance.

Wherever possible, support should be offered in the classroom. If a student is withdrawn for an intervention, it is important that students' progress is assessed regularly and the intervention is evaluated. If the student is not making expected progress, another intervention or approach needs to be considered. In the secondary sector, students should be placed in mixed ability groups wherever possible. Where setting is in place, consideration should be given to placing the student with DS in a set with well motivated peers to provide good models of learning and behaviour.

To better understand this population of the students see more video materials:

file:///C:/Users/WIN10/Downloads/unit_secondary_inclusion.pdf

<https://www.inclusive.tki.org.nz/guides/down-syndrome-and-learning/support-communication-using-recommended-approaches>

5.4. Dyslexia and learning

Dyslexia is a dissability that makes it difficult to acquire and use the skills of reading, spelling and writing. This is a dissability of neurological origin. Cognitive difficulties that are in the background of these dissabilities can also affect organizational skills, computing skills and other cognitive and emotional abilities. It can be caused by a combination of difficulties in phonological processing, working memory, rapid naming, sequencing and automation of basic skills. Researchers believe that there are many possible causes of dyslexia, including genetics. There is no correlation between the level of intelligence, the individual's effort or the socio-economic situation, and the presence of dyslexia. In addition to these problems, a constant challenge for people with dyslexia is finding life in a world that is not very friendly towards dyslexia. The diversity of languages and cultures in Europe and educational opportunities affect how children will experience dyslexia,

and then what their future will be like when they become adults (Duranovic, Dizdarevic, Bijedic, 2013).

Extra time for processing ideas, assessments and assignments is essential for students with dyslexia.

Students and adults with dyslexia may have the following difficulties⁵:

- slow reading with many mistakes,
- avoiding reading or written assignments,
- difficulties in summing up information,
- difficulty answering open questions on the test,
- difficulties learning foreign languages,
- poor memory,
- they can be very slow,
- direct little attention to detail or focus too much on them,
- can misread the information,
- have an inadequate vocabulary,
- inadequate knowledge of what is read,

Difficulties in planning, organizing time, materials and tasks.

It is important to help students set realistic goals. Most dyslexic students strive towards perfectionism and unachievable goals. By helping them set a viable goal, professors can change their cycle of failure.

Organizing lectures

Students with dyslexia learn best if lectures are:

- multi-sensory,
- enables the use of all pathways in the brain, including visual and auditory,
- systematic / sequential,
- structured learning so that students can build their skills gradually and in a logical way,
- cumulative,
- teaching allows the student to connect new knowledge with the previous one,
- allows repetition to compensate for short-term memory problems and help establish automation,

⁵ Duranović, M., Dizdarević, A., Bijedić, M.(2013). Dyslexia in Higher education – Guide for students with dyslexia. World University Service of Bosnia Herzegovina (SUSBiH), Grafoset, Sarajevo.

- cognitive nature and encourages the student to think about the problem and participate in problem solving and develop the skills of critical thinking,
- relevant,
- uses examples and links them directly with the material being studied.

A student can improve his/her skills by:

- Enhancing his vocabulary to an automatic level,
- Arranging information into charts, diagrams and image formats,
- Grouping, categorizing data,
- Additional studying, even when information is known, the student should continue to learn to compensate for difficulties in the field of short-term memory,
- Connecting new information with the basic knowledge he already possesses.

Teaching materials

Students with dyslexia should be allowed to record lectures without additional permission.

These students often need scaffolding to help organize and articulate their ideas into a written format.

- **Organizational software** helps students brainstorm and display their ideas using a concept map of words and/or pictures that can then be transferred to a document outline with the click of a button. Templates to assist students develop their ideas for different writing tasks may also be included as an added feature.
- Another strategy for developing a written draft is to use **highlighting tools** and extract main points from a document or web page. By creating an outline of what has been read, students can use this as a starting point for their writing.
- **Onscreen word banks:** learners needing support to spell words or construct meaningful sentences can quickly and easily carry out written tasks using on-screen word banks. This software provides the additional

support of text to speech and pictures for those whose visual recognition of words is poor.

- **Word prediction** is a strategy that assists with spelling and word completion by making suggestions as you type. These suggestions are displayed in a window. Word prediction can help students expand their vocabulary, as they are less likely to avoid words for which they are unsure of spelling. In some cases, the word prediction program may accommodate for phonetic spelling errors. Such programs also learn words that are used frequently. Research studies have reported up to a 70% reduction in spelling errors when using word prediction programs.
- **Voice recognition software** allows students to create large amounts of text or control their computer entirely by voice. Documents and e-mails can be dictated without spelling mistakes and the need to extensively use the keyboard and mouse is significantly reduced.
- **Portable word processors or note takers:** for students whose handwriting is untidy or illegible, and who find writing with pen and paper frustrating, these devices help overcome these barriers and encourage students to independently take notes rather than rely on a scribe or peers. They are low cost, portable alternatives to laptops. Infrared capabilities mean that no cords are needed when transferring text to a computer for further editing. These devices are lightweight, sturdy and have the advantage of a long battery life. They are easy to use and can be used in conjunction with word prediction programs if the student struggles with spelling.

More about dyslexia: <http://www.dyslexia.eu.com>

<https://www.inclusive.tki.org.nz/guides/dyslexia-and-learning/support-participation-and-build-confidence>

<http://old.unsa.ba/s/images/stories/ured%20potrebe/vodici/Prirucnik%20Disleksija.pdf>

5.5. Visual impairment and learning

Vision is a complex sense. It's made up of the ability to see contrasts and sharpness of detail. It also helps with location of objects in the environment.

Visual impairment may be:

- congenital (present from birth),
- hereditary (genetic, congenital or later onset),
- acquired (through accident, illness or disease).

Blindness according to the degree of visual impairment is divided into (WHO, 2000):

- complete loss of light sensation (amaurosis) or on the senses of light with, or without projection of light;
- the sight on a better eye, with the best possible correction of 0.02 (finger count at a distance of 1 meter) or less;
- the remainder of eye sharpness on a better eye, with the best possible correction of 0.02 to 0.05;
- the rest of the central vision on a better eye, with the best possible correction up to 0.25 with narrowing of the visual field at 20 degrees or below 20 degrees;
- concentration of the visual field of both eyes with a field of vision of 5 degrees to 10 degrees around the central fixation point;
- indefinite or unspecified.

In the light of the need for education on the Braille letter, the inability to read the letters or characters of the size "Jaeger 8" is considered to be blindness. The blindness to the degree of visual impairment is classed as a total and practical blindness. The total blindness is such a blindness where a person has completely lost the sensation of light (amaurosis). On the contrary, virtually blindness is such blindness, where a person does not differentiate light from darkness, objects, facial appearance.

Visual impairment is divided by the degree of visual impairment (World Health Organization, 2000):

- eye sharpness on a better eye, with the best possible correction of 0.1 to 0.3 and less;

- eye sharpness on a better eye, with the best possible correction of 0.3 to 0.4;
- indefinite or unspecified.

In the pedagogical approach of visual impairment, which does not require numerical expression of the visual acuity, which is more acceptable in practice, people who under normal conditions, exclusively due to the limitation of vision and its consequences, can not normally progress in acquiring knowledge, skills and habits, and depending on the ability to compensate for the visually impaired, the visually impaired are divided into two groups. The first, where the weakness is so large that this damage must be considered primary; and the other, where the visibility is not so great, but which lack compensation (Teskeredzic, Dizdarevic, Bratovic, 2013).

A students' low vision can have an impact on their learning across the curriculum, but it very much depends on the condition, their wellbeing, and the context.

5.5.1. Strategies to support students with visual impairment in their learning

Students with visual impairment want an equal access to education in accordance with their actual abilities while using their real potentials. Visual impairment, depending on the type and degree, is different and not all students will show the same kind of difficulty and will not need the same type of support.

Students should be given the opportunity, motivation and time to work. Lectures and methods of work, and the way they work adapt to their abilities. Keep the lecture clear and loud, and if there are some pictures or slides, explain them further by the oral route. Adapt written tests with increased black print, giving for testing more time than you would probably give to students without visual impairment. Even if it has customized testing, new situations or a short time in making the test, can increase their anxiety. It is therefore necessary to give them full support and to constantly encourage them to work independently and to include them in group work. Many visually impaired and blind students are very happy to participate in activities that require speech and listening.

Remove barriers to participation

As with other disabled students, adjustments for students with visual impairment will vary from student to student. There are several strategies that can be used by teachers that will significantly help the student with visual impairment, especially in relation with his/her peers having an important role in education (if it is a group work), so the simple tactics are described below and they are used very often.

These are general guidelines that can be used in situations involving these students⁶:

- Create clear, planned pathways for moving around the classroom. Minimize random obstacles.
- Familiarize the student with a new classroom layout BEFORE making changes.
- Encourage all students to position themselves in optimum environments to support their engagement and attention.
- Discuss with the student the best places for them to sit to access information at a distance.
- Make support options, such as text-to-speech, available to all students. Model and encourage their use.
- Welcome and encourage digital technologies selected by students, and design activities so that they can use them productively.
- Create a culture where students support each other.
- Use the student's name when addressing them.

Increase access through technologies. Students can use built-cameras, magnification and accessibility functions to personalize their access to learning.

⁶ Teskeredžić, A., Dizdarević, A., Bratovčić, V.(2013). Students with vision impairment in higher education World University Service of Bosnia Herzegovina (SUSBiH), ADesign, Sarajevo.

Use technology and equipment

- Have the students use laptops, desktops or tablets to present their ideas.
- Support students to use technology such as a braille or voice-recognition software.
- Allow students to use technology to take snapshots of and up-size the content on the board.

Reading Tools

- **Text to speech:** Software that incorporates text to speech enables students to access content and information by having text read aloud, often in a high quality, realistic synthesized voice. This software may highlight words, sentences or paragraphs in selected colors to draw the reader's attention to the text as it is being spoken. Using this method, students are assisted to decode words, and maintain reading fluency and comprehension. Using text to speech, they can read and re-read information as many times as they need.
- **Talking word processors** are one kind of software that incorporates text to speech. Other software packages work with standard software programs such as Microsoft Word. Many of these programs allow students to read aloud text in a range of formats, including Word documents, PDFs, emails and web pages. Text to speech is also an important support for proofreading, helping students listen for any possible errors in their writing.
- **Optical Character Recognition (OCR)**, is a method of converting text from paper format to an electronic version. This is usually carried out by using a scanner. Software that incorporates OCR, may also provide the option of scanning text into a range of formats (such as Word, PDF or other documents). This means that books, printed worksheets, even photographs with graphics and text can be converted to electronic format and read aloud using text to speech. Reading material is instantly made accessible.
- **Talking books** are essentially books that are in electronic format, often looking very similar to the paper version. They may read text aloud, and include a range of multimedia elements such as real photos, animations, videos and recorded sounds that make the reading

experience motivating and fun. The advantage of talking books is that they allow students of any age and ability to be independent readers and take advantage of supports if and when they choose. Additional extension activities may be included with some books to help support balanced literacy instruction. Using book making templates, teachers can create their own high interest individualized learning materials.

- **Software that converts text files to audio:** Being able to convert text to an audio file has the advantage of providing yet another format for accessing information and is an ideal way for students to engage in independent revision and study. Students can listen to audio files via their computer or their iPod anytime, any place. Software that has this feature may also include high quality synthesized speech and the ability to save the files in a range of formats including WAV, Mp3 and WMA.

More about visual impairment and learning:

<https://www.inclusive.tki.org.nz/guides/low-vision-and-learning/#understand>

<http://www.untz.ba/uploads/file/centri/centar%20za%20podrsku%20studentima/akti/Podrska%20studentima%20sa%20ostecenjem%20vida.pdf>

5.6. Supporting LGBTQIA+ students

'LGBTQIA+' is an evolving acronym that stands for lesbian, gay, bisexual, transgender, intersex, questioning, asexual and many other terms (such as non-binary and pansexual) that people use to describe their experiences of their gender, sexuality, and physiological sex characteristics.

Young people share their experiences of school and outline why we need to work together to make them safer and more inclusive places to learn. Sexuality may be viewed differently according to people's social and cultural contexts, values, and beliefs.

Common characteristics of successful sexuality education programmes include:

- respect for the diverse values and beliefs of students and of the community,

- recognition of the physical, social, emotional, and spiritual dimensions of sexuality,
- inclusion of students' perspectives and requests,
- regular planning and review of sexuality programmes,
- consultation with students about content and approach,
- up-to-date resources that are appropriate and modified to meet the needs of students,
- committed, confident teachers who are provided with LGBTIQ+ professional development opportunities,
- respect for different cultural perspectives,
- the use of assessment data, including student self-assessment, to review programme implementation,
- an environment where students feel safe to ask questions,
- an environment where there is a good rapport between teachers and students,
- a strong culture of school-wide respect,
- access to effective support networks for students.

5.6.1. Strategies for supporting LGBTIQ+ students

Creating an inclusive environment, free of discrimination, enables students to feel physically and emotionally safe. This approach supports the academic achievement and wellbeing of all students.

This could be achieved through identifying areas for discussion by creating opportunities for students to research and explore:

- healthy relationships in multiple contexts,
- expressing feelings and emotions,
- supporting the wellbeing of friends and peers,
- communication,
- questioning messages related to gender, sexuality, and diversity,
- identity and beliefs,
- rights and responsibilities,
- future dreams and goals,
- physical and emotional development,

- sexual and gender diversity,
- human reproduction,
- human rights,
- consent,
- choice and agency in relationships,
- access to support and health care,
- questioning and discussing gender and sexual stereotypes and norms, i.e. heteronormativity (assumptions of a homosexual/heterosexual society),
- risks and issues in online and social media environments.

Respond to bullying

Include LGBTIQ+ in anti-bullying policies

A school's anti-bullying policy is the most important public statement of its commitment to student safety that means:

- language specifically prohibiting harassment based on nonconformity to gender and sexuality norms, gender identity and gender expression,
- clear procedures enabling students, staff, parents, and carers to confidentially report safety and wellbeing issues and concerns,
- clear restorative practice guidelines and step-by-step processes for staff when addressing and responding to bullying behavior,
- prevention strategies to explicitly address identity-based bullying,
- provision for a number of reporting mechanisms to ensure that students can report bullying in confidence,
- relevant support for LGBTIQ+ students,
- regular space and time for students to voice concerns about bullying,
- a wide representation of voices and diverse perspectives in developing anti-bullying policies,
- Opportunities for students to identify and report types of bullying that occur, including bullying based on identity, such as homophobic or transphobic bullying.

Avoid grouping by gender

Gender is often used in the classroom as a way to create groups or divide students. Trans and gender-diverse students can be excluded when this occurs.

Develop safe classroom protocols

Review classroom systems to ensure there is a consistent message that no bullying or harassment will be allowed. Let all students know that they are protected in the classroom.

Support students by:

- knowing your school's anti-bullying policy and communicating this to all students
- responding quickly to any homophobic, biphobic, or transphobic comments and harassment
- developing confidential classroom systems that allow students to give feedback, share information, or seek help when needed
- recording gender- and sexuality-based harassment in the school's harassment log
- working with all learners to develop and construct classroom expectations and ways of working that respect everyone.

See more materials <https://www.inclusive.tki.org.nz/guides/supporting-lgbtqa-students/understand-the-key-concerns-of-students/>

6. BARRIERS

Educational difficulties and exclusion faced by many people with disabilities are not the result of their impairment or health condition, but it stems from the social, individual barriers and barriers of the person's environment.

Barriers that hinder participation of persons with disabilities are described in three categories – attitudinal, physical (including structural and communicational) and institutional.

1) **Attitudinal barriers:** One of the most significant barriers to effective participation and inclusion of persons with disabilities or other categories of students coming from underrepresented groups are negative attitudes and stereotypes. Society often sees persons with disabilities as incapable, dependent or weak; on the other hand, society may see them as inspirational, heroic or superhuman. This perpetuates their segregation and exclusion from society. Here is a typical example of attitudinal barriers in the educational context:

- A school principal who believes that persons with intellectual impairments are disruptive and will be incapable of learning and thus makes these students feel unwelcome creates a barrier for persons with disabilities to enter school and learn.

2) **Physical barriers:** Physical barriers fall into two categories:

a) **Structural barriers** are obstacles in natural or man-made environments that prevent access or hinder persons with disabilities from moving around independently. Examples of structural barriers in the educational context include:

- A university with steps at the entrance, pathways without tactile guide markers, narrow doorways and squat-style toilets creates barriers for persons with physical impairment and persons with vision impairment.
- Premises without accessibility considerations create barriers for university staff members with disabilities to effectively undertake their work.

b) Communication barriers may be experienced by persons with difficulties in seeing, hearing, speaking, reading, writing and understanding. These persons often communicate in different ways to persons without disabilities, and if adaptations are not made, they may be unable to understand or convey information. Examples of communication barriers in the educational context include:

- A presentation/learning material in small, unclear font, without pictures or diagrams and without raised lettering or Braille, creates a barrier for persons with vision impairment.
- A workshop using spoken communications without providing for sign language interpretation creates a barrier for persons with hearing impairments and sign-language users.
- High service counters and restrooms create a barrier for wheelchair users.

3) **Institutional barriers** are often created when there is no binding framework for disability inclusion or when existing regulations, such as those that require programs and activities to be inclusive and accessible to persons with disabilities and make 'reasonable accommodation' (see below) for their specific needs, are poorly enforced. Institutional barriers are difficult to identify because they are often entrenched within social and cultural norms.

Examples of institutional barriers include:

- A school that does not identify and respond to children's diverse needs by, for instance, developing individual education plans and providing classroom assistants or other supports creates barriers for children with disabilities to attend school and learn.

7. SUPPORTING PEER CONNECTION

Academic and social benefits of inclusive education are interconnected – all students, including students with disability, are likely to achieve more academically if they are socially part of their classroom. Further, from a longer term health perspective, students who feel socially excluded and isolated are at higher risk of experiencing mental health issues, such as anxiety and depression.

Peer connection in the classroom is more likely to lead to peer connection in the playground, and ultimately social connection in workplace, the community and life generally.

For all students, including students with disability, the development of meaningful social relationships is critical to their sense of self and belonging – to their future social connection in workplace, the community and life generally – and ultimately to their long-term mental health and quality of life.

Support refers not only to problems when attending classes, but is generally related to the circumstances during schooling, and also relates to collegiality, general information, leisure time, etc. This type of support may be in person face-to-face, by telephone or online.

Social inclusion outcomes are optimized when:

- a student's peers accept them as a member of their group – as a valued peer;
- peer connection is maintained through their whole schooling experience.

Peer connection in the classroom is more likely to lead to peer connection in the playground, and ultimately social connection in workplace, the community and life generally.

<http://www.startingwithjulius.org.au/practical-tips-for-teachers-no-2-maximising-peer-connection-in-the-inclusive-classroom/>

8. THE ROLE OF OTHER PROFESSIONALS / EDUCATOR-REHABILITATOR/EDUCATION ASSISTANTS

Even with students requiring significant support, the goal of other professionals included in education for student should be to progressively decrease reliance on "one-on-one" professional support. Over time, objectives should be move to including the building up of "independent learning time" (even if starting from a few seconds or minutes in each lesson). Many education assistants feel that their primary role is to provide continuous teaching support and accordingly need to be empowered by the teacher to withdraw from the student to promote their independence and peer-connection.

The duties that supporting staff are assigned depend on their qualifications and competencies and on the provisions of the School Act and other legislation.

In making decisions about the educational program, teachers count on input from other professionals, parents and classroom-based educational assistants. Professionals such as psychologists, social pedagogues, speech therapists and physical therapists draw on their expertise to provide teachers with specialized reports and suggestions about particular students. Teachers use this input to develop and implement educational programs for which they are ultimately responsible. There is no definitive list of the duties that supporting staff are expected to carry out. More about examples of duties you can see on web site:

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/MON-5%20Teachers%20and%20Educational%20Assistants.pdf>

<https://www.frontiersd.mb.ca/HR/SiteAssets/Pages/Documents-and-Forms/Educational%20Assistant%20Handbook.pdf>

9. INCLUDING ALL STUDENTS IN THE SAME CURRICULUM

Although in an educational environment, an individualized approach and meeting specific needs may be the only correct way of providing support to students and individuals with disabilities, or particular categories of students, most often defined by their impairment. However, for all students, it is true that the flexibility and competencies of teachers and administrative staff, followed by listening to needs and planned systematic action to satisfy them, is the only suitable approach. Students with disabilities, as well as all other students who may have special needs during their education, can give and need to receive high standards and quality of education.

It is often said that "the gap is too big" for some students with disability, particularly a learning disability, to be included in a general education classroom. This assumption is especially made in the high school context where many parents are advised by school staff that the student would be "completely out of their depth" in the general mainstream lesson and would be better off segregated from their mainstream peers in a special class or unit.

To be really "included" in an activity, **each participant must be doing the SAME core tasks as the other participants.** If tasks are performed together and shared by all students, the peer connection from that common and shared classroom experience is more likely to continue outside the classroom and into the community. If students with disability are not included in the same lesson as their general mainstream peers then they are not being academically and socially connected to their classroom – at best they are just being physically included in the same geographic space – they are not being given the opportunity to maximize their academic and social development and outcomes.

All teachers need to invest their time in providing optimal opportunities for all students. We also need to make sure that the families have access to the information and resources they need in order to provide support at home as well.

Looking for more text and video material: <https://www.inclusive.tki.org.nz/guides/behaviour-and-learning/>

10. BEHAVIOR SUPPORT IN THE INCLUSIVE CLASSROOM

When students' behavior interferes with their own learning, or the learning of others, teachers need to take a proactive stance to design classroom instruction so that everyone can learn safely and productively. Every student with disabilities and challenging behaviors should be included in education processes. The following are some of the inputs of inclusion for students.

10.1. Planning for student and staff simultaneously

Working with administrators and counselors to prepare students for classes that are engaging, meaningful, and with supportive teachers, is the first step that should be considered while supporting students with challenging behaviors.

It is essential to have honest conversation with teachers about challenging behaviors and raise awareness on what the student behavior is all about. This builds trust and if the teacher includes a student with significant behavior challenges, it is necessary that colleagues trust each other until they develop their own relationship with the student.

Students should have access to any kind of support in their general education classroom to prevent challenging behaviors. This starts with teachers providing appropriate, adapted curriculum materials and access to a communication system, if needed. Students may also need personalized support they can access at anytime during class, such as fidgets, stress balls, inflatable bumpy seats, pencil grips or weights, a photo book of classroom rules, break cards, or something of comfort to keep in a pocket/backpack.

Including students in identifying useful supports and creating their personal kit, might be helpful as well.

10.2. Empowerment of students and peers

Students and peers of all ages need knowledge about disabilities and behaviors in order to accept and appreciate each other. This begins with how the adults in the room model respect and demonstrate appropriate responses to challenging behaviors of *all* students. It's important to de-brief with students and classmates after a challenging behavior. For some students this might mean reviewing a social story about "what to do when _____ happens", while other students might engage in a verbal and visual problem-solving strategy. Classmates can support students in making positive behavior choices by providing natural reinforcement or kindly telling a student how challenging behavior affects them.

10.3. Development of family and school partnerships

Students with challenging behaviors, often have challenging behaviors at home or in the community. Developing positive behavior support plans with parent support and ideas is crucial. Sometimes relationships between families and schools become difficult. In these situations, it has been helpful to focus on what is within teacher realm of control at school: good data collection, consistent responses to challenging behaviors, and continuing to advocate for the student to have meaningful instructional and social opportunities at school.

10.4. Keeping perspective

In an inclusive classroom, students with disabilities are not the only students with challenging behaviors. It is important to know what is going on in classrooms on a regular basis to ensure students with disabilities are not

being held to a gold standard of behavior, while everyone else goofs off in class.

Identifying the right supports for students is an ongoing process; from the moment they walk in the door on their first day of 1st grade until the moment they graduate, it is necessary to continually fine-tune our strategies to successfully support them in class. But, commitment to that process and including students with disabilities and challenging behaviors, provide tremendous opportunities for growth of students and teachers.

For more information and resources to implement positive behavior support plans in inclusive classrooms visit:

<https://www.thinkinclusive.us/5-strategies-for-positive-behavior-support-in-inclusive-classrooms/>

<http://inclusiveclassrooms.org/practice/positive-behavior-supports>

11. TRANSITION TO HIGHER EDUCATION INSTITUTIONS-STUDY ENROLMENT

The transition from high school to university is difficult for most students, but for those with the necessary additional pedagogical support, transition to the university comprises a number of academic, medical and personal challenges. If appropriate support is lacking, due to the difficulties they have, these people are not interested or have difficulties deciding what to study.

Professors can encourage students by providing them with information that might be useful for the student to understand the expectations and opportunities offered by completion of university education. It is possible to refer students to existing support manuals

<http://old.unsa.ba/s/images/stories/ured%20potrebe/vodici/Univerzitetski%20vodic.pdf>

The mismatch between wishes and opportunities of education, unemployment and the inability to provide a simpler, more financially acceptable housing solution are just some of the problems that all young people in Bosnia and Herzegovina encounter. There are numerous obstacles in their path to independent life, and it is increasingly common for young people, who are not so young, to live with their parents, and because of their lack of financial means they are not able to make their own decisions and manage their lives. At the following link, you can read stories that seek to awaken citizens' awareness of the great potential that exists in the ranks of people with disabilities, and encourage other young people with disabilities to step up to independent life:

<file:///C:/Users/WIN10/Downloads/Probueni%20snovi%20-%20prie%20mladih%20osoba%20sa%20invaliditetom.pdf>

Appendix 1

Practical example of work with a secondary school student in I grade⁷

English language–present simple tense (present time, everyday activities)

Student description: The student is 15 years old and is in the first grade of technical secondary school. The student has a mixed disorder of psychomotor development, cognitive impairment, cerebral paralysis, moves with the help of parents and peers (does not use wheelchairs or aids), hardly writes, fatigues fast when writing, handwriting is unreadable, has difficulty with reading and writing the text. The student is communicative, with emotionally warm exterior, somewhat anxious. He has damaged sight (strabismus) and uses a laptop as an aid in learning.

Lesson: Present Simple Tense (present time, everyday activities)

Duration (acquisition and reproduction of the curriculum): two to three months

Description of the activity: The TPR (total physical response) method can be used in part to teach verbs to this student. For example, a student can show the action "brushing teeth", "sleep" (resting on the bench and lowering the head to the hands), "combing hair", "waking up" (shaking hands and yawns), "taking a shower". The teacher first performs a demonstration of 4–5 actions, and then the teacher says the verb, without a demonstration, and the student is the one who has to demonstrate that activity. It takes several lessons to have the student adopt 10 verbs / actions.

A student has a laptop all the time. With the help of the teacher, the student keeps the document where he has entered unknown words with translation. For repeating unknown words the teacher uses worksheets from the Internet. An example of such a worksheet is taken from the website isocollective.com (appendix 2). Since the student adopts parts of unknown words, it is necessary to reduce the number of images on the worksheet (appendix 1).

After adopting terms or parts of terms, the student at a time, with the help of peers or assistant lecturers, links all the learned concepts to the images. This workbook will be used by the student to help write a written assignment.

⁷ Školske priče, No. 7, www.pztz.ba

For a written assignment, the teacher will prepare a table that the student needs to fill in or prepare a sample of the sentence that the student should use to complete the written assignment. This sentence looks like this:

I _____ AT _____

The sentence will read:

I **GET UP** AT **7**

The student will type his written assignment which, at the end of the day, the teacher will record on his USB, print and evaluate it as a written work.

As a final activity, the student will, prepare short videos on his cell phone with the help of teachers and peers. The student will prepare the Viva Video application at home, where he can edit pictures and videos. He will also prepare pictures that show his daily activities at home. He will make a short video with a text describing his daily activities (appendix 3). If the student does not finish in time, allow the student to complete the work at home and then send it to the teacher.

Appendix 1.1.



GO TO SLEEP



GET UP



TAKE A SHOWER



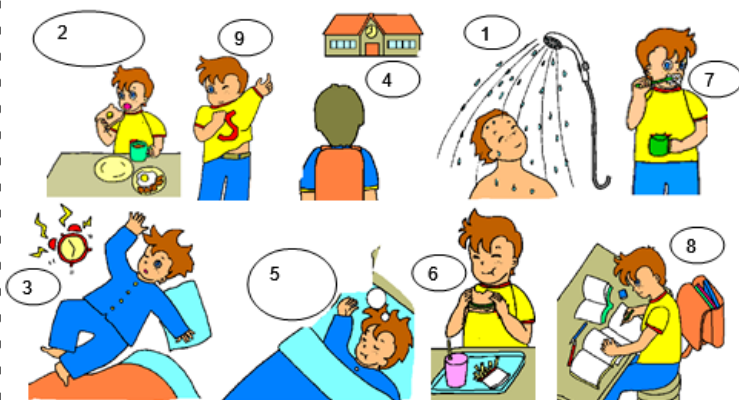
BRUSH MY TEETH

Appendix 1.2.

daily routine

Match the pictures and the words

1 take a shower – 2 have breakfast – 3 wake up – 4 go to school – 5 go to bed – 6 have lunch – 7 brush the teeth – 8 do the homework – 9 get dressed



What time is it?



Appendix 1.3.



Appendix 2. Inclusive Lesson Plans for High School

Sample Lesson plan 1- Grade: I (taken from <http://www.teach-nology.com/>)

Topic:	<p>The student will work in a classroom setting while staying on task. This student has had problems staying on task and has interrupted class at times through behaving incorrectly. At times she has yelled out in class, got others off task, and not fully completed her work.</p>
Content:	<p>Student will be assigned work within the classroom such as working on her English paper. She will write a short story that she needs to have done for her English class.</p>
Goals:	<p>Student will stay on task throughout the class period while writing the short story rough draft. The student will be limited to talk to other students in the class. She will not be disruptive to others or the teacher.</p>
Objectives:	<p>Student will stay on task and complete work for her English class. We want her to understand that by staying on task and working on her school work it can take her mind away from things that would disrupt her or the class from getting the assignment complete.</p>
Materials:	<p>Loose-leaf paper, pen or pencil, dictionary</p>
Introduction:	<p>Hello students! Today we will begin a short story in which can be anything of your choice. Make sure that you brainstorm first and then begin writing your rough draft. The story should be 1-2 pages and if you have any questions you may ask me at any time.</p>

Development:

This is where I would show her how I would like the brainstorming to look and then begin her rough draft. Once we have understood that I would set her in an area where she can concentrate and feel comfortable in that environment.

Practice:

She will now practice the brainstorming activity with me and then we will begin writing her rough draft so that she can have time to review the information and make sure that she has all the facts to make up the short story.

Student will be placed at a table close to the teachers desk so that she can be monitored and apply herself throughout the class period. This will allow her to work independently and can ask questions at any time. It is also helpful if no other student keeps her off track from what she needs to accomplish.

Checking For Understanding:

Throughout the class period I will check and make sure that she is working effectively and everything is going smooth. I will look at her brainstorming and her rough draft and help her with the problems I see. This will give her an idea of what is supposed to be in the paper.

Closure:

At the end of the period I would take the paper up and begin to review the writing, making sure that everything is in place and it is structured properly. She will also have an opportunity to ask questions and I would go over information regarding the rest of the paper. I would praise her for her efforts and for her behavior on the day, if it was appropriate.

Evaluation:

Write down information and put it in her folder or binder on her progress made in the classroom. How she behaved in the class and how much work she was able to get done for the day. I would then talk to the special ed dept and discuss further plans and evaluations for her. Towards the end of the week an ARC meeting may be needed.

Teacher Reflections:

Overall, I feel this would be good for her because it would put her in a good learning environment and keep her on task. Keeping her close to the teachers desk would allow her to ask questions and the teacher could observe her behavior more frequently.

2.2. Sample Lesson Plan 2 Grade II

Topic:

Starting the Semester: Classroom Climate

Content:

What is classroom climate? Why is classroom climate important? Who is responsible for a safe climate? How can a safe classroom climate be established and maintained?

Goals:

Teacher and students will negotiate the guidelines for creating and maintaining a classroom climate. Teacher and students will negotiate the results of not following those guidelines.

Objectives:

Students will understand and value what it means to have a safe classroom climate. Students will promote behavior in themselves and in others that ensures a safe classroom climate. Students will have personal copies of the decided guidelines. Students will be part of creating posters for the classroom of those guidelines.

Materials:

Large sheets for students to make posters with
Markers for the posters, Alphabet Sheets for safe climate contest (one per student) Copies of the Education Act (part for students & teacher)--either print or electronic Colored paper or patterned sheet for students' personal copy of guidelines (optional)

Introduction:

ABC Classroom Challenge! Give each student an ABC sheet (or have them make their own). Challenge the class to come up with a word that begins with each letter of the alphabet that would be part of the classroom they would like to have. What would it look like? What do the people act like? Who gets to talk? Who gets to listen? After 10 minutes (or when the students tire of the activity), share the answers and see which ideas are replicated. If any disagreements arise, have students back up their word.

Have a small discussion about why having a safe classroom climate is important. Ensure that different people are asked for their responses, and that a small number of students do not dominate the conversation. If anyone's

Development:

question does not get a response, try "think-pair-share" or get every student to write down a response to ensure "thinking time". Questions to ask: 1. How do feelings tie into classroom safety? 2. What physical safety issues might be part of a class in our school? 3. How could being physically unsafe affect students emotionally? 4. If a classroom has a safe climate, how could it affect student's work? 5. How is a classroom like a place where people might work? Where? 6. Who's responsibility is it?* (After discussing this question, move students to next activity)

Practice:

Part A: Responsibility Give/show students the Education Act concerning their rights and responsibilities. Inform students this is the law. Have students take turns reading that section. Pick out some of the highlights for teachers as well, and share those with the students. Remind students of the regulations in their student handbooks. (These likely haven't changed or will have already been discussed, so there is no need to bore students by reading these). Suggestion: Have students name off some of the regulations for the school. Conclusion: Both teachers and students are responsible for creating and maintaining a safe classroom climate.

Part B: Guidelines for a Safe Classroom Climate Have students work in groups of 4 to determine the 3 most important things to making and keeping a safe classroom climate. Tell students to designate a recorder, a reporter, a timekeeper, and a team focus person (keeps the group on track). Have each group share their lists after approx. 10 minutes. As a class decide if all rules can be summarized into 3 main ones. (E.g. respect yourself, respect others, respect your environment). Allow as much negotiation as possible between the students.

Accommodations:

If there are any students who have severe difficulty writing, have them draw pictures of the guidelines instead of writing them in words. Provide these students (if any) with a typed copy after class. Since there is likely to be more than one class in a classroom, have each class make their top 3, then summarize as a teacher and have students volunteer to make the poster. Check that all classes agree with the final 3 regulations.

Checking For Understanding:

Have each student write an index card reflection on the class by completing these two sentences: 1 thing I do well now that will help make and keep a safe classroom environment is... 1 thing I can improve on to help make and keep a safe classroom environment is...

Closure:

Remind students that it is their right and responsibility to be part of a safe classroom.

Evaluation:

Listen/read student responses to scenarios. Do the responses show understanding of the regulations? Do students show an interest and concern for their classroom climate? (Facial expressions, comments, trying to practice some of the ways to keep a safe classroom climate) ***As a teacher, am I prepared to address any actions that do not promote a safe classroom climate? A need for consistency is important.

LITERATURE

1. Ali, M.M., Saadi, Z. (2010): Perspectives on Readiness and Acceptance of Lecturers in Supporting Students with Special Needs in Higher Education: A Case Study. International Conference on Learner Diversity 2010. Procedia Social and Behavioral Sciences 7, 661–664. Published by Elsevier Ltd. doi:10.1016/j.sbspro.2010.10.089
2. Alquraini, T., Gut, D. (2012). Critical Components of Successful Inclusion of Students with Severe Disabilities: Literature Review. International Journal of Special Education, 27, 42-59.
3. Bratovic, V., Junuzovic-Zunic, L., Dizdarevic, A., Teskeredzic, A. (2013). Students with physical disabilities in higher education. World university service of Bosnia and Herzegovina (SUSBiH), Arka Press, Sarajevo.
4. Duranovic, M., Dizdarevic, A., Bijedic, M. (2013). Dyslexia in Higher education – Guide for students with dyslexia. World University Service of Bosnia Herzegovina (SUSBiH), Grafoset, Sarajevo.
5. Fichten C.S., Goodrick G., Amsel R., & Libman E. (1996.). [Original article and title are in Japanese]. Teaching college students with disabilities: A guide for professors. In Y. Tomiyasu, R. Komatsu, and T. Koyazu (Eds.), Support for university students with disabilities: A new feature of universities (pp. 233–323). Tokyo: Keio University Press..
6. Rogers, W., Johnson, N. (2018). Strategies to Include Students with Severe/Multiple Disabilities within the General Education Classroom. Physical Disabilities: Education and Related Services, 37(2), 1-12.
7. Shevlin, M., Kenny, M., Mcneela, E. (2004): Participation in higher education for students with disabilities: An Irish perspective. Disability & Society, 19(1), 15–31.
8. Framework Law on Pre-school Education in Bosnia and Herzegovina, "Official Gazette of B&H ", No. 88/07.
9. Framework Law on Primary and Secondary Education in Bosnia and Herzegovina "Official Gazette of B&H ", No. 18/03.
10. Framework Law on Higher Education of Bosnia and Herzegovina , Official Gazette of B&H, 59/07.
11. Teskeredzic, A., Dizdarevic, A., Bratovic, V. (2013). Students with impaired vision in higher education, World University Service of Bosnia Herzegovina (SUSBiH), ADesign, Sarajevo.

12. Setkic, A., Dizdarevic A., Mrkonjic, Z. (2014), Students with hearing impairment in higher education, Guidelene for support for students with hearing impairment developed within TEMPUS project EQOPP, Sarajevo 2014.
13. World Health Organization. Avaliable on: <http://www.lighthouse.org/research/statistics-onvision-impairment/faqs>, 2000.

