

Hanzehogeschool Groningen

Workshop behavioral problems: structure and challenge

Ali Wit, Renske Maandag , Ria Logtenberg



Structure of the workshop

- * the school system
- * special education system
- * the inclusive system
- * prepare a lesson
- * prepare a lesson for inclusive education



Hanzehogeschool Groningen

<https://www.youtube.com/watch?v=2kavezX1Zj4>

Special education



Erasmus+



ESCOLA SUPERIOR DE EDUCAÇÃO

GOPRINCE
DEVELOPING GOOD PRACTICES: INCLUSIVE EDUCATION IN EARLY CHILDHOOD

special education system

1. School for children with visual disabilities
2. School for children with hearing disabilities
3. School for children with intellectual and / or physical disabilities
children who are long-term sick
4. Schools for pupils with severe behavioral and / or psychiatric problems.



Why we change the system into inclusive education



Change the system

- All pupils are entitled to an appropriate education; no truants.
- Schools, governments and partnerships can offer each pupil appropriate education
- Control budget

Heart of the matter

Duty of care: school is looking for a suitable place

Schools collaborate in a appropriate education for each pupil

Changes in funding: budget and settlement

Registration and admission

Each school in a cooperative network can offer basic education and basic support

Each school has it's own expertise in a disability so...there is a school for every pupil (inclusive education)

Registration and admission

Settings cluster 1 and cluster 2 (for students with visual, hearing or communication disability) have a nationwide education.

The cooperative network (cluster 1 and 2 are spread over these networks) have appointments with the cluster schools for the supervision of these students in regular education.



A school for every pupil

To prepare lessons

For all kinds of education, inclusive or not, teachers do prepare their lessons.

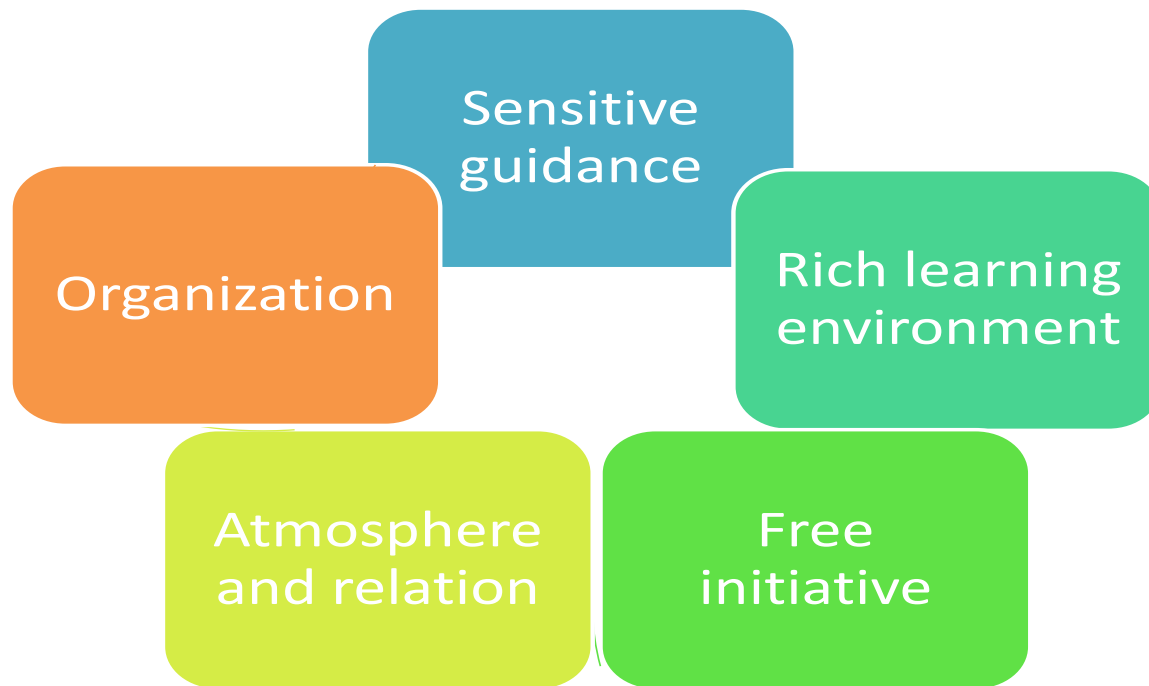
There are several attention points to design a high standard lesson

Questions inclusive education?

- Practical things to do:
- Cooperative methods
 - paste your question in the tree
 - we focus on early childhood
 - children in the age of 4 – 8 years

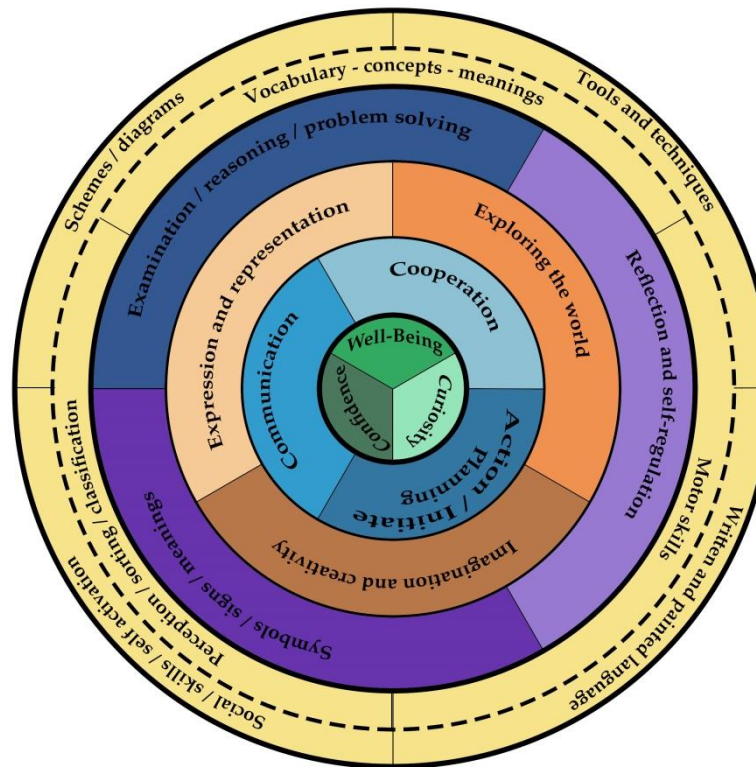


5 factors of approach



Kristien Silkens (2013)

The circle of development-oriented education



Frea Janssen-Vos

Assignments

- 1. divide into small groups of 3 or 4 students
- 2. different nationalities
- 3. first assignment
- 4. progress
- 5. second assignment
- 6. third assignment
- 7. presentation of the third assignment
- 8. back to where we started: the tree with our questions



First assignment

First assignment.

You are the teacher of a homogeneous group of children of the age of 5 years.

You are going to prepare a lessonplan, theme Europe, for this group of 25 pupils.

You use the five factors of approach (see above).
(ad.1. sensitive accompaniment style; have an eye for perception, autonomy and stimulation).

You may draw the classroom / write about your plan or do anything you like as long as the next group can read or use it. Make a clear plan for your colleagues in which the five factors are clearly recognizable.



Prepare a lesson plan 45 minutes





Second assignment

Second assignment – Well-being / Curiosity / Confidence

You are the teacher of a heterogeneous group of children aged 4-6 years

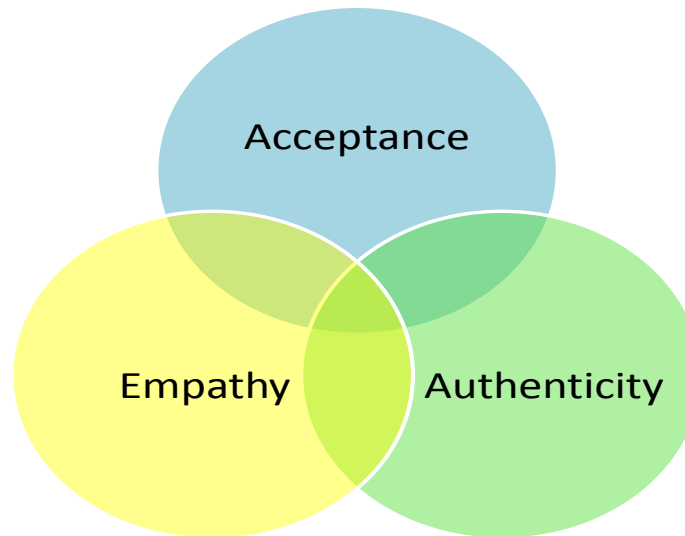
You're going to prepare a lesson plan for this group of 25 pupils.

The inner circle of developmental-orientated education is the thread in the design. Of course the five factors cannot be denied in your design.

Again you are free in the way you want to make your lesson plan as long as the next group of colleagues can read or use it.



Basic skills



Carl Rogers



Third assignment

Third assignment: Circle of basic attitude of C. Rogers

This time you are the teacher of a group of children of your own choice. A group of the age of 4-6 years or 6-8 years.

But now there is a child that needs to be included in your classroom. You'll get a case of a child.

You teach a morning to your group and you write what the program of the morning means through the eyes of this child.

How the child is experiencing this?

As the teacher you have a role and thereby make use of the basic skills of Rogers.

How do you put in the basic skills: Acceptance / Empathy and Authenticity?

You see a morning schedule that you have to fill in from the perspective of the child and the teacher.

Presentation: 2 people play the three parts of the schedule : one the role of the child and one the teacher. They read what was written.





Adjust your lesson plan



Assignments

- 1. third assignment

Activity teacher and child

- 2. presentation of the third assignment
- 3. back to where we started: the tree with our questions

Examples

Finn is a boy of five years old, with an IQ around 70. He compensates with verbal skills. Therefore other children don't realize that he has a cognitive disadvantage. Children in his class like him, because they think he is very funny.



Joana is six years old and disabled. She has a wheelchair and is not able to walk. Her new wheelchair just arrived and Joana still does not control the wheel chair fully. She is a clever child but needs time to express herself.





Short evaluation

- The activity...
 - From the perspective of the child...
 - With the role of the teacher.
-
- 5 factors of approach





Our questions



Erasmus+



esec

ESCOLA SUPERIOR DE EDUCAÇÃO

GOPRINCE
DEVELOPING GOOD PRACTICES : INCLUSIVE EDUCATION IN EARLY CHILDHOOD

Literature



Iedereen aan boord!

Samen werken aan
passend onderwijs voor
kinderen voor wie dat
niet vanzelf spreekt

Jos van der Horst
Bart van Kessel



Erasmus+



ESCOLA SUPERIOR DE EDUCAÇÃO

GOPRINCE
DEVELOPING GOOD PRACTICES: INCLUSIVE EDUCATION IN EARLY CHILDHOOD