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**Comparison of results of questionnaires for professionals working with children with special educational needs in Slovak partner school**

**Project: My work is my future**

Project nr. **2015-1-SK01-KA219-008905**

KA2: Strategic Partnerships in the field of Education, Training and Youths

**1st application:** January 2016 **2nd application:** April 2017

Personal information

1. 5 more personnel took part in 2nd application of the questionnaire. Most of the personnel are female. In 2nd application more male personnel took part than in 1st application.
2. Most of the personnel are between 26 and 45 years old.
3. The graphs show decrease in qualification due to a high number of new staff employed in period of the project duration.
4. The graphs show increase in experience working with SEN students
5. The graphs show that more than half of the applicants of both questionnaires were SEN teachers and the rest were other professionals (teaching assistants, therapists, psychologists, carers)

Information of attitudes, knowledge and use of new methods

1. All personnel are familiar with TEACCH method in both questionnaires. TEACCH method is strongly embedded in school settings.
2. The graphs show increase in active use of TEACCH in everyday practice.
3. The graphs show that almost all personnel is familiar with videomodeling method.
4. The graphs show increase in frequency of use of videomodeling method.
5. The graphs show that up to85 % of personnel is familiar with Makaton method.
6. The graphs show increase in active use of Makaton in daily practice over the period of project.
7. All personnel are familiar with Picture Process Scheme method.
8. The graphs show strong embedment of Picture Process Schemes method into practice over the period of the project. Over 90% of personnel state that use this method always, mostly, frequently and only 8 % of them state that use this method sometimes.
9. The graphs show slight increase in number of personnel who are familiar with method of Practical action.
10. The responses at the end of the project show almost 30 % increase in everyday use of method of Practical action (always, mostly responses).
11. All personnel consider social adaptive classes as necessary.
12. The graphs show 20% increase in responses “always and mostly” use or delivery of social adaptive classes, which means increase in frequency of delivering social adaptive classes/skills in everyday practice.
13. 98% of personnel is familiar with occupational therapy.
14. The graphs show increase in frequency of use of occupational therapy in practice.
15. The graphs show that the same number of personnel consider Monitoring the process of socialization and assisting with employment of qualified students needed.
16. The graphs show increase in awareness among personnel about organising monitoring the process of socialization and assisting with employment of qualified students at school.
17. The graphs show 20% increase in acknowledgement of method of Kinesitherapy.
18. The graphs show that personnel are more aware of application of Kinesitherapy at school. At the end of the project number of personnel who did not know about conducting of Kinesitherapy decreased from 46 to 26%.
19. At the beginning of the project some of the personnel hesitated about the effectiveness of teaching pre-vocational and vocational skills in realistic business environment at school, at the end all personnel consider it as definitely or mostly useful.
20. At the end of the project,10% more of the personnel consider teaching pre-vocational skills in the working condition of an open labour market useful.
21. The graphs show that the personnel of the school are aware of a new facility built at the school during the project (School Café), where students learn new pre-vocational skills in realistic business environment. 98% of personnel stated that there is a possibility of working conditions of an open labour market at school.
22. The graphs show that the personnel is aware of a new workshop (School Café) opened at the school. The school opened the workshop open to public in September 2016 and it is functioning since then. It is open every school day and it is used for social adaptive classes for younger students and pre vocational classes for older students.
23. The graphs show that 10% more of personnel consider recognition an recording of pre-vocational and vocational skills needed.
24. The graphs show that personnel are now more informed about use of recognition and recording of pre-vocational and vocational skills at school. 16% of personnel who did not know about it at the beginning of the project has moved towards the personnel who are now aware of the program.
25. Approximately the same number of personnel consider it necessary to apply the individual education and teaching/training plans.
26. Approximately the same number of personnel create and carry out individual education and teaching/training plans.
27. 53% of personnel have learnt a new skill/method that was not mentioned before.
28. Personnel have learnt pen profile, sensory integration and new skills related to videomodeling.
29. Personnel have implemented new skills and method into practice at various capacity.
30. 90% of personnel consider that the application of above mentioned methods contribute to improvement of pre-vocational and vocational skills of students with SEN.
31. 90% of personnel consider that School should enable the using of new methods.
32. 77% of personnel have learnt a new ICT skill during the project.
33. Most of the personnel state that they have learnt skills related to editing of video, working with videomaker, app Slideshare, etc.
34. Personnel have implemented new skills and method into practice at various capacity.
35. The graphs show increase in acknowledgement about eTwinning.
36. The graphs show that 13% more of staff have open an eTwinning account.
37. The graphs show that staff use eTwinning portal.
38. The graphs show that more personnel are aware of Europass mobility certificates.
39. The graphs show that due to the Erasmus+ project more personnel obtained a Europass mobility certificate.

Conclusion: The comparison and contrasting of results of 1st and 2nd application of the questionnaires for professionals working with pupils, students and young people with SEN (mental disability and/or autism) show that the realisation and implementation of the project was successful. It is an evidence of improvement in knowledge about new methods shared among participating schools, their implementation which is reflected in their active use in everyday practice at Sukromna spojena skola in Presov, Slovakia.