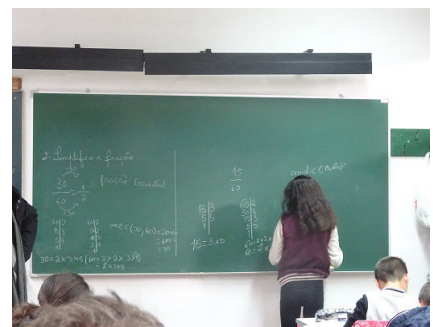


## Wednesday, 20<sup>th</sup> February – day 3 of our job-shadowing experience

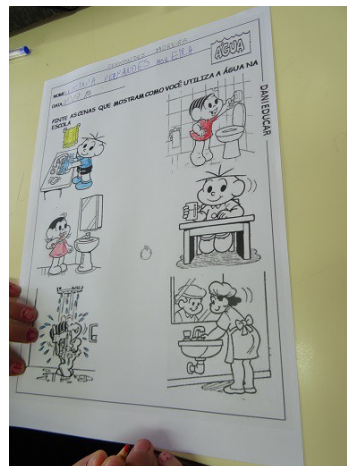
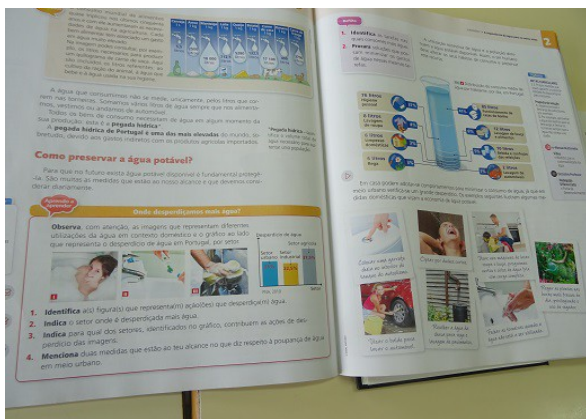


In the first lesson we assist maths in class 6B. There is a girl, M., with autistic traits in that class. Today's topic is calculating scales and decimal fractions. M. is dealing with a different task that had been prepared by the maths teacher and had been given to Mara's assistant before the lessons. She is working with calendars and months. The teacher does not interact with M. After about 20 minutes however, M. is leaving the classroom with her assistant because she cannot cope with the noise level. M. is usually accompanied by an assistant but not always.



In lesson 2 and 3 we follow a different class: 5D. One of the girls in the class is L. who has an intellectual disability. L. is accompanied by a school assistant most of the time. Today's topic of the science lesson is “water”. The teacher interacts with L. frequently. She also finds ways for the classmates to watch out for and help L. After having dealt with the different kinds of water, the teacher asks the class to summarize the kinds of water for L. While the teacher continues the lesson

showing an experiment, the school assistant sitting next to L. slowly repeats key words for L., makes her repeat the terms. After that she explains the experiment the teacher is showing in a simple way and with a lot of mimicry. While the class work in their workbook, L. is given a different, more simple worksheet dealing with the topic water.



In lesson 5 we follow class 6C in geometry. Part of the class is L., who sits in a wheelchair and has difficulties with fine motor skills. The teachers finds very creative way to include L. and to differentiate her tasks. To begin with the teacher dictates the task: the pupils are asked to draw a circle with a diameter of 8cm and to draw radius and secant into the circle. While everybody is drawing in their exercise books the teacher asks L., who has difficulties to draw a circle using a compass, to calculate the radius in order to help the teacher to draw the circle on he board for the class. He is also asked to read the mnemonic sentence from the book. After having finished the task in their exercise books, one student is asked to come to the board in order to show how she drew the circle. While she is drawing, L. says what she is drawing.



It was very pleasant to see how warmly the kids with special needs in class 5D and 6C were treated by their assistants, their teachers and classmates. And it was fascinating to observe how these children can be integrated successfully by simple means.



*in the school yard*



*sports field*