**Special education in 2nd Primary School of Serres-Greece**

**Integration class: Konstantinos (Kostas) Kiosses**

**School Year 2017-2018**

**(12 students with learning difficulties)**

**1. What physical conditions have been created in the school so that this child can attend school (for example wheelchair ramps, visually impaired signs, toilets adapted for the disabled, etc.).**

In case we have students with a physical disability (use of wheelchair) only the 1st floor of the school is accessible with a ramp at the main entrance because there is no lift for the 2nd floor. So his/her class must always be on the 1st floor. The school is old and there wasn’t a prediction for hosting students with moving disabilities. The special ramp was built later on. The toilets are accessible and new but not specially adapted for the disabled students/or teachers (there are schools in Serres, where a special toilet was built when there was a need for it: when there was a student on wheelchair attending the classes).

There aren’t any special signs for the visually impaired.

There are special books for students with eye problems and the new digital interactive books material is also given in oral form online but there aren’t books for the special classes. The teacher uses material he/she chooses or creates. There aren’t any measures taken for visually or hearing impaired students because these students study in special schools.

**2. What staffing conditions do you have at your school and what exactly are their tasks (for example: What / how / why does the special education teacher?)**

In schools of general education there are Special Integration classes for children with Special Needs (mostly learning difficulties). There can only be one Integration class in each school, with one special teacher and 12 maximum students can attend this class, for five to ten periods every week depending on the seriousness of their difficulties.

 The Special Teacher has the responsibility to conduct the evaluation of the learning disabilities of the student and their progress, in the Integration class, to draw their individual supportive educational schedule/plan and apply it in the integration class.

An Integration Class hosts students with:

1. General learning disabilities (students with low learning pace, ADHD syndrome, DOWN syndrome…)

2 Special learning difficulties (Dyslexia, dyscalculia-problem with arithmetics, dysgraphia/dysorthographia-problems with written speech and right spelling)

Some but not all Integration classes are supported by a team of a Psychologist and Social Worker for one day each week, and our school is one of them.

**3. What kind of technical conditions have been created at your school (for example, laptops for writing about physical disabilities, talkers, acoustic equipment for the hearing impaired, projectors, etc.).**

We use a common laptop, a projector and a common board (not interactive in our school) and we have internet connection. It is very important that most Integration Classes are nowadays equipped with these basic teaching supports because it was not a fact a few years ago.

**4. Specifically for teaching: How are children with disabilities taught? Which (other, differentiated) materials, techniques do you use for exactly these students (see, for example, files in eTwinning "Learning with Headphones", "Language Learning with the Mirror")?**

Each student has his/her own individual learning plan which covers his/her own educational needs, which is created after and according to his/her evaluation.

Generally, the general curriculum is followed but with a simpler form and lower objectives. The quantity and the difficulty of information that the student has to absorb is reduced.

The teaching material is formed according to the student-subject and the special needs we want to cover each time. There are no books with special teaching material in Greek and the materials is collected and formed by the special teacher (worksheets, letter cards, word cards, exercises with various methodology like ordering, classification etc.)

Methodology we use:

 **Task analysis & chaining:** these two techniques are usually applied together. A target-skill is divided into smaller/shorter steps which follow /and are connected to each other. In this way the student can recognise them and understand them more easily.

**Modeling**: The desired behaviour and method is presented to the student who is expected to imitate and repeat it.

**Shaping**: This technique concerns the gradual acquisition of the desired behaviour or reaction to an activity by the student. The basic principle is that it starts from the level at which the student is and with the help of amplifiers, supports the student to reach the expected level of performance.

**Prompting(Encouragement):** The aim is to provide less and less support to the learner gradually. Prompts (encouragement) may be verbal/acoustic, visual and natural/physical. Methods of prompts: increased guidance, descending guidance, graded guidance.

**5. Do the special education teachers diagnose children with disabilities? If so, which diagnostic materials do you use?**

Only the special state institute CEDDY (Centre for Diagnosis/ Diaforodiagnosis (which we visited in Serres) can give official diagnosis. The special teacher cannot diagnose children with disabilities but can write a learning evaluation and assess the abilities/potentials and weaknesses a student has at school subjects.

In Greece there are valid diagnostic tools, which have been measured practically, and we use them in our school like Athena test, 12 scanning tools for learning disabilities.

**6. How do you document learning progress or funding content?**

We check and evaluate during and at the completion of the educational intervention to see which objectives have been achieved and at what extent about every three months.

Thank you