



Integration of Students with Disabilities



Secondary Medical School Ante Kuzmanića Zadar, Croatia

1) A student with disabilities is...



- a student whose abilities are affected by:
 - *physical, mental, intellectual, sensory impairments and disorders of other functions
 - *some combination of those impairments

Learning programs for students with disabilities in Croatia

- Curriculum plan with accommodations in learning activities
- Curriculum plan with modifications of learning outcomes
- Special Curriculum plan with highly individualised approach
- Special Curriculum plan for acquiring basic skills in every day /life activities

2) Enrollment in high school



- is regulated by *State regulations on elements and criteria for the selection of candidates for the high school admission*

3) Enrollment procedure

- City Office for Education, Culture and Sports
- Team expert opinion of Croatian Employment Service's Department for Professional Orientation
- On line application(<https://www.upisi.hr/upisi/>)
- Students with disabilities are ranked on special scales
- Number of students must be in accordance with the State Pedagogical Standard

High school obligations...

- High schools are obliged to request necessary written report from the student's elementary school in the period of 15 days
- High schools are obliged to secure pedagogical and didactic adjustments as soon as possible and monitor learning progress

4) Professional support and guidance

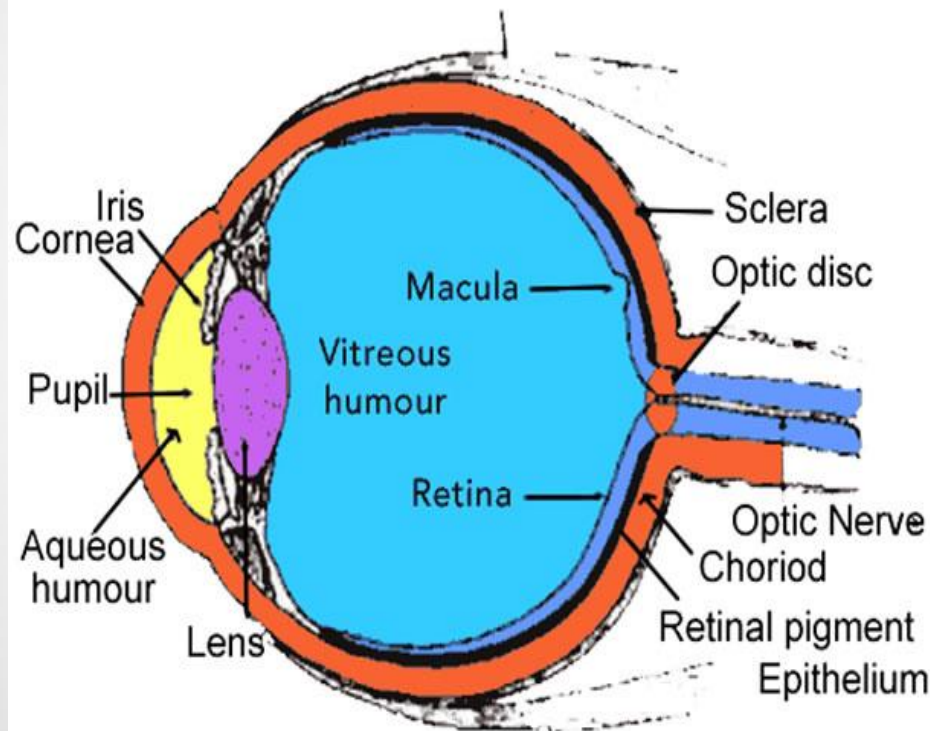


Team support:

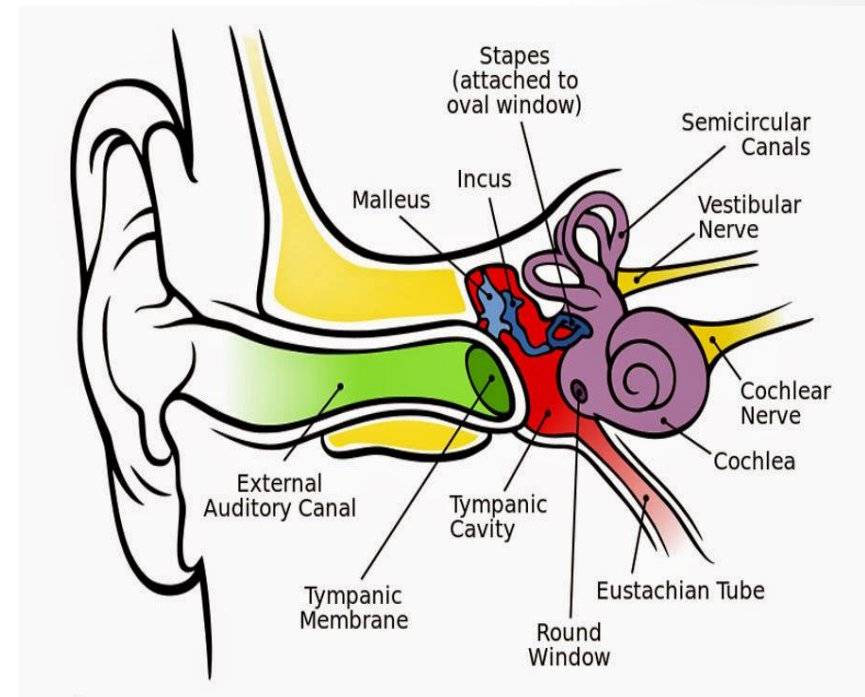
- teachers/professors qualified and educated to work with students with disabilities
- professionals - educational rehabilitator, speech therapist, social pedagogue
- school's expert associates
- school doctor
- employment service's experts
- experts from social welfare, health, and other specialized institutions

5) Pedagogical and didactic adjustments

Visual impairment



Hearing impairment



5.1. Visual Impairment

- CASE STUDY
- Student: xy

Diagnosis :

- Visual acuity examined by LEA Numbers Tests (healthy eye)
- From the distance of 3m, 10% of visual acuity, 25% background contrast (recognizes face shape)
- The most adequate was the font size 20 read on a 10cm distance without lightning

5.1 Visual impairment

- Accommodations of learning and teaching methods
 - adaptation of font size on the projection screen, greater space between words and sentences
 - summarization and simplification of text
 - teacher instructions that are clear, precise and loud enough
 - task division, longer time for problem solving activities
 - reading texts that are simple and short, checking if the student understood it
 - assistance during practical work
 - frequent constructive feedback

5.1 Visual impairment

- **Adaptations of class environment:**
 - Student should be seated near the teacher and the projection screen
 - Optimal lighting in the classroom should be secured
 - Optimal sound level should be secured (background noise!)

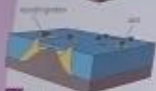
5.1 Visual impairment

- Using magnifier

Važni životinci u oblikovanju reljefa također su hljini i životinjski organizmi te iako svi moćniji čovjek.

Biogeni i antropogeni procesi i oblici

U dopunjenim nastajanjem jedinicama mogli smo se upoznati s oblikovanjem reljefa. Djelovanjem endogenih procesa i egzogenih procesa Zemljina površina postaje dinamična i različit. Mnogoobličnim oblicima reljefa različitenost koji se tijekom vremena postupno uspostavljaju i ujednačavaju.



Biogeni procesi i oblici

Djelovanjem biljaka i životinja reljef se može stvarati, ali i razarati. Korijeni puštaju i stali u mora, sedime karjere iako su najpoznatiji primjeri kako bi organizmi stvaraju reljefne oblike.

Koraljna obala oblikuje se u organogene, i to zoogene obale. One nastaju rastom koralnih kolonija u plitkim, čistim i toplim (tropskim) morima. Takve obale nastaju se od izlučenih koralnih ispuhova koji se najčešće nalaze iznad morske površine. Koralni ispuhovi mogu se razvijati i uz obale kontinenta, gdje mogu dostići duljine i više od 2000 km. Najpoznatija takva razvijena koralnih grebena nalazi se u području sjevernoistočne obale Australije. To je i najduži i najviši koralni greben. Ako se koralji svojim rastom vežu uz vulkanske obale koji se postupno snižavaju i tane ispod razine mora, onda nastaju koralni oblici – atoli. Atol je koralni greben pustinjskog oblika koji zatvara plitku lagunu na mjestu nekadašnjeg vulkanskog otoka. Većina atola raspoređena je u dijelu Tihog oceana, a ti uglavnom puti koraljni grebeni danas se funicijom kalifornijskih ili šuša kao pokloni za isplivanje nuklearnog oružja (primjerice Plutonium na otoku u svom djelu Polinezije).

Čovjek svojim djelovanjem u svijetu postaje i fizični videli oblici koji nastaju rastom i razvojem vegetacije. U običnim tropskim područjima savršeno se razvijaju mangrove šume. Tu kumulativno vegetacija i kumulativno postaju i fizični oblici koji nastaju rastom i razvojem vegetacije. Također postoje i drugi oblici koji nastaju rastom i razvojem vegetacije. Također postoje i drugi oblici koji nastaju rastom i razvojem vegetacije.

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Antropogeni procesi i oblici

Populacijom čovjeka i razvojem čovječanstva dolazi do promjena i razvoja reljefa i oblikovanja reljefa. Ljudske potrebe dovode do promjena i razvoja reljefa i oblikovanja reljefa. Ljudske potrebe dovode do promjena i razvoja reljefa i oblikovanja reljefa.

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Pitanja, vježbe i zadatci

1. Navedite tri oblika koji dolaze iz reljefa.
2. Koji su najpoznatiji primjeri biogenog oblikovanja reljefa?
3. Kako nastaju koraljni grebeni? Ili obale koje nastaju od vulkanske aktivnosti?
4. Od kojeg otoka dolazi do izmještanja stijena čovjeka na reljef Zemlje?



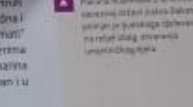
1. Najpoznatiji primjeri biogenog oblikovanja reljefa.



2. Najpoznatiji primjeri biogenog oblikovanja reljefa.



3. Najpoznatiji primjeri biogenog oblikovanja reljefa.



4. Najpoznatiji primjeri biogenog oblikovanja reljefa.



5.2 Hearing impairment

- CASE STUDY
- Student: xy

Diagnosis:

- Listening in an open space (both ears)
 - Can hear 100% of words on a distance of 5cm
- Can hear 100% on a distance of 3 m with a hearing aid
- Listening through designated headphones:
 - right ear – 80% of words, 56% of sentences
 - left ear – 100% of words and sentences

5.2 Hearing impairment

- Accommodations of learning and teaching methods:
 - teachers should have face-to-face communication with the student
 - teachers should be aware of the speech rate, volume, and intonation of their voice so the student could lipread
 - personal contact has to match the situation (speech, writing, demonstration, sign language)
 - task division, more smaller tasks, longer time for problem solving activities

- the use of worksheets with keywords
- assistance during practical work
- frequent constructive feedback
- indication of activity switching by lightly tapping their shoulder
- the principle of clarity - multisensory approach (pictures, photographs, objects, models, videos, digital educational programs...)

5.3 Adjustments to assessment:

- formative/summative assessment
- grade scales 1-5
- oral/written examinations
- frequent evaluation of smaller units
- font size should be adjusted, pictures with less details in written exams
- examination time should be extended
- the use of magnifier or other tools should be secured
- possibility to additionally explain questions should be provided

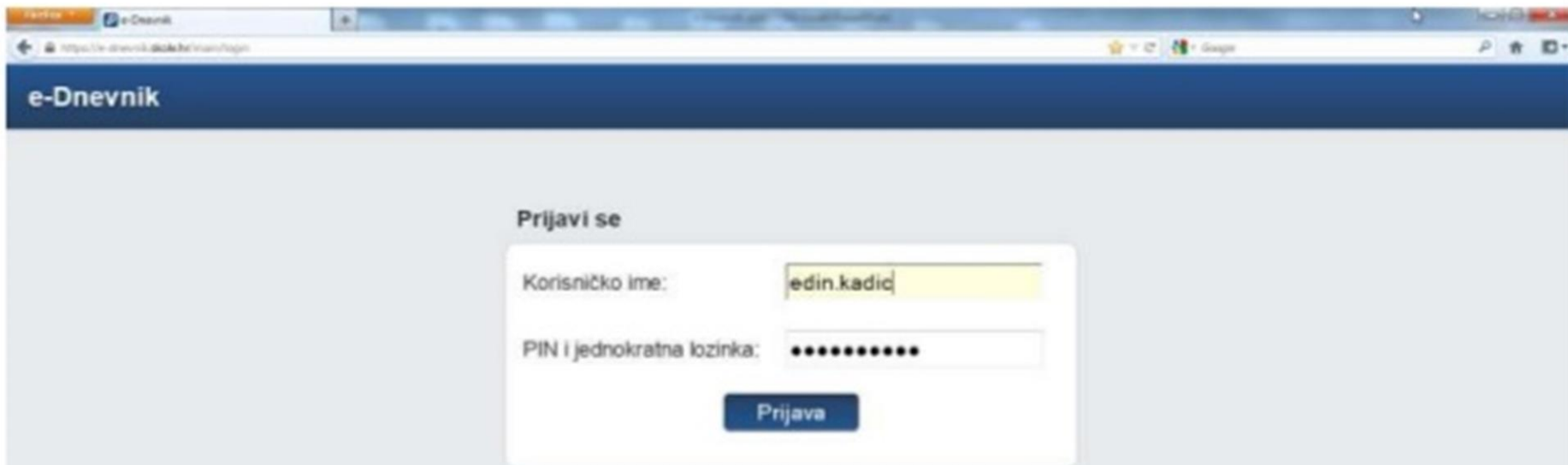
6. The responsibilities of a teacher



- cooperation with a pedagogue
- cooperation with an educator-rehabilitator
- individual education plan (IEP), monthly evaluation of the expected learning outcomes
- professional training – workshops
- keeping systematic track of student's progress, class council meetings, E-portfolio

E-PORTFOLIO

e-Dnevnik - pristup



Prijavi se

Korisničko ime: edin.kadic

PIN i jednokratna lozinka:

Prijava

- **Korisničko ime:** jedinstveni AAI@EduHr
- **Lozinka:**
 - **Pin:** 4 znamenke
 - **Jednokratna lozinka tokena:** 6 znamenki



7) The role of parents

- parents of students with disabilities have to be actively included in the process of learning and assessment
- individual discussions with the class master, subject teachers, and expert associates
- parent-teacher meetings

8) Monitoring

- Procedures in accordance with the suggestions given by the support team
- Appropriate model of education and its completion should be noted in the e-register book

9) Completion of education

- students with disabilities have the right to take STATE GRADUATION EXAM
- School exam coordinator need to inform student according to instructions issued by National Centre for External Assessment
- Accommodations of examination technologies, test materials, and the procedures itself



9.1 Accommodations for visually impaired students

- angled desks
- personalised lights
- appropriate sitting place
- magnifier
- telescopic glasses
- appropriate paper and print for the partially sighted, written braille materials for the blind
- personal assistant
- extended exam time

9. 2 Accommodations for hearing impaired students

- student should sit 1-1,5 m from the speaker
- person who is giving directions should be facing the student (not from the side view), should talk slowly, clearly, and naturally (don't over-enunciate)
- provide good lightning
- be aware of the background sounds
- personal assistant, all oral directions should also be given in written form
- extended exam time

