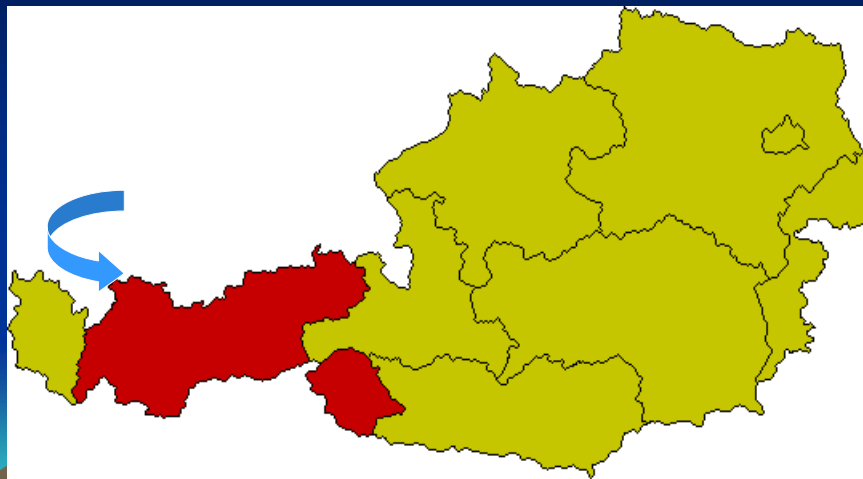


# Inclusive Education and Assessment in the district of Reutte/Tyrol/Austria

BSI Mag. Peter Friedle, Reutte

## Geografical position



BSI RegR Mag. Peter Friedle, Mai 2006

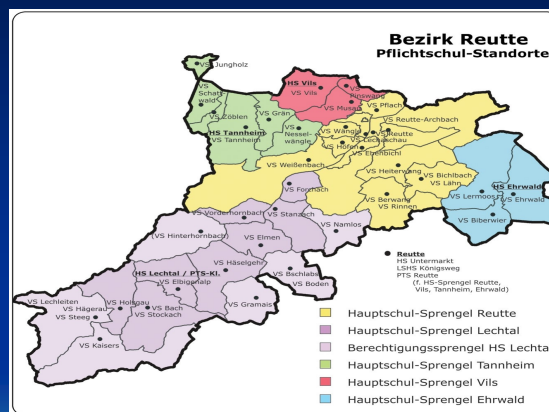
2

# The district of Reutte (facts)

„small is beautiful“

- situated in the northwestern part of Tyrol on the border of Germany
- area: 1236,64 km<sup>2</sup> ~ 10 % of Tyrol
- 31.965 inhabitants (4,64 % of Tyrol)
- 14,34 % foreign people (Tyrol 10 %)
- 37 communities
- Reutte – capital (no town), 5.760 inh.
- Vils – the only town in the district, 1.648 inh.
- Gramais – Austria’s smallest community, 59 inh.

# The district of Reutte



## Primary schools in the district (2006/07)

- **41 primary schools with 1507 pupils** (dropping tendency):
  - 20 schools with one class (3 – 21 children)
  - 11 schools with two classes (22 – 45)
  - 3 schools with three classes (45 – 60)
  - 7 schools with four and more classes (about 60)
- **no special schools for children with SEN** (since 1997)

BSI RegR Mag. Peter Friedle, Mai 2006

5

## Children with SEN in Primary Schools

33 children with SEN (less than 2%) in the district were taught

- in 17 primary schools
- divided in 22 inclusive classes

33 children with SEN:

- 23 children with learning disabilities
- 8 children with severe disabilities
- 1 hearing-impaired child
- 1 visual-impaired child

(7 to 10 a year in the whole district)

BSI RegR Mag. Peter Friedle, Mai 2006

6

## Historical development of Inclusive Education in the district

- the first inclusive class started in 1985 (two pilot projects in Austria)
- since 1993 laws for integration
- in 1997 the last special school closed
- the centre for special education is part of the district school education authority

BSI RegR Mag. Peter Friedle, Mai 2006

7

## The kindergarten/nursery

- 35 kindergartens for children from 3 – 6 (sometimes 7) years
- attendance is voluntary (98 % of the children are in the kindergarten)
- support kindergarten teacher for SNE
- contact with the special support center and the inspector (chief of the center)
- 7 – 10 children with special needs in the whole district a year

BSI RegR Mag. Peter Friedle, Mai 2006

8

## The social network

- pediatrician of the district hospital
- district school doctor
- head of the service center for SNE
- school psychologist
- social workers
- support kindergarten teacher

## Assessment in the kindergarten

- most of the children with SEN are known by the doctors and the social network
- early support through specialists of the social network
- support kindergarten teacher
- contact with the service center for SNE
- contact with the head teacher
- contact with the inspector

# School enrolment

„A child is ready to go to school when it can be taken for granted that it will be able to follow the lessons in the first grade without being mentally overtaxed.“

§ 6, Abs 2a, Schulpflichtgesetz

The decision whether a child is ready for school or not is taken by the headmaster of the primary school.

# The interface between kindergarten and school

|   |  |
|---|--|
| 1) child is ready for school                | placement in the first grade of primary school                                   |
| 2) child is not ready for school            | a) placement in preschool*   |
|   | b) child is disabled* – application at the DSB for SNE                           |
| 3) child is not capable of attending school | application at the DSB (district school board) for SNE*                          |
|   | •kindergarten in Tyrol is possible<br>•in Austria also homeschooling is possible |

# Support Service Center

|   | Weekly hours available |
|---|------------------------|
| supporting and advisory teachers in inclusive education classes                                     | 22                     |
| supporting and advisory teachers having pupils with EBD (emotional behaviour disorders).            | 22                     |
| supporting teachers having pupils with deficits in perception/attention and with learning problems. | 29                     |
| speech therapists   | 32                     |

BSI RegR Mag. Peter Friedle, Mai 2006

13

## Tasks of the support service center

- planning and preparing inclusive classes in primary and secondary schools
- diagnosing disabled children or children with learning- and behaviour problems
- consulting parents
- consulting teachers
- cooperating with local institutions, authorities, therapeutics
- In Service Teacher Training

BSI RegR Mag. Peter Friedle, Mai 2006

14

## Practical work of the SNE-team

- every Monday is a meeting of experts (head of the special center supported by 5 experts)
  - advisory teachers
  - support teachers
  - head of special center
  - local inspector
  - (sometimes) school psychologist
- case discussions
- classroom management
- support of teachers
- individual education plan

BSI RegR Mag. Peter Friedle, Mai 2006

15

## The work at schools

- experts (advisory teachers and support teachers)
  - counsel and support parents
  - support children
  - counsel and support teachers
  - counsel and support head of schools
  - consult local inspector
- The local inspector is involved in all processes and informed by the team.

BSI RegR Mag. Peter Friedle, Mai 2006

16



## Effective teaching within inclusive education

- co-operative teaching
- co-operative learning
- individual planning
- collaborative problem solving
- heterogeneous grouping

## Assessment in the preschool

two forms of preschool:

- preschool classes (10 to 19 children)
- inclusive form with a support teacher (preschoolers and children of the first grade are instructed jointly)

Children can be up- and downgraded within preschool and the first and second grade.

## Provisions without a stated SEN

- remedial instruction by a support teacher
- remedial instruction in small groups
- special remedial instruction for children with another mother tongue than German
- speech therapy
- counselling by support teachers and education psychologists
- downgrading to the next lower grade
- repetition of a grade

## How to detect a SEN (1)

- SEN is stated if a child cannot follow instruction at a primary (or secondary) school due to physical and mental impairment
- The district school board draws on various expert opinions for the decision whether or not a SEN is issued (special education center, school psychologist, class teachers, medical opinions, support teachers, nursery teachers, advisory teachers).

## How to detect a SEN (2)

- If SEN has been detected the child has the right to be supported with all means available.
- schools as well as parents are able to apply for SEN
- parents have the right to ask for inclusive or special placement
- the local inspector has to counsel parents  
(nearly) all parents agree with the decision of the DSB (only in one case in ten years parents wanted a special school)

## Provisions for children with SEN

- Individual Education Plan
- supporting teacher:
  - 30 children with SEN - 228 teacher lessons a week (a teacher in primary schools has to give 22 lessons a week)
  - from 0 (less) to 20 (most) per pupil a week depends on the disability and the number of children in the classroom
- social network

## Recent developments

- individual education plan for all pupils is obligatory
- national standards are developed by national experts for pilot project (not for children with SEN)
- school evaluation by a team of inspectors (first experiences)  
good feedback from schools:
  - esteem for the teachers
  - positive view
  - a new school building

BSI RegR Mag. Peter Friedle, Mai 2006

23

## School development

- school specific provision is obligatory
- special reading education
- remedial instruction
- provision for gifted children
- system monitoring concerning resources especially
  - for schools who offer specific concepts for slow/gifted learners
  - for school projects
  - for differentiated teaching and learning

BSI RegR Mag. Peter Friedle, Mai 2006

24

## Grading and assesement policies

- evaluation of the pupil's participation during lessons
- special oral assessments (exams, exercises)
- special written assessments (class tests, dictations)
- special practical evaluation
- special graphical evaluation