Inclusive **V**ocational **E**ducation
Specialized **T**ailor-made **T**raining

A three-year EU-project (2012-2015) developed by EASPD
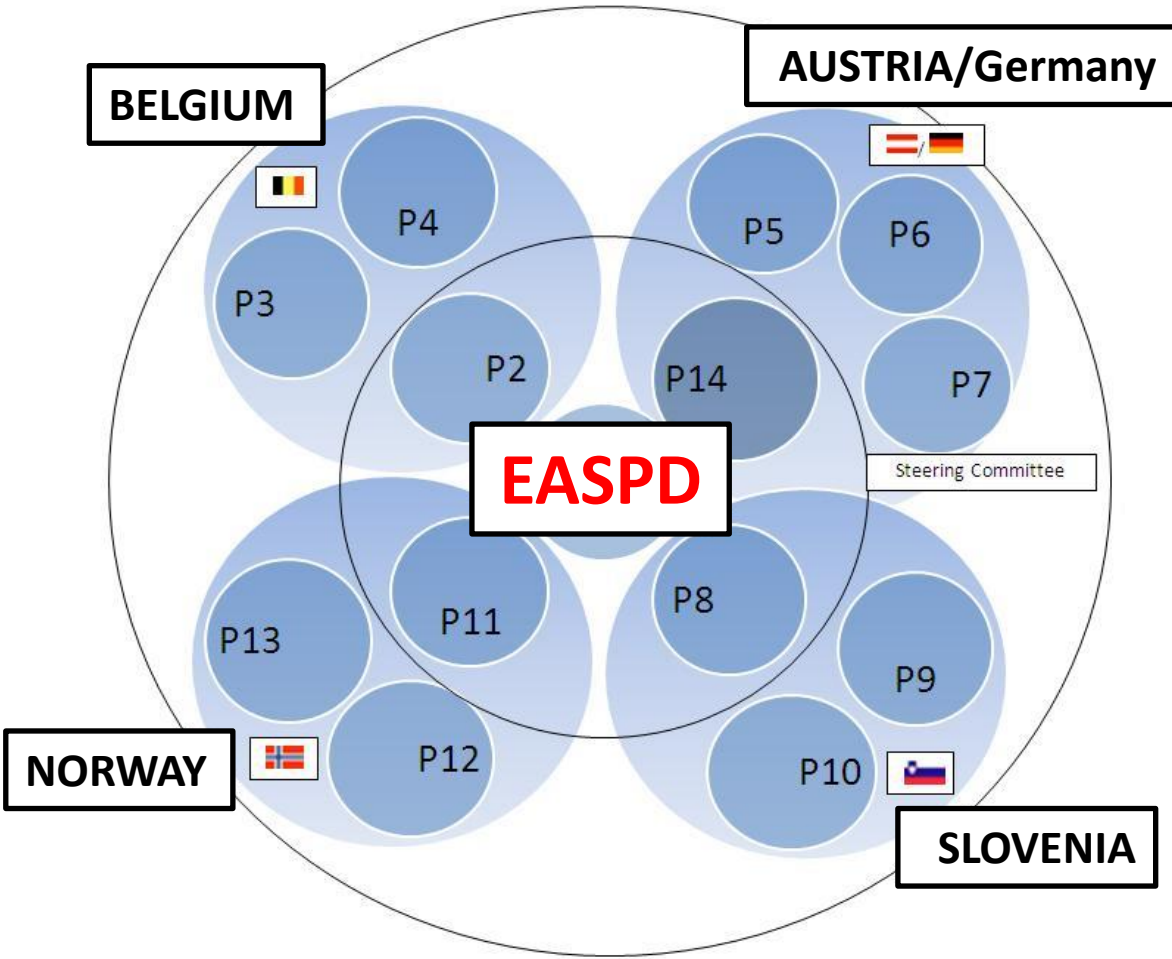
EASPD - European Association of Service providers for Persons with Disabilities

- Established in 1996
- Based in Brussels
- A non-profit and non-governmental organization in the disability sector
- Represents over *10 000 social service provider organisations* in more than 30 countries in Europe
- More information: www.easpd.eu

Organization of the project

Partners in each country:

Service provider

University

School

Stearing Committee:

EASPD

Belgium: VVKBuO

Norway: Statped vest

Slovenia: Draga

Austria: Pädagogische Hochschule

Our four phase approach

Spring 2013	2013/2014	2014/2015	Autumn 2015
WP 3: Research, design & planning phase	WP 4: Experience-based development phase	WP 5: Follow-up and optimisation phase	WP 6: Evaluation & reporting phase
(month 1 – 9)	(month 10 – 20)	(month 21 – 32)	(month 1 – 36)

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OUR GOAL

«How to come to a universal design in the learning environment in order to include persons with disabilities in the mainstream vocational education system, helping them to achieve the same qualifications as other students, and to improve their transition from school to open labor market.»

Challenge

Universal Design + **Reasonable Accomodations** → **Inclusive Vocational Education and Tailor-made Training**
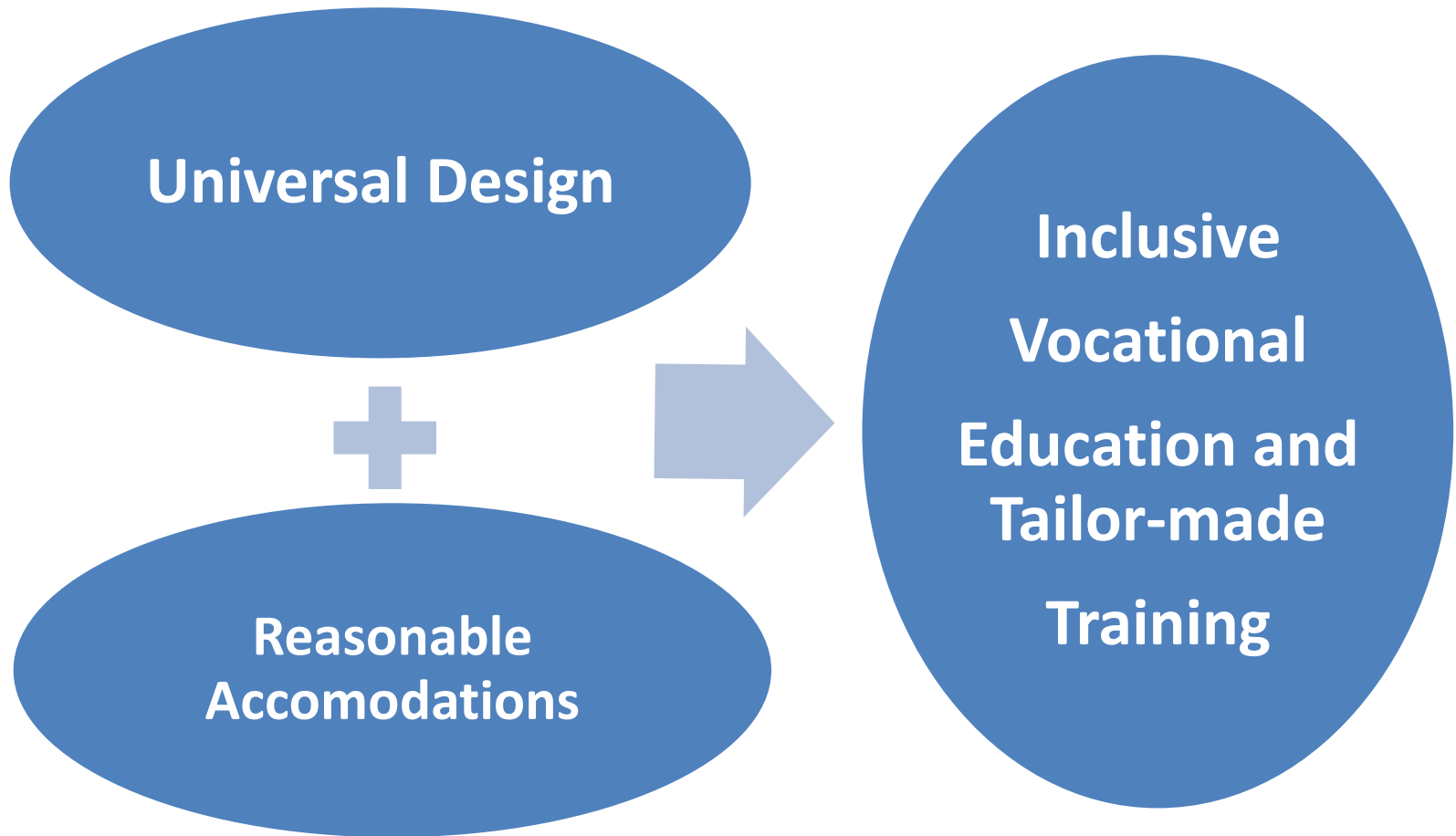
Ambitious expectations

1. Strategy at Europan level to provide specialized tailor-made training for all

2. Concrete teaching programme as universal design for education and training in each partner country

3. **Improving transition from school/training to the labour market**

4. Further elaboration of the sustainable network to inclusive education

5. Web based knowledge centre on *Inclusive education for all*

INTRODUCING UDL & RA

- *'**Universal Design' (UD)** pertains to the design of products, environments, programmes and services to be used by all people, to the greatest extent possible, without the need for adaptation or specialized design. Universal Design should not exclude assistive devices for particular groups of persons with disabilities where this is needed.*

  (UN Convention on the Rights of Persons with Disabilities)

The myth of the average learner

differences, diversity

8.5

Marleen Clissen_teachers KCS. Sources: @CAST/LLNelson "Design and deliver"

- **'*Reasonable Accommodation' (RA)*** *relates to the necessary and appropriate modifications and adjustments, without imposing a disproportionate or undue burden, where needed in a particular case. These modifications are required in order to ensure that persons with disabilities have the ability to enjoy and/or exercise on an equal basis with others of all human rights and fundamental freedoms.*

   (UN Convention on the Rights of Persons with Disabilities)

I: ENGAGEMENT (WHY)	II: REPRESENTATION (WHAT)	III: ACTION AND EXPRESSION (HOW)
Multiple means of engagement	Multiple means of representation	Multiple means of action and expression
Goal: Purposeful, motivated learners	Goal: Resourceful, knowledgeable learners	Goal: Strategic goal-directed learners

Provide options for self-regulation

Provide options for sustaining effort and persistence

Provide options for recruiting interest

Provide options for comprehension

Provide options for language, mathematical expressions and symbols

Provide options for perception

Provide options for executive functions

Provide options for expression and communication

Provide options for physical actions

Marleen Clissen_teachers KCS. Sources: @CAST/LLNelson "Design and deliver"

CURRICULUM

GOALS	**METHODS**
MATERIAL	**ASSESSMENT**

Marleen Clissen_teachers KCS. Sources: @CAST/LLNelson "Design and deliver"

Differences between
UDL and DIFFERENTIATION

UDL	Differentiation
Focus = learning environment and curriculum	Focus = unique learning profile of each student
Multiple methods, available for all learners	In practice: often individualised learning methods.

Marleen Clissen_teachers KCS. Sources: @CAST/LLNelson "Design and deliver"

Summary

YES	NO
For ALL students	For the average student
Flexible and diverse teaching for all students	1 way of teaching for all (often only printed text)
Pro-active design, starting from learner's variability	Adaptations after the lesson
Keeping the lesson goals high	Adapting the lesson goals

Marleen Clissen_teachers KCS. Sources: @CAST/LLNelson "Design and deliver"

DESIGN AND IMPLEMENTATION OF A TEACHING PROGRAMME

01 CLASS CLIMATE
Maintain higher standards with respect to both diversity and inclusiveness of all educational participants.

02 INTERACTION
Encourage effective communication and interaction among all people (students, teacher, instructor ...), and provide different communication methods.

03 PHYSICAL ENVIRONMENT AND PRODUCTS
Ensure that facilities, activities, materials, and equipment are accessible and easily usable for all students.

04 INSTRUCTIONAL STANDARDS
Maintain high expectations for all learners, and support them to reach these standards and goals.

05 DELIVERY METHODS
Provide multiple individualised methods that are accessible to all students.

06 INFORMATION RESOURCES AND TECHNOLOGY
Provide materials, notes, and other information sources that are intentionally tailored to and accessible to all learners.

07 FEEDBACK
Ensure that all students get individual feedback on a regular basis.

08 ASSESSMENTS
Assess student progress regularly, using multiple accessible methods and tools and adjust the design of the lessons accordingly.

Slovenian Teaching Programme

Elements of UDL	Aims	Aim-oriented activities
1. Class climate	accepting differences, empathy (students and teachers)	workshops for students and some teachers
		a visit to CUDV Draga and Druga violina
	introducing the features of blindness	workshop
	raising awareness (parents)	lecture for parents by CUDV Draga
	educating teachers on UDL	seminar (conducted by Marleen Clissen, BE)
	raising awareness (at community and national level)	organising National seminar reporting of local and national media

Teaching programme - UDL

Elements of UDL	Aims	Aim-oriented activities
2. Interaction	increasing the role of parents in the project	discussion between class teacher and parents
	influencing the awareness of parents regarding students' special needs	a workshop for parents
	increasing closeness among students	peer assistance – peer tutoring
		transform the role of SEN assistant
	increasing closeness among teachers	intervision group meetings of the extended team of teachers

Teaching program - UDL

Elements of UDL	Aims	Aim-oriented activities
3. Physical environment and products	enabling access to materials to all students	students can use classmates' photocopied notes

Teaching programme - UDL

Elements of UDL	Aims	Aim-oriented activities
4. Learning aims	improving motivation for learning	various ways of work: smaller groups, pairs, individual, frontal, etc.
		identifying students' strengths
		team teaching
	various ways of introducing information	teachers consider individual learning styles (audible, visual, tactile, etc.)
	improving students' learning outcomes	additional teacher assistance – tutorship
		peer learning – tutorship
	improving easier understanding of new topics	lessons are divided into several smaller parts which gives students time to process new data
		regular testing of the understanding of current topics
		team teaching

Teaching programme - UDL

Elements of UDL	Aims	Aim-oriented activities
5. Information Technology	manageable materials	less text per page
	various ways of explanation	the use of slides, transparencies, posters, diagrams
	all students have good access to information	

Teaching programme - UDL

Elements of UDL	Aims	Aim-oriented activities
6. Feedback	students get individual feedback on a regular basis	

Teaching programme - UDL

Elements of UDL	Aims	Aim-oriented activities
7. Assessments	improving learning outcomes	tests and oral marking determined in advance
		homework evaluation
		alternative ways of presenting (posters, drama activities, Power Point presentation)
		consistent checking of the understanding of instructions in written testing
		a longer response time for providing answers in oral testing
		different types of questions (open, closed, multiple choice, etc.)

Teaching programme - RA

Elements of RA	Aims	Aim-oriented activities
1. Increasing SEN independence	influencing the role of the assistant	reallocating assistant's activities to all students in the class
	raising awareness of teachers regarding SEN students as well as features of other students	workshops in Draga and at school, intervision group meetings
	raising awareness of parents	
	providing all the necessary material	
2. Enabling a positive learning experience and progress	teacher's familiarization with SEN specifics	providing description of SEN specifics
		extended time of testing
		different ways of testing (oral, written, etc.)
3. Enabling access to mainstream education	using support technology for SEN	
4. SEN participation at the labour market	inclusion of SEN to labour market	establishment of cooperation between school and Racio Office
		educational seminar
		interviews with ex-SEN students
		the power of information (Racio leaflets)
		setting up a growing potential employer network

POSITIVE OUTCOMES OF THE INVESTT PROJECT?

Macro level

Curriculum adjustments (Macro level)

- **In the first step we designed a curriculum for our Introductory-Course-students (IC-students), which is a sector of the full curriculum for the inclusive course (IBB), starting in September 2014.**
  - **The IC-students participated in regular courses for a few subjects with focus „Behindertenbegleitung" for employed persons.**
  - **The subjects are General Basics (German), Basic knowledge in nursing, Immersion/Deepening teaching and a practical training for 200 hours.**
- **In the second step we have a curriculum (the training is based on a regular „Statut" which can be used in all SOB-Schools in Austria)**

Both curricula were adjusted in order to contain all subjects according to the criteria of the NQF (knowledge, skills and competence). That means:

- **We defined educational goals, e.g. „I learn to write down things I have experienced" or „I learn to speak about problems".**
- **We defined the skills the students should obtain. („I can describe, what a group is" or „I learn to work correctly and hygienically") and**
- **We described the competences the students will acquire. („I am responsible for the proper washing of my hands" or "I recognize when people want something or need something")**

POSITIVE OUTCOMES OF THE INVESTT PROJECT?

Meso level

Structural/organisational measures (Meso level)

- Several informative meetings for interested people (students with SEN, their parents or guardians, employers, mentors in the practical field)
- Additional value-units for team teaching
- Organisation of an additional room for the immersions (deepening lessons)
- Acquisition of various teaching aids (books, software and so on)
- Creation of a timetable for IC-students in the regular timetable of the course in the first year
- Creation of a timetable for the IBB-class in the second year
- Regular meetings of the teachers from the teams (Class-conferences)
- Weekly meetings of the project-team
- Creation of a selection-assessment
- Build networks with potential employers
- Find partners and mentors for the internships
- Providing trainings for the teachers in „Easy language"

POSITIVE OUTCOMES OF THE INVESTT PROJECT?

Meso level

Recommendations on UD and RA

- **Build a network with potential employers (Meso level)**
- **Make sure, that all objectives of the internship are sufficiently well determined and explained (Meso level)**
- **Make a roadshow or information events at school (Meso level)**
- **Take your time! (Macro, Meso, Micro level)**

POSITIVE OUTCOMES OF THE INVESTT PROJECT?

Micro level

Inclusive teaching methods (Micro level)

- Teamteaching in all subjects, except „Supervision" where the group is split in two
- Immersion (deepening lessons) for all our IBB-students (Contents depend on the students' needs)
- "Klassenrat", a method to discuss the current situation at school
- Excursions
- Communication-days at the beginning of the winter-semester
- Formative assessment (Pensenbuch)
- Summative assessment (oral and written)
- Scripts in easy language
- Special learning situations

POSITIVE OUTCOMES OF THE INVESTT PROJECT?

Micro level

A revision of the evaluation methods (Micro level)

- "Pensenbuch" (After a self-assessment on learning in general, in this „Pensenbuch" the goals, skills and competences the students can acquire are described; instead of tests and certification the students achievements are described in four categories („yes", „no", „with this support", „we didn`t talk about this at school")
- Ongoing oral evaluation
- Electronic evaluation once per semester on a platform called "Qibb" (www.qibb.at)
- Questionnaires from our project partner (University of Salzburg)

POSITIVE OUTCOMES OF THE INVESTT PROJECT?

Micro level

A list of reasonable accommodation measures (Micro level)

First year:

- Immersions (deepening teaching) on the theory once a week with a teacher from school.
- Teaching aids as a "BIGtrack" (a special computer mouse) and special computer keyboard.
- Easy-to-read worksheets.
- Constant mentoring during the internship.
- Supervision for the students by the teacher accompanying the internship.

Second year:

- Constant mentoring during the internship by a teacher from school and special guidance/mentoring in the training place.

POSITIVE OUTCOMES OF THE INVESTT PROJECT?

Micro level

Recommendations on UD and RA

- Implement team-teaching. (Micro level)
- Attend courses on "easy language" (Micro level)
- Provide papers that are easy to read (Micro level)
- Provide several means of assessment, e.g. not only written ones (Micro level)
- Implement deepening lessons for all students: 2 hours a week (possibility to repeat the content of the lessons, training and preparing for tests, often in smaller groups, explaining words they don't understand, …) (Micro level)
- Involve the mentors/coaches from the internships as soon as possible (Micro level)
- Make a good selection-assessment before you start the training (Micro level)

Thank you for your attention!

http://www.investt.eu