



INTEGRATION IN EDUCATION

*Everyone has the right to
happiness and their place in
society."*

Maria Grzegorzewska

Integration

Integration is the process which enable people with disabilities (as far as possible and in the right conditions) to lead the usual form of personal and social life.



The benefits of the integration classes:

- small classes allow teachers the opportunity to reach out to every student,
- useing of variety of forms and methods of teaching,
- support the process of teaching with the help of professionals (speech therapist, psychologist, special educator),
- individualization of the teaching process of each student
- on the most lessons there are two teachers –a teacher of the subject and a special educator.



The role of a special educator:

- building and supporting integration between children in one class and the whole school community,
- creating the integration between the parents of children without disabilities and the disabled
- supporting parents of children with disabilities by giving them: information on a regular basis about the work of the student in the classroom, providing advice related to the needs to take advantage of extra help provided by other professionals or social institutions (and indicating them)

- is a co-organizer of the whole class integration
- customizes educational requirements to individual needs and abilities of students, with learning disabilities
- accompanies students during the lesson and provides direct support
- conducts revalidation lessons



Revalidation lesson

During revalidation lessons there are individually selected activities which may include, inter alia:

- exercises to concentrate and maintain attention,
- relaxation exercises,
- memory exercises,
- developing graphomotor skills,

Revalidation lessons

- perpetuating the rules of correct spelling,
- developing logical thinking,
- developing the skills of speaking,
- shaping of visual-motor coordination.



Characteristic of the school inclusive:

- Classes consist of 15-20 pupils (3-5 students with specific learning difficulties).
- In a class works 2 teachers: a form teacher and an assisting teacher -special educator.
- Curriculum and the tasks are adjusted to the individual capabilities of the child (intellectual, mental and phisical health).

- psych-pedagogical team of specialists' care

For whom integration?

- for children and youth with sensory disabilities



- for children and youth with motor disabilities



- for children and youth with intellectual disabilities



- for children and youth with autism and asperger



avoid eye contact	speak in an unusual way or have an odd tone of voice	have trouble understanding others feelings or their own	talk only about themselves and their interests	
want to be alone or might want to interact but don't know how	People with Aspergers Syndrome might ...	have trouble understanding other peoples feelings	have a hard time understanding body language	
be clumsy or awkward		have narrow sometimes obsessive interests	seem nervous in large groups	have strong & unusual sensory reactions

The rules for the work of the student:

- The principle of the individualisation.
- The principle gradation of difficulty correction.
- The principle of continuity of psychotherapeutic interaction.
- Compensation principle.
- The principle of systematicity.

Facilities for children with motor disabilities:

- Driveways
- Elevator
- Adequately adapted toilets
- Adequately adapted classrooms

Integration in school:

- fosters the development of the personality of children,
- improves interpersonal relationships,
- makes it easier to discover talented children and thanks to small class groups, they can better develop their talents,
- puts faith in their own strength,
- helps break down the barriers of shyness, teaches how to help each other
- allows parents, teachers and professionals to work together.

Integration binds...



A wide-angle photograph of a desert landscape, likely Monument Valley. In the foreground, a large, rounded red rock formation is visible. In the mid-ground, two prominent buttes stand out against a cloudy sky. The butte on the left is larger and more detailed, showing vertical rock faces and a smaller spire. The butte on the right is smaller and more isolated. The ground is a mix of reddish-brown soil and sparse, low-lying vegetation. The overall lighting suggests a late afternoon or early morning setting.

*Thank you
for your attention.*