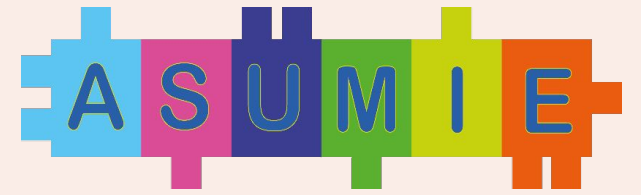




UNIVERSIDADE DE ÉVORA



# ASUMIE - Additional support and mediated learning in inclusive education.

Partner institutions from \_ BE, BG, CZ, IT, NO, SLO, and PT

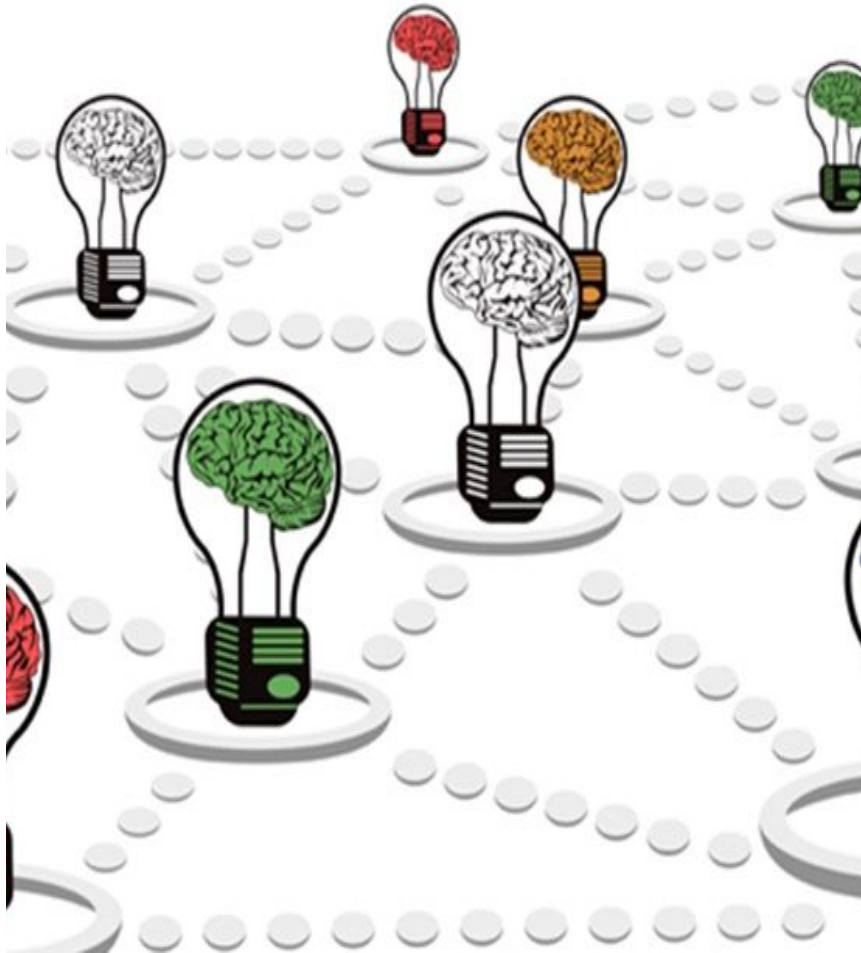
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# Project goals



- To improve the whole classroom team by **ENRICHING THE SKILLS** of support professionals
- To enhance the **SELF-EFFICACY** in (cognitive – social – emotional) inclusive learning in those children experiencing barriers to learning.
- To develop materials that improve a good understanding of the bridge between transversal **COGNITIVE COMPETENCIES** and **KEY COMPETENCIES** for learning.

# Organization of support system in Portugal

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Early intervention (between 0 and 6 years)

School intervention (between 6 and 18 years)

- Pos-school intervention (after 18 years)

# Organization of support system in Portugal

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## Pre-school support systems

Concerning pre-school support systems in Portugal, there is the National System of Early Intervention (SNIPI), (in the front line of children care with developmental issues).

The aim is to respond to children's needs, up to 6 years, with developmental disorders (disability or developmental delay) or living high-risk situations.

# Organization of support system in Portugal

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## School support systems

With the law decree 54/2018, the previous model of school for all was transformed in a model of **INCLUSIVE SCHOOL** that operationalize crucial rules as:

**Determining the need for measures to support learning and inclusion.**

**Identification of needs of support to each children as early as possible.**

# Organization of support system in Portugal

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## School support systems

A learning support evaluation process considers:

Preparation of **technical and pedagogical report** (selective and / or additional measures).

Identification of the need to attend specific curricular areas (eg, vision training, the braille system, guidance and mobility, specific information and communication technologies and activities of daily living)

- **Individual educational program**
- **Individual transition plan**

# Organization of support system in Portugal

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## After-school inclusive support measures

There are many possible ways given to young people with a disability:

Occupational Activities Centres (OAC),

Resource Centres for Employment (RCE), where we find

- Information, Assessment and Orientation for Qualification and Employment,
- Support for Placement and
- Vocational Training.



# Inclusion

## Inclusive Education

"It is a process that aims to respond to the diverse needs of all students by promoting participation and learning".

Unesco (2009)

Convention on the Rights  
of Persons with Disabilities

Salamanca  
Declaration

# INCLUSION

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Inclusive Schools

An inclusive school give relevance to the teaching, learning, achievements and attitudes of well-being of each student (Hick, Kershner & Farrel, 2009).

Principles of the Inclusive School

Changes in educational policies

- Transformations in Teaching attitudes and practice within the school community
- School management and organization
- Family Participation

Inclusive Education

Implements educational policy  
Educational practices

# Inclusive Practices

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- Strategies to encourage the presence, active participation, and achievement of all students in the local community.
- Support for students at-risk for failure or exclusion
- Continual education by the teachers and support team will enrich their professional careers and aid in the planning and implementation of equitable inclusive practices
- The support team and teachers are trained to respond to student diversity during their initial training (Unesco, 2017)

# Inclusive Practices

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Participants' attitudes and practices have a strong impact on the successful implementation of inclusive education.

## **Inclusive Practices**

**Inclusive attitudes: differences between teachers and therapist**

**Goal:**

**Understand the attitudes and practices of Teachers and Therapists about inclusive education.**

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## Participants

### 470 Participants

411 Teachers, 25 to 66 years,

Male-20.0% , Female- 79.6%

59 Therapist , 22 to 56 years

Male-3.4% Female

## Attitudes towards school inclusion scale

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- **Inclusive Attitudes dimensions:  
cognitive, behavioural, affective and  
Inclusive Practices.**

# Results

Profession

Therapist generally score more positively than Teachers.

Qualifications

Professionals with post graduate qualifications score higher on the inclusive attitude.

Gender

Women report higher levels of inclusive attitudes than men.

EMAEl  
Membership

EMAEl members report more inclusive attitudes than non-members



# Limitations and future research

## LIMITATIONS

## FUTURE RESEARCH



Sample type and group

- Inclusive Education Training.

Lack of pre-existing instruments

- Reinforce teamwork between mainstream and Therapist.

Literature review

- Training programmes on how to foster attitudes and values in teaching.

- Development of assessment tools to support practices and change attitudes.

- Enhancing community engagement.

- Teaching supervision.

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**MUITO OBRIGADA!  
THANK YOU!  
VIELEN DANK!**

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