

## 24-7 From Advocacy Association to Inclusive Services: Early Intervention & Private-Public Service Cooperation Initiatives in Portugal

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The collaborative role of teachers, parents and other elements has been emphasized in the literature as one of the prerequisites for inclusion (Alothman, 2014). The principle of inclusion encourages teachers and students to promote means of cooperation where respect and trust are fundamental characteristics in the search for more inclusive strategies. When teaching and learning are done in cooperation there is an enrichment of the strong areas of the students and a restructuring of the appropriate responses to the needs of each student. Thus, inclusive philosophy determines changes in the role of teachers and specialized technicians. They should work together with all other educational actors, as well as parents should have a more active participation in their children's learning processes.

The creation of student support teams that assist in cooperation between the family and school professionals are fundamental constituents for the implementation of the inclusive model (Brandão & Ferreira, 2013). Team technicians must be flexible and communicative with each other, and the team must be composed of people from inside and outside the school. These same authors refer to one of the possible forms of organization/distribution of roles that may be as follows: the role of the educator will be to organize the involvement and teach the programmatic contents to the child; the regular teacher is supported by the special education teacher; education assistants cooperate with the educator to help the autonomy and independence of children, and finally, technicians (e.g. therapists) help classmates in the classroom make decisions in the way they work with the child with development difficulties, helping the child develop new skills and become as independent as possible, inside and outside the classroom. This team must jointly plan and adapt the curriculum so that all children can be instructed as independently as possible (Richarz, 1993).

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