

## **6. GENERAL RECOMMENDATIONS FOR ACCESS teacher to pupil with behavioral disorder INCLUDING THE APPROPRIATE ASSESSMENT**

For pupils with a disability, active acquisition of knowledge is often imperfect and it is important that teachers allow them to adapt the teaching conditions so that they are able to perform in accordance with their real mental preconditions. The disorder should not be a reason for the student to repeat the year. Another case may occur if the student hides behind the assigned diagnosis and refuses to do anything at school from the submitted curriculum.

Creativity and flexibility of the teacher, **including excellent knowledge of each student in the class** - these are the basic prerequisites for success in **meaningful integration**. Teaching will take place in a joyful atmosphere and will be effective if it is regularly prepared by the teacher, it will be understandable, interesting, illustrative.

In order to keep the children's attention in class, it is appropriate **to ask students problematic questions, to work with a moment of surprise, not to disgust them with the motivation for education**, which is naturally started at the beginning of schooling.

Above all, the teacher must keep in mind that **READING IS Often a MORE IMPORTANT SKILLS than LEARNING WRITING - IT IS A DECISIVE BASIS FOR ALL SUBJECTS AND FURTHER EDUCATION.**

### **6.1. Possible approaches to pupils with learning disorder in the school environment**

The school's obligation to provide the necessary conditions for **pupils with special educational needs** is given by Act 561/2004 Coll., Specifically § 16. It basically states that the school should it should **ensure that unsuccessful pupils become successful by creating suitable conditions for their work.**

For example, in the case of pupils with **dysgraphia** in regular classes, it is not appropriate to completely exclude a pupil's handwritten speech from teaching, but it is possible to gradually **lead the child to type on a computer and combine the form of writing.**

### **Reasons why a student with learning disorder should be able to use a computer in the field of writing:**

- reduction of illegible writing problems that bother both the student and the teacher
- giving students feedback (dysgraphers have trouble "reading on their own")
- the ability to set up automatic spelling which leads to the correction of incorrectly written words
- rapid progress of the student in processing the tasks after mastering the technique of computer typing
- providing space for the teacher to develop a suitable test and the possibility for the student to develop it more easily

### **6.2. Principles that work well when performing dyslexic exercises:**

1. Start from the overall analysis of the child's case and the most accurate diagnosis, both psychological and special pedagogical
2. Let the child experience a feeling of success in the first hour of reeducation
3. Proceed in small steps, try to work on the basis of a multisensory approach (involvement of as many senses as possible in the remedy), in an atmosphere of peace and security
4. Always start reeducation at a lower level of difficulty, gradually increase the requirements than vice versa (the principle of proceeding in small steps)
5. Efforts to automate skills
6. Adherence to the content structure of individual sessions
7. Supplying the child with confidence in his own ability
8. Strive for elimination of disturbing stimuli to work
- 9) reeducation done regularly and long-term
- 10) regularly inform parents of the results of the sessions, participate actively in the work with the child

What the teacher can do:

Visual perception

- a) Recognition of subtle differences - differentiation abilities
- b) Analysis and synthesis of shapes
- c) Elimination of confusion of similar shapes of letters
- d) Practicing fast perception of letters, syllables, words
- e) Practicing visual memory
- f) Practicing eye movements

## Auditory perception

- a) Practicing recognizing syllables in a word
- b) Ability of auditory analysis and synthesis
- c) Auditory discrimination of sounds similar to sound, their correct pronunciation
- d) Differential abilities - punishing subtle differences
- e) Rhythmic reproduction training
- f) Acoustic attention exercises

## Orientation

- a) Orientation in space
- b) Orientation in time
- c) Right-left orientation

## Speech area

- a) Control and adjustment of pronunciation defects
- b) Articulatory dexterity exercises
- c) Breathing exercises
- d) Use rhymes, slow recitation of poems, clapping in rhythm of speech, clapping rhythm

## Area of fine motor skills

- a) vocal organs - the mobility of tongue, gymnastics face, lips, muscles of the face - such as tongue twisters
- b) Practice fine hand motor skills / modeling, games, squeezing, threading fruits, pasta, basics of sewing
- c) Visually - motor coordination (eye - hand)
- d) Coordination of movements

## **7. GENERAL PRINCIPLES OF ACCESS AND EVALUATION OF CHILDREN WITH SPECIAL NEEDS**

- on the basis of the current examination report to acquaint all teachers who teach the child, with the specifics of his disorder - it is necessary to proceed from the current state of each particular child.
- do not forget to inform about the difficulties of a child with a specific disorder and any new teacher who may take over the class during the school year

- if necessary to develop and update **individual educational programs** to work
- explain in a suitable way to other classmates the different approach to the evaluation of a child with a specific learning disability
- not to forget to give the opportunity to experience a feeling of success even for the effort despite the fact that their own work, resp. its result does not correspond to our overall ideas
- try and lead all teachers to evaluate the real knowledge of the child, regardless of a disorder
- keep the child in normal hours aids helping to compensate for his disorder, even during written work
- ensure quality correction of the pupil's specific difficulties at school
- Do not make comparisons with other classmates
- prefer the oral form of testing before writing
- choose a form of testing with short answer
- appropriate written test is a test with choosing the right answer option
- Don't let the pupil write long entries
- avoid identifying errors in written speech, focus on content accuracy
- avoid identifying errors resulting from incomplete reading of the text
- in mathematics in written work check not only the results but also the correctness of the procedure
- allow work with a dictaphone, tape recorder, etc..
- in foreign language teaching, prefer learning by auditory rather than visual, focus on mastering basic vocabulary

## **8. The individual educational plan IEP**

**The individual educational plan** (hereinafter IEP) is intended only for those children with behavioral disorder in mainstream mainstream schools whose handicap is of such a magnitude that they have no chance at all to master the prescribed curriculum of the type of school they attend. This means that it is appropriate only for students with the most severe forms of disorders, including their combinations. The existence of the IVP is approved in administrative proceedings by the school principal.

### **Benefits of IEP:**

- It allows the student to work according to his real abilities
- It allows the student to work at his individual pace
- It allows the student to find the optimal level at which he is able to work according

to his abilities

- It allows the teacher to work with the student without fear level, which he really needs regardless of the curriculum prescribed by teaching standards
- Allows the teacher to evaluate the student for his / her specific results without comparison
- The preparation of an IEP and its subsequent implementation will involve parents who are jointly responsible for the work of his child

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