PROVISION FOR STUDENTS WITH SEN/SLD

RESPONSE TO INTERVENTION - US

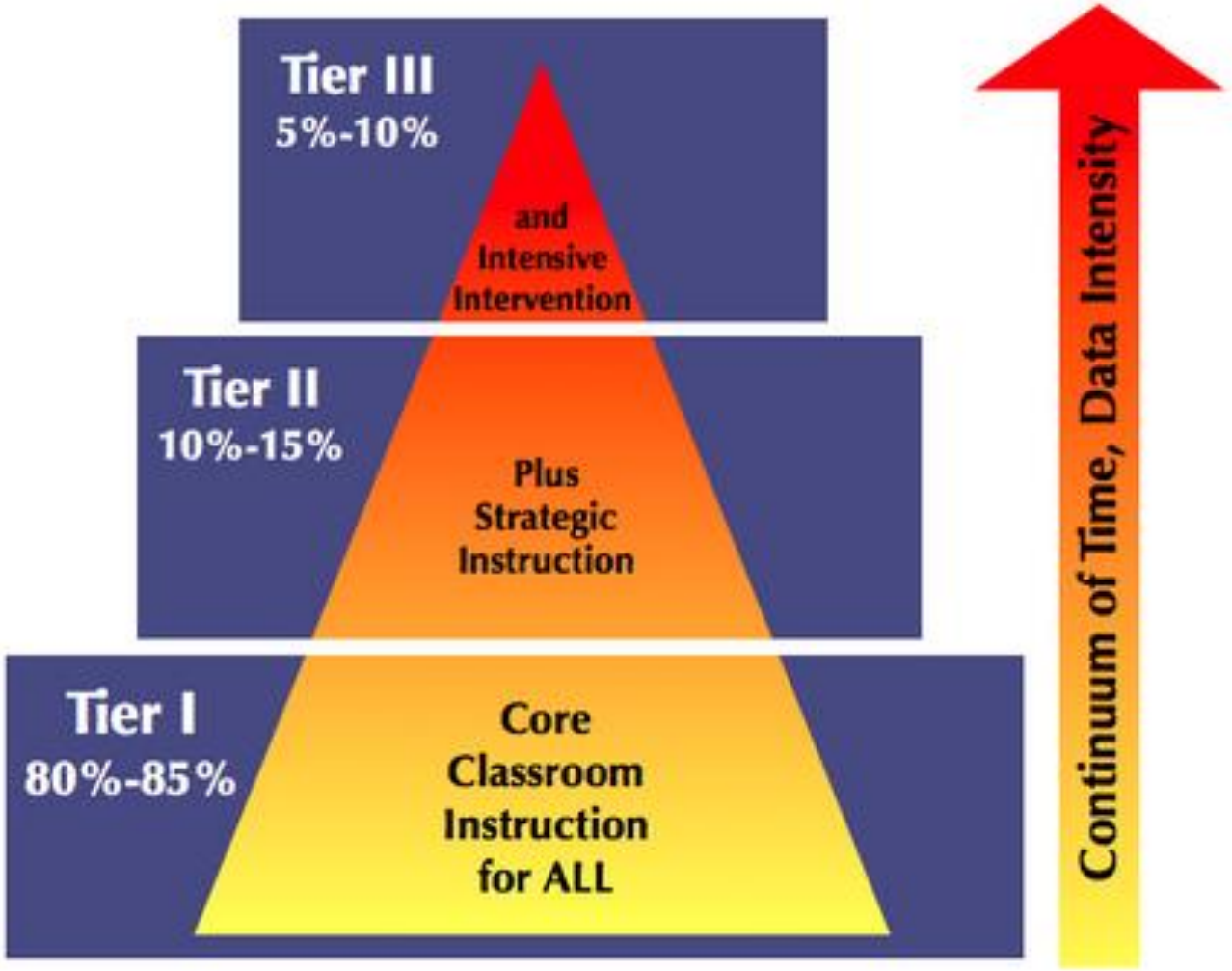
Multi-tier approach to the early identification and support of students with learning and behavior needs

Essential components:

- *High-quality, scientifically based classroom instruction*
- *Ongoing student assessment*
- *Tiered instruction – Differentiated instructions*
- *Parent involvement*

Tiers:

- **Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions**
- **Tier 2: Targeted Interventions**
- **Tier 3: Intensive Interventions and Comprehensive Evaluation**


Tier III
5%-10%
and
Intensive
Intervention
Tier II
10%-15%
Plus
Strategic
Instruction
Tier I
80%-85%
Core
Classroom
Instruction
for ALL
Continuum of Time, Data Intensity

CZECH REPUBLIC

Capital:
Prague

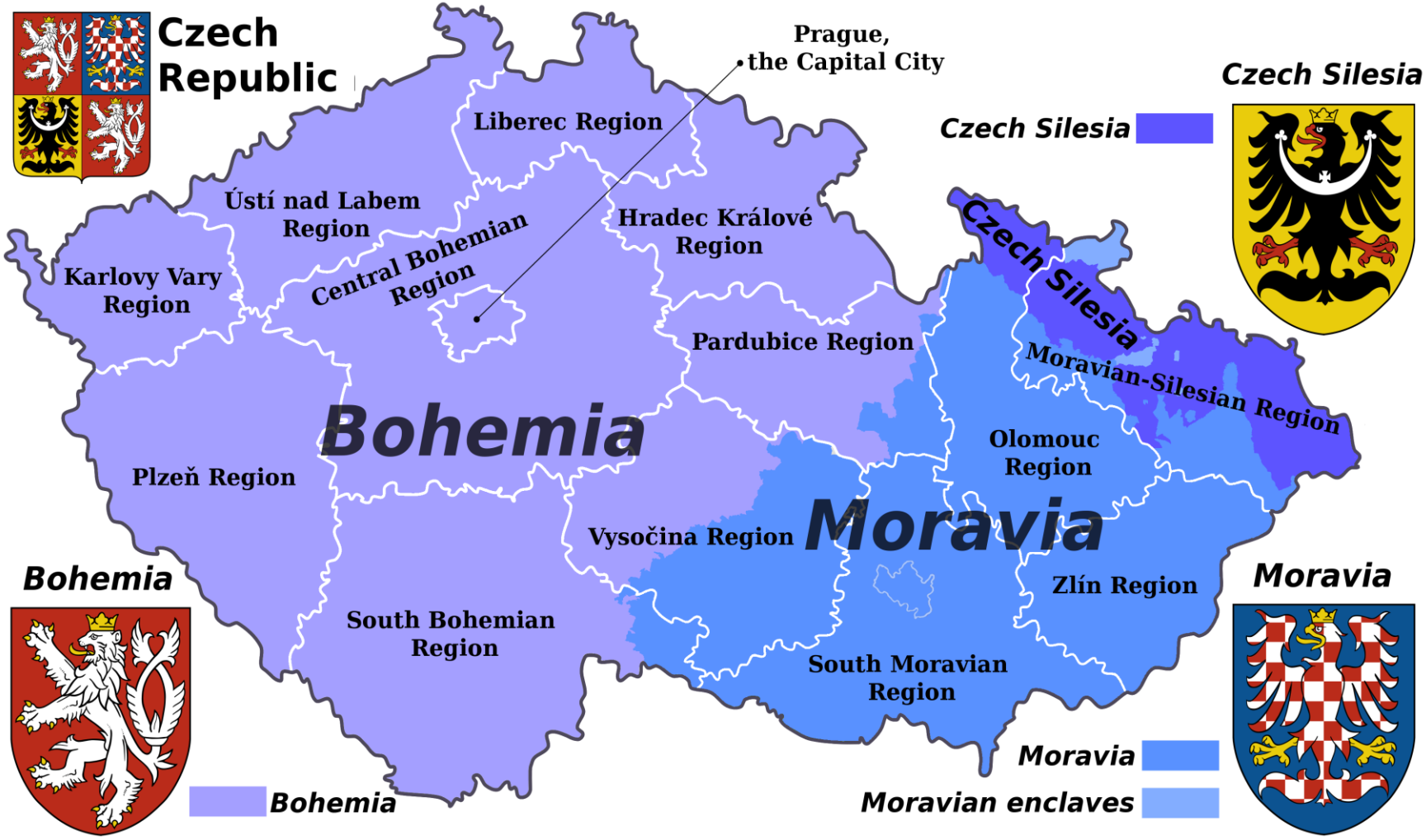
Population:
(2022 est.)
10,535,000

Currency Exchange Rate: 1 Euro = 25 Czech koruna

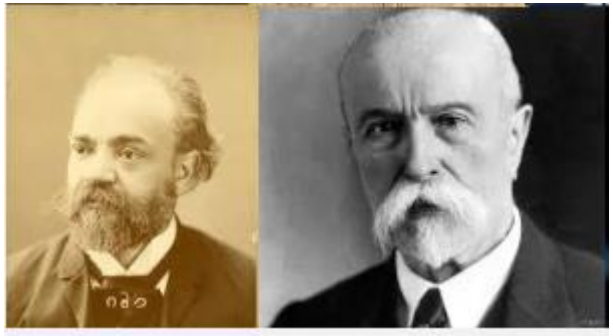
TILL 1916
GERMANY
LUX.
Luxembourg
POLAND
Prague
CZECH REPUBLIC
UKRAINE
Danube R.
SLOVAKIA
Bratislava
Vienna
Bern
Vaduz
SWITZ.
AUSTRIA
Budapest
AUSTRIA-HUNGARY
HUNGARY
Ljubljana
SLOVENIA
Zagreb
ROMANIA
CROATIA
Danube R.
ITALY
BOSNIA AND HER.
Belgrade
Sarajevo
SERBIA
0 60 120 mi
0 90 180 km
Adriatic Sea
MONT.
Pristina
Sofia
BULGARIA
Podgorica
KOS.
Skopje
MACE.
Tirana
GREECE
ALBANIA
AUSTRIA-HUNGARY
FROM ONE EMPIRE TO MANY NATIONS
Austria-Hungary in 1914
Current political boundaries
Current national capitals
© Encyclopædia Brita

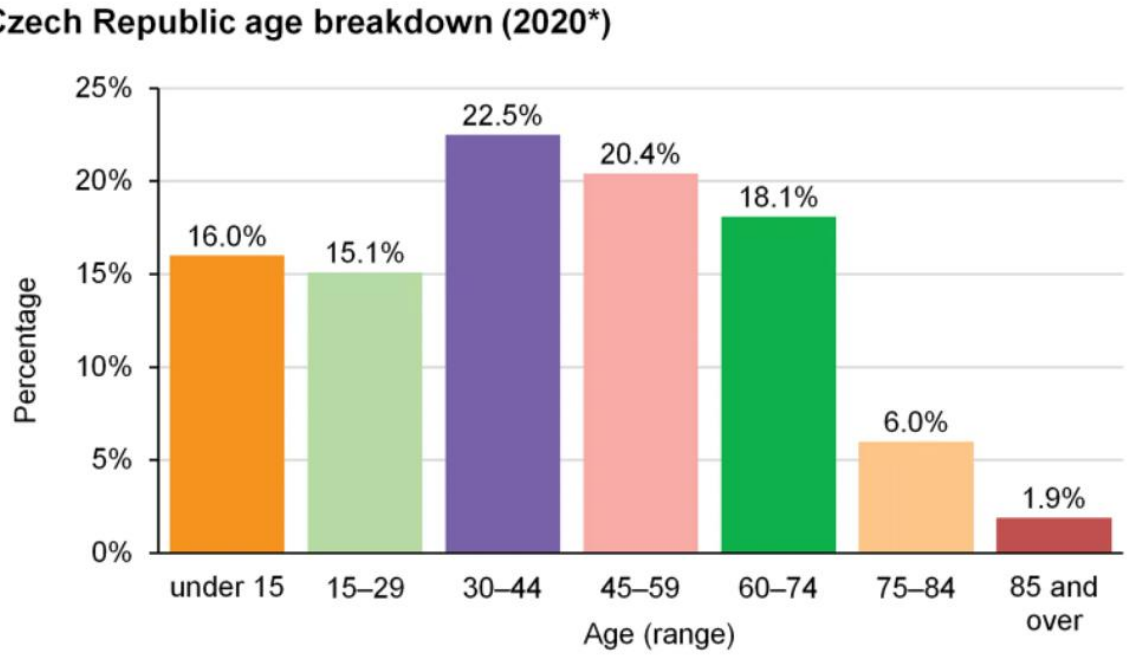
FROM 1918 – 1992 CZECHOSLOVAKIA

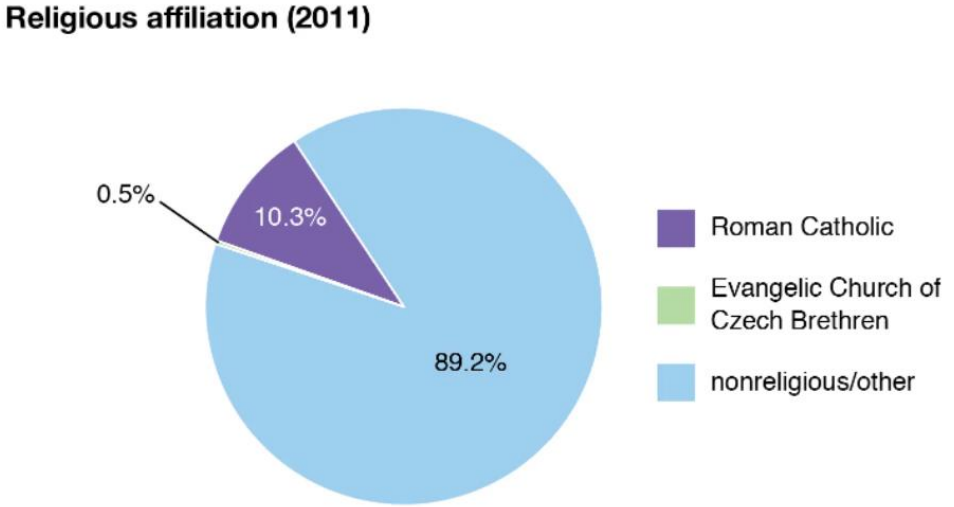
SINCE 1993


Czech Republic
Prague, the Capital City
Liberec Region
Ústí nad Labem Region
Hradec Králové Region
Karlovy Vary Region
Central Bohemian Region
Pardubice Region
Czech Silesia
Moravian-Silesian Region
Bohemia
Olomouc Region
Plzeň Region
Vysočina Region
Moravia
Zlín Region
South Bohemian Region
South Moravian Region
Czech Silesia
Czech Silesia
Moravia
Bohemia
Bohemia
Moravia
Moravian enclaves

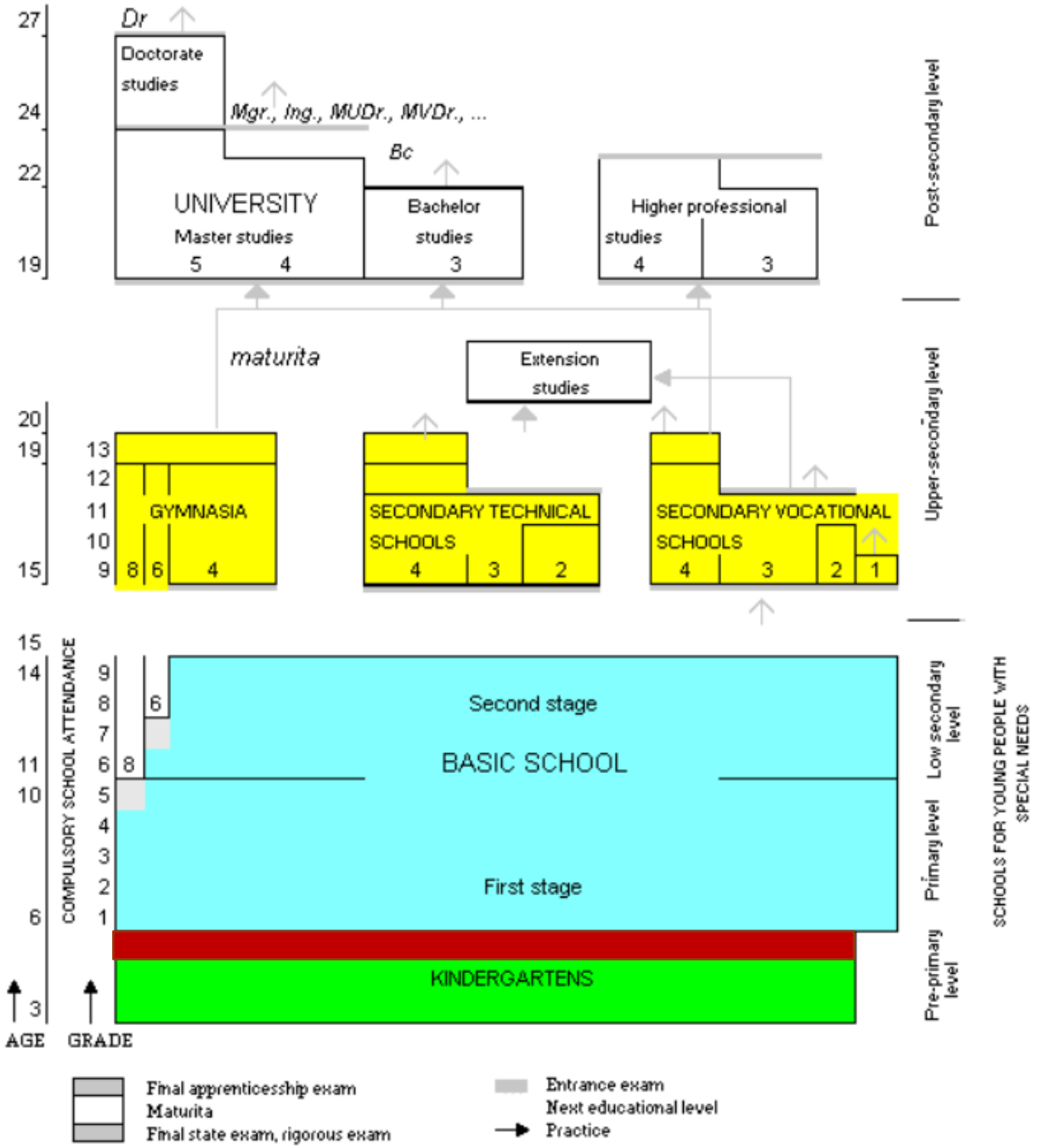
CZECH NATION







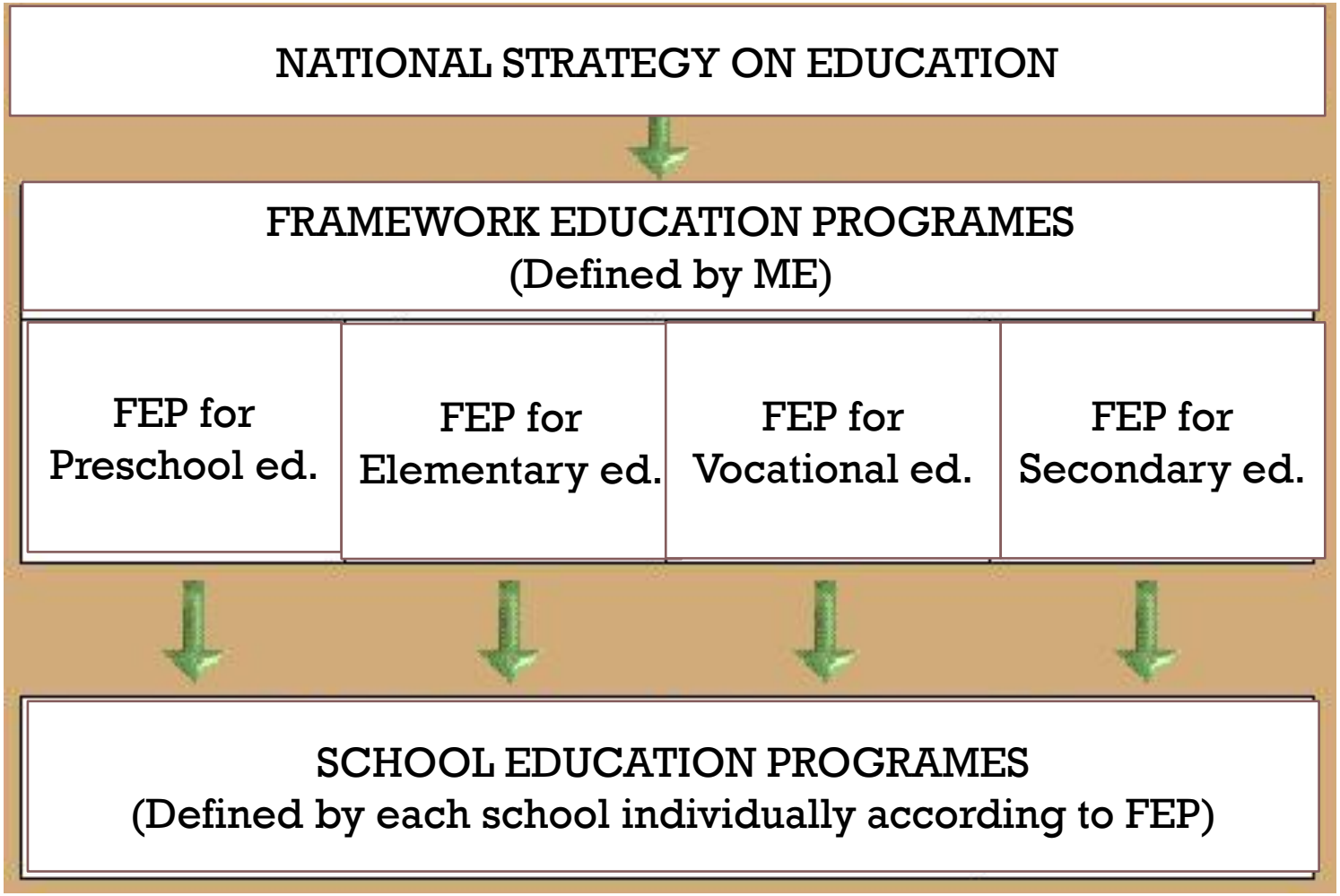
CZECH EDUCATION SYSTEM

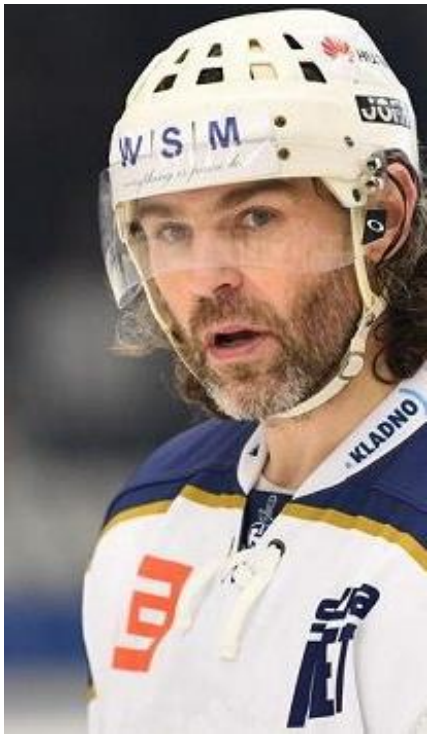


EDUCATION ACT AND OTER LEGISLATION

- **Act No. 561/2004 Coll.** as amended
  - Act on Pre-primary, Primary, Secondary, Tertiary Professional and Other Education (Education Act)
- Decree No. 27/2016 Coll. as amended
  - Decree on the Education of Pupils with Special Educational Needs and Gifted Pupils
- Decree No. 72/2005 Coll. as amended
  - Decree on the Provision of Counselling Services in Schools and School Guidance and Counselling Facilities

CZECH REPUBLIC CURRICULA DOCUMENTS



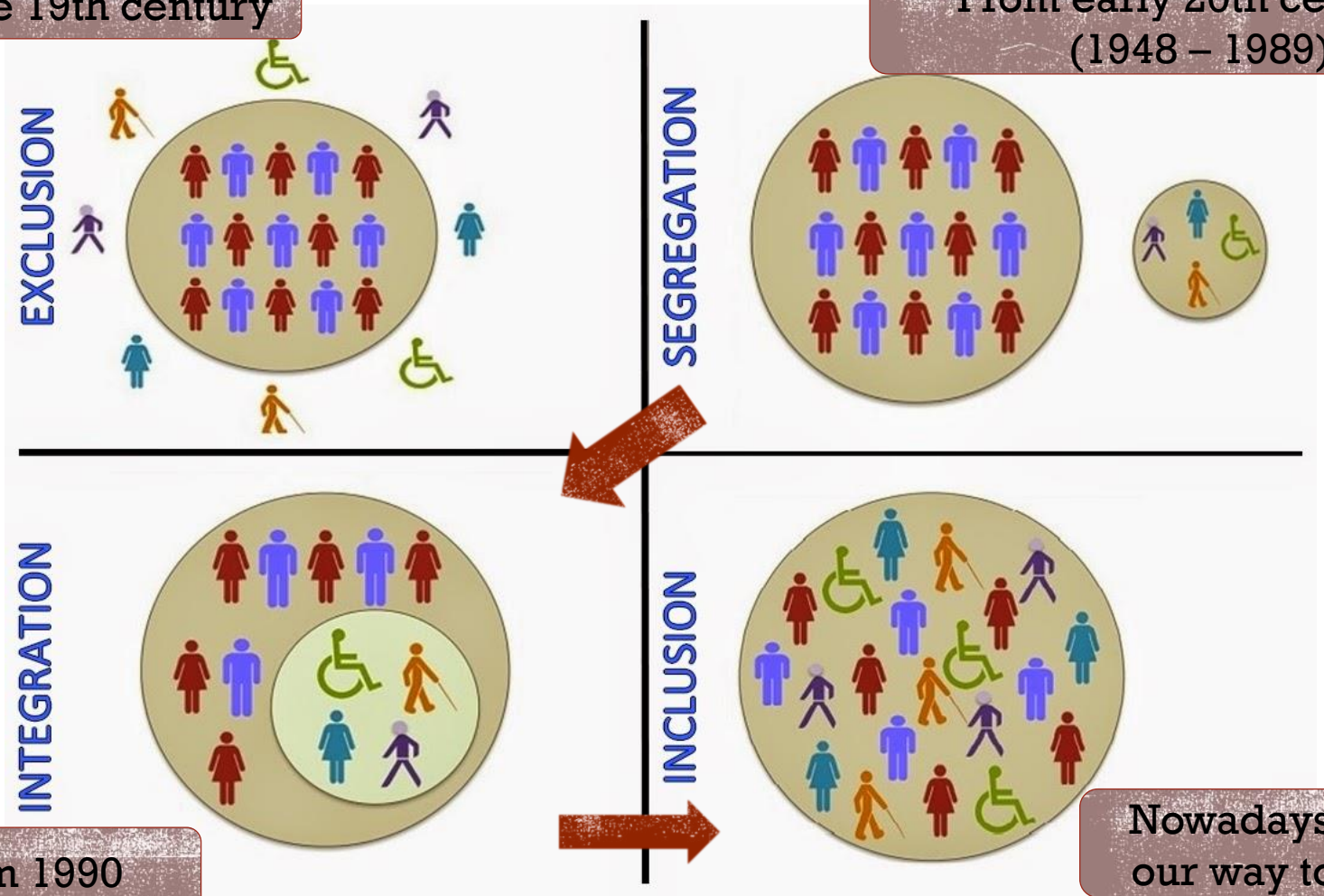


INCLUSIVE EDUCATION IN THE CZECH REPUBLIC

EXLUSION – SEGREGATION – INTEGRATION – INCLUSION …

Till late 19th century

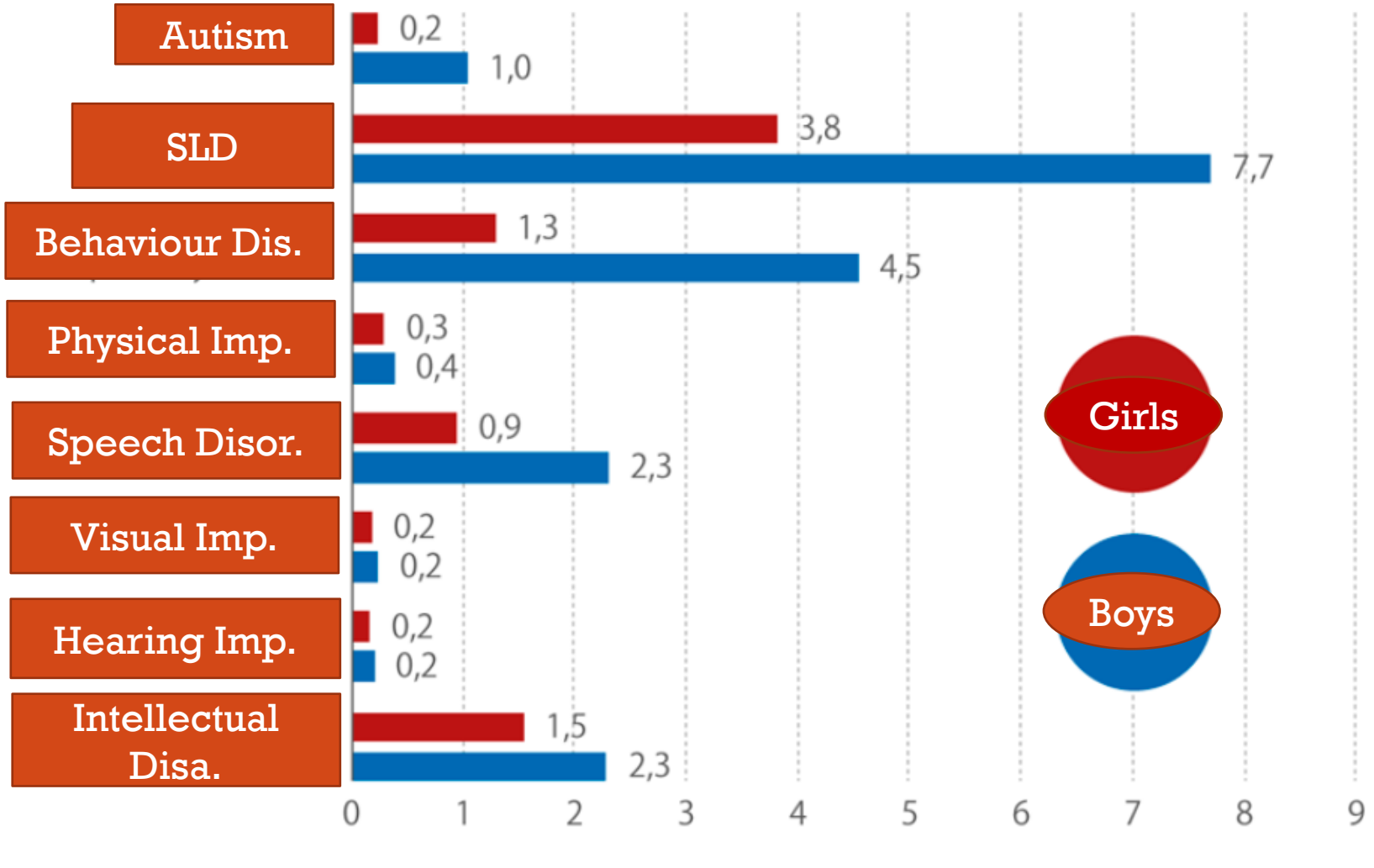
From early 20th century (1948 – 1989)



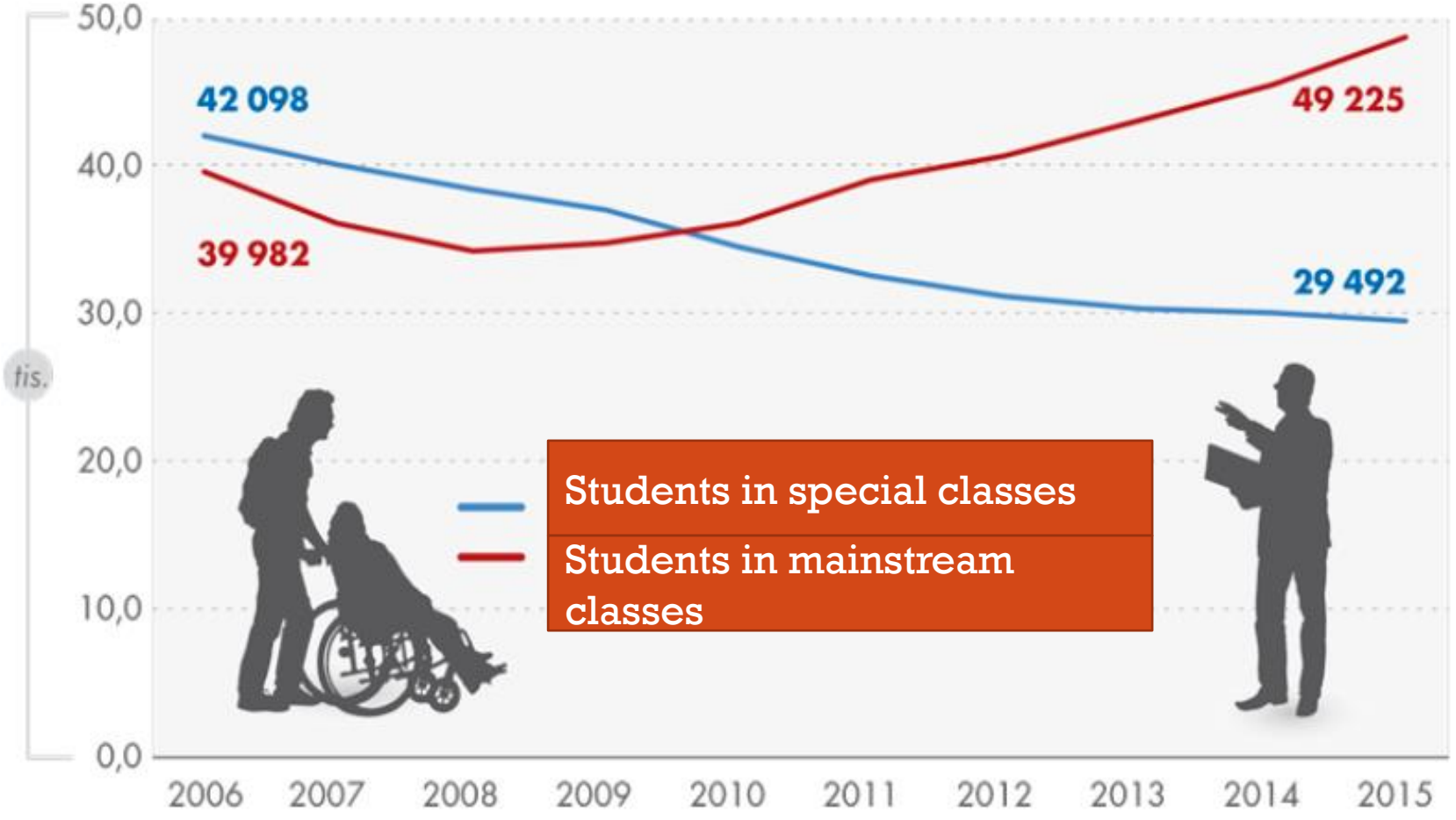
From 1990

Nowadays on our way to …

PROPORTION OF PUPILS UNDER 15 YEARS OF AGE WITH DISABILITIES BY GENDER AS OF 2018 (%)



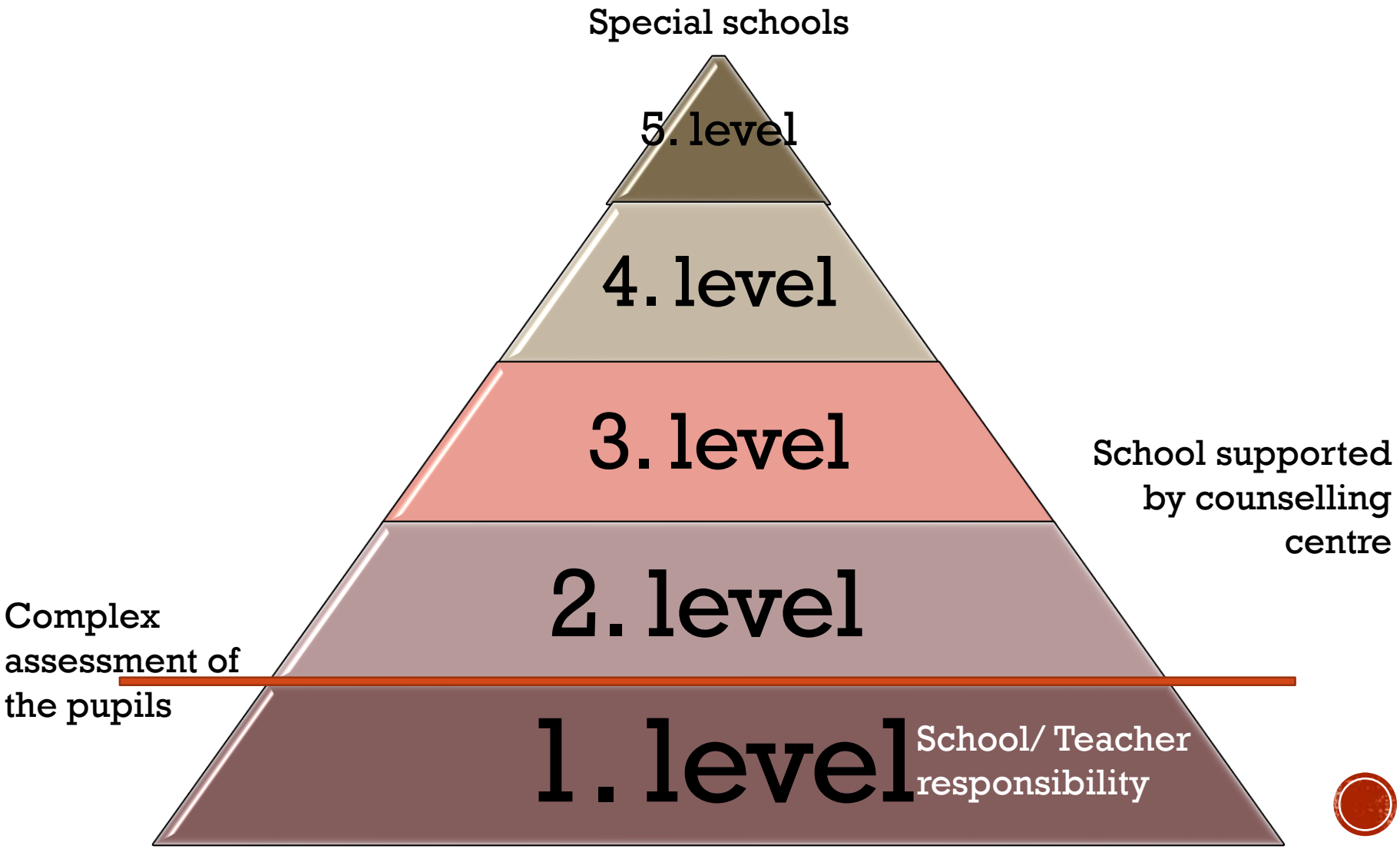
Students with disability in the elementary schools 2006 – 2015 (in thousands)



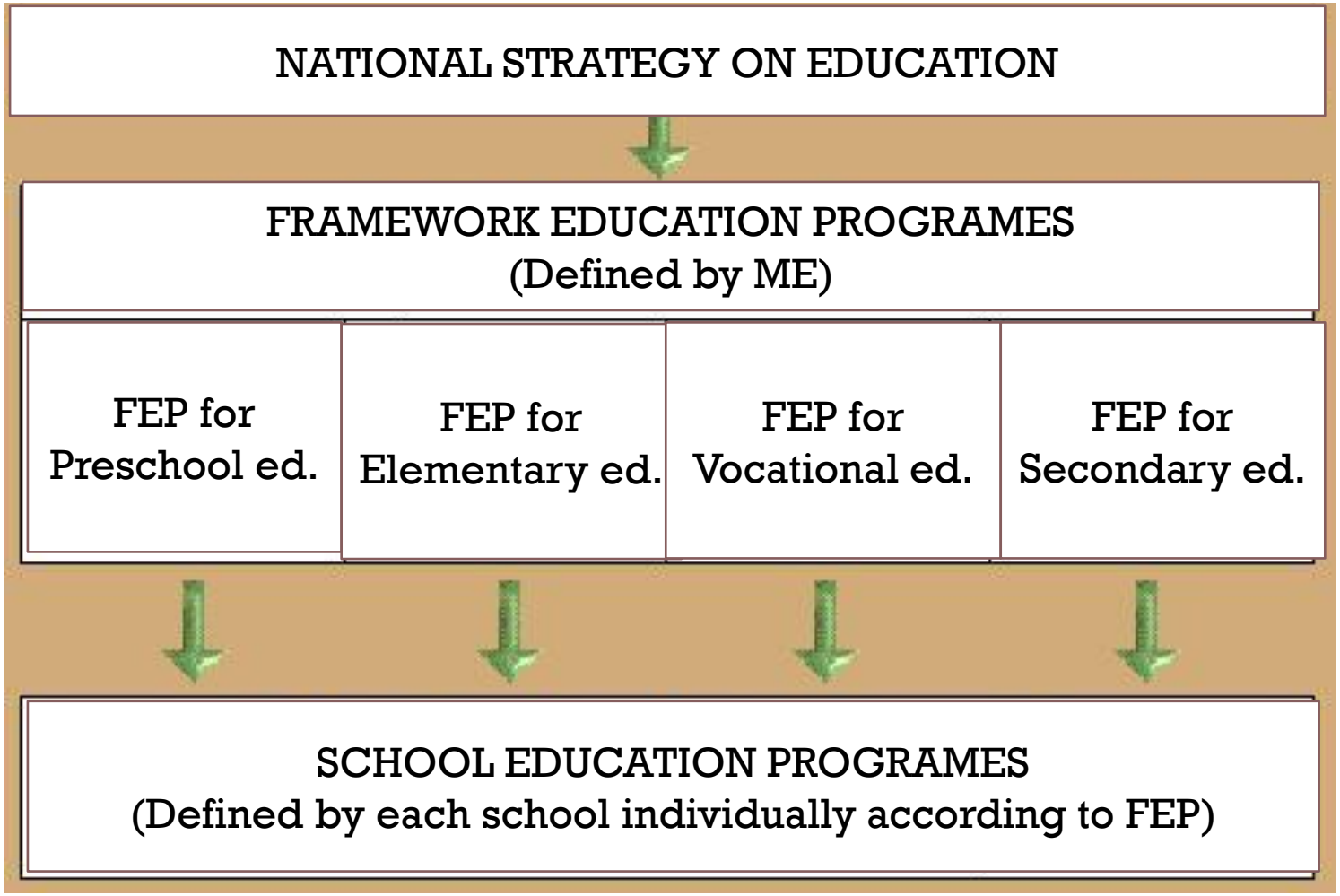
PROCESS OF IDENTIFICATION OF THE STUDENTS NEEDS

- **3 Tier Model of Support** (Mertin, Krejčová, 2014)
- 1. Individualized support by teacher
  - Provided for students showing difficulties in reading, writing and other academic skills
- 2. Plan of Pedagogical Support
  - Written document/ contract between pupil, teacher, parents and counsellors in school for adjustments in education reflecting childs´ difficulties – lasts for 3 – 6 months (short-term plan)
  - Intensified support for child provided not only by teacher but with support of f.e. special educator in school and parents
- 3. Complex diagnostic (assessment) in the counselling centre and tailored (individualized) support
  - 5 levels of support measures
  - Individual Education Plan – if needed

RESPONSE TO INTERVENTION IN CZECH SYSTEM OF SUPPORT MEASURES



CZECH REPUBLIC CURRICULA DOCUMENTS



FRAMEWORK EDUCATION PROGRAMME PART D EDUCATION ON STUDENTS WITH SEN

- **SEP is adapted to students needs**
  - Adjustments in educational content corresponding to reduced school performance
  - Possibility to set up special lessons
    - Special-pedagogical lessons = remediation of partial deficits
    - Pedagogical intervention lessons = teacher support in any subject
  - Education aids
  - Higher time subsidies
  - Expected outcomes – real
  - Teacher assistant
  - Assessment adjustment

COUSELLING SERVICES PROVIDED IN CZECH EDUCATIONAL SYSTEM

PEDAGOGICAL-PSYCHOLOGICAL COUNSELLING SERVICES (ACT NO. 72/2005 COLL. AS AMND.)

Out of the school

Counselling centres

- Pedagogical-Psychological centres (app. 150)
- Special Eduction Centres (app. 220)
- Educational Care Centres (app. 40)

In the school

School counselling „workplace“

- Educational Counsellor (O)
- School Prevention Methodist (O)
- School special educator
- School psychologist

REMEDIATION CARE IN STUDENTS WITH SLD

REMEDIATION / SPECIAL EDUCATION INTERVENTION

- **Definition**
  - Systematic controlled stimalative process aimed at students with SLD
  - Usually applied once/twice a week for 45 minutes
  - Managed by special educator or trainer teacher
  - Aimed at
    - Partial functions deficits
    - Reading/writing/counting/grammar
    - Childs´ selfesteem

PARTIAL SENSORY AND COGNITIVE FUNCTIONS

PRE-SCHOOL AGE AND PARTIAL FUNCTIONS

- **„Partial functions“/**

„Sensory-congitive functions“

  - Group of fundamental functions that develop with the psychomotor development of the child
  - Auditory/Visual/Spatial orientation, Memory, Attention, Seriality; Intermodalism
  - Basic functions for differentiation, speech development and thinking.
  - B. Sindelar – Austrian psychologist

DEVELOPMENT OF PARTIAL FUNCTIONS IN CLASSROOM

- Basic prerequisite for reading, writing and counting
- It is not only targeted at pupils at risk of SLD, but all pupils
- Stimulation of all functions takes place directly in the class
- The basic means of stimulation – GAME
- Stimulation should become a normal part of teaching at school at least in 1. and 2. grade, provided by teacher
- Special teacher – reemediation/assisting in classrooms

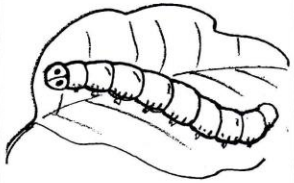
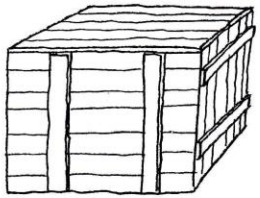
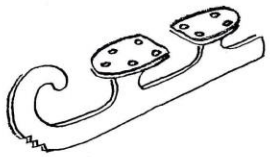
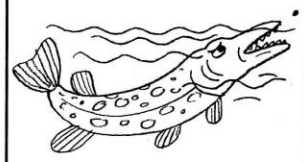
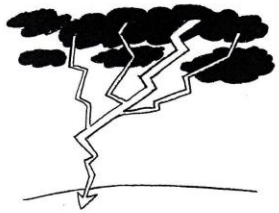
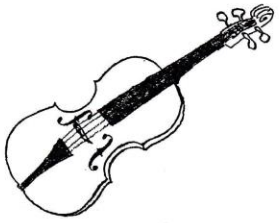
AUDITORY PERCEPTION

- Auditory perception develops from the prenatal period
- Development from sounds (sentence – acoustic unit) to perception of their elements
- In students with SLD
  - Delayed development of hearing functions
  - Difficulty in recognizing voices and composing them into words

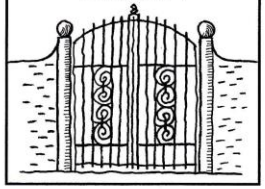
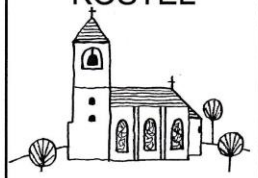
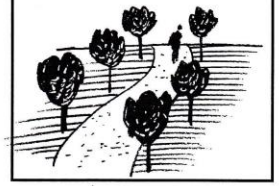
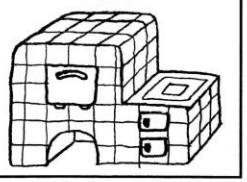
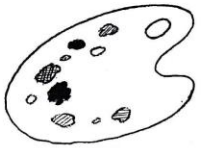
Remediation of auritory perception includes:

- Listening practice
- Hearing memory practice
- Auditory differentiation exercises (auditory differentiation)
- Exercises of auditory analysis and synthesis
- Perception and reproduction of rhythms

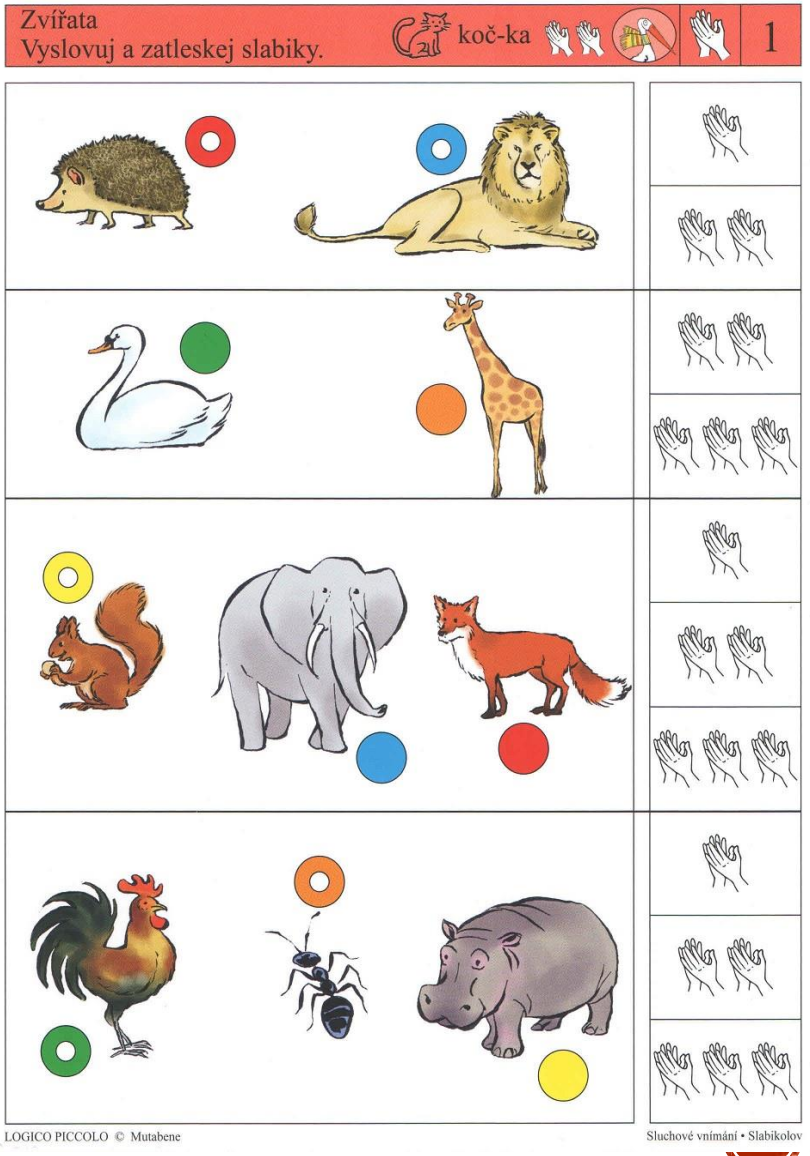
Červeně označ všechna slova, která začínají hláskou b; modře všechna slova, která začínají hláskou h; zeleně všechna slova, která začínají hláskou š.

ŠAŠEK	HOUSENKA 	BEDNA 
BRUSLE 	ŠATY	HRNEK
HODINY	BERAN	ŠTIKA 
BLESK 	HOUSLE 	ŠÍP

Spoj čarou slova, která se rýmují.

POSTEL	VRÁNA	VLASY
BRÁNA 	KLASY	KOSTEL 
KOMETA	CESTA 	KLEC
VESTA	PEC 	PALETA 

LOGICO PICCOLO
správně
Řešení a vlastní kontrola na zadní straně karty
zasuňte kartu a začněte
Přední strana s úkoly
Květiny v zahradě
tulipán
hledík
sněženka
narcis
gladiol
astra
kopretina
růže
šafrán
petrklíč
narcis
růže
kopretina
gladiol
hledík
šafrán
tulipán
petrklíč
sněženka


Zvířata
Vyslovuj a zatleskej slabiky.
koč-ka
1
LOGICO PICCOLO © Mutabene
Sluchové vnímání • Slabikolov

SPATIAL AND RIGHT-LEFT ORIENTATION

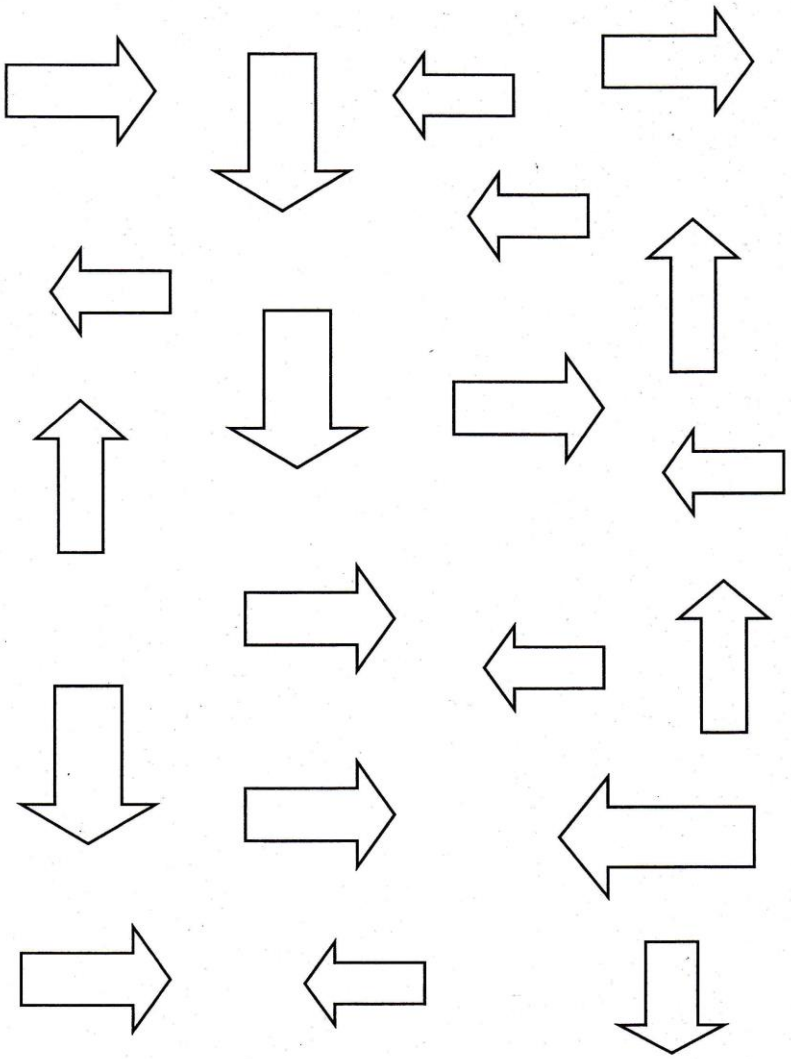
Spatial orientation

- Mastering orientation in space affects the ability to read, write, count, map orientation, motor skills and overall orientation in life.
-

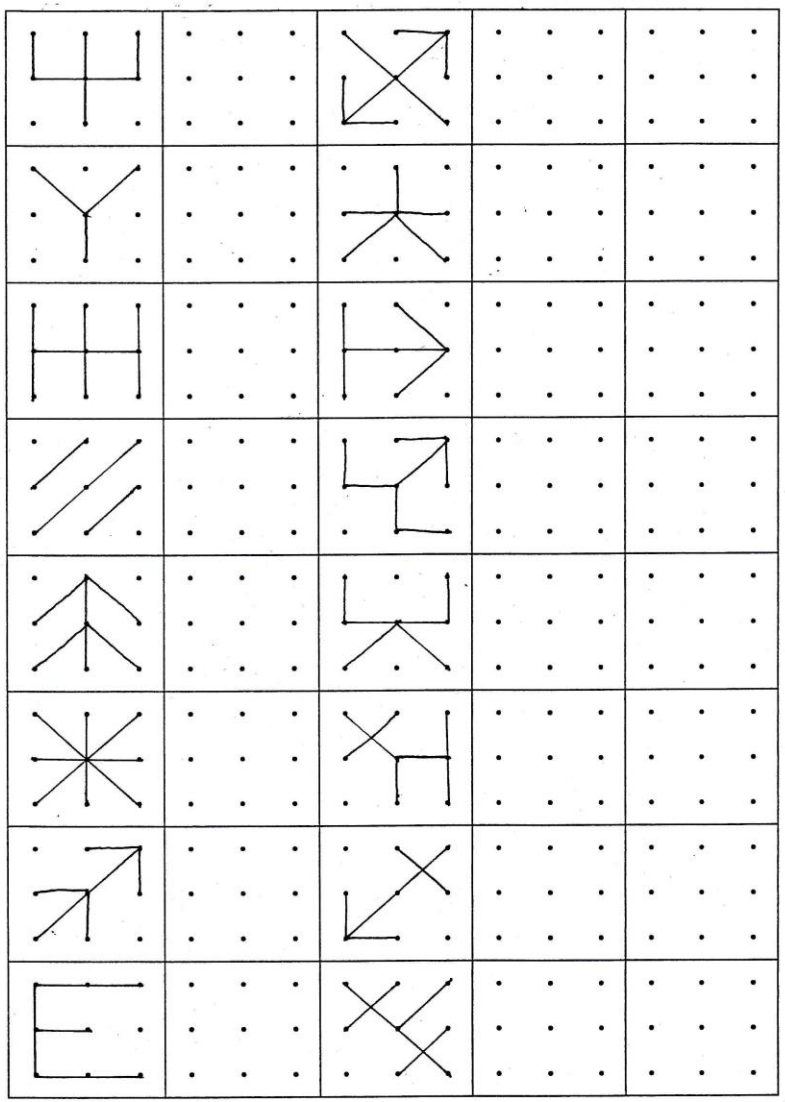
Right-left orientation (RLO)

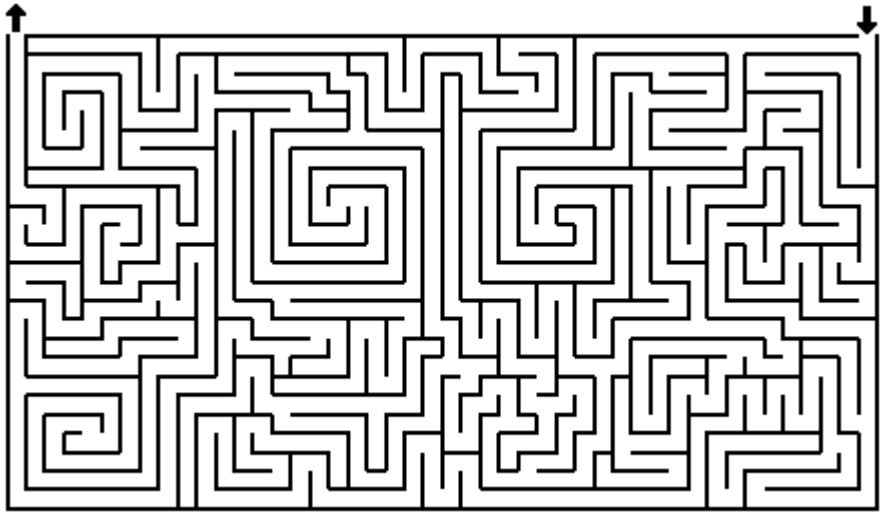
- Resolution of right and left hand/ right and left part of the body
- Distinguishing RLO on the desktop and on the other person
- In reading, the - inversions (b-d), mirror reading.
- Also related to mathematics (6-9)

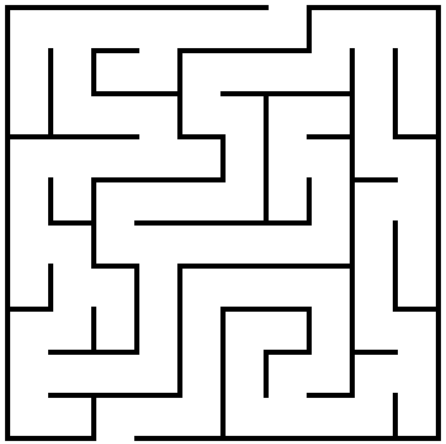
Vybarvi červeně všechny šipky, které ukazují vpravo, modře všechny šipky, které ukazují vlevo.

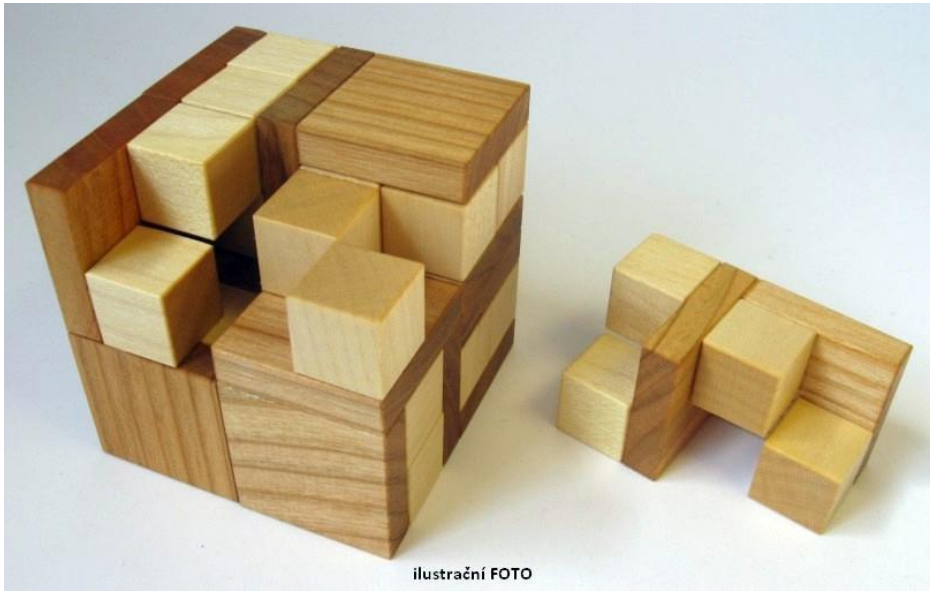


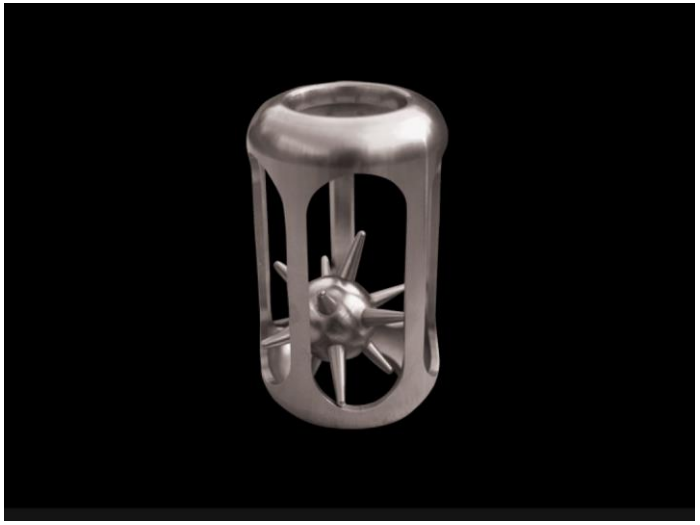
Spoj tečky podle prvního vzoru. Druhý obrazec na řádku můžeš po nakreslení zakrýt a zkusit kreslit zpaměti do posledního políčka.











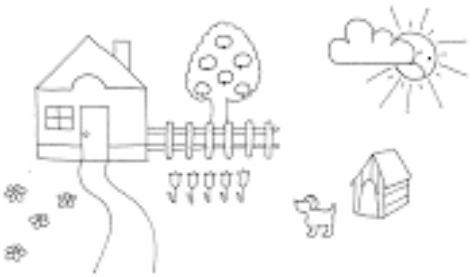
Vinco maze

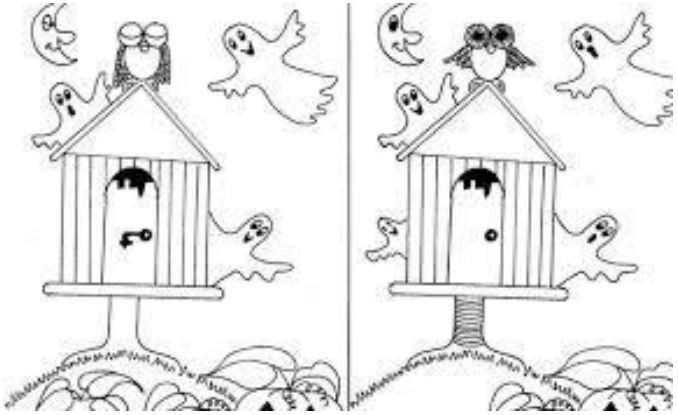
VISUAL PERCEPTION

Visual perception development

- Distinguishing colors and shapes
- Visual analysis and synthesis
- Visual memory
- Distinguishing Figure and Background
- Distinguishing inverse (reverse) figures
- Exercise of eye movements
- Persinuation, increasing the extent of fixations

VISUAL PERCEPTION





Visual differentiation

- Determining matches and differences with images of objects and meaningless shapes,
- Finding differences, finding matches
- Underline letters that are the same as the letters at the beginning, paint the letter "b"
- Draw pictures or letters

Underline letters that are the same as the letter at the beginning.

m d k m m m t m a k e m m r m j

VISUAL PERCEPTION

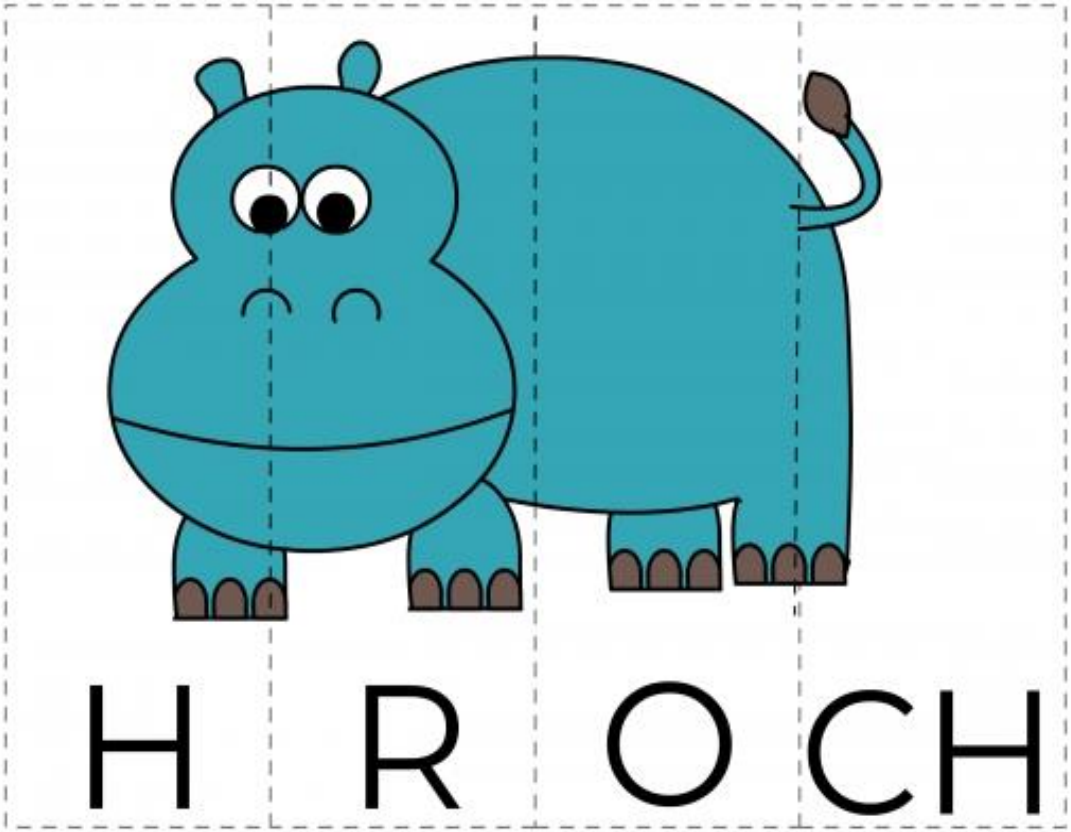
Visual analysis and synthesis

- Compose cut-out images (e.g. postcards)
- Compose wooden cubes with pictures,
- Drawing pictures or letters
- Composing letters from elements, composing words from parts

VISUAL PERCEPTION

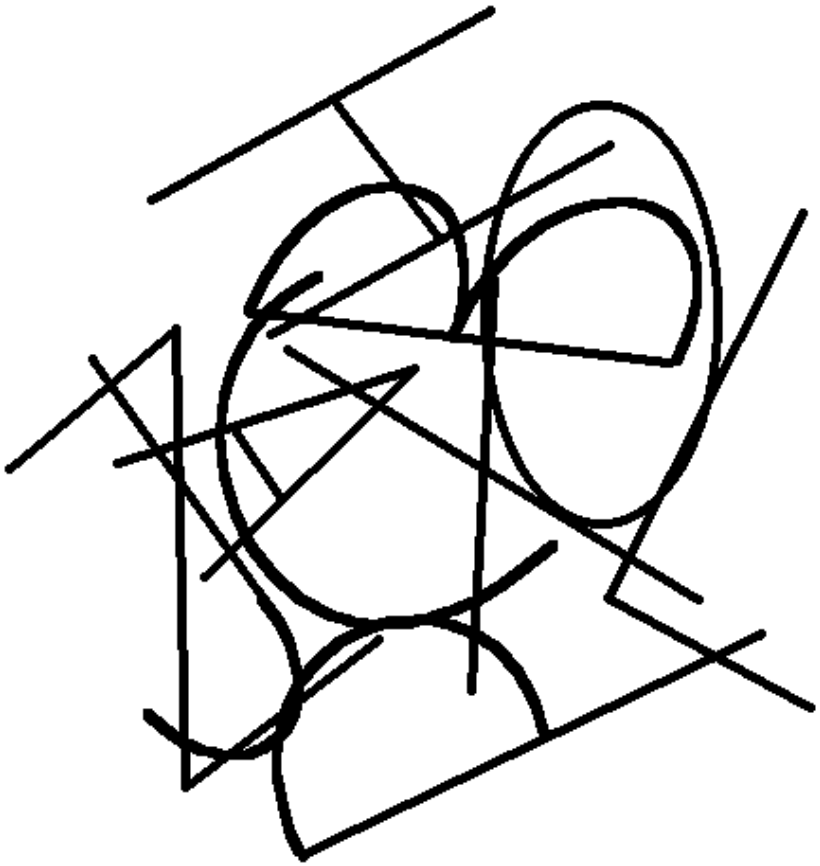
Composing letters fro
elements

Compose words
from parts



VISUAL PERCEPTION

Search for background items.



Search for letters

BREAK

DYSLEXIA

When Sampler CPU 1 boots up "Code Meter" automatically loads. This is a Wibu application (free online from Wibu.com). This is essential to recognize the DVZ-RT/Space/Library authorization USB key (dongle). This may be immediately visible because it's in the Windows Task Tray. This runtime program is actually installed on all the DVZ-RT computers (Control and Samplers).

If the Code Meter task Tray icon is green, this means the authorization key is present on the computer being viewed. On those computers where the key is not installed, the icon will be gray, but it will work because the program accesses the valid key over the network.

Also, On all Samplers, you will see an AI Crypt VST Host (Helix) icon. That also loads automatically upon boot up. This AI Crypt info pertains only to beta turn-key systems, and will change later.

If the icon is not present, launch it from the desktop icon, or look in the Start Menu - Programs/Audio Impressions/AI Strings and launch AI Crypt. If it isn't there, it failed to load or the Wibu key is not connected so please make sure it's present on one of the computers, that they're all networked correctly together, etc.

If it's loaded, right-click on the icon and a context menu will come up. The first item will be Dismount if all loaded correctly. Don't select this. If the first item is "Mount" then select this (this mounts the library). If you Mount, you have to choose the image, and that's located on the sample drive and named "aisi" (Audio Impressions Symphonic Image). You select it and mount it to x (using the dropdown menu). No letter other than x will function correctly. Note: All this will occur automatically in the final release and even in beta you shouldn't have to do the mounting if the boot process works correctly.

SEEING

20/20

DOES NOT MEAN

YOU HAVE

PERFECT VISION

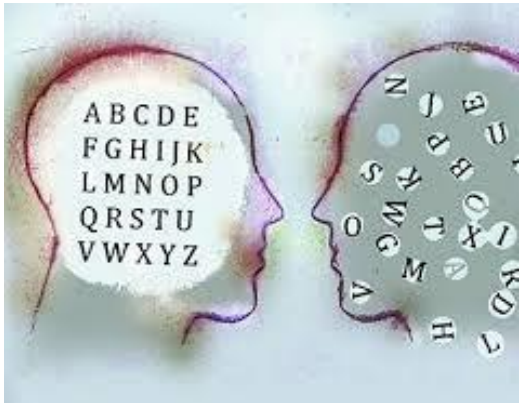
DYSLEXIA - DEFINTION

- *"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by **difficulties with accurate and/or fluent word recognition** and by **poor spelling and decoding abilities**.*
- *These difficulties typically result from a deficit in the **phonological component** of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.*
- *Secondary consequences may include problems in **reading comprehension and reduced reading experience** that can impede growth of vocabulary and background knowledge."*

International DYSLEXIA Association®

DYSLEXIA - SYMPTOMS

- **Vision, Reading, and Spelling**
  - Confused by letters, numbers, words, sequences, or verbal explanations.
  - Reading or writing shows repetitions, additions, substitutions, and reversals in letters, numbers and/or words.
  - Complains of feeling or seeing non-existent movement while reading, writing, or copying.

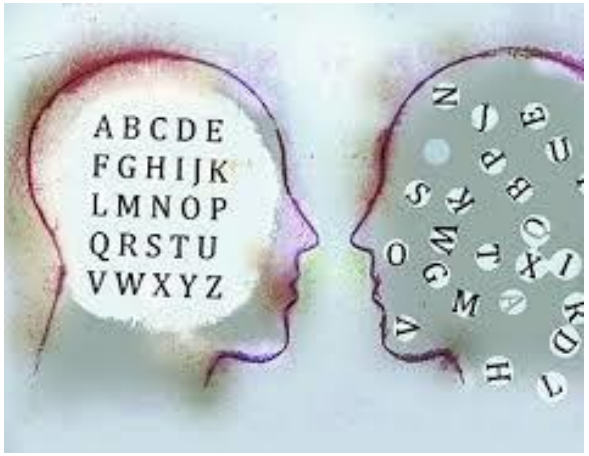


- **Hearing and Speech**
  - Difficulty putting thoughts into words; mispronounces long words, or transposes phrases, words, and syllables when speaking.

DYSLEXIA – SYMPTOMS

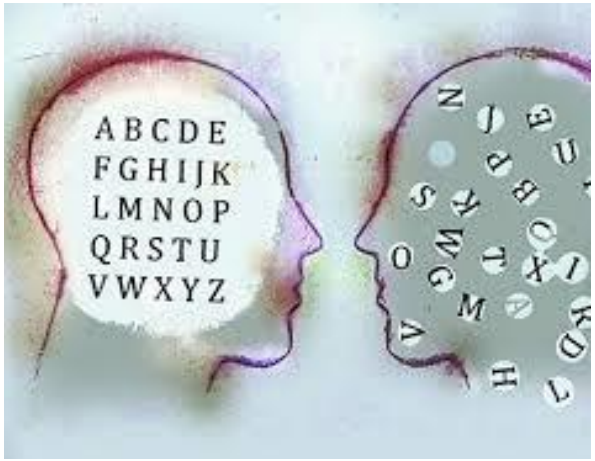
Writing and Motor Skills

- Clumsy, uncoordinated, poor at ball or team sports; difficulties with fine and/or gross motor skills and tasks
- Can be ambidextrous, and often confuses left/right, over/under.



- **Math and Time Management**
  - Has difficulty telling time, managing time, learning sequenced information or tasks, or being on time.

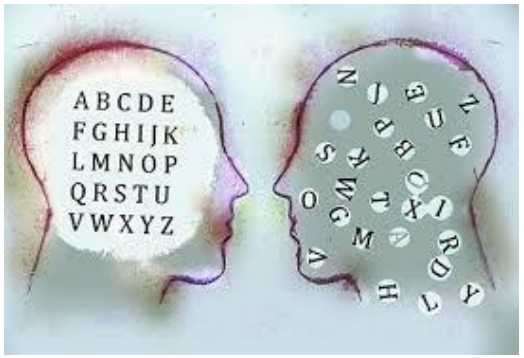
DYSLEXIA - SYMPTOMS



- **Memory and Cognition**
  - Excellent long-term memory for experiences, locations, and faces.
  - Poor memory for sequences, facts and information that has not been experienced.
- **Behavior, Health, Development and Personality**
  - Can be class clown, trouble-maker, or too quiet.
  - Had unusually early or late developmental stages (talking, crawling, walking, tying shoes).

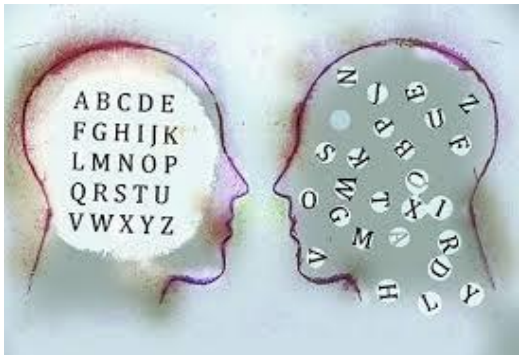
DYSLEXIA IN THE CHILD DEVELOPMENT

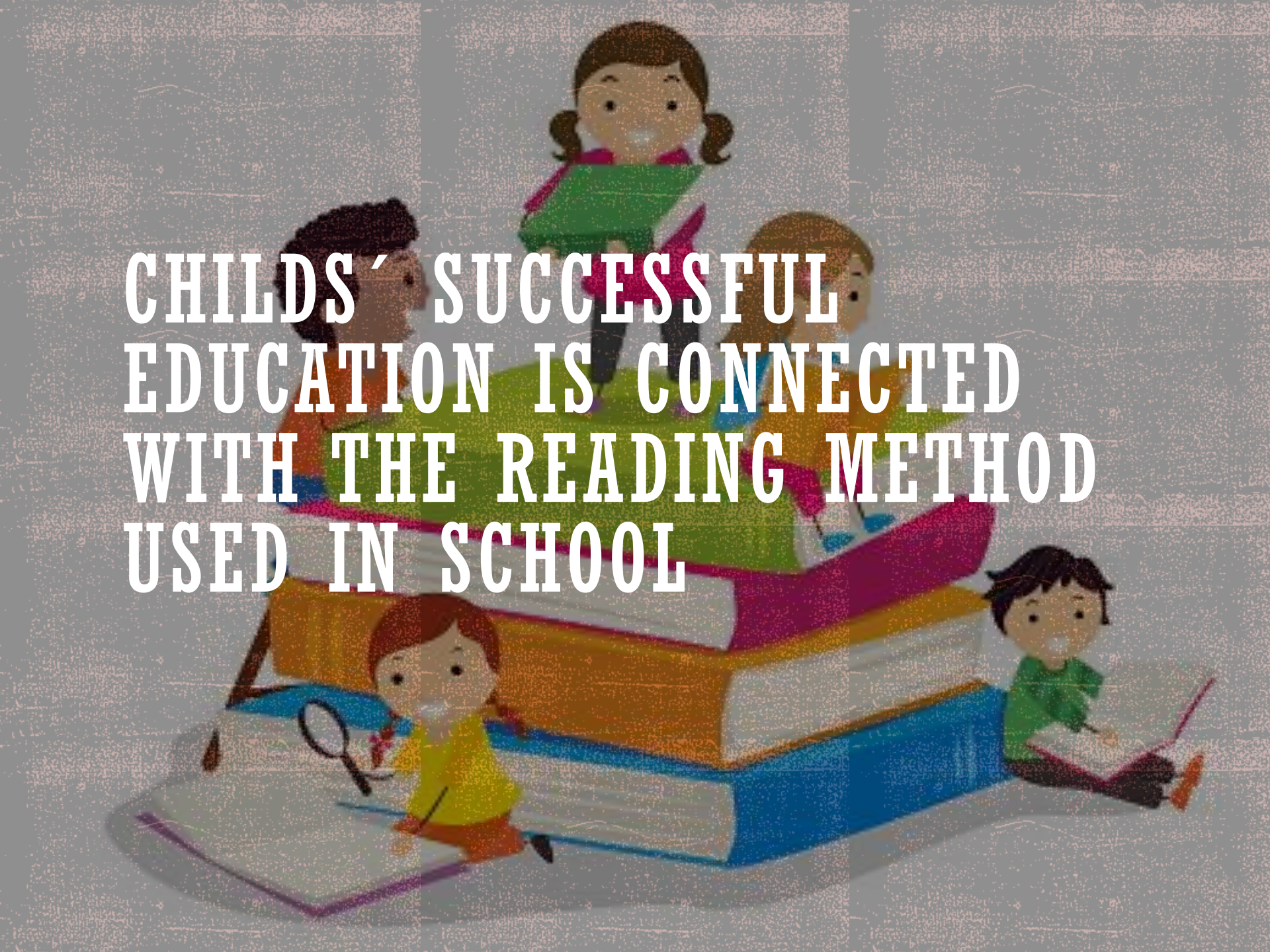
- **Preschool age**
  - Late talking (?)
  - Learning new words slowly
  - Problems forming words correctly, such as reversing sounds in words or confusing words that sound alike
  - Problems remembering or naming letters, numbers and colors
  - Difficulty learning nursery rhymes or playing rhyming games



DYSLEXIA IN THE CHILD DEVELOPMENT

- **School age**
  - Reading well below the expected level for age
  - Problems processing and understanding what he or she hears
  - Difficulty finding the right word or forming answers to questions
  - Difficulty seeing (and occasionally hearing) similarities and differences in letters and words
  - Inability to sound out the pronunciation of an unfamiliar word + Difficulty in spelling
  - Spending an unusually long time completing tasks that involve reading or writing
  - Avoiding activities that involve reading




CHILDS´ SUCCESSFUL EDUCATION IS CONNECTED WITH THE READING METHOD USED IN SCHOOL

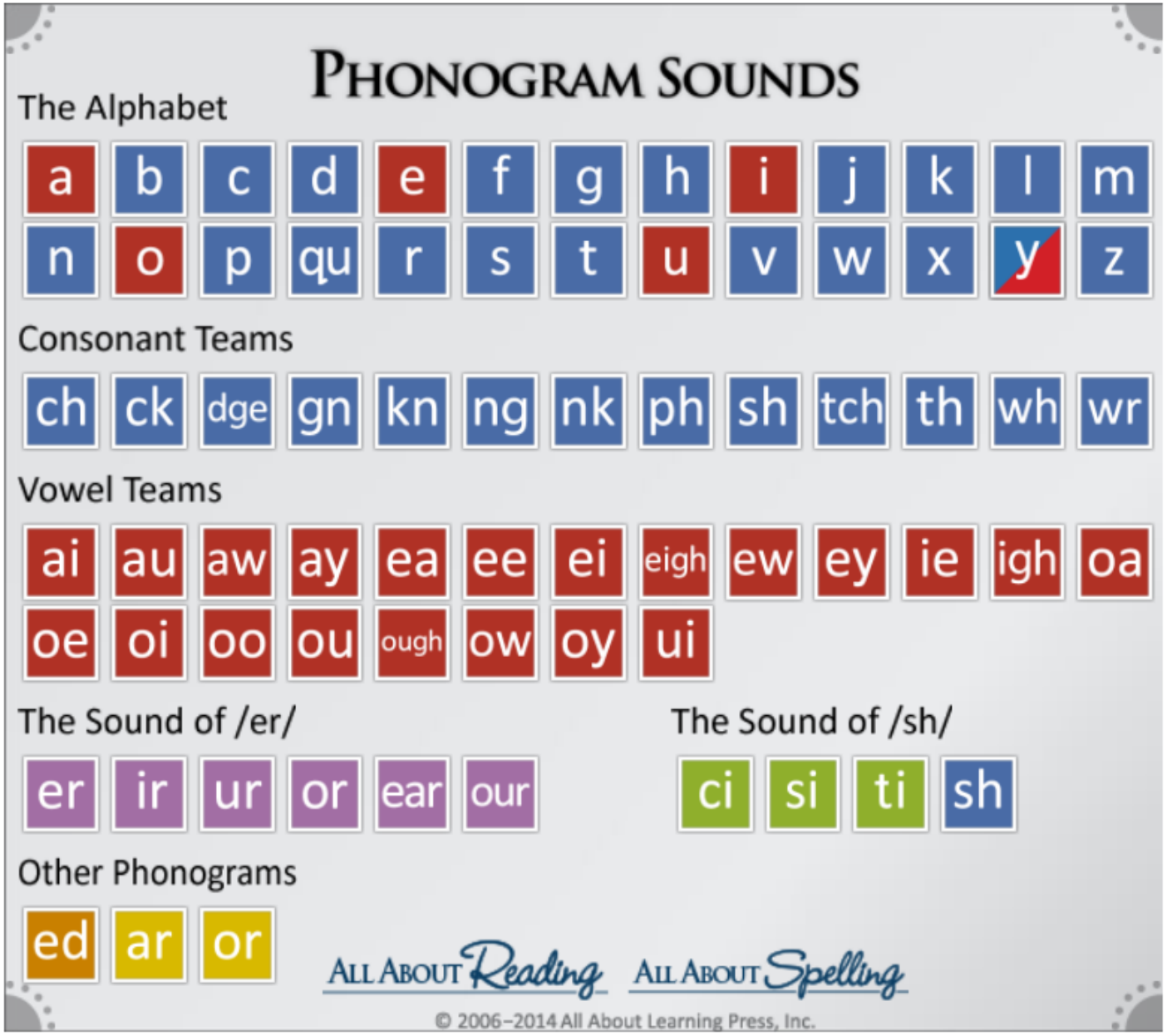
USA READING METHODS
ORTON-GILLINGHAM METHOD

- Orton-Gillingham (OG) is An approach to teaching reading and spelling that uses instruction that is multisensory, sequential, incremental, cumulative, individualized, phonics-based, and explicit
- The Orton-Gillingham approach helps by focusing on why words are spelled the way they are.
- English language contains:
  - just 26 letters
  - these letters combine to create approximately 44 speech sounds,
  - and there are over 250 ways to spell those sounds.
- OG approach translates the spelling of these sounds into phonograms and demystifies reading and spelling by teaching students to apply rules and generalizations that help make what was once difficult *much* easier!

- **A phonogram** is a letter or combination of letters that represent a sound. For example:
- CK is a phonogram that says /k/ as in *clock*.
- S is a phonogram that says /s/ as in *sat* or /z/ as in *has*.
- OY is a phonogram that says /oi/ as in *boy*.

PHONOGRAMS ??

PHONOGRAM SOUNDS – OG APPROACH



ALL ABOUT READING - USA
FIVE COMPOTENTS

1. Phonological Awareness
2. Phonics and Decoding
3. Fluency
4. Vocabulary
5. Comprehension

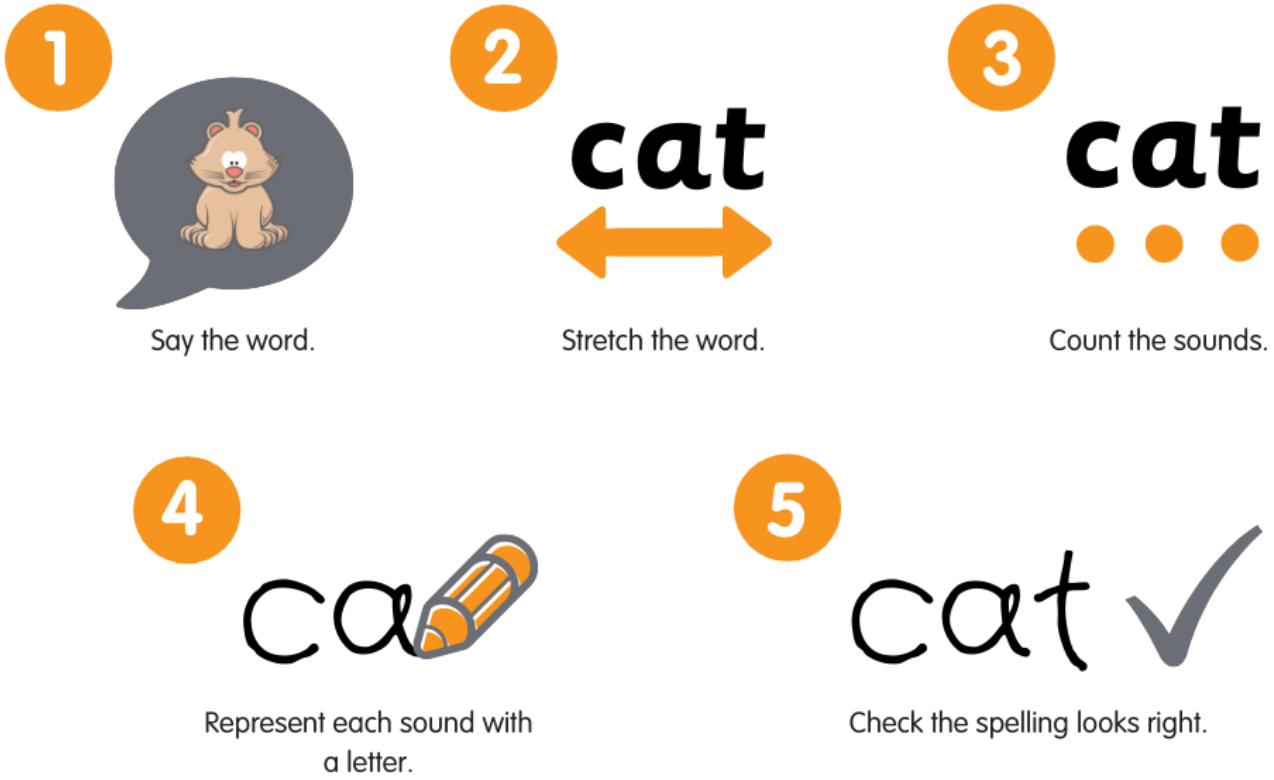
All About Reading is a fun and engaging program that has everything your student needs to become a fluent reader for life!

UK READING METHODS - JOLLY PHONICS

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

- **Jolly Phonics** is a comprehensive programme, based on the proven, fun and muliti-sensory synthetic phonics method that gets children reading and writing from an early age.
- ***Learning the letter sound***
  - Children are taught 42 letter sounds, which is a mix of alphabet sounds (1 sound – 1 letter) and digraphs (1 sound – 2 letters) such as sh, th, ai and ue.
- ***Learning letter formation***
  - Children will learn how to form and write the letters down alongside with the first phase
- ***Blending***
  - Once the first few letter sounds are learnt, children begin blending the sounds together to help them read and write new words
- ***Segmenting***
  - When children start reading words, they also need to start identifying the phonic components
- ***Tricky words***

UK - SYNTETHIC PHONICS (PHONICS HERO)

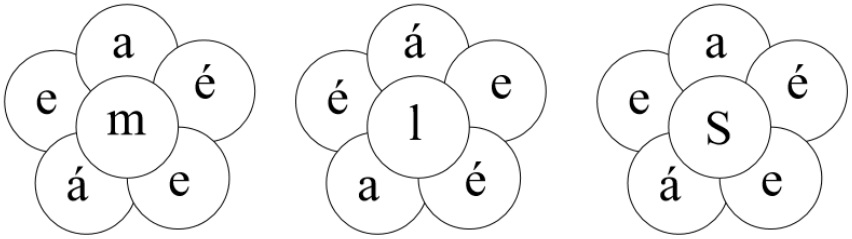


1. A simple to complex logic – learning letters + sounds
2. Decoding as a first strategy
3. Spelling alongside the reading
4. Practicing skills

ANALYTICAL-SYNTHETIC READING METHOD CZECH REPUBLIC

Opakování na prázdniny pro .....

- KAŽDÝ DEN SI DOMA PŘEČTI VŠECHNY KYTIČKY:



- ČTI SLOVA A VYMÝŠLEJ S NIMI VĚTY:

má ma me le má me

ma lá E ma

TWO AREAS OF DIFFICULTIES IN DYSLEXIA

Reading technique

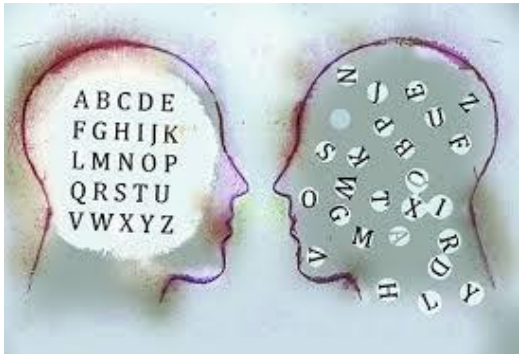
- Substitution of letters, omission of letters, rearrangement of letters, conjecture of word endings, conjecture of words,

Comprehension

Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mttaer in waht oredr the ltteers in a wrod are, the olny iprmoetnt tihng is taht the frist and lsat ltteer be at the rghit pclae. The rset can be a toatl mses and you can sitll raed it wouthit porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

DYSLEXIA IN THE DEVELOPMENT

- **Teens and adults**
  - Slow and labor-intensive reading and writing
  - Mispronouncing names or words, or problems retrieving words
  - Trouble understanding jokes or expressions that have a meaning not easily understood from the specific words (idioms), such as "piece of cake" meaning "easy"
  - Spending an unusually long time completing tasks that involve reading or writing
  - Difficulty summarizing a story
  - Trouble learning a foreign language
  - Difficulty memorizing
  - Difficulty doing math problems



HOW DOES IT FEEL? . . .

This Is an example of the Open Dyslexic Typeface

DYSLEXIA FONT

Dyslexie Font - An award winning Dyslexia font

COMICS AS A MOTIVATION FOR READING

DYSLEXIA IN NUMBERS

- **Dyslexia occurs worldwide regardless of culture or language and affects about 9 - 12 % of the population**;
- 2 – 4 % of the population can be seriously affected

European Dyslexia Association

Co-occurrence of the DYS-differences:

- 20-55 % of persons with developmental language disorder are dyslexic.
- 20-40 % of persons with dyslexia are also having dyscalculia
- 10-20 % of persons with dyslexia are having an anxiety disorder
- 2-14 % of persons with dyslexia are having a depression
- 8-18 % of persons with dyslexia are having an attention deficit (ADD) and/or hyperactivity disorder (ADHD)

HOW CAN WE HELP STUDENTS WITH DYSLEXIA IN CLASSROOM?

CHILD WITH DYSLEXIA

- Multi-sensory instructional approach
- Intensity of intervention – efficient intervention is managed either in school and at home
- Teacher´s patient with student´s difficulties
- Ongoing everyday feedback
- Adjustments in evaluation, tests, others
- Support in other subjects affected by dyslexia
- Appreciation of the child´s effort
- Teaching comprehension strategies to work with the text and information in general
- Twice exceptionality – SLD + Giftedness

LEXERCISE

TWICE EXCEPTIONAL

2E Gifted and Learning Disabled

Dyslexia is a brain based disorder that affects the language processing portion of the brain but DOESN'T affect intelligence. Dyslexic children who have tested as mentally gifted fall into a special category called 2e or Twice Exceptional.

HOW COMMON IS 2E?

Research suggests

2-5%

of school aged children are 2e. Some studies estimate more.

GIFTED IQ RANGES

Mildly Gifted: 115-129
Moderately Gifted: 130-144
Highly Gifted: 145-159
Exceptionally Gifted: 160-179
Profoundly Gifted: 180

CHARACTERISTICS OF 2E

- Superior oral vocabulary
- Advanced ideas/opinions
- High problem-solving ability
- Special talents or consuming interests

Not all characteristics are listed

Having a high IQ can make dyslexia hard to spot but no less frustrating! 2e children need help overcoming their disability while engaging their ability. The best method to help these children is a Structured Literacy program led by an expert that also incorporates daily practice.

THANK YOU FOR YOUR ATTENTION