



The background of the slide is white and decorated with several realistic water droplets of various sizes. The droplets are rendered with a grayscale gradient, showing highlights and shadows that give them a three-dimensional appearance. They are scattered across the page, with a cluster in the top left, a few in the top center, and a larger group in the bottom right.

THE INDIVIDUAL EDUCATIONAL PROGRAMME



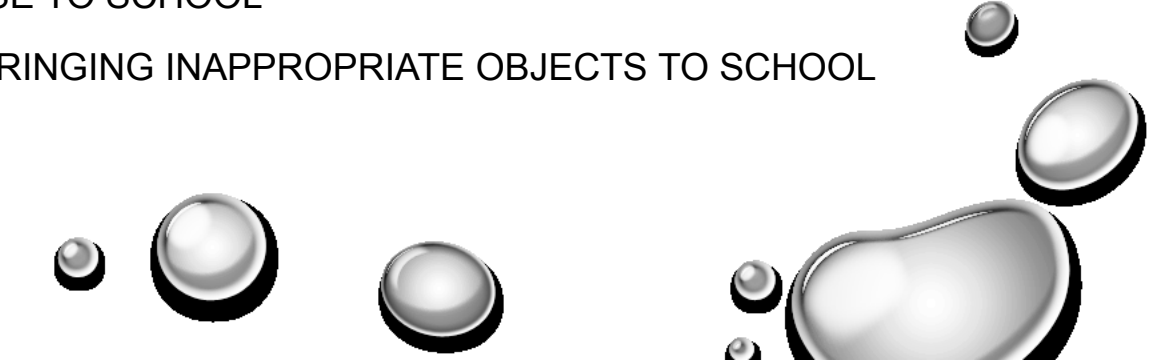
WHAT IS THE INDIVIDUAL EDUCATIONAL PROGRAMME

- ADDRESSES THE AREA OF BEHAVIOUR
 - THE FOCUS LIES IN THE PROCESS OF CREATION = IT IS NOT A DEFINITIVE DOCUMENT CREATED BY THE SCHOOL TO BE ADOPTED BY PARENTS AND THE PUPIL
 - IT IS BASED ON A DIALOGUE BETWEEN THE SCHOOL, PARENTS AND THE PUPIL
 - IT IS NOT LINKED TO „SUPPORT INSTRUMENTS“ (PO1 - PLPP, PO2-5 - IVP) AND ITS CREATION IS NOT CONDITIONAL ON COOPERATION WITH THE SCHOOL COUNSELLING CENTRE - IT IS THEREFORE THE RESPONSIBILITY OF THE SCHOOL
 - INDIVIDUAL LEARNING PLAN X INDIVIDUAL EDUCATIONAL PROGRAMME
- 



AREAS OF PUPIL RISKY/DIFFICULT BEHAVIOUR

1. DOES NOT BRING EDUCATIONAL MATERIALS SUCH AS EXERCISE BOOKS, PENCIL BOX ETC.
2. DOES NOT HAVE HOMEWORKS
3. DISTURBANCES IN THE CLASSROOM
3. REJECTS THE CLASSWORK
4. DOES NOT RESPECT/FOLLOW TEACHER'S INSTRUCTIONS
5. INAPPROPRIATE BEHAVIOUR TO CLASSMATES
6. INAPPROPRIATE BEHAVIOUR TO OTHER PEOPLE WHO WORK AT SCHOOL
7. COMING LATE TO SCHOOL
8. TRUANCY
9. HIDDEN TRUANCY

10. LOW MINDED BEHAVIOUR
 11. AGRESSIVE BEHAVIOUR
 12. BULLYING
 13. THEFTS
 14. DESTROYING SCHOOL PROPERTY
 15. DESTROYING OTHER PEOPLE'S BELONGINGS
 16. USE OF ADDICTIVE SUBSTANCES
 17. PROVIDING ADDICTIVE SUBSTANCES AT SCHOOL OR CLOSE TO SCHOOL
 18. BRINGING INAPPROPRIATE OBJECTS TO SCHOOL
- 




MINISTRY OF EDUCATION


- <https://www.msmt.cz/vzdelavani/zakladni-vzdelavani/individualni-vychovny-plan>






4 DEGREES OF COOPERATION

1. A TALK WITH A PUPIL –ACHIEVING CHANGE IS BASED ON MOTIVATION OF THE PUPIL AND HIS/HER COMPETENCIES
 2. A MEETING WITH A PUPIL AND PARENTS – ACHIEVING CHANGE IS BASED ON MOTIVATION OF PARENTS AND THEIR COMPETENCIES
 3. INDIVIDUAL EDUCATIONAL PROGRAMME – BASED ON THE COMMITMENT
 4. REFERRING THE CASE TO ANOTHER PARTY („NETWORKING“)
- 



WHAT IS THE INDIVIDUAL EDUCATIONAL PROGRAMME

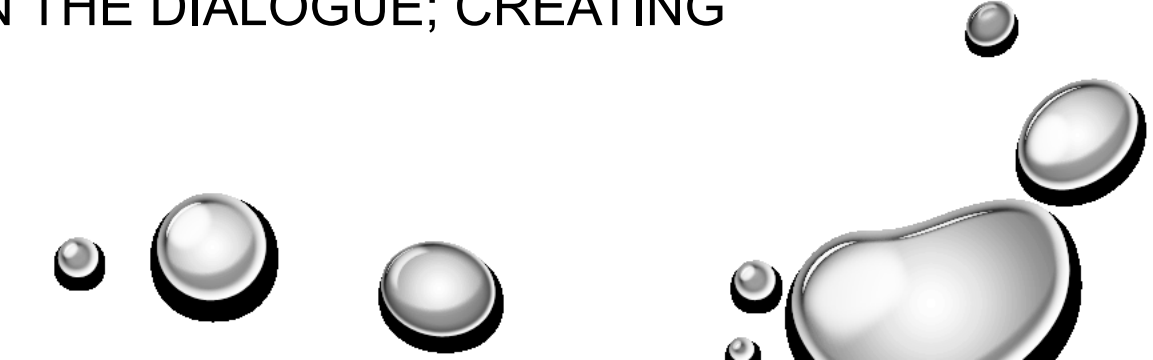
- IEP OFFERS A SPACE FOR MUTUAL DIALOGUE AND THE POSSIBILITY TO FIND AND SET APPROPRIATE SUPPORT FOR THE PUPIL/LEARNER
 - DOCUMENTATION METHOD, IEP PROVIDES A TOOL FOR A STRUCTURED, UNIFORM PROCEDURE FOR DEALING WITH RISKY/DIFFICULT BEHAVIOUR
 - IT IMPLIES LONG-TERM COOPERATION BETWEEN ALL PARTIES
 - ALL PARTIES INVOLVED - ACCEPTING AND SHARING RESPONSIBILITY
 - ITS EFFECTIVENESS DEPENDS ON THE COMMITMENT OF ALL PARTIES
 - CANNOT BE FORCED, VOLUNTARY
 - DOES NOT SERVE TO LABEL A PUPIL AS GUILTY
 - NOT AN INSTRUMENT OF REPRESSION
 - NOT FOR PUNISHMENT
- 



DIALOGUE

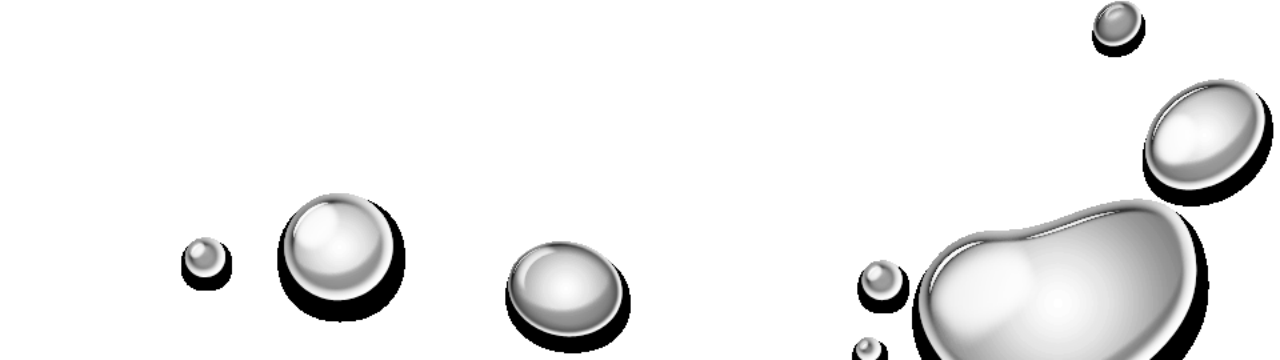
- Jan Švankmajer – *Dimensions of Dialogue* („Exhausting dialogue“)

<https://www.youtube.com/watch?v=L-gGpWpra-g>

- „*There is nothing as terrible as being without a response*“
 - DIALOGICAL APPROACH - WE FOCUS ON THE SPACE BETWEEN PEOPLE, THE PLACE WHERE WE MEET (BORDERLINE); MEANING IS NOT FIXED AND INTRINSIC TO THE OBJECT; MEANING IS FORMED IN THE ONGOING VERBAL EXCHANGE BETWEEN THE PARTICIPANTS IN THE DIALOGUE; CREATING DIALOGIC SPACE
- 



GROUP WORK

- DIVISION OF ROLES (4 PEOPLE): PUPIL, PARENT, TEACHER, OBSERVER/RECORDER
 - OBSERVER NOTICES THE DIALOGICAL PROCESS, PERCEIVES THE VERBAL AND NON-VERBAL COMPONENT; HOW QUESTIONS OR COMMENTS ARE FORMULATED AND HOW THE ADDRESSEE REACTS/RESPONDS
 - SELECT AN AREA OF RISKY BEHAVIOUR, OUTLINE ONLY THE BASIC FEATURES
 1. PEDAGOGICAL EVALUATION – MAPPING THE SITUATION TO SPECIFY THE PROBLEM, TO UNDERSTAND
 2. AN AGREEMENT, THE FIRST STEP
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LITERATURE

- SEIKKULA, J., & ARNKIL, T. E. (2006). *DIALOGICAL MEETINGS IN SOCIAL NETWORKS*. KARNAC BOOKS.
- ANDERSON, H. (1997). *CONVERSATION, LANGUAGE, AND POSSIBILITIES: A POSTMODERN APPROACH TO THERAPY*. BASIC BOOKS.

[HTTPS://RELATIONAL.EDUCATION/EVALUATION/](https://relational.education/evaluation/)

