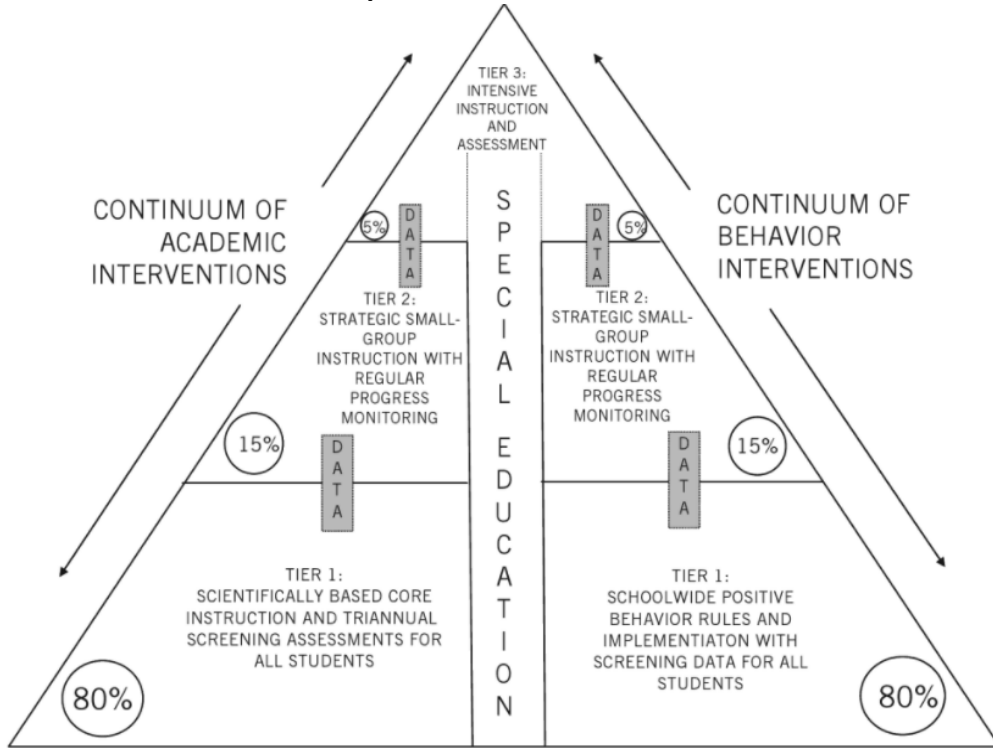
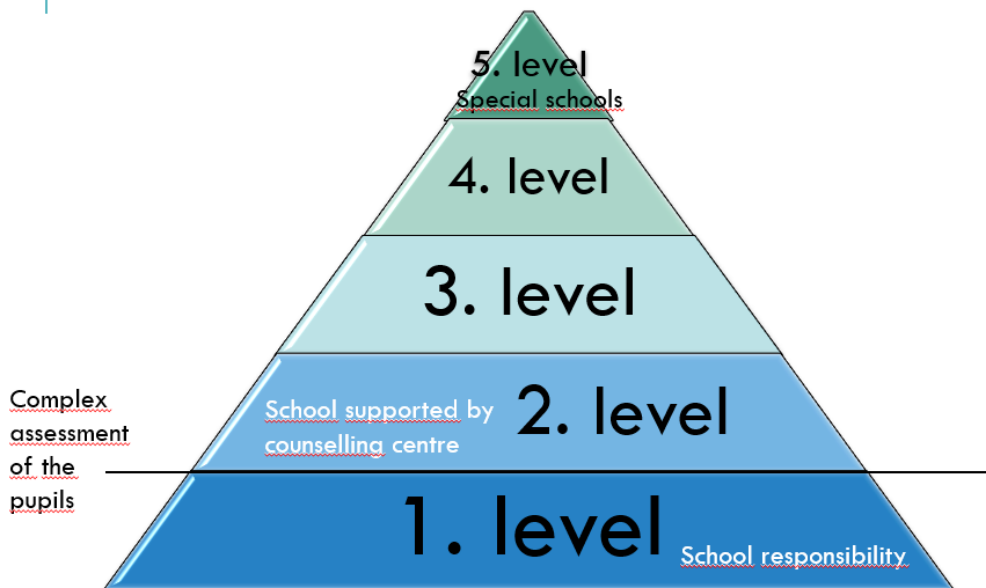


**Provision for students with SEN/SLD
Response to intervention – US**



System of support measures for students with SEN/ SLD in the Czech

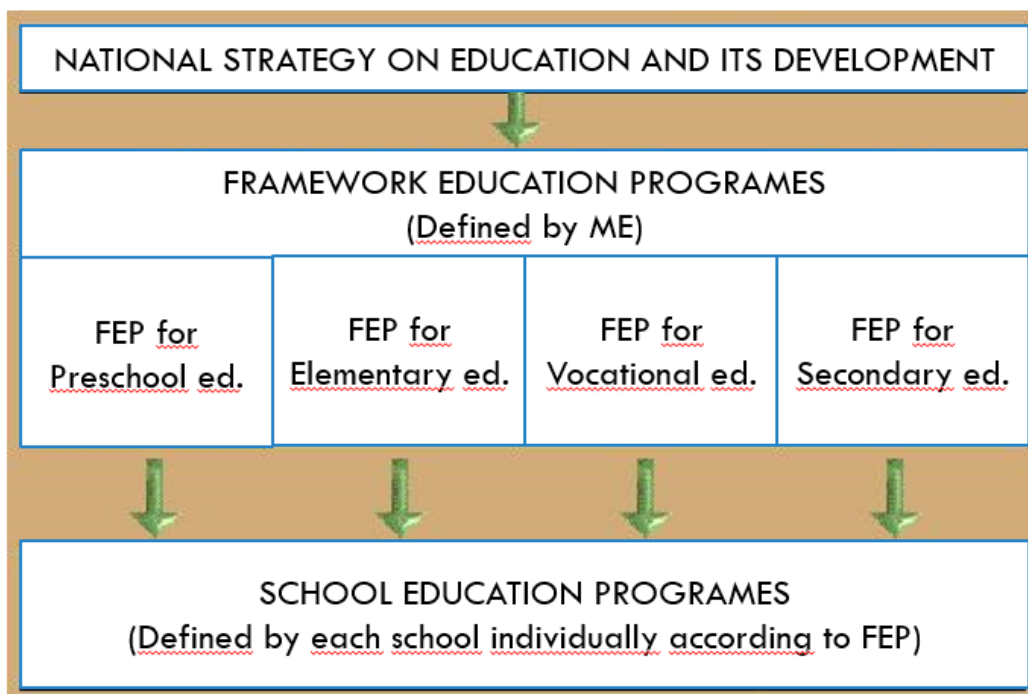
**RESPONSE TO INTERVENTION IN CZECH
SYSTEM OF SUPPORT MEASURES**



Czech republic – System of early identification of students in risk of SEN Three-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
 - Intensified support for child provided not only by teacher but with support of f.e. special educator
 - Written document/ contract between pupil, teacher, parents and counsellors in school for adjustments in education reflecting childs' difficulties
3. Complex diagnostics in the counselling centre and specialized support
 - 5 levels of support measures
 - Individual Education Plan

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 SLD
- Pedagogical intervention lessons = teacher support in
- Education aids
- Higher time subsidies
- Expected outcomes – real
- Teacher assistant
- Assessment adjustment

Specific in education of students with SLD

- Discrepancy in between IQ and academic achievements
- Individualized working rhythm
 - Necessity for changing activities
 - Diversity of tasks
- Differentiated instructions
- Differentiated educational content (only if needed)
- Differentiated assessment
 - Formative ongoing evaluation
 - Combination of the verbal assessment and grading
- Constant Feedback
 - On Academic achievement/ On behavior
- Realistic Self-confidence

Counselling services provided in the Czech educational system

Counselling services – defined in Decree no. 72/2005 Coll. On counselling

- Defined in Decree no. 72/2005 Coll. On counselling services provided in school and school counselling facilities
- Counsellors at preschools, elementary and high schools – so called School counselling workplace (in every school)
 - School prevention methodist
 - Education advisor
 - School special educator
 - School psychologist
- School counselling facilities
 - Pedagogical-psychological counselling centre
 - Special Educational Centre

Pre-school age and partial functions

„Partial functions“/ „Sensory-cognitive 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
- 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 –PROVIDES reemediation care/assitng in classrooms

Remediation/ Special Education intervention Definition

Definition

- Systematic controlled stimulative process aimed at students with SLD
- Usually applied once/twice a week for 45 minutes
- Managed by special educator
- Aimed at
 - Partial functions deficits
 - And reading/writing/counting/grammar
 - Selfesteem development

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 auditory perception includes:

- Listening practice

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

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).

Visual perception (examples or areas)

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

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

And other areas....