

Improving Assistance in Inclusive Educational Settings II



2018-1-AT01-KA202-039302

Newsletter 2

June 2019

IMAS II
Improving Assistance in
Inclusive Educational Settings

Welcome to our 2nd Newsletter:

May was a very important month for the **IMAS II project**. After six months of “backstage” work, the project partners met in Coimbra to present and revise the first draft of their knowledge boxes. This was followed by the 1st training activity in Lousã, where assistants from the partner countries experienced two days of training in using two of the knowledge boxes prepared by the consortium.

Meeting in Coimbra

From 06th – 07th of May 2019 we had our 2nd transnational project meeting at the Centre for Social Studies, University of Coimbra (Portugal). In this meeting, the partners presented their knowledge boxes. **Four knowledge boxes** are related to various types of impairments and cover the following topics:

- Cognition and Learning
- Behavior
- Communication and Interaction
- Physical and Sensory Impairment

These knowledge boxes contain theoretical and practical information, good-practice examples, case-studies as well as strategies and approaches for supporting children with SEN in school.

The **fifth knowledge box** “Perception of disabilities” covers general information about inclusion and inclusive education, interdisciplinary teamwork as well as good practice examples of inclusive education in schools.

The presentations led to inspiring discussions for the further development and improvement of the knowledge boxes.

1st Training Activity

The 1st Training Activity (8th-10th of May 2019) was in Lousã, Portugal.

The 1st training day was about the topics of communication and interaction. The assistants from all partner countries (Austria, Bulgaria, Portugal, Slovakia, UK) learned about theoretical aspects, were trained in using various forms of communication and were sensitized for communicating and interacting with children with SEN.

At the 2nd training day, the participants learned about issues of emotional and behavioural difficulties of children, they were trained in using various strategies to support students with behavioural difficulties in school and to deal with challenging situations.

During the training days the participating assistants gave feedback to the creators of the knowledge boxes and joined the discussion and reflection for further development.

At the 3rd day we visited an inclusive school for children with and without disabilities. The work of the teachers and the learning environment of the school can be seen as a good-practice example of a successful way of inclusive education.

Further steps

From May to October 2019 the revision of the knowledge boxes will take place. Therefore, the social service providers and the assistants will amend the materials and will implement further practical examples, videos, interviews, texts for self-studies and case-studies. Afterwards all partners of the project consortium will give feedback to all knowledge boxes (feedback loops).

Afterwards the knowledge boxes will be implemented on the online platform D-Lot for the first test in September 2019. For this test run assistants from all partner countries will use the knowledge boxes and will implement the acquired knowledge and practical approaches in their daily work with children with SEN in mainstream schools. During a joint reflection, the assistants will give feedback and suggestions to the knowledge boxes.

In addition, the participating universities from Austria, Portugal and Slovakia will develop evaluation tools for the evaluation of the knowledge boxes.



Co-funded by the
Erasmus+ Programme
of the European Union



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