

Course code CLA.1.SPE

Last update 01/02/2021

Course information

Title	“We are all Special”: Inclusion and Support for Students with Special Needs in and out of the Classroom
Concept by	<u>Marta Mandolini</u>
Course URL	<u>teacheracademy.eu/course/inclusion-support-special-needs-students/</u>
N. of participants	4-14
Course length	One week (6 days, Monday - Saturday)
Language	English. Other languages may be available upon request
Locations and starting dates	<ul style="list-style-type: none"> • <u>Barcelona</u> - Second and fifth Monday of the month - OID Number: E10247545 • <u>Athens</u> - Fourth Monday of the month - OID Number: E10166501 • <u>Nafplio</u> - Please see our website for dates - OID Number: E10166501 <p>On request, we can organize this course directly at your school. Discover all the dates at teacheracademy.eu/courses-dates/</p>
Free time activities offered	All courses include at least one city guided tour and one full-day Cultural Activity.
Type of certification awarded	Certificate of Attendance, including a description of the course contents (80% of attendance required); other Certificates may be available upon request
Price	480€ * * Our courses are eligible to be completely funded by the <u>Erasmus+ KA1 funds</u> and several other programs.

Course contents

Description

This course is designed to offer a deeper understanding of class dynamics, students' wellbeing, learning success, and family involvement in inclusive schools. "We are all special" reflects the attitude that educators may use in inclusive classes, in order to prevent labeling, isolation, or bullying towards students with special needs. In a diverse classroom, diversity is a synonym for understanding, integration, and opportunity.

Participants will be given a general introduction to main disabilities such as learning disabilities (dyslexia, dyspraxia), emotional and behavioral disorders (ADHD, ADD, Depression, Bipolar), intellectual and physical disabilities and impairment, developmental disabilities (Autism). They will also be encouraged to share their experiences and difficulties they may have encountered in their profession.

They will be given a series of hands-on activities to prevent isolation and disruptive behaviors from the beginning of the school year, considering peer interaction and peer support as fundamental elements to build social skills, self-confidence and cope with stress and helplessness.

Participants will also experience effective relaxation techniques, and movement-based activities, to be used with students with special needs and the rest of the class.

Finally, participants will be trained in the use of positive and practical strategies to improve effective communication with parents and with the rest of the class.

Learning outcomes

- Acquire, reflect, refresh knowledge about main disabilities such as learning, intellectual and physical developmental disabilities
- Exchange reflections and practices, share difficulties and solutions with colleagues
- Experience concrete activities to prevent isolation and disruptive behavior, which can be replicated in the classroom
- Learn how to empower peer interaction and support with other students with special needs and classmates
- Practice effective and positive communication with parents.

Tentative schedule*

Day 1 – Course introduction	Day 2 – Understanding special education needs
<ul style="list-style-type: none">• Introduction to the course, the school, and the external week activities.• Icebreaker activities.• Presentations of the participants' schools.• Criteria for an inclusive school.	<ul style="list-style-type: none">• Introduction to main special educational needs: assessment and risk management . Individual and group practical activities. Presentation of cases.
Day 3 – Prevent isolation, promote self confidence	Day 4 – How to switch off
<ul style="list-style-type: none">• Peer interaction and support in inclusive classes. Group exercises to foster inclusive group cohesion. Individual and group practical activities.	<ul style="list-style-type: none">• Movement-based activities and relaxation techniques to improve behaviour. Individual practical activity.
Day 5 – Improving communication	Day 6 – Course closure & excursion
<ul style="list-style-type: none">• Positive and collaborative relationship with parents in inclusive schools. Presentation of cases.	<ul style="list-style-type: none">• Course evaluation: round up of acquired competences, feedback, and discussion;• Awarding of the course Certificate of Attendance.• Cultural activities• Excursion and other external cultural activities.

*The schedule describes likely activities but may differ significantly based on the requests of the participants, and the trainer delivering the specific session. Course modifications are subject to the trainer's discretion. If you would like to discuss a specific topic, please indicate it at least 4 weeks in advance.

Links and resources

Discover our:

- Self-paced online courses for teachers: online.teacheracademy.eu
- Online English Courses for Teachers: online.teacheracademy.eu/tag/english-courses/
- The New 2021-2027 Erasmus+ Programme Made Easy: online.teacheracademy.eu/course/erasmus-programme-2021-2027/
- CELTA Courses for teachers: teacheracademy.eu/celta/

Discover Europass Teacher Academy Network:



Academy of Creativity: eacbarcelona.eu

Italian Language School: europassitalian.com

Teacher Academy Ireland: teachertraining.ie

German Language Center: europassberlin.com

 teachertraining@europass.it

 +39 055 247 9995

Follow us:

