

A GUIDE
FOR ADVANCING
INCLUSIVE EDUCATION PRACTICE



Fund for an Open Society
A GUIDE for Advancing Inclusive Education Practice
First edition
Belgrade, 2009.

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Acknowledgements

The creation of the Guide for advancing inclusive education practice was a lengthy and extensive task. Many individuals and institutions participated in the process, both directly and indirectly. The Fund for an Open Society expresses its gratitude to those who supported the creation of this publication. Special thanks goes out to the preschool institutions and schools in Serbia, which were open for sharing and cooperation during the process of preparing the material presented in the Guide. The team of editors and authors also expresses special gratitude to the kindergarten teachers, primary school teachers and expert associates in preschool institutions and schools, whose professional experience was incorporated into the Guide. The team of authors is grateful to the members of the Network for inclusive education in 10 towns in Serbia, who actively participated in each phase of the material's preparation and creation. We express our special gratitude and respect to the pupils with disabilities and their parents who, by sharing their personal experiences through this Guide, contributed to the development of the education system in Serbia.

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Belgrade
2009

Published by

Fund for an Open Society:
A Guide for Advancing Inclusive Education Practice
Kneginje Ljubice 34, Beograd
Tel: 30 25 800; Fax: 32 83 602
Email: office@fosserbia.org
www.fosserbia.org

Title of the original

Vodic za unapredjenje inkluzivne obrazovne prakse

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Circulation

1.000 copies

ISBN 978-86-82303-04-6

Prepress and printing

Dosije studio, Belgrade

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Two quotations...

The individualized approach is one of the preconditions and key principles of inclusive schools for all and schools fitted to the child. The purpose of inclusion is education for life. Education in inclusive schools represents the process of learning throughout life in diversities. Systematic orientation towards an inclusive approach is not only a question of children and pupils with developmental disabilities and children with learning difficulties, but also a question of education for life in an actual and natural community made up of people in their realistic diversities. On a quite pragmatic level, systematic support to inclusive education and systematic support of the development of the inclusive dimension of a school, both from the individual's perspective and from the perspective of the local and broader community, represents long-term investment in poverty reduction. However, from the perspective of social processes, systematic support to inclusive education is an expression of the democratic orientation of a society, a sensitive measure of fairness and a very precise benchmark of genuine social orientation towards essential human rights appreciation of all members of society.

Darinka Radivojevic, Milena Jerotijevic,

*“Cooperation between the school and the family in the process of working with pupils with developmental disabilities”;
IN: COOPERATION BETWEEN THE SCHOOL AND THE FAMILY;
Institute for Educational Research, Belgrade, 2007.*

My education

I was enrolled in the nearest primary school when I was 6 years old, at my own initiative. I was a healthy child then. The only criterion I did not fulfill was that of body weight.

At the beginning of third grade, I was diagnosed with retina degeneration and I was retained at the eye clinic in Sarajevo. I spent two years in treatment, the purpose of which was to stop the process of loss of vision. One of the patients there was Dragica Popovic (at that time, she held an MA in Psychology, later becoming a Professor at the University in Belgrade), who was the principal initiator and organizer of the school for pupils from grades 1 through 4. The school was organized as part of the eye clinic sanatorium, which was located at the military resort in Jahorina. Educators and students, all of them patients, were engaged by the school. Parents, the army, and schools for children with sight impairments in the municipalities of Zemun and Nedzarici all gave their contribution, as well as the local primary school in Pale, which we attended occasionally and where we passed our class exams. I received my 3rd grade certificate at that school.

After I left the hospital, my parents were suggested to enroll me in the school for children with vision impairment in the municipality of Zemun. I objected strongly. I wanted to go to "my school". I went with my mother to see what the chances for that were and immediately joined the classes.

My 4th grade teacher was exceptionally sensitive and very demanding. Children whom other teachers were reluctant to accept (Roma children, disadvantaged children of bad social-economic status etc.) attended her class. She made a great effort to adjust the methodology and teaching aids. In the higher grades, she was a good advisor to my subject teachers. I was an A-student and there were no tasks that I could not solve.

As a straight A student, I enrolled in the 6th Belgrade High School without difficulty. The professors had already had some experience with blind students (one of the students attended the 2nd and another the 3rd grade). All three of us were among the best students in the school and participated in various activities.

I was happy to help my friends in coping with the lessons and getting the best possible grades. On the other hand, they explained everything to me that I could not follow visually (at school, during excursions etc). We socialized outside the school – birthday celebrations, parties and other appropriate occasions.

The professors in the high school tried to adjust every new learning unit to each student. In my case, it meant they often had to make visually adapted aids for me (or my father would do it). The professors of mathematics and physics did that. When something was written or drawn on a blackboard, whether it was the professors or students who did it, they would say out loud what was happening.

The professor of physical education was also an extraordinary man. Thanks to him, students with impaired vision were active in physical education and extra-curricular activities (swimming, running in pairs).

The art professor was the only one who posed a problem. She insisted that I draw, for example, a pot with motifs, which she would place in the middle of the classroom. She could not understand that I could see neither the pot nor the motifs. Not even the interventions of other professors made a difference.

The state gave almost no support to students in the mainstream schools. More precisely, the only support I got during my education was a free Braille typing machine and two tape recorders. Luckily, the technical aids I used were a priority in my family's budget.

During my education, I lacked books (and other literature) in Braille alphabet. And this was a significant problem during my studies. My mother read and recorded the literature (firstly on bulky tape recorders and then on four-channel cassette tape-recorders).

If I were I child today and if I were again in the situation of deciding which school to attend, I would again choose a mainstream school. When I chose "my school" 40 years ago, I did it because I did not want to be away from home. Today, I still regard it as a good decision for my social and emotional development. The friendships I made during my education are the greatest gain, and some of which last to this day. On the other hand, I am sure that my example positively influenced attitudes of the community towards the blind.

When I look at the good and bad aspects of my education, I believe that the most important pre-condition for children with vision impairment is to have proper preparation for inclusion into their mainstream peer group. It means providing suitable expert and technical support, which would enable optimal independence for a child. If I step outside of my own

story and think about the majority of children who were born blind or lost their sight at very early age, I see that the most important prerequisite for their successful education is early intervention – working with the child, the family, and inclusion into mainstream kindergartens..

Docent PhD Dragana Stanimirovic

ИНКЛУЗИВНО ОБРАЗОВАЊЕ

...јер је лепоша и богајштво
у различитосци...

МИО сервис Зајечар
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Кикинда 2007.
И живот по мени дете
ИНКЛУЗИВНО
ПРОЦЕС ЗА ПУДВОЊНОСТ

ПРОЈЕКАТ

"ИНКЛУЗИВНО ОБРАЗОВАЊЕ
ОД ПРАКСЕ КА ПОЛИТИЦИ"

МЈО СЕРВИС

- ИНФОРМИСАЊЕ
 - ПОСРЕДОВАЊЕ
 - УКЛУЉИВАЊЕ
 - ПОДРШКА И ПОМОЋ, ...
- У РАДУ СА ДЕКОМ
СА СМЕТЊАМА
У РАЗВОЈУ

КИКИНДА

ИНКЛУЗИВНО ОБРАЗОВАЊЕ

Подразумева да сва деца треба да добију квалитетно образовање без обзира на пол, национално, верско и социјно-економско порекло, способности и здравствено стање.

То значи да школе и вртићи треба да се прилагоде образовним потребама деце, а не да се образују само она деца која могу да се уклопе у постојећи образовни процес. Инклузија се ослања на принцип поштовања права на образовање.

Свако дете
има право на
квалитетно
образовање

У складу
са својим
могућностима и
способностима

МРЕЖА ИНКЛУЗИВНОГ ОБРАЗОВАЊА - МИО

Мрежа наставника и школа посвећених спречавању деце којој је потребна посебна друштвена подршка, развоју добре инклузивне праксе и унапређењу квалитета наставе, сарадњи са родитељима и повећању броја деце која похађају редовну школу.



Инклузивно образовање кроз
мрежу наставника и школа
МИО сервис Зајечар

Љиљана Стојановић
Марица Димитријевић
Милита Величковић

... And two introductions

Introductory word about the project

INCLUSIVE EDUCATION – FROM PRACTICE TO POLICY

Teachers and parents see how democracy is torn down in their eyes every time the gap between privileged and under-privileged pupils is broadened¹.

*A. Hargreaves and M. Fullan, What's Worth Fighting for Out There?
Toronto, Elementary School Teachers' Federation; New York, Teachers' College Press; Buckingham, Open University Press, 1998*

The public school is the key factor in developing the abilities of the individual and the community to strive for higher moral purpose while in conditions of great complexity².

*Michael Fullan, Change Forces: continued,
SEDP Belgrade, Belgrade, 1999*

The circumstances that led to the project

The important processes happening in Europe, such as globalization, the impact of information and communication technologies, knowledge management, the need for accepting and overcoming diversities etc, lead to the comprehension of education as an instrument of social development. In 2000, in Lisbon³, the European Council set an ambitious goal for Europe to become, by 2010, the most competitive and dynamic world economy based on knowledge, which will be able to foster sustainable development with better and higher quality working places and better social cohesion. The goals of forming a "society based on knowledge" and "society of lifelong learning" set new tasks for the educational system: every individual has to be included in the educational process, be qualified to apply his/her knowledge, advance it, choose the relevant points in a given context and understand the issues learnt so that he/she can adjust it to ever faster environment changes. Numerous research works show that education has a vital role in the formation of economy development based on knowledge and on democratic

1 NB by the translator: this is not the original extract, but the translation from Serbian to English

2 NB by the translator: this is not the original extract, but the translation from Serbian to English

3 Presidency Conclusions, Lisbon, 23/24 March 2000, http://ue.eu.int/ueDocs/cms_Data/docs/pressData/en/ec/00100-r1.en0.htm

society⁴. In this context, during the last decade of the past century, the re-examining of educational process has started, and in the light of present demands, the questions of quality, accessibility and quantity of education have become the key challenges of every industrial country⁵.

The reforms of the education system in Serbia started in 2001 and laid down the framework and guidelines consistent with the general direction of education system development in the European Union. However, since 2004, when the Government of the Republic of Serbia withdrew from the a comprehensive reform of the education system, only some segments of the education system have been changed, but very slowly, sporadically, and without a coordinated national strategy for education advancement. Unfortunately, at the time when the project ***“Inclusive education – from practice to policy”*** started, the essence of the reforms, namely child-oriented educational practice, participation, work on providing quality (standards, goals, outcomes, evaluation, self-evaluation), reforms of the curriculum, democratization (openness for different needs, a multicultural approach to education) has remained untouched or barely covered. Even though the process of decentralization has started, space has not been provided for including neither stakeholders (parents, students etc), nor the schools themselves in the process of determining the directions of development and advancing the quality of education, passing legislation, adopting education programs, determining standards etc. Even though there are legal obligations of participation (Parents Councils, School Board) *the parents’ participation*, as an important segment of the democratization, is only formal and it does not represent an instrument of change and development. The results of international testing of our children (Pisa 2003 and 2006) indicates lower quality of education in Serbia and discordance with modern society requirements for memorizing fewer facts, but rather developing understanding, concluding, connecting, applying knowledge in problem solving. The pupils showed significantly poorer results on assignments demanding more complex cognitive functions. These results, although very useful for defining educational policies, were ignored by the education policy-makers.

On the subject of real education *accessibility*, as one of the millennium goals, the condition of special education as a solution to education of children with disabilities is one of great significance. Even though the fact that the documents recommending an inclusive approach in education were adopted throughout the world, and the practice and theories of inclusive education have been developed, in the special schools of Serbia the medical model still prevails, which is in opposition with the widely accepted social model in Europe. Although the legislation guarantees the right of every child and young person to quality education, 85% of children with disabilities are not included in the education system, and 25–80% of Roma children attend special schools⁶ only on the grounds of their ethnicity and social disadvantages. Children with disabilities and socially deprived children face serious difficulties in realizing their right to quality education. On the other hand, children with disabilities attending mainstream education institutions are often exposed to discrimination as a result of non-democratic relationships and the atmosphere in the school environment, as well as insufficient work with teachers which would be aimed at developing more positive attitudes and improving their professional

4 *Constructing Knowledge Societies: New Challenges for Tertiary Education*, The World Bank, 2002.

5 *The analysis was taken from: Monitoring Europeanization of Serbia*, Report for 2006, Fund for an Open Society, Belgrade, 2007

6 *Equal Access to quality education for Roma*, Monitoring Reports, Open Society Institute, Budapest, 2007.

competencies for meeting different children's needs. Hence, this usually results in the dropping out⁷ of a large number of children from the educational process. The percentage of Roma children dropping out from school increased to 72%⁸.

The project ***Inclusive education – from practice to policy*** was initiated with the aim of bringing the issue of comprehensive and essential reforms of the education system back to the political agenda by collecting and pulling together the experience and results of pilot programs and positive practices in order to *set/support/strengthen* the reform context, and within it the inclusive education policy. Because of that, the work on reforms, conducted through organizing trainings for teachers, creating criteria and indicators of inclusive education practice, evaluation and self-evaluation, and activities for improving accessibility of education by employing methodology 'from practice to policy'; represented the dominant content and way of working for which the Fund for an Open Society (the Fund) has been advocating, believing that the accessibility of quality education is the tool for building social and civil cohesion of society.

Starting from the basic assumption that education is the right of every individual, as well as the assumption that growing up and education in natural surroundings together with other children, as opposed to isolation, is most acceptable for every child, the Fund and its partners have been working on setting conditions which enable equal accessibility of quality education for all children, and especially for those children and young people who are being marginalized, discriminated and isolated solely on the grounds of their ethnic background, social deprivation, mental abilities, disabilities or illnesses.

First practice...

Up until 2005, there had been several initiatives in Serbia, mostly by the non-governmental sector, proving that inclusive education is possible. On the other hand, some practitioners, having found themselves in the situation of having to answer the needs of different children coming from war threatened families, socially deprived areas, or children who are hyperactive, physically or mentally disabled, children belonging to different cultures etc, developed sensitiveness and sometimes, unknowingly developed methodologies which individualized and standardized their work. They usually knew how to define what they expected from a pupil as the outcome of his/her education process. Realizing that such teachers and their experiences are a huge resource, and seeing that authentic need is the most powerful impetus for development and change, the initiative of the Fund was based on practical solutions and experiences, which would result in suggestions for some systematic solutions.

The whole project team, made up of representatives of various organizations working in the area of inclusion (Center for interactive pedagogy, VelikiMali, Teachers' Association of Serbia, Beton hala theatre, Pedagogy institute of the Province of Vojvodina and MOST) firmly stands behind the idea that inclusion based on a social and integrative approach should be "embedded" in the mainstream education system. In order

7 Here 'dropping-out' refers to leaving school unwillingly as a result of institutional difficulties for participation in the education system contrary to quitting school, which is voluntary and affected by individual and not institutional reasons

8 *More than an unofficial assessment – the position of Roma children in Serbia*, Center for children's rights, Save the children, Belgrade, 2006

to accomplish that, the basic concept needs to be that of child-oriented practice, which means changes in the sense of greater flexibility and openness for different needs, curricula reform, (re)defining educational goals and outcomes, providing quality, assessment and self-assessment.

In this area, the Fund has been working on developing, implementing and promoting the inclusive education model through an initiative for the gathering of many partners into a *coalition that would advocate for incorporating the inclusive and multicultural approach into the education system*. The foundation of this broad initiative was set in 2005 with the project ***Inclusive education – from practice to policy***, which had four objectives:

a) Creating conditions which would lead to improving the accessibility and quality of education for all, and especially for marginalized groups – children and young people who are being marginalized, discriminated or segregated solely on the grounds of their ethnic background, social deprivation, mental abilities, disabilities or illnesses;

b) Developing and promoting a model of inclusive education and opposing models which breed or entice prejudices and stereotypes, tolerate exclusion and apprehension;

c) Developing civic identity and improving intercultural competencies of pupils and teachers;

d) Erasing/canceling/lessening strict borders between mainstream and special schools and enticing cooperation and exchange between them with the aim of improving pupils' competencies for inclusion into the life of the local community, and improving professional competencies of teachers for working with children with different needs, coming from various cultural backgrounds.

These objectives are achievable only if there is continuation in *building education system directed to developing child-oriented educational practice, democratization* (openness, different needs, participation) and *quality* (standards, education goals and outcomes, evaluation and self-evaluation).

Five projects emanated from the Fund for an Open Society's initiative – "Inclusive education through a network of teachers and schools", "Educational inclusion – local teams", "Art and educational inclusion", "Intercultural/multicultural education – from practice to policy", and "The inclusive school in a multicultural community – setting conditions for developing inclusive schools in multicultural Vojvodina", which all established a wide coalition of partners made up of state government authorities (the Secretariat and Pedagogy institute of the Province of Vojvodina), local authorities, professional associations (Teachers' association), NGOs working on developing, implementing and promoting the inclusive education model. During 2006 and 2007, the members of this coalition jointly contributed to helping the issue of inclusive education become a subject of professional discussions, public debates and media reporting.

As part of the Fund's initiative, during 2006, the Network of inclusive education (NIE) was enlarged and now consists of over 150 teachers and expert associates in 15 cities in Serbia (Belgrade, Zajecar, Kikinda, Kragujevac, Kraljevo, Cacak, Leskovac, Vranje, Nis, Novi Sad, Pancevo, Sjenica, Uzice, Prijepolje, Priboj and Nova Varos). Members of NIE, who are school teachers, apply the experiences gained through implementation of the inclusive education model and pilot projects, which the project team determined represented positive practices based on a set of established criteria and indicators. The Team

for permanent support (the Service for supporting inclusive education) to teachers was established within the Teachers' association, and it is formed by NIE members, parents and all interested stakeholders in the local community. By employing the support of the Fund's information program, a web-portal was established as a means of communication and professional support via exchanging literature, seminars and trainings for teachers by using information technology for NIE members and the Teachers' association.

At the end of 2006 and in 2007, the Network of 10 local inclusive teams (LIT) was established in 10 Serbian cities (Belgrade – the municipality of Novi Beograd, Pančevo, Zajecar, Kikinda, Kragujevac, Leskovac, Nis, Novi Sad, Uzice, Kraljevo), and teachers, education experts, representatives of local authorities and relevant local services and parents were involved in its work. LIT members passed training courses about advocating for children's rights and advocating for new strategic policies. The trainings provided them with better understanding of the function of education (the right and instrument of social cohesion and development), and existing legislation in this area, which is often applied very restrictively in practice. By organizing public debates, media presentations, discussions with educational institutions, LIT promoted the inclusive education concept and enticed local education institutions to be open to marginalized groups. The expert team of the project wrote *A Guide for parents of children in need of social support*. Distribution of the Guide to parents was part of LIT activities.

The project's expert team, together with local network members, defined in 2006 the List of criteria and indicators of good inclusive practice, and, in 2007, organized professional discussions at two round-table conferences at Faculties of Teacher Education in Serbia. These debates were aimed at presenting some practical experiences and possible solutions to the teaching profession, and trying to influence the initial teacher training program to accept an inclusive education approach.

Having in mind that the same modality of excluding children with disabilities is being replicated in the education system of ethnic minority communities, the Fund supports a special project aimed at creating conditions for developing inclusive schools in minority languages. The main activities of the project are networking pairs of teachers in special and mainstream primary schools, attended also by national minorities, organizing support to schools and teachers through quality and dynamic exchange (web-portal, web-log) and public affirmation (round-table conferences and media) of their activities in developing inclusive education in national minority languages. In addition, in 2007 the Fund supported the implementation of a project aimed at improving and developing quality multicultural life through education practice and policy in two distinctively multicultural regions. During the project implementation, a functional and dynamic local network of innovative teachers and associates from the local community was formed and they learned from each other and supported each other in innovative endeavors. The common goal of multicultural and intercultural education is to influence the building and strengthening of cultural pluralism and tolerance within a society.

One segment of the initial project was developed in the direction of putting arts in the function of realizing the right to education and higher quality education for all children. By using drama, music and movement as education methods applicable in the mainstream education system, in this segment as well we return to the foundations of education system reforms started in 2003. This project, as part of the main project, deals with affirmation of artistic forms and models (movement, music, drama) in working with

children with developmental disabilities. The goal is to raise awareness of the education and art community about the great possibilities that artistic form gives for expressing and affirming the abilities of persons with disabilities and bringing them closer to the environment they live in.

... and then policy

The outcomes of this three-year initiative (2005 to 2008), which can be important for the prospective definition of inclusive policies, are:

- Established criteria and indicators of good inclusive practices in education;
- A developed pedagogy practice of inclusive education by 150 practitioners from 15 cities in Serbia and an established network and model of horizontal learning;
- A developed practice of connecting the institutions of various systems (educational, social, health, financial etc) and civil society in 10 local communities, and improved experience of mutual work on creating conditions for an inclusive approach as a model of local support to inclusive education;
- An improved model of applying integral art as an educational method;
- Opening the issue of changing inclusive principles in schools in minority languages and increased capacities of practitioners in schools in minority languages for applying an inclusive approach in pedagogy practice;
- Established criteria and indicators for improving and developing quality multicultural life through education practice and the writing of a Guide to improving intercultural education.

The existence of good inclusive practice, criteria and indicators of the inclusive approach may be a solid base for defining *the minimal standards in this area and for defining and developing mechanisms for monitoring educational goals and outcomes*, which would all result in inclusion of all children regardless of their diversities. These criteria and indicators, and *the Guide to advancing inclusive education practice* itself, delve into issues of initial professional training and further expert training of teachers and offer an opportunity for *enriching teacher education faculties' curricula* with these subjects and approaches, as well as for defining new training programs for teachers. Even more important is the "... training of expert-pedagogy evaluators in order to develop their capacities for recognizing discrimination of children with special needs within the education system⁹".

Based on the positive practice of cooperation between special and mainstream schools, through projects about arts and inclusion, as well as a project implemented with the Pedagogy institute of Vojvodina, it is possible to establish sustainable "... mechanisms and instruments which will encourage cooperation between special and mainstream schools so that teachers and experts working in special schools could provide support to mainstream schools in their inclusive activities and to aid the inclusion of

9 *Support and barriers to inclusive education in Serbia*, CETI, 2007, Fund for an Open Society and Save the Children Foundation, Belgrade, 2007

children from special schools into mainstream schools”, but also to “... develop procedures of transferring children from special to mainstream schools, which would clearly and precisely define the conditions required for transfer, the persons responsible for initiating this process once the conditions have been fulfilled, how to prepare a child and a family, which preparatory activities must be done in the primary school to which the child is being transferred, in what way psychological and pedagogical support will be provided to the child and the family during the transition period etc¹⁰”.

The existence of a network of practitioners, which is motivated and still learning horizontally and developing, represents a pillar for (eventual) systematic changes directed at the inclusiveness of schools and the education system, the testing of different models and developing the most appropriate one.

The interconnectedness of the system’s institutions in the local community on the subject of fairness and accessibility of education, as well as a raised awareness that all these institutions, together with parents, non-governmental organizations and all stakeholders, can influence the development of inclusive education policy, is still a relatively new model of changing education in Serbia. The raised awareness, the openness of institutions for each other, and the openness of institutions for civil society organizations and parents in 10 local communities in Serbia, can be an example of good practice for defining local education policy and defining local demands in relation to education, by adjusting them to local plans regarding children, social policy, employment and development. Education is an inseparable part of a regional development plan and it is an instrument of economic and social development, not only of the local community, but also of a society as a whole. Therefore, the actions of local inclusive teams can be regarded as support to Government efforts to coordinate and plan activities for poverty reduction on a national and local level, implemented in various resource projects supporting the creation of yearly operative plans (YOP) in Serbian municipalities.

An important missing segment connected to the education of marginalized groups is the lack of, or unreliable data about the number and types of difficulties¹¹, as well as data about the support needed by parents, children and teachers. Undoubtedly, the need for an Electronic information system (EIS), initiated by the Ministry of Education of the Republic of Serbia, is undisputable and it should contain information necessary for following the scope of children with special needs in preschool institutions, special and mainstream schools. In this process, Local inclusive teams (LIT) and local databases, developed by various local institutions and non-governmental organizations in the effort of making the information as reliable as possible, can be of great assistance.

By reintroducing different art forms into the education system, not as separate disciplines as they exist today, but integrally (drama, movement, painting, music, video), the educational method is enriched, interdisciplinary and thematic educational work is provided, and participants of the education process are given more channels for expressing diversities, characteristics, talents etc.

10 *Support and barriers to inclusive education in Serbia*, CETI, 2007, Fund for an Open Society and Save the Children Foundation, Belgrade, 2007

11 Report on the implementation of the Strategy for poverty reduction for 2005, the Team of the Vice-President of the Government of the Republic of Serbia for the implementation of the Poverty Reduction Strategy, Belgrade, 2006

Multiculturalism, if regarded only as the realization of the right of minorities to education in their language, is a characteristic of education in Serbia. This, however, does not apply to all national minorities. Developing knowledge and skills acquired in the education process, which would contribute to improving intercultural competencies and capabilities to learn through diversities, must become part of education policies, through programs of professional training for teachers, initial study programs at faculties for teacher education and through the changing of curricula that would allow space for the integration of different culture contents, for creating a climate of tolerance towards ethnic, religious, physical, mental and other diversities. The work of professionals on improving intercultural competencies of teachers and *the Guide to improving intercultural education* can be of great assistance in defining intercultural education policies.

As a result of more inclusive programs, the raised awareness of professionals that good inclusive practice exists and that the inclusive approach must incorporate different types of systematic support in order for it to be effective, teachers started to put more pressure on the Ministry of education to receive such support. The need recognized by practitioners that the mainstream education system has to be adapted to marginalized groups and children in general, and not the opposite, highlighted the necessity of changing the curriculum, methodologies and approaches. As a result, the Institute for advancing education adopted a document "The directions of developing education of children and pupils with disabilities and learning difficulties" which states that this development would have to go through "... reform processes based on international and European goals, general economic and social conditions of society development, poverty reduction, and ensuring quality and accessible education for children, pupils and adults with disabilities and other difficulties..."¹². At this moment, the document has been submitted to the National education council and, if approved without essential changes, it will provide a solid base for quality education for all.

We hope that the good practice, research and recommendations resulting from this three-year initiative by the Fund for an Open Society, which brought together over 250 teachers from kindergartens and schools in majority and minority languages, over 150 professionals and parents, members of local teams, 10 governmental and non-governmental organizations, can all contribute to and assist in finding solutions for the welfare of children.

12 The directions of developing the education of children and pupils with disabilities and learning difficulties"; Institute for advancing education, Belgrade, 2007 (proposal)

Introductory word about the Guide

A GUIDE TO ADVANCING INCLUSIVE EDUCATION PRACTICE – FROM THE TEACHER TO THE EDUCATION SYSTEM

Equality in education: an ideal that we should strive for or a utopia? I have often thought about this subject and was prone to conclude that quality in education will never exist...

... More than two years ago, I became the principal of a primary school. Since then, many things in my life have changed. The scope and the issues I am facing in my work have changed and that has influenced changes in my views on opportunities in education. I have realized that opportunities for achieving quality changes in education can be found firstly in the currently insufficient use of teachers' potentials and then in their dormant creativity and motivation, which should be awakened and enlivened. And then, when this potential is awakened, the changes and effects that once were unpredictable and inconceivable will happen. Therefore, the process of advancing the education cadre should be initiated, the necessary support to schools should be given and results are sure to follow.

*The principal of a primary school, in:
"Equality in the classroom", Experiences of teachers for teachers,
Educator Development Program, Belgrade, 2006*

The context within which the Guide was developed

The Guide for advancing inclusive education practice was created out of a need to develop education in Serbia in the direction of inclusive education and to provide, in a comprehensive and systematic way, integration of existing experiences, which would enable quality input for the further development of inclusive practice. Direct stimulation for producing this Guide was the recognized need of the teachers to get support for working with pupils from marginalized groups, which they do not get in a systematic way in the framework of the education system.

The fact is that the initiated reform of the education system enticed many teachers to develop their own pupil-oriented practice, connect and adjust their practice to the principles of respecting the child's rights, encourage the process of learning within

every pupil, foster an encouraging school atmosphere and excel professionally by gaining knowledge and developing skills to meet the needs of their pupils. Moreover, the fact is that many teachers felt a lack of an integral framework that would provide a feeling of competence and influence a reflexive attitude towards one's own practice.

The slow pace of changes and insufficient adjustment of the curriculum of the faculties for teacher education to the needs of practice led to the parallel development of professional training programs for teachers about the inclusive approach, independently from formal teacher education. In such programs, the practitioners were encouraged to apply and implement principles of inclusion, through mutual support, exchange and different ways of horizontal learning and then, through such practice, gain relevant experiences which could create a base for formulating a single, holistic concept of inclusive education in our country. At the same time, it was understood that their experiences are very instructive for the further development of education practice in inclusive conditions and that they represent a resource for improving the teaching profession.

The beliefs and wishes at the Guide's core

This Guide represents an attempt to provide reading matter to the interested and reflexive practitioner, which will encourage him/her to look into his/her practice from the perspective of inclusive values, advocate for inclusive orientation in his/her educational environment and creatively improve his/her approach, enriching it with experiences and methodical solutions.

The Guide represents an attempt to present to the teachers, educational institutions, parents, pupils, local communities and other participants in the education process, the reality and possibilities of inclusive education in Serbia with the aim of initiating joint actions and participation in building an inclusive climate in our education system, as well as society as a whole.

The Guide represents an expression of belief and the wish of a relatively numerous group of experts from different professions, who have had long-term experience in education and working with children and young people in general, as well as children and young people from marginalized groups, that it is necessary and possible to change our education system so that it fits the needs of the child and pupil, respects the rights of all members of society and contributes to poverty reduction in the contemporary development of our country.

The Guide and the project "Inclusive education – from practice to policy"

The Guide was created within the broad project Inclusive education – from practice to policy that has been implemented since 2005. Among the numerous project activities and products, the Guide for advancing inclusive education practice holds a special place. It was created from practice and it is meant for practice. It was created from our practice, but represents an important manual for developing inclusive policy. It is designed for every single teacher, education institution and local community, but it also contains guidelines for developing inclusiveness of the system itself. By choosing and

unreservedly supporting the idea of inclusion, it demystifies inclusive practice by connecting it with existing professional competencies and the humanistic orientation of our teachers. It places the child in the center of the education system, but surrounds him/her with creative and methodically competent teachers oriented towards respecting basic human values and respecting the basic rights of the child. And finally, it shows that the segregated and discriminated child is to be found among us and that mainstream education is the primary means for bringing or including him/her into society.

Preparation of the Guide: collecting examples and developing a List of criteria and indicators

The preparatory activities for the creation of this Guide were two comprehensive and important activities within the project Inclusive education – from practice to policy – the collecting of examples of inclusive practice in our kindergartens and schools, and the developing of the List of criteria and indicators of inclusiveness of the education system.

Preschool teachers, teachers and expert associates from all over Serbia participated in the collecting of examples of positive inclusive practice. The teachers' team, which was directly involved in the project implementation, gathered colleagues who collected local examples that indicate different aspects of inclusive practice in our kindergartens and schools. Over three hundred examples were collected and they were used for developing the List of criteria and indicators of inclusive education, which represents the key content of the Guide. The collected examples were also used for illustrating indicators of good inclusive practice, and some particularly illustrative examples are given in full in the Guide. The examples are also important because they show that different teaching adjustments which fit the child's needs are possible in mainstream, typical and classic conditions in our kindergartens and schools, that different pupils in the mainstream education system need various adjustments in accordance with their individual needs, and that they are achievable, and that there are pupils who can be educated exclusively with the support they get in inclusive conditions, even though the extent of adjustments for their inclusion can be very small. Some of the collected examples demonstrate to what extent some pupils can develop and how, almost unexpectedly successfully they can be educated in solely inclusive conditions. The dominant impression of those who collected the examples, analyzed them and prepared the Guide was that some of the examples undoubtedly indicate the fact that teachers who had had high professional competencies important for education in general, also had important competencies for working in inclusive education.

Although the intention was to collect existing examples of our education reality, the examples given are actually examples of good inclusive practice in general. Therefore, the criteria and indicators of good inclusive practice, which were developed by the project's working team and teachers' teams who participated directly in the project's implementation, are largely criteria already applicable in the professional work of a certain number of preschool and primary school teachers. The List of criteria and indicators created in the project is important for the self-assessment of schools and a base for a school's development planning, but its special value is that it was created by some of our teachers and it represents an existing practice of some teachers and schools – the

practice accomplished on the basis of existing professional competencies that was established without particular systematic support. For some teachers and schools, this List can simply be the first guidepost towards the distant goal of developing inclusive practice and orientation, while for others it can be additional input for making those last few steps that separate them from their goal.

*The Guide as a stimulus for self-evaluation:
results of the pilot testing of the Criteria and Indicator List*

The Criteria and Indicator List given in the Guide is not definite and unchangeable, and can be altered and added to in accordance with the needs and suggestions that arise in practice. However, already now, it is valuable for the evaluation and self-evaluation of the practice of a particular teacher or school, evaluation and self-evaluation of a network of local educational institutions or broader segments of the education system. The listed criteria and indicators may be used as a definite or partial list, more precisely as specific criteria and indicators considered and applied in the evaluation and self-evaluation of particular aspects of the education process.

In addition, the given four-degree descriptive scale for assessing the existence of particular indicators can be replaced with a scale having different descriptive degrees of existing indicators, a scale having a larger or smaller number of categories for assessing the presence of indicators, or it can be completely replaced with a purely numeric scale.

Besides the List of criteria and indicators of good inclusive practice, the Guide also presents the results of the List's application in 31 educational institutions in Serbia. The List was pilot-tested in 5 preschool institutions and 26 primary schools. These were the institutions in which teachers participating in the project worked, or institutions that presented themselves through various activities as being open for inclusive thinking. The intention was to pilot-test the application of the List, without the expectation of getting representative and reliable information about the level of inclusiveness of our educational institutions, and with even less expectation of assessing, based on this application, the inclusiveness of preschool institutions and primary schools in Serbia. Namely, we are aware of the fact that the number of educational institutions that implemented the List does not guarantee a representative sample and that the preschool institutions and schools themselves were not chosen according to the representative sample key for institutions of the system. In addition, although the List of criteria and indicators of good inclusive practice during the pilot-testing in a particular institution was applied through teamwork, the procedure of the application was not in full accordance with the procedure proposed in the process of a school's self-evaluation.

Despite that, the results are valuable because they represent the first information about the existence of inclusive education criteria and indicators in Serbia. Although the number of institutions where the List was applied is not great, over 31 institutions from Belgrade, Vranje, Zajecar, Kikinda, Kragujevac, Kraljevo, Nis, Novi Sad, Pancevo and the territory of Uzice/Prijepolje/Nova Varos, represent an important part of the education system in Serbia, perhaps its more innovative, open, fair and possibly, higher quality part, but most certainly part of our education reality which can provide us with useful results for thinking about improving the system overall.

One special chapter of the Guide

The List of criteria and indicators, as well as examples of inclusive practice in our kindergartens and schools make up the essence of the Guide. These sections are most instructive, both for teachers and schools, and we hope they can be used successfully for improving direct practice and school development planning. However, perhaps the most important section in the Guide is the fourth chapter. Besides the philosophy of inclusion, presentations of criteria and indicators of inclusive practice, reflection on the inclusiveness of our schools, examples of inclusive practice and suggestions and guidelines for the development of our education system which are all laid down in other chapters, the intention of the fourth chapter was to look into the reality of our education system from one frequently unattended perspective. In this chapter, a voice was given to the pupils with special needs, their parents, and of course, their teachers – the aim being to illuminate the education process of a single pupil from one, two, or sometimes three important, so-called subjective perspectives.

The stories in this chapter are not only additional information, but also the authentic and emotional experiences of inclusion and experiencing the evaluation process, and these enable the reader to assess the purpose of inclusion from the life perspective and personal angle of the participants – the purpose that inclusion gets when the practice is good and the purpose it has in spite of obstacles, problems and difficulties. This chapter should give the reader the possibility to reach answers, not only to general questions such as whether inclusion is needed, possible, achievable, fair or just, but also to get an independent impression of the importance of inclusion from the perspective of those to whom it applies the most. It also gives the reader a chance to independently assess the purpose, values and importance of mainstream education for one particular pupil, directly from his/her personal perspective, from which he/she sees other participants in education, the educational process, problems occurring during their education, achieved solutions, disadvantages, but also the advantages and benefits gained through this process.

By acquiring information from people usually excluded from mainstream education, seeing their experiences, what was and what is important now, and by learning about their experiences and feelings, the reader of the Guide has the opportunity to critically assess whether the reality of the education process witnessed by the excluded ones is a substantial pledge for future development of inclusion in Serbia.

The purpose of the Guide

The Guide is meant primarily for preschool and primary school teachers and expert teams in schools, because it can be used for improving the educational approach to the pupil.

Another broad area of the Guide's purpose stems from the fact that everyone who worked on the Guide shares a belief that partnership and mutual support between all participants of the education system are related to the quality of inclusive education and quality development of the inclusive dimension of the education process. In that sense, other stakeholders in education can see the Guide as something more than just information about our current inclusive education practice.

To the management of preschool institutions and schools, it can be a pillar and guideline in school development planning, especially regarding the professional training of employees and long-term school orientation towards meeting the needs of pupils in a local community.

For a kindergarten or a school as a whole, the Guide can be used as encouragement for developing a positive atmosphere and ethos that fosters diversities.

For parents, this Guide can have a special purpose – it indicates the effects of inclusive conditions on the development of a pupil attending mainstream education, gives an insight into ways for engaging parents, goals that parents can set through cooperation with the school and achieve them in relation to the school.

For the local community, the Guide can be encouraging because it gives guidelines for local planning of education, indicates the importance of interconnecting different levels of education and the connection between education and work, and gives insight into the importance of supporting and developing a general atmosphere of respecting diversities.

And, of course, the Guide can be useful for the development of the education system in general – the content of the Guide emphasizes the importance of the visibility of the dimension of fairness, promotes openness and advocates for participation, all of which are important characteristics of an inclusive system. However, the Guide primarily represents inclusive practice that is desirable and calls for systematic support important for existing positive practices in order to develop the dimension of inclusiveness of our society in a systematic manner.

Expected effects of the Guide

The Guide was created within a project, the basic postulates of which and ways of implementing goals were exchange of experience among practitioners and networking as a source of support to practitioners and means for improving education from practice to policy. Therefore, the Guide would fulfill its purpose if, by presenting the existing inclusive practice to the reader, it contributed to further experience exchange among practitioners, and if the guidelines for developing and improving inclusive practice laid down in the Guide would be added and widened through such exchange.

Taking practice as the starting point and orientation towards such practice, an important contribution and intended output of the Guide would be recognizing personal competencies for inclusive education, giving support to the teacher for applying solutions and improving approaches and actions already tried out by other teachers, eliminating doubts about inconsistencies of certain solutions that work for a pupil and basic pedagogy principles. At the same time, the Guide intends to support the creative teacher and with its content illustrates the importance of creativity as a pre-condition and strength for developing educational practice. The Guide intends to affirm good practice and creative questioning of both personal practice and existing systematic solutions as means for improving education. The practitioner will find answers to all questions that can be asked in relation to inclusive education in Serbia, but a reflexive and creative practitioner may use the general principles and concrete solutions presented in the Guide for improving his/her practice and for creating his/her own inclusive approach in working with pupils.

The Guide presents examples of good practice that, besides criteria and indicators of good inclusive practice, give guidelines for further practice development, further collecting of such examples and creating a compilation, which would offer a more complete picture of inclusive solutions in our education, and which would be a pillar for further development of our educational institutions' inclusiveness. The creation of such a compilation would be another important output of the Guide.

However, the Guide primarily advocates for the right to education, the right to quality education for all and the right to participation of excluded groups. It affirms the idea of social inclusion – encouraging every reader to contribute to this process would possibly be the most important effect of the Guide.

Some limitations and weaknesses of the Guide

The Guide was created as part of a pioneer project, the first of its kind in Serbia, which endeavors to support inclusive education practice in a systematic way, emphasizes the importance and possibilities of developing the inclusive dimension of kindergartens and schools, contributes to the process of democratization of the education system and encourages systematic processes which would lead to recognizing the importance of social inclusion as a fair social orientation enabling participation of all citizens in a society's development.

Developing within such a framework, the Guide has the character of a founding attempt and therefore the expectations are that the Guide will be altered and improved through practical application and elaboration of the principles, suggestions and solutions laid down in it. Firstly, it will be enriched, improved and changed through practical application of the List of criteria and indicators of good inclusive practice. Secondly, it will lead to establishing inclusive practice and visibility of practical examples that illustrate the possibilities of implementing inclusive education at educational levels that are not included in the Guide. And lastly, it will lead to new examples emphasizing broader networking of inclusive initiatives on a local and systematic level.

One of the indicators of inclusive practice development towards the direction and indicators suggested by the Guide would be improving cooperation with parents and establishing local partnerships with different associations of the parents of children with special educational needs. Parents are often encountered on the pages of the Guide, but the impression remains that their participation is insufficient and, and in fact only to the extent that they are included as partners in our education system. This is the reason why the insights, comments and suggestions given by the parents are important and encouraging, but also very instructive, because they undoubtedly express readiness of the parents to establish partnerships and point out that the parents' opportunities to establish partnerships with the school are directly connected to recognizing the readiness of the teachers and schools to respect the rights of a child and develop inclusive surroundings.

Additional possibilities for using and developing this Guide

The Guide for advancing inclusive education practice represents a kind of suggestion and guideline that can be valuable to different participants in the education process and various stakeholders, and both users and direct participants, as well as those

influencing education indirectly, can use it in various ways. The Guide is a collection of examples of various methodical solutions and a compilation of illustrations for applying different inclusive principles. The Guide is a presentation of obstacles faced by some children in our education system and a presentation of creative and competent solutions that provide quality life-long learning for children with special educational needs. The Guide is a collection of numerous life examples that might seem like a strange, good, and sometimes a bit too serious publication, or as a fairytale.

The reception of the Guide can be truly diverse, and in that sense the Guide gives numerous opportunities for many individuals or organizations – the media, non-governmental sector, different state authorities and civil organizations – to be introduced to inclusive education, our inclusive practice and development of the inclusive dimension of education institutions and the education system.

However, one of the basic intentions of the Guide undoubtedly is its use for self-evaluation and evaluation in the aim of monitoring the development of the inclusive dimension of education. In that sense, the Guide can be used as material complementary to the Manual for self-assessment and assessment of schools, which was published by the Ministry of Education and Sport of the Republic of Serbia and British Council Serbia and Montenegro, in Belgrade in 2005. In addition, the Guide is essentially connected to The Guide for improving the work of teachers and schools, created by Reform Education Circles, in Belgrade in 2005. In fact, these three documents, which overlap and interconnect, represent a trilogy of the future development of our education towards providing quality education for all and establishing a fair, open and accessible education system.

CHAPTER 1

INCLUSION AND INCLUSIVE EDUCATION

1. Inclusion, the inclusive movement, inclusive education
2. General and special principles for the functioning of an inclusive education institution
3. Children and young people with special educational needs – inclusion and special social support
4. Inclusive education and the concept of handicap
5. Инклузија и индивидуализовани приступ насупрот индивидуалном раду са децом

I'm not much of a shouter by nature, but Speaking with the Angel is my way of at least raising my voice. I can see that what is being provided for the majority of these seventy-six thousand children is hopelessly inadequate, and I want to give other parents the same opportunities that Danny has had – or at least help to create a climate wherein these opportunities are regarded as important.

Nick Hornby, Speaking with the Angel

1. Inclusion, the inclusive movement, inclusive education

The expression inclusion came into wider use in our environment some ten years ago and in the past several years it has been one of the most commonly used expressions when we talk about changes in education. The use of this term has become especially frequent with the concept of quality education for all, so inclusion has been identified to some extent with it, which is completely understandable since inclusive education refers to the possibility of a school to provide good education for all children, regardless of their diversities. At the same time, inclusion has been connected to the processes of democratization in society and education, and in that context we talk about both social inclusion in a broader sense, and educational inclusion which refers to including pupils from marginalized groups into the education system.

The inclusive movement appeared in the world around the middle of the last century. The key idea and direction of the movement towards affirmation, advocating for and realization of the right to education for all was formulated in 1984 in the Universal declaration on human rights, and then in 1989 in the Convention on the Rights of the Child. Later this framework was elaborated in other United Nations documents and many other international documents, which all formulate strategic guidelines and standard rules on the equalization of the position of marginalized and excluded groups, especially in regard to realizing the right to mainstream education.

However, in the last decades of the past century, inclusion has outgrown the movement for affirmation of the rights of marginalized and threatened groups, excluded from the education system, and became a widely accepted social vision, which represents a great challenge for every society recognizing marginalization as a social threat. In that sense, inclusion is the answer to one of the biggest problems the world is facing today, and that is the exclusion of more and more people from participation in the economic, social, political and cultural life of their society. As such an answer, inclusion is at the same time and in its essence a movement in education that unites various and numerous strategies, methodologies and techniques of developing quality, open and fair education.

Most frequently, inclusive education is determined as a process of meeting pupils' needs within the mainstream education system by employing all available resources for creating opportunities for children to learn and be prepared for life. By meeting the educational needs of all children, young people and adults, a special focus is placed on those who are being marginalized and excluded. Inclusive education is therefore determined as a process which makes schools open for all pupils and in which all pupils in a school, especially those being discriminated, become part of the school community, regardless of their strengths and weaknesses in some areas – inclusive education is based on respecting all children and providing equal conditions for all pupils to learn together. This concept assumes that the school's duty is to educate all pupils in mainstream classrooms and to develop workable approaches that enable all pupils to learn and participate in a school's life and in education.

2. General and special principles for the functioning of an inclusive educational institution

Analysis of inclusive practice in the world and analysis of inclusive school characteristics showed that there are a certain number of general principles in inclusive education, and a certain number of characteristics present in all schools implementing inclusive education.

The first and basic principle of an inclusive system is providing equal opportunities to all: every child has an unassailable right to education and no child can be excluded from education – the key belief of inclusive schools is that every child can learn and has benefits of education. The principle of inclusive schools is that schools are adjusted to pupils' needs and not vice versa – that pupils are adjusted to the school's needs. Inclusive education practice confirms the importance of the attitude that individual differences among children are a source of richness and diversity, and not a problem, and that various needs and the individual pace of learning and development can be met successfully with a wide range of flexible approaches.

Analysis of inclusive school development showed that inclusion is not only a crucial point in a school's orientation and organization, but also that the development of the inclusive dimension in schools is a continuous process of changes directed towards strengthening and encouraging different ways of participation of pupils, teachers, parents and members of the local community in the school's work. It is also directed towards developing culture, policy and practice which meet pupils' diversities, towards identifying and removing obstacles in learning and participating, towards developing a

suitable curriculum, and to suitable teachers' trainings and developing different ways of supporting pupils in schools. In this process, when a school is determined towards an inclusive approach, an issue of high importance is the further development of positive attitudes towards pupils belonging to very sensitive and marginalized groups and constant orientation towards monitoring educational needs and identifying obstacles for the meeting of those needs.

A school's inclusive orientation makes complete sense only within the inclusive orientation of the whole education system. Experiences show that inclusive education cannot be isolated from the general development of schools – inclusive education is not an isolated issue, but part of the entire course of the orientation of the education system towards the individual pupil and his/her educational and developmental needs. In this orientation, the very central systematic question is how to provide optimal education for the individual pupil in accordance with his/her needs and capabilities, and the issue of enabling the pupil to participate in classroom work is the central question at the level of planning school practice. Inclusive practice assumes professional competencies of the teacher, which primarily applies to creating an inclusive atmosphere of respecting every pupil, recognizing different needs and learning paces of all pupils and the ability to create a flexible and individualized educational approach.

3. *Children and young people with special educational needs – inclusion and special social support*

Although it is frequently emphasized that an inclusive school does not only represent a mainstream school educating children with special needs, but also a school in which all children get suitable support for developing their individual potentials, it is still generally regarded that inclusive education is a way of social support to the learning processes of children and pupils with special needs. However, it is inclusive education practice itself, through characteristic orientation towards the child's needs and an individualized approach to every pupil, which has conditioned the re-examining of the phrase special needs.

Namely, almost concurrently to the appearance of the expression inclusion, the expression special needs emerged in the professional public, first within the educational profession and then the broader public throughout the world and later on in Serbia, and it is now used for all children who need special social support and who without the support of appropriate services will not achieve or maintain the expected level of physical, intellectual and social development¹³.

This frequently used, albeit much criticized expression – special needs – was introduced because the analysis of the life situations of children and young people with disabilities showed that they faced numerous obstacles in their living environment, which thwarted the fulfillment of their basic and important needs. Today, when a light has been shed on some of the limitations and many imperfections of this expression, it no longer has the aureole of an ideal expression which would correspond to the issues of marginalized groups' rights, and which expresses all the basic rights of various groups of

13 Source: draft of the Act on work on Commission for assessing needs and directing children with disabilities, Expert groups for creation of the draft; the document is submitted to the Ministry of Education and Sport of the Republic of Serbia in 2003;

children and young people usually excluded from education and society. First of all, it is clear that this expression cannot be successfully applied to all marginalized and discriminated groups. Secondly, the question is whether we are really discussing special needs and special educational needs or this “special characteristic” refers to the need for special social support. In addition, one might raise the question whether the right to diversity is being fully respected, or even respected in a good way, by giving it the status of a special characteristic – if rights are being fully respected and if we really are starting from the needs themselves, then we are not dealing with special, but rather with suitable social support, which is already, being suitable, being provided to the majority of society. Therefore, providing suitable support to minorities in a society is only the equalization of their rights and removal of existing inconsistencies and segregation.

Arguments for further use of this expression relate to its connection with the inclusive movement in education and certainly its far less stigmatizing connotation compared to expressions used previously. Also, this expression, although not applied equally successfully to all groups marginalized and excluded from education, still includes a greater number of such groups compared to previously used expressions. Furthermore, although we can discuss in general the meaning of special characteristics in the context of equalization of rights, the fact remains that additional and special support for including these children and young people in the education system is required. The expressions special needs and special educational needs can effectively be applied to children with physical, mental or sensory disabilities, children with behavioral disorders, children with chronic illnesses, children in long-term hospital or home treatment, children with emotional difficulties, children from emotionally and culturally deprived environments, children without parental care, abused children, children from war-inflicted areas, refugees and internally displaced children. Moreover, these expressions are used for both the special needs and special educational needs of gifted children, because they include the need for special support to developing the talents and personalities of gifted children.

And finally, these increasingly popular expressions emphasize the special characteristics of a child, albeit not very successfully, and have undoubted value, because they express the key concept of need, which is fundamental and inevitable in the contemporary developmental psychological and pedagogical approach. It is this very expression that connects development and education and moves the issue of rights to more a concrete level which can be used as a starting point in educational practice. The phrase need is of great importance to children and young people from marginalized groups, but at the same time it represents an expression that enables equalization of these children with others in the inclusive approach. Even when it is connected with term special, as in the expression special educational needs, it indicates a starting point, path and steps for supporting inclusion, equalization and participation.

4. Inclusive education and the concept of a handicap

For a period, when the medical model in the approach to children with developmental difficulties was deserted, the previously used expression handicap was almost completely abandoned in the concept of inclusive education. It was considered to be stigmatizing and as one bearing the stamp of discrimination, and from the professional viewpoint it was inappropriate, especially for children of developing age and young people.

However, since the 90s, this expression is again in use both in the social-psychological model and the inclusive educational approach, but it has also been altered so it can be applicable not only to children and young people with developmental difficulties and disabilities but also to other marginalized and excluded groups. This meaning, defined in 1989 and 1999 in the Québec classification of the “Disability Creation Process”¹⁴ determines a handicap not as an individual characteristic deriving necessarily from a disorder or possible disability, but as a situation occurring from the interaction of an individual with all his/her capacities (abilities and disabilities) and his/her environment. This relatively complex and comprehensive classification distinguishes the basic factors of external and internal risks, from the aspect of the individual, and capacity factors, from the aspect of the social environment, as well the alleviating or hindering factors that, through interaction with a person’s capacities, determine the level of a handicap as an interactive, environment-dependent and mutable situation. In the development of a handicap situation, the environment can act as an obstacle or it can enable the fulfillment of life habits and the realization of the individual’s life roles. There is a clear demand here for the precise identification of the necessary social support that would ease an individual’s handicap situation, thus enabling his/her fulfillment of life habits and the realization of his/her life roles.

In the educational context, a handicap is created when there are environmental obstacles for the realization of education, and the inclusive approach relies on existing capacities, removes environmental obstacles for inclusion and participation in education and, by providing the necessary support, the acquisition of knowledge and the establishment of habits, skills and relationship important for life. Therefore, the removal of obstacles in the environment, and the opportunity to gain important knowledge, skills and habits through the educational process, alleviate the handicap situation, or the handicap as it is defined here.

5. *Inclusion and the individualized approach contrary to individual work with children*

Quality education for all and inclusion as a systematic orientation are connected to openness and fairness of the education system. However, although the expression inclusion is usually used when talking about children and young people with disabilities and about opening the mainstream education system for these excluded groups, it is increasingly emphasized that inclusiveness of an education system is a very complex dimension which illustrates the possibility of the system and educational institutions to meet the needs of all children and to provide quality education for life to all children. The development of the inclusive dimension of education incorporates the development of inclusive policy, improving inclusive practice and building inclusive values both on a systematic level and the level of particular institutions. Nevertheless, the development of the inclusive dimension of education means supporting diversities by building cooperation and acceptance, active inclusion of every child, improving the teaching and learning environment and removing obstacles in the learning process of every child.

14 Québec classification – Disability Creation Process, Patrick Fougeyrollas, Rene Cloutier, Helene Bergeron, Jaques Cote, Ginette St. Michel, International network of disability creation process (Reseau international sur le Processus de production du handicap [RIPPH], 1999

From the inclusive movement perspective, 'classifying' children into categories, having a plan and program connected to particular disability categories, individual work instead of an individualized approach, and education in segregated conditions do not provide equal opportunities for all children, they disregard the right to diversity, threaten the right to participation and social life while deepening stigmatization and discrimination. The individualized approach of inclusive schools respects the needs of every child and provides equal opportunities, supports diversities and encourages cooperation.

Inclusive education relies on rights and derives from needs, but, primarily at the level of educational practice, it relies on opportunities for an individualized approach. The principles that the basic needs of all children are the same, that a child with special needs is first of all a child and that every child is an individual, as well as theoretically founded attitudes and practically confirmed beliefs that every child can learn and that children learn best in a peer environment, gained their true sense in education only with the appearance of the individualized approach. The individualized approach involves a child-oriented approach and the possibility of monitoring the varying priorities of a child's needs, clear goals and monitoring the outcomes of the learning process, and, of course, methodical flexibility as part of teachers' competencies..

CHAPTER 2

CRITERIA AND INDICATORS OF GOOD INCLUSIVE EDUCATION PRACTICE

1. Transparency of assessing educational practice – criteria and indicators
2. Six criteria, 33 indicators of good inclusive education practice: their presence in examples, pilot-testing, application, further development of the list
3. Scaling the presence of indicators, illustrations and means of verification
4. Criteria and indicators of good inclusive practice and other documents for self-evaluation
5. List of criteria and indicators of good inclusive education practice

Every way of using it is appropriate if that raises awareness about inclusion and leads to greater participation of pupils in culture, school programs and their school's community.¹⁵

*T. Booth, M. Ainscow et al.,
Index for Inclusion: developing for learning and participation in schools,
Centre for Studies in Inclusive Education, Bristol, 2000.*

1. *Transparency of assessing educational practice – criteria and indicators*

Education and educational practice can be assessed in different ways – from the perspective of goals, outcomes and results, from the perspective of the process, in relation to education process conditions and from the perspective of various participants in education. Certainly, educational contents, activities, methodologies and means can be assessed. Although the evaluation of a certain practice is possible without certain previously defined means and verification, criteria and indicators, and sometimes there is even a consensus between different evaluators about the evaluation, the creation of criteria and definition of indicators, standards and assessment procedures represents a method that ensures that the assessment results can actually be used for improving practice in a professional and transparent manner.

The criteria and indicators of good inclusive practice given in the Guide were created based on our direct educational practice. Over three hundred examples from kindergartens and schools all over Serbia were collected and only those examples that were regarded by practitioners as being illustrative for different aspects of the educational

15 NB by the translator: this is not the original extract, but the translation from Serbian to English

process of children and pupils needing special social support were analyzed. The developed criteria and indicators were compared to inclusive environments that have had a longer experience in thinking and acting on developing inclusive education. Over 150 preschool and primary school teachers and expert associates from the Network of inclusive education (NIE) from the project Inclusive education – from practice to policy participated in the creation of the List of criteria and indicators, as well as their colleagues from 10 local communities in Serbia. The List of criteria and indicators given in the Guide was shaped at local NIE meetings, as well as joint meetings of local NIE teams, local coordinators and the project working team.

2. *Six criteria, 33 indicators of good inclusive education practice: their presence in examples, pilot-testing, application, further development of the List*

The List of six criteria of good inclusive practice, along with a total of 33 indicators of the criteria's presence, was created in the above-mentioned way. The criteria have different numbers of indicators, ranging from 4 to 10, depending on their nature. In the collected examples and in the results acquired by pilot-testing the List, when self-evaluation consistent with these criteria was implemented in 31 institutions in Serbia, all the criteria were present, but there were distinctive differences regarding the achievement of some criteria and presence of some indicators – whether the results were reviewed for all institutions together or from the perspective of differences existing between the particular institutions that conducted self-assessment. The List was pilot-tested in five preschool institutions and 26 primary schools. Those were the institutions where teachers engaged in the project were employed and institutions that presented themselves, by various activities in the local community, as open for thinking about inclusion.

The List of criteria and indicators of good inclusive practice given in the Guide, as previously mentioned, has no pretension of being the only one, final and unchangeable. It represents assistance to the teacher, school and local community for defining good practice in an easier way, easier self-evaluation of existing practice, and for initiating, guiding, planning, implementing and assessing the further development of the inclusive dimension of direct educational practice and orientation. It is certain that through applying the list at hand and developing inclusive education practice that meets the given criteria and indicators, new and improved criteria and indicators will be formulated.

The criteria and indicators described in the Guide can be viewed as useful guidelines, that are open for changes and re-defining in accordance with different needs and circumstances. In addition, the Guide gives examples of good inclusive practice, which do not fulfill every given criterion and indicator, namely only a few examples fulfill the majority of the criteria and contain a larger number of indicators. Therefore, the existing examples are even more significant, because they show that good inclusive practice is possible even when not all the conditions are fulfilled, but they primarily indicate a direction for planning and supporting the development of education with the aim of improving the quality of inclusive education practice.

In addition, depending on needs and conditions, the given criteria and indicators can be used as a partial or full list, namely as individual criteria and indicators which are

considered and applied in evaluating and self-evaluating certain aspects of the education system.

3. *Scaling the existence of indicators, illustrations and means of verification*

In addition, a four-degree descriptive scale for assessing the presence of certain indicators is suggested in the List of criteria and indicators of good inclusive education practice, in Annex 1 of the Guide. Instead of this scale, in the implementation of evaluation and self-evaluation, it is possible to use scales that describe the presence of indicators in a different manner, or scales with different numbers of degrees of indicator presence. In addition, this descriptive scale can be translated into a numerical one or be replaced by a numerical scale. Such adjustments can be done in accordance with the needs and goals of concrete application of the List of criteria and indicators or in accordance with the partial application of particular criteria and indicators.

The table List of criteria and indicators of good inclusive education practice illustrates the indicator presence for every indicator. These illustrations were taken from examples of good practice gathered from all over Serbia. The illustrations are given as a concretization of the indicators, which should allow easier recognition of practical situations where the indicators might occur. For every indicator in the table, means of verification of indicator presence are also given. The means of verification represent different ways of documenting indicator presence and they are important for the objectification and transparency of the evaluation process.

4. *Criteria and indicators of good inclusive practice and other documents for self-evaluation*

However, the key recommendation for the Guide and the List of criteria and indicators of good inclusive practice is to use them as material complementary to the Manual for self-assessing and assessing school's work, published by the Ministry of Education and Sports of the Republic of Serbia and the British Council Serbia and Montenegro, in 2005, in Belgrade. In addition, the Guide is essentially linked to The Guide for advancing work of teachers and schools prepared by Education Reform Circles in 2005 in Belgrade. By using the List of criteria and indicators of good inclusive education practice in the context of a guideline, explanation, suggestions and encouragement given by the Guide for advancing work of teachers and schools, it can additionally contribute to the quality of self-evaluation and advancing various areas of inclusive practice. In fact, these three documents overlap, interconnect both on a thematic and conceptual plain and the plain of methodological solutions, because they all sustain the need for change and development of our education system towards providing quality education for all and establishing a fair, open and accessible education system. Used together, these documents can provide a versatile and quality tool for the reflexive practitioner, interested educational institution or open local community for the necessary direct changes and long-term development of contemporary education.

6. List of criteria and indicators of good inclusive education practice

No.	Criterion	No.	Indicator	Illustration	Means of verification
1.	Flexibility of curricula in accordance with the needs of a child/pupil with special needs	1.1.	The themes of the curriculum needing adjustments in methods, form and timeframe are determined and the adjustments have been implemented	<p>1. For exceptionally intelligent an five-year-old boy, who is gifted for mathematics, reads Cyrillic and Latin, mathematics and geography assignments that fit his abilities and knowledge were prepared within his kindergarten group.</p> <p>At the same time, for encouraging contact and playing with his peers, the boy's knowledge was used for preparing quiz questions, and then the boy was included into group games first by recording the results his friends achieved, and then by coming up with new physical activities in which he started participating himself.</p> <p>2. For a girl with serious hearing impairments, the preschool teacher in her preschool group adjusts tone of her voice when speaking both to the girl and the group, and the children are instructed to speak with the girl more loudly during group play, always facing the girl and using gestures in communication.</p> <p>3. A boy suffering from hyperactivity and insufficiently developed verbal communication participates, in his preschool group, in food distribution and setting the table for meals, paired with a more skilful child.</p> <p>At agility polygon games, he usually performs the activities first since that is his strength, which has a positive effect on him and other children.</p>	<ol style="list-style-type: none"> 1. Annual operation plans of the teachers' work 2. Preparation of classes 3. The opinion of the team for individual educational plan / IEP (parent, psychologist, teacher) 4. Classroom visits 5. Records – decisions by the expert team about adjusting themes and methods 6. Daily preparation of a teacher contains a part adjusted to the needs of children with special needs 7. Children's notebooks, workbooks, worksheets 8. Preparation of a teacher for individualized work and feedback from the class (observations, results of the pupil's work) 9. Video and other records of methodological adjustments of a methodical unit

			<p>1. With a second-grade pupil, who has significantly lower abilities for building concepts, a teacher works on learning units connected with the related concepts, which the pupil had not previously overcome, by relying on the Developmental map for children 3 to 7 years old.</p> <p>2. Adjustments for a third-grade pupil with significantly lower intellectual abilities and autistic spectrum disorders, who reluctantly works on special assignments and is most successful in learning within a group and when her assignments have the same subject as those of other pupils; during the subject Nature and Society, when the unit about cultivated and natural habitats and life communities was being covered, the teacher applied group work in such a manner that the other pupils made a poster with life conditions in various forests, while the girl cut out, from the coloring book, suitable animals and plants, colored them, glued them to their common poster and wrote out their names.</p>	<ol style="list-style-type: none"> 1. Annual operation plans of teachers' work 2. Preparation of classes 3. The opinion of the team for individual educational plan / IEP (parent, psychologist, teacher) 4. Classroom visits 5. Records – decisions by the expert team about adjusting themes and methods 6. Daily preparation of a teacher contains a part adjusted to the needs of children with special needs 7. Children's notebooks, workbooks, worksheets 8. Preparation of a teacher for individualized work and feedback from the class (observations, results of the pupil's work) 9. Video and other records of methodological adjustments of a methodical unit
1.2.	The curriculum content is adjusted to the needs of a child/pupil with special needs	<ol style="list-style-type: none"> 1. For a third-grade pupil having intellectual disabilities, an individual education plan is made for every subject, that contains education objectives and the pace of adopting education content is adjusted to the pupil's needs. 2. The teacher and parents of a girl with intellectual disabilities once a month evaluate the progress in relation to the areas of her individual education plan and exchange impressions about further steps. 	<ol style="list-style-type: none"> 1. IEP, the teacher's grade book, daily preparation 2. Pupil's file 3. Annual plan of the school's work 4. School programs for 1st, 2nd and 3rd grades 5. Monthly plans 	
1.3.	There are individual education plans (IEP) for children/pupils with special needs		<ol style="list-style-type: none"> 1. Parents' opinion 2. Plan and program of meetings with parents 3. A record of the number of classes when a parent participated 4. Photographs 5. An individual education plan 	
1.4.	Parents of a child/pupil with special needs participate in the creation of an individual education plan, and monitoring the process of learning in curricular and extra-curricular activities			

			3. For a third-grade pupil with intellectual disabilities, grading includes achievements and advancement in relation to the individual education plan created for every subject	<ol style="list-style-type: none"> 1. Reports of expert teams about levels of achievements and grading criteria 2. Classroom visits 3. Teachers' grade book 4. Teacher's notebook 5. Pupil's file, personal records 6. Sheets for parents with clear messages about achievement levels and suggestions for further work in accordance with the model of descriptive grading 7. Descriptive grades with given levels of achievement 8. Notebook for recording the pupil's achievements
1.5.	Grading is conducted in the service of monitoring the advancement and motivation of the pupil	3.		<ol style="list-style-type: none"> 1. A ramp was built at the entrance for pupils using wheel-chairs 2. For a pupil having difficulties to hold his head in a sitting position, a high-backed chair with side enforcements for the head was acquired 3. Classroom benches are placed in a circle, so that a pupil with hearing impairments has a better overview of the speakers and sees their faces and lips 4. enches are placed closer to the blackboard so that the visually impaired pupil, sitting in the front row, can be closer to it.
2.	Special conditions for inclusive education of children/pupils with special needs are being provided	2.1.	There is suitable adaptation of facilities	<ol style="list-style-type: none"> 1. Records about premises inspection 2. Annual planning of the school's work 3. Photo and video records 4. The number of adjustments performed (ramp, visible tapes, tactile orientation points) 5. Reports on material and technical investments 6. Plans for redecorating school facilities 7. Part of the annual plan for the school' work: material and technical conditions
		2.2.	There are suitable teaching aids present	<ol style="list-style-type: none"> 1. Record book of teaching aids 2. Principal's report on purchased teaching aids 3. Inventory of teaching aids 4. Inventory of media-theque and library, provision of suitable teaching aids in accordance with existing procedures

	<p>There is a special plan for introducing information-communication technologies (ICT) in teaching</p>	<ol style="list-style-type: none"> 1. There is an IT classroom and all pupils use it in according to a set schedule 2. Special software used by pupils with visual impairments was acquired 3. There are keyboards adjusted to the needs of a pupil having random body movements 	<ol style="list-style-type: none"> 1. Annual plan of the school's work 2. School's development plan 3. List of purchased new PCs for teaching children with special needs 4. Plan of purchasing suitable software adjusted to the special characteristics of children/pupils 5. Plan for including information-communication technologies in teaching
2.3.	<p>There is a teaching assistant</p>	<ol style="list-style-type: none"> 1. There is a Roma teaching assistant 2. The mother of a pupil with autistic spectrum disorders was engaged as a teaching assistant during the adjustment period 	<ol style="list-style-type: none"> 1. Annual plan of school's work 2. Employment contracts 3. Work register 4. Staff register 5. Task assignment plan within the 40-hour work-week
2.5.	<p>The kindergarten/school accepts parents' participation in defining special conditions for individual education of children/pupils with special needs</p>	<ol style="list-style-type: none"> 1. At a parent teacher meeting at the beginning of the school year, special conditions for pupils with special needs in every classroom were analyzed 2. At the first parent teacher meeting, it was agreed that interested parents can participate in some of the classes. 	<ol style="list-style-type: none"> 1. Parents opinion/assessment (questionnaire, evaluation sheet) 2. Plan and program of parent teacher meetings 3. Plan of collaboration with parents 4. Records –register of the work of expert associates 5. Pupil's file 6. Record of classes attended by parents 7. Expert team report

3.	Peer support for realization of the potentials of children/pupils with special needs	3.1.	Other children/pupils give various types of support to the child/pupil with disabilities	<ol style="list-style-type: none"> 1. Peers help a pupil with walking difficulties according to a previously agreed order, while going from one classroom to the next 2. Pupils help a girl with slowness and difficulty of movement in her upper limbs to pick up and take off her school bag. 3. When a pupil answers in a more comprehensible manner or successfully reproduces a poem, peers applaud and praise her with "Bravo" 	<ol style="list-style-type: none"> 1. Record of systematic observation and the teacher's assessment 2. Defined types of support 3. Individual plans for providing support 4. Number of hours of joint work (homework and practice) 5. Video records 6. Report on training implemented for pupils about respecting diversities and improving communication 7. Working plan of the homeroom class 8. Homeroom class notebook 9. Classroom graph board for messages, verbal support, gestures 10. Notes on anecdotes
		3.2.	Other children/pupils include a pupil with disabilities into group/classroom without mediation of a teachers/adult	<ol style="list-style-type: none"> 1. While walking in the park and the zoo, a boy with unstable walk goes in pair and other friends help him climbing the stairs 2. On break, classroom friends spontaneously approach to a pupil with communication and behavioral difficulties and include him into plays 	<ol style="list-style-type: none"> 1. Record of systematic observation and teacher's assessment 2. Statements of the pupil, other pupils, parents, teacher 3. Notes on anecdotes 4. Classroom graphic board for messages, verbal support, gestures 5. Classroom poster

		3.3.	The child/pupil actively participates in the group/classroom at the kindergarten/school	<p>1. A boy with communication problems and aggressive behavior towards peers and adults, after two months of attending school, made friends with his peers and invited them to his home, he was invited to birthday parties of other pupils and he was included in joint leisure extra-curricular activities.</p>	<ol style="list-style-type: none"> 1. Records of extra-curricular activities (number of visits from other pupils, number of joint birthday parties and other celebrations) 2. Video and photo records 3. Records of systematic observation and the teacher's assessment 4. Monitoring protocol 5. Statements of the pupil, other pupils, parents, teachers 6. Classroom poster 7. Notes on anecdotes
		3.4.	The pupil participates in extra-curricular activities	<ol style="list-style-type: none"> 1. A pupil with communication difficulties was separated from her parents for the first time and went on a school trip. 2. A visually impaired pupil participated in the school music club 3. A pupil with autistic spectrum disorders was included in the history club and successfully participated in regional competitions 	<ol style="list-style-type: none"> 1. Records of extra-curricular activities (number of visits from other pupils, number of joint birthday parties and other celebrations) 2. Records of extra-curricular activities (clubs, excursions) 3. Video and photo records 4. Records of systematic observation and the teacher's assessment 5. Products made by children/pupils 6. Notes on anecdotes 7. Statements by the pupil, other pupils, parents, teachers 8. Reports given by the teachers running the clubs

4.	A positive attitude of all education participants towards inclusive education of children/pupils with special needs	The management of the kindergarten/school, non-teaching staff, other children/pupils, parents of other children/pupils have positive attitude towards inclusive education of children/pupils with special needs	<ol style="list-style-type: none"> 1. At teachers' council meetings, a teacher who has a pupil with autistic spectrum disorders shares her knowledge and explains her approach in order for other teachers, who will work with the pupil in the 5th grade, can use her experience 2. At the beginning of the school year, one parent teacher meeting per classroom is dedicated to presenting the inclusive orientation of a school and introducing parents to the principles of inclusive practice 3. The school's inclusive team has meetings with kindergarten management and inclusive preschool teachers with the aim of preparing themselves for the enrollment of children with special needs into their school 4. At the end of the school year, the school has media promotions of their inclusive programs for the local communities 	<ol style="list-style-type: none"> 1. Reports from teachers' council meetings, number of subjects dedicated to inclusive education 2. Reports from parents' council meetings 3. Reports from parent teacher meetings, number of parents meetings, number of activities dedicated to inclusive education 4. Work book of the kindergarten teacher, number of activities dedicated to inclusive education 5. Report on conducted seminars, lectures, literature about inclusive education for the staff of the kindergarten/school 6. The school has a plan of announcing and promoting inclusive education for parents, pupils and the local community (announcement board, leaflets (newsletters and pamphlets), informing the media) 7. The school's information brochure includes data on the number of children with special needs who have been included in or have finished school 8. Works done by children/pupils with special needs are displayed in the school's hallway with the works of other children/pupils 9. Children/pupils with special needs participate in performances, exhibitions and other public manifestations organized in the kindergarten/school 10. Reports on the kindergarten/school's contacts established with other institutions in the local community which are frequented by children/pupils with special needs
4.1.				

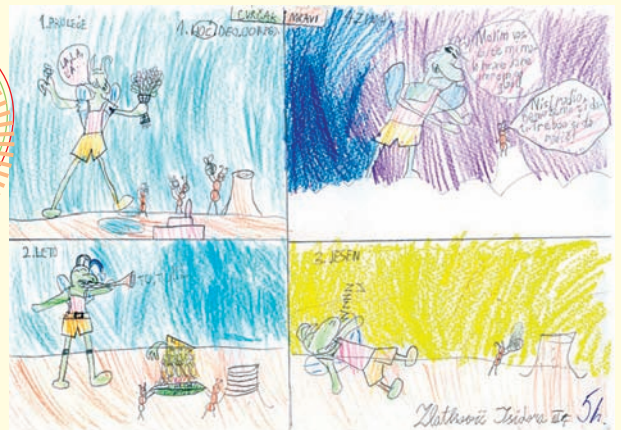
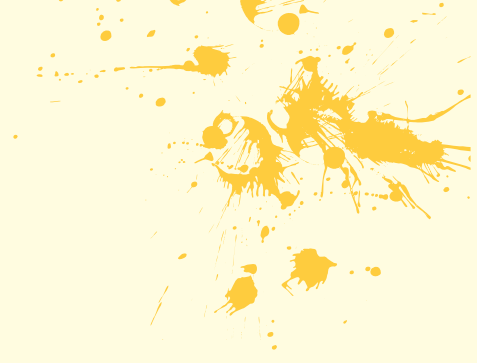
	<p>A school's developmental planning/ kindergarten developmental planning anticipates the development of inclusive education</p>	<p>4.2.</p>	<p>1. There is a team for developing inclusive education and it establishes cooperation with preschool institutions as planned in the school's developmental planning and the school's/kindergarten inclusive education teams 2. Expert groups for developmental planning and the organize joint training sessions for kindergarten and school teachers about working in inclusive environments</p>	<p>1. The school's developmental planning anticipates the functioning of an inclusive education team 2. School's annual program 3. School's annual report 4. Reports from meetings between expert groups for developmental planning and inclusive education the team</p>
	<p>There is a quota of parents of children/pupils with disabilities in the Parents' council</p>	<p>4.3.</p>	<p>1. There are parents of children with disabilities and representatives of the Parents' associations in the school's Parents' council</p>	<p>1. The composition of the Parents' council</p>
	<p>There is a local community strategy for developing inclusive education</p>	<p>4.4.</p>	<p>1. There is a strategy for developing education in the local community and the development of inclusive education is set as a strategic goal 2. The municipality announces public invitations for financing local projects, that develop inclusive education in accordance with the local plan for developing inclusive education 3. The department for social policy of the local self-government plans to connect initiatives of NGOs and inclusive education teams of kindergartens/schools</p>	<p>1. Strategic plan of the local community 2. Local plan of action for children 3. Plan of supporting schools by the Department for social policy 4. Work plan of the local team 5. Reports of the school board 6. Public invitation for projects implementing inclusive education 7. Project reports on implementing inclusive education</p>
	<p>There are funds in the local budget allocated for supporting inclusive education programs</p>	<p>4.5.</p>	<p>1. There are funds in the local budget for adapting access to schools and preschool institutions and for building ramps in every educational institution 2. There are funds in the local budget for kindergarten and school teachers' professional advancement in the area of inclusive education</p>	<p>1. The budget plan of the local community, the <i>Official gazette</i> 2. The municipality budget 3. Report on the municipality budget 4. There are funds for implementing projects supporting inclusive education</p>

	<p>The school promotes its inclusive education programs in the local community</p>	<ol style="list-style-type: none"> 1. The school organized two public initiatives for promoting inclusive programs 2. The fact that the school put up an external information board stating that the school is adjusted to the needs of children with disabilities was reported in all local media at the end of school year 3. The school's website provides transparent information about the school's inclusive approach 	<ol style="list-style-type: none"> 1. Reports on promotional material, media activities and other informative-promotional activities (round-table conferences, public discussion) 2. The school's information brochure contains data about the number of children with special needs who have been included in or have finished school 3. Documentation about school manifestations at the end of the school year 4. Audio and video records broadcast in the local media 5. School magazine, posters, exhibitions 6. External information board stating that the school is adjusted to the needs of pupils with disabilities 7. School's annual report (number and type of promotional activities) 8. School's developmental planning 9. Report on activities implemented by the local Department for social policy
<p>4.6.</p>			
	<p>The school endeavors to admit all pupils from the local community</p>	<ol style="list-style-type: none"> 1. In cooperation with the preschool institution, developmental counseling and local parents' associations, a plan for inclusive education of pupils with special needs starting the 1st grade was created 2. The municipality's department for social policy organizes professional advancement and support to teachers having pupils with special needs in their classrooms 	<ol style="list-style-type: none"> 1. School's developmental planning 2. Records on children/pupils with special needs who are not included in education 3. Records on children/pupils with special needs who are rejected or held back a year
<p>4.7.</p>			
	<p>The school strives to alleviate all forms of discrimination</p>	<ol style="list-style-type: none"> 1. A week <i>against discrimination</i> is announced at the school 2. Within the framework of the program for preventing discrimination, pupils from higher grades prepare workshops and other programs promoting participation and inclusion for the lower-grade pupils and parents 	<ol style="list-style-type: none"> 1. School's developmental planning
<p>4.8.</p>			

		4.9.	The school is open to employing people with disabilities	1. There are two teachers with disabilities within the school's staff who are employed in accordance with the school's developmental planning and with the support of the local Department for social policy	1. School's developmental planning
		4.10.	There are legislation, strategies, action plans and other accompanying documents and activities supporting inclusive education passed by the Ministry of Education of the Republic of Serbia	1. The strategy for developing inclusive education is adopted and is posted on the website of the Ministry of Education and by other means of announcements 2. There is an action plan for supporting inclusive education of children with special needs	1. <i>Official gazette</i> 2. Official documents of the Ministry of Education
5.	Educating kindergarten/school teachers and expert support to quality implementation of the inclusive education of children/pupils with special needs	5.1.	The kindergarten/school's plan anticipates professional training for teachers about inclusive education	1. The expert service (psychologist and pedagogue) and the inclusive teaching staff hold regular meetings about inclusive education 2. The expert service and inclusive teaching staff collect examples of good inclusive practice, which are horizontally exchanged within the school staff 3. Training for kindergarten/school teachers about working in inclusive conditions is conducted	1. Annual school's plan 2. School's developmental planning 3. Annual plan of the school psychologist 4. Annual plan of the school pedagogue 5. Teachers' files, reports from seminars, working meetings and other similar events 6. Reports from meetings of classroom councils, groups, teams, pedagogue teaching staff 7. Records on professional advancement
		5.2.	There is a council of inclusive teachers that provides professional support to teachers	1. Teachers working in inclusive classrooms formed a council which provides support for individual questions about inclusive education	1. Annual school's plan 2. School's developmental planning 3. Council's work plan 4. Reports from council meetings 5. Plans for professional advancement 6. Material for professional advancement (brochures and other material)
		5.3.	There is a team for inclusion in the kindergarten/school and it provides professional support to teachers	1. A team for inclusive education is formed and consists of the school's principal, expert service, a representative of the inclusive teachers, and this team provides professional support to teachers for working in inclusive conditions	1. Reports on inclusive education team work 2. Working plan of the team 3. Plans for professional advancement

			5.4.	There is a local network of inclusive teachers that provides professional support to teachers	1. Kindergarten/school inclusive teams and inclusive teachers are connected in a local inclusive network that enables cooperation between educational institutions with the aim of including pupils with special needs and providing professional support for working in inclusive conditions	1. Reports on activities and meetings of the local inclusive education team 2. Working plan of the local team 3. Reports on the activities of the network for inclusive education
			5.5.	There is tie between the kindergarten/school and local services for child protection	1. The school and kindergarten have meetings with developmental counseling, local services for child protection and representatives of other local inclusive initiatives with the aim of including children with disabilities and establishing inclusive conditions	1. Reports from meetings between representatives of schools and local services for child protection 2. Memorandum on the cooperation between the school and local services for child protection
6.	Connectedness of different levels of the education system with the aim of providing continual inclusive education for children/pupils with special needs		6.1.	There is a connection between age levels within preschool education	1. When a girl, who was well adapted in the crèche, was about to enter an older kindergarten group, a nurse and a kindergarten teacher shared their experiences with the older group's teacher, so that the girl could overcome limitations connected to her serious visual impairments. 2. The kindergarten management and expert service suggested that a boy with communication difficulties have an assistant who is a trained volunteer and who has already assisted in the kindergarten group previously attended by the boy	1. Reports on teachers' council meetings 2. Insight into preschool group plans, registered meetings of different preschool group levels 3. Work book of the kindergarten teacher (group activities, joint activities) 4. Work diaries 5. A child's profile and pedagogic suggestions 6. Plan and program of preschool education 7. Reports from meetings between the expert council and groups 8. Collection of good practice examples
			6.2.	There is a connection between preschool and primary school education	1. The kindergarten team for inclusive education and representatives of the primary school have regular meetings with the aim of planning the inclusion of a child into primary school 2. Regular meetings of kindergarten and school teachers are held for supporting the inclusion of a child with disabilities into the first grade	1. The child's files, kept from kindergarten until the end of its education 2. Reports on meetings between representatives of the preschool institution and primary school 3. Collection of good practice examples 4. Documentation about a child is forwarded from the kindergarten to the school 5. The child's profile and pedagogic suggestions are forwarded from the preschool institution to the primary school

		<p>There is a connection between the higher and lower grades within the primary school</p>	<p>6.3.</p>	<p>1. During the 4th grade, teachers of children with special needs have regular meetings with the aim of providing inclusive conditions and support for the children's education in higher grades</p> <p>2. Specific subject teachers and lower-grade teacher of a child with disabilities cooperate in the individualization of approaches to a pupil with special needs</p>	<p>1. Number of children with special needs who continue their education</p> <p>2. Records on teachers' presence at classroom councils of higher grades</p> <p>3. Collection of good practice examples</p> <p>4. A child's profile and pedagogic suggestions</p> <p>5. Reports on joint meetings between classroom councils of the 4th and 5th grades</p> <p>6. Reports on 4th grade teachers' visits to higher-grade classes</p>
	<p>There is a connection between primary and secondary education</p>	<p>6.4.</p>	<p>1. The inclusive team of the primary school is in contact with the management and expert service of secondary schools with the aim of preparing a pupil with special needs for further education</p>	<p>1. Records on meetings between representatives of primary and secondary schools</p> <p>2. Collection of good practice examples</p> <p>3. Documentation about the pupil forwarded from the primary to the secondary school</p> <p>4. A child's profile and pedagogic suggestions</p>	



CHAPTER 3

INCLUSION AND OUR EDUCATIONAL REALITY – SELF-ASSESSMENT AND RECOMMENDATIONS FOR THE FUTURE

1. Self-assessment: purpose, objectives, methodology
2. Self-assessment of schools' work in the area of inclusive practice in relation to defined criteria and indicators – pilot-testing the List of criteria and indicators of good inclusive education practice
3. Results of self-assessment – interpretation of data and conclusions
4. Another overview on the self-assessment results
5. Self-assessment – Action planning – Developmental planning
6. What follows and how – recommendations

In the course of researching school culture, policy and practice, some new opportunities for inclusive development, which were not discernable in the beginning, can be found. On the other hand, a school might discover that it is less inclusive than initially believed. This can be balanced by discovering new sources of support for the teaching and management staff, pupils, parents, the local community.

Before making any special decisions about the school's planning, it is important to introduce members of the broader school community to the process of inclusion. Raising awareness of the broader community about the importance of inclusion is a significant element of success¹⁶.

T. Booth, M. Ainscow et al.,

Index for Inclusion: developing for learning and participation in schools, Centre for Studies in Inclusive Education, Bristol, 2000.

1. *Self-assessment: purpose, objectives, methodology*

Every conscious human action always contains a component of assessment. Our every objective-driven activity is followed by assessment. How do we know whether we are doing things in a correct way? How do we know whether we have accomplished the desired objective? Finding relevant facts, situation assessment, making decisions and conducting further activities based on such decisions are crucial steps in the assessment (evaluation) process – reviewing something we are assessing, the comparison procedure and elaboration of criteria on which the view is formed are as important as the very act of forming an opinion.

16 NB by the translator: this is not the original extract but the translation from Serbian to English

Assessment (evaluation) is the process of analyzing collected data and forming an opinion about something or someone based on comparison with certain criteria... Pre-school/school assessment is assessment planned and implemented by staff in preschool institutions and schools, which is in accordance with their needs and fits their concrete institution¹⁷.

The purpose

Self-assessment is a procedure implemented with the aim of developing educational practice and understanding the practice, namely the function of self-reviewing and professional development of the practitioners. Self-assessment in education involves all forms (and cases) of reviewing and researching values that have informative and regulatory meaning for the participants in the educational process. The function of self-assessment is to provide insight and self-review of knowledge, attitudes and values.

The purpose of self-assessment is correction, improvement of the practice in the direction of ensuring quality work within the institution. Real improvements in the institution's quality of work comes from inside, and it is not imposed from outside. Therefore, the conducting of self-assessment is a sign/indicator of a staff's responsibility towards themselves.

The goal

The goal of self-assessment is modification, advancement and improvement of practice within a preschool institution/school. It is one of the mechanisms that secure the quality of work of an institution. By assessing its own work, a preschool institution/school shows its readiness to re-examine the efficiency of activities undertaken and accept responsibility for its own work and development.

Self-assessment is a basis for autonomy in planning, organizing and implementing new priority needs in the preschool institution/school, that are always directed towards the continual development and improvements in an institution's work.

Methodology

If assessment (evaluation) is seen as forming an opinion about something based on comparison with a certain criterion, then it includes a series of activities:

- ✓ Monitoring – collecting relevant facts that help us form an opinion about something or someone;
- ✓ Establishing and developing unique criteria for assessment;
- ✓ Organizing, analyzing and interpreting collected data and forming an opinion – recognizing the things we are doing well, that satisfy us, reviewing the ob-

17 Manual for the program "Self-assessment in the function of developing schools/institutions", Catalogue of accredited programs for professional advancement of staff in the education system, 2007/2008 school year, Institute for advancing education in the Republic of Serbia, Belgrade, 2007

jectives we have achieved, as well as our weaknesses, the things not done well and that can be improved;

- ✓ Taking corrective actions – based on assessment results and conclusions, we create an activity plan for improving and advancing the areas we have assessed.

In the process of self-assessment, the preschool institution/school assesses working conditions, processes in the institution and achieved products (outcomes, results). Self-assessment can rely on objective indicators, but also on indicators acquired by subjective assessment, namely by self-evaluation conducted by some education process participants. Self-assessment is based on both quantitative and qualitative data.

2. *Self-assessment of a school's work in the area of inclusive practice in relation to defined criteria and indicators – pilot-testing the List of criteria and indicators of good inclusive education practice*

Through the self-assessment process conducted in 31 preschool institutions/primary schools in Serbian towns implementing the project, we tried to learn more about, from the viewpoint of inclusive practice, the necessary conditions in terms of resources (material, technical and human resources) in our preschool institutions/primary schools, the readiness and sensitivity of institutions for different needs of children and parents, and the support provided by the environment and other partners in the education system.

The team of experts and practicing educational staff in the project Inclusive education – from practice to policy defined criteria and indicators of inclusive education and made a comprehensive List of criteria and indicators as a tool for preschool institutions/primary schools to use for self-assessing their current practice and in planning, guiding and monitoring the implementation and advancement of quality inclusive education.

Preschool teachers, teachers and expert associates (pedagogue and psychologist) in our kindergartens/schools tested the criteria of inclusive education in their institutions and, in accordance with the List of criteria and indicators of inclusive education, assessed the presence and achievement of particular indicators by assessing indicators according to a four-degree scale (non-existent, exists to some extent, exists to a large extent, exists completely). In doing so, based on the set criteria and indicators, they self-assessed the existing practice of inclusive education in their local communities and, at the same time, gave the first systematic findings about different aspects of inclusive education in Serbia.

It is certain that the self-assessment results obtained by pilot-testing the List cannot be considered representative and reliable information about the degree of inclusiveness in our educational institutions. Furthermore, the inclusiveness of the preschool and primary school systems in Serbia cannot be assessed in such a manner. Namely, we are aware that the number of institutions that applied the List does not guarantee representative results, and the institutions pilot-testing the List were not chosen according to the representative sample key for the whole education system. In addition, although the List of criteria and indicators of inclusive practice was applied through teamwork in

every particular institution, the procedure does not completely adhere to the one recommended in the process of a school's self-evaluation.

Nevertheless, these results have a definite value founded in the fact that they represent the first information about the presence of the criteria and indicators of inclusive education in Serbia. Moreover, although the number of institutions that applied the list is not large, 31 institutions from Belgrade, Vranje, Zajecar, Kikinda, Kragujevac, Kraljevo, Nis, Novi Sad, Pancevo and the area of Uzice/Prijepolje/Nova Varos still represent an important part of the education system in Serbia – maybe its more innovative, open, fair and, possibly, higher quality part, but certainly one part of our educational reality, which can provide results useful for thinking about improving the whole system.

The results of the conducted self-assessment go way beyond the significance of testing the criteria and pilot-testing the List of criteria and indicators of inclusive education, and they actually go beyond the significance of assessing inclusiveness in 31 educational institutions in Serbia. These results indicate the areas and levels of educational practice that need to be systematically developed in order to establish inclusiveness as an important dimension of inclusive education. The implications of the results can represent objectives and suggest steps either for direct action or for strategic planning of developing inclusive education, both on local and broader systematic levels.

3. *Self-assessment results – interpretation of data and conclusions*

Criterion 1: **Flexibility of curricula in accordance with the needs of pupils with special needs**

Indicators:

- ✓ The curriculum themes in need of adjustment in methods, forms and time-frame are determined and the adjustments are implemented
- ✓ The content of the curriculum is adjusted to the needs of the child/pupil with special needs
- ✓ There are individual education plans (IEP) for children/pupils with special needs
- ✓ The parents of a child/pupil with special needs participate in the creation of an individual education plan, monitoring the process of learning in curricular and extra-curricular activities
- ✓ Grading is conducted in the function of monitoring advancement and the pupil's motivation

All five indicators for this criterion are present in at least 2/3 of the researched educational institutions, to some extent, a large extent, or completely. Out of all the indicators for this criterion, the indicator Grading is conducted in the function of monitoring advancement and the pupil's motivation is present in almost every institution that conducted self-assessment (with the exception of one institution), but in 1/3 of the institutions it was assessed that this indicator is present to a large extent, and 1/5 of institutions assessed that it exists completely. Judging by the presence of the indicators of this criterion, parents' participation in curriculum individualization and the creation of individual education plans for children with special needs is less present than with the other indicators from this group.

Based on these results, we can conclude that preschool institutions/primary schools have the intention of adjusting curriculum and teaching to children with special needs. The educational content, curriculum topics, methods and forms of work are adjusted to the needs of pupils with disabilities. The practice of creating individual education plans is initiated for working with children with special needs and these plans are created through the collaboration of the preschool teacher, teacher, parents and psychological-pedagogic services within the institution. In addition there is an evident orientation towards providing an adequate and holistic approach in working with children with special needs, through continual monitoring of the progress and achievements of the child/pupil, in the aim of motivating his/her work and development.

Criterion 2: Special conditions for inclusive education of children/pupils with special needs are provided

Indicators:

- ✓ There is suitable adaptation of the premises
- ✓ There are suitable teaching aids
- ✓ There is a special plan for using information-communication technologies (ICT) in teaching
- ✓ There is a teaching assistant
- ✓ The kindergarten/school accepts parents' participation in defining special conditions for individual education of children/pupils with special needs

In comparison to indicators present for other criteria, indicators in this group are present the least, and practically 2/3 of the institutions assessed that these indicators do not exist at all. Of the five indicators in this group, accepting parents' participation in defining and ensuring special conditions for inclusive education of children/pupils with special needs is mostly present – in almost 2/3 of institutions, this indicator is present to some extent or to a large extent.

The collected data indicate that, when talking about special conditions for working with children with disabilities, and these include premises, equipment/teaching aids, and support by including a teaching assistant, the support to inclusive education is insufficient. According to teachers' assessments, spatial and technical conditions have not been changed to respond to the needs of children/pupils with disabilities. In addition, the field of work and role of the teaching assistant are defined neither on the systematic nor the particular institution level, and that type of support can be seen only sporadically in some kindergartens and schools.

Criterion 3: Peer support to realizing the potentials of children/pupils with special needs

Indicators:

- ✓ Other children/pupils provide various types of support to the child/pupil with disabilities
- ✓ Other children/pupils include the pupil with disabilities into the group/classroom without the mediation of a teacher/adult
- ✓ The child/pupil actively participates in the group/classroom at the kindergarten/school
- ✓ The pupil participates in extra-curricular activities

In comparison to other criteria indicators, four indicators of this criterion are mostly present – in more than 2/3 of institutions, they exist to some extent, a large extent or completely, and they do not exist in 1/6 of all institutions in the sample. Three indicators in this group, namely different types of support other children/pupils provide to a child/pupil with special needs, participation of the child/pupil with special needs in classroom activities and participation in extra-curricular activities, are not present only in three, or rather two institutions, and they are completely present in approximately 1/3 of institutions.

Based on the collected data, we can conclude that support to children/pupils with disabilities provided by their peers is present to a large extent in almost every researched institution. Considering that this portion depends directly and greatly on the atmosphere developed by the teacher, we can also conclude that the behavior of teachers towards children/pupils with disabilities is also highly supportive and positive in these institutions.

Criterion 4: A positive attitude of all education participants towards inclusive education of children/pupils with special needs

Indicators:

- ✓ The management of the kindergarten/school, non-teaching staff, other children/pupils, parents of other children/pupils have a positive attitude towards the inclusive education of children/pupils with special needs
- ✓ A school's developmental planning/ kindergarten developmental planning anticipates the development of inclusive education
- ✓ There is a number of parents of children/pupils with disabilities in the Parents council
- ✓ There is a local community strategy for developing inclusive education
- ✓ There are financial means in the local budget allocated for supporting inclusive education programs
- ✓ The school promotes its inclusive education programs in the local community
- ✓ The school endeavors to admit all pupils from the local community
- ✓ The school strives to decrease all forms of discrimination
- ✓ The school is open for employing people with disabilities
- ✓ There are legislation, strategies, action plans and other accompanying documents and activities supporting inclusive education formulated by the Ministry of Education of the Republic of Serbia

Of the 10 indicators of this criterion, three indicators are present to a large extent or completely in approximately 2/3 of institutions, and in less than 1/5 of institutions the indicators are not present at all. At the same time, the indicator a positive attitude towards the inclusive education of children/pupils with special needs is not present in only four institutions. The indicator intentions of the preschool institution/primary school to admit all children also does not exist in only four institutions, and the indicator decreasing all forms of discrimination is not present in six institutions. However, the other seven indicators of this criterion were assessed as non-existent or existent to some extent in

over half of the institutions where the List of criteria and indicators was applied. However, the planned development of inclusive education, promoting the inclusive education programs in the local community and allocation of funds in the local budget intended for developing inclusive education represent indicators which do not exist or exist only to some extent in over 2/3 of the institutions.

The collected data indicate that this criterion is variably present depending on the assessed indicators. In relation to criterion 3, we indirectly concluded that teachers in the researched institutions have a positive attitude towards children/pupils with special needs, and this conclusion was directly confirmed as part of the indicator relating to the positive attitude of different education system participants at the level of the kindergarten/school. However, the positive attitude is lacking in other stakeholders, including the Ministry of education, local community and the school.

Criterion 5: Educating kindergarten/school teachers and providing expert support to quality implementation of inclusive education of children/pupils with special needs

Indicators:

- ✓ The kindergarten/school's plan anticipates professional training sessions for teachers about inclusive education
- ✓ There is an inclusive teachers' council which provides professional support to teachers
- ✓ There is a team for inclusion in the kindergarten/school and it provides professional support to teachers
- ✓ There is a local network of inclusive teachers that provides professional support to teachers
- ✓ There is a liaison between the kindergarten/school and local services for child protection

In 2/3 of researched institutions, it was estimated that four out of the five given indicators are not present or are present to some extent, and only one indicator of this criterion – the functioning of the local inclusive teachers' network, which provides professional support to kindergarten/school teachers – is estimated to be completely present or present to a large extent in half of the institutions.

We can conclude from the results that support to inclusive education through professional advancement and horizontal networking is rare. Schools' plans include training sessions for advancing competencies for working with children with special needs, but do not include different types of learning via horizontal exchange or teamwork. Certain steps have been made by forming local inclusive teachers' networks within the framework of the project Inclusive education – from practice to policy.

Criterion 6: Connecting of different levels of the education system with the aim of providing continual inclusive education for children/pupils with special needs

Indicators:

- ✓ There is a connection between different age levels within preschool education
- ✓ There is a connection between preschool and primary school education

- ✓ There is a connection between the higher and lower grades in primary school
- ✓ There is a connection between primary and secondary education

The dominant estimate for all four indicators of this criterion is that they are not present at all, or that they are present to some extent, but the indicator of a connection between primary and secondary school is seen in many cases as completely non-existent or estimates of its presence are lacking.

We can conclude from the results that the connection between different educational levels is absent. It is visible only sporadically when a child goes from preschool to primary school education, and it appears somewhat more often when a child goes from lower to higher grades.

4. *Another reflection of the self-assessment results*

If we observe the total estimation of the presence of all the criteria, namely the indicators (Table 1) for 31 educational institutions that conducted self-assessment in accordance with the List of criteria and indicators for good inclusive practice, we can see that estimations showing that indicators are not present hold the first position – this estimation was given for an average 11.64 indicators. In the second place is the estimation that indicators are present to some extent – an average 7.06 indicators; 6.29 indicators are present to a large extent, while an average four indicators are completely present (the presence of some indicators was not assessed in a certain number of institutions). Or, more precisely, 11.64 indicators are not present in these institutions, while 17.35 indicators are present to some extent, to a large extent or completely.

If we compare the estimations of presence for all criteria, namely, the indicators together, obtained in schools where local coordinators of the Network of inclusive education teams are employed (one school from each of the cities: Belgrade, Vranje, Kragujevac, Nis, Novi Sad, Pancevo and Prijepolje – besides the local coordinators, and there were also members of the team employed in those schools) with the estimation of indicator presence in other schools that conducted the self-assessment, we can see that the schools, where the local coordinators are employed, have greater achievements in good inclusive practice indicators. In the first place are the estimates that indicators are present to a large extent in these schools – 11.14 indicators. The estimate that indicators are not present – 8.42 indicators – is in the second place, and then the estimate that indicators are present to some extent – 6.59 indicators, and 4.28 indicators are completely present in these schools. Or, more precisely, 8.24 indicators are not present in seven schools where local coordinators of NIE are employed, while 22,01 indicators of good inclusive practice are present to some extent, to a large extent or completely.

On the other hand, in the other 19 schools (in Zajecar, Kikinda, Kragujevac, Nis, Novi Sad and Pancevo), the estimation that indicators are not present at all – an average 14.10 indicators, holds the first place. In the second place is the estimation that indicators are present to some extent – 7.15 indicators, and then that they are present to a large extent – 4.36, while 3.47 indicators are completely present. In this case, 14.10

indicators are not present at all, and 14.98 indicators are present to some extent, to a large extent or completely.

In addition, in five kindergartens (in Vranje, Kikinda, Kragujevac, Novi Sad and Uzice), that conducted self-assessment in accordance with the List of criteria and indicators of good inclusive practice, it is estimated that 7.4 indicators are present to some extent, 6.8 indicators are present to a large extent, 6.8 are not present at all, and 5.2 indicators are completely present. Therefore, the self-assessment results of kindergartens show that an average 6.8 indicators are not present at all, while 19.4 indicators of good inclusive practice are present to some extent, to a large extent or completely.

Table 1 – Presence of indicators in particular groups of institutions in the sample

	Indicator presence	Schools where local coordinators are employed	Other schools	Kindergartens	All the institutions combined
1.	Completely	4,28	3,47	5,2	4,00
2.	To a large extent	11,14	4,36	6,8	6,29
3.	To some extent	6,59	7,15	7,4	7,06
4.	Not present	8,42	14,10	6,8	11,64
	Various degrees of presence	<u>22,01</u>	14,98	19,4	17,35

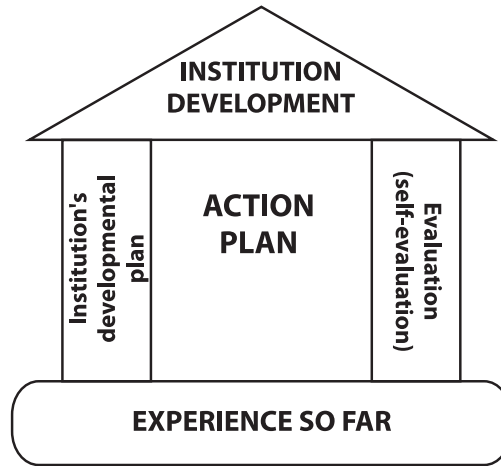
These results show that in the institutions where the List of criteria and indicators of good inclusive practice was pilot-tested and where self-assessment was conducted in accordance with the List, some aspects of inclusive education have been achieved – the process of developing inclusive education has been started, but the level of achievement of inclusive practice varies greatly in particular kindergartens and schools. Namely, inclusive practice is more present in preschool institutions and schools where teachers are included in programs and projects supporting the development of inclusive education, independently of systematic solutions.

5. *Self-assessment – Action planning – Developmental planning*

School staff, teachers, pupils, parents can best give the answers to the following questions:

- ✓ How good is our institution?
- ✓ How do we know that?
- ✓ What can we do to further improve it?

Preschool/school self-assessment, planned and applied by the preschool institution/school staff according to their needs and matching the particular institution, indicates a genuine readiness for advancing practice. Preschool institutions/schools, working on their self-improvement, represent self-evaluation preschool institutions/schools. The self-assessment of an institution leads to real improvements in the quality of its work, because this process is not imposed from outside, but comes from within the institution and represents a measure of the responsibility of the employees themselves.



An institution's self-assessment starts with analyzing the situation in one or more areas of work. Based on its results (the situation overview) suitable actions are designed for improving the existing practice.

By self-assessing, we determine the areas (segments of work) that can represent examples of good practice, areas that have a satisfactory level of achievement, and the ones that need to be improved.

The results of every self-assessment conducted in an institution carries great potential for changing, shaping and advancing existing practice. The essential function of self-assessment is improving practice with the aim of development. Based on self-assessment results, and by considering working conditions and available resources of the preschool institution/school, the institutions plan future activities for improving and developing the evaluated areas.

Every phase of self-assessment ends with a report on data analysis and their significance, suggestions and recommendations for further actions. Action plans are created this way and they determine the developmental objectives, priorities and achievable measures.

Every institution conducting analysis and assessing the quality of its own work will use these results with the aim of planning further improvements of its practice. In the process of planning, the institution relies on its own resources – human, material and technical – by designing a realistic plan of activities. Besides relying on internal resources, in the process of planning activities the institution also relies on external resources by establishing and developing partnerships with helpers from the local community.

The activity plan should precisely define activities, dynamics of implementation (time-frame), persons responsible for activities, as well as the necessary funds/resources and expected effects. Such an activity plan helps the institution to easier manage changes.

When one cycle of planning, implementing, monitoring and evaluation is finished, another cycle starts and the experiences, outcomes and results of the previous one are the foundations for its planning.

In this way, the preschool institution/school and staff, by relying on internal and external resources, lead the process of self-development in accordance with the principles of democracy and decentralization in education.

Therefore, quality education can only be achieved through processes of self-assessment and developmental planning, which follow each other in phases, and in some intervals they also overlap.

Self-assessment acts as momentum, a motivating force for a new developmental cycle. A developmental cycle starts and finishes with self-assessment. In that way, developmental cycles of a preschool institution/school are implemented, with every cycle relying on the results and experiences of the previous one, and they are the basis for planning directed towards the continual improvement of practice. The developmental cycles follow each other, which ensures the constant development of a preschool institution/school.

6. *What follows and how– recommendations*

Every (self) evaluation activity in a preschool institution/school should end with a report on the analysis of obtained data, their importance and, if possible, suggestions and recommendations for further use of the results. Therefore, it is very important to plan the handling of the obtained results so that they achieve their function in the improvement of the preschool institution/school's work.

The manual for self-assessment and assessment of schools, an official document of the Ministry of education, offers a broad framework and firm orientation towards inclusive practice. The areas of a school's work relate to support to pupils and pupils' achievements, as listed in the document that directly promotes the basic values of inclusive education. These areas are, on the other hand, indirectly connected to and dependent on other areas: teaching and curriculum, resources, the school's program, ethos and management, life organization within the school, and ensuring quality. Every area of a school's work and life there are domains that are directly related to ensuring the conditions and implementing processes needed for outcomes which should confirm the basic principle of fairness and accessibility of quality education for all.

The criteria and indicators of inclusive education given both in the Guide and the Manual for self-assessment and assessment of schools by the Ministry of Education are complementary and they should be used together as segments of the same process, namely self-assessment of a school's quality of work. Data and results obtained in this process are used for further development and increasing the quality of work in the institutions.

The necessary framework for good planning and implementation of inclusive education activities would certainly be systematic solutions, which would provide children with disabilities and their parents with easier realization of their rights to equal conditions and accessibility of quality education, and they would provide competencies for teachers in implementing quality education for all.

THE RESULTS OF THE SELF-ASSESSMENT OF EXISTING INCLUSIVE EDUCATION PRACTICE IN 31 PRESCHOOL INSTITUTIONS/SCHOOLS IN SERBIA

1 – not present
 2 – present to some extent
 3 – present to a large extent
 4 – completely present

No	Criterion	No	Indicator	1	2	3	4	No estimate
1.	Flexibility of curricula in accordance with the needs of a child/pupil with special needs	1.1.	The themes of the curriculum needing adjustments in methods, forms and time-frame are determined and the adjustments are implemented	5	13	11	1	1
		1.2.	The content of the curriculum is adjusted to the needs of the child/pupil with special needs	5	13	12	-	1
		1.3.	There are individual education plans (IEP) for children/pupils with special needs	10	14	4	1	2
		1.4.	Parents of a child/pupil with special needs participate in creating an individual education plan, monitoring the process of learning in curricular and extra-curricular activities	9	14	2	1	1
		1.5.	Grading is conducted in the function of monitoring the advancement and motivation of a pupil	1	6	13	6	5
2.	Special conditions for inclusive education of children/pupils with special needs are provided	2.1.	There is suitable adaptation of the facilities	20	8	1	1	1
		2.2.	There are suitable teaching aids	21	4	1	2	3
		2.3.	There is a special plan for using information-communication technologies (ICT) in teaching	22	1	1	-	7
		2.4.	There is a teaching assistant	20	2	2	1	6
		2.5.	The kindergarten/school accepts parents' participation in defining special conditions for the individual education of children/pupils with special needs	12	9	6	3	1
3.	Peer support to achieving the potentials of children/pupils with special needs	3.1.	Other children/pupils provide various types of support to the child/pupil with disabilities	3	4	13	11	0

		3.2.	Other children/pupils include a pupil with disabilities into their group/classroom without mediation of a teachers/adult	5	4	14	8	0
		3.3.	The child/pupil actively participates in the group/classroom in the kindergarten/school	2	7	13	9	0
		3.4.	The pupil participates in extra-curricular activities	3	10	11	7	0
4.	A positive attitude of all education participants towards inclusive education of children/pupils with special needs	4.1.	The management of the kindergarten/school, non-teaching staff, other children/pupils, parents of other children/pupils have a positive attitude towards inclusive education of children/pupils with special needs	4	9	12	6	0
		4.2.	The school's developmental planning/ kindergarten developmental planning anticipates the development of inclusive education	16	4	7	3	1
		4.3.	There is a number of parents of children/pupils with disabilities in the Parents' council	18	6	-	1	6
		4.4.	There is a local community strategy for developing inclusive education	10	8	7	4	2
		4.5.	There are financial means in the local budget allocated for supporting inclusive education programs	17	6	3	1	4
		4.6.	The school promotes its inclusive education programs in the local community	16	7	5	-	3
		4.7.	The school endeavors to admit all pupils from the local community	4	4	9	11	3
		4.8.	The school strives to decrease all forms of discrimination	6	4	8	12	1
		4.9.	The school is open for employing people with disabilities	19	-	1	3	8
		4.10.	There are legislation, strategies, action plans and other accompanying documents and activities supporting inclusive education passed by the Ministry of Education of the Republic of Serbia	11	6	1	2	11
5.	Educating kindergarten/school teachers and expert support to quality implementation of inclusive education of children/pupils with special needs	5.1.	The kindergarten/school's plan anticipates professional training sessions for teachers about inclusive education	10	8	6	7	0
		5.2.	There is an inclusive teachers' council which provides professional support to teachers	18	2	8	1	2

		5.3.	There is a team for inclusion in the kindergarten/school and it provides professional support to teachers	19	3	3	4	1
		5.4.	There is a local network of inclusive teachers, which provides professional support to teachers	7	8	5	10	1
		5.5.	There is connection between the kindergarten/school and local services for child protection	11	8	6	1	5
6.	Connectedness of different levels of the education system with the aim of providing continual inclusive education for children/pupils with special needs	6.1.	There is a connection between age levels within the preschool education	3	7	1	-	20
		6.2.	There is a connection between preschool and primary school education	11	12	2	3	3
		6.3.	There is a connection between higher and lower grades within the primary school	6	8	7	4	6
		6.4.	There is a connection between primary and secondary education	17	5	-	-	8



CHAPTER 4

THE REALITY AND FUTURE OF INCLUSIVE EDUCATION: PERSPECTIVES FOR PEOPLE WITH DISABILITIES

1. The purpose of education and the school's mission
2. Pupil, parent, teacher – obstacles, encouragement
3. The way interviews are presented in the Guide
4. Stories from personal perspectives
5. Pre-conditions and the future of inclusive education

There is an unknown formula that determines the relation between joy and pain in our life. Life gives back to us only what we give to others..

Ivo Andric, Ex Ponto

1. *The purpose of education and the school's mission*

Every modern society strives not only to apply the most contemporary knowledge and educational approaches in its education system, but also to make education accessible to all, creating conditions that will give equal chances to every individual for inclusion into education. The achievement of such an educational goal is directly related to the level of development of the dimensions of openness and fairness in the education system. The dimension of openness ensures recognizing, monitoring and meeting the needs of all current and prospective service-users in education. The dimension of fairness relates to recognizing, monitoring and meetings the needs of those to whom the education system, as a rule, has not been accessible either because it sets barriers for including various groups into education, or because of the way the system functions, so that some groups move out of the system before they finish their educational cycle. By providing complete accessibility, education becomes inclusive, thus education accessibility, together with demand for quality, represents an imperative of our time. This imperative is simply and clearly formulated as *quality education for all*.

This road, not an easy one, has many obstacles – from lack of understanding to declarative acceptance of new models without actual changes in approach – and they significantly burden the realization of participation, as a leading idea in the concept of educational and social inclusion. In under-developed and poor countries, such as Serbia,

where only a small amount of the gross national income is allocated to the education system, besides a lack of understanding for the vitally important need for changing the education system, poverty is an equally important problem, which often makes change more difficult, slow or impossible.

In such conditions, our schools, striving to provide even the basic means for a school's existence, often forget about their essential meaning and mission: they are educational institutions which ought to form a child and influence his/her development and should provide quality, accessible, efficient and continual education and knowledge that will be important and applicable in his/her life. Namely, it is often forgotten that the basic, essential mission of a school is to ensure *useful knowledge* to a pupil.

Contemporary education systems have abandoned the idea of the average pupil as a benchmark. Instead, we are talking about the individuality and special characteristics of every child, and an individualized approach to a particular, individual child and pupil is one of the leading ideas that influenced the abandonment of many traditional concepts and methods. Another characteristic of our education system is that the idea of the hypothetical average child has not yet been abandoned. This idea appears in the background of many solutions, as a trap that our education system has not been able to overcome in its attempt to be transformed in a manner that follows contemporary changes in education and adjustments to the demands of modern life. This idea dictates that everything is adjusted to that hypothetical average, and any variation from the average is often misunderstood, sensibility for diversities does not exist, The acceptance of diversity is not systematically supported and is often perceived as a special, additional and not quite necessary effort. Practice shows that pupils who vary from the average are simply called children with special needs, as if by using this expression we can explain why their needs have not been respected and justify everything we could not do, while actually having no real understanding of their needs and not providing suitable support.

Children's needs are insufficiently regarded in the school of the present. The lack of understanding for the importance of a child's needs as a basic pedagogic point often goes so far that we worry only about the achievements, effects, grades. In the analysis of the education system, achievement is often the only monitored aspect, while other questions, such as where the child is in this situation and how satisfied he/she is, do not appear as a subject of research and analysis of our education system. This, unfortunately, applies to a great number of schools, and children attending them are also shaped in the same manner.

We fight for schools without violence, but, on the other hand, it is present at every step: from the environment, the outer appearance of the school, its staff, to the children. But, such a picture, which does not look very optimistic, is the picture of a *mainstream school*, where children grow, learn, socialize and love. A large number of children never finish mainstream schools. Some children come into such a situation as a result of the negligence of parents, caretakers or surroundings, and some because their mental or physical abilities or social aspects of development are not consistent with our system, namely with the existing idea of making a pupil fit the school instead of the concept of *schools fit for a child*.

In the world, the first schools for children with disabilities appeared at the beginning of the 19th century (schools for children with hearing impairments). These institutions were isolated and dislocated from the community and the child's home, so the child was exposed to social and emotional deprivation, because he/she was separated from family and his/her social milieu.

In Serbia, in the 1950s, the number of schools regarded as being adjusted to children differing from the average increased greatly. These schools were called special schools, and were attended by children who were different, with the explanation that there it would be better and easier for them, and that they are all equal there so the differences are not so noticeable. However, it became obvious relatively soon that the set goals were not being achieved, isolation and deprivation were amplified and that special schools show a kind of elitist tendency of eliminating children with more serious disabilities or those that are more difficult to adjust. In addition, it was obvious that many children with special needs were not included at all in such education, that the educational programs do not develop useful knowledge and skills important for life, that social inclusion is almost completely impossible and that it has been lost as an objective and one that is achievable. Even home schooling, developed as a specific type of working with children in specific conditions, first started with an excellent idea to be implemented only while the children are hospitalized, with time become a type of isolation and segregation, because more and more children who could not succeed in mainstream education were directed to this type of service. The child-oriented approach, its development and support on its special path of development, which formed the foundation of the above-mentioned solutions, were transformed to its opposite – instead of the child, the categories of disabilities became basic; instead of support, poor, obsolete and lifeless programs and rigid plans became crucial; instead of satisfaction, the feeling of security, belonging and preparation for life, the results were the feeling of a lack of perspective and deepened social isolation.

Over time, parents, some social groups and other institutions rose against such an approach, many court cases were won, and mainstream educational institutions became more open for children with special needs. Integrative programs have become more important, and the UNICEF proclaimed the ninth decade of the last century as the decade of people with disabilities. It has been emphasized that it is necessary to: improve the legislative system and adjust practice to existing national and international documents, so that conditions for removing barriers that prevent participation of people with disabilities in life with other citizens could be established; ensure education that fits their needs for all children (namely, integrative) and create conditions for preventing the causes of segregation or isolation and the violation of basic child's rights; raise awareness in society about the importance of improving and equalizing the situation of people with disabilities and, finally, create conditions for educating teachers working with children with special needs.

The development of these ideas is one of the basic tasks of the project ***Inclusive education – from practice to policy***, within which this Guide was created.

2. *Pupil, parent, teacher – obstacles, encouragement*

In this section of the Guide, we will look at how the education of children with special needs has been conducted. Interviews conducted at the end of 2006 in many cities in Serbia, indicate how children and pupils, their parents, kindergarten and school teachers see the process of growing up through education – how they see the benefits, obstacles, encouragements and difficulties they face, build or achieve on that road.

Their stories are instructive and inspiring – they arouse admiration and can be a force of encouragement. They enable us to see the educational situation and wider milieu of the education of children with special needs from the perspective of those important education participants, whom we do not hear from often. The child is at the center of education here – he/she has a chance to tell us how he/she experienced education. The parent, a key partner to the teacher and school, tells about the partnership from his/her point of view. And finally, teachers who worked with children with special needs talk about their experiences in the pioneer work of developing an inclusive education system. They all share their authentic experiences and feelings with the readers of *the Guide*. The reader has a chance, by learning about their perspective, to evaluate whether the reality they talk about is a sufficient pledge for the future of the inclusive development of our education system, namely whether the achieved benefits act as encouragement so that barriers to quality education for all, as a pre-requisite for social inclusion, can be removed systematically and individually.

3. *The ways interviews are presented in the Guide*

The interviews conducted with the aim of learning about the perspective of a child/pupil, parent and teacher were half-structured. A number of questions were the same in all three forms, but there were special questions for pupils, teachers and parents. A number of interviews were conducted orally, and some were received as written answers to a previously distributed questionnaire containing the same questions as for the oral interview. Oral interviews were conducted and recorded by local coordinators and members of the local Network of inclusive education. The recordings of interviews conducted orally are also given in the form of narration.

In an overview of the interviews with pupils, parents and teachers, the identification of the interviewed persons in *the Guide* is defined in accordance with an agreement between interviewer and interviewee.

Alongside some of the interviews, we gave certain comments that emphasize particular important elements of the example, but at the same time they illustrate the fact that every life story is a complex educational situation, but also a life story and a story important for life. Hence, the role of the individual oriented towards advocating and implementing inclusive education is of even higher importance. The comments were written by Ljiljana Radovanovic – Tomic, a psychologist, the principal of the “Desanka Maksimovic” primary school in Nis, the coordinator of the local NIE team in Nis.

Therefore, a voice is given to pupils, their parents and teachers...

4. *Stories from personal perspectives*

First story

Branko

An interview with Branko Tomasevic, born in 1989, a second-grade pupil at the Technical secondary school, the department of Financial administrator. Branko Tomasevic has cerebral paralysis.

I did not go to preschool institutions. I was often in hospitals and spas, so I started the first grade of primary school late. I enrolled in the first grade on my insisting and my parents' initiative. It was very difficult for me. I was afraid of the reactions of friends and the teacher. I was afraid of the reactions of those I could meet on my way to school. During enrollment, the school psychologist emphasized to my mother that I should go to a special class, which scared me even more. Fortunately, the intelligence test I took saved me from learning in a special class, and I continued my schooling with my friends in mainstream education. From the beginning I had the selfless support of my teacher Nada Vranic, as well as of my homeroom teacher Gorica Zejak, whose understanding and support encouraged me to new successes.

I was always accepted in the class, both by lower-grade and higher-grade pupils, as well as by friends in my present secondary school. They helped me between classrooms, floors, by pushing or lifting the wheelchair and supporting me. Their attention was always comforting to me. The biggest problem were the stairs at the entrance of the school, and changing classrooms, which were located on the first, second and third floor. The classroom change took a lot of time for me and the friends who were helping me. The biggest obstacle was the fear and insecurity I often felt.

The most important thing to me was the support of my teacher during the operations. She showed understanding for my long absences and when I returned, she always encouraged me again. A good relationship with friends and teachers, and their support and respect helped me in overcoming difficulties during my education. My primary benefit from mainstream education, besides what I learned, is that I am free to go out in a wheelchair and socialize with my friends; I am not ashamed of who I am; I feel normal; going to a special school would insult me; I am not weird; I have self-confidence. I would not go to a special school; I feel comfortable in a school for all children. I would have problems adapting and I would not be motivated for success in a special school.

From my present perspective, the most important aspects of the education of pupils with special needs are to encourage them to learn with other children, free them from prejudice, include them in various projects and, most importantly, include them in mainstream schools.

Comment

From the comments Branko gave us, by looking back on his education, we see that even at preschool age, he was in a different position in regard to his peers – his preschool education was lacking because of illnesses and treatments.

The possibility of going to a special class in the 1st grade caused anxiety in the boy. However, it is noticeable that, even then, Branko had the attitude that he was equal to others and that he belonged with friends in a mainstream school. In addition, test results showed that he was capable of attending mainstream school, which could also positively influence self-confirmation of his values and contribute to alleviating the prejudice that one handicap necessarily conditions another handicap.

Branko emphasizes that understanding, acceptance and support, tolerance from his friends, teacher and homeroom teacher, were the most important benefits from the school. However, he also indicates that it is important to fight prejudices, because he obviously has faced many of them. Also important, but an objective easier to deal with, is the removal of physical barriers that prevent access to the school. Branko's story shows how important the removal of such barriers is, but also how it is possible to overcome barriers if there is a positive attitude, mutual acceptance and orientation towards solving problems and removing barriers.

In Branko's story we also see the importance of the teacher and homeroom teacher. It is more than support in learning and mastering the school curriculum. Branko's story obviously shows that their support, and peer support, is actually support for the feeling of freedom and social belonging.

Branko's comment about special schools is important: "I would have problems adapting and I would not be motivated for success in the special school". This claim implicates the following one: I am equal to others; I am worth as much as they are, and I want to have equal chances. But, when Branko says: "I feel comfortable in a school for all children", it is not only the expression of a need for equal chances and a feeling of equality, but also an outcome of a quality educational process, in which Branko, with his attitudes and relationships, was an active participant.

Branko's mother

An interview with Milena Tomasevic, a textile worker, who is the mother of Branko Tomasevic, a young man with cerebral paralysis, now a pupil of the Technical secondary school, the department of Financial administrator

During enrollment into first grade, the school psychologist told me that Branko had to attend a special class. That discouraged me a lot. I insisted that he go to school with other children. After he had taken the tests, the school psychologist changed his mind and said that Branko should go to a mainstream class. I will never forget the first day of school. We got up much earlier than usual and started preparing ourselves for school. I felt as if we were going to the cemetery – I was scared and I thought, "Oh, my God, how will he be accepted at school?" I was mostly afraid of his first meeting with the children; how will he socialize with them? How shall we pass through the school entrance? Who will meet us? What would be the first reactions of people seeing us? It was very difficult for me, so I asked my husband to push the wheelchair and escort Branko to school.

He was very well accepted by his teacher Nada Vranic. Her understanding and support gave him new strength, and that was also the case afterwards with the understanding and support given by mathematics teacher Gorica Zejak, his homeroom teacher. He was well accepted by his peers. They were always there for him, ready to push his wheelchair, help him move from the wheelchair to a school bench. He was not left alone in other extra-curricular occasions either. He went on excursions at his peers' insistence.

The greatest problem was the distance between home and the school, inadequate access to the school, stairs... Other problems barely existed. There were respect and verbal support from teachers; tolerance for his justified absence from school; patience in grading – teachers waited for him to learn the lessons that had been taught and then grade him. In addition, the support from citizens meant a lot to me, their consideration in removing physical barriers, but primarily the support from the teachers and the homeroom teacher.

I am happy that Branko has knowledge and has friends who appreciate him. He will finish something and he will be his own man. Through learning, he creates a positive image about himself. And now, if we were to choose again, despite all the difficulties, I would not have chosen the special school. At enrollment into secondary school, this new beginning hurt me and brought back the fear I felt at the beginning of primary school, which maybe was unjustified. I again had a feeling from the first grade, when we all were up in the morning, feeling like we were going to the cemetery...

When we talk about pupils with special needs, it is important to influence kindergarten and school teachers to encourage them in their first steps and it is important to teach teachers to be free from fear and prejudices. It is also significant to adjust some parts of the curriculum to the abilities of pupils with disabilities.

Comment

The greatest problem that the mother of Branko Tomasevic had, and her biggest fear, was the beginning of school and acceptance by peers. For a majority of parents, school enrollment is an important event and feelings of happiness and fear are strong and mixed. This family experience, exclusion, obstacles and prejudices show us how important it is to overcome the feeling of fear. Was this emphasized by previous experience, or the natural and was the basic instinct for protection activated in the mother: how will he move on without me?

Fear of stairs is totally understandable if a person is a wheelchair-user, as well as the feeling of anxiety about potential difficulties in making first contact with peers, because the child had not attended a preschool institution. The mother says: "What will happen when they see us?" This tells us about previous experiences with negative attitudes that the environment usually has towards people with disabilities.

However, the school was obviously different from the broader environment, because it had no signs of disrespect, and the greatest problems were physical barriers and the distance between the home and the school. Patience in grading and tolerance contributed to the fact that the boy successfully finished primary school and enrolled in secondary school. Besides, the boy was respected by his peers and, as the mother stressed: "He was making a positive image about himself." This greatly differs from impressions at the beginning of his education, when the anxiety was aroused: what will other people say and how will we get to school?

However, the fact that shows that this is a process that continually demands new positive encouragements was the mother's fear which was repeated at the beginning of secondary school. It is possible that this feeling will follow her until she accepts the positive image Branko has about himself as part of his personality, and during this process, it is important to have positive encouragement from others, from all of us. The shift in the expectation that reactions will be negative and hurtful is possible only if there is a continuum in positive reactions by the micro-surroundings which ensure the building of a new, direct and positive experience.

It is obvious that the support provided to the boy in the primary school was simply and directly experienced by the mother and that she clearly sees the indirect and long-term effects of such support. This example shows us how easy new fears arise in the parents in contact with the new surroundings or situations, but it is obvious that it is possible to overcome such fears if the proper support exists.

Branko's homeroom teacher

Interview with Gorica Zejek, mathematics teacher, homeroom teacher of Branko Tomasevic

During Branko's education, I had consideration for his handicap, which soon influenced his interest for my subject – mathematics. He was interested in his mathematics assignments. The greatest problem in his education was his slow pace of completing the tasks, although it did not represent a problem to me, so I prepared assignments for him in writing, because he wrote with his left hand and considerably slower than other pupils. Many pupils were organized around him. Friends helped him move from one classroom to another. I have always encouraged them towards solidarity and cooperation. They socialized with Branko on their way home, helping him or pushing his wheelchair.

The school staff showed understanding for Branko's handicap, so I had support from the management and colleagues in solving Branko's problems (absence from classes, grades, arriving late to classes). I believed in his abilities and success and that instilled confidence in me and helped me overcome difficulties. I was persistent in making him realize his abilities and creating a positive image about himself.

The main benefit for Branko, and a kind of satisfaction for me, is Branko's enrollment in secondary school, in the desired department, and that was based on his personal merits. I would again get involved in supporting children such as Branko attend mainstream school. This new experience, the fact that I witnessed the abilities of these children and the joy the pupil feels when he sees he can do everything others are doing – this is my professional and personal benefit.

It is important to include children with special needs in mainstream schools with their peers, but also to make adjustments to their special conditions in accordance with their physical abilities and needs within the framework of the curriculum plan and program.

Comment

The homeroom teacher accepted suggestions given by Branko's lower-grade teacher and a continuum in the approach was maintained. This is very important, because in this way, class and peer group cohesion was increased.

In the methodological sense, the preparation of tasks and oral examination certainly supported success. It is important not to disregard the comment that the boy was encouraged by the positive approach of the teacher and became truly interested in mathematics, which additionally supported the success of his education after primary school.

In addition, the comment that the boy's slow pace of completing assignments was a significant difference, but not a problem for the teacher, and shows how the criterion of acceptance and the positive attitude of the education participants is an important pre-condition for such an outcome – successful enrollment in secondary school. This was not big obstacle in the work, because a great number of children who do not have disabilities show a slowness in completing assignments.

The teacher also, like the boy and his parents, sees the inability to move from classroom to classroom quickly as the greatest problem. So, this is again a problem connected to the broader social community that is, to some extent, most responsible for affirming a positive approach to the problems. This example shows how acceptance by teachers and peers can prevail over serious physical barriers.

*Second story***The mother**

The mother of a pupil, who is now 16, answered the questionnaire in writing. Her son completed a mainstream primary school. He is now a second-grade pupil at a special school.

After an extremely difficult pregnancy, I gave birth to our first son, and after a year, we had twins. Our first-born son was progressing at the expected pace, in some areas slower, and in some faster, but it was assessed that in accordance with his age and with stimulations from the environment he could function normally among his peers. We did every possible test and it was estimated that there were elements of slight mental disabilities as a result of pre-natal conditions.

We are refugees from Sarajevo. We were placed with our children in a military camp, in so-called collective housing. We lived in difficult conditions (one huge army room crowded with families, one shared squat toilet for many people, which we, the women, tried to keep as hygienic as possible). Our children saw a toilet bowl for the first time when we were visiting friends in Belgrade ...

Because of the location of our housing, our sons were enrolled in a nearby kindergarten, which was attended by children of eminent politicians, generals and other people belonging to a completely different milieu. The twins had wonderful, sensitive and attentive kindergarten teachers, and our oldest son attended the group of an extremely rigid and tough woman, who was not prepared to cooperate with us. He came home

from kindergarten in tears, desperate and unhappy, and he complained on the teacher's relationship towards him, but we thought he was being too sensitive, so we encouraged him to persist, while at the same time had no suspicions about the horrible atmosphere in our son's group until our twins' teachers told us of it. After their suggestion to accept our son into their group, where the twins were, we were all engaged in transferring him and that was the best thing to do. The boy was very satisfied, because he was with his brothers, but he was also accepted by these wonderful teachers. We were trying to mark that horrible period of our life with spending quality time with our children. Since the military camp was in a park, we spent a lot of time outside, playing, reading, strolling and doing our best to make them happy. There's no dilemma whether we succeeded in this or not! For example, the grandson of an influential general tried to make fun of our youngest son, because he (and his brothers) had patches on his trousers, and our son replied: "So what? But, I am handsome and clever."

We finally moved to our flat. We were anxious to see how our eldest son would be accepted in the new kindergarten. One teacher was recommended to us, and we contacted her. After a few days in the group, she called us and openly asked: "What is wrong with him?" We thought this was a fantastic gesture and replied to her invitation to honest cooperation (which is most important to us). She included our family in the UNICEF program, which she also participated in herself, and it was about strengthening the relationship between children and parents. It was a fantastic period of our family greatest happiness – we moved to our flat and the children were very happy in the new kindergarten. We kept the personal chest from that period that we had made for our eldest son. In it, we kept various messages of love written by all the family members, his drawings, ours, etc. For example, our eldest son especially liked us to read him the blessings we had thought of and written for him. These are some of the sentences written for him:

- LET OUR GIANT LOVE GIVE YOU THE STRENGTH AND COURAGE OF A LION
MOMMY
- LOVE AND BE LOVED FOR THE REST OF YOUR LIFE
MOMMY
- I CAN TELL YOU ANOTHER THING: LET THE SUN OF HAPPINESS SHINE ON YOU FOREVER,
EVERYTHING YOU START, MAY YOU FINISH IN HAPPINESS...
DADDY
- YOU ARE GRANNY'S JOY AND TREASURE. LET HAPPINESS FOLLOW YOU, MY DEAR
GRANNY
- BE HANDSOME AND GOOD WHEN YOU GROW UP AND HAPPY WITH YOUR BROTHERS
– MAY WE PLAY NICELY TOGETHER.
BROTHER
- BE VERY HAPPY WHEN YOU GROW UP. GO TO SCHOOL, AND IF YOU EVER GET AN F,
DON'T WORRY, BECAUSE YOU WILL HAVE A NOTEBOOK FULL OF AS
BROTHER

One of the activities that the whole family enjoyed was the creation of guidelines that we came up with together and put in a box called "Happycilin". Among the messages about happiness were the following messages of our family members:

- I AM HAPPY THAT WE ARE A HAPPY FAMILY!
- I AM HAPPY WHEN WE ALL CUDDLE IN OUR BED ON SATURDAYS.
- MOMMY'S AND DADDY'S ENORMOUS LOVE
- GRANDCHILDREN MAKE GRANDMOTHER HAPPY!
- WHEN THEY PRAISE ME AND CUDDLE ME...

After testing, it was assessed that our child had showed the required maturity for starting the first grade and he was enrolled in the mainstream school in our neighborhood. He entered the class and the teacher, who had showed the good will, from the beginning, to be fully informed about his developmental difficulties, his abilities, lifestyle in the family, and to take all the necessary steps for him to overcome school demands and be happy in the classroom. Even though, during her university education, the teacher had not been trained for working with children with special needs, she did her best to get to know our child and “bring out” his maximum potentials. The thing we are especially thankful for is that she created a positive atmosphere among the other children in the classroom, who accepted our son as an equal and openly encouraged him during primary school, helped him, defended him... We had an excellent collaboration. The child was starting to love himself in this new school environment. The teacher adjusted the curriculum, namely the working methods. Considering the fact that he does not understand the concept of a number, she allowed him to use a (large) calculator after the first term of the first grade. After he had grasped the use of the calculator in the mathematical operations of adding and subtracting, he learnt to add and subtract up to 100 by the end of the school year, and he actively participated in calculation assignments, thus feeling equal. An optimum of knowledge for other subjects was agreed upon and he successfully learnt with our help and extra work with a “private” teacher.

The first problems occurred in the fourth grade with the music teacher. We did not expect our son to have problems in music classes during his schooling, or that it was possible for one pedagogue to allow himself to intentionally ruin everything we – the family, the teacher and other pupils in the group – had created! This teacher verbally abused our child, but so did the other children in the class, making various allusions to their looks, their abilities and similar things, and our son soon became very anxious and depressed. We went to the teacher for consultations several times, when he assured us it was only the child’s fantasy... Other children stood up several times in open protection of our son and they did not allow the teacher to humiliate him. They did not allow our son to feel bad, and in that way, they confirmed that the problem was in the teacher, and not in our son.

We are very thankful to his lower-grade teacher. We think she was crucial in our endurance to finish mainstream primary school, and she assured us that our child belonged there. That was very valuable to us in the following years of schooling.

During the period of transferring to the fifth grade, the teacher held consultations with the homeroom teacher and other subject teachers, when she introduced them with the special characteristics of our son, his (dis)abilities, needs... At the beginning of the year, we – the parents – visited every teacher individually, introduced ourselves and gave the necessary information. We appreciate honesty very much. For example, the mathematics teacher told us that she did not know how to work with him, she did not request his active participation, and the teachers’ council gave him a passing grade,

which we perceived as honest open approval. On the other hand, we were baffled by the ones saying one thing in front of us, and afterwards doing something else. In general, the atmosphere was positive. The majority of teachers took the necessary steps to ensure our son's further education (adjustments in working methods, reduced content of some units etc). We particularly singled out the history teacher, who encouraged him and got only the best from him, and afterwards insisted that she had never awarded him a grade that he had not deserved. The heart of our son was filled with benevolent teachers. Also, the problems with the music teacher became more complex. After a series of incidents, which we could not understand as other than abuse, and several meetings with the teacher, psychologist and school principal, the situation had not improved. On the contrary, this teacher started publicly making fun of our son and our twins. We sent two complaints to the Supervisory board of the Ministry of Education of the Republic of Serbia, hoping that this unprofessional teacher would be suspended. We would like to single out the following arguments in order to explain our actions:

"... First of all, we have to write a joke, and afterwards we will explain its importance... A father takes his son with mental disabilities to the zoo. He shows him a deer and asks: What animal is this? The son answers: Raaaabbiit! Then, the elephant... Raaaabbiit! And so on... At the end, the father points at a hippo and the son replies with a thrill: WATER Raaaabbiit! (while telling the joke, gestures and grimaces are emphasized). This joke was told to pupils by teacher X at the beginning of the fourth grade and then he called our son "water rabbit" for the whole semester. This was repeated several times with clear allusions.

(...) in the music classroom, there is a "mental bench", which is visibly separated from others and usually children with lower intellectual abilities sit there or take turns. The teacher X addresses the children every day by using "pedagogic" terminology, such as stupid, dork, idiot, fatty, skinny. He tells the children that there should be a doctor at the school, who would expel all the "stupid ones". We learned through talking with children from the street that the same situation occurs in other classes.

(...) During the first semester of the fifth grade, in the "mental bench" there was a chair that had one shorter leg, and it was very difficult to sit on it, because you had to balance. The bench is beside a dirty window in the corner and it is impossible to see the blackboard. After experiencing "treatment" in such a bench, our son came home in shock, crying and saying that he was stupid and that he should not live. We barely managed to calm him. That evening, when the school was empty, we asked the school janitor to let us in and in his presence we replaced the "treatment" chair with another one. With chalk we drew little hearts on the window, and told our boy that by looking at the hearts, he was looking at us and did not need to be bothered. This gave him strength for the next several weeks.

The psychological abuse, humiliation and ridicule still continued to such an extent that the pupils started protecting our child. (...) one girl said that they liked our son, because he was a good friend, so what if he was stupid.

Our twins (...) are enrolled in different fourth grade classes (...) they are excellent pupils with merits (...) they attend music school (...) their music teacher did not know that, and he drew one twin on the blackboard of the other twins classroom as a stick-figure with a mushroom on his head, making fun of his hairstyle and skinny appearance. He waited for the reaction of the other twin, who was silent, shocked by what was hap-

pening, and then when he came home, he cried and felt guilty for not protecting his brother.

(...) The children were given four ducklings, only 2–3 days old, as a gift. Of course, they boasted about it at school. Everybody looked benevolently upon it, and one teacher made use of it by allowing him to bring the duck to the class of nature and society and held a lecture about marshes and lakes as habitats.

(...) Our naïve son told the music teacher about the duck. The following day, when the twins had music classes, the teacher made fun of their brother, in each classroom: he would bow his head and turn it slightly, loosen his mouth and start mumbling: "I have little ducks, they are called Little Hat, Chinese..." He let dribble fall on his chin and started pulling faces as if our son laughed like that.

(...) We admit (...) we waited a year and a half to react. Now, we are certain that we are doing the right thing, first of all because of our children, and then because of the school staff, the noble people who accepted our son nicely and eliminated the fear of school, and encouraged the twins to search for new knowledge. The music teacher wanted to destroy everything that had been created in the close cooperation between us and the school. He fuels a sense of shame, wants to cause hatred, both among the brothers and the others, for children who are not up to his "standard".

Our intervention did not succeed in removing this man from teaching, but we created a firm coalition within our family and jointly fought to diminish every malicious attempt of this man to upset our sons. Still, it is difficult to talk about it, since the desire to protect your own children from hurt is so powerful, and our powers were limited. We understood that as a family we had won. Our intellectually weaker child gave a diagnosis to the whole story: "He is an incomplete man!" and then we put an end to the whole story.

Did we make a mistake by enrolling our son into mainstream primary school? Not at all. On the contrary, we believe that the benefits were huge: he was growing up in his peer group and was close to his brothers; although different, he was one of them, he was in simulating surroundings; he loved himself, which was very important to us; he understood that he is like other children, he is also unsuccessful in some things – and that is "normal". He understood that his characteristic is that he has the biggest heart in the world... We achieved this thanks to the lower-grade teacher, peers and friends, school psychologists and subject teachers, who were ready to accept our child and make the school accessible to him!

Considering the fact that we wanted to direct our son to some trade that can be a safe entrance into the future for him, after the primary school, we were all engaged in finding a suitable secondary school for him. However, the "mainstream" secondary schools did not have departments interesting to us/him, they did not show understanding for our intentions and they showed us that we were not welcome. In the end, we visited the only secondary school for children with special needs in the city. They ensured us it was the right thing to do, and we thought that it was time for our son to feel good in an environment, and not to fight new battles in the "hostile surroundings" of a school that does not want him. So, we enrolled him in the special school.

He is in second grade now. During the first year of his secondary schooling, there were several moments when we thought that the only solution was to withdraw him

from the school. Namely, this school is attended also by children with behavioral problems from socially deprived groups, but they are intelligent and angry to be in the company of children with special needs. This proved to be a real danger. During the first days of school, our son was psychologically and physically abused by one of the pupils from the group with behavioral problems (he was two years older, physically stronger, and violent). Our son was shocked by the verbal and physical violence he was surrounded by in the allegedly safe environment of the special school. He was seeing beatings and death threats in the school!!!! For a period, he did not go to school, and we made an immense effort to release him from the fears of bullies, going to school etc. The school management acknowledged they did not have a solution for the aggressive outbursts of pupils, they also felt helpless and the problem was not systematically solved. We were in a dilemma whether to withdraw him from the school, because no one could guarantee his safety. After a short break, our son was again back at the school.

He manages quite well. We have some (tragic and comical?!) situations. For example, the mathematics teacher does not allow the use of the calculator (he does not understand the concept of numbers, but during primary school he learnt to use a calculator for calculation assignments)?! How is it possible for a school, that should have a mission of being oriented towards the potentials of children with disabilities, to insist on something that the child cannot do and that is completely irrelevant to him?!

We support and motivate him, trying to find “the right way” for directing him in the aim of his safe future. Our society does not have systematic support and organized care for those who need it throughout life, not even in the form of monitoring the use of finances, employment etc. We always think forwarding advance, and try to look at all the necessary steps that we – the parents – can take so that he has safety when we are not here anymore.

We are proud of him. And he is proud of himself and a happy boy – and that is our biggest success!

Comment

A careful reading of this example clearly shows the boy's development during 16 years of his life. The boy's parents have been dedicated to the child from the day he was born. And, at every moment, thanks to their love, they know what their son needs. They clearly recognize the boy's needs and sufferings, and in every moment, they use the best possible way to employ all available opportunities.

At the time the boy was born, when they lived in the collective center, their strength in fighting for their children is fascinating – the way they overcame obstacles, social status and material problems. This best shows that parks are always accessible and that we can always play with children and love them regardless of our financial situation. It is not always easy, but it is possible when we want it, and this boy's parents wanted it.

The situation in kindergarten can be completely uncertain and everything depends on the person working with the child. In the same kindergarten, the child had a teacher who did not understand his needs and one that was willing to cooperate. In the next kindergarten, the teacher was not only caring but she also provided more complete support and included the parents in the new program to encourage them to be better support to the child.

"Happyclin" is a wonderful "cure" and all parents should be trained to use it with their children. And, of course, more so for children who need greater support!

The support continued during the first three grades, and at first sight, it is baffling and unexpected that problems occurred with the music teacher. Perhaps there is a prejudice that people who are in music are special, have sensitivity more so than others, more subtlety, and we do not expect from them to be hurtful, especially towards children. The "humor" the teacher emitted during classes is not only unsuitable and cannot be called humor at all, but also represents a real example of mildly sublimated aggression, which simply fills the air and does not choose a time and place. The question is: what is happening with other teachers who see this but do not react? And a more serious question is: what is happening with the school management, the principal, and the inspections, who do not react? It is certain that some people cannot be taught to have an inclusive approach, because they do not have the capacity for such learning, but surely we can make a good selection of the teachers who work with these children.

However, the greatest impression from this example, in addition to the obvious acceptance by teachers and peers, is the developed sense of fairness of his peers. Perhaps this feeling would not be so clearly exposed and "put to the test" as early if it were not for the situations in the classroom described in the example. One of the key arguments for inclusion is actually the benefit others receive from inclusion and life with diversities. Inclusion anticipates maturity and fairness, and this is seen in the boy's sentence concluding that the abusive teacher "is an incomplete man". This is also seen in a girl's sentence, when she told the teachers that they loved the boy because he was a good friend, even if he was stupid. It is undoubtedly clear and moving to see situations created by adults, where children have to seriously educate adults.

It is understandable, but on the other hand, it is a pity that the parents gave up and enrolled the child in a special school. This indicates another weak point of our education system – the inadequate connection between primary and secondary education and inadequate opportunities for professional training in the secondary schools.

However, the overview of the secondary school attended by the boy clearly describes a majority of such institutions. Unfortunately, they do not accept children needing different approaches and learning methods – pupils in these institutions are children with behavioral problems who are educationally neglected and they also do not get proper support. It is certain that the violent surroundings will not contribute to the boy's development, but the previous results and parents' efforts to make the boy feel loved, worthwhile, desirable, had been eliminated in a harsh manner, ruined his belief and developed doubts within the child. I am afraid that it will take much time to return to what had been achieved.

The homeroom teacher

After distributing the list of first-graders, the school psychologist informed me that a boy with slight mental disabilities and elements of autism would attend my class. I was told that he was kind, gentle, very nurtured, and that the parents showed initiative for active cooperation. I was also told that he had two younger brothers, who were twins, and that he had attended kindergarten. I did not feel competent to work with this child, and I was very worried. However, when I met the family, I understood "at the first sight" that they were very special indeed, full of love and mutual understanding and extremely motivated to help in all aspects of his education (socialization,

learning, extra-curricular activities etc) for their son to succeed in a mainstream school. It gave me the initial strength and desire to do my best so that we might succeed in this together.

I was intensively learning about the child, assessing his current possibilities and always thinking about the knowledge and skills needed for his further education, and his whole life. He was always cheerful, benevolent, extremely emotional, sympathetic etc. The socialization was going excellently. I tried to give a personal example to other pupils in the class and “offered” suitable models of behavior, which they quickly adopted. They acted as his helpers, protectors, and often placed themselves in the role of the “teacher”, explaining to him the process of certain assignments. And he was gradually progressing, by tackling reading and writing and adopting numbers up to 10, but with much additional work (the parents engaged a private teacher and they tried their best to go over units with him). Considering the fact that he does not understand the concept of numbers, the use of an abacus, sticks and other additional teaching aids did not help me in individual work, so I agreed with the parents that he should start using a calculator at the end of the first term. During the winter break, they worked with the boy and he got used to the calculator and this proved to be a good solution. The family greatly contributed to his successful education: they went through all the necessary curriculum and teaching units, but they also worked on his general “education” and culture by directing his social life (the classroom children actively socialized with him), making him independent (for example, we went on school excursions and recreational trips, used city transport etc).

When, in the fourth grade, we got subject teachers for physical activities and music, I informed the teachers about the child’s characteristics by sharing my experience from working with him, assessing his achievements etc. Soon the problems with the music teacher began. The boy and the other children in the class were shocked by the teacher’s actions, verbal insults to the boy’s intellectual abilities, the atmosphere filled with discomfort and fear. He was often crying after the music class and other children were desperate because they could not/did not know how to protect him. I reacted by trying to talk with my colleague, but soon it became impossible, because he did not allow the topic to be opened. The parents also talked to him, and then we jointly consulted the psychologist. The teacher kept repeating that everything was a product of the child’s imagination and that he was only being funny, but not malicious?! The boy classmates’ readiness to defend their friend became clear then, and not because they felt pity, but because they experienced the whole situation as truly unfair and they honestly loved their friend for what he was – a great person! I was happy because my pupils understood the essence better than my colleague...

During the four years of our joint life, the greatest professional support was given to me by my colleague, the school psychologist. It meant a lot that the parents were cooperative to the highest degree, and that we had open communication.

I think that my personal and professional benefit of working with a child with intellectual disabilities is the fact I managed to overcome my personal doubts and prejudices about the possibilities of including these children into the mainstream education system.

Comment

When we have an opportunity to learn about child's development from the parents' and teacher's point of view (which is not very often), then it is a real challenge to cross the acquired results.

The first difference, obvious at the very beginning, relates to the observation and formulation of the child's characteristics – namely, the teacher uses the formulation "a boy with mental disabilities and elements of autism" while the mother does not use such definitions, but gives a detailed and direct description of the child's visible behavior.

It is obvious and clear in both interviews that the cooperation started at the beginning, at first sight, and that the respect was mutual (both from the parents and the teacher) to the benefit of the child's development.

The fears and uncertainties the teacher had at the beginning are a widespread tendency among educational workers, due to the lack of professional competencies for working with children with special needs. However, this case, as do many others we have met or know about, shows that love and true desire to help usually overcome the uncertainties and obstacles we are facing at the beginning.

The first real headway in the methodical sense is represented by the suggestion to use a calculator in coping with the concept of numbers. It is also worth praising the teacher's efforts in working with other pupils to make the classroom atmosphere more encouraging, which resulted in the children becoming real partners and collaborators in the common assignment: helping their friend.

There is agreement in the observation of the problems with the music teacher that occurred in the fourth grade, when the subject teachers started teaching. The situation was worsened when the other children realized they were not in a position to help their friend, so one man made the whole class unhappy. The teacher's statement completely assures us that the "pedagogue of music" was a "Gargamel" for the children's souls, regardless of the type of children. The serious child abuse by the teacher, to which the authorities did not react, is a very disturbing reflection of our education system. But, on the other hand, the teacher sees the peer's strength and fairness, which was stronger than even such an obstacle in the education: "...all the class peers were ready to defend their friend, not because they felt pity but because they experienced the whole situation as truly unfair and they honestly loved their friend for what he was – a great person! I was happy because my pupils understood the essence better than my colleague..."

At the end of this boy's education, the teacher's initial fears were replaced by satisfaction, and her experience definitely rewarded her readiness and openness to support diversity.

*The third story***Mother**

An interview with the mother of a girl with developmental dyslexia and dysgraphia, who now attends the sixth grade of primary school.

My child attended mainstream kindergarten and was enrolled in a mainstream primary school. She had serious problem with reading and writing from the beginning of her education. At first, we thought she was not mature enough to learn reading and

writing, so we put extra effort in helping her deal with these skills. As she was advancing very slowly, at the end of the second grade we took her to a special educator, who determined that she had developmental dyslexia and dysgraphia. She has been going to exercises since then.

The teacher showed understanding for the problem, she was extraordinarily engaged and tried to support our daughter in every situation, but she could not free herself from the rigidity of the pre-set teaching program. Although the special educator advised that the child not read aloud in front of the whole class, the teacher insisted on it, because it was part of the grade for the Serbian language subject. I was very worried about how my child would manage in the fifth grade. The school psychologist, homeroom teacher and majority of subject teachers are understanding and support us. The problem arose with the English teacher and his lack of understanding. With the support of the psychologist, we managed to find a solution and the child was transferred to learning Russian. Depending of the needs and obstacles, the school principal and his assistant also participate. Thanks to the understanding of the majority of teachers, my child has not lost motivation for learning. Now, in the sixth grade, after a while, she has started reading aloud at home, which she avoided even when she was alone in the room. Her handwriting is more legible and for the first time she has learnt some poems.

In the first grade, she had a good relationship with class friends, but in the second year, when the difference in reading and writing skills was more obvious, she started to withdraw, be ashamed and sometimes even aggressive towards some peers. Now, she has a circle of friends.

The most serious problem is that teachers are not familiar with the problems associated with dyslexia and dysgraphia. I think they do not understand that the problem lies in the incomprehension of the text and difficulties in remembering a great deal of information and new and unknown words. My impression is that teachers connect the problem more with the intellectual disability and laziness of the pupil. During my daughter's education and in situations when we experienced problems, we had always managed to find the best solutions for my child. Everybody participated in finding solutions and agreements – the teacher, the homeroom teacher, professors, the psychologist and the principal. The moment I realized and accepted the problem my daughter was having, and I accepted that her possibilities are limited, I found it easier to help her. Whenever I asked for support, the school tried to help us. If my child goes to school happily, it means that the support was successful. "Understanding" and "good will" are the key words that help us overcome problems.

My daughter would definitely go to mainstream school, but she needs additional support to deal with her problems. If there had not been good will and understanding, who knows how my child would behave today and how she would have developed.

It is important to include more children with disabilities in mainstream schools, but it is important also for the kindergarten/school teachers to have the opportunity to be in contact with experts providing information and support. And it is significant that the parents are engaged to their utmost ability.

Comment

In this example, we have the opportunity to learn about dyslexia and dysgraphia, which are usually not recognized in time, this being the customary situation in today's schools. The knowledge of educational staff, and, unfortunately, the knowledge of expert associates are sometimes insufficient or inadequate and the cooperation between schools and specialized diagnostic institutions is often slow and inefficient. This also happened in this example. The true nature of the girls' difficulty was only realized in the second grade, and in the first grade it was regarded as intellectual disability.

Although the mother emphasizes that the school showed understanding for the girl's problems, it is obvious that the demands in the second grade, when the curriculum anticipated reading aloud, led to her withdrawal from other children. This act leads to the expression of differences between children. The teacher definitely contributed to such a situation by demanding from the girl to read aloud. Although she was given an explanation and recommendation by the expert, the teacher did not manage nor wanted to adjust her approach and work methods. The same cause lies behind the problems in her English classes in the fifth grade, but the only solution offered by the school was to change the foreign language, namely the teacher.

Patience and maturity contributed to development, so the girl now reads aloud at home, writes in a more readable manner, but the real question is whether the process could have been faster and less painful. The quality of attending mainstream school is very important in a child's development, but it is certain that the teachers should have more comprehensive support, training and opportunities to understand the problems a child is facing and thus work more adequately with the child.

*The fourth story***The homeroom teacher**

A boy attends the fifth grade of primary school. He lives in unresolved family conditions and there is evidence of violence.

The child was regularly enrolled in a school in May, and at the end of August, he was transferred to our school. The testing was not conducted in our school, and we could not get written information from the previous school. I got it only verbally in the middle of September from conversations with the school psychologist, who did the testing in the previous school.

The pace of his education was slow. I conducted individualized teaching with the child. The child acted "strangely", so during the first days of schooling everybody noticed him: classroom pupils, other parents, colleagues, the school expert service, the assisting staff. He drew attention. At the beginning, he used to "disrupt" the classes by interrupting and he was frequently vulgar. Later on, the children realized they should not laugh at him and should not pay attention to his misbehavior, and he slowly calmed down. After my advice to socialize with him, two boys from the class, who lived close to his home, started socializing more with the boy and they used to come to school together.

The family situation of this boy was a problem for me – he had no work habits and he comprehended things slowly. My colleagues, but not all of them, did not want to hear his story at teachers' meetings, let alone offer some advice and support. That year, the school had a pedagogue who worked part time, but she was an under-graduate of pedagogy and had no previous experience. I needed support, but I had to man-

age on my own. In September, I talked with the child's kindergarten teacher and the psychologist who conducted the test. In October, I invited the parents for a one-hour individual meeting (only the mother responded). In November, I sought help from the school pedagogue and she worked with the child during November and December. At the beginning of the second semester, I asked for support from the psychologist in the Children's developmental counseling (at the childcare health center) and she continued working with the child and the parents (only the mother responded to calls). Following the psychologist's suggestion, marriage counseling at the Center for social work was included, but the parents refused.

In the second grade, the school employed an experienced psychologist, so together we went to Developmental counseling, talked to the psychologist and took the child's file to the school. The psychologist continued working with him and gave me guidelines for further work. The child was progressing. It was slow, but some positive steps were visible, which meant a lot to me.

Following the recommendation given by the psychologist from Developmental counseling, in the third grade the child was transferred to a class with fewer pupils – he was transferred from a class with 31 pupils to a class with 19 pupils. And his success was considerably better in this class.

He is now in the fifth grade. He is socialized and this is the most important benefit. His grades are so-so, in accordance with his possibilities, but he's slowly moving forward. My biggest benefit is that I am spiritually richer and I think we have helped that child.

I think that the biggest problem in education of children with disabilities is the large number of pupils in classes and a lack of adequate support in the school, especially in the first grade. It is necessary to strengthen the psychological-pedagogical service (maybe to employ special educators and speech therapists) and reduce the number of pupils in a class.

Comment

This example gives an illustration of a common situation – a great deal of problems at the same time: intellectual disabilities, emotional and social deprivation. Lack of adequate child assessment while enrolling in mainstream school, the transfer from one school to another without exchanging information, and including a child in a class with 31 pupils – these are all factors that affected the negative atmosphere already present in the child's environment. It is obvious that the family not only had a lack of resources to help the child, but also had serious problems. The ineffectiveness of the Center for social work in dealing with the domestic violence is an additional burdening circumstance. This example shows that the institutions in charge failed, even in the first years of the boy's education. Unfortunately, in many communities, cooperation between the school and the Center for social work is not adequate – it is not established or else their reactions are slow. And in such a situation, when it is impossible to rely on the family to cooperate in overcoming problems, the need for institutional interventions relates both to protecting the child and the family as a whole.

The boy's vocabulary, filled with aggression, indicated his surroundings, his social background, but also his rebellion and personal need to find the source of his powers. But, unfortunately, the reactions of the teachers, who do not want to hear about such problems nor try to help, are not rare in schools facing similar problems. It illustrates the fact that school has lost the function of upbringing and turned into an exclusively educational institution.

The boy's vocabulary, filled with aggression, indicated his surroundings, his social background, but also his rebellion and personal need to find the source of his powers. But, unfortunately, the reactions of the teachers, who do not want to hear about such problems nor try to help, are not rare in schools facing similar problems. It illustrates the fact that school has lost the function of upbringing and turned into an exclusively educational institution.

The fact that the boy was transferred to a smaller class in third grade opens a question: is it really possible that no one realized that a class with fewer pupils gives greater opportunities for development, therefore this chance should have been provided to the boy in the first grade? Or maybe there were other reasons for not doing so and we do not see them in the example?

On the other hand, the way the teacher approached the obstacles she faced offers hope for the education system. Besides the educational aspect, it has another equally important goal, and that is the upbringing of pupils. The special value of this example is that it proves that, despite numerous obstacles – the colleagues' attitude in the school, the lack of connection or lack of support by other institutions, the inability to cooperate with the family and the problems the boy is having within his family – the school and good pedagogues can do a lot for the pupil.

It is obvious that the boy is progressing, but the pace is still slow, and it will probably be like that until the end of his schooling. But he will definitely finish primary school, and this will provide him with an opportunity to socialize. The children have already accepted him, so it is possible he will create some emotional relationships and develop a sense of closeness. All these elements are essential for the boy's development and offer hope that the child can have more a positive development compared to the one he has in his violent family, which did not give him enough encouragement for social, intellectual and educational development.

The fifth story

Homeroom teacher

The pupil is in the first grade; he is 7 years and 7 months old. At the earliest age, a month after birth, he had an operation of a haematoma on his head, had epileptic seizures and was treated by phenobarbiton. Now, he has a short attention span and a low level of tolerance to frustrations.

After being tested by the school psychologist, the pupil was enrolled in the first grade. Before that, parents tried to enroll the child in another nearby school, but they were refused with the explanation that the school's capacity was full (which probably was not the real reason). Since the school psychologist proved the child had emotional and social problems, and not intellectual ones, the boy was regularly enrolled in the first grade.

Since the child started first grade with solid knowledge and without particular intellectual problems, he currently does not have distinctive difficulties in adopting knowledge. Maintaining his attention makes learning in school and family environment more difficult. The biggest problem is maintaining attention in class, namely the situations when the pupil shows he is not capable of following the class and participating in class activities. In addition, anger attacks as reactions to frustration and lack of social adaptation are also a

problem. He has difficulty adjusting to his peer group. Reciprocal friendship relationships and mutual friendship and acceptance are still not developed, because the boy often reacts aggressively towards classmates. The school psychologist agreed with the parents to encourage socializing outside the home in order to support socialization.

Because of the boy's behavioral problems, the parents occasionally participate in the classes and it has proved successful. Or, if the child is not able to remain in the class, sometimes they go home before classes finish. The plan was that the parents' presence in classes would gradually reduce until they stop coming by the end of the second semester. The boy is involved in treatment with the school psychologist, who also contacts other institutions and experts that can help in overcoming problems – special educators, psychiatrists etc.

The sense of having support and help from the parents and school pedagogic-psychological service is important to me. I hope that the problem of this type (organic-neurological) will perhaps stabilize in time. In addition, in the school, I have full support, understanding and readiness to help. I have the feeling that the problem is seen as a common one...

The child's benefit from education in mainstream conditions is that it encourages socialization and development. My professional and personal benefit is the challenge to find different ways of solving the problem, and I am gaining experience that can be applied...

An important aspect of education of children with disabilities is to provide training for everybody in the school, strengthen cooperation between all relevant institutions, and create better organizational and technical conditions in schools for working with children with special educational needs, starting from decreasing the number of pupils per class, "richer" equipment in the classrooms etc.

Comment

In such a situation, when there is support from the school, parents and all the relevant factors for a child's education, the teacher's task is to create an atmosphere and approach to support the child's learning by using didactic and methodological art. The problem of attention and hyperactivity in the classic classroom with a standard program is a big challenge, but not one that cannot be solved. The readiness of parents to be part of the learning process (through their participation in classes) gave certain improvements. The child obviously lacked security, and the parents' presence reduced tension, namely it has decreased it. Anger outbursts in classes and a low level of tolerance are also results of uncertainty and it was a good way to start peer adjustment by socializing with several children outside the home.

Negative reactions to novelty and the unknown can significantly be reduced by positive confirmation, with the desired behavior being emitted, and it seems as if this colleague was able to do it (although the example does not say this explicitly), because the parents' presence in classes decreased in the second semester, so we can conclude that the boy started experiencing the school (and peers as part of the school) as a friendly environment.

Teamwork of various experts also contributed to finding adequate solutions. Bearing in mind that the boy is at the beginning of his education, we have to follow his development, as stated by the teacher. And the teacher has the challenge of adjusting the approach to his needs and creating an atmosphere that will encourage tolerance in the classroom and provide security.

The sixth story

Aleksandra's mother

Aleksandra is a third-grade pupil. The girl is visually impaired, and in the second grade her left eyeball was removed. She often has pain in her forehead and temples and her spine aches. She spent most of last year in the hospital - more than she spent at school or at home.

We did not have any problems with enrolling in the school. The psychologist tested the child and her results were above the average. But, during the testing she did not want to be separated from me, and did not want to answer all the questions. Then she started the first grade. The teacher was extraordinary and tried with my Aleksandra as I would have done. And I will never forget that. Her will and efforts were special, and I knew that my child and I have support.

The school, the school is mine and my child's best friend. If it had not been for the school's principal, the teacher and the expert associates, who were with us all the time, Aleksandra would have had a very different education. In the first grade we experienced more problems than usual. First of all, the doctors gave us different diagnoses and everybody had his/her own view, and the child's condition was getting worse. Until, finally, Doctor Olga started doing everything on her own – testing, examinations, treatment and the surgery that she herself initiated. Aleksandra was A-grade pupil in the first and second grade. Now, in the third grade, she has weaker results, but the teachers have changed also. The other teacher is also excellent, but Aleksandra often misses school because of her illness, so she needs more time to work. I am not worried about her education, because I know we will have support in the school just as we have had it until now. But, I do not know how the surgery in Germany will go.

Children teased my daughter. Some defended her, but a few naughty boys were really ruthless towards her. Teacher Ivana has always worked with the children, with the whole class and they knew about diversities among children, so at that time there was no teasing at the school. But it was frequent at home, on the street, because you know that we live in a very primitive environment and that some people do not understand anything. Now, when the school initiated fundraising activities for Aleksandra's surgery, some people said they do not have enough for their own needs and they're supposed to give to us, and that hurt me a lot. There were those who called me, asking for the bank account number, and paid more money, above what the school had collected.

I did not feel any obstacles or disrespect in the school. But, I felt it in other places – people have no solidarity. Several times I queued with the sick child and no one wanted to let me pass, I had to wait in hallways until the breaks ended. And I had problems with money for the surgery. The school always raised as much money as possible, but when I addressed the social services they would reject me.

In the school I had support that meant a lot to me. It meant a lot that Aleksandra could learn when she can and as much as she can. The teachers always showed understanding, and when we returned from the hospital, they gave her homework assignments, and they were divided into sections so that Aleksandra could pass the units without being overburdened. They also came on home visits to help her with the more difficult units that she had missed because of her treatment.

There were no obstacles to her education in the school. But, the illness is the obstacle, it is a constant worry and source of anxiety when I go to the doctors and I do not know what is next and what they will tell me. I am always afraid for Aleksandra and I always fight for her, and I want her to know that she is a normal child, and that she is different from others but she does not have to suffer – and that is very difficult to achieve. That represents the constant obstacle. When you organized that training and invited us, the parents, I felt easier listening to others who had similar problems. Somehow you have a feeling that you are not alone. It meant a lot to me that Aleksandra occasionally felt better, and when she was at school, she was excellent. It means that there is a hope that we will persist – both she and I.

I have never even thought that Aleksandra should go to another school. She would not want that and I would not agree to it. She has to learn to deal with other children, to know that she is like others and she has to learn the same things. My child has special needs, but as I heard during the training, we all have our own needs, so everybody is special and we are all different and we can live together very nicely. I think a child like mine should not have too many problems being educated in a mainstream school. But, if the situation is different, it is important to find a good teacher, to have good cooperation with the school, devote much time to the child and not separate him/her from others. And it is important to teach her to live with how she was born.

Comment

The example is from a school that has an inclusive approach in its educational process, so the fostering atmosphere is noticeable and it is recognized by the parents and the staff. However, there are many problems this girl and her mother are facing. The mother's main worry is her child's health (numerous operations), and then the financial problems and problems in the community's approach, where she has to wait in regular queues at the doctors, where she has to manage to find money for treatments. In the interview, she mentioned "solidarity" and she recognized very well that at present there is a lack of solidarity with people and children who need additional support to be equally and successfully included into society. The question is also if the process of alienation - when we forget emotionality, something very primal in every human being - that results from chasing for high living standards, has contributed to having less concern and interest for those who cannot do it alone or can do less than we can? When children and families, like the one in the example, have great need for social support, the disrupted value system becomes extremely visible.

The mother said: I have to teach my child that she is different from others, but she has to live with that. Creating conditions for accepting the principle of reality when a child is only 11 is a demanding process and the parents' determination and strength to persist in it is not enough. The support system that has to be provided by the school and broader social community is necessary and it is important to provide this support in a systematic and legislative manner. It is nice to see a school that is encouraging, but, unfortunately, this is an exception that confirms the rule that school is a struggle for survival if you are different from others. Of course, it raises many questions about the power and responsibility of all relevant institutions and individuals.

The situation is even sadder when we are confronted with the lack of financial means for treatment. The mother and girl's school made extraordinary efforts and ensured funds for the necessary treatment. Another frequent situation is given in this example - that only one parent takes care of the child. The example is encouraging, because it gives hope to everyone that willingness and persistence can provide everything. The cooperation and alliance in the joint work by the mother and the school contributed to ensuring resources and "opened the door when it was necessary." Of course, it is great encouragement for the mother and everybody providing support when Aleksandra feels better and has success at school.

Here too, we turn to the thought of Norman B. Peale, who says: "Do not try to live in the past, present and future, all at the same time. A successful man is one who has learned to live only in the present, but who always moves towards what is coming next."¹⁸

The seventh story

Nemanja's teacher

Nemanja is a fifth-grade pupil. His left lower leg was removed before he started school, due to malignancy. He started mainstream school late, since he was in hospital treatment for a long time. At that time (the first grade), the child had teaching by community-health nursing because he was in the hospital. He has been a regular pupil since the recovery, in second grade. He does not use a prosthetic leg, but crutches, to get to school.

Nemanja's mother was very persistent regarding his education, and the moment they returned from the hospital, she came to ask when and how he could start mainstream school. The pedagogic-psychological service directed her to community-health nursing until the healing process was completed, which she reluctantly accepted. She has always emphasized that the boy has exceptional mental abilities, which had been proved by psychological testing before the boy went into the hospital. The boy was tested for regular enrollment in the primary school, and then the malignancy was discovered so he was urgently taken into treatment and, of course, school was postponed. When the first day of the second grade arrived, the other children stared at him. Nemanja walked with crutches, but he was radiant with optimism and struggle for life, something I have never seen before. He immediately started talking to other children, asking about the units they had covered, textbooks they had used etc.

He was learning really well and fast, so he managed to catch up with the other children in the class and even had better results than they did. Quickly, he became everyone's favorite – the teaching staff's, children's, and assisting staff's. He charmed everybody with his cheerfulness, enthusiasm and willingness. At the beginning, it bothered me to hear the banging of the crutch on the floor (it made me cry), but I soon got used to it, and he used to chase all around with these crutches, sat down, stood up. I made mistakes in the beginning by saying: "Don't stand up" and he always replied: "I will, I can stand up, don't worry about me."

The children accepted him. And he was getting naughtier. He has never been rough with children, nor they with him, but he constantly encouraged them to misbehave. He became the leader of the class and he was very well accepted. His parents did not come so often anymore, and sometimes they even missed regular parents' meetings, and I was worried that they might go to the opposite extreme. He was included in all activities, and he played football with the crutch. When we walked, he was among the first ones, he never gave up, and he has never been excluded from an activity. Other children, who do not have physical handicaps, even showed signs of disobedience and being spoiled more than him – he almost never did things like that.

18 NB by the translator: this is not the original extract. It is translated from Serbian to English.

My greatest problem was to hide my concern for his health, because we all knew he has a malign illness. I was always asking myself whether he would live, how he would live, and sometimes I had difficulty hiding it. Many times I was on the verge of tears when he wrote and read his essays or talked about the future. I have never cried in front of him, but I have done it outside the classroom, many times. And it was difficult. It was an emotional effort and “great acting” in front of the children to show that I am confident everything is all right with him now and that it would stay like that in the future.

There were no obstacles to Nemanja’s education in the school. We all try to provide equal chances to the pupils. Everybody asked me if I needed help, i.e. should we change the classroom, I often talked with colleagues, and at the teachers’ councils I felt very distinguished to have such a pupil.

I got support every time I asked: when I sought advice in order not to make a mistake, when I asked for the professional opinion of the expert associates – pedagogue and psychologist, when the school’s principal enabled him to be escorted by his parents on recreational trips, because at that time his health had worsened. I was provided by new knowledge and that was also supportive. I was chosen to attend training about education of children with special needs. But, the greatest confidence was given to me by Nemanja with his optimism and belief. This school is for him. Special school?! Not at all, he would be ruined there. An exceptionally gifted child, who had become disabled. He would go crazy there.

When it comes to the education of children with disabilities, it is necessary to change us – the teachers. Not change us, but teach us how to work with children who have developmental problems, with parents, with other pupils. Some of us are more sensitive to this issue, and everybody should be professional in that approach. And children really must have equal chances.

Comment

The situations described in this example are common in schools. Unfortunately, many children now have serious and malign illnesses. The majority of them attend mainstream schools. It is certain that it is much easier for the teachers when children have high intellectual abilities, emotional and social maturity. However, every teacher is anxious about the child’s future, the outcome of the illness. In this example we see that it was the teacher’s greatest problem. However, the way the teacher self-evaluates and questions his approach speaks about his professionalism and humanity: “At the beginning, it bothered me to hear the banging of the crutch on the floor (it made me cry), but I soon got used to it, and he used to chase all around with these crutches, sat down, stood up. I made mistakes in the beginning by saying: “Don’t stand up” and he always replied: “I will, I can stand up, don’t worry about me.”

We can argue that the boy does not belong to the group referred to as “children with special needs.” However, this pupil is a child with special needs. He needed extra support although we do not see from the teacher’s story this ever-present effort to come up with support – the teacher soon decided to support the boy. It seems as if this was not a decision, but a firm and formulated attitude, the feeling which led to making adjustments directly with the ease we usually have even when we feel something is very difficult.

The teacher’s sensitivity is also visible in this example – he understands the child’s naughtiness and misbehavior, that can also be seen in other children and that stay within the normal limits and within the borders of acceptable behavior, and he manages to direct such behavior towards constructive activities. The fostering atmosphere of mutual acceptance was encouraged in the classroom in a very discreet manner.

The school attended by the boy is a school with a high level of inclusiveness, which is not so usual; hence the support and acceptance were something that comes naturally in such situations. It certainly contributed to the boy's activity and his feeling equal among peers. It is necessary to create similar opportunities for the boy's secondary school. Would he play football with the crutch in the secondary school with his peers? It would be very important that the fostering atmosphere in the primary school, which influenced his development very positively, be followed by suitable support in the secondary school, which comes at the time of his puberty, when the image about oneself is usually significantly changed and the body and its functions gain special meaning. It would be excellent for the boy and parents to have a program of social-psychological support, which could help in solving possible situations in the future.

The eighth story

The pupil

An 11-year-old boy attends fourth grade of the village primary school. He comes from a bilingual background. He has difficulties in communicating in Serbian, but he also has insufficient knowledge of Walach – his mother tongue. He lives with his grandmother, his father's mother, who is often not at home, because she works as a day-labor on agricultural jobs. She barely speaks Serbian and talks to the child in the Walach language.

The boy says he played with all the children in kindergarten, because the majority of them spoke Walach. When he started first grade, it changed – everything was Serbian. Since he had difficulties understanding and speaking, he was ashamed to speak, because other children would tease him if he had the wrong pronunciation, and he did not know some words or did not understand them at all. He has two girl friends, with whom he grew up and he is not ashamed to speak in front of them, even if he makes mistakes, because they never laugh at him. With time, he started using short sentences, but very quietly. The teacher listened to him very patiently and gave him a lot of attention. Now he feels much better at school.

The boy's grandmother

No one comes to visit him and he never goes anywhere. There is no explanation for this. She would have transferred the child to a special school, but she felt how much effort the teacher made. She thinks that the greatest problem is that she cannot help the boy and it feels as if he is not looking for or expecting help. She hopes that the boy will become literate and more sociable by the end of school.

She thinks that prolonged day-care at the school should be provided with experts who would give support in learning to children with similar problems.

The teacher

This boy was enrolled in a preschool group upon his mother's insisting, who lived with them at that time. Afterwards, he was enrolled in a mainstream primary school

even though he had had bad results on tests – the doctor and pedagogic-psychological service thought the boy should definitely attend the mainstream school.

When he started the first grade, he was not different from other children. After a month, the first troubles with covering curriculum units appeared. He was not completing his obligations regularly, there were obstacles in his contact with peers – he avoided group activities. The parents were not interested in cooperation. He was emotionally attached only to the classmate who sat with him and who was very protective: she opened the notebooks and books for him, helped him with finishing assignments. Since he barely communicated with the teacher, this girl interpreted his wishes and needs.

During his education, other pupils tried to include him in various activities, but it gradually ceased, because the boy did not show any interest in it.

The greatest obstacle in working with him is communication. I asked my colleagues for support, the ones who talked to the boy in Walach, and better contact was established. With time the boy started to “communicate” in Serbian, but with many difficulties. The progress was slow but it was evident.

I think that in relation to education of children with disabilities, the plan and program should be adjusted to every individual child in accordance with his/her abilities. It is important to cooperate more with associates in teaching, who can work individually with these children when there is a need, and it is important to equip the school with better teaching aids and resources adjusted to children with special needs.

Comment

For an 11-year-old boy who lives in a bilingual environment, grows up without parents and with a grandmother who is illiterate and occupied with jobs away from home, life can be a very complex issue.

The world of childhood, the Walach language and playing in a preschool group were replaced by obligations and the world of talking and communicating in an unknown, foreign language. The boy's mother has not been at home since his preschool age, his father rarely comes home due to his job – when we think about this boy, besides problems with an unknown and foreign language, these two facts are equally important for understanding his behavior – at home no one talked to the boy, played with him or worked with him.

How can we understand his separation from his peer group, his withdrawal from children and avoidance of contact? Was it only that he did not understand, or maybe he was afraid of the strong children speaking Serbian fluently, children who have parents at home and whose grandmothers do not do day-labor? Did he feel lonely, abandoned, ashamed or unsuccessful? Was the withdrawal a way to keep up an image about himself in which he is not unsuccessful or different from other children?

We do not have answers to these questions, but thinking about them is important because it gives an insight into the complex and difficult circumstances in which the boy develops and that school is his only chance. Judging by the boy's behavior in kindergarten and contact with his friend from early childhood, we can conclude that he has the ability of developing attachments when he feels accepted and equal. That is probably the feeling behind his relationship with the friend, with whom he sits in the classroom – he is not ashamed of accepting her help and mediation. He is a boy, who needs protection, and the girl is providing it, and with her help he is starting to tackle this strange world in which he is still not included.

However, the fact is that another key improvement was made when the school introduced his mother tongue, the language of his preschool childhood, the language of his betrayed attachments and the language that can turn playing into school learning.

This improvement, achieved when the school partially started using the language he understands – Walach – was accomplished by establishing some kind of teamwork in the school, which contributed to his communication. On the other hand, more developed social relationships with his peers would definitely contribute to the boy's feeling of being accepted. It would be possible to achieve that, if group integrative activities would be conducted with the children. Then diversities would be brought out and conditions for developing a positive and accepting atmosphere would be created.

The grandmother said in the interview that it would be better if there was some kind of extended day-care at the school for children with similar problems, namely for children who do not have the necessary support at home. It is also necessary to ensure schooling in the child's mother tongue, in addition to continual learning of the Serbian language, and that would provide realistic chances for the boy not to feel bad, to accept himself, and to make progress, because it is obvious that the school is the only environment in which the boy can get the necessary support and base.

The ninth story

The teacher

The girl attends the second grade of the primary school. She has serious hearing impairments and uses hearing aids, and it is known that they are not yet completely suitable. She speaks with difficulty. She reads lips. Her written expression is excellent. The conversation was conducted in the presence of her parents and the teacher. The girl's answers to the questions were brief.

The girl said in the interview:

– She likes to go to school and has all As. She likes school because she has a lot of friends and she feels good there. She likes to socialize and play. She has a best girlfriend. She likes to play various games: snowballing, dodge ball, etc. she has a best friend.

– She likes mathematics and art. The most difficult subjects for her are The World Around Us and Music, because she has difficulties in expressing herself. Her parents help her at home with homework, but not always. She likes to play and learn on the computer. She has been using a PC since she was three years old.

– It is difficult for her when she sees that children sometimes do not understand what she is trying to say. She likes her teacher, because she understands her, she is gentle and helps her.

The parents

For two years, once a week, we went to a specialized institution in Belgrade, where certain results were achieved and afterwards we decided to include her in the mainstream program, first in kindergarten and then in a mainstream school.

The girl was regularly enrolled in the kindergarten and, owing to her teacher's engagement, she was well accepted, she was making progress and later on she enrolled in a mainstream primary school. Before starting school, we were worried about her inclusion and whether she would manage to attend classes. The reception by the school's principal, expert service and the teacher was excellent. Of course, we always try to do

everything possible, to be at the school when necessary, have good cooperation and support the teacher. Her relationship with other children is excellent and we are very pleased. She goes on trips, outdoor classes and other activities with her friends.

There were no obstacles. On the contrary, everybody tried and is still trying to meet the needs and help when it is necessary. We had understanding in the kindergarten, and now in the school. Greatest support and help gave us the teacher, who has been always trying and helping the child. Friends, experts in various institutions, and especially in the school, gave us confidence and they all thought from the beginning that the mainstream school is suitable for our daughter, where she will progress and develop in the best possible way.

We have fears for her further education, and it will be more difficult when she starts the fifth grade, because there are more teachers – will they be sensitive to our daughter's needs?

The biggest problem is the education system, because it is not open for all children who are not "average" and who are different from others. The most important benefit is that our daughter is developing and living in a normal environment, and that is at school and with other children who are "different" from her. We would never decide to enroll our child into specialized institutions, namely special school.

The local community should do something so that children with special needs can find their place in mainstream schools: to develop there, and be prepared for life in normal surroundings. The teachers need to be financially stimulated to work with children who need special support.

The teacher

The inclusion of this girl was conducted without problems and in accordance with the law. Testing was conducted in Belgrade and the child got a certificate for starting mainstream school. Everybody unreservedly accepted the girl in the school. The pupil has exceptional learning potentials: she has excellent results and has the best grades - all As. The child attends school in accordance with the plan and program for all children, and she has even won awards at open competitions. The relationship with her peers is very good; children like her and play with her in and out of school.

The greatest problem was difficulties in verbalizing and writing and limited number of adopted objects (especially for the subject World around us). However, the girl manages successfully to deal with expected units with extra engagement and support and work with the parents.

The most frequent obstacles and disagreements sometimes come from the colleagues. Support is provided by the school principal, pedagogue and psychologist, and especially the parents, who are pleased and always ready for cooperation. The problem is a lack of literature and expert training. However, I learned a lot from this pupil and her parents and this experience is precious.

Comment

In this example, which gives us a well-rounded picture considering that the child, parents and teacher are included, we can see a pleasant and optimistic image of the inclusive approach.

First of all, it is important that the girl's treatment started on time and in a specialized institution in Belgrade. However, it is important that the treatments and education were synchronized and this synchronization started in kindergarten.

Now, the child is completely integrated into the class group, cooperation between the parents and everybody in the school was achieved in the best possible manner. The child is supported and her needs are met, which is definitely the main pre-condition for overcoming obstacles caused by her hearing impairment.

It is obvious that the cooperation between the teacher and the parents, the parents' interest and engagement and their belief that the school is probably of key importance to the child, are all important sources of support to the child.

However, this example shows us how much the parents' attitude is a source of support for the teacher as well, because even in this optimistic image and in spite of broad school support, there are still disagreements and insufficient support by some colleagues.

In this example, the teacher formulated the very essence and benefit from cooperation with the parents and the challenges of working with children with special needs – I learned a lot from the pupil and her parents and this experience is precious to me.

The tenth story

The mother

This is the story of a mother whose 20-year-old daughter attended mainstream schools.

When I was very young, just after I finished the secondary medical school, I gave birth to a girl, and I realized from the first moment I saw her that she had some kind of physical disability, but the doctor did not know what it was and he could not diagnose it. At the same time, I felt enormous love for the newborn and great determination to fight for her happy life.

After a few months and consultations with various doctors, it was diagnosed that my girl was lacking most muscles and instead of them she only had connective tissue, and she would not be able to move her legs and arms. I was told that probably she would not be able to grow or hold anything heavier than half a kilogram.

After some time, my girl started to grow! I was overjoyed and I started believing in miracles. I took her to exercises with a physical therapist to enforce her existing muscles, but as a result of her fragile body, her legs and arms were broken several times and she had serious burns after electrotherapy. It was suggested that I put her in a plaster bed because of her spine anomalies. Although the doctors argued my decision, I did not want to torture my child with the therapies, because everything had been very painful to her. I made enquires about this rare illness and I found out that there was a therapist in Germany who conducted stimulation of muscles by acupressure. I took my daughter every three months to therapy sessions in Germany, I learned exercises that I used to do with her at home and I did them with discipline, we went to spas, again to Germany and the years passed that way. To the doctors' amazement, I achieved the maximum of my girl's physical development and her growth was ordinary. She had had several muscle operations, on stem cells, but the lack of muscles could have been mended. Thanks to the operations and acupressure therapies, my girl walked! However, it was with difficulty, unstable and insecure, but she somehow managed to keep her balance and make a few steps, which was an unexpected success.

When the time for preschool arrived, I did not think to enroll her, because I was afraid that she would be hurt, fragile as she was, by the other children. I worked a lot with her at home: we talked, I used to read to her, she learned the letters of the alphabet, to recite, basic mathematics, we sang and played all day long. However, I could not teach her to write, because she could not hold a pen.

She turned six and a half, and I decided to enroll her in a mainstream school. After they had seen her file, they demanded the opinion of the doctors' commission about the child's ability to start mainstream school. The commission, consisting of a speech therapist, pediatrician and psychologist (and none of them were familiar with the nature of her illness), tested my child and they came to the conclusion that she had the psychological maturity of an eight-year-old child, so they gave me permission. And then they asked me: "Why does she need school? Don't you see what she looks like?" These words of the health workers have echoed for a long time, and maybe they gave me the strength to persist in my decision that my child shall finish a mainstream school, get knowledge and a job, and become capable of sustaining herself with work when I am not around anymore, so that she does not have to depend on anyone.

When I got the permission I enrolled her in a nearby school. A young teacher, whom I knew, accepted my daughter in her class. I was really anxious about my daughter's adjustment to the school, since she was in a group for the first time, about her communication with the teachers, whether she would manage to deal with obligations like the other children.

Before the school year started, I had meetings with the teacher. I brought my daughter to the class for several days after school started so that the teacher could prepare the other children in the class for her arrival.

My daughter was very happy at school with her peers and she appeared as very communicative. Friends often came to her home and they played a lot. She had not previously known any child from her class, but she knew a girl in another class – she was from the neighborhood. One day during a break my daughter invited that girl to play with her since she was happy to see her, but the girl ran away from my daughter, pretending she had not seen her. My child was amazed by such a reaction. She did not understand why the girl had done that.

I spent the first years of her education at the school. I came during every class break to see if she needed anything, and during the longer breaks to help her go to the schoolyard, get snacks etc. Nothing was too difficult to me. The only things important to me were that her education and socialization were going well, that she was happy at the school. At home, she lived as every other child her age; she studied hard and played with friends.

When she started fifth grade, I only took her to school and picked her up, and she managed alone during the classes with the help of her friends. Teachers often helped her go from one classroom to the next, they had understanding for her motor difficulties and they relied on her verbal reproduction of knowledge. She finished primary school with merits and enrolled in highschool.

That was when everything started to be completely different. The homeroom teacher, who should have provided her with the most support, did not understand her at all, and she created an atmosphere among the teachers as though my girl did not belong in that school and she should be going to a special school. So, the teachers did their best to make my daughter feel bad, unsuccessful and leave the school. She did not

give up, she had confidence in herself and her knowledge, and she was one of the best in her class. She had many friends who helped her, encouraged and supported her. The written assignments and tests were a problem, because the teachers insisted she had to do the same number of tasks and in the same time as her peers, even though she wrote by holding a pen in her mouth! Even though all the assignments she had managed to finish were correct, she was getting Ds. When she asked the teachers to give her more time or give her a chance to take oral exams, they did not want to do that, but punished her by giving her bad grades because of her disability, sending her the message that she was unsuccessful and not fit for that school, thus bringing her to tears and desperation.

I went several times to talk to the homeroom teacher and other teachers, I asked them to give her a chance to take oral exams and not destroy everything I had built, but they did not want to listen! Once, when I came from the school, desperate and humiliated, my daughter told me she did not want me to go to school anymore and that she would fight for herself in that difficult situation. I did not go to the school for three and a half years and my daughter did not talk with me about school. I knew it was very difficult for her but she managed to fight for herself and finished high school with good grades.

She wanted to enroll in Special education or Psychology at university so that she could help others. She passed the entrance exam successfully and was accepted to the department for psychology. She is a regular student in the second year. She should have repeated one year, but a professor, who understood her difficulties, allowed her to transfer his exam to the next year so that she could remain a regular student. Written exams are the biggest obstacle, but the professors show understanding and they allow her to take oral exams and use a computer. When she has to write an essay, friends help her with the computer because she needs more time to complete it. I contacted an organization that donated computer software for writing on the computer using the voice, words spoken in the Serbian language. She finished the training and practiced a lot, so she uses it often.

She lives in another city, in a student dormitory with a friend. She has many friends, has a boyfriend, likes to shop for pretty clothes and lives the life of a "normal", common twenty-year-old girl.

I was completely confused when some doctors advised me to enroll my daughter in special school. When I started inquiring, I saw that in our country there were no schools specialized for this type of disability, which is rare, so they advised me to enroll my daughter in a special school for children with mental disabilities, since the curriculum is individualized because of fewer pupils in the class. I refused it, because I was aware of my girl's intellectual potentials and I knew that such an education would be stagnation for her. During her schooling, the greatest capital she gained were friends, who stimulate her development, move her, and thanks to them she has a happy life.

As for the education system, I think that the important aspects to be changed are individualization of the curriculum for children with disabilities, providing them with enough time to finish assignments, select the most important content and facts for them, just as for other children, and insist on them. It is necessary to make the grading system easier and everybody should strive to provide opportunities for pupils to express what they know, and not to confuse them, nor "catch" them in ignorance and discourage them.

The driving force over these years, as well as today, has been the DESIRE for my child to be independent and FAITH that she would be all right. If a person wants something really badly, he/she will achieve it.

Comment

Fortunately, in this example, we see a successful girl, who lives, works, studies and has fun like most of her peers. We see her mother, who showed effort, persistence and faith in her child's development and progress. The mother is a real fighter, persistent, who knows her goal and strives towards it without doubt. The mother had more belief in her abilities. How come? She is obviously well informed about the opportunities, and she developed a critical spirit and way of thinking and always sought more than what was available. It had been like that since the girl's birth, when she avoided the plaster bed for the girl with incredible persistence thanks to treatment (unfortunately abroad).

During the first four grades of primary school, the girl learned to read, write by holding the pen in her mouth and had excellent success. Good integration and the school's readiness to really provide support were sustained throughout the next four years of primary education.

Unfortunately, problems occurred in high school – in the form of an “elitist” attitude, but above all a lack of readiness and inflexibility of some teachers to back away from the usual practice and patterns.

The inflexibility of the education system and of some practitioners was obvious in the inability to eliminate written exams, which were the biggest problem for the girl. However, the girl's persistence and faith instilled by her mother in early childhood, overcame weakness and desperation. Unfortunately, as a result of these inflexibilities, the girl had to go through many difficult moments, there were a lot of tears and a sense of powerlessness and it happened to a higher degree and more often than with her peers going through the processes of growing up and education. That persistence enabled her to fight for her education without her mother and finish high school with very good success.

Fortunately, there is an encouraging atmosphere at the university, which is characterized by respect for diversities. The technical support (software supporting transferal of information via voice) definitely contributed to her better progress, therefore her achievements are greater.

However, the girl's and mother's persistence, strength and faith are the most impressive, which contributed (of course with a great deal of dedication and effort) to her having a normal life, to studying, socializing and having fun.

The teacher

When I was to start working with first grade pupils, the school psychologist asked me if I was been ready to accept a girl with special needs in my class, who had an unstable and difficult walk, and had only 5% of the muscles in her right and 10% of the muscles in her left hand, but her intellectual abilities were above average. Because of the insufficient number of pupils that year, the child was enrolled in the school, so that the class would not be cancelled. I agreed and entered into the process of inclusion unknowingly.

The first meeting with the mother and the girl made a great impression on me. I saw she was a friend of mine whom I had not seen for many years. The girl had big, bright eyes and was looking at me all the time. She moved her arms from the shoulders; she could not bend or move her hands. She walked unstably by pulling her legs, she could not bend them at the knees, and she hardly managed to keep her balance without support.

On the mother's insisting, I did not talk about the girl's disability to the other children in front of her, so we agreed that should skip school for several days until I had prepared the other children. I explained to my little pupils that we would have a friend who could not run or write as they could, but who knew many other interesting things.

I asked them not to hold it against me if I dedicated more time or attention to her and that it was all in the aim of making her more comfortable at the school. When the girl came to school, they all quickly accepted her and she tried very hard to make contact with every child in the class. Everybody socialized with her in or out of the school and helped her with walking when it was needed. The mother was always at the school, discreet, never a burden, but always present.

We thought about how to teach her to write. We asked the carpenter to make her a special bench and place for her notebook. I used to put a pen in her hand and a notebook between her legs, on the chair. And she was writing better and better by moving her arm from the shoulder, and then she started drawing beautifully! We were all happy for her success. I have to emphasize that she practiced a lot at home and that her persistence brought such results. In the third grade, she played the xylophone successfully.

When other students did written tests or assignments, I would sit with her in the classroom corner in order not to disturb the others, she dictated to me and I wrote what she was saying, so I could follow her knowledge in that manner. I did not want her to feel frustrated in situations when she could not write as fast as others. Her answers were always correct and impeccable!

Every year she and her mother went with us on the excursions. Only then did I see the mother's wish to make her independent and prepared for life. She would usually leave her with her friends, and when necessary, the mother came to help. Once they even went hiking with us! The mother did not want to deny her any kind of socializing and she used every opportunity for her child to gain new experiences.

I did not have any support at the school, such as help or advice from the expert service, but no one confronted this girl's mainstream education. When I could not come to work, my colleagues were substitutes and they always tried to include the girl in every activity and the other children helped heartily. In agreement with the school's principal, I worked for all four years in the ground floor classroom, and in that way we eased the girl's movements.

She had many friends in and out of the school. She was very honest and selfless and children appreciated that and loved her. When some problem occurred between them, I asked mother not to bring the girl to school (it was our agreement) and then I talked to the children and we came to some solution.

I was worried what would happen when she starts fifth grade. At the teachers' councils, I introduced my colleagues with my pupil's characteristics, I shared my experience and methodology, indicated her strengths etc.

When the school year started in the fifth grade, the principal did not allow her class to be excused from cabinet teaching, so the girl's friends helped her go from one classroom to the next, and when the classrooms were on higher floors, the teachers often carried her up the stairs. Most of the teachers adjusted their teaching methods to her motor abilities, and did not ask her to do things she could not achieve. From conversations with my colleagues I learned that they were all satisfied with her progress and work. No one asked: "Why is she in a mainstream school?" Everybody thought – if others can, then I can too. She finished our school with merits and the mother got permission from the Ministry of education to enroll the girl into high school without taking the entrance exam, thanks to her good grades.

I think that the greatest benefit for this girl from the mainstream education system has been the fact that she gained many friends and adopted the necessary knowledge. When she started high school, she attended classes with friends from her primary

school, they went to school together by bus, and the mother did not have to escort her any more. If she had gone to a special school, she would not have had so many opportunities to fight for herself, nor would she have enrolled in university.

My professional and personal benefit from this experience is that I have learned to overcome the fear that was very dominant at the beginning; I learned to find alternatives in presenting and teaching some contents and skills.

In addition, I started changing my personal attitude towards people with disabilities, I understood them better and I appreciate their achievements, because I became aware of the effort behind them. Also, I started to be irritated by the question: "Where are the children with handicaps hidden? Why aren't they in schools, playgrounds, the streets?" When I started working with the new generation, I expected to have another pupil with disabilities, because I missed my pupil, we became very close and I used to take care of her and listen to her needs.

During my work, I felt bad when I talked about her when she was not present. It bothered me a lot and I experienced it as a type of discrimination.

I was very happy when I heard that she, after all the difficulties in high school, managed to enroll in university – then I realized that I did the right thing by giving her a chance to attend mainstream school.

Comment

By reading this interview, one can't avoid thinking of the love and dedication needed to work as a teacher.

Fortunately, the girl had a teacher, who was above all honest and spontaneous and not hesitant to admit that she had been confused and worried at the beginning, when she was told about the girl's difficulties. But almost everything disappeared after the first meeting, when she met the girl's big eyes and recognized the mother as her friend.

The readiness to accept suggestions, find alternatives and persistence were all professional benefits to the teacher later on, when everything brought good results.

During those moments, she was alone with her class, preparing them for new events and the acceptance of the new member of the collective, who is significantly different. This was really important both for the girl, who did not go through the phase of being "rejected" and who other children, who were prepared for the fact that the teacher loved them all, but there would be situations when she would give more attention to someone else, which did not mean she loved the other pupils any less.

The teacher's and mother's common goal was to help the child, each from her own perspective and role. And they made it together (the mother was always present at breaks, but was invisible to others, and she went on excursions with them). The teacher was creative and obviously very resourceful. The chair she invented is a fascinating contribution, also her readiness for alternatives to written tests when a child sits in the corner and talks and the teacher writes. Continual practice and persistence, and a lot of love were fruitful, because it was truly fascinating to achieve drawing and playing the xylophone in the third grade considering the state of the girl's motor development.

However, the teacher's love and strength spread and created a positive atmosphere for the girl, as well as for solving other problems in the school, through talking with colleagues working with the higher grades.

By respecting the mother's suggestion not to speak about the girl's problems in front of other pupils, the teacher had always felt an uneasiness and feeling of being hurtful when talking about someone who was not present, which tells us that she is a person with respect as a true behavioral quality, a pedagogue who understands and loves children and above all can teach them, regardless of diversities.

This example opens the question of whether the pedagogues working with children with such disabilities need greater sensitivity and awareness, or if they just need more knowledge. I am confident that sensitivity is crucial and that it contributes to the success of other children with special needs in schools.

Eleventh story

The pupil

The girl is a fifth-grade pupil, and she is 11 years old. She has a lack of pigmentation in her skin, hair and eyes, and as a result of that she is blind.

I do not remember how I enrolled the school. I got an invitation for testing. It was nice in school, but I had problems because I could not see the blackboard to copy what was written. I dealt with it by moving closer to the blackboard, or the teacher moved a chart-table closer to me. Or my friends dictated for me, or else I copied from their notebooks. My friendships and socializing within the class were excellent. They helped me, dictated to me. The children are good and no one made fun of me.

The biggest problem at the school were my difficulties with reading: small letters in the reading book and textbooks. I have had difficulties since the fifth grade. The geography teacher called my name and asked me if I did not see the board, and I said I did see the blackboard, but not the letters on it. He promised to bring me everything on paper, and then he forgot. In the lower grades, the atmosphere was such that I could freely go to the board and copy everything. Support by friends, parents and the teacher gave me confidence and strength to overcome difficulties.

The most important thing I got from going to school? Everything – knowledge, socializing... I would not like to change schools. And when we moved, I did not change schools.

The parents

Before starting school, we had consulted the eye doctor, who followed our daughter's case. As she could barely see, the psychologist conducted the testing and she insisted that the child start mainstream school because of her abilities and potentials.

Her education went well. She was good in kindergarten, but the teacher at the preschool level was harsh. She insisted on graph-motor skills and singled out only the children who were successful. The teacher in the primary school was tolerant; she supported our daughter, which made her stronger and more of a fighter. She is an only child, but she has never been treated specially. She is not over-protected.

Her peers accept her, she socializes a lot, does not come into conflicts and they accept her. She agrees with her peers, because she has an attitude of her own. She is more mature than others, because she is aware that she has a problem that needs to be overcome. This is the reason why she approaches everything seriously and responsibly.

From the first to the fourth grade, the teacher was her biggest support. She had always encouraged our daughter, enticed her to carry on and made our daughter a fighter

and a hero. It gave us security. Now, for the first time, we feel that is not always the case. The greatest problem in her education has appeared now, in the fifth grade. For the first time, she is insecure, sometimes sad and sometimes she cries, which has used to happen rarely. She cannot manage to copy everything from the blackboard and it makes her unsuccessful. Not all teachers have understanding for her, and she has high expectations from herself. The reading matter is extensive, and the letters in the books are very small...

However, we, the parents and our daughter, still have confidence in the support she got from the teacher and friends. She seriously applies all the advice given to her by her lower-grade teacher.

The main benefit of mainstream education is that our daughter will not be handicapped when she finishes school, which could have slowed her down for her entire life. In this way, she can manage through life, do something creative, which will make her useful and satisfied. And now, if we had to choose again, despite her difficulties and problems at the school, we would not choose a special school.

The greatest problem in education for children like our daughter is the blackboard. All other difficulties have been overcome. This is the only one that blocks her. Some teachers insist that everything written on the blackboard be written in the notebook, and it is really difficult for her. Namely, the problem is that she is worried because she finds herself in the situation of not having everything copied. She feels embarrassed. However, not everything can be changed because of our daughter.

Comment

The girl from this story was born and has been developing in an environment that has been providing necessary support, so the girl not only accepted her situation but also gained skills for independently overcoming obstacles she has faced during her development. Hence, the girl became mature and a fighter. Her parents' support helped her overcome the harshness of the preschool group teachers, and her peers' and teacher's support enabled a serious and responsible attitude towards her own achievements.

And it might look as if the girl was seriously equipped for handling inevitable frustrations. Because, that is how it was taught in the old times –frustration is not only inevitable, but it is also useful. Everything cannot be changed because of our needs... Later, it was taught that not all frustrations are useful and that damage can be avoided or at least decreased if the frustrations are time-framed, limited...

And why does the girl cry for the first time? The girl who is an only child without any special family treatment due of that fact and who has never been over-protected, the child who is a hero, has friends but her own attitude also, the child who is mature enough to recognize, use and appreciate the support given by others... Who will determine whether the frustration is time-framed when the teacher forgets his promise to bring material written on paper, because she cannot follow it on a blackboard since she does not see it? Is the frustration time-framed when the teacher demands that the girl has everything copied from the blackboard into her notebook even though she cannot see it? And so on....

The girl has high expectations of herself, and now she is insecure and sad for the first time, she feels embarrassed and worries because she has allowed herself not to complete something although she expects it from herself. Is this situation a new, good and beneficial lesson or a time-framed frustration? It is understandable that the girl has so-called high expectations from herself – she has managed to solve complex situations so far, and she has used the provided support in a positive manner. What kind of a life conclusion will she derive from this situation? That she is not capable enough? That there are people who forget promises given to certain children? That everything cannot be changed because of her?

But who would have thought that the girl might ask whether everything can be changed because of her – she knows the answer. Of course, not everything can be changed because of her, but she has not asked for everything to be changed. Her expectations were really precise and, to paraphrase, they were related to a narrow segment of the school reality.

It is necessary for the girl that this segment of the educational approach be changed, whether we are dealing with the teachers' attitudes, the flexibility of demands, adjusting the teaching aids and premises etc. However, perhaps another completely different intervention is important – true support to providing answers to the questions she asks herself in this frustrating situation. And one comment can remain for the adults from the girl's environment, her parents and above all her teachers: the girl is a fighter, are we?

It is obvious from the interview with the mother that the girl has been brought up in such a way that everything cannot and should not be adjusted to her needs. And it is all right, it is reality, but what cannot be adjusted should be precisely determined. The job of the adults is to explore the boundaries of the unchangeable and their creativity and fairness moves those boundaries. Unfortunately, it is not uncommon that the parents and children withdraw and truly believe that the adjustments necessary for their equal participation should not be made, that it is their fault. As if they do not want to be demanding and disturb the school's practice. As if they are over-thankful to the school for providing something that is legally regulated – education. The insisting of some teachers that the girl read and copy the contents of the blackboard, even though it is her practical limitation, and having the awareness and expectations from the child to have maximum responses to the assignments, the same as her peers, gives her the message that it is her fault...

Do we really think the girl should be getting such a message? And can we expect her to be a fighter in every aspect if we send such messages?

Twelfth story

The mother

The boy is five years old. At a medical examination, it was determined that the boy has slow psycho-motor development.

The boy was enrolled in the preschool institution with the kindergarten teacher's consent. We did not plan to enroll him until he was three years old, but because of our jobs we decided to enroll him in crèches. The nurses mentioned that they noticed the boy had an unsteady walk, problems in large-scale motor development. We went to the orthopedist, who suggested we take the child to a psychologist, because he was not talking even though he was three years old. It was assumed that exercises with a physiatrist would influence stimulation of large-scale motor development.

The relationship with his peers was changing from day to day. It was a difficult period when the children started avoiding him and teasing him, saying that he was a "baby" and he "did not know anything". Recently, they have started accepting him. However it is followed with comments such as "he is a baby", and they treat him protectively, but our son enjoys it. The girls pet him and hold his hand. Outside the kindergarten, he has friends who happily come to the yard of our home. He wants to visit friends and often stands on the gate, but we do not allow him to go frequently out of consideration

for his friends' parents. Kindergarten is the right place for him. I would take him to two shifts if it was possible, he likes to go to the kindergarten and he likes older children.

The biggest problem is that he does not speak comprehensibly, so he has problems in communication with his peers and kindergarten teacher. Speech is the basis for everything. He is a hyperactive child, and has difficulties in maintaining concentration and it is a problem when the teacher tries to explain something to them.

It was very uncomfortable when the teacher, at the beginning, said bad things about the child. It was important to pay attention and how she spoke about child's behavior and to whom. He wanted to use the toilet when he was with one teacher, but when there was another teacher he did not want to. This shows that he was not equally accepted by both teachers, at least at the beginning. Some of the worst things happened in the preschool group. Until then, he had enjoyed being with the older children and everybody liked him. When he joined his age group, the difference between him and the other children became more distinctive.

While talking to the expert associates, we felt support and appreciation. I will never forget our first "informal" meeting in the children's cloakroom, when they gave me advice about using certain materials in playing with my child and emphasized the numerous possibilities of playing with water, sand and earth. Talking to the child psychologist at the child clinic was also very constructive.

Everybody in the family was supportive, but my parents-in-law thought we were overdoing it and should "let the child grow and play". They did not understand that the child's development should be encouraged.

Visible improvements contribute to our confidence. However, the changes are not always visible and sometimes it looks as if he "stands in one place". Then, I encourage myself that it is necessary to do everything possible.

The main benefit was his adjustment to group life, as well as the educational part. He learned many things in kindergarten. In addition, his independence developed because of his peers' and teacher's influence.

There should not be so many children in one group in preschool institutions. I think that the even the cleverest child could not progress with so many children in one group. Parents send their children to kindergarten to learn something and not only because they have jobs. If the number of the children in one group was reduced, all the problems would be solved.

The kindergarten teacher

The parent initiated inclusion of the child into the preschool institution. The child was enrolled the same as other children, because there was no medical documentation or information about the child's functioning from the parents. After a while, the nurses noticed the child's different behavior in the group. During a medical examination of the older children, the nurse invited the psychiatrist, who saw the boy's problem and sent him to further diagnostics.

In the beginning, the children avoided playing with the child, because they could not communicate with him (the boy did not speak), and several incidents occurred because the boy sometimes physically attacked other children. After a year, the children accepted him as a "younger" friend and treat him accordingly (protectively).

In the beginning, the child did not have hygiene habits and there were problems in communication with his peers and the teacher, as well as insufficient communication with the boy's parents. With the expert support of the pedagogue, the problems were solved successfully. It was very significant in the whole approach to have the possibility of daily communication with the parents and the expert associates, as well as step-by-step problem solving. I had the full support of the pedagogic-psychology service in the institution, while my colleagues felt pity for me. Problems were solved through constant consultation with the expert associates in the institution, with concrete suggestions for working in such a group and dedicating more time to this boy.

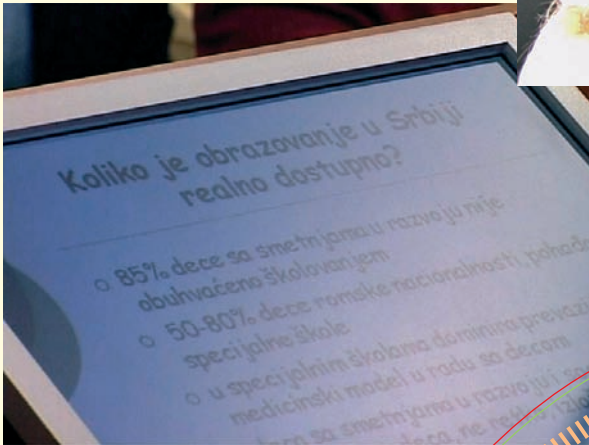
His attendance at the kindergarten is my personal and professional benefit. I gained valuable experience. Socialization of the child. I have not had experience in working with children with disabilities. In addition, there were not enough preparation and training about it at the Higher school for kindergarten teachers.

Comment

The mother and the teacher of this boy are pretty much in the same situation – they both have support from their environment in their attempts to contribute to the child's development. They have important support, but both of them also receive, from participants important to them, some different messages – the mother gets the message that perhaps she is overdoing it and should relax and let the child develop by himself, and the teacher is being pitied because of her additional engagement in something that probably will not lead to results. At the same time, such messages make the mother feel that the kindergarten staff members make bad comments about the boy, while the teacher sees that problems are being solved gradually and the child has started to behave in a certain manner. The process is slow, but they see improvements, recognize benefits and see the benefits for the child. Their communication becomes good and the relationship is one of collaboration. They both have the support of the expert associates.

However, from both interviews we see that the preschool institution has a badly balanced attitude towards children who are different from others. But why would this be important for the boy if the teacher has accepted him and the expert associates give their full support? The discomfort the mother felt at the beginning of her child's kindergarten attendance was constant and she heard bad things about her son. However, it has passed now, and the mother, apparently neutrally, says that the boy does not speak comprehensibly, that he is a hyperactive child, and has problems in maintaining concentration, which bothers teachers when they try to explain something. It seems as if the mother partly adopted the attitude characteristic for rejecting children with special needs – the problem is in the child and not in the approach. To put it simply, the boy is the obstacle to the learning process of other children and he is the problem. And this is the message faced by the mother and the boy, his peers and the teacher who has accepted him. This is also the message faced by many parents of children with special needs and inclusive teachers in the education system, which expects a child to be fitted to the school. This education system has started to change, but the process of raising awareness among all participants in the education institutions is not complete. This example shows that the mother and the teacher despite such messages, managed to direct themselves not towards "fixing" the child but towards removing obstacles in the education of the child with special needs. They managed to do that by using their own capacities and relying on the support of sensitive and competent expert associates.

We can also see this as a beginning, when we approach the education of children with disabilities without experience and with a feeling of fear. It is probable that this influenced the initial mutual misunderstanding and insufficient cooperation between the parents and the teacher. It is also visible here that the bridge for overcoming the initial obstacles came in the form of the appropriate role of the expert associates.



Thirteenth story

The mother

The boy is six years and two months old. He has problems in motor development (the doctor diagnosed immaturity of motor organization); speech difficulties and he wears glasses.

He first went to a crèches, I had insisted on it, and later on, his enrollment in the kindergarten was done automatically. In the kindergarten, they perceived his situation as I did – pretty well, in my opinion. However, he has a physical disability, so he is not strong enough and stable when walking and this is exactly what he needs to be more confident. Since he is an only child, the greatest benefits are his friends and the group. His teacher's support and confidence was of great use, because she told me how to work with him and which aspects I needed to pay more attention to.

I do not ask for anyone's special acknowledgement, and we have solved every obstacle as best we could. I overcome all obstacles, because I feel enormous love for my child and I have the wish to help him and solve our problems in the best possible way.

What needs to be changed in the education of children with disabilities? For my child – nothing. Everything that he needs I try my best to give him. I am raising him by myself; I give him everything I can, to the maximum...

The kindergarten teacher

I try to adjust the program to the current possibilities of the child, to assess his abilities in relation to his age group and my closest associates support me in that. The children have accepted him, included him in every activity in the kindergarten. In addition, he goes to birthday parties. He is one of the favorites in the group.

Taking into account his current problems it was necessary to adjust all activities that required motor agility, as well as expectations in regard to other children's achievements. Because of his under-developed graph-motor development, this boy required a special approach in solving working sheets, drawing etc.

I get support from expert associates in the group and from his mother who fully cooperates. At the beginning, when I did not know the child and his abilities well, I frequently needed help – both expert and human – to organize his attendance in the adapted premises of the kindergarten, which serve as a gym. I also needed support in making him independent, adopting hygiene habits, spending time in the yard etc. I felt insecure in the beginning, because I had no experience in working with children in similar situations, and I lacked professional competencies. I tried to solve the problem by improving my competencies and constant good cooperation with the speech therapist and psychologist in the preschool institution. Also, I gained confidence with thorough preparation, as well as from the expert support of people competent for such problems. Above all, I got support from my associates who organize group work, the lead kindergarten teacher, expert associates in the institution and the parent, through constant exchange of information about the child. The greatest benefit for the child is spending time surrounded by his peers and they give him the best stimulation and motivation.

My greatest professional benefit is that I gained new experience, made professional improvements through new knowledge about working with children with disabilities.

It is necessary, in the education of children with disabilities, to reduce the number of children in groups, so that the kindergarten teacher can dedicate enough time to every child. It is important to provide adequate technical conditions in the kindergartens: adaptations of the premises, suitable teaching aids etc. It is also important to organize additional training for teachers for adjusting the educational process. I personally went to trainings in the institution – a seminar for working with children with special needs, and it meant a lot to me, along with my long experience in working in the kindergarten.

Comment

This is a nice and harmonious story, which shows a positive beginning of education. Because of this harmony and balance, everything in this story, almost invisibly, functions in an authentic and essential manner. The story is encouraging from many aspects – it is encouraging if we think about the preschool experience as a basis for the child's further development. It is encouraging if we think about the quality natural relationship between the boy and his peers. And it is also encouraging if we think about the support and acknowledgment the mother is given through cooperation with the kindergarten teachers. It is encouraging to see that the parent is appreciated as a collaborator of the teacher and that she has no comments regarding education of children with special needs – the mother is satisfied, and she believes that she can and should do everything alone.

The story is instructive if we follow the teacher's steps for developing her approach to the boy; from learning about his needs, the individualization of her approach, to the specific expectations and objectives set for the child in his educational process, and general support that we unambiguously sense and directly recognize. The story is instructive in its authenticity in presenting the process and the road traveled by the teacher, who has not experienced in working with children with disabilities. In situations when she felt insecure, she needed both professional and human support by the institution's staff, and it is obvious that the support was good, because it resulted in the teacher's orientation to use her personal and long professional competent experience in preparation well for the work.

This story, and especially the teacher's interview, clearly shows some of the commonly quoted support aspects of inclusive education. Firstly, it is the positive attitude of the preschool institution towards the child with special needs that is visible through the very inclusion of the child, his automatic enrollment in the higher groups (which functions starting with the crèche for every child), and various adaptations of premises conducted to meet the child's needs. This positive attitude can be seen indirectly in the quality support given to the teacher by her colleagues. However, we can conclude that there was a positive attitude of the teacher and other employees towards the boy primarily because of his good relationship with his peers, who are known to imitate the behavioral model of adults in their surroundings. The teacher's general professional competence, as another supporting aspect of inclusive education, is undeniable, as are the knowledge that the teacher gained through professional trainings, exchanges with colleagues, reflection on her personal experience, monitoring the child's condition and exchanges with the mother. Specific knowledge and information about the child, which are usually quoted as the third and fourth support aspects of the inclusion, are clear in this example. And, of course, cooperation with the parents, colleague support and individualization of the approach, as previously mentioned, are important support aspects of working with a child in an inclusive environment.

Fourteenth story

The mother

The boy has autistic spectrum disorders. He is five years old and has attended kindergarten from the earliest age (crèche).

My son was automatically enrolled in the higher group after the crèche. It was apparent that he was behind his peers. He did not speak and had difficulties adjusting to the group. Gradually, he accepted the children in the kindergarten, and he likes to spend time with them, but he rarely participates in group activities.

I did not have problems and obstacles in the kindergarten. I got support in many situations, because I am aware that the teachers had a special relationship with my child. Through working together, we managed to overcome or reduce many obstacles and problems. My trust in the teachers is what gives me confidence, as well as seeing my child happy when he goes to kindergarten.

I see the benefits from his attending a mainstream institution: my son socializes with his peers, learns from them, he is developing completely differently than he would have if he had been isolated.

The kindergarten teacher

On the mother's insisting and with the consent of the leading kindergarten teacher, the child was enrolled in the crèche. We did not know that the child had special needs. The nurses noticed his unusual behavior from the very first day. We consulted the field psychologist, who spent a lot of time in the group and observed the child. She explained to the nurses what all the boy could do, what he liked, and the cause of some of his reactions. The cooperation with the psychologist led to a more flexible approach to the child and adjusting their demands to his needs and possibilities.

The boy approaches children in the kindergarten, but he does not play with them, does not socialize, nor accept norms of behavior (although not always). The boy does not communicate verbally, because he cannot talk. He plays alone in the yard, does not attend birthday parties outside the kindergarten (he does not live in this town) and he does not socialize with his peers during extra-curricular activities.

The greatest problems are the lack of verbal communication with the teachers and peers, and the teacher's difficulties to recognize the boy's needs at every moment.

The initial problem was the insufficient communication with his mother. At that time I had support from the pedagogic-psychology service in the preschool institution, and later on from the boy's mother. In the beginning, my colleagues provided me with purely human support. The pedagogic-psychology service gave me expert support and the mother offered suggestions and information about the boy.

The biggest benefit from attending a mainstream institution for this child is that he has gained more confidence and he is an equal member of the group. His friends can help him with accepting norms of behavior, and with living a higher quality life despite his difficulties.

My personal and professional benefit from working with the child with special needs is that I am a witness of positive changes in the boy's behavior. The children accepted him; he has socialized and accepts the daily regime. Since he started kindergarten, the changes have been obvious. Therefore, I am satisfied both personally and professionally.

My biggest problem in working with the boy was the lack of concrete knowledge, experience and an initial sense of incompetence and insecurity. Gradually, I learned more about the boy and became more confident in my actions – whether I was doing something correctly or not. I learned through his reactions. The constant expert support of the speech therapist and psychologist in the institution meant a lot to me. In addition, I participated in training sessions and the workshop “Truth and prejudice about autism” and the seminar “Children with special needs in the kindergarten”.

Comment

This story of the preschool development of the boy with special needs (which contains the entire story of the preschool institution he is attending) shows that a systematic list of support aspects of the inclusive approach are present.

However, the development of cooperation between the teacher and the mother is very illustrative. This institution is clearly open for children with disabilities and has an inclusive orientation and team support to the inclusive kindergarten teacher, which is presented in this story by the establishment of positive, almost routine practice. The story presents the process of establishing cooperation with the boy's mother to the point when it represents a support aspect of the child's inclusive education. At the beginning, the teacher said that one problem was the insufficient communication with the mother, and later on their cooperation developed to the level of achieving the necessary cooperation, and the teacher received suggestions about approaching the child. Until such cooperation was established, the teacher used other resources and had support from the expert service of the kindergarten. Even though the cooperation and communication between the teacher and the boy's mother was not satisfactory at the beginning, the mother said in the interview that she had not had any problems or obstacles in the kindergarten. She said that she understood the specific approach to her child. She also said that they solved the problems and obstacles together. The mother has trust in the kindergarten teachers and she is satisfied to see her child go happily to the kindergarten. This story illustrates the importance of a positive attitude towards the boy and of appreciating the parents, who are the only ones to influence the overcoming of some initial distrust. They are also the only ones who can influence the establishment of partnerships and sharing between the parents and the educational institution.

In addition, this story shows the importance of the individualized approach and suitable individually relevant indicators of the child's learning, while monitoring the progress and learning process of children with special needs. How does the teacher find relevant indicators? In this example, the kindergarten teacher uses her general knowledge and experience. She attended various relevant training courses. However, the kindergarten teacher says that the most important indicator of the learning process is the very child – what he does, how he behaves.

I learned from his reactions – this simple sentence carries many messages, and clearly shows the important aspect of the inclusive approach as a creative activity during which both sides learn and change.

5. *The inclusive approach in today's school*

By looking at the above-mentioned examples, we can conclude that there is a wide range of approaches and experiences related to inclusive education in our schools. We see some situations in which the child's characteristics did not have negative effects on its relationship with the teacher, its educational process or its peers. In addition, we see, as the total opposite, examples when the pupils with special needs were brutally hurt by the teachers who, together with other teachers and staff, gave them the message that they do not belong in that environment – a mainstream school. However, the majority of examples describes the education of children with special needs as a process with obstacles, but also with solutions for overcoming such obstacles, as well as support provided during education. The examples usually show that there were possibilities and answers to obstacles, and such solutions enabled the suitable encouragement of development and the education of children with special needs.

If we take into account the criteria and indicators of inclusive education that are presented in *the Guide*, we see that they indicate areas in which our education system is closed for people with special needs, and that flexibility in meeting the needs of diversities is insufficient. Above all, *our current educational practice does not include flexibility of curricula in accordance with the needs of a child with disabilities*, even though this is guaranteed by law¹⁹. The reduction of the content and creation of special individual educational plans currently depend on individuals (kindergarten/school teachers), the sensitivity of the school management, the educational level of the parents and their awareness of the prospective opportunities for learning, but they are not systematically regulated. The premises where children with disabilities receive their education are often not consistent with their needs. In some schools, the adaptation of facilities has been conducted, and a large number of schools are trying to do that, but often there are physical barriers and unadjusted premises in the school's surroundings. In addition, adaptation of electronic and printed media for people with hearing or sight impairments barely exists.

Great progress in adjustments was made with the possibility of including teaching assistants. However, this has been done only in schools with a majority of Roma pupils, but it is a good signal that the ideas of help, inclusion and dedication to those who have special needs are the pathway to integration. Just as important as employing teaching assistants is the growing awareness and knowledge that teaching assistance is not the only way for supporting a child with special needs in education, namely, that for the majority of children with disabilities this type of assistance is not a pre-condition for inclusion, and the teaching assistant achieves his/her function as a part of a team in cooperation with the teacher and parents.

Encouragement and acceptance by the peer group is perhaps the most valuable potential in encouraging the development of children with special needs. Every school has this potential, and in fact, it only needs to create the conditions and atmosphere to for developing that potential into manifested behavior that expresses respect, acceptance and true participation. When we talk about peers as a potential for support, it is important to emphasize once more that the development of the potential depends di-

19 The Law on the basics of the education system, Ministry of Education, 2003

rectly on the adults, their influence, encouragement, messages and the value system they transfer, teach and act on.

The positive relationship of all educational participants towards inclusive education is maybe the most obvious trait of every educational institution. In fact, upon entering an institution, at the first meeting and contact, it is possible to see clearly, easily and precisely the values that are being fostered. If we see a ramp at the school's entrance (even though there are no children with this type of disability), a janitor who helps a boy with impaired vision, if we see children during a lunch break talking or playing with a child with difficulties in walking, a teacher who consults parents about the specific habits of a child who has been in a hospital, a principal who knows the individual educational plans of all children learning in that manner, then it is obvious that we see support. If all the pupils participate in a school performance, if children with special needs are visible, the Parents' council meetings and school staff meetings include in their agenda issues important for the education of persons with special needs, or if the institution employs a person with disabilities, it is not necessary to prove the orientation and appliance of the inclusive and integrative approach.

In all the presented examples, it is evident that the parents, kindergarten and school teachers mention the lack of knowledge about the children's special characteristics as presenting an obstacle. *Teachers' education* has to include knowledge and contents about adequate methodological and psycho-social approaches in educating and working with children with special needs. The skills of managing a class are also important, especially if the classes are big. Skills also important for teachers and other employees in educational institutions are team building and teamwork skills, which are significant for maintaining colleagues' support and establishing cooperative relationships with the parents.

And finally, something, that is of high importance for every child and even higher importance for a child with special needs – the connection between institutions and educational levels is not established in practice. The lack of connection between levels of the educational system is detrimental for every child and the lack of continuum at crucial moments in educational practice for children with special needs carries the danger of repeated labeling and in many cases causes them to drop out of the education system.

6. *Pre-conditions and the future of inclusive education*

Considering the fact that the development of the inclusive dimension of our education system does not rely on unambiguously formulated strategic goals, defined priorities and reliable data, the forecasts of the development of inclusive educational practice are pretty pessimistic. Nevertheless, there seems to be a sufficient number of individual experiences and developed models that have already marked the pathway for developing educational inclusion, and it is necessary to connect such experiences and simply adjust the suggestions derived from them in accordance with local circumstances and standards.

Ever since Lev Vygotsky, social theories of development have indicated that every isolation and separation from its natural environment deprives the child of numerous stimulations and causes a delay in development, and such knowledge has long been applied in the education systems of western countries. Namely, the tendency of

opening special schools attended only by children with special needs has been overcome and the integration of these children into mainstream schools is increasing. The first steps were made through pilot projects, the same as in our country, that were implemented by citizens' associations, and then this process became regulated by a legal framework and budget resources. In our country, the process of inclusion into the mainstream education system has been implemented very slowly. The obstacles are numerous. Part of the problem is connected to poverty, part to the insufficient knowledge of the institutions and decision-making bodies, and the greatest part is linked to insufficient participation of people with special needs in education, as well as in all other segments of life.

In the process of developing inclusive education, it is necessary to set the following conditions:

1. adoption of a long-term developmental strategy that supports diversities and achieves crucial and visible support in every single institution, through legislation;
2. making educational institutions (from the kindergartens to the universities) accessible, which would include everything from the removal of physical barriers to the creation of individualized educational programs adjusted to the needs of every child;
3. establishing standards in schools and introducing the principle of choice for teachers, which would allow for motivated, highly competent and sensitive teachers to work in the classes attended by pupils with disabilities;
4. providing professional training and support to teachers for working in inclusive conditions;
5. carry out networking of inclusive teachers;
6. making "horizontal" and "vertical" connections between all institutions in the education system, in order to provide quality and continual exchange of information and work experience.

By setting such pre-conditions we would gain the possibility – the knowledge and resources – to educate children who need additional and different attention and care. The most important issues are motivation, teachers' abilities to create close relationships, trust and closeness, which are qualities directly influenced by our personal capacities and are a priceless potential. Maybe this is the place to emphasize how this beneficial capacity should be recognized, fostered and improved. And it is certainly an opportunity for us to say how, in current conditions, inclusiveness (when present) lives mostly thanks to these qualities.

The processes of democratization and decentralization in education open opportunities for a school to create its own developmental path, its school ethos and atmosphere. School developmental plans are the key documents to advancing schools. We should find in them the possibilities for supporting the development of an inclusive approach.

Creating systematic support through the development of regional and local networks of inclusive teachers is also a good way of integrating this approach into the school system. The created networks of inclusive teachers and local inclusive teams can

also be helpful in setting the necessary conditions and accelerating the implementation of the inclusive approach.

Of course, we cannot forget the importance of the media and their opportunities for spreading the value system and raising public awareness . There is still not enough information available about inclusion, so this is another possibility for action. Another important potential for developing social capacities for inclusiveness are the exchange of experience between professional associations and the participation of disabled persons' organizations.

CHAPTER 5

EXAMPLES OF GOOD INCLUSIVE EDUCATION PRACTICE

1. The diversity of the collected examples of good inclusive practice
– complexity, messages, recommendations
2. General principles of working with pupils with special needs that are present in the examples
3. Presentation and grouping of the examples in the Guide
4. Another look at applying the examples
5. Examples of good inclusive education practice

The real contest is always between what you've done and what you're capable of doing. You measure yourself against yourself and nobody else.

Geoffrey Gaberino

1. *The diversity of the collected examples of good inclusive practice
– complexity, messages, recommendations*

This chapter gives a selection of examples collected during 2005 by members of the Network of inclusive education (NIE) in ten cities in Serbia. The team of teachers directly participating in the project implementation brought together their colleagues in their local communities and they collected examples that indicate different aspects of inclusive practice in our kindergartens and schools. Over 300 examples were collected and they were used to create the List of criteria and indicators of inclusive practice, and particularly illustrative examples are given in full. Kindergarten and school teachers, who reported or wrote about their own practical examples, chose to present their examples either in essay form or by filling in the questionnaire offered as a frame for examples. In this chapter, the examples are given as a continual text, and the Form for presenting examples of inclusive practice is given in the annexes (Annex 2).

The examples presented here are diverse – their style comes in various forms, the practices shown in them fulfill different criteria and contain different indicators of good inclusive practice; they show various aspects of the educational situation and are connected to various areas of teachers' work; they illustrate work with children/pupils of different ages, who have various special needs; they indicate different obstacles to inclusive education and present various ways for decreasing or overcoming such obstacles in the process of a particular child's education.

Many examples emphasize one area of the educational process, a description of one aspect of a teacher's work, ways of removing an obstacle to inclusive education,

and one criterion is presented through one indicator. However, the majority of examples do not show only one area, situation, criterion or indicator, but they are more complex and richer, and have more information and several messages, ideas, suggestions and encouragements. All the given examples show that in typical, mainstream conditions in our kindergartens and schools, diverse adjustments of the curriculum in accordance with child's needs are possible and achievable, that different pupils need different adjustments in accordance with their individual needs, and that there are pupils who can be educated only with the support provided in inclusive conditions even though the extent of adjustments needed for their education is very small. Some examples show how some pupils can develop and have almost unbelievable success in education solely in inclusive conditions. Some examples unambiguously show that the teacher who has teaching competencies important for education in general – or for the education of the so-called average pupil – has the competencies crucial for working in inclusive education.

2. *General principles of working with pupils with special needs that are present in the examples*

A common characteristic of all the examples is that they all contain some basic assumptions, principles, beliefs of inclusive education – all examples illustrate the starting point of the inclusive approach – a child is an individual being and a child with special educational needs is first of all a child; the removal of the barriers to inclusive education is primarily connected to the school's and teachers' positive attitude towards the child's education; the support to a child is both a question of the teacher's competencies and the child's ability to have creative overview of the learning process, as well as the teacher's orientation to build, strengthen and increase inclusive reliance within the pupil through communication and cooperation with parents and other education participants.

These examples are above all instructive, because each one describes how some of the basic principles of working with children with special needs in inclusive education can be achieved in good educational practice. The examples contain the following general principles:

the principle of gradual progress – step by step, as a general principle of working with children and parents, especially when including parents in the child's educational process;

the principle of positive encouragement, which relates to supporting a child for every progress, success and initiative, which includes noting and indicating acceptable behavior;

the principle of consistent, unambiguous and foreseeable demands, which indicates that communication is more successful, and rules of behavior are easier learned if the messages and circumstances are clear, established and expected;

the principle of time-framed actions, which means that every intervention should happen when a child can hear it, understand it and connect it to the situation to which the intervention relates;

the principle of respecting specific abilities/diversities, which recommends the inclusion to be planned and adjusted to the child's abilities and experience while emphasizing and affirming the child's strengths, capabilities and skills, namely the motivational and developmental use of individual capacities;

the principle of pupil and parent participation, which underlines the importance of finding a procedure that will ensure the pupil's participation in the process of making decisions important for his/her life.

Adjustment of facilities as a principle that indicates that unadjusted premises are a significant barrier that can be removed through various interventions, depending of the pupil's needs – different ways of adjusting premises are needed for different children with different developmental difficulties;

Adjustment of methods and teaching aids refers to various adjustments, such as using large letters and pictures, bright colors, loud and coherent speech, text repetition, using audio means, sitting in the first row, using illustrated material, ensuring less distance between the teacher and the pupil, facing the child so that he/she can read lips, giving concise information with graphic aids, giving the following assignment when the previous one has been completed etc.

The principle of cooperation refers to establishing cooperation between peers, colleagues, parents of all children and their participation in inclusive education – and this cooperation is established in accordance with the principle of gradual progress;

The examples given in the Guide indicate that all the principles that encourage a child's development are also effective for the development of children with special needs, so the teachers do not have to come up with completely new solutions, because creative use of the familiar, natural allies of a child's development, that undoubtedly encourage the development of every child, is sufficient for encouraging the learning process of children with special needs.

3. *Presentation and grouping of the examples in the Guide*

The examples are given in the Guide just as the writer has prepared them, and only minimal interventions were made, which is common in publications of this type, and some examples are shortened because of the scope of the publication. The examples are presented in 11 different groups. These are the areas of inclusive educational practice that teachers who wrote the examples marked as being relevant.

The following examples are not presented according to „types“ of special needs that the described children/pupils have. This is not only because of the ethical aspect of such categorization and the very complex expert issues raised about the classification of children at early age, and because such grouping of examples would resemble categories associated with the medical model, but because none of the children described in the examples have only one special need – the children have several distinctive problems, characteristics, needs. Therefore, classifying the examples in accordance with a child's particular need/characteristic, even if it is the dominant one, would „weaken“ the real information about the child/pupil and lead the reader in the wrong direction. Indeed, if

we step outside the medical model, how should we classify the children? If we abandon the field of diagnosis and groups of descriptions, do the categories of dysfunction make sense at all? Or, are there good reasons for classifying the child? How and why would we do that? Is the information given by observing a child within a category really the information that is important and needed? Is this the information that we know how to and should use in the direct approach to a child, in communication with it and in the learning process that we should be encouraging? To what extent do we, by classifying, categorizing, really leave space for not viewing the child only through the aspect of categorizing, but to conceptualize a child as an entire personality and individual being, who has various characteristics, numerous strengths and weaknesses, many needs and characteristics that are not static and definitely shaped, and that are continually and significantly changeable through the educational process itself? Of course, every example contains all the data, impressions, assessments that enable a comprehensive picture of the child, which can be important for understanding the child's situation and educational interventions taken in order to make inclusive education possible and good.

In addition, the examples are not grouped by criteria and indicators – usually the collected examples were written, so one example contains several criteria and indicators. The examples were written before the List of criteria and indicators was created and the examples were used for formulating of the List. Some examples are not presented in full, but they were used as illustrations of some indicators in the List of criteria and indicators. By applying the criteria and indicators to the examples given in full, and by relying on illustrations of particular indicators, the presence of criteria and indicators can be identified in each example. That way, the reader can understand the evaluation of the presented practice and use that experience in assessing the inclusive dimension of his/her own practice. In the following examples, the reader can compare his/her assessments with that of colleagues, namely to start preparation for the self-assessment of a kindergarten/school, by writing his/her notes on the presence of certain criteria and indicators in the empty space in the second cell of the first column in the table.

4. *Another look at applying the examples*

However, *the reader who seeks complete and unambiguous or universal rules in these examples might be disappointed.* The examples of good practice given here indicate solutions which are difficult to generalize, solutions which would be effective in a concrete situation, but at the first sight are at odds with pedagogical principles. Such are the examples when a teacher did the necessary thing, without mistake, yet obviously unintentionally, but in those cases the solution relates only to a specific situation. For a different context, such solutions cannot be applied and/or advisable. And such good practices – a particular situation as an exception – found their place in the Guide as the sign of recognizing and acknowledging the importance of creativity and intuition in experience, both in teaching and in the direct and real communication between the teacher and the child that often cannot be retold, but is authentic and unambiguously effective in a concrete situation in a certain educational milieu.

5. Examples of good inclusive educational practice

Area 1

LEARNING – adjustments in methodology and content

Example 1

The world around us: I watch, listen, touch – I make, I understand

Short description of the child's/pupil's characteristics	A second-grade pupil. The girl has Down's syndrome with moderate mental disabilities
Example of good practice	During conversations in the class, I realized that my pupil can name the seasons, but does not recognize them, know their real meaning and characteristics. Because of her, but this was also nice for other pupils, I organized a class outdoors, when we covered the unit „Autumn“. While we were walking, I held her hand, we listened to the rustle of leaves, looked at how she and the other pupils were dressed, named the colors in nature around us, collected a large bag of everything we came across on our way: chestnuts, leaves of different colors and shapes, kernels of corn on the road, tomatoes, mushrooms etc. When we came back to the classroom and returned to group work, we made a class exhibition on paper plates called „This is autumn“. She actively participated in the group's work, and named the fruits/products that they had worked with. Therefore, she understood the changes in nature that occur in autumn through her direct experience.
Steps in overcoming problems	<ul style="list-style-type: none"> • Recognizing that the child does not have enough experience to comprehend the subject of a season • Finding ways to build her understanding through personal experience
Sources of support, other participants/collaborators in finding and implementing solutions	Other pupils
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The child understood the subject, felt equal and useful in the group's work on collecting materials
The example was prepared by	Ivana Milosev, homeroom teacher, primary school „Vasa Zivkovic“ Pancevo

Example 2

I reward or I don't, but I do not punish

Short description of the child's/pupil's characteristics	A second-grade pupil in the primary school. The girl has Down's syndrome with moderate mental disabilities.
Example of good practice	During the first and second grade, when I see that the child shows effort, and a willingness and openness for work and cooperation, I reward her with candy, polishing her nails, or she fixes my hairdo and I wear it that way all day. These are things that are important to her and that she enjoys. For everything she does, she gets encouragement and praise, and I never say „That's not good!“ or „What did you do?“ When she is not ready to cooperate, or does not want to work, there are no rewards.

Steps in overcoming problems	<ul style="list-style-type: none"> • Recognizing the things that the girl enjoys • Rewarding everything she does, encouragement
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	Gaining self-confidence, a sense of warmth, love, acceptance
The was example prepared by	Ivana Milosev, homeroom teacher, primary school „Vasa Zivkovic“ Pancevo

Example 3

Patience, praise, support – from destructive to adjusted behavior

Short description of the child's/pupil's characteristics	A boy who had behavioral difficulties in the first and second grade. He is now a third-grade pupil.
Example of good practice	The pupil refused to do the assignments given in class, he strolled through the classroom and disturbed other pupils, and did not respect the authority of the teacher and other staff in the school. The change in this pupil's behavior was caused only by the teacher's patience, continual support and praise for everything he does well, and by sometimes ignoring his remarks. In the beginning I tried to be strict and cold towards him, to criticize and punish him; however that led to more aggressive behavior towards me and other pupils. I explained to the other children that their friend is different and they should help him and tolerate him sometimes, namely tolerate his behavior, which sometimes was really unbearable.
Steps in overcoming problems	<ul style="list-style-type: none"> • Listening to him very patiently • Cuddling and praising him often, whenever there is a chance, rewarding his efforts • Showing him your own feelings
Sources of support, other participants/collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • The teacher • Pupils • Parents
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • The pupil is less aggressive towards other children. • He has better concentration in class. • He respects the teacher and her demands.
Additional comments	Cooperation with the parents, who have been active and interested all along, helped the teacher significantly.
The example was prepared by	Dragana Filipovic, homeroom teacher, primary school „Vasa Zivkovic“ Pancevo

Example 4

Nature and society – every pupil can express himself/herself in group work

Short description of the child's/pupil's characteristics	A third-grade pupil in the primary school. The girl has moderate mental disabilities with elements of autism.
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Example of good practice	Since my pupil learns best in the peer group, often by imitating, she does her special assignments in the class reluctantly, especially if her assignments are not from the subjects and areas being covered by other pupils, so I try to give her assignments that follow the units of the other pupils. In a Nature and society class, when we covered the unit on cultivated and natural habitats and communities, I did it through group work, and the other members of my pupil's group made a poster presenting the living conditions in various forests, and ways animals and plants adapt in nature, while the girl, who has difficulties in understanding and concluding, had the task of cutting out forest animals from the coloring book, coloring them, gluing them onto their joint poster and writing out their names. The other groups praised this poster as the most versatile and colorful, so her satisfaction was great, because it was her task to make it colorful.
Steps in overcoming problems	Simplifying assignments within the unit.
Sources of support, other participants/ collaborators in finding and implementing solutions	Other pupils in the group, who encouraged her and gave her support.
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The girl saw that she had contributed to the successful completion of the assignment. Other group members, who helped each other. The whole class, which gave them credit for the effort.
The example was prepared by	Gordana Josimov, homeroom teacher, primary school „Vasa Zivkovic“ Pancevo

Example 5

Serbian language classes – friendship and diversity

Short description of the child's/pupil's characteristics	A 10-year-old girl, a third-grade pupil in the primary school. She has moderate mental disabilities.
Example of good practice	In the Serbian language class, the task was to write an essay titled „Description of a friend“. In order to avoid the situation of some children – and especially a child with disabilities, who is vulnerable to frustrations, emotionally unstable and sensitive – feeling rejected and unpopular if no one describes him/her, every child wrote his/her name on a piece of paper and put it in a box. Then, everyone drew a piece of paper with a friend's name and wrote a description of that child. The task was to describe the appearance, characteristics and common interests that connected them to the friend they were describing. Everybody focused on the positive features of the friend, for the assignment to be successful. With my help, the pupil with special needs wrote two sentences about her friend, by noting the similarities between them. Then, each pupil read their description and the others guessed the child being described, because names were not mentioned in the essay. The pupils whose descriptions were successful were awarded with a round of applause. The girl was very happy, because she completed the task successfully, and the essay of the friend who described her was especially exciting for her.

Steps in overcoming problems	I wanted all the children to feel comfortable during the class. I started with the idea that a child of that age is intrigued by something mysterious, known only to them, which is written on the piece of paper. It was important to me that the girl with intellectual difficulties be able to respond to the task within her possibilities.
Sources of support, other participants/ collaborators in finding and implementing solutions	All the pupils, who happily accepted to describe exactly the friend whose name they picked from the box
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	Tolerance, noting that everyone found some common interests with every child from the class; coming to the conclusion that all children have similar interests and needs.
The example was prepared by	Gordana Josimov, homeroom teacher, primary school „Vasa Zivkovic“ Pancevo

Example 6

When a pupil falls silent at school

Short description of the child's/ pupil's characteristics	The pupil is diagnosed with selective mutism. In communicating, he is not always capable of verbal contact with the teacher and others. The described situation refers to the period when the pupil was 9 or 10 years old. He is now a seventh-grade pupil.
Example of good practice	When the pupil experiences failure in peer group activities, we do not insist on him finishing that activity, but we encourage and create situations when he can be successful, and which are important for the processes of learning and socialization. We create a positive atmosphere of cooperation and respect for the pupil's characteristics. We include him in extra-curricular activities and additional work. We cooperate with the pedagogic-psychological service in the school and the non-governmental organization VelikiMali.
Steps in overcoming problems	<ul style="list-style-type: none"> • Analysis of the pupil's condition (strengths and weaknesses); • Noting which of the pupil's potentials can be developed. We have insight into his needs and adjust them to the needs of the school and social community. We determine what our goal is and check how successful we are in the implementation.
Sources of support, other participants/ collaborators in finding and implementing solutions	Pedagogic-psychological service in the school, the VelikiMali organization, expert service and the health center
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	Everyone can have benefits. The pupil is included in the peer group. He adopts certain knowledge, skills and habits. Other children learn that there are some children who are different and learn the code of conduct (respect, cooperation, acceptance etc). Parents and teachers enrich their experience in the areas of teaching and education, they change, advance in the professional and human sense.
The example was prepared by	Kaja Vukovic, homeroom teacher, primary school „Sveti Sava“ Pancevo

Example 7**The grade as an encouragement for progress and development**

Short description of the child's/ pupil's characteristics	A third-grade pupil in primary school. She has moderate mental disabilities.
Example of good practice	Since I work with this pupil according to an individualized educational program, and starting from the second-grade grading is mandatory, I had doubts about how to grade her, whether to do it by comparing her to other pupils or in relation to her personal achievements and advancement. I concluded, by reading extensive literature about the practice and experiences of other countries' education systems, that I should grade her and work with her in an individualized way. I stimulated her work and progress with grades in a different manner than with other children in the class. As for the other pupils and their parents' reactions, I had no problems because they notice and enjoy her success and advancement, they reward her with an applause for everything she does well, because they know she needs more support than others. In the grades register, in the notes section, I marked that the girl works in an individualized educational program and she is graded in accordance with it, so I did not have any objections by the expert service and educational inspection. Thanks to this type of work, my pupil and her parents can see the progress also through her grades, and she can be happy because of the As that she put a lot of effort into, perhaps more than other children. Her happiness and excitement for having grades, just like other pupils, bring new motivation and the desire to be more active in the work.
Steps in overcoming problems	<ul style="list-style-type: none"> • Finding ways for motivating the girl with developmental disabilities • Grading achievements in accordance with the individualized educational program
Sources of support, other participants/ collaborators in finding and implementing solutions	Literature, colleagues from other countries whom I contacted
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<p>Motivation is increased, and the grade fulfils its function.</p> <p>The other children in the class recognize the girl's advancement and the success and advancement of every individual pupil is increased, they cease to be focused only on themselves, and start to be more interactive, supportive and helpful towards each other.</p> <p>Thanks to my grading technique, the other colleagues stopped giving Fs to unsuccessful pupils in many subjects, and by reducing their demands they started rewarding every success of the child with special needs by giving her good grades. Therefore, the motivation of all the pupils is improved, and their parents became more open to cooperation.</p>
The example was prepared by	Gordana Josimov, homeroom teacher, primary school „Vasa Zivkovic“ Pancevo

Example 8**The ladder of subjects**

Short description of the child's/ pupil's characteristics	A second-grade pupil of the primary school. The girl has Down's syndrome and moderate mental disabilities
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Example of good practice	If I encounter a problem or obstacle and make a maximum effort in teaching a child with mental disabilities, and still have no success, I have come to understand that it is because the child has not mastered the contents of the domain of the concept I am teaching her. The child should have learned those contents and adopt the knowledge at an earlier stage in life, but it was not done. It is important to know that none of the steps in developing and dealing with concepts can be skipped, so it is important for the girl to learn all the contents leading to the building of a concept. This is the reason why, in teaching the girl, I use the „Developmental map for ages 3 to 7“ published by the Creative center, which describes the mental milestones characteristic for growing up. In that way, I hierarchically can learn concepts and skills with her, regardless of the age group they are characteristic for.
Steps in overcoming problems	<ul style="list-style-type: none"> • Noting what the girl can understand and do, and finding a „starting point“ for the things that she cannot do • Defining the knowledge and skills that we want a child to master • If she cannot understand something, we go back to the „previous step“ in the development
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	By individualizing the work, demands are adjusted to what the girl can achieve; she feels satisfied
The example was prepared by	Ivana Milosev, homeroom teacher, primary school „Vasa Zivkovic“ Pancevo;

Example 9

Not everyone finds it easy to write as he/she speaks and read as it is written

Short description of the child's/pupil's characteristics	A boy with a combined type of dyslexia with speech and language difficulties and problems in spatial orientation. The pupil is 10 years old and attends the fourth grade of the primary school.
	The pupil likes to talk, although he is often confused and misses the story's point. He does not show resistance to reading, but he does not read fluently or comprehend the text. When he reads stories that are too demanding in length and meaning, he starts to spell words out, he transposes letters and thus changing what is written; he confuses letters of similar shape, tries to read the story first silently and then out loud; the more structured the text is, the more common his mistakes are; he often asks himself while reading „Whatever is written here?“ etc. Although he shows enthusiasm when reading a text he has written himself, he has difficulties in recognizing the written text, so he makes pauses, looks confused, tries to interpret the text as if it is someone else's essay/handwriting. His handwriting is legible, but the sentences are rarely without mistakes. While reading, he has to underline the text, but nevertheless easily skips to another row (especially in densely written/typed texts), he sees the mistake he has made, but cannot deal with it and continue reading. Then he gets irritated and tries to deal with the situation with fierce gestures and mimicry.

	<p>The pupil has made a significant effort to learn to write both in the Cyrillic and Latin alphabets. Sometimes he mixes up letters that are similar in both alphabets in one sentence and/or word, especially the letters of similar visual identity. In writing, he makes a number of spelling and grammar mistakes (he cannot determine which words are written separately or jointly, he does not feel the order of the words in a sentence, he repeats the written lines several times without noticing).</p>
<p>Example of good practice</p>	<p>My previous experience has shown me that when a child has difficulties in reading and writing which are lasting and extensive, I should find deeper reasons for them, other than mere disinterest or the child's lack of practicing. In expert literature, the reasons are usually described as dyslexia.</p> <p>Considering the fact that I recognized elements of dyslexia in this boy, during the period of teaching the basics of reading and writing I tried to make a strategy for his progress through accepting his special characteristics, providing support by other pupils, and adjusting the curriculum and working methods to his abilities.</p> <p>The boy had various reactions during the process of recognizing, accepting and overcoming his individual (dis)ability. My attitude consisted of total support during regular and „additional“ teaching.</p> <p>I think that a great advantage for the child was the fact that the initial teaching of reading and writing was organized through the complex method, so tasks like copying texts and dictations were avoided. At his own pace and by using a series of analytical and synthetic exercises, the boy had the opportunity to adopt recognizing voices and words, separating words into sounds, connecting sounds into words, recognizing letters of the alphabet (in the second grade the Latin alphabet was added) and connecting them to sounds, and understanding the replacement of letters with sounds, and these were all pre-conditions for finally dealing with reading and writing. I respected the basic postulates of working with children with dyslexia and adjusted the working methods to his needs and possibilities. For example, I did not give him time limitations for writing, I did not mind some mistakes in his writing, and never showed impatience while he was reading; I always praised him for the great effort he had put into every oral or written exercise. The other pupils soon adopted the proffered model of behavior, so they supported him openly and rewarded his tasks with an applause, positive comments and similar praises. Some of them took on the role of helpers in everyday activities by assisting him in different activities, such as pointing out the page where the text was, correcting spelling mistakes and similar types of support. I graded him based on the effort and persistence he showed. So, in the fourth grade, after grading the written assignments, in accordance with the suggested changes, the pupil got two As and two Bs for the very original essays he had written. Although the pupil did not manage to overcome all the difficulties by the end of the fourth grade, he was accepted in his environment and class, supported in his diversity, and he managed to participate in all activities related to reading and writing owing to his incredible motivation. We came to the point when he started reading children's literature on his own initiative, learning epic poems by heart, writing short stories with elements of science fiction, and, most importantly, started gaining enough self-confidence.</p>

Steps in overcoming problems	<ol style="list-style-type: none"> 1. recognizing the pupil's characteristics 2. adjusting the approach/curriculum to the pupil's abilities 3. creating an atmosphere of complete support and respect for the child's diversity 4. acceptance by other pupils in the class 5. valuing the pupil's achievement proportionally to the effort he put in
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The pupil managed, with the support of his direct surroundings, to be fulfilled in all school activities and gain the necessary self-confidence in his work. The other pupils had a chance to develop empathy and the skill of helping others, and I confirmed my attitude that it is possible to adjust the school to the needs of every child.
The example was prepared by	Ivana Vasiljevic, homeroom teacher, primary school „Ujedinjene nacije“, Belgrade

Example 10

The teacher teaches about teaching – when reading and writing are not easy

Short description of the child's/pupil's characteristics	A ten-year-old pupil of the third grade in primary school, who has dyslexia with insufficiently formed visual and spatial perception and orientation and immature graph-motor development. He is very slow in independent writing and/or copying short texts; he wants to write, but he's frustrated by the number of mistakes he makes and by his slowness in writing in comparison to other pupils. On the other hand, he does not manage to read fluently and accurately. The reading often turns into spelling words out, he makes long pauses while trying to comprehend the text, he feels embarrassed etc.
Example of good practice	<p>This is a short story about a well-intentioned teacher who „missed the point“ by trying to make education easier for a pupil with dyslexia through using the standard methodical approach. In my desire to help the boy, who made many mistakes in his written assignment in his Serbian class, I tried to „save“ the text and make his corrections easier for him by offering him corrections to the text in red pen – corrections of spelling, incorrect orders of words in sentences and corrected spelling and grammar mistakes. In addition, I wrote down a short additional text for the pupil, containing my instructions for improving the text. Before the pupil started working on his correction, I had talked to him about his assignment and analyzed the given suggestions by announcing optimistically that the essay will be excellent after the corrections. After two classes of corrections, the pupil handed over his notebook saying that he had finished the work.</p> <p>While looking over the text I realized the following: the boy did not copy any of the corrections given in red pen! Also, the new version had only three sentences of the original six, which were re-written from the first version without any corrections.</p> <p>Naturally, I was very confused, because I thought I had done everything to support the boy in successfully completing the essay corrections and achieving better results.</p>

	<p>And then I tried to understand what had happened and why the things I thought would be helpful turned into inability of the boy, who did not manage to re-write more than three sentences in 90 minutes.</p> <p>My colleague advised me to visit a website which contained clear instructions for helping children with dyslexia, as well as interventions that should be avoided. One of the points was never to intervene in the text that the child had written, write in the text (especially not in red !), and add symbols that can confuse him or make his comprehension of the text more difficult.</p> <p>Therefore, thinking I was doing the right thing, I acted erroneously because of my lack of knowledge, and asked the child with dyslexia to perform the impossible.</p> <p>I tried to correct what I had done. I first talked to the boy, showing complete empathy and establishing a relationship of understanding and respect. He opened up. He confirmed that he did not comprehend the added and colored text, that it confused him and made him feel bad because he could not deal with something so simple for others. After that, we agreed on the ways for me to indicate the places with mistakes – by underlining words without any further explanations, and then he would ask to have them explained verbally. Also, we agreed that he should react on time when a demand is unclear or too difficult, so that we can find a good solution together.</p> <p>In the following several months, in „additional classes“, we practiced writing short sentences so that he can adopt the form of accurate sentence writing, basic spelling and grammar rules and gain confidence in his work. He achieved everything at his own pace, and needed support throughout his work. I respected the voluntary principle; he initiated situations when he wanted to read something, and determined by himself the extent of the text written.</p> <p>He accepted this challenge and overcame many psychological barriers that had troubled him in everyday (extra)curricular work. He became more active in language classes, more successful in educational achievements in general, and more self-confident.</p>
Steps in overcoming problems	<ol style="list-style-type: none"> 1. recognizing the problem 2. an attempt at independent problem-solving 3. determining the teacher's wrong choice 4. problem analysis and seeking additional information about dyslexia 5. recognizing potentially good approaches in working with the pupil 6. establishing mutual respect between the teacher and the pupil, joint work and respecting the agreed upon rules
Sources of support, other participants/ collaborators in finding and implementing solutions	The colleague who recommended the website containing information about dyslexia
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The working approach to the boy was adjusted; he was encouraged and supported in the process of overcoming dyslexia. As a teacher, I learned a lot about dyslexia and the importance of having comprehensive information in the aim of a more successful pedagogic approach in order to allow ourselves to create educational models which anticipate the pupil's success.

Additional comment	As a teacher, I did not receive any information about dyslexia through basic university education. The process of recognizing this phenomenon and learning about it was solely a result of my personal engagement in searching scarce and obsolete literature about dyslexia, and browsing websites on the Internet. My need for being informed about dyslexia was encouraged by the desire to find the best solution for overcoming problems in working with pupils who have difficulties in adopting letters, reading and writing. The theoretical knowledge about dyslexia gave me support for building a concept of working with children. But the practical application of this knowledge contributed to my higher level of sensitivity for methodical and/or content adjustments of the school (curriculum, teachers and other pupils) to the to special characteristics of children with dyslexia. Another great discovery was to what extent my „well-intentioned“ action was a misconception of the insufficiently researched phenomenon of dyslexia. This is a good example of that.
The example was prepared by	Ivana Vasiljevic, homeroom teacher, primary school „Ujedinjene nacije“, Belgrade

Example 11

The boy with the canary

Short description of the child's/ pupil's characteristics	The boy is over 7 years old and is a first-grade pupil in the primary school. He has intellectual disabilities – slow and difficult application of knowledge, he has difficulties in understanding school contents and instructions given by the teacher; he demands constant individual support in classes, but also in extra-curricular activities (he cannot dress himself on his own, pack and unpack his school bag etc); he speaks with difficulty/slowness (he cannot articulate certain sounds correctly, such as r, l, c), he has no feeling for sentence structure and his vocabulary is limited (his mother is Russian and his father is from Serbia); he is emotionally inhibited; he is not adjusted to his peer group and has no experience of participating in peer groups; his motor development is slow – he is sluggish and his hand movements are limited; he is prone to mild rocking and sometimes he screams out inarticulate sounds or imitates his canary (his pet); he is from a socially deprived working-class family, and his parents work all day, so he often stays at home alone;
Example of good practice	How did we meet? On 1st September, the first day of school and the arrival of first-graders, the school organized a welcome performance, and after it I took the children to their classroom for the first time to introduce myself and gave them little gifts. Excitement filled the air. You couldn't tell who was more excited, scared, happy – the children, parents or I? One of the little gifts for every child was the first letter of their name, to which I added the classroom symbol and a message for a good beginning. When I lifted a letter, I asked the children whether they knew the letter and whose name started with it, and then I approached the ones who responded and made introductions. I knew I had two boys with names starting with an S, and that all the children were present, so it was strange that no one replied to the one remaining S. I asked several times whether someone is without a gift and whether S was present. No one replied, and then the children shouted: „This boy did not get anything!“ I approached a blond boy with big blue eyes and asked: „Are you S?“ he was huddled in his chair, very quiet and did not say a word.

How did I recognize his special characteristics?

From the first day of school I realized that it is necessary to know my new pupil better in order for me to recognize the best way of communicating with him. It was equally important to adjust myself and the other children to him, as well as the school demands – so that I do not „ruin“ the beginning of school for him.

It was an immense and difficult challenge. In the beginning, the parents were not aware of the boy's special needs, and, except for the fact that he was spending a lot of time alone at home, they did not give me any more important information. The pedagogic-psychological service in the school told me that the boy had not been tested at our school and that some time for adjustments needed to pass, and that then I should include a psychologist in the situation – counseling work with the parents and additional testing of the boy.

It was very important for me to release him from the tension he felt coming to school, so he could communicate with me and other children, and to create a safe environment where he would feel confident enough to join the rhythm of the class. The other important goal I set was to include him, as much as possible, in school and extra-curricular activities in accordance with his possibilities.

The pupil's socialization had its ups and downs, but after a while we managed to create a situation in which he came to school with joy, without shame or fear of others. The other children soon felt he was not „the same“ as they. Some looked at him in fear, some openly avoided him, and there were some who laughed in amazement at him. It usually happened when we were doing something in silence and he would suddenly scream, imitating the sound of his pet. To create a classroom atmosphere that allows him to be accepted, I talked to the children about how special he was and what we could do to make the school a joyful and happy place for him. Also, I did everything I could to set a personal example and confirm my attitude. Soon, the children started opening up to the boy, which influenced his opening to others. They competed in helping him, being paired with him, praising him when he did something well etc. At so-called additional classes, I left him with other pupils having difficulties or exceptional pupils, so he did not feel rejected. He was progressing slowly, but by the end of the school year he had managed to: deal with the technique of initial writing and reading, learn printed Cyrillic letters, partially recognize letters and use them in writing. He wrote short sentences, about things from his own experience. He participated in conversations, answered questions, wanted to read his own mini-texts out loud, „sang“, drew, painted – put simply, he lived the class life, equally participating in all organized activities. I think that one of the reasons he learned reading and writing was that the complex literacy method applied and the pressure of equalizing the demands from all pupils was avoided, so he had a chance to progress at his own pace. Considering that the grading of first-graders was numeric, I decided to assess the pupil's achievements by first assessing his participation in activities, and then his assignment results/grades (as I usually do with other children), which means that he had As in music, art and physical education, a D in mathematics – he could add and subtract up to 10 with the help of an abacus – Cs in Serbian and the subject The world around us. In his report card I gave a detailed description of the general impression about the child's progress.

	<p>During the year, good communication with the parents was established and they gained confidence in me when they realized that my goal did not involve removing their son from the education system, so they were ready, in accordance with their possibilities, to change some of their beliefs about their son's education and accept him without the initial shame and fear. The boy and his parents had meetings with the pedagogic-psychological service throughout the first grade (on my constant insisting the psychologist accepted to conduct counseling with the parents and the child), as well as with a speech therapist at the local health center (his speech became more coherent).</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • recognizing the child's special characteristics • establishing contact with the parents • establishing a confidence-based relationship with the child • creating a general picture of the child's needs and current possibilities • including the school psychologist and speech therapist • organizing short additional individual classes with the boy • assessing achievements through the level of the child's engagement • including other children into the process of caring for the boy
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • other pupils in the class • child's parents • colleagues • school psychologist, in one part of educational process • speech therapist at the local health center
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • a happy child who is accepted in the school • inclusion of the child in the class (group) – successful socialization in the school environment • success in overcoming basic school demands with the child's maximum participation • raising awareness in other children about diversity • developing the idea of the importance of personal participation, for the boy to be happier • more confident and less frightened parents, ready to recognize their child's needs and to support him fully
Additional comment	<p>I believe that every story about children with special needs and their characteristics is identical in essence: every story requires participants willing to enable the child's enrollment and personal engagement, recognizing the child's special needs and adjusting the school (human/physical surroundings, teaching methods and suitable contents) to a child. Even though it is challenging for all participants, the connection between all those who can help is important (the school, parents/guardians and the local community).</p> <p>The problems of inclusion into mainstream primary schools would be lessened by raising awareness among those who chose school as their life/professional mission, as well as establishing procedures for organizing teams that would ease the teacher's responsibility and share the obligations in working with the child and parents.</p> <p>The boy achieved a significant success during the first grade. The following year, the parents enrolled him in another school because they moved and needed an extended day-care center.</p>
The example was prepared by	Ivana Vasiljevic, homeroom teacher, primary school „Ujedinjene nacije“, Belgrade

Example 12

The individualized approach for gifted child as well

Short description of the child's/ pupil's characteristics	The boy is seven years old and a first-grade pupil. When he entered the first grade it was obvious that he already knew the printed letters of Cyrillic, could read short texts, write some words and short sentences. He is accurate in communication. He clearly expresses his thoughts and is curious.
Example of good practice	<p>It was pointless to teach the boy letters, which he already knew. I work with all my pupils in the global, i.e. the complex method, which allows every pupil to work on assignments that have a complexity suitable to his/her own level.</p> <p>I worked with this pupil in a same manner. I used his curiosity and followed his interests.</p> <p>I tried to make his tasks more relevant and related to the goals and the subject itself. Also, I tried to make the assignments neither too easy nor too complex or demanding, which would have discouraged him.</p> <p>I encouraged him to be think creatively, and I did not correct his answers, put forth in a way understandable to him, but I encouraged him to find new solutions.</p> <p>This all led to the fact that the pupil sensibly and skillfully sought the meaning in texts (stores, fairytales, and fables) of every character's role and characteristics by recognizing imaginatively something that the others did not even see, and learning brought him joy and happiness.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • assessing the boy's abilities in tests of knowledge (knowledge of letters, reading, solving math problems with numbers up to 20) • preparing a comfortable place for learning with the appropriate conditions (benches arranged in the shape of the letter L, pupils facing each other, they bring their favorite objects to school, toys that make them more comfortable and confident) • preparing differentiated assignments every day • the pupil's active participation in doing the assignments • analyzing texts and having argumentative „For and Against“ dialogues (pupil-pupil, pupil-teacher) • interweaving artistic genres with possible instruction by the teacher (prose into drama; serious forms into humor; poems into prose, and similar assignments)
Sources of support, other participants/ collaborators in finding and implementing solutions	Parents, the teacher
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	Other children, because he often helps them with their everyday work (child-child interaction); the school and the local community (he represents them at competitions); the teacher (he enables the pupils to develop in accordance with their abilities and interests); the pupil (through working in accordance with his own abilities and interests, he progressed as far as he could)
Additional comment	Every pupil has some type of special need; everyone needs individualization of the curriculum
The example was prepared by	Dragan Kuveljic, homeroom teacher, primary school „Milosav Stikovic“, Prijepolje

Example 13

Arts class – touch is my forte

Short description of the child's/ pupil's characteristics	The boy is seven years old and he is in the first grade in the primary school. He has extremely impaired vision (87% sight impairment)
Example of good practice	I conducted the Arts class in such a way that the pupils worked in groups and drew objects which were placed in a non-transparent bag, so that one pupil would touch them and verbally describe them and the others would draw. The visually impaired child was the one touching and describing the objects to his groups. He did it very successfully since his tactile sense is very developed, which contributed to his group's success, and hence his own feeling of success. After this activity, other children wanted to be grouping his group since they had experienced his significant contribution to the activity
Steps in overcoming problems	Relying on the pupil's strengths and my desire to contribute to his self-esteem and acceptance by the class
Sources of support, other participants/ collaborators in finding and implementing solutions	Pupils who willingly participated and had trust in their friend
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	Socialization, accepting diversities, democratization
Additional comment	The boy now successfully attends the seventh grade and is completely accepted by other pupils and teachers
The example was prepared by	Gordana Josimov, homeroom teacher, primary school „Vasa Zivkovic“, Pancevo

Example 14

My body, my first abacus

Short description of the child's/ pupil's characteristics	The girl is eight years old and attends first grade in the primary school. She has Down's syndrome and moderate mental disabilities
Example of good practice	<p>When the girl started the first grade, I tried to teach her to count to 10, because she could count only up to 4. She had difficulties in adopting a numeric series and she would always forget some of the numbers while naming or writing them. She used to write numbers upside down. I saw that she did not understand the concept of the number, but she repeated them by heart. In order to teach her the concept of number 2, I tirelessly taught her this poem:</p> <p>TWO</p> <p>Two are you and me With two hands, a person holds, On two legs, he is faster, With two eyes he sees the faucet, With two ears, he hears the song!</p>

	<p>We recited the song everyday by pointing to the body parts and „high-fiving“, which she really liked. She happily sang and went through the movements and in that way she learned the concept of the number 2. Afterwards, she easily adopted number 4 as her and my hands, eyes, or legs together. Only then did I move to teaching her the number 1 (chin, mouth, forehead, bellybutton), and number 0 as nothing. Then we moved forward to number 5, as the five fingers of one hand, and then number 3 as the number of fingers on a chicken, which we always drew and counted its „fingers“. I think she managed to adopt all the numbers because parts of the body are closest to her personal experience. When she understood the concept of numbers, she learned how to count and write numbers up to 10, but she managed to calculate (adding and subtracting) only with numbers up to 5.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • my desire to teach her to count • learning the concept of numbers through examples • learning the numeric series • I realized that the number series is not quality knowledge, but it is rather the concept of quantity that is important
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<p>She understood the concept of numbers from 1 to 5; she easily counted and manipulated with them, so she adopted the concept of a numeric series.</p>
The example was prepared by	<p>Ivana Milosev, homeroom teacher, primary school „Vasa Zivkovic“, Pancevo</p>

Example 15

When a teacher accepts a child, his peers accept him too

Short description of the child's/pupil's characteristics	<p>In the lower grades, the pupil had difficulties in verbal expression, communication with other children, difficulties in learning. The boy is now a fifth-grade pupil.</p>
Example of good practice	<p>The child sat in the first row, closer to me, so we had frequent and direct communication.</p> <p>I adjusted the assignments and demands to his possibilities so that he could complete them.</p> <p>I included him in various activities and games, which gave him satisfaction.</p> <p>I encouraged his strengths, such as singing. I always praised him and emphasized his abilities, gave him support and praise, he used to get an applause from the other pupils when he finished a task successfully.</p>
Steps in overcoming problems	<p>Placing the pupil in the first row</p> <ul style="list-style-type: none"> • Differentiated assignments • Including him in games and other activities • Praise by other children
Sources of support, other participants/ collaborators in finding and implementing solutions	<p>Some colleagues</p>

Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • More frequent contact with children • Free expression • Personal affirmation, self-confidence
The example was prepared by	Sonja Grujic-Matijevic, homeroom teacher, primary school „Vasa Zivkovic“, Pancevo

Example 16

Fewer words, more understanding and patience

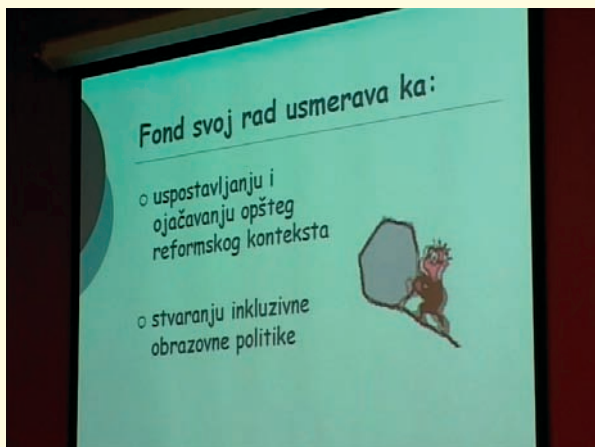
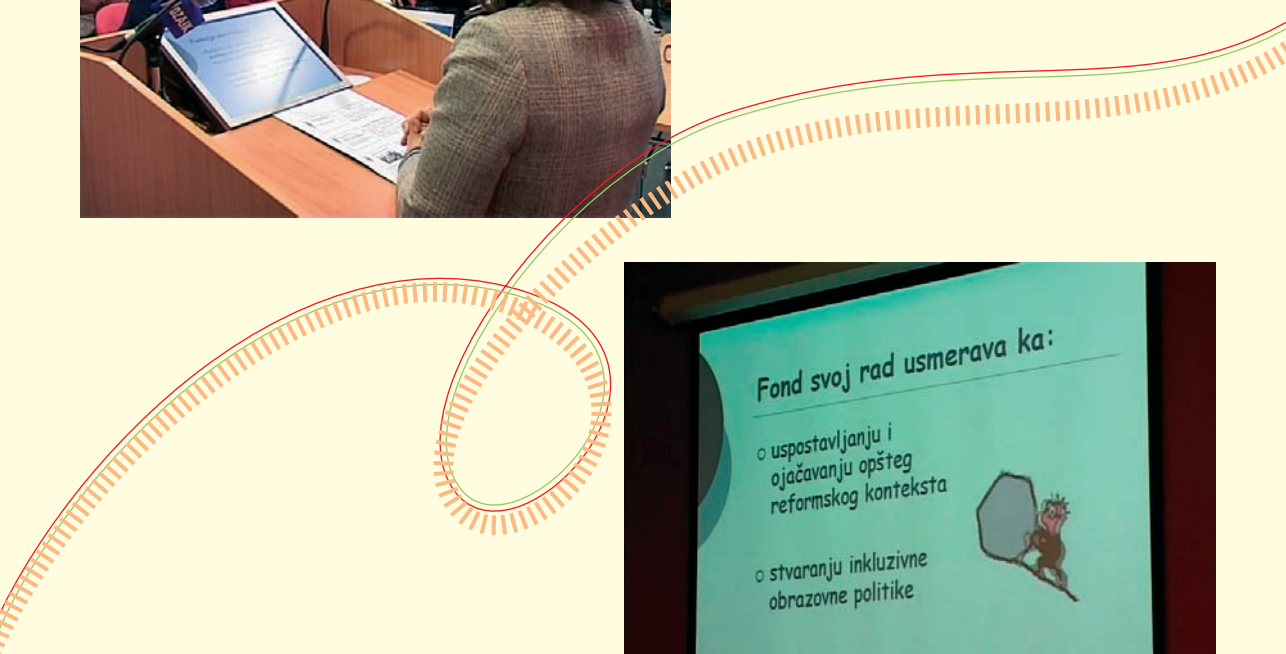
Short description of the child's/pupil's characteristics	A girl, now a fourth-grade pupil of the primary school, with selective mutism since the second grade
Example of good practice	<p>The pupil avoids reading in front of the whole class although she has managed reading, namely spelling word out.</p> <p>The class pupils are completely patient, quiet and careful. I encourage the pupil to read by starting to read slowly and asking her several times to continue. If she does not respond immediately, I ask her „Do you want to continue later when your friend finishes reading?“ (I seek eye contact). She usually answers affirmatively. After a while, I again ask the pupil and I start reading the text. I choose the text excerpts that are simpler for her, without long and unfamiliar words. This method is usually successful, but there are situations when it is not so. The psychologist's explanation is contained in a single sentence: she shows symptoms of selective mutism and this should not surprise me nor discourage me.</p> <p>Since the pupil has been in the same class for three years, the other pupils have gotten used to the special work and patience when it comes to her assignments. The pupils are encouraged by the teacher's patience and attention and by previous warnings from parents (at parents' meetings I point out the difficulties in this girl education and the criteria I use in her case).</p>
Steps in overcoming problems	<p>According to the psychologist's recommendation, there is no formula for working with children with this type of difficulty, so the teacher should research, observe and find solutions for every particular situation, and even several solutions for the same problem situation.</p> <p>The steps amount to the following:</p> <ul style="list-style-type: none"> • Recognizing the problem • Finding a possible work strategy • Consultations with the psychologist • Applying the selected methodology • Recommendations for parents • Monitoring results (in the course of work, changes in procedures are possible depending on the results)
Sources of support, other participants/ collaborators in finding and implementing solutions	Support by the psychologist and pedagogue, who occasionally work individually with the pupil as part of the VelikiMali organization's program. Cooperation and support by the school psychologist in concrete and particular situations.

Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	According to the psychologist's recommendation, the slightest change should be considered as a success, and sensational and rapid results should not be expected. Taking this into account, the benefit from this approach is significant, especially because the pupil managed to complete the given assignments (in the majority of cases, but not always) and because other pupils reward her successes and regard them as their own. The benefit for the class is that they are adjusting and adapting to different children and they respect diversities.
Additional comment	There are few known examples of good practice with pupils with special needs, namely pupils who need a special work approach. Connections between the practitioners working on similar cases are weak, and such connections would be a great support in work, and would shorten the period of researching particular ways of working with children with special needs. Work with a child with special needs requires a lot of engagement and intensive cooperation with parents, other colleagues in the school, expert associates, and to some extent with doctors. In order to have better quality work with pupils with special needs, it is important to have a teaching assistant as support to the teacher in implementing individualized programs and monitoring progress.
The example was prepared by	Marijana Uncevic, homeroom teacher, primary school „Isidora Sekulic“, Pancevo

Example 17

The teacher and peers – support and attention for a neglected child

Short description of the child's/pupil's characteristics	A third-grade pupil; she is nine years old and has mental disabilities and learning difficulties.
Example of good practice	The pupil gets assignments in accordance with her possibilities, solves them individually with her teacher's constant encouragement, she presents them in front of the whole class and gets an applause and praise from her peers and the teacher. Group work contributes to better inclusion of the pupil.
Steps in overcoming problems	<ul style="list-style-type: none"> • Explanation of the assignments • Pupil's work • Additional explanations, checking completed assignments • Correcting mistakes, reviewing, analysis
Sources of support, other participants/ collaborators in finding and implementing solutions	Praise, rewards, recognition by the teacher and the peers in verbal or written form, or as gifts: <ul style="list-style-type: none"> • Pupils as the teacher's collaborators • Other teachers • Parents
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	If all the participants are included in supporting this child, the benefit is so much greater.
Additional comments	The pupil is a neglected child, she is often hungry and inadequately dressed; her parents are illiterate; she does not have books or an adequate school kit, and she is not regularly in class.
The example was prepared by	Dragana Filipovic, homeroom teacher, primary school „Vasa Zivkovic“, Pancevo



Example 18**Appropriate tasks and peer support – success bigger than expected**

Short description of the child's/ pupil's characteristics	A second-grade pupil who has mixed specific developmental disabilities, very slow movements, speech difficulties, so her school enrollment was postponed for the following year.
Example of good practice	<p>When the girl started school, she could not say her name correctly, couldn't name her family members, nor remember the school's name and the name of the friend sitting with her. She could not prepare her school bag and put it on her shoulders.</p> <p>I began individualized work with the pupil, with the support of the other children. For every correct answer, the children rewarded her with an applause, saying „Bravo!“ and shared her enjoyment. She now feels happy and has a desire to continue working. Now, in the second grade, the pupil reads, writes by using printed and cursive letters, but she still does not understand what she writes. She knows how to write numbers up to 20, and to set up simple text math assignments and solve them (e.g. write three plus five).</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • Learning about the pupil's developmental characteristics • Contacts with parents and a speech therapist • Work on socializing and acceptance by other pupils • Adjusting curriculum and programs to the pupil's abilities
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Parents • Speech therapist • Other pupils in the class
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The pupil is successfully included into her peer environment and progresses in accordance with her developmental characteristics. The parents and I are satisfied with her progress so far.
The example was prepared by	Snezana Mitic, teacher, primary school „Branko Radicevic“, Bujanovac

Example 19**The ugly duckling – gradually and with measure to full expression of the pupil**

Short description of the child's/ pupil's characteristics	The pupil did not attend a preschool institution, because she did not want to talk to anyone (except with her family). During testing for starting primary school, she communicated only non-verbally. She is now nine years old and attends third grade of the primary school.
	<ul style="list-style-type: none"> • At the school's pedagogue suggestion, I met the girl before school started; the parents and the child came to school several times and visited the premises; sometimes I was also present; I introduced the pupil with our future classroom and told her how we would work in it. • The parents tried to prepare appropriate little gift for me every time the girl came, so she built a relationship with me (for example, she brought me a seashell from her summer holidays and a drawing).

Example of good practice	<ul style="list-style-type: none"> • After the ceremony of welcoming first-graders, we went to the classroom and played games; for this occasion I thought of two games which do not require talking and involve carefully listening to the name of the pupil in before you and adding your own name; the pupil then spoke for the first time and said her name and her friend's name. • Working with a professional outside the school was recommended (the parents engaged a private psychologist; I went once to the psychologist's office to meet him, and after that we communicated by phone if necessary). • I never gave up, nor stopped talking to the pupil, and whenever I asked her something, I really expected her to answer.
Steps in overcoming problems	<ol style="list-style-type: none"> 1. After a while I talked to her directly with messages about what I expect from her and why. (Let's talk to each other using words. Can we say „yes“ and „no“ instead of nodding?) 2. Several times in the classroom, we talked about the fact that when I ask a question I do not expect pupils to know the complete answer, but I expect them to think and express their opinion: „I will ask you questions in the future even if you have not raised your hand, because I am interested in you. What do you think about that? Will it still be difficult for you to express your opinion then? Is that ok?“ 3. Now, we practice giving answers without long pauses and waiting. I ask the pupil prosaic questions and demand that she answers without hesitation. I am more direct in this step, I demand and I do not ask whether she can, wants to etc.
Sources of support, other participants/ collaborators in finding and implementing solutions	School pedagogue and psychologist; private psychologist; parents, grandparents
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<p>The benefits are significant.</p> <ul style="list-style-type: none"> • The greatest benefit for the pupil is that she feels comfortable in the school, she loves school and her friends, and she is more open every day. • The other children have gained a friend who is tolerant, has good ideas, treats them gently, which makes them happy to have her in the group. They admire her intelligence and she is sometimes a role model. • For me, as a teacher, it means fulfillment and satisfaction because the joint effort led to success and transformed a child who did not function socially, into a functional individual. • The school's benefit is inclusion of a talented and educated pupil, and a pupil who can show this herself, without barriers.
Additional comment	The process has lasted since the first grade (when she was seven years old). Currently, we are working on her coming and going from school on her own (she is 9 now).
The example was prepared by	Ivana Grosko, the teacher, primary school „Sonja Marinkovic“, Novi Sad

Example 20**Reading and writing and mathematics: little improvements, great success and joy**

Short description of the child's/ pupil's characteristics	<p>The girl is a first-grade pupil in the primary school. She is slowly progressing in overcoming all educational activities. She is emotionally and socially immature for school. She has slow motor development, walks and runs slowly; she does not recognize all colors.</p> <p>She is a single child and she has received exceptional attention from her parents. The parents escort her to and from the school every day.</p> <p>She is quiet, withdrawn and has difficulties in establishing contact with other children – she even did not want to introduce herself.</p>
Example of good practice	<ul style="list-style-type: none"> • The parents tried to prepare an appropriate little gift for me every time the girl came, so she could build a relationship with me (for example, she brought me a seashell from her summer holiday and a drawing). • Constant encouragement for verbal expression, for example, when we learned new letters, I asked her to say as many words as possible that started with or contained that letter. • The father created a visual alphabet for working at home and she participated in making it, and considering the fact that she easily remembers things visually, the alphabet was placed in a prominent place in the home, which enabled her to learn letters more easily. • In math, she cannot differentiate between the numbers 4 and 6, but she connects them with suitable numbers, namely with sets containing the appropriate number of elements. For differentiating numbers and adding, we use sticks of different colors, for example, by using three blue and two red sticks we get number 5. • The problem of difficulties in communication was solved through my informal conversations with the girl during the breaks, so she communicated more and more, first with me and then with other pupils. • I always encourage her for further work.
Steps in overcoming problems	<ul style="list-style-type: none"> • Learning about the child's characteristics after testing conducted by the psychologist • Learning about the family situation and establishing cooperation with the parents • Preparation and organizing individualized work • Approaching the pupil through informal conversations
Sources of support, other participants/ collaborators in finding and implementing solutions	School psychologist, parents
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<p>The pupil laughs more and talks to other children, shows some progress in mastering the educational contents; she manages to remember all the letters, connects them correctly with sounds, she correctly copies text using both printed and cursive letters, but she has difficulties with dictations. Now, she answers questions more easily, but still does not speak independently.</p>
The example was prepared by	Milkica Tesic, the teacher, primary school „Jovan Jovanovic Zmaj“, Surdulica

Example 21

Good start for a child who has difficulties in accepting rules

Short description of the child's/ pupil's characteristics	The boy is a first-grade pupil of the primary school. He has attention deficit hyperactivity disorder (ADHD)
Example of good practice	<ul style="list-style-type: none"> • Individual work in the class – easier assignments • Everyday additional work • Working in pairs with better pupils • Giving him tasks he likes to do (collecting papers, distributing material, cleaning the blackboard and writing on it)
Steps in overcoming problems	<ul style="list-style-type: none"> • Individual work • Working in pairs • Inclusion into extra-curricular activities • Praise (stimulation)
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Colleagues • Pedagogue • Parents
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The pupil has showed significant progress in learning and behaving in the school.
The example was prepared by	Suzana Rubezic, the teacher, Jasmina Andjelic, the teacher, primary school „Desanka Maksimovic“, Zajecar

Example 22

The wolf-boy

Short description of the child's/ pupil's characteristics	When he was enrolled in the kindergarten, the four-year-old boy rarely communicated with children and adults. He is timid. The child lived with his parents in a hangar, isolated at home with no people for kilometers around. The animals were his only company (cows, goats etc), so he was afraid of everything when he started kindergarten: a spoon, plate, pencil etc, and especially other children and adults. He has light mental disabilities. He felt lack of love and attention.
Example of good practice	<ul style="list-style-type: none"> • Learning hygiene habits • Releasing him from the fear of children and objects; • Conversation, touching, singing, group activities – play
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • The father • Other kindergarten teachers • Children • Parents of other children in the kindergarten
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • The boy was socialized • The boy shows his emotions • He learned basic hygiene habits • He speaks better • He uses cutlery and writing tools
The example was prepared by	Suzana Jovanovic, homeroom teacher, primary school „Ljubica Radosavljevic Nada“, Zajecar

Example 23

The boy scientist

Short description of the child's/ pupil's characteristics	A five-year-old boy, who is exceptionally intelligent. He is exceptional at solving assignments using all methods, does mathematical operations with multiple-digit numbers, knows world records in sports (names, time records); he quickly converts measures quickly, reads and writes in the Cyrillic and Latin alphabets, has great knowledge of geography and history. However, he does not know to draw or play with his peers and is not interested in any type of playing or socializing and free activities in the kindergarten group.
Example of good practice	<ul style="list-style-type: none"> • Preparing special work sheets at third/fourth grade levels (of primary school) • The child composes questions for a quiz that other children participate in • While other children are listening to or recounting fairytales, he copies drawing from the book cover, colors them and shows the to the other children • He patiently waits for other activities to be finished • He accepts simple games (in the beginning he just kept score), and then he thinks of some new physical activities
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Children from the group • Teachers • Third and fourth grade pupils
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • He is included into his peer group • He has shifted his interest to other activities as well • Other children learn from him • He learned to be patient and not to be „first“ always
Additional comment	The parents did not want accelerated schooling – to enroll the child in second or third grade. He is now in the first grade; he is bored and disrupts other children.
The example was prepared by	Marica Dimitrijevic, kindergarten teacher, primary school „Ljubica Radosavljevic Nada“, Zajecar

Example 24

Good wind blue bird

Short description of the child's/ pupil's characteristics	A first-grade girl, who is seven, has speech disorders, dyslexia and the inability to make appropriate contact with his environment. There are family problems and the girl has problems with frequent and uncontrolled urination.
Example of good practice	Because of her difficulties to say certain sounds correctly, and her fear of being laughed at and ashamed, the pupil wanted to go unnoticed. On my insisting, she participated in group activities, in which she accomplished the tasks with praise. The words „Bravo! Excellent! You deserve a good grade!“ helped her relax and express herself better, and learn to read. In Serbian language classes and during free activities, we used to dramatize the texts and the pupil had a chance to express herself in accordance with her possibilities. Those were small roles with

	less speech and more movement. I had great support in creating activities in which the girl could participate, as well as for my approach and methodical-content preparation from the school pedagogue and speech therapist, whom she visited once a week.
Steps in overcoming problems	<ul style="list-style-type: none"> • Learning about the girl's special characteristics • Preparing activities for her inclusion into the life and work of the class • Preparing dramatizations – cooperation with the pedagogue • Cooperation with the speech therapist
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • School pedagogue • Speech therapist in the health center
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The pupil has been gradually included into the school group. Her pronunciation was better after she mastered reading and writing and after exercising with the speech therapist. The other pupils did not laugh at her and accepted her quickly.
Additional comment	<p>The parents did not show enough interest, which slowed down child's progress.</p> <p>She is now a sixth-grade pupil. She is accepted by friends and teachers and has good success.</p>
The example was prepared by	Milena Djukovic, the teacher, primary school „Branko Radicevic“, Bujanovac

Example 25

The distance-walking pupil – thorough beginning, good future

Short description of the child's/pupil's characteristics	A boy with slow development of intellectual abilities, who was held back for another year in his preschool group after testing and at the recommendation of the pedagogue. When he started first grade of the primary school, he had visible hydrocephalus and slow speech. The pupil is especially precise and gifted for artistic expression.
Example of good practice	<p>Since the pupil mastered reading and writing during the first school year, in accordance with his abilities, and in the second grade he could read and write printed and cursive letters without difficulty, I will present an example of his work in mathematics. The pupil had difficulties in dealing with adding and subtracting, so he did special types of assignments in the first grade.</p> <p>For learning numbers and connecting numbers to a particular number set:</p> <ul style="list-style-type: none"> • The first step: we name numbers up to 5 and he places sticks (he counts the sticks one by one and places them on the desk), and then he counts the sticks by himself by touching them and saying the number; the pupil draws (since he draws beautifully) sets of apples, flowers, cars and similar objects in accordance with the given number of sticks on the bench. The number of sticks should match the number of objects in his notebook; • The second step: we record the suitable number – 5; writing down the number and repeating it several times;

	<ul style="list-style-type: none"> • The third step: the pupil draws a set of objects by himself and below them he writes the appropriate number. This procedure was repeated in learning numbers up to 10 and it lasted from the beginning of October to the beginning of the following term; <p>The procedure for learning adding was easier, so the pupil first did only assignments with adding (without learning subtracting) and it lasted for a month. Adding up to 10 was done through the following steps:</p> <ul style="list-style-type: none"> • The first step: the pupil counts the sticks and places them on the desk, and then he draws them in the notebook and below them he writes a number. Then, he adds three more sticks and draws that in the notebook, writes a number and uses the symbols + and =; by counting he solves the task and writes it down after the symbol =; • The second step: the process of making him independent in solving assignments by doing it in front of the whole class, through writing an expression on the blackboard with the constant encouragement and praise from his peers. This lasted about 20 days, and then the pupil started adding by himself without using the sticks; <p>The procedure for learning subtracting was similar but it lasted shorter. After learning to add and subtract up to 10, the pupil learned numbers up to 20 and during the period April – June managed to master adding and subtracting up to 20, but not higher.</p> <p>In the second grade, the pupil learned adding and subtracting with numbers over 20, he learned numbers up to 100, and mechanically (by heart) the multiplication table with numbers up to 5.</p> <p>In the third grade, the pupil dealt with adding and subtracting three-digit numbers, and adding was easier to him. He learned the multiplication table with other numbers. He also solved simple assignments with multiplying and division, first of all multiplying/dividing double-digit numbers with single-digit numbers. He could understand and try to solve simple text assignments.</p> <p>In the fourth grade, the pupil could solve tasks, on his own, with two or three operations (adding and subtracting, adding and multiplying, adding and division, and rarely subtracting) and simple text assignments. He wrote multiple-digit numbers, read them and knew the value of the numbers.</p> <p>In written exams, the pupils were given assignments at three difficulty levels, so this pupil could successfully solve tasks from the first level.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • Learning the characteristics of the pupil, getting information from the school pedagogue and the parents • Preparing an individualized program for the pupil • Talking to other pupils, and drawing their attention to the fact that their grades are not the same as his grades even though they are written in the same way, because this pupil works in accordance with a different and individualized program, which was well accepted by the pupils • Talking to the parents of other children • Talking and consulting the school psychologist from another primary school, who gave me important information about possibilities for working with the pupil and encouraged me to persist in this work.
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • The school pedagogue • The school principal • Pupil's parents

	<ul style="list-style-type: none"> • Other pupils in the class, who did not exclude the boy, but gave him support and showed trust when they played together; • Psychologist from another school • Workshops from the program „The classroom of good will“
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The pupil is successfully adapted and accepted the cooperation. Considering the fact that he was walking long miles to school and that he was from a financially unstable family, the parents were very satisfied the boy was accepted in the school and does not have to travel every day to a special school.
Additional comment	<p>This example is from a village school I used to work in. The pupil finished the fifth grade in that school, but in the sixth grade the homeroom teacher made him repeat one year, saying that the boy was ruining the class average. The pupil then finished primary school as an irregular pupil at the National university and went to work as an apprentice in car bodywork in a private workshop.</p> <p>He has grown into a real man; we have a nice conversation every time we meet; he has many friends and he takes his job very seriously. This example helped me educate many pupils with similar problems at a different pace, and I always say that working with children with disabilities is indeed possible in primary schools.</p>
The example was prepared by	Danica Kocevaska, teacher, primary school „Jovan Jovanovic Zmaj“, Vranje

Example 26

Satisfaction and joy – conditions for learning

Short description of the child's/pupil's characteristics	A four-year-old boy attends the youngest group of the kindergarten. He has a short attention span; verbal communication is almost non-existent, except for gestures with some inarticulate sounds. His motor development is slow, so his walking is unstable and difficult. He makes contact and communicates with other children in certain activities; he likes music and music activities. He likes to „draw“, but also stays in a particular activity very briefly.
Example of good practice	Organizing various music activities and movement games, in which he participates actively and cheerfully wanting everything to be repeated several times; adjusting teaching aids, material (toys), so that they are accessible to him and he can use them however he wants.
Steps in overcoming problems	It was important to motivate other children in the group to help him and „take care“ of him.
Sources of support, other participants/ collaborators in finding and implementing solutions	In adjusting the child to kindergarten, I have the full support of special educator in the preschool institution, parents and other colleagues.
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	Since the day the boy started to attend the kindergarten, the changes in his behavior were visible, in a positive sense. He has turned from a crying boy who refused to come into the working room to a joyful boy who happily enters the room.
The example was prepared by	Svetlana R., Preschool institution „Nase dete“, Vranje

Example 27**Slowly, but surely – and step-by-step written exams**

Short description of the child's/ pupil's characteristics	The boy is visually impaired. In addition, he has problems with communication; he is insecure and has many fears. He is completely unadjusted to social situations outside his family circle.
Example of good practice	Written exams are especially a problem, when the questions are first dictated and then the pupils answer them. The boy had a big fear of not having enough time to write down the questions, especially if there were many of them. Since he saw what worries and blocks the child most, the teacher adjusted the procedure by reading just one question or assignment and then the pupils would answer. After they had written out their answers, the teacher dictated the next question. He gave them enough time for writing and answering. Also, at the end, the teacher read the questions once again and gave pupils an opportunity to complete what they had not finished.
Steps in overcoming problems	The teacher learns about pupil's problems from the parents; The teacher talks with other children about the problems their friend has; The classroom organization is adjusted; Talking to the parents of other children about the problems the pupil has; Searching for the best possible solution;
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Other pupils • Pupil's parents • Parents of other children in the class
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The pupil has been socialized; he shows good results and happily participates in every activity; he is released from his fears. Other pupils help him, accept him and they are proud of their friend.
Additional comment	The boy is now in the fifth grade. By starting subject classes, there is lack of understanding from some teachers, which takes everything one step back.
The example was prepared by	Dragan Milenkovic, homeroom teacher, primary school „Radoje Domanovic“, Nis

Example 28**We praise him... he rewards us with a smile**

Short description of the child's/ pupil's characteristics	The six-year-old boy attends a preschool group. The boy has multiple disabilities, difficulties in walking, incoherent speech that consists of a few phrases not connected to the situation, and it is more like singing. He does not have basic hygiene habits and he cannot control his physiological needs. He behaves aggressively.
Example of good practice	When the boy came to the kindergarten, he showed aggressiveness towards other children and teachers. He used to hit and throw things at everybody in his way. Since he could not control his physiological needs, other children avoided him. During meals, he used to eat without control, spilling and throwing food around. He did not let other children

	<p>draw or write. When he saw a child with a book, he came and threw the books, notebooks, pencils, and hit the child. Wanting the boy to be included into the group and the environment, we first took him to see the kindergarten premises so that he would know where everything was located and what was available to him. Then we taught him how to control his physiological needs. During the first days, we used to take him to the toilet every 20 minutes. When he satisfied his physiological need in the toilet, I congratulated him or applauded. Seeing what the teachers were doing, the other children also applauded or praised him with „Bravo!“. He liked this, so after 2 to 3 weeks he started going to the toilet by himself. The second step was in line with the first, and it meant continual observation. In this way we tried to find out what he liked, what relaxed him, irritated him, and interested him. Soon we learned that music was at the center of his interests and that it relaxed him when he was anxious or distraught. I asked the children to sing him a song whenever he started throwing playing blocks all over the room, trampling them nervously. The moment the children started singing, he would sit down with a smile and start clapping. The other children liked this, so they tried to sing every sentence when addressing the boy.</p> <p>We tried to channel his aggression, which sometimes put us in awkward situations. We found out that the solution was tenderness. When he hit someone, we took him by the hand and showed him how to cuddle, hug, and later kiss a friend. We were very persistent. This process was repeated up to 30 times a day. We tried to show him tenderness as much as possible. For every „sandwich“ he made out of blocks, he was given a kiss, first from the teachers and, as time passed, the children would come and hug or kiss him too. The problem with eating was solved in such a way that the children first served the meal to him and then sat down to eat.</p> <p>The children liked to take care of the boy. They learned what he liked and disliked and competed in who would help him more. So we made a schedule. Every day two children were his buddies. But then we encountered a problem, because he only wanted bigger and stronger children around him, and he pushed smaller children and rejected them. Again we played the tenderness and persistence cards and succeeded in getting him to accept all his friends. Because of his unstable walk, another child was always helping him or holding his hand. When the children drew, he played with blocks and puzzles with the teacher.</p> <p>He had access to every room, and other colleagues accepted him freely if he wanted to spend some time in their groups.</p> <p>After four or five months of continual work, many things had changed: he became the most popular among the children and he was always smiling. The parents were delighted with his progress, as were the special educators in our institution.</p>
Steps in overcoming problems	<ol style="list-style-type: none"> 1. mastering the kindergarten premises 2. learning to use the toilet 3. continual observation for a better approach in solving problems 4. channeling aggression 5. distributing responsibilities to all the children in the group for a friend who needs help
Sources of support, other participants/ collaborators in finding and implementing solutions	<p>The staff and team in the kindergarten „Cuperak“; special educators working in our institution with their advice – without the team’s help and understanding of all employees, everything would have gone in a</p>

	different direction and not as much would have been achieved. Support and help from colleagues are important for working with children with disabilities.
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The boy improved in socialization. He learned to control his physiological needs and adopted hygiene habits; he learned to eat properly, stopped being so aggressive and learned to communicate with adults and his peers. The children from the group have had an opportunity to learn how to accept diversity, and from an early age accept others without prejudice and with an open heart. The children from the boy's group understood how nice and useful it is to help someone and feel the pleasure of it. They understood that the world around us is not perfect and that a little help can mean a lot to someone. I want to believe that the teachers and parents realized this as well.
Additional comment	I think that a better result would be achieved if parents of children with disabilities had a better insight into their children's problems, and if they were trained for proper work with their children.
The example was prepared by	Jelena Veselinovic, the kindergarten teacher, institution for children „Nada Naumovic“, kindergarten „Cuperak“, Kragujevac

Example 29

A child from Kosovo – healing a devastated childhood

The girl from Kosovo moved to Serbia just before starting preschool. She was internally displaced from Kosovo. When she was five years old, a tree shielded her from a bomb that exploded only a few meters from her.

She attends the third grade now. She is in a class with friends she went to preschool with. In the third grade, she still seems scared, sensitive, and fragile. Her eyeballs are always moving left and right. She wears glasses, stammers, especially when she gets excited or afraid. She is intelligent, bright and has good sense of logic. She is too sensitive to friends' comments, grades lower than a B, raised voices – in such situations she usually cries. The ophthalmologist gave her permission not to attend physical education classes. Methodical and content adjustments were especially necessary for physical education. Since the girl is afraid of the ball and everything that can hurt her, I did not insist on her playing. I observed her behavior and socialization. I offered her games in which she did not feel fear and in which she was equal to others, such as „Wolf and lamb“ (she was always the wolf), hopscotch, jump rope etc. After a few months I brought a balloon and asked her to participate. She was afraid. I tried to show her, not by explaining but through realistic experiences, that the balloon is not dangerous for her. I put the balloon on her face and asked „Is it scary?“ then I gently „punched“ her with the balloon in the face and repeated the question. I repeated it several times. She was more relaxed at the end of the class and she was happy because she had overcome it. The next step was to replace the balloon with a rubber ball. After several weeks I tried the similar technique. She was very afraid and she did not cooperate. I did not put any pressure on her. After several weeks, I tried again with the rubber ball. We all stood in a circle and passed the ball to each other, but in the beginning I always passed the ball to her so she would gain confidence and relax a bit. Then I deliberately throw the ball to her in a wrong way, so she can feel it too.

The next step was that I put her friend in my place. Her friends were a great support to me, because they wanted to release her from fears.

She is insecure in classes; she often says her answers are incorrect although they are really accurate. I support her with words; I make jokes, stroke her hair, and make funny faces to take away the fear. In the beginning I did not want to question her knowledge if I saw that she was too nervous, and I said I would ask her when she calmed down (she stammered, trembled in fear, her heart pounded, her eyes moved left-to-right more than usual).

I learned from the parents that they take her to exercises at the health center every day. Since they travel by bus, she is often late for the first class and she hesitates to enter the classroom. She is aware that she is breaking the rule and she has a need to be like other pupils. Sometimes she does not finish her homework because of the frequent visits to the doctors, but she is embarrassed to say it. I say aloud that her reason is justified and that she will finish the task when she can. I explain to the children that she has to practice every day so that she feels better. In the beginning some children were jealous and could not understand it, and they said she was my favorite and that I behaved that way for some personal reasons. In the beginning the situation was not so serious and I thought it would pass in a few days. However, they did not stop making remarks. I asked a colleague to take the girl to another classroom. Then I openly talked to them, explaining that their friend suffered enormous fears and awful things had happened to her and that they had to understand it and that I more tolerant towards her because of that (I did not want to tell them what exactly had happened to her, because I was afraid they would unintentionally say something and hurt her). Of course, I asked them to help me to release her from her fears and insecurities by inviting her to play with them often. Since then, there have been no remarks or teasing on the subject of „the favorite“. She has been adapting to the group slowly. Everybody knows about her fears, but also about her need to be like others. She is active, happily participates in every activity, successfully deals with the curriculum of all subjects, writes beautiful essays, and likes to read. The physical activities, which demand greater physical abilities, are still unattainable for her.

I think she has progressed a lot. She is not as easily excited as she used to be when I ask her something, and she even says „I can do it. I can do it.“ I started getting her used to criticism, raised voices, in mild forms of course, but I fear that she will be affected by what has happened to her at an early age for a long time, and I know how that period of life influences our entire lives.

Milena Stankovic, homeroom teacher, primary school „Desanka Maksimovic“, Cokot, Nis

Example 30

Through drawing and using computer to speaking and writing

Short description of the child's/ pupil's characteristics	The boy is in the first grade of the primary school and he has multiple disabilities: intellectual difficulties, emotional and speech difficulties. Social and educational neglect are apparent.
Example of good practice	During testing with the pedagogue and psychologist, the boy showed complete social immaturity for starting school. Except for his nickname, he did not know any other information about his identity. He did not have any knowledge or maturity of motor development such as holding a pencil or crayons. There was no ability of orientation in space and time. He was easily losing concentration and did not understand

	the point of questions; he could not answer basic questions about himself, his relatives, and things around him. He did not show interest in participating in games with children (he just observed passively), because he could not understand even the most basic rules.
Steps in overcoming problems	<p>Steps taken: since he asked for a picture of the Teletubbies, and in order to make him interested and develop his motor skills, we gave him coloring pages (the simplest ones, with interesting characters – first the Teletubbies and then more complicated ones, which he colored in by himself). Later, he tried to color some more complicated characters by himself, as well as interesting letters. While drawing, he learned and named people, animals, colors.</p> <p>Later on, with the help of a computer, he became interested in recognizing and writing letters. As a reward he was given the chance to play some video games. In that way, he started cooperating more with the pedagogic service and asking for help and encouragement for further work.</p>
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Psychological-pedagogical service and teachers • Child's caregiver – his grandfather
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • The pupil advances in socialization; he is more focused on work and progresses fast • By the end of the first grade, he managed to deal with some printed letters (recognizing them) and counting up to 10, which I think is a great progress
The example was prepared by	Dragana Radulovic, psychologist, Olivera Pesic, homeroom teacher, primary school „Ivan Goran Kovacic“, Niska Banja

Example 31

A child from Kosovo – a new beginning for a ten-year-old

Short description of the child's/pupil's characteristics	<p>The boy came to our school in 1999 as an internally displaced person from Kosovo (about 250 children – refugees from Kosovo – were enrolled in our school at that time). According to his age, he should have attended the third grade, because his previous schooling in Kosovo was legally recognized. Like other children from Kosovo, our pupil had had irregular schooling in Kosovo for a long time. He came to our school with little knowledge, namely he could not read, write (he did not even know all the letters); he knew numbers up to 10, but did not know how to calculate. Besides, he could not pronounce certain sounds (k, g, h, l, lj, nj). In addition to the insufficient number of learning units covered in the previous school, the boy had developmental disabilities. He was born without his right arm (beneath his elbow).</p> <p>Two or three weeks after school started, the parents brought him to the school and asked if he could be enrolled in the second grade again, so he was a second-grader again, even though he was 10 years old.</p>
Example of good practice	<p>The boy was aware of being different in appearance, objective limitations of motor functions, bad articulation of certain voices, which made his speech incoherent (especially when he started talking fast in the desire to pronounce these sounds as quickly as he could), he felt constant tension from the fear of failure, passivity, depression, and sometimes aggression and dissatisfaction with himself.</p>

	<p>The pupils regarded him as „a little strange“ at the beginning, because his right sleeve was hanging; they did not understand what had happened with his arm; they were curious, and some of them were afraid and others felt pity. Nobody wanted to sit with him and they did not realize that he needed help at times (while dressing, packing his books in his school bag, putting the bag on his shoulder etc). It was strange to them how a boy who was older, stronger, taller than them, cannot read, write, calculate. While talking, he had difficulties with saying certain sounds, so the children did not always understand what he was saying. In the beginning, he socialized only with friends from the collective center where the refugees were placed (the family of five lived in one room).</p> <p>I tried to have a tender, warm, encouraging, relaxed, patient, honest, spontaneous relationship with the pupil, filled with confidence and support, especially when he did not show good results. By using the steps (described later in the text) in solving the new situation in the classroom, and by giving a personal example to the pupils, which I think made the biggest impression, the children's attitude towards him started to change. I found questions that he could answer correctly and tasks he solved successfully, and I never failed to praise, support, and encourage him, while the other pupils often rewarded his successes with applause. Then he shined with delight, got more strength for trying and advancing. He even became a leader in some activities – since he was older than his peers, stronger and faster in running, he once won the first prize for our class in the school's spring race by taking the first place in running in a group of second-grade pupils. The school rewarded the first three places with a book, so he received his first important award. Since then the atmosphere in the classroom changed for the better, and children happily chose him to be on the football team, they helped him with learning, offered to sit with him to help him copy tasks and finish them on time (in the beginning he mechanically copied everything from the blackboard), in group activities he was assigned duties he could achieve, and I started to teach him reading and writing at additional classes and with the support of his parents. The studying was not difficult, but it had to be gradual with all the learning phases (from easier to more difficult steps, from the familiar to the unfamiliar, which he had definitely missed in previous education) and with reduced demands and carefully selected contents. He showed great persistence and determination in exercising and results followed. He was very happy when he successfully learned to read, so he wanted to read some text or assignment out loud every day. The friends awarded his success with an applause, praise and encouragement. His speech was also improving – he realized he did not have to hurry while saying the critical sounds, but to remember the exercises for overcoming such problems. The parents settled into their new life circumstances after a year – the father found a job, they moved to a more comfortable flat (a rental), where the boy had better conditions for learning, more peace, greater security. It encouraged him and gave him more self-confidence. At the end of the third grade he „was functioning normally“, completely included into the group with a significant and realistic place in it.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • Creating an encouraging, supportive and welcoming atmosphere in the class • Including a boy into the additional teaching, which was done individually or in a small group of two to three pupils; doing exercises for correcting his speech;

	<ul style="list-style-type: none"> • Planning curriculum and the level of his participation in the activities for particular subjects (Serbian language and mathematics); completely individualized program; • Increased cooperation with the parents, who were familiar with the way of working with their son and they were also given tasks, what to do and how to work with the boy – the mother usually worked with him since the father was absent due to his job; • Alleviating prejudices of the peers – talking about the importance of help and support in classes; their encouragement for even the smallest positive step; • Use of didactic means – individualized primer (elementary) reader for teaching him to write with printed letters, and in the third grade, writing with cursive letters (teaching him how to write with his left hand); intensive exercises of word analysis and synthesis, which is a pre-condition for learning how to read; solving math tasks gradually by using an abacus, first numbers up to 10, then gradually numbers up to 20. At the end of the second grade, he knew numbers up to 100, and learned adding, subtracting and the multiplication table in the third grade.
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Parents – excellent cooperation • School pedagogue – professional consultations • The Red Cross – help in acquiring books, clothes, shoes • School expert service – providing free meals, excursions and exemption from paying for various things; • Other pupils in the class – after establishing a positive atmosphere in the classroom, they provided help in learning, including him into games, socializing, sports activities; • Other colleagues/teachers – understanding and support in solving problems (since the majority of classes had a number of refugee children, the teachers had many different problems in teaching)
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<p>After all his problems of losing his home, changing his environment, and his weaker results in learning, the pupil adapted successfully to the new school. He managed to overcome problems in learning and he was accepted despite of his physical disability and speech difficulties (which were later lessened); he affirmed himself as a good athlete (football); the parents got a happy and satisfied child, who is aware of his abilities (strengths and weaknesses); the teacher – satisfaction with achieved results and confirmation of finding the best possible methods and procedures for solving existing problems.</p>
Additional comment	<p>When he started the fifth grade, his new homeroom teacher took on a very important role in the pupil's further development; the teacher is an excellent pedagogue (a mathematician with long experience and rich personal and pedagogic practice), and to whom I am thankful, because the work and effort (my own, the child's, parents' and friends') were not in vain, but were extended and enriched. The pupil is finishing the eighth grade and preparing for the entrance exam for secondary school.</p> <p>Only continual work and monitoring of all relevant factors can give results.</p>
The example was prepared by	Miljana Milojevic, homeroom teacher, primary school, "Branko Radicevic", Kragujevac

Example 32

The working principles that are good for every child are the best for children with disabilities

Short description of the child's/ pupil's characteristics	The pupil is in the third grade of the primary school. She has intellectual disabilities. She lisps and her speech is often incoherent. She is weak at drawing, namely she scribbles and smears. She avoids contact with other children. She has paradentosis, so her teeth are loose.
Example of good practice	<p>The first three months of school, the mother spent with us in the classroom, which was significant support to the girl and the teacher.</p> <p>We made a plan for adjusting the approach and individualization, which contained the following points:</p> <ul style="list-style-type: none"> • Doing only one unit every day by implementing various activities; • Teaching the units through themes by correlating various subjects and areas; • Setting one objective in a limited time-frame and directing all activities towards achieving the objective; • Practice concrete subjects for a long time or practicing the same examples; • Frequently using group work and especially work in pairs for encouraging peer communication and peer learning.
Steps in overcoming problems	<p>It is important to start from identifying one's own abilities (what do I know? What can I do?)</p> <p>What do I want and what more do I need to know?</p> <p>How will I achieve this?</p> <p>With what?</p> <p>Who will help me?</p> <p>At the end, approach the child in the above-mentioned way.</p>
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Parents and family • Friends from the class • Pedagogue and psychologist in the school • Colleagues
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<p>The child's benefits are enormous: knowledge, socialization, and emotional development.</p> <p>For other children: satisfaction in their joint success, learning solidarity, humanity.</p> <p>The parents gained, besides happiness and satisfaction, insight into the importance of comprehensive support from all educational participants.</p> <p>For the teaching staff: challenge and encouragement for further work</p>
The example was prepared by	Jelica Milosavljevic, homeroom teacher, primary school „Bogdan Blagojevic“, Medosevac, Nis

Example 33

Some eagles take flight earlier

Short description of the child's/ pupil's characteristics	The first-grade pupil has physical disabilities. Because of his inarticulate speech, the pupil avoided communication with the teacher and other children. He could not pronounce even half of the sounds, because of his intellectual disabilities; he had bad memory and learning difficulties, difficulties in writing, and he did not write the sounds he could not pronounce. His reading was difficult and incoherent. When he could not meet the task, he became nervous and aggressive.
Example of good practice	<p>At the beginning of the school year, I prepared the children and their parents for this pupil to be in the class. I spoke to the parents and children and said that there were children who were different and had special needs in communication, work, behavior. Every day, I brought this boy closer to other children through texts, playing, socializing and talking. He used the same teaching aids and books as other children. I gave him the opportunity to learn only the most important units in the books. I gave tests with different levels of required knowledge, so he could always solve something. He did not have significant problems with mathematics except when it came to textual assignments. We solved them in such a way that I read the text and he wrote the expressions with my help. This was the best way to cooperate and communicate with him. I often praised him and so lessened his nervousness and insecurity. He advanced in reading and writing with the help of additional teaching aids (pictures, applications, blocks with letters). He recounted stories with the help of summarized stories in picture books and worked by using the series of pictures. I organized group work, when other children helped him. He was included in playing with other children without any trouble, because the children realized that they should be more tolerant towards him.</p> <p>Later on, he offered help to others. Since he was good in adding, subtracting, multiplying and division of multiple-digit numbers, I organized him to support pupils who have difficulties with those areas.</p>
Sources of support, other participants/ collaborators in finding and implementing solutions	I communicated with the parents without problems. I gave them learning units and explained how they should help him practice them. He got help from the Center for mental health, where he had his own therapist, who also helped me with solving some problems in the boy's behavior. My colleagues were introduced to the boy's difficulties and they taught their pupils a more tolerant approach.
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The boy successfully reached the eighth grade. He gained knowledge and skills for further education and life; he gained friends and future friends, and learned to „live“ in the group. Other children learned to give support and that by supporting someone you can solve many problems.
Additional comment	I follow his work and he has successfully reached the eighth grade.
The example was prepared by	Milena Milijic, homeroom teacher; Dragana Radulovic, psychologists, Olivera Pesic, homeroom teacher, primary school „Ivan Goran Kovacic“, Niska Banja – class in the suburb „Nikola Tesla“

Example 34 Practicing

Short description of the child's/ pupil's characteristics	The girl is 11 years old and she is a fourth-grade pupil (she was held back starting school for one year). She reads without comprehending the content; she has difficulties in applying long-term knowledge and skills; she has mild speech difficulties; she does not recognize all the letters and numbers higher than double-digit numbers; she does not comprehend basic concepts.
Example of good practice	<ul style="list-style-type: none"> • Everyday individual work with the child during regular classes; 10 to 20 minutes for every subject • Giving assignments suitable to the girl's abilities • Praise and encouragement • More practicing, explaining, repeating
Steps in overcoming problems	<ul style="list-style-type: none"> • Cooperation with child's parents • Cooperation with the school expert service (pedagogue and psychologist) • Individual work and constant repetition of the units
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Child's parents • The school expert service (pedagogue and psychologist) • Colleagues
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • the child is in mainstream education • socialization has been achieved
The example was prepared by	Marina Savic, homeroom teacher, primary school „Ivo Andric“, Nis

Example 35 Motivational messages

Short description of the child's/ pupil's characteristics	A first-grade pupil, who is hyperactive and has difficulties with concentrating.
Example of good practice	<p>I dedicate more attention to him.</p> <p>I write motivational notes for him.</p> <p>I nurture the support given to him by his classmates.</p> <p>I talk to the child in an affirmative way and show authentic confidence in him.</p>
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • pupil's parents • expert service • colleagues
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The child is more motivated for learning and the other pupils are more cooperative.
The example was prepared by	Aleksandra Stankovic, homeroom teacher, primary school „Ucitelj Tasa“, Nis

AREA 2

INCLUSION INTO THE PEER GROUP/CLASS AND COMMUNICATION

Example 1

I just loved him

A boy was enrolled in my class, who was already involved in treatment at the Palmoticeva institute ²⁰ because he had not been talking since the age of five as a result of shock – while they were escaping Croatia, a bomb exploded near the line of refugees. He was a baby then. His mother fought like a lioness and he started mainstream school when he was seven years old.

He had normal intelligence, but his social development was slow and it was delayed for the period he had not talked (so he did not communicate with children and adults in his surroundings). His physical constitution was weak, his coordination difficult; his little fingers were like rubber, so he had difficulties holding a pencil. And he stammered.

It is excellent that I had complete support – the most from the mother, and then the school pedagogue and psychologist – for talks and advice.

The boy obediently completed all the assignments in class – just more slowly and messily, which I did not regard as a problem.

He had good memory, so he could learn most of the content that needed to be remembered. He could do mathematics tasks nicely. He managed to maintain excellent grades from the first to the eighth grade.

My only task was to get the children to accept him even though he was different – too sensitive, unskillful in making converse equally, using baby remarks and comments, having no interest in running, fearing the ball.

I tried to be encouraging and protective at the same time. I included him in playing with other children when I could participate and be an example to them. The children sometimes tried to tease him, but it usually did not work. They taught a lesson: „You tease him?! Why didn't you tease Marko (strong and feisty) or Petar (hard spoken)? Why didn't you ask him to play with you? „. Slowly they realized that he had not equal strength for teasing and fighting, but he was good for socializing. Soon they started protecting him, taking care of him and saying how good a boy and friend he was and how he did not want to fight with anyone, he was willing to help etc.

He did not make a real friend in the first grade since he was obviously immature in interests in comparison to his generation. He tried to imitate friends, approached them, they approached him and he felt good in his class.

In the third or fourth grade, the mother came after one of his control visits to the Institute in Palmoticeva and told me that his doctor was delighted. She said he advanced in socialization more than any of her other patients. She praised the teacher's work.

I could not, and I still cannot, say precisely what I did that was regarded as so important, except for knowing him, loving him and teaching him and the other children how to understand each other better. Children only imitate the teacher's behavior. The teacher can create, color, shape and form the class atmosphere only if he/she feels it too and if he/she cares.

Spomenka Markovic, homeroom teacher, primary school „Josif Pancic“, Belgrade

20 NB: Institute in Palmoticeva street – Institute for mental health, Belgrade

Example 2

When diversity is seen as a natural part of everyday life

The child has physical disabilities – he has difficulties in walking by himself. He was successfully included into the peer group and had successful communication with children. With the help of my colleagues, we provided conditions for mainstream education.

Because of his physical difficulties he started primary school one year later. The parents insisted on it, because they had a younger daughter and they wanted their children to start school together, so that the sister could be a helper and supporter to the boy. However, the girl was very small and weak and she could not help her brother in the physical sense. As for his intellect, the boy had one year's advantage since he was older than the other children in the class. The teacher took all responsibility for supporting and helping the boy at the very beginning. The teacher was cheerful and accepted this situation naturally, so she managed very well. The teacher easily transferred her positive attitude towards the boy to the whole class, as is usual at this age. The boy became the most favorite in the class. He was remarkable in solving math assignments. During physical education, he did not sit in the classroom but was outside with the other children. He participated as much as he could – with constant teacher supervision in the beginning. In the following years, that role was taken over by his friends, especially when they started the higher grades and had to change classrooms for different subjects. With the support of all teachers, they agreed that two friends would take the boy to the next classroom a few minutes before the bell. That way, they avoided the crowds on the stairs and in the hallways during the short breaks, which were unsafe for a boy with such difficulties.

The boy grew up with the support of his class peers and his disability was not an obstacle for attending classes. Other children were given a chance to practice patience and solidarity. They had an opportunity to experience diversity as everyday life and accept it. The boy's parents were very satisfied, because their son was in the safe hands of the teacher and his friends. The sister was also satisfied and she had a good relationship with her brother, because the „burden“ of his disability was not placed on her. Other children's parents could learn, through their children's behavior, how the theory of accepting diversity could be applied in practice. The teacher received some kind of confirmation for her work when she saw that the group functioned properly in higher grades as well.

He finished primary school and now attends secondary school.

This example of practice by the teacher Dragica Jovanovic, was given by Snezana Neca Jovic, pedagogue, primary school in Nova Varos

Example 3

Little potatoes: acceptance instead of pity

The boy lives with his mother, younger sister and grandmother. He was born a healthy child, but when he started school, muscle dystrophy started to develop. He is now in the sixth grade, and I was his teacher in the second, third and fourth grade.

At the beginning of the second grade, I noticed that the boy was walking slowly and with unusual body movements. I warned his parents about it, but they did not want to accept it seriously in the beginning. His grandmother, who had also noticed the problem, started coming to school and with tears in her eyes she begged me to help and „force“

his parents to take him to the doctor's. As the time went by, he walked with more and more difficulty, and the parents noticed the problem. The illness progressed so fast that he was carried to school at the end of the third grade, because he could not walk by himself anymore. In the fourth grade, cooperation with the parents was satisfactory and on a daily basis, because they understood my concern and desire to help their son: I carried him up and down the stairs from one classroom to another; I carried him to the restroom, during walks, and to every manifestation organized by the school.

When we started the second grade, I saw that the other pupils were ignoring the boy, because he did not fit into their games and activities. Through „Classroom of good will“ workshops I managed to change their attitude so that they accepted him just the way he was.

I achieved the biggest success with the workshop when everybody brought one potato to class. All the potatoes were put in a bag, and the pupils were given the task of finding their own potato. They saw it was very difficult, because all the potatoes looked alike – some were more rounded, some were bigger, with or without dots on them. We came to the conclusion that the children were like potatoes – some taller, some shorter, fatter, skinnier, but they were all pupils of the same class and they all had the same goal. The most important thing was that they accepted him as their friend, and not because they felt pity. And he accepted them in the same manner, although he socialized more with a friend who had the same problem (there were two pupils with the same disability in the class).

When he was starting the fifth grade, I talked to all his subject teachers and told them about my experience so that they could be prepared for working with this pupil. The boy could regularly follow the classes (except for physical education), but because of his slowness, he needed more time in oral and written exams. He is now in the sixth grade. His parents are in contact with all the teachers, and they are still in contact with me.

Milka Mitrovic, homeroom teacher, primary school „Stari grad“, Uzice

Example 4

A clear attitude and persistence

Short description of the child's/ pupil's characteristics	The first-grade pupil (nine years old) has Asperger's syndrome. The boy does not socialize with his peers, he does not understand or accept the class rules of behavior; he speaks with distinctive intonation; it seems as if he does not understand other pupils' needs.
Example of good practice	During the free activities, which pupils choose by themselves, the children can also use books from the class's library. In most of the cases, the boy took a certain encyclopedia (he likes encyclopedias). Once, another child came and took that encyclopedia before him. He came and took the encyclopedia from this pupil without saying anything, and the pupil did not respond at all and found another activity. The following time a similar situation was repeated, but the pupil who took the encyclopedia was not willing to tolerate the boy's behavior and did not allow him to take the book, which caused a strong reaction in the boy followed by crying, screaming and attempting to take the book. I quickly approached, held his hands, tried to draw his attention to something else and tried to calm him. I managed to get his attention by explaining that everybody has the same right to read that book and

	<p>suggested he could have the book in ten minutes and in the meantime he could do something else. He was not very satisfied with the suggestion, because he wanted the book immediately and the whole reaction was repeated. I was forced to hold him, and did not allow him to take the book. The fighting, crying and screaming lasted quite a while. When the child saw that I was not going to give up in my attempt to stop him from taking the book, he calmed down and took another book. Such situations were not repeated afterwards, if we do not count occasional sulking and negations.</p> <p>While the situation was going on, I knew I had to persist and not let go if I wanted the situation to be beneficial for the child.</p> <p>Later, the child agreed more easily to agreements in organizing various activities and made contact with his classmates.</p>
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<p>The boy changed his behavior for reaching a desired objective and rules important for group functioning were established, as well his acceptance and understanding of the other pupils' needs.</p> <p>Other children saw that I respected them equally and that there were no „favorites“.</p>
The example was prepared by	Zoran Knezevic, teacher, primary school „Isidora Sekulic“, Pancevo

Example 5

Early age – peer learning

Short description of the child's/pupil's characteristics	The four-year-old girl was included into the kindergarten group. The girl has Down's syndrome. She is very cheerful. She has speech difficulties.
Example of good practice	<p>When she was enrolled in our group last year, she could not speak at all. With great help from her peers, my colleague and other colleagues, she started naming children, asking for a certain cartoon to be played, asking to eat, going to the bathroom etc.</p> <p>Children from the group helped in encouraging her communication and speech, but we will definitely continue working on this.</p>
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • colleague from my group • children in the group • assistant from the organization VelikiMali
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The problem has not yet been solved completely, but the girl will be in our kindergarten for the next three years and I hope she will learn a lot more. The most important thing is that she is happy and satisfied.
The example was prepared by	Snezana Decermic, kindergarten teacher, Preschool institution „Decja radost“, Pancevo

Example 6

The girl who told stories to the children

Short description of the child's/pupil's characteristics	The girl is a fourth grade pupil. Since she has child paralysis (polio), she has difficulties in walking – she cannot walk without an adult's help.
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Example of good practice	<p>She is a lovely girl, who cannot walk and had difficulties in subtle motor development, but she memorized short poems and stories incredibly and presented them to others. I used that for motivation. She told stories to the children in the group, and they taught her to hold a pencil, color, draw, make puzzles.</p> <p>I solved all the obstacles I faced in working with children with disabilities with the help of other children in the group, who happily lent a hand, and they were very happy because they could help someone.</p>
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • parents • supporting staff in the kindergarten • colleagues
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The benefit is that everybody did good and useful things.
The example was prepared by	Snezana Decermic, kindergarten teacher, Preschool institution „Decja radost“, Pancevo

Example 7

The power of forgiveness

Short description of the child's/ pupil's characteristics	The girl, who is 8 years and five months old, is a second-grade pupil. She has multiple disabilities – attention disorder, behavioral disorders, emotional confusion, and disturbed motor development.
Example of good practice	<p>For a few days in a row, she started to hit children during the break and once she poked one girl in the eye.</p> <p>I criticized her, told her that that was not nice, that her friend was crying and that she had to go to the doctors and might stay in the hospital and that the friend's mother would be sad. I also told her that she had not been a good friend.</p> <p>Then the school psychologist came. She told the injured girl to hit her back. She did not want to and said she forgave the girl.</p> <p>After that, the pupil was sad and started to cry. She was saying how sorry she was and that she would never hurt anyone again.</p> <p>After this, the pupil stopped deliberately hitting other children without cause. She became gentler and more careful towards other children.</p>
The example was prepared by	Jelena Vuckovic, homeroom teacher, primary school „Ujedinjene nacije“, Belgrade

Example 8

Starting school can cause panic in some children

Short description of the child's/ pupil's characteristics	The girl is a first-grade pupil of the primary school. She had many difficulties in adjusting to the school. She is exceptionally intelligent (above average); she attended kindergarten, but refuses to go to school.
Example of good practice	Since the first day of the school, the girl was unwilling to go to school. Although she had excellent results and good knowledge that would

	<p>enable her participation in learning, she did not show willingness to be included in schoolwork. She used only a black marker for writing, she did not communicate with other children, and answered the teacher's direct questions very shortly. In the morning, she had trouble separating from her parents or grandfather– with crying, screaming, or sometimes when they managed to sneak out, she started crying the moment she realized she was alone. Other pupils tried to engage her in activities or conversation, but she refused to cooperate, which influenced their dismissive attitude towards her.</p> <p>I agreed with the pupils to let her adjust to the school at her own pace. We decided not to force her in any way, and to be there for her if she needed us. The only thing she would say when she talked to me, the psychologist or pedagogue was that it had been difficult, but she did not want to give an explanation about what exactly was difficult, especially if we take into account that school assignments did not represent any difficulty to her at that time. I gave her some special tasks (e.g. to be in charge of watering the plants, take care of the class book, play music and similar things), so that she could feel welcome and an important member of the class. I also tried to explain the necessity of being included into the „normal“ life of the class. However, even though she did everything without complaining or mistakes, and with obvious interest, she never showed interest in participating or committing to something by herself.</p> <p>At first, the parents ignored this problem, but as time went by they wished to make school easier for their child. In the beginning, her mother sat in front of the classroom for several days and the pupil was allowed to go out whenever she wanted. For the first couple of days, she went out frequently just to see whether her mother was still there, and then it decreased to one or two exits during the first block (from 8 to 9.30 am) just to show her mother what she had done in class. Other pupils became bitter because of her special status in the class, so we all agreed that she should try as hard as she could to accept us all and we would make it easier for her, in whichever way she preferred.</p> <p>In cooperation with the psychologist and pedagogue for the class (it was an experimental class, and did not have the support of the school's pedagogic-psychologist service), we agreed that her parents could be present in class if it would make her more comfortable for adjusting and getting used to the class's life.</p> <p>At first, the mother spent several days in class, then the father came, and she started to accept school as part of her daily routine. She stopped crying although she was still withdrawn for some time after that.</p> <p>When the parents stopped coming to classes, the idea of knowing that they could be there for her if she wanted was enough for the pupil to start participating more actively in classes.</p> <p>Other pupils behaved as if they could not wait for her to become „one of them“ – the majority of them wished to socialize with this „new person“ that the crying and silent girl had turned into.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • talking to the pupil • talking with other pupils and their suggestions for solving her problem • consultations with the psychologist and pedagogue • cooperation with parents and the pupil's inclusion into regular school's life

Sources of support, other participants/ collaborators in finding and implementing solutions	Pupils, psychologist, pedagogue, parents
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	When we solved her problem of adjusting to school, everybody felt relieved. The classes were conducted without disturbances, the atmosphere was more relaxed, she was more content with her performance and results in class activities, the parents were grateful for our understanding and help, and over time everybody forgot that awkward period, which had been very difficult for the girl. By the middle of the second grade, the pupils remembered that period with a laugh, and some of them have even completely forgotten about it. She is now one of the best pupils in the class and she laughs when I remind her how everything started.
The example was prepared by	Jelena Kenda, homeroom teacher, primary school „Dositej Obradovic“, Belgrade

Example 9

Kindergarten and school as the only retreat for children who are victims of domestic violence

Short description of the child's/ pupil's characteristics	The boy, who was 7 years and nine months old, was included into kindergarten group. He was always alone, avoided communication (with children and adults), hid toys from others, spoke at the level of a five-year-old. His fingernails and fingertips were completely chewed. He was always tense.
Example of good practice	As he did not communicate with other children at all, we (the teachers) decided to implement activities pairing him with a child who was seen as the group leader. When they accepted each other, we included several more children, and when he established communication with this small group, there were no more problems. Besides, we encouraged him to take the toys he liked home, but he had to return them the following day. This lasted for a while, and afterwards he did not have the need to hide toys from other children. Every day, he felt like talking about things that had happened to him. It was hard in the beginning, and it was important for us that he feels more relaxed, accepted and equally important as the other children. Everything became easier when he started expressing his feelings, first through art and then verbally. We organized his birthday celebration and he was the most important person there.
Sources of support, other participants/ collaborators in finding and implementing solutions	Primarily the expert services (psychologists and pedagogues); other children's parents also gave us great support because children invited the boy to celebrations and praised him when he did something well – in fact, they accepted him.
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	When he was leaving, he was aware of his values, he communicated with peers and adults – both familiar and unfamiliar ones. He was more relaxed. Other than speech, which still did not match his age level, he managed to overcome everything else. We believe that being in the kindergarten contributed to his development. After that, they managed to find him a foster family and include him in mainstream school. Other children benefited a lot also, because we managed to build the level of empathy needed in every person, and our opinion is that it

	<p>develops most easily at early stages of development. This was possible because of their direct experience with the boy.</p> <p>The other children's parents said that it helped them realize to what extent they had been removed from reality, and that the benefit their children experienced was huge. Some of the parents still cooperate with the Home.</p> <p>The teachers gained another experience: the fear of being unsuccessful, which we had experienced at the beginning, and the desire to regain confidence in people and, in the end, the feeling of success, but also a certain feeling of emptiness since we could not follow his development any more.</p>
Additional comment	<p>Considering the fact that we are talking about a boy who was physically and sexually abused by his father and afterwards separated from his brothers, we believe that you will understand why we thought it was very important to re-build his confidence in people. This was also very important because of his placement in the foster family, which was a great success for him, because he was about to be transferred to another group home, due to his age, where his two older brothers were, and who had, unfortunately, been arrested for criminal acts.</p> <p>We are very grateful to the children from the kindergarten group. We hope that life will be gentle to him in the future.</p>
The example was prepared by	Ljiljana Dragutinovic, kindergarten teacher: Zora Pejic, kindergarten teacher, Preschool institution „Vracar“, Belgrade

Example 10

When five-year-olds seriously provide support

Short description of the child's/ pupil's characteristics	The five-year-old girl has autistic spectrum disorders. When she was enrolled in the kindergarten, we thought she could not hear since she did not talk at all.
Example of good practice	<ul style="list-style-type: none"> • since she did not talk, her peers did not understand her and started to avoid her; • I explained to the children that she needed our support, and they took it seriously. Day by day, they taught her the various words necessary for their communication and interaction; • After one year we had great success – WE UNDERSTOOD HER! No one avoided her afterward that
Steps in overcoming problems	She was in my group for three years and the problems were solved step by step. After kindergarten, the girl was enrolled in mainstream primary school and had a wonderful teacher, who continued working with her in a more concrete way.
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Parents • Children in the group • Grandmother • Psychologist from Belgrade
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The benefit is huge. She managed to attend mainstream primary school and finish the fourth grade.
Additional comment	She now attends the fifth grade of primary school

The example was prepared by	Snezana Decermic, kindergarten teacher, Preschool institution „Decja radost“, Pancevo
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Example 11 Empathy

Short description of the child's/ pupil's characteristics	The boy has behavioral disorders. He behaves aggressively. He also has epilepsy. The boy attends the fifth grade. There are problems in the boy's family's functioning.
Example of good practice	The boy has trouble cooperating with the group. He is impatient, aggressive towards other children and he does not have developed empathy. We included him in classes of Civic education, which helped him learn about his and other children's feelings. I insisted on the other children's empathy and on non-violent conflict resolution. I worked on his affirmation by including him in various activities (performances, celebrations etc).
Steps in overcoming problems	<ul style="list-style-type: none"> • Talking to the boy's parents • Learning about the boy's feelings • Conversations and workshops • Including him in various activities
Sources of support, other participants/ collaborators in finding and implementing solutions	Psychologist, other colleagues
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • Recognizing the feelings of other children • Recognizing his own feelings • Giving support to other children when needed
The example was prepared by	Sonja Grujic – Matijevic, homeroom teacher, primary school „Vasa Zivkovic“, Pancevo

Example 12 The children who are victims of domestic violence are left to no one, if they lose the school's support

Short description of the child's/ pupil's characteristics	The boy, who is 11 years old, (at the moment of writing this example) attends fourth grade of the primary school, and lives in complicated and inadequate family surroundings – the mother has a daughter from her first marriage, the boy is from the second marriage. The boy's parents were separated for a while, and the boy lived with his mother in Romania, where he started the first grade. The father has another son with another woman (also from that period). There is an unconfirmed suspicion, registered in the Center for social work, that the boy was sexually abused by his older sister. The boy does not have confidence in other children and adults. He has difficulties in reading and learning. His speech is not fully coherent.
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Example of good practice	<p>Through systematic observation and following the boy's activities, I saw that he especially enjoyed drawing. He was successful doing it and he felt good.</p> <p>I often organized group work, and one of the tasks was drawing. In the beginning, not a single group of pupils wanted to include this boy, but over time, the attitude changed and they happily chose him to be in their group.</p> <p>Children who were not very skilful in drawing asked for his support, and in return they helped him with assignments that were difficult for him. His self-confidence was increasing; he was more secure and made advances in all areas.</p>
Steps in overcoming problems	<ol style="list-style-type: none"> 1. systematic observation 2. consultations with the pedagogic-psychologist service in the school (all the time) 3. finding the areas in which the boy was successful 4. preparing other pupils 5. adjusting the assignments to group work where each child can be included 6. monitoring the work and including the pupil 7. comparing the initial and current condition of the pupil's adjustments 8. planning the following steps
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • pedagogue • teachers from the fourth-grade teachers council
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • building the boy's self-confidence • support to building tolerance in all children • raising awareness among teachers about children's needs
Additional comment	The boy is not managing in the fifth grade and it seems that no one has enough understanding and patience for him.
The example was prepared by	Branislava Bugarinov, homeroom teacher, primary school „Branko Radicevic“, Pancevo

Example 13

Rules decrease confusion and tension and ensure self-control

Short description of the child's/ pupil's characteristics	<p>The boy is seven years old and he is a first-grade pupil of the primary school. Because of his illness, he was spoiled and self-absorbed. He experienced school as his home, the teacher as a member of his family, and he saw himself as the leader of the class – the dominant pupil. The boy refused to cooperate, he insisted on dominating the peer group and usually had remarks such as: „who are you to tell me, I don't want to listen“. He disturbed other children, beat them, hurt them, walked around and disturbed their work.</p>
Example of good practice	<p>I explained to all the children and told them that the following rules applied to all of them:</p> <ul style="list-style-type: none"> • when we were in physical education, we formed a line – according to the pupils' height – every child found his/her own place;;

	<ul style="list-style-type: none"> • when they went to lunch, they stepped out of the classroom in line, in the order they sat at the desks – again the child found his own place • he could not be the leader of every learning group – the leaders alternated; • the ones showing best results in discipline would be rewarded; • the one who finished an assignment first would be praised and he/ she would present it on the blackboard; • the one, who writes the best assignment would get an A; • the one who was the best in solidarity would get a certificate; • etc
Sources of support, other participants/ collaborators in finding and implementing solutions	Pupils from the class
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	In this way, the boy accepted that he was a pupil and equal to other children; he understood that he was a member of the class; he socializes with children, learns, asks when he does not understand, respects and loves the teacher, loves his friends and fights for better success.
Additional comment	It is praise-worthy that other children accepted the boy. Also, clubs, performances, excursions, trips, competitions and recreational activities helped him a lot.
The example was prepared by	Rajna Ognjanovic, teacher, primary school „Jovan Jovanovic Zmaj“, Surdulica

Example 14

The peach leaf cure – how the fear of answering questions in class disappears

The girl is in the fourth grade. She is a straight-A-pupil and one of the favorites in the class. She is special because she has done every written test perfectly, but she could not answer a single question orally.

As a substitute teacher, I was interested in this situation, which is not so usual. Her mother told me that the girl was afraid of oral exams and when she saw the grade registry book opened she would be frozen in fear (her jaw froze).

I wanted to be sure, so I called on her once to answer questions. The girl went pale, and her eyes were glued to the grade registry book. I just asked her to say her name. She started stammering from fear and barely managed to say her name. After the class, I talked to her and we agreed to try to release her from the fear. I did not ask her anything for several classes. Then, once when I asked her to answer orally, she again got confused and scared, but I told her that she would take a written exam containing three questions. I read the answers and the pupils graded her with an A. The following time, she prepared the paper and pencil, but she had to read the answers herself. I again asked the pupils to grade her and she got an A again. After a month, I realized I could ask her to take an oral exam. However, she was not aware that she was answering for a grade. The grade registry book was closed, and she thought that the answering for grades was over and that we were only repeating the units. I asked her more questions than usual and she answered them all correctly. Then I opened the grade registry book, and I asked her to approach and watch as I wrote the grade. It was the last time she was afraid, and I saw her frozen face. The following time, she

told me that I could freely open the grade registry book and that she was not afraid anymore.

Suzana Jovanovic, the teacher, primary school „Ljubica Radosavljevic Nada“, Zajecar

Example 15

Parents of other children support peer acceptance

The girl is six years old, she is very small and she is in the preschool group. She lives in an incomplete family, with her mother. She barely sees her father. They move often, because the mother often starts non-marital relationships.

Since the beginning of preschool education, the girl shows aggression – she bites, pulls other children's hair and hits them. She often screams all of the sudden or starts singing out loud, while not paying attention to the current activities in the group. She behaves inappropriately – she takes her clothes off in the middle of the group, swears, says bad words, spits at other children.

The preschool teacher tried to talk to the mother and even to the father, who showed up at the kindergarten several times, but they used to place blame for the child's behavior on each other. They did not have a desire to help her overcome such behavior and did not trust the teacher.

The lead teachers in the kindergarten and the pedagogue were included in solving this problem. The meetings were not very beneficial and fruitful, and the child was sent to a clinical psychologist. The mother did not take the girl regularly to treatments, so she was told that the girl would be expelled from the kindergarten if she did not cooperate. This „threat“ proved successful.

Other children in the group accepted the girl despite her behavior. Their parents played an important part in this situation, because they had understanding for the girl and wanted to help her.

She is now in the first grade. She and her mother moved in with the grandmother, in the family house. She went for treatments to the speech therapist and clinical psychologist for a year. Now, she does not stammer any more, she can pronounce all the sounds, but she still occasionally likes to draw attention to herself, although not as aggressively as before.

Suzana Jovanovic, the teacher, primary school „Ljubica Radosavljevic Nada“, Zajecar

Example 16

The boy to whom they only introduced themselves and gave him a nice nickname

The boy was transferred to the third-grade class from another school. His parents were not satisfied with his work and improvements in the previous school, and they were not contented with the teacher's approach and peers' attitude towards the boy. Therefore, on the parents' initiative and expert service (pedagogue and psychologist) suggestion, they enrolled the boy in our school.

He had problems in communicating with adults and his peers. He frequently used swearing and other bad words in his conversations. He used to get angry over every little thing and he thought that everybody was against him.

He accepted the transition into another school with reluctance. He was not happy about it, but he did not complain. He showed some disbelief

when other children from the class approached him and introduced themselves. They gave him a nickname on the first day, one he liked. For several days, he was withdrawn and observed the children from the sidelines. On the children's insisting, he showed willingness for socializing, and after two months, he invited one of them to his home for the first time.

In the beginning, he did not show interest in any subjects. His notebooks were untidy, his handwriting was difficult to read, he did not write the sentences correctly and everything he wrote was sparse and unfinished. With the teacher's constant insisting on better and tidier handwriting and her praise for even the smallest improvements, he started cooperating in classes.

He is now a fourth-grade pupil. He went on the recreational school trips for the first time even though the parents were against it in the beginning, but the teacher kept insisting. His time with the peer group outside his home turned out to be a positive way for improving his communication with others. He gained confidence and he is now more interested in classes. He is independent in his work, and the parents say he started greeting acquaintances on the street and his vocabulary has changed drastically.

Suzana Jovanovic, the teacher, primary school „Ljubica Radosavljevic Nada“, Zaječar

Example 17

Understanding and support contribute to behavioral adjustments

Short description of the child's/ pupil's characteristics	The boy showed intensive signs of emotional instability and insecurity in the first and the fifth grade and he used to stammer badly.
Example of good practice	<p>M started the primary school when he was eight years old since testing showed that he had been emotionally immature for school. When he started school, he had problems in communicating with his peers, because he stammered and had difficulties in verbal communication. Because of the emotional instability, he had stomachaches, and he had to go to the toilet every time he was given an assignment, even the easiest one. He had no problems in mastering curriculum and he was exceptional in written expression.</p> <p>When he would see his grade, he would become anxious. He also became anxious when he had conflicts with other children, especially those from other classes who used to mock him. He used to laugh uncontrollably and showed happiness, or he cried for long periods. I was very confused at the beginning and I did not know how to react to such „outbursts“. Since my mother was a special educator and dedicated parent, I usually consulted her. We followed his reactions and tried to adjust the demands and „strengthen“ his communication. I sent him to see the pedagogue several times so he could calm down. I always patiently waited for M to express his thoughts, as long as it took him. It often was very complicated and hard to understand (because his thoughts were faster than his words), but he was always praised when he managed to express himself and other children in the class encouraged him to speak. This problem was obvious during the first grade, but in the second grade, M stammered less and he could control his emotions in a better way. His mother was always supportive and tried to make him independent in every area. He went to all our organized activities and enjoyed every moment fully. He always had the desire to express his happiness. At the beginning, some children</p>

	<p>thought he was funny and they used to imitate him, which hurt him a lot. They soon realized that he needed more support in achieving success and communicating. Therefore, they started respecting him and offering their full support. I always treated him as any other child and encouraged his strengths rather than making demands that would be stressful to him. Transition to the fifth grade was another stressful situation for the boy, and he started stammering again and having problems with uncontrolled emotional outbursts. Good cooperation with the homeroom teacher and some subject teachers, as well as the support by the parents and the peers, helped M deal with this condition and gain emotional stability and then the external symptoms were diminished. M continued to go with me on the winter excursion until the eighth grade, which was always nice for him and helped him be accepted in various groups of children. Later on, he was „strengthened“ enough and managed to overcome his problem.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • postponing the school for one year • good cooperation with the parents (mother) • working on the child's self-esteem and independence • encouraging the child's strengths for him to be successful • cooperation with the pedagogic-psychologist service; cooperation with the homeroom teacher and subject teachers
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • the boy's mother • school pedagogue • children in the class • homeroom teacher
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • the child's benefit is that he is accepted in his environment and he managed to develop his strengths to the maximum with support and help • other children learned to accept diversities and provide support • the teacher has professional benefits – experience and personal satisfaction, as well as a united class • the parents are satisfied because their son is accepted and because he developed his strengths to the maximum • there is a better cooperation and teamwork in the school
The example was prepared by	Sonja Paripovic, homeroom teacher, primary school „Sonja Marinkovic“, Novi Sad

Example 18

Both adults and peers are needed for developing speech

Short description of the child's/pupil's characteristics	The 7-year-old boy has elements of autism and has been attending kindergarten from the crèche (when he was two)
Example of good practice	<p>The boy was in his own world and did not pay attention to other children, meaning that he did not participate in regular activities. Therefore, he did not have a chance to learn and progress.</p> <p>In every possible situation, we paired this boy with another child, who was resourceful and capable of including him in playing. I talked to the boy in the same way as with other children and gave a personal example of communicating with him even when it gave no results. So, the other children got used to him from the very beginning.</p>

Steps in overcoming problems	Provoking communication: in every situation I let the child say what he wanted, express his needs in his own words and I did not make „guesses“ for him. Other children were also directed to behave in a similar way. It was fruitful, but it included persistence and patience – the boy started to talk. Games such as „Finish the sentence“ helped: when we read a story, poem or coloring book, the last sentence was left unfinished and every child finished it in his/her own way. We managed to include the boy into social games where the rules imply speaking.
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • The parents noticed when he was at an early age (in the crèche) that the boy had difficulties and they took him to doctors and other specialists for treatment, which he still attends regularly. • Expert service of the preschool institution – pedagogue and psychologist regularly visited the kindergarten group and consulted with the teachers; • The kindergarten staff – the cleaning lady cooperated and helped in caring for the children;
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • The child participates just like the other children in every kindergarten activity. • Other children gradually gained a greater level of tolerance and patience and they learned to help each other, accept diversity, which they actually do not experience as diversity because they see it in other children also. • The parents ensured the maximum achievement of the child’s potential. • The teachers and other associates had great professional satisfaction with the child’s improvements; • The preschool institution „Radosno detinjstvo“ achieved the highest humane goals set for educational institutions.
The example was prepared by	Dijana Radojkovic, pedagogue; Jasmina Skunca, kindergarten teacher, Katarina Soldatovic, psychologist; Preschool institution „Radosno detinjstvo“, Novi Sad, kindergarten „Bubamara“

Example 19

Assaults, harshness, hurt – how to deal with them?

Short description of the child’s/ pupil’s characteristics	The girl is was in the younger group, and later in the older group of the preschool institution. The child has slight mental disabilities. She bites other children in the peer group and hurts them. She is now in the older group (for 5-year-old children)
Example of good practice	<p>The children were confused: the girl used to bite them and seriously hurt them. They tried to have a friendly relationship with her, but soon they lost patience. I used every opportunity for explaining and giving advice on how to avoid conflicts and injuries.</p> <p>Playing with a doll helped the most: I showed the children how to talk to the girl by using the doll, and then the children repeated it. They saw it as an interesting game, but at the same time they came up with new ideas and thus practiced communication. I informed the other parents at parents’ meetings and they showed understanding and interest to help this child and her parents.</p>

Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Expert service – pedagogue and psychologist • Other parents • Colleagues from the kindergarten • Speech therapist and special educator from Developmental counseling
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<p>The child was gradually accepted in the group and she found her place in it.</p> <p>Other children were hurt less.</p> <p>We practiced new skills in communication, and increased understanding and empathy within the other children.</p> <p>Other parents were partially released from the stress of their child being hurt; they were educated for tolerance and accepting diversity.</p> <p>The teacher achieved a healthier working atmosphere and higher level of tolerance and understanding.</p>
The example was prepared by	Snezana Bogdanovic, kindergarten teacher; Dijana Radojkovic, pedagogue; Katarina Soldatovic, psychologist; Zana Paripovic, psychologist; Preschool institution „Radosno detinjstvo“, Novi Sad, kindergarten „Veverica“;

Example 20

Planning gradual inclusion into the group and adopting the rules

Short description of the child's/pupil's characteristics	The 4-year-old boy is in the first group in the kindergarten. His motor development is unstable, his verbal expression poor, social interaction with other children occurs only occasionally, his hygiene habits are only partial and they are recognizable only to his mother. The boy has a short attention span and he is disinterested in the majority of activities.
Example of good practice	I encourage and motivate him in some mild ways, e.g. smiling or moving on to some activities that hold his attention. For example, he likes cars, so I organize a game in groups and he shows satisfaction for the attention he was given. He plays for about 10 minutes and then loses interest and shows anxiety (he cries, throws blocks, acts aggressively towards other children, holds his head, screams, calls his mother and tries to leave the room).
Steps in overcoming problems	<ul style="list-style-type: none"> • I praise and encourage him for the minimum of success; • I advise the other children to help him; • I repeat things several times, I explain and show directions for covering the planned content
Sources of support, other participants/ collaborators in finding and implementing solutions	<p>The cooperation with the mother is satisfactory. The father does not contact us at all. The mother takes care of the child.</p> <p>There is occasional support of the kindergarten staff.</p> <p>Great support by the special educator, who actively participates and cares about the boy's progress.</p>
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The mother said she was satisfied with how we cared for the boy. The child has benefits from time spent in the kindergarten, but when he is in the group for more than an hour and a half, he becomes irritated and it affects the other children negatively.

Additional comment	From the very beginning, I prepared the children to accept the boy with all his characteristics. My positive attitude towards him influenced the children's attitude and acceptance as a friend.
The example was prepared by	Ljiljana Kostic, kindergarten teacher, Preschool institution „Nase dete“, Vranje

Example 21

The boy who wanted to do assignments perfectly

Short description of the child's/ pupil's characteristics	The 8-year-old boy is in the preparation preschool group. He has multiple speech disorders and behavioral disorders. The boy started talking when he was four, but the speech problems are connected to traumas in the family.
Example of good practice	The boy had intense mood swings. Usually, he was either withdrawn or angry. He was cheerful for a very short time – as if he was trying not to be happy. If he had not finished the assignment perfectly, he gave up instantly. He experienced failure very badly. If he lost in competitive games, he became aggressive and cried. He rarely expressed himself verbally. He is very intelligent. The boy needed to be relaxed from the stress of his speech difficulties. He has been going to a speech therapist for some time with the constant support of the teacher.
Steps in overcoming problems	<ul style="list-style-type: none"> • Regular meetings with the parents • Talking to the child about his needs • Consultations with the psychologist • Tenderness, praise, support and determination in demands put in front of the boy; • Being child-oriented and directed to his problems
Sources of support, other participants/ collaborators in finding and implementing solutions	Good cooperation with the parents; when we established contact, they accepted my suggestion and realistically assessed the problem. Regular visits to the speech therapist and psychologist gave results. The children's relationship with him is also significant – they do not mock or tease him.
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	His speech was getting better, if not perfect. He used to express himself verbally more often and controlled his emotions – he did not have sudden mood swings. He persistently solved the assignments without quitting although he still strived for perfection. He became more diligent and gentle.
Additional comment	He is now in the third grade and is a straight A pupil. He rarely reacts with outburst to some uncomfortable situations. He still expresses himself better in writing than verbally. He always smiles when we meet.
The example was prepared by	Valentina Milenovic, kindergarten teacher, primary school „Djura Jakšić“, Zajecar

Example 22

How Kadja (a villain) became Princess Nadja (a hero)

Short description of the child's/ pupil's characteristics	In the group of children from the crèche that I took on as my group, there is a girl who is three years and six months old. She does not speak,
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	<p>does not fulfill the demands, and communicates through uncontrolled screaming and only when she wants to satisfy her needs. She has not managed to learn to help herself. She does not endanger other children physically, but by screaming she disturbs the majority of activities. She plays alone most of the time, and she is well accepted by other children, which is the result of the work of nurses in the crèche. She draws at the level of a preschooler and has a developed sense of rhythm and music. Her non-verbal intelligence is above average, and her social and emotional maturity below her age level. She is in the group with children who are one year younger, which was the therapist's advice so that she can learn to speak. At the moment, her diagnosis is dysphasia (slow speech development) so she goes several times a week for treatment with a speech therapist and clinical psychologist.</p> <p>In this example, I have described the period from the kindergarten to younger preschool group (from 3 to 6 years, and from 7 to 9 years)</p>
<p>Example of good practice</p>	<p>The transition from the crèche to the kindergarten was very painful for the girl and her family, because the kindergarten teacher did not want to accept the girl because of her disability. Contrary to the professionals' advice, the girl changed groups, which negatively influenced her general condition at that moment. I accepted to leave my preschool group and take over the younger group, and in that way we wanted to return the girl to the environment to which she was used to and the children were used to her. In the first several months I was working intuitively and tried to teach her elementary things: to dress herself, to eat by herself, use the bathroom, be in the same room with other children, answer the simplest demands. There were situations when I used to sit beside her by the table and repeated a dozen times in the gentlest voice, „Take the spoon to eat“. Every time, she replied by screaming and throwing the spoon, then took the spoon gradually and threw it again, and in the end, when she saw that I was not giving up, she took it and ate as much as she needed. From Monday to Friday we taught her to eat by herself and then start all over again after the weekend. In that period, there was no direct support by the experts. I was putting a lot of time and effort in working with the girl, but luckily the nurse who worked with me in the group, accepted the girl and did the majority of our work herself. The girl is a great manipulator and she used to get everything she wanted from the adults, so she tried that with her peers. It was necessary to teach the children when to fulfill some of girl's demands and when not to. After eight months I went to see her therapist and got assurance that I was on the right track and instructions on how to behave in the following period. It may sound harsh, but put very simply, I had to apply „the military drill“. Then I heard her speaking for the first time and put together a whole sentence on the psychologist's insisting. In the kindergarten performance (the end of year for the younger group), she participated in the motion play together with other children. In the following years, we mostly worked on two-way communication. Every time she started to scream, we had to remind her that she could talk. The great problem was that she frequently returned to the previous model of behavior (when she could not speak) and the family was not consistent in making demands and insistent that she fulfills them. She was often allowed not to use her skills, both in the family and in the kindergarten; because she used to get everything she wanted simply by screaming. By the time she was old enough to start school, we taught her to speak, play with other children, and finish assignments for school preparation. We also taught her to sit while activities were going and not to disturb the teacher and other children. At the final performance</p>

	(the end of kindergarten), she was performing the Princess Nadja in the puppet show „Imagine children“.
Steps in overcoming problems	<ul style="list-style-type: none"> • Adopting the basic skills necessary for independent functioning; • Fulfilling simple demands; • Using speech in everyday situations; • Creation of an encouraging atmosphere by her peers and her advancement; • Fulfilling more complex demands; • Preparation for school;
Sources of support, other participants/ collaborators in finding and implementing solutions	The instructions I was given by the therapist were very helpful, but I had little support in direct work with the girl. The lead kindergarten teacher gave me great support and she was one of the few who had an adequate attitude towards the girl. My group colleague accepted the girl and provided great emotional support, but she did not manage to resist the girl's manipulations.
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	Thanks to spending time with her peers, she learned to communicate. Other children practiced tolerance and responsibility through living with the peer with special needs. I do not remember that there were problems with accepting the girl, either by the peers or their parents. My personal benefit is that I know I chose the right profession.
Additional comment	It was a long process and sometimes we went one step forward and then five steps back. Then again one step forward and two steps back, but every step forward gave hope that things would be better. It was hard and exhausting, because the group was large (36 children) and at the same time, the kindergarten was implementing action research and conducting a of process reform. Then, and today as well, there was a lack of expert support and everything comes down to the willingness of an individual and his/her readiness to deal with problems and help the child with special needs.
The example was prepared by	Mirjana Manic, kindergarten teacher, Institution for children „Nada Naumovic“, Kragujevac

Example 23

A planned approach leads to advancement in different segments of behavior

Short description of the child's/pupil's characteristics	The boy came to the kindergarten when he was 3 years and 9 months old. The doctor wrote in the medical chart that the boy's speech development was slow. The parents told me that the boy went to speech therapy three times a week. He was growing up in healthy surroundings and has an older sister. His vocabulary is poor; the sentences were made up of two to three words; he had difficulties in pronouncing some sounds. He repeated the questions that we asked and he did not talk to the adults or children. He played alone, with toy cars, and he participated in group play only if it contained moving and singing. His large-scale motor development is within his age limits. His drawings are scribbles without clear forms. He is interested in music. He is cheerful and when he comes to the kindergarten he does not have a problem with separating from his parents. He eats without help.
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<p>Example of good practice</p>	<p>The boy's adaptation to the kindergarten went without problems. He showed aggression in playing with his peers and hit other children who tried to approach him. Considering the fact that he was stronger and taller, the children started to be afraid of him and avoided him. The children commented that the boy was a baby because he wore a bib (because of uncontrolled drooling) and could not speak.</p> <p>The first corrective step: the children were told that the boy was actually younger than them, but he was stronger and bigger so he looked their age, and that he could not be enrolled into a younger group because allegedly it had been overcrowded. It was explained this way because, after all, these were children aged three and four. We also told the children that they spoke very well and the boy would feel good in that group and would learn to speak faster. It would be nice if the children supported him; listened to him and tried to understand what he was trying to say by repeating his words.</p> <p>Then, when the boy hit another child, the children complained or they hit him back, which agitated the boy's aggression. There were days when he used to hit children up to 15 times. The children's attitude towards the boy was changed by showing the children how to stroke his head and arms, take his hand, and try to make him stroke them back by constantly using nice words that he knew (e.g. „my dear“). This approach reduced the boy's aggression by 70%. And the children started cuddling him even when he did not hit them. At the same time, he progressed with speaking, because he started naming the teachers and children, making short sentences, which was also presented as the peers' success and motivated them to continue with a positive attitude. After a month, he got a circle of friends (two to three children). It was very popular to take care of him by escorting him to the toilet, but this was soon unnecessary, because he managed to use it without an escort. Another important moment was connected to drawing, because the boy did not want to even try to draw, and he just banged the pencil on the paper. With the speech therapist's instruction and parents' assistance, he started drawing when the teacher held his hand and drew together with him. He started drawing balloons and stick figures. After three months, he managed to draw a ball by himself.</p>
<p>Steps in overcoming problems</p>	<p>Daily contact with the boy's parents and instructions for adjusting educational attitudes of the family and the kindergarten.</p> <p>Contacts with the speech therapist, through parents or in writing, for gaining information about the boy's progress in speech development and taking steps for teach him to draw.</p> <p>Daily experience exchange with the colleagues in the kindergarten, because they also wanted to help and accepted him in their group when he wanted to visit.</p> <p>Repeating some actions that the boy found difficult to manage, such as persistence in collecting toys, putting the cup onto the trolley etc.</p>
<p>Sources of support, other participants/ collaborators in finding and implementing solutions</p>	<ul style="list-style-type: none"> • Colleagues with similar experience • Boy's parents • Boy's speech therapist • Seminar about communication • The children in the group • Contacts with associations of parents of children with disabilities
<p>Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school</p>	<p>The child was accepted. He advances well in the peer group, in speech, social contacts, graph-motor abilities etc. He comes to the kindergarten with a smile on his face and in the evenings he says „good night“ to all teachers and children (like the parents say) and names them.</p>

	<p>The parents are satisfied with the boy's progress and relationship and they always participate in kindergarten and extra-curricular activities with him.</p> <p>The teachers have improved their competencies.</p> <p>The children in the group feel more important and better because of the boy's development.</p> <p>We are all better persons.</p>
Additional comment	It might be good if the children were followed on a yearly basis and then we would have more quality insight into the achieved changes and time distance. Permanent support to teachers is very important (special educator, aid assistant)
The example was prepared by	Natasa Jovanovic, kindergarten teacher, Institution for children „Nada Naumovic“, Kragujevac

Example 24

Systematic analysis of conflict situations –progress is slow but certain

Short description of the child's/ pupil's characteristics	<p>The boy has behavioral disorders and a mild form of epilepsy as the medical diagnosis stated, but he is in suitable therapy.</p> <p>He is frequently disinterested, withdrawn. He has difficulties in concentrating and disturbs other children during classes. He says vulgar words to the teachers and his peers. He was very aggressive, especially in the first grade – he often shoved children, kicked them, pulled their hair etc.</p> <p>However, he is capable of complete dedication to drawing and sculpting, he is exceptionally gifted, especially in sculpting various figurines out of Plasticine.</p> <p>In the first grade, he mostly drew knives, sabers, wars, and later cartoon characters.</p>
Example of good practice	<p>He frequently physically attacked other children. In such situations, I used to talk to him and the children who participated in the fight, in front of the whole class. We analyzed the situation in detail: what was the cause? How did the fight start? Who was the first to attack? Who intervened and why? What were the consequences of the fight?</p> <p>When he initiated a fight I managed to put him in the role of the hurt one, cast a light on his actions and heard him describe how he felt in such situations.</p> <p>He usually wanted to cooperate and answer the questions. This kind of conversation was partially successful, because the aggression gradually decreased. At the beginning of the first grade, the fights occurred on a daily basis (during the classes or lunch breaks) and by the end of the school year, they had decreased to one fight a week. These conversations took up a lot of time, because we had them every day, but their effects were beneficial and positive.</p> <p>He also tried to hit me during one class. The reason was that I asked him to copy the assignment from the blackboard. I managed to grab his hand, which was directed at my face, and told him never to do it again. It has never happened again.</p> <p>In situations when I could not manage to sensibly calm down some of his problematic actions (shoving, pulling hair, spitting at other children),</p>

	<p>I had to warn him that I would send him to another school. Even though it did not lead to long-term improvement of the situation, it solved the problem at that moment. In the beginning, he followed classes only briefly. I managed to hold his attention for 10 minutes in Serbian and math classes, and after that he usually walked around the classroom from one child to another, speaking harshly to them and disturbing the normal functioning of the class. In such situations, I let him draw or make Plasticine figurines, because he liked it a lot and other children could work then. In the beginning, he drew wars, knives, sabers, bombs, swords and made armed soldiers from the Plasticine. In art classes, he was always calm and dedicated. He mostly drew what he wanted.</p> <p>In the second grade he started to „fit in“ and participate in joint work for little longer periods. There were moments when he refused to cooperate and nothing could hold his attention. Then, he cried, accused his friends that they had stolen his toys, left the classroom, hid in the hallways, or ran into the schoolyard. Then I called the parents and we decided together about the best thing to do. At such moments, the parents took him home and gave him additional therapy, which he was taking regularly.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • Very frequent individual conversations with the pupil for him to adopt the rules in class and after classes; • Support and help by the teacher, pupils and parents in adopting and mastering curriculum; • Preparing differentiated assignments in accordance with his abilities • Engaging the pupil in all activities (curricular and extra-curricular), which interested and motivated him; • Satisfactory cooperation with the boy's parents – help moment times when the child did not want to accept cooperation; • Socializing and visiting friends after classes • Cooperation, help and understanding between the class pupils, boy's parents, expert associates, teacher. If any of the links in this circle had failed, the educational process in the class would have been very difficult. <p>The process of socializing, adjusting to the group work, fulfilling his duties and assignments was very slow, but during the period from the first to the fourth grade, the results were obvious and significant.</p>
Sources of support, other participants/ collaborators in finding and implementing solutions	<p>I had the support of the boy's parents, other pupils' parents, his doctor, pedagogue and psychologist in the school, class pupils, and colleagues.</p> <p>Things that contributed to his adapting to group work and socialization:</p> <ul style="list-style-type: none"> • My presence at every lunch break and following his behavior and other children's behavior • Going to birthday parties of his class friends; • Going to the cinema and theatre; • Understanding and support from most of the parents of other children in the class; • Help by the pedagogue and the doctor
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<p>Working in such a situation demanded substantial effort and dedication. By going through various situations and facing numerous obstacles, the pupils became more humane and ready to help and protect the boy.</p>

	They made fair and realistic decisions in solving everyday quarrels and problems with discipline and learning.
The example was prepared by	Ljiljana Kostic, homeroom teacher, primary school „Milutin i Draginja Todorovic“, Kragujevac

Example 25

The boy whose life was saved by doctors, and school brought him back to life

Short description of the child's/ pupil's characteristics	<p>When he was one year old, the boy suffered severe poisoning (with carpet cleaning liquid). He was in a coma for a long time, his bronchia started to deteriorate and his heart was getting slower. His condition got even more complicated after the blood poisoning. He was in treatment in Belgrade for a long time.</p> <p>As a consequence of the condition, he lost the power of speech and had difficulties in walking. As a result of his weak immune system, a virus attacked his brain, lungs and kidneys. He experienced child shock and he also had tonsil surgery.</p> <p>He did not want to talk to or play with other children. He was emotionally unstable and physically weak (skinny, short, and pale).</p> <p>After his parents divorced, the boy started to suffer muscle spasms of the right side of his face.</p> <p>Starting school was an additional source of stress for him.</p> <p>He was shy, withdrawn and quiet.</p> <p>He is now in the third grade of the primary school.</p>
Example of good practice	<p>Adjustment to the school was slow and difficult.</p> <p>Because of his shyness, withdrawal and uncontrolled urination, other pupils in the class did not accept the boy in the beginning. He used to leave the classroom because he was not ready to sit calmly at his desk.</p> <p>The teacher started working individually with him from the beginning. Games, group work, constant alternation of groups were the most helpful to him for accepting school rules, because he was always in another group of children, but also always with his best friend and a teacher. He had confidence in them. He was often a group leader, which influenced the development of independence, self-esteem and the feeling of acceptance. The children started acting differently towards him.</p> <p>He was adopting the curriculum with minor difficulties, but he had to practice additionally at home and in additional classes at school. He could not read fluently and he spoke inaudibly (at first, it was impossible to understand what he was saying). The teacher worked individually with him. She selected short texts. He started to express himself better in writing, so he did all the examinations in writing.</p> <p>His class friend helped also by preparing sandwiches in the school's kitchen, using recipes from the child's magazines in order for him to eat better. Besides, they organized trips where they played together. Other children's parents invited him to birthday parties.</p> <p>The friends accepted him. He went on the winter excursion. It was very difficult for him, because he was separated from his mother, so the teacher slept with him and read to him a lot.</p>

Steps in overcoming problems	<ul style="list-style-type: none"> • Daily contact with the parents • Receiving therapy prescribed by the doctors • Visiting a speech therapist and psychologist • Reading psychological literature • Trips, classes in nature, parties, birthday celebrations at the school etc. • Group and individual work • Including other pupils • Support from the parents of other children in the class • Regular medical check-ups
Sources of support, other participants/ collaborators in finding and implementing solutions	Parents, speech therapist, psychologist, classmates, other pupils' parents, doctors
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • Adjusting to the school; • Influencing normal development of psycho-physical abilities; • Socialization of all pupils; • Teacher's professional experience • Respecting the child's rights • Affirmation of a school that is open to everybody – the school that offers quality education for all
The example was prepared by	Mirjana Milivojevic, homeroom teacher, primary school „Radoje Domanovic“, Kragujevac

Example 26

His peers realized: needs, wishes and dreams are the same for everyone

Short description of the child's/ pupil's characteristics	At the beginning of the first grade, the boy was completely withdrawn and uninterested in the events around him. He did not react to the teacher or his peers. You could only get his attention by directly addressing him.
Example of good practice	<p>In the beginning, the child showed no interest in the curriculum. The teacher had to repeat herself several times when she told him to open his notebook, write something down, and where to write it. He rarely communicated with his peers. His socialization was slow. A meeting was held with the parents, expert service, and the pupils. They were informed about the problem, and appropriate steps were implemented. The parents cooperated constantly with the teacher. They were introduced to the curriculum that the child was supposed to master, and that was adjusted to the child's realistic abilities. It was necessary for the parents to review what the child had done at school, to check what his homework was, and to support him in everything he did. The other children in the class also did their best to help him. Before a class started, they would inform him about the upcoming class, and which books and notebooks he was supposed to open. He sat in the first row and shared a desk with a classmate that he relatively liked. His curriculum contents and tasks, adjusted to his abilities, did not bother the other children, and they tried their best to help him master it quickly and thoroughly. They rewarded all his efforts with an applause. They showed him how to solve the given tasks and made up new ones for him, and they marked the pages for him to work on at home. They</p>

	<p>gradually started including him in their games, he would often be „it“ during tag, or searched for hidden objects, etc. He showed an interest in art, so his work was often exhibited on the class bulletin board. He started attending his friends' birthday parties and participating in the preparation of class performances. The teacher came up with new ways to animate him. In addition to adjusting the curriculum to his abilities, she tried to present them in the most interesting way, engaging all his senses. Her work with the child was conducted systematically, with much praise. He was mastering the math curriculum increasingly well, thanks to his successful use of a computer. That type of work was a true pleasure for him, and every success initiated new tasks and harder assignments. Some of the language assignments involved the use of puzzles, games, and audio books. We especially encouraged his love for drawing, because his work was publicly praised and submitted to various competitions.</p>
<p>Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school</p>	<p>The existing problems of poor communication and lack of initiative in his work started to be resolved gradually. This was a result of the participation of the expert service, parents, teacher and peers. All of them gained something new and valuable from the experience. The children realized that he too is a child, with the same needs, wishes and dreams as their own. They realized and understood that he just needed more help and attention, and they selflessly provided it. They realized that you have to give, if you expect to receive something good. The teacher and parents were proud, both of the child and of themselves. Their efforts and work were not in vain. They realized that they have to assess problems realistically and solve them gradually, with much love. Such children should not be rejected, and instead of giving up on them, we must dedicate ourselves to them. We can learn patience and persistence from such children. The expert service also contributed to the child's realization and helped him shine. They realized that every child is a unique story, that each one has its hidden potentials, and they only need to be discovered and animated.</p>
<p>Additional comment</p>	<p>The boy is now achieving satisfactory result. I hope that the subject teachers will also be understanding in the future and will do their best to help this child realize the success he deserves.</p>
<p>The example was prepared by</p>	<p>Dragana Radulovic, psychologist; Olivera Pesic, homeroom teacher, primary school „Ivan Goran Kovacic“, Niska Banja</p>

Example 27

For a child who has difficulties with adjusting – there is a kingdom where friendship rules

<p>Short description of the child's/pupil's characteristics</p>	<p>After her parents got divorced, the girl stayed with her mother, who re-married. Actually, the girl spends most of the time with her grandparents. She has average intellectual abilities, but she is disinterested in activities. She has difficulties in social adjustment, fitting in the group, and she chews her fingernails, hair, or pen. She frequently changes moods – she is either silent or querulous. The girl is second-grade pupil in the primary school.</p>
<p>Example of good practice</p>	<p>1. an encouraging environment for learning was provided – a classroom fitted to the „Step-by-step“ program;</p>

	<ol style="list-style-type: none"> 2. a comfortable and relaxed atmosphere in the classroom: assembly at the beginning and end of the class; the child of the day; the news of the day; working in accordance with the central interest; 3. active teaching: learning through playing, interactive forms of learning; 4. regular attendance at Civic education classes; 5. individual work with differentiated assignments; 6. working in pairs (with a pupil who has better achievements or a pupil she chooses herself); 7. organizing birthday celebrations at the school; classes in nature, socializing with friends outside the school (doing homework together – they are given a research task as a group or a pair); 8. daily plan of activities placed on a separate board; <p>By implementing all these steps, the girl started to make friends and communicate with classmates. Also, she started to be included in activities even though she was slow; she asked for the encouragement and help of other children and the teacher.</p>
Sources of support, other participants/ collaborators in finding and implementing solutions	Expert associates Personal experience and other colleagues' experiences
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The girl's achievements in school have substantially improved. She is more engaged and better at working independently. She has a best friend. She rarely bites her fingernails and tries to talk in „giraffe“ language ²¹ .
The example was prepared by	Danijela Rancic, homeroom teacher, pedagogue, primary school, „Sreten Mladenovic Mika“, Nis

Example 28

When school feels better than home

Short description of the child's/ pupil's characteristics	The pupil is in the first grade of primary school. He has average intellectual abilities. When he enrolled in school, he started showing signs of hyperactivity: he could not sit at the desk; he waved his hands, turned around, got up, walked, or talked too much. Outside the classroom, in the schoolyard, he runs and climbs trees; he is aggressive and has problems with participating in games with children. The pupil was recognizable by having the most expensive clothes. He is from a well-situated family. The father owns a café and his grandparents live abroad. He has „everything he wants“. When he started the first grade, I barely managed to make him quiet down. While other children were talking, he spoke out loud, turned, and played with toys he had brought from home. He is disinterested in the classes. He did not want to write. He is disinterested. The parents did not reply to my calls to visit the school.
Example of good practice	We talked in the classroom about friendship, helping a friend when he/she needs it, good behavior. I had individual conversations with the pupil, because I wanted to make an agreement with him – we made a „joint“ agreement.

21 NB: the language of non-violence and compassion

	<p>At every class I dedicate some time only to him, his work, and after the classes several pupils helped in this process – at the additional classes. It brought results in his learning.</p> <p>In the middle of October, I met his grandmother, who lives abroad and who came to meet me, because the boy had talked a lot about me. I remarked that the parents did not visit the school and the grandmother explained that they were too occupied with work.</p> <p>I tried to motivate him for every achievement by praising him during classes.</p> <p>At the end of the first trimester, the boy could write numbers up to 10 and present them in number sets. We wrote sentences. He liked to sing and draw. He started to be more engaged in group work. He did not walk around the classroom so much, and he managed to control his behavior.</p> <p>In December, I met his mother, who justified her lack of visits to the school with the fact that the boy was independent and responsible, and that the parents did not have enough time to work additionally with the boy at home. Besides, they also have a younger child.</p> <p>I talked about his behavior in classes, lack of attention and I asked the mother to come visit more frequently and cooperate.</p> <p>At the beginning of the second semester, the boy confessed to me that his mother was in the hospital because the father had hit her in the head. When the mother returned from the hospital, she visited the school because she was worried about the boy's behavior. We both agreed that the boy was very sensitive and asked for more attention, caring and love.</p> <p>In the following period, the boy became more attached to the teacher and tried to fulfill her expectations. He also made better contact with his friends. I included him in school performances. He said that he felt better in school than at home. We continued with additional classes and he finished the first grade with good grades. The biggest support was given by his classmates and the teacher.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • recognizing the problem • changing his seat: he wanted to sit with his friend; • individualized approach in working with him; • great understanding and patient work by the teacher; • praise and support • additional classes; • getting closer to friends from the class; • inclusion into extra-curricular activities
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • colleagues; • school pedagogue • other pupils
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<p>The child developed confidence, self-esteem and trust in other people.</p> <p>The other children developed solidarity and understanding for the needs of other people/children.</p> <p>The parents got support in educating their child.</p>
The example was prepared by	<p>Dragica Zivadinovic, homeroom teacher, primary school „21. oktobar“, Kragujevac</p>

Example 29

The burden of a secret – when fears control our behavior

<p>Short description of the child's/ pupil's characteristics</p>	<p>The girl has intellectual abilities and physical constitution in accordance with her age. She has been diabetic from early childhood. She takes insulin twice a day. She does not trust children and adults from the environment, but she manages to communicate with the help of the teacher.</p> <p>Communication problems with children and adults started to be frequent at the beginning of the third grade. The girl avoided contact, withdrew completely, and every friends' attempt to make contact with her was rejected harshly, by the girl saying rude and unkind words. She was also unreceptive to the teacher and her parents. She rarely participated in the class activities, especially working in pairs or a group.</p> <p>In individual conversations with the teacher, the girl stated that she was different from others, that she was disliked and humiliated because of her illness. This was her interpretation and experience, because the teacher assessed that the girl was not humiliated and avoided by other children. Other children in the class did not even know about her illness, because the girl's parents insisted on keeping it a secret.</p>
<p>Example of good practice</p>	<ul style="list-style-type: none"> • Individual conversations with the girl; topics: what do I want to experience in school and what is happening to me? Changes in her friends' behavior that she had noticed; with whom does she want to cooperate in further problem solving (does she want the psychologist's help, in addition to her parents and teachers' support?) • individual conversations with the parents with the aim of learning about her behavior at home, current family situation and her current health condition; • consultations with the school psychologist between teacher-psychologist, parents-psychologist, child-psychologist; • Additional work on increasing the child's selfconfidence: she reads assignments in front of the pupils, who reward her with praise; her drawings are displayed on the poster; the teacher praises oral assignments. These were all being applied earlier, but we made these steps more frequent at the psychologist's suggestion; • Organizing workshops run by the psychologist. The topic of the workshop „Health“ was agreed upon with the girl, who wanted to say in front of the class that she was diabetic. We had conversations about children's needs in the school, whether there were school conditions that threatened children's health; what pupils can do and what they cannot do because of their health condition; how do they feel if they cannot be engaged in a physical activity? The girl told her problem to the whole class.
<p>Sources of support, other participants/ collaborators in finding and implementing solutions</p>	<p>Psychologist, the pupils in the class, the girl's parents</p>
<p>Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school</p>	<p>The teacher gained new experience. The expert service should work more frequently with parents (especially in cases like this), because the parents transfer their fears to children and disturb their inclusion.</p>
<p>The example was prepared by</p>	<p>Silvija Dimitrijevic, homeroom teacher, primary school „Ucitelj Tasa“, Nis</p>

Example 30

Little teachers

<p>Short description of the child's/ pupil's characteristics</p>	<p>The girl is in the second grade of the primary school. She has epilepsy. Her intellectual abilities are lower and she is physically unstable, especially when using her hands, because of tremors. She is not socialized enough.</p>
<p>Example of good practice</p>	<p>The school pedagogue tested the girl before starting school and found out that the girl was mature enough for school, but that she had weaker concentration and slow motor development.</p> <p>She had difficulties with the classes, and the assignments and tasks planned by the program were too difficult for her. I realized I had to pay special attention to her and lower the school demands. Her parents did not understand that, so at home they forced her to re-write everything we did in class, and from the notebook of the best pupil in the class. They studied at home with her for five to six hours a day. Hence, her interest for school diminished gradually, her attention was weaker, she was sad and sleepy (no wonder she was sleepy!). I talked to the parents, but they saw the problem only partially. I was forced to save her from this type of pressure at home. I clearly said to the parents what they did not have to practice with her at home. I crossed out the assignments and sometimes even entire units in the book that I thought she did not have to learn at home (e.g. equations). I gave her only assignments that I knew she would understand and complete correctly. Soon, she became more lively, active and interested in school.</p> <p>The girl is now in the second grade. She reads by spelling words out, copies texts in cursive letters but very slowly (because of the tremors in her hands). She often misses some words and sometimes whole lines in the text. At dictations, she barely manages to write down one or two complete sentences. She cannot recount a short text by herself. She needs direct encouragement and help with everything. She answers questions with short sentences.</p> <p>She can count to 100 and add and subtract up to 20. Adding up to 100 is more difficult to her. She does not understand text assignments in mathematics.</p> <p>SOCIALIZATION: in the beginning, other children did not accept her, because she was different and acted in a strange way. She took erasers from her friends without asking and brought them home. How did we deal with that? In order to overcome this situation and not make her feel labeled or rejected, we agreed that each day another child would give her one rubber eraser to take home. After a while, she said that she did not need any more erasers. Then, I presented her with a decorative rubber eraser, and she promised that she would not „borrow“ them anymore.</p> <p>THE TEACHER'S STORY: I told the children how, as a child, I had imagined I was a teacher and I had played at being a teacher to other children in the neighborhood. When I asked the children who would like to be a teacher to this girl and sit with her, many of them answered. I chose two girls who alternated from time to time in the role of the girl's teacher. Hence, she gained two good friends – teachers, and they gained a diligent pupil. Since her friends were favorites in the class, she gained more friends.</p> <p>She went with us on recreational school trips. We helped her learn to dress herself, pack her clothes etc. I suggested that the parents visit</p>

	<p>us during the winter excursion, because her birthday would arrive during that time. It was a great success. We had a wonderful time at the birthday party and we had a birthday cake. From our joint pocket money, we bought her a heart-shaped pillow and she still sleeps on it. Now, she is much better in classes. She does not leave the classroom 10 or 15 times (to sharpen a pencil, go to the toilet etc). She is happy and smiling.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • Recognizing the problem • Adjusting methods and learning content • Talking with parents • Work on the child's socialization • Including other children in supporting the girl
Sources of support, other participants/ collaborators in finding and implementing solutions	Parents and most of the pupils in the class
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<p>We have all benefited.</p> <p>The girl builds up her knowledge, emotional connections and social skills.</p> <p>Her parents realized how much she can learn and how they can help her.</p> <p>Her friends became more humane and helpful.</p> <p>I, as her teacher, experienced this as a professional and human challenge, and I got the chance to participate in a seminar about inclusion and broaden my knowledge about children with special needs.</p>
The example was prepared by	Suzana Sunajko-Jovic, homeroom teacher, primary school „Vuk Stefarnovic Karadzic“, Kragujevac

Example 31

Look at your home, my angel

When I took over the first-graders in September and started assessing their knowledge, so that I could plan the extent and pace of learning, I was pretty satisfied. The children were communicative, free and cooperative. They competed to recite, act, sing etc. They recognized some letters and numbers. Just one little Roma girl was different from the others, because she did not have any previous knowledge. She was educationally at a lower level than the others; she lived in bad material conditions and she was completely unaccepted by the other children. Looking at her was somehow frightening, because she did not have hair on some parts of her head since she had pulled it out and hurt herself in front of everyone. Even if she started talking, other children told her to be quiet, tried to hush her and told her she was ignorant. She was excluded from games and nobody wanted to lend or share something with her. None of the children wanted to be coupled with her, because they did not want to hold her hand. When I was absent, the children competed in being cruel to her. As a result, the girl was silent, withdrawn, insecure and distraught, and she was always pulling her hair. Her hands were as cold as ice. She never cried.

- Whenever a pupil recites, he/she gets an applause. I applauded her also even though she could recite only one verse and it was incorrect. Other children applauded mechanically and in that way she got her first public praise (reciting is just one of the examples). I always encouraged

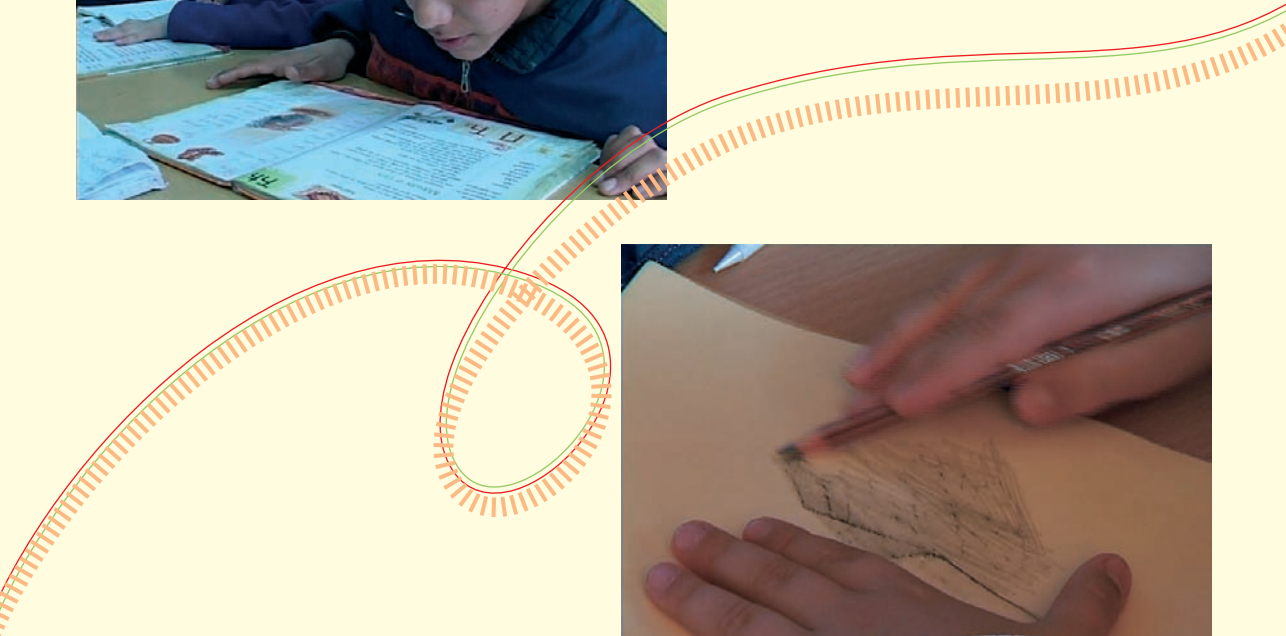
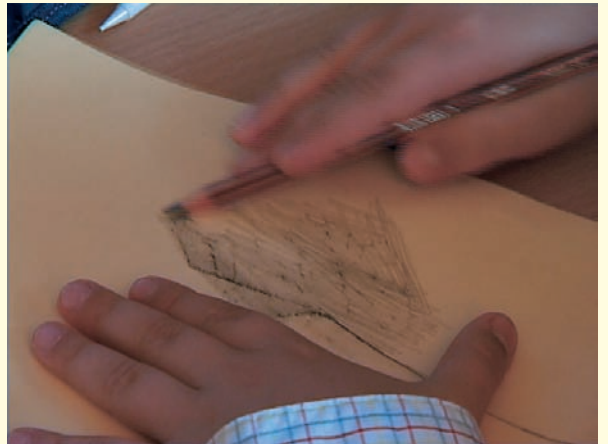
her and praised her every attempt, even the smallest written letter or straight line.

- I sought out and improvised situations in which she could be the best and I forced such moments. For example „You are the fastest, go and get me some chalk from the office,“ or „You draw nicely – help me decorate the poster in the classroom“, or „You dance beautifully – invent a new move“, or „You are very polite – go to the neighboring classroom and borrow some colored chalk.“ I saw amazement on the children’s faces, but in time, they started to show more respect for the girl.
- While I stroked her hair or cheeks (as I did with other children), I told her that she had nice hair and that she would look pretty with braids. After a while, she started wearing hairpins and tried to have a nice haircut, so she did not pull her hair anymore.
- While the other pupils were already reading, she could not read or write a word, but she browsed through the primer book all the time. She looked at the pictures and was in her own world. I rarely interrupted her, because I believed that just flipping through the book would be beneficial. I asked her to tell us about interesting things she had heard in class. I gave her some of my magazines, coloring books and children’s encyclopedias and she had special homework – to tell us about interesting things she had found in the books. Of course, she got praise from me and other pupils the following day when she presented her homework.
- When we went for walks to the school playground, the pupils were in a line formed by two pupils who held hands. Since there was an odd number of pupils in the class, one pupil always held my hand. For a long time, the girl was the only one to do that. Along the way, I pretended to talk to her about something confidential, we made jokes, laughed and talked silently. Other pupils saw that. They became a little jealous and when we went back to the classroom, they would race to hold my hand. But, „my“ girl also had a friend to hold her hand.
- Since she became more confident and relaxed, and her friends started appreciating her, I included the pupils into helping her with learning. The pupils got special tasks to teach her reading and writing before the classes. And, really, there was no more noise and running around the classroom. They stood in front of the blackboard and patiently practiced with her and they were happy for every letter and task that she did well. They did the same during the free activities classes, where they usually worked in groups. She became an equal participant in the group.
- Every day I have additional classes with her, but I only work with her in accordance with her individual plan.

She still has problems in dealing with the curriculum, but I hope she will achieve some results in two to three years, because she needs more time to learn something that other children learn in just a few classes.

The pupils in the class completely changed their behavior and she became part of the group. She is now aware that she is not different than others. She says she cannot wait for the excursion. She is cheerful and shows affection. Her father comes to school and he is thankful for the „incredible“ change. Her hands are warm and her head is covered with thick black hair.

Vesna Smiljkovic, homeroom teacher, primary school „Desanka Maksimovic“, Cokot, Nis



Example 32

The key link: patience

Short description of the child's/ pupil's characteristics	<p>The girl is seven years old and she attends first grade of the primary school. She is not adjusted to her peer environment – either she is completely isolated or she is aggressive towards her peers. She rejects invitations by the teacher and children to participate in group games and she becomes distrustful and distraught.</p> <p>She lives with her mother and two sisters at her grandparents' home. When she started school, she did not have experience with peer groups (she had not attended kindergarten). She experienced the first gatherings with peers, obligations and social rules of the class when she started school. At first, she refused everything. It was difficult to establish cooperation with the family. The problem was evident from the start and we started thinking about how to overcome and reduce it.</p>
Example of good practice	<p>We showed complete patience towards the girl. Other children were informed about her situation and we asked them to help us. Whenever it was possible, we gave her some obligation and she was willing to accept it. We always praised her for that. These were usually obligations in which she had contacts with other children (giving soap bars to children, magazines, collecting their notebooks etc). Since she only accepted tasks in physical education, she was completely engaged during the PE classes.</p>
Sources of support, other participants/ collaborators in finding and implementing solutions	<p>School pedagogue and colleagues from Class Council; in seeking the solution and after our insisting, her mother and grandmother started cooperating. Other pupils in the class provide great support, as well as their parents.</p>
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<p>Considering the fact that the girl has good intellectual abilities, she started feeling satisfied and happy with the advantages of group work. Other children feel content with every move, because they also participate and contribute to finding a solution. Their parents (especially several of them), who were skeptical, understood that patience and persistence can lead to finding a solution.</p>
Additional comment	<p>In solving problems of children with disabilities, it is very important to have the readiness, cooperation and support of every participant of the inclusive process. If some of the links fail, the solution weakens, interrupts the process or, unfortunately, stops it completely.</p>
The example was prepared by	<p>Predrag Nedin, homeroom teacher, primary school „Djura Jakšić“, Kikinda</p>

Example 33

The more I got attached and acted positively, the greater the success was

Short description of the child's/ pupil's characteristics	<p>The child came to the school with „unusual“ behavior. At the very beginning, he refused cooperation with the pedagogue, so he was not tested. He was very aggressive (he hit friends, slammed doors, and refused cooperation with the teacher; he did not want to open his notebook, left the classroom, shouted, screamed, bit friends). He did</p>
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	<p>not concentrate during classes. When he was distraught, he was just standing and „shaking“.</p> <p>His parents did not see his behavior as a problem. The situation was difficult. Everybody reacted: peers, their parents, other colleagues.</p>
<p>Example of good practice</p>	<p>Nobody wanted to help. I had no choice, so I stepped into the unknown.</p> <p>The problem was not in adopting the units, but in the boy's inability to listen through the whole class. Therefore, I did not conduct „standard“ classes, but individualized and differentiated teaching in order to use the abilities of the boy and other pupils to the maximum. I adjusted methods and pedagogic actions to his abilities so that he could advance at his own pace. He dealt with some parts of the curriculum very quickly, but also in a way that was suitable to him (he chose tasks and assignments by himself, chose his group and helped other pupils). He accepted this teaching at differentiated complexity levels as a challenge and encouragement for further improvements. I acquired collections of interesting and problem-based assignments for him. I did experiments in classes of Nature and Society, which he always enjoyed.</p> <p>Day after day and I managed to „attract“ the child. How? With attention, understanding and working step-by-step. The progress was evident. The parents started cooperating and giving him more attention. The praise also helped. The boy was getting better. His drawings were not colored only in black, as before. He started helping his friends from the class and they accepted him through playing and cooperation. It was very difficult. But love conquered all! I was attached to him. The more I got attached and acted positively, the success greater the was. The satisfaction of everybody was obvious – child, teacher, parents, environment.</p> <p>The solution was in understanding, patience, giving love, social games, dramatization of friendship texts, performances for parents. I used the subject Civic education to include him and „connect“ him with friends.</p> <p>Now, he is one of the favorites in the class. He adopts units quickly, widens knowledge gained in the school, and applies it in playing and everyday life. He helps his peers with studying. The biggest success was achieved in the second grade and it is always visible in games and other class activities.</p>
<p>Steps in overcoming problems</p>	<ul style="list-style-type: none"> • Cooperation with the kindergarten teachers • Cooperation with the boy's parents • Cooperation with parents of other children (it did not exist in the beginning) • Giving the „lead“ roles to the child in everyday activities • No punishments • Writing praises and diplomas for good behavior • Applying games from Civic education in other classes • Active participation and help by other pupils (when the biggest success was achieved) • Group work
<p>Sources of support, other participants/ collaborators in finding and implementing solutions</p>	<ul style="list-style-type: none"> • The teacher • Pupils in the class • Parents • The school's principal (after one visit to the class)

Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	He is now a third-grade pupil. He still adopts interactive learning more easily. He is interested in computers, so he encourages teachers in gaining new knowledge.
The example was prepared by	Mirjana Milivojevic, homeroom teacher, primary school „Radoje Domanovic“, Kragujevac

Example 34

A different personal teacher every day

Short description of the child's/pupil's characteristics	The boy, who is 6 years and five months old, attends little school (kindergarten). The boy has multiple physical and mental disabilities and has epilepsy. He has visible deformation of the arms and legs. His speech can hardly be understood.
Example of good practice	Because of the deformation of his legs and arms and bad speech, other children did not accept him. He sat close to me, observed other children or played alone. I held his hand, helped him with dressing, played with him. I always talked to the children about friendship and the beauty of helping someone. Soon, one girl started to help him instead of me, and other children followed. In that way, each day, he got another „personal teacher“.
Steps in overcoming problems	<ul style="list-style-type: none"> • Recognizing a problem/situation • Giving a personal example which positively influenced other children and helped in solving the problem • Praise as stimulation
Sources of support, other participants/ collaborators in finding and implementing solutions	Because of the working place and working hour characteristics (I work in the afternoon, alone), I did not have enough support except for meetings with expert associates (but it was insufficient).
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The child became more lively, cheerful, happy and smiling. He plays with other children and he is included in every game. Other children are happy to help him and I praise them for that. The parents are satisfied that the boy is different but equal to other children.
The example was prepared by	Marija Spasic, kindergarten teacher, Preschool institution „Nada Naumovic“, Kragujevac

Example 35

Talking about the problem as a concept – do not accuse, do not lecture

Short description of the child's/pupil's characteristics	The pupil, who is eight years old, has hyperactivity syndrome – he disturbs other children in their work, walks in the classroom, says rude words, does not want to write during classes.
Example of good practice	The boy was included in every activity in the classes. The assignments were adjusted and made simpler and shorter for him. It was very important to create tasks so that finishing one task did not take much time, because he would stop working and start walking through the

	<p>classroom. Assignments that had several different parts were divided into short individual tasks. He was given confirmation that he had done well and he should keep up the good work. He was more successful in oral examinations, so we conducted them more frequently. Every positive answer was praised.</p> <p>At the class meetings we talked about the problems of disrespecting the rules, mutual offences, disturbing others, not completing tasks and other actions that this pupil was prone to. We spoke in general as if talking about any other person and did not name anybody. He liked such classes and actively participated. Soon, we saw progress in his behavior.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • Including the boy in every activity during classes • Constant conversation and cooperation with his parents • Constant contacts with the expert service • Including the peer group in every situation • Individualizing assignments for the boy
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Parents • Pedagogue and psychologist • Colleagues • Other pupils in the class
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The boy has adjusted to the environment. He has better achievements, motivation. His behavior is significantly improved and his communication is better.
Additional comment	He was completely accepted by the teachers in the fifth grade
The example was prepared by	Snezana Djordjevic, homeroom teacher, primary school „Sreten Mladenovic Mika“, Nis

Example 36

Be what you are

Short description of the child's/ pupil's characteristics	When he was three years old, the boy was diagnosed with autism (a mild form of autism). The child could not express his thoughts and feelings adequately, and because of that there were fears for his socialization and inclusion into the peer group.
Example of good practice	<p>The boy's unusual behavior, which often amazed peers, was dealt with by the teacher through open conversations about accepting the diversities that make us what we are. The conversations were held in every class and especially in Civic education classes and class meetings.</p> <p>The pupils often drew, wrote, and then discussed the topics „Be what you are“, „I respect the rules, but not my feelings.“</p> <p>When nobody minded the boy's different way of expressing feelings and thoughts, he accepted the possibility of channeling his behavior, resolved conflicts through conversation and accepted certain conventions.</p> <p>He became more open for cooperation and socializing and his friends became more mature in comparison to their peers who have not thought about diversities. The parents also liked the idea of teaching children to think about life in a somewhat philosophical way, so they also became the teacher's support.</p>

	<p>The boy's love for computers „promoted“ him among his friends as a boy of science. The teacher allowed him to talk about future plans, which usually included computers.</p> <p>The class atmosphere became completely different than in other classes. Everybody became more honest, liberated in expressing their emotions, imaginative and they were all satisfied.</p> <p>The boy often and unexpectedly stood up and approached the teacher to give her a kiss, and other children laughed in the beginning. Later on, it was not unusual if the others kissed her, because the boy had taught them that.</p> <p>Diversity separated the children at the beginning, but soon it became the key to their closeness.</p> <p>An important aspect for this story was the boy's parents' thinking. When they realized he belonged in the school, they did not have worries about the present and looked bravely into his future.</p> <p>When all the children's, teacher's and parents' prejudices and fears were alleviated, the boy was completely socialized.</p> <p>The curriculum was not reduced, because the boy has significant intellectual abilities, but the working method needed to be changed. Thanks to the trust and confidence developed between the boy, friends and the teacher, positive results were achieved.</p> <p>Trust and understanding were the key for solving this problem.</p> <p>The boy is now a very good pupil, and has significant knowledge in the area of IT and history.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • Establishing good communication with the boy's parents – trust • Including the boy into every activity • Individualized way of working with him
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • The teacher and other members of the staff • Special educator working with the boy • Parents (boy's mother)
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The pupil has socialized completely. His friends showed the ability to adopt diversity and friendship on the spot. The parents had faith in his further education and life in the peer group. The teacher gained new experience in her professional work and life.
Additional comment	The boy's attachment to the teacher, the humane relationship of his peers and systematic assistance from the special educator were great support.
The example was prepared by	Biljana Djunkovic, homeroom teacher, primary school „Radoje Domanovic“, Kragujevac

Example 37

Encouraging self-respect – better learning achievements

Short description of the child's/ pupil's characteristics	The 7-year-old girl is a first-grade pupil in the primary school. She has intellectual disabilities, difficulties in verbal expression and learning difficulties.
Example of good practice	Adjusted assignments in which the reduced demands lead to the girl's success that further lead to satisfaction and her affirmation in the class.

	<p>I frequently include her in group activities with various contents in which she practices, through direct contact with her peers, communication skills and speaking.</p> <p>I give her certain tasks that she can fulfill, such as watering flowers, going to get lunch, helping other children, so that she can feel useful and accepted.</p> <p>I emphasize her acting talent and she always participates in dramatizing the texts. Other children admire her and she is happy about it. She participated in the school play. I try to create situations in which she can feel accepted and loved.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • Adjusting the school assignments • Frequent individualized approach • Frequent encouragement of verbal expression • Including her in various activities
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Parents • Some colleagues • Non-governmental organization „VelikiMali“
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • The child has more self-confidence • She feels free to express herself verbally • She is increasingly active in class • Her joy for achieved results is evident
The example was prepared by	Sonja Grujic-Marijevic, homeroom teacher, primary school „Vasa Zivkovic“, Pancevo

AREA 3

LEARNING SKILLS

Example 1

A drawing for four hands

Short description of the child's/ pupil's characteristics	The girl, who has Down's syndrome and moderate mental disabilities, attends the second grade of the mainstream primary school.
Example of good practice	<p>Since she was not able to write and draw by herself, I thought about ways to teach her. First, I would draw and she would hold her hand on mine so that she could feel the movements. Then we switched roles until she felt confident enough and said „I will do it.“ Or until I saw the slightest steadiness in her hand movements. I often drew simple shapes and she tried to repeat them. I praised her attempts, but we did not stop practicing until she had drawn something similar enough to what I had drawn. If she started to draw something, I asked her „What is that?“ and I never named her drawings because I was afraid of hurting her feelings. When she successfully finished a drawing, I asked her to draw something and then I or some other pupil tried to copy her image.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • Seeing the problem in fine motor development • Thinking of ways to encourage her • Role model learning
Sources of support, other participants/ collaborators in finding and implementing solutions	Other pupils

Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	Greater motivation for work, better fine motor development, satisfaction with finished work
The example was prepared by	Ivana Milosev, homeroom teacher, primary school „Vasa Zivkovic“, Pancevo

Example 2

Do it yourself

Short description of the child's/pupil's characteristics	The girl, who has Down syndrome and moderate mental disabilities, attends second grade of the mainstream primary school.
Example of good practice	<p>Since I realized that the girl could not follow some units during classes, either because she could not understand or because her concentration was weaker, I realized I had to reduce her school in some aspects, and make them different from the other pupils' assignments. But, I also saw that she had to have them in order for her to build independence, a sense of responsibility and skills for independent life. She was given an assignment – every day when she came to school, she had to:</p> <ul style="list-style-type: none"> • Hang her jacket, • Prepare the books needed for the first class, • Check if her pen was sharpened, • Clean the blackboard, • Take my notebook from the closet – the one she knew I was using every day. <p>During the classes, when I saw that she was tired and her mind was wandering, I gave her some practical tasks:</p> <ul style="list-style-type: none"> • To collect all the papers on the classroom floor with a broom (practicing coordination and gross motor development) • Arrange books in the classroom closet and shelves, • Sharpen the class crayons that we use for Civic education • Water the flowers • Feed the fish in the fish tank <p>She accepted the tasks with joy, felt useful and important and other children supported her in everything she did and sometimes helped her.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • Seeing that her attention wanders at a certain point during classes and that it is necessary to change her activities at that moment • I thought of activities which make her feel satisfied and important
Sources of support, other participants/ collaborators in finding and implementing solutions	Other pupils
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • Changing activities for regaining concentration needed for the following curriculum • Sense of affirmation and importance; the tasks are adjusted to her abilities
The example was prepared by	Ivana Milosev, homeroom teacher, primary school „Vasa Zivkovic“, Pancevo

Example 3

The first letters in the alphabet of independence

Short description of the child's/ pupil's characteristics	The boy, who is three years and five months old, attends the intermediate kindergarten group. He does not speak (Alalia).
Example of good practice	<p>The boy was enrolled in the younger kindergarten group with standard medical confirmation. At the beginning, we noticed that something was wrong with him. He wore diapers, did not sit, eat, or talk. We asked the mother if he spoke and heard at home and she answered affirmatively. He did not reply to our calls and we did not manage to draw his attention. The mother became angry and she brought us his medical chart, which stated that the boy could hear well, but he did not speak, namely his speech was not developed. We asked for support and a psychologist and special educator from the NGO VelikiMali visited us. Everything pointed to some type of autism. His mother was not willing to accept it. We managed to agree with her to take off his diapers, so we taught him with patience how to sit on a pot, while one teacher sang and talked to him. That way, he started using the pot.</p> <p>The boy is still in my group, together with 29 children. We managed to teach him to sit down sometimes and eat. He eats only bread for lunch, but we have managed to teach him to eat from the plate, which he used to throw away. He still does not talk. He starts to scream when children are singing. He has contact with us (teachers): when we call him, he comes, cuddles, and when he wants something, he tries to pull us towards the thing so we can give it to him. At our suggestion, the mother took the boy to a speech therapist, but we still do not know his diagnosis and we are completely alone in this.</p>
Steps in overcoming problems	Seeing the problem, establishing cooperation with the mother and other family members; gaining the boy's trust; much love, patience and hard work.
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The boy likes kindergarten. He has accepted the children and some rules of behavior.
The example was prepared by	Milena Labanc, kindergarten teacher, Preschool institution „Decja radost“, Pancevo

Example 4

The rabbit hops – learning skills for participating in games

Short description of the child's/ pupil's characteristics	A four-year-old boy attends the second kindergarten group. He has a limited and stereotypical repertoire of interests and activities, and his social interaction is more difficult because of his problems in verbal and non-verbal communication.
Crèche/ kindergarten group / preschool / school	Second kindergarten group
Example of good practice	With the boy, we conducted exercises for discovering objective space. He likes playing with a ball, picking up and dropping objects, pins, building blocks, group games, and exercises for spotting the presence of someone else.

	We usually organized games „The rabbit hops“, „Who will do it first“, „Take your place“ and similar games, because the boy accepted them and his attention lasted somewhat longer. The teacher participated in the games and gradually withdrew from the games, but constantly motivated the boy to continue playing.
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Teachers, kindergarten staff • Expert service of the preschool institution, special educator • Expert literature • Seminars, workshops
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The child definitely needs to attend kindergarten. Children are a great model for communication, good socialization and learning skills.
Additional comment	It took a lot of patience to work with this boy, because he was slow in learning the rules and skills necessary for successful participation in certain games.
The example was prepared by	Danijela Petrovic, kindergarten teacher, Ljiljana Nedeljkovic, special educator, Preschool institution „Nase dete“, Vranje

Example 5 Dancing on a balance beam

Short description of the child's/pupil's characteristics	Because of her speech and communication difficulties, the girl started school one year later than planned (her schooling was postponed). She was much smaller than the other children, very skinny and she looked confused, scared and shy. She was silent, namely she did not talk and answered questions only by nodding. She had difficulties with walking because of spinal and muscle illness, so she took small and hesitant steps.
Example of good practice	<p>When the girl came to school, my first job was to gain her confidence. I had understanding for her insecurity and inability to manage and I tried to be very patient when she worked on an assignment. At the same time, I worked on her acceptance by her peers in the class. Through playing and other educational activities, I raised the awareness of the pupils about diversity, and made them ready for accepting diversities. She started participating in all school and extra-curricular activities with her peers. She went on excursions, but her mother was also there, which was very important to the girl. She managed to improve her walking with the help of her friends, as well as running, sledding, and even walking on a narrow balance beam.</p> <p>In cooperation with the physical education teacher, we planned and organized exercises for body shaping, which helped her physical and social development the most. Our classroom was on the ground floor, so she could go out with other pupils without too much effort.</p> <p>She applied knowledge and skills slowly. She learned to read in the third grade and before that she was spelling word out. Also, she learned adding and subtracting up to 100 in the third grade. We all experienced it as a success, and she became more confident and resourceful.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • Good cooperation with the girl's parents (mutual trust) • Cooperation with the PE teacher and Serbian language teacher and treatments with a speech therapist

	<ul style="list-style-type: none"> • Going to regular medical checkups and following the therapy (the girl wear corsage) • Regular exercise in the school and rehabilitation center
Sources of support, other participants/ collaborators in finding and implementing solutions	Parents Colleagues Doctors
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	She is now a seventh-grade pupil. She walks, talks (with difficulties and slower), she can follow the curriculum; the girl is accepted by her friends. The parents are calmer, satisfied with the girl's progress.
The example was prepared by	Mirjana Milivojevic, homeroom teacher, primary school „Radoje Domanovic“, Kragujevac

AREA 4

ORGANIZING THE WORK SPACE

Example 1

Different subject classes in one classroom

Short description of the child's/ pupil's characteristics	The girl is in the sixth grade of the primary school. She has cerebral paralysis.
Example of good practice	Because of the surgeries and long period of recovery, the girl could not attend school, so she took the class exam. Also, because of her walking difficulties, the school arranged that the entire class work in one classroom, so the pupils did not have to change classrooms for different subjects. We also agreed with other teachers to conduct classes in this room.
The example was prepared by	Jelena Stanic, psychologist, primary school „Svetislav Golubovic“, Belgrade

Example 2

Adaptation of the school entrance and class organization

The boy is in the third grade. He uses a wheelchair. The boy is of average intellectual abilities. Before the boy started school, we conducted certain adaptations of the school and classroom entrances. His classroom is still on the ground floor even though other third-grade classes were moved to the second floor. When the pupils have religion classes, the teacher comes down to his classroom with the other pupils, and the homeroom teacher goes with the rest of the children to the second-floor classroom, where they have Civic education.

The boy successfully deals with the curriculum, except parts of physical education. He is intellectually curious, reads a lot, and he is communicative and sociable. Friends help him buy lunch. His upper body is physically strong and he can move on his own from the wheelchair to the school desk. The mother and two older sisters take care of the boy (the father does not contact them and he has another family).

The boy writes beautiful essays. His vocabulary is rich and his style is clear and strong. He likes to socialize with other children from the class.

He spends most of his time at home at the computer, because he stays at home alone due to the nature of the mother's job. Adapting to school was not a problem at all.

Smilja Nikolic, pedagogue, primary school „Radoje Domanovic“, Vranje

Example 3 A comfortable chair

The girl started first grade in the 2005/06 school year. She uses wheelchair. We brought a special chair (which was taller and more comfortable) to the classroom, so that she could follow the classes without difficulties. The mother brings the girl to school, and sometimes her one-year-old brother is with them! The teacher and the supporting staff, who care about the classroom hygiene, help the girl move through the school.

The girl is bright, intellectually curious, and communicative. She writes beautifully and likes to draw. Accepting school was not a problem at all. She is accepted by her peers.

Smilja Nikolic, pedagogue, primary school „Radoje Domanovic“, Vranje

Example 4 Large letters, specially written tasks

Short description of the child's/ pupil's characteristics	The boy, who is a fourth-grade pupil in the primary school, is visually impaired (he has only 20% of his vision)
Example of good practice	When the teacher saw the boy's problem, he moved him to a front row desk (in front of the blackboard), prepared special material written in large letters for every subject. He sits with a friend who helps him (dictating).
Steps in overcoming problems	<ul style="list-style-type: none"> • Preparation of special assignments • Help and participation of other pupils • Working with other children to accept and help him
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • The boy's mother • Other children • Parents • Teacher
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	He is accepted by his environment. He manages better in doing assignments independently.
Additional comment	Before the boy started fourth grade, he had an eye operation. His vision is much better. He will have another operation.
The example was prepared by	Suzana Rubezic, teacher, Jasmina Andjelic, teacher, primary school „Desanka Maksimovic“, Zajecar.

Example 5 The teaching location

The girl was enrolled in the first grade. At first sight, she looked like any other child – lively, curious, and sociable. However, she had severe hearing impairment of the right ear, and a mild impairment of the left ear. She talked slowly and could not say certain sounds (S, Š, Č, Ž). She did not have problems in relationships with her peers.

Actually, her problem was her refusal to wear a hearing aid. She was afraid of being rejected by the other children. In conversations between the teacher, child and parents, she would start crying the moment we mentioned the hearing aid. The girl's mother was lenient and did not insist on her wearing it.

After several conversations, we had not managed to come to an agreement. This was the reason why the teacher was lenient towards parents' and girl's wish and kept it a secret. The girl sat in the front row, and the teacher spoke to the other children from a special place in the classroom so that the girl could hear and understand what she was saying.

Her progress was not slower than that of other children. She was an excellent pupil. Until the eighth grade, her secret was maintained, because the teacher had spoken to the subject teachers about the girl's problem, and they also respected it.

Suzana Jovanovic, primary school „Ljubica Radosavljevic – Nada“, Zajecar

AREA 5

EXTRA-CURRICULAR ACTIVITIES

Example 1

The recreational study trip, a good idea

Short description of the child's/ pupil's characteristics	The girl with Down's syndrome was included into the kindergarten. She has slow fine motor development. The child has difficulties in communication and her contact with her peers was limited – if they asked her something, she replied, if not, she kept on playing alone.
Example of good practice	I thought that it was good for the girl to go with us to the Tara mountain on a winter excursion. It turned out to be a very good idea. The girl was completely different. The girls played with her, helped her get dressed and she was more directed towards intensive communication with other children. I solved the problems of working with this girl as they came up. I had support from my colleague, the staff and assistant from the NGO „VelikiMali“.
Additional comment	The girl is now in the second grade of the mainstream primary school.
The example was prepared by	Snezana Decermic, kindergarten teacher, Preschool institution „Decja radost“, Pancevo

Example 2

The recreational study trip, a brave idea

Short description of the child's/ pupil's characteristics	The 6-year-old girl has autistic spectrum disorders.
Example of good practice	We took the girl on the excursion to the Tara mountain. My colleagues said we were brave. I personally think that the parents were brave for letting her go with us.

	<p>She accepted the travel, separation from her parents and staying at Tara excellently. When her mother called, we gave her the phone and she listened to her mother's voice with a smile, but she did not talk at all, except at the end of our stay when she mentioned her brother „Aleksa, Aleksa“.</p> <p>We had to remind her to go to the toilet and she did it successfully by herself. When we returned from Tara, she cried, but she was also laughing. As if her face was saying: „I did it!“ We were all moved. She turned to us and kissed us. We took her again on the excursion to the Divcibare mountain and everything went well. She fit into every activity, but she did not talk. We found it interesting that the boy Nikola was always with her, taking care of her and cuddling her. When we walked, Nikola sang and she followed – she was also singing and we encouraged it. It was obvious that the biggest influence on the girl's development was kindergarten – socializing with children.</p> <p>In this, as in other situations of supporting the girl, love, patience and support were the most important – both to the girl and to her parents.</p>
Additional comment	The girl is now a second-grade pupil of the primary school.
The example was prepared by	Labanc Milica, kindergarten teacher, Preschool institution „Decja radost“, Pancevo

Example 3

Inclusion into extra-curricular activities – systematic support without pressure

Short description of the child's/ pupil's characteristics	The child was in the preparation preschool group. She has difficulties in perception and hearing impairment.
Example of good practice	<p>She was quiet, withdrawn and calm. She usually stood on the sidelines and rarely participated in playing with children. She was disinterested in activities. She had difficulties functioning in the group.</p> <p>Because of her severe hearing impairment, I adjusted my voice to her abilities and included her in group work – the children spoke louder.</p> <p>I emphasized the possibilities of lip-reading, face reading and using gestures. I encouraged communication and activities – without pressure. I included her in extra-curricular activities.</p>
Sources of support, other participants/ collaborators in finding and implementing solutions	<p>Cooperation with her family: her hearing problem was solved by acquiring a hearing aid.</p> <p>Good relationship of other children towards the girl.</p>
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	She is included into the group. She participated in playing and activities. She socialized with children.
Additional comment	She is now in the eighth grade of the primary school. She is a good pupil and wears hearing aid.
The example was prepared by	

Example 4

Excursions, going for walks, performances

Short description of the child's/ pupil's characteristics	The girl is in the third grade of the primary school. She has epilepsy and cerebral paralysis. The girl has difficulties in walking and problems with moving her hands.
Example of good practice	Since the first grade, we have been adjusting the curriculum to her abilities. She still studies according to a reduced program. She is now in the third grade, and her educational achievements are at a high level thanks to the self-confidence she gained in the school environment. She adds and subtracts up to 100; she reads and writes. She is fully socialized. Despite her difficulties in walking, the girl goes on excursions, short walks, to the theatre and cinema. She is attached to the teacher and she is one of the favorites in the class. Her class friends and the teacher contributed to her inclusion into the life and work of the school.
Steps in overcoming problems	Individual work; reduced program; inclusion into every school and extra-curricular activity with the support of the teacher and peers; cooperation with the girl's parents.
Sources of support, other participants/ collaborators in finding and implementing solutions	The teacher, other pupils, school pedagogue, parents
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The girl has achieved different outcomes in various educational areas in accordance with her abilities. She is completely socialized. Through direct socializing, other pupils developed understanding and diversity acceptance and readiness to provide support. The girls' parents have faith that their daughter finds support not only in them, but also in the school staff. The teacher applies all her human and professional resources.
Additional comment	The girl is completely socialized. She is very attached to the teacher and her friends.
The example was prepared by	Biljana Djunkovic, homeroom teacher, primary school „Radoje Domanovic“, Kragujevac

AREA 6

INCLUDING A CHILD/PUPIL INTO THE LIFE OF THE KINDERGARTEN/SCHOOL

Example 1

A girl who has gained another family

The girl's parents went to a special school for pupils with light mental disabilities. Soon after she was born, they got divorced. She now lives with her grandfather, who is an unqualified worker, her grandmother, who is illiterate, and her uncle, who completed four years of primary school. The parents did not visit her in the school. Her grandfather came regularly to the school and inquired about the girl.

The pupils rejected her in the beginning because of her untidiness. Her family did not care enough about the girl's personal hygiene, but I managed to fix that through conversations with her and her grandfather.

She had difficulties following the classes, so, besides additional classes and individual work with the girl, I asked one girl who lived nearby to

invite her to her home and help her with her homework through playing. I called that girl's parents and, in a long talk, presented the problem and asked them to accept the girl. It was successful and she became a new member of the family.

Besides the one girl, other pupils helped as much as they could. I also presented the problem to her teacher in the fifth grade.

She is now an eighth-grade pupil – she regularly attends classes. She did not fail. And the habits created in the first grade are still present. The girl is accepted by her friends and teachers.

Milka Mitrovic, homeroom teacher, primary school „Stari grad“, Uzice

Example 2

Thousands of stars for the little mermaid

The girl is a first-born child and lives in a complete family. She was born with severe hearing impairment. She wears a hearing aid but, as her parents say, she cannot hear, but reads lips. She attended a preschool institution and 15-day expert training in Belgrade. Her schooling was postponed for one year, so she started first grade in the 2005/06 school year.

The child is a great fighter. Such courage and determination in a little girl is amazing. She comes to school regularly. She comes to school alone or with a friend from her neighborhood. She is happy to see her friends and approaches them. She approaches her teacher and expresses love by hugging and kissing her. The girl has trust in me and asks for help and support freely, whenever she needs it.

She is interested in the majority of the subjects (Serbian language, mathematics, arts, music, physical education), while some of her interests are more superficial and she does not participate actively (The world around us, Civic education). She can maintain her attention for a long time in most activities (copying, reading, or drawing).

She is calm and expresses anxiety or fear rarely, and when it happens there is a good cause. She is angry when other pupils touch her or soil her things and then she reacts verbally – she yells at them.

In the beginning, she used to express her satisfaction with every success loudly by gestures, moves or loud speaking. She showed her work to other pupils, going from desk to desk. Since the children reacted to that, she does not boast about it anymore, but she is happy and satisfied with every praise from her teacher. Failure does not discourage her and she does not give up if she makes mistake. If her failure is the consequence of misunderstanding directions, she does not allow me to show her the solution, but she guesses. If she cannot find the solution, she makes jokes on her own account. She has a lot of spirit.

She understands rules and obligations in the school and accepts them. She does everything easily and her moves are accordant. She is fast and skilful. At physical education classes, she organizes other pupils and demonstrates exercises and choreographies, pretending to be a teacher, while others follow. She likes to dance – she imitates TV dancers and does it very successfully.

She is accepted. Children often invite her to play with them, but she also joins groups on her own and fosters and encourages positive communication with her peers. She has a good relationship with other children. She is often at school and accepts school life easily. Other children do not mock her. She is a healthy and pretty girl, so her specific articulation is not so obvious. When I am busy with other children, her friends help her with solving assignments and they look up to me. At first, she expressed a desire to dominate in games, which bothered other

children. She even stopped playing twice because she could not be the leader. Since I did not support her in that and did not give any special meaning to such behavior, she stopped sulking. She understood that everybody should play together and that group life means tolerance and respect.

When she started the first grade, she already knew all the letters and she could read. By the end of the first term, she had learned all the cursive letters and could write dictations. If the word is familiar to her, she writes it down. If the word is unfamiliar, she writes it with my help. She writes some words and tries to make a sentence, but she is still not very successful at it. For example, she writes: „Vanja love mother.“

Her handwriting is tidy. She is faster in copying than most of the pupils. She is active in class and always raises her hand to answer. She has excellent visual memory.

She is also successful in mathematics – she knows the numbers from 0 to 10 and compares them. Now, she adds by herself although she sought the help „of the fingers“ at the beginning. It is the same with subtracting. With my help, she solves assignments such as $2 + 2 < 4 + 2$ and $5 + 2 = 9$ (she has to write in the appropriate signs).

She likes to dance, sing and draw. She draws beautifully, better than most of the pupils in the class. She is persistent in drawing and makes up compositions with characters whose body postures and faces show emotions. The drawings contain good color schemes. She frequently depicts herself and her friends as mermaids.

I perceive my work in the school as a kind of training of children for life. I try to make it clear to my pupils that I am more interested in what they do, how they feel and what they experience, rather than the number and extent of the learned units or type of school they will enroll in later. I try to be unambiguous in setting goals so that children know what I expect from them. My goal is to make them feel comfortable and free to participate in activities that interest them.

I give them opportunity to choose and even the right to break a rule if they are aware of the consequences.

By following my nature and love for children, I decided to encourage children to create a good relationship with this girl, by setting a personal example or talking to them. She attended preschool with the majority of the children from the class, so I asked their parents to help me and teach their children understanding. They were not biased and decided to help me. I have good cooperation with her parents. They helped me understand her way of talking, namely the speed. I learned some sign language from her, which she had learned through the expert training in Belgrade, and we use it while doing the dictations. I attended the seminar „Working with children with special needs“ held in Vranje and I got the book „School fit for a child“. By reading the book, I realized the complexity of working with children with disabilities, from which I emerged without much help from the school. I get support and help from the school principal, who has worked in a special school and is familiar with disability issues.

I was ready to give up at the beginning, because I was afraid. But when I saw this girl with thousands of stars in her eyes, I accepted to work with her.

I speak here without restraint and with the risk of sounding naïve – I would like to lift her up to the heavens. Many questions are before me. Will I succeed in teaching her something? How can I teach her to speak and express the richness of her soul? How will she continue her education in the fifth grade?

In working with my pupils, I use textbooks by the Creative center and I follow the program content suggested in manuals for every subject, which are the results of the teamwork of pedagogues with long professional experience.

Ljiljana M. Dimitrijevic, teacher, primary school „Jovan Jovanovic Zmaj“, Vranje

Example 3

The class performance –proof of inclusion and encouragement for acceptance

Short description of the child/s/ pupil's characteristics	The 7-year-old girl is a first-grade pupil in the primary school. She has problems in verbal communication: grave difficulties in the pronunciation of 17 sounds and speech that is very specific and hard to understand.
Example of good practice	<p>During the first term of the first grade, the girl was withdrawn, shy and avoided communication because of the fear of being mocked by other children.</p> <p>At the end of the first term, we organized a class performance for the celebration of the New Year. She was given a chance to participate in the performance with other pupils. It was a small role, which included more movements and less talking – the only form of communication that was not too difficult for her. In the second term, the girl was accepted by the other pupils in the class and she gradually showed progress. By applying the individualized approach and with the help of her peers, the girl learned to read and write by the end of the first grade.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • Learning about the girl's characteristics (the teacher and the psychologist); • Contacts with the girl's mother, who also has a problem in verbal communication. She accepts all the teacher's suggestions and cooperates completely; • Monitoring the girl's improvements during the first term; organizing the class performance;
Sources of support, other participants/ collaborators in finding and implementing solutions	The girl's mother Other pupils in the class
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The girl has managed to deal with her fears of communicating with other children. She advanced in accordance with her abilities and felt satisfaction for achieving success.
Additional comment	The girl achieved good results from the first to the fourth grade and she maintained it in the fifth grade. Her problem is written communication, because she writes as she speaks, which represents an obstacle for some of the teachers. Because of the serious financial problems of her family, she could not go to speech therapy.
The example was prepared by	Tanja Andjelicovic, teacher, primary school „Jovan Jovanovic Zmaj“, Surdulica

Example 4

Serious adjustments, maximum inclusion and a teacher who does it with ease

Short description of the child's/ pupil's characteristics	The 8-year-old boy is a first-grade pupil of the primary school. The boy has severe hearing impairment and difficulties in speaking. He is short-sighted.
Example of good practice	So far, I work with this pupil in the same way as with other pupils and there is no special approach. He does all the assignments like the other pupils do (by himself; in the books, notebooks; doing assignments on the blackboard, on-call pupil duties). If it is necessary, we give him special explanations after the classes.
Steps in overcoming problems	<ul style="list-style-type: none"> • He sits in the front row (in front of the teacher), closer to the blackboard. • I speak to him directly when explaining something. • Other pupils sitting nearby also follow his work and help him when needed.
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • His class friends give me great support, especially those who sit next to him. • Cooperation with the boy's parents is very good and he practices a lot at home.
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • He learned all the letters. • He writes dictations, but I talk directly to him. • He can read words, but he cannot give the correct pronunciation of them. • Improvements of his speech are noticeable.
Additional comment	The boy is very well adjusted and he does not have problems with completing assignments. Later on, it will be necessary to use written forms for oral exams.
The example was prepared by	Anka Kekic, homeroom teacher, primary school „Vuk Karadzic“, Kikinda

Example 5

A child has to start loving the teacher, school and friends first

The boy lives with his parents and younger sister. He was born with a twin (but the other baby, who weighed only 900 grams at birth, died). He attended the preschool institution for two years. When he started school, his parents told me that he had had an accident – he fell down. He bit his fingernails and he also had enuresis and bronchitis. He sleepwalks and cries at night, but he is not aware of that. Last year, his starting school was postponed. He has speech difficulties and he had speech therapy, but the parents cannot take him there anymore, as they say. His parents completed only primary school (eight years of education) and they do not spend enough time with the boy, and we could not establish cooperation when the school started. The mother is unemployed. The boy has difficulties cooperating with the group, he is impatient and aggressive towards friends and he does not have developed empathy.

I included him in Civic Education workshops, and he learned about his and other people's feelings.

I insisted on other pupils' empathy and non-violent conflict resolutions.

I worked on his affirmation by including him in various activities (performances, celebrations etc). The mother says she is very busy since she sells cosmetic products. Her mother tongue is Romanian and she does not speak Serbian very well. The boy imitates her and has difficulties in pronunciation and sentence formulation. The boy is passive in independent work – he needs constant encouragement. He loses motivation and patience because he is behind other children. He wants to work during individual classes, because he needs much attention and dedication and he constantly asks for help. He is afraid of stronger and dominant children, and he does not spend time with children at lunch breaks, but seeks teacher's protection. He is often late for classes, because he wanders around the school. Then, he found interest and protection in the IT classroom, where older pupils let him sit on their laps and do something on the computer. During classes, he asks for help in doing assignments loudly and persistently. The group accepted him. Children do not mock him even though they commented on his behavior in the beginning, because he was distraught and crying. Other pupils now work without disturbances and they respect the teacher's approval of the boy's assignments. Class friends often copy units written on the blackboard into his notebook. He likes to distinguish himself in front of new people (from the school), but he is not always successful at it, because his great desire and problems in communication make him lose the thread of his thoughts.

The boy is in the first-grade and we have known each other for only one term. In my opinion, I managed to instill love for school and the class in him. He accepted class pupils and they accepted him and he feels protected and secure with me. Further steps are yet to come. In the second term, he will start working with the school psychologist and the parents promised to cooperate after we had several meetings.

Gordana Grastic, teacher, primary school „Zarko Zrenjanin“, Kikinda

Example 6 Equal chances

Short description of the child's/ pupil's characteristics	The Roma boy is in the first grade. His mother is illiterate and the father is rarely at home. His intellectual abilities were assessed as borderline. His vocabulary is modest. The boy is passive and he does not socialize with his peers. His family is not an encouraging environment for learning.
Example of good practice	With the support of the teacher, other children and teaching assistant, the boy slowly and warily started participating in the activities. He speaks quietly and says only few sentences, sings simple songs, participates in the activity „News of the Day“, writes down letters and words and happily and successfully adds up to 20. The improvements are gradual and small, but obvious.
Steps in overcoming problems	<ol style="list-style-type: none"> 1. Creating an encouraging learning environment („Step-by-step“ model classroom) 2. individualized work, differentiated assignments 3. learning through playing (interactive teaching) 4. regular attendance at Civic Education classes and additional classes in Serbia language

	<ol style="list-style-type: none"> 5. Including a teaching assistant, assistance in work through the project „Equal chances“ 6. I ensured a special space for working with him and I constantly gave him interesting assignments 7. I held classes in multimedia classroom
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Teaching assistant • the „Step-by-step“ project, which provided specific support in such situations • Other pupils in the class
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	He likes to socialize and play with other children in the class. He likes to go to school and participates in activities. The boy writes down words and reads them. He is smiling.
Additional comment	Constant encouragement and praise for every single success/improvement. It should be obligatory to include children from this marginalized group into the preschool education.
The example was prepared by	Danijela Rancic, homeroom teacher, Pedagogy professor, primary school „Sreten Mladenovic – Mika“, Nis

Example 7

Before starting school: comprehensive preparation for inclusion

Short description of the child's/ pupil's characteristics	The 9-year-old girl attends first grade of the primary school. Because of her premature birth, the girl was placed in the incubator for a while, which led to retrolental fibroplasia and 100% blindness in both eyes. She was operated on several times in Russia, but without success.
Example of good practice	<ul style="list-style-type: none"> • Before starting school, the girl was prepared for school in the association Social cooperative „Vivere“, which is active in preschool and school education of children with disabilities and social inclusion. This was recommended by the president of the Serbian Federation of the Association of people with vision impairment. • The girl already had previous knowledge in mathematics (adding and subtracting up to 100), correct articulation, understanding the concept of letters, words, recognizing the words' initial, middle and end sounds, separating words into syllables. She did all of this orally and we immediately started working on: <ul style="list-style-type: none"> • Exercising body orientation in space (left and right side); • Learning the Braille alphabet and writing; • With the help of Plasticene, exercising reading in a Braille primer book; • Writing numbers and mathematical signs by using Braille • Exercising orientation in small spaces (in the book, notebook, work bench) and orientation in big spaces (classroom, home); • The parents have already had meetings with the school principal and the teacher and agreed that the girl started first grade in September, together with her brother; • Other children in the class were introduced to their new friend;
Steps in overcoming problems	<ul style="list-style-type: none"> • Detailed learning from the pre-primer, primer and post-primer book areas, namely initial writing and reading, initial mathematics learning and introduction to the subject Nature and Society

	<ul style="list-style-type: none"> Initial learning was adjusted to the abilities and interests of the child; Applied principles of obvious – abstract concepts are transferred into concrete concepts and examples with the help of obvious teaching aids; Constant cooperation with the parents and active participation of the parents and the family in the inclusion process
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> Local self-government and the president of the local community Primary school principal The teacher The president of the Serbian Federation of the Association of the people with vision impairment The People's office of the President of Serbia Girl's parents and brother Members of the Social cooperative „Vivere“ and its manager
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> The girl would feel accepted and her emotional stress and anxiety would be alleviated; she will socialize with her peers. Other children will learn about tolerance and accepting diversities. The parents will be satisfied, because their child will be accepted by the local community as an equal member with the same rights and opportunities as other children. The teachers will enrich their educational competencies and they will be the leaders and promoters of inclusive education. The school will be promoted as a school open for all children with disabilities.
Additional comment	<p>During the process of preparing this social inclusion, I talked to the parents, school principal, school pedagogue and class teachers, and came to the following conclusions:</p> <ul style="list-style-type: none"> special classes in mainstream school are not a good solution, and children with disabilities should be in mainstream classes; It is necessary to conduct compulsory training of the class teacher and teachers for working with children with disabilities; Every school should cooperate with institutions, organizations or experts with the aim of supporting inclusion and providing support for a particular child; Good cooperation between the parents, teacher, pedagogue, school principal and special educator
The example was prepared by	Jelena Trifunovic, special educator, the manager of the Social cooperative „Vivere“, Kragujevac

Example 8 September was quite difficult

Short description of the child's/ pupil's characteristics	The boy started first grade when he was eight years old. After testing, the expert team suggested that school be postponed for one year. The consequences of a breakdown when he was two years old affected his mental abilities.
Example of good practice	Starting school was a great obligation and effort for the boy. At first, he seemed strange to the other children. He spoke loudly and almost

	<p>shouted. He used to laugh all of a sudden and sometimes he cried. I was introduced to his problems, so I followed his work every day and with gentle words and a smile helped him prepare for classes. He could not stand or sit in one place and he used to stand up or sit down all the time and called me over to have a look at his drawings. He usually used the red color, but because of the slow motor development, his drawings were scribbled, but he was always very happy about successfully finished work. I admired his works, showed them to other children, and explained how he did it in a special way. The children looked in amazement and he applauded himself. With constant encouragement and praise, he got applause from his peers. September was very difficult. We constantly did exercises for developing his finger and fist muscles. He did the exercises during the lunch break with my help and encouragement and constant praise about how he was a pretty and good boy and needed to do the exercises for becoming stronger. Indeed, he did not refuse to do anything. Then, we started doing letters and it was a hard work. I held his hand while he was shaping every letter and learned about the writing space. The great concern and devotion of his parents and his attachment to me made me work like that. The boy had three checkups by the end of the first term and only one other one by the end of the first grade. He was calm, obedient and ready to cooperate and he sat in the front row with his friend. The results gradually became obvious owing to good cooperation with the parents, regular treatments with the speech therapist and occupational therapist, acceptance by his peers, great support and help by the friends and stimulation by the teacher. Every three months, besides regular checkups, he took his notebooks to the expert team that monitored his progress. He participated in playing, competitions. He was willing to participate, always smiling and allowed his friends to help him. He was invited to birthday parties from the first grade. Even though he was accepted by other pupils, it was only partial and sometimes the children left him alone. In such moments, he did not show sadness, but he entertained himself with drawing or waiting for the teacher in front of the classroom.</p> <p>At the end of the first grade, he had learned all the letters, read texts and partially comprehended the texts. With the help of didactic material and the teacher, he added and subtracted up to 20.</p> <p>In the second grade, he managed to learn the multiplication and division table by heart. He partially used the Latin alphabet. He could think of and write a sentence by himself. He used a capital letter at the sentence beginning and in writing names. In the third and fourth grade, he gradually improved. He went on the excursion in the fourth grade.</p> <p>He is now in seventh grade. His parents still actively work with him and the teachers give him great support and help in learning. He does not have negative marks and his efforts give positive results.</p>
Steps in overcoming problems	<p>Cooperation with the parents – the parents were included in his work from the first day. They worked at home with him, but the boy soon started refusing this additional work. I had a meeting with them and we agreed that the boy worked only 15 to 20 minutes and had two-hour breaks for playing. The cause – bad concentration. They came everyday during the first term to school and we agreed about working at home.</p> <p>Treatments at speech therapist and occupational therapist: he regularly took his notebooks to the speech therapist and occupational therapist, so that they could follow his progress in the school.</p> <p>Encouragement by the teacher</p>

	<p>Help by other children in the class – class friends gradually accepted him, and they are happy for his successes; they go together on lunch breaks, share lunch, and the most interesting moment was when a friend drew for him hearts and flowers in the notebook margins, so that he had a beautiful notebook. He was very happy about it, so he brought her chocolate the following day. In my opinion, it was the milestone for socializing with other peers from the class.</p> <p>Planning curriculum – Serbian language, mathematics, Nature and Society were done in an individualized program.</p> <p>Preparing didactic aids – he used the abacus during the first and second grade and managed to learn all four calculation operations by the end of the second grade.</p>
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Support and help by the school principal and pedagogue • Parents • External associates – speech therapist and occupational therapist • Other pupils in the class • Teachers
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The pupil was successfully included into the class, the group, extra-curricular activities, trips and excursions, playing and socializing in and outside the school, wider social environment and local community. The parents have a happy and outgoing child, ready to cooperate, sociable, free to deal with various life situations. The teachers are satisfied with pupil's achievements, which are results of their mutual work and cooperation.
Additional comment	When the boy started the fifth grade, his new homeroom teacher took the leading role in his education and other teachers show understanding to work with the boy according to the individualized program. He is diligent, obedient, puts great effort and does his obligations regularly. He does not have negative marks. He is now in the seventh grade.
The example was prepared by	Zorica Popovic, homeroom teacher, primary school „Sveti Sava“, Kragujevac

Example 9

The promise to make him the on-call pupil in the school hallway made him learn how to tell time

Short description of the child's/pupil's characteristics	<p>The pupil repeated the second grade. I was immediately told that he was „a borderline case“ and that it was impossible to work with him, because he did not want to cooperate.</p> <p>When I saw him for the first time, I felt sympathy for his physical appearance, which showed psychological problems – blond hair, sad blue eyes, extended lower jaw and unsteady walk.</p> <p>Besides, he had asthma and used an asthma inhaler.</p> <p>Now, the boy is in the third grade of the secondary school.</p>
Example of good practice	He did not talk to anybody during the first month, neither with children nor with me. I found out that he had difficulties reading and writing, and that he could add and subtract only up to 20. He was very attached to his parents and grandfather, who all completed only four years of primary

	<p>education. His lower jaw, which is sticking out, affected his articulation, so his speech was not fully understandable. I did not put any pressure on him. I always waited for the suitable moment to approach him, with a lot of patience, confidence and love in every situation. I had support only by his parents and colleagues and I did not have any support from experts. Working with the boy was very difficult, but every success was great encouragement for him! He started participating in various activities. Class friends did not reject him, but they took care and some kind of responsibility for him. They helped him and took him everywhere they went. He accepted their help, and his every improvement was awarded by applause. The real friendship started! He was always smiling and feeling happy. Because of my promise that he would be on-call pupil in the school hallway, he learned to use the watch. He could not be happier. He also got some important tasks in the classroom, as well as in group activities. He started to show great persistence in learning and working, which led to good results. He went for a one-day trip outside the town and to the winter excursion for the first time.</p> <p>By the end of the fourth grade, the pupil learned to read, write, re-tell stories, adding, subtracting and multiplying, but dividing multiple-digit number was still impossible for him. He successfully dealt with units from other subjects. At art classes he started using all the colors. He learned musical notes, sang the songs. He was very active at physical education classes. I did not have enough time to dedicate to him during regular classes, so we stayed after school to work. He could not have any help by the parents regarding the learning, which sometimes made learning very difficult at home and in school too.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • Creating opportunities – suitable moment, situations for establishing communication between the teacher and the pupil; • Creating a friendly atmosphere in the classroom; • Including him in additional classes, which were held individually for the first three months, and then in small groups; • Including him in extra-curricular activities; (performances, various school actions etc); • Planning and implementing learning activities for the following subjects: Serbian language, mathematics, Nature and society; individual program for mastering first-grade content and continual work on learning the second-grade content; • Encouragement, cooperation, working with friends from the class (in regular classes, socializing outside the school), constant support, help; using didactic materials – returning to the units taught in the first grade, namely using the primer book again (teaching him to write with capital and script letters), and at the beginning of the third grade, teaching him to use the Latin alphabet; practicing analysis and synthesis of the words as basics for reading comprehension – by the end of the second grade he could read quite well without help, and he re-told the stories with my help. After seven months, he learned numbers up to 100, started adding, subtracting, and he also learned the multiplying table. He had difficulties in division operations. He could solve simple expressions and easy text assignments.
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • the Boy's parents and grandfather • Other pupils in the class – help in learning, including him in playing and socializing • Other colleagues – teachers – understanding and support

Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The boy was successfully included into the subject way of teaching in the fifth grade. The teachers showed understanding, patience and a willingness to continue working with the boy. The parents and teachers got a happy, contented child, who is ready to cooperate and who is ready to deal with various life situations. An important role in his life, education and progress was his homeroom teacher, a biology teacher, who was an exceptional pedagogue and who took that role very seriously. Together we helped him choose his prospective profession after he finished the eighth grade. We were all satisfied with his achievements, which were the fruits of our effort and determination.
Additional comment	I am very happy because I was this boy's teacher and because I contributed to his normal and successful learning and developing, which enabled him to be included into the surroundings and personal affirmation. His smile is the best reward for my efforts.
The example was prepared by	Zorica Popovic, homeroom teacher, primary school „Sveti Sava“,Kragujevac

Example 10

Supporting the child to get involved in new activities whenever he decides he is ready

Short description of the child's/pupil's characteristics	At the psychologist's recommendation, the boy started school one year later (when he was eight). He had difficulties adjusting to the new surroundings and school obligations. He used to walk during the classes, talked whenever he wanted, sometimes screamed (in music classes, when the pupils sang in a choir; namely whenever several pupils talked at the same time). He was present at physical education, but he never participated in playing. He just stood aside or played alone. He did not sing in music classes and he did not want to participate with his class peers at performances for parents. He singled out one pupil in the class and always had a negative attitude towards him and one towards whom he had changeable behavior – from extremely positive and protective attitude to extremely negative (hit him, mocked him, or blamed him for everything).
Example of good practice	<p>For the first two months of the first grade, the boy's mother sat in at classes and encouraged the boy to study (preparation period, in which the pupils learn the school rules).</p> <p>After two months, the mother gradually stopped coming to classes and we worked on the boy's acceptance of the teacher. At first he was not ready for physical contact (hugging, stroking his hair, a hand on his shoulder). He needed more time. It was enough to approach him, take his pencil and start a sentence in his notebook. Then, he continued alone. After a while, he was more relaxed and he allowed me to take his hand in mine and we wrote together since his hand motor development was weak. After every improvement, even the smallest one, I praised him and supported him.</p> <p>He used to walk around the classroom during the classes. He stood up without saying a word and returned to his seat as if nothing had happened. While he was walking, he followed the line on the wall with his finger and he repeated this action several times. After walking, I told him to try doing fewer rounds the following time.</p>

	<p>When he walked outside the classroom, I agreed with him on where he could go (and I always stressed where he must not go, such as the cellar, first floor, outside the school etc). In the beginning, I watched whether he respected the agreement. His strolls around the school were watched by supporting staff and on-call pupils. Gradually, he decreased the frequency of going out.</p> <p>I agreed with other pupils in the class to disregard it and not pay much attention to his strolls.</p> <p>Every time he managed to get through the whole class without walking, I praised him in front of the other pupils.</p> <p>Serious patience is needed for this behavior. It was very difficult to include the boy into the choir singing. It was a long process.</p> <p>I played the music tape, not too loudly and asked pupils to sing quietly so that they could hear the music from the tape. The pupils sang in smaller groups and I encouraged him to sing along. I praised his participation in singing. I did not give up from choir singing and reading, because I wanted everybody to get used to group noise, which can disturb the work, but it is a common part of the school life.</p> <p>At physical education classes, he did not want to participate in playing. He just watched. He was afraid of the direct contact and injuries. I gave him time and sought moments to help him be included in playing. The challenge was the game of „dodgeball“, when he joined the group of boys in competing with the girls and he was encouraged to help them.</p> <p>He was especially interested in encyclopedias. When I discovered that, I used it as motivation. I brought encyclopedias to school and allowed him to read them, but it was connected to class contents.</p> <p>At the end of the school year, the boy fulfilled the minimum of the educational contents.</p> <p>A) mathematics: he liked to count; the problems were text assignments and mathematical expressions;</p> <p>B) Serbian language: he liked to read, but he could not write; he could not feel the sentences (he did not put full stop at the end of the sentence, forgot capital letter) even though he knew all that in theory; writing essays or re-telling stories was impossible if the mother had not prepared him before the class;</p> <p>c) Nature and society: he was particularly interested in this subject and he was most successful in it although his interest varies depending on the unit we were learning;</p> <p>At the beginning of the second grade, the pupil refused the differentiated and individualized program and wanted to do everything his peers were doing. He set very high goals for himself. The fact that he could not fulfill these goals frustrated him, so he started to be work less. He usually prolonged the beginning of some work by going to toilet.</p> <p>During the second grade, he stopped screaming and walking around the classroom. He did physical activities regularly and participated in every activity. At music classes he sang or did rhythmic exercises individually. He has good sense of rhythm. He participated in the performance for parents: he recited, sang and danced in the group.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • The mother's presence in the school; • Accepting the teacher; • Individualized work; • Gradual inclusion into school activities;

	<ul style="list-style-type: none"> • Gaining confidence; • Accepting peers;
Sources of support, other participants/ collaborators in finding and implementing solutions	<p>The boy lives with his mother, who has difficulties accepting that he is different than other children. She helped by do the additional work with the boy at home. The Commission for categorization determined that the boy should be monitored every six months. As agreed with the teacher, the mother should have come to the school at the end of every week, but she did it once a month.</p> <p>Some parents of the other pupils offered their help in particular cases by providing opportunities for socializing outside the school.</p>
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<p>The boy has benefited greatly, because he has the opportunity to develop with his peers with the support and encouragement by the teacher, namely he received the best possible conditions for development. Other pupils have the opportunity to learn how to accept diversity and develop humanity. The teacher has professional and human benefit in every sense.</p>
Additional comment	<p>A very important aspect of working with this boy was grading in accordance with the individualized approach. Such grading was important for the pupil as a motivation.</p>
The example was prepared by	<p>Dragica Milenkovic, homeroom teacher, primary school „Milutin I Draginja Todorovic“, Kragujevac</p>

Example 11

Candy and walnuts

Short description of the child's/ pupil's characteristics	<p>A first-grade pupil, who was insecure and afraid of the new school surroundings. He is now a second-grade pupil in the primary school. He could not separate from his mother. He did not show interest in learning or spending time with his peers. He was upset when someone talked to him or when he had an assignment or task.</p>
Example of good practice	<p>The boy did not show interest for units and learning contents. He did not finish assignments and his notebooks were untidy – scribbled. He was not skilled in using a pen and he did not have the usual knowledge for his age. His first interest and willingness to participate was at music and physical education classes.</p> <p>In cooperation with the parents and expert service in the school, I got actual information about the pupil and together we created an individualized approach. At the beginning of the school year, I put the boy in the front row to sit with a pupil who had more knowledge. In Serbian language classes, I used letter models, pictures, primer book, blocks. I managed to teach him recognizing and writing some letters, and with the help of pictures he managed to repeat some sentences.</p> <p>He showed interest in mathematics only when I used concrete aids, e.g. candy, walnuts, or sticks. Through playing, he learned to count up to 20 and I think it was a great success.</p> <p>Through using various games, applications, objects in nature for classes of Nature around us, he learned to differentiate the school and family life and he gained habits necessary for school.</p> <p>He started taking care of his hygiene since I and the other children in the class explained the importance of it.</p>

	Through music and physical activities, I managed to get him interested in participating in various games, establishing contact with other children and solving tasks in some games.
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<p>This experience is important for the boy, because he would not get in anywhere else.</p> <p>This experience is also very important for the other children, because they learned readiness to support someone, and develop understanding and tolerance.</p> <p>Working with this boy brought me new experience and knowledge. Through personal dedication, my attitude and love for this child, I developed new ways and methods for including the child into normal life.</p>
The example was prepared by	Ljiljana Perisic, homeroom teacher, Dragana Radulovic, psychologist, Olivera Pesic, homeroom teacher; primary school „Ivan Goran Kovacic“, Niska Banja, regional class of the school „Nikola Tesla“

Example 12

Inclusion into the fifth grade – support from the teacher’s and peers’ experiences

Short description of the child’s/pupil’s characteristics	The boy has learning difficulties and difficulties in adjusting to new situations. He is insecure and not very resourceful. He needs more attention and special support to be included into the class. At the transition to higher grades, there were fears that his insecurity would escalate and that there would be many problems if the boy had not been supported properly.
Example of good practice	<ol style="list-style-type: none"> 1. meeting the parents and the pupil 2. learning about his psycho-physical abilities 3. cooperation with his teacher (first to fourth grade) and learning about his achievements 4. cooperation with the school expert service <p>The class teacher and school expert service organized special meetings with the parents at the beginning of every school year and we talked about the boy’s abilities and health condition. Through interviews with the boy’s teacher I learned about his socialization as difficulties in various units and the teacher gave me advice on what and how to work on with the boy in certain situations. I also had a conversation with his friends about their experience in individualized and group work.</p>
Steps in overcoming problems	<p>An important step was introducing other teachers at meetings with the boy’s current problems and possible situations and seeking measures for overcoming such obstacles in order for the boy to be included into the school’s life. We agreed on the following:</p> <ul style="list-style-type: none"> • the boy will sit in the front row with a friend who can help him • necessary conversation with other pupils at classes about having enough understanding and tolerance; • talking with the teachers about adjusting the educational content to the pupil’s abilities; • choosing pupils who can help him in some subjects (physics, chemistry, mathematics);

	<ul style="list-style-type: none"> • giving praise to the boy's successes and good results in front of the whole class – in subjects he was good at such as arts, and especially technical education where his strengths (precision) are emphasized; • he showed interest in physical education even though he was not able to do all the exercises and activities. He tried to participate in every competition even though he was not always accepted by his peers, because his „clumsiness“ led to weaker results in competitions. <p>When he started the fifth grade, he immediately accepted the need and obligation to carry and use physical education equipment. After several conversations with him and his parents about the importance of physical activities for correct psycho-physical development, the pupil started regularly carrying equipment and participating at every PE class. He started accepting sports (handball, basketball, volleyball) and participating while he was a little insecure in gymnastics (pommel horse and floor exercises). However, with the help of the teacher and after several attempts, the pupil was no longer afraid or shamed of failure and he soon became more confident. His self-confidence increased and it was visible in other subjects also.</p> <ul style="list-style-type: none"> • In cooperation with the expert service, through talking and demonstrating, the pupil started becoming interested in other subjects, especially those where he had weaker results.
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Parents • Pedagogic-psychology service • Experts (doctor, neuropsychiatrist, speech therapist)
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • The pupil – better skills for dealing with life situations, learning and socializing with other children • Other children – providing support and developing sensitivity towards diversity • Parents – avoid labeling and expect better development of their child • Teachers – adjusting the educational content and their attitude to the special needs of the boy
The example prepared by	Miodrag Kostadinovic, physical education teacher; Dragana Radulovic, psychologist, Olivera Pesic, homeroom teacher, primary school „Ivan Goran Kovacic“, Niska Banja

Example 13

The boy who recites

Short description of the child's/pupil's characteristics	The boy attends fourth grade of the primary school. In the first grade it was obvious that the boy had difficulties in applying educational contents, socialization and he was behind the normal development of his peers.
<i>Example of good practice</i>	<p>Complete dedication to the pupil whenever it was possible. When I wanted to motivate him, I started from his interests. Since he liked to recite and tell stories, I always affirmed these potentials in front of the class.</p> <p>In that way, he became more confident, free, and he was accepted and respected by his peers.</p>

Steps in overcoming problems	Talking with the parents about possible steps that could help in the child's education; constant affirmation of the child in the class and continual praise for his successes, which meant a lot to him. I work with the pupil individually and in the group where he gets assignments adjusted to his abilities.
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Parents (who also provided information about the child) • Colleagues who had similar experiences
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The child will have better inclusion into the peer group and the group of adults. He applies new educational contents easily.
Additional comment	In such work, it is important to be patient, persistent and diligent and every success should be followed up with praise.
The example was prepared by	Stojadinovic Dragan, homeroom teacher, primary school „Sreten Mladenovic“, Nis

AREA 7

PROVIDING CONDITIONS FOR REGULAR ATTENDANCE OF THE KINDERGARTEN/ SCHOOL

Example 1

Transition to the individual subject way of teaching – steps

Short description of the child's/ pupil's characteristics	The 11-year-old boy finished the fourth grade of the primary school. The boy has vision impairment (97%).
Example of good practice	The agreement between the school management and the parents was that the boy should attend four grades in the mainstream school and then to go to the school for children with vision impairment in Belgrade. It meant that the mother had to take him to school and leave her job, which would further affect the already critical financial situation of the family. Besides, my pupil was well accepted by the peers in the class. He went to seven-day excursions every year without problems. The boy was on the football team of his class, and he played in the orchestra successfully. Parents took him to the local association of the blind, to a computer course, to prepare him for contact with children with visual impairments. He refused it dramatically and did not feel very well in that environment and he used to throw up before every visit to the association. The parents stopped taking him there. I realized that his place was in the classroom where he felt accepted. I asked the school principal and expert service (pedagogue and psychologist) to try and enroll him in the fifth grade and to hold a teachers' meeting before the beginning of the school year. At the meeting, I stressed the importance of further education in this school for the boy, his abilities, and I singled out pupils who helped him a lot and had experience in it. I said that I had an agreement with the parents to come to school every week. They were ready for cooperation and willing to work with the boy additionally at home. I talked about my experience, methods and approach, which were most successful in working with the boy. I said that the teachers should not expect much from written assignments

	since it was frustrating for the boy and that they should give him oral exams and have equal demands as from other pupils.
Steps in overcoming problems	<ul style="list-style-type: none"> • Desire to enable the boy to stay in inclusive education • Finding ways by relying on solidarity and good will of the colleagues • Sharing my knowledge and experience
Sources of support, other participants/ collaborators in finding and implementing solutions	School principal, expert service
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The boy stayed in his class and he now attends seventh grade with very good results.
Additional comment	An illustrative example which shows that the inclusion was completely successful – the child experiences himself as and equal to others
The example was prepared by	Gordana Josimov, homeroom teacher, primary school „Vasa Zivkovic“, Pancevo

Example 2

All it takes is many little beautiful ideas

Short description of the child's/ pupil's characteristics	The boy has vision impairment (97%).
Example of good practice	In working with this boy, I mostly used verbal methods. While other pupils had written assignments, I talked to him and the boy told me about me how he would write his assignment. He had oral exams while others had written exams. He wanted to do the same things as his friends, so in cooperation with the parents, I suggested that they highlight with a dark marker every third line in the notebook. So, he started writing letters, words and sentences and learned to write. He sat in the front row, but he still could not see the blackboard. A child, who was quick and always finished the assignments first, sat with him and slowly read to his friend so that the boy could write everything in the notebook. I never insisted that he had to do everything, but I tried to objectively see his abilities. When his eyes got tired, I gave him Plasticine to make figurines, because he liked it and in the same time he improved his motor development. Parents copied all the books in large scales, so he could follow and read the text as other children. In the third and fourth grade, the meetings with his mother and sister were more frequent, because we agreed on ways for him to learn at home in order to prepare him better for the fifth grade.
Steps in overcoming problems	<ul style="list-style-type: none"> • Seeing the problem • Ideas for overcoming the problems • Finding support in others (other pupils, mother, sister)
Sources of support, other participants/ collaborators in finding and implementing solutions	Boy's mother, sister, other pupils

Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The boy's realization that he could follow the activities as other children in the class. Developing a sense of solidarity, tolerance among other children; The parents objectively accept the boy's abilities and get more confidence for working with him and help his education.
The example was prepared by	Gordana Josimov, homeroom teacher, primary school „Vasa Zivkovic“, Pancevo

Example 3

The girl who could not carry her school bag

The girl was included into the educational process in the 1990/91 school year. She did not attend a preschool institution, because she was in treatments in Belgrade and Igalo. She had muscle atrophy, a tremulous left hand, she was very slim and had very delicate skeletal and muscle system. Her mother was carrying the girl's school bag in the first grade. The mother cooperated with the teacher, homeroom teacher, subject teachers and pedagogue. The father never visited the school. The program demands were lessened (IQ = 76). The pupil worked very hard, cooperated and wanted to be successful. Her class friends were genuinely happy and encouraged her. In the higher grades, the physical education teacher included her in correctional work. The girl continued her education and finished the Secondary school for economics.

Smilja Nikolic, pedagogue, primary school „Radoje Domanovic“, Vranje

Example 4

Home visits

The boy started school in the 1997/98 school year. He had leukemia and average intellectual abilities. He was frequently absent because of the illness. The teacher and his classmates tried to keep him up to date with school and visited frequently. They worked with him at home. The illness progressed rapidly.

In the sixth grade, he had an operation and chemotherapy. We organized two fundraising actions for his operations in the school and the local community. The boy spent the period between the sixth and eighth grade in the hospital. At that time, we organized class exams for the boy, to give him an opportunity to finish school. He took the entrance exam for secondary school at his home, in 2005, and he had regular approval of the Ministry of education. He was enrolled in the Secondary school for economics and he is now in the first grade.

Smilja Nikolic, pedagogue, primary school „Radoje Domanovic“, Vranje

Example 5

Primary school graduation

The boy was included into the educational process in our school in the 1996/97 school year. He was eight years old and did not attend a preschool institution, so the school was his first inclusion into the peer group.

He had an operation before starting school. They tried to remove the tumor in the left hemisphere of his brain, but it was not successful. His right leg, arm and part of the face were partly in paresis. Since he could not use his right hand, the first step in his adaptation was to teach him

how to use his left hand. We used arts, music, PE classes for practicing and establishing left hand coordination.

The boy could not say all the sounds, but a speech therapist was not included in working with the boy. The parents accepted recommendations given by the teacher and the pedagogue and practiced with the boy at home. They did some simple words and short poems. Both parents and his older sister cooperated with the teacher and the pedagogue.

When he was in the first grade, the teacher helped him collect his books and dress himself, and in the second grade, other children in the class helped him with that. The peers accepted him and he was one of the favorites in the class. He never expressed aggression. Sometimes, he had anxiety attacks, fears and shaking and in such situations, we called his parents or older sister (she was four years older), who was a pupil in our school.

The program demands were minimized. He could copy short texts but slowly and asymmetrically and he could not do the dictations. The boy loved music classes and he listened carefully and reacted with facial mimicry. He was disinterested in other subjects.

In higher grades, the teachers had understanding for his problems. He was only physically present at the classes, but the look in his eyes showed satisfaction for being with his peers. He rarely laughed. Other pupils helped him go from one classroom to the next. Other children accepted him and were very careful during the breaks, so he was never injured on stairs, in the hallway or the schoolyard even though there were 500 to 600 pupils in one shift.

He went to the prom with his peers. He was happy and cheerful. He did not continue his education. He mostly spends his time at home, with his parents, or plays simple games on the computer. I think that the time he spent in the primary school was a valuable experience for him, because he frequently looks at photographs from his school days.

Smilja Nikolic, pedagogue, primary school „Radoje Domanovic“, Vranje

Example 6

The first row and individualization of assignments

Short description of the child's/ pupil's characteristics	The girl is a first-grade pupil in the primary school. She is eight years old, and she started school one year later, because her stay in the preschool group was prolonged for another year. She has light mental disabilities. She is disinterested and her concentration is weak. The girl has vision impairment.
Example of good practice	She follows the classes with difficulties and has problems in establishing contact with other children. After testing before starting school, she had bad results (light mental disabilities). I had frequent contact with the mother and individual work with the pupil (working with the teacher, pedagogue and psychologist). At the beginning of the school year, the girl sat in the front row, completed short individual assignments and had additional classes.
Steps in overcoming problems	The pedagogue and psychologist started working with the girl at the beginning of the school year (they covered the units with the girl), and her mother and older sister.

Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The pupil got attached to the teacher very quickly; the children from the class accepted her and it influenced her confidence and openness. By the end of the first term, she showed progress in reading, writing printed letters and mathematics.
Additional comment	I think that the girl's improvements will get more frequent and better with further work and effort by the teacher, expert service, parents and the girl.
The example was prepared by	Dragan Stepanovic, psychologist, primary school „Ljuba Nesic“, Zajecar

Example 7

Goodnight kiss

Short description of the child's/pupil's characteristics	The boy has pseudo-learning disability. He is a Roma child and he attended the first, second and third grade of the primary school (and after that he went to Italy). In the middle of September, the boy, who was eight then, was enrolled in the first grade. He is from a Roma family. While his father was in Italy, the boy lived with his mother, who is illiterate, two younger brothers and two younger sisters.
Example of good practice	<p>He had almost no knowledge when he started school. He did not know letters nor did he have any experience with books. On the other hand, he was familiar many things that urban children have never done, such as cutting woods, starting fire, helping mother in household chores, taking care of younger siblings and living as if he was „an adult child“. In the beginning, he did not come to school regularly. I had individual meetings with his mother, and reminded her of the obligatory attendance of the primary school, advised her on boy's hygiene habits since he was a pupil now. If the mother had not come to school for longer time, I visited them at home (because they did not have the phone) to enquire what had happened and invited him to return to school. The mother sometimes told me that the boy could not come to school, because he had not had shoes. Indeed, it was true, unfortunately: he wore thin shoes in winter and snowy days. Then, I organized with my pupils „action“ of donating old clothes and shoes and brought them home. The next day, the boy came to school. Other pupils also gave him school material, and the school got from the Red Cross lunch and books, and sometimes clothes and shoes, and gave to the family.</p> <p>The curriculum was completely individualized and we used various didactic aids (letter blocks, word books, puzzles, tokens, abacus and even candies and coins). I gave him assignments I knew he could successfully solve and gave him huge A written on the paper. He ran home, carrying the notebook in his hands and showed it to his family. The following day, he pulled my arm and said „Teacher, give me such assignments again, so I can get an A“. The demands were bigger every day, and I continued with grading as motivation. As the time passed (until the third grade), the pupil learned to read and had basic literacy. He wrote beautiful essays. The most moving essays were those when he wrote how he read his siblings stories from the reading book in the evenings.</p> <p>His biggest joy during his education was going to excursion and to recreational trip to the mountain Zlatibor in the beginning of the third grade. At evenings, every pupil, including the boy, was given a goodnight kiss. These kisses were crucial for boy's socialization and</p>

	<p>development. He was shining from happiness, and other pupils were amazed that I kissed him too. Later on, they understood that he was no different from other children and they had less prejudices. It influenced their better attitude toward the boy. Children became direct and open in relationship with him, which led to common satisfaction.</p> <p>During the summer break, his mother gave birth to sixth child and went with children (and two-month baby) to Italy.</p> <p>When we started fourth grade, we heard that the boy had left to Italy. We had mixed feelings about it:</p> <ul style="list-style-type: none"> • We were sad because he had left, because we got used to him, • We were glad that his big family was finally together and we hope that they live happily in Italy today.
Steps in overcoming problems	<p>LOVE</p> <ul style="list-style-type: none"> • Compassion • Patience • Motivation • Praises • Awards • Kiss
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Good cooperation with the boy's mother even though she was illiterate (she looked at me as if looking at „the God“ and listened everything I said); • Other pupils in the class: I created a positive atmosphere in the class and the pupils helped him in learning, they gave him old books, clothes, shoes; • The Red Cross: help in providing free lunch, books, clothes, shoes
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<p>For the child: he learned to read, write essays; he socialized; he went to excursions and recreational trips;</p> <p>For other pupils: they became more humanistic, caring, sympathetic;</p> <p>For boy's parents: he read to his mother and siblings stories from the reading book, wrote them greeting cards etc;</p> <p>For the teacher: tolerance</p>
Additional comment	The boy was the only literate person in the family.
The example was prepared by	Svetlana Andrijanovic, homeroom teacher, primary school „Milutin i Draginja Todorovic“, Kragujevac

Example 8

The girl actress – friendship and tenderness

The girl is in the second grade of the primary school. When she was born, she was diagnosed with microphthalmus (under-developed left eye). Her early development was regular. She was regularly monitored by the ophthalmologist because she had vision impairment. She was very attached to her mother since the father had left the family. She was withdrawn; she reduced contacts with the peers and cried a lot, especially after the eye surgery, when the whole left eyeball was removed. Since then she has been too sensitive and could not fit in the peer playing, because she has impression that „everybody avoided her“. In addition, she usually has frontal and temple aches and spine aches.

The special accent in educational process was put on cooperation with the parents, support by other experts (in this case, psychologist, and doctor), providing conditions for regular school attendance and inclusion into the peers group and establishing communication. The girl was often absent from school, because the operation or treatment in Belgrade sometimes lasted for two weeks. Many changes happened in the class for that time – changes related to pupils' relationship or to school demands and units. She is very persistent, diligent, attentive at classes, but every time she came back from the treatments, she experienced stress because of the changes she could not cope with. Since she studies in combined class, this work is difficult for her. Besides combination of two classes, there are many individual characteristics of every pupil. Such surrounding is always lively, everything happens fast and there is not enough time for talking. She was accepted and loved by the class peers from the beginning. After operations and long absence from the school, and probably as a result of maturity, she realized that she was special and different from others. The plan and program for the second grade was very difficult for her, her concentration is weak, her attention insufficient (she has average intellectual abilities). The fact that she was slower than other was not so obvious in the first grade, partly because of the descriptive grading. Also, she was more in the school at that time, which was not the case in the second grade. The children in the class know that she is frequently absent, but they cannot understand how she could not learn everything so quickly.

I take special care about her and, by giving the personal example, I demonstrate to the children how to treat her and understanding her lagging behind in learning. I tell them that she would manage to learn all the units, that we should help her, and that everyone can experience such situation if he/she was absent from the school.

I try to help her, make the learning content easier, explain everything when is needed, but I do not overdo it because I do not want other children to disapprove or she feels less capable from other pupils. I think it would worsen her situation.

The two of us have gentle relationship, full of understanding and warmth. She is free and relaxed to approach me and ask for help.

I let her say what she finds unclear and incomprehensible, and the two of us work individually whenever she wants.

We all foster friendly relations in the class, take care of words spoken, always emphasize tolerance while we are running workshops, the art of nice words, diversity and respecting diversity.

The girl recites beautifully and she is aware of her talents. She always wants to learn the longest and most difficult poem for the school performance. Everybody applauds her and then she feels appreciated by others and herself.

At physical activities, I choose games in which she can participate also. If some complicated exercise is on the program, I gave her some passive but important role, or something which demands less activity, and she feels well.

When she is absent for a long time, we write her a greeting card with best wishes to come to school soon and we send it to her.

The steps in overcoming the obstacles can be summarized as fostering surroundings (class) in the spirit of friendship, compassion, tolerance, non-violent communication, respecting diversities. The most important aspects were:

- Frequent conversations with the pupils and their parents;
- Taking care of where she sat, or the position in the games; she has to be in a place where she feels well and see what is happening;

- Creating games and assignments, in which she can actively participate and express her qualities;
- Adjusting plan and program to her abilities (it relates to independent and additional work);
- Continual monitoring of her knowledge and improvements;
- Constant cooperation with her parents and the doctor;
- Monitoring girl's satisfaction;

Her parents (mother), the doctor, psychologist, kindergarten teacher, other children parents and the peers participated in finding solution and implementing steps.

The basic source of support was the Clinical center (Department for mental health protection, Neurological department).

Benefits: the girl grows up and develops in a healthy environment, which appeals to her and where she has good results. Other pupils learn to be more sensitive for other people, appreciate and respect diversities, or at least get used to them and learn to understand the diversities. The girl's parents feel great relief, understanding and satisfaction. This is a positive experience for the school, benefit for all. The school was very engaged in fundraising activities for the girl's treatment, because the parents (mother) are very poor.

Ivana Nolicic, homeroom teacher, primary school, „Desanka Maksimovic“, Nis – Cokot

Example 9

At his own pace – to rules, the theatre and excursions

<p>Short description of the child's/ pupil's characteristics</p>	<p>The boy has walking difficulties and his general motor development is weak. When he started school, he had difficulties in adjusting to the new surroundings and the set of rules. He behaved in an uncommon way (e.g. he ate glue, paper).</p> <p>Before starting school, he already had six operations and he regularly went to treatments.</p> <p>The boy started school when he was seven, and he is now in the third grade.</p>
<p>Example of good practice</p>	<p>At the beginning of the first grade, the teacher established cooperation with the parents, firstly with the mother, who was present in the class at the beginning, and afterwards available to come to classes if needed. The cooperation was established with the school psychologist, who was in constant contact with the boy's parents, worked with the boy, and had constant contact with the developmental counseling, which the boy also visits. The inclusion into the group started in a way that the teacher, mother and a psychologist prepared and thought of the assignments to fit the boy's interest and be easy for him to solve. Special assignments were made for him in every subject, including the physical activities. In the beginning, his tasks were to glue stickers or pass the material and didactic aid, suggest solutions, give ideas. Gradually and in his own pace, he gained skills and knowledge and accepted rules set for everybody. Other pupils started accepting and supporting him. The teacher praised every achievement and supported every attempt. The parents also encouraged him every day, and they also accepted every recommendation for working at home.</p> <p>The individualized program is still applied, in the third grade, and it gives significant progress in achievements.</p>

	Other children parents offered cooperation in the sense of organizing socializing after school, at birthday parties etc. After one of the boy's operations, and on the initiative of the Parents Council, the boy was visited by the whole class and they bought him a gift from the money collected by the parents.
Steps in overcoming problems	<ol style="list-style-type: none"> 1. inclusion into the new environment: class and school 2. cooperation with the parents and the school psychologist 3. adjusting approach and program 4. inclusion into extra-curricular activities
Sources of support, other participants/ collaborators in finding and implementing solutions	Boy's parents, school psychologist, developmental counseling, other children, other children parents
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	This boy is now accepted in the class, equally participates in every action; he has improved his motor development (he writes by himself, collects his things, puts shoes on etc), asks to speak, waits his turn, participates in playing in accordance with his abilities, does on-call pupil duties, goes to recreational trips (but escorted by parents), writes Cyrillic and Latin (capital letters), uses capital letter at the beginning of the sentence and in writing names, reads and writes numbers, adds three-digit numbers, partly uses multiplying table, makes and writes several sentences.
The example was prepared by	Zvezdana Nikolic, homeroom teacher, primary school „Jovan Popovic“, Kragujevac

AREA 8

COOPERATION WITH THE PARENTS

Example 1

The boy with the blanket and a pacifier

Short description of the child's/pupil's characteristics	The boy has vision impairment and he is included into the preschool institution.
Example of good practice	<p>I met Lj on the first day of the preschool when his mother approached and said: „You know, he cannot see well!“ and gave me his hand. I held him and I will never forget that feeling and trembling. I will also never forget mother's scared and sad look in the eyes and the scared look in Lj's eyes. I could not see my expression, but I also felt fear. I had many questions, but I just said „All right!“</p> <p>At the beginning, I took him to the working room and I was always behind his back. Gradually, I realized that perhaps he did not need me always and that maybe I was a bit of disturbance to him. .</p> <p>I saw his wish to know everything, see everything, and play every game. I supported that and encouraged him. I asked other children to help him, but it was not necessary in walking or playing. He needed help when we did something from the books or newspapers. Lj had to close one eye with the hand, because it was trembling fast when he tried to focus, so we helped him find „the right way“, draw the line.</p> <p>The winter came and I asked who would like to go to the winter excursion with me. Lj answered first and soon we left to 10-day winter excursion. He proved to himself that he could do it and that he was strong even</p>

	<p>though he could not sleep at night without his blanket and a pacifier. Sometimes, he counted days until he would see his mother.</p> <p>Lj was the source of energy – positive energy, which should only be guided. When he should have started the school, the parents thought to enroll him in a school for children with vision impairment in the town of Zemun. I said: „No, you can't do that!“ And it was like that. When he started school, parents escorted him only for the first several days. Soon, he went to school by himself or with friends. He rides bicycle, plays video games on the Sony Play Station. He acts and lives as other children.</p> <p>He sees everything well and he knows everything well!</p>
Steps in overcoming problems	Gaining the child's confidence and love; quality introduction to the problem and finding the best solutions, methods and actions.
Sources of support, other participants/ collaborators in finding and implementing solutions	Extraordinary cooperation with the boy's parents – mother
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The child attends mainstream primary school and he is now seventh-grade pupil. He is successful pupil, accepted and loved by his peers, capable and successful in everything he does.
The example was prepared by	Milena Labanc, kindergarten teacher, Preschool institution „Decja radost“, Pancevo

Example 2

The end of the ice age – the grandmother as guardian

The boy is seven and a half and he attends first grade of the primary school.

The boy came to the school full with aggression, both internal and external. He was impatient, restless, and unsteady. He reacted aggressively to every contact with the peers – by hitting them. When I asked some pupil to, for example, go to the school kitchen, he ran in second, even if I did not say his name. He was very bright and eager to prove himself.

His grandmother told me honestly about the family situation. The guardianship was given by the court to the grandparents (his parents were drug addicts, and the father was in prison).

I agreed with her to help him together, relax him, put no pressure on him in the school and home, and to be in the constant contact and share impression about his behavior and situations.

I included him in the Civic education. When the boy made some problem in the class by inappropriate behavior, I organized conversations in which the two of us analyzed what had happened, but I completely respected his opinion and perspective of the event in relation with other pupils. He liked praises and my confirmations that he was important and the first!

One day, we organized projection of the animated film *Ice age*, which is full of positive emotions, warmth and love, at the end of the film the animals return lost little boy to his father. During the scene, the pupil started to cry with loud moaning and big tears from the bottom of his soul. Other pupils looked amazed and some of them started crying quietly.

It is the second semester now, and the boy is more relaxed, he puts a lot of effort, proves himself at classes. He is less aggressive, both verbally

and on-verbally. He socializes with everybody in the class. Other pupils no longer see him as the cause of their problems in the class.

I have regular contacts with the boy's grandmother and I believe that we will set the healthy ground for a future quality man.

Stevica Popov, homeroom teacher, primary school „Ujedinjene nacije“, Belgrade

Example 3

Weekly study plan – the teacher, mother and brother

Short description of the child's/ pupil's characteristics	An autistic boy, who is closed to adults and unfamiliar people, refuses contact, seems absent and disinterested; he communicates with his peers and tries to participate in non-aggressive games. He has an older brother, who is a pride of the family. It seems as if the family does not see the problems facing their child. The mother works a lot with the boy in dealing with the learning units, and she wants to cooperate with the school, other staff and the speech therapist in the health institution. She refuses contact with other institutions.
Example of good practice	<p>By systematic observation of the boy's behavior and activities, I realized that his biggest problem was to writing. He wrote slowly and he could not have everything written in the notebook. During the reading, he lost text continuity and could not carry on reading where the previous pupil stopped, which made him angry and discouraged.</p> <p>I agreed with the pupils, who wrote fast, to help him by re-writing the content from the blackboard into his notebook. He could learn it at home. We organized reading during the classes so that we always start from this boy and then he could show to the friends that he could read and could contribute to the class work.</p> <p>We invited his brother to some classes to be our guest and helped in activities, which he happily accepted.</p> <p>I made weekly learning plan with the mother and it consisted of obligatory units, which she then learned with him at home. The boy answered himself to have oral tests when he was ready – when he finished learning some previously agreed units.</p>
Steps in overcoming problems	<ol style="list-style-type: none"> 1. systematic observation 2. consultations with the pedagogic-psychology service in the school all the time) 3. seeing areas in which the boy was successful 4. preparation of other pupils 5. preparing mother and agreement on weekly plan of learning at home 6. monitoring boy's work and participation 7. comparing the initial and current condition in pupil's adjustments 8. planning the following steps
Sources of support, other participants/ collaborators in finding and implementing solutions	The pedagogue Pupil's mother
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • strengthening boy's confidence • support to other children to develop tolerance • awareness raising of the teachers about children's needs

Additional comment	When the boy started the fifth grade, his mother had meetings with every subject teacher and managed to agree with them to continue previous working method with the boy, which gave results. The lack of monitoring behavior of all pupils in the class is obvious, so sometimes they mock the boy and the homeroom teacher should react to that.
The example was prepared by	Branislava Bugarinov, homeroom teacher, primary school „Branko Radicevic“, Pancevo

Example 4

Common work of the parents and the teacher

Short description of the child's/ pupil's characteristics	The girl is eight years and five months old and she is a second-grade pupil in the primary school. She has multiple problems: behavior, attention, emotional disorders and motor development.
Example of good practice	Solving text assignments consisting of adding and subtracting up to 20: <ul style="list-style-type: none"> • I wrote the simplest text assignments and then we solved them together • I a gap leave beneath the text for equation mark and an answer; • I gave her the same assignments for homework, which she did regularly with her mother;
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	Through the common work of parents and the teacher, the pupil managed to learn solving all of the given assignments, as well as adding and subtracting up to 20, which represented a problem for her in the beginning.
Additional comment	By constant practicing and regular homework, the pupil managed to deal with the simplest educational contents.
The example was prepared by	Jelena Vuckovic, homeroom teacher, primary school „Ujedinjene nacije“, Belgrade

Example 5

The boy spends more time at school without his mother

Short description of the child's/ pupil's characteristics	The four-year-old boy attends kindergarten. His speech is not fully developed. He expresses separation anxiety and has scarce communication with the surroundings. He is highly active.
Example of good practice	<ul style="list-style-type: none"> • He spends two hours a day in the kindergarten with his mother • He cannot tolerate noises • When he is discontented or scared, he hurts himself, but he is not aggressive to others; • His speech is less developed than in other children of his age. • The mother spends the whole time in the classroom. • After two weeks, she leaves for a while, and then for longer periods (mostly 30 minutes) • The child asks about his mother, but he starts playing with other children.

	<ul style="list-style-type: none"> • After two months, he started accepting that the mother was not in the kindergarten (she was „on-call“ almost a year).
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Parents • Kindergarten teachers • Speech therapist
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • His speech has improved • His communication has developed. • The child is more independent (it took some time, but it was successful)
Additional comment	He is still not completely separated from the mother in the kindergarten, but these separation intervals are longer.
The example was prepared by	Suzana Jovanovic, homeroom teacher, primary school „Ljubica Radosavljevic – Nada“, Zajecar

Example 6

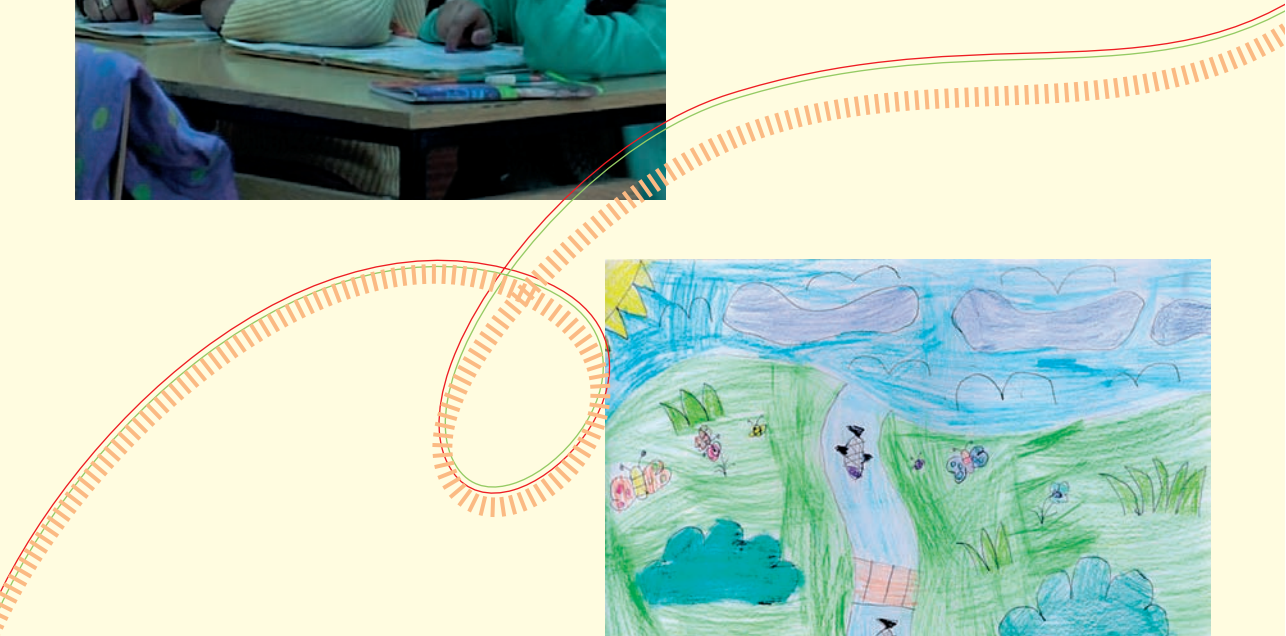
The only collaborator – the parent

Short description of the child's/ pupil's characteristics	Seven-year-old boy attends first grade in the primary school. He is hyperactive and has problems in communication with other children. His intellectual abilities are lower. All the children from that family attend special school.
Example of good practice	<p>When the boy started school, he was disinterested. He did not like to write. He always made promises, but fulfilled them only if he gave them to the teacher. He liked mathematics and singing.</p> <p>Special attention was given to this child. Cooperation with his parents was good. Everything started to be better from one music class: he started showing interest and the teacher praised him. Gradually, we made better contact. The parents came to the school for meetings. The boy started working at other classes – firstly, only what he wanted, and then he started fulfilling other regular obligations.</p>
Sources of support, other participants/ collaborators in finding and implementing solutions	There are no other cooperatives but the parents. The parents are strict with the child, check whether he brought all the books to school, or whether he did the homework. The child comes to school clean and tidy.
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<p>When the boy is interested, he has remarkable results in mathematics and singing.</p> <p>He still refuses to accept other children even though they want to help him.</p>
The example was prepared by	Melita Velickovic, homeroom teacher, primary school „Ljubica Radosavljevic – Nada“, Zajecar

Example 7

Without yelling, arguing, punishing

Short description of the child's/ pupil's characteristics	The boy is in the preparation preschool group, which is within the school (he is 5 to 6 years old). He has hyperactivity and hearing impairment.
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Example of good practice	The boy was enrolled in the preparation group when he was five. On the first day, he sneaked out the mother's hand and started running around the classroom, turning over the things and toys. He shoved and hit other children. He took everything he wanted, but only for himself. The boy did not hear the teacher's voice – and the mother was shouting, held firmly and tried forcefully to keep him in the lap. The following days, this situation and behavior repeated.
Steps in overcoming problems	The first approach was friendly, warm, gentle and quiet. Then, we repeated the sentences in a higher voice, but speaking slowly: syllable by syllable. The boy's smile was confirmation that I was on the right track. He started nodding his hand and soon saying the whole sentences. His parents were very skeptical at the beginning, disinterested and wanted to solve everything by using force, but they soon saw the improvements and accepted by recommendation: no yelling, punishments and violent lap holding or limiting his moves, but slow, gentle and a bit louder speaking/agreement.
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Boy's parents • Other children • The supporting staff
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • The boy comes to school happily every day • There are no violent running or turning things around • He socializes with other children in or outside the school • Other children are safe in his presence • The parents are satisfied with his improvements
Additional comment	The child attended preparation group for two years and that was my initiative that was supported by the pedagogic-psychologist service. He is now in the first grade of the primary school and he is a good pupil. The teacher and I cooperate well.
The example was prepared by	Marica Dimitrijevic, kindergarten teacher, primary school „Ljubica Radosavljevic – Nada“, Zajecar

Example 8

We wish you a successful treatment and fast recovery

Short description of the child's/pupil's characteristics	The boy has cerebral palsy and the walking is completely impossible. He is intelligent. The boy is left-handed. He wears high-dioptre glasses, and he cannot see on the left eye.
Example of good practice	<p>The boy started school one year later, when he was eight. When he was enrolled, his parents chose a teacher whom they regarded capable of meeting the boy's needs and characteristics. The parents are highly educated, employed in companies with possibilities to adjust working hours, and they have another grown-up healthy child (18-year-old boy).</p> <p>The father carries the boy every day to school. They do not want to use wheelchair because they fear that the boy would give up attempts to walking, and perhaps he would miss opportunity to walk.</p> <p>When he started school, he did not know letters and numbers and had motor difficulties in drawings. He is very polite and talkative and more mature than other children, as the teacher says. He is insecure in asking for help, for example is it good to ask something, answer or demand. We</p>

	<p>had special meeting with other pupils (and he was not there), where we explained the nature of his condition, gave them directions for treating him and giving support in packing the school bag, taking the crayons, sharpening the pencil etc.</p> <p>Because of the large number of children in the class and characteristics of working in the first several months of the school (complex procedure), the teacher included the boy's mother, who still comes to school, attends classes of Serbian language and helps in writing letters since he has limited muscle movements of the hand. His vision impairment is also obstacle in writing. He wears high-dioptre glasses and cannot see on the left eye. Therefore, he had to lean his head and find the best angle for writing, and we know that he is left-handed, which additionally complicates the situation. There is no need for special or adjusted program, because he has good intellectual abilities. The teacher uses every moment to help him, and works individually with him when there are opportunities for that.</p> <p>At the end of the first semester:</p> <ul style="list-style-type: none"> • He learned writing capital letter and doing the dictations, but he needed more time for writing than other children; • He was learning to read, but he was spelling, which was a significant result since he had not wanted to start reading at the beginning of the school; • Mathematics – he learned the concept of numbers. He learned adding and subtracting up to 10 • He is active at other classes, participates in the work, and has good understanding and reasoning. However, he needs more time for everything. <p>The pupils accepted him completely (without mocking, teasing or imitating), communicate with him happily and include him in games in which he can participate. They also invite him at outside-school events – birthday parties (to which he looked forward one year before), which has a very positive influence on him, because he feels accepted and equal. This is the reason why he experiences school absence very difficult when he is sick. He is angry at his mother when she does not allow him to go to school and he is very happy about every new meeting with the friends and the teacher. The teacher praises him for every achievement, even the smallest one, and the peers award him with applause. Important support is communication with him during the school absence, such as text message „We wish you successful treatment and quick recovery. We are waiting for you! Your friends“, after which he is happy for days and talks about it all the time. This connection between the pupils, friends and the teacher is best seen in parents' decision to let him go to the excursion to the mountain Kopaonik (of course, he was escorted by the mother).</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • Maximum cooperation between the teacher and parents – contacts, directing into the way of working, support in overcoming obstacles in learning, sincere care for the pace of the illness and hopes for recovery; • Creating encouraging, supporting and warm atmosphere in the class; • Adjusted class schedule (physical activities are always the last, so the boy can go home; Serbian classes are second or third in that day, so that the mother can be with him at the lunch break for taking him to toilet or giving lunch);

	<ul style="list-style-type: none"> Organizing space – the classroom is in the ground floor for easier access;
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> Parents – excellent cooperation; Other pupils in the class; Teacher's long experience, her great love for children, experience and professionalism in work; There are not other sources of support and the teacher often feels lonely and abandoned in the fight to overcome difficulties and obstacles, because she has a child with disabilities in the class;
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<p>The benefits are multiple:</p> <ul style="list-style-type: none"> The pupil is cheerful and happy, because he is affirmed as other children in accordance with his abilities, and that is the pre-condition for intellectual and other development despite physical disability; creating opportunities for eventual improvement of the health condition under the influence of willing actions; Other children learn more humanistic and quality relations towards their friends and people in the surroundings; Parents feel joy and happiness for boy's improvement, satisfaction for efforts, love, dedication and persistence; The teacher has love, joy and moral satisfaction because she successfully does her work; seeing that she helped in overcoming problems of one family with her skills and attitude;
The example was prepared by	Miljana Milivojevic, homeroom teacher, primary school „Djura Jaksic“, Kragujevac

Example 9

Tom Sawyer

Short description of the child's/ pupil's characteristics	The boy has a mild form of leukemia. Because of the illness, his motor and mental development is slow, and his concentration is weak.
Example of good practice	The pupil had many difficulties adjusting to the peers and school obligation. Everything bothered him, and he expressed it in a very strange way. As much as the friends were tolerant, he pushed them. When they started being disinterested in his outbursts, he started running from the school. The mother sent him to school, and he entered the bus, went to the city center and wandered the whole day. The mother thought he was in school and I thought he was sick. One day, he did not come home in the usual time. His mother called me and I told her he was not in the school. They found him late in the evening wandering the city. He explained that he did all that because of the friends, who did not love him, and because he wanted to be in the center of attention in school and at home.
Steps in overcoming problems	<ul style="list-style-type: none"> The school management and the pedagogic-psychology service was informed When he returned to school, I had a conversation with him We held irregular parents' meeting, and they were introduced with the situation. The parents chose who will come to school with him and escort him home. School psychologist had a meeting with the boy.

	<ul style="list-style-type: none"> The mother took the child to the psychologist in the Center for mental health.
Sources of support, other participants/ collaborators in finding and implementing solutions	The school management, pedagogic-psychology service, the Classes council, the teachers' council, parents' council, and colleagues from other classes.
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The boy is now in the third grade. He gradually adjusted to his friends and class life. Today, he is very attached to them, and they love him. He got used to the school obligations and learning. I work with him in accordance with individual program depending on his individual progress.
Additional comment	The boy is now in the third grade. He is in the program for bone marrow transplantation and he waits for suitable donor.
The example was prepared by	Nevena Tosic, homeroom teacher, Dragana Radulovic, psychologist, Olivera Pesic, homeroom teacher, primary school „Ivan Goran Kovacic“, Niska Banja, regional class Brzi Brod

AREA 9

SUPPORT BY OTHER COLLEAGUES

Example 1

The letter of apology

„Hello, I am A“, I heard inarticulate shout from the entrance door, which interrupted the silence in the office for testing children before they start school. Blue-eyes girl, with braids and high-dioptre glasses stood in front of me and shouted. She was moving fast all around and swung her hands, while not reacting to my and mother's calling. She was very strange at the first sight, but in the same time she moved emotions and sympathies in me.

She rarely understood what I asked, but she was constantly talking, jumped from one subject to another, explained some concepts and characters from her imagination and she was always apologizing and saying: „How nice are you to me“. She seeks attention every moment, and has a need to hug and kiss me. The test score was Type 1 – 21, IQ – 67. The pedagogic-psychology service gave professional opinion that the child was not capable of starting the school and that the first grade should be postponed for one year, and during that time she should practice with the psychologist and speech therapist in the developmental counseling. Offended mother did not want to accept our advice, and she demanded the girl started school, because she knew everything but was only confused at the testing. Of course, we could not postpone school without mother's consent and the child was enrolled in the first grade.

Everybody was skeptical and scared whether the work with the child would be successful, and in the same time full of enthusiasm, warmth, and love and understanding. The hardest part was girl's inclusion into school and socialization, accepting the environment. It was necessary to teach 30 seven-year-olds to understand and respect diversity and accept her the way she was. It was very difficult, because she was very different. She was aggressive towards other children, hit them with no reason and injured them (scratches, bruises), bit them etc. It was hard to explain to parents of other children. The children were afraid of her, and

the parents came to school to argue; they were mad and demanded her to be transferred to special school.

It was difficult to start classes, because she screamed inarticulately, made sudden moves, jumped on the bench, stayed beneath the bench, and she had fun – everything was funny, and children started imitating her. After some time, through talking, she sometimes felt blame for injuring other children. Then, she cried and said she would never do it again, but the situations repeated.

Our patience was not shaken. Through constant conversation, children and their parents calmed down and started to accept her. The important aspect was that we managed to include her grandfather and aunt, who were ready to cooperate, aware of the problem, and accepted to take the child to the Institute for mental health to additional treatments. It was not easy, but nobody was willing to give up. When her anxiety peaked at classes and when it was impossible to hold or distract her attention, the teacher sent her to our office. She liked it, because she felt we loved her. We talked, summarized the topics covered at classes, tried to practice something with her when she was attentive. The topics and activities were changed in accordance with her interest, and then she kissed and hugged us all and returned happily to the class. And it was like that for days, months. She stopped hitting children.

The improvements were slow and hard to see. She worked at classes in accordance with her abilities, as much as she could, and she could do very little. We praised every little detail. The teacher sent her to show us her notebooks and even though the drawings were incoherent, we motivated her to move on. Children started loving her, and they were taught to support her, encourage and help her and applaud when she did something correctly. And she was happy. She learned letters, writing (incoherent and without order, but she could write), she learned to count, and she had a first crush. One day she came to tell us that she was very mischievous at the class and asked for my help in writing a letter of apology to the teacher.

She is now in the second grade. She grows, develops and her mother started to participate – she comes to school, helps her in homework. And we are still there for the girl.

The most important thing is to accept these children, give them love and attention, sense of confidence, have understanding and patience in working with them, value their work and achievements *in relation to their possibilities and not to obligatory learning content and other pupils.*

What are the expectations in this and similar situations?

For children with special needs – better socialization, encouraging development of child's abilities, sense of confidence, acceptance, satisfaction, self-respect, communication, encouraging physical development

For their parents – the feeling that they are not rejected; developing partnerships with experts from the school and other institutions with the aim of providing support to the child; positive experience about the child's possibilities

For the teachers – developing partnerships with parents and other professionals; gaining professional competencies for working with children with disabilities; developing empathy

For children without developmental disabilities – developing empathy, tolerance and accepting diversity; providing help and support

Sanja Tomanovic, pedagogue, primary school „Ujedinjene nacije“, Belgrade

Example 2

Flora, the little caregiver

Short description of the child's/ pupil's characteristics	During the second, third and fourth grade, the pupil had selective mutism.
Example of good practice	<p>The pupil expresses a desire for teacher's attention and praise for every activity, even the ones not connected to school obligations. She does it by constant questions to do something that is undesirable or inappropriate by school and class rules (stepping out of the classroom during the class, standing outside her place during the class, doing things appropriate for lunch breaks etc).</p> <p>The pupil managed to draw teacher's attention to her special needs by such constant and frequent questions. After consultations with the psychologist, the teacher started to give certain tasks, which the girl accepted depending on her mood – either very excitedly or reluctantly.</p> <p>The activities demanded by the teacher were simple and have certain results. The teacher:</p> <ul style="list-style-type: none"> • lets her erase the blackboard even if it is not the girl's turn; • Gives her duty to make order in the class, because the girl has distinctive need to do such things; • Lets her count the lunches for pupils and deliver them; • Rarely gives her task to bring something into the other classroom, because the girl feels insecure. However, when the teacher does that, the other teacher-colleague is informed about it; • Advises her mother to send the girl more often to buy some simple things in the shop with certain amount of money (because she has difficulties dealing with the money, the same thing as with adding and subtracting); • Advises mother to give the girl simple chores in which she would be successful; • Gives a girl obligation to take care of the flowers in the classroom and praise her for that; • Gives simple tasks of cutting and gluing while the pupils are making poster in the group work; • Includes her in activities of organizing the classroom for Civic Education; • Gives her duty to take care of the classroom hygiene (soap and towels) for pupils; since the girl has high need to take care of the younger children, the teacher sends her to call sick friend and asks for health; <p>The teacher noticed that the pupil (who was older than her class friends) saw her special characteristics and failure in learning in comparison to other pupils. She noticed it because of the fear and anxiety before the every activity connected to program assignments for the fourth grade. Because of that, the teacher always gave her assignments she could successfully solve, and she did it only as a support and encouragement for boosting self-esteem for other activities, in which the girl would be included later.</p>
Steps in overcoming problems	The teacher thought of these activities, which gave results, randomly or as an experiment/test. Therefore, the steps can be: gradual introduction of some activities and broadening the scope with some more complex activities, while continually following the girl's reactions.

	The cooperation with the psychologist, school principal, colleagues, school security, supporting staff and the girl's parents (she lives with her mother) were inevitable.
Sources of support, other participants/ collaborators in finding and implementing solutions	School psychologist, parents, pupils in the class, parents of other pupils, school principal, colleagues, school security, supporting staff
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The pupil readily accepted tasks, which she had not accepted before. Other pupils see more qualities in the girl, who cannot achieve better school success and lean to appreciate every success and respect diversity. The girl's mother is more satisfied because she sees the child's progress. Therefore, she is ready to accept her child as she is – different from others. Also, she is ready to accept advices and directions for working with the child at home – ready for cooperation.
Additional comment	In order to achieve better and fast success in working with these children, additional engagement of all people in the child's life is necessary. I think that the success would be better if there was a teaching assistant in the class, who would dedicate to individual work with the girl in accordance with the individualized program and detailed monitoring of the girl's improvements. In addition, having better information about examples of good practice would be very helpful, as well as more frequent cooperation and seminar for specific teachers' needs – practitioners.
The example was prepared by	Marijana Uncevic, homeroom teacher, primary school „Isidora Sekulic“, Pancevo

Example 3

When everybody cooperates...

Short description of the child's/pupil's characteristics	The boy is 12 years old and is enrolled in the sixth grade of the primary school. His parents are divorced and he lives with his mother. H does not have developed work habits. He disturbs his classmates when they are working in class and has bad results at school.
Example of good practice	The boy disrupts classes, cannot follow the work and curriculum. He has no self-respect and does not feel accepted. We conduct motivational talks with the pupil every day. The homeroom teacher and parents are involved in monitoring the boy's progress and providing support. The teachers were instructed to give the child precise homework assignments and other tasks. The homeroom teacher is always available to him for support. The pupil is comforted by his teacher's attention and they establish good communication, with the pupil often confiding in him. The homeroom teacher requested that the other teachers give the child assignments that are adjusted to his abilities and interests. The boy completes the assignments regularly and is satisfied with his own work. His classmates share in his happiness and praise his work. The pupil makes visible progress and advances with his work. There are daily consultations and talks conducted between the pedagogue – homeroom teacher – subject teachers – parents – pupils.
Steps in overcoming problems	<ul style="list-style-type: none"> • Daily collaboration of the pupil and pedagogue • Meetings of the pedagogue and homeroom teacher, and distribution of tasks

	<ul style="list-style-type: none"> • Reviewing the pupil's assignments and expressing satisfaction with his work • Agreement (collaboration) of the pedagogue and subject teachers on the pupil's assignments • The pedagogue, homeroom teacher and subject teachers create a friendly environment for the pupil • Supporting and accepting the pupil • Expressing satisfaction when he participates and makes progress
Sources of support, other participants/ collaborators in finding and implementing solutions	Pedagogue, homeroom teacher, subject teachers, pupils, parents
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	The pupil started to participate in schoolwork with the other children. An atmosphere of trust was established with his parents, homeroom teacher and classmates. The teachers can conduct classes without any disruptions. The pupil is satisfied because he is accepted.
The example was prepared by	Sabina Cosovic, pedagogue, primary school „Milosav Stankovic“ Prijepolje

Example 4

When almost everybody cooperates...

The boy is in the fifth grade. He started school one year later after his generation because of his health and psycho-physical problems. His intellectual abilities are below average, and he has under-developed bone and muscle systems and mild speech difficulties. His adaptation to the school was difficult. The boy was very protected by his mother (single mother; the father does not communicate with the family) and broader family (grandfather, uncle, aunt). He was not independent, communicative and he rarely socialized with classmates. He refused group games and other activities.

The mother cooperated with the teacher and school pedagogue. The program demands were reduced. The class accepted the boy and he started socializing with children, being more outspoken and cooperating with the teachers.

Now, the physical education and music teachers do not have understanding for the boy's needs. The boy likes to draw and the color blue dominates his drawings. At the classes' council in the fifth grade, the subject teachers were introduced to the boy's characteristics and I believe that they will show understanding for his needs.

Smilja Nikolic, pedagogue, primary school „Radoje Domanovic“, Vranje

Example 5

It's never too late for the proper support and cooperation

Short description of the child's/pupil's characteristics	<p>The boy has borderline intellectual abilities and combined health problems (heart disease, vision impairment, slow development). Because of the nature of his illness, he has to be under constant supervision of the parents.</p> <p>He has difficulties in reading, writing and understanding the meaning of the text. His abstract thinking is weak. He talks fast, gesticulates and is prone to imitating adults.</p>
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	He is significantly active, but not aggressive; he easily communicates and likes the company.
Example of good practice	<p>The boy managed to learn a basic level of writing and reading by the fourth grade. He has problems in fine motor development and difficulties in writing dictations. Suitable development encouragement was lacking, as well as the implementation of individualized educational program. In the sixth grade, I included him in the rhythmic game performed for the celebration of the School day, and he was included in class performance for the New Year with the great support and encouragement of the homeroom teacher and music teacher.</p> <p>We chose to work individually with him, which is done in the office of the expert service almost every day during the first or second class (because he loses concentration later).</p> <p>I set realistic demands for his abilities:</p> <ul style="list-style-type: none"> • Practicing writing by re-writing the texts, because the size of his letter was uneven and the text did not have the form; • Practicing reading by using headlines on picture material in my office; • Practicing dictations by writing something about him or his interests; • I give him options and choice; • I do not hurry him;
Steps in overcoming problems	<p>I follow this pupil since testing for starting school and lower grades. There are minor problems in subject teaching and we try to overcome them.</p> <p>Homeroom teacher and music teacher give support:</p> <ul style="list-style-type: none"> • I explained him the objective of our socializing/spending time together – to help him read and write without problems, and he accepted it; • I explained why it is important for him; • We agreed time when we will work, material and how to ask teacher to let him be absent from the class; • We agreed on our communication – he can freely express his feelings, whether he is bored, tired etc; • I prepare material, learning sheets for independent reading and making sentences; • I give him precise instructions and he always gets feedback;
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • A teacher from the school, who cooperates in creating steps for learning to read and write dictations; • IT teacher, who organizes activities for the boy in which he writes simple texts on the computer, phone numbers, names and surnames of his friends; • Pupil's younger sister, who helps him in doing homework;
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<p>He regularly comes to scheduled meetings. He is attentive and patient and wants to practice. He praises about his improvements.</p> <p>The teachers have more understanding for him.</p> <p>He openly expresses satisfaction and joy; he is tidier and more careful.</p>
Additional comment	During our joint work, the boy gained self-confidence in his knowledge of reading, writing and working with numbers. He easily communicates with adults and peers. He is now in the eighth grade.

The example was prepared by	Slavica Simic, psychologist, expert associate, primary school „Jovan Jovanovic Zmaj“, Surdulica
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Example 6 Talents

Short description of the child's/ pupil's characteristics	The girl was enrolled in the mainstream primary school. She is now in the fourth grade. The girl has mosaic Down's syndrome.
Example of good practice	The girl has limited intellectual abilities, but good and developed motor abilities and she is gifted for music and drawing. <ul style="list-style-type: none"> • She solves individual assignments of lower difficulty level in accordance with her abilities; • She is socialized and accepted in the group
Steps in overcoming problems	<ul style="list-style-type: none"> • Individual work • Including her in gymnastics • Participating at school performances (singing and dancing) • Displaying her works at painting exhibitions • Including her in group work
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Parents • Special educator • Other pupils • Supporting staff
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The pupil is socialized. She became more communicative, resourceful, talkative and one of the favorites in the class.
Additional comment	The cooperation with the parents was very good.
The example was prepared by	Suzana Rubezic, teacher;; Jasmina Andjelic, teacher, primary school „Desanka Maksimovic“, Zajecar

Example 7 The Vuk Certificate²² for the girl who was afraid of the ball

Short description of the child's/ pupil's characteristics	The girl was seven years old and was enrolled in the first grade of the primary school regularly. When the girl started school, her mother informed us that: <ul style="list-style-type: none"> • The girl had not attended kindergarten and preschool; • She had behavioral problems in: <ol style="list-style-type: none"> a) acceptance b) communication c) independence d) sense of confidence e) developing skills The girl started talking when she was four.
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22 NB: In Serbia, pupils who finish primary education with straight A success are given the Vuk Certificate as merits

	<p>She was taken to various psychological testing, consultations and they could not find out what disturbed the girl's development.</p> <p>The parents are intellectuals – her father is a lawyer, and mother is a foreign language professor; they are interested in the girl's progress and are very dedicated to their child.</p> <p>When she was tested for the school, the girl showed a very low level of intellectual abilities.</p> <p>When she started first grade, she was withdrawn and scared, and her motor development was slow (she rode a bicycle with four wheels); she repeated the same actions over and over again and was even afraid of the ball in physical education classes.</p>
<p>Example of good practice</p>	<p>The girl did not participate in classes and she did not write if the teacher was speaking to the whole class. She answered orally to questions. Her written assignments were empty and she did not complete even the simplest assignments.</p> <p>In conversation with her parents, we realized that the child was practicing at home and that she had knowledge, but did not show this at exams, which the teacher also had noticed. She started giving her more attention, special dedication and she stood beside her and encouraged her. So, the teacher realized that the girl did the assignments when she spoke directly to her, „Come on, you can do it, try, you know how to do it.“ The teacher repeated these words like a parrot and stood beside her while she was doing the assignments. She occasionally raised her head and looked as if she was afraid. Then she continued working and had all the correct answers. She did homework and practiced at home regularly. She needed constant support and patience in order to do the simplest task in the school. At the beginning, she accepted it only from the teacher, but not from the peers, who did not participate at all.</p> <p>It looked as if she had another parallel world. She drew perfectly and she always drew Barbie dolls with all the details: eyebrows, eyelashes, make up. She did it all the time. If the teacher gave her an assignment and did not check what she was doing (encouragement), she started drawing. She was not interested in her peers. The class pupils tried to make communication with her. They were confused and could not understand that she had her own world from which she rarely stepped out. The pupils accepted her at physical education classes. They realized that she was afraid of the ball and then they threw it slowly so she could catch it. They did not throw the ball hard at her when they played „dodgeball“. And she started participating in games. They followed her needs without mocking and full of love.</p> <p>The parents of other pupils got information about the girl's characteristics. Friends started inviting her to birthday parties and they took care of her satisfaction. My colleagues met the girl and gave their support by talking with her at lunch breaks. Hence, their pupils stopped teasing her. During the first grade, the teacher always had enough time for her. She addressed her individually and worked with her in order to develop. She followed such program fully. The girl read fluently and wrote. She was very tidy and solved math problems. The girl gained more self-esteem and respect with the constant cooperation with the parents, support, acceptance, love and encouragement. Her friends started taking the role of the teacher for encouragement. They were patient and careful towards her. So, she started reacting to her peers' support and inclusion. In the second grade, the teacher did not have to stand beside her all the time. In the end, one look was enough for her to start working. She took responsibility. She finished primary school with</p>

	the „Vuk Certificate“ as merits. She is now in grammar school, and she is a pretty and satisfied teenager, who lives and enjoys with her peers.
Steps in overcoming problems	<ul style="list-style-type: none"> • addressing her personally • individualized work • constant support and encouragement • playing in physical education classes • peer support
Sources of support, other participants/ collaborators in finding and implementing solutions	The most important were the individual work and support with love, understanding and patience of the teacher and friends from the class.
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	I am happy because I was her teacher and the benefits are great for everybody: <ul style="list-style-type: none"> • she has progressed • the children became more humane
The example was prepared by	Tatjana Sindjelic Maksimovic, teacher, primary school „Jovan Popovic“, Kragujevac

Example 8

A sense of rhythm

Short description of the child/s/pupil's characteristics	The girl attends sixth grade of the primary school. She has hearing impairment (she is deaf).
Example of good practice	<ul style="list-style-type: none"> • cooperation with the teacher (methods which had the best results from the first to fourth grade) • introducing the Classes' council to the child's' problems • including other pupils in solving problems (in classes and following accomplishments of given suggestion) • pupils help: escorting her from school to her home, re-writing the assignments, obligations, messages to parents • including parents: cooperation with the girl's parents in the sense of everyday contact with the homeroom teacher and subject teachers when needed (learned units and importance of some segments of the learning contents) • mutual support and help – irregular meetings with the teachers and adjusting methods and criteria (reducing learning content, highlighting the important parts in units, oral exams) • including the pedagogic-psychology service – offered help in solving emotional problems, socializing, puberty; they worked with parents on capacity building for adequate relationship with the girl and showing them how to support her in learning; the psychologist noticed parents huge ambitions and tried to pinpoint to the problem through counseling • at music classes, she shows excellent results with the support of the music teacher; the teacher recognized extraordinary sense for rhythm (folklore, tactile exercises) and encourages this potential; in that way, he helps socialization and acceptance by the peers; • in physical activities classes, she shows solid results and has good coordination, which the teacher noticed and encouraged (the pupil demonstrated exercises to other pupils and she was active in classes)

Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> through working with this pupil, the teachers could see and sense the importance of persistence and willingness for progress and inclusion into everyday life; This experience is very important for the teachers, because they realized that children with disabilities can achieve good results with the correct teacher's guidance; her friends accepted her as she was.
The example was prepared by	Damnjana Milojkovic, homeroom teacher, physical activities teacher, Dragana Radulovic, psychologist, Olivera Pesic, homeroom teacher, primary school „Ivan Goran Kovacic“, Niska Banja

AREA 10

SUPPORT BY OTHER EXPERTS

Example 1

The team with a speech therapist

Short description of the child's/pupil's characteristics	According to his parents, during birth by caesarean section, the child suffered oxygen deprivation and as a result he has dysphasia and slow intellectual development.
Example of good practice	<p>The boy was postponed in starting school for one year. In that period, the boy attended a preschool group and several times a week went to a speech therapist/special educator who worked with the boy individually. When the boy started first grade of the primary school, he could read and write.</p> <p>In the beginning, he followed the classes together with his peers, but as the school demands became more complex, the classes were adjusted to his individual needs. We thought up learning contents in cooperation with the parents and the speech therapist.</p> <p>At the beginning of the fifth grade, the subject teachers were introduced with the boy's obstacles. They adjusted the program to this boy's abilities and he successfully completed the eighth grade.</p>
Sources of support, other participants/ collaborators in finding and implementing solutions	The boy's parents, speech therapist, special educator, teacher and subject teacher
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	By using such an approach, everybody benefited. First of all, the child with disabilities who is now literate, independent and socialized. The parents succeeded in helping their child in accordance with his needs. And the teachers who worked with the boy also benefited.
The example was prepared by	Ruzica Vasiljevic, homeroom teacher, primary school „Ujedinjene nacije“, Belgrade

Example 2

The teacher is not alone

Short description of the child's/pupil's characteristics	The 8-year-old boy is in the second grade of the primary school. The boy expresses physical and verbal violence during classes and in contact with his peers.
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Example of good practice	The boy came to the class at the beginning of the second grade. It was his third school. The child was very aggressive towards peers and used every opportunity to tease someone (there were serious injuries, bites and similar attacks). He was very active and diligent in classes. The cooperation with his parents was good. Pedagogic-psychology service, school principal, colleagues teaching the first and second grades, and the Center for mental health were included in his education.
Steps in overcoming problems	Talking to the child and the parents (pedagogic-psychology service, teacher, school principal). For a while, he was included in a special (smaller) group of the day-care center, where a special educator and his teacher were engaged. The boy and his parents had continual treatment in the Institute for mental health. The teacher and the psychologist went to meetings at the institute for mental health twice, and the school principal and pedagogue went once.
Sources of support, other participants/ collaborators in finding and implementing solutions	Pedagogic-psychology service, school principal, special educator, teachers of first and second grades, expert service of the Center for mental health in Palmoticeva.
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	At the end of the first semester, the pupil managed to change his behavior slightly and minimize his aggressive outbursts.
Additional comment	I hope that this will end up well with the support of all of us! IT IS VERY DIFFICULT! I am not alone, which is wonderful.
The example was prepared by	Zorica Vukajlovic, homeroom teacher, primary school, „Veljko Dugosevic“, Belgrade

Example 3 High school girl

The fourth-grade pupil is adopted by she does not know that. The parents did not accept the pedagogue's advice after testing to postpone school for a year because of the girl's emotional immaturity. She had dysgraphia and dyslexia and could not count without counting with her fingers.

A substitute teacher came to the class when her teacher got ill. In order to find out more about the girl, the substitute teacher first sought information from her teacher, and then the school pedagogue and principal. Everybody said „Just give her passing grades, she will never manage to enroll in secondary school“.

However, the new teacher did not want to accept such advice before trying to do something for the child: she first called the girl's mother and told her about the problems. The mother was ready to cooperate. They took the child to a speech therapist and then organized additional individual classes twice a week.

After two months, the first results became obvious. The girl started improving her pronunciation; she had tidier and better handwriting and skipped letters in writing less frequently. She was interested in school activities, wanted to answer during classes, actively participated in everything. She gained confidence and had more friends.

At the end of the first semester, her change was almost unbelievable to the parent and to others. She was not just given „passing grades“, but successfully finished primary and secondary school.

Suzana Jovanovic, primary school, „Ljubica Radosavljevic Nada“, Zajecar

Example 4

A very expanded team: networking

Short description of the child's/ pupil's characteristics	The boy attends second grade of the combined class in the primary school. He has slow intellectual development and health problems (heart disease)
Example of good practice	The teacher works with the boy individually by using the obvious teaching aids. Inclusion into the peer group was implemented through group work and extra-curricular activities. The boy expresses interest in learning poems.
Steps in overcoming problems	<ul style="list-style-type: none"> • Cooperation with the preschool institution that the child attended • Cooperation between the pupil, teacher, parents, other children • Recognizing and emphasizing the boy's special abilities • Individual work – extra-curricular activities
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Praise • Health institution • Kindergarten teacher • Pedagogue, teacher • Expert council • Other children, parents
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • The boy has advanced in regard to the learning contents of the first grade; he can count to 10, writes letters and short simple words • Socialization in the peer group • Support to parents
Additional comment	He shows the greatest improvement in communication with his peers. He has complete support from other children.
The example was prepared by	Snezana Stefanovic, pedagogue, primary school „1. maj“, Vrtojoc near Vranje

Example 5

Only a short break for the choir soloist

Short description of the child's/ pupil's characteristics	<p>The boy finished the first and second grade in another class of the same school.</p> <p>He came to my class in the third grade (on the psychologist's recommendation), because there were fewer pupils in this class and the teacher could dedicate more time to him.</p> <p>At the beginning of the third grade, the boy could not copy anything from the blackboard or write dictations. He could read some things (sentences with simple short words). He could write and read numbers up to 100, but he did not differentiate calculation operations or add and subtract to 10 by heart. He brought his physical education gear regularly, but he did not participate and he hid in the gym corners. In art classes, he did not want to draw at all. He especially resisted suggestions to draw his family.</p>
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	<p>He usually came to school untidy. His books were dirty. He brought two notebooks, which were torn and scribbled, and one broken pencil.</p> <p>His concentration was weak during the first trimester. He forgot everything he learned. He made faces during the classes, made noises and hit an imaginary opponent. He waived his fists in the air and hit himself in the face and head.</p>
<p>Example of good practice</p>	<p>After learning about his problem, at the beginning of the school year, the teacher started creating a positive atmosphere for the new pupil.</p> <ul style="list-style-type: none"> • Through talking with children about their feelings when they are in unfamiliar surroundings; what they would like to be told or done to feel accepted and what they could do to make someone comfortable in their surroundings; • The children accepted him openly at the first meeting; they introduced themselves to him, welcomed him, informed him about the life of the class, and offered help. Considering the fact that the pupils usually sat in groups and frequently changed places, the new pupils soon got familiar with all the children. • In the beginning, he was shy in contacts with the teacher. He used to run in front of the blackboard and spoke loudly, so that everybody could hear him. He accepted communication in the group, but expressed insecurity. He talked quietly and incomprehensibly. He did not take initiative in communication, but he liked direct approach, which was seen on his cheerful face and turning around the class to check that everybody saw and heard who talked to him. • He liked individual work during regular classes, especially when other pupils were occupied with some activities not so interesting to him. He did not want to participate at additional classes and the teacher granted his wish not to stay in the school when all other children had left. Therefore, the daily schedule was organized to give him more attention and help in work (preparation of special assignments fitting his current knowledge and possibilities). • Friends lent him materials and books; helped him and included him in every activity. The teacher and the school presented him with books, notebooks, material and free lunches several times. <p>As mentioned previously, he made funny faces in classes, made noises and hit his imaginary opponent. He waived his fists in the air and hit himself in the head and face. Every reaction by other pupils made him do it all over again.</p> <ul style="list-style-type: none"> • In agreement with the teacher, the pupils ignored such behavior. When he realized that no one paid attention to his behavior, he calmed down. <p>Cooperation with the family was impossible during the year. The mother came occasionally to the school and talked to the teacher and psychologist, but she blamed her husband for the situation and asked for passing grades. She was not interested in helping the son at home. When she knew he had homework, she filled in the questions herself. She did not allow him to go on excursions, to the theatre and other events. The father did not come to school at all.</p> <ul style="list-style-type: none"> • The boy followed his teacher's reactions and adjusted his behavior accordingly. Everything that indicated the boy's improvements in learning and adjusting to school was rewarded by praise or applause by the teacher and the pupils. <p>There were no verbal or physical outbursts conflicts between him and other pupils, but it was obvious that some of the children did not accept him.</p>

In one verbal conflict with other children, he tore his books and put pencils in his eyes while shouting „I want to die! Why do I need such life?!“

He went to meetings with the school psychologist happily from the first grade. Considering the fact that his uncontrolled reactions were frequent and harsh during that time, the psychologist often visited classes to monitor his behavior.

- After the first incident, we asked for help from the Center for social work. With the joint effort of the school and Center for social work the boy's socialization became easier.

After the first trimester, it was obvious that the boy liked spending time in his new surroundings. He became more relaxed. He started answering some questions in classes and participated in group work at Nature and Society classes. At that time, he told us at the Civic Education classes how his father beat him.

The first visible sign of boy's socialization was at the physical education class at the beginning of the second trimester. He liked competitions between two classes, supporting and cheering for teams, but he refused to join the game. His friend threw him the ball deliberately even though the boy was standing outside the field. He spontaneously caught the ball, which was followed by pupils' great reaction, applause and shouts: „Bravo! Teacher, look! He caught the ball excellently.“ They invited him to join the game, and before he was able to react, the children included him in the game. They threw him the ball and accepted to be hit. The boy was smiling and looking at the teacher, waiting for her reaction. When he saw he had support, he was more relaxed. Since then, he participated regularly in every physical activity. He even drew his first drawing in the school, which was connected to physical activities. He drew the gym floor and all pupils playing „Between two fires“. Everybody was cheerful, smiling and colored with bright colors.

After this event, the boy had more confidence and openness for cooperation.

- He was given the opportunity to choose whether to learn multiplying table with the teacher in the school or with his friends. He chose his friends. We agreed when, how much and with whom he would learn and the teacher checked how he progressed every day.
- In that way, the boy learned the multiplication table in a few days. Constant support and encouragement visibly boosted his self-esteem and hope that he could achieve better results. He remembered the multiplying table until the end of the year.
- Parents of other pupils were informed about the need and importance of the boy's socialization. They showed understanding and support, and the friends who lived nearby, invited him to study together outside the school.
- We had individual meetings with parents of some pupils who showed impatience with the boy. In agreement with the teacher, at home, the parents supported initiative to give the boy support as much as possible.

The boy confirmed his need to be in the group by regular school attendance and strict refusal to be taken home even when he was obviously sick (fever, eye infections).

- On the teacher's constant insisting, the mother allowed him to go on trips, to the theatre and other events.

	<p>By the end of the year, the boy did not have any uncontrolled moves and tics. He learned to read fluently. He wrote simple words and wrote dictations. He wrote slowly and incomprehensibly, but he learned to write. He learned several poems. He added and subtracted up to 1000. He delightedly accepted classroom chores (on-call pupil duties, bringing material for making posters etc). He gained satisfactory knowledge in the subject Nature and society and he was active in making classroom posters and quizzes. He learned few songs at music classes. He particularly liked to be soloist in the class choir. So, the teacher discovered his singing talent. At section classes, the pupils decided to support his talent and include him in lower-grade choir.</p> <p>He was more outgoing and opened to his broader surroundings. He wanted to show his achievements to everyone coming to the class. He was sad if he did not have time or chance to show himself in front of the school psychologist, so she came several times to hear him and praise him.</p> <p>During the summer break, as the teacher found out, the social workers visited family several times and talked to the boy. As agreed with parents of other pupils, they invited him to play so that the continuity would not be lost.</p> <p>However, when he came into the fourth grade, the pupil started showing the same behavior as before.</p> <p>His hygiene negligence was obvious and friends started avoiding him or refused to sit with him.</p> <p>His mother did not come to school any more.</p> <p>He forgot almost everything he had learned, so he started learning again with the teacher and his friends.</p> <p>He stopped bringing homework.</p> <p>He still came to school regularly, and much earlier to play in the schoolyard.</p> <p>He was open in communication and talked with the teacher every time he was beaten at home.</p> <p>He participates in extra-curricular activities, which can contribute to praising and awarding the whole class (making things for school fair, bringing secondary material etc).</p> <p>He does not have tics and uncontrolled moves anymore, and he does not shout. He is more confident, but his concentration is weak. Everything he does at the classes, he does it because the teacher asks him to do.</p> <p>There are no initiatives from his side.</p> <p>He occasionally expresses aggressiveness towards other children, especially to those who are not interested in him.</p> <p>Currently, the contacts with the psychologist are rare. The teacher does not know whether the Center for social work contacts the family.</p> <p>In the teacher's opinion, the positive results are obvious. In the third grade, they were a result of the synchronized work and effort of everybody from his surroundings (the class, school psychologist, center for social work, and parents of other pupils). Therefore, she recommends continuation of similar work.</p> <p>The pupil is now in the fourth grade.</p>
Steps in overcoming problems	<ul style="list-style-type: none"> • Preparing other pupils for new friend • Addressing the pupil personally in communication, individual work • Peer help during classes

	<ul style="list-style-type: none"> • School's support in buying books and material • School psychologist participation • Including the parents (mother) in work • Classes of Civic education and physical activities as challenges – road to socialization • Including the center for social work • Support by parents of other pupils • Including him in extra-curricular activities • „Opening“ him to the broader environment
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Other pupils in the class • School psychologist • Parents of other pupils • School principal • Center for social work
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • Boy's socialization and learning • Other pupils' socialization and learning • Alleviating child abuse at home • Helping the family in bringing up the child • New and valuable experience for the teacher • Professional development of the school psychologist
The example was prepared by	Snezana Djordjevic, homeroom teacher, primary school „Milutin i Draginja Todorovic“, Kragujevac

Example 6

The birthday line dance in the teacher's diary

Short description of the child's/pupil's characteristics	The boy is in the second grade. He has pseudo-learning disability. The family situation is difficult (his father is alcoholic and his mother is emotionally unstable).
Example of good practice	<ul style="list-style-type: none"> • Support by the teacher (patience, cooperation, tactfulness) • Support by peers (help in working, applauding, protection) • Individualization (didactic material, puzzles, individual meetings with the parents, motivational grading)
Steps in overcoming problems	<p>The boy drew attention to himself from the first day of school (he was very mischievous, refused to cooperate, disturbed other pupils, swore etc).</p> <p>September</p> <ul style="list-style-type: none"> • Period of adjustments – we follow the boy's behavior – he was late for classes every day by about 15 minutes even though his mother was escorting him to school (she always had some excuse for being late) • I talked to the persons who had met the boy before me: <ol style="list-style-type: none"> 1. his kindergarten teacher – I found out that the boy (as well as the mother) had inappropriate behavior and that he attended kindergarten all the time until the 31st August (he started school without a day of pause)

2. school pedagogue (part-time apprentice) – I learned that the boy was not tested in our school, but in another, and that the parents enrolled him in our school on the last day;
3. school pedagogue who tested the child – but I could not get the test results („it was a professional secret“), but the oral information that the boy had not done the test very well.

October

- individual meetings with the parents
- I invited parents to one-hour meetings;
- Only the mother replied to the invitation (she came to school every day)
- I gave her time to talk about the child – the facts she thought I needed;
- She complained about the husband, who was alcoholic. She said that the boy was like a father, and that she liked school (both parents finished secondary school: the father is a waiter, and the mother is a salesperson), that she would divorce and go with the child to America. She also said that the company where she worked was bankrupt. She threatened the child with beatings, wanted to enroll him in a day-care center, that she would do the horoscope for the boy and the husband and so on. And she gave thousands of unconnected stories and at the end of the meeting she kissed me unexpectedly (probably as a sign of appreciation because I cared for her child).
- Individual additional classes with the boy (in the presence of his mother)
- The boy learned letters, but he was very insecure.

November and December

- Meetings with the school pedagogue
- Pupil
- Parents (mother)
- Since the pedagogue did not have any previous experience, she could not manage in working with the boy.

January and February

- Meetings with the developmental psychologists from the Clinical center
- The pupil and his mother (the father did not reply again)
- He recommends cooperation with Marriage counseling at the Center for social work, but the parents did not respond to the call (the father did not want to).

During the first grade

- The boy had good perception
- He did not want to write even though he knew letters.
- He did not want to draw (at art classes and civic education classes).
- He did not want to talk (at civic education classes)
- He did not want to recite or sing even though he knew the lyrics. He disturbed other children while they were singing, by making inarticulate noises. I used this situation to make him sing of recite with the child he chose. So, he became „the second voice“. I encouraged him to choose with whom he'd like to sing.
- At physical education, he ran around the gym, disturbed other children, and he did not know the rules of the games.

	<ul style="list-style-type: none"> • He did not want to stand in the „Birthday circle“ when some child celebrated a birthday (he had never celebrated birthdays with other children). • He did not come to additional classes (because the parents did not bring him) • At the class performance for parents, he swore, used vulgar language and put other pupils and parents in awkward situations, as well as myself (I had the impression that he was stronger when his mother was present, so he caused more „craziness“ than usual). • I took him to trips and visits even though it was a danger for me and the other pupils (I asked two bigger boys to hold his hands, and when we crossed the street, I held his hand). Therefore, I asked the mother to bring him to events at the scheduled time (she respected the agreement). • He did not go on excursions or recreational study trips. <p>During the second grade</p> <ul style="list-style-type: none"> • The school employed an experienced psychologist and I cooperated with her. She worked with the pupil and his mother, and the two of us cooperated with developmental counseling (we took the child's file to the school and got instructions for further work). • The moment the boy got tired during classes, he started doing puzzles (sometimes it happened already during the first or second class; in the beginning it was slow and difficult, but over time it has improved) • He learned Latin alphabet, but rarely wrote (only one line by using capital letters) • He learned the multiplication table (he wrote numbers, but did not want to do the text assignments) • He sang and recited • He drew • He socialized with children more • He came to school alone (without his mother; with children from the neighborhood; he was not late for classes). <p>In the third grade</p> <ul style="list-style-type: none"> • He was transferred to another class on the recommendation of the developmental psychologist from the Clinical center and with the principal's and school psychologist's approval (it was the previous class, that had classes for the whole day; there were 18 pupils, while there were 31 pupils in our class; the boy's success was much better). <p>He is now in the fourth grade.</p> <p>In the meantime, we established cooperation with the Center for social work.</p>
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • School pedagogue • Developmental psychologist in the clinical center (later on, the school psychologist) • Other pupils in the class (there was no support by the colleagues, and cooperation with the boy's parents was almost impossible)
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	<ul style="list-style-type: none"> • For the child: socialization, education, love, affection, acceptance • For other children: learning compassion, care, sacrifice; they were protectors and helpers; • For the parents: they were offered the possibility to solve their problems (alcoholism treatment, marriage counseling, cooperation with social workers) in order to help their child • For the teacher: humanity

Additional comment	I think that the only „cure“ for this (and any other child) is a more stable family.
The example was prepared by	Svetlana Andrijanic, homeroom teacher, primary school „Milutin i Draginja Todorovic“, Kragujevac

Example 7

The teacher initiates connections

The girl is now eight years old and attends the first grade. She started school when she was eight. Because of the difficulties in mental development, the school was postponed for one year. The school was her first contact with an open and natural peer environment. She was enrolled in the preschool group, but attended it rarely. The school was a completely new situation and she had many difficulties coping with it. She had difficulties in walking and was not independent. The girl was unskilled in communication with children, and she had problems in spatial orientation outside the classroom and could not take care for her belongings. On the other hand, she was very curious and interested in her surroundings and wanted contact with the peers, but when she tried to make contact, she became aggressive. She tried to draw attention to herself by shouting, hitting, banging on the table. In such situation, her invitation for socializing was unanswered, which created confusion both in her and other children. She was withdrawn and spent most of the time drawing.

The girl had to be included into the group, but it was impossible without help of the parents and experts, as well as working with the whole class. Cooperation with her parents was excellent from the first day and we worked step-by-step. We took actions and the teacher, speech therapist, parents, the class and Institute for mental health participated. All the participants started cooperating after the teacher's initiative and she was very eager to establish quality contacts. The teacher informed the school speech therapist about the situation and got valuable advice about working with a child who expressed such behavior. The speech therapist contacted the parents, held meetings with them and started individual work with the children. In addition, he gave instructions to parents on how to work with the girl at home. The speech therapist mostly used stories with many pictures and situations presenting the children and their relationship.

The girl's assignment was to draw her friends from the class. In the beginning, the girl drew herself on one side, and friends on the other side of the paper, which clearly showed their relationship. At the same time, at civic education and section classes, the teacher worked with the whole group, including the girl, and held workshops „Us and others“, „We are all different“ with the aim of understanding the diversities among children, developing fair and tolerant relationship, removing the concepts of „diversity“ and „common“. The teacher followed the speech therapist's instructions and they shared experiences about the girl's work in the school and at home. The improvement in the girl's behavior was obvious.

The teacher, child and parents established cooperation with the Institute for mental health. There, they had group and individual meetings with doctors and psychologists. This cooperation brought very positive results. Plans for working with the child were made more concrete, daily planning became practice and plans were implemented within a previously set timeframe. The experts insisted that the teacher dedicate to the girl the same amount of time at classes as to other

children, and that the same rules applied to the girl. They warned us about the possibility of the girl's refusal to cooperate and her attempts to „achieve what she wanted“ and they advised us how to deal with such situations.

The effects of this long-term cooperation were extraordinary. After two months, the girl accepted her friends and they accepted her. She could successfully communicate with them, and her friends were also the main cooperatives of the teacher. The girl has peer support in everything she does positively, their help, but she also got criticized when needed. The peer criticism is very effective, even more effective than teacher's criticisms. The girl works in the group or in a pair and helps her friends, plays with them, participates in performances. She is one of the favorite guests at birthday parties and everybody comes to her parties.

Her parents are satisfied, as well as the majority of parents of other children in the class.

After this experience, I wish to emphasize that the teacher has to be the initiator of changes if he/she has a child with disabilities in the class. The teacher is the best initiator and support for including parents, expert services and other children in supporting the child with developmental disabilities.

Silvija Dimitrijevic, homeroom teacher, primary school „Ucitelj Tasa“, Nis

Example 8

The collection of hairpins – I protect my mother

Short description of the child's/ pupil's characteristics	The girl in the second semester of the first grade started expressing school phobia – she refused to come to school without her mother. In school, she took her peers' belongings.
Example of good practice	<p>The girl moved from Macedonia and was enrolled in the first grade. She did not speak Serbian. She was quiet and withdrawn.</p> <p>She progressed quickly. By the end of the first semester, she learned to speak fluently and wrote beautiful essays, and adopted the learning content fully. She had some difficulties with reading. She drew nicely. She socialized with the friend who sat with her.</p> <p>Besides initial withdrawal behavior, nothing was specially striking in her behavior.</p> <p>During the school winter break she went to visit her grandparents in Macedonia.</p> <p>At the beginning of the second semester, she was absent from the school for three days. We thought that she was sick or something important had happened so she could not come to school. On the fourth day, her father came, very „angry“ because the girl did not want to come to school and he pulled her hand. I tried to find out what was happening. The father said: „She is naughty, stubborn, and her mother is responsible for such behavior.“</p> <p>I took the pupil in my lap, because I wanted to hear why she did not want to come to school. The child was silent. I stroked her hair and said: „All right, go home now, but promise you will come tomorrow.“</p> <p>The child came to school by force and she fought with her parents. The father said: „If you do not want to enter the classroom, I will tell the teacher and children what you have in the bag in the car“. Her resistance was even stronger and she did not want to enter.</p>

The mother and the girl left the school. I stayed with her father, trying to explain that I understood and wanted to help. I asked him to tell me whether he and his wife had some family problems and how they treated their children. He answered that they were a happy family and that the girl learned to have everything her way, but he was like that when he went to school also. He criticized her for taking crayons, pencils, hair pins from some friends and kept them in a bag in her desk, so he brought them to return to the children.

I told him it was wrong to start that story in front of the girl and myself. He admitted that he was angry.

The following day, the girl came to school – she argued in front of the classroom with her mother and did not want to enter.

I stroked her hair and invited her mother into the classroom. She was satisfied, did all the assignments without problems, but when she had to say something, she answered only in short sentences. I assumed it was because of the mother's presence.

The following days, I sent the mother to visit school pedagogue. The pedagogue's recommendation was that the mother stays in the classes for some time longer. The mother was in the class for a month and a half.

The pedagogue told me that the girl had the problem of school phobia. She did not want to be in the school without her mother.

I advised the parents to visit a psychologist, but they did not accept it.

She finished the first grade successfully, but with her mother's constant presence in the classroom.

When she started the second grade, the mother did not want to come to classes anymore. The girl refused to come without her. I again tried to persuade the mother to visit a psychologist. The first half of September passed, and the girl still did not want to come without her mother.

I went to visit the family at home. There was a drawing of a teacher in her room. The mother said that the girl wanted to be a teacher. She taught her younger brother every day to write, draw, and calculate. The father was not at home, and the mother was very closed and contained. I gave them my phone number and took theirs, and told the girl could call me whenever she wanted.

The mother did not want to sit in the classroom anymore. Again, there were persuasion and arguments in front of the classroom.

November – the girl again did not want to come to school. The parents realized that they had to visit a psychologist. Diagnosis: school phobia.

Both parents went to a counseling meeting. The father withdrew and did not want to continue conversations with the psychologist. He told me that he did not understand why his daughter did not want to come to school even though she had told the psychologist that she preferred school to home.

I made contact with the psychologist and found out that the father abused the mother in front of the children. The child did not want to come to school alone from fear of something happening to her mother. So, they continued coming to school together.

In the second semester of the second grade, the girl came to school occasionally without mother. By the end of the year, the family situation changed for the better.

	She is now in the third grade. She comes to school on her own. She is active in classes and very interested. She signed up to go on the recreational study trip. She socializes with her friends and goes to their birthday parties. She is an excellent pupil.
Steps in overcoming problems	<ul style="list-style-type: none"> • Recognizing the problem • Trying to understand the girl's behavior • Patience in work, friendly approach • Visit to the family • Directing the parents and pupil to visit a psychologist
Sources of support, other participants/ collaborators in finding and implementing solutions	<ul style="list-style-type: none"> • Parents • Pedagogue • Psychologist (counseling) • Colleagues
Assessment of benefits for the child/pupil, other children/pupils, parents, teachers, kindergarten/school	<p>The girl: she gained self-confidence, comes to school regularly and has excellent grades</p> <p>Other pupils: developed solidarity and confirmed friendships</p> <p>Parents: solved family problems</p> <p>The teacher: experienced success and satisfaction</p>
Additional comment	Love for children and persistence can solve or lessen every problem.
The example was prepared by	Dragica Zivadinovic, homeroom teacher, primary school „21. oktobar“, Kragujevac

AREA 11

OTHER TYPES OF SUPPORT AND ASSISTANCE IN ACTIVITIES/CLASSES

Example 1

Assistance and professional advancement

Short description of the child's/pupil's characteristics	The five-year-old boy is in the kindergarten in the mixed group, which is suitable for his age. The child has problems in communication, he is hyperactive and his speech is under-developed.
Example of good practice	<p>We held parents' meeting at the beginning of the school year and told them that a boy with special needs would attend the group, so that they could talk with their children about it at home. We talked to other children about ways to help their new friend. We asked for information from the boy's parents about his habits, activities he liked, food, using the toilet etc.</p> <p>We included the boy into the group gradually, twice a week for two hours, with a personal assistant (NGO VelikiMali).</p> <p>At the beginning, we did not put any demands on the child or ourselves, and we just followed his behavior and reactions of other children. We explained to the children that when the boy shouted, he tried to tell us he was happy or sad, that it was his way of communicating and that they should not be afraid of it. We asked them to help us – if they saw that the boy left the room, they should come and tell us immediately. We included him into the group (he delivered cutlery for lunch), pushed the</p>

	<p>kitchen trolley and a more skilful child always went with him. We often organized agility games, because it was his strength (physical fitness). In such situations, he finished the tasks first and it had a positive effect on him and the other children. We used every situation to establish emotional relationships (stroking, kiss, touch). It is necessary to see the limits and when it is time to stop an activity – sometimes insisting on finishing a task causes outbursts (screaming, throwing down, or crying). In such situations we always say to the other children: he is just angry. We always monitor the children's reactions, because it is important for them not to be afraid of him. Therefore, we often emphasize how he learned something with their help.</p>
Steps in overcoming problems	By gradual inclusion, we set conditions for the adjustment of the boy and other children. The boy became familiar with the premises. within his abilities, and accepted the rules of behavior in the group.
Sources of support, other participants/ collaborators in finding and implementing solutions	My colleague from the group, the lead kindergarten teacher, assistant; trainings and seminars
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	The greatest benefit for the child is that he spends time with peers, approaches them spontaneously, and he learns new skills by looking at other children. Other children learned to accept diversity from an early age, not to feel pity for someone, but to help; I learned more.
Additional comment	<p>At present: the boy plays with other children, approaches them spontaneously, but he rarely accepts our suggestions and reacts violently (he is angry, throws things, runs away). He takes our hand when he wants us to give him something; he looks us in the eyes; his speech is still under-developed.</p> <p>It is not easy to have a child with disabilities in the group, especially if this is your first contact with such problems. Great expectations and lack of information can be a great enemy. In the beginning, there were no major problems, because the child came with the support of an assistant, but when his stays in the group were longer and the assistant's presence was reduced, the problems started:</p> <ul style="list-style-type: none"> • The group colleague has started to give up • Loosing control over the child (he goes out of the room, walks around the kindergarten, screams) • Fear, tiredness <p>I asked the expert service and assistant from the organization VelikiMali to increase assistance for a little longer, until we „pull ourselves together“. We did not get a personal assistant, but we participated in the seminar Inclusion in the education system. So, we were strengthened and we continued. Patience is our most important ally. I think that it is natural for a person to lose strength in such situations and want to give up. Therefore, it would be good if there were some clubs or organizations of people with more experience, who could help with consultations. Expert seminars give me a special kind of energy, which keeps me „awake“. It is very important that both the kindergarten teachers working in one group attend the seminar, because everyone's experience is valuable.</p>
The example was prepared by	Milica Babic, kindergarten teacher, preschool institution „Decja radost“, Pancevo

Example 2

The assistant and little assistants

Short description of the child's/ pupil's characteristics	The girl is seven years old. She is autistic.
Example of good practice	<p>The girl was coming to the kindergarten three times a week with an assistant from the NGO VelikiMali and sometimes without her. She showed resistance in the beginning. She had difficulties separating from her father. Gradually, she accepted the kindergarten with the help of her peers. She did not talk – she screamed and shoved everybody around her. Her walking was slow and unstable. She did not have hygiene habits and refused them. When children invited her to join a game, she refused at first, and then she came by herself and participated. The same thing happened with washing her hands, which she refused categorically. When we said „Hand washing!“ two girls took her to the bathroom. At first they washed her hands and then she took the soap and did it herself by saying „Bravo!“ because it was the way other children used to praise her.</p> <p>It turned out that the children could accomplish something more easily than we – the adults – could.</p> <p>She achieved a lot with the peer support. She repeated parts of poems, colored, played various games etc.</p> <p>She is now in the first grade of the primary school.</p>
Steps in overcoming problems	Recognizing the problems, including the girl into the kindergarten, expert support, cooperation with her parents
Sources of support, other participants/ collaborators in finding and implementing solutions	NGO VelikiMali
The example was prepared by	Milena Labanc, kindergarten teacher, Preschool institution „Decja radost“, Pancevo

Example 3

Two meters of support

Short description of the child's/ pupil's characteristics	<p>The boy is the oldest in the preschool group, but his physical development is at the level of a child at least two years younger than him. When I held his hand for the first time, I had the impression that the slightest handshake could hurt him. He had constant secretion running from his nose and mouth, and had „ground down“ teeth. His speech was underdeveloped and he had bad articulation of most sounds. He could count to 10, but he did not understand the concept of a number. He could not distinguish the basic colors and his drawing was in the doodling phase. His fine motor development was not developed. Educational negligence was visible. His destructive side was very emphasized, especially in regard to objects and toys. His attention was scattered and he could not be calm for more than a few minutes. At the same time, he could do puzzles that only a few children could complete.</p>
Example of good practice	<p>When I came to work in this group, most of the children had a very bad attitude towards this boy: they teased him, imitated him, mocked and</p>

	<p>made a „moving circus“ out of him. The other teachers did not react to such actions or they reacted in the wrong way. He did not respond to calls, but ran away from me. Therefore, my priority was to teach him to respond when I called him. At the same time, I worked on building his confidence in me, because he needed to understand that nothing bad would happen if he responded to my calls. Also, it was necessary to change the attitude of the children toward him, which was very difficult considering the fact that I was alone in that job. At the sociogram done in 2004, 74% of the children from the group declared a negative opinion about him. The reasons were: he dribbles, spits and does not have teeth. When I asked how we could help, the following answers were given: „Take him to the psychologist. My mother took my brother to the psychologist when he spit and he stopped“; „Give him a handkerchief to clean himself“; „send him to the dentist to give him medicine for growing teeth“; „put teeth in him“ etc. This was the starting point for further work. I tried to direct the group to support and help the boy in overcoming his developmental difficulties. His destructive behavior to objects and toys was a big problem, which was difficult to solve and explain to the children. The boy demanded a lot of energy from the kindergarten teachers, and when they got very tired, colleagues from another group took him, so we could finish some activities that he could not follow. After several months, the improvements were visible. However, during the holidays, the absence from his teachers affected his behavior, so he started acting as he did before. We had to start all over again. Despite the short pause, positive changes occurred again. After a sociogram done in September 2005, the number of negative answers decreased to 50% even though there were no positive choices. This time, half of the children said: „he dribbles and spits“, while the other half said: „he spoils the game“; „I cannot play with him“; „he chases me“; „he lost my crayons“. I constantly tried to find solution together with the children to help him. Once I asked them how much we could help him and a girl showed, with her hands, the size of the help she was willing to give. I used it and I drew a line on the blackboard and asked every child to put the size (length) of his/her readiness to help, so we got the help in the size of two lengths of our blackboard. Now, some children accept the boy as he is, and take responsibility for him as the member of the group, and about 10 of them take care of him every day. When I forgot to start the morning agreement, they reminded me: „And making the agreement about who cares about him today?“ When there are fewer children in the group (about 15), he functions in a completely different way and it is easy to interest him with some activity. I currently try to include him in a group of the most skilful girls (who avoided him the most, but we gradually managed to overcome their intolerance). They work on work sheets and I noticed that he likes that kind of group work and tries to give his best by looking at how the girls are doing it. He has significantly improved in drawing, but has to put in a lot of effort, so I usually give him Plasticine in order for him to develop fine motor skills needed for writing.</p>
Steps in overcoming problems	<ol style="list-style-type: none"> 1. changing the attitude of the environment (peers) towards the child with disabilities 2. introducing the child with disabilities to the basic rules of behavior 3. the kindergarten teacher takes care of the mouth and nose hygiene 4. developing a sense of responsibility within all children for every member of the group and especially towards those who are weaker 5. the child who takes care of the boy is given instructions from the kindergarten teacher on ways of helping the boy, which he/she shared with another child-helper and the network is broadened.

Sources of support, other participants/ collaborators in finding and implementing solutions	The only support is given by the children from the group and sometimes other colleagues who take the boy into their group for about 15 minutes. But, this is the only help to the teacher, a chance to get some rest, because I get so tired of his destructive behavior and I worry that my reaction would be inappropriate.
Assessment of benefits for the child/ pupil, other children/pupils, parents, teachers, kindergarten/school	I cannot assess the benefit for the child, because I do not have measurable results for him except for peer acceptance. After two years of persistent work, I managed to make a shift from his complete isolation to the fact that 10% of the children do not accept him at all, 40% do not react to him, and 50% are actively involved as support.
Additional comment	If there was expert support and advice for the kindergarten teacher, how to behave in certain situations, his intellectual development would be better. It would be much better if there was an assistant in the group.
The example was prepared by	Mirjana Manic, kindergarten teacher, Institution for children „Nada Naumovic“, Kragujevac

CHAPTER 6

THE SERVICE OF THE NETWORK OF INCLUSIVE EDUCATION IN THE PROCESS OF DEVELOPING GOOD INCLUSIVE PRACTICE: EXAMPLES OF GOOD PRACTICE FROM THE SERVICE'S ACTIVITIES

1. The service of the network of inclusive education – increasing the accessibility of quality education for all
2. The network of inclusive education service (NIE service) – support to pupils, parents, teachers and kindergartens/schools
3. Examples of good practice of the NIE service

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has.

Margaret Mead

1. *The service of the network of inclusive education – increasing the accessibility of quality education for all*

As part of the project ***Inclusive education – from practice to policy***, which in 2006 resulted in the creation of the project Inclusive education through a network of teachers and schools in the 10 cities of Serbia that the project has been implemented in, local services of the Network of inclusive education services were established (NIE services). The NIE services were formed in Belgrade, Vranje, Zajecar, Kikinda, Kragujevac, Kraljevo, Nis, Novi Sad, Pancevo and Uzice-Prijepolje-Nova Varos. NIE services respond to local needs, but they are networked, so that they procedurally and methodologically apply and build a unique approach to the development of inclusive education.

The NIE services were created from local teams of the network of inclusive education (NIE team) and just like the entire network of inclusive education, they work on creating conditions which will lead to increasing the accessibility of quality education for all, developing and promoting the inclusive approach and developing, implementing and promoting inclusive educational practice in their local communities.

Like the NIE teams, the NIE services work on increasing the accessibility and openness of the mainstream education system for children and pupils, and especially on including children from marginalized and discriminated groups in mainstream education,

as well as on preventing discrimination of children who have some characteristic way of satisfying their educational, social and other needs. They do it through further development and promotion of the criteria and indicators of good practice in kindergartens and schools, and work on ensuring quality of teaching in the kindergartens and schools participating in the Network of inclusive education. NIE services work on the implementation of participation, interactivity and individualization of the educational process, and especially encourage parents' participation in educational practice in kindergartens and schools that are part of NIE.

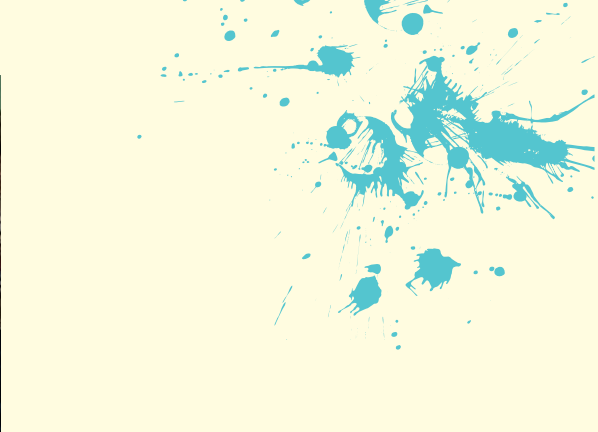
2. *The network of inclusive education service (NIE service) – support to pupils, parents, teachers and kindergartens/schools*

The NIE service's task is to provide support to children/pupils, parents, teachers and kindergartens and schools in realizing the right to education, inclusion into mainstream education and the implementation of quality inclusive education of particular children and pupils in the local community. Therefore, the NIE service cooperates with various local educational institutions, local institutions of healthcare and social protection, parents' associations and other relevant local associations and organizations. Activities of the NIE service are implemented in accordance with the project objectives and inclusive education principles, and they are directed at connecting the relevant participants in a particular child's education and towards supporting the implementation of the project objective and inclusive education principles in particular situations.

NIE services function in accordance with the Protocol of NIE service work as well as their own methodology, which has been developed within the project for all 10 NIE services. Every NIE service regularly informs the Network of inclusive education and gets support from the Working team of the project ***Inclusive education – from practice to policy***, and if needed, is supported by the trainers' team that participated in the training of the members of NIE services. In that way, the NIE service can provide quality support to various participants of the educational process and, in accordance with a particular situation, it initiates and supports development of good inclusive practice. NIE service activities and actions lead to the establishment of conditions corresponding to the indicators of good inclusive practice, and in particular situations, this can apply to one or more indicators depending on the situation that the service is providing support for. An important aspect of the service's work is networking of various participants of the educational process and mediation with the aim of establishing cooperation and directing this cooperation towards setting conditions which will allow the implementation of quality inclusive education.

NIE services provide support in accordance with needs identified in the local community. Service-users and target groups address the NIE service directly. In that sense, the service's work is defined by the needs for support and it varies in the types of activities that are conducted.

Here, we have presented examples of work of the NIE service that illustrate the diversity of objectives planned in particular situations of providing support, as well as the variety of activities and actions implemented in actual situations.



3. *Examples of good practice of the NIE service*

NIE service Belgrade

A teacher approached the service. She realized that her pupil has learning difficulties, especially in activities related to reading and writing. The 10-year-old boy is in the fourth grade. He has average abilities, which were determined when he started school. He is left-handed and slow in his work, especially in reading (he needs a lot of time to read a sentence, he spells out words, does not comprehend the text, inverts syllables, is uncomfortable reading in front of others etc). He also has difficulties in writing (illegible handwriting, he skips letters, he is extremely slow, gets tired very quickly while writing, and he is not successful in copying and writing dictations). He is not motivated and his attention is weak, so he needs constant support. He has difficulties in his English class, especially in writing. He is active only in physical education classes.

The teacher addressed the NIE service expecting expert support in the form of recognizing the causes of the difficulties in the boy's everyday work and getting suggestions about the proper approach in working with the pupil, as well as grading him.

Through contact with the teacher, various aspects of the boy's educational situation were analyzed. An action plan for supporting his education and his teacher was made and the steps for implementing actions were identified, as well as the key persons responsible for implementation of the steps (teacher, pupil's parents, expert service, member of the NIE service).

They made and implemented a plan of establishing cooperation between the teacher, parents and institution where child is in treatment, and a Team for creating an individual education program was formed. The team consists of the teacher, pedagogue, pupil's father, English teacher and a member of the NIE service. The team made an individual education plan and created a method for monitoring the pupil's progress, and the speech therapist, from the health institution where the pupil receives treatment, was consulted in creating the individual education program. In addition, the team made a plan of informing other teachers about inclusive principles, as well as a schedule of training meetings with the aim of strengthening the professional competencies of teachers in the school related to working with children with dyslexia, especially the Council of fifth-grade teachers. Members of the NIE network who work in the school were also included in the implementation of the plan. It is planned that the NIE service and team for creating and monitoring the implementation of the individual education program meet in six months and make a new plan for further actions.

NIE service Vranje

The service was approached by the teacher of a pupil with a short and unstable attention span and behavioral problems. The pupil, who is now in the second grade, did not accept the rules of work and conduct in the class, and he had many difficulties adjusting to the activities performed by the other pupils. *He can read, he knows numbers and he frequently surprises me with his knowledge. He is not capable of solve test problems by himself.* The boy's mood frequently changes and that affects the atmosphere in the class. Until the age of four, the boy did not have any problems in communication. From

that age, the problems started: he withdrew into himself, stopped communicating, his attention weakened, his mood changed, he was more attached to his mother, who care about him very much and spends time in classes. The boy is interested in technology, mobile phones and computers, and the peers accept him and often help him, but usually he can work only with the help of the teacher. The teacher works with him during separate additional classes for him to keep up with his peers. The teacher expects support in planning activities which would offer the pupil adequate content to keep his attention. The teacher does not have the support of other colleagues or guidelines on how to work and organize the situation in the class, for the child and other pupils to be able to work and advance without obstacles.

The analysis of the overall situation, including obstacles and support aspects, showed that there is readiness in the school to continue the education of the boy in the same school, primarily by the school pedagogue and principal. Also, the parents are ready to cooperate. Therefore, they initiated the forming of a school team that would follow the child and be a support to the teacher. In addition, the NIE service, together with the teacher and school team, created a plan of activities and an individualized education program for the pupil that contains activities for the classroom, defined objectives and steps in implementing objectives, the identified outcomes of activities and the participants in particular steps (the teacher, other pupils, boy's mother). The NIE service supported the teacher in preparing material for certain activities and setting a timeframe for outcomes. The plan is that the NIE service provides support to the teacher and the school team in planning further activities, re-defining the pupil's individual education program and organizing work in the class.

NIE service in Zajecar

The NIE service was approached by the mother of a girl who is seven and a half. The girl was born with physical disabilities, and soon it was discovered that she had problems with her motor development and vision. The girl attended a preschool group (located in the school) for two years, and the psychologist from developmental counseling recommended that she continue her education in a special school – according to testing, it was assessed that the girl had moderate mental disabilities. Her mother insists on a mainstream primary school and she does not want her child to be in a special school, but she was told that it is her legal obligation due to the psychologist's opinion. The school principal and kindergarten teacher insist on a special school and not continuing at the mainstream school, and they refer to the recommendation given by the psychologist from developmental counseling. The girl was very successfully included into the preschool group and she was accepted by the kindergarten teacher and other children. She socialized with other children, but her attention was weak and she had difficulties coping with the learning contents. The mother addressed the NIE service, asking whether the girl is obliged to go to the special school. She also expressed concern that her daughter completed the test badly in developmental counseling because she was afraid of the “white uniforms” (worn by doctors), because she had spent a long time in health institutions.

The NIE service informed the mother that there are no legal limitations for the girl to attend mainstream school. The service created an action plan and held meetings with the school principal to explore the opportunities for inclusive education. The school

psychologist was included in the process – at the repeated testing, the girl achieved results at the level of mild mental disabilities and the school psychologist, supported by the principal, addressed the teacher who had room for the child in her class. The NIE service provides support to the teacher and school psychologist in making a draft of an individual education program for the child. The kindergarten teacher and girl's mother are also included in its creation. It is agreed that the NIE service will continue with supporting the inclusive education of the girl, through supporting the teacher and the school team. The NIE service will employ the exchange of experience throughout the network of local NIE services.

NIE service Kikinda

The NIE service in the municipality of Kikinda was approached by a kindergarten teacher. Her group is attended by a boy who frequently expresses aggressive behavior towards other children and as a result, children started avoiding and rejecting him, even though he was well accepted at the beginning. The 6-year-old boy has had serious health problems from an early age, and he was often hospitalized and experienced uncomfortable and painful interventions. The kindergarten teacher asked for support in changing the boy's behavior – he often has outbursts of anger, throws things, dashes out of the room, bites other children. The priority is to eliminate his biting other children, which has not been successful so far. The teacher cannot deal with the situation since there are many children in the group, and some of them expressed fear, in addition to their rejecting him. During the boy's hospitalization, which he had managed quite well, he was included in a hospital kindergarten group. During the interventions, when he was unable to move, the teacher was with him in the hospital room. The boy now only likes to listen to music and dance, and he is disinterested in activities except for drawing, which he likes and shows great progress with the help of the teacher.

The teacher addressing NIE service expects support for changing the boy's behavior and cites working with a large group of children as an additional problem. We did a detailed analysis of the situation and created an action plan with the aim of providing support. The kindergarten will recommend that the authorities find possibilities for accepting a volunteer or an assistant, who will provide additional support and help to the teachers in working with this boy. The teachers also adjusted their work hours in the group with the aim of spending several hours in the group together. We also created an individual education program, which contains clear objectives, defined steps, actions and methods for controlling the boy's problematic behavior. The teacher, psychologist and kindergarten manager were included in creating the plan. The plan is to continue monitoring the changes and we agreed on the methods of assessing changes in the boy's behavior, as well as the period for revising the individual education program in accordance with the achieved objectives.

NIE service Kragujevac

The initiative comes from a teacher who expects the support and help of the school psychologist/pedagogue in working with a pupil and his parents (networking, sharing knowledge and experience, recommending expert literature etc).

The pupil's parents also expect NIE service support and they are ready and willing to cooperate and very motivated by the thought that the boy is starting primary school.

On the other hand, they are afraid and anxious about possible negative outcomes, about the boy being transferred to a special school, especially because they did not manage to enroll the boy in the nearest local school and have had many other negative experiences. The boy is partly prepared for the school – mostly from the educational aspect, partly from the emotional aspect and insufficiently from the social aspect. The family cares a lot about the boy and his mother is fully dedicated. The growth and development of the boy have been burdened with constant fear for his health – he spent most of his time with adults, under constant supervision because of his health condition, but he has had little experience in communicating with his peers.

The overall situation was analyzed and priority support areas were defined, as well as the objectives of joint work. As support aspects for inclusive education, we analyzed the positive attitudes and values of the teacher towards working with children who have developmental problems, and her readiness for professional challenges, as well as the support of the pedagogic-psychology service, good cooperation with the parents, support from the school's management, possibilities of teamwork and readiness to seek support from the NIE service. Before the boy started school, we informed the teacher, parents, school psychologist/pedagogue, and school principal about the strategy for preparing boy to attend school. This was done because of the significance of the first positive experience of the child, strategies for overcoming the initial resistance of some parents of the other pupils, the necessity of agreeing on constant cooperation and defining priorities in working with the boy. It was also important from both the short-term perspective and long-term perspective of implementing continual inclusive education when the boy will transfer from the fourth to the fifth grade. We made a detailed action plan, which consisted of defined objectives, steps, outcomes and people responsible for implementing steps.

The priority areas of working with the boy are connected to social development. We planned the individualization of the approach, defined the method of including other pupils and establishing cooperation with other parents, and we also planned periodical analysis and assessment of the situation. Monitoring of the action plan implementation showed us that the boy achieved the planned outcomes in social behavior, as well as full participation in the life of the school and class. As secondary benefits, the participants assessed the strengthened professional competencies and confidence of the teacher and school psychologist, as well as strengthening of the parents' competencies, trust in the school and alleviated fears for the child's health and improvement. Even though the teacher had the key role, considering all the steps and actions she had implemented, the necessary conditions were established in this situation: positive attitude and values of the teacher, interest and cooperation of the boy's parents, interest and cooperation of the school psychologist, support by the school's management. In addition, another positive circumstance was that a member of the NIE service works at the school, and support and teamwork were made easier because the participants were more available.

NIE service Kraljevo

The parents, teacher and school pedagogue approached the NIE service in the town of Kraljevo. The parents ask that more effort be invested in adjusting the school's accessibility and providing more active participation of the parents in working with the pupil (that they may come more frequently, be present in classes, observe the child at

lunch breaks etc). The teacher expects expert support from the NIE service for reacting in specific situations, and advice and suggestions for concrete activities for educational work with the pupil. The pedagogue asks for support in finding expert literature about various developmental difficulties and help in creating individual education programs.

The boy is now in the third grade. Since he was three years old, he has been in various treatments because of his autistic spectrum disorders. He did not attend a pre-school institution. In the first and second grade, the boy was not in class, but the teacher sometimes visited at home, and later the parents took the boy to school. However, even then, the boy was not in class, but only spent 10 to 15 minutes with his peers in the class participating in some group activities. The boy cannot cope with the learning plan and program. Still, he shows a very distinctive interest in certain areas and has special talents and knowledge.

He has spent about 75% of the time in class during this school year. School assignments are adjusted to him and he accepts them depending on his mood and level of attention. He writes slowly, does not read out loud, and does not want to speak publicly. He spends more time on precise writing of letters, namely on copying. In physical education classes and during lunch breaks he plays alone and does not accept the rules of games and group playing. The boy participates more frequently and spontaneously in group activities during Civic education classes. He can follow the mathematics classes to some extent thanks to the parents' additional engagement in working with him at home. He has not managed to learn the multiplication table. He likes geometry. Basically, from the beginning of the second semester in the third grade, the boy started to draw and paint in art class. Until then, he did not want to participate actively.

The NIE service and interested parties analyzed the current educational situation. We identified the obstacles for continual inclusive education: frequent changes of the teaching staff in the school (the child had several different teachers during the first three years), and the attitude of the school management, which is declaratively supporting inclusive education, but the majority of decisions, e.g. human resources and organizational issues, do not support such an orientation. In this situation, it affects the confidence and satisfaction of school staff and decreases motivation for implementation of an inclusive approach. As support aspects, we identified the hard-working teacher (an on-call teacher who works with the boy at home or in the school – but outside of his regular classes), the school pedagogue who strives to create an open school and supports teachers in planning and organizing classes. In addition, another support aspect is the successful collaboration of the boy's parents and the school, the good relationship between the boy and his parents, their readiness to be more engaged in implementing educational objectives and to cooperate with the school and find solutions.

The NIE service initiated the creation of an action plan – we planned activities for a teamwork approach and creating an individual education program with the participation of the teacher, on-call teacher, parents and member of the NIE service. We planned steps for including the boy in class and extra-curricular activities, and preparing his peers for his inclusion into playing. We determined the people responsible for every activity, as well as their outcomes, and the methods of monitoring the action's implementation and assessing the results of the steps/actions. The whole team and members of the NIE service participated in this process. We especially planned the steps for continuing the

collaboration next year, when the boy is to start the fourth grade, and for better preparation of the boy and school for the fifth grade.

NIE service Nis

The NIE service in the city of Nis was approached by the mother of a six-year-old autistic girl. The girl attended a preschool group in the same school where the mother wants to enroll the child. The mother says that the school is not really willing to accept the girl although no one has said that clearly. The mother is aware that there is a network of teachers supporting the inclusive approach in the city and she asks for help and advice in enrolling the child in the school. The mother's expectations are that she will receive the support of the service for the girl's inclusion into the mainstream school, in accordance with the objectives of the NIE service.

We analyzed the situation and saw that there were no formal obstacles for implementing continual inclusive education, because the child attended a preschool group, the school is a participant in the project, the teacher is willing to accept the child, as is the pedagogic service in the school. However, it is clear that the mother does not perceive the situation in the same way and she sees obstacles and a lack of good will to accept her child into the school (she was not informed about purchasing books through the school, and she interprets this as a sign of them refusing her child). The NIE service connected the parents and the school, mediated and created an atmosphere that enabled the both sides to "hear each other better".

We made a detailed plan of inclusion – the mother is actively included in analyzing the support aspects for the girl's inclusive education. We had a meeting with the school pedagogue, with the aim of informing the school staff, professionally and completely, of the situation, as well as including the school principal and parents of other children. We contacted the preschool teacher and she was also involved in supporting the girl by sharing her positive experience, impressions and suggestions for approaching the girl. Therefore, she encouraged and raised the awareness of the teacher and other school staff. The teacher was informed of the girl's achievements so far, and we supported her in making personal preparations and establishing a direct and cooperative relationship with the girl's mother. All the participants were also connected at a meeting with the NIE service and we analyzed the situation, especially the new support aspects and prospective obstacles with the aim of determining the pre-conditions for the girl's inclusion. We created a complete strategy for including the child and agreed on the joint creation of her individual education program after the girl starts school. We will consult the therapist who is in charge of the girl's treatment, if necessary.

This action was implemented in the school "Ucitelj Tasa" in Nis, in May and June of 2007.

NIE service Novi Sad

The NIE service was addressed by the mother of a boy who attends the third grade at a special school, where his education is being conducted according to the program for children with multiple disabilities. The boy has autistic spectrum disorders, problems in communication and social behavior. Since he was three years old, he has been under expert supervision of a psychologist, speech therapist and other experts of the mental

health institution. The mother thinks that the boy needs to attend school with “children without developmental difficulties” in order for him to develop “suitable forms of social behavior and an acceptable level of socialization”. Therefore, she asked for the boy to be transferred to a mainstream school.

The NIE service took on the task of finding opportunities for including the boy into his peer group in the mainstream school. One of the obstacles for including him into the mainstream school was the recommendation of the psychologist from the special school for the child to continue working in the individual education program being conducted in the special school. Another obstacle was the opinion of the mainstream school’s legal team that the school cannot fulfill the basic legal conditions for including this child (an adjusted school program consisting of methods and procedures for implementing a learning program and plan for a particular type and level of disability, human resources, and problems with the forms for transferring the boy from the special school to the mainstream school). Having all these obstacles in mind, which could not be removed in a short time period, the school suggested, in agreement with the NIE service, that the boy participate in extra-curricular activities with his peers in the mainstream school, but should continue his studying at the special school. Extra-curricular activities with peers from the mainstream school have been implemented as planned and have brought significant results, and the NIE service will be engaged in finding possibilities for overcoming obstacles and including the boy into the mainstream school in the following school year (2007/2008).

The unintentional positive outcome of this action was the enrollment of a number of autistic children in the mainstream school without ever attending a special school. Therefore, they were without doubt in a simpler legal situation for inclusion into the mainstream school, which was successfully implemented.

NIE service Pancevo

The NIE service in the city of Pancevo was approached by a third-grade teacher, who had dilemmas about the final grading of a pupil with whom she worked according to an individual education program. She wanted to give objective and encouraging final grades, which would be registered in the pupil’s report card and master file. The objective of the NIE service’s support was consistent with the teacher’s expectations and that was: supporting the teacher to stand behind her decisions about grading the child.

A girl with Down’s syndrome attends the class. Because of her intellectual and motor difficulties, she cannot cope with the planned curriculum for children her age. Namely, the girl’s education has been in accordance with the individual education program since the first grade. Her progress is obvious and she has made significant achievements in every area. The pupil is well adjusted in the class and accepted by her peers and the teacher. The teacher has very good cooperation with the parents and special pedagogue, who works with the girl privately. The parents cooperate in the creation and implementation of the individual education program, and they agree with the teacher’s educational approaches. The child is graded according to the individual education program. The teacher has no dilemmas about such grading during the school year, but she is uncertain whether it is good to give her all As in the master file, because she is afraid that the educational inspection and subject teachers would take this negatively. In addition, the teacher thinks she might have significant professional

problems in the case of national testing or school testing of all pupils by the pedagogic service. A particular issue in this example is that legislation does not explicitly regulate that pupils can be graded in accordance with individual education program.

We created an action plan for supporting the teacher, and the positive support aspects were the attitude and willingness of the teacher to apply such a model, the existence of an individual education program, the teacher's professional experience, good cooperation with parents, readiness of the English teacher to solve this situation, as well as support by the pedagogue and psychologist. In accordance with the individual education program, we held a meeting with the school principal about the characteristics of grading this child, a meeting with the parents about methods and the importance of her grades in regard to other children, a meeting with the English teacher about the grading of the girl in other subjects, so that they could be synchronized. The teacher gave her final grades in accordance with the individual program, with the note that the girl has been studying according to an individual education program and was graded in accordance .

When the children received their final grades, the child was happy to see her report card with all As, which she had achieved thanks to her continual and all-out effort to fulfill her individual education program. Her teacher, the pedagogue, school psychologist and member of the NIE service were key actors in achieving this outcome. The NIE service gave constant support and suggestions for solving the teacher's dilemmas and reached a solution that satisfied every participant.

NIE service Uzice – Prijepolje – Nova Varos

The NIE service is approached by a teacher. She needs support in working with a first-grade pupil who has moved here from Kosovo. The girl spent two months in a village school and missed some important curriculum units and now she has difficulties in coping with initial reading and writing, which is conducted according to a complex procedure in this school. Two months after the beginning of the school year she joined this class. She has not managed to learn the planned learning content. She is communicative and outgoing; she tries very hard and is encouraged by praise. She is lively and draws attention. She cannot concentrate on one activity for longer period of time. Her attention is weak and she has difficulties dealing with the learning content. She cannot establish good contact with other children, even though she desires to. She is often absent from school and that also disturbs systematic work. The girl is prone to illnesses and frequently has colds. Her parents are internally displaced persons and they do not have jobs. The father escorts the girl to school and he shows interest in cooperating. The mother comes rarely and is not managing well in the new situation. Another problem is her frequent absence from school without justified reasons – this too makes learning more difficult and slow. The absence from school is not caused by the child's refusal to go to school. On the contrary, she is happy to come. The cause of her absence is her parents' inability to bring the child to school.

The teacher sees a solution in individual work with the child and she thinks it is important to influence the parents to see the importance of school and the child's need to come to classes regularly.

For this situation, the NIE service and the teacher defined a common objective in accordance with the objectives of the project – Equal accessibility of quality education.

The objective of the NIE service's intervention was to strengthen the teacher in working with the girl, who needs additional support through an individual education program. Another objective was to include the parents in implementing the individual education program. We created an action plan for solving the two problems: the child's difficulties in coping with the curriculum content and her frequent absence from school. The support aspects of this situation were the teacher's readiness to help the child and the contact between the teacher and the girl's father.

We created an action plan. The NIE service directed the teacher about making an individual education program and we analyzed the strengths and weakness of the child and the situation. We defined the elements of the individual education program for the pupil, took steps in including the father in supporting the child. All interested parties were included in the planning activities for implementing an individual education program (the child, teacher, parents and the pedagogue).

The individual education program was implemented through activities conducted by every participant. As a result, at the end of the first semester the teacher said that the girl had improved in mastering the curriculum contents, came to school more often (fewer absences), and she was more confident and satisfied with her school achievements.

The engagement and work of the NIE service in providing support to the teacher and the pedagogue in working with the child in class, and work on including the father in supporting the child at home, and monitoring the child's regular attendance were implemented without any problems. The cooperation during the action was excellent, because we cooperated with the teacher who is very engaged and who not only works with her pupils, but also lives with them.

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LIST OF ABBREVIATIONS

- AWP – school's annual work plan
- EIS – electronic information system
- ICT – information-communication technology
- IE – inclusive education
- IEP – individual education program
- LC – local community
- LIT – local inclusive team
- MES (RS) – Ministry of Education and Sports (Republic of Serbia)
- NIE – network of inclusive education
- PS – primary school
- PP – pedagogical-psychological
- PI – preschool institution
- SS – secondary school
- SDP – school development plan

Annex 1: FORM FOR WRITING EXAMPLES OF GOOD PRACTICE

1.		Short description of the child's/ pupils' characteristics	
2.		Crèche / kindergarten group / preschool / grade in primary/ secondary school	
3.		Example	
	3.1	Areas of the educational process that the example relates to most (underline the relevant ones)	<ol style="list-style-type: none"> 1. learning: methodical and content adjustments 2. inclusion into the peer group/class and communication 3. learning skills 4. organizing premises 5. extra-curricular activities 6. inclusion of the child/pupil into the life of the kindergarten/school 7. providing conditions for regular attendance of the kindergarten/school 8. cooperation with the parents 9. support from other colleagues 10. support from other experts 11. other types of support/assistance in activities 12. inclusion into the broader social environment 13. other
	3.2	EXAMPLE OF GOOD PRACTICE Individualization of education (description of the situation/ educational problem, approach and solutions which contributed to better inclusion of the child/pupil)	
	3.3	Steps in solving the problem	
	3.4	Sources of support, other participants/collaborators in finding and implementing solutions	
	3.5	Assessed benefits from the solution for the child/pupil, other children/ pupils, parents, kindergarten/school teacher, preschool institution/school	
	3.6	The child's gender	
	3.7	The child's age at the time of the situation described	

4.		Additional comment	
5.		The example was prepared by	
	5.1	Name, surname, profession	
	5.2	Preschool institution/school; town	

Annex 2: FORM FOR ANALYZING THE EDUCATIONAL SITUATION OF A CHILD/ PUPIL AND PLAN OF SUPPORT (FAESPS)

I. Formulating the need for support

A. Addressing the NIE service

- a) Who addressed the NIE service?
- b) The date of the first contact
- c) How did he/she formulate the situation?
- d) Expectations / areas of support
- e) What solution does the person addressing the NIE service recommend?
- f) What is expected from the NIE service?

B. The Objective of engaging the NIE service formulated in an agreement between the service and the person who contacted the service

II Elements for analyzing the educational situation of a child

A. Description of the child

- a) Age, gender, key characteristics
- b) The child's strengths
- c) The child's weaknesses

B. Description of the current situation

- a) Relevant aspects of the current situation (health aspects, educational aspects, family aspects, social aspects)
- b) Strengths of the current situation
- c) Weaknesses of the current situation

C. Obstacles for implementing continual inclusive education

D. Support aspects for implementing continual inclusive education

III Support to continual inclusive education

A. Action plan (fill in the table in the annex)

- Action 1** (type of action, steps for implementing the action, who is taking action, other participants, place of the action and steps, timeframe of the action and steps, goal of the action and objectives of the steps, outcomes)
- Action 2** (type of action, steps for implementing the action, who takes action, other participants, place of the action and steps, timeframe of the action and steps, goal of the action and objectives of the steps, outcomes)

-
- B. Key participants of the action plan and persons responsible
 - C. Role of the NIE service in implementing the action plan and the member of the service who manages the provision of support to the child/pupil
 - D. Monitoring implementation of the action plan
 - a) Monitoring method
 - b) Timeframe
 - c) The person responsible
 - d) Report on monitoring
 - E. Evaluation of the action plan, revision of the action plan, evaluation of the achievement of the goal for which the NIE service was engaged
 - a) Evaluation method
 - b) Timeframe
 - c) Evaluators
 - d) Reports on evaluation
 - e) The biggest obstacle in implementing the action plan and engaging the NIE service, and how the obstacle was overcome
 - f) The greatest success
 - g) Lesson learned
 - h) Revision of the action plan
 - i) General assessment of the achievement of the goal for which the NIE service was engaged

IV Other important notes

The form was completed by service member:

MIO SERVICE FAESPS no. ACTION PLAN

Name of action/step	Goal of action/step	Person responsible	Participants in the realization	Location of realization of action/step	Starting date and duration of action/step	Outcome/anticipated results
Action 1 (name of action)						
1.1 step						
1.2 step						
1.3 step						
Action 2						
2.1 step						
2.2 step						
2.3 step						
Action 3						
3.1 step						
3.2 step						
3.3 step						

Date of table completion:
Table completed by:

CIP – Каталогизација у публикацији
Народна библиотека Србије, Београд