



Early Inclusion through Learning from Each Other

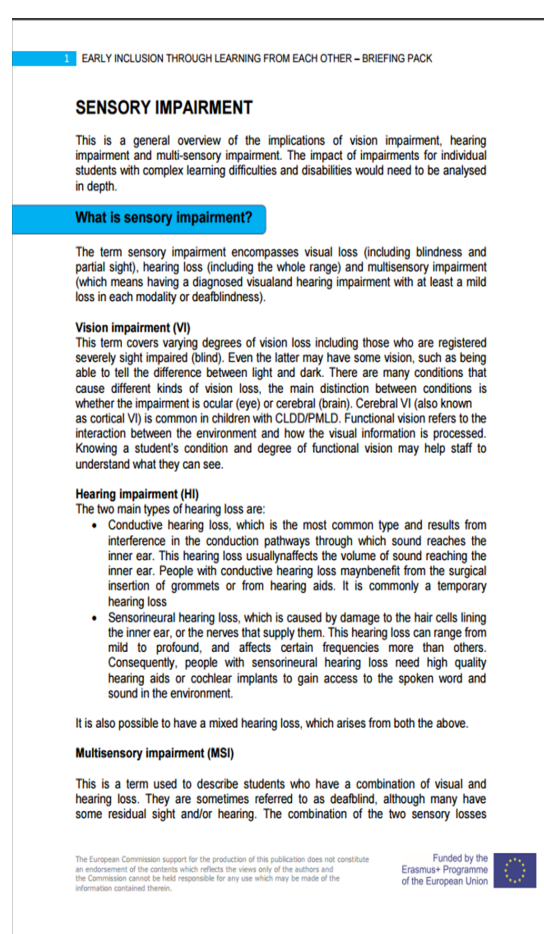
The UN Convention on the Rights of Persons with Disabilities ratified by most European countries foresees an inclusive education for all. Within this context most European countries have expressed their political will to implement the inclusive philosophies and concepts at all levels of policy and services related to issues for persons with disability (The European Union strategy for smart, sustainable and inclusive growth; EU Disability Strategy 2010-2020). However a significant lack of methodologies and sharing knowledge in this field can be observed. Professionals report high need for information, training and concrete resources.

This project focusses an increased knowledge and shared methods concerning for pre-school children who have a disability or are at risk of becoming disabled. It aims to transfer:

- **INFORMATION** about what children with disabilities need and how professionals can support them in mainstream education and youth work in order to avoid later exclusion and failure.
- **CONCRETE METHODOLOGIES** by exchange of perceived good every day practice and through sharing of relevant experiences.
- **COMPETENCE ASSESSMENT** of informal on the job learning concerning inclusion.

Information through Inclusion Briefing Packs

The Inclusion Briefing Packs consist of 2 parts: Ready to take information sheets related to educational needs of children with special needs (e.g. autistic spectrum conditions, fetal alcohol spectrum disorders, sensory impairments, etc.). Specific exercises and reflection questions based on Learning Outcome Model and levels of the European Qualification Frame.



Level			
Learning Outcome 1	Comprehensive and specialist knowledge about diagnostic criteria of sensory impairment (in terms of differential diagnosis)	To be able to develop perform learning processes towards the assessment of and plan prevention programs	To be able to reflect diverse life conditions which have an impact on sensory impairment
Learning Outcome 2	Comprehensive knowledge about diverse types of interventions (including educational requirements and pharmacological devices (cochlear implant ...))	To put into practice and gain support processes, taking into account possible thresholds and/or facilitators	To be able to reflect and evaluate support processes and perform steps and reflect with relevant others (parent) the impact of sensory impairment on quality of life issues
Exercise	Which social-emotional difficulties can be caused by deaf blindness with simultaneous hearing disability?	What practical ideas do you have to enable shared play and learning activities for a child with and without sensory disability? Do you have any ideas to change a well known game? This refers to practical ideas such as to change the classic Start Playing, so that all children can actively play in the group? (Change of rules, pitch, tempo, use of material, be on the road or which could be...) The sample ideas are about the range of motion. Have an idea for a board game, or educational game similar?	In what way do you cooperate with the parents to allow the child to practice the same life practical and communication skills in the situation and at home, consolidate and successfully implement can? Which communication structures do you have with the parents? How regularly do you exchange views with the parents? How do you ensure that parents can bring in as experts for their child?

Concrete Methodologies through Inclusion Method Market

The Inclusion Method Market is a „self-organized methodological online exchange market-place“. Professionals from diverse sectors are invited to describe/upload successful inclusive situations. These concrete situations serve as a methodological pool of ideas and learning opportunities for other users.

early inclusion Methods Market Data Input Tool VIEWING id: 18 » Back

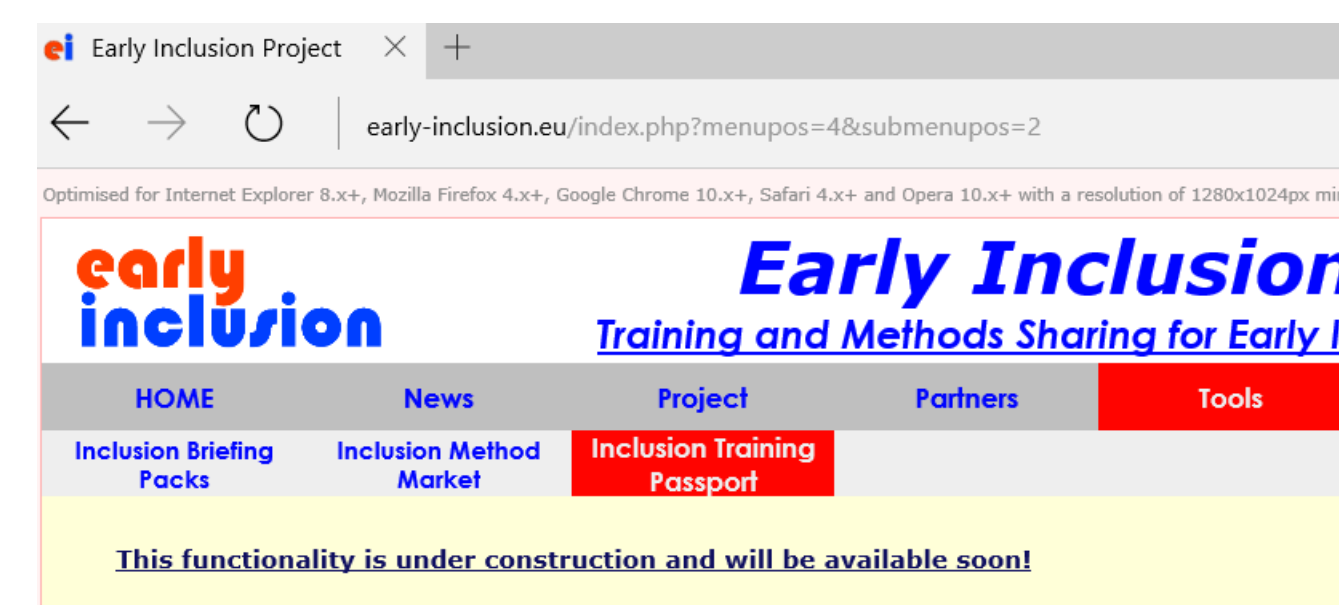
Method Name / Title
What is the name / short description of this Inclusion Method (Under which text identifier shall the method be listed?)
(Morning Welcome)

Method Description
How can this Inclusion Method be described in terms of preparation, action, intended benefit?
(We can use this method to support the arrival of the child to the early childcare center or kindergarten in the morning. Caregiver or teacher welcomes the child accordingly to his/her age and individual needs (e.g. by lifting, hugging and kissing a baby, or by addressing his/her name smiling and holding hands), to promote elevating. Teacher can ask: "How is your morning today?" and offer

Age Group
For which age group(s) is this Inclusion Method suitable / useful? (Check at least 1...)
☒ 0 - 11 months
☒ 12 - 35 months
☒ 36 - 71 months
☒ 72+ months

Setting
For which settings is this Inclusion Method best suitable / useful? (Check at least 1...)
☒ Nursery ☐ School
☒ Day mother / father ☐ Youth Work
☒ Kindergarten ☐ Other
☐ Home-visiting services

The Inclusive Training Passport serves as a platform to make informal learning processes transparent and enable a link to current EU initiatives in the field of certification and equivalence. The online tool monitors the self-organized learning activities (e.g. self-organized learning based on the briefing packs, exchange activities within the 'market place') and includes tried and tested, practical training activities.



Studying the “Inclusive Briefing Packs” and learning about the “Inclusion Method Market” contributes individual credits to the portfolio of the user. This portfolio can be widened by taking part in face-to-face multiplier events within the project or other workshops/seminars within the field of inclusion.

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 Project period: 01.10.2015-31.03.2018
 Project number: 2015-1-AT01-KA202-004987

More about project consortium, products, tools, dissemination, events, participation and useful links:

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Products available in EN, DE, FR, HU, MK and TR