



INCLUSIVE EDUCATION

A CASEBOOK FOR GOOD PRACTICES

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Universidade de Évora
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UNIVERSIDADE
DE ÉVORA



AP HOGESCHOOL
ANTWERPEN



UNIVERSITÀ
CATTOLICA
del Sacro Cuore



CENTRO ZA KOMUNIKACIJO,
SLUH IN GOVOR PORTOROŽ
CENTRO PER LA COMUNICAZIONE,
UOVRIO E LA PERSUNANCA PORTOROZE



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STEP BY STEP TO SOCIAL INCLUSION AND CITIZENSHIP: VASCO CONQUESTS

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SUMMARY OF THE CASE

Vasco, a wanted child, showed developmental differences at 18 months, including a lack of response to stimuli and delayed language and was diagnosed with autism. Vasco received support from early intervention teams, speech therapy, and other therapies. Private assistance, particularly in speech therapy, complemented his progress. Throughout his schooling, Vasco had the support of special education teachers and benefited from measures for inclusion. Currently, at 20 years old, Vasco faces the decision of continuing in a vocational course or pursuing vocational training for future job integration. His parents prioritize his happiness and contribution to society.

PROGRESS AND EVENTS

Vasco was a very wanted child by his parents. He was born when his mother was 33 and his father 34. He has an older brother, older by 2 years and 4 months. Around the age of 18 months, his parents noticed that Vasco had some differences from the other children. He did not respond to different stimuli in the environment (e.g. paying attention to a picture, turning his head and looking others in the eye). He showed a special preference for objects with wheels to make them turn and manifested some repeated gestures that we later learned to call mannerisms. However, the main focus of concern was the fact that he did not talk as he was supposed to, in a child of his age.

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Between 18 and 24 months, the paediatrician (Dr. Hélder Gonçalves) clarified to the parents that the lack of language was not a question of simple delay in communication. It could be something more complicated and, therefore, he ordered hearing tests.

After checking that there was no hearing problem, Vasco was referred by his paediatrician to Centro Diferenças, in Lisbon, to be seen by Dr Miguel Palha (a developmental paediatrician), who confirmed a diagnosis of autism.

Dr. Hélder Gonçalves also referred Vasco for a consultation with Dr. Pedro Cabral (Neuropediatrician), in Lisbon. Once again, the hypothesis of an autistic diagnosis was put forward. Twenty years ago, people were still talking about Asperger's Syndrome and this was a hypothesis that was put forward but without absolute certainty.

Vasco started then to be accompanied by Dr. Miguel Palha and the techniques of Centro Diferenças, mainly in Speech Therapy. Immediately, he was also referred by the paediatrician to the Early Intervention team (IP) of the Alentejo region that started to follow Vasco at home. Although he didn't attend kindergarten yet, Vasco started to go, occasionally, to a kindergarten room, to have contact with other children of his age.

His parents decided to seek another medical opinion and Vasco started to be followed by the Child Development Centre of the Coimbra Paediatric Hospital. He was evaluated for the first time in Coimbra when he was 3 years and 11 months old and the diagnosis was mild Autism Spectrum Disorder. The doctor responsible for the diagnosis was Dr. Guiomar Oliveira.

Currently, Vasco is followed in Évora, in the Espírito Santo Hospital, by Dr. Salomé Ratinho from the Childhood and Adolescence Psychiatry Team. Two attempts to take medication were made, one when Vasco was followed in Coimbra and another in Évora, but in both situations there were no significant advantages, so the medication was quickly abandoned.

In the meantime, he started attending Kindergarten in the Manuel Ferreira Patrício School Grouping, at the age of 3, and began to benefit from the support of a teacher/educator of the then-designated Special Education (Professor Fátima Moreira) who, by chance, still keeps some works done by Vasco at that time. It should be noted that this teacher/educator already knew Vasco, as she was also part of the early intervention team that started supporting Vasco before he entered Kindergarten.

CASE STUDY 7

After Kindergarten, Vasco started to benefit from other supports, such as: speech therapy, hydrotherapy, snoezelen therapy and psychology support. There were several technicians who worked with Vasco, in this period, but the one who spent more time with him, besides the educator, was the speech therapist Dr. Nídia Cambim.

His parents chose to complement it with private help, mainly in Speech Therapy, area in which the work developed by Dr. Margarida Ramalho, who accompanied Vasco until he was 14 years old, stood out. At this moment, Vasco continues with support, namely in Occupational Therapy and Speech Therapy, through APCE - Cerebral Palsy Association of Évora, on a private basis. At school, Vasco benefits from psychology and training in skills for active life, by the techniques of the Centre for Resources for Inclusion, of the Portuguese Association of Parents and Friends of the Mentally Disabled Citizen (APPACDM).

In 2009, he entered the 1st Cycle of Basic Education, at the age of 6, attending the 1st year class of regular education of teacher Georgeta Branquinho and begins to be accompanied by a new special education teacher (Conceição Frango) who accompanies him until the present year of schooling (9th year).

From the 5th year of schooling Vasco starts benefiting from the measure "frequency of the school year by subjects" and the fifth year curriculum is divided into two years.

This measure has been maintained throughout these years, until the present school year, in which the student is completing the second part of the subjects, of the ninth school year.

Vasco completed the 1st Cycle in four years (from 6 to 10 years old). In the 2nd Cycle four years to complete the 5th and 6th years (from 10 to 14 years). And finally, six years to complete the 7th, 8th and 9th years (14 to 20 years old).

From the first to the ninth year of schooling, Vasco was accompanied by the same special education teacher to anticipate and reinforce his learning, either in the classroom or in the Learning Support Centre, when necessary. Throughout his school career, Vasco was never held back.

At this moment Vasco benefits from the following learning and inclusion support measures under Decree Law No 54/2018 of 6 July:

Universal Measures (art. 8)

- a. Pedagogical differentiation:
- b. The curricular accommodations;
- d. The promotion of pro-social behaviour

Selective Measures (art. 9)

- b. Non significant curricular adaptations
- d. Anticipation and reinforcement of learning

Additional Measure (art. 10)

- a. Frequency of school year by subject

Specific resources to support learning and inclusion (art. 11)

- Psychology (CRI/APPACDM)
- Active Life Skills Training (CRI/APPACDM)

Adaptations to the evaluation process (art. 28)

CONCLUSION AND THOUGHTS FOR THE FUTURE

Now, Vasco is about to finish the 3rd cycle and aged 20, Vasco and his parents have a difficult decision to make; one of two options: either Vasco continues studying in a Vocational Course that matches his preferences and skills, or he starts a Vocational Training, appropriate to his profile, with a view to integration into the labour market, in the short term.

The first hypothesis implies an enrolment by subjects, continuing to do one school year in two years, giving Vasco the possibility to conclude the compulsory schooling for his age group, leaving school more qualified, however, delaying his entry into the labour market.

The second hypothesis implies some training, but much shorter, more specialised in a certain area and, essentially, focused on the practical part, with on-the-job experience.

The decision is not easy! Vasco's parents want their son to be as well prepared as possible to face life's adversities, by doing some kind of job that will bring him happiness and will be useful to society.

**CASE STUDY
VIDEOS**



Video - Step by step to social inclusion and citizenship Vasco conquests

<https://www.youtube.com/watch?v=5ERvTr93h3I>

or

https://www.youtube.com/watch?v=3zioe4_1UOg



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