

School Safety Net

Virtual Meeting on the Case Scenario Entitled "Difficulties Affect All Aspects of Life"

Minutes

Participants

Lorenzo Martellini from Italy (pixel)
Mustafa Bayrakçı, Cüneyt Demir, Cengiz Yurdakul and Volkan Akkurt from Kırıkkale University Turkey
Roberta and Micheala from Italy
Domingos Santos from Portugal

Minutes

Pixel introduced the virtual meeting.

Mustafa from Turkey, presented the agenda of the virtual meeting.

Cüneyt from Turkey made a brief introduction to thematic area and to the case scenario.

Şerife is a 10 year old girl and she has a lot of problems in all aspects of life.
First of all, She was born in a rural area that doesn't have enough social and economic conditions
Şerife's mother died when Şerife was born. You know that how hard to grow up without a mother. She lives with her father and her four siblings. Moreover, Two of her siblings are visually impaired. She looked after her visually impaired brother and sister except for schooltimes.
Because of the conditions of her area, she goes to an elementary school with a multigrade class. She is a third grade and she failed one school year before. So She could be a fourth grader now.
She had problems about her lessons and with her friends from the beginning of her education life. Specialists in counseling and research center have decided that she has mild cognitive disorder.
She has a lot of adaptation problems with her friends and has problems about bad grades. Şerife has some behaviors that are not appropriate for classroom environment and for her friends. Of course, because of these classroom problems, She wants to leave school now.

Cüneyt from Turkey presented the discussion which took place on the project portal.

Our colleagues say that the people around Şerife shouldn't be ignorant to problem and they should take actions for her.

To raise her self-esteem, Şerife should be given tasks that only have basic skills of the learning process.

Cüneyt from Turkey presented the identified strategy:

1. Strategy about Attitude and behavior of the protagonist

First of all, Şerife is not an individual who can control her own behaviours and who is aware of her behaviours. So Şerife's behaviours are shaped by the education she takes, the treatment and other people's behaviours around her. As the people around her make effort, Şerife will also make effort and will become more willing to do better and to continue her education.

When Şerife spends time with her friends, she should behave more adaptively. She should attend applications in the **Individualised Education Programme**. She should encourage herself to study. She

should do the home activities the teacher assigns. She should try to spend more time with the people closer to her.

2. Strategy about Attitude and behavior of the classmates

Şerife is a third grader and her friends are not at the age when they can understand Şerife's difference, and they do not have enough information about her barrier. That Şerife takes the same education with her friends causes her to feel uneasy and she can be humiliated by her friends.

Her classmates should be given information about Şerife's situation and told that she is different from them. They should treat her by taking this into consideration and they should help her. They should spend time together at classes or out of school.

3. Strategy about Attitude and behavior of the teachers

The mission of Şerife's classroom teacher is to prepare a IEP (Individual Education Programme) for her and to create the necessary conditions and setting to carry out this plan. If he/she is not sufficient to carry it out, he/she should take help from one of his/her colleagues by applying to the consultation.

4. Strategy about Attitude and behavior of the parents

First of all, the father's awareness needs to be raised and informed about the fact that that she has a little bit conceptual disorder does not make her inferior and the fact that if she is supported to continue her education, this situation will not be permanent.

Even though the father grew up in a village or does not know anything, one of the things he can do is to trust Şerife's teachers. He should show regard to the test results and show the necessary importance for Şerife's treatment.

She should not be always responsible for her siblings. While the family communicates with Şerife, they had better use I language and they should spare more time for her. She should be supported with verbal reinforces and encouraged.

5. Strategy about Attitude and behavior of the school director

The principal should be in a cooperation with the form master in order to try to understand the situation and to identify the reasons behind the problems and should get in touch with counselling and research centres for the students in his school.

The principal should organise the people who take roles in solving the problem of the student: he should be in contact with the the student's parents, form master and classmates, prepare a comfortable working setting for the teachers, shouldn't avoid any moral and material support for the student.

6. Strategy about Attitude and behavior of the other actors

The relatives should not freeze the student out, they should act warmly towards the student so that the student can show his/her positive behaviours.

Roberta and Micheala gave Italian Teachers' feedback on the proposed strategy:

The case seems very complex especially because all the people close to the girl are ignoring and leaving her to her own devices.

And Roberta implies that

The counseling and research center seems to be only institution to take care of the girl. They could start by researching and putting in contact: parents with same problems, teachers with same pupils' problems and headmasters.

Volkan from Turkey gave a summary of Turkish teachers' feedback on the proposed strategy:

Şerife really has a big problem with her situation because of her ignorant relatives, economic situation of her family, her adaptation problems with school friends and her environment and the ignorance of her father.

Şerife's problems could have been solved if the things had been taken into consideration. And he says he doesn't agree with the people around Şerife.

Metin suggests that Şerife shouldn't have been sent to multigrade classes. By the help of the teachers and the school director, Şerife could have been sent to a school that is suitable for her situation by finding a scholarship. And he adds that Şerife's teacher and school director are ignorant to this problem.

So he determined the main problem as not the cognitive disability of Şerife. It is the ignorance of the people around Şerife.

Domingos from Portugal presented Portuguese Teachers' feedbacks:

Domingos describes the scenerio as an example of how not to act in face of such a problem of learning difficulties, special needs and school integration.

The school director's lack of vision and involvement, the coordination and dialogue deficit among school actors and the family refusal to fully understand the problem seem to constitute the main factors

It is the overall picture, on a systemic and collective way, that must be addressed, not one or another casusistic attempt to diminish or solve the problem.

Conclusion

All of the participants agree on the solution of the case scenario, this must be in an inclusive way. Everybody's participation is important. It must be done by the Institution and inclusive is more than integration. This kind of education means flexible curriculum, well-educated teachers, instructional support systems, accessible classroom facilities and everyone is responsible for the student.

Cüneyt from Turkey implied that

They will revise the strategy according to views of our partners. They hope that the strategy will be helpful to students with learning difficulties. Throughout the world there are a lot of students with problems like Şerife in Turkey. Everybody needs to be responsible and has to work together.