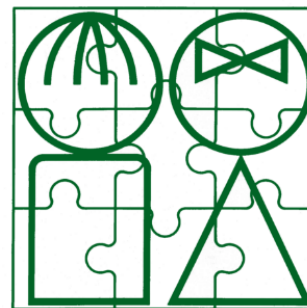




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*Learning, ...from school into live*

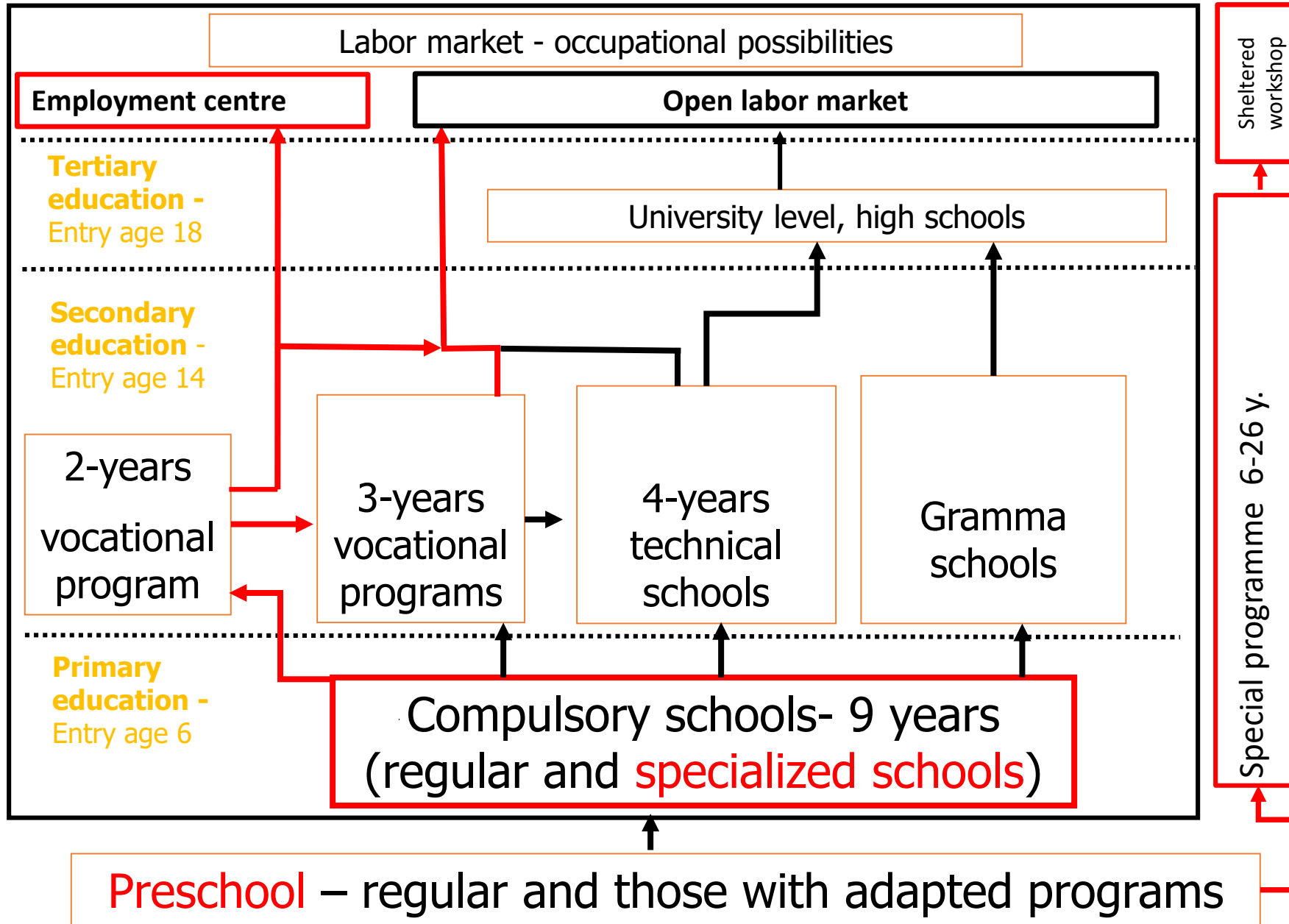
Centre Janeza Levca Ljubljana

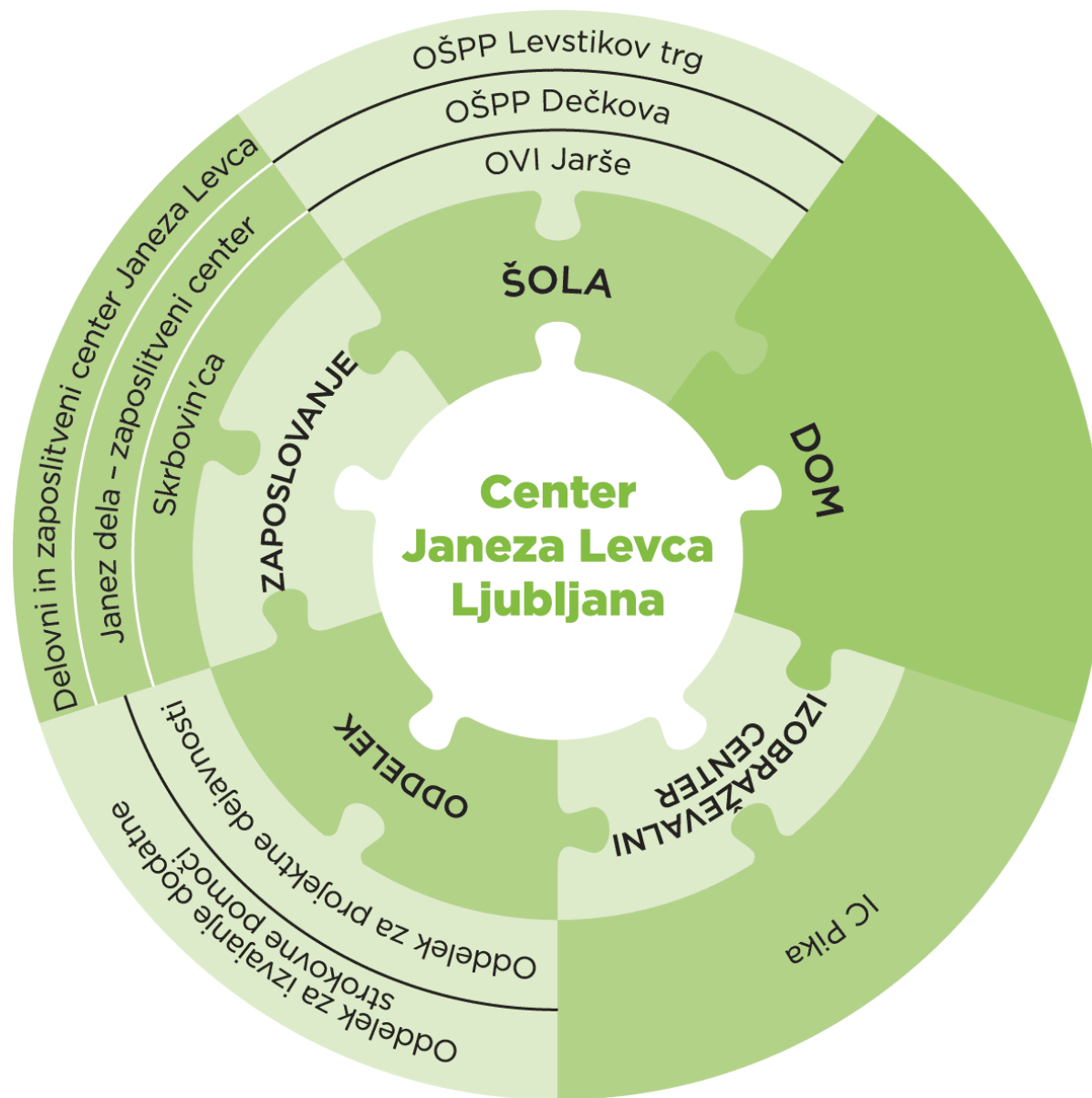
Matej Rovšek

May, 2022



# Slovene educational system







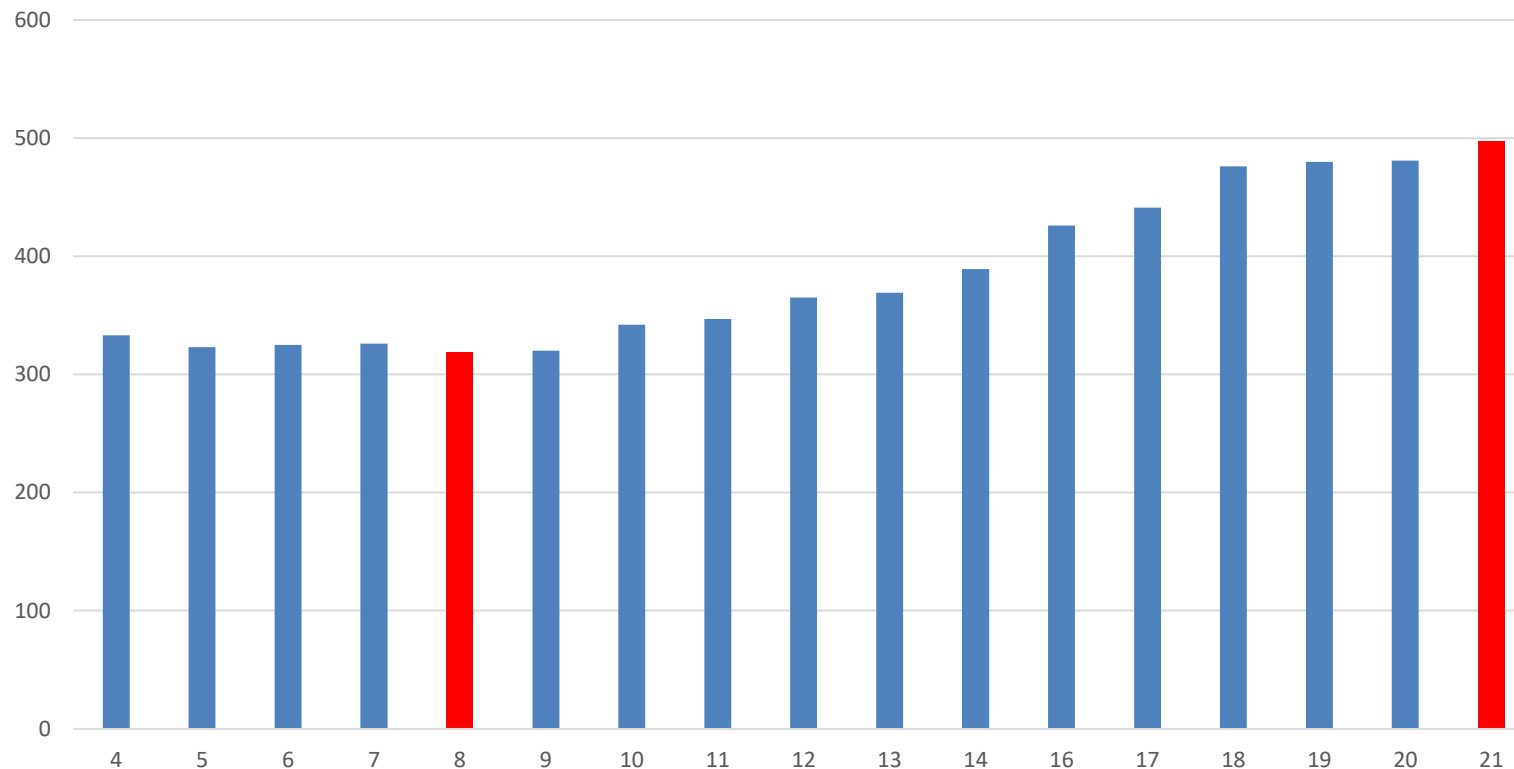
**ASporty**  
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# Students all together in the years 2004 - 2022

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4	5	6	7	8	9	10	11	12	13	14	16	17	18	19	20	21
333	323	325	326	319	320	342	347	365	369	389	426	441	476	480	481	497



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## Basic programs

**Modified curriculum** for  
pupils with mild mental  
disability (6 to 15 year old)  
92 special educators, 258  
pupils

**Modified curriculum** for  
pupils with moderate and  
severe intellectual disability  
(6 to 26 year old)  
81 special educators,  
242 pupils

## Autism class/department

**Sheltered  
Workshops** for  
adults with moderate  
intellectual disability  
(18+)  
33 core members  
2 professionalist  
4 work instructors  
6 add working  
persons

**Mobile special  
service**  
35 special  
educators, 420  
pupils in regular  
primary schools

**9 homes** for pupils  
with mild and  
moderate intellectual  
disability (6 to 22  
year old)  
18 special educators,  
81 pupils

**Employment centre –  
Bakery**  
8 employees  
3 co -  
workers



## Vision – in few words:

Ljubljana in 2030 will have five inclusive regular schools.

The continuum of possibilities (programmes, schools) will be establish.



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# Concepts of understanding ant treatment

## People with intellectual disabilities (ID)

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Foto: Nada Žgank

# Intellectual disability by ICD 11\*(2022)

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Main descriptors:

- IDD is characterized by a **marked impairment of core cognitive functions** necessary for the development of **knowledge, reasoning, and symbolic representation** of the level expected of one's age peers, cultural and community environment. Nevertheless, very different patterns of **cognitive impairments** appear for particular conditions of IDD.
- In general, persons with IDD have **difficulties with verbal comprehension, perceptual reasoning, working memory and processing speed.**
- The cognitive impairment in persons with IDD is associated to **difficulties in different domains of learning, including academic and practical knowledge.**
- Persons with IDD typically **manifest difficulties in adaptive behaviour**; that is, meeting the demands of daily life expected for one's age peers, cultural, and community environment. **These difficulties include limitations in relevant conceptual, social, and practical skills.**
- Persons with IDD often have **difficulties in managing their behaviour, emotions, and interpersonal relationships, and maintaining motivation in the learning process.**
- IDD is a life span condition requiring consideration of developmental stages and life transitions.

\*<https://icd.who.int/en>



# Intellectual disability



- Theoretically 3 % of population would be identified

Three criteriums:

1. Appears under age 18 y.o.
2. IQ score:
  - 2 SD means mild ID (55-75)
  - 3 SD means moderate ID (35-55)
  - > 3 SD means profound ID (>35)

### **3. adaptive behaviour;**

that is, meeting the demands of daily life expected for one's age peers, cultural, and community environment. **These difficulties include limitations in relevant**

- **conceptual,**
- **social, and**
- **practical skills.**

## **Vineland Adaptive Behavior Scales**

# Concept of impairment and difficulties...

(it comes from medical approach)



- Many years of underestimating of those abilities
- Many years of ignoring those emotional live and needs
- Many years of inequality in school and social live

# The attitude and mindsets are changing...(fortunately 😊)



# In nineties:



## Concept „special needs“ is still outdated:

It brought some progress but:

- it encourages division among pupils with special needs and those „normal“, it caused discriminations and still remain labeling



# Nowaday: Concept of diversity in education, social live, sport, ...

Diversity is about what makes each of us unique and includes our backgrounds, personality, life experiences and beliefs, all of the things that make us who we are. It is a combination of our differences that shape our view of the world, our perspective and our approach.\*

\* <https://www.vic.gov.au/dpc-diversity-and-inclusion-strategy-2019-2021/what-do-we-mean-diversity-and-inclusion>

# Concept of diversity makes people with ID that are recognised as *People with abilities*

It helps us:

- To believe
- To respect
- To have expectation
- To learn how to teach them
- To learn how to support them





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