

Inclusive education of children with complex needs: a parent's perspective

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**All Means All: Ensuring quality education for all learners
Europe in action 2016, Cascais**

Content

- Schooling of children with disability in Germany
- What do parents in Germany think about inclusive education?
- Individual experiences
- From counting to quantity structure: learning numeracy

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Schooling of children with disability in Germany

- Since 1919: compulsory schooling for all German children, often not applied for children with intellectual disability or complex needs until the 1960s
- Starting 1960: different kinds of schools for special needs (intellectual disability, blind, deaf etc.)
- As a result: segregated schooling for children with disabilities takes place

Schooling of children with disability in Germany

- Since 1970: parents movement for integrative education
- Since 1970: first private integrative class in Munich followed by several model projects
- 1973: Recommendation of the national board on education: „Integrative education as much as possible“

Schooling of children with disability in Germany

- 1975: Fläming primary school, Berlin: Integration of children with disability, also with complex needs
- Since 1990: inclusive education in Germany increases step by step, generally pushed by parents

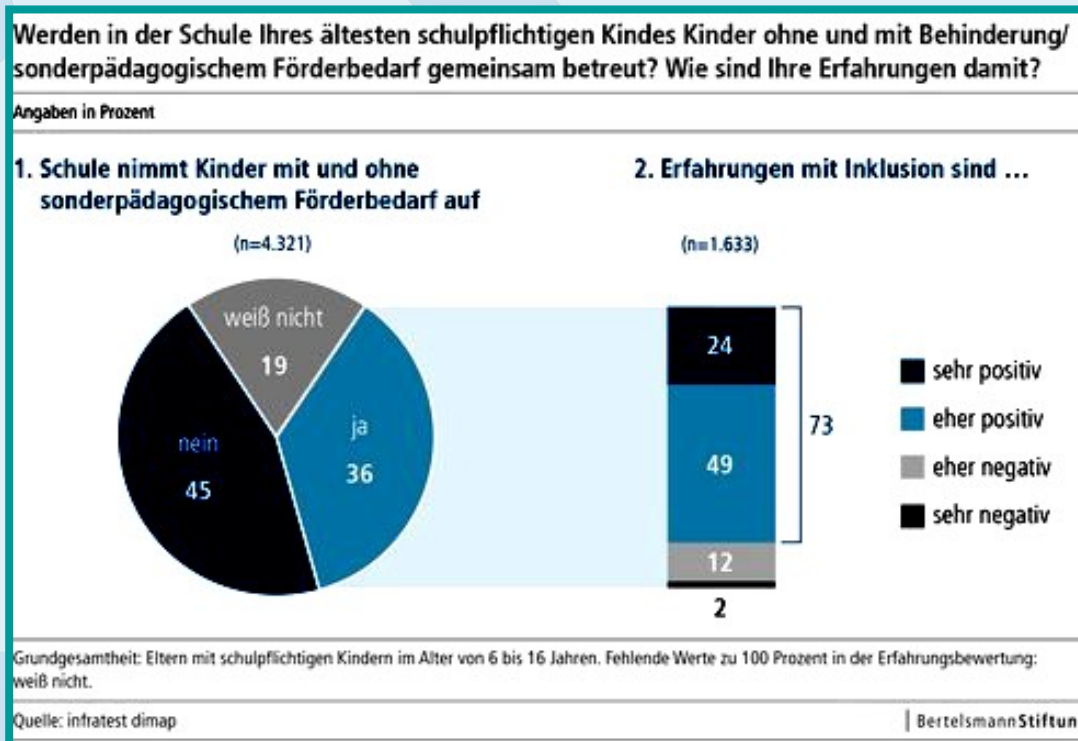
Inclusive education in Germany today

- Inclusive education is grounded in laws
- Great variety of proportion, e.g. relatively high in Bremen/Schleswig-Holstein 55%, relatively low in Niedersachsen 11% (2011/12)
- Still a lot of special needs schools
- Slowly but steady growing number of children with disability in inclusive schooling

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What do parents in Germany think about inclusive education?



Most parents (and teachers) judge inclusive education positive, if conditions are good:

- Enough and qualified teachers
- Appropriate rooms and materials
- Good learning conditions for all children
- Parents without own experience of inclusive education are more critical
- But for children with complex needs or intellectual disabilities the views are more skeptical (58%/ 44%)

Teachers in inclusive schools are rated better

- Better able to explain (86% vs 77%)
- Foster strengths of pupils better (72% vs 60%)
- Are especially engaged (70% vs 58%)
- Observe the development of children more intensely (46% vs 41%)
- Provide learning tasks in a more differentiated way (35% vs 17%)

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DEUTSCHE SCHULTESTS BELTZ

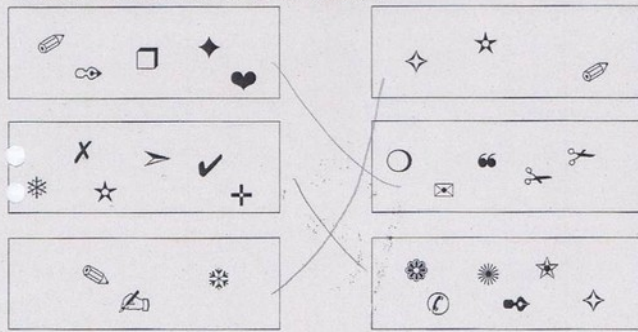
DBZ 1

Blatt 5b

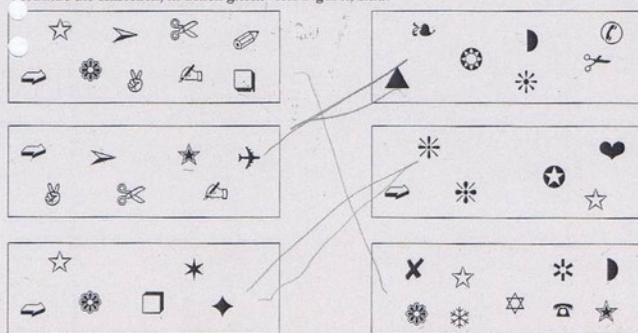
3. Zeichnerische Darstellung (3.3 Quantitatives Vergleichen)

SILMAN

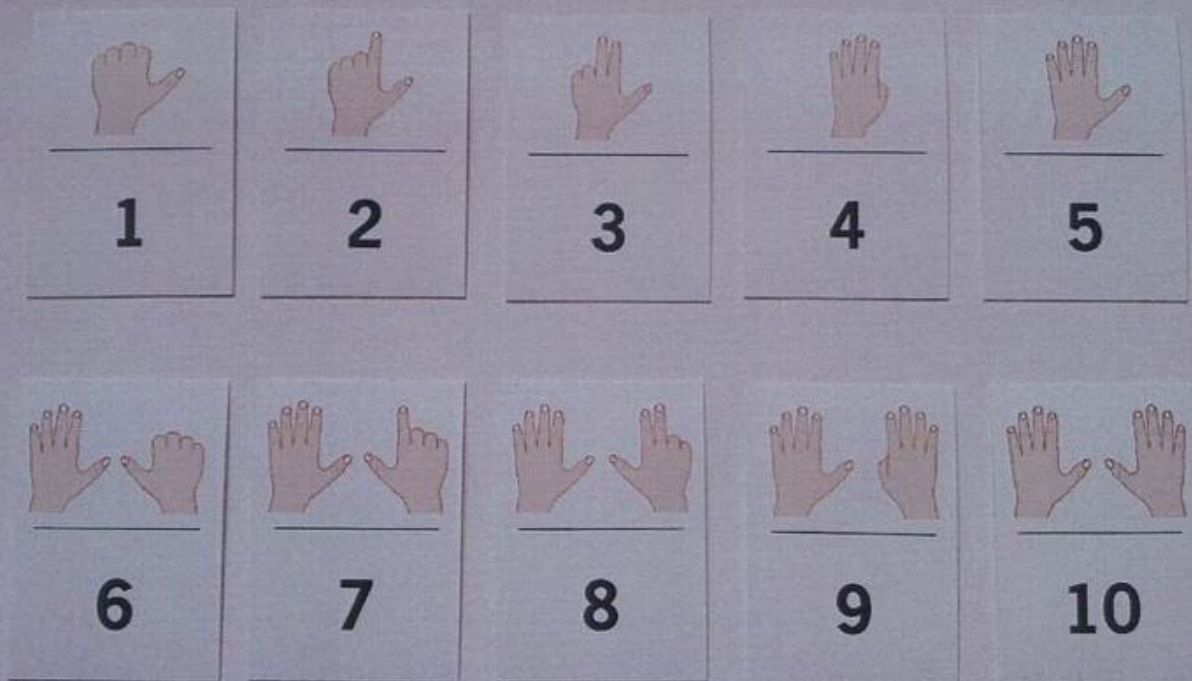
Verbinde die Kästchen, in denen gleich viele Figuren sind!



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Hans - Jürgen Wagner und Claus Born: „Diagnostikum: Basistätigkeiten im Zahlenraum 0 bis 20 (DBZ 1)“, Herausgegeben von Karlheinz Ingenkamp.
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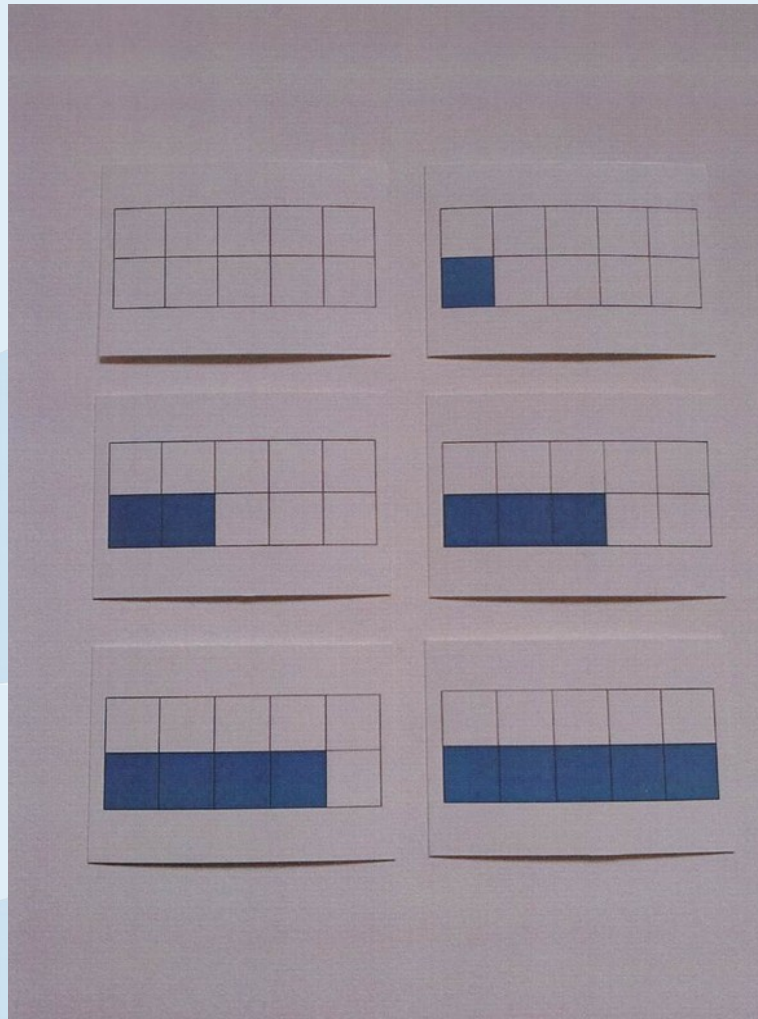


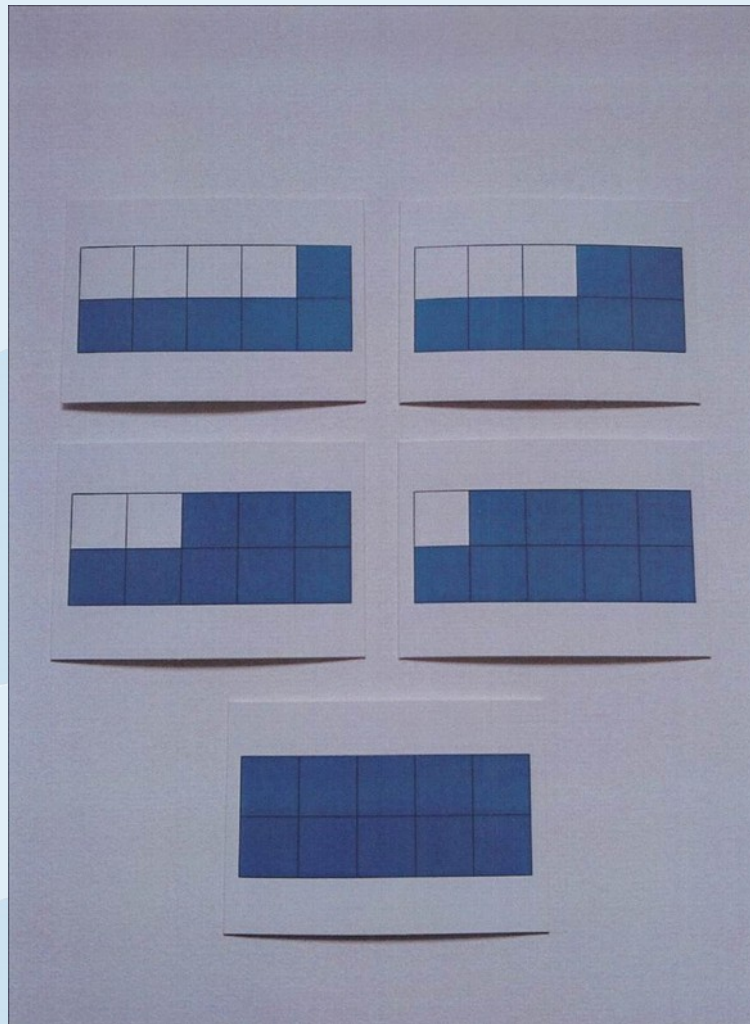
Spiele Lehrer! Tilman

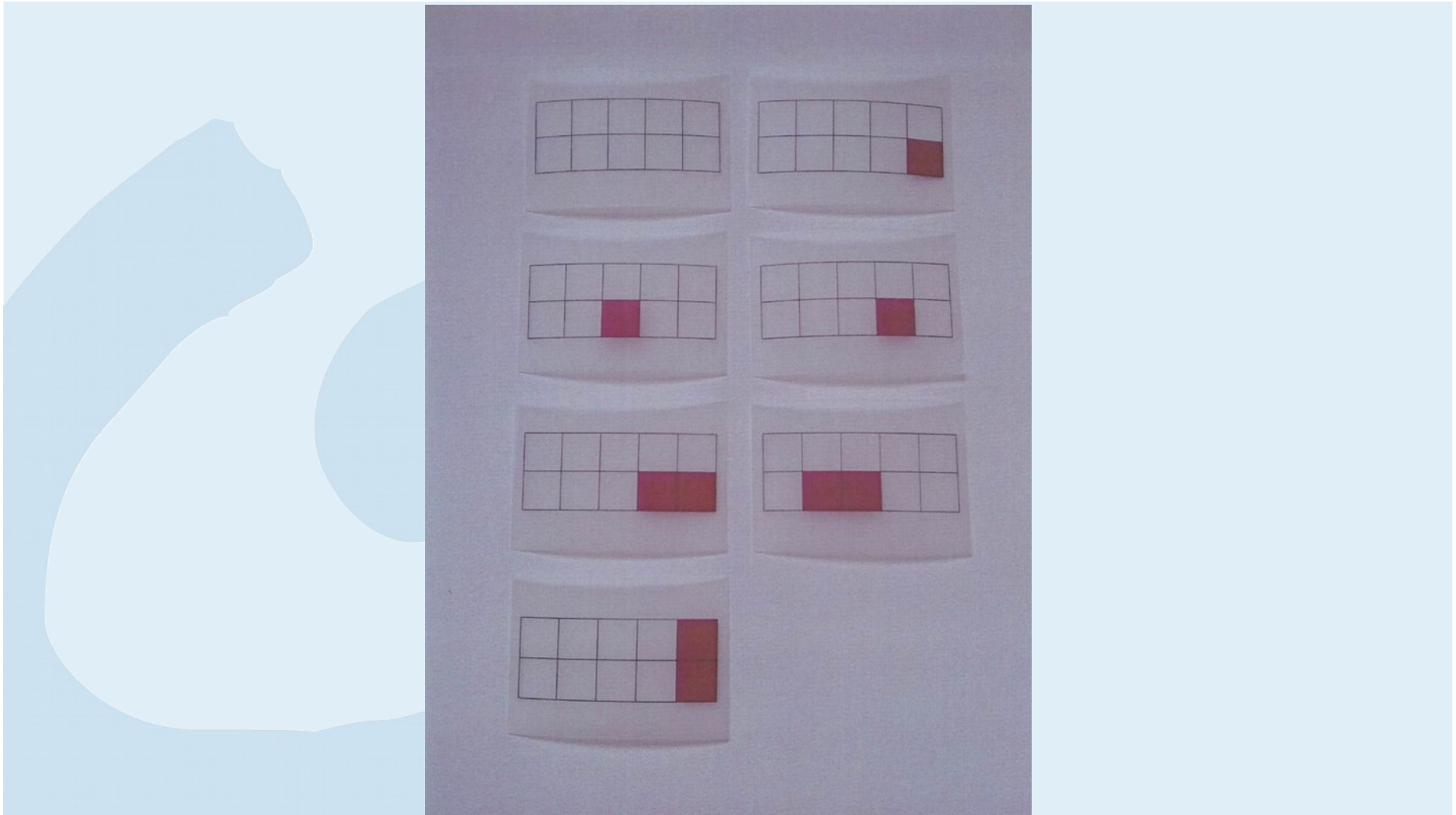
Schau nach, ob die richtigen Zahlen an den Fingerbildern stehen!
Bei falschen Zahlen: Schreibe die Richtige daneben!

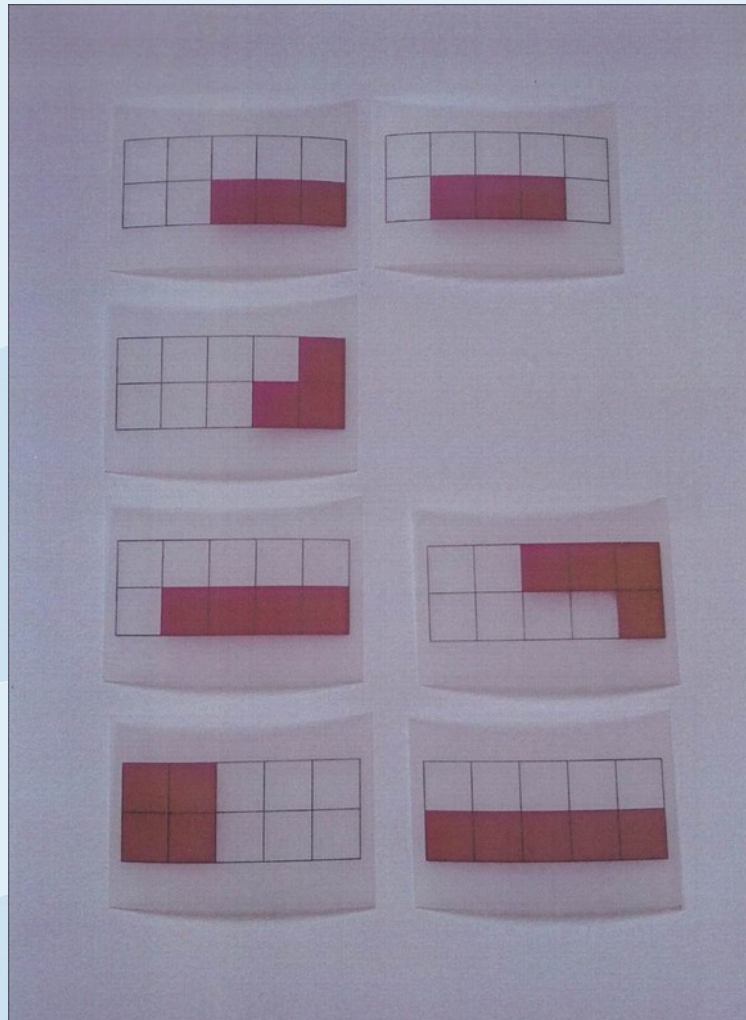
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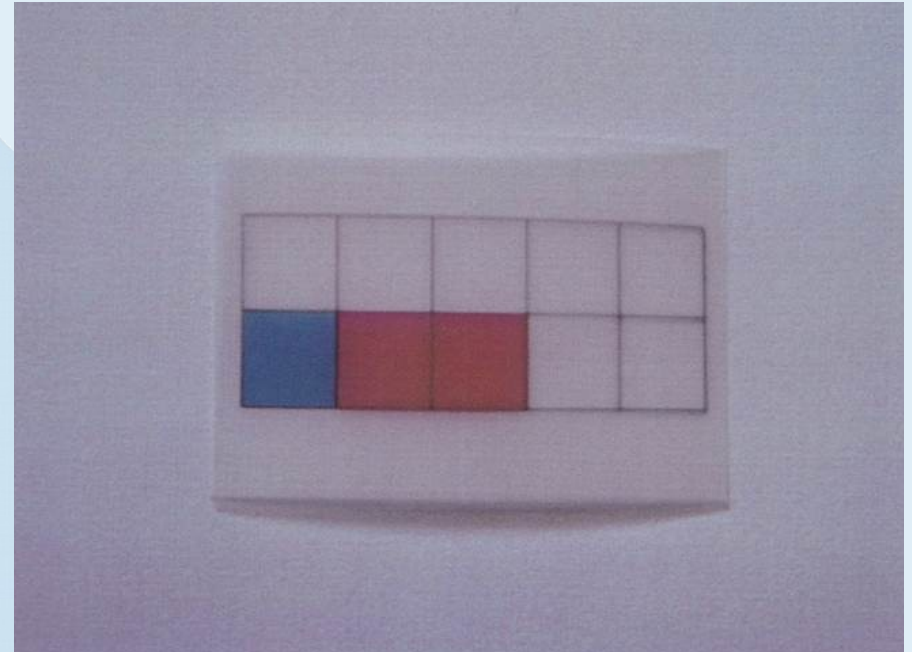
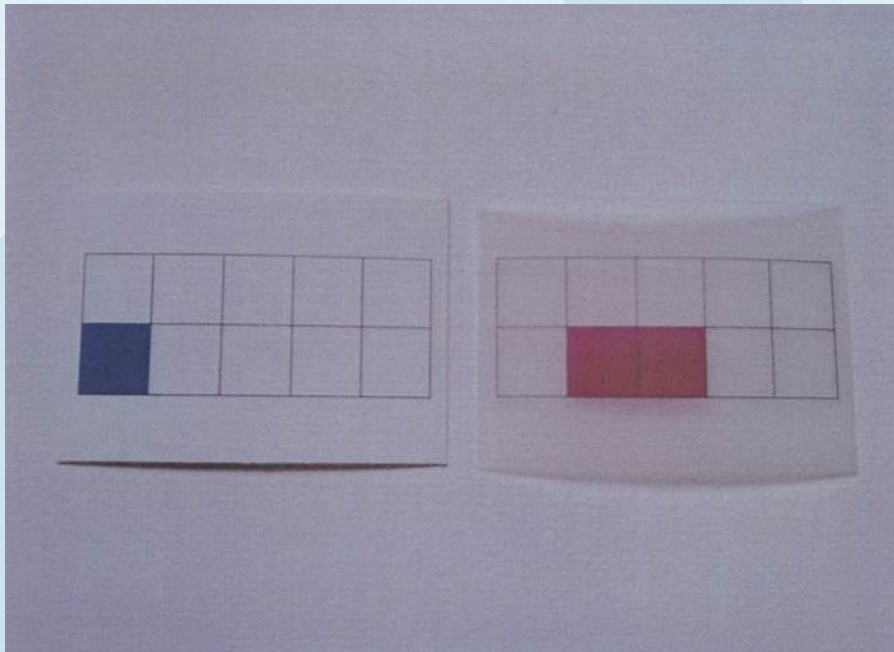
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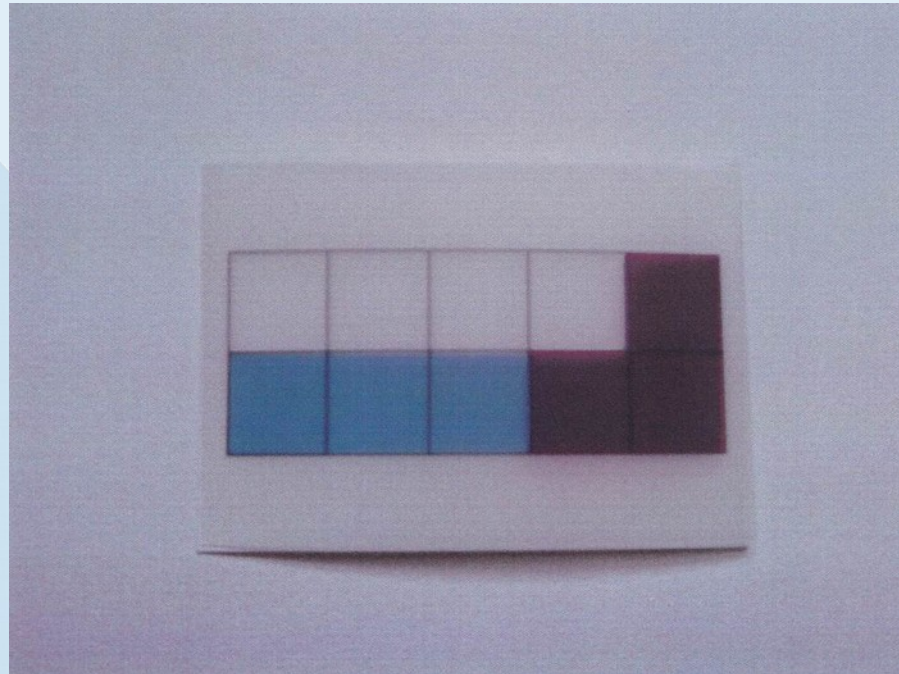
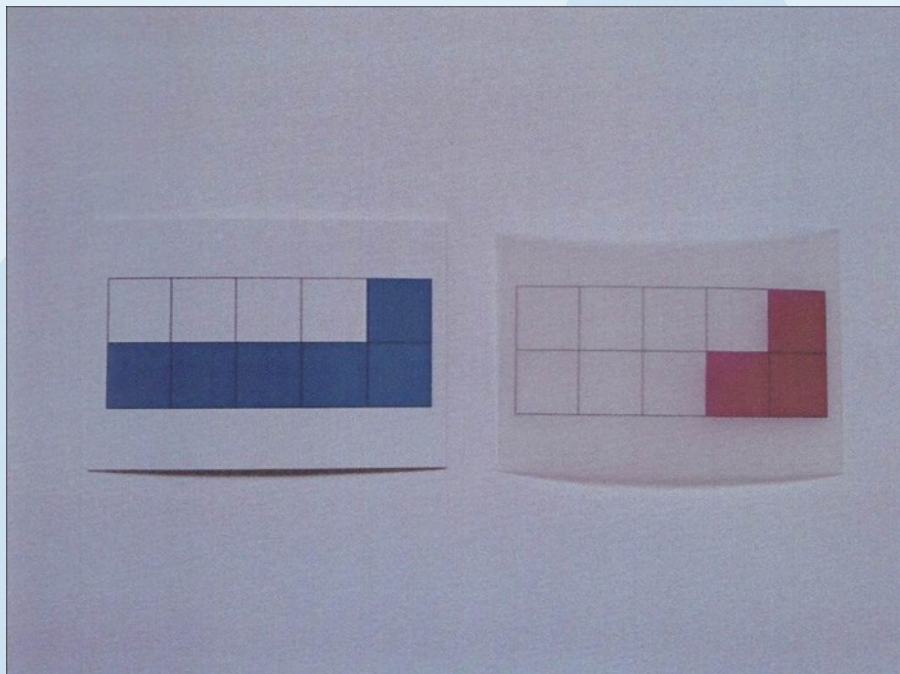


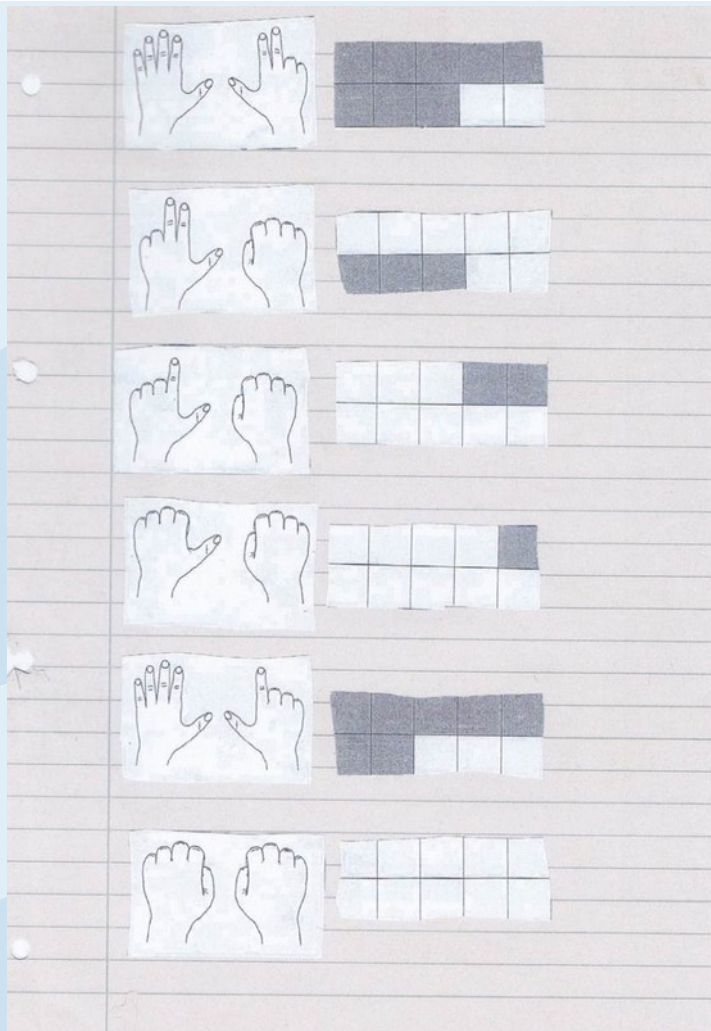












Zahlenhäuser

