



TREĆA MEĐUNARODNA KONFERENCIJA

15.3.2013.

Panevropski univerzitet "APEIRON" Banja Luka

INCLUSION IN PE TEACHING – A SUCCESSFUL MISSION POSSIBLE

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inclusion

inkluzivni

inkluzivno

inkluzija

inclusive



Term „inclusion“

- Variety in different authors.
- integration and framing,
- in the social sense, the inclusion of an individual in a certain community.

Kolping je objavio članak pod naslovom:
Suzić, N. (2008). Uvod u inkluziju. Beograd: Loka. 198s.

Nesima Suzić

(Suzić, 2008).

UVOD U INKLUZIJU



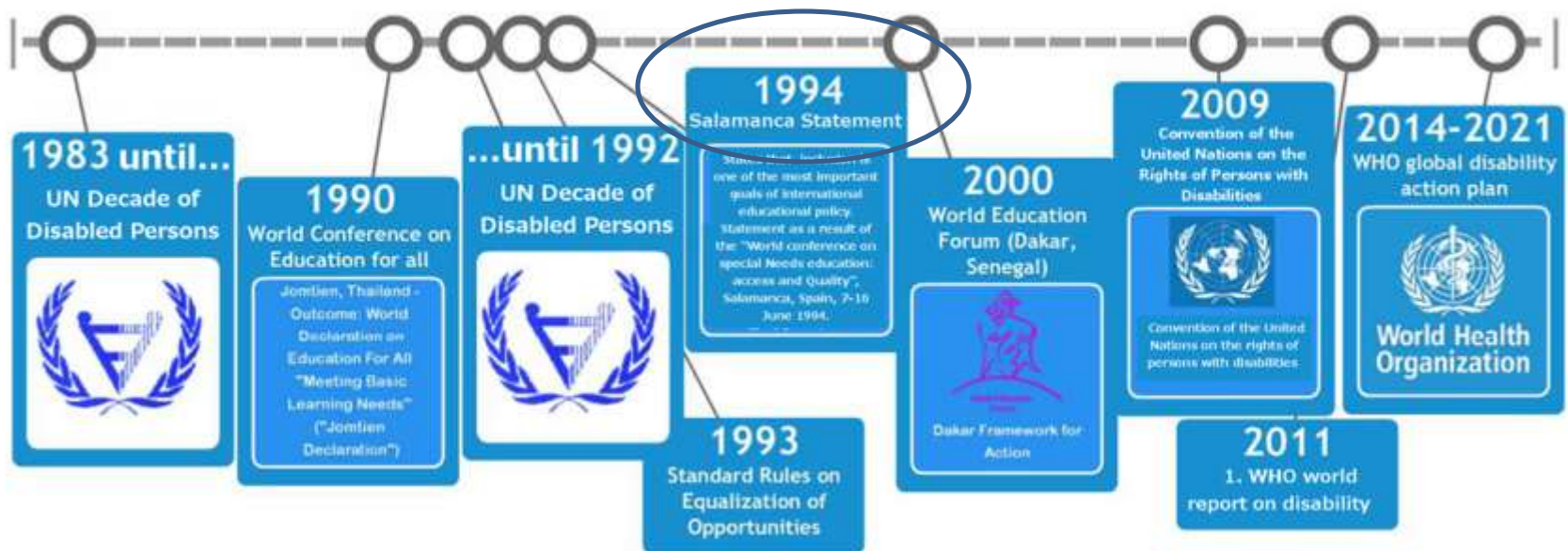
Beograd Loka, 2008, godišnik

Term „inclusion“

- it implies the organization of education to be tailored to each child, regardless of ability, talent, disability..., to ensure that every child in the educational process is part of the community.
(Brojčin, 2013).
- it does not only deal with education
- considers the successful inclusion of the individual in society.
(Flem & Keller, 2000).



Important years for inclusion



Inclusion – a new curricula concept

- Inclusive education – educational system open for all children.
(Došen & Gačić-Bradić, 2005).
- Inclusive PE could bring important benefits to all participants of educational proces and bring social inclusion.
(Tubić & Đorđić, 2012).



Inclusion – a new curricula concept

- 2009. - adopted The Law on the Basics of the Education System - inclusive education is obligation.

(Službeni glasnik RS, br 72/2009)

- The education system must ensure **the equal right and access to education for everyone.**

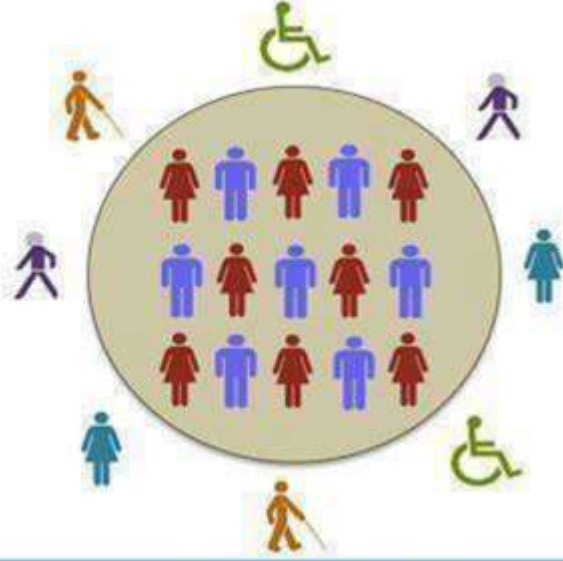


The Law on the Basics of the Education System

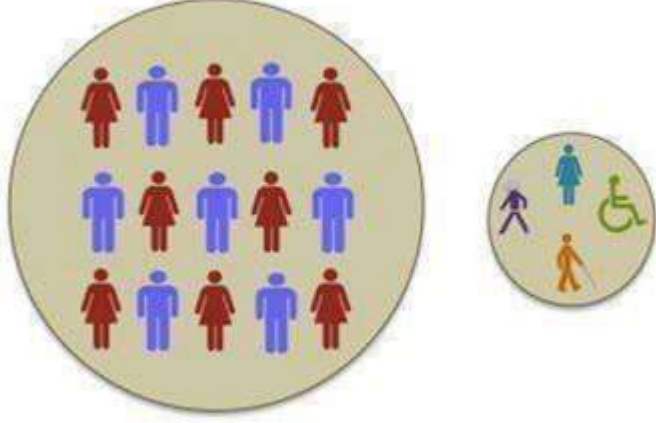
- gender affiliation,
- social affiliation,
- cultural affiliation,
- ethnical affiliation,
- confessional affiliation,
- residence/place of living,
- material condition,
- health condition,
- developmental difficulties and disorders,
- disability,
- as well as on other grounds.



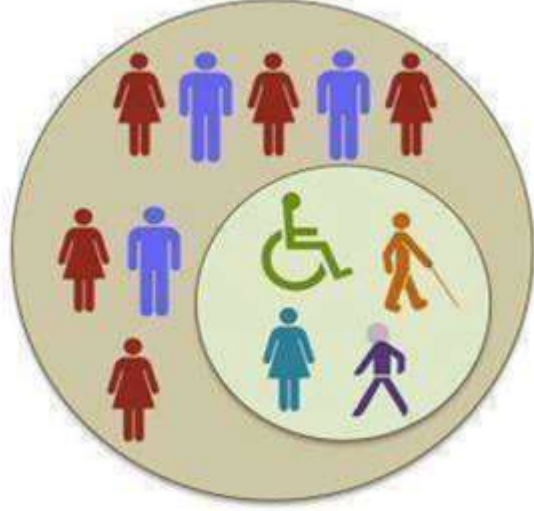
EXCLUSIÓN



SEGREGACIÓN



INTEGRACIÓN



INCLUSIÓN



Resource support

- Successor institutions of former special schools.
- They retain the educational role of students with disabilities.
- They redirect their resources - they support inclusion.
- Teacher training for working with children with developmental disabilities.
- Support in early intervention.
- Support in the use of assistive technologies.

(Hrnjica & Sretenov, 2007).



Resource support – a list of schools in Serbia

Resursna podrška - lista škola u Srbiji

- Škola za učenike oštećenog vida „Veljko Ramadanović“ - Zemun/Beograd;
- OŠ „Branko Pešić“ - Zemun/Beograd;
- OŠ „6.oktobar“ - Kikinda;
- ŠOSO “Mara Mandić“ - Pančevo;
- ŠOSO „Milan Petrović“ sa domom učenika - Novi Sad;
- ŠOSO sa domom „Vuk Karadžić“ - Sombor;
- OŠ za obrazovanje učenika sa smetnjama u razvoju „Miodrag B. Matić“ - Užice;
- ŠOSO „Vukašin Marković“ - Kragujevac i
- Škola sa domom za učenike oštećenog sluha i govora „11. maj“ - Jagodina.



На основу члана 54. став 4. Закона о основама система образовања и васпитања („Службени гласник РС”, бр. 88/17, 27/18 – др. закон, 27/18 – др. закон, 10/19 и 6/20), Министар просвете, науке и технолошког развоја, уз сагласност министра државне управе и локалне самоуправе, министра здравља и министра за рад, запошљавање, борачка и социјална питања, доноси

Правилник о ресурсном центру

“Службеном гласнику РС”, бр. 80/2021 од 13.8.2021. године, а ступио је на снагу 21.8.2021.

Предмет правилника

Члан 1.

Овим правилником утврђују се облици услова за стицање статуса ресурсног центра, организовање рада и престаник важења статуса.

Ресурсни центар

Члан 2.

Ресурсни центар је јавна установа образовања и васпитања која, у складу са законом, пружа стручну подршку деци, ученицима и одраслима којима је због сметњи у развоју и

Barriers for participation in inclusion

- insufficiently developed legal regulations for all levels of education;
- inadequate capacities and conditions of the educational institutions themselves;
- insufficiently adapted curricula (unclear methodological framework);
- insufficient training of teaching staff;



Barriers for participation in inclusion - continuation

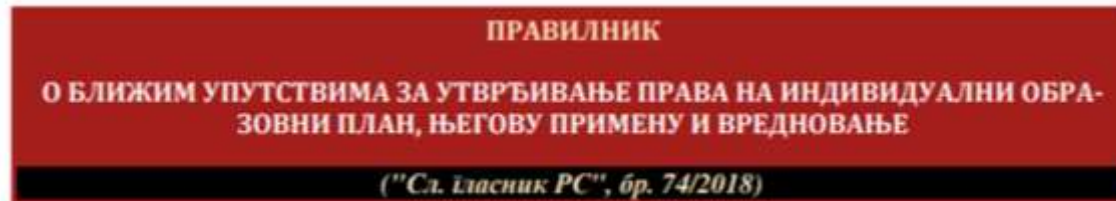
- insufficient presence and support of students' parents;
- unclear criteria for categorizing children;
- undeveloped curricula for levels of education after primary school;
- lack of equipment for working with students with sensory disabilities.

(Hrnjica & Sretenov, 2007; Kaščelan, 2010).



Individual educational plan (IEP) Individualni obrazovni plan (IOP)

- basic document,
- regulates and ensures adjustment of school and teaching,
- educational needs of children who could not fit into the existing educational process or school program.



Предмет Правилника

Члан 1

Овим правилником прописују се ближа упутства за остваривање права на индивидуални образовни план (у даљем тексту: ИОП), његову примену и вредновање у предшколској установи, основној и средњој школи, (у даљем тексту: установа) који има за циљ оптимални развој детета, ученика и одраслог и његово напредовање и осамостаљивање у вршњачком колективу.

Термини изражени у овом правилнику у граматичком мушком роду подразумевају природни мушки и женски род лица на које се односе.

Право на индивидуални образовни план

Члан 2

Право на ИОП има дете, ученик и одрасли коме је потребна додатна подршка због тешкоћа у приступању, укључивању и учествовању у образовању и васпитању, ако те тешкоће утичу на

IEP – the content

IOP - obsah

1. data about the child and the additional support team,
2. pedagogical profile of the child,
3. plan of individualization measures,
4. personalized teaching and learning program,
5. monitoring and evaluation data,
6. parental consent.



IEP - types

IOP - vrste

- **IOP1** - customized teaching and learning program
- **IOP2** – modified teaching and learning program
- **IOP3** – expanded and deepened teaching and learning program

- Preschool institution adopts IOP1.
- Primary school adopts IOP1, IOP2 & IOP3.
- Secondary school adopts IOP1, IOP2 & IOP3.



Inclusion in PE class

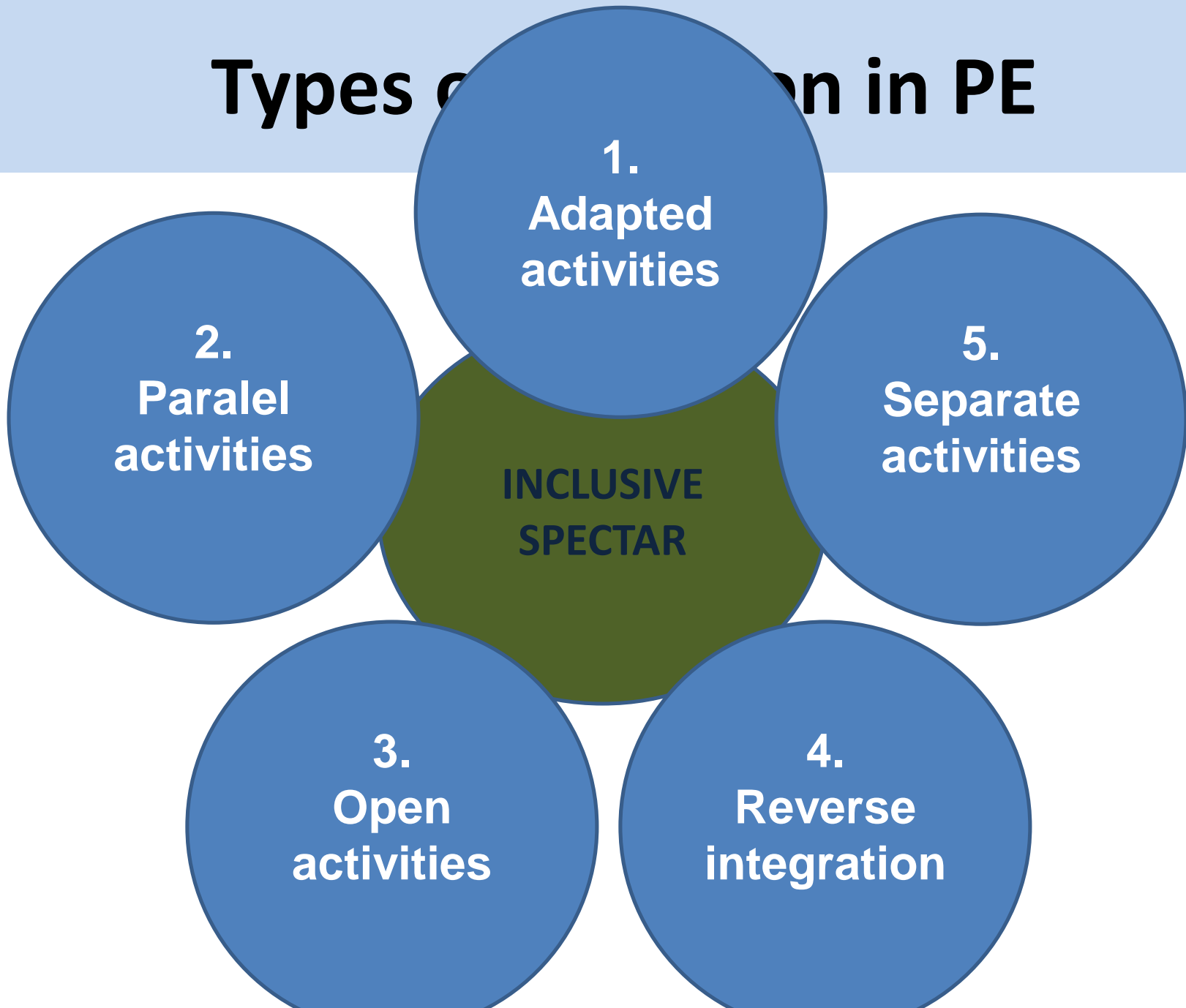


Inclusion in PE class

- enables all students (regardless of ability),
- participation in PA in the same environment (as their peers),
- with individual support and attention.



Types of Inclusion in PE



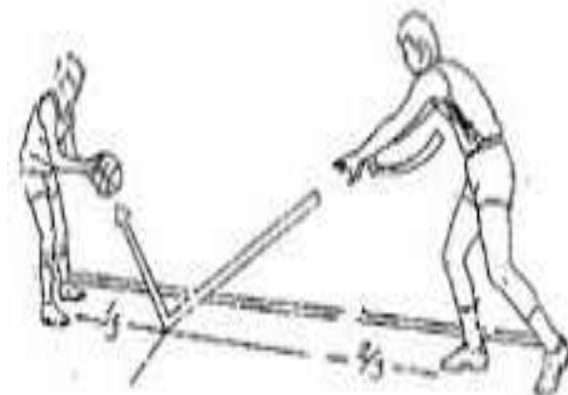
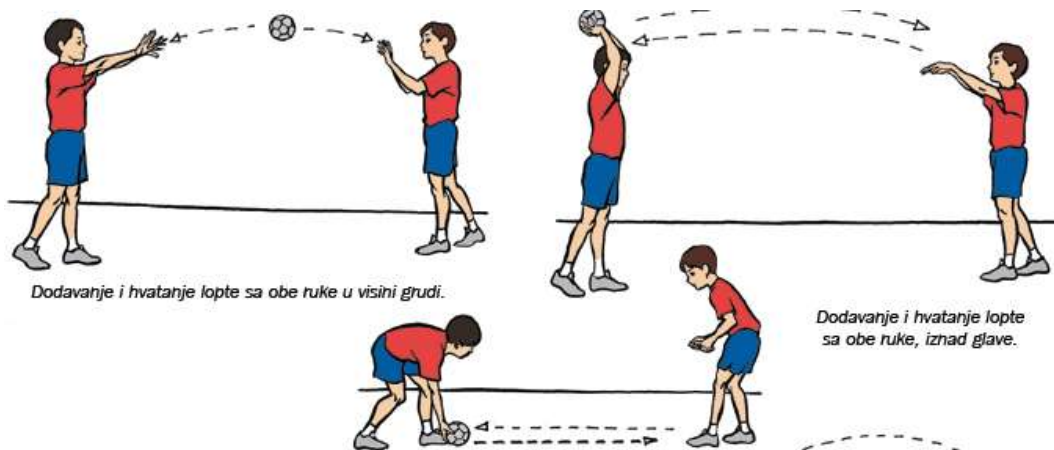
1. Adapted activities

- All children play the same game / do the same activity.
- Rules, equipment and space are adapted.
- Inclusion of all with different abilities is promoted.



2. Paralel activities

- All children can do the activity together.
- Own pace and ability level.
- Adaptations according to abilities.
- Possible division into groups based on abilities.



3. Open activities

- Each child does the same activity.
- With/without adaptation of space/equipment.
- The activity suits every child.
- for example. warm up.



4. Reverse integration

- Children without disabilities are included in sports for people with disability.
- Improves children's attitudes towards sports for people with disability.
- The self-confidence of children with disabilities is raised.



5. Separate activities

- Children train in the same club.
- Different groups, trainings and competitions.
- Facilities, equipment, coaches and social activities are shared.
- Sports for people with disability are an example of a separate activity.



Adaptation strategy

1. equipment and props (various balls, racket, boat...)
2. rules and targeted tasks (handling, hitting the ball, shooting...)
3. instruction (physical, visual and verbal guidance)
4. space (size of the field, type of surface...)



Adaptation strategy

- APE little differ with "regular" PE.
- Adaptations maintain basic characteristics of motor activity.
- Exercises/games are in accordance with the developmental period/age.
- Exercises/games allow interaction with children without disabilities.



Education of PE teacher

Initial education

OSS – 180 ECTS
OAS – 180 ECTS
OAS – 240 ECTS
MAS – 60 ECTS
MAS – 120 ECTS
DAS – 180 ECTS

Continuous education / LLL

certified seminars
informative seminars
stands
debates
working stays

Initial education



ФАКУЛТЕТ СПОРТА И
ФИЗИЧКОГ ВАСПИТАЊА

- **Profesional studies – sport coach 180 ECTS**
 - Sport for people with disability (elective, 1+2)
 - APE (elective, 1+2)
- **Profesional studies – sport coach DL 180 ECTS**
 - Sport for people with disability (elective, 1+2)
 - APE (elective, 1+2)
- **Bachelor studies – PE & sport 240 ECTS**
 - Sport for people with disability (elective, 1+2)
 - APE (elective, 1+2)



Initial education



ФАКУЛТЕТ СПОРТА И
ФИЗИЧКОГ ВАСПИТАЊА

- **Master studies – PE & sport** **60 ECTS**
 - Holistic approach to APA (mandatory, 2+2)
 - Inclusion in PE (elective, 1+2)
- **Master studies – PE & sport, DL** **60 ECTS**
 - Holistic approach to APA (mandatory, 2+2)
 - Inclusion in PE (elective, 1+2)
- **MAS – PE & kinesitherapy** **60 ECTS**
 - APA (elective, 1+2)



Initial education



ФАКУЛТЕТ СПОРТА И
ФИЗИЧКОГ ВАСПИТАЊА

- **DAS – sport sciences** **180 ECTS**
 - Research of PA of people with disability
- **Doctoral disertation**



Continuous education / LLL



interreg - IPA CBC
Bulgaria - Serbia

АДАПТИВНА ФИЗИЧКА АКТИВНОСТ И СПОРТ - МЛАДИ ЗА МЛАДЕ

BR50
МЛАДИ ЗА БИРЕКТНА САРАДЊА МЕЂУ ЈУВЕНА И ЕНЕРЖИКАРЕ СРБИЈА, БУЛГАРИЈА И СЛОВЕНИЈА
ОСНИ ПАРТНЕРИ: БУЛГАРСКА АКАДЕМИЈА ЗА ОДРЖИВИ РАДИЦИ - ТЕРПИЈА, БУЛГАРИЈА

ОСТАЛИ ПАРТНЕРИ:

- 1. НАСТАВНИК СПОРТА И ФИЗИЧКОГ ВАСПИТАЊА, УНИВЕРЗИТЕТ У НИШУ - НИШ, СРБИЈА
- 2. СПОРТСКИ КЛУБ „КАЛОШИ - ПАРДИБЕС“ - ЧУМНИК, БУЛГАРИЈА

ОТВОРЕНИ ДАНИ У НИШУ
ПРОМОЦИЈА И ПРОШИРЕНЕ БРАЊУ МРЕЖЕ СРБИЈА

ОВАЈ ПРОЈЕКАТ СНАЖИЊАМОС БУЛГАРИЈА УМРЕЖИЈУ ИТЕРА-НИШ ПРОГРАМ ПРОДОЂАВАЊЕ САРАДЊЕ БУЛГАРИЈА - СРБИЈА.
ПРИДРУЖИТЕ НАМ НА: [FACEBOOK](https://www.facebook.com/br50) ИЛИ [INSTAGRAM](https://www.instagram.com/br50)

INCLUSION IN PE TEACHING - A SUCCESUFUL MISSION POSSIPLE
INKLUZIJA U NASTAVI FV – USPEŠNA MISIJA MOG

YES, IT IS POSSIBLE!
DA, MOGUĆA JE!



**SPORTSKE NAUKE
I ZDRAVLJE**

TREĆA MEĐUNARODNA KONFERENCIJA
15.3.2013.

Panevropski univerzitet "APEIRON" Banja Luka