



INTEGRATION CLASSES AUSTRIA

Context: Inclusion, inclusive education, school for all

Key words: Social integration, special needs education, communication and collaboration; assessment;

Description:

In Austria about 50% of children are integrated in regular classes – either individually included or in integration classes. In Styria the percentage is 83%.

Individually included in a regular class means:

- The child has to cope on his/her own.
- Teachers have to adapt the curriculum where necessary and to provide differentiated materials for the pupil.
- There is no additional support through a special teacher in the classroom.

Integration classes

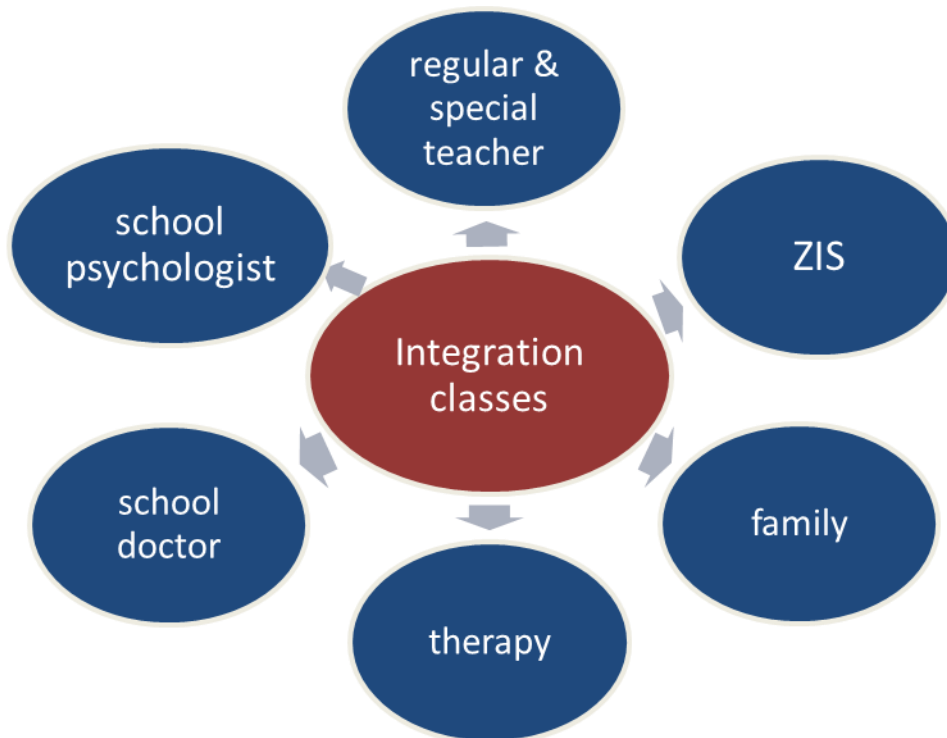
- Around 20 regular students are educated together with 4 or 5 students with special Education needs (all kinds of special Education needs).
- There are 2 teachers (1 regular teacher + 1 special teacher) working together as a team.
- In primary they are working as a team the whole time, in lower secondary only up to 25 teaching hours – whereas the children are at school between 28 and 32 hours per week.
- The teachers adapt the curriculum according to the individual needs and strength of the child.

Each child assessed as having special Education needs has to have an Individual Education plan. The headmaster of the school is responsible for ensuring that all children with disabilities have an *Individual Education Plan (IEP)*. This plan is developed in school together with each child and his/her parents and is also evaluated and revised as often as it is necessary by the teachers as a team.



The ZIS (Center for Inclusion) provides assessment and guidance for both teachers and parents as one measure of support.

Cooperation



Conclusion

Austria is working towards an inclusive school system and this means removal of obstacles for all children and this further means that each child has to be regarded as unique with unique needs and that many of the obstacles are related to environmental factors such as organizational and structural issues in the school environment. By eliminating the negative environmental factors the needs of the children with disabilities will be easier to meet.