


Equal approach to education taking into consideration educational needs of individual and his/her co-responsibility for training emphasizing pre-school education and child's primary school attendance

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**Co-operation of the Center
for pedagogical –
psychological counseling and
prevention in Poprad with
kindergartens and primary
schools in Poprad district**

Tasks of the Center

- Methodological and informative
- Presence of psychologists at children's enrolment into first grades
- Psychological check-ups of children who seem to be unfit for primary schools attendance in the respective year

Psychological check-up includes:

- Collecting data on child's anamnesis from parents
- Information from kindergarten (if child attended one)
- Information from child's physician
- Recording his adaptation to psychological check-up
- Administration of performed tests:
 - Fine graphomotorics
 - Laterality
 - Visual-motor coordination
 - Speech
 - Knowledge gained in kindergarten, especially mathematical notions and prospects
 - Capacity of memory

Child's readiness for the school attendance is assessed in following areas

- Emotional and social
- Work and motivation
- Performance preparedness

Psychological check-up provides output in form of proposal:

- Initial training in the first grade at primary school
- Delayed initial training in the first grade at primary school
- Initial training in 0 grade at primary school
- Initial training in the preparatory grade of the special primary school

Proposals are being individually consulted with child's parents

Consulting takes place with school's headmaster and teachers

Finally, a proposal agreed by the child's parent is being practically implemented

Statistical data of Pedagogical and Psychological centre – Psychological examination –readiness for school attendance

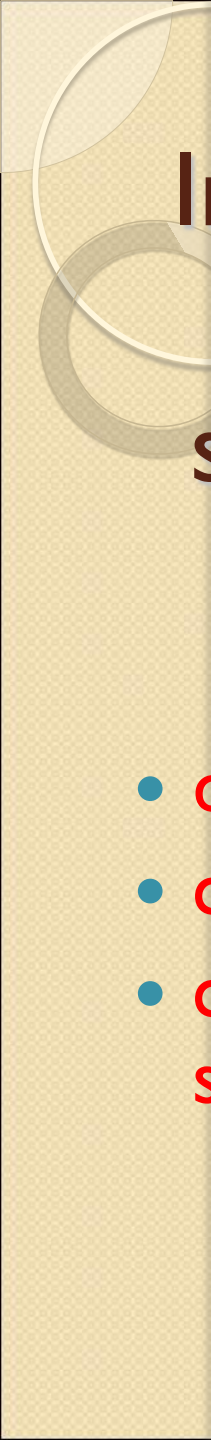
| | Number of examined children | Proposal 1st grade primary school | Proposal 0 grade primary school | Proposal for delay | Proposal Special primary school | others |
|---------|------------------------------------|---|--|---------------------------|--|---------------|
| 2005/06 | 204 | 35 | 163 | 6 | 0 | 0 |
| 2006/07 | 186 | 30 | 151 | 5 | 0 | 0 |
| 2007/08 | 156 | 27 | 121 | 4 | 0 | 0 |

Children who end cycle 0/1 (preparatory grade / the first grade of school attendance) and 1/2 (first grade/second grade of the school attendance) and achieve weaker results at school and their level of cognitive abilities proven by psychological tests at psychological examination is below average, receive a proposal – to continue school attendance at primary school – in a class for socially disadvantaged children and children with inferior school results/specialized class/.

It can only be welcome that specialized classes were re-introduced into the school system at the primary school's first grade and wish that it continues even at the second grade of primary school.

Children /after termination of the cycle 0/1 and 1/2 1, who could not master curricula of the primary school and whose level of cognitive skills achieved in psychological tests at psychological examination is retarded /classification according to MKCH- 10. revision/, receive following proposals:

- individual inclusion of a child with light mental retardation – /upper zone/ in primary school – regular class and education according to the individual study plan for special schools
- inclusion of a child with light mental retardation - /upper, lower zone/ and a child with medium severity of mental retardation into the Special primary school



In both cases, special pedagogical examination in the center for special pedagogical counseling is proposed in order to:

- develop pedagogical diagnosis,
- consult individual curricula,
- comment on child's further advancement at school

To achieve desirable orientation of children from socially disadvantaged environment from their family environment to the school educational environment, we find it important

- That the child attends kindergarten at least 1 year prior to the start of compulsory school education
- To have functional system of zero and preparatory grades
- To have preserved presence of teacher's assistant during educational process
- To have maintained system of specialized classes in the first grade of primary schools, with continuation in the second grade of primary schools

Further areas in which the Center engages in work with children from socially disadvantaged environment - projects:

- 2006 Prevention program for children from socially disadvantaged environment. Ends with a camp. (application for ISCED I – lecturers PhDr. Fáberová, Mgr. Fedorová)
- 2009 Accelerating – stimulating preventive program for children in pre-school age from socially disadvantaged environment. (application for ISCED 0 – lecturer Mgr. Piovarčiová)
- 2008 Let us go to school together – support for implementation of integrated Roma children education in Slovakia. (coordinator PhDr. Antaš)



Educational process at the primary school Batizovce

At school, we strive to:

- Get rid of negative impacts of not-stimulating environment
- Overcome language and communication barriers
- Create positive attitude to education, duties, responsibilities, mutual respect and self-respect as well as social standards and values

When entering into the 0 grade

- **Teacher's assistant** helps to both teacher and pupil directly in the education process

In the Batizovce primary school, a teacher performs following activities:

- Helps with:
 - Mastering and affirming of hygienic habits
 - Development of graphomotoric and communication skills
 - Resolution of conflict between children
 - Communication as intermediate element between parents and school facilitating mutual information
 - Conducting registration and provision of lunches for pupils in material distress
 - Co-organization of out-of-school events
 - Performance of supervision
 - Conducting of leisure activities
 - Operates local library and strives to attract attention of Roma children to reading – development of readers' literacy
 - Helps pupils to write homeworks and study after school

Educational process stresses

- Development of speech, language and communication skills
- Development of motor skills, especially fine motoric, graphomotoric abilities and manifestations
- Development of learning and mental processes (visual and hearing perception, memory, logical judgment)
- Development of learning processes
- Development of aesthetic and kinetic skills
- Development of social and emotional capacities (ability to establish contacts and adequately communicate with peers and adults, ability to control momentary impulsive needs and desires, to subordinate to educational requirements, etc.)
- Development of self-service habits
- Development of mathematical skills

Detected negative phenomena influencing Roma children in educational process

- Absence of children's initial training in pre-school age and in kindergarten
- Difficult adaptability upon to school attendance
- Absence of school aids, defaults in payment of schools fees
- No home preparation for lessons
- Inconsistent attendance of lessons – lots of non-explained absences
- Lack of development of children's talents
- Lack of parents' interest in pupil's advancement at school
- Child alcohol abuse
- Insufficient hygiene – dirty clothes, body, parasites in hair
- Frequent untreated child morbidity
- Epidemics of diarrhea and infectious diseases

Activities organized by school which help to remove negative social – pathological phenomena:

- Integrity of Roma ethnics as marginalized group among non-Roma
- Sports activities
- Lectures
- Experiential learning
- Development of presentation skills
- Artistic clubs, performances
- Contests
- Development of reading skills

Integration of marginalized Roma group among non-Roma carnival on ice



Sport events



Natural science – experiential learning, excursion – Spiš castle



Environmental contest – Get to know and protect!



Development of reading and communication literacy – contest

The entire school reads



Education is supported by:

- School special pedagogist
- Teacher's assistant
- Coordinator of primary anti-drug prevention and other pathological phenomena
- Speech therapist – external staff member
- Representative of local authority's social department
- Psychological and Counseling Center in Poprad
- Center of Special Pedagogy in Poprad
- KŠU in Prešov
- Kindergarten in Batizovce
- ROCEPO in Prešov
- MC Prešov
- Tanap Vysoké Tatry