

Mobile service of support to educational integration of hearing and/or speech impaired students

Dulčić, Adinda; Pavičić Dokoza, Katarina; Bakota, Koraljka; Brezak, Vladimira

Conference presentation / Izlaganje na skupu

Permanent link / Trajna poveznica: <https://um.nsk.hr/um:nbn:hr:257:964277>

Rights / Prava: [Attribution-NonCommercial-NoDerivatives 4.0 International/Imenovanje-Nekomercijalno-Bez prerada 4.0 međunarodna](#)

Download date / Datum preuzimanja: **2024-11-27**



Repository / Repozitorij:

[SUVAG Polyclinic Repository](#)

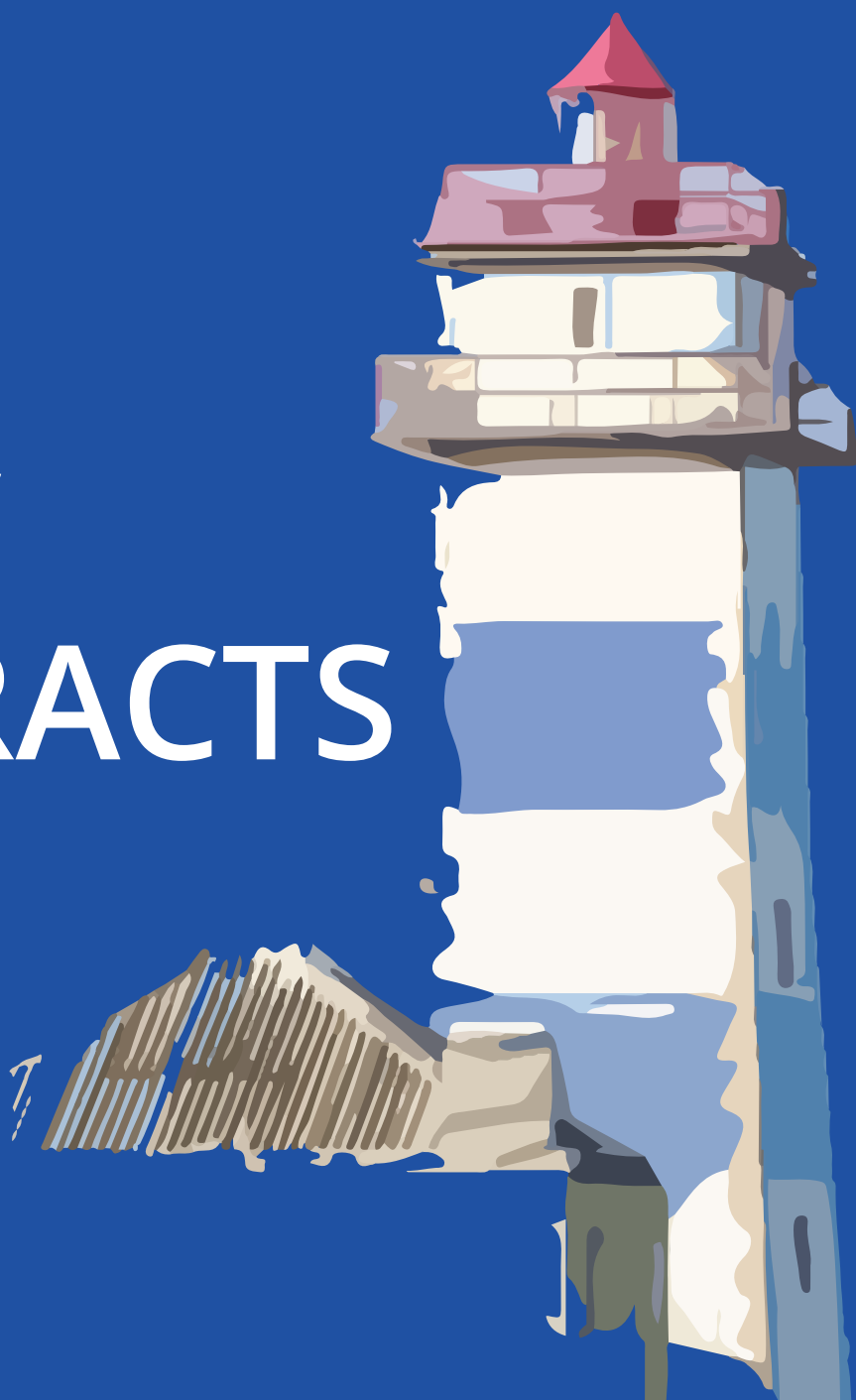


10th EUROPEAN CONGRESS OF SPEECH AND LANGUAGE THERAPY

Effectiveness | Speech and Language
Therapy | Science | Practice

10 - 12 MAY 2018
Estoril Congress Center
Cascais | Portugal

Book of ABSTRACTS



Book of Abstracts

10th CPLOL Congress
10-12 May 2018, Cascais, Portugal
CPLOL, 2018

Book editor

Baiba Trinite

Language editors

Michele Kaufmann-Meyer
Maria Vlassopoulos

Translation

Maria Miguel Bechet
Michael Dornan
Pierre Renson
Sylvia Pilisi
Teresa Estrela

Graphic design

Leading

© CPLOL, 2018

Standing Liaison Committee of E.U. Speech and Language Therapists and Logopedists
145 Bd Magenta, F-75010 Paris
www.cplol.eu

ISBN 978-2-9552505-1-8

EAN 9782955250518

E-Poster Presentations

PO 039

(1040) - MOBILE SERVICE OF SUPPORT TO EDUCATIONAL INTEGRATION OF HEARING AND/OR SPEECH IMPAIRED STUDENTS

Dulcic, Adinda - SUVAG Polyclinic Zagreb, Croatia

Pavicic Dokoza, Katarina - SUVAG Polyclinic Zagreb, Croatia

Bakota, Koraljka - SUVAG Polyclinic Zagreb, Croatia

Brezak, Vladimira - Education and Teacher Training Agency of the Republic of Croatia, Croatia

Objectives: Education of regular school teachers is one of the key factors of successful inclusive education of hearing and/or speech impaired students. The Education and Teacher Training Agency (ETTA) of the Republic of Croatia continuously introduces programs for the improvement of the quality of education of children with developmental difficulties by matching the existing system to European standards. This goal is achieved in collaboration with specialized institutions, such as the SUVAG Polyclinic, since the knowledge of educators and teachers, acquired during formal education, is insufficient for work with students with developmental difficulties.

Methods: The Education and Teacher Training Agency of the Republic of Croatia and SUVAG Polyclinic initiated the work of the mobile service of support to educate teachers and other professionals in the regular schools. Data presented in this poster were collected during the past ten years. The poster presentation will show the model of speech pathology support to inclusive education, as well as statistical data showing the frequency of support during the ten-year period of work of the mobile service of support (2007-2016).

Results: Mode of support to primary and secondary schools in Croatia from a mobile service of support will be presented. The support service is implemented through three modules:

1. Improving knowledge about hearing and/or speech impairments, and the characteristics of the functioning of students with difficulties in the educational process.
2. Making individualized programs, adapting them to students with those difficulties.
3. Education of regular school teachers in the SUVAG Polyclinic. Members of the mobile service of support are speech pathologists and other professionals from the SUVAG Polyclinic who work on inclusive education of hearing and/or speech impaired students.

Conclusions: This kind of collaboration is a good example how the government can take advantage of the specific knowledge of SLTs and other experts from highly specialised health institutions and use their knowledge to create better conditions for inclusive education.

Keywords: Intervention, prevention

PO 040

(1443) - LEARNING TO BE A SPEECH AND LANGUAGE THERAPIST

Vital, Paula - Santa Casa da Misericórdia de Lisboa (SCML), Portugal

Objectives: To identify and to describe conceptions about learning and about supervision, to characterize learning orientation, learning strategies (motivational strategies, affective components, metacognitive strategies, context control strategies, social interaction and resources management, search and selection of information strategies, processing and use of information strategies), to characterize the epistemic beliefs (simple knowledge, certain knowledge, quick learning, innate ability) and to characterize the moral compass of speech and language therapy students, experienced learners.

Methods: Exploratory study that uses qualitative methodology –an interview about the conceptions of learning and supervision, and quantitative methodology with the use of the scales CEVEAPEU