

# Improving Assistance in Inclusive Educational Settings II



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Newsletter 3

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**IMAS II**  
Improving Assistance in  
Inclusive Educational Settings

## Welcome to our 3<sup>rd</sup> Newsletter:

Spring 2020 was a very important time for the IMAS II project. Despite the challenging time during the world-wide corona-pandemic, the partners worked intensively in finalising the five web-based Knowledge Boxes. Therefore, the partner consortium is very proud to spread this great news: **Our Knowledge Boxes are now available as an Open-Access Resource on D-Lot.**

### Knowledge Boxes

After a first draft version of the Knowledge Boxes was online, 15 assistants worked and learned with each Knowledge Box and gave sound feedback regarding the content and the application of the Boxes. The project partners adjusted the materials according to the feedback and the updated Knowledge Boxes were uploaded on D-Lot.

The Knowledge Boxes are now available for learning and support assistants and other interested people to expand their practical and theoretical knowledge for working with students with SEN at school. Each Knowledge Box contains theoretical information as well as concrete and practical strategies and approaches for supporting children and young people with SEN in school. They include various good-practice examples, case-studies, field reports or video sequences.

The five boxes are available free of charge upon free registration at the following link: <https://dlot.eu/course/index.php?categoryid=22>. By the end of 2020 the materials of the Boxes will be available in five different languages (German, Bulgarian, Portuguese, Slovakian, English).

### Content of Knowledge Boxes

The Knowledge Box **“Disabled Children’s Right to Education”** covers general information about inclusion and inclusive education, interdisciplinary teamwork as well as good practice examples of inclusive education in schools.

The Box **“Interaction & Communication”** is about communication and communication disorders. Users will get a better understanding of how to enhance and evaluate communication.

The Box **“Emotions & Behaviour”** gives an insight into the basic principles of behaviour and emotional and behavioural difficulties, and more specifically in ADHD as well as disruptive behaviour and dissocial disorders.

Physical (e.g cerebral palsy and epilepsy) and sensory (visual and hearing) impairments and how to better support and communicate with children with these impairments are discussed in the Box **“Physical & Sensory Impairment”**.

The Box **“Cognition & Learning”** aims to provide a better understanding of what learning is, what the challenges in supporting the learning process are, how to support learning and what learning boosters can be.

### Further steps

Starting in November 2020, learning and support assistants from the five partner countries will learn with the Knowledge Boxes on D-Lot. These assistants will then be able to apply the acquired knowledge in everyday school life. Subsequently, the assistants, as well as teachers and parents, will fill in a questionnaire related to the Knowledge Boxes’ application. The questionnaire will cover topics like the cooperation between parents, teachers and learning and support assistants and the inclusion of all children. Afterwards, a joint reflection with the students, teachers, parents and assistants about the evaluation results will take place.

In November 2020 we will continue the participatory research with children, which had to be stopped due to the corona-lockdown. This participatory research with children aims to gather their views and opinions on inclusion in school.

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