



**transform
autism
education**

Scholastic inclusion and teachers' training in Greece-TAE project outputs

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Progress so far...

Since the last transnational we have ...

- Continued to deliver training, mostly Level 1 and Level 2
- Finished working on our resources, Competency Framework & Standards
- Developed our sustainability strategy

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Training until now (2016-2017)



LEVEL	1	2	3- SCHOOL DIRECTORS	3- MENTAL HEALTH SPECIALISTS
PEOPLE	1350	182	43	40
DISTRICTS	15	7	2	2 settings
TOTAL NUMBER OF SCHOOLS TRAINED			138	
TOTAL NUMBER OF PEOPLE TRAINED			1615	

16 TEACHERS HAVE
BECOME TRAINERS

And we continue...

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Training landscape



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What we initially found:

- Teacher anxiety
- Teacher ambivalence about inclusion
- Need for knowledge, training and practical skills
- Undifferentiated material
- A lack of understanding and acceptance of difference

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What changes we made to the training programme:

- Team work & cooperation (to include the participation of autistic adults & their parents)
- Need to address behavioural challenges
- Need to sensitise peers
- Training to include 3 levels-separated into 2 parts.....

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Delivery of training so far

- Level 1: For all staff
- Level 2: For teachers
- Level 3: A) For Headteachers & District Heads
B) For staff working in multidisciplinary therapy centers

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Level 1

3 hours – weekdays as part of mandatory training for teachers & all school staff-basis level training

- Organized together with the school district heads
- Delivered to the entire school district or individual schools using 1 school of each district as a “hub”
- Minimum 20 people max 150!! per session
- Usually delivered by 2 trainers – 1 experienced & 1 new trainer, pairing psychologists with teachers

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Level 2

8 hours – for teachers who are interested and sign up during level 1

- More experiential, more practical
- Organized together with the school district heads
- Using local school as “hub”
- Delivered by 2-3 experienced trainers only
- Usually max 60 people

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Level 3a

- For Headteachers and District Heads
- 8 hours
- Is a combination of level 2 & level 3
- More emphasis is placed on the differentiation of the curriculum & evaluation of practice
- Fewer hands-on activities and more discussion

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Level 3b

- For staff working in multidisciplinary therapy centres
- A combination of level 2 & 3
- 8 hours
- More emphasis on Building Relationships (working with parents & teachers) & on Enabling Environments (stress, low arousal & behavioural challenges)

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Training Model

- Permission granted from the Ministry of Education
- Permission includes not only the training, but also 2 additional visits per school for those attending level 2 or 3
- Deliver Level 3 for Headteachers/ District Heads first who inform us about participants wanting further training

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Sustainability strategy

- Keeping the training going means....
- Finding a balance between affordable cost for training during an economic crisis and supporting the schools... and finding a way to keep the quality of training and trainers high
- Using the Foundation as a “hub” for level 2 & 3
- We plan to keep level 1 free and deliver it at schools but...
- We plan to charge a nominal fee of 20 Euros for level 2 & 3 which will allow the Foundation to pay trainers

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A few concerns...

- We are thrilled to have trained so many participants- it goes to show that the training speaks for itself and has come to serve the need of teachers and schools. However.....
- We are a small team of trainers for such a large number of participants-we need to train more trainers!
- Requests for training keep coming in which requires efficient time management

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The way ahead

- We hope in September to start planning better with school districts so that each trainer team can complete “cycles of training”- level 1,2,3 for each school district before moving on to the next
- Our ministry license includes 2 additional school visits for schools who take part in level 2 and 3

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The way ahead

- We plan to use these sessions to get feedback in situ from teachers, headteachers & District Heads who have been trained and to work on competency and standards within the schools and look into what happens after training
- To continue involving adults with autism in our programme- we have 2 adults so far: Kaiti and Giorgio

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Our greatest achievement...

- We are shaping training materials and educational practice, as well as people's concepts about inclusion, both within schools & within the community
- Autism is seen as a different way of thinking, not as a disorder

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