

Vught

## **ACTIVITY**

To trace students with a learning or physical disability

## **CONTEXT**

Country: the Netherlands

Institution: Helicon Tuinbouwwakschool Vught

Students concerned in this activity: all students starting a full-time course in September 1999 (number: 90)

Course, training options: full-time courses, two- three and four years, flower arrangement and landscaping

Level: II, III and IV

## **AIMS**

There are more and more students with a disability, but we very often know it too late. Visible disabilities can be traced easily, but the invisible ones not. Especially for these students we want to make their problem discussible in order to help them if possible.

- to support the students during their school career in order to improve their learning or other abilities
- to find ways for effective teaching to these students
- to monitor these students during their school-career
- to help them getting a job

## **OBJECTIVES**

To trace the students with a disability who want the school to help them.

## **PROCESS**

1. setting up: a questionnaire has been made
2. it has been sent to all the students. They were asked to fill it in and send it back to the school, addressed to one of the teachers, as "confidential" mail.
3. the initiative was taken by the school, a special teacher has been asked to do so. He is part of the admission-committee ("intake"-team)
4. the responses had been working up by the teacher
5. with the results part of the respondents were invited for a talk by the teacher
6. time of the year: September, October, November

## **RESULTS OBTAINED**

- the stated objectives are achieved:  
from the 90 students 45 responded. 30 did not want to talk about it with the school, mentioning that they could cope with it themselves but that they liked the school asking it.  
15 students said they'd like to talk about it with the teacher, in order to get support.
- the activity has impact on the interpersonal relation between the teacher and the individual students. Besides that it has impact on the way the students look at the school: they appreciate that the school pays attention to the problems disabled students could have

## **EVALUATION METHOD**

The activity will be evaluated by the admission-committee. During the meetings with the students they will be asked to give their opinion, which will be part of the evaluation of the admission-team.

## **DIFFICULTIES ENCOUNTERED**

In advance it was difficult to set up the questionnaire: how do you ask what you would like to know without being rude. We did overcome these by testing it with the help of students.

## **MINIMUM CONDITIONS**

Someone, a teacher, able to do the job: talking with the students. Time for this teacher. Place: a place to talk quietly. Also needed : administrative support.

## **ANALYSIS AND BENEFITS FOR THE STUDENT**

The students gains by this activity because:

- he/ she knows that the schools pays attention to disabilities that impedes learning or adequate functioning
- he/ she gets help when he wants and needs
- help will contribute to better results and as a result will integrate better in the group
- better results will make the student feel less unsure

## **LINKS WITH OTHER SUPPORT PRACTICES**

- with the whole admission-procedure
- with the remedial-teaching activities

## **THE EDUCATIONAL CHARACTERISTICS OF THE SUPPORT PRACTICE**

- staff is more aware of problemes students can have when they are disabled and will try to find ways to help the students with their learning processes
- staff has a listening rol, an information seeking role and a supporting role
- staff facilitates the development of self confidence of the student
- the school has engaged a remedial teacher

## **CONCLUSION SUGGESTED IMPROVEMENTS**

To send the questionnaire in July, in order to have the talks with the students as soon as possible after the started in the new academic year.