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Teacher's Pedagogical Approach in the Class: The Voices of Students with Physical Disabilities

Abstract: While teachers are generally seen as the primary actors guiding the adaptation of students with physical disabilities to mainstream secondary school settings, less is known about these students' perceptions of actual teaching practices used by their educators in class. As Czech educational practice is framed by the prevailing educational concept of school integration, this qualitative study investigates physically disabled students' views on the teacher's pedagogical approach in class. Obtained via semi-structured interviews, the data were analysed using situational analysis. The findings show that secondary school students with congenital physical disabilities initially perceived their teachers' pedagogical approach as overly traditional, with inexperienced and long-term practising educators showing a lower degree of reflexivity toward learners' educational needs in class. It was challenging for educators to accommodate their classes – knowledge testing in particular – according to each participant's individual needs. After confirmation of special needs and the appropriate adaptation of teaching practices, however, the teachers gradually began to implement inclusive strategies to address the educational needs of these students. We therefore recommend concentrating on the professional training of teachers as well as focusing on work with para-professionals, parents and colleagues to assist teachers in promoting inclusive teaching practice.

Keywords: Czech secondary school student, congenital physical disability, teacher, pedagogical approach

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Introduction and Rationale of the Study

In line with the United Nations (UN) Universal Declaration of Human Rights (UNDR), there has been a worldwide call in recent years to guarantee the right to education of all learners, including individuals with congenital physical disabilities (UNESCO 1994; UN 2006). Many democratic educational systems have therefore adopted the philosophy of school inclusion (Ainscow 2005; Florian and Becirevic 2011), which builds on the values of equity, entitlement, community, participation and respect for diversity (Ainscow et al. 2006). As diversity in education increasingly becomes a reality, a new pedagogical approach is required among teachers to remove barriers to learning for students with physical disabilities as well as maximise their learning opportunities in general educational settings (e.g. Forlin and Lian 2008; Gomendio 2017; Tomlinson 2014).

With an increasing population of students with physical disabilities attending secondary education internationally (see National Statistics 2021), scholars have considered teaching strategies with the potential to address the needs of this student population in mainstream classes. Specifically, recent studies have recognised differentiation and individualisation as inclusive practice-proven pedagogical approaches that may enable learners with congenital physical disabilities to learn effectively and achieve the best possible school performance (Lindner and Schwab 2020; Loreman 2017). Other teaching strategies recommended for implementation in classes include the use of an adapted curriculum, peer group methods and assistive technology (UNESCO 2020). Some scholars have also identified effective feedback (Jordan et al. 2010), individualised student support (Tjernberg and Mattson 2014) and collaborative work with para-professionals, parents and colleagues (Schwab 2017) as effective ways to increase and enhance inclusivity in teachers' pedagogical approach towards students with congenital physical disabilities.

Considering the well-known fact that the implementation of inclusive teaching strategies relies primarily on teachers (European Agency for Development in Special Needs Education 2012; UNESCO 2017), several studies addressing inclusive teaching practices have focused on the perspectives of educators (e.g. Lindner

and Schwab 2020; Werning and Arndt 2015). In contrast, far less attention has been devoted to examining learners' perceptions of the teaching strategies implemented in mainstream classes. Thus, giving students a voice in education and matters that affect them in educational settings has been called for, as learners are strongly involved in the inclusive classroom practices of their teachers (e.g. Bron and Veugelers 2014; Schwab et al. 2019).

The significance of this issue arises from previous research indicating that students' perceptions of the strategies teachers adopt in mainstream classes might be at variance with the self-ratings of educators. For example, Lindner et al. (2019) suggest an overlap between teachers' general ratings of their own inclusive teaching practices and students' individual ratings, as learners with special educational needs report a lack of differentiation and personalisation in educators' pedagogical approaches. These findings are consistent with another recent student survey which revealed that teachers tend to adopt some inclusive practices in their classes, but in the students' view these strategies are not highly inclusive in terms of differentiation and individualisation according to learners' individual characteristics (Schwab et al. 2019).

The previous literature has focused on quantitative evidence relating to primary school as opposed to secondary education in terms of students' perceptions of educators' teaching practices. Considering the fact that the curriculum and teaching practices in secondary school classes tend to be less inclusive than those adopted in the primary school environment (Pearce et al. 2010), we here highlight the equal importance of giving a voice to secondary school students with congenital physical disabilities, an issue which, to the best of our knowledge, has not been investigated. Our study uses qualitative research methods to fill this research gap by gaining greater insight into the perceptions of Czech secondary school students with congenital physical disabilities with regard to their teachers' pedagogical approach in mainstream classrooms. By focusing on these learners as classroom practice observers, we can take advantage of *indigenous expertise* on the quality of teaching in secondary school classes (see Wallace et al. 2016).

The Education of Czech Secondary School Students with Congenital Physical Disabilities in Mainstream Settings: The Research Context

Since the 1990s, when the Czech Republic ratified the *Salamanca Statement* (UNESCO 1994), significant conceptual and curricular changes have been implemented in the Czech education system to facilitate access to education for secondary school students with congenital physical disabilities. Following the *National Program for the Development of Education in the Czech Republic – White Paper* (2001), which first declared the necessity of adapting content, form and teaching methods to the needs of students with disabilities, the education of this student population in mainstream secondary school settings has been based on the educational concept of school integration. Students with disabilities thus have the legal right to be educated in mainstream classes on an equal basis with others. Recent

data from the Czech Statistical Office (2020) demonstrate an overall increase in individually integrated students with disabilities in secondary school settings during the last decade, with 19,728 students with disabilities shown for the academic year 2009/2010 compared to 25,052 such students in 2019/2020. Specifically, physical disability was shown to affect from 2% to 4% of individually integrated students in secondary school settings.

On the other hand, some domestic scholars (e.g. Pivarč 2020; Tannenbergerová 2016) have noted that this educational concept may provoke tendencies toward segregation in the educational system, as students with congenital physical disabilities continue to be viewed as learners with special educational needs who require the provision of special pedagogical and psychological care if they are to take advantage of educational opportunities in mainstream settings (see Act No. 82/2015 On Pre-school, Primary, Secondary, Higher Vocational and Other Education 2015; Directive of The Ministry of Education, Youth and Sports on the Integration of Children and Pupils with Special Educational Needs in Schools and School Facilities 2002). With respect to the ratification of the *Convention of the Rights of Persons with Disabilities* (see United Nations 2006), individual integration school practice in Czech schools is gradually being supplemented by inclusive elements, notably the »pro-inclusive amendment« of Czech School Act No. 82/2015, adopted in 2015.

Major changes were projected in this amendment: (1) introducing the broader concept of a student population with special educational needs, for which a vertical model is instituted to assess the degree of disability and consequent need for support measures (see Straková et al. 2019; Štech 2018); and (2) outlining a clear definition of support measures provided to all students who require them for objective reasons to overcome barriers hindering the exercise of their right to education. In this context, a system of five levels of support measures for students with congenital physical disabilities was anchored legislatively (see Decree No. 248/2019 Coll.). Further, the classification of individual forms of support for secondary school students with congenital physical disabilities, including appropriate teaching strategies to address the needs of individual students, was anchored in the 2015 methodological document *Catalogue of Support Measures: For Students in Need of Support in Education due to Physical Disability and Serious Illness* (see Čadová a kolektiv 2015).

Recent research evidence, however, reveals the concerns of Czech teachers regarding their ability to successfully implement inclusive teaching practices in their regular classes. For example, research by Bendová and Fialová (2015) revealed that 64% of teachers ($n = 500$) reported lack of knowledge in terms of how to adopt inclusive teaching methods in the class. Similarly, a study by the Nadace Open Society Fund (2018) showed that 66% of Czech teachers ($n = 507$) perceived a lack of methodical support in terms of adoption of teaching strategies as the main challenge in the successful implementation of inclusive principles in the class. More recently, an investigation by Pivarč (2020) found that 78% of respondents ($n = 1340$) indicated that an individualised teaching approach towards this student population may result in a lower degree of overall teaching effectivity in the class.

Taking all factors into consideration, it can be concluded that, although the development of inclusive educational practice has been called a current priority by the Ministry of Education, Youth and Sports of the Czech Republic (National Institute for Education 2017), the education system itself cannot be described as fully »inclusive«, as a »transitional period« is underway between school integration and the full introduction of pro-inclusive measures (Pivarč 2020, p. 19).

The Study

Despite the fact that recent research underlines the need to address the issue of teachers' teaching practices from the perspective of key stakeholders in inclusive education – students with special educational needs themselves (e.g. Bourke and Mentis 2013; Schwab and Alnahdi 2020) – studies that include the student perspective in their design are still rare. The presented qualitative study aims to fill this gap, as we focus on the views of secondary school students with congenital physical disabilities on teachers' pedagogical approach in mainstream settings.

Our research question is therefore as follows: *How do graduates with congenital physical disabilities perceive their teachers' pedagogical approach in class?*

Materials and Methods

Design and Technique of Data Collection

With regard to the research question, the study has an exploratory character with a focus on a qualitatively oriented methodology (see Silverman 2016). A semi-structured one-to-one interview with open-ended questions was chosen as a main technique of data collection. The interviews were mainly focused on teaching practices adopted by teachers in class, with special attention given to how physically disabled students' educational needs were addressed by the elements of the pedagogical approach adopted.

The interviews lasted between 77 and 127 minutes. Depending on the study participants' preferences, living situation and availability, all the interviews were conducted through the Skype communication platform using a web camera. As our intention was to reconstruct the given educational reality through the participants' retrospective view of their teachers' pedagogical approach in the classroom, the interview took place no later than five years after the participants had graduated from secondary school.

Ethical Considerations

All ethical guidelines for conducting human research were followed. In accordance with Act No. 110/2019 Coll., on personal data processing, the participants were involved in the research on a voluntary basis, and they could withdraw from participation at any time. Based on their prior informed consent, the participants' statements were recorded and anonymised, with the audio recording of each interview deleted immediately after transcription.

Participants

The following selection criteria were used for recruiting the participants: (1) the student was identified as having a *congenital physical disability*; (2) the student was attending a mainstream secondary school (ISCED 3); (3) the student was educated in a mainstream secondary school class on the basis of the educational concept of individual integration; and (4) the student had graduated from the school a maximum of five years earlier.

The participants were selected using the snowball sampling technique, with the initial selection of participants based on personal contacts with nine secondary school students with congenital physical disabilities. The tenth participant was acquired through the snowball technique. One of the students participating in the study was male, and nine were female. The participants had cerebral palsy ($n = 7$) or spinal muscular atrophy ($n = 3$). Regarding their educational characteristics, all the participants were individually integrated in their secondary schools and had attended a secondary technical school with a final exam (Maturita) ($n = 4$), a general secondary school ($n = 3$) or a secondary vocational school ($n = 3$).

Data Analysis

The research material was analysed using selected procedures of situational analysis (see Clarke 2003), classified as the second generation of grounded theory (Morse et al. 2009). In accordance with situational theory, the method builds on the belief that it is necessary to analyse an entire given situation in its unreduced complexity (Clarke 2003). The research situation itself – teachers' pedagogical approach towards secondary school students with congenital physical disabilities – is therefore the basic unit of the situation.

In this respect, the following steps were taken in the data analysis with reference to recommendations by Clarke (2005): (1) the transcribed material was subjected to an open coding procedure with the goal of identifying all key elements present in the situation of teachers' pedagogical approach towards secondary school students with congenital physical disabilities; (2) 80 elements stemming from the open coding procedure were classified into 15 categories, with the key category of teachers' pedagogical approach towards secondary school students

Results

Our research findings reveal that students with congenital physical disabilities predominantly identified in their teachers' pedagogical approach a lower degree of adoption of teaching practices according to learners' individual characteristics. However, after long-term pedagogical experience (see Allport 1954) in the class, the teaching strategies of the educators gradually became more inclusive. To gain a deeper insight into the situation of inquiry, four themes that emerged from the relational analysis of teachers' pedagogical approach toward secondary school students with congenital physical disabilities – *low reflexivity of special educational needs, challenges in class accommodation, modification of teaching practices* and *identification of a student's educational potential* (see Figure 1) – and, at the same time, demonstrate a change in teachers' pedagogical approach towards a student with a congenital physical disability are interpreted below in greater depth.

A Low Degree of Reflexivity of Students' Special Educational Needs Reflected in the Teacher's Pedagogical Approach

The relational analysis (see Figure 1) revealed that teachers' pedagogical approach to learners with congenital physical disabilities was influenced from the beginning by a low level of teacher awareness that a student with a disability had been admitted to their secondary school: *»Even the teachers had not been informed that they were going to have a student there with a disability«* /P2/. Using the in vivo code 'first disabled', participants explained that since they were the first students with disabilities at the given school, the teachers had no previous experience with the education of this student population: *»They had never had a person there with a disability. So first they had to figure out how to approach such people«* /P6/.

With this educational background, participants tended to discuss with their teachers their special educational needs and their possible impact on the fulfilment of the study requirements in the given subject: *»In mathematics [geometry] I kept saying at the beginning that I could not draw«* /P3/; *»I told the geography teacher about my problems with spatial imagination and completing blind maps«* /P1/. According to the learners, however, recognition of their special educational needs was not sufficiently reflected by the teachers in class: *»When we were supposed to draw, he called me out and instead of him respecting that I can't, I had to say that I didn't know how to«* /P3/. In this context, the participants perceived their teachers as uncompromising, as they emphasised practice-proven teaching strategies with a lower degree of individualisation according to learners' individual characteristics. The students declared that this was most pronounced in pedagogical situations linked to knowledge testing: *»I told my geography teacher that I'm not able to complete the blind map due to my problems with spatial imagination and asked if she might modify how knowledge was tested. But she said no, blind maps are core for her«* /P2/; *»To some extent, there was reluctance from the*

beginning, since coming up with new tests would give the teacher more work, of course, because he has to either create a new test or adapt it in some way. So I had the same test as my classmates« /P1/.

This pedagogical approach, which the participants associated with teachers' distrust in their learning abilities but also with the age of the practising teachers, contributed to participants' concerns about study failure and the emphasis given to this by uncompromising teachers: *»Right from the start I don't think they wanted to change anything at all, because most teachers thought I just wasn't going to get it... I went to every test with the idea that geography teacher is guaranteed to ask something I would not know. Then, he tried to make a joke of the fact that I hadn't managed the blind map again, and it was terribly humiliating for me. Because if you know you want something and it cannot be done and someone accentuates it as: »Well, we didn't succeed again,« then it really sucks, and you can't do anything about it«/P1/.*

Challenges in Class Accommodation to Meet Students' Special Needs

As a result of these experiences, the participants stated that it was difficult for teachers to accommodate their classes with respect to participants' special needs to enable them to fully participate in all curricular activities. This was mainly evidenced in practical scientific lessons and physical education: *»In the labs I was not able to plot out the details in the practical part, and the teachers just came up and said I would not be doing it. A dot« /P3/; »I was always excused from physical education. I only had a dash there on my report card, and I just sat there like a fool in a small classroom and studied for another lesson« /P1/.* Thus, students with congenital physical disabilities felt particularly excluded from these educational matters: *»I felt useless at that moment. And it would have been enough to say in advance that I would be doing this and I would have prepared for it myself. I just sat and stared for half an hour« /P3/; »Even if I can't exercise, I can at least blow the whistle or something. I discussed this with teachers, but no one ever did anything about it« /P1/.*

The data reveal that this pedagogical approach, which shows the implicit influence of a medical model of disability on the attitudes of the majority society, had an impact on the communication between teachers and participants about educational issues. In this context, using a positional analysis, which lays out the major positions taken or not taken in the data using two axes of difference (direct/indirect communication) around the issue of information transfer between students with congenital physical disabilities and their teachers, three variations of communication with teachers (P1, P2, P4) were articulated by the participants based on their experience during secondary school attendance (see Figure 2).

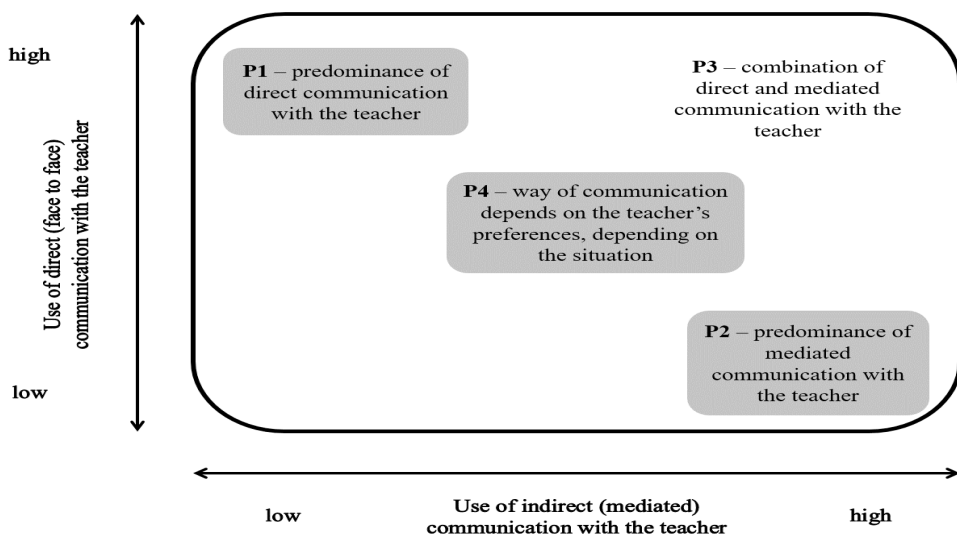


Figure 2: Positional analysis focusing on forms of communication between secondary school students with a congenital physical disability and teachers

Firstly, it was clear from the participants' statements that, because their teachers predominantly employed traditional teaching practices, with a lower degree of listening to their special educational needs, the learners preferred indirect communication about educational issues with teachers (see the P2 position in the positional map – Figure 2). In such situations it was typical for students with congenital disabilities to communicate their special educational needs or study requirements to the teachers through other pedagogical staff or their parents, as they did not feel confident enough in their teachers or feared that communication with them would not bring about the desired result: *»Mostly the [teaching] assistant resolved issues, because I can't imagine settling something myself with my teacher. It was also a matter of trust that I didn't want to deal with him about things that I wanted to do differently. Or when there was a problem, I solved it through my mother«* /P7/.

In some cases, however, the method of communication was determined by the individual preferences of the educator, as evidenced by P4's position in the positional map (see Figure 2). Even so, the communication was mediated by other pedagogical staff: *»They would never settle matters [directly] with a handicapped student! They probably didn't know what I would tell them, so when they realised that the assistant knew me, they assumed that she would interpret my needs for them«* /P1/. Direct communication with teachers was therefore limited to pedagogical situations during classes, as reflected in the following participant statement: *»I only communicated with them during verbal exams«* /P1/. Based on this experience, the participants had a strong need for equality and acceptance by teachers: *»I wanted them to take someone with a handicap normally, as if there was nothing wrong with a handicapped person in their eyes«* /P3/.

Modification of Teaching Practices to Meet Physically Disabled Students' Individual Needs and Identify their Educational Potential

The data revealed that negotiating the provision of support measures for a student with a congenital physical disability became a turning point with regard to the teachers' approach to the student's special educational needs: »My assistant and an educational consultant told the geography teacher that I really have it written in my individual plan that I just can't do it, that I should be excused from doing the blind maps« /P1/; »I had to have a document from the pedagogical-psychological counselling centre that I needed more time« /P6/.

In the students' view, the change in teachers' approach was particularly manifested in the use of inclusive teaching methods based on cooperative learning (»The biology teacher started to involve group cooperation in the labs. I worked on the protocol and my classmates on the measurements. We just divided the work« /P9/), but also by modified ways of mediating the curriculum (»She gave me copies of her literature notes, so I just had to add a few additional notes by hand« /P10/) or knowledge testing methods (»I had longer time to complete the test, and I was given half of the questions compared to my classmates« /P9/). Additionally, the participants declared that the teachers began to show more openness to direct communication with them about curriculum modification to meet their special educational needs. This positive experience of communicating with teachers covers the last P1 position identified in the positional map (see Figure 2), as the students stated: »Concerning the subjects in which I needed help, like maths, physics, geography, they stopped dealing with what I could and could not do and actively came up with ideas on how to resolve it – by differentiation, colouring, enlarging maps. It was only about the change in the teacher's perspective on my needs and skills« /P3,5/.

According to the participants, this change in the teachers' approach, closely linked to social model thinking, contributed not only to identification of their educational potential by teachers (»Then the teacher probably understood that it's not just piffle that I have what it takes, because when she examined me orally or we got another test the results were completely different« /P1/), but also to recognition from the educators at the end of their studies, which led to feelings of satisfaction in individually integrated students: »The physics teacher then told me at the prom that he was very happy that I went to the secondary school there. We found a way through to each other. And it was kind of satisfying for me« /P1/.

Conclusion, Discussion and Study Limits

Education is one of the most important basic rights delineated in the *UN Convention of the Rights of Persons with Disabilities* under Article 24 (UN 2006), with the concept of inclusive education recognised as a key element in debates on *Education for all*. Moving from a traditional model of schooling to an inclusive model, however, represents enormous challenges for teachers, as they need to adapt the curriculum, teaching-learning strategies and teaching methods to

fulfil the educational potential of a diverse student population (Florian and Black-Hawkins 2011; Mangal and Mangal 2019).

Nevertheless, although the Czech Republic committed to the implementation of inclusive principles into educational practice by ratifying the UN Convention in 2007, the education of learners with congenital physical disabilities in the country continues to be greatly influenced by an educational concept of individual integration, which may provoke tacit stigmatisation within the educational system (e.g. Pivarč 2020). Using situational analysis (Clarke 2003), our study has aimed to examine physically disabled students' views on teachers' pedagogical approach in mainstream secondary school classes to provide an overview of the situation regarding the implementation of inclusive teaching practice in the Czech educational context.

Data obtained from the research sample of ten individually integrated graduates with congenital physical disabilities show that since the participants' started attending secondary school, long-term practising teachers tended to apply traditional teaching practices, resulting in a lower degree of reflection of the study participants' special needs in class, in particular regarding knowledge testing. This pedagogical approach, which in some cases led to study failure by participants, was significantly influenced by educator inexperience with students with disabilities, teacher age and scepticism regarding the learners' study prerequisites. Our study corresponds with other world-wide evidence suggesting that teacher age (Ellins and Porter 2005; Vaz et al. 2015) and insufficient training (Avramidis and Kalyva 2007) are significant factors in a teacher's pedagogical approach towards students with disabilities.

We therefore recommend focusing on teacher training to prepare educators for effective work with a wide range of student individual needs in class. In particular, it seems appropriate to make sure that educators understand the reasons for inclusion and to ensure that they are able to accommodate their teaching practices under the 2015 pro-inclusive amendment. Further, it is necessary to provide practice-based opportunities for direct contact and communication with students with special educational needs so teachers can develop a positive attitude towards inclusive schooling (e.g. Male 2011; Westwood 2015), as this may impact the successful implementation of inclusive teaching practices in class (de Boer et al. 2011).

Our investigation further shows that the uncompromising approach of teachers towards students' individual educational needs resulted in mediated communication, as the participants preferred to communicate their needs to teachers via their parents or teaching assistant. Personal communication therefore took place almost exclusively through interactions in the educational process, that is, during verbal knowledge testing. Our findings confirm the concerns of the European Agency for Development in Special Needs Education (2006) regarding the lack of communication among education actors in mainstream settings. With the limited evidence on this issue (e.g. Downing 2005), further investigation into inclusive communication in class is highly recommended to fill this gap.

Our data, however, revealed that educators' teaching practices towards stu-

dents with congenital physical disabilities gradually became more inclusive. The participants stated that, after the legitimisation of their special educational needs, teachers showed more openness in terms of implementing appropriate teaching strategies. For example, they used cooperative learning or individualisation during curriculum mediation as well as oral knowledge testing to address the participants' special needs. This change in teachers' pedagogical approach, known in the literature as an interventionist approach (see Jordan 2007), resulted in the identification of the participants' educational potential by teachers. Our study is consistent with other investigations indicating that this student population can cope well with a mainstream curriculum if adequate support is provided in the class (Windman 2013). Nevertheless, as our findings show that the adoption of inclusive practices may, at times, be challenging for teachers, it seems essential to focus on cooperation with other key stakeholders in inclusive education, namely para-professionals, parents and colleagues (Schwab 2017) to facilitate a greater shift towards inclusive practice in the Czech educational context.

This research was subject to the following limits: (1) considering the demographic characteristics, the sample was relatively small and gender-imbalanced, with a majority of students attending technical secondary schools. Thus, future research in the field should increase and balance the research sample in terms of the participants' gender and type of secondary school attended; (2) the data present the retrospective views of the study participants on the chosen issue, which may be time-distorted. Interviews with currently studying secondary school learners with congenital physical disabilities should therefore be conducted to gain a holistic insight into the current state of the implementation of inclusive reforms under the 2015 »pro-inclusive amendment;« (3) the data here reflect the perspective of only one actor of education. Teachers as classroom observers should also be involved in data collection to shed light on educators' views on planning, teaching and assessing the educational process in a diverse class.

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PEDAGOŠKI PRISTOP UČITELJEV V RAZREDU: GLAS GIBALNO OVIRANIH DIJAKOV

Povzetek: Čeprav učitelji na splošno veljajo za glavne akterje, ki usmerjajo prilagajanje dijakov z gibalno oviranostjo na srednješolsko okolje, je manj znanega o tem, kako ti dijaki sami dojemajo dejanske pedagoške prakse, ki jih njihovi učitelji uporabljajo v razredu. Ker češko vzgojno-izobraževalno prakso uokvirja koncept šolske integracije, ta kvalitativna študija proučuje stališča gibalno oviranih dijakov o pristopih njihovih učiteljev. Za analizo podatkov, pridobljenih s polstrukturiranimi intervjuji, smo uporabili situacijsko analizo. Ugotovitve kažejo, da so srednješolci s prirojeno gibalno oviranostjo sprva dojemali pristope svojih učiteljev kot preveč tradicionalne, pri čemer so neizkušeni učitelji in učitelji z dolgoletno prakso izkazovali nižjo stopnjo sprejemanja potreb dijakov. Učitelji so imeli težave pri prilagajanju pouka – zlasti preverjanja in ocenjevanja znanja – individualnim potrebam dijakov. Po opredelitvi posebnih potreb in ustrezni prilagoditvi pedagoških praks pa so učitelji postopoma začeli uporabljati inkluzivne strategije za reševanje izobraževalnih potreb teh dijakov. Zato priporočamo strokovno usposabljanje učiteljev ter delo s para-strokovnimi delavci, starši in sodelavci, kar bo učiteljem olajšalo ustvarjanje inkluzivne pedagoške prakse.

Ključne besede: češki srednješolec, prirojena gibalna oviranost, učitelj, pedagoški pristop

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