

Targeted, Individual, Structured, Inclusion programs of pre-vocational readiness for students with Special Education Needs (TISIPfSENs)

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Abstract: This study aims to signify the importance of pedagogical support in students with disabilities and special educational needs in the special vocational schools. The methodology utilizes the study of three case studies of students with mental disabilities, autism, severe behavioral issues, aged between 14-22 years, focusing on the interactive experimental pedagogical intervention. The Targeted, Individual, Structured, Inclusion programs of pre-vocational readiness for students with Special Education Needs (TISIPfSENs) have recording and have been discussed with educators the vast majority of whom were teachers in special vocational schools. In the initial conclusions there was a tendency among the teachers to support students in pre-vocational readiness under the philosophy and the condition of the Framework of Special Education Program (FSEP) in Greece. It is related to the special education services provided by teachers to students with SEN, aiming at their social inclusion, as it is prescribed by the FSEP (Ministry of Education-Pedagogical Institute, 2009). This framework, by the Presidential Decree 301/1996, captured the first official record of positive potential for providing prevocational education to people with SEN or and disabilities. Finally, the prevocational readiness skills could be taught with the TISIPfSENs and supported pedagogically by means of the Basic Skills Control Lists (B.S.C.L.)

Keywords: Pre-vocational readiness, Framework of Special Education Program (FSEP).

Introduction

Special Education attempts to develop methods of professional education in the Vocational High-schools that are suggested by the general technological education through integration classes or Special Education School Units (S.E.S.U.), (Law 2817, 2000, Law 3475, 2006, Law 3699, 2008) through technical and vocational seminaries of first and second grade of Special Education and the labs of special vocational education and instruction (L.S.V.E.I.) (Delasoudas, 2004). According to Laws 2817/2000 and 3699/2008 the Special Vocational Education suggests Professional education, training, pre-training, retraining is intertwined with the provision of educational services to individuals with disabilities (table 1).

Table 1. Laws of Special Education and Vocational Education

1	2817/2000	Labs of Special Vocational Education and Instruction(L.S.V.E.I.)
2	3699/2008	Integration classes that are formed and function in General Vocational Schools.
3	3475/2006	Technical and Vocational Special Schools of First and Second Degree are named Special Education Vocational High-Schools.

The pre-vocational readiness of special education students with mental disabilities (Descoedres, 1985; Hodapp, 2003), autism (Guldberg, 2010), serious behavioral problems (Christakis, 2006), aged between 14 - 22 years or even 24 years is approached with the pedagogical treatment of serious learning difficulties through special structured educational programs as a criterion. These programs develop flexible innovative activities of student readiness according to the principles and the mentality of the Framework of Special Education Program (FSEP) (Ministry of Education -Pedagogical Institute, 2009, a, b, c, d, e). Moreover, through FSEP an attempt is mounted so that individuals with disabilities and special educational needs may improve their physical, mental, sentimental, social, moral and aesthetical state to the best of their capabilities' extent and be integrated in the

school, vocational and social environment, wherein they are treated equally, feel free, secure and respected (Christakis, 2013, Drossinou, 2009, 2004, 2002, 2001). Finally, through the educational support of individuals with disabilities we are aiming at developing their school and vocational skills as well as their skills at social adjustment, participation in creative activities and pre-vocational readiness (table, 2).

School readiness supports students in developing communication skills through oral speech or other alternative forms of communication, in developing psychomotricity abilities, in developing their mental abilities, in forming their sentimental integrity (Winnicott, 2003) and in properly preparing for the spontaneous rise of basic school skills. Through this lens reading, writing, comprehension of basic mathematical notions gain a meaning through their functional use in school, vocational and social integration of individuals with disabilities (Tomkiewicz, 1994). In special education it is known that the vast majority of students with learning disabilities face great difficulty in reading, being often limited to an early or underdeveloped stage. Special emphasis is given on the social adjustment of adolescents with special educational needs and multiple disabilities (Casserly, 2011; Stasinou, 2013). So, they may get to know the natural, social and cultural environment, accept it and be accepted by it and reach the highest possible level of autonomy, experiencing the joy of creation and aesthetic pleasure with creative activities and learning to properly manage their spare time.

As a basic axis of FSEP prevocational readiness supports L.S.V.E.I. students in organizing their personality, realizing their capabilities and any lack thereof, developing prevocational skills and provides them with career counseling (Attaliotou, 2003; Delassoudas, 2004).

Table 2. Prevocational Readiness of Individuals with Disabilities

Personality organization	Prevocational Readiness	Realization of capabilities and any lack thereof
Development of Prevocational skills		Career Counseling Employment-Semi-occupation-Protected employment

The personalized educational programs were discussed with instructors the vast majority of whom were high-school teachers, tied to the L.S.V.E.I., surrogates, hourly paid or detached from the General Education Technical Vocational Schools (known as Vocational High-Schools). In this endeavor within the special school took part psychologists, physiotherapists, therapists, social workers and music pedagogues. Within the school, over a span of two days, the principles and the mentality of the FSEP were discussed, as well as the informal pedagogical evaluation through Basic Skills Control Lists (B.S.C.L.) Educational and Prevocational Readiness, orientated towards living alone, gardening, office services (Law 2817, 2000, Law 3475, 2006, Law 3699, 2008). Three case studies of students with multiple disabilities/autism were of particular interest in our study regarding structuring, realization, evaluation of Special Education personalized educational programs with differentiations and adaptations in living alone, gardening and office services. The activities in special prevocational education were chosen based on criteria focusing on the special prevocational skills of the student as well as his inclination, his talents, any learning difficulties, behavioral problems, level of student readiness the way they were evaluated by the informal pedagogical evaluation, family requests, working places and requests of the employers (Christakis, 2006, 2013; Butt, 2014).

Vocational education can be differentiated so that students requiring special support would achieve qualifications identical to those of other students as much as possible. The teacher is responsible for designing differentiated assessment criteria for students requiring special support (Drossinou, 2018, 2009, 2004, 2002, 2001). Those creating the assessment criteria need to be aware of the core skills and competences in each profession and the way students are able to achieve them. The primary principle is to help students needing special support to achieve the same learning aims as everyone else. If, despite the extra support, students do not achieve the accepted criteria level, the learning aims, and assessment criteria can be differentiated. When such students graduate they will get the certificate of the course and are eligible for further studies. However, differentiation might hinder the access to further education and successful progression in them (Goepel, 2009).

Another criterion is the integration of educational provision as the aspiration to fulfill special teaching and the dimensions of integration in vocational education can be physical, psychological, social, functional and societal integration (Drossinou, Makri, & Tsana, 2009; Meijer, 2003; Drossinou, 2009, 2004, 2002, 2001). The idea of inclusion is that all students would learn and progress together in the same learning environments. Inclusive vocational education aims to offer equal educational opportunities for all. This, however, does not mean that educational vocational organizations offer different learning vocational arrangements according to the individual needs of learners. The special support needed by a student is enabled as part of the learning vocational environment because the inclusion is a way to try to achieve societal normalization by enabling

individual participation (Drossinou, 2018; Goepel, 2009).

The hypothesis was focused on the development of prevocational skills by high school teachers who were acting within the frame of the L.S.V.E.I. , had studied the FSEP, had been trained in the formation of special education personalized educational programs and were both willing and able to understand and record information pedagogically through Basic Skills Control Lists (B.S.C.L.) as far as student and prevocational readiness were concerned. The Targeted, Individual, Structured, Inclusion programs of pre-vocational readiness for students with Special Education Needs (TISIPfSENs) were formed as follows:

- a. empirical recording of each individual student's record with emphasis on the information provided by his school and family as well as the evaluation from the Education centers of assessment, diagnosis and support and the medical services
- b. informal pedagogical evaluation, recording along the axis of FSEP and individual goals to skills
- c. Teaching project of the educational program
- d. realization of the program through activities of school and prevocational readiness based on the interests and motives of the student and
- e. evaluation of this specific educational intervention while considering information from daily, weekly and monthly recordings of the progress of the student in both the way he behaves and his performance as well as information from the printed matter of cooperation with the parents.

Methodology

The examination of the three case studies with the Targeted, Individual, Structured, Inclusion programs of pre-vocational readiness for students with Special Education Needs (TISIPfSENs) was based on the evaluation of the level of student and prevocational readiness through the informal pedagogical evaluation, direct and indirect experiential teaching and recording of social skills according to the teaching priorities. In addition, we utilized the interactive experimental pedagogical intervention framed within student readiness activities based on the teacher's book and the books and notebooks with visualized activities of the students with special educational needs (Ministry of education-Pedagogical Institute, 2000, 2003 a,b,c,d,e).

The procedure of pedagogical support in prevocational readiness highlighted the skills that are due to the potential of the student without focusing on a specific category of disability or a certain age. Moreover, the requests of the parents and the needs for developing specific skills that are created as a result were also evaluated. In addition, the educational priorities based on the direction of the labs of the L.S.V.E.I. and the prerequisite skills in central aiming were also highlighted (ex." Development of Autonomous Living Skills") (table 3). Finally, the efficiency of the intervention was greatly estimated based on the activities that interest the student himself, the specific educational goal and the response of the student to that goal.

Table 3. Autonomous Living and pedagogical support of prevocational readiness of Individuals with Disabilities

Student potential	Pedagogical support of Individuals with Disabilities	Educational priorities
Family requests		Activities of learning readiness
Educational goal		Activities of vocational readiness
Student response		Efficiency of the intervention

Additionally, the distinction of areas of prevocational readiness in regard to the aimed development of skills was prevalent. More specifically, an attempt was made to combine the formation of Targeted, Individual, Structured, Inclusion programs of pre-vocational readiness for students with Special Education Needs (TISIPfSENs) (Drossinou, 2018; Goepel, 2009) for the L.S.V.E.I. with the functional use of tools and materials, the practical skills of individual labs, behavior at work, occupational access and occupational rules. The first case has to do with the development of autonomous living skills in regard to the individual's self-service, emphasizing on dealing with purchases of food, clothing and personal and household cleanliness products (annex A). The second case is about the development of gardening skills emphasizing on the cleanliness of the garden, digging and using the proper quantity of water while irrigating (annex B). Finally, the third case refers to the development of skills relevant to office services and emphasizes on the management, classification and bookbinding of records and books (annex C).

The results

It became evident that high school teachers support pedagogically L.S.V.E.I. students provided that

they are granted aid when requested even though most of them were surrogates or hourly paid without any actual training in special education like primary school teachers (Christakis, 2006, 2013; Butt, 2014). The interest of the educators and the special educational staff on organizing the personalized or team educational programs of student and prevocational readiness according to the principles of the F.S.E.P. and the teacher's book was most notable. The attempt of the educators to perform a distinction between prevocational readiness areas and areas of aimed development as well as understanding of visualization of their content, while using daring experiential adaptations on the books and the notebooks of the student with activities of student readiness (Ministry of education-Pedagogical Institute, 2000, 2003 a,b,c,d,e) from the directions of the labs (annexes) was of great significance.

Through the aspects pointed out in the annexes (A,B,C) regarding pedagogical readiness in individual laboratory directions we will observe interdisciplinary, intermediary, flexible, educational goals that can both support student readiness and help the potential of these students unfold.

Distinction of areas of prevocational readiness and aimed skills development

1. Functional use with tools/materials

- 1.1. Have knowledge of the tools he uses and be able to tell them apart
- 1.2. Have knowledge of the materials he uses and be able to tell them apart
- 1.3. Being able to safeguard himself from occupational hazards connected to the use of the tools
- 1.4. Being able to safeguard himself from occupational hazards connected to the use of the materials

2. Practical Lab Skills

- 2.1. Be able to perform gardening activities
- 2.2. Be able to perform activities with clay
- 2.3. Be able to perform carpentry activities
- 2.4. Be able to perform hand crafting activities
- 2.5. Be able to perform tailoring activities
- 2.6. Be able to perform knitting activities
- 2.7. Be able to perform weaving activities
- 2.8. Be able to perform cleaning activities
- 2.9. Be able to perform animal care and animal product production activities
- 2.10. Be able to perform plant care and plant product production activities
- 2.11. Be able to perform cooking activities
- 2.12. Be able to perform confectionery activities
- 2.13. Be able to perform computer activities
- 2.14. Be able to perform office tasks
- 2.15. Be able to perform bookbinding

3. Behavior at work

- 3.1. Know and be able to recognize the value of working
- 3.2. Have good interpersonal relations
- 3.3. Have proper working conditions
- 3.4. Value the work he is performing
- 3.5. Understand and utilize spare time

4. Occupational access

- 4.1. Have knowledge of the occupations
- 4.2. Have knowledge of his payment
- 4.3. Shop at the market
- 4.4. Decide his occupation
- 4.5. Perform practical exercise in his occupation
- 4.6. Participate in seasonal employment
- 4.7. Dispose products in the local market

5. Rules at work

- 5.1. Upkeep the working terms
- 5.2. Estimate working time
- 5.3. Maintain his work
- 5.4. Know of social insurance and its importance

5.5. Plan his leave

Moreover, the recording of the course of the educational intervention and the critical assessment of our data lead us to the conclusion that the training of educators that work in the L.S.V.E.I. in the exact and functional description of prevocational aiming will aid in resolving the problems of criteria management and choices surrounding the efficiency of teaching in this sector of special education in high school (Attaliotou, 2003; Delasoudas, 2004; Zoniou-Sideri, 2011; Stasinou, 2013).

Finally, the recording of parental personal evaluation of the problem along with the aid of the educator, the special educator and the auxiliary staff of the L.S.V.E.I. is in direct correlation with the rate of engagement and understanding of the Targeted, Individual, Structured, Inclusion programs of pre-vocational readiness for students with Special Education Needs (TISIPfSENs) (Drossinou, 2018; Goepel, 2009) of the parent so that he may take on the role of co educator. To that end, his opinion is requested regarding the benefits-result of the educational intervention through the special education personalized educational program. Furthermore, the designation of educational priorities through the lens and personal experience of the parent constitutes core information that must be assessed and included in the structuring so that smart, flexible and efficient programs can be put together.

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Annexes: The Targeted, Individual, Structured, Inclusion programs of pre-vocational readiness for students with Special Education Needs (TISIPfSENs) for the labs of special vocational education and instruction (L.S.V.E.I.)

Annex A. Pedagogical support in prevocational readiness orientated towards autonomous living

First case study

First short record of a 17 years old student with psychological difficulties that fall under the category of Pervasive Developmental Disorders (PDD). She is being looked after by a medical-pedagogical center and receives medical treatment.

Family: 53 years old father, topographer, civil servant, in good health. 49 years old mother, theologian, educator, in good health. 15 years old brother, high school student, in good health. The family tries to cover the multiple needs of the child. The problem was diagnosed at the age of 3.5. Ever since an intervention program (speech therapy, occupational therapy, psychological therapy) is being carried out to this day.

School record: She spent two years in day nursery and a few days in a non special primary school but she was facing severe adaptation difficulties and continued in a special primary school from where she graduated. In her spare time she undergoes an occupational therapy program. She is interested in music.

Family requests: 1) Organization of her personality and realization of both her capabilities and weaknesses, 2) Development of prevocational skills, 3) Occupational orientation so that she may find employment.

Informal pedagogical evaluation based on the principles of the FSEP and Educational priorities:

1. Student readiness: Activities of student readiness in supporting psychomotricity-with help
2. Basic academic skills: Reading level of second semester, third grade-with help
3. Social adaptation: Development of interpersonal relations-with help
4. Creative activities: Occupational therapy support-with help
5. Prevocational readiness: Development of autonomous living skills-with help

Teaching goal: Autonomy and rising skills with or without help

Long-term educational goal: Development of basic cognitive and social skills so that she may find a simple employment.

Short-term goal: Having good interpersonal relations and utilizing that communication through the phone with

others (mother, friends etc.)

Working environment: She is trained in prevocational exercises surrounding the use of the washing machine, kitchen appliances as well as laying the table, making the bed and placing objects in drawers within the house. Experiential adaptations in the lab of autonomous living skills development focus on functional use of kitchen appliances and other similar objects as well as the execution of instructions along the lines of "Place the cup with the cocoa in the fridge" and skill sets like "how to keep the toilet clean". Moreover, they are in direct correlation with the development of skills that have to do with purchasing food, clothing and cleaning products from the market.

Annex B. Pedagogical support in prevocational readiness orientated towards gardening

Second case study

First short record of a 17 years old student with mental inefficiency and complex cognitive, sentimental and social difficulties since he is the youngest child of the family

Family: His father is retired (shoemaker) and his mother works as a nurse in a clinic for the elderly. He lives with both of his parents and his four siblings (three sisters and one brother). Three of them are private employees and the fourth is a student.

Family relationships: Despite the fact that his parents face difficulties in communicating with one another, the boy himself has a good relation with all the members of the family. The parents have accepted the diagnosis and are supportive.

School record: He spent one year in a public kindergarten, three years in a non special primary school, three years in a non special primary school with a special class and the last three years he has been attending L.S.V.E.I.

Family requests: 1) Career counseling, 2) development of prevocational skills and 3) find employment.

Informal pedagogical evaluation based on the principles of the FSEP and Educational priorities:

1. Student readiness: Activities of student readiness in supporting mental skills-with help
2. Basic academic skills: Reading level of second semester, fourth grade-with help
3. Social adaptation: Satisfactory development of social skills-with help
4. Creative activities: Participation in activities within a nursery garden close to his home-without help
5. Prevocational readiness Development of gardening skills-with help

Teaching goal: Autonomy and rising skills with or without help

Long-term goal: The student should be able to take care of a garden

Mid-term goals: The student should be able to dig pits, plant, water, repot, sow, fertilize, prune, loan, form frills, have knowledge of gardening activities, be able to use gardening tools, perform plant-protecting activities, protect himself from various occupational hazards, perform gardening activities within a reasonable time span and in the proper order, be consistent and cooperative, be able to organize his time properly in relation with his work.

Short-term goals: The student should be able to clean up the garden, dig it and line up the soil.

Working environment: Voluntary work, lessons in public gardens and parks.

Experiential adaptations in the lab of gardening development skills are focused on taking care of small and big pots and in the functional use of tools.

Annex C. Pedagogical support in prevocational readiness orientated towards office services

Third case study

First short record of a 19 years old student with mental inefficiency and complex cognitive, sentimental difficulties.

Family: The parents married in 1892. There are three more children, one boy and two girls one of whom is married, and they live all together in a building with three floors. The relation of the parents has never been harmonious. The father is characterized as being edgy and petulant. Scenes of violence often take place with the children witnessing them. The mother has a depressive demeanor that has led her to neglect herself.

Diagnosis: According to the "Psychological Evaluation" on June 1999, the general intelligence index is at the highest level of light mental retardation with his oral skills within the frame of light mental retardation while as far as executive skills are concerned, he generally is within the boundaries of normal. He has excessive difficulties in developing speech. He lisps, speaks telegraphically and needs encouragement to complete his thought.

School record: He is attending L.S.V.E.I. for the fourth year.

Family requests: 1) The child is to organize his personality and realize both his capabilities and his weaknesses, 2) to develop prevocational skills and 3) to be occupied in office work duties.

Informal pedagogical evaluation based on the principles of the FSEP and Educational priorities:

1. Student readiness: Activities of student readiness in supporting mental skills-without help and oral speech-with help
2. Basic academic skills: Reading level of first semester, fifth grade-with help
3. Social adaptation: Friendly, benevolent, cooperative, accessible, in good shape-without help
4. Creative activities: Bookbinding-with help
5. Prevocational readiness: Development of office work skills-with help

Teaching goal: *Autonomy and rising skills with or without help*

Long-term educational goal: The child should develop basic cognitive and social skills and become capable of simple employment duties.

Short-term goal: The child should have good interpersonal relations and utilize that communication through the phone with others (mother, friends etc.)

Working environment: In a book store in close proximity to the school. Therein he practices in prevocational readiness activities surrounding placing books in shelves, space management, management of packages and envelopes, use of materials used to seal or unseal mail packages.