

SCHOOL COUNSELING CENTER

CONNECTED MINDS, UNITED ACTIONS
2025-1-RO01-KA220-SCH-000353700

WP2 - Act. 2.2 INCLUSIVE CLASSROOM STRATEGIES - INTERNATION ONLINE SEMINAR

Funded by the European Union. The views and opinions expressed are those of the author(s) and do not necessarily reflect those of the European Union or the Erasmus+ Romania Education / Training National Agency. Neither the European Union nor the Erasmus+ Romania Education / Training National Agency can be held responsible for them.

GJP@SOŠ
Slavičín



Co-funded by
the European Union

Markéta Bačová
GJP a SOŠ Slavičín,
Czechia

Its Structure and Work with Students with Learning Disabilities and Special Educational Needs

Who we are

Where we
work

When we
work

How we work

What our
work includes

Who We Are



Team of four: psychologist, educational counselor, prevention specialist, career counselor



Three are also teachers; psychologist works externally

Where and When We Work

Where:

- Dedicated room with comfortable seating and a PC
- Quiet and safe space for consultations

When:

- Each member has their own schedule
- Appointments in advance recommended; urgent help available if the staff are present

How We Work



Individual consultations



Cooperation within the team



Regular team meetings



The headmistress attends meetings to stay informed

- Support for students, parents, teachers
- Help with learning, behaviour, personal development
- Assistance with school attendance issues
- Career counselling
- Support for students with special needs
- Prevention of risk behaviour
- Creating a safe and friendly school environment

What We Do

Career Counselor

Guidance on choosing jobs and universities

Career testing

Overview of universities and higher vocational schools

Seminars on types of study at universities and entrance exams

University and education fair visits

Search for programs at universities supporting students with special needs

School Psychologist

Adaptation support for new students

Support for students with learning disabilities, SEN, gifted students

Prevention of school failure

Improving relationships and class atmosphere

Solving personal, family, emotional issues

Crisis intervention

Prevention Specialist

Coordination:

Annual prevention program

Organizing preventive events

Work with students:

Identifying risk behaviour

Presenting risk-related topics

Conflict resolution

Work with parents:

Providing information and support

Educational Counselor

Support with school, personal, social
difficulties

Cooperation with teachers and parents

Coordination of SEN support

Monitoring attendance and school failure

Contact with external specialists

Students with Learning Disabilities & SEN

- Work and cooperation with all team members
- Most frequent is the cooperation with the educational counselor and psychologist

Most common causes:

- Autism spectrum disorders
- Mental health issues (anorexia, bulimia, self-harm, depression)
- Issues related to gender identity or homosexuality
- ADHD (Attention Deficit Hyperactivity Disorder)
- Inadequate family environment
- Bullying (including cyberbullying)

How We Help (Overview)

Pedagogical support plan

Individual study plan

Extended time

Individual consultations

Tutoring

Assistant support

Pedagogical Support Plan



**CREATED INDIVIDUALLY
WITH EDUCATIONAL
COUNSELOR AND TEACHERS**



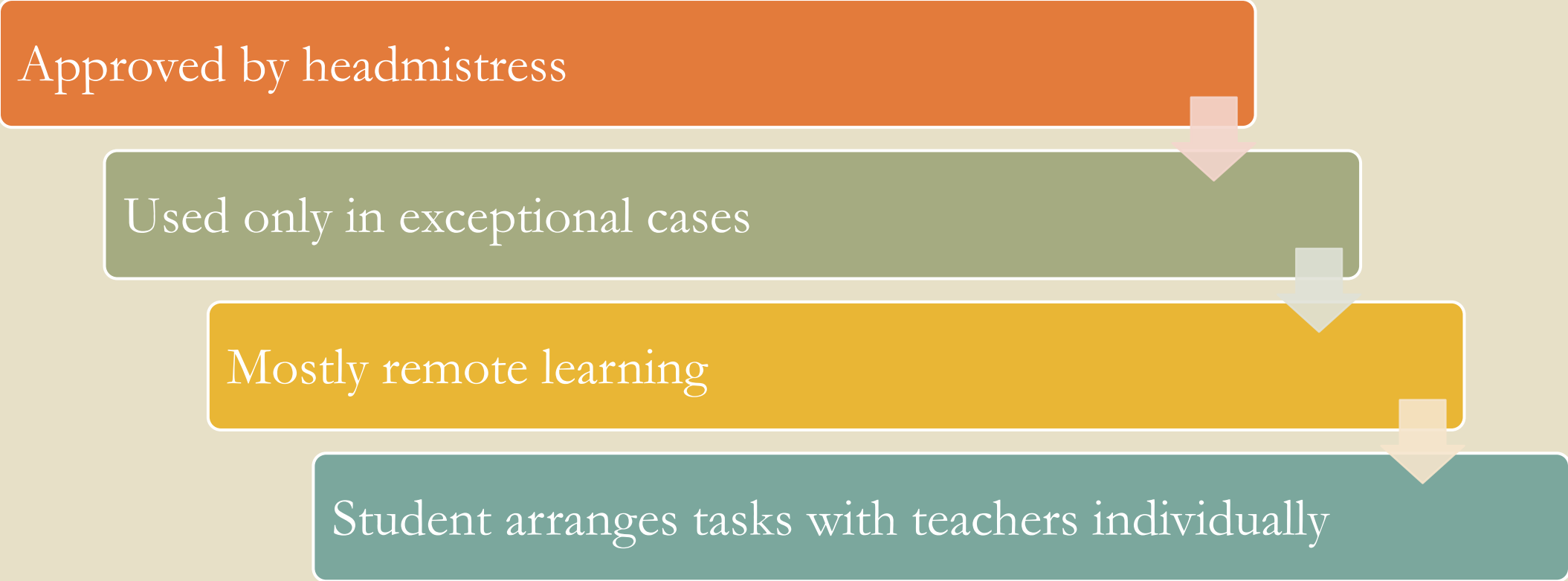
**ADAPTED TEACHING AND
SCHEDULE**



**STUDENT COMPLETES ALL
REQUIREMENTS IN A
TAILORED MODE**

Individual Study Plan

Approved by headmistress



```
graph TD; A[Approved by headmistress] --> B[Used only in exceptional cases]; B --> C[Mostly remote learning]; C --> D[Student arranges tasks with teachers individually];
```

The diagram is a vertical flowchart with four rectangular boxes, each containing a step. The boxes are colored orange, olive green, yellow, and teal from top to bottom. They are connected by downward-pointing arrows of corresponding colors. The boxes are staggered to the right, creating a descending staircase effect.

Used only in exceptional cases

Mostly remote learning

Student arranges tasks with teachers individually

Extended Time



Common type of support



**Approved by counselling
center**



**Extra time for tests, essays,
final exams**



Duration set by specialists

Consultations:

```
graph TD; A[Consultations:] --> B[With teachers, school counseling staff, psychologists, specialists]; B --> C[Tutoring:]; C --> D[Teacher-arranged tutoring in difficult subjects];
```

With teachers, school
counseling staff,
psychologists, specialists

Tutoring:

Teacher-arranged
tutoring in difficult
subjects

Individual Consultations & Tutoring

Assistant Support

For more serious learning disabilities

Provided on recommendation from counselling center

Helps with everyday school activities