

ATTACHED CLASSES IN THE MUNICIPALITY OF PRISTINA

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Abstract

This study aims to assess the functioning of attached classes, and treatment of students with special needs. Inclusive classes function as special classes within regular schools. Here, we teach students with different impairments, but who have contact also with other students. This is a good way to integrate children with special needs in the regular education system. How does the inclusive class function it is shown within the research, where 4 that have inclusive class's schools were this research there are included 4 schools, which under their shield also have inclusive classes. Method of theoretical analysis, method of focused group, observation method, and statistical comparison have been used. Monitoring protocol, the focus group instrument, and supporting tools, such as Dictaphone, serving for storage and transcription of the conversation are also used. Based on the results, we see that the teacher adapted almost all activities to the needs of students, at the level of 4.75 points; communication is at the level of 3.75 points. As per the results, we were able to calculate the arithmetical middle, which is: $\bar{x}=4$. In attached classes teacher plays an important role, treating properly students with special needs and this affects students and other school staff for a deserved treatment of students with special needs. Recommendations: Teachers should find appropriate ways to reach out children with special needs, whereas Faculty of Education must pay more attention to the classes dealing with the education of children with special needs. MEST has to invest even further in the training of teachers, in the field of special education, and Municipal Departments of Education has to engage trained teachers in attached classes. Key words: Student, Special needs, Attached classes, Regular school, Individual Plan.

1. Introduction

Attached classes in the municipality of Pristina, but also Kosovo wide are implemented after 2000 and are significant towards the integration of children with special needs in the education system.

An empirical study may verify the functionality of attached classes in the municipality of Pristina.

Major scientific, social and humanity changes have influenced the positioning of pupil with special needs “from a useless being”, in an equal pupil with the others. Children with special needs were educated and are being educated in special institutions (that exist in our country), but the tendency of some local and international experts is to integrate children with special needs into regular schools. In some primary schools there are children with special needs who attend learning process in regular classes, whereas in some other schools there are special classes dedicated to these children. All this effort is being made in order to integrate children with special needs into the regular system. This requires the dedication of all experts, by tailoring individual programs, objects and tools to these children.

Our society has to continuously make efforts in order to provide the opportunity to educated children with special needs.

This study aims to determine:

1. Functionality of attached classes;
2. Treatment of children with special needs.

2. Attached classes

With the aim of including a larger number of children with special needs, hence having a financial rationale and administrative staff reduction, the integration of children with special needs in the regular school begun. Thus the opening of special classes within the regular school has started in all municipalities of Kosovo. These are combined classes. Combined classes consist of two or more classes. A combined parallel may have two or three classes in a classroom, where one teacher could work. Class combination may be different and it depends by the number of pupils. The combination may be: I-II-III and II-III-IV. The parallels that consist of two classes have also different combinations. Attached classes function as special classes within a regular school. Pupils with different infringements learn in this class and are in contact with other. This is a positive thing towards integration of children with special needs in the regular system with other children. In attached classes teaches a special teacher, but is assisted by a support teacher. The education of pupils with special needs in attached classes has a positive influence in their socialization and education, and also contributes in eliminating the prejudices amongst students in regular classes. If attached classes are rightly established, it would provide a favorable environment to the children with special needs, so the chances are greater that these children will achieve good results based on individual abilities.

Attached classes are a positive step towards inclusion of children with special needs in a regular education system.

3. Research methodology

3.1 The goal of research

The research project “Attached classes in the municipality of Pristina” aims to assess the functionality of attached classes in the municipality of Pristina.

The fundamental goal of the research is to solve the dilemma manifested in this field, amongst others we note:

- Treatment of children with special needs from teachers and other pupils
- Functionality of attached classes.

3.2. The research instrument

The study instrument is an observation instrument in attached classes, which consists of 3 parts.

The first part includes demographic characteristics of teachers and pupils.

The second part includes points related to the factors of the attached classes.

The third part includes instructions related to the activities in attached classes.

The content of observation protocol:

- The teacher drafts activities in accordance to children abilities
- The communication in attached classes
- Lesson content offered to pupils
- Class organization
- Teachers assist pupils
- Respecting the human rights of pupils with special needs

The content of class instructions:

- Activities with special groups of pupils
- Application of interactive methods and technics
- Activities with social individuals
- Involving children in leading an activity
- Assistance provided to groups of students in problem solving
- Assistance given to individuals in solving problems
- Other.

3.3. The population of research

In order to shed the light to this topic even in the empirical aspect, we have included in this research the basic population of all attached classes in the municipality of Pristina. As the population of this problematics is small, we have carried out the research with the population itself.

The population consists of 7 attached classes in four schools of Pristina.

3.4. Research methods

During this study, these research methods were applied:

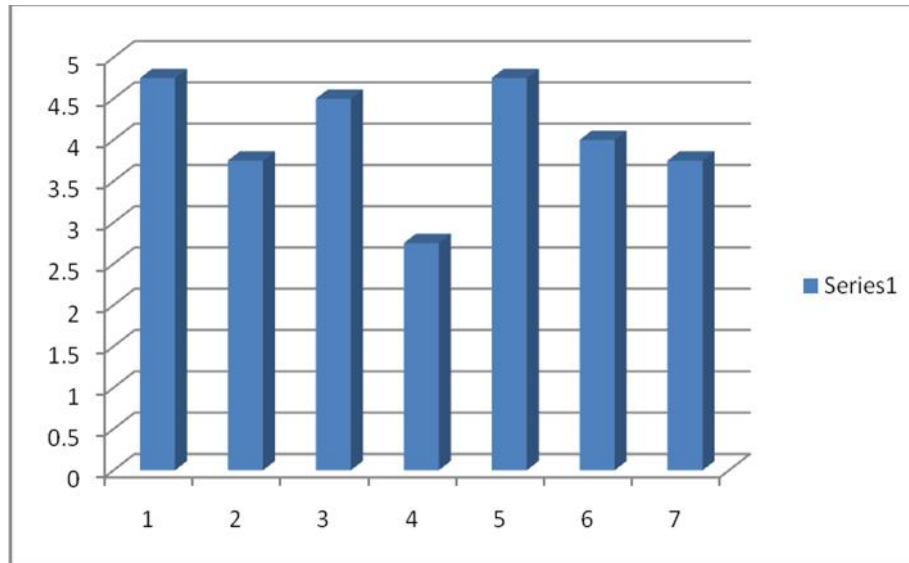
- Theoretical analysis method
- Observation method
- Historical method
- Comparative method
- Statistical method

4. Interpretation of results

The research covered several attached classes in the regular schools. These schools educate children with special needs and with different impairments: hearing impairments, physical impairments, mental disorders, behavioural problems, autism etc.

The research is organised in seven classes of four schools in Pristina.

Graph. 11: Obsevation protocol for population

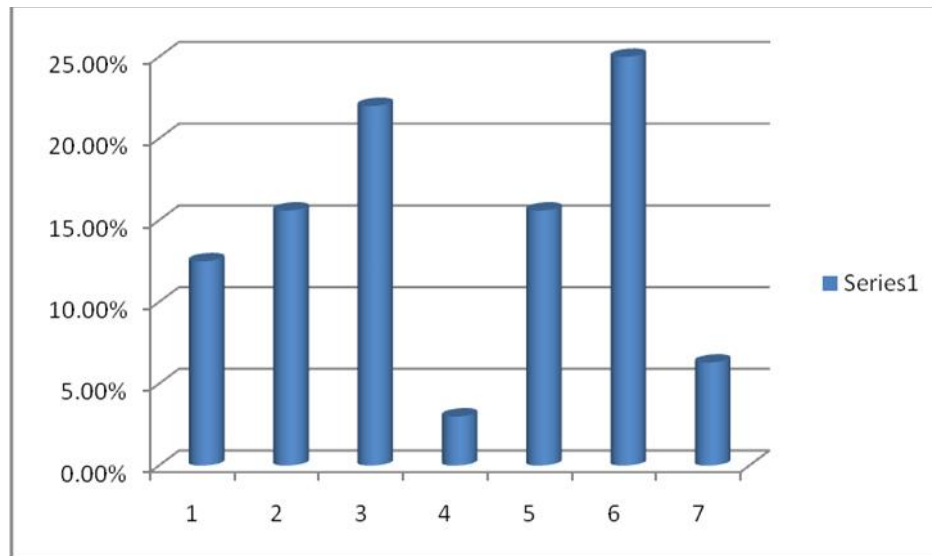


The pillars in the graph represent the results of the entire sample.

1. Activities adopted to pupils abilities - In this regard, teachers of attached classes have the level of 4.75 points, which means that almost all activities are adopted to the needs of each pupil
 The communication in attached class – In this regard, teachers stay in the level of 3.75 points, which means that teachers communicate almost with all pupils, regardless their impairments (if not alone, there are assistants who can communicate with them).
2. Learning content presented to pupils - In this regard the level of points is 4.5, which means that teachers almost in all cases have an individual program for each pupil (teacher adopts the learning content to each pupil depending on the impairment).
3. Class organization - In this regard the level of points is 2.75, which means that pupils are seat almost without any criteria.
4. Teachers assist pupils – teachers work almost with each pupil individually, in order to help them in problem solving and in this regard the level of points is 4.75.
5. Respecting the rights of pupils with special needs – Teachers respect all pupils regardless of their impairments and motivate them to learn. Based on this, level of 3.6 points was achieved .
6. School climate – the level of points for this regard is 3.9, which means that pupils with special needs are treated better then the rest in the school (teachers, pupils and others).

Through the results, we have drawn te arithmetical middle per population which is: $\bar{T}=4$. Based on the maximum points of this observance, being 4.6, we can conclude that the arithmetical middle of the researched issues is at the satisfactory level. Hence, we can conclude that teachers develop activities in accordance to the abilities of pupils with special needs, respecting their rights and creating an appropriate educational climate in the attached classes.

Graph 12: Class instructions for population



In order to prove to which extent is a classroom activity used within one lesson, we have measured the minutes, and then converted the minutes to percentage

Within one lesson we have observed these activities:

1. Activities with particular groups of students – Teachers of attached classes spent 12.5% of the time for this activity.
2. Application of interactive methods and techniques – Teachers dedicate 15.6 % of the time for this activity.
3. Activities with particular individuals, teachers dedicate 22 % of total time of a lesson.
4. Engagement of pupils in leading an activity – Teachers of attached classes have shared 3 % of total time for a lesson.
5. Assistance given to the group of pupils in problem solving – Teachers of attached classes use 15.6 % of time to assist different group of people in problem solving.
6. Assistance given to the individuals in problem solving - Teachers of attached classes use round 25 % of the time of a lesson to assist individuals in solving the learning problems.
7. Others – For this activity teachers of attached classes use 6.3 % of the total time of a lesson.

5. Conclusions

Through a well organized research, we have learned the level of attached classes and its hypothesis before the research were supported. Given the result of arithmetic middle for the entire population, we understand that the arithmetic middle is very close to the maximum points.

Out of all researched issues, it resulted that the attached classes are at a satisfactory level .

1. Based on the results it was found that, in general, all teachers adapt their activities to the needs of students.
2. Teachers of attached classes communicate with nearly all students, regardless of their impairments.
3. All teachers, almost have an individual plan for each student.
4. In general, all students are sitting in class without any specific criteria and are sitting in front of the teachers.
5. All teachers work, almost individually with every student , to help them in problem solving.
6. We believe that the rights of students with special needs are highly respected in attached classes.
7. The climate in the school, where there are attached classes is quite favorable for children with special needs.

6. Recommendation

Following are some given recommendations:

- a. Recommendations to teachers
 - Teachers to find appropriate ways to reach out students with special needs and treat them as students who can succeed.
 - Unexperienced teachers should use the experiences of others in educating children with special needs in regular schools.
- b. Recommendations to the Faculty of Education and Pedagogy
 - In the context of pedagogical subject to give more space to the subject of Special Pedagogy and to enable students to extend their knowledge on educating children with special needs in regular education system.
 - To prepare students even in the practical aspect to work in attached classes.
- c. Recommendations to MEST
 - To continue teacher training to work in attached classes.
 - To provide conditions to integrate children with special needs in regular education system..
- d. Recommendations to MDE
 - To involve the trained teachers in attached classes . To improve conditions for teaching in attached classes. To have smaller number of pupils in attached classes.

7. Literature

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