

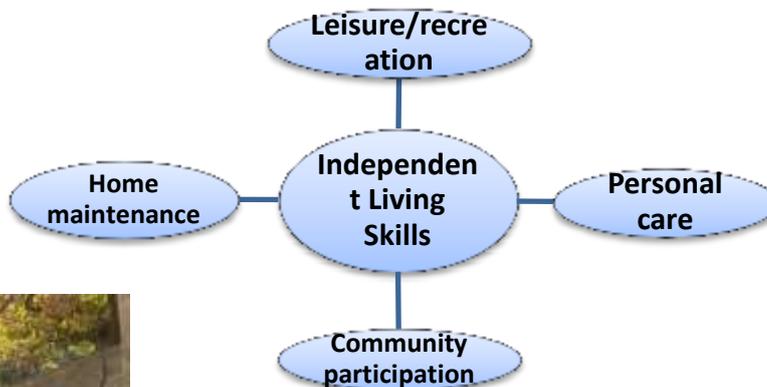
Implementing the outcomes of our Erasmus+ project

A. Innovative methods that can be used in working with students “with environmental negligence related to the economic situation of their family”

Independent living skills are taken into consideration during the Individualized Education Program (IEP) planning process. The main goal is to assist individuals to live as independently as possible or desired through the choices they make about where they live, play, learn, and work in their communities.

In order to assist students to obtain all these skills, our school has organized, with the help of the **Pedagogical Institute of Cyprus (PIC) - Programs of Environmental Education and Cultural Awareness**, overnights to several hotels and apartments. In this way, students, whose families cannot afford to get away from their daily living, had the opportunity to live away from their families even for 24 hours.

These overnights were based on an innovative program that aims to address students’ actual needs. All four domains described the figure below were taken into consideration when we organized the overnights for our students. Our hope is that learning these valuable skills will increase students’ independence and self-esteem.



B. Individualized program on Pre- vocational training for children with Special Needs

Our special school provides individualized pre- vocational education which aims to help our students to find out their professional interests and leaning, to gain the basics of careerplanning abilities and create individual education plan.

Structured Educational Programs are prepared which enable Teaching Prevocational Readiness.

Referring to pre-vocational knowledge and skills we mean the preparation of our students regarding:

- ◆ their first contact with the work environment, the materials and their use and the equipment of the workshops along with their maintenance
- ◆ the professional and technical adjustments
- ◆ the first experience with the working world
- ◆ the acquaintance and familiarity with the early stages of construction objects

Shaping attitudes towards work

The knowledge and the student's response are important to the habits and conditions of a work environment. Great emphasis is therefore given in the following:

- ◆ the first acquaintance and familiarity with the working rules
- ◆ the knowledge of an employee's obligations and rights
- ◆ **Keeping track of schedule adherence**
- ◆ the responsibility and initiative, in the organization and methodicalness, and in collaboration with others



2. Individualized programme on Innovative Methods of working with children with disabilities

In order to help our students learn to communicate better we have taught them to use the iPads and other communication devices. Our school has invited the Assistive Technology (AT) officer from the Ministry of Education and Culture (MOEC) to examine students who have the ability to use high technology material. The AT officer examined the student and wrote a reports accepting or rejecting them for assistive technology material. Reports were then examined by the District Special Education Committee, who also had to accept or reject the reports suggestions.

Upon implementing we have discovered that touch screen technology attracts the interests of our students. They find it very natural to use since, and it is also suitable for our students with fine motor impairments, it allows for them to communicate effectively with reduced frustration and difficulty. Being multisensory, iPads students can take the learning approach that is most suitable for them. For example, a student who is an aural learner can record lectures, or a visual learner can benefit from visual aids such as pictures. The device enriches any student's class experience as they can look up any information or definition they don't understand through the internet. iPads are effective for customizing both solo work as well as class work.

