

Special educational minimum for teachers – working with a pupil with special educational needs in a classroom

BITTMANNOVÁ, L. a kol. *Speciálněpedagogické minimum pro učitele: co dělat, když do třídy přijde žák se speciálními vzdělávacími potřebami*. 2019. Praha: Pasparta.

Reviewed by Jana Zvěďelíková

In 2019, The Publishing House Pasparta published a publication written by the collective of authors called Special Educational Minimum for Teachers – Working with a Pupil with Special Educational Needs in a Classroom. The publication consists of 157 pages and 10 chapters.

In the introduction the authors mention constantly improving diagnostics, define support measures, characterise pupils with special educational needs (SVP) and refer to the relevant legislation.

In the chapter called *Children with Specific Learning Disorders* written by Kamila Balharová we can find not only basic terminological specification and key symptoms of specific learning disorders (SPU) but also particular tips and examples of work with a pupil with SPU. The author describes what children are able to do themselves and also what they need to help with, how a child can be motivated to read, how to specifically adjust a text for pupils with dyslexia and many other tips.

The chapter *Pupil with ADHD* was written by Markéta Dobiášová. In this chapter, the author clarifies some important knowledge and thoughts which might be useful to teachers working with pupils with ADHD. The chapter contains a theoretical delineation of the issue and it also describes how the brain in people with ADHD works. The author also describes basic fundamental pillars, efficient methods and working methods in children with ADHD. Pedagogues will certainly appreciate the description of particular school problems in children with ADHD as well as proposed solutions.

The author of the third chapter called *Child with Disturbed Communicative Ability* is Hana Václavová. At the very beginning she defines a discipline speech therapy and 10 basic headings of disturbed communicative abilities (NKS). The chapter contains also particular methods by which a pedagogue appropriately sets the conditions for

the education of these pupils and also particular examples of aids. One of the sub-chapters deals with myths of the education of pupils with NKS.

Lenka Bittmannová is the author of the fourth chapter called *Pupil with Autism Spectrum Disorder (PAS)*. This chapter is focused especially on bullying of pupils with PAS and also on the prevention of bullying. There is a description of recommended attitudes towards the education of pupils with PAS and myths connected with children with PAS.

The fifth chapter dealing with talented pupils was written by Šárka Portešová. It is divided into pre-schoolers and schoolchildren. Theoretical knowledge is illustrated by particular casuistic examples. In the end of this chapter, the author deals with a legislative solution of the issue and particular methods of working with children.

The sixth chapter focuses on mentally disabled pupils. Its author is Lenka Michalíková. After the delineation of the classification of mental retardation and terms of integration, inclusion and segregation, the author deals with practical implications for the inclusion of mentally disabled pupils at common elementary schools. She emphasizes the necessity of cooperation between school and parents and also an appropriate way of assessment and motivation. There is also one case report on an unsuccessful integration of a mentally disabled schoolgirl.

Tereza Hradilová is the author of the seventh chapter called *Child with Hearing Impairment*. This chapter contains a basic theory in the wider context and there is also a description of methods of working with a pupil with hearing impairment in a classroom without the help of a special pedagogue. The author emphasizes that this issue is too wide and therefore it is necessary to study it deeply. In spite of this fact the author managed to depict the basic framework for education of pupils with hearing impairment at common elementary schools.

The chapter called *Visually Impaired Pupil* was written by Jana Janková. In this chapter we can find basic categorisation of visual impairments, myths about visual impairment and especially specific working procedures for working with visually impaired pupils in particular school subjects. It is also worth noting sub-chapters called *What can we expect from SPC?* and *How to prepare a visually impaired pupil for their future career*.

The penultimate chapter was written by two authors – Helena Kočová a Lenka Juříková. It is called *Specificities of educating children with physical disabilities both at pre-school age and at school-age*. This chapter is the most voluminous one of this publication. The authors depict the classification of physical disabilities, conditions of educating children with physical disability, specificities of assessment of special educational needs of children with muscular atrophy or dystrophy and specificities of educational process in children with physical disabilities.

The last chapter called *Pupil with Behavioural and Emotional Disturbance* was written by Marta Štrinclová. The theory is interpolated by case reports in order to

make the whole issue more comprehensible. Lastly, let me quote a generally applicable claim which is good to bear in mind: “... *if teachers want to take care of their pupils well, they must first of all take care of themselves and their own basic comfort...*” (p. 153).

All chapters contain both recommended literature and literature used and also profiles of individual authors. Most chapters contain examples based on real-life experiences and some chapters contain a glossary of terms. The publication should not be missing in bookcases of both beginning and experienced teachers. In most chapters pedagogues can find specific tips for working with children and useful references to further training. Some of the chapters focus only on the position of pupils in a classroom, which is also an important factor in educating children with SVP. The publication provides a comprehensive picture of the issue of inclusive education of pupils with SVP. Most chapters are well-elaborated and, first of all, they are very readable.

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