



Gradual Inclusion Plans

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Section 1: Presentation

What is a Gradual inclusion plan?

A Gradual inclusion plan is developed for individual students to respond to their various individual educational, behavioural and socialisation needs. It is targeted at all students and guarantees their inclusion and participation in the educational process as well as their socialisation. A Gradual inclusion plan is a result of the professional collaboration between teachers, parents, school principals, pedagogical counsellors and/or psychologists. It includes activities, such as:

- interest groups;
- health care;
- early diagnostics of the needs and educational difficulties;
- encouragement (awards, recognition, prizes);
- violence prevention activities;
- problematic behaviour prevention activities;
- logopedic work.

The program is a tool which allows school authorities to take special care for students with foreign background. As those rarely know any Bulgarian when they enter the educational system, they need intensive language training. The program facilitates the provision of additional Bulgarian language training for foreign students, which is of paramount importance for their successful integration.

The Gradual inclusion plan also means controlled flexibility in lesson attendance, which relieves the initial stress for foreign students when they are registered and start school.

Section 2: Resources

To implement this good practice, you will need:

- Legislative background to facilitate the individual inclusion plan and allow certain freedom of choice of lesson attendance;
- A focus team of teachers, psychologists and school authorities, which explores the individual needs of the student, draws a plan for their

gradual inclusion and assigns teachers or school specialists to implement the plan;

- Program which approaches Bulgarian / the host country language as a foreign language;
- Parents` consent and active participation;
- Flexible classroom organization;
- Computers;
- Internet access;

Section 3: Duration

The implementation of this good practice should start immediately after the student is registered in the school. The duration usually covers the whole school year. However, if the advancement of the student is slower, the practice is repeated the following school year. In case of faster adaptation, the period could be decreased. The team of school specialists monitor the student`s progress and react accordingly.

Section 4: Expected results

By implementing this good practice, you will:

- Provide individual or small group tutoring to ensure learning the host country language.
- Prevent migrant students from experiencing the stress of attending classes in which the local language can be an obstacle for successful communication.
- Share interests and skills in a more or less informal environment when working in interest groups.
- Students will socialise with local students and other migrant students.

Section 5: Evaluation



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How can we adapt this good practice to

our context?

Does the local educational legislative system allow the implementation of Gradual inclusion plans? If not, what elements can be used in your country?

What competences should the members of the team have in order to explore the needs of the student? Who can help? (psychologists, social workers)

Do we have the space needed (classrooms)? If not, where we can find this space?

Do we find the professionals needed to work with interest groups?

Is there a program which approaches Bulgarian / host country language as a foreign language? If not, who can draw develop the program?

What level of Bulgarian / host country language according to the Common European Framework Of Reference For Languages is needed for a foreign student to be successfully included in the educational process? If we do not know, who can support us?

Will our local students tolerate different class attendance practices?

How can we include this good practice in the school plan of activities?