

# 01 need analysis

- i) survey among professionals
- ii) European strategy
- iii) National policy

UNIVERSITY OF MACEDONIA

CHRISTINE K. SYRIOPOULOU- DELLI

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ASSOCIATE PROFESSOR

DEPARTMENT OF EDUCATIONAL AND SOCIAL POLICY

CSYRIOP@GMAIL.COM



**CORTTEX**  
COGNITIVE RESOURCES  
FOR TODDLERS TEENS  
AND EXPERTS

# FIELD WORK

UNIVERSITY OF MACEDONIA

CHRISTINE K. SYRIOPOULOU- DELLI

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ASSOCIATE PROFESSOR

DEPARTMENT OF EDUCATIONAL AND SOCIAL POLICY

CSYRIOP@GMAIL.COM

# Knowledge and attitudes towards students with learning difficulties

## Part I. Demographics

Gender	%	Age	%	Years of Experience	%	Education	%	Profession	%	City/ municipality	%	
Male	4.3	26-28	27.8	6-10	17.4	Postgraduate degree	78.3	Primary teacher	30.4	Athens	17.4	
Female	95.7	28-32	22.3	11-15	17.4			Pre-school	21.7	Thessaloniki	17.4	
		39-46	27.9	<5	13			Secondary	17.4			

## Part II. Teachers' attitudes and knowledge towards teaching students with Learning Difficulties (LD)

The special scientific staff is exclusively responsible for teaching students with LD not the teacher of the classroom	Students with LD can't be taught all subjects	Teaching students with LD is additional workload for the teacher	My school is supportive of teachers who teach children with learning difficulties	I use assistive technology to manage students' LD	I recognize that the involvement of parents in students' homework is necessary	I am familiar with software related to learning difficulties	Only modern technology can support the teaching of students with LD	I would like to know more about using modern technology in teaching students with LD	The method I use to teach students with LD in Mathematics is Problem solving, multisensory teaching method, instructional hierarchy learning stages, structured instruction	The method I use to teach students with LD in reading Differentiating instruction, effective learning, instructional hierarchy learning stages, graduated guidance, modeling, structured instruction, mind map	The method I use to teach students with LD in writing Direct instruction, modeling, decreasing guidance, instructional hierarchy learning stages, multisensory teaching method, structured instruction
Disagree 87%	Disagree 73.9%	Agree 65.2%	Agree 65.2%	<b>Agree</b> <b>52.2%</b>	Agree 95.6%	I almost agree 65.2%	Disagree 43.5%	<b>Agree</b> <b>100%</b>			



The method I use to teach students with LD in writing Direct instruction, modeling, decreasing guidance, instructional hierarchy learning stages, multisensory teaching method, structured instruction ..... .....	The method I use to teach students with LD in spelling is Modeling, role play, structured instruction ..... .....	I believe the teacher should cooperate with parents of children with LD on teaching goals	I avoid teaching students with LD. I do not have the qualifications	Students with LD achieve better score in Maths	Students with LD achieve better score in Language subjects	I am not sure what learning difficulties of students are	I can't recognize learning difficulties in students	
		Agree 95.7%	Disagree 69.5%	Disagree 38.9%	Disagree 55.6%	Disagree 66.7%	Disagree 66.7%	

## Part III: Concerns about teaching children with learning difficulties

I am concerned about students' with learning difficulties attitudes towards subjects in the classroom.	I know of some teaching approaches that might work with children with learning disabilities.	I do not even know what is learning disabilities.	I am concerned about not having enough time to organize myself each day.	I would like to help other teachers in their use of teaching methods with children with learning disabilities.	I have very limited knowledge about a. learning difficulties.	students' with learning difficulties characteristics.	evaluation approaches of students' learning difficulties (LD)	pedagogical approaches for students' with learning difficulties	I have limited material on teaching students with learning difficulties	I have limited sources on identifying material for teaching students with learning difficulties	I would like to know more strategies for the cognitive development of students with LD
<b>Agree</b> <b>77.7%</b>	Agree 88.8%	Disagree 88.9%	Agree 66.1%	Agree 77.7%	Disagree 77.2%	Disagree 93.3%	Disagree 72.2%	Disagree 66.7%	Disagree 55.6%	Disagree 55.6%	<b>Agree</b> <b>88.3%</b>

I would like to know more strategies for managing behavior difficulties of students with LD	I believe that a student with learning difficulties is likely to show behavior difficulties as well	I believe that knowing how to manage a student's LD ameliorates my status in the classroom	I am concerned about how learning difficulties affect students attitudes at school.	I am concerned about a student's LD towards a subject	I would like to know what resources are available if we were to teach children with learning difficulties in the mainstream classroom	I am concerned about my inability to manage learning difficulties	I would like to know how to design material for LD	I would like to familiarize myself with approaches to teaching students with LD	I would like to modify the way I teach students with LD	I would like to maximize my collaboration with parents	I would like to determine how to supplement, enhance, or replace my teaching methods for students with LD	I would like to use feedback
<b>Agree</b> 83.4%	<b>Agree</b> 94.1%	<b>Agree</b> 88.9%	<b>Agree</b> 88.9%	<b>Agree</b> 94.5%	<b>Agree</b> 100%	Disagree 72.2%	<b>Agree</b> 94.5%	<b>Agree</b> 84.5%	Agree 50%	Agree 55.6%	Agree 55.6%	Agree 66.7%

# Part IV Integrated Curriculum Implementation Scale



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I use lecture and direct instruction to cover more content in my daily teaching.	I give students choices for how they want to learn.	I act as a facilitator of learning.	I use instructional strategies that allow my students to assume a leadership role in my classroom.	I use learning by doing or learning by experience in classroom activities such as students conducting research or students making presentations	I ask my students to bring in personal artifacts to help them make connections between their understanding and the content	I integrate primary sources into my instruction (e.g. pictures, photos, plants, animals, and other tangible media/technology).	I create a resource rich classroom where students explore themes through multiple avenues using materials with which they can experiment.	I teach math, language arts, science, and social studies as separate subjects.
<b>Agree</b> <b>61.1%</b>	Agree 50%	Agree 83.4	Agree 75.6%	Agree 66.7%	Agree 72.3%	Agree 77.7%	Agree 61.1%	Disagree 61.1%



I teach math, language arts, science, and social studies with integrated thematic instruction	When I use an integrated curriculum, my students understand the connections between subject areas	I integrate at least 2 or more subject areas regularly.	I develop thematic units to teach multiple subjects	I design units around a central theme to facilitate students' learning across subjects	I utilize graphic organizers to develop main concepts from various subjects.	My instruction encourages students to see similarities of concepts across subjects.	I teach concepts by linking them to specific subjects	I connect themes and learning materials to the local surroundings such as neighborhoods, towns and the natural environment.	I avoid teaching controversial social issues that are currently being debated.	I connect materials with students' life experiences	When developing an integrated curriculum, I use themes relevant to my students' life experiences and culture.	I use materials or instruments for assessment that meet the individual needs of my students.
Agree 61.1%	Agree 61.6%	Agree 55.6%	Agree 27.8%	Agree 55.5%	Agree 61.1%	Agree 55.5%	Agree 55.6%	Agree 66.7%	Agree 33.3%	Agree 72.2%	Agree 94.4%	Agree 77.7%

I use paper and pencil tests as my primary method for assessing my students' learning outcomes	I use performance assessments to assess my students' learning outcomes	I use portfolios to assess my students' learning outcomes	I use games, role plays, simulations and other engaged learning strategies in my teaching.	I use songs, dance, and other playful activities in my teaching	I use instructional strategies that require my students to actively move around while learning.	I use cooperative learning such as Jigsaw, Learning Together and Group Investigation.		
Agree 41.1%	Agree 55.5%	Agree 44.4%	Agree 72.2%	Agree 61.1%	Disagree 44.4%	Agree 56.6%		

# Part V. Teachers' practice with students with learning difficulties



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<p>How do you identify children with learning difficulties Formal and informal educational assessment ..... .</p>	<p>How do you evaluate students' cognitive abilities Observation, check lists, test-A ..... .....</p>	<p>What strategies do you use for teaching children with LD role play, modeling, time delay, graduated guidance, decreasing guidance, task analysis, prompting, specific praise, mind map, mediating learning .....</p>	<p>What methods do you use to manage challenging behaviors in children with LD Verbal and non-verbal clues, structured instruction, applied behavior analysis, violence prevention techniques, effective techniques of intervention, .....</p>	<p>How do you cultivate empathy for children with LD Ability to listen child, needs understanding, cooperation and dialogue .....</p>	<p>How do you manage aggressive behaviors in children with LD Identification of child's needs, applied behavior analysis, types of punishment .....</p>	<p>How do you cooperate with parents of children with LD Intercourse, give advises, ask for opinion about child's behavior, listen to their concerns, projects .....</p>	<p>Would you like to get a training on strategies specific to cognitive education (e.g., mind map, mediated learning)? Yes .....X..... No.....</p>	<p>Would you like to get training on managing challenging behaviors, on empathy, (with e.g., social stories and techniques of preventing violence) Yes .....X..... No.....</p>	<p>Would you like to get training on cooperation approaches with parents Yes .....X..... No.....</p>	<p>What is the quality of education for children with LD in your classroom? 1. very low 2. low 3. moderate 4. good 5. very good</p>
							<b>Yes 94.4%</b>	Yes	Yes	<b>Sufficient 44.4% Average 38.9%</b>



# DESK WORK

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CHRISTINE K. SYRIOPOULOU DELLI

UNIVERSITY OF MACEDONIA

DEPARTMENT OF EDUCATIONAL AND SOCIAL POLICY



# European Policy on education of people with mental deficiencies



Persons identified as having Specific Learning Disabilities (Sp.L.D.) all **show different intellectual and emotional profiles, strengths and weaknesses, learning styles and life experiences.** Within this context, Sp.L.D. can be identified as distinctive patterns of difficulties, relating to the **processing of information, within a continuum from very mild to severe, which may result in restrictions in literacy, language, number, motor function, short term memory and organisational skills.**

Practice and research shows that specific learning disabilities/difficulties will often co-exist to varying degrees. These form what can be seen as the Sp.L.D. umbrella:

**Dyslexia**

**Developmental Coordination Disorder (DCD)/Dyspraxia**

**Dyscalculia[**

**Attention-Deficit (Hyperactivity) Disorder (ADHD)**

**High-functioning ASD**

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## Specific Language Impairment (SLI)

### Associated Emotional & Social Difficulties (ESD)

Persons with Sp.L.D. **have average or above average cognitive abilities** (i.e. 90 or above measured IQ). In addition, as a result of unidentified Sp.L.D. **there may be associated emotional and social difficulties, including behavioural issues.**

**Between 13.88 million children in primary education and 21.79 million children in secondary education will have Sp.L.D. a total of 35.67 million in EU.**

**Children and young persons, having had on-going support for their Sp.L.D. go on to higher education and become valuable citizens, employees or entrepreneurs. Early identification and intervention is therefore vital.**

# Learning difficulties in Europe



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**Dyslexia** is the most common learning difficulty. **Dyslexia is the term used to describe a disorder that is mostly characterized by severe learning difficulties in reading, spelling and writing skills.** As a result and after more than ten years of research conducted by many institutions around Europe, three different disorders have been identified:

**A reading disorder**

**A spelling disorder**

**Combined reading and spelling disorder**

According to statistics, the prevalence rate of each of the **three disorders is about 3.4%.**

By origin, dyslexia is a neurobiological condition, affected by genetic factors as well as environmental factors. **In areas like Europe where language diversity and multilingual communication can be found plenty, more challenges arise for dyslexic children as well as adults.**

We live in a society where navigating through life can be a **real challenge for dyslexic people.**

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## Dyslexia in Europe

According to research in Europe, **15% of the population** is dealing with dyslexia or **some sort of learning disorder**. Large numbers of people **within that 15%** are simultaneously suffering from other disorders as well. According to the European Dyslexia Association:

**20-40% of the persons with dyslexia are also having dyscalculia**

**20-55 % of persons with developmental language disorder are dyslexic.**

**10-20% of persons with dyslexia are having an anxiety disorder**

**2-14% of persons with dyslexia are having a depression**

**8-18% of persons with dyslexia are having an attention deficit and/or hyperactivity disorder**



# Learning difficulties in Europe



**Dyslexia** can pose a problem for a lot of European citizens of **all ages**. At the same time, however, there is an increase in the problem **due to migration**. Over the past decade, large numbers of migrants have entered Europe. Dyslexia is not a phenomenon just within the European borders. Integration in **European society** is a challenge, twice or even three time more difficult to be achieved from people of typical development (TD).

## In addition

**Mental health** should be seen as a valued source of human capital or well-being in society. It contributes to individual and population health, happiness and welfare, enables social interaction, cohesion and security, and feeds national output and labour force productivity. Mental health is necessary in order to succeed in all areas of life.

Yet, individuals with mental ill-health are often shunned and denied access to care, with services for promoting and protecting mental health and preventing ill-health often starved of resources. It is vital to not only address the needs of people with defined mental disorders but also **to protect and promote the mental health of all people, and recognize the intrinsic value of positive mental health.**

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## Mental health problems costing Europe heavily

Greater efforts to promote mental health and improve early diagnosis and treatment of those with mental illness would improve the lives of millions of Europeans and contribute to stronger economic and employment conditions, according to a new joint OECD/European Commission report.

**Health at a Glance: Europe 2018** presents that mental health problems, such as depression, anxiety disorders and alcohol and drug use disorders, affect more than one in six people across the European Union in any given year. Besides the impact on people's well-being, the report estimates the total costs of mental ill-health at over EUR 600 billion – or more than 4% of GDP – across the 28 EU countries.

A large part of these costs are due to lower employment rates and productivity of people with mental health issues (1.6% of GDP or EUR 260 billion) and greater spending on social security programmes (1.2% of GDP or EUR 170 billion), with the rest being direct spending on health care (1.3% of GDP or EUR 190 billion).

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# Learning difficulties in Europe



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The heavy burdens of mental illness on individuals and society are not inevitable,” said OECD Secretary-General Angel Gurría. “While many European countries have put in place policies and programmes to address mental illness, much **more can be done to promote and better manage mental health**. We look forward to continue working with the European Commission to measure the state of health in European economies and the specific challenges they confront to deliver better health policies for better lives.” More information on *Health at a Glance: Europe 2018* is available at: [www.oecd.org/health/health-at-a-glance-europe-23056088.htm](http://www.oecd.org/health/health-at-a-glance-europe-23056088.htm)

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## Promoting mental health in Europe: Why and how?

Good mental health is a critical part of individual well-being, and the foundation for happy, fulfilled, productive lives. However, **more than one in six people across EU countries had a mental health problem in 2016.**

**Living with mental ill-health means that individuals are less able to succeed at school and work, are more likely to be unemployed,** and may suffer worse physical health. For some, mental illnesses lead to premature mortality: over 84 000 people died of mental health problems and suicides across EU countries in 2015.

The economic costs of mental illness are also significant. Total costs related to mental ill-health at more than 4% of GDP – or over EUR 600 billion – across the 28 EU countries in 2015. EUR 190 billion (or 1.3% of GDP) is direct spending on health care, another EUR 170 billion (1.2% of GDP) is spending on social security programmes, while a further EUR 240 billion (1.6% of GDP) is caused by indirect costs in the labour market, driven by lower employment rates and reduced productivity due to mental illness. The heavy economic, social and individual burden of mental illness is not inevitable, and more must be done to prevent and treat mental disorders, and to foster good mental health. Effective ways by which European countries are promoting mental well-being and preventing mental illness, and identifies critical gaps where more action is needed.

# European Disability Strategy (2010-2020)



## A Renewed Commitment to a Barrier-Free Europe for Disabled Persons

It lays out a strategy to empower people with disabilities so that they can fully enjoy their rights and participate in society and the economy on an equal basis with others.

The strategy builds upon the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), and it also complements Europe 2020 (the EU's strategy for smart, sustainable and inclusive growth) and the European Charter of Fundamental Rights of the Lisbon Treaty.

The European disability strategy 2010-2020 aims to promote a barrier-free Europe and at empower **people with disabilities so that they can enjoy their rights and participate fully in society and economy.**

It describes a set of objectives and actions for the implementation of the disability policy (and the UN Convention on the Rights of Persons with Disabilities (UNCRPD)) at the EU level. It also supports Member States in their implementation of the Convention.

As the strategy draws to a close, the Commission **has begun the process of evaluating it in 2019.**

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## Priority areas

The European disability strategy 2010-2020 focuses on actions **in eight priority areas**:

**accessibility**: make goods and services accessible to people with disabilities and promote the market of assistive devices

**participation**: ensure that people with disabilities enjoy all benefits of EU citizenship, remove barriers to equal participation in public life and leisure activities, promote the provision of quality community-based services

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**equality:** combat discrimination based on disability and promote equal opportunities.

**employment:** increase the participation of people with disabilities in the labour market, where they are currently under-represented

**education and training:** promote inclusive education and lifelong learning for students and pupils with disabilities. Equal access to quality education and lifelong learning enable disabled people to participate fully in society and improve their quality of life

**social protection:** promote decent living conditions, combat poverty and social exclusion

**health:** promote equal access to health services and related facilities

**external action:** promote the rights of people with disabilities in the EU enlargement and international development programmes

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In order to best implement the strategy, the EU institutions and EU **countries must work together to:**

- raise awareness of disability-related issues,
- develop funding possibilities,
- improve statistical data, and
- ensure that the UNCRPD is enforced.

( [Commission Staff Working Document](#), 2014).



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## Initiatives

The Disability Strategy has led to initiatives such as

the [European Accessibility Act](#), which sets accessibility requirements for products and services and the Regulations on the Rights of Passengers with reduced mobility

the [Directive on web accessibility](#), which will make public websites accessible to all. They are big steps towards better accessibility

the [EU disability card](#) project, which makes it easier for people with disabilities to travel across these Member States. It has been piloted in 8 Member States and is now under evaluation before continuation

provisions in the [Erasmus+ programme](#) to allow better mobility for students with disabilities (Syriopouloulou- Delli, 2003, 2020, 2021)

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the cross-border healthcare directive

educational initiatives for disabled people, including the European Agency for Special Needs and Inclusive Education as well as a specific study group on disability and lifelong learning

external action activities, such as funding for at least more than 400 disability-specific projects in over 100 countries, mainly in partnership with civil society, as well as in support of partner governments' efforts to implement and monitor the UNCRPD

an accompanying action plan containing 100 actions in all of the eight areas covered by the strategy

# Progress report on the European disability strategy 2010-2020



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A [progress report](#) on the EU's achievements in the strategy's first five years was published in February 2017. It also lists EU legislative acts related to the UNCRPD and describes its implementation by the EU, including within EU institutions, and takes the [UN's concluding observations](#) on the EU's report on the implementation of the UNCRPD into account.

## Persons with disabilities

Eighty million people in the EU (one-sixth of the population) have disabilities ranging from mild to severe. These people, who are often prevented by their disability from taking part in society and the economy, have a rate of poverty 70 % higher than the EU average.

## ACT

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe ([COM\(2010\) 636 final](#) of 15.11.2010)

## Related Acts

Commission Staff Working Document: Report on the implementation of the UN Convention on the Rights of Persons with Disabilities (CRPD) by the European Union ([SWD\(2014\) 182 final](#) of 5.6.2014)

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By 2020, **one-fifth of the EU population is expected to have some form of disability.** The EU and its Member States are **committed to improving social and economic situation of persons with disabilities, building** on the Charter of Fundamental Rights of the EU and on the Treaty on the Functioning of the EU.

**The European Union and all its Member States are party to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).** This important treaty entered into force for the EU on January 2011 and has guided the content of the European disability strategy 2010-2020.

# Children with learning difficulties in



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## Greece: National policy

A Greek survey in students sample showed 3%-11% of students population presents learning difficulties. Recent study that almost 1 in 4 students presents learning difficulties, mostly boys.

**Special education** constitutes a number of educational services for students with disabilities and special educational needs followed by a medical diagnosis and students with special educational needs.

The state ensures and continually improves the compulsory nature of special education emphasizing on the fact that it constitutes an integral part of compulsory and free of charge public education, provided to disabled individuals of all ages and of all grades and levels of education.

**Pursuant to [law 3699/2008](#)**, students with disabilities and special educational needs include those manifesting significant learning difficulties during an entire or limited period of their school life due to sensory, mental, cognitive, developmental, psychological and neuropsychological disorders, affecting school adaptation and school learning process, based on an interdisciplinary evaluation.

This category of students includes individuals presenting mental disabilities, sensory impairments in vision and hearing, mobility disabilities, chronic incurable diseases, speech disorders, special learning difficulties (e.g. dyslexia, dyscalculia), attention deficit disorder with or without hyperactivity, diffuse developmental disorders (autism spectrum) and multiple disabilities.

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This category also includes students with complex cognitive emotional and social difficulties, delinquent behaviour due to abuse, parental neglect and abandonment or due to domestic violence. The category of students with special educational needs may also include students with one or more special mental skills and talents.

Students with low school performance associated with external factors, such as linguistic or cultural particularities do not fall under the category of students with special educational needs.

### **Specific support measures**

The educational policy on **special education** supports the inclusion of students with disabilities and special educational needs within mainstream schools by providing suitable supporting structures and services.

The special educational needs of students with disabilities and special needs are ascertained and diagnosed by the Educational and Counselling Centres (KESYs), the Interdisciplinary Educational, Evaluation and Support Committees (EDEAYs) and the validated by the Ministry of Education, Community Centers for the Mental Health of Children and Adolescents of other Ministries.

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KESYs (Educational and Counselling Centres) recommend the registration, placement and attendance of students in the appropriate learning environment, or whenever necessary the changing of learning environments and the proper psycho-paedagogical and educational support,

as well as the appropriate equipment and educational material which will facilitate the process of teaching and communication with the student.

As regards the time of re-evaluation, this is determined by KESYs according to the type and degree of the student's identified educational needs and learning difficulties. If the re-evaluation time is not specified, the reports of the committee are permanently valid.

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Based on the individual evaluation and the recommendation of KESYs, the education of individuals with disabilities and special educational needs may take place in a mainstream school, where the following schooling options are available.

Specifically, students may attend:

**An ordinary mainstream school classroom**, in case of students with mild learning difficulties, supported by the classroom teacher

**A mainstream school classroom, with concurrent support-inclusive education by special education teachers**, when this is imperative by the type and degree of the special educational needs

**Specially organised and suitably staffed integration classes**, operating in the general and vocational education schools, offering two types of programmes:

Combined mainstream and specialised programme (up to 15 teaching hours weekly), as determined by the competent KESY for students with milder special educational needs

Specialised group or individualised programme of extended hours, as determined by the competent KESY for students with more severe special educational needs, not accounted for by separate special education schools corresponding to the kind and degree of needs. The specialised programme may be independent from the common one, in accordance with students' needs (Syriopoulou- Delli,2016).



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**Integration classes** aim at creating a fully inclusive school environment for students with special educational needs. Teachers of integration classes shall support students inside their school environment whilst working closely with classroom teachers to differentiate activities and teaching practices and introduce adjustments into the learning content and teaching environment ([law 4368/2016](#)). This is achieved through the implementation of special education programmes, teaching and learning content adjustments and the use of special equipment, including e-equipment, software, logistics and other solutions provided for by the Educational and Counselling Centres (KESYs) (Syriopoulou-Delli, 2020).

**In primary education**, integration classes, students are **supported** by teachers with the specialisation trained in special education for pre-primary schools and by teachers with the specialisation trained in special education for primary schools. In secondary education integration classes, students are supported by professors with the specialisations, trained in special education. Teachers of other specialisations may also be placed in integration classes for students with visual or hearing impairments (Syriopoulou- Delli, 2020, 2016).

**Parallel support** is provided to primary education by teachers with the specialisation trained in special education. In secondary education, parallel support is provided by teachers with the specialisation, trained in special education. If these teachers are not sufficient, other teachers with the specialisation may also take part in these programmes. These teachers are obliged as a priority to participate in training and specialisation programmes implemented by the competent authorities for teacher training (Syriopoulou-Delli, 2003).

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Not self-served students attending general education schools or integration classes are supported by specialised ancillary personnel depending on their disability and their special educational needs or by a school nurse following a medical diagnosis by a state hospital (Syriopoulou-Delli 2021).

In cases of co-housed or neighboring schools, integration classes are conjoined with a maximum of 12 pupils per integration class.

By virtue of [law 4547/2018](#), the primary aim of the Educational and Counselling Centres is to support school units and the Special Vocational Education and Training Workshops of the areas falling under their **competency in order to ensure equal access to education to all students independently and to defend their psychosocial development and progress.**

KESYs, as bodies with an educational direction are competent on the following levels:

The level of exploring and evaluating educational and psychosocial needs

That of focused educational and psychosocial interventions and actions of vocational guidance

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That of supporting school work in total

Of informing and training

Raising the level of social awareness.

KESYs conduct individual evaluations and issue assessment reports – diagnoses on the following situations:

When relevant needs are made obvious after actions undertaken to explore educational and psychosocial needs. In these cases, students for whom there is evidence for special educational needs or students facing other kinds of psychosocial difficulties undergo further evaluation from KESYs. Especially if it is found necessary after the completion of a short supporting programme

After a recommendation of Interdisciplinary Educational, Evaluation and Support Committees, when it is found that students need further evaluating and diagnosing, despite the short supporting programme they had at school .

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At the recommendation of the students' educational support team, in school units where there are no Interdisciplinary Educational, Evaluation and Support Committees (EDEAYs), proposed after an applied short support programme

At the request of a **parent** to the competent KESY.

KESYs, besides individual evaluation and support, also examine requests made by school teachers' boards, when it is part of their duty. Educational evaluation and support of students and the school community, within the school's premises is undertaken by the Interdisciplinary Educational, Evaluation and Support Committee which operates in every school unit belonging to the School Network of Educational Support (SDEYs).

SDEYs are founded by decision of the Regional Educational Director and they are constituted by school units and training workshops of primary and secondary general, special and vocational education with the purpose to promote co-operation, as well as

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to coordinate the work of school units, so as to ensure equal access to education of all students and to promote their psychosocial health in total.

A Special Education School Unit (SMEAE) is the support centre of every School Network of Educational Support (SDEY).

The Interdisciplinary Educational, Evaluation and Support Committee consists of the following members:

A school head acting as coordinator

A primary or secondary education teacher, specialising in special education and placed in the school unit or the Support Centre of the Network (SDEY)

A psychologist placed in the Support Centre of the Network (SDEY)

A social worker placed in the Support Centre of the School Network

The teachers responsible for the students in need of support.

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## The Interdisciplinary Educational, Evaluation and Support Committees (EDEAYs), also:

Conduct evaluations of the difficulties and possible educational and psycho-social impediments in student learning

Support the teachers in issues like paedagogical response to the diversity of the student population

Support the school community in issues of equal access to education and in tackling phenomena like early school leaving and school violence.

In school units where there are no Interdisciplinary Educational, Evaluation and Support Committees (EDEAYs), a student educational support group, which is assisted by Educational and Counselling Centres (KESYs), is set up to carry out the committee's task. It consists of the school head or deputy school head, the teacher in charge of communicating with the competent KESY and the teacher in charge of the respective class. During the meetings of the educational support groups both the students' parents as well as the students themselves, if possible, are invited to express their views on the **design of the individualised education programmes**. They are also invited in any other case that is deemed appropriate.

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# THANK YOU

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**CHRISTINE K. SYRIOPOULOU - DELLI**

**BY**

**UNIVERSITY OF MACEDONIA**

**OUTPUT 1**







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