The Role of Occupational Therapists in Slovenia in Creating an Inclusive Educational System

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History of Inclusive Education in Slovenia

1840: School for deaf and hard-of-hearing students
1911: School for learning disabilities
1960: Act on Special Education
1968: Developmental kindergarten in Maribor
1971: Developmental kindergarten in Ljubljana
1974: The White Paper on Education
1995: INCLUSION
Occupational Therapy in Schools in Slovenia

✓ Not formally established yet.

✓ Child Developmental Units of Primary Care Centres, work on a one-on-one basis

✓ School visits a one-off practice.

✓ Direct model of practice.
Aim and Methodology

✓ Qualitative methodology: Explore the experiences of OTs who currently work with inclusion in Slovenia.

✓ 9 individual interviews.

✓ Constant comparative method (Bogdan & Biklen, 1998).
Findings

- Parents
- First Contact Communication
- Reasons for Input
- OT Process
- Barriers
Findings

1) First contact: *Everything goes via the parents.*

2) Reasons for input: *When there is trouble.*

3) Communication: *We talk every now and then to catch up.*
Findings

4) OT process: It’s hard to know if our advice was taken.

5) Barriers
a) Systemic barriers: We do this in our free time.
b) Cruel school: For children who don’t fit, the school can be very cruel.
Conclusion

- Strengthen collaboration between different professionals.
- Multidisciplinary team that would share responsibilities.
- OT to become a part of the school team.
- Restructuring of the current model of work.
Conclusion: A need for a new model of work
Thank You!