

Delo mobilne službe ZGNL

Presentation of School Support Service at Ljubljana School for the Deaf

Benjamin Vogrič, logoped-surdopedagog

Benjamin Vogrič, speech and language therapist

Lepo pozdravljeni. Sem Benjamin Vogrič, član mobilne službe Zavoda za gluhe in naglušne Ljubljana. Tukaj delam že 5 let. Poleg mene je v mobilni službi zaposlenih še 20 delavk, ki nudijo dodatno strokovno pomoč gluhim in naglušnim otrokom in otrokom z obsežnejšimi govorno-jezikovnimi motnjami v Sloveniji. Obravnavamo nekaj več kot 300 otrok. Naše delo obsega vožnjo po osrednjem delu Slovenije, severnem delu Slovenije in jugo-vzhodnem delu Slovenije.

Hello. I am Benjamin Vogrič, a member of the Mobile Service at Ljubljana School for the Deaf. I've been working here for 5 years. Beside me, there are 20 more employees in the mobile service, who provide additional expert assistance to deaf and hard of hearing children and children with more extensive speech and language disorders in Slovenia. We are dealing with just over 300 children. Our work includes a journey through the central part of Slovenia, the northern part of Slovenia and the south-eastern part of Slovenia.

Primarno v našem delu ocenjujemo in obravnavamo otroke, ki imajo težave pri slušnem spremljanju vzgojno-izobraževalnega procesa in pri govorno-jezikovnem izražanju. Poskušamo oceniti njihov slušni in govorno jezikovni status, potem pa predvidimo postopke terapije, s katerimi bomo te stvari poskušali naslavljeni in čim bolj izboljšati.

Primarily, in our work, we evaluate and treat children who have difficulties in listening to the educational process and speaking in linguistic expressions. We try to evaluate their listening and linguistic status, then predict the treatment procedures that will help us to address these issues and improve them as much as possible.

Otroci v vzgojno-izobraževalnem procesu prehajajo čez različne nivoje šolanja. Nekatere otroke obravnavamo v vrtcih, nekatere v osnovnih šolah. Posameznike, ki so seveda bolj redki, pa obravnavamo tudi v srednjih šolah. Poskušamo primarno oceniti njihov govorno-jezikovni in slušni status, kot sem že omenil in potem poskušano z individualno terapijo izboljšati vzorce poslušanja ali vzorce samokomunikacije.

Children in the educational process go over different levels of education. Some children receive therapy in kindergartens, some in elementary schools. In rare cases individuals receive therapy also in secondary schools. We try primarily to assess their speech-linguistic and auditory status, as I have already mentioned and then try to improve the patterns of listening or patterns of self-communication with individual therapy.

Sekundarno, na različnih timih, sestankih preko interneta ali preko telefona, svetujemo staršem teh otrok in strokovnim delavcem, ki z njimi delujejo. Po mojih izkušnjah so starši praviloma precej dobro obveščeni o strategijah za uspešno komunikacijo z temi otroki. Vzgojno-izobraževalni delavci so po različnih šolah obveščeni bolje ali pa tudi malo slabše. Te izobraževalne delavce pošljemo na seminar v Zavod za gluhe in naglušne Ljubljana. Seveda pa jim tudi mi svetujemo, kako naj vodijo vzgojno-izobraževalni proces.

Secondary, on various teams, online meetings or over the phone, we advise parents of these children and professional staff working with them. In my experience, parents are, primarily quite well informed about strategies for successful communication with these children. Across different school some educational workers are better informed, some slightly worse. We send these educators to a seminar at Ljubljana School for the Deaf. Of course, we also advise them how to run the educational process.

V vrtcih se vključimo v vrtčevsko skupino. Običajno se usedemo na stran in opazujemo komunikacijo z otrokom. Svetujemo vzgojiteljicam, kako naj so z obrazom obrnjene proti otroku, kako naj so pravilno osvetljene, kako naj ustrezno izgovarjajo in od otroka zahtevajo očesni stik, zato, da si lahko pomaga in se sam uči odgledovanja.

In kindergartens we join the kindergarten group. Usually we sit down and observe communication with the child. We advise our educators how to turn their faces towards the child, how they should be correctly lit, how to pronounce properly and ask for an eye contact from the child, so that they can help and learn how to do the lip reading.

Pri otrocih v vrtcih je zagotovo največji problem socialno vključevanje, ker se težko izražajo, težko izražajo svoje potrebe, čustva, želje in mnenje. Takrat se pogosto zgodi, da ti otroci odreagirajo fizično, včasih koga udarijo, včasih se razjezijo, zaradi tega, ker ne morejo povedati tistega, kar si želijo.

For children in kindergartens the biggest problem is certainly social inclusion, because they have a hard time expressing themselves, they hardly express their needs, emotions, desires and opinions. At that time it often happens that these children react physically, sometimes they strike, sometimes they get angry because they can not tell what they want.

Tudi vzgojiteljice imajo pri svojem načinu dela velike razlike. Nekatere so tiste, ki se izredno dobro vključijo v samo izobraževanje in potem dobro upoštevajo prilagoditve za prilagajanje vzgojno-izobraževalnega procesa. Spet druge so tiste, ki to vzamejo precej manj resno in seveda to škodi otroku.

Even the educators have great differences in their way of working. Some are extremely well involved in the education itself and then they take good care of the adjustments to adapt to the educational process. Others take it much less seriously and, of course, it hurts the child.

V osnovnih šolah ni več toliko težav s socialnim vključevanjem. Tam prihaja do večjih težav, ko so otroci slušno utrujeni. Tudi če imajo slušne pripomočke, včasih v zadnjih urah zelo težko spremljajo vzgojno-izobraževalni proces. Zato tudi tukaj učiteljem svetujemo tehnike kje naj otrok sedi, kako naj se z otrokom pogovarjajo, kako naj jim čim več tega materiala in novega besedišča predstavijo slikovno in ostale tehnike.

There are no more problems with social inclusion in elementary schools. There are major problems when children feel hearing anxiety. Even if they have hearing aids, sometimes in the last school hours in their schedule, it is very difficult to monitor the educational process. That is why we also advise teachers on techniques where a child should sit, how teachers should talk to a child, how to present as much of this material and new vocabulary as visual and other techniques.

Podobno kot v vrtcu, se tudi tukaj nekatere učiteljice in ostali strokovni delavci zelo resno lotijo tega problema, v drugih primerih pa to izvajajo zelo površno. Lahko omenim tudi to, da imamo precej velike razlike tudi, če gledamo na to, kako je družina vključena v to in koliko družina zahteva od šole ali vrtca.

Similar to the kindergarten, some teachers and other professional staff also deal with this problem very seriously, but in other cases they perform very superficially. I can also mention that we have quite a lot of differences when we look at how the family is involved in it and how much family demands from a school or kindergarten.

Tisti starši, ki so precej bolj zahtevni, zahtevajo od šole, da zelo učinkovito spreminja svoj vzgojno-izobraževalni proces in ga prilagaja njihovem gluhemu ali naglušnemu učencu.

Those parents, who are much more demanding, demand from the school to very effectively change their educational process and adapt it to their deaf or hard of hearing child.

Tisti starši, ki so bolj površni pri teh zahtevah, od šole dobijo precej manj.

Those parents who are more superficial with these requirements get much less from the school.

V naši mobilni službi je največja prednost to, da lahko otroka spremljamo skozi celoten vzgojno-izobraževalni proces. Običajno z otroki začnemo delati v vrtcu in jih spremljamo do konca vrtca, včasih tudi do konca osnovne šole. Zelo redki pa so primeri, ko pomagamo tudi v srednjih šolah, čeprav bi bilo, prav zaradi specifičnega srednješolskega besednjaka, tudi to včasih nujno potrebno.

In our mobile service, the biggest advantage is that we can monitor the child throughout the entire educational process. Usually, we begin to work with children in kindergarten and follow them to the end of the kindergarten, sometimes even to the end of primary school. In rare cases we also help in secondary schools, although because of a specific secondary vocabulary, it should sometimes be necessary.