



A handbook for interprofesional collaboration

A handbook for those who want to improve their capacity of their organization to collaborate and work across professions, in supporting young people who are living with adverse childhood experience, ACEs. The handbook will directly impact the professions as a transferable tool for improving collaboration among teachers, police, social workers and healthcare workers.

I like to introduce here how the interprofessional collaboration works in Spain to integrate students with fewer opportunities facing different obstacles: social difficulties, adverse childhood experience, ACEs, bullying, educational difficulties, disabilities,...

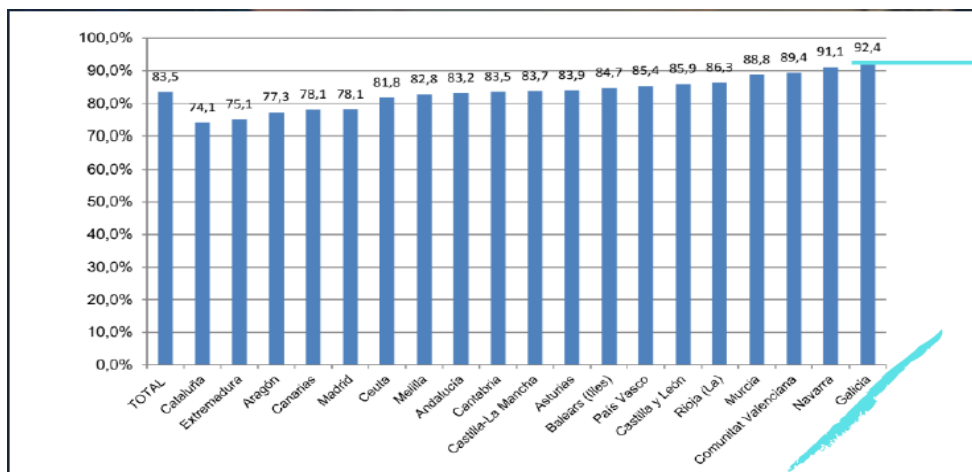
A very high percentage of this student body attends ordinary schools, see below the degree of integration in different Autonomous Communities of Spain

Attention to diversity Galicia

The 92,4 of the students are integrated in primary, secondary schools and event vocational schools. In the case of a child who has been separated from his or her parents for an Aces case, he takes to live for a foster home but attends the nearby school with other children of his age.

Below you can find the degree of integration of students with specific educational needs in the different autonomous communities and Galicia is the one with the highest level of integration

Indicators of integration of Spanish education system



Schooling of students of NEE in ordinary schools

Grafic of CCAA by MEC

What type of students are integrated? all type of students from students with down syndrome to students with cerebral palsy and students who find themselves with social problems due to problems with ACES

In order to achieve inclusion, In order to achieve inclusion, the Galician government has equipped schools with specific professionals and adequate training.

Specific professionals that we find at schools or advise them through a external collaboration to achieve real inclusion.

- ✓ **Counselors** They assist teachers at schools with students that have learning difficulties or special needs
- ✓ **Specific Counselors Team (EOE)** They help teachers and schools to take decisions about a Child
- ✓ **PT teacher** (therapeutic Pedagogy)
- ✓ **AL Teacher** (Hearing and Language)

- ✓ **Sign Language Interpreters**, they intervene in schools when there is a deaf or deaf-mute child.
- ✓ **ONCE** (National Organization of the Spanish Blind), this is an organization which provides training and even work for blind people, offers lifelong support **Educational Technical Assistants** (caregivers), when a school has a children with any type of problems they help teachers to look after this children.
- ✓ **Early Care Network Articulates** to integral action of the departments (they give support to schools , teachers and families they intervene in the training of child at an early age they help the school counselors to

diagnosticate

- ✓ the problems of a student and recommend the actions that schools and teachers and parents should follow
- ✓ **Social Services** They are of the municipality to help the children of ACES and any other problem they collaborate with schools and families and also when they are in financial trouble
- ✓ **Health Education** care of children from 0-6 years with developmental disorders and, in this case, to coordinate interventions They also act cases of ill-treatment, or any difficulty
- ✓ **Medical services**

Schools have their own professionals : in addition to teachers that count with Counselors, PT Teacher (therapeutic Pedagogy) AL Teacher (Hearing and Language and **Educational Technical Assistants** (caregivers) the others give external support to the schools and teachers.

In addition to this staff Galician government provides the schools a serie of protocols which helps students and teachers how to procede. The schools have to adapt those protocols to the reality of your school

Training, programs that offers Galician Government

Annual teacher training plan

(more than 30 specific activities about inclusion)

PFPP (CPD) : Inclusive school and attention to diversity (teachers work together at schools to find the way to improve innovative methods, attention to diversity associated methodological changes

Work Groups:

- Strategies and methodologies that favor inclusion (collaborative work, universal learning design...)
- Active and inclusive courtyards
- Teaching units on...: The people with disabilities
- The people with disabilities (intellectual, physical...)

Courses : at teachers centers to promote **Innovation**: Classroom I+i – Inclusive/Egalitarian

Collaboration agreements with entities: There are important institutions that collaborate in teacher training, sometimes through agreements established by the Xunta de galicia and other times through collaborations with schools They offer contests, tools, conferences. The Ministry of Education also offers training

The **Counselors** have an asociation the organices a conference every year to share innovative methods and share experieces , every year they do it in a different province

Resources

A xunta provides the protocolos to schools protocolos on diferent topics

We Caunt with protocols on... :

- Dyslexia
- Highintellectual abilities

Suitcases for attention to diversity:

Who is it for? - Early chilhood education

- Primary school

- Secondary school

Purpose... - Offer to the schools a resource to work on inclusion and equality








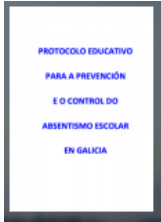
Attention to diversity

Protocol

The protocol includes

- News
- General information
- Publications
- Regulations
- Agreements
- Links of interest
- Contact



 <p>PROTOCOLO PARA A ATENCIÓN EDUCATIVA AO ALUMNADO CON DISCAPACIDADE AUDITIVA</p> <p>Protocol for the educational attention of the students with hearing impairment (or disability)</p>	 <p>PROTOCOLO PARA A ATENCIÓN EDUCATIVA AO ALUMNADO CON SÍNDROME DE DOWN E/OU DISCAPACIDADE INTELLECTUAL</p> <p>Protocol for educational attention of the students with DOWN syndrome and/or intellectual disability</p>	 <p>PROTOCOLO Tratamento educativo do alumnado con trastorno do espectro do autismo (TEA)</p> <p>Protocol for educational treatment of the student with Autism Spectrum Disorder</p>
 <p>Protocolo de coordinación, intervención e derivación interinstitucional en atención Temprana</p> <p>Coordinating protocol, intervention and interinstitutional derivation in Early Attention</p>	 <p>Protocolo de consenso sobre TDAH en niños e adolescentes</p> <p>Protocol of consensus on ADHD in children and adolescents in the educational and health areas</p>	 <p>PROTOCOLO EDUCATIVO PARA A PREVENCIÓN E O CONTROL DO ABSENTISMO ESCOLAR EN GALICIA</p> <p>Educational protocol for the prevention and control of school absenteeism in Galicia</p>

There is a large number of protocols which show teachers to how to proceder when they have a problema at school with their pupils. Schools have those protocolos but schools adapt the protocol to their problems, the school agreements cannot contradict the protocol they must complement, complete the rules. So we know how to proceed in any situation that may arise during the teaching activity. The protocols that are more important for this Project are:

The protocol of coexistence at schools, The objective is to provide guidelines to teachers and staff of the schools that guarantee the respect and the best interest of the students.

Educational protocol to guarantee equality, non-discrimination and freedom of gender identity:

 <p>Estratexia galega de convivencia escolar</p> <p>The objective is to provide guidelines to teachers and staff of the schools that guarantee the respect and the best interest of the students</p>	 <p><u>Educational protocol to guarantee equality, non-discrimination and freedom of gender identity</u></p>	 <p>Protocolo of coordination y cooperación Institucional versus Gender violence - Galicia</p>
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Protocol of coordination y cooperación Institucional versus Gender violence – Galicia

Protocol of institutional coordination and cooperation against gender violence in the Autonomous Community of Galicia is a good help for all professionals because it involves many actors and provides professionals the roots to follow step by step

It's informative document whose objective is to inform the existence of protocol and offers a summary of its contents, either to citizens and also schools and other agents involved in the fight against gender violence, it includes development, interprofessional collaboration, learning and practice. we intend to impact the experience of professionals involved in supporting children with adverse childhood experiences.

A protocol establishes the collaboration among all the actors in order to equip all the professionals involved in the action how to proceed in other to protect the victims.

Within the framework of the 2015-2020 Galician school coexistence strategy, the Ministry of Culture, Education and University of Galicia provides teachers with a tool to develop the corrective procedure for behaviors contrary to the rules of coexistence, which guides teachers to follow In these cases. This tool consists of some guidelines that seek to respond to the most frequent questions that are formulated in the schools when they face a particular situation, it is one of the standardized models that they

collect or the procedure that must be followed for their processing. Accompany these documents with a graphic map that illustrates the whole process..

The principles of action that were taken into account in the phase of design, validation and elaboration of the Coordination Protocol, also in their application are:

- Performance and comprehensive, specialized, personalized, agile and immediate attention to people who suffer gender violence.
- Detection and prevention as a priority of institutional action and the establishment of public resources to fight against gender violence.
- Regarding privacy and dignity of people who suffer gender violence.
- Promotion of self-esteem and autonomy of people affected by gender violence.
- Coordination between the actions of the different entities, key agents and administrations that intervene in a situation of violence of Gender.
- Awareness and sensitization of public authorities and society regarding sexist violence and gender inequalities

The protocol facilitates response and coordination to face of gender violence

FACILITATE TO INSTITUTIONAL RESPONSE AND FRONT COORDINATION TO GENDER VIOLENCE Which are one of most affect to students

The protocol includes:

Dissemination and accessibility of this protocol among all the entities and institutions involved in the fight against gender violence.

Consultation service in different areas of gender violence through email from the General Secretariat of Equality for professional persons in the fields of action included in the ACEs protocol

Creation of a web space in which the different people who work for the sensitization and prevention of gender violence can exchange experiences, propose joint actions, consult doubts and gather information on existing resources in an updated way, etc. Creation of a single registry of files related to gender violence and the regulation of access to it.

The Galician Ministry provides an updated version of the general protocol for prevention, detection and treatment of bullying and cyberbullying. Both the document and the accompanying annexes, are intended to facilitate and expedite its implementation, including prevention and action strategies, as well as legislation regarding the entire procedure. The main problems we face at school with students who are living with adverse childhood experience, ACEs. come from cyberbullying (not very important) and for suffer the consequences of gender violence even in the last years we don't have any case.

All these protocols may be involved in the resolution of a case of ACEs. The schools, social services, medical services, police actors know in each case what they should do, as we have already seen seen in the revised protocols that are very useful tools at the service of professionals.

We explain an idea how the training to professionals are being carry out and how the

different protocols that affect to ACEs. So we are giving an overview how the Ministry of Education and University in Galicia works to face in detail all the problematic around any of the students' problema

The institutions like school, social services, medical services also do a protocol to establish de collaboration taking in acount the specific circumstances.

Also in Cerceda in City Hall brought together all those involved in ACEs and developed a prototype of action in which all have work and was published with the ageement of all actors.

So the Galician schools count with specific toos for each situation. We do not have absenteeism, the problems we have but very few, at this moment only one of (380 alunmos) with ill-treatment and some in the past who are children which mothers wereaffected by gender violence.

We have also a protocolo for bullyng but at our school we detect them in a very initial state and that we apply the protocol with very good results. Most of the problems of bullying are due to problems with social networks, the parents coloborateand students lear fom their errors.

The graphics are from a Xunta's portal most one is from the MEC Ministry of education of education of Spain, They publications of the Xunta(regional gavernmet)

This information is something every teacher shoud know in Galicia We work every day with these information and the schools adapt the protocols to spacific cases.

CPI O Cruce 30 May 2020