

Supporting Pupils with Speech and Language Impairments in Regular Primary Schools in Bosnia and Hercegovina

Presentation of Findings

Sadeta Zečić, Selma Džemidžić Kristiansen,
Selmir Hadžić and Irma Čehić

Introduction

This article contains an overview of findings from two purposefully selected primary schools participating in this study³⁰. Focus is on answering the main question regarding both participants' and researchers' perceptions of the support provided for pupils with speech and language impairments in regular classrooms employing methods to achieve inclusion. In the following, qualitative data are analysed and presented from each of the two research schools, School A and School B. The first part of the presentation consists of a general overview of each school's background and context and a general impression of knowledge, attitude and practice concerning inclusion. In the second part, data are organ-

30 For more information about the study, see the research plan (Zečić, Čehić, Džemidžić Kristiansen & Hadžić, 2013) and methodology chapter (Zečić, Džemidžić Kristiansen, Hadžić & Čehić, 2014).

ised according to findings within main categories of the research phenomena based on selected aspects of the teaching and learning process³¹.

General findings related to the two research schools

School A

This school maintains a very open and positive atmosphere towards inclusive education and all new working methods that have been introduced to the school's administration and educational practitioners. Several domestic and international projects have been realised in this school, the results of which have led to a significant increase in teachers' skill levels when working with pupils educational needs. The innovation project described in the book "The Classroom towards Inclusion – Dialogue about Good Examples and Difficult Dilemmas in Development of Inclusive Practices" (Johnsen et al., 2007) was implemented over a period of two years in School A, and it offered educators new teaching approaches and strategies for working with children with language difficulties through introducing new expertise.

Logopedy, music therapy, psychological and pedagogical work focusing on socialisation and peer support all contributed to changing the classroom atmosphere to a more positive one. The teachers introduced new working methods in the entire group (class) aiming to include the support of children with language impairments in a discreet manner.

The entire process of introducing inclusive education was facilitated by a school team cooperating in planning and practicing, consisting of pedagogues, social worker, logoped or speech therapist, psychologist and teachers together with the parents of pupils with special educational needs.

Considering that this school is located in an environment with a significant number of Roma children, inclusion had to be approached very carefully in order to convince Roma-speaking children to attend school and their parents to cooperate. Thus, parent education, workshops for parents and visits from the children's families in cooperation with a social welfare centre were prepared and carefully executed. The team of experts planned workshops with lectures and

31 The pupil/s, Assessment, Educational intentions, Educational content, Class organisation and teaching methods, Communication, Care and Frame factors; The Curriculum Relation Model is developed by Johnsen (2001; 2007).

socialising between parents, pupils and teachers and led by pedagogues. Professional development workshops for teachers were organised by the school principal along with a planning expert. The main topic was how to work in inclusive classrooms. It must be noted that these workshops used to be open for a wider circle of experts from other schools, with visiting scholars from the Department of Special Needs Education, University of Oslo, who offered their vast theoretical and professional experience to the staff. There is reason to believe that as a result of these former activities, the teaching staff at School A has already developed a high level of sensitivity when it comes to promoting inclusive practices, positive attitudes towards children with special needs in the regular classroom and an understanding of the phenomenon of inclusion in a wider context. The teachers show increased levels of self-awareness concerning their multiple roles as not only educators but also mediators, initiators and coordinators in their inclusive work with their pupils. Interviews reveal not only the positive relations between pupils and teachers in spite of their differences, but also the high level of special support provided during the teaching and learning process applying new study material. They also reveal that most of the pupils come from families that are considered to be in the low-income group. There is a significant number of Roma pupils and that the school is a pioneer when it comes to implementing education for Roma children in the development of an inclusive school setting. The school participates in fruitful cooperation and receives a great deal of support from the NGO sector and special needs educational institutions as well as local welfare centre, youth centre, support teams from specialised institutions, playrooms with organised programmes, etc. In School A the teaching staff has recognised the need for making changes in classrooms and infrastructure related to universal mobility and to develop the school's IT systems and technical equipment, as well as adding new literature to the existing collection.

The school has adopted new teaching approaches, special support programmes and peer support (pupil-pupil and teacher-pupil) programmes. It is affiliated with higher education institutions; Faculty of Education (Pedagoska Akademija) and Faculty of Philosophy, University of Sarajevo, that have both implemented professional skills updating projects for practicing educators and schools where special importance has been assigned to inclusion, logopedy or speech therapy, reading and writing acquisition and certain segments of special needs education. Several of the staff members and administration in School A have visited surrounding schools as well as schools in Norway, Finland and Sweden. All of this has contributed to the development of important changes in

working with children with special educational needs such as speech-language difficulties. The standardisation level of teaching content has increased significantly, which is not the case in many other schools in Bosnia and Herzegovina. When it comes to organisation, the subject lessons are not timed at an obligatory 45-minute sessions, and teaching methods are adjusted to children with special needs. Pupils work in groups and pairs; many of the classes take place outdoors, and everyone is included in extracurricular activities. Thus, School A has a very positive approach and practices highly accepted inclusive education of its diversity of its variety of children with very different levels of accomplishment and needs. This approach has been made possible due to the cooperation and support of the school's expert team members together with its logoped and special needs educator or defectologist from a collaborating institution.

School B

This school is located in a suburb of Sarajevo. It is a gigantic school containing 2,500 pupils and encompassing a wide and densely populated area. When it comes to the openness of this school to inclusion, we indicate that it was introduced to the practice a few years after the city school. Therefore, while we have encountered positive attitudes towards inclusive teaching, there also appears to be a lack of faith among school staff members in the success of working with children with special needs. In recent years, the school has been bypassed by authorities several times as they have implemented similar projects. This is one of the main reasons why this school was purposely selected for the project.

Our first initiative upon our arrival at the school was to meet with the school staff and present them with an introduction to the process of educational inclusion. Both the school administration and teaching staff accepted the idea of cooperation and were eager to learn about new approaches and methodology for working with children with speech-language difficulties. In order to investigate the ways in which School B has supported children with special needs, we analysed results gathered through interviews, observations and insight into accessible documentation of selected main categories (pupil – teacher – school – environment – specialised support – educational methodology) and detailed subcategories in accordance with the nature of the researched content and qualitative analysis (Zečić, Čehić, Džemidžić Kristiansen & Hadžić, 2013). The very phenomenon of support has been observed from the perspective of the need for stimulation among staff members and pupils, and the possibilities for developing the school

inside the community in a wider context, so that it could advance its educational opportunities and social conditions in the sense of improving the provision of quality "services" to its pupils. Focus is on the teachers' estimates about the need for an inclusive approach while working with pupils with speech-language difficulties and the needs of the pupils themselves (socialisation, acquiring new skills within the areas of verbal communication, reading and writing). These aspects are related to the fact that there are more support resources to learning in the teaching process of pupils with speech-language impairments in School B than are present in the class, school, local community, family and wider social environment. Further, as concerns the teachers' attitudes, we have found a combination of moral values, emotions, sense of responsibility and activities along with a constant consideration of their pupils through involving their personal emotions and thoughts. In School B changes in traditional organisation of the school day are not found. For example, the subject lessons still last for 45 minutes with no regard to the children's various learning abilities, and there are no individually adapted teaching programmes for pupils. While teachers' relationships with their pupils is protective and maternal, pupils show limited involvement and activity during lessons. We also find that teachers worry about pupils – especially those who have language impairments – within different school subjects when the time comes for them to advance to a higher class level. The needs for individualisation and content differentiation in accordance with the Bloom taxonomy of goals are not sufficiently met. Thus, a general characteristic of these findings is that we can only speak of an individualised approach to working with children with speech and language difficulties. The school needs increased resources in teaching- knowledge and skills, including skills in colleague cooperation and cooperation with other experts as tools for professional development and self-evaluation in the process of planning and practicing inclusive teaching. Internal resources and external dimensions in the school's environment point to a dire need for further upgrading and education in these areas so that teachers may be able to build a strategy for the process of inclusion. Detailed observations revealed a need for upgrading within several aspects of inclusive education. Fortunately, the school staff was positive to participate in a series of lectures and with interactive workshops. The following topics were presented:

- “Individualisation in teaching” by Professor Dr. Sadeta Zečić
- “Inclusion” by Professor Dr. Sadeta Zečić
- “Children with special needs” by Professor Dr. Sadeta Zečić

- “Individualisation in teaching” by Master of Philosophy in Special Needs Education Selma Džemidžić,
- “Types and characteristics of speech-language disorders in school children” by logoped/speech therapist Selmir Hadžić
- “Parent support” by Master of Education Irma Čehić

The cooperation between the research team and School B was intense; workshops and lectures were held at prearranged times and dates with a varying audience of teachers, parents or merely school administrators. The subsequent evaluation of lectures and workshops showed a high level of satisfaction from the participants and a need for further education of teachers in the area of innovation and inclusion in the educational process.

Cooperation with parents showed itself to be more complicated. Parents are a very important resource for supporting children with language difficulties. However, during this project they did not always attend meetings, displayed “traditional” attitudes towards inclusion as well as unrealistic expectations. These factors indicate a need for finding new ways of cooperation between the school and its pupils' families (home visits, inclusion of parents as partners while respecting their individual personalities, continuous cooperation and timely information as well as affirmation of the polite speech workshop).

The school administration was connected with higher education institutions, recommending that its teachers attain a four-year higher education degree that will provide them with adequate knowledge in logopedy, special needs education, family education and other inclusion programmes through trainings, workshops, seminars, research papers, projects and other information.

The local welfare centre has become a necessary link in the chain of cooperation between families and the school supported by our team. However, it is not sufficiently involved in the developmental project of School B. There are no workshops, day care centres or ambulant support services for children in School B's immediate surroundings. Our research team has therefore started visiting the families of these children and will attempt to create a team (teacher, parent, and pupil) in order to help the child and the class environment. The Centre for Rehabilitation of Speech and Hearing is an important institution that should help this school. However, it is located in a long distance from School B and, consequently, it does not provide any services for children with speech-language impairments. As described above, the study of inclusive practices in School B developed into a research and innovation project.

Presentation of categories

This part presents an overview of findings from the two schools related to 1) the teacher, 2) the pupil, 3) teaching-learning methodology and 4) specialised support. The tables present summaries of views expressed, discussed and related to sub-categories within each main category. The findings are based on reported views/acknowledgements and discussions expressed within School A and School B.

Category: TEACHER. Data showing similarities in the following areas: The teacher is the most important agent on which the quality implementation of inclusion depends. The essential key role of the teacher in the process of inclusion is acknowledged by the teachers, as they perceive it, as well as by parents and pupils. This is the researchers' main impression from this study. In both School A and School B, there are high expectations to the teachers and their different roles when meeting the needs of each child. This is especially found when it comes to our target group of pupils with special language needs. The teachers in both schools jointly express their need for further advancement. They acknowledge that they are in danger of professional burn-out and that their professional and social status is not sufficiently valued (prospects of professional advancement and financial reward are not sufficient) Further, they point to difficulties related to the implementation of a curriculum that is too comprehensive and to their expanding role outside the classroom. They request more time to fulfil their teaching tasks and continuous support from experts within different areas, and they acknowledge that their usual partners are the school administration and expert services.

Table 1. Findings concerning views on the role of the teacher related to support of individual pupils in the class

Subcategories	School A	School B
Teacher-pupil relationship	Direct and immediate, frequent in different activities, peer and parent support; indirect relations support (posters, materials, home visit, mediators between institutions)	Marked by a protective, maternal attitude, insufficient involvement in activities throughout the class. Well-developed eye contact, body language
Communication	Affirmatively toned, with maximum usage of written forms of communication (memos, notifications, informer, bulletin board, "moving notebook" ...)	Marked by warmth and care for the student. Communication with parents clear and direct (parents as passive information receivers)

Subcategories	School A	School B
Education	Teachers develop competencies for inclusive education through programmes of professional advancement (knowledge, skills, attitudes, values).	All teachers have higher education degrees (4 years of studies). Lack of seminars from inclusive topics.
Attitudes	Attitudes differentiated in relation to target groups, students, parents, teacher colleagues, levels of authority/local/ministries/NGOs	Attitudes focused on areas (distance from cities – rural areas, attitudes concerning time dimension, professional burn-out) Positive attitudes towards inclusion and involvement in class
Teachers' personality/working style	Continuity in professional development reflects stability and implementation of what was taught in the classroom. Openness, flexibility, care for the student and most important, a professional inclusive approach	Differing expectations in the work towards inclusive classrooms, differing teacher personalities (in the context of inclusion). Visible motivation in work recognised by the school administration.
Teacher – parent	Different roles of parents in the school. Parent as a mediator during the creation of inclusive policies and mobilising the community to support the school	Awareness of the importance of parents and their involvement as partners. Existing resources and prospects of advancement in the area of parenting and partnership with the school

Category: PUPILS. Data showing similarities in the following areas: Directing attention towards the individual pupil, both research schools emphasize that pupils with special educational needs are visible in the class and active in the learning process. Classmates interact in various activities with pupils with special needs, either in traditional or innovative methods and learning. The schools acknowledge the need for support from professionals and institutions in the local community for individual pupils with special educational needs and their families. They also point out that there is a lack of continuity and cohesion among teachers regarding their work and competency levels. It is very important that teachers work continually and on a daily basis in accordance with an inclusive approach to the teaching and learning process in the classroom.

Table 2. Findings concerning views on pupils' relations and activities at school

Subcategories	School A	School B
Peer support	It occurs in both indoor and outdoor activities. It happens spontaneously. Initiative comes from peers. It is necessary to develop social skills more.	It is visible through implementation of group work. More mediation is needed from teachers in learning situations.

Subcategories	School A	School B
Communication	It is encouraging and supportive in presentation situations. Participation presented with feedback from pupils and teachers	It is direct, usually question-answer. There is more room for conversation among pupils.
Curricular and extra-curricular activities	Pupils are eager to participate in indoor and outdoor activities and thematic projects.	Participation in school clubs, local manifestations of children with special needs.
Parent	Participation of children and parents in joint activities. Sensitisation of parents for cooperating with specialised institutions for speech correction.	Parents are acknowledged resources that need to be activated and they are open for cooperation.

Category: TEACHING-LEARNING METHODOLOGY. *Data showing similarities in the following areas:* Observations reveal acknowledgement of teachers' creativity and well as their motivation to support the work of children with special educational needs. The content of the teaching is adapted to pupils' needs (dynamic, scope, volume). There is also additional teaching and learning sessions at school and in homework. There is a visible relationship between school subject and learning content. Various teaching aids are applied to support the obvious understanding of the study content.

Table 3. Findings concerning teaching-learning methodology

Subcategories	School A	School B
Environment	Furniture rearranged for group work. Several children's works. School library. Vivid colours in the classroom. Visible bilingual signs.	Furniture new and traditionally arranged. Spacious classrooms with lots of light. Visible children's works – drawings
Approach	Individualisation of content (Bloom's taxonomy). Different roles in group work (adequate)	Very warm, maternal relation in working with pupils. Individualisation in relation to pupils with special needs emphasised.
Time frame	Activities within 45 minutes, but also those without time limits of one school hour. Pupils do not react to bell marking the hour is finished.	Activities clearly divided to one school hour.
Working methods	Visible innovative methodologies. Work on the text emphasised, animating the discussion between teacher and pupils.	Frontal work forms with partial group forms when pupils work individually or in pairs on the same tasks. Positive traditional practice.

Subcategories	School A	School B
Activities	Playing in the function of learning. Multimedia activities.	Swapping different activities during the class in order to encourage pupils with special needs in their individual participation.

Category: SPECIALISED SUPPORT. *Data show similarities in the following areas:* This aspect directs the attention to one of the focus areas of the research project, namely the educational process of pupils with speech-language impairments. Thus, "Support to pupils with speech-language impairments in regular primary schools" was observed in more than one way. Pupils with different kinds and degrees of speech impairment were purposely selected for the project. Direct or indirect assessment as well as specialised support were performed by the experts participating in the project. As mentioned previously, all second-grade pupils (now attending fifth grade) with speech-language impairments belonged to "the target population" of the study. However, only three pupils in each school were selected for an in-depth study over the course of the project. These pupils may be seen as the main target group in a holistic research and innovation project in order to find the best form of support in inclusive regular classes. Pupils from school A with the following impairments or difficulties were selected: a) speech fluency disorders, b) bilingualism and c) dyslalia. From school B we selected pupils with a) bilingualism, b) pronunciation difficulties and c) dyslexia and dysgraphia. All these pupils had undergone complete speech-language ability assessments. After the initial estimate of the degree and form of their speech-language difficulties, data concerning the expert help and support present were gathered by means of recording and analysing class recordings, interviews, questionnaires and informal conversations. The following presentation has been divided between the two research schools.

SCHOOL A has – within different projects, seminars, round tables, etc. – largely educated its teaching staff about children with speech impairments and children with special educational needs in general. As participants in the Norwegian-Bosnian project *Institutional Competence Building and Cooperation with Two Bosnian Universities: "Special Needs Education towards Inclusion (SØE 06/02)* over a span of three years, they also had speech therapy directly applied in their school. Moreover, the project provided them with a new and upgraded approach and support for these students compared to other schools in the Sarajevo canton.

Teachers teaching in subject classes have participated in further education and training for working with children with special educational needs. It is also important to emphasise that this school has an expert team consisting of the principal, pedagogue, psychologist and (occasionally) a social worker. This is an important factor for the development of inclusive practices in the 'school for all'. The number of pupils with special educational needs attending the school is rather high, referring to the number of children with speech-language impairments in need of logopedic help. Direct expert or special needs educational support was provided for these children for only two years in the current project (WB 04/06) during which time mobile teams of defectologists or special needs educators from institutions in the Sarajevo canton occasionally visited regular primary schools in this area, including this school. However, this support to pupils with special needs consisted, as observed, mostly of detection and assessment of special educational needs, together with counselling of teaching staff and parents. Children with speech-language impairments primarily receive logopedic help in medical polyclinics, centres for speech and hearing rehabilitation or through private treatments. An advantage for all schools in the area of Sarajevo is that these centres are in the city, while pupils in the suburbs often miss this special needs educational support in logopedy due to the distance they live from these centres.

Since the beginning of the SØE 02/04 project, School A has participated in cooperative projects with internal and external educational staff with expertise in a number of relevant areas of special needs education and inclusion. Opportunities for special needs educational support and schools and pupils' access to these are listed below:

- a) *Special needs educators or defectologists within different areas.* Previous studies, estimates and available data indicate that School A has had a significant number of children with different kinds of special educational needs, including speech-language difficulties. Current proactive legislature provides these pupils with the right to hire special needs educators or defectologists and include them in schools' internal expert teams³². This school employs one special needs educator. Since 2004, the school's vice-principal has a Master of Philosophy in Special Needs Education with

32 Parliamentary Assembly of Bosnia and Herzegovina, 2003. Okvirni zakon o osnovnom i srednjem obrazovanju u Bosni i Hercegovini [Framework Law on Pre-primary Education in Bosnia and Herzegovina], Sarajevo, Parliamentary Assembly of Bosnia and Herzegovina, 2003. http://www.mcp.gov.ba/zakoni_akti/zakoni/?id=676

expertise in development and implementation of individually adapted curricula and inclusive practices. She is a member of this study's research team. For the time being she is the only special needs educator amongst the school staff.

Special needs educators with specialisation in logopedy have periodically been part of the school staff during the two abovementioned cooperation projects (SØE 02/04; WB 04/06). Formally speaking, children with speech-language impairments from the entire city, including pupils from school A, only have rights to logopedic educational-rehabilitation help in medical centres, centres for speech and hearing rehabilitation or in one of the existing special institutions.

- b) *Medical support.* Physiotherapeutic, neurological, neuro-psychiatric and other medical services that are necessary in the process of educating and rehabilitating children with special needs are only available for School A pupils in public and private medical institutions in the city.
- c) *Social worker and psychologist support and cooperation.* A great improvement and a positive incentive to the overall process of inclusion in School A was introduced by hiring a social worker and psychologist to be members of the school's expert team. This has been achieved through different projects supported by the Ministry of Education of Sarajevo Canton, to which School A's administration regularly applies.
- d) *Expert team (internal and external).* School A has a large expert team headed by the principal whereas, for several years, a mobile expert team from one of the special institutions in the area of Sarajevo has been providing external support and cooperation with the school's internal team members, including its vice-principal and teachers, with a focus on development of inclusion.

SCHOOL B is, as mentioned, a suburban school about 30 kilometres away from the centre of Sarajevo. The school has a large number of pupils, and a significant number of children with special needs. As an innovative part of the research project aiming towards development of inclusive practices, members of a mobile expert team from Sarajevo canton visited the school several times. Their main activities consisted of identifying and diagnosing children with special needs, which was far from enough help to provide any sort of support that these children needed. Through using a questionnaire, interview and spontaneous conversations, we have learned that the teaching staff of School B is extremely dissatisfied with the process of inclusion so far,

as well as with all forms of expert help during the realisation of the project. The possibilities for special needs educational support and the access to these are listed below:

- a) *Special needs educators or defectologists within different areas.* Despite the abovementioned high number of pupils, School B does not have any special needs educator or defectologist who can support pupils with special educational needs as well as teachers, parents and the school's expert team. In the above-mentioned project regarding mobile teams in Sarajevo canton, this school only received an estimate of the number of pupils with various difficulties without receiving any further assessments or professional advice. This means that there were no external assessments from other institutions on behalf of the school system. When it comes to logopedic or speech therapeutic support, the distance of the centres and institutions in which children with speech-language impairments could receive help is one of the greatest challenges both the school and the local community faced. Apart from that, no project or other kinds of actions had been realised in the school except for the activities described above related to this project.
- b) *Medical support.* All medical services for children with special needs can be obtained in the local health centre or in one of the specialised institutions in the city of Sarajevo. It is important to emphasize that children with special needs often receive no privileges or other benefits while seeking medical aid or treatment.
- c) *Social worker and psychologist support and cooperation.* School B does not have any permanently employed psychologist or social worker. Rather, expert help of this kind is hired on the grounds of young trainees' employment projects, and these engagements are short-term. The school's administration acknowledges the need for these experts, and they are actively seeking a solution that will allow them to employ at least one of the two.
- d) *Expert team (internal and external).* The internal expert team of School B consists of the principal, the pedagogue and part-time and occasionally hired psychologist and social worker. An external expert team with the task of providing continuous support to pupils with special educational needs does not exist. The only support the teaching staff receives regarding inclusion is through attending various lectures related to the development of inclusion organised by various NGOs, pedagogical institutes, etc.

Summary

The research results demonstrate the value of Vygotsky's cultural-historical mediation concept, which includes: 1) Professionals and laypersons are mediators in children's learning (teachers, special needs educators or defectologists, parents, internal and external support team and counsellors). 2) Specific places enable meetings and dialogue (classrooms, school, out-of-school environments, specialised institutional support, etc.). 3) Procedural provision of support creates opportunities to learn and further develop across pupils' different levels of individual mastery and zones of proximal development as is acknowledged in several cases (Vygotsky, 1978).

Research findings reveal information about teachers' abilities³³ to respond to the multiplicity of differences between pupils in the diverse classroom. As concerns pupils with special educational needs and their teachers, our research focuses on teachers' ability to acknowledge and assume appropriate attitudes towards pupils with speech and language impairments, an ability that implies their commitment and caring for these pupils.

This research on practices in our two purposefully selected case schools reveals a change in mentality as well as adaptation of teaching and learning activities. There has been a tendency to emphasise the question of how to change the pupil in order to adjust to the school's requirement. However, the new concept focuses on how to adapt all educational subjects in order to provide support to pupils with special needs as equal members of the school and classroom community, and how to provide adequate support in the educational practices related to socialisation as well as learning and development. Thus, over time the two schools have changed their activities as well as organisation in order to support their inclusive practices.

The study reveals that teachers are aware of their role in a) developing and appreciating all pupil capabilities, not only the academic ones; b) organising activities in the classroom so that all children can participate according to their abilities; c) understanding that each and every child in the classroom is their responsibility; d) working in cooperation with parents and experts in different fields, such as special needs educators or defectologists – including speech therapists or logopeds – as well as pedagogues, psychologists, social workers and

33 Razdevsek-Pucko points to competencies as a set of knowledge, skills and values necessary for every individual in order to act as a successful member of the community (Educoop, 2007). <http://www.uni.edu/coe/inclusion/standards/competencies.html>

other relevant professionals, in order to understand the abilities and strengths of the individual child and explore what strategies, methods and teaching styles respond to their educational needs, and e) showing a high level of tolerance for any uncertainties, doubts and difficulties as well as flexibility; and ultimately – through cooperation – to find ways to prevent professional burn-out.

We also found that along with the many similarities in the shifts occurring in professional mentality and practices, there was a distinct difference between the two schools. At the beginning of the study, a certain number of differences were expected without knowing beforehand. As mentioned, the case schools were purposefully selected for two main reasons; methodologically and ethically: Methodologically, selecting two different cases is expected to reveal more nuances of the case description than if the selected cases are similar. Ethically it was a question of fairness to invite School B into this international project, as it was a school that had been bypassed in all international project invitations since the end of the last war. Thus, School A had been in the professional upgrading and innovation processes towards inclusion since 2002 or even earlier, while School B's participation in this project was its first collaborative project. As mentioned, the findings from interviews and informal talks with the educational staff in School B indicate that they display a fundamentally caring attitude towards their pupils which was present before the project's start, and a changing attitude towards the possibilities of educational inclusion during the project (along with impatience when it comes to questions of resources) in order to overcome the challenges in the process of developing inclusive practices. Thus, School A is an example of a school that has developed inclusive practices over the course of several years, while School B exemplifies a school in the beginning of such development. A longitudinal follow-up study of the schools is expected to answer questions concerning further development of inclusive practices, access to relevant and necessary resources, and, eventually, in what way developing inclusive practices become sustainable.

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