

Inclusive Special Education on Saba

Pilot Tailor-Made Education



Research assessing the possibilities for Inclusive Special Education on Saba

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1 Introduction

Students have the right to feel included in a safe and reliable environment with a structured pedagogical climate that is tolerant and encouraging for the development of all. This would preferably be part of a society where students learn how to respectfully deal with each other and where parents are stimulated to actively participate in the education of their children.

The purpose of this document is to paint a picture of how this could be accomplished on Saba.

The Inclusive Special Education project is developed at the request and under responsibility of the Foundation Expertise Center Education Care Saba (EC2), see chapter 1.3.

We prefer to name this type of education **Inclusive Special Education** because the organisation and planning of this project has characteristics of both. This project not only connects the visions of both special and inclusive education, it also builds bridges between the desires of parents, teachers and professionals working at EC2. As EC2, we consider the establishment of a department that supports and guides students within the schools most suitable for our context. In this way, teachers and schools keep the responsibility for the students and EC2 can offer the additional support and care. This also means that we can operate within the current education laws.

In the past year, we explored the care systems on our neighboring islands and got in touch with Garry Hornby (Barbados) who offered us useful advice on how to organise Inclusive Special Education within our context of the Caribbean culture. In the inclusive setting of our project, students learn about diversity, inclusiveness and acceptance in our community, which will prepare them for active engagement in this community as an adult.

1.1 Goal

In June 2021 a plan for the approach of the Inclusive Special Education on Saba is available, making it possible that next schoolyear (2021-2022) all students on Saba can enroll in a curriculum and develop at their own level.

Support in the community: In September 2021 all stakeholders such as schools, teachers and parents, embrace the Inclusive Special Education (ISE) project.

Sustainability: In addition to the short-term plan, a long-term plan is available with clear agreements, and protocols. Qualified and skilled teachers will be available as of September 2021 to ensure the project is successfully executed. Agreements have been prepared with the Ministry of *Onderwijs, Cultuur & Wetenschap* (Education, Culture & Science; OCW) to ensure sufficient funding for staff, materials, housing and curriculum. We hope for speedy processing of the project in order to be able to start in September 2021.

1.2 Target group

The EC2 supports children, parents and teachers of the group of 3 to 4 year-olds at the Laura Linzey Daycare Center, the students of the Sacred Heart Primary School (ages 4 to 12) and Saba Comprehensive School (ages 12 to 18+), as well as the participants of the Social Opportunity Trajectory of the Saba Reach Foundation (SRF – ages 18 to 24). In total, this would be a population of about 300 children and youngsters: EC2 actively works with an average number of 50 of them.

The target group of this particular project consists of students for which the schools apply for support from EC2, and who have been assessed and diagnosed by EC2 or other care partners. These students have

an Individual Education Plan (IEP, short term) or Individual Development Plan (IDP, long term) made by the school and a Guidance Plan (GP) from EC2.

This group of students would be in need of special services on a physical, cognitive, sensory, developmental or behavioral level, or a combination of these areas. They would require a tailor-made didactical and pedagogical approach in order to develop to their fullest potential.

Currently there is no fulltime solution for these students in the education system on Saba.

1.3 Initial situation

Ten years ago, a bureau for education care was established on each of the BES islands with the purpose to offer education support services. On Saba, these services are provided by the EC2. In the first years, we assisted the schools in determining the education needs of the students and with implementing a system of internal education care that would firstly empower the teacher. During bi-weekly meetings with teachers and Care Coordinators (CC) and monthly sessions of the care platform CART (Care, Advice & Referral Team) we identified what type of care would be given internally, externally and by which organization.

At the same time, EC2 created the option for students and teachers to receive external support from a growing team of professionals. It is the mission of EC2 to create a safe learning environment for students with special care needs within the school system on Saba.

The intention is that:

- students who need a specialized approach and their teachers can build on strengths and talents;
- with the support of multi-disciplinary intervention;
- according to action-oriented planning.

Striving for continuity in education care, the EC2 team has always applied *Handelingsgericht Werken* (HGW) or Action-Oriented Approach (AOA). All stakeholders in education care would ideally apply this approach in working with students.¹ The AOA is the leading principle in education care².

Action Oriented Approach distinguishes 5 levels of education care:

- Care level 1.** Regular care in the group (internal care)
- Care level 2.** Regular care with extra support of the teacher (internal care)
- Care level 3.** Extra care with support from the CC (internal care)
- Care level 4.** Extra care with support of EC2 (external care) and other services (e.g., Zorg Jeugd Caribisch Nederland (ZJCN), Mental Health Caribbean (MHC), Saba Health Care Foundation (SHCF), Public Entity Saba - Island Social Unit (ISU) & Public Health (PH))
- Care level 5.** Referral to a care service off-island

AOA was implemented in the schools between 2010 and 2015, during which time CC as well as teachers were trained. With the turn-over in the teams, however, the approach in the schools watered down over the years and the first three levels, the internal care, are not being offered at all times throughout the school system.

¹ Noëlle Pameijer, Tanja Beukering, Yolande Schulpen, Hugo Van de Veire (2008). *Handelingsgericht werken op school*. Uitgeverij Acco, Leuven

² Noëlle Pameijer, Tanja Beukering, Sonja de Lange (2009). *Handelingsgericht werken: een handreiking voor het schoolteam*. Uitgeverij Acco, Leuven.

AOA clearly defines the procedures from classroom teacher to external care in the student care system, as shown in Figure 1.

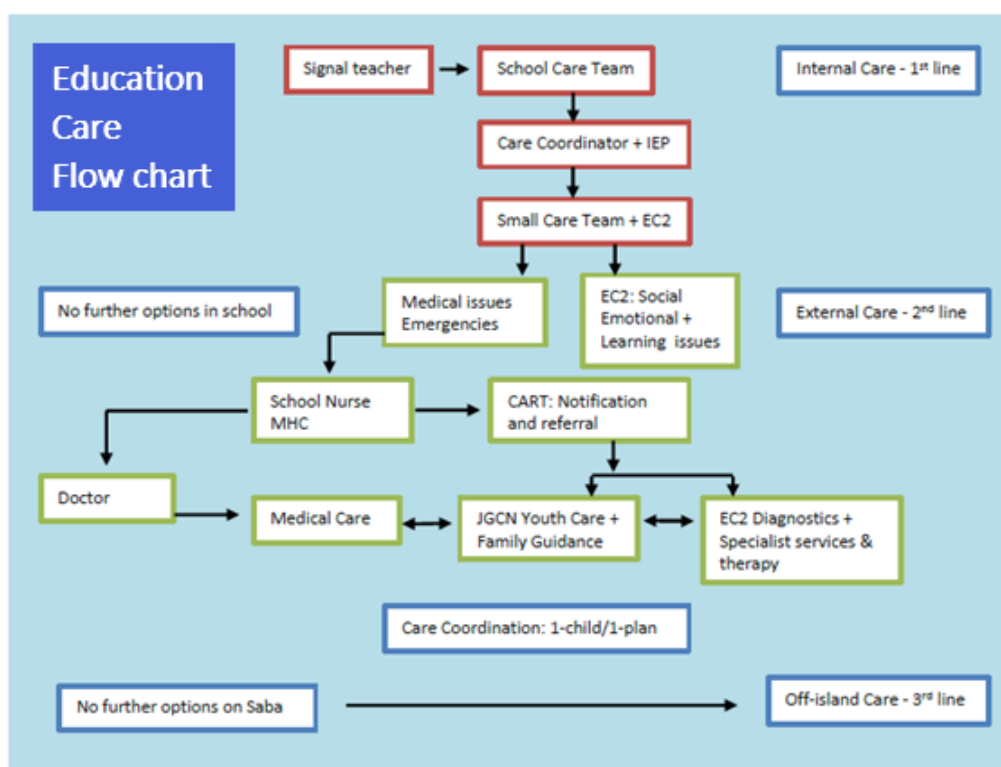


Figure 1 Education Care Flow Chart

In spite of the positive intention to offer inclusive education, this turned out not to be feasible at all times and, similar to the situation in the European Netherlands with *Passend Onderwijs*, the work load became too high for some resulting in children with Special Education Needs (SEN) falling through the cracks of the care system. This resulted in an increased number of students working on frustration level, showing challenging behavior and having difficulty with academic demands.

On a regular basis, EC2 has sent signals to the Ministry of Education, the department of OCW in the Caribbean Netherlands and the *Kinderombudsman* to indicate that the education care on Saba is not sufficient for every situation or student. Some students with specific care needs do not always get the care they need, because the problem is not solvable in their own setting. This applies for example to students with severe acting-out behavior or severe autistic responses to the school environment.

Organising care for the students as close by as possible poses a risk because the situation asks for a different setting and an individual approach to support the student in their development in an optimal way. On the other hand, a tailor-made program for the child can disturb the other students in the classroom, and it can be overwhelming for teachers and teacher assistants to apply specific strategies and attention to one student, while at the same time delivering an optimal learning environment for the other students.

Hence, the EC2 director -with the colleagues from the schools- reached out to Minister of OCW Mr. Arie Slob with the initiative to develop Inclusive Special Education, with the adage: inclusive when possible, exclusive when needed (Appendix 1).

In order to realize Inclusive Special Education on Saba, the following is necessary:

- Specialized facilities for some of the students with extra care needs on Saba;
- Budget for the development of the plans for the specialized facilities;
- A department for students with special needs and educated teachers and assistants;
- Complementary training for the current education team on Saba;
- A sensory room.

1.4 Situation Caribbean Netherlands

Student care on Saba is not comparable to the system in the European Netherlands because of differences in the school culture and the small scale. On Saba there appear to be more students that have special learning needs than in the European Netherlands, possibly due to the lack of SEN teachers, differentiation in the classroom and education planning. Some of the causes aren't related to the school environment, such as domestic violence, pedagogical neglect, substance abuse and fear of asking for help.

In the evaluation letter of Minister Arie Slob³ it was stated that the situation regarding education care in the Caribbean Netherlands differs substantially from the European Netherlands. The schools and EC2 try to achieve the basic quality of care, but are faced with the limitations of the education care system in the Caribbean Netherlands.

For the past 10 years, it was assumed that inclusive education was offered in the Caribbean Netherlands. This assumption proved to be wrong: despite the fact that all students go to the same schools, within the same municipality, not all of them get the support and curriculum that is recommended for them. A questionnaire completed by the different stakeholders showed the same results (Appendix 2).

An inclusive school pays attention to the differences and needs of all the students, puts the students first and assesses how a student can be reached and motivated. The vision of inclusive education is currently being put in practice in the high school by grouping the students in different levels: the system allows for differentiation. At the primary school, it seems the principle of differentiation is not executed in all groups and therefore unknown to some of the parents. The awareness that students are different and develop in different ways would be one of the improvement points. This will take time, trust and patience.

The survey 'Special Education'⁴, completed by 19 adults (6 EC2 professionals, 6 parents, 3 partner organisations: *Zorg Jeugd Caribisch Nederland* (ZJCN), Public Health (PH), Island Social Unit (ISU)) and 4 colleagues at the schools) provided the following results:

- All parties strongly agree (95%) that there are students with special education needs on Saba and that these students deserve tailor-made education on an individual level. It is the responsibility of the school where the student is registered to design a plan and program and deliver the care for a student. The majority (68%) of the parties thinks this should be done at a special department within the schools.
- All parties, except 1 parent, think there should be a SEN-teacher that supervises and executes the special inclusive care, and that the schools and EC2 should have a budget to do so. 84% of the respondents indicate that there are not enough SEN-teachers on the island, or teachers that know about special needs or inclusive education.
- All parties agree that an Inclusive Special Education program should focus on practical skills, life skills and the social emotional development of the students. Basic academic skills should be put in practical assignments and should have a practical meaning for the students. Skills (both basic

³ November 4, 2020, betreffende verbeteraanpak Passend Onderwijs.

⁴ By Jet van Heijnsbergen, January 2020.

academic as practical) should be grouped and offered in themes and projects that are appealing to the students and should match their initial situation.

- Almost all parents prefer inclusive education where students can stay in their regular classes with extra support. Teachers and EC2 professionals disagree with the parents and prefer a support facility outside the class with its own setting. Knowing and acknowledging this difference will be very important during the process of this project. It is important to look for a solution to way to meet each other in the middle.
- Lastly, the majority of the parties (84%) agrees that EC2 should be involved with the students and that recommendations should be adopted in the individual plans of the students. The collaboration with social workers, youth workers, psychologist and PH in the recruitment procedures for the special inclusive education project is essential.

The situation on Saba is complex and the change of the system and school culture will become visible, but that will take time. It requires regular collaboration with schools and stakeholders, such as ZJCN and SRF.

Next to the collaboration and joint vision between stakeholders, points of improvement were indicated by the inspection and Minister Arie Slob in his improvement approach for tailor-made education and inclusive education.⁵

With the initiative for Inclusive Special Education, we expect to be able to support the schools in:

- (Pedagogically) safe environment in the classroom
- Well-being of mental and physical health
- Inclusive education where every student learns and participates in their own way
- Prepare teachers and educate them on HGW and differentiation
- Anchor learning rights
- Strengthen the mandatory care

⁵ *Verbeteraanpak Passend onderwijs en route naar inclusiever onderwijs.*

2 Student population

An evaluation of education care in the Caribbean Netherlands shows that organisations such as EC2 are in the center of the education care on the islands⁶. The care options and programs offered by EC2 are reviewed as being good and the schools know how to approach us. At the same time, the financial position of EC2 is under pressure.

On all three BES islands the EC2s have identified a group of students that isn't able to receive appropriate education within the current education system. With inclusive education proven not to exist in practice, this group deserves that action is taken as soon as possible. EC2 and the schools work hard to be able to offer every student a suitable form of education within the regular system. Despite these efforts, some children do not thrive in the classroom, some students are acting out or dropping out because the school program doesn't engage them. Some students are telling us by their behavior that we don't reach them. These children should be taught in a specialized setting, comparable to the specialized facilities available in schools for SEN in the European Netherlands.

2.1 Student-centered care

2.1.1 First line care

Schools are responsible for the first line of education care (internal education care, see 1.3). In addition to this, the primary school on Saba also offers Remedial Teaching (RT) for students with a mild indication. These students are being discussed in the small care team meetings (SCT) that are being held every 14 days, attended by the classroom teacher, CC and an EC2 contact person. The content of support offered in RT is unclear (lack of planning and reporting).

Currently, the secondary school does not offer RT. EC2 recommended starting a homework support group where students can learn how to plan and organize their homework and possibly receive extra instruction. This group started in the schoolyear 2020-2021.

EC2 offers RT for students that need homework support with extra instruction or a quiet place to study. The students apply for the homework support at EC2 themselves and all have a guidance plan.

The schools can catch up with their first line care by supporting students with a language deficiency. Most of these students speak English as a second language (ESL).

All students need a pedagogically safe environment. The CCs of the schools offer a safe haven and social emotional support. The CCs provide 'guidance and support to students who are struggling academically and /or have behavioral and social emotional difficulties'.⁷

2.1.2 Second line care

EC2 offers external, second line care in activities ranging in duration from 30 minutes to four hours per week per student. Examples of this type of care are: occupational therapy (OT), speech & language therapy (SLT), social skills, resilience training, creative expression or learning strategies for students with a certain learning disability.

⁶ Eindrapportage bezoek De Onderwijsspecialisten aan Saba en St. Eustatius, maart 2020, Neelke van Kessel en Wim van Schaik.

⁷ Parent/guardian & student booklet SHPS.

In an environment where the internal education care is fully implemented, more thorough interventions could be offered with the support of EC2 within the regular education system. One of the goals of the SCT meetings is to develop the IEPs and IDPs together with the teachers and in this way familiarise and practice with the teachers how to give remediation in the regular classroom.

The project of Inclusive Special Education aims to offer comprehensive care to students who meet the criteria for the project and are diagnosed with for example:

- Autism Spectrum Disorder
- Down Syndrome
- Attention-Deficit/Hyperactivity Disorder
- Asperger's Disorder
- Obsessive-Compulsive Personality Disorder
- Oppositional Defiant Disorder (cluster 4)
- Intellectual Disability (cluster 3)
- Acquired brain deficiency
- Attachment issues
- Physical/Visual/Auditory impairment
- Multiple Complex Disabilities

2.1.3 Cluster 1 and 2

Currently, there are no students on Saba with a severe visual or auditory impairments. In case this would occur, students are offered a Personal Education Assistant (PEA) and advice will be asked from our colleagues at *Fundashon Kuido pa Bista i Oido* (FKBO) on Curaçao.

At present, few facilities are available for cluster 1 or cluster 2 students. We lack e.g., speech computers, adjustable tables and specialized curricula. Teachers, assistants and parents can apply for additional training at FKBO so they can support students with speech training, reading in braille, lip reading or sign language.

Consultations can be planned with our speech and language therapist (SLT) for children who need therapy due to a hearing impairment, as well as their parents and teachers. Our occupational therapist (OT) can support parents, teachers and students when they need help with aids that they are using.

The numbers of cluster 1 and cluster 2 students on Saba will always be low, and therefore it isn't feasible to start up a separate group. This means that students in cluster 1 and cluster 2 will be merged with students in the Inclusive Special Education groups or the regular classes. The PEA will be present and will give support when needed.

Application for cluster 1 or cluster 2 will include a diagnosis by a medical specialist (Ear Nose Throat, Ophthalmologist). The medical specialist will assess if a student qualifies for cluster 1 or cluster 2.

2.1.4 Cluster 3 and 4

The European Netherlands has special schools for children who have an intellectual disability, severe multiple disabilities, chronic health problems or physical handicap. The combination of these conditions is called cluster 3.

Cluster 4 is meant for children with conduct disorders, psychiatric problems or a developmental disorder.

2.2 First application for support from the schools

Table 1. First application for support from primary education (PE) and secondary education (SE)

Category (age)	<6	6-13	13+	18+
Students eligible for a PEA	(2)	(2)	-	-
Different ways of care (e.g., day care)	-	-	(1)	-
Cluster 1 and 2	-	-	-	-
Cluster 3. Learning disabilities Students eligible for the morning group	-	10	10	3
Cluster 4. Social emotional support Students eligible for the afternoon group	2	7	2	-
Total number of students	PE 19		SE 15	

The total number of students registered by the schools for placement in the Inclusive Special Education groups (34) is 12% of the total number of students in PE and SE (294).

This is mainly caused by:

- The primary school referring undiagnosed students for the project that are currently getting RT without an IEP or IDP;
- The secondary school registering students for the project that are doing well in *Praktijk Onderwijs* (practical education, PrO) and do not necessarily all qualify for our project.

The Inclusive Special Education department will support the students receiving RT and those in PrO, but will focus on offering support through the SCT meetings and monthly meetings of the department leaders, applying the Action-Oriented Approach. Only the students with multiple diagnoses will be added to the Inclusive Special Education groups.

The criteria for placement are explained in chapter 3.1.1. The number of students who would actually be placed in the Inclusive Special Education project is explained in chapter 3.2.3.

2.3 Limits of education care

We expect to be able to adequately help most of the children with SEN through the project.

Students with multiple complex handicaps or students that are unmanageable in school or at home and are a danger for themselves or others, would need placement in a community group or day care setting. This specific kind of care cannot be offered on Saba. The care needs of these students exceed education care and a responsible recommendation for these students would be a referral to (semi-)residential care on Sint Maarten, Bonaire or in the Netherlands.

3 Structure and organisation of the ISE department

3.1 Intake process

To make the Inclusive Special Education project available for students who qualify for it, a strict application process is used with different roles and responsibilities for the various stakeholders.

3.1.1 Documentation

Before a student can be placed in the academic or social-emotional group, the school needs to go through the entire application process and prove that the following steps were taken:

- Observations by the teacher
- SCT meeting minutes
- Student needs to be discussed in the CART
- Recent School Rapport
- IEP or IDP
- Behavioral plan by the school
- RT Rapport for the entire school year
- Parental permission
- Observations, tests by EC2
- Diagnose
- Other applicable tests
- Intake form for the Inclusive Special Education project, filled in together with the parents
- Decision for admission: Project Leader + EC2

3.1.2 Role of SCT meetings

In order to be considered for placement in one of the Inclusive Special Education groups, students are discussed in SCT meetings. These meetings are held bi-weekly and attended by the classroom teacher, the CC and the contact person of EC2. In the meeting, the teacher can ask for intervision from the CC and the educational specialist from EC2. The teacher can get support, request assessments, receive new teaching strategies, observations can be shared, and IEPs and IDPs can be written and evaluated.

The SCT meetings offer the teacher the possibility to keep track of the development of the students and adjust teaching strategies in order to facilitate the learning needs of the individual student. The Inclusive Special Education teacher will attend the SCT meetings from schoolyear 2021-2022 onwards.

3.1.3 Role of the CART

When the care request pertains to topics outside the scope of internal education care, students will be discussed in the CART meeting. CART is a platform where CCs meet with the EC2 team, representatives of Public Health (PH), Zorg Jeugd Caribisch Nederland (ZJCN), and the Island Social Unit (ISU) of the Public Entity Saba. This ensures that all stakeholders engaged with youth on Saba can think along for the best possible approach for the care request. A student can also be brought up in CART to decide if he/she is a candidate for the Inclusive Special Education project.

Another role of the CART meetings is to align youth care and education care by applying the 1-Family/1-Plan principle.

3.1.4 Role of the care coordinator

Before referring a student to Inclusive Special Education, the schools will show they took every step in the education care system by handing over a report that includes all items listed in chapter 3.1.1.

The IEP or IDP cannot be older than one year, it has to be put in practice and needs to be evaluated with the parents during the course of the plan.

To be admitted to the Inclusive Special Education project, an RT-report needs to be available in which the acquired results are mentioned. In closure, the school is responsible to inform the parents about the referral and will fill in the registration form with them (Appendix 3).

3.1.5 Role of EC2

Referred students would already be known at EC2. EC2 must have been invited by the school to do observations, do assessments and reach a diagnosis for the student. The recommendations resulting from the assessments need to be clearly communicated with the schools and put into an IDP, allowing the school to work accordingly for at least one term. EC2 (in a case meeting) will determine if a student is eligible for the Inclusive Special Education program and if so, will have a placement meeting with the parents.

The following services are available at EC2:

Project Leader Inclusive Special Education, 40 hrs per week: Lisa Langerak



- Research, develop and implement ISE at primary and secondary level in contact with OCW and employed by EC2;
- Secure funding for materials, staff, building, and implement this plan.
- Give guidance to PEAs and teachers of ISE students.
- Liaise with Department Leaders and Care Coordinators.

Behavior Coach/Pedagogue, 40 hrs per week: Fleur Kregting



- Assist teachers in learning new skills to deal with children that are demonstrating behavior problems or special needs in their education;
- Provide coaching ideas for parents and teachers;
- Make behavior plans with the teacher;
- Observe students and provide counseling;
- Do practical and creative activities with students to apply new skills.

Speech & Language Therapist, 8 hrs per week average: Esmeralda van Hoek



- Diagnosis and treatment of children with speech and language issues. This can be in the field of development of communication, language development, and vocabulary.
- Treatment of articulation problems;
- Treatment of physical problems, such as issues with voice and mouth;
- Treatment of fluency of speech.

Youth Development Specialist, 40 hrs per week: Rayann Ramdin



- Provide practical help to students with social issues related to school;
- Support parents and teachers with social matters within the school and the families;
- Organize parenting events, such as informative parent sessions;
- Attend Small Care Team meetings in the schools;
- Do psychological assessments (e.g., concentration, behavior, learning abilities);
- Mediate between school and home.

Occupational Therapy, 4 hrs per week: D’Antoinette Sorton



EC2 is able to make the Occupational Therapist available to students and teachers on Saba through a grant from the ministry of SZW. Her field of work is:

- Issues with fine motor skills;
- Train visual processing skills;
- Observe to see how a child responds to the environment;
- Advise teachers and parents.

Education Coach, 16 hrs per week: Jet van Heijnsbergen



- Support teachers by giving advice on teaching approach, materials and strategies;
- Assess level of achievement, learning style, at-risk factors for dyslexia & dyscalculia;
- Advise on entry grade 1 by assessing early academic & language skills;
- Advise on placement in SCS and SKJ with non-verbal ability test, School Questionnaire on learning aptitudes, and career choice assessment;
- Give specialized lessons to students making use of applied academics.

Personal Ed Assistant, 20-25 hrs per week: Claire Mandolado, LeShayne Charles, Amanda Aguirre



- Support one child fulltime or two children parttime in the regular classroom;
- The PEA observes and guides the student throughout the day in all educational activities, in and outside of the class;
- The PEA makes it possible for children with special needs to be part of their peer group (inclusive education) in school.



3.2 Group composition

When determining the composition of the different groups, all students that are signed up for extra care are taken into account. We observed the students and discussed them with the schools. In the meantime, the application criteria were announced and the CCs were informed about the registration process and the documentation that needs to be submitted.

With the current number of students, a maximum of two groups can be formed, PE and SE together. In these groups the students will do their work based on their individual plan in a smaller and calmer environment for two and a half hours a day. Extra support is available for the students with more severe learning disabilities, students with severe oppositional defiant disorder and students with developmental delays. Some of these students meet the criteria for multiple categories.

3.2.1 Group 1: Academic support

The primary school signed up students with a learning delay of at least three years for the academic support group. When the school meets the application criteria, students will be admitted to the program.

The secondary school signed up all PrO-students for the learning support group. These students have an IQ of 60-80 and meet the criteria for cluster 3 education. PrO-education is a task of the secondary school and therefore the Inclusive Special Education department will focus on offering their support through the SCT meetings, curriculum development sessions and monthly meetings of the department leaders. From these students, only the students with multiple diagnoses will be added to the Inclusive Special Education groups.

EC2 can be asked to offer e.g., a specialized module to the PrO-students or for an exchange of teachers. The collaboration will mainly focus on the time that the Inclusive Special Education department leader spends on intervision for the students and their development.

The SRF is currently developing a plan for a rebound facility. EC2 is actively involved in this plan and the Inclusive Special Education department is open for collaboration in this rebound facility.

The Inclusive Special Education department will work in small groups and preferably follows the curriculum of the regular classes. The SEN teacher and assistant will be in the classroom at all times, next to the PEAs of some of the students. The PEAs will be with their student throughout the day, also during gym, break time, celebrations and library visits.

Therapy sessions like SLT and OT will be planned in the Inclusive Special Education schedule, so students will be in their regular class as much as possible.

3.2.2 Group 2: Social-emotional support.

The second group will consist of students with a need for behavior regulation in a small group environment. The group will mainly consist of students of the primary school who have difficulty remaining focused after 10.30am due to concentration problems and who are diagnosed with e.g., attachment issues, AD(H)D, Autism Spectrum Disorder or Conduct Disorder. They will be placed in the program when school meets the placement criteria. From the PrO-students, only the students with multiple diagnoses will be added to the social emotional support group.

A sensory room will be set up next to the Inclusive Special Education classroom. A sensory room or chill-out space can provide a low stimulation area which pupils can use to settle in, or have quiet time from a busy classroom. It can be used for children with ASD, ADHD, anxiety disorder and language development delay. Pupils can use the chill-out room as a means of managing their own behavior, by requesting time in it when they recognize their stress levels are rising. Equipment may be provided for balance and movement (trampolines, rocking chair, swing, balancing board), calming pressure (weighted blankets, stuffed animals, joint pressure massage), or fidgeting behavior (fidget spinners, puzzles, squeeze balls), auditory input (calming music and sounds like crashing waves).

Chill-out spaces are used as one to one therapy rooms and as safe areas in which to enjoy sensory equipment. Time in a sensory room can be offered as part of positive reinforcement. A tent or netting roof, viewing panels and optional white wall allow for use of a projector or sensory lighting.

Many schools offer parents the option for a chill-out room to be used as part of a crisis management plan for their child. It can help reduce the incidence of crisis situations or melt-downs and function as part of a restraint reduction plan.

Students who have a PEA can be guided to the sensory room whenever a melt-down is coming up, thus preventing possibly harmful situations from occurring. It is a less restrictive option than manual holding to prevent physical injury to others from an agitated student. This can mean that relationships with staff members are not damaged by the use of more restrictive practices.

The Inclusive Special Education teacher and department leader can assist the PrO-teachers with the development of a social skills training module. One adolescent with a more severe form of ASD, who is not registered at the high school is also not eligible for the Inclusive Special Education project. For this individual, a day care schedule with individual guidance (care and education) should be arranged. EC2 and the Inclusive Special Education team members are willing to think along with other organisations on the island (Child Focus and Body, Mind & Spirit) to find a day care solution for this individual.

For all students, but particularly for students who experience challenges in school, it is helpful to use teaching strategies that are positive and supportive. In the group with focus on social development the following methods and techniques will be applied on a daily basis.

- Resilience coaching: developing and sustaining positive mindset in relation to self-concept;
- Mindfulness: attention and focus on effective emotion regulation;
- Neuro Linguistic Programming: self-awareness of thinking, decisions and behavior;
- Rock & Water: develop self-awareness and resilience through psycho-motor practice;
- Wellbeing & involvement: teaching points of observation and development for deep learning;
- Therapeutic play: processing feelings of psycho-social difficulties in a safe situation;
- Creative expression: visual arts, creative writing, music and drama as ways to learn about, express and process own feelings;
- Positive pedagogy: teaching approach that sets positive goals, emphasizes positive interaction;
- Nonviolent Communication: reflect on what the other needs, also in contact with parents.

3.2.3 Students for whom the schools meet the placement criteria

Table 2. Students for whom the schools meet the placement criteria

Category	<6	6-13	13+	18+
Students that are eligible for a PEA	(1)	(1)	0	0
Different ways of care (e.g., day care)	0	0	(1)	0
Cluster 3. Learning disabilities Students eligible for the morning group	0	6	0	0
Cluster 4. Social emotional support Students eligible for the afternoon group	0	6	2	0
Total number of students	PE 12		VE 2	

3.3 All students belong

Different teaching strategies, differentiation or students that learn in a different way: all this is still in a preliminary stage of development. Special education is a concept which is still unclear to many teachers and parents, because it hasn't been experienced on Saba before.

In this document, we talk about integration and inclusion, while students still need to adjust to the curriculum from the schools. When it appears that an insufficient amount of attention can be given to the specific education needs of a student, a referral to EC2 or the Inclusive Special Education department will be made. Exclusion and segregation are applied to protect an education system in which individual differences between students are not recognized or met. This is a deficit model.

One bit at the time, we try to incorporate an inclusive and tolerant approach in the school system. Parents and teachers are starting to open up for tailor-made education. A lot of effort has been put in the relationship with the parents, and dreams (regarding the project) of the students, teachers and CCs have been heard. The mindshift is slowly taking place.

By placing the Inclusive Special Education classrooms within the current schools, students enrolled in the project can stay in their school community. They can walk from their regular classroom to the Inclusive Special Education classroom. By only taking the children out of their regular class for 2.5 hours per day, the children will remain part of their peer group. They will have break time with their peers, but also participate in gym classes, birthdays, assembly's, festivities, visits to the library etc.

The IDPs of the students will be evaluated at the end of every term, to see if they still require the Inclusive Special Education setting or if they are able to return to the regular group with their peers (with or without RT).

3.4 Accommodation

The primary school will make the classroom next to the EC2 office available for the Inclusive Special Education project, allowing for students to come to EC2 for therapy, testing or other sessions very easily. Also, the EC2 professionals can be called on immediately and enter the classroom to give support. The classroom has ample space to create a sensory room (see 3.2.2). The furnishing of which will be financed by BES(t)4kids.

The secondary school will make the classroom next to the PrO-room available for the Inclusive Special Education project. This offers the possibility for the Inclusive Special Education teacher to support the PrO-teachers and work together on the social-emotional skills training. The project leader and homeroom teacher of the PrO students will make a plan for furnishing this classroom.

4 Education care arrangements

According to the Convention of the Rights of the Child⁸ every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school at the highest level possible. Children's education should help them fully develop their personalities, talents and abilities.

4.1 Point of departure

The development of the student is most important. When designing an IDP, alignment of what a student can or cannot do is essential. An optimal combination of education and care can be provided when alignment of both aspects is done in care arrangements (CA).

- An optimal CA in terms of education means: as much education time as the student can handle, based on his/her cognitive abilities and in agreement with services from other stakeholders in youth care.
- An optimal CA in terms of care means: focus on result, tailor-made for the care need, in collaboration and agreement with education and other stakeholders.

This project gives opportunity for tailor-made solutions, departing from the situation of the student. When support in education as well as youth care is needed, both parties take their role in the establishment of a plan: 1-child/1-plan. The first contact for tailor-made solutions will take place during the CART-meetings.

Education (schools and EC2) and care (ZJCN and SU) are together responsible for the care arrangements, both financially and content wise. The educational possibilities on Saba will be used as much as possible, and if necessary, additional care will be bought from neighboring islands or other islands in the BES.

Parents and students will always be involved when designing a care arrangement. A joint plan will be established by the youth team and education, in close collaboration with the parents. It will contain an action plan, time line and evaluation.

To create a tailor-made solution for a student, all stakeholders need to cooperate in taking the following steps:

- Answer the question what the student needs from us in order to be able to follow education;
- Distinguish the education support and additional care and supervision during school hours;
- Determine who can offer what part of the care arrangement for the student;
- Determine where the care arrangement can be offered with the best results;
- Take responsibility for the tasks and financial obligations and act in this together.

4.2 Current education care arrangements

It is very possible that a student receives a combination of care. This is mentioned on their personal care card, as are the days, place and time of the service they receive, and who provides it.

The following education care arrangements will be offered to the students:

⁸ UNICEF Geneva, November 20, 1989.

Service	Area of development	Time frame	By whom?	Who refers? Who places?
Speech & Language Therapy	Communication difficulties, speech, language development	Determined by SLT, added to IEP/IDP of the student	SLT Esmeralda van Hoek	School after checklist: assessment by SLT
Occupational Therapy	Information processing, fine motor skills, sensory integration	Determined by OT, added to IEP/IDP of the student	OT D'Antoinette Sorton	School after checklist: EC2 assessment by OT
Therapeutic play and music	Social emotional well-being, trauma, self-expression, processing of experiences, behavior	Determined by BC/YDS, added to IEP/IDP of the student	BC Fleur Kregting YDS Kezia Guy	EC2 after observation: assessment BC
Pediatric physical / motor skills	Hand-eye-coordination, gross motor activity, body scheme, obesity, balance	Determined by OT, added to IEP/IDP of the student	OT D'Antoinette Sorton or PPT	OT or Public Health Nurse
Behavioral guidance	Behavior, social emotional development, adjustments in curriculum	Determined by BC, added to IEP/IDP of the student	BC Fleur Kregting	School after checklist: EC2 screening BC
Social-emotional guidance	Social learning, processing of trauma and experiences,	Determined by YDS, added to IEP/IDP of the student	YDS Kezia Guy	EC2 after observation
PEA	Multiple complex disabilities	Depends on diagnose and IDP	PEA	EC2 after diagnoses
SEN	Tailor-made curriculum	Depends on diagnosis and placement EC2	SEN- teacher + assistent	School after referral: EC2, ISE project leader
Dyslexia training	Visual reading strategies, sight words	Determined AC, added to IEP/IDP of the student	AC Jet van Heijnsbergen	School, after checklist EC2
Homework group	Support, materialen, rustige huiswerkplek, instructieverwerking	6 to 12 months	EC2	Student
Dyscalculia training	Visual math strategies, reading comprehension	Determined by AC, added to IEP/IDP of the student	AC Jet van Heijnsbergen	AC after screening
Creative expression	Expressive skills, verbal and non-verbal	Determined by the coach	Lisa Langerak	EC2, ISE project leader
Theater	Expression in play and word, empathy, social development	Determined by the coach	Lisa Langerak	EC2, ISE project leader
Anxiety and stress management	Planning, stress, coping skills,	Determined by Youth Development Specialist	YDS Kezia Guy	EC2 after observation

4.3 Care card

The students receive a care card which states which arrangements the student receives (Appendix 4). This offers the schools a clear view on which types of care EC2 and the Inclusive Special Education project can offer, possibly in collaboration with other partners in the youth chain.

A student should have the care card with him/her at all times, so it can be shown to teachers in the regular PE and SE program to make them aware of certain privileges, such as using a reading pen or spell checker.

5 Collaboration amongst care partners

Saba is home to many organisations that are involved in the wellbeing of the children. Positive collaboration and a joined vision will therefore contribute to effectively organise Inclusive Special Education. During a recent CART-meeting, the importance of diversity was discussed with all stakeholders and the intention is to pay more attention to this theme. It offers all stakeholders a perfect opportunity to work together.

5.1 CART-meetings

Organisations involved with the children of Saba come together to discuss which child or which family needs a certain service in the CART meetings. The care coordinators of all schools are involved, as are ZJCN, SHCF, PH, ISU, SRF and EC2.

The CART expressed the ambition to communicate openly and transparently, to provide close collaboration with the parents, and to make policies for all children and adolescents on Saba. Some of the involved organisations also work together with BES(t)4 kids on the 1-Family/1-Plan approach, which can complement the already existent care arrangements at a later stage.

5.2 Daycare Center and Afternoon School and Activities

EC2 has a close working relationship with the Laura Linzey Day Care Centre (LLDCC). Through bi-weekly SCT meetings we are involved at an early stage when there are questions about the approach of 3-4 year-old children. The SCT meetings at LLDCC allow for early identification, and -if we all act on the signals- early intervention.

EC2 collaborates with Child Focus; because we know how the students are doing in school, we can offer advice and share best practices with CF. The afternoon school is in contact with the primary school about mutual students.

The BES(t)4kids program has identified areas for improvement and aims to establish an optimal collaboration in the Integral Care Plan, in order to offer quality care and services for all children, also the ones with an extra care need.

5.3 SRF

The Saba Reach Foundation started a workgroup together with EC2, PES and SCS to establish a time-out facility (Rebound) for the students of the secondary school. This would be a great opportunity for students who are not easily educable or that are hard to motivate. In the near future, we are looking forward to a close collaboration on this point!

EC2 will be instrumental in the placement procedure for this facility.

5.4 Additional teacher training

Presently, there are no qualified SEN teachers on the island. Therefore, the new Inclusive Special Education teachers will have to be recruited from outside Saba. We would like to hire SEN assistants from the region who will be offered to further their education by obtaining a bachelor SEN. In this way, they can grow towards becoming a certified SEN-teacher and can give longterm commitment to the project.

The risk with hiring people from abroad is that at some point they will move back again. By allowing local SEN assistants to grow towards SEN qualification the continuity of the project is harbored.

A second indicator of success of the Inclusive Special Education project is extra training for the current teachers. Teachers would learn how to teach in a student-centered way and differentiation would become an accepted concept within the school culture. More RT-support should become available for both the student and their teachers. The theme of 'diversity', as determined during the CART-meeting, will get extra attention.

On the occasion of the tenth anniversary of EC2, we want to ask several guest lecturers to conduct webinars and possibly visit the island to give workshops for teachers, parents and other stakeholders involved. By doing so, we want to motivate the first line care in the schools to create a more inclusive learning environment.

A misconception in European Netherlands is that schools in the Dutch Caribbean would be inclusive schools, while inclusive education on Saba is only at a beginning stages. This can be concluded from the lack of systematic planning and use of the AOA. Therefore, a refresher course on AOA for both schools is strongly suggested by EC2 and confirmed by Minister Arie Slob. By offering these workshops and training possibilities, we hope that in the future more teachers are able to work with students with different cognitive abilities and education needs.

We cannot change the situation at home for some of the students, but we can offer the students a pedagogically safe environment in the inclusive setting, help them create success stories and improve their self-image. This can be stimulated when teachers are able to assess learning styles and adjust their teachings to match the preferred modalities of their students. Also, the recruitment policy of the schools can be of big influence. When the schools hire teachers who are able and willing to differentiate, have experience as a SEN-teacher, and know how to meet the needs of the different students, a change of culture in the schools could be established.

5.5 Position of the project leader

The project leader will work for EC2 and coordinates the Inclusive Special Education groups in both schools. She will liaise with the management teams, have a broad view of developments in both schools and represent the Inclusive Special Education department. She will work in close collaboration with the care coordinators of both schools, as with the remedial teachers. At EC2, she will give guidance to the SEN-teachers and -assistants. Both the SEN-teachers and -assistants will be hired by EC2, but will work together in close collaboration with their respective school teams.

Through close collaboration with all the stakeholders, we hope to achieve an effective care system for the students. Together with care coordinators, SEN-teachers and -assistants, it will be assessed whether there are care components that can be covered by the internal care of the schools and what will remain a responsibility of EC2.

To ensure the collaboration with the schools and EC2, the position of project leader will be shared with the schools by means of a management matrix (meeting schedule). In this way, referrals of students to EC2 and ISE can be discussed and assessed in a timely manner.

In the upcoming two years EC2 will start with multiple pilot groups to see if the Inclusive Special Education project really means that the students get tailor-made care. By exchanging information directly with school management and also being in the classrooms, the project leader will be able to observe, coach and evaluate from a helicopter view. Findings will be shared with the schools, teachers, EC2 and other stakeholders during the different platform meetings as mentioned above.

5.6 Remedial teacher

A qualified Remedial Teacher (RT) who can provide first line pedagogical and didactical remediation, is necessary in both schools. The secondary school doesn't have an RT, but the need for one exists to prevent students from failing in certain areas and guide teachers with differentiation.

A skilled RT is essential in the primary school. This teacher will be able to provide and facilitate internal care level 1-3 in the classroom and work side-by-side with the Inclusive Special Education project. For example, a student enrolled in the social emotional group having difficulty reading, can get in-class RT in the mornings. The RT would attend the SCT-meetings to ensure all stakeholders involved are on the same page and work towards the same goal.

5.7 Care coordinators

EC2 works with the care coordinators of both schools on a daily basis. All students that are eligible for extra care by EC2 are known by the CCs. The care coordinators join the CART-meetings and SCT-meetings. Students can only be placed in the Inclusive Special-group after the care coordinator has followed the procedures and filed the paper work for the application. This includes the complete trajectory and educational planning of the internal care levels.

5.8 Parents

At EC2, we have observed a trend where parents turn to EC2 directly asking for help for their children. Often, parents of children with special needs know what we do and are grateful for it. Nevertheless, there is still a taboo at times on actually giving a diagnosis or offering a differentiated program.

Starting the Inclusive Special Education pilot group can be helpful in breaking this taboo and improving collaboration and open communication with the parents.

6 Evaluation

Effective Inclusive Special Education means that students work with an IDP and their individual schedule. The students will receive specialized instruction, tailor-made to fit their learning style. They will function in a smaller group with less stimuli and triggers. Their lessons will align with the goals that are set for each individual student. These goals will differ per student.

It is a requirement that all teachers work on the goals in the same way as described in the IDPs, and that intervention, reflection and evaluation will take place bi-weekly during the SCT-meetings, attended by the SEN-teacher, the classroom teacher, the care coordinator, the RT and possibly the project leader.

The efficacy of education would improve by assessing whether the curricula connect to the learning needs of the students. Does the material fit into their social environment? Is positive reinforcement being used? Social learning activities in the classroom, anti-bullying campaigns, group-building activities and circle time are focus points besides the 3 R's. In the SCT meetings these topics will be on the agenda.

Parental involvement is an important indicator of success for the Inclusive Special Education project and the development of the students. Transparent communication from all the stakeholders towards the parents is essential. Parents will be asked for their opinion regularly by means of questionnaires, interviews and in daily contacts.

Students who come to EC2 work according to a guidance plan with measurable goals which are evaluated using standardized instruments. The goals in the guidance plans are evaluated on a regular basis in case meetings. Outcomes are shared in the SCT-meetings with the school. Twice per year, a report is written and guidance plans are adjusted as the goals are met. Students in the Inclusive Special Education program will be asked to give their opinion by filling out questionnaires and participating in feedback discussions.

Some examples of the instruments EC2 uses to measure the progress on social emotional as academic level, are:

- School Questionnaire: assessment of motivation, wellbeing and self-concept
- Raven Standard Progressive Matrices: non-verbal ability screening
- Kaufman Survey of Early Academic & Language Skills: for children younger than 6.11 years
- Clinical Evaluation of Language Fundamentals - IV
- Interest Determination, Exploration and Assessment System: career choice
- Multiple Intelligences Assessment: to detect learning style
- Wechsler Intelligence Scale for Children – IV: cognitive ability
- SEDAL, assessment of Social-Emotional Developmental Age Level
- Dyslexia screening
- Kaufman Test of Educational Achievement - II
- Bourdon- Vos Wilde Range Assessment of Memory & Learning + Bender Gestalt test
- Salend: Student Performance Evaluation
- ZAREKI - R: neuropsychological test battery for number processing and math

7 Budget

Currently, the schools receive a care allowance per student. This is added to the lumpsum of the school and not per se used for education care. It could be considered that the students enrolled in the Inclusive Special Education project receive a personal budget from the school and that this budget is used for the extra services they receive.

We follow the progress and outcomes of the education sector meetings of Minister Arie Slob pertaining to PrO-education. Presently, an investigation is ongoing to explore modernization of subsidies for *leerwegondersteunend onderwijs* and *praktijkonderwijs*. The purpose would be to fund those institutions that actually arrange for the education of the children.

What is needed to realise the Inclusive Special Education department?

Table 3. Budget for realisation of the Inclusive Special Education Department.

Where	What	Unit	\$ year 1	\$ year 2	
EC2	ISE Department Leader	Per year	90,000	90,000	
	Exchange colleagues	Lumpsum	5,000		
	Resource materials	Per year	5,000	5,000	
Total			100,000	95,000	\$195,000
PE	Curriculum life & social skills	Per year	4,000	4,000	
	Courses AOA + differentiation	Per year	10,000	10,000	
	Assistant SEN + training	Per year	45,000	45,000	
	Teacher SEN	Per year	80,000	80,000	
	Exchange colleagues	Lumpsum	5,000		
	Reconstruction classroom	1	15,000		
	Curriculum materials	Per year	5,000	5,000	
	Furniture	Lumpsum	15,000		
	Recruitment teacher	Lumpsum	6,000		
	Sensory room refurbishing	OLS	(10,000)		
	Total			185,000	144,000
SE	Curriculum life & social skills	Per year	5,000	5,000	
	Assistant SEN + training	Per year	45,000	45,000	
	Teacher SEN	Per year	80,000	75,000	
	Exchange colleagues	Lumpsum	5,000		
	Reconstruction classroom	1	15,000		
	Curriculum materials	Per year	5,000	5,000	
	Furniture	Lumpsum	10,000		
	Recruitment teacher	Lumpsum	6,000		
			171,000	130,000	\$201,000
Total			456,000	369,000	\$701,000

8 Implementation and final report

EC2 awaits the final approval of the Inclusive Special Education project from OCW, after which we can make the preparations to start the program. We greatly depend on factors in the environment of the project: OCW to approve the final request and budget, sister islands to submit their proposals on time, referrals by the schools, Planning Bureau to make an estimate and put reconstruction of the classrooms up for bid, local contractors to write proposals, etc.

From our part, we have communicated a strict deadline of June 1st to submit all paperwork for those students the schools wants to enroll in the Inclusive Special Education project starting September. We will start a pilot group with students for whom we received all the necessary documents. In other words, students who have depleted all care options within the school. This also implies that groups may grow during the throughout the year. Yet, EC2 has the prerogative to set a maximum number of students.

The fact that the financial plan submitted in November 2020 hasn't been approved as yet, is holding us back in making progress. EC2, as a small organisation, doesn't have the financial resources to pay out-of-pocket for the teachers who need to be hired, reconstruction work or materials that should be purchased.

We are currently working on:

- **Housing**
We have verbal agreements with the principals and boards of both schools. We were able to obtain two classrooms that we can use for the Inclusive Special Education project. Together with the Planning Bureau Public Entity Saba we are working on a plan to reconstruct and furnish these classrooms. We expect the classrooms to be finished in September 2021. See Attachment 5 for planning.
- **Hiring process teachers and assistants**
The past few months we were able to organize many job interviews. Based on these interviews, we selected two teachers who we would like to hire for the Inclusive Special Education project. Unfortunately, we are still waiting for an approval of our financial proposal. Teachers usually have a 2-month resignation period. In addition, all people moving to Saba from countries other than the Netherlands, BES and USA are likely to spend 3 months before they adhere to all requirements from IND. Hence, we anticipate not meeting the target date of September 1st.
- **Intake of students**
The intake procedure had a deadline set for June 1st. We will start with two pilot groups of 5 or 6 students from the primary school. At the secondary school, we will determine how we can support the individual students in PrO, including adjustments to their curriculum and meetings with their teachers. It will be possible to register students that weren't admitted this time to the project next year.
- **Information sessions for parents**
In the last school week, during the report card meetings, the project leader will have meetings with the parents to share information about the Inclusive Special Education project. We hope to have the formal approval from OCW for our plans before these meetings take place (last week of June), so we can start in September 2021.
- **Share information with the stakeholders**
Presentations are held for the boards of both schools and EC2, as well as a presentation in the CART-meeting and with other stakeholders. Up to this point, all stakeholders agree with the plan and the way EC2 has been dealing with the Inclusive Special Education project. Transparent communication on the implementation and the start of the project is needed inside and outside the schools.

- **Order furniture and teaching materials**

The classroom for Inclusive Special Education ideally would cater to various practical activities, such as: cooking, handicraft/maintenance, gardening, creative arts. But also academic subjects, research, play and movement, and music activities would take place in the same classroom. The rooms would have two clearly different purposes: academics and social learning. For both programs materials have to be available that are attractive, challenging, and befitting the learning styles and actual didactical and pedagogical demands of the students.

In the upcoming months work will be done on:

- Informing and teaching the teachers
- Supporting involved organisations (transparent communication, clear vision)
- Evaluating pilot groups
- Buying or designing curriculum for social emotional skills and life skills
- Promoting the project on the island, break taboos about diversity and being different/learning differently
- Presentations and meetings with the stakeholders
- Insight in teacher training on the island,
- Start SEN-training for teachers (Aruba) as well as PEAs (Curaçao)
- Writing & purchasing tailor-made curriculum and modules

9 Appendices

9.1 Appendix 1

Letter to the Minister of Education, Mr. Arie Slob



ST. JOHN'S | SABA | DUTCH CARIBBEAN

Minister for Primary & Secondary Education and Media
His Excellence Mr. A. Slob
The Hague, The Netherlands

Saba, February 3, 2020
Re. Specialized Education

Dear Minister Slob,

In reference to our meeting on January 13, 2020 we -the directors of Sacred Heart Primary School (SHS), Expertise Center Education Care (EC2) and Saba Comprehensive School (SCS)- would like to express our gratitude for allowing us to explain Saba's challenges in providing quality education care.

As indicated in our meetings, all partners involved in the education care system on Saba are working at the limits of their capabilities. Specifically, one group of children is affected by this. We have identified at least 15 children with intellectual disabilities, out of which 3 have additional disorders; 6 more students have a specific learning disability. Some of these children have behavioral issues as well, possibly because their needs aren't being met. The principals of the three institutions have looked into the possibilities how to best cater for these students. Together we believe that these children are unable to attend classes in a regular setting and should receive specialized education.

We all share the urgent need for action and are unable to first reflect on OCW's decision relating to the education care structure evaluation. We would like to explore the possibilities for specialized education on Saba as per school year 2020/2021. We intend to recruit a 'quarter master' committed to Saba, who will research and develop the set-up of a small department for Special Primary & Secondary Education. This letter serves as a first subsidy request, to cover the costs of the quarter master and his/her first year of implementation. Based upon the quarter master's findings, we'll proceed with a joint subsidy request to make specialized education happen on Saba.

Profile of quarter master

Assignment

To develop the set-up of a small department for Special Primary & Secondary Education on Saba. The quarter master is expected to make a proposal that includes:

- **Didactical output:** the department will have a learner-centered curriculum with cross-curricular connections of practical themes;
- **Organizational output:** promote cooperation in the current education structure (inclusive when possible, specialized when needed), applying long-term educational planning;
- **Pedagogical output:** apply active learning at individual level, using positive psychology, and input of teachers + parents + multidisciplinary team;
- **Basic care system:** implementing the Action-Oriented Approach (*Handelingsgericht Werken*) in the classrooms.

Knowledge, insight and skills

The person we are looking for:

- Has good communicative skills
- Has experience in developing and managing projects
- Is innovative, creative and inspiring
- Is qualified and experienced in Special Education at primary and/or secondary level
- Knows about curriculum development
- Is able to address situations from a pragmatic point of view
- Has courage
- Has leadership experience
- Can advise on classroom lay-out and design
- Is willing to commit for a longer period to a small island

Budget estimate

US\$70,000 on a yearly basis total salary costs:

- Initially 3 to 6 months research, for set-up, curriculum, classroom design, etc.
- One year of implementation minimum.

US\$10,000 additional incurring costs for recruitment and relocation

While *Passend Onderwijs* receives extra funding in the Netherlands (where so many more conditions are met compared to Saba), we believe more can be done for our students.

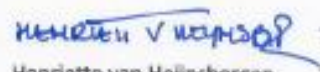
The combined schools have agreed that EC2 will be secretary/penvoerder for this project and hence we request that you contact the director of EC2 pertaining this implementation.

We are looking forward to a favorable response to our request.

With kind regards,



Anton Hermans
Director SCS



Henriette van Heljnsbergen
Director EC2




Diane Wilson
Principal SHS

9.2 Appendix 2

Questionnaire Inclusive Special Education

No	Statement	Strongly agree	Agree	Disagree	Strongly disagree
1	We have students with special education needs (SEN) in our schools.				
2	These students also have the right to quality education on Saba.				
3	Our school should provide for a program at their individual level, starting from their interests.				
4	Saba should have a separate department for kids with SEN ages 4 - 18.				
5	Children with SEN should be taught by teachers who have completed extra training and are experienced in this field.				
6	Each school should have a budget for Special Ed.				
7	All teachers should be knowledgeable of SEN.				
8	There are enough teachers on Saba who can work with kids with SEN.				
9	Special Ed should focus on Life Skills, Social-Emotional Development and practical skills.				
10	Public Health and the Social Unit should play a role in assessing kids.				
11	I know the difference between Special Education Needs and Remedial Teaching.				
12	Saba should have a daycare facility for kids with more severe complex disorders.				
13	Most students with special needs can be taught together with students without such needs, with some external help.				
14	The SEN teachers would be part of the SHS and SCS school team respectively.				
15	Saba should have a separate school for Special Education.				
16	The schools should have a room where kids can unwind and find their bearings (sensory room).				
17	EC2 must be involved in the education of children with Special Needs.				
18	Suggestions given in the test reports from EC2 should be used by Care Coordinators in the Individual Plans.				
19	In our school the Care Coordinator, PrO and SE/RT teacher are helpful in addressing students with special needs.				
20	I am available to teach kids with Special Education Needs and those who need Remedial Teaching.				
21	Mental Health Caribbean should help with the diagnostics of Autism Spectrum Disorder, Intellectual Disorder, etc.				
22	The SEN children need a classroom where they feel safe and respected, and where they have special activities to dos.				

9.3 Appendix 3 Intake Form ISE



**INTAKE FORM
SOCIAL AND COGNITIVE SKILLS GROUP**

Student _____ School SHS SCS SKI
 Teacher/mentor _____ Grade _____
 EC2 coordinator _____ Date of birth _____
 Referral date _____ Parental consent _____

Please observe the items below. Indicate the areas in which you ask for assistance with this student with an X and provide all requested information. Incomplete forms will not be considered.

1. Diagnose or zone of attention:

<input type="checkbox"/> Vision Impairment	<input type="checkbox"/> Chronic disease (e.g. diabetes)
<input type="checkbox"/> Deaf or hard hearing	<input type="checkbox"/> Acquired Brain Injury
<input type="checkbox"/> Behavior Problems	<input type="checkbox"/> Physical Disability
<input type="checkbox"/> Hyperactivity	<input type="checkbox"/> Specific Learning Disability
<input type="checkbox"/> Autism Spectrum Disorder	<input type="checkbox"/> Speech and Language Impairment
<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Emotional Disturbance
<input type="checkbox"/> Obesity, eating disorders	<input type="checkbox"/> Other Health Impairment
<input type="checkbox"/> Medication for _____	<input type="checkbox"/> Other _____

2. Specific circumstances

<input type="checkbox"/> Death in the family	<input type="checkbox"/> Severe illness
<input type="checkbox"/> Unemployment	<input type="checkbox"/> Financial problems
<input type="checkbox"/> Addiction	<input type="checkbox"/> Violence
<input type="checkbox"/> Separation or divorce	<input type="checkbox"/> Other _____

3. School information

	Yes	No	In process
Has the student been discussed in STC?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the student been discussed in CART?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates the student in RT?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works the student with the Care Coordinator?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the student an IEP or IDP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the student a different school plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates the student at EC2?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receives the student any Homework support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the student been tested on cognitive/behavior level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


When was the student last discussed in SCT? _____

When was the last evaluation of the student's RT report? _____

When was the last evaluation of the student's IEP/IDP? _____

When was the last student report of EC2? _____

When was the student last tested and by whom? _____



**INTAKE FORM
SOCIAL AND COGNITIVE SKILLS GROUP**

4. Behavior issues at school

<input type="checkbox"/> Manipulative, tattling	<input type="checkbox"/> Bus problems
<input type="checkbox"/> Disturbs others during work	<input type="checkbox"/> Excessive absences
<input type="checkbox"/> Missing materials	<input type="checkbox"/> Excessive detentions
<input type="checkbox"/> Excessive lying	<input type="checkbox"/> Excessive talking
<input type="checkbox"/> Not following instructions	<input type="checkbox"/> Poor listening skills
<input type="checkbox"/> Excessive tardiness	<input type="checkbox"/> Fighting
<input type="checkbox"/> Talks back to the teacher	<input type="checkbox"/> Violent behavior
<input type="checkbox"/> Guessing on tests	<input type="checkbox"/> Recess problems
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Poor communication
<input type="checkbox"/> Getting out of seat	<input type="checkbox"/> Throwing tantrums

	Yes	No
Do the parents recognize this behavior at home?	<input type="checkbox"/>	<input type="checkbox"/>
Do the parents believe behavior is linked to the child's disability?	<input type="checkbox"/>	<input type="checkbox"/>
Is your child ever bullied in school?	<input type="checkbox"/>	<input type="checkbox"/>
Does your child like to come to school?	<input type="checkbox"/>	<input type="checkbox"/>


5. Emotional development

	Good	Passable	Weak
Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence in others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Realistic expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses norms and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deals with setbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to deal with stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Cognitive skills

	Good	Passable	Weak
Attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasoning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parental concerns areas



**INTAKE FORM
SOCIAL AND COGNITIVE SKILLS GROUP**

7. Math achievements

Last report card results _____

Specific problems in this subject, namely: _____

How many months behind grade level (DLE)? _____

8. Reading and Language Arts (English, Dutch, Spanish) achievements

Last report card results _____

Specific problems in this subject, namely: _____

How many months behind grade level (DLE)? _____

9. Spelling skills

Last report card results _____

Specific problems in this subject, namely: _____

How many months behind grade level (DLE)? _____

10. Social-emotional development


Last report card results _____

Specific problems in this subject, namely: _____

How many months behind grade level (DLE)? _____

11. Factors that hamper the child's overall development

12. Factors that contribute to the child's overall development



**INTAKE FORM
SOCIAL AND COGNITIVE SKILLS GROUP**

13. Current approach

What has been done in school to address the situation? What action is taken by the Homeroom Teacher, Care Coordinator, PRO/SE/RT teacher? What worked? Who was involved? Have colleagues had their input? Which materials were used? How was the approach?

14. Parental involvement

In what way have the parents been involved in addressing the issues? Were the parents in regular contact with the school?

15. What exactly is the assistance you want from the inclusive group?

Revised request for assistance [within the same academic year]

Date _____ What has changed in the situation? Specify the change in education needs.

16. Intake should include

<input type="checkbox"/> Behavior observation report
<input type="checkbox"/> Small Care Team report
<input type="checkbox"/> Recent school report
<input type="checkbox"/> Parental consent
<input type="checkbox"/> IEP or IDP by the school
<input type="checkbox"/> Completed checklist/ Diagnose
<input type="checkbox"/> Other testing

9.4 Appendix 4

Example care card

Name: Z. H.		Date of birth: 24-04-2014			
Service	Developmental area	Time frame	By whom?	Who refers?	Evaluation
Occupational Therapy	Information processing, fine motor skills, sensory integration	6 months - 1 year	OT D'Antoinette Sorton	EC2	December 2021
Social emotional guidance	Social skills, processing of trauma and experiences	6 months - 1 year	YDS Kezia Guy	EC2	December 2021
SEN	Tailor-made curriculum	1 year or longer	SEN- teacher + Assistent + ISE PL	EC2, ISE Project Leader	June 2022
Creative expression	Verbal expression, music	3 – 6 months	PL Lisa Langerak	EC2, ISE Project Leader	October 2021

9.5 Appendix 5

Planning for Inclusive Special Education classroom in PE

Month	School	Order	EC2	Extern	Risk control
Phase 1					
May	Consent school board to use the room next to EC2 Inform teacher Camille Intake students		Floor plan Measure class Indicate changes and meet with Planning Bureau Parental consent Sharing information stakeholders Writing plan ISE Make shortlists candidates for Tr + TA	Planning Bureau have a look on site to see what needs to be done	No approval budget from OCW Start hiring one SEN teacher, no assistants
Phase 2					
June	SCS-meeting inform board SCS about ISE Inform the teachers	Materials for Sensory Room BES(t) 4 kids Materials for academic and social activities SEN Furniture	Hiring teachers + TA Insight in teacher training on the island Translate and publish plan Parental consent for placement Information session for parents	Make estimate by Planning Bureau Put plan up for bid	No approval budget from OCW can't place a complete order - borrow materials from EC2 or schools Flexible team
Phase 3					
July	Empty the classroom PE + future Sensory Room	Furniture	Communicate with other care organisations; shared vision	Choose a contractor by Planning Bureau Start reconstruction Painting the classroom	
August	Information session parents Informing the teachers Finishing classroom		Furnish classroom Hire assistant Organise training in differentiation and AOA Designing curriculum emotional and life skills	Reconstruction classroom and Sensory Room Install AC	Have another room available or use the room without adjustments Use materials from EC2
Sept/ Oct	Writing/Evaluating IEP/IDP Writing/designing tailor-made curriculum Meeting with the teachers Finishing sensory room		Evaluating pilot groups Writing and purchasing tailor-made curriculum		Postpone building activities to the mid-term break in October Start pilot groups with less students