



# THE “STEFAN DECANSKI” SCHOOL FOR HEARING-IMPAIRED STUDENTS, BELGRADE - SERBIA



Škola za oštećene sluhom-nagluve  
“Stefan Dečanski”, Beograd, Srbija

# GENERAL INFORMATION

- **LOCATION:**

**Svetozara Markovića 85  
11 000 Belgrade, SERBIA**

- **TELEPHONE:** +381/11-2684 -167

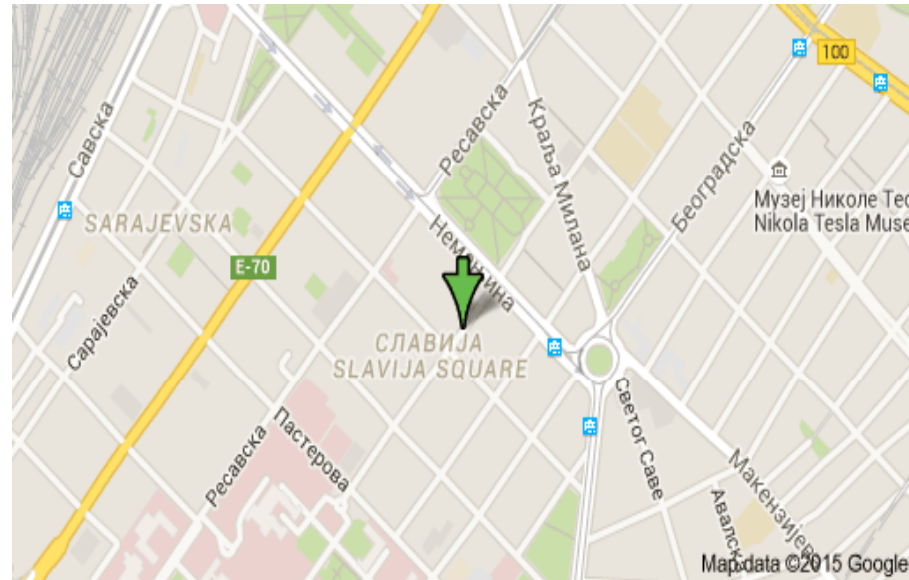
- **FAX:** +381/11-2687-136;

- **E-MAIL:** [stefan.decanski@sbb.rs](mailto:stefan.decanski@sbb.rs)

- **WEB SITE:** <http://www.decanski.znanje.info/>

- **DIRECTOR:** Lepasava Petrović

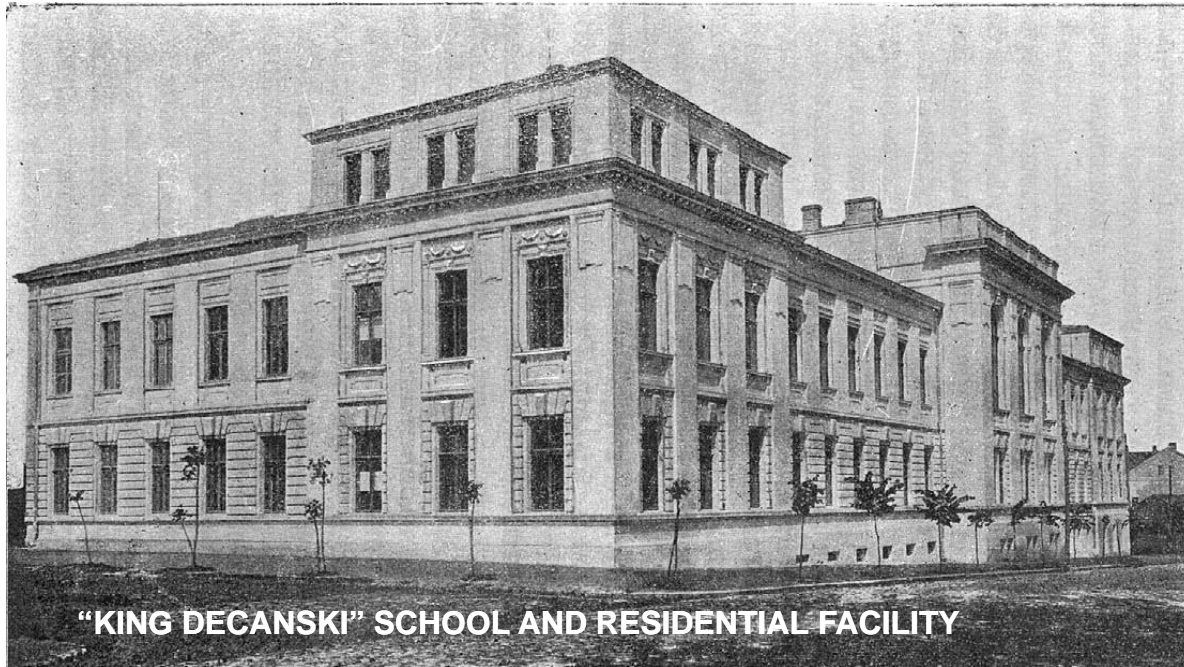
- **Residential facility** on the top floor of the school building (belongs to another institution - Centre for Housing and Day Care for Children and Youth with Disabilities - we cooperate with as our students are accommodated in the facility)



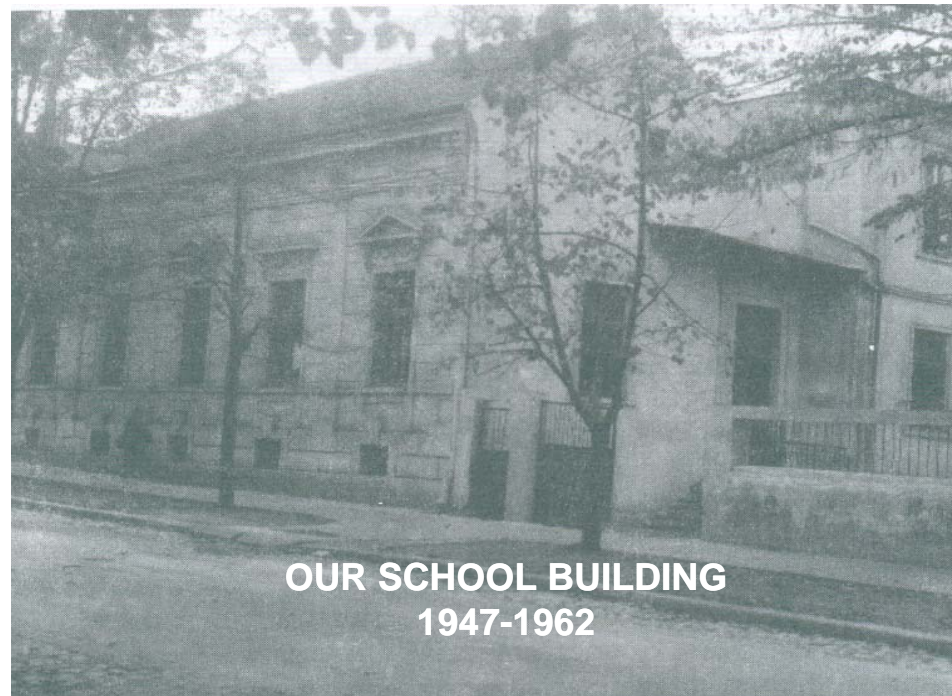
# OUR SCHOOL HISTORY

- In 1897, the Society “King Decanski” opened The Institute for Education of Deaf Children
- Eight grades, each with duration of one year
- Oral approach was used in educating deaf children, as the Berlin curriculum for deaf was used as a model
- After the World War II the school became a public institution
- It got the name “Elementary School no.44”.
- In 1952 the school name was changed again into the School for Deaf “Silvije Kranjcevic”
- In 1997, on its 100 anniversary, the school got the name “Stefan Decanski” School for the Hearing-Impaired Students





**"KING DECANSKI" SCHOOL AND RESIDENTIAL FACILITY**



**OUR SCHOOL BUILDING  
1947-1962**



# THE “STEFAN DECANSKI” SCHOOL TODAY

- Public school for deaf and hard of hearing students
- We also educate children with other types of disabilities (sensory, motor, intellectual, pervasive and multiple disabilities)
- We educate children from the time of diagnosis until they have completed high school or vocational training
- Special education teachers, speech therapists, teachers of different educational backgrounds, psychologists and social workers perform all school activities
- Hearing and deaf/hard of hearing teachers
- School is equipped with assistive technology (multimedia classrooms, Digital School)
- School possesses modern induction (hearing) loop system



- Throughout history, our main aim has always been to follow and actively participate in contemporary scientific trends regarding education and rehabilitation of deaf and hard of hearing children
- Our primary goal is to prepare and empower deaf and hard of hearing students for life and work as independent and creative persons who equally participate in all aspects of the social life
- Resource centre for supporting deaf and hard of hearing students, their parents and teachers in inclusive settings (mainstream schools)

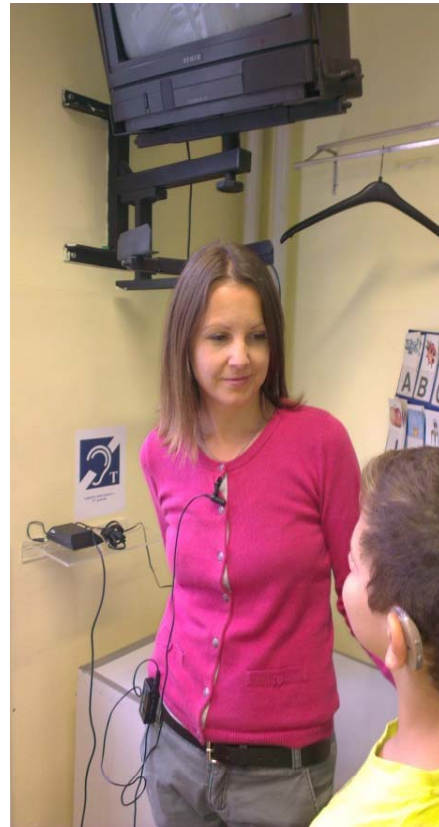


# MULTIMEDIA CORNER

- Smart board
- Video screen
- Audio-video mixer
- Computer connected with two video projectors and a monitor
- DVD player; CD player
- 2.0 audio system integrated with a mixer and inductive (hearing) loop
- Strong power inductive (hearing) loop for 800m/2



# INDUCTIVE (HEARING) LOOP IN A CLASSROOM





# STRUCTURE OF THE SCHOOL

- Preschool education (3 -7 years)
- Elementary school (7-15 years)
- High school (15 - 19 years)
  
- Early intervention (0 - 3 years)
- Rehabilitation of cochlear implanted children (CI users)
  
- Adult education ( 19 - 26 years)
- Specialist education
  
- Resource centre for supporting the inclusive education



# EARLY INTERVENTION

- Early intervention program participants are deaf and hard of hearing children aged 0 to 3 years old, from the following categories:
  - Cochlear implant users
  - Preparing for the cochlear implantation
  - Hearing aids users who are learning how to use their devices
- The program provides:
  - Technical and professional support to parents
  - Professional help and support to children
- Activities are organized in individual and group work settings and include stimulations by body movements and musical stimulations



- The early intervention program is performed by highly educated experts in the field of hearing impairments
- All activities are conducted in the positive atmosphere: vibrant colours, various didactic materials and toys that are appropriate for the learners group are used
- Various games, listening to selected fairy tales, stimulating imagination, masking for different dramatizations are only a part of the contents we use to realize our goals
- As children today often have some additional disabilities that can slow down their progress, elements of sensory integration are incorporated in the early intervention program, in order to improve sensory - motor abilities of the children and help develop their cognitive abilities



- Our goals are:
  - prevention of developmental difficulties
  - rehabilitation of children and their inclusion and integration in the mainstream educational system
  - developing a need for communication which leads to the development of speech
- Since September 2013, when the group was formed, considerable number of children is included into mainstream kindergartens or is preparing for inclusion
- Support and help to mainstream teachers is provided



# COCHLEAR IMPLANT

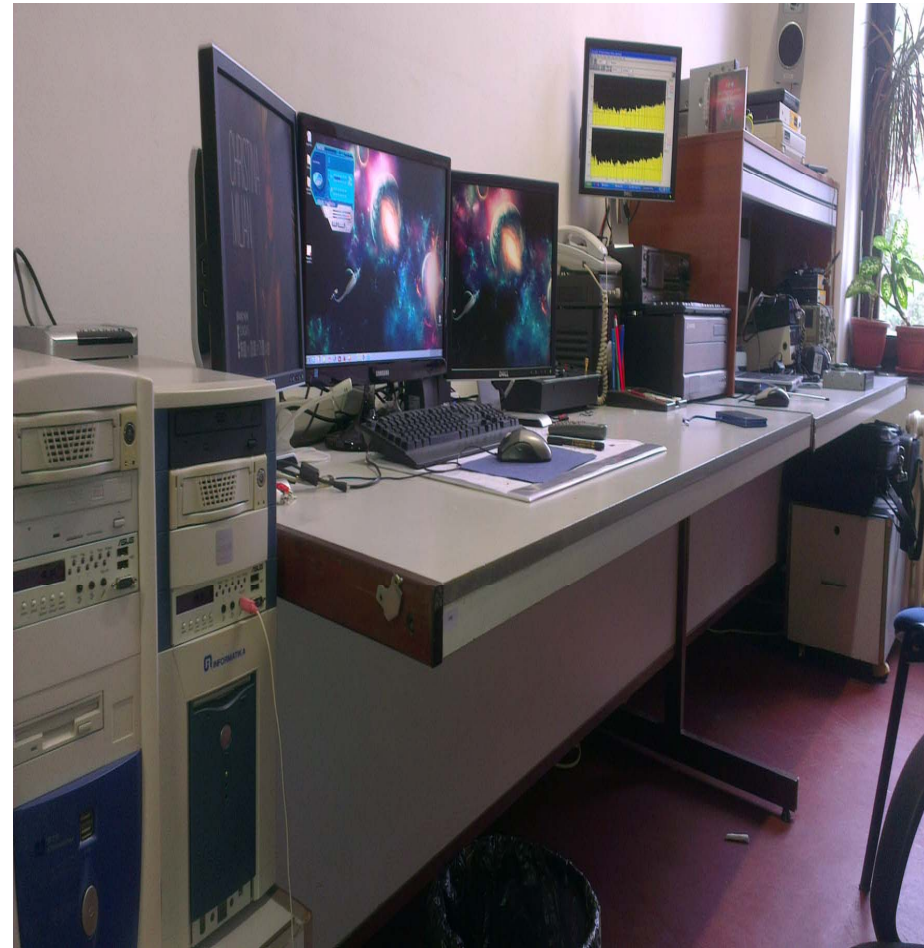
- Special attention is devoted to rehabilitation of the cochlear implanted children
- Rehabilitation of CI users has started in the school in 2000
- Number of CI children is constantly increasing
- Numerous CI children are integrated in mainstream schools and included in regular kindergartens
- The expert team for cochlear implants provides information, explanations, prognosis, and provides support to parents who have opted or will opt for this kind of problem solving of the child's hearing loss
- The school has been organizing international

## **Symposium “I walk and listen”**

- Symposium on novelties and latest trends in the field of cochlear implantation and rehabilitation , titled “I walk and listen” since 2008. Symposium was the result of our wish to share our practical and theoretical knowledge and skills and to exchange opinions and expertise with other professionals in the field (participants from Serbia, Austria, Croatia, Bosnia and Herzegovina, Macedonia, Romania, Bulgaria, the UK). Next symposium “I walk and listen” will be held in November



# HEARING AND SPEECH CABINET FOR FITTING AND THERAPY



## PRESCHOOL EDUCATION

- 3 groups of preschoolers (younger age group, middle age group and preparatory preschool group)
- Special education teachers for hearing impaired and speech therapists work with children in a pleasant, safe and stimulating atmosphere
- Group and individual work
- Active cooperation with parents
- Through play, movements and interaction, emphasis is put on the stimulation of speech and development of complete personality of the child. In this way, the children socialize and adopt basic mathematical concepts, develop intellectual abilities, speech and language skills, independence and other necessary developmental skills.



## ELEMENTARY SCHOOL

- Grades 1 – 8
- Small classes (up to 10 students)
- Mainstream educational plans are used in grades 1-6
- Educational plans for deaf and hard of hearing children are used in grades 7 and 8
- When it is necessary a plan is adapted and modified, Individual Educational Plan (IEP) is written
- Individual and group work
- Adapted teaching methodology (special education methods and various modes of communication , including Serbian sign language)
- Multimedia cabinets are used in teaching
- Parents as partners – encouraging, building capacities and empowering parents to support their children
- 3 groups of prolonged sojourn (afterschool unit)





## HIGH SCHOOL

- 16 educational profiles in 5 fields of work:
  - Chemistry, non-metals and graphic design
  - Mechanical engineering and metal processing
  - Textile and leather industry
  - Forestry and wood processing
  - Personal services
- 1 – 4 years duration, depending on each student's abilities
- Professional practice provided in school and in different companies
- Creative workshops (hairdressing, sewing, carpentry, ceramics, graphic design studio) - used for professional practice and for the school extended activities
- Significant number of students continue their education on different colleges after the high school graduation



## SPECIALIST EDUCATION

- Available in the field of work Personal Services, for the education profiles: male and female hairdresser, manicure and pedicure
- One year duration
- Intended for students who are employed and have a minimum of two years of relevant work experience, but would like to continue their education, improve their knowledge and skills and follow the latest trends in this field of work
- IT technology is used for communicating with the candidates (Skype, Viber)

## ADULT EDUCATION

- Started in the school year 2015/2016
- Students are up to 26 years old
- Vocational education and training or requalification which leads to obtaining qualifications relevant for employment



# THE RESOURCE CENTER

- Supporting deaf and hard of hearing students included in inclusive education settings (mainstream kindergartens and schools, other special schools, colleges and faculties)
- Experienced hearing and speech therapist work with the students
- Individual and group tuitions in various school subjects and foreign language learning
- Enhancing communication and social skills, as well as understanding and cognitive abilities
- Providing necessary help and support to teachers in inclusive settings
- Educating and empowering parents on how to work with their children at home, self-advocate and exercise the rights of their children
- Established cooperation with mainstream kindergartens, primary and secondary schools, some colleges and faculties, and other relevant institutions, as the ultimate goal of rehabilitation is the involvement of children in the mainstream system whenever it is possible
- Scientific and teaching base of the Faculty for Special Education and Rehabilitation, the Faculty of Teacher Training, the Faculty of Philosophy (departments for Psychology and Pedagogy) of Belgrade University and provides relevant professional practice for the students

# EXTRACURRICULAR ACTIVITIES

- Our students can engage in numerous extracurricular activities
- Participation in various school sections
- Excursions and field trips
- Preparing different types of performances
- Participating in different manifestations and cultural events
- Visits to museums, cinemas, theatres and other events



- Students participate in various competitions, arts and other concourses on national and international level, and they obtain distinguishable results in different fields: knowledge and skills, professional skills, cultural and entertainment activities, fine arts, transportation, ecology etc.



- Participation in international projects (Academy of Central European Schools , Debating Europe Schools)
- 2012/2013 “Media Voices for Special Teens” (special achievement award in the field of innovative learning at the ACES Academy in Senec (Slovakia), published in the manual “Media literacy in Europe: 12 good practices that will inspire you” )

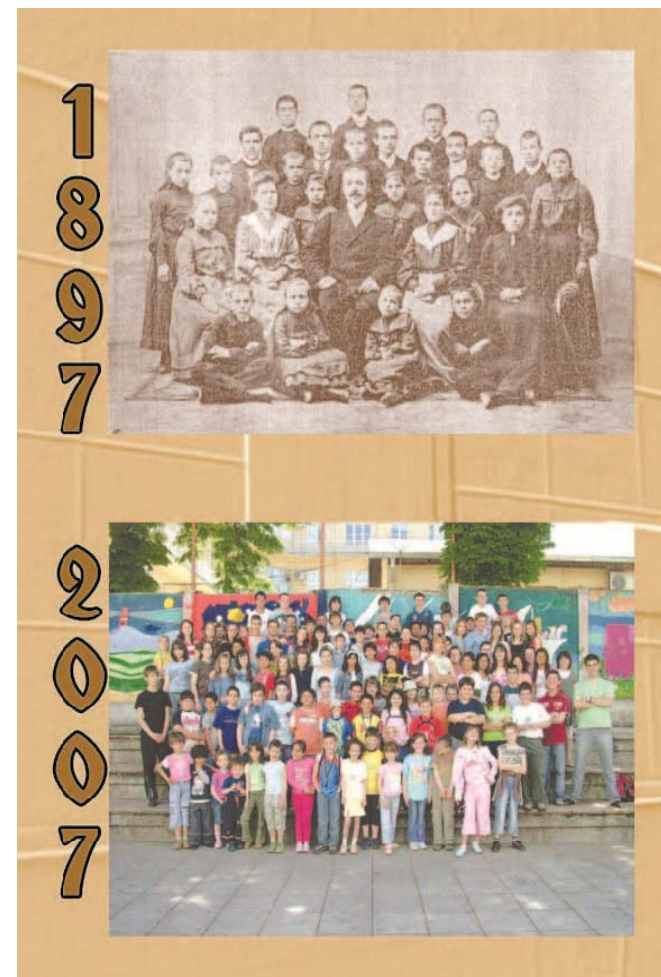
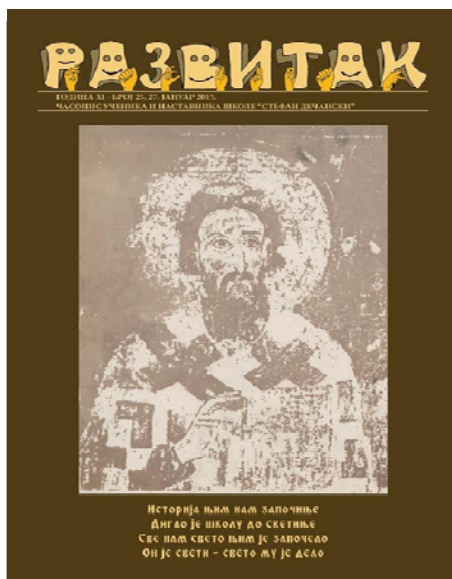


- 2013/2014 “Different but the same”
- 2015/2016 “From heart to heart”
- Debating Europe Schools (2013/2014 and 2014/2015): online discussion platform, supported by the European Parliament
- Summer 2015: study visit to the Holley Family Village (Brooklyn, Michigan, the USA)
- 2 teachers, 1 student and her mother participated in the summer village program
- Establishing future cooperation



# OUR SCHOOL MAGAZINE

- Published 2 -4 times in a school year
- Follows and inform about various school activities
- 11 years of existence
- Prepared by students and teachers
- Distributed to the students, their parents and teachers, different school associates and friends of the school, relevant institutions







**Thank you for your attention!**