

How are Occupational therapists involved to therapeutically impact equal opportunities for all “Main-School” students

- what are OT’s tasks at “Main-Schools” for equal rights

ENOTHE Group K. 59, K. 60.1, K. 60.2

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1. Finding our project subject

1.1. Current subject in the public media in Berlin:

- School type choice after training recommendation
 - only about 5-7% voluntarily, which implies < 90% obligates
- increased conflict potential evoked through behavioral problems
- disadvantage on the labor market through prejudices towards “Main-School” students
- closing of the “Main-School”

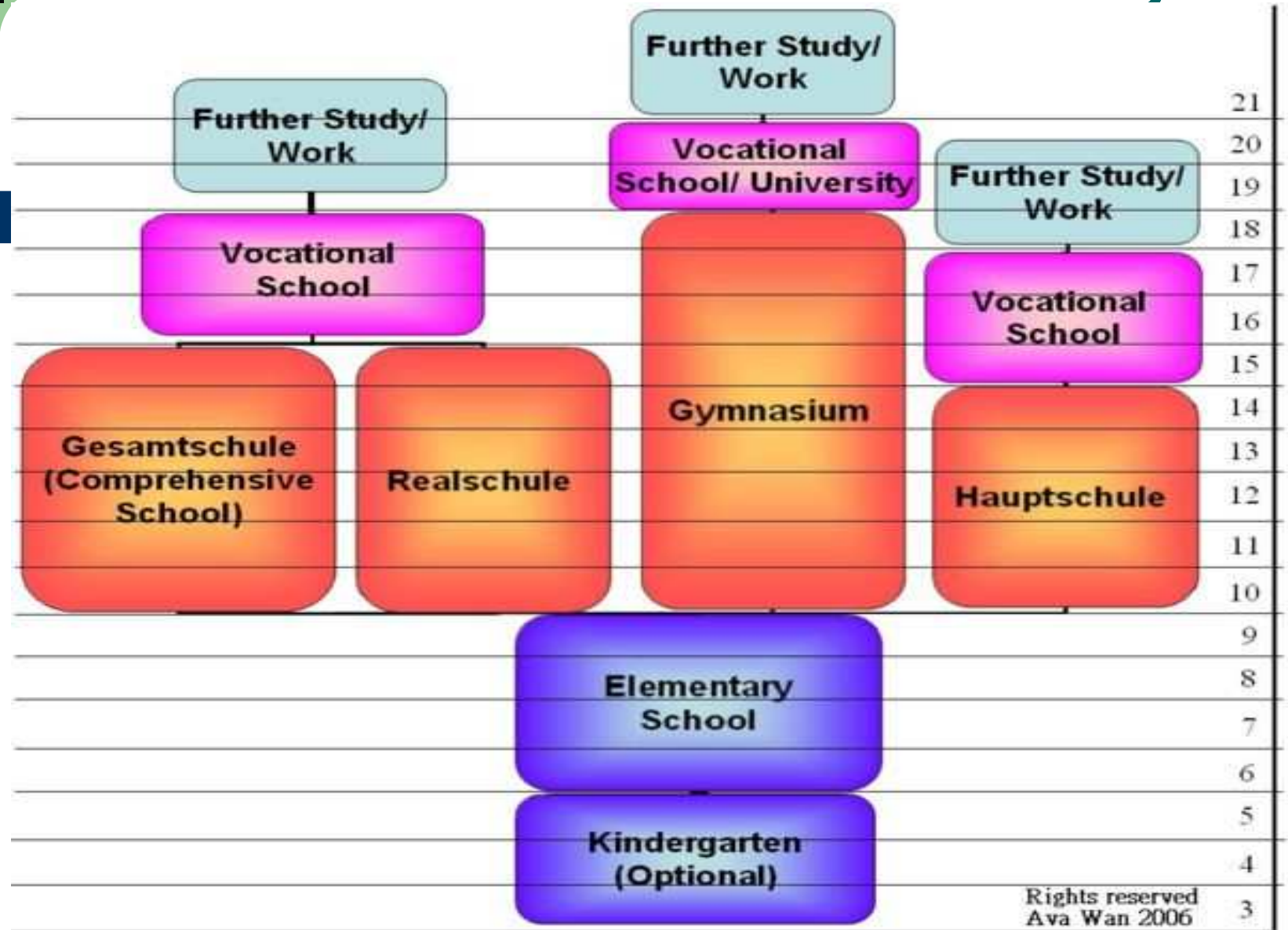
1. Finding our project subject

1.2. OT Foundation

Therapeutically consideration based on Petra Köser:

- Elementary competence: Concentration, working planning, punctuality
- Social competence: Team capacity, consideration, tolerance, criticism
- Self competence: Real even estimation, independence, responsibility
- Emotional capacities: feeling expression, inner drive, motivation, failure tolerance
- Vocational specific abilities: creativity, cultural technics, life-practical abilities, logical thinking

2. German School System



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Age

3. Project

3.1. Public media: Articles published in Berlin

Numbers & facts:

- Public media & Board of education concerned
- demand of the “Main-School” is low
- only 8.6 % of all students in 2006
- out of 4000 student recommendation for a “Main-School” only 40 % attended
- ideal numbers: 33 % of the students who graduate start a vocational training, 33 % continue further schooling

3. Project

3.1. Public media: Articles published in Berlin

Problem partially recognized:

- network was founded in 2005
 - 31 out of 50 “Main-School” in Berlin and about 50 companies offering internships with success (400 students)
- development of "comprehensive and integrated education programs"
 - with main focus on self responsibility, social behavior, self initiative development & parents courses for more awareness
- big differences between “Main-Schools”
- some have more registrations than places
- on the other hand different ones no single registration



3. Project

3.1. Public media: Case example

“Snow in the classroom”

"Peter climbed on the closet and tore his jacket - cushioned with feathers - of his body and cut it up with scissors. All students started laughing when the feathers floated down. He grasped into the material and threw more cushioning highly into the air like snow." The 8th grade teacher Alma at a Berlin "Main-School" has a story like that about for each day of the week. She tried to work it out with Peter and consulted his parents. Alma found out that Peter is diagnosed with ADHD and Peter started to go back to occupational therapy sessions. The family also started a family therapy. After short time things got better but then the family disappeared to a different school district. Today Alma observes the same problem patterns in a lot of cases: family situation, problems like anxieties, achievement weakness (spelling, calculating), skipping school, experience with prison. For that reason social worker and conflict manager are installed at "Main-Schools" but they can not seem to fix the problems origin. It comes down to engaged teachers like Alma who try to find new teaching methods to motivate the students. Alma is supported by her family and friends. Supervision sessions are missing which she used to have during her training but she would gladly use it again. In spite of that she feels burned out and will soon only work part-time.

3. Project

3.2. Interviews: OT working with students

Result:

1. There are only OT's at Schools for disabled/ handicapped students
 - the students have the possibility to graduate with a “Main-School” certificate which is a rare exception
 - Occupational therapy goals are priority the physical restrictions of the students
 - They rarely work in other area of Petra Köser's diagnostic e.g. social competence, cognitive or emotional capacities
2. There are no OT's incorporated directly at “Main- Schools”
3. OT's do not have a prevention goal because they are depending on doctor diagnosis
4. OT's are not generally at schools

3. Project

3.3. Public poll: „Main-School“ teachers & principles

Generally good idea:

- because the problems origin is in the basic competence of students
- for these basics no one feels responsible
- Parents leave the responsibility up to the teachers and social workers at school
- educator & social worker rather feel like control organs and feel unable to perform in the area occupational therapist are trained in
- there is also a lack of time

4. Results

Problems why OT's can not help the integrity:

- Insurance coverage? Approval of the parents? Responsibility? Position? Money for equipment & Salary?
- no OT's at "Main-Schools"
- board of education has to proceed a reform to open the field
- capacity is there for OT's in that field even in elementary school setting and all school
- not all „Main-schools“ were cooperative
- Feedback of the OT's in general positive
- **new field of work for OT's discovered**

Explanation:

1. it is not legally permitted to have OT's working in Schools out of insurance reason in Germany
2. a further reason is the unsolved problem of financing OT's in that specific area
3. **the health insurance covers treatment only when necessity is diagnosed by a doctor only for on individual**
 - there are no prevention assignment for OT's in Germany

5. Data Sources

Newspaper articles:

- "Hauptschule mit Zukunft" :
BERLINER WOCHE Kreuzberg 28. März 2007 (von tf)
- "Hauptschulen bleiben unbeliebt":
TAGESSPIEGEL 18. Juni 2007 (von SVE)
- "Traumquoten für Hauptschüler" :
BERLINER ZEITUNG n°125 am 1. Juni 2007 (von Tobias Miller)
- "Schnee im Unterricht" :
DIE ZEIT 5 März 2007 (von Susanne Simon)

• „Main-Schools“:

- Anna Siemens Oberschule
- Berthold-Otto-Schule
- 03. Oberschule

OT's interviewed: - Anonymus

Contacts:

- Stadtschulamt Berlin, DVE (German OT Organisation)

Web-sites: www.wikipedia.de

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We expect to see you next year in Berlin!!