Austria

1. **Policies and research**
2. **Sample**
3. **Results**

Policies on 'school integration'

- 1980ies: Pilot projects (parents movement)

- 1993: 15th Amendment of the School Organisation Act (primary school)

- 1996: 17th Amendment of the School Organisation Act (secondary school until 8th grade)

→ 'freedom of choice': consultation process with regional school authority and school

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Implementation: support settings

Mainstream schools

- **'Integration class':** 'regular' teacher and 'SEN teacher'
    - → ca. 5 students with SEN (varies)
    - → Small number of students in classrooms (ca. 20 max)
- **'single integration'** (Einzelintegration): one student with SEN receives individual support by SEN-teacher for a certain number of hours

Special schools:

- 11different 'types' of special schools, offering specific impairment-related support
- Small classes (5-8 students)
- 1 SEN- teacher + support assistence

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Research on implementation

- *Positive 'evaluation' of mainstreaming* in the 1990ies (SPECHT1991, 1993, 1995; 1997)

- SEN-students in mainstream schools (BUCHNER & GEBHARDT 2011)

94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	09/10
20,3	25,5	30,7	35,5	41,7	46,5	49,8	51,3	52,5	51,2

- *Regional differences:* Styria (77,3 %, 'one track approach'), Lower Austria (27,1%, 'two track approach')

- *No research on quality of special schools*

- Development of 'segregation quota' (FLIEGER 2012)

90/91	95/96	00/01	09/10	10/11
2,4	2,35	1,71	1,86	1,89

Moving behind statistics and teacher´s voices.

-Putting the voice of (former) students into focus.

-Impact of school settings on the life course

Multi variation sample

- n=34

- 1980-1989

- 12 female, 8 male

- migration background

- Urban vs. rural   TB2

- Different Federal States (Upper Austria, Styria, Tyrol, Vienna)

- Type of impairment

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'Children of the 1980ies': pathways of disabled students in Austria

Two emerging pathways...

- The 'Mainstream pathway'
- The 'Segregated pathway'

→Only 2 participants changed settings

→Experiences in settings 'pave the road' for post school trajectories

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Mainstream pathway: experiences

- 'it was hard to get in': the consultation process as gatekeeping
- Long distance from residence
- 'making some friends'
- Bullying by students (increasing with first stage of secondary school)
- Support that does not meet the needs
  - Parents help out to ensure participation at field trips

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Mainstream pathway: resources

- Crucial role of parents (especially mothers)
  - 'advocate mothers' (SHAH & PRIESTLEY 2011)

- Crucial role of directors and teachers
  - 'paving the road'

- 'Intended resource' of SEN-teachers
  - Participated in bullying (in some cases)
  - Practice of 'SEN-hours' reinforced stigmatization
  - 'Support that does not fit'
  - High frequency of support teachers in 'single integration'
  - Labelling as SEN-students → Othering

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Mainstream pathway: post school trajectories

- Students got enabled to find paid jobs and to study
  - 'typical' jobs (e.g. Secretary, stenotypist or social work in the field of disability)
  - Academic excellence as key to 'other' jobs
    → Crucial impact of university degree
- Maintain friendships with 'nondisabled' persons
- Personal assistance as preferred service
- In some cases still mental health problems associated with bullying

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Segregated pathway: experiences

- Low level of academic learning

- Focus on therapy/medical issues

- Bullying by other students

- Stigmatization by teachers: „…and she always said: ‚you´re so stupid, you will never get a school degree!“

- Low opportunities for changing to mainstream schools

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Segregated pathway: resources

- Focus on therapy
  - 'yes, it was good for my autonomy, but bad for my learning, I always felt so exhausted'
- Missing support of families

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Segregated pathway: post school trajectories

- Strong efforts by directors and teachers to maintain people in a segregated pathway
- Strong link between special schools and service providers: from special schools to sheltered workshops
- Choosing more, segregated services for the area of living, as group homes
- Social networks show a high content of disabled persons

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Thanks for your attention!

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