

## DEVELOPMENT OF SOME INCLUSION BACKGROUNDS

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### **Abstract**

*Inclusive education involves a permanent process of improving the school institution, with the purpose of exploiting the existing resources, especially of human resources, to support the participation in the education process of all students within a community. The guiding principle should aim to provide equal education for all children, providing additional assistance and support to children in need.*

*In order to be able to track the progress of each educated person, the evaluation procedures must be revised, which must be incorporated in the ordinary educational process, in order to permanently inform the students and teachers both on the level of learning achieved and on the difficulties, but also to help the students to overcome them. Inclusive school represents a unit of education that ensures education for all children, the most effective means of combating discriminatory attitudes; it is the school that does not select and does not exclude, being an open, tolerant, friendly and democratic one; by its heterogeneity, it is natural, valuing all students; it adapts to the diversity of educational needs and to the particularities of learning and development.*

*Inclusive School puts the spotlight man, as being original, unique and unrepeatable.*

**Key words** : inclusive education, principle, progress, educational process

### **INTRODUCTION**

School learning is an ongoing process that is completed by classroom interactions and highlights the accumulation of each student. For personality development of psychosocial competence building, learning is more important than the product, not the students can be considered a problem, if not adjust rates proposed school learning. Inclusive school policies would lead to a school that seeks to include all students in the community and where there is an effective integration program for all. The inclusive approach is found not only at the level of the education system but also at the level of the teaching process. The main features of the inclusive teaching process are those related to its adaptation to the differences between children. Teachers with a wealth of personal and social life experience use relationships with parents and other community members to improve the methods used in teaching-learning in the classroom. Relationships between teachers are a source of learning and a continuous exchange of experience. It is the teacher who organizes the

learning situations in which all the students are involved and he / she can capitalize on the potential of each one, in a positive and flexible way.

## **MATERIAL AND METHOD**

In the ontent of teaching students with intellectual disabilities , it is necessary to follow a few types of instructional approaches :

a. Visual approach – The most recommended teaching approach for students with intellectual disabilities is to use visual prompts. Students often show strong points in concrete thinking, repetitive memory and understanding of visual-spatial aspects and difficulties in abstract thinking, social knowledge, communication and attention. Pictorial and written directions can often help the student to learn, communicate and develop self-control. One of the benefits of using visual prompts is that students can use them as long as they need to process information. Unlike these, the oral information is transient: once said, the message is no longer available, the oral information may raise problems for students who have difficulty in language processing and who need extra time. In addition, it may be difficult for the student with the ESC to assimilate relevant information and simultaneously be able to block background stimulation. Using visual prompts we allow the student to focus on the message. Visual timepieces and visual symbols vary in complexity from simple and concrete to abstract. The content varies from object or real situation , to color photography, color image, black and white image, and finally to the graphic symbol and the written language. Objects are the simplest form of help. Graphic symbols, although far in the spectrum / continuum of visual representations in terms of complexity and abstraction, have proved successful in the case of students with CES. There are now numerous software packages that provide quick access to graphic symbols and the ability to create custom symbols for free or at affordable prices. Visual prompts can be used in a variety of ways in the classroom. However, in order to be successful, they must match the level of understanding of the student, that is, by making sure that they are at the appropriate point on the continuum of the complexity we talked about earlier. Using graphic with lines to support learning when the student needs color photographs to understand, will only generate frustration for all participants in the educational act.

b. Other approaches - we keep accurate, positive praise while the student is learning, accurate information about what they are doing right or right; for example, *you solved these math problems very well* . Generalized praise can lead to unintended learning, which is difficult to revise. Students with CES can learn through trials, so directing praise to

very specific behavior is a very important aspect: "*Mihai, you are very good at analyzing the bad stories*". Learning based on unrealistic associations may occur if students erroneously correlate with what they hear. Speaking exclusively "*Bravo Mihai !*" when Mihai stands up while doing the math problem, it can result in a correlation between standing and general praise. Reinforcers can be anything from praise to tangible objects , which enhance the student's behavior , is to learn. Students with ESC cannot be motivated by common reinforcements that work with other students. They may prefer time spent alone, time to talk to a person favorite school, a trip to the cafeteria, an exercise routine (eg walking), time to play a desired object, a game, a rut take preferred, elements that provide sensory stimulation or window state.

## **RESULTS AND DISCUSSION**

Students with CES may be particularly vulnerable to anxiety and intolerant to feelings of frustration if they are unable to perform their assigned tasks. Increasing the level of difficulty and supporting learning (especially with visual information, rather than just oral explanations) will help minimize student frustration. It is particularly important to respect the dignity of the students with CES , including through the type of materials chosen for the training. Even if the training needs to be significantly altered, the learning materials must be appropriate to the student's age. There is indicated to underestimate the comprehension of the student based on appearances and equally not appropriate to relate, permanent , standard typical students. Each student is unique and has a threshold from which learning can occur effectively. A dedicated teacher can observe the learning threshold and can generate a fundamental change in the learning curve of a student with ESC.

Given that students with CES may be frequently frustrated by their inability to understand themselves, they need training and practice to make choices that are beneficial to themselves. We need to keep in mind that many aspects of their lives can be well structured and controlled by adults. Sometimes , students continue to choose an activity or object because they do not know how to choose another. Thus , individual methods must be developed to give students the opportunity to choose in the absence of an ability to communicate. Direct learning to do chores can be a useful method, choice should be limited to one or two preferred activities , until the student understands the concept of choice, as open-ended laws will not enhance the student's ability to make choices and can cause frustration.

When provide instruction for pupils with SEN should avoid it loped long oral information, training oral and visual representations clues should help the students to understand. Students with CES may need more time to respond than other students. This may be related to cognitive and / or motor difficulties. Students with special needs may need to process each component of the message or requirement and , therefore, need additional time to respond. Providing extra time in general, and sufficient time between instruction and student responses are some important tactics for supporting students with CES.

In general, we render abstract ideas and conceptual thinking using specific examples , so that the concept is not accidentally learned as being applied in one way. Teachers and parents may need to stage complex tasks into sub-tasks and consolidate them into small steps that can be learned. For each step of a complex task, the student must have the skills necessary to complete it, these sub-skills can be learned and strengthened in turn. Life skills, social skills and academic skills can be analyzed and addressed as tasks and sub-tasks, with each step learned and then linked to the next sub-task of the chain.

In order to achieve the full success of the integration of children with special educational needs into a mass / inclusive school, it is necessary to go through several distinct stages in order to ensure the optimum conditions for a new form of school organization and curriculum. applied by the respective school:

- ❖ sensitization - the first stage that aims to prepare the school environment (starting with the school management, continuing with the teachers, the students, the administrative staff, the parents of the children);

- ❖ training - is the stage in which the people in school involved in didactic activities and who show openness towards inclusive practices are co-opted in a training program in which they learn principles, methods and techniques appropriate to the instructional-educational activities with the deficient or difficult students, thus for each child to receive knowledge in forms accessible to their own learning abilities and requirements;

- ❖ analysis on the school environment and decision - making - this is the stage that involves the reorganization of the institutional structures, a new way of managing and allocating school resources, revising the attitude of all school employees towards the educational act under the new conditions imposed by the inclusive principles and practices.

The promotion of inclusive education in mainstream schools implies, from the teaching and specialist staff, a series of qualities such as:

- ❖ the responsibility of recognizing the level of professional competence and the desire to improve the working capacities in the inclusive education conditions;
- ❖ critical and constructive attitude through concrete and realistic proposals to support the integration of children with special educational requirements in the classes where they operate;
- ❖ total involvement in the teaching process, so as to satisfy to the maximum the educational requirements of the students in the classroom;
- ❖ treating students with dignity, respect and consideration regarding the particular situation in which children with special educational requirements are;
- ❖ belief that inclusive education involves necessarily work in teams of specialists: teachers, educators, support teachers, counselors, social workers, psychologists specializing in activities with different groups of children with special needs etc. .

## **CONCLUSIONS**

The play is designed taking into account the level of learning of all students, lessons encouraging the participation of all students, stimulating understanding and acceptance of differences. The students are actively involved in their own learning process, assimilating through cooperation. Evaluation contributes to the growth of performances, teachers having the role of planning, teaching and evaluating in partnership, the theme for home contributes to the success of learning of all students, all students participate in activities organized outside the classroom. The differences of students are used as resources for teaching and learning, life experience of personnel being put in value the most, involving various funds to support learning and participation of the students. The resources of the school are distributed fairly so that they support inclusion, promoting the education and participation of all children in mass education.

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