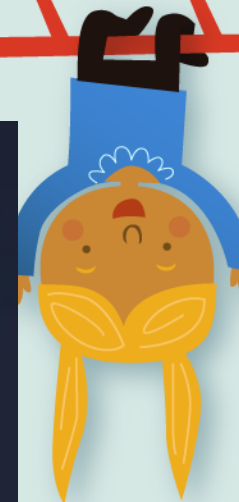




ACCENTUONS L'INCLUSION EN DÉVELOPPANT EN EUROPE L'ENTRAIDE ET LA SOLIDARITÉ

EMPHASISING INCLUSION BY DEVELOPING MUTUAL AID AND SOLIDARITY IN EUROPE



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THE SYSTEM OF SPECIAL EDUCATION AND SPECIAL INTEGRATED EDUCATION FROM ROMANIA





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Special and special integrated education is an important part of the Romanian national education system and offers all children / pupils / young people educational programs adapted to the level of disability and their developmental needs.

It is organized at all levels of pre-university education, depending on the type and level of disability.





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Special education institutions for students with sensory impairments have the same school curriculum as the mainstream schooling. These institutions retain only the structure and form of organization of the special education system, and in content, schooling and specialization are similar to mainstream schooling.

Special technological high schools, high school classes and special post-secondary classes are organized according to the model of mainstream school (content, profiles, specializations, purposes, objectives and / or competencies). Specific to these institutions remain the strategies, methods and methods of teaching / learning.





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Upon graduation, students in these special education units take national exams (tests, baccalaureate or graduation exam) in the same way as all graduates in mainstream education. For them, facilities and adaptations are stipulated in the methodologies for organizing the exams

Students with special educational needs also benefit from adaptations of examination procedures in the case of current assessments.





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In special education, classes for students with mild and moderate mental disabilities consist of 8-12 students, and classes for students with severe, profound and / or associated mental disabilities consist of 4-6 students.

For each student with severe, profound or associated mental disabilities, a personalized intervention plan (PIP) is developed with specific objectives for the needs and possibilities of psycho-individual development.





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The program for students with special educational needs in the special education system is 7-8 hours / day.

In the first part of the day, instructive-educational activities are carried out, organized in study disciplines, according to programs adapted to their level of development.

In the afternoon program, children benefit from complex and integrated educational therapies: play therapy, personal autonomy training, socialization, cognitive stimulation, physical therapy, psychodiagnosis, therapy of language disorders (speech therapy).

They get 3 free meals a day, as well as free supplies.





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There is a network of schools in Bucharest, consisting of:

- A kindergarten for kids with hearing impairments;
- 11 special middle schools that teach pupils with moderate, severe, deep and/or associated mental disabilities;
- A middle school for visually impaired kids;
- A school for hearing-impaired students (which includes both middle school and vocational school);
- 2 vocational schools for mentally disabled children ;
- A technological high school specially designed for students with visual impairments;
- A technological high school made for pupils who suffer from hearing impairments.





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Inclusive education was endorsed in Romania ever since the 90's by respecting diversity, initiating and practically implementing the access and participation to an education and a social life for all sorts of children. Nowadays, approximately half of the students with disabilities are taught to in the whole field of education.





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In Romania, throughout 2020-2021, 76.901 pupils with special education requirements were registered in the educational system, according to the data provided by the Ministry of Education.

The number of students assessed as fit for SPED went up by almost 30%, from 59.242 in the school year of 2019-2020, to 76.901 in the school year of 2020-2021.





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Regarding **Bucharest**, in the school year of 2020-2021, a number of **2741** students were **signed up** for the **special education system** (throughout preschool, elementary school, middle school, high school, vocational and post-secondary) and **2146 pupils** with special educational needs were **integrated** in **all schools**. Once a student with **special educational needs** is **included** in the basic **educational field**, they become **beneficiaries** of an **itinerant professor** and general support.





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The itinerant and supporting teacher is an educator, with higher studies and an university degree in the psycho-pedagogical field of work, who carries out learning, stimulating, compensating and rehabilitation activities for the SPED students who are integrated in basic schools, with all of the factors that are involved.

SPED students can obtain the benefit of having a supporting teacher based on the *scholar and vocational orientation certificate*, issued by the Centre of Educational Resources and Support, which indicates the diagnosis/deficiency, its degree and the pupil's orientation towards the basic schooling system with an itinerant and supporting teacher.





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The advisory council for special educational needs, led by the Bucharest School Inspectorate, assigns the special educational needs students to special schools. The latter assigns each special educational needs student to their own personal itinerant and supporting teacher, who also becomes the one who is in charge of the child's psycho-individual facilities.

For each and every school-oriented special educational needs student, the itinerant professor elaborates an individualized plan of facilities, while also asking for all the relevant information needed for completing it from the professionals who will be elaborating and implementing the individual plan of facilities.





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Regarding the special educational needs children who are integrated in the basic schooling system, **the multidisciplinary team** is formed of:

- The itinerant and supporting teacher, in charge of the psycho-individual facilities;
- The speech therapist from the inter-school staff;
- The counsellor teacher from the psycho-educational assistance office;
- The pedagogue/head teacher and other professors that teach to the class, where appropriate.





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Once all the specialists are identified and the multidisciplinary team is already formed, the itinerant teacher passes on the paper of tasks within 3 working days to each of the team members and provides the child's file while also asking each member to spread the information that is necessary for completing the individualized plan of facilities. These are further passed on to the itinerant teacher through written documents within 10 working days at most. The "individualized plan of facilities" project will be sent to the Scholar and Vocational Orientation Committee for an approval request, in two copies.

The time length of the individualized plan of facilities is the same as the validity of the Scholar and Vocational Orientation certificate.





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Within 5 days after receiving the official paper of the approved PSI, the special educational establishment that nominated the case manager will send a copy of the PSI to the table unit where the child is registered.

In order to implement and deliver the services of the PSI, the case Officer in collaboration with the members of the multidisciplinary team, develops the Personalized Intervention Plan (PIP) and curricula adaptations.





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In February 2020, the national Anti-discrimination Council (CNCD) recommended that pupils with special educational requirements should be provided with special grants in high schools, vocational schools and universities on admission.

Thus, under MEC order No 4532/2020 of 15 June 2020, pupils with special and mass education ESCs who have completed their secondary education have separate places available in the mass education establishments, above the number of places given to the respective State upper secondary education establishments.





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Hello! I am Maria and I have learning difficulties. This year I will be your student. Do you know how to help me?



STRATEGIES USED BY TEACHERS TO SUPPORT PUPILS WITH SPECIAL EDUCATIONAL REQUIREMENTS

- ✓ **Volume:** We can adapt the number of items the student needs to learn and complete. For example, we **reduce** the **number** of **scientific terms** that the student must learn in a lesson;
- ✓ **Teaching strategies:** We can **adapt** teaching methods. For example, we use various **teaching materials illustrated**, we plan to introduce more **practical examples**, we use **learning groups through cooperation**.
- ✓ **Participation:** We can **adapt** the **extent** to which the **student** is **actively involved** in solving the **task**. For example, in geography, a student will keep the globe on earth, while others indicate places on the map.
- ✓ **Time:** We can **adapt** the **time allocated** to **learning, completing a task** or a **test**. For example, we create an **individualized schedule** for completing **a task**; we set different learning rates (we increase or decrease the pace) for some students.



- ✓ **Level of support:** We can **allocate** more **individual support** to **certain pupils**. For example, we were using students to help their colleagues, teachers to support, tutors of pupils (the same age or older).
- ✓ **Difficulty:** We can **adapt** the **level of content**, the **type of problem**, the **rules** that the student can use **to solve the task**. For example, we allow the computer to be used at maths time, simplify the instructions for resolving the task, change the rules to meet students' needs.
- ✓ **Result:** **We can** adapt **how the student** can **meet** the **requirements**. For example, instead of answering questions in writing, we allow the student to answer orally, we use a communication booklet for some students, we allow students to demonstrate their knowledge by using practical means.
- ✓ **We change the curriculum:** We can **adapt** the **objectives** or **expected results** using the same content. In geography, for example, we are giving a student the task of locating only the country on the map, while others also have to locate the city-capital.
- ✓ **We replace the curriculum:** We can **use different instructions** and **learning materials** to **respond** to a **student's personal learning purposes**. For example, during a language test, a student develops his/her computer skills in the computer room.



There are many ways in which a teacher can help. Here are some suggestions:

- ✓ **Help** your **child integrate into** the **group, try including** them in all **classroom activities**. **Encourage him/ her** to **work** with an **empathy colleague** or group of students; focus on the social aspects of an activity;
- ✓ **Be alert** to your **kid** with ESC **during breaks**, when it can spend a lot of time on its own, some children may want to be alone, but older children may feel left or excluded.
- ✓ **Avoid sarcastic, metaphoric language** or **exaggerations**, when you speak to the child with ESC, and to the entire class, always be alert to what you say and how this child might misinterpret, he/she can understand the distorted, literal message.
- ✓ Constantly **check** whether the **student listens** or **understands**, and isn't afraid to repeat what you said.



When **planning a lesson, think about** the **basic idea** or two or three other children should stay with at the end of the lesson (depending on the severity of the student's difficulty). You can **help** the **student** by **linking** the **basic idea** to **a suggestive illustration or activity** and **finding ways to consolidate** this **idea** throughout the lesson.

When **planning your next chapter lesson, remember** the **knowledge** from the **previous lessons** and **check how much** the **students** have been **able to remember**. **Remind them** of the **suggestions** that were **given** in the **previous lesson** before **introducing a new concept**.

During the **lesson, use resource materials** to **support** the **student**. The "speak and write" method has an important place in the directory of each teacher, but it is the least likely method to have any effect on the student. **Reflection and planning** are needed to **develop support materials** for the **various games** and **experiences**. **Linking a difficult concept** to an **image, sound** or **smell** can greatly **increase** the **probability of remembrance**.

Re-staging these stimuli when the concept needs to be rendered, can allow the student to locate it more quickly in his memory.



Methods which may be introduced into the "inclusion" strategy of the school. They will help all students and make the lessons more accessible to students with a wide range of learning needs.

Try to **develop** or **use** some of the following **support materials in hand-over**:

- ✓ **Worksheets** with **significant vocabulary** and **images/illustrations**,
- ✓ **Mental map** building techniques to **support memory**,
- ✓ **Highlighting** the **three main ideas** of the **lesson** and **playing them back several times and in different ways**;
- ✓ A **song** or **poem to help** them **learn** the **new vocabulary** or **use** it **more safely**;
- ✓ A **device, object** or even **smell** to **suggest** important **events**;
- ✓ An **activity** or **game involving** the **use** of that **concept** or process.





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Hello! I am Mihai and I have learning difficulties. This year I will be your colleague. Would you like to help me?



- To form a circle of friends with whom the student can connect, trying different approaches for the best possible integration in the class Community.
- To form a group of friends, a small number of empathical and sensitive students are needed to support their colleague with the ESC.

The group also needs training to know how to communicate and make the person concerned feel included.

The form of support depends on the needs of the student, for example:

- encouraging him to join games during lunch,
- driving the child at home, to prevent any form of aggression directed against him,
- reminder of topics, etc.



Useful resources:

- <https://eduacces.ro/ro>
- <https://www.youtube.com/watch?v=Vo04gKP9TFg>
- <https://www.youtube.com/watch?v=whuYSZESgl0>
- <https://www.youtube.com/watch?v=8WMT4W9uQMQ>
- <https://www.dislexie.org.ro/ce-este-dislexia-ask-the-expert-ncl-d-youtube/>



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