

## MARGINALIZATION OF CHILDREN WITH SPECIAL EDUCATIONAL REQUIREMENTS

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**ABSTRACT:** *Until the early 1970s, it was believed that the educational needs of these children were so different from those of normal children that they needed special schools with different methods of training and different content. In our country and today many teachers have this opinion. The most important arguments in favor of maintaining the segregationist system are the presence of deficient children in regular classes disrupts classroom activity; in ordinary classes children with disabilities have feelings of inferiority; special schools have specialized staff, who use appropriate educational methods for each category of disability.*

**Keywords:** *special needs; emotional relationship; socio-professional integration; learning difficulties; intervention.*

Many years of experience have shown that educating children with special needs in special institutions has more disadvantages than advantages. These disadvantages are mainly determined by the great differences that exist between family life and life in institutions.

We will mention 4 of them:

1. For a child to develop well physically, intellectually, emotionally, and socially, he must feel emotionally connected to at least one adult. This connection gives him a sense of security, makes him feel valued and important. A child who does not have a stable emotional relationship with at least one adult will not value himself, will not trust those around him, but neither will he trust himself. In most cases, the staff of the institution has neither the emotional disposition nor the time necessary to satisfy this desire for affection. The relationship between the children and the staff of the institution in general is impersonal.
2. In institutions, the care of children is done on the principle of the conveyor belt. They are not asked what their desires, opinions, problems are, but are manipulated as objects. This situation is

called dehumanization. Examples of situations in which children are manipulated as objects and not as human beings:

- a. is obliged to eat all at once; no one asks them what they like and what they don't like;
  - b. cannot receive food outside of lunch hours;
  - c. has no personal items;
  - d. d. they cannot dress according to their preferences;
  - e. does not have the opportunity to be left alone;
  - f. they cannot rest when they want;
  - g. they are seen, studied, filmed by visitors, they are discussed as objects;
  - h. children's access to the social life of the community is limited. They may leave the institution only with the permission of the institution's staff.
3. Living for years in such conditions, children learn that they receive everything from those around them, they only must respond to external requests. Thus, they become dependent on staff, passive, do not learn to act independently, to make decisions, to assume responsibilities.

4. Spending most of their time in the institution they do not form their social skills, such as: they do not learn to establish relationships with adults and children outside the institution, to shop, to use public transport.

Since 1975, when the UN General Assembly adopted the Declaration on the Rights of Persons with Disabilities, more and more attempts have been made to ensure the normal treatment of these children.

The tendency to create and support the necessary framework for the school and socio-professional integration of children / young people with disabilities, with special educational needs is increasingly expressed. There is a growing interest in the knowledge and application of the 1989 Convention on the Rights of the Child, the Standard Rules on Equal Opportunities for Persons with Disabilities, and the desideratum accepted in 1994 at the UNESCO Conference in Salamanca.

Overall, we are witnessing a reconsideration of specific education and assistance models, an approach with different nuances of the conceptions regarding deficiency/ disability, special educational requirements, normalization, and valorization of this category of population with the progressive approach of its schooling to ordinary education.

Integrated education refers to the inclusion in the structures of mass education of children with special educational needs, to provide a favorable climate for the harmonious and balanced development of their personality.

The notion of integration does not refer only to children with special educational needs, but to the insertion in the community of people with special needs. The integration process aims for the person with special needs to obtain autonomy, respect, dignity, to have the opportunity to make decisions, etc. Integration is based on the principle of normalization which means facilitating the access of people with special needs to

conditions of daily existence as close as possible to the normal circumstances and lifestyle of the society to which they belong. This means that all children, regardless of the degree or type of physical or mental disability, have equal access to education and instruction.

Integrated education is a complex, long-term process, full of pitfalls, difficulties, which must be achieved at the following levels:

**I.** Physical integration expressed only by the presence of children with disabilities with others, the common use of spaces, resources, but with minimal or even absent communication and relationships.

**II.** Pedagogical/functional integration that leads to common didactic approaches, learning and participation in school activities in similar conditions for all children.

**III.** The social integration that absorbs the child with deficiencies in the group of students, in the activity of the class, of the school, both in school and out of school. Acceptance, participation, interpersonal connections with affective-positive supports are expressed.

**IV.** The societal integration that will ensure the participation in the life of the community, with the assumption of responsibilities, with the expression of the feeling of belonging, the consolidation of the self-esteem, of the respect towards the fellows but also towards the own person.

It is obvious that integrated education is an extremely complex approach, with psychological, pedagogical, sociological, medical perspectives. Strategies must attract the combined efforts of children with disabilities, their families, the community, along with of course health services, education, education, social protection.

For integrated education to be effective, teachers must have a positive attitude towards children with special educational needs and must be well acquainted with the problems of students with disabilities in the classroom. Teachers must also be supported

by doctors, psychologists, speech therapists and other specialists in the field of special pedagogy.

The people/professionals who deal with the activities of recovery, compensation, or correction in the intervention in learning difficulties are different, depending on the organization of specific structures or support and related to the areas and direct tasks that belong to them. So:

- the psycho-pedagogical counselor (who deals with general and specific learning problems at individual and group level) considers, regarding the intervention issues, the following: construction and functionality of general learning tools (general and particular skills, abilities and capacities), concentration attention, interrelationships and socio-affective problems, learning pace (slow or inappropriate), use and practice of logical-mathematical structures (reasoning, algorithms, operationality of thinking), decision making, conflict management and complex communication process, etc.; the counselor's activities are addressed to students, teachers and parents, as well as the necessary links between these actors of education, in order to obtain the efficiency of the process and the effectiveness of the didactic process - both at individual level and at the level of the school institution;
  - the speech therapist deals with the detection, complex examination, and personalized intervention in case of language difficulties and disorders;
  - support teacher, itinerant teacher or other teachers involved in solving learning problems in different structures for the integration of children with special needs or in supporting the regular school to perform the tasks of an inclusive school (for all children); directly in the teaching activity, there is the problem of the type of speaker who can support the teaching process and its
- protagonists - in the literature, things are not fully clarified (as is not clarified the problem of learning difficulties) - there is talk of new roles that teachers can play them, to become: resource teacher, tutor, consultant teacher, itinerant teacher or support teacher (between all these new types of teachers, there is a connection determined by the need for an intervention - in class and outside to support the solution of learning problems, the emergence of these types of teachers is determined by the need to make regular schools more flexible in order to receive and integrate children with special educational needs); as a field of action of the support teacher, it is generally preferred the option of additional work with students, outside the class hours-communication between teachers and consultant/support teacher is done outside the classroom, for designing activities and completing them, but also by working in partnership, on certain activities; All papers specify that the work of the consulting teacher is dedicated and requires special skills and competencies: experience in the department and in solving special learning problems, reputation as a teacher with experience in solving learning problems, accurate knowledge of the school curriculum- to discuss it, the ability to identify the causes of any learning difficulties, qualities in easily and efficiently establishing relationships with children, teachers and parents; with the management factors of the respective school;
- educators / teachers are involved in addressing learning difficulties through activities, such as: individualization of learning (depending on age and individual characteristics), use of flexible and open teaching-learning strategies, appropriate arrangement of the educational environment (environment), valorization social relations at the class

and school level - in favor of the learning process and the promotion of learning through cooperation and educational partnership (teacher-student, teacher-support teacher, teacher-school counselor, teacher-parents, student-student/tutor, student-parent, etc.); the teacher must identify and know well the learning difficulties of each student, their manifestation and the field in which they appear, to ensure that students in difficult situations have acquired prior skills, to adapt the teaching material used to each topic, to provide support material-when needed, set aside time for each hour to assess the effectiveness of learning and teaching activities and, last but not least, achieve a stimulating and appropriate learning environment for all children (both in the classroom). , as well as outside the classroom), to turn to the support of specialized persons, as soon as they find that they cannot remedy the lags behind in school-only with the help of their parents;

- parents observe certain behaviors of their children, from an early age and go with the children to a specialist, collaborating with all those involved in the intervention, to recover, compensate or correct learning difficulties.

According to the different models of intervention in learning difficulties, there are individualized programs that are applied directly to the students by the counselor teacher and programs that are implemented by the teacher, with the support of the counselor.

The intervention is part of a specific plan designed to address specific problems that arise at some point in the child's development. This plan is an instrument of organization and prescription, a sketch of the activities to be carried out in favor of solving the child's learning problems. It intertwines the elements of psychology and sociology (identifies problems in terms of

psychological-individual and social development) with pedagogical norms and principles, pursuing the effectiveness of actions aimed at remedying, compensating, or correcting. directs the action, gives the specific tools to the intervention, proposes evaluation tools - in the specialized literature terms are used, such as: therapy, remedial instruction, correction of learning difficulties and specific intervention. The most complex term is intervention, because it involves any measure, be it psychological, educational, or even medical. At the same time, this term most clearly reflects the objective of the action in intervening - that is, to penetrate the psychological mechanisms of learning and development through appropriate methods.

The intervention plan is a well-completed text / grid, which is used by all those who decide to focus their interventions on the child. First, it is an approach to get to know the child/student and to approve the educational measures that suit him / her. This approach requires the participation of both the specialist and the parents.

The personalized intervention plan corresponds in fact to the need for a more individualized approach to learning problems and identifies the thesis, according to which, each child being different, each problem must be known and treated individually.

Children with easy or even moderate limit intellect integrated in mainstream education will be trained and stimulated by a competitive environment favorable to their development and recovery. This will be conditioned by the support services specific to integrated education (teaching services provided by specialists in psycho-pedagogical assistance, psychodiagnosis, speech therapy, educational and vocational counseling, support framework, itinerant, etc.). These services focused on diagnosis, stimulation, compensation, development, recovery require differentiated approaches

through personalized intervention programs, adapted curriculum, initial, current, summative evaluations, with possibilities to identify the real potential, progress, or stagnation and consequently mechanisms. process self-regulation.

The elimination of the isolation or self-isolation of the deficient child will reduce, at the same time, the range of negative attitudes, of rejection from normal children, contributing to the education of the school population in the sense of accepting, supporting the deficient children. Gradually, the real opportunities for training and education will be equalized, to integration.

The orientation of educational policy and practice in more and more countries of the world is certain in the direction of integration or inclusion of children with special educational needs in educational and living environments as close as possible to the usual, normal of a community. Integrated educational structures as a materialization of respect for children's rights are becoming increasingly supported and applicable. Under these conditions, the special school, the psycho-pedagogical assistance offices, the speech therapy centers as well as the other educational support and social protection services become resource centers, following the child, and acting on his specific needs. For these reasons, team interventions are a necessity and a condition for success in this field.

The interventions of these partnerships must support a management based on the promotion of positive attitudes towards children with special educational needs.

Specialized, student-centered services, in terms of individualized learning activities, compensatory recovery interventions will be diversified in terms of alternatives, including offers, partnerships, counseling programs for parents and teachers

The effects of these practices, even if they take time, will be beneficial, will ensure the school and social participation of poor students integrated in such a way that in a

relatively short period of time they can become independent of educational and community support services.

The school must ensure equal opportunities for all students. Some understand by equal chances the creation of identical conditions: common programs, textbooks of one type, etc. But the school system that provides the same training conditions for all students is an inequality because they do not benefit in the same way from these conditions. Ensuring equal opportunities for students means ensuring maximum opportunities for development of each, depending on their skills, interests.

For the instructive-educational activity to be profitable for all students, it must be done differently. Differentiated education aims at adapting the training activity to the different possibilities of the students, to the capacity of understanding and the rhythm of work proper to some groups of students or even to each individual student.

Some premises of differentiated education are ensured even by the Education Law of 1995. This law provides for two new ways of schooling children with special educational needs (along with special school units):

- special groups/classes from regular school units;
- direct integration of students with special educational needs in regular educational units (in regular classes).

And in the case of the integration of these children in heterogeneous classes, their education must be differentiated. This can be achieved by developing a differentiated or individualized curriculum for these students.

In conclusion, for the education of children with special needs to be effective, on the one hand it must have an integrated character (not to break the child from family and society and not to isolate him in institutions), and on the other hand he must have a differentiated character, to be adapted to the particularities of the students.

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