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Abstract

Keywords:

inclusion; intellectual disability; personalized intervention plan.

For students with intellectual disabilities, inclusion, seen as a process, is the most effective way to combat discriminatory attitudes towards this category of students, a process that will help them become independent adults in the future. Also, inclusion among students with intellectual disability in a class in ordinary education is the best proof that education is accessible but also equal for each student, regardless of the particularities of its psycho-physical development. In order for these students to have access to a quality education, the class teacher must design a personalized intervention plan for each subject, but also some strategies to improve the inclusion process. Our paper contains a personalized intervention plan (P.I.P.) in the disciplines of Communication in Romanian and Mathematics and Environmental Exploration for a student with moderate intellectual disability in the first grade who is studying in mass education. Our personalized intervention plan also meets learning needs, pursues and promotes methods and strategies to improve the school inclusion process for the student with moderate intellectual disability.

Zusammenfassung

Schlüsselworte:

Inklusion; geistige Behinderung; personalisierter Interventionsplan.

Für Studierende mit geistiger Behinderung ist Inklusion als Prozess betrachtet der wirksamste Weg, diskriminierende Einstellungen gegenüber dieser Kategorie von Studierenden zu bekämpfen, ein Prozess, der ihnen helfen wird, in Zukunft unabhängige Erwachsene zu werden. Darüber hinaus ist die Aufnahme von Schülern mit geistiger Behinderung in eine Klasse des regulären Bildungswesens der beste Beweis dafür, dass Bildung für jeden Schüler zugänglich, aber auch gleichberechtigt ist, unabhängig von den Besonderheiten seiner psycho-physischen Entwicklung. Damit diese Schüler Zugang zu einer qualitativ hochwertigen Bildung haben, muss der Klassenlehrer einen individuellen Interventionsplan für jedes Fach entwerfen, aber auch einige Strategien zur Verbesserung des Inklusionsprozesses. Unser Artikel enthält einen personalisierten Interventionsplan (P.I.P.) in den Disziplinen Kommunikation auf Rumänisch sowie Mathematik und Umweltforschung für einen Schüler mit mittelschwerer geistiger Behinderung in der ersten Klasse, der im Massenpädagogikunterricht studiert. Unser personalisierter Interventionsplan geht auch auf Lernbedürfnisse ein und verfolgt und fördert Methoden und Strategien zur Verbesserung des schulischen Inklusionsprozesses für Schüler mit mittelschwerer geistiger Behinderung.

1. Introduction

Inclusion „is a policy and a process that allows all children to participate in educational programs, through curricular change and adaptation. Naturally, the vision of inclusion includes an integration of aspects of all areas of individual development" (Vrășmaș & Vrășmaș, 2012 p. 26). Rather, inclusion should be a mandatory policy of mass schools, by which to ensure students with different types of disabilities, students from poor social backgrounds viewed as a minority group, the social and educational services they need to develop cognitively, emotionally and affectively to become independent as adults, overcoming their condition and looking beyond their disability they were born with or which they subsequently acquired.

Looking from a personal perspective, inclusion is the way to access a quality and equal education, through curricular adaptation, individualized for each individual student, regardless of the disability they suffer from. Even if it is scientifically proven and studies show that each student has his own rhythm of learning and perceiving new information, in Romania, the process of including mass, state education for students with intellectual disabilities, is only now expanding, in a continuous development of students with intellectual disabilities does not remain only special school.

The purpose of this paper is to promote inclusive practices among students with moderate intellectual disabilities in the 1st grade of state education, by



offering examples of good practices, personalized intervention plans for the subjects Communication in Romanian and Mathematics and Environmental Exploration for this category of students. The research method used in this paper is the case study of a student with moderate intellectual disability in the 1st grade, who attends mainstream school classes. Based on the case study, we will present two customized intervention plans for the student with moderate intellectual disability, for the purpose of his inclusion.

The paper begins with an abstract on the material, with an introduction where the purpose of the paper is specified, which brings to the fore the personalized intervention plan and the case study. The conceptual boundaries contain useful information regarding the inclusion process, children with SEN (special educational needs), integrated education, intellectual disability and the personalized intervention plan. The theoretical-practical paper contains a case study of a student with moderate intellectual disability in the first grade, from mainstream education and two personalized intervention plans, followed by findings, conclusions and bibliography.

2. Conceptual delimitation

Every child has their own rhythm and learning style. Thus, from the desire for each child to benefit from an individualized education adapted to the particularities characteristic of a certain disability, deficiencies, cultural or educational deficiencies, inclusive education appeared, which ensures the support offered by inclusion and acceptance in mainstream schools of these categories of children.

Integrated education "is a set of actions carried out with the purpose of integrating children with SEN into the structures of mass education, as a basis for the harmonious and balanced development of their personality" (Mara, 2009, p. 80). This means that every child, regardless of his/her disability and regardless of his/her background, has the right to an adapted education, which is also the ultimate goal of integrated education.

However, the concept of *inclusion* began to be used consistently at the end of the 90^s, as an alternative to the concept of *integration*, considered too limited in relation to the great challenges posed by access to mainstream school for children with special educational needs. Basically, it was found that beyond children with disabilities, who built a priority in integration, other categories of children with special educational needs were identified (children with learning difficulties, emotional, behavioral disorders,

etc.) requiring specialized interventions and approaches, including school support services, to better integrate into the school curriculum (Vrăsmaș, 2001 as cited in Gherguț, Frumos, 2019, p. 13). From a personal point of view, inclusion is a process of the education system through which the school has the moral obligation to provide students with a quality education, by making an individual curricular adaptation taking into account their disability.

In the opinion of Gherguț (2013) "inclusion represents the essence of a comprehensive educational system specific to a society whose main values are the valorization and promotion of diversity and equal rights" (p. 323). The characteristics of the inclusion process are: open, positive and friendly interpersonal relationships between the educator and the educated, flexibility, adaptation and individualization of school programs, strategies and education methods, as well as the existence of an educational partnership between family-school-community (Gherguț, 2013, p. 323).

Intellectual disability signals and alerts the existence of a cognitive, motor, psycho-motor delay that prevents the person in question from adapting to the new demands of the environments and society. "It starts before the age of 18" (Schalock, Borthwick-Duffy, Bradley, Buntinx, Coulter, Crayg, Yeager, 2010, p. 1). Next, through the author Tasse et al., (2016) we will list the essential points that can be identified in the definitions of intellectual disability for establishing the diagnosis: a better understanding of the structure of the factors of adaptive behavior, as well as the use of the confidence interval to establish the interval in which falls within the actual score of the individual, by establishing the intelligence quotient relative to the basic needs of the person with an intellectual disability.

According to the Organizational Methodology that ensures support in the educational activities of students with SEN integrated in state education found in the Order no. 5.574 of 7 October 2011 and published in the Official Journal on 4.11.2011, the personalized intervention plan (P.I.P.) represents "the way of coherent programming and coordination of individualized resources and services for children / pupils / young people with SEN integrated in mass education units, focused on their development needs".

Children with SEN (Special Educational Needs) or "Children with Files" is a "label" of children, pupils and young people diagnosed with various types of disabilities, deficiencies, disorders or learning difficulties, disorders encountered both in the

cognitive and behavioral fields, of the level of adaptation to the environment in which they live, often encountering barriers in terms of how to relate and establish human relationships, even if we are talking about the relationship between mother and child or with neighbors. However, according to Vrăsmaş (2001) the phrase special educational requirements represents "educational needs complementary to the general objectives of school education, needs consisting of schooling adapted to the individual particularities characteristic of a deficiency, as well as a specific intervention, through appropriate rehabilitation/recovery" (p. 27). Teachers who teach these categories of students have a moral obligation to draw up a curriculum adapted to each child or student, taking into account his or her disability.

3. Research methods

3.1. Case study

Name and surname: -

Date of birth: -

Parents: mother – housewife; father – no occupation

Residence: -

Integrative school institution: -

General health: clinically healthy

Diagnosis: moderate intellectual disability (D.M.M. – IQ = 55), mixed school acquisition disorder, autism spectrum disorders, instructive-educational deficiencies

Data on the family situation of the pupil:

The child lives with his mother, father and four siblings, only one brother being older than him, the others younger. The material conditions in which the family lives are very precarious, the house with too small living area for the seven people, the facilities too poor. The family's financial income is low, living mostly on children's allowances, but the village hall offers them help in paying for speech therapy and occupational therapy classes for the subject of our case study.

The mother is a housewife, without occupation, she was a student of a school center for inclusive education, also presenting intellectual disability. She takes care of all the children, prepares them food and accompanies them to school whenever she can. The father stays too little at home, being a sheep caretaker, so he has very little involvement in the care and

education of the children, also having a very low level of education. Often as a result of alcohol consumption by the father, quarrels occur in the family, acts of domestic violence that children also witness. The family climate is unfavorable for raising and educating children, and they prefer to stay only with their mother, because she is not aggressive. It is worth noting that the father is aggressive both verbally and physically most of the time. As a result of quarrels, mother and children sleep at the neighbors.

Behavior at school:

In the past, our student attended a kindergarten within a school center for inclusive education. In the preparatory class he was integrated into a mainstream school in primary school, and is currently in the first grade. School acquisitions - can recognize numbers in the focus 0-10, but has difficulty performing mathematical tasks (addition and subtraction), sometimes he does them with help, the writing is cumbersome, he recognizes and prints a few letters, he makes up oral sentences. He easily abandons tasks he thinks and perceives as difficult and refuses to accomplish them. In class he is not a disruptive factor for colleagues, he collaborates with the support teacher and plays during breaks with the other children. Long-term and short-term objectives can be easily identified in terms of intervention plans found in the continuation of this material.

3.2. Personalized intervention plan (P.I.P.)

Name and surname: -

Date of birth: -

The integrating institution: -

Class: I

Primary school teacher:-

Support teacher:-

Diagnosis: DMM – IQ = 55

Mixed School Acquisition Disorder

Autism spectrum disorders

Program implementation period: 2022-2023 school year

Module I, II, III, IV, V

Subjects: Communication in Romanian

Mathematics and environmental exploration

Table 1. Personalized intervention plan for Communication in Romanian

Item No.	General and specific competences *	Learning activities	Minimum criteria for assessing progress	Period	Observations
1.	1. Perception of oral messages (general competence).	Module I Initial assessment			
	<i>1.1. Comprehension and reception of the transmitted oral message (specific competence).</i>	Speech acts: greeting, introducing oneself. Hearing stories/reading pictures/retelling a favorite sequence from the story (e.g. <i>The Goat with Three Kids</i> ; <i>Snow White</i> , etc.) Participation in interactive communication (example: What is this excerpt about? Who is the mother of the kids? What is the moral of this story/story?)	Voluntary/supported participation in oral language development	September	Providing verbal help when certain gaps arise in the description of a certain fact.
	<i>1.2. Identifying various information in a clearly spoken message. (specific competence)</i>	Didactic games: Recognize which character is being talked about/Character similarities and differences in the fragments of the texts/stories heard. The naming of the characters in the stories heard, their minimal characterization (for example: the stepmother of the beautiful Snow White is a villain).	Use of analysis and synthesis capabilities. Characterize at least two characters from the stories you hear.	September	Providing verbal help when certain gaps arise in the description of a certain fact.
	<i>1.3. Identification of sounds, syllables, words in clearly spoken statements. (specific competence)</i>	Vocabulary: the word (words with opposite meaning). Phonetics: syllable, word. Exercises for correct utterance and pronunciation of sounds and words. Exercises for the correct pronunciation of words that begin, contain or end with a certain sound. Coloring images that contain an indicated sound. Breaking words into syllables marked by clapping hands. Making up simple oral sentences. Discussions (dialogue) with classmates who have in the foreground a topic related to the stories heard, certain shows about family, personal hygiene, etc.	Speaks at least 30 grammatically correct words that begin, contain/end with an indicated sound, hyphenate indicated words, make up simple sentences with them. Participation in oral communication with other students of the class regarding various contexts.	September	Providing verbal help when certain gaps arise in the description of a certain fact.
	<i>1.4. Participation with interest in communication. (specific competence)</i>	Role-playing: Snow White and the Seven Dwarfs Hearing stories (<i>Cinderella</i> , <i>Hänsel and Gretel</i>) Asking questions about the content of the story heard for clarification purposes (e.g. cause of death of Snow White's mother)	Formulates questions that focus on the content of stories heard. Listens to classmates	September	Providing verbal help when certain gaps arise in the description of a certain fact.

	Rules of effective speech: taking turns speaking.		Discusses with colleagues various situations in everyday life	
	Socializing activity that promotes the physical and social integration of the student with intellectual disability (discussions with the entire class on the topic "What did I do yesterday?"; "What TV / YouTube channels do I watch?" etc.)			
2.	2. Participation in oral communications. (general competence)	Module II-III		
	Formulating a description about the family environment from which he comes (activities done with parents, child-parent relationship, how I feel for my parents and grandparents).		Describes at least two family members and the relationship he has with them.	October
	Narration of lived events.		Applies good manners in the environment in which he lives.	
	Practicing forms of address in various situations taking into account the time, space and person with whom it is communicated; formulas of politeness; good manners (thank you, you are welcome).		Communicates with at least two students in the class.	
	Formulation of statements, dialogues with colleagues by recounting events from their own life (I go to singing, I like to dance / cook because...).		Participates in at least two didactic games during classes.	
	Word Games (Wordwall; Raise your hand up if you hear the sound g in the following words thought, cockroach, goose; Where is the sound g at the beginning, inside, or at the end of the word?).		Complies with the work indication for the performance of tasks.	
	Coloring images that represent objects and begin with a certain sound.			
	Clear intonation in saying and formulating simple words, in expressing one's own emotions and feelings, etc.		Clear communication of opinions about the best friend, about the teacher.	November
	Brief descriptions of classmates, teacher, support teacher, sports teacher, family, favorite toy, etc.			
	Role play: I'm talking on the phone.		They express curiosity about certain phenomena.	December
	Group games: Cordless phone; Pheasant, Mill, Enchanted Microphone.			
	Formulating and asking questions to satisfy certain curiosities (What happens if I am not careful? What would have happened if...?)			
	Formulating answers for riddles.		Answers riddles, speaks openly, clearly and coherently about at least two close people in the school and family environment.	December
	Dialogues on my family, my brother, the school I attend, my teacher, my best friend, my bank colleague			
	Imagination Games: Changing the Ending of the Snow White Story			
	Group games: Mime, At the wall stop.			
				Involve and educate parents in the direction of providing adequate support.
				Educating other students by helping the student with SEN
				Providing verbal help when certain gaps arise in the description of a certain fact.
				Providing verbal help when certain gaps arise in the description of a certain fact.
				Creating an environment to successfully attend classes.
				Providing verbal help

		He uses his creativity to change the ending for at least one story he's heard.		when gaps arise in describing a particular fact	
3.	3. Receiving a variety of written messages in known communication contexts. (general competence)	Module IV			
		Recognition and naming of uppercase and lowercase letters (a, r, t etc.) and groups of letters (ce, gi)	Recognizes at least ten uppercase and lowercase letters by hand, the groups of letters ce, ci. Builds at least three simple words, read them.	January	Design of individual worksheets adapted to the particularities of the psycho-physical development of the student with SEN
	3.1. <i>Reading, recognizing and writing letters.</i> (specific competence)	Building simple words using learned letters. Reading simple words on syllables. Selective reading. Reading monosyllabic words. Correspondence of images.	Matches all images.		
	3.2. <i>Narration and related of short sequences from a story heard.</i> (specific competence)	Identification of characters from the text heard. Reading by pictures.	Identifying at least two characters from an auditioned story. Formulating at least three responses about the content of a story heard	January	Providing verbal help when certain gaps arise in the description of a certain fact.
	3.3. <i>Identifying the meaning of symbols from the familiar universe that convey simple messages.</i> (specific competence)	Recognition of environmental symbols (for better spatial orientation): P-parking, I-information, pharmacy, hospital, pedestrian crossing, traffic light. Correspondence between images based on oral indications.	Perceives, recognizes and describes images in public space (pharmacy, parking, etc). Matches the images at the teacher's instructions.	January	Design of individual worksheets adapted to the particularities of the psycho-physical development of the student with SEN
	3.4. <i>Reading simple texts.</i> (specific competence)	Memorizing a poem. Group reading (huge books) at the school library. Reading children's magazines. Intuitive observation of books (shape, size, color, with/without pictures, number of pages, as well as fliers. Page numbering .Observing the boxes of the games in the classroom that have the rules of the game, the number of participants, etc. Observing and differentiating different types of books, coloring books compared to books that have simple content but with many pictures. Role play: at the library, bookstore, magazines store, etc.	Memorizes at least two simple and short poems. Reading on pictures, simple words, reading together with classmates. Identifies at least where a page is numbered, distinguishes between a thick book and vice versa.	February	Design of individual worksheets adapted to the particularities of the psycho-physical development of the student with SEN
4.	4. The formation of writing skills.	Module V:			

(general competence)	Performing exercises to develop the fine muscles of the hands (we play the piano, guitar, morișca)			
4.1. Handwriting letters. (specific competence)	Making letters from Plasticine, followed by decorating them.		February	Design of individual worksheets adapted to the particularities of the psycho-physical development of the student with SEN
	Outline letters (in the air, sandbox, flour, brush, chalk)			
	Writing at least 10 letters by hand with various writing tools (pencil, pen, pen) and on various media (lined sheet, blackboard)	Correct handwriting of at least ten letters using the pen.	March	
	Coloring the outline of some letters on an A4 sheet.			
	Writing groups of letters (ce, ge).			
	Writing simple words with the help of the computer (Ana, mama, loud, big, has).	Correct writing of at least five words, the entire name on the notebook with the line type I.	April	
	Capitalization of the proper name.			
	Punctuation: period, line of dialogue.			Adaptation of work indications related to the disability of the student with SEN
	Organization of written text: calligraphic writing of learned letters on type I line.		May	
	Placing the date in the notebook.			
4.2. Writing short messages consisting of handwritten words using various materials. (specific competence)	Decorating a classroom space (reading corner)	Responsible (editor) for the layout of the class journal.	June	Ensuring conditions for successful completion of tasks
	Filling out the class diary using drawings, photos			
4.3. Transposing your own ideas and feelings. (specific competence)	Making a drawn letter.	Writes at least five simple words after dictation.	June	Adaptation of work indications related to the disability of the student with SEN
	Create a story (teacher writes story).			
	Writing simple, common words after dictation.			

Note: * General and specific competences (School curriculum for the subject Communication in Romanian Language. Preparatory class, first class and second class. Approved by Ministerial order No. 3418/19.03.2013, pp. 3-16)

Level found in initial assessments:

- He is helped by colleagues and dependent on his mother.

Oral communication: performs the synthesis of information transmitted only through oral communication; difficulties in understanding words specific to a slang (mathematical, plastic, musical, etc.); rudimentary phonemic hearing.

Written communication: the act of writing is fragmented, difficulties in recognizing letters; The writing is cumbersome, dysgraphic in terms of even making graphic signs.

Mathematics and science: difficulties in plotting figures, as well as solving simple problems or performing simplistic addition and subtraction.

Recommendations: attending specific therapies (speech therapy, counseling, occupational therapy); carrying out period activities with the support teacher for solving educational problems (practicing uppercase and lowercase letters, reading); adapting content at a lower level, by providing appropriate texts and clear tasks within the inclusive classroom; attending a sport.

General and specific competences (according to Annex no. 2 to the order of the Ministry of National Education no. 3418/19.03.2013, Ministry of National Education, Approved by order of the Minister No. 3418 / 19.03.2013)

Assessment: initial, formative, final

Table 2. Personalized intervention plan for the discipline of Mathematics and Environmental Exploration

Item No.	General and specific competences *	Learning activities	Minimum criteria for assessing progress	Period	Observations
1.	<p>1. The use of numbers in elementary calculations. (general competence)</p> <p><i>1.1 Recognizing, writing and operating numbers up to 100. (specific competence)</i></p> <p><i>1.2. Comparison of numbers in the focus 0-100. (specific competence)</i></p> <p><i>1.3. Ordering the numbers. (specific competence)</i></p>	<p>Module I și II:</p> <p>Reading numbers from 0-20.</p> <p>Individual writing of numbers from 0-20 on the grid of the math notebook.</p> <p>Counting objects in the environment, also in the focus 0-20.</p> <p>Encircle numbers smaller than x, coloring numbers smaller than y.</p> <p>Writing neighbors of a number</p> <p>Addition and subtraction in focus 0-5</p> <p>Problems: addition test and subtraction test.</p> <p>Comparison of objects of different sizes in the environment.</p> <p>Identification of even and odd numbers in the 0-20 focus .</p> <p>Neighbors of numbers in focus 0-20.</p> <p>Selecting numbers according to certain criteria (e.g. circle in red numbers greater than 10)</p> <p>Ascending and decreasing order respectively in focus 0-20.</p> <p>Identifying numbers located within a given range (e.g., write two numbers less than 15).</p> <p>Writing an and of even and odd numbers in the 0-20 focus.</p> <p>Reading numbers in focus 20-50</p> <p>Individual writing of numbers in the 20-50 focus.</p>	<p>Recognizing, reading and writing numbers at least in the focus 0-20</p> <p>Addition in the focus 0-5.</p> <p>Identification by comparison of objects in the environment, as well as neighbors of numbers in the 0-10 focus</p> <p>Ascending order of numbers in the 0-10 focus.</p> <p>Writing even/odd numbers in the 0-20 focus</p> <p>Reading and writing numbers in focus 0-20</p>	<p>September</p> <p>September</p> <p>October</p>	<p>Offering help when certain gaps arise in the field of mathematics</p> <p>Providing help when gaps arise in the mathematical area</p> <p>Offering help when certain gaps arise in the field of mathematics</p>

	Positioning given numbers on the axis.			
	Writing numbers in focus 0-50 on the math notebook grid.			
	Addition and subtraction in focus 0-20 (optional)			
1.4. <i>Performing addition and subtraction, mentally and in writing, in the 0-100 concentration, frequently resorting to counting.</i> (specific competence)	Counting: from 1 to 1, from 2 to 2 in concentrate 0-50. Composition and decomposition of numbers in the 0-50 concentrate. Role play: The librarian (we arrange the cards). Making and adding subtraction. Verification with objects/by reverse operation in concentration 0-50.	Counting from 1 to 1, from 2 to 2 in focus 0-30 Performing simple addition and subtraction.	November	Providing feedback and help when gaps arise in mathematics
1.5. <i>Performing repeated addition/subtraction by counting and object representations in the 0-100 concentration.</i> (specific competence)	Solving practical situations (e.g. 4 siblings receive 2 apples each. How many apples did the brothers get?)	Solving simple problems.	December	Offering help when certain gaps arise in the field of mathematics
1.6. <i>Recognition of mathematical symbols(term, sum, total, difference, <, >, =, +, -).</i> (specific competence)	Identification of smaller and larger numbers in the 0-50 focus	Identifying numbers more in the 0-50 focus	December	Offering help when certain gaps arise in the field of mathematics
2. 2. Naming geometric shapes. (general competence)	Module III: Positioning objects in the environment (e.g. put the notebook in, on, above, below, near the bench; put the notebook in front, behind, left, right of the pencil case; put the green pencil next to the blue pencil, etc.). Making simple drawings (circle, triangle, rectangle). 2D plane figures (with support from the teacher). Writing horizontal, vertical dashes on the notebook grid. Identification of the interior and exterior of a figure. Building games an object with geometric shapes.	Positioning objects according to certain criteria. Writing dashes on the notebook grid.	January	Offering help when certain gaps arise in the field of mathematics

<p>2.2. <i>Recognition of geometric figures and bodies in the appropriate environment and in accessible plane representations (including drawings, art reproductions, schematic representations).</i> (specific competence)</p>	<p>Drawing geometric shapes on the network of the mathematics notebook (circle, square) – 3D (with the support of the teaching staff). Decorating objects with geometric motifs (e.g. earrings) Making the doll's room by means of geometric figures. Making a house using the same theme. Cropping and description of geometric figures.</p>	<p>Making drawings of simple geometric shapes.</p>	<p>January</p>	<p>Offering help when gaps arise in mathematics</p>
<p>3. 3. Naming some environmental phenom. (general competence) <i>3.1. Observations of the environment.</i> (specific competence)</p>	<p>Date. Time. Hour Name of months, days of the year. Games: says what month/day is missing: January,, March; Monday,, Wednesday, Thursday,, Money. Banknotes. Building strings of numbers in the 0-50 focus. Identification of the constituent elements of the human body. Their location. The role of each organ of the body. Water state transformation (evaporation, boiling, condensation) The universe-the sun. Heat from the Sun. Positioning the Sun at time intervals. What is the weather like outside? What does a plant need to live? Skeleton of animals. Didactic game: experiment – free fall of various objects. Production of rain-specific noises. Highlighting the force of wind, alternative energy through various experiments.</p>	<p>Making nature's calendar. Construction of a string of numbers in the 0-30 focus Identification of the role of organisms of the human body, as well as certain concepts about the environment (Sun, plants).</p>	<p>February</p>	<p>Providing help when gaps arise in mathematics and environmental exploration</p>
<p><i>3.2. Developing skills by providing best practices through community waste collection and beyond.</i> (specific competence)</p>	<p>Maintenance of green space in front of schools using various tools (rake, gloves, hoe). Planting fir saplings. Planting organic tomatoes in classroom alveolar—plant evolution from seed to fruit. Fashion parade from recyclable items.</p>	<p>Participation in practical, household and occupational activities in the inclusive environment of the school.</p>	<p>February</p>	<p>Providing feedback/help in carrying out practical-occupational tasks.</p>

	Forms of energy (light, heat, electricity). The importance of energy and saving it in our lives.	Making the connection between different forms of energy.		
	Vibration waves: producing sounds.			
	Identifying your own mistakes in behavior towards the environment.	The formation of a positive attitude to the environment.		
	Role play. Recycling (schoolyard)			
4.	4. Identification through experimentation of some phenom. (general competence)	Module IV:		
	<i>4.1. Showing interest in the environment by making drawing and experiments. (specific competence)</i>	Recording in their journal observations on the state of water aggregation/transformation (solidification, melting ice, evaporation, boiling, condensation). Making a drawing with the theme of the life of a plant. The evolution of a plant in pictures (gluing).	Identification of water transformation processes.	March Design of a material adapted.
	<i>4.2. Identification of consequences of simple actions, phenomena, processes. (specific competence)</i>	Identifying the cause that caused the drying of a plant (lack of water, light). Discussions with colleagues – what happens in Space? What does it look like inside a space rocket? (for social inclusion) The role of the Sun as a source of light for earthlings. Benefits/disadvantages to human health: the sun's rays for our skin.	Learning notions about the stages of plant evolution. Acquiring notions about factors that act negatively on plants. Promoting a social attitude with the entire student collective. Formation of cognitive abilities on the role of the Sun.	March Design of a material adapted.
5.	5. Problem solving starting from sorting and representing data. (general competence)	Making a group album with the students of the class by the month in which they were born. Making nature's calendar daily.	Making a diary and calendar of nature.	April Providing feedback/help in carrying out practical-occupational tasks
	<i>5.1. Sorting and classifying data from the appropriate environment based on two criteria. (specific competence)</i>	Identification of weather exchanges taking into account the season, month and times of day. Observation of the weather situation for a month. Specifying the specifics of the seasons in our country. Ordering in your own log the scale wave with the order of the preferred season.	Curiosities about weather situations.	
	<i>5.2. Solving simple problems in which addition or subtraction operations occur in the 0-100 concentration, with</i>	Solving problems by pictures Reading and writing numbers in the 0-50 focus.	Solving simple problems by pictures.	April Offering help when certain gaps arise in the field

	<i>support in objects, images or schematic representations.</i> (specific competence)		Reading numbers in focus 0-50 Writing numbers from 0-50		of mathematics.
6.	6. Use of conventional beads for measurements and estimates. (general competence) <i>6.1. Use of non-standard measures to determine and compare capacities and lengths.</i> (specific competence)	Module V: Measurement of capacity by means of a measuring beaker. Identification of kitchen utensils. Their characteristics (e.g. cup full of flour, empty mug). Role play: The chef (donuts, pancakes). The size of objects.	The use of kitchen tools to make simple culinary recipes.	May	Providing feedback/help in carrying out practical-occupational tasks.
	<i>6.2. Use of units of measurement to determine and compare time of everyday activities.</i> (specific competence)	Specifying the time, day, year, day, week, month, year, etc. in nature's calendar. Specifying the months specific to a season. Working days and weekend. Identification of days such as Mother's Day, Christmas, Easter, birthday, Martisor, first/last day of school. Making a personal calendar with all activities carried out during the week (Monday-occupational therapy, Tuesday-sports, etc.). Identification of watch types. Watch reading.	Identifying all notions of space, time, but also days such as Christmas, Easter, Mother's Day, the first/last day of school, the name day.	May	Providing feedback/help in performing cognitive and occupational tasks.
	<i>6.3. Banknote recognition.</i> (specific competence)	Money. Banknotes Recognition money. What can I buy for 10 lei? (e.g. bread, milk, chocolate bar) Addition and subtraction in concentrate 0-70 using banknotes. Role play: At the market, at the store (using money)	Recognition and use of banknotes.	June	Offering help when certain gaps arise.
	<i>6.4. Naming, recognition and use of units of measurement.</i> (specific competence)	Measure and length. Measuring the length of some objects by centimeter, ruler. Measuring the volume of a glass, waist. Role play: Seamstress (cut 50 cm of white fabric)	Learning the skills, skills and knowledge of operating the ruler, centimeter.	June	Offering help when certain gaps arise.

Note: * General and specific competences (School curriculum for Mathematics and Environmental Exploration. Preparatory class, first class and second class. Approved by Ministerial Order No. 3418/ 19.03.2013, pp. 3-22)

4. Findings

Following the case study and the elaboration of a personalized intervention plan for the subjects *Communication in Romanian Language and Mathematics and Education Sciences* for a student with moderate intellectual disability in the first grade, who attends the courses of a mass primary school, together with the other typical students, it can be brought to the attention that inclusive practices can be easily achieved, for this category of pupils, if the will comes from teachers, if they are provided with the necessary support and services for inclusion, such as designing an intervention plan for each subject, which takes into account the disability of these students, their learning needs and interests. By providing them with these necessary services, the school ensures their equal participation with other students in a quality education.

5. Conclusions

Inclusion in terms of good performance of instructional-educational activities for student with SEN and implicitly for students with intellectual disabilities, involves reducing the barriers to their learning, by ensuring an equal and individual education for all students by increasing their participation in school and extracurricular activities (Booth & Ainscow, 2003).

Inclusion of students with mild and moderate intellectual disabilities in state primary education in Romania, promotes and supports the fact that the school has open doors for all students, regardless of the peculiarities characteristic of intellectual disability or from which the student suffers, these being in turn multiple. Inclusion offers a chance to education to all students, through the services offered (speech therapy, occupational therapy, ultrasound therapy, kinethotherapy, hippo-therapy, swimming therapy), but also by offering a differentiated, adapted and individualized instructive-educational-evaluative process, taking into account the peculiarities of psycho-social-physical and cultural development of students with various types of disabilities (intellectual, visual, auditory, language, psycho-motor, etc.).

Formulating the conclusion from the perspective of the case study, brings to the fore the purpose of the work, namely the inclusion of students with intellectual disabilities in state primary education by accurately presenting a case study of a student with moderate intellectual disability from de 1st grade, who attends the classes state primary education, through which we find informational data from a cognitive-

affective point of view, but also from the point of view of his adaptative behavior. Following the case study presented, it is brought to attention that this student has a delay in the process of cognitive development. Thus, he must constantly keep in touch with the support teacher in the school he belongs to, continue to participate in speech therapy and occupational therapy classes, and in order to solve his family problems, he will benefit from individual classes in the school's counseling office, and last but not least, for the school to implement inclusive policies, it will benefit from a curricular adaptation to each subject. By offering these services, students with moderate intellectual disabilities can learn together alongside other students with typical development.

Thus, the long-term goals for our student with moderate intellectual disability are the following, developing the ability to receive an oral and written message; development of the ability to issue an oral and written message; development of motivation for learning; development of the level of school achievements: writing, reading, calculation; development of the ability to self-control and positive relationships. Short-term goals are to develop abilities to understand or render a message; letter recognition to consciously write monosyllabic letters and words; performing simplistic mathematical calculations, but also forming self-control skills, relating to others. The strategies and didactic means useful for this category of students are mainly the following, the implementation of cognitive-behavioral techniques, art-therapeutic techniques (finger painting, painting, drawing, modeling, sculpture, braids); role-playing; games with fixed rules. The assessment methods and tools are continuous observation of behavior during activities; evaluation tests; monitoring sheets prepared by the teacher, educator, psycho-pedagogue teacher, counselor; Portfolios; permanent oral evaluation, through appreciation and encouragement of positive behaviors; W.I.S.C. Weschleser scale for schoolchildren; Reaven progressive matrices.

Therefore, by implementing and designing customized personalized intervention plans for each subject, for students with moderate intellectual disabilities in state primary education and beyond, we, the teachers, can ensure their access and participation in a social and educational life, participation that does nothing but train them for the future, to become the best version of themselves, to find a job, to find that purpose in life and not least to help increase their quality of life.

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