



Practices of inclusive education

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Authors note

Abstract

Inclusive education is a strategic approach designated to facilitate successful learning for all children. Inclusive practices confirm that all children can learn and that they all need some form of support for learning. The stated goal of the inclusive school is to identify and minimize the barriers of learning. Inclusion is a dynamic process that is constantly developing, according to the contextual needs and culture of the reference group, while being part of a strategic system of promotion and construction of inclusive societies.

Keywords: inclusive education, integration, inclusion, barriers, special needs and disabilities

Zusammenfassung

Inklusive Bildung ist ein strategischer Ansatz bezeichnet für erfolgreiches Lernen für alle Kinder zu erleichtern. Inclusive Praktiken bestätigen, dass alle Kinder lernen können und dass alle irgendeine Form von Unterstützung für das Lernen benötigen. Das erklärte Ziel der inklusiven Schule ist Hindernisse für das Lernen zu identifizieren und zu minimieren. Inklusion bedeutet ein dynamischer Prozess, der ständig weiterentwickelt wird, gemäß den kontextuellen und objektiven Bedürfnissen und entsprechend der Kultur der Bezugsgruppe. Inklusion ist, gleichzeitig, Teil eines strategischen System der Förderung und der Aufbau einer integrativen Gesellschaft.

Schlüsselworte: inklusive Bildung, Integration, Inklusion, Hindernisse, besondere Bedürfnisse und Behinderungen

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With reference to educational practice which is in special education, integrated and inclusive, we identify relationships of subordination, or their subsequent organization, represented by Figure 1, where the segment of special education is for children / students with disabilities, to whom it provides specialized services in segregated schools with specialized personnel trained in the field. We mention in this context the functioning of centers of excellence for gifted children. Integrated education is represented by the institutional area in which pupils with SEN (special educational needs) were integrated into general education by providing them with the resource teacher, teacher support / rejuvenation, speech therapist, psychologist, individualized specialist services and inclusive education is represented by the entire spectrum of schools able to provide quality educational services for all students, including all students with disabilities as well as the gifted ones.

Table 1. Structure and interdependencies in special, inclusive and integrated education

<i>Inclusive education</i>		
Special education	<i>Integrated education</i>	General education
	General education + special education	

It is necessary in the implementation of inclusive practices for the teacher to have detailed knowledge on how to achieve the evaluative and diagnostic process of each student, assuming a projective scenario based on identified needs and sufficient determination to implement it, thus responding to school diversity. The set of rules to be met by teachers and that implicitly generate inclusive practices under UNESCO Guidelines, 2002 are: inclusion of all children, communication, classroom organization, lesson planning, individual plans, individual support, usage of additional means of support, behavioral (control) management, teamwork.

1. The value of inclusive education for every student is that he/she can work together with other children, and thus be included. As long as experience has shown that students with SEN can be isolated even when they are integrated into the class / middle school, teachers have a duty to support the explanations for differences and diversity between individuals with arguments, to remove some of the negative attitudes towards others, to generate collaboration and teamwork development, to highlight the potential intellectual and vocational skills of each of the students.

2. Another issue raised regarding the nine rules set out above is that of communication. Knowing the importance of communication in teaching, the teacher will ensure that it is conducted within optimal learning parameters of learning, both vertically

(teacher-student) and horizontally (student-student). At the same time, access to communication methods will be of a verbal, para verbal and nonverbal nature, promoting both written and verbal communication. The conditions for effective teaching communication will be followed carefully by each teacher:

- the manifestation of a positive attitude towards the act of communication by valuing the interlocutor or his speech, high self-esteem and sense of competence in the field, tempering egocentric tendencies;

- support to help anchor verbal and / or nonverbal communication, encouraging unrestrained, spontaneous, free expression;
- addressing a supportive attitude marked by trust and equality, sincerity and honesty, the openness to a partner, the partner's response to the message, recognition of their thoughts and feelings, of a positive, unconditional interest;
- generating an empathic attitude, securing, managing interaction and acceptance of each other's presence;
- responsible, expressive commitment both in a verbal and emotional plan for the transmission of message, and an increase in the effectiveness of communication;
- the ability and agility in influencing and directing communication to achieve the goals set;
- flexibility and credibility in dealing with a theme (speed and fluency in speech, rich communicational repertoire, adaptability and reliability in playing your part, etc.);

3. Organizing the classroom, the environment in which learning can positively or negatively influence the process within each student. Therefore, both the formal and non-formal frames of education will be carefully selected, organized and used by the teacher, focusing on the correlation between goals, the organization of the work (individual, frontal, group), curriculum content, addressed teaching strategies (teaching methodology, educational resources) and system evaluation. And last but not least, the relationship of dependency with the organization of the class, emphasizing the positive effect that aesthetic education has, simultaneously involving visual, auditory, olfactory and kinesthetic analyzers in knowledge, in the act of learning.

4. Designing lessons will be consistent with the individual and group learning needs of the students. The focus will be on determining the active-participative attitudes of students, namely the individual contribution of each student in their own learning process and its assessment. Using concrete material with translation towards the abstract, highlighting key words and concepts required to develop cognitive organizers, summarization and subsequent analogies, developing and solving worksheets, learning tasks that are elements related to successful teaching design.

5. Individual plans emphasize the importance given by the teacher to individual specifics, age and intellectual peculiarities of each student. Individual plans also emphasize and build a pupil's skills in various curricular areas. Identification of the potential intellect of each student generates access to the right resources, implementing strategies stipulated in the individualized service plan that will lead to achieving academic performance or the best possible result. The evaluative process (formative and summative evaluation, self-evaluation) allows reconsideration of strategies, rebalancing teams of trainers and expectations.

6. Individual support is claimed by the desideratum of the inclusive school, "a school for all and everyone." The arrangements for individual support are multiple, accessing one or the other depends on problems posed by each trainee. Specialist teachers, the supporting teacher or the itinerant teacher are resource people who can successfully provide individual learning support. The support from the perspective of organizing individual learning may be granted by a guardian (fellow student who provides support and assistance after completing their tasks for pupils with special educational), volunteer (people outside the school, with trainer skills, members of different organizations) or a group of students working in collaboration through cooperative learning activities.

7. The means of support are represented by the equipment, technical means that facilitate inclusion and ensure participation in learning activities. The same range of support facilities and learning materials are the means of education that are present in schools, including both conventional teaching materials, technical equipment, class furniture, means of travel as well as means for communication and various objects and toys.

8. Behavioral management covers such interventions that are focused on undesirable conduct during the activities. Functional analysis of any behavior will help determine the causes of the undesirable behavior, its maintenance factors and the consequences of the behavior in question. For the intervention we will consider using an effective punishment and reward system customized for each subject and the type of behavior shown. At the same time, knowing the role of the teacher in the shaping and formation of behavior by using "the word", admonition shall respect the following conditions:

- clear expression, safe and uncompromising, through the distinction between the desirable and undesirable behavior and at the same time, firm and warm, in terms that leave no room for interpretation;
- focus on the problem, in the sense of direct admonition to the student's behavior and not towards his person, other students, teachers and the relationship between him and the class;
- self control of the voice, of the tone used in admonition to avoid possible violent threats and control techniques, knowing that this will cause, with a very high probability, negative ripple effect (anger, resentment, restlessness, restlessness, anxiety) or may even generate undesirable behaviors in students that had not developed such behaviors before;
- argumentation will be minimal, neutral and expressed in positive terms, meaning that the orders given must not be associated with the personal mood of the teacher, and the wording will be positive without prohibitions and bookmarks while avoiding that an order be doubled by the presentation of the reasoning that has imposed it, as this will also suggest reasons that may cause the order to not be complied;

9. Teamwork involves joint ownership of responsibilities and decisions in relation to the issue of a student or another. The team of trainers is called to serve as a gear interconnected to the reactions of the child with special educational needs. Strategic targets are oriented according to priorities and internal succession that involves solving each of them. At the same time, we specify that both the composition of the group of trainers (teachers, specialist teachers, support teachers, parents, social workers, doctors, etc..) as well as the content of the intervention are different from one case to another, which determines mutual and permanent consultation at team level, mutual support, responsible commitment to the task and last but not least, self-determination in producing positive results recognized at group level and not viewed as singularities that are a part of it.

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