



## PLACING CHILDREN WITH SPECIAL NEEDS INTO VARIOUS EDUCATIONAL FRAMES

### INSTITUȚIONALIZAREA COPILOR CU NEVOI SPECIALE ÎN DIVERSE MEDII EDUCAȚIONALE

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**Rezumat:** *Articolul de față reflectă câteva modele de integrare a copiilor cu CES. Fiecare model presupune anumite particularități și legități de implementare subordonate factorului de administrare locală.*

**Cuvinte-cheie:** *copii cu nevoi speciale, medii educaționale, integrare, incluziune, instituționalizare.*

The article below views three central perceptions of integration: Mainstreaming, Integration and Inclusion. Each model has its own assumptions, a guiding, applicable local policy; its own history and variance points that distinguish it from other perceptions.

**The Mainstreaming model:** This perception is the oldest of all three, and its origin is in the Special Education Law of the USA. The subject population of this approach are children with light disabilities up to medium ones. This perception focuses on the scope of time as well as the special circumstances in which this child population will stay in regular classes in school. The basic principle of this approach is that placing the child with light-medium disability in a special class for special education shall be conducted only if no other solutions have been found for the child other than his placement in a regular class; and thus the State has to provide possible alternative for the child on the principle of "the less limiting educational environment". According to this perception, the child with spe-

cial needs alternately goes to the developing class during day-hours in order to be able to receive assistance according to his special needs. There is a number of types of developing classes which vary from each other in the type of assistance they introduce:

**Remedial Teaching –** The therapeutic teacher helps the child in an individual way with basic skills: arithmetic, Arabic, Hebrew, and reading; these skills are necessary for the child's success in the regular class.

**Individual Assistance to the Child –** The therapeutic teacher helps the child deal with the learnt material in the regular class. This model is mainly acceptable in high schools.

1. **Class Focusing on Life Skills –** The learning curriculum in class deals with developing life skills like finding a job, filling forms and reports, balancing income and expenses.
2. **Class focusing on Developing Learning Strategies –** The emphasis here is on the method rather

than the learning content. A group of researchers led by *Del Donald Dashler* has developed teaching curricula for developing certain skills like attention and problem solving, improving reading, word treasure, expression, arithmetic, as well as tutoring in other fields like direction, control and self-evaluation [1, p. 72].

**The Integration Model:** The main drive of the integration movement was towards the education of students with severe disabilities, close counterparts of the same age attending general education, to enable them to form relationships with students who are not disabled. Students with severe disabilities have often learned in special classes at regular public schools, while being together with other students in school was usually at lunch, breaks and special occasions.

There is a number of types of special classes in the USA:

1. Categorical Therapeutic Class – in which students of the same disability group learn together; like children with psychological disturbances or children with learning difficulties.
2. Multi-categorical Therapeutic Class – which includes students with various disabilities who have similar level of functioning or learning achievements.
3. Non-categorical Class – Grade students who need help, without classification. This model is common in the United - States to avoid tagging students based on disability.

Therapeutic grade built on skills – This class focuses on teaching remedial studies in a specific proble-

matic field of study such as reading or arithmetic.

**The Inclusion Model:** The idea of inclusion refers to placement of children with disabilities of any kind of regular education classes with appropriate support services provided mainly within this frame. While the model of mainstream refers to the extent of time that children with light disabilities will stay in regular classes according to their ability, and the integration model refers primarily to closeness and allowing social interaction between children with disabilities, severe and regular students, the concept of inclusion and generalization concern the full partnership and consolidation of limited students with their colleagues (Group of equivalents) at all levels. In defining the term "inclusion", Sailor points to six major views:

All students will receive education at school – they get the education as if they were not disabled.

There should be children with disabilities in schools according to their relative population abundances.

No rejection of children with disabilities from schools on the basis of the type or extent of disability.

General education should match age-wise and in terms of class students with disabilities, so that it were independent units of special education classes.

1. The preferred teaching methods of the inclusion model are both cooperative learning and peer teaching (teaching that occurs during the interaction of students).
2. Support for special education students in the general class and other joint frameworks.

*Stages in the history of the Inclusion Model:* The beginning of the idea of inclusion was in 1978, in an attempt to integrate the education of students with disabilities within the broader context of general education. The attempt to create comprehensive plans for these students was the premise that children with disabilities cannot be discriminated against in education, and we should allow them access to company and partnership relations with peers who are not disabled.

It is possible to identify four stages in the history of Inclusive Education [3, p.29]:

1. The public debate on individual rights preceded the legislative formulation on the subject.
2. Legal enforcement action by parents of children with disabilities together with professionals to repair and improve education for the disabled population.
3. Allocation of research grants to enable the application of inclusive education in the country.
4. Exploiting the resources of IDEA (Individuals Education with Disabilities for the Entire population of a school, while producing "secondary profits" for children in the regular education.

Reviewing the literature on definitions and approaches to inclusive education shows that the concern has gradually moved from special educational needs of the special education population, to concerns for school needs as a whole, and the ways of combining resources that will provide quality education efficiently to all students in school.

Integration of children with special educational needs in regular

schools has gradually become a key topic in special education over the last half a century [2]. Since the late 1990s the term "inclusion" which embodies a whole range of assumptions about the purpose and meaning of schools has replaced the previously used term "integration" in the vocabulary of special educators. In contrast to integration, inclusion implies a restructuring of the educational environment to accommodate the needs of a small number of children with significant disabilities. It promotes self-determination and participation of individuals with disabilities as any other minority in the community. Fischebein M. defined inclusion as a cohesive sense of community, acceptance of differences and responsiveness to individual needs. The fundamental principle of inclusion is the valuing of diversity in the human community [1, p. 85]. Over the last decade the idea of inclusion has become increasingly the focus of national and international policy of education. Inclusion has been defined as placement and education of students with disabilities in general classes (including general physical education), with peers in their neighbourhood schools [4]. An inclusive school is a place where everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met. It also means providing all students within the inclusive appropriate educational programs that are challenging yet geared to their capabilities and needs as well as any support and assistance they and/ or their teachers may need to be successful in an inclusive environment. Inclusion,

in general schools, has many benefits both for students with and without disabilities. According to recent studies, students with disabilities have the same possibilities and opportunities to participate as non-disabled counterparts in school and social events.

Students without disabilities learn to approach children with different characteristics, develop empathy and acceptance of individual children's differences, become more aware and more responsive to other children's needs and learn more about persons with disabilities.

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