

WAYS OF PSYCHOPEDAGOGICAL INTERVENTION IN INCLUSIVE PRESCHOOL EDUCATION

D. MARA¹

„Lucian Blaga” University of Sibiu

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Cuvinte cheie: incluziune, cerințe educative speciale, curriculum adaptat, intervenție

Abstract: Inclusion is a complex process involving the integration of the child or person with disabilities in education and in the Community as a whole. Inclusion process includes a series of measures taken to extend the scope and role of regular education in order to meet a wide variety of children. The main instruments used in planning and coordination of psychological and educational interventions are customized service plan (PSP) and customized intervention program (PIP)

Rezumat: Incluziunea este un proces complex care presupune integrarea copilului sau a persoanei cu dizabilități în sistemul educațional și în sistemul comunitar în ansamblul său. Procesul de incluziune cuprinde un ansamblu de măsuri luate în vederea extinderii scopului și rolului învățământului obișnuit, pentru a putea face față unei diversități mari de copii. Principalele instrumente utilizate în planificarea și coordonarea intervențiilor psihologice și pedagogice sunt: Planul de servicii personalizat (PSP) și Programul de intervenție personalizat (PIP)

1. Specificity of inclusive education

Inclusion is a complex process involving the integration of a child or a person with disabilities in education and in the community as a whole. Inclusion process includes a series of measures taken to extend the scope and role of regular education in order to meet a variety of children (Preda, 2000).

Inclusion means that children learn to adapt the requirements and all children have the opportunity to learn together, regardless of the difficulties encountered by them. Inclusive education must recognize and respond to various demands of children, learn to harmonize differences, differences between the degrees of successful, to ensure an effective education for all (Canevaro, 1999).

2. Pedagogical intervention tools

The main instruments used in planning and coordination of psychological and educational interventions are individual service plan (ISP) and personal intervention program (PIP) (Mara, 2009).

Differences between the two working instruments consist in the following: Service Plan sets the overall objectives and set priorities to meet the global needs of the individual and the state intervention program strategies used by the targeted goals are reached. Since the plan aims to meet all the requirements of individual services, it is a field of application very wide. Scope of intervention programs is limited to a single purpose, development and learning (Gherguț, 2001).

Pre-school education provides stimulating differential child to develop his intellectual, emotional and social capacities, taking into account the specific features of his age (Cristea, 2000).

Pre-primary education training offer equal opportunities for all children attending nursery school or at least the preparatory group for school, according to the laws in force (Vrășmaș, 2001).

3. Preschool education intervention tools

specific case-study

We present specific tools a child with special educational needs, at pre-inclusion approach used in the first level of education in the educational system: preschool education.

A. Study case

Ioana is born in Cîsnădie, on April, 2003. She has four brothers. She lives in one family with big material problems. Ioana is now in a large preparatory group at kindergarten 16 in Sibiu. Ioana came to this kindergarten at de age of three. Her group is formed by 27 children, most of which will go to school in this September. Her two teachers try to work as much as possible differently with Ioana to adapt curriculum contents to its capacity, often faced with the refusal of the child to achieve a certain task that exceeds the intellectual level and then are forced to find another activity that involved her.

She manifests a good social ability to adapt at the kindergarten environment being integrated in the collective group of preschool. In general, her behavior is decent. In the affective motivational-sphere, Ioana's emotional behavior is cheerful attitude and optimism. Being motivated by external means, in particular by material rewards, her interests are predominant with entertainment character – free creative games.

From the point of view of level of thinking, Ioana is preconceptual, intuitive, egocentric, she defines with difficulty a concept, establishes the opposite of a concept, encounters difficulties in determining the similarities and differences between concepts, makes classification of objects after simple criteria (shape, size or color) emphasizing the capacity of low abstraction and she has a low-capacity of storage but her generalization ability is remarkable only for simple concepts. On the memory sight, Ioana prevails the mechanic memory more than the logic one, determined an incoherent and unsystemized personality. Her attention has difficulties in maintaining voluntary attention to a longer period of time and also sometimes lack of stability.

¹ Corresponding Author: D. Mara, 33, Resita street, Sibiu, Romania; e-mail: danielmara11@yahoo.com; tel +40-0 722455513

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B. Personalized Intervention Plan (P.I.P.)

First name and last name: I.I.

Domain of intervention: educational

Specialists implied in the elaboration and implementation of the P.I.P.:

- coordinator: D.M.; nursery school teacher: R.V.; school psychologist: M.I.; other members: the child, parents.
- Date of realisation of the P.I.P.: February 2010; Date of revision: Juin 2010; conclusions of the complex evaluation:

From medical point of view: Generalized epilepsy (under treatment); Slightly mentally retarded; Hyperkinetic disorder.

From psychopedagogic point of view: slightly mentally retarded, hyperkinetic disorder, psychomotor nervousness within certain activities which presuppose concentration of cognitive capacities and attention.

From the point of view of the educational competences:

Experiential domains and specific learning difficulties:

Language and Communication:

- she doesn't always follow the story line simultaneously with the images from the book or while listening to the story told by the teacher;
- she doesn't always answer to questions concerning the content of a text, of a short story;
- she doesn't bear in mind the rhymed and rhymed idioms; she doesn't recite poems by respecting the intonation, rhythm, pause, according to the message conveyed;
- she doesn't use the expressive qualities of the body and oral language when conveying certain ideas and feelings;
- she doesn't recount stories relying on images.

Sciences

- she doesn't classify objects/ beings according to certain criteria (colour, shape, seize) or by naming a common feature;
- she doesn't select/group objects of the same shape/ seize/ colour (first, by taking into account only one criterion, then by taking into account more criteria simultaneously);
- she doesn't identify the similarities and differences from among groups;
- she doesn't justify the adherence of an object to a given group;
- she doesn't compare the groups created by globally determining where are more/less,
- she doesn't identify all the characteristics of fruits/vegetables;
- she doesn't recognize flowers and their components;
- she doesn't know the religious meaning of holidays.

Human Being and Society:

- she understands the norms of behaviour in society, but she gives examples which are not always related to the subject for discussion;
- in practical activities, she doesn't cut out following the contour;

Aesthetic and Creative:

- she doesn't do the homework assigned, she always wants to do something else;
- she doesn't pay attention to the work techniques or to the explanations provided.

Psychomotric

- she doesn't know the meaning of terms or orders, but she does the movement by imitating the other children;
- she doesn't keep an adequate distance from her front

classmate while doing exercises such as walking or running;

Suggested Interventions and Learning Activities:

Language and Communication:

Purpose: reception and conveyance of simple messages in native language;

Objectives:

- to take part in the group and game activities, both as a speaker and as a listener;
- to understand and convey simple messages; to react to them;
- to listen to a text attentively, to bear in mind its ideas and prove she has understood it;
- to pick up a text that is being read or told to her by intuitively understanding its expressive and aesthetic characteristics;
- to find out the idea of a text by following the clues offered by the images.

Contents and learning activities:

- first name and last name;
- family members;
- community (friends, neighbours, kindergarten fellows, kindergarten staff);
- family house, private room, classroom, other family spaces;
- her own responsibilities in family/kindergarten.

Sciences:

Purpose: development of its capacity to explore the environment

Objectives:

- to improve her sensorial experience as a basis of mathematic knowledge concerning the recognition, designation of objects, their quantity, classification, organization of groups, on the basis of certain common features (shape, seize, colour), taken into account separately or together;
- to understand and designate the relative spatial relationships, place objects in a given space or place herself correctly proportional to a reference point.
- to apply the norms of behaviour necessary to ensure the health and protection of human being and nature.

Contents and learning activities:

- differentiation of objects by their shape, seize (big, small, medium), colour (2-3 colours), length (long, short)
- total estimation of quantity, estimation by putting into pairs between the limits 1-5 (many, less, more than..., less than..., as many as ...)
- geometric shapes (circle, square, triangle);
- spatial positions: up, down, upon, etc.
- counting between the interval 1-5

Human Being and Society:

Purpose: development of the capacity to adapt her behaviour to the requirements of the group in which she lives

Objective:

- to introduce her family members, colleagues, friends, neighbours;
- to introduce, characterize herself;
- to interact equally with the other children from the community, regardless their sex, language, ethnic group or performances (children with special educational needs);
- to answer or ask questions concerning her own identity (family, ethnic group, language, culture, physical characteristics of the others).

Contents and learning activities:

- norms of social behaviour (norms of behaviour or circulation, hygiene norms)
- individual differences/ differences determined by ethnic

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- group, environment, religion, etc.,
- child's rights,
- individual values,
- national values;
- international values;
- her responsibilities in family/kindergarten;

Aesthetic and Creative:

Purpose: development of the capacity to listen and recognize snatches of musical creations

Objectives:

- to listen with pleasure snatches of musical creations adequate to her age and interests,
- to express herself through free movement or through the movement imposed by the character of some songs suggestive for their age and for the mood created.; these songs could be songs for children or popular songs specific to the area in which she lives, or they could be snatches of cult music.

Contents and learning activities:

- snatches of universal and national musical creations adequate to her age and interests.

Psychomotric

Purpose: development of the capacity to apply the rules of hygiene concerning the hygiene of the equipment;

Objectives:

- to use the equipment specific to the sport activities;
- to respect the individual and collective rules of hygiene;
- to know the body scheme;
- to respond motrically to orders;
- to do the movements of the different body segments correctly.

Contents and learning activities:

- designation of some parts of the human body: (arms, legs, back, head, neck, knees, palms, elbows, etc.);
- basic motric skills: walking, running, jumping
- utilitarian-applicative skills: crawling, walking in balance between two lines drawn on the ground

Intervention period: February-march 2010, april-may

2010

The intervention and learning process evaluation;

Final and continue evaluation through the means of evaluation

C. Adapted curriculum

Aria Curriculum: language and communication

Subject: Language Education

Class: preparatory group

Theme: „The bag of storie” (or „In the magic world of stories”)

Child with SEN: I. I.

	Class Activities	
	General Curriculum	Curriculum adapted
Points of reference	<ul style="list-style-type: none"> - to participate in group activities, as a speaker and as an auditor; - to receive a text by understanding the expressive and aesthetic features; - to enrich the active and passive vocabulary based on experience 	<ul style="list-style-type: none"> - to form simple statements based on the images of the story; - to arrange images in order to create the storyline of the story; - to understand and convey simple messages; - to recognize the character of the story after some heard lines; - to practice the correct pronunciation of certain syllables, words
Resources	- pictures of stories,	

(human, material, information)	silhouettes of characters in stories, puppets, books with stories, magic bag, masks representing characters in the story - group of children	silhouettes of characters in stories, puppets, books with stories, magic bag, masks representing personal story - group of children
Contents	- the magic world of stories, developed sentences, new words, positive-negative character, moral of the story	- simple sentences, new words, dialogue of characters in the story, characters positive - negative, ways of behavior
Teaching methods	- explanation, conversation heuristic, exercise, demonstration, story, play	- play, exercise alone or in groups, conversation, explanation, story
Learning environment	- class group,	- class group,
Evaluation- results – final product	<ul style="list-style-type: none"> - to establish a dialogue to express appreciation for the degree involvement in the activity; - direct observation, solving tasks as required. 	<ul style="list-style-type: none"> - developing the capacity of telling stories in a logical sequence of what was heard and seen, - proper use of simple words in different contexts, - solving 2 of requirements from 4 compulsory for the group

4. Final considerations

A major need of intervention in the field of inclusive education strategies aimed to adapt the learning conditions in schools table, especially children with special educational needs. The main instruments used in planning and coordination of psychological and educational interventions are individual service plan, personal intervention program and adapted curriculum.

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