



ERASMUS+

“Digitalization for Kindergartens and Primary Schools”

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C3/Learning Teaching Activities/LTT in CSEI Romania

SPECIAL EDUCATION IN ROMANIA

ICT in the educational process of students with SEN

CENTRUL ȘCOLAR DE EDUCAȚIE INCLUZIVĂ BUZĂU

- In Romania, special education is addressed to all children / pupils / young people with special educational needs (SEN).
- Special education, at pre-school, primary, secondary, vocational, high school and post-secondary level, for people with SEN (learning disabilities / disabilities, language and communication disorders, socio-affective and behavioral disorders) is organized and functions in accordance with the National Education Law no. 1/2011 and of the Regulation on the organization and functioning of pre-university education units (ROFUIP), as well as in accordance with the standards contained in national and international documents: pacts, treaties, conventions, declarations and protocols.
- Special education represent differentiated, adapted forms of school training and of complex educational, social and medical assistance, intended for people with SEN.
- Special education is organized, as appropriate, in special education units and in integrative schools.

- Special education is based on the principles of democratic education, the access of all children to any form of education, the right to differentiated education, the right to education at all levels, regardless of social or material condition, sex, race, nationality, political or religious affiliation or any other restriction that could constitute discrimination.
- SEN can be derived mainly from:
 - a) disabilities (handicap) - which are based on a deficiency or disease;
 - b) learning difficulties and language disorders.
- The purpose of special education is the learning, education, rehabilitation, recovery, adaptation and school, professional and social integration of children / pupils / young people with SEN or other types of educational requirements.
- During schooling, children with SEN have access to all educational and psycho-intellectual, medical and social rehabilitation / recovery resources, to other specific intervention services, necessary and available in the community or in specialized units, including those of special and special integrated education.

Special education in Romania is a component part of the national education system and includes:

- a) special kindergartens (which may also include early intervention groups);
- b) special kindergarten groups organized in special schools;
- c) special schools for all types and degrees of deficiencies / disabilities;
- d) groups / classes of children / students with autism spectrum disorders;
- e) special vocational education units;
- f) special high schools;
- g) special schools;
- h) special post-secondary classes / schools;
- i) day centers in schools for inclusive education;
- j) special education centers;
- k) curative pedagogy centers;
- l) groups / classes of children / students with multiple sensory deficiencies (deafblindness);
- m) re-education schools for students with behavioral deficiencies;

- The special education units will usually have school canteens and, as the case may be, boarding schools.
- Special education has national curricula, school curricula, psycho-pedagogical assistance programs, textbooks and alternative teaching methodologies, adapted to the type and degree of disability.
- The teaching methodologies used in special education are adapted to the type and degree of deficiency / disability, the level and individual development potential, as well as the specific learning in children with SEN. In the current activity of special education, the didactic strategies and methodologies aim at different and individual educational approach, introducing new approaches to the learning process and flexible use of all available resources.
- Special education units are usually organized by types of deficiencies / categories of SEN intellectual, physical, motor and neuromotor, sensory (auditory or visual), socio-affective and behavioral or associated deficiencies.
- The numbers of special education groups and classes are:
 - a) the numbers of groups / classes of children / students with moderate or mild deficiencies are of 8-12 children / students, in the special education units;
 - b) the numbers of special groups / classes consisting of children / students with severe, profound and multiple deficiencies are 4-6 children / students;
 - c) the numbers of special groups / classes consisting of children / students with associated sensory deficiencies (deafblindness) or with sensory deficiencies associated with other types of deficiencies are 2-4 children / students;

School Centre of Inclusive Education Buzau, certified since 1959, initially under the name of Helping School for Boys, later Special School no. 1, supports the participation in the process of education of children / young people with special educational needs – moderate or mild mental illness and serious, severe, profound or associated mental deficiencies, but also of those who want continuous, quality training for the future career.

The School Centre for Inclusive Education Buzau, as a school unit addressed to pupils with special educational needs, will contribute, in a positive and sustainable way, through the available resources, to the modification of the special education character from a theorized one into a capacities, abilities and skills trainer in line with students' potential and labour market requirements.

The School Centre for Inclusive Education Buzau's main objective is training, education, school and social integration of children with special educational needs in the community, family, school, labour market or other living environments. In this sense, through the educational management that it promotes, it aims to create a favourable environment for the development of the educational and therapeutic rehabilitation process, ensuring the maximum possible development of the pupils.

EDUCATIONAL SERVICES

- The Internal Evaluation Commission which carries out the psycho-pedagogical evaluation and diagnosis of pupils enrolled in special education system and those integrated individually in the mainstream education
- Instructive-educational activities in the field of special psycho-pedagogy
- Specific and compensation therapies:
 - Physical therapy / Kinesiotherapy
 - The Speech Disorder Therapy / Logopaedics
 - Psycho-diagnosis, psychotherapy and personalized intervention programs
 - Psychological and educational counselling
- Complex and integrated educational therapy
- Educational support services for pupils with SEN in the mainstream schools from the county
- Internships for practical training (public food/catering and textile)

LEVELS OF EDUCATION

I. Preschool

II. Primary

III. Secondary

IV. Ten classes compulsory education

V. Home-schooling

VI. Vocational education lasting 4 years:

- in the field of Tourism and Public Food / Catering - the Specialty of Chef / Cook
- in the field of Textile and Leather Industry - Textile Confectioner Specialty

The implementation and application of ICT in the teaching-learning-evaluation process enables the optimization of the learning environment and ensures an accessible format of educational resources and means for all students. ICT is introduced into the teaching-learning process, in the context of inclusive education, with the aim of improving the quality of teaching and learning. In this way, it becomes possible to meet the specific learning needs of different groups of students, including those with SEN.

The use of ICT can be achieved from different perspectives:

- ICT for solving compensatory problems (tasks);
- ICT for solving didactic problems (tasks);
- ICT for solving communication problems (tasks).

The application of ICT for solving compensatory problems (tasks) aims to use new technologies as a technical assistance, which allows students with SEN to actively participate in the process of interaction and communication. For example, in the case of a child with locomotor problems, ICT means can help him write, and in the case of a child with vision problems, ICT can help him read (increasing the size of letters/numbers). ICT develops in students the ability to interact with the accessible environment, to make choices based on their own experiences, to support and solve social and learning problems, to have access to information, to communicate with other people. ICT can also recover (compensate) or replace the lack of natural body functions.

The use of ICT in the educational process of students with SEN has several advantages:

- supports and facilitates the teaching-learning-evaluation process;
- constitutes an effective strategy in curriculum adaptation;
- develop/support students' autonomy in planning, organization, decision-making;
- allow children with communication problems to overcome barriers and communicate with the environment;
- encourages the active construction of knowledge;
- provides meaningful contexts for learning;
- stimulates creativity and competitiveness, but also teamwork;
- increase learning efficiency and self-confidence;
- increase students' motivation for learning, communication and participation;
- ensures the efficiency of information reception;
- facilitates the process of developing and adapting tasks according to individual needs and possibilities;
- ensures the quality of the educational act, which becomes more dynamic, intuitive and participatory;
- substitutes expensive or difficult to procure didactic materials and tools;
- contributes to improving the professional skills of teaching staff;
- increase the chances for children's socialization and integration.

The most effective method of involving ICT in the teaching-learning-evaluation process is educational software, which represents any software product, in a different format, aimed at a lesson, a theme, a subject, an experiment, etc. Depending on the type of software used, we were given examples of applications:

Type of softwere	Characteristics
Presentation of new knowledge	Programs that involve dialogue between the student and the respective program (similar to teacher-student dialogue). The interaction can be controlled by the computer (tutorial dialog) or by the student (investigation dialog).
Interactive learning	Programs with a high degree of individualization of the educational process, depending on the child's intellectual potential, which are based on strategies that allow feedback and permanent control.
For practice	Programs – supplement to the classroom lesson, which provide opportunities for individual practice, necessary for the acquisition of new data, procedures, techniques or the formation of specific skills. It helps the teaching staff to carry out the practice activity, allowing each student to work at their own and always have the appreciation the correctness of the given answer.
Simulation	Programs that contain the controlled representation of real phenomena or systems by means of a model of similar behavior.
Investigation	Programs that facilitate children's exploration of an environment from which they can extract information necessary to solve learning tasks
Themed	Programs on subjects/themes from different curricular areas/fields, which lead to the expansion of knowledge in various fields.
Educational	Interactive programs, in the form of didactic games, through which children are involved in various situations, aiming to achieve a goal. By intelligently applying a set of requirements/rules, it engages the child in a problem-solving process.
Testing-evaluation	Knowledge verification programs, representing the most varied range, as their specificity depends on several factors: the time of testing, the purpose of testing, the type of interaction (immediate feedback or not), etc.

In conclusion, the benefits of using the software are argued by:

- The direct involvement of children in the process of construction and deconstruction of the materials/didactic tools used;
- Children's involvement in the development of adapted training strategies;
- Development of self-learning skills, by offering the chance to visualize and analyze the development of work phases, etc.

The application of ICT brings a variety of new teaching-learning-evaluation strategies, because it creates numerous opportunities for individualizing the educational process. ICTs allow the general curriculum to be capitalized in a form in which it satisfies unique needs and differences, but also develops individual skills by approaching their own pace of development, becoming a valuable resource for learning and inclusion.

THANK YOU!