



PSYCHO-PEDAGOGICAL STRATEGIES FOR THE DIAGNOSIS AND EDUCATIONAL INTERVENTION AT CHILDREN WITH SPECIAL NEEDS, WITH A VIEW TO DEVELOPING INCLUSIVE EDUCATIONAL SERVICES

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Abstract

My habilitation thesis is centred on building and developing a new line of research at “Alexandru Ioan Cuza” University of Iași is an attempt to activate the specialists in the domain of Education Sciences at our faculty, as well as PhD candidates, students in master studies and collaborating teachers, who are interested in supporting the promotion and application of the principles and practices of inclusive education in Romanian schools. The educational principles promoted by international bodies and the stipulations included in UNO and UNESCO documents hold that people at risk or with special needs have the same fundamental rights as the other citizens of the same age, without discrimination on any criterion or any other characteristic of the respective person, or of the person’s family.

The domain of inclusive education is yet insufficiently represented in our country in terms of fundamental and applicative research, but also of educational practice (despite numerous national and local initiatives). Therefore, our project aims at:

- building an educational attitude of acceptance and support in relation to the exact needs at the educational level of various categories of students;
- elaborating and pretesting, in experimental contexts, certain differentiated psycho-pedagogical strategies under the circumstances of applying inclusive education strategies, so that we may be able to support teachers from pre-university and university education;
- elaborating a curriculum for the initial and continuous training of teachers in the area of inclusive education;
- applying research-action programmes, involving students from our faculty, university teachers, pre-university teachers, specialists in the Sciences of education, volunteers.

In line with the changes promoted by the internal and international laws, given the substantive modifications of the university and pre-university educational curricula, as well as the measures for reforming educational management and offer, we believe that our project may provide adequate answers to the demands implied by the new standards, which will be applied in our educational system also, so as to promote diversity and inclusion as perennial values in any school or human community.

Investigations from the field of developmental research are of an interdisciplinary connotation, targeting the psychology, educational psychology and psycho-social scientific support of the strategies for the development of educational and school inclusion of students with special needs programmes. To a great extent, this approach has a character of novelty. Results will be rendered valuable by applicative research based on elaboration of practical strategies and of adapted and easy to use curricula models by the teachers, in inclusive schools. As a consequence, we will offer concrete answers for a number of questions and many expectations from the part of the secondary and higher education system (taking into consideration that the school staff is trained within these forms of education) regarding the efficient ways of working with students of persons who present one of other form of disability or which faces major difficulties during the learning process. In other words, the scientific value of the project is found what we define as interdisciplinary terrain, though unexplored, which offers the researchers the chance to facilitate the access to a new level of knowledge, one that is defined by the integrated character. From this point of view, research is structured in a complex project and its benefits can be concrete- at an individual and staff level- though the results mentioned above. Following this section of developmental research, a system of good practice, intervention and applicable research will be set up in the context of the inclusive education.

The project responds to the need of developing our students' research competencies, future teachers in the field of education science. This way we identify with the tendencies which characterized the Romanian university education and we merge our professional development with the international one, by pointing out the power of research in putting into practice theoretical knowledge. The proposed field of research is a complex one because it synthesizes the paradigm of curriculum based on making decisions and the integrated study of science in the context of integrated and inclusive education, in an original way. This way, interdisciplinary applicable perspectives appear for students as well as for Master and PHD students in the fields of education science.