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Educational Integration and Social Inclusion of Children with Special Educational Needs

=SUMMARY=

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The thesis, "*Educational integration and social inclusion of children with special educational needs*", aimed to explore educators' perceptions of inclusive education, identify teachers' attitudes towards the phenomenon of inclusion and how a training in the inclusion of teachers will facilitate learning at students with special educational needs. In recent decades, due to the alignment and harmonization of Romanian legislation in the European space, as well as the ratification of the Convention on the Rights of Persons with Disabilities, Romania has undertaken important steps to ensure the socio-educational inclusion of persons with disabilities. This whole process has resulted in a series of actions, especially from the non-governmental organizations sector, to promote the rights of people with disabilities. These actions have led to a change in the public consciousness in relation to people with disabilities. They have become people who can make a significant contribution to building society, this transformation has occurred due to understanding the main role of human resources in society, unconditional acceptance of the value of each person, regardless of disability, religious beliefs, race, health.

Therefore, this new societal trend aims to recognize the right of every human person to self-determination, uniqueness and variability. The recognition by the state of the value of social and educational integration also comes with a series of challenges: the need to create special technologies for the education, upbringing and socialization of children with disabilities. In accordance with these needs - exploring the process of integration and socio-educational inclusion of students - the structure of the thesis was built. I studied the phenomenon of integration and socio-educational inclusion in the school, an approach I initiated with the study of literature, the experience of other states with a tradition in socio-educational inclusion, but also the results of major research in this field. We identified the resources and difficulties of this complex process of inclusion, its consequences on students, teachers, parents, community, but also on the functioning of society. The attitudes of all those involved in the process are those that determine the success or not of the process of integration and socio-educational inclusion. Negative attitudes, rejection, isolation, non-acceptance are those that lead to a decrease in the student's ability to integrate in school and later in society, emotionally destabilizing the entire context and ineffective a number of mechanisms and processes.

In recent decades, in the country as a whole, for a number of socio-economic, demographic and environmental reasons, there has been a steady trend of increasing the

number of children with disabilities. Students with disabilities at all levels of education (preschool, primary, middle school, high school, even adult education) are extremely vulnerable to be excluded and have multiple barriers to accessing educational opportunities. Therefore, they do not benefit from educational opportunities, they do not have access to them, and the main cause being their learning difficulties or exclusion factors arising from social disadvantage. The dynamics of the transfer of students with special educational needs to the general education institutions is observed. The Romanian educational system offers training services for these children both in the mainstream system and in the special education system. Children who are members of different nosological groups (with severe speech impairments, sensory and motor impairments, intellectual disabilities) can be educated with children that do not have such difficulties. The problems that arise in the transfer of these children from the special system to the mainstream are the training of teachers to provide a quality education tailored to their needs and provide support services to facilitate the transition to this model. A quality indicator for the success of the inclusion process would be the development of skills relevant for social inclusion, because the purpose of education is to train the individual for integration into social life. In order to effectively achieve this goal, it is necessary to involve all the actors involved in this approach, especially this involvement must be solid and achieved throughout an active participation of children with special educational needs.

The issue of education of children with special educational needs must be on the agenda of decision makers dealing with people with disabilities, specialists, researchers and educational actors, but can not be discussed only in the context of educational and social policies promoted in Romania. Effective integration and inclusion must be achieved at all levels of social and community life. The rehabilitation-correctional activity, as a pedagogical system and, at the same time, social, should have an independent exit in the social environment. The environment is the one that will verify and confirm the efficiency of social integration and inclusion of students with special educational needs, if the objectives that Romanian society is committed to ensure: harmonious personality development, social adaptation and finality with strong economic impact - professional integration graduates. The issue to be discussed in the study conducted by this doctoral research aims to explore the triad (training, growth, development), but in the socio-educational context. Based on the theories of addressing disabilities and difficulties in socio-educational adaptation, we

assumed and verified that socio-educational intervention can not be implemented in isolation, but by taking into account the requirements of the socio-economic environment. The relevance of the chosen research topic is due to the changes that have taken place and are currently taking place in the socio-educational systems in Romania. The integration into educational institutions is one of the internationally required areas that will eventually contribute to a radical transformation at various levels of society. Inclusive education is a way to develop and humanize society. The dissemination of the inclusion of children with special educational needs in educational institutions has been carried out for several years in Romania, especially through the efforts of international organizations (UNICEF, UN, UNESCO) or non-governmental organizations (RENINCO). However, there is a need for a series of actions, projects to ensure the full realization of children's rights to receive a quality education, regardless of social, cognitive, emotional difficulties, etc. Inclusive practice is aimed at achieving and ensuring equal access to receive a certain type of education, by creating the necessary conditions for education.

The study is justified by the fact that: the school population is constantly changing, so that the number of students with special educational needs included in the mainstream education system is constantly growing, and teachers must adapt in an extremely short time to responds to the challenges that come with the new situation; adequate teacher training, enebaling them with strategies and techniques that equip them as effectively as possible for effective socio-educational inclusion, is the key point that can have a significant impact; students with special educational needs are most exposed to discrimination and social exclusion, and need support and encouragement to overcome difficulties.

The thesis is part of the trend of socio-educational change in the school climate, improving educational practice, a general trend that characterizes our entire education system, and involvement in training teachers in this direction to be prepared to receive children with disabilities. Special educational is extremely important. We strongly believe that a training of professionals working with children with special educational needs (teachers, educational counselors, educators) is crucially important, mostly a knowledge of strategies to reduce barriers to socio-educational inclusion and create a positive and beneficial learning environment for all children is required.

The research started from the study of the specialized literature. The phenomenon of social inclusion is understood if it is studied in contrast to the phenomenon of social

exclusion, which appeared mainly as an attempt to explain the problems of poverty and marginalization. Most of the specialized works militate and promote inclusive education. In order to understand in depth the phenomenon of socio-educational inclusion, an investigation was carried out of the main bibliographic sources that deal with this phenomenon in order to understand the concepts and directions of its development. Thus were studied: Weber, Wittgenstein, Heidegger, Lenoir, Durkheim, Abrahamson, Wolf, Shtompka, Otovescu, Gorun, etc. Also, a series of reports and studies were consulted that investigated the impact of inclusive education on socio-educational inclusion (Subban & Sharma, Avramidis, Bayliss, & Burden, Van Reusen, Shoho, & Barker, Menlove, Hudson & Suter, Mullen, Agran, Alper & Wehmeyer, Sharma & Desai, Ka Lam Sam Sam, Fuk-chuen Ho & Cici Sze Ching Lam, Kim, King & Jennings etc. Numerous reports and studies were consulted in the Romanian literature.

The disciplinary context approached by the research topic, as can be seen from the literature consulted, which addresses the phenomenon of social exclusion and inclusion, demonstrates the interest in this phenomenon of several fields: sociology, law, psychology, pedagogy, special psychopedagogy. The thesis comprises two distinct components structured on *five chapters*: a *theoretical part* consisting of three chapters that follow a logical arrangement and a *practical part*, consisting of two chapters, a research conducted on several levels: at international, national and regional level. The thesis makes an analysis of socio-educational inclusion, both as a phenomenon and as a social process, of early preparation of the factors that will facilitate social inclusion.

The thesis was built on exploring the process of integration and socio-educational inclusion of students with special educational needs, on identifying the resources and difficulties of this complex process of inclusion, its consequences on students, teachers, parents, community, but also on society. The attitudes of all those involved in the process are those that determine the success or not of the process of integration and socio-educational inclusion. Negative attitudes, rejection, isolation, non-acceptance are those that lead to a decrease in the student's ability to integrate in school and later in society, emotionally destabilizing the whole context and ineffective a number of mechanisms and processes. education (preschool, primary, middle school, high school, even adult education) are extremely vulnerable.

Thesis structure. The doctoral thesis is structured in five chapters distributed in two parts, a theoretical one (containing three parts) and a practical one that presents a complex research, structured in five chapters. *Chapter I, Theoretical approaches to the phenomenon of inclusion of children with special needs*, which aims to define the concepts of "special educational needs", "disability", "inclusion", "integration" and to analyze the perspectives of the literature, international and national, with which it operates in the field of special educational needs, integration and inclusion. It was necessary to specify these concepts, to ensure that we study and measure the phenomenon initially established. The study of the conceptual definitions allowed to draw indications regarding the indicators to be studied. Any child may have difficulty learning or adapting to school at some point, and then it is necessary to conceptually delimit and identify children and conditions that create real obstacles and therefore require a specialized approach to ensure inclusion. A series of these concepts will be studied from 2 perspectives: social and educational, because in order to meet the needs of society children are trained, educated, and for the proper achievement of subsequent social integration, education has an essential role, being a fundamental component of the system. able to respond concretely to the current imperatives of the evolution of contemporary society and to solve a series of problems related to the needs of social acceptance of the human being and the ability of each individual to adapt and integrate as well as possible in a society - a continuous transformation.

Also, the main classifications of special educational needs were reviewed, our study adopting the classification proposed by the Organization for Economic Cooperation and Development (OECD). Another aspect treated in the first chapter referred to the explanation of the main theories and models for addressing disability and inclusion, presenting the main models for addressing disability (medical / individual model, psycho-social model, pro-active model). At the same time, the evolution of the multidimensional phenomenon of inclusion was analyzed, addressing the main sociological theories, which explain the phenomenon of social inclusion and exclusion, identifying the factors facilitating and inhibiting socio-educational inclusion and ways to achieve integration and socio-educational inclusion.

Chapter II, International and National Socio-Educational Policies for Educational and Social Inclusion, reviews the main socio-educational policies that promote educational inclusion, the principles underlying the development of the paradigm of socio-educational inclusion, the steps taken by national and international governments, non-governmental

organizations and citizens to support the socio-educational inclusion of children with special educational needs. An analysis and synthesis of international documents militating for the development of inclusive schools was carried out. An analysis was also made of the legislative policies and excellent tools that have been developed for the implementation of inclusive education, to provide examples of good practice and to identify strategies that still remain vulnerable and that require some precautions for further mechanisms to ensure operation at all levels of the system. The development of national policies, in order to be effective, must be supported by local communities and citizens.

Another chapter, *Chapter III, Research on the phenomenon of social inclusion and educational integration of children with special educational needs*, which reviews the main international and national research on the phenomenon of social inclusion and educational integration of children with special educational needs. Also, the main normative acts of the international, European and national legislation on the socio-educational inclusion of children with special educational needs were presented. In order to build an inclusive school, the normative direction of the system is extremely necessary, as the realization of the right of citizens to receive quality education and social integration is an important factor in the sustainable development of society. Experience (documented in a series of reports) shows that some children abandon any rigid educational system because the system is not prepared to adapt to their educational needs, and the most vulnerable of them are children with special educational needs. Most of the time, children who drop out of school become isolated and excluded from the general social system, from society later. Therefore, they do not benefit from educational opportunities, they do not have access to them, and the main cause is their learning difficulties or exclusion factors arising from social disadvantage. For this reason, the research we conduct focused on the analysis of the educational field, because the target group on which the research was conducted are children / students with special educational needs, and the system with the greatest impact in their training as future active citizens it is the educational system. Inclusive approaches can support these children in learning and success, which will provide the chances and opportunities for a better life, hence the approach and premises of our research. Also, a series of statistical data on the socio-educational inclusion of children with special educational needs were presented in order to identify the dynamics of the inclusion phenomenon and the impact of inclusive policies on the effectiveness of this process. Statistical observation data in the field of education and the situation of children with

disabilities allowed to draw the situation in the field of accessibility of educational services for children with special educational needs. Official statistical reporting data were collected and analyzed, studying a number of sources such as; general censuses allowing the registration of people with disabilities; special censuses of persons with disabilities; epidemiological investigations, which must ensure the representativeness of the sample and the selection criteria; administrative registration and reporting systems, which register persons with disabilities as a result of the person declaring his or her disability and taking it into account; general assessments, which allow the selection of a certain proportion of people with disabilities from the total population, would present disabilities; databases on people with disabilities.

The applicative part is treated in the two chapters, IV, *Exploring the phenomenon of socio-educational inclusion: researching the perceptions, attitudes and training needs of teachers* and chapter V, *Experimental research of the process of socio-educational integration of children with special educational needs in general education institutions*. In this applicative part of the thesis, we presented the argument of the research, the purpose, the research objectives, the research types, the hypotheses, the investigation methodology, the interpretation of the obtained results, conclusions and recommendations. The main aim of the thesis was to explore the perceptions of educators towards inclusive education, to identify teachers' attitudes towards the phenomenon of inclusion and how a training in the field of inclusion of teachers will facilitate learning for students with special educational needs. The general objectives of the thesis focused on: exploring the phenomenon of socio-educational inclusion in the literature; identifying the factors that can influence teachers' perceptions of inclusive education; identification of existing acquisitions for teachers in the study on socio-educational inclusion; stimulating the active participation in learning of students with special educational needs by introducing a teacher training program in inclusive education, developed in a didactic context characterized by curricular adaptation and teaching technology as well as by differentiated treatment of students. Depending on these objectives, we carried out 2 distinct researches: I. *Constative research identifying the level of appreciation of the attitude of teachers in mainstream education towards the phenomenon of inclusion and identifying the existing barriers to inclusion*. II. *Ameliorating research on teacher training in the principles of inclusive education in order to streamline learning for students with special educational needs*.

The complexity of the approached phenomenon determined the proposal of research hypotheses that will allow testing the solutions proposed by our investigative approach, taking into account the fact that an effective socio-inclusive approach will target the most vulnerable students, specifically students with educational needs. special. In the initiated research, we formulated several working hypotheses, as follows: If the attitude of society is towards inclusive, then teachers will be much more open to the inclusion and support of children with special educational needs in their classrooms (H. 1.); If teachers have a rich teaching experience in interacting with children with special educational needs, then their perceptions of inclusive education will be favorable (H.2.); If students with special educational needs are supported and promoted by teachers in the school, then their social behavior develops properly, which facilitates socio-educational integration (H3); The more severe the special educational needs of children are, the stronger the training of classroom teachers in the field of inclusive education have to be, in order for the process of socio-educational inclusion to be more effective (H4); If pre-university teachers are prepared and trained in inclusive education and receive support from the school and community, then the educational activities carried out by teachers will facilitate students' social behavior, which will increase the chances of socio-inclusive inclusion (H5). To conduct the experimental study, the *following indicators* were established to measure the progress and success of inclusive education (number of enrollments on the first day of the school year; student performance; proportion of children with special educational needs attending school; teaching experience (years) in working with children with special educational needs, financial resources, the existence of an inclusive culture: ensuring democratic values, respect for human rights, the existence of inclusive policies, inclusive practices in development, competence in teaching, support services, family involvement.

The *study methodology* was developed based on the conceptual apparatus specific to the social sciences. The methodology used in the study is described, and then the methods used for the investigation are presented. We selected from the sociological scientific methods, in order to answer the research problem identified, we conducted a sociological survey, based on a questionnaire, which was applied to teachers from mainstream educational institutions. After centralizing the data obtained, they were deepened and correlated with the data collected following the implementation of a focus group, organized with teachers who have children with special educational needs in their classes. The second research was built on an

experimental design, so we also used the experiment method. Also, statistical data processing methods were used to establish the existence of correlations (Pearson coefficient) to see if there is correlation between variables. The whole investigative approach was built on a variety of quantitative and qualitative methods, which offered the possibility to verify and correlate the results, ensuring the validity of the research and the answers to the problems and questions established in our thesis.

In the investigative approach, to explore the phenomenon of socio-educational inclusion, the research group consisted of 255 respondents, teachers from pre-university education (preschool, primary, secondary and high school) (from Dolj, Ialomița, Caraș Severin counties). For the focus group, out of the 255 respondents, 12 teachers were selected who participated in the 2 focus groups, organised afterwards. For the experiment, a group of 129 subjects was selected, students with special educational needs enrolled in mainstream education (of which 65, for the experimental group, and 64 students, for the control group) from schools in Dolj, Ialomița and Caras Severin. In order to carry out the experimental study that aims to explore the integration and inclusion of children with special educational needs, it was necessary to establish indicators that allow us to measure the progress and success of inclusive education. Thus, we turned to the literature, and following its analysis, conducted in the first chapters of the thesis, we established several descriptors or indicators to assess the institutional progress (especially from the perspective of teachers) to inclusive education. A. *Quantitative indicators* (number of enrollments on the first day of the school year, student performance, proportion of children with special educational needs attending school, teaching experience (years) in working with children with special educational needs, financial resources; B. *Qualitative indicators* (existence of an inclusive culture: ensuring democratic values, respect for human rights, existence of inclusive policies, inclusive evolving practices, competence in teaching, support services, family involvement).

The educators who participated in this study completed the questionnaire on inclusive education, which was a self-adapted questionnaire that involved various aspects related to the implementation of inclusive education. The questionnaire consisted of biographical questions to describe the sample and collect factual data (section A): the number of years of teaching of the participants, the number of years of teaching at the current school and the age range. Each questionnaire to survey perceptions of inclusive education that was administered received a unique two-digit code (the same as the one used on the checklist of schools participating in

the research study) and a unique number that gave each questionnaire a system separate coding. Section B of the questionnaire consisted of 22 items built on a Likert-type scale on a five-point rating scale, ranging from strong agreement (indicating negative perceptions) to strong disagreement (indicating positive perceptions). Four of these questions, namely questions 5, 11, 12 and 20, have an inverse notation and will strongly agree with more positive perceptions and vice versa. Reverse grading questions will be reversed when analyzed to prevent any misunderstandings. Section C of the Inclusive Education Questionnaire included semi-open and open-ended questions, designed to explore teachers' perceptions of inclusive education, barriers to learning, skills needed for inclusive educational practices, and perceptions teachers in pre-university education that took part at the training programs. Questions 23 and 24 addressed research hypothesis 1 to obtain information about teachers' views and understanding of inclusive education. Questions 25 addressed hypothesis 2, which allows us to have a perspective on the barriers perceived by educators in the way of learning that they find in the classroom. And question 26 addressed the skills needed for inclusive education to be successful. We will correlate the results obtained when applying the questionnaire with the data obtained from the focus groups. The questionnaire took approximately 30 minutes to complete.

Following the application of the questionnaire-based survey, in order to complete the data obtained, focus interviews were organized with educators and teachers, school counselors and itinerant teachers in pre-university education in order to determine in more depth the attitude towards inclusive education, barriers and solutions to overcome integration difficulties, identifying examples of good practice to allow the identification of recommendations for conducting educational activities. Within the focus groups, the objectives pursued were: Identifying the ways of socio-educational inclusion of students who have certain learning difficulties or social barriers; Identifying resources and awareness of the impact that teachers have on ensuring an inclusive environment; Identifying the opportunities and difficulties encountered by children with special educational needs in the process of socio-educational inclusion; Identify the information that teachers have about the process of socio-educational inclusion of children with special educational needs.

Obviously, the progress and changes in attitudes are not spectacular, it takes a long time for significant changes, so teachers mentioned that some difficult behaviors in children with special educational needs persisted after the experiment (even if the number of these

episodes is declining). Some of the teachers mentioned behaviors of insecurity, isolation or self-isolation, manifestations of anxiety, distrust, frustration, both in the subjects of the experimental group and in those in the control group. However, the teachers who worked with the children in the experimental group mentioned the existence of progress in the social development of their children (and not only to children with special educational needs, but also to their colleagues). According to teachers, parents, most children with special educational needs in the experimental group have several spontaneous attempts to engage in an interaction with another person, and ask for help if they need it.

The strengths identified following the application of the experimental study can be mentioned: increasing the chances of streamlining learning in children with special educational needs, stimulating their self-belief, facilitating socialization. A number of elements remain problematic, such as: establishing contact and maintaining relationships between children with special educational needs and their peers, especially in children who have a more severe impairment that prevents them from socializing or learning from others; other difficulties are related to the involvement of the family and the continuation of skills acquired in the classroom in authentic environments at home or in other social, extracurricular groups. The belief is that overcoming these difficulties can be achieved with an increase in awareness and knowledge of the elements that could support the socio-educational inclusion of all children. There is also a need to organize seminars where there is an exchange of experience and good practices between teachers or between schools for an efficient and fast transfer of solutions that can be tested. And as we will try to further present the results we reached in the experimental study conducted, the training of teachers in the field of inclusive education is crucial for streamlining the inclusion process.

As conclusions, we identified the following: The experimental program initiated had a significant impact on the development of social behaviors in children with special educational needs, participants in the study. Thus, we can say that the training of human resources working in the classroom with children with special educational skills in inclusive education will have an impact on facilitating socio-educational inclusion. The analysis of the data obtained in the experimental program confirms positive changes in relationship and interrelationship behaviors between students with special educational needs and their peers: active participation in school and extracurricular activities, building and maintaining relationships with other children, relationships with teachers, involvement and employment.

teaching activities, social behaviors of integration in the class group. Progress and changes in attitudes are not spectacular, it takes a long time for significant changes, so teachers mentioned that some difficult behaviors in children with special educational needs persisted after the experiment (even if the number of these episodes is decreasing). Some of the teachers mentioned behaviors of insecurity, isolation or self-isolation, manifestations of anxiety, distrust, frustration, both in the subjects of the experimental group and in those in the control group. The strengths identified following the application of the experimental study can be mentioned: increasing the chances of streamlining learning in children with special educational needs, stimulating their self-belief, facilitating socialization.

A number of elements remain problematic, such as: establishing contact and maintaining relationships between children with special educational needs and their peers, especially in children who have a more severe impairment that prevents them from socializing or learning from others; other difficulties are related to the involvement of the family and the continuation of those built in the classroom in authentic environments at home or in other social, extracurricular groups. The hypothesis launched (H 5), if teachers in pre-university education are trained and receive training in inclusive education and receive support from the school and the community, then the instructive-educational activities carried out by teachers will facilitate the social behavior of students, which will increase their chances of socio-educational inclusion, it was confirmed. Thus, any student, regardless of his disability or degree of impairment, can progress, can learn, can develop appropriate social behaviors, obviously if a number of conditions are met, one of them being tested in our experiment by applying training program for teachers.

The results indicate that half of the respondents (50%) said that they have difficulties in completing homework and that they would be willing to help them understand and complete homework, other challenges identified were difficulties in understanding concepts taught, reading difficulties or writing, locomotion difficulties, and the support that colleagues can offer refers to emotional support (to help them, to encourage them, to have patience, to involve them in common activities). The results show that between these variables there is not such a significant relationship, ie between these two variables there is not a strong correlation relationship, according to the results obtained in this program.

If we analyze the variables general average obtained by students at Social Behavior Guide and social behavior, and age, then the results show that between these two variables

there is a significant, strong correlation relationship, which is explicable and provides positive feedback to our research. Because it is a positive correlation - the increase or decrease of the scores in both categories occurs simultaneously - the IQ increases, the progress increases and vice versa. There is no significant correlation between the general average variable and the score on social behavior. If the general average variable increases or decreases, it is not necessary to increase or decrease the score variable in social behavior. The score for social behaviors is quite difficult for students with special educational needs, especially since the socialization aspect is often affected, because establishing and maintaining social relationships requires effort and requires a number of skills that children with special educational needs do not have enough time and opportunities to practice them.

We can also mention that we could not establish a correlation between the relationship between diagnosis (degree of impairment) and the development of social behaviors. However, the fact that the diagnosis is not quantifiable, we could not calculate the correlation coefficient between the two variables, however, we can interpret the discussions with teachers and the overall analysis of the results obtained by children in the development of social behaviors. diagnosis and progress in the development of social behaviors (which confirms the hypothesis (H 4): the more severe the special educational needs of children, the longer the training of classroom teachers in the field of inclusive education have to be, because the process of socio-educational inclusion to be more efficient).

Progress has been much more noticeable in students with mild special educational needs (such as hearing loss, specific learning disabilities) than in those with autism or severe intellectual retardation, although children with severe intellectual retardation are not very common in mainstream schools. Students with autism have serious difficulties in socializing and communicating, and then these difficulties and slow progress in communication and social behaviors are related to the specificity of the syndrome. The results of the experiment revealed the following aspects: children with special educational needs are the most vulnerable to develop inappropriate behaviors, are those who most often self-isolate or are isolated by other children, are not ready for school, may have learning difficulties, hence difficulties in the development of social behaviors, contact with them is quite difficult which further complicates their relationship not only with other children but also with teachers, hence the barriers that arise in the process of socio-educational inclusion, organizing heterogeneous groups of students, and a group that contains children with special educational

sciences, the group is even more inhomogeneous, it is very difficult, the group activity is difficult, especially when the groups are large.

The relationships of interaction and collaboration between children with special educational needs and their classmates were described by teachers as much more frequent and spontaneous. Thus, 70% of the teachers we talked to in non-formal interviews during the implementation of the experiment, claim that they recorded more frequent interactions and contacts after starting the implementation of the experiment and providing training for teachers. A small number of teachers (about 10%) say they have not noticed improvements in the process of socio-educational inclusion of students, stating that the problems that prevent children from interacting and forming friendships and collaborating with colleagues have not disappeared, nor have they diminished significantly.

Teacher training is one of the urgent issues of organizing high quality learning in inclusive education. The modernization of the education system has led to a change in the requirements for the level of professional training of teachers, including professionals and social and communicative competence and to increase their functional responsibilities. The analysis of teacher training programs for socio-educational inclusion showed that the needs of teachers consists of practical tools and techniques to support inclusive education, the need to gain knowledge about the characteristics of children with developmental disabilities and the implication of disability in the pedagogical process. Regarding the professional and personal availability of the teacher to work with children with disabilities and special educational needs, which aims to train and develop pedagogical interaction skills in initial and continuing education programs, the results of the study confirm a strong interest from teachers. The focus groups support the need to provide training programs that are built on an educational and methodological basis, designed to develop specific professional skills that include: systematized information about the features of psychophysical development in children with special educational needs; methodological recommendations for adapting the development of contents and implementation strategies; adapted individual programs; algorithms collected for the application of various learning strategies.

At the same time, not enough attention was paid to teacher training: the role of personal attitudes towards inclusion; a conscious understanding of the social significance of organizing educational inclusion. The content of the curriculum minimizes the relationship between staff and professional, scientific, theoretical and practical components, which, in

turn, reduces the quality of education not only professional but also key competencies. When pursuing the training of inclusive education teachers, the learning outcomes as cognitive competence training among teachers (availability), including professional and pedagogical scientific knowledge about innovative integration processes in the field of special education are extremely important. Thus, the pedagogical role of the teacher's inclusive interaction with students with special educational needs and the insufficient theoretical and methodological development of training programs for the implementation of inclusive education served as a basis for the experimental study conducted in the thesis. Thus, in order to achieve a quality inclusive education, it is necessary to improve the programs for teacher training.

Some factors that inhibit the development of inclusive education and that accidentally or directly restrict the development of inclusive education for all are: lack of harmony between legislation, between stated policies and the real situation in educational institutions and limited resources that prevent a real and effective inclusive process. The results of the research allowed us to conclude the following: there are a large number of students with special educational needs in classrooms, the evolution of society leads us to believe that their number will remain high in educational institutions.

The novelty and the contribution of the thesis. The novelty of the thesis is given by the socio-educational perspective of approaching the phenomenon of social inclusion, more specifically from an interdisciplinary perspective (sociological, legal, pedagogical, psychological). The scientific novelty lies in the social survey of the phenomenon of socio-educational inclusion, by identifying the attitudes of teachers towards the inclusion process. The concepts of integration, inclusion and exclusion were studied, and research tools were built to identify teachers' perceptions. A new tool for observing and evaluating social behaviors in students with special educational needs was developed. Emphasis was placed on the need to train specialists working with children with special educational needs to facilitate socio-educational inclusion. A training program was developed and piloted *Socio-educational inclusion of children with special educational needs in mainstream education*, developed for teachers. Based on the results and resources gathered during the research, a series of recommendations were made for teachers working with students with special educational needs. A curriculum for an in-service training course for teachers working with children with special educational needs has also been designed.

In conclusion, the research identified the crucial need to support children with special educational needs in their process of school integration, and later for social inclusion. Following the change in the attitude of teachers, there have been numerous improvements in the relationship between teacher and student, contributing to facilitating educational inclusion and the enhancement of personal work by each teacher, obtaining personal and professional satisfaction from interaction with students with difficulties and who pose the most challenges to teachers.

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