

**ИНКЛЮЗИВТІ
БІЛІМ БЕРУ****ИНКЛЮЗИВНОЕ
ОБРАЗОВАНИЕ****INCLUSIVE
EDUCATION**

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Team interaction for integration of students with intellectual disabilities

The article is devoted to the problem of training of children with different intellectual capabilities in regular schools. The author notes the necessity of constant development of inclusive processes in the classroom.

According to the testimony of the author in Bulgaria is widely represented in the group of children with intellectual disabilities are integrated in the system of inclusive education. The author agrees with the opinions of various experts, which is not always the integration can be the solution of problems of education of children with intellectual disabilities. He agreed that children with moderate or severe mental retardation should study in a modern special schools or day care centres for children. It is alleged that Bulgarian secondary schools do not have the necessary resources and vision of inclusive education. Here, in the author's opinion it is necessary the cooperation of specialists of different profiles in the preparation of individual educational programs for each of the integrated child.

In the result of questionnaires and diagnostic interviews with parents of children with mental disabilities were identified barriers in the education of children of this category and it is proved that the teamwork is the basis of successful educational integration of children with special educational needs. Also it is proved that two of the identified obstacles: lack of individual work and aggression of a child in this category are in direct connection with the provision of the second teacher in the classroom, as well as the presence of additional specialized training support. On the basis of the obtained data are made following conclusions:

- team cooperation in the assessment of needs and planning of teaching strategies for children with intellectual disabilities is the basis of educational integration;
- introduction of joint training in schools Bulgaria will increase the satisfaction of parents and improve the efficiency of educational integration of children and pupils with intellectual disabilities;
- you must use all possible resources to cope with the difficulties of integration and education of students with intellectual disabilities and need special model for training and professional development.

Key words: team interaction, educational inclusion, children with intellectual disabilities.

К. Дамьянов

**Мүмкіндігі шектеулі мектеп оқушыларының
кіріктірілген командалық өзара әрекеттестіктері**

Мақала жалпы мектептегі әртүрлі интеллектуалдық мүмкіндіктері бар балаларды оқыту мәселесіне арналған. Автор сыныпта инклюзивті білім беруді үнемі дамытып отырудың қажеттілігіне тоқталады. Автор Болгарияда инклюзивті білім беру жүйесіне кіріктірілген интеллектуалдық мүгедектікке ұшыраған балалар тобының көптігін күәлікке тартады. Автор сол сияқты интеллектуалдық мүмкіндігі шектеулі балаларды оқыту мәселесін кіріктіру арқылы шешудің барлық жағдайда мүмкін еместігін айтқан әртүрлі мамандардың көзқарасымен келіседі. Ол қалыпты және ауыр формадағы

ақыл-есі ауысқан балалардың арнайы мектептерде немесе сондай балаларды қарайтын күндізгі орталықтарда оқығаны дұрыс деген пікірді де қоштайды.

Болгарияның жалпы білім беретін мектептерінде инклюзивті білім беруге қажетті ресурстардың жоқтығы айтылады. Автордың ойынша, мұндай жағдайда әр оқушыға кіріктірілген жеке білім беру бағдарламаларын құрастыру үшін әртүрлі бағдардағы мамандардың өзара әрекеттестігі қажет. Сауалнама нәтижесі және ата-аналармен жүргізілген диагностикалық жұмыстың қорытындысы аталған категорияға енетін балаларды оқытуда кездесетін кедергілерді жою және ақыл-ес мүмкіндігі шектеулі балалардың ерекше білімдік қажеттіліктерін өтеу үшін білім беруді командалық әрекеттестікпен кіріктірудің табыстылығын көрсетті. Сонымен қатар, анықталған екі кедергінің; жеке даралық жұмыстың жоқтығы және осы категориядағы балалардың агрессиясы сыныпқа бөлінген екінші мұғалімге тікелей байланыстылығымен және оқуда арнайы қосымша қолдау көрсетудің бар болуымен дәлелденеді.

Алынған нәтижелер бойынша төмендегідей тұжырым жасалады:

- командалық өзара әрекеттестік интеллектуалдық мүгедектікке ұшыраған балаларды оқытудың стратегияларын жоспарлауда, олардың қажеттіліктерін бағалауда білімді кіріктірудің негізі болып табылады.

- Болгария мектептерінде бірге оқытуды ендіру ата-аналардың талаптарын қанағаттандыруға, кіріктірілген білім беру нәтижесін жетілдіруге және интеллектісі жетіспейтін оқушылардың сұранысын кеңейтуге негіз болады.

- Білім беруді интеллектуалдық мүмкіндігі шектеулі студенттермен кіріктіруде мүмкін болатын барлық ресурстарды пайдалану, оларды оқыту және кәсіби дамыту үшін арнайы модель жасау қажет.

Түйін сөздер: командалық өзара әрекеттестік, білімнің кіріктірілуі, интеллектуалдық мүмкіндігі шектеулі балалар.

К. Дамьянов

Интеграция школьников с ограниченными возможностями через командное взаимодействие

Статья посвящена проблеме обучения детей с различными интеллектуальными возможностями в обычных школах. Автор отмечает необходимость постоянного развития инклюзивных процессов в классе.

По свидетельству автора в Болгарии широко представлены группы детей с интеллектуальной инвалидностью, интегрированные в системе инклюзивного образования. Автор соглашается с мнениями различных специалистов, что не всегда интеграция может быть решением проблем обучения детей с ограниченными интеллектуальными возможностями. Он согласен с тем, что дети с умеренной или тяжелой формой умственной отсталости должны учиться в современных специальных школах или центрах дневного ухода за детьми. Утверждается, что болгарские общеобразовательные школы не имеют необходимых ресурсов и ведения инклюзивного образования. Здесь, по мнению автора, необходимо взаимодействие специалистов разного профиля в составлении индивидуальных образовательных программ для каждого интегрированного ребенка.

В результате анкетирования и диагностических бесед с родителями детей с ограниченными умственными возможностями были выявлены барьеры в обучении детей данной категории и доказано, что командное взаимодействие является основой успешной образовательной интеграции детей с особыми образовательными потребностями. Также доказывается, что два из выявленных препятствий – отсутствие индивидуальной работы и агрессия ребенка данной категории – находятся в прямой связи с предоставлением второго учителя в классе, а также с наличием дополнительной специализированной учебной поддержки. На основе полученных данных делаются следующие выводы:

- командное взаимодействие в проведении оценки потребностей и планирования стратегии преподавания для детей с интеллектуальной инвалидностью является основой образовательной интеграции;

- введение совместного обучения в школах Болгарии удовлетворит родителей и повысит результативность образовательной интеграции детей и учащихся с интеллектуальной недостаточностью;

- необходимо использование всех возможных ресурсов, чтобы справиться со сложностями интеграции и образования студентов с ограниченными интеллектуальными возможностями, нужна специальная модель для обучения и профессионального развития.

Ключевые слова: командное взаимодействие, образовательная интеграция, дети с ограниченными интеллектуальными возможностями.

Introduce

In the recent years, more and more children with various intellectual disabilities are educated in mainstream schools. This necessitates the need for continuous development of the inclusive processes in the classroom.

The group of children with intellectual disabilities is extremely broad and represents the largest group of children with special educational needs, integrated in our country.

According to data of the National Association of resource teachers, those children who study in mainstream schools and kindergartens are approximately 4000 and growing.

There are still opinions among the professionals that integration cannot be a solution for all children with intellectual disabilities.

Such an opinion could be seen in Karadjova (2010): «our vision on this issue is that children with mild mental retardation can be integrated in mainstream classroom environment. Children with moderate or severe mental retardation can be taught in modern special school or day care centers». Although I do not fully support such an opinion, it is necessary to recognize that it has its reasons, albeit in a different perspective. Undoubtedly Bulgarian mainstream schools do not have the necessary resources and vision of inclusive education, let alone for students with severe intellectual disabilities. This is confirmed by the fact that in Bulgaria „co-teaching» is still not practiced. This is a certain prerequisite for successful learning and inclusion of students with intellectual disabilities, and those with multiple disabilities. However, team activities are already carried out in Bulgaria and they are mostly realized through the collaboration between the general education teachers and resource teachers. Such team interactions can be observed most distinctly in the preparation of individual educational program for each integrated child.

The individual educational program is a written document that defines the specifics of the acquisition of academic knowledge, the volume and extent of the special programs and other strategies for impact (Radulov, V. 2004). To allow school teams work successfully and build individual educational program, participants must share the conviction that team teaching provides an effective learning environment, which in turn is beneficial for all students, not just for those with intellectual disabilities. Some specifics would help professionals

collaborate in their work. These are: flexibility, professionalism, willingness to work with others, mutual respect and, of course, humor.

The main part of co-teaching is the ability to incorporate the perspectives of both general and special educators in a class. Special educators tend to carry out the student teaching and management, focusing on individual needs, adjusting and analyzing the teaching, while general educators address the medium level due to differences in the needs of students in a classroom. When teachers teach together, each professional brings a different perspective in the classroom. Professionals can learn from each other.

In the inclusive classroom, several types of teaching are observed – one teach, one support; parallel teaching, alternative teaching, team teaching and station teaching. There are hundreds of variations of these models and depending on the source, they may be referred to by different names.

Along with co-teaching, three general strategies can be distinguished as a sound basis for good classroom management before the start of the school year:

- Organizing and preparing the physical space
- Laying the foundations for strong relationships between teachers and students
- Preparation of policies, procedures and academic expectations

Organization and preparation of the physical space

Physical environment where we learn, work and play, can have a major impact on the sense of satisfaction, concentration and our productivity. The same can be applied for the physical space of the classroom. The way classroom is organized and structured can either contribute to or reduce the effect of good environment for teaching and learning for teachers and pupils. Regardless of how it is structured, the classroom atmosphere of comfort, safety and order is an important prerequisite for the successful education of students with intellectual disabilities.

Establishing a stable relationship between a teacher and a student

Relationships that develop between teachers and pupils are an important factor in the well-organized and managed classroom. If relations are good, you

have set an important foundation for satisfying and effective learning environment. Here are some examples of general advice to teachers who work with students with intellectual disabilities:

- Send each student (and possibly parents) a short personal note
- Call each student and welcome him/her in class
- Talk to former teachers of students
- Learn about the interests and activities of students, by reading the school newspaper and talking to the resource teachers.
- Make-up a game (ice-breaker) for the first days of school (see next module for a detailed description). Prepare materials that may be needed for this activity.

Making rules, procedures and academic expectations

As the first school day approaches, we can do several things to make sure that the classroom is ready for students – and to convey the idea that the classroom is a place for structured learning of all children:

- Ensure that the primary learning objectives for the first few weeks are clearly placed on the board or on an image at eye level. Develop syllabus with the basic terms and deadlines.
- Think of an activity for start (to warm-up) and write it down on the board or on an image at eye level. Start the day with it.

Plan how to create a suitable professional learning atmosphere from the moment the students come to class, to the point you release them.

- Plan and schedule class meetings to reflect how students follow the established class rules and procedures.

- Prepare and rehearse the words, with which you will invite the students in class. Aim for a good balance between warmth and structure. In particular, you should put the idea that you are there to support them as individuals and as a class, at the same time clarify that the rules and structures are invented to ensure good management, safety, a sense of comfort and order for all in the learning environment of the classroom.

- Write down and rehearse the lesson plan for the first day. You have only one chance to make a spectacular impression, and the first day is not suitable for improvisation.

As a result of the above mentioned, we studied the attitudes of general education teachers and resource teachers to their work with pupils with intellectual disabilities, which we summarized.

The aim of the study was to examine the attitudes of general education teachers and resource teachers to co-teaching and preparation of the classroom for students with intellectual disabilities.

The method used for this study was a structured interview and the questions were prepared in advance.

The study involved 25 general education teachers and 25 resource teachers in the regions Stara Zagora and Burgas, Bulgaria.

To the question «Would you agree to take part in parallel teaching of two teachers in a classroom where students with intellectual disabilities study?» we received the following results (Figure 1)

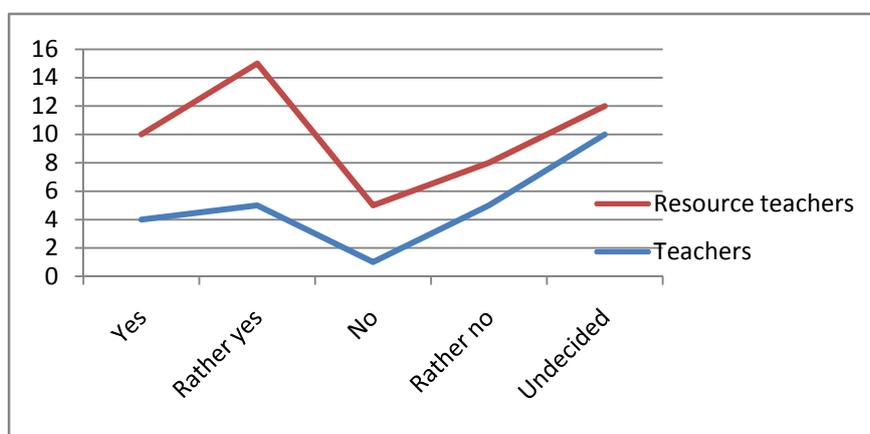


Figure 1 – the results of the answer to the question «would you agree to take part in parallel learning of two teachers in the classroom, where students learn with an intellectual disability?»

The trend in consideration of social desirability in responses clearly shows that an increased percentage of the mainstream teachers (40%) cannot decide. In fact, this indicator confirms our working hypothesis that mostly the recognition of the nature of co-teaching lacks as a mandatory

element of the learning environment.

In the same study, we conducted diagnostic interviews with 12 parents of children with intellectual disabilities, who identified as the most important for their children the following barriers to learning (Figure 2).

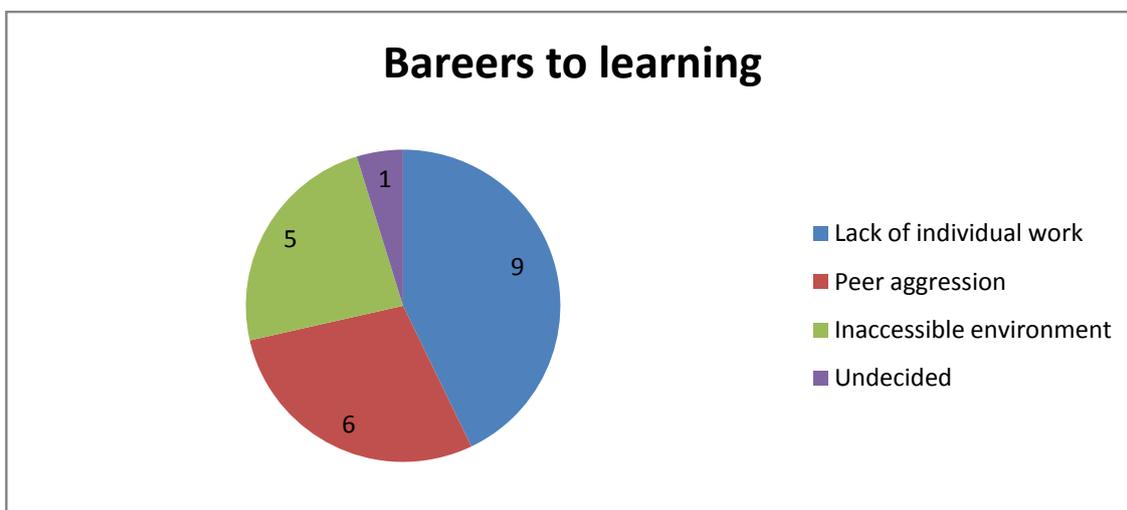


Figure 2 – The results of the diagnostic interviews for the identification of barriers to learning with parents of children with mental disabilities

Conclusion

Two of the identified barriers: lack individual work and peer aggression are in direct relation to the provision of a second teacher in the classroom, as well as additional specialized educational support.

On the basis of the findings, we can draw the following conclusions:

- Team interaction in assessing needs and planning teaching strategies for children with

intellectual disabilities is the basis of educational inclusion;

- The introduction of co-teaching in Bulgarian schools will increase the satisfaction of parents and increase the performance of the educational integration of children and students with intellectual disabilities

- Teachers do not know well all possible resources to deal with the complexities of integration and education of students with intellectual disabilities and need a special model for training and professional development.

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