

STUDIES ON INTEGRATED EDUCATION STRATEGIES IN SPECIAL SECONDARY EDUCATION IN RURAL ENVIRONMENT

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Abstract

This paper aims to report significant aspects of the integration of students with special educational needs in schools with agronomic profile and to identify possible correlations between changes in school integration and educational support services provided. The research has an ascertaining character, proposing as objectives: establishing the initial development level of 10 students, with special educational needs, individually integrated in schools with agronomic profile, on specific fields: psychomotor field, communication and language field and social-affective field (social-affective maturation); establishing the level of final development of the 10 students with special educational needs integrated individually in schools with agronomic profile, on specific areas of development; formulating suggestions regarding the increase of the effectiveness of the educational support programs, granted to the students with special educational needs integrated in schools with agronomic profile, through the educational support program. The research aimed at analyzing the individual path of each child included in the support program and evaluating changes in skills acquired during the school year, following the provision of educational support, compared to the level established by the initial assessment. Taking into account the results of the final assessment we designed the main solutions that can be applied for the integration of students with special needs in schools with an agronomic profile.

Key words: special educational, school integration, educational support programs, psychomotor field, communication and language field, social-affective field