

**“Babeş-Bolyai” University, Cluj-Napoca
Faculty of Psychology and Educational Sciences**

PhD Thesis

SUMMARY

**Designing, organizing and conducting educational activities in classes with multiple
associated deficiencies children**

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TABLE OF CONTENTS:

List of figures

List of tables

INTRODUCTION

CHAPTER 1. MULTIPLE ASSOCIATED DISABILITIES – GENERAL CHARACTERIZATION

1.1. Conceptual delimitations

1.2. Factors that influence development

1.3. Multiple associated disabilities (multiple disabilities) - particularities of manifestation and pedagogical implications

CHAPTER 2. THE INCLUSIVE EDUCATION – GENERAL CHARACTERIZATION

2.1. "The Other" in education - an educational arguments for diversity

2.2. Conceptual delimitation

2.3. Perspectives of integrated and inclusive education policies

CHAPTER 3. PARTICULARITIES OF ORGANISING THE EDUCATIONAL PROCESS IN CLASSES FOR CHILDREN WITH MULTIPLE DISABILITIES

3.1. Designing the educational process – general characterization

3.2. Particularities of the organization of educational process in classes / groups of students with multiple disabilities

3.3. Organisation and design's specifics of the educational process for students with multiple disabilities at the micro level

CHAPTER 4. THE ENTRAINING OF ADAPTIVE FUNCTIONING PROGRAM

4.1. The presentation of entraining adaptive functioning program

CHAPTER 5. THE EXPLORATORY STAGE

5.1. Study 1: Investigating the levels of school pupils' insertion with the special educational needs and multiple associated deficiencies in educational units within Cluj/Cluj-Napoca (in terms of quantity)

5.2. Study 2: Investigating ways of organizing and conducting the teaching activities to classes of students with multiple associated deficiencies / multiple disabilities

CHAPTER 6. THE EFFICIENCY OF THE ENTRAINING OF ADAPTIVE FUNCTIONING PROGRAM ON THE DEVELOPMENT OF COGNITIVE SKILLS, COMMUNICATION SKILLS AND FINE MOTOR SKILLS AT CHILDREN WITH MULTIPLE SENSORY DISABILITIES

6.1. Type of research

6.2. Research objectives

6.3. Purpose and hypotheses

6.4. Method

6.5. The design and implementation of the entraining of adaptive functioning program

6.6. Research results and interpretation of results

CHAPTER 7. FINAL CONCLUSIONS

BIBLIOGRAPHY

ANNEXES

KEY WORDS: integration, inclusion, inclusive education, pupils with special educational needs (SEN), educational policies, educational process, pedagogy diversity, curriculum, intervention psycho , multiple disabilities (multiple disabilities) , methods / options for organizing and conducting educational activities at classes / groups of students with multiple disabilities / multiple disabilities insertion level school pupils with SEN intervention program personalized , adaptive functioning, cognitive training, training program of adaptive functioning.

ABSTRACT

This Phd thesis approaches the psychopedagogical interventional route, view from the educational sciences perspective, especially from the pedagogical point of view, being interested in the particularities of the educational process in this category of students. The conducted study is oriented, predominantly, on establishing the efficiency degree of the Adaptive Functioning Training Program, the elaborated method by the author of this thesis whose purpose is forming and developing cognitive, communication and fine motor skills to facilitate learning, with obvious implications in adapting and increasing the personal autonomy level of students with with multiple sensory impairments.

INTRODUCTION

During the last 15 – 20 years the innovations in the science field brought in the center of attention new educational situations to specialists (teachers or researchers), but also to students and parents, which have subjected the school environment to some genuine tests / attempts. Ideological theories like the ones related to inclusion and school integration, the ones about the normalization of the learning environment or the social one is still raising serious issues regarding the practical implementation of the ideology of this educational movement imported from the West.

The purpose of this paper is to identify and describe the particularities of the educational process in Romania, which addresses to students with multiple associated deficiencies / multiple disabilities, both at macro and micro level. This research begins from the idea that the adoption of inclusive educational policies and integration components generate changes in the educational process that cause the appearance of some particulare ways / variants of designing, organization and development of it towards the mass education.

The research has a complex design, following multiple and diverse aspects of the particularities of the educational process for students with multiple associated deficiencies / multiple disabilities. The paper is structured in two parts, the first one being assigned to theoretical foundation, based on specialized literature of special psychopedagogy, psychology, educational sciences and cultural anthropology (analysis conducted on the identity discourse). The second part of the paper is assigned to the research of many aspects which characterize the educational process for the students with multiple associated deficiencies / multiple disabilities: diversifying the *educational clients*, the appearance of some ways / variants of designing, organization and development of the educational process for the students with multiple associated deficiencies and the efficiency of an intervention program built on the skeleton of the current Curriculum for multiple sensory deficiencies.

THEORETICAL FOUNDATION

The section assigned to theoretical foundation is meant to familiarize the reader to the main aspects of the studied theme. In this context, in four chapters the conjugation of the most relevant information from the specialized literature was followed. These information approached the issue regarding the integration of children with special educational needs and the implications which the adoption of integrated and inclusive education policies has on the educational process in general, leaving the designing, organizing and conducting features of the educational activities for school classes with multiple disabilities students.

Chapter 1. Multiple associated disabilities – general characterization has the purpose of defining and understanding some terms specific to special psychopedagogy to establish an adequate theoretical framework, to identify criterias according to which a person could be considered as having multiple associated deficiencies / multiple disabilities, the typology of people who have multiple associated deficiencies / multiple disabilities and, not least, sketching a psycho-physical development profile of these people and the pedagogical implications that the presence of deficiencies association has on the individual development.

The second chapter of this paper, **Chapter 2. The inclusive education – general characterization**, proposes the approach of some aspects related to the new educational policies of integration and inclusion. Beyond the resumption of theoretical concepts such as

normalization, equalization of opportunities, integration, integrated education and / or inclusive socio-professional integration in order to offer a comprehensive theoretical framework, this thesis brings new notes by approaching disability in terms of building the identity discourse, the inclusion of children with multiple associated deficiencies / multiple disabilities in the framework of inclusive education, like through the comparative analysis on the relations which are to be established in drawing the finalities of education between the inclusive education and the mass education movement.

Chapter 3. Particularities of organizing the educational process in classes for children with multiple associated disabilities is the result of consulting a bibliography from different areas (psychology, pedagogy, special education psychopedagogy, legislation), of the analysis of some aspects which result from the consulted works, of current observation realised as a *worker* in the system and also of the thorough analysis performed on National Curricula in place. This chapter brings new notes by analyzing the changes that have occurred in the education system in Romania as the result of adopting the inclusive and integrative policies. The chapter provides an original and an up-to-date perspective on the existing educational realities, such as expanding the sphere of *customer education*, the modifications which had happened at the macro level of the teaching projecting design (both for students with special educational needs, integrated into mass education and for students with multiple associated disabilities) or organizing and designing peculiarities of the educational process for the special educational needs students and with multiple associated disabilities. In the research section there have been made investigations which confirm these educational realities.

Chapter 4. The entraining adaptive functioning program brings into attention a present theme, offering a theoretical framework upon the *training program of adaptive functionality* concept. There are empirical data and evidence presented scientifically regarding the cognitive efficiency training for different categories of population. The idea of cognitive training or drive bearings operating deficit has been taken over by the pedagogical intervention, the beneficiaries being different categories of students with special educational needs. There was established that numerous researches lie currently in progress and they are available for reading, being just the first partial results of the influence that the training programmes applied to their beneficiaries. Therefore, I considered this research theme to be suitable for nowadays, especially

as we don't know to exist another research of this nature in Romania, especially for students with multiple associated deficiencies / multiple disabilities.

RESEARCH METHODOLOGY

The section allocated to research shows a complex design due to studies and different research methods, used for the purpose of investigation of distinct issues that characterizes education and training for deficient students with multiple associated deficiencies / multiple disabilities. This section includes three research approaches.

Chapter 5. The exploratory stage includes two constative researches in support of findings and statements made in Chapter 3, *Particularities of organizing the educational process in classes for children with multiple associated disabilities*.

A lot of 43 special education teachers have attended both investigations which carry out activities and educational training in the morning classes for students with multiple associated deficiencies.

Study 1: Investigating the levels of school pupils' insertion with the special educational needs and multiple associated deficiencies in educational units within Cluj/Cluj-Napoca (in terms of quantity). The study had the purpose to investigate some quantitative aspects relating to the level of school insertion for children with S.E.N. and multiple associated deficiencies in the units of mass education, in special education units, within of Cluj/Cluj-Napoca County. The objectives of the study are:

- investigating, in terms of quantity, the level of school insertion of pupils with multiple associated deficiencies and S.E.N. in educational units within the Cluj-Napoca County
- Identifying the special education units which have pupils with multiple associated deficiencies
- establishing the share of pupils with multiple associated deficiencies with institutions of special education which have this category of students
- Establishing the typology of multiple associated deficiencies that students educated in special education units within the municipality of Cluj-Napoca show and their share.

The research questions were:

1. To what extent is reflected in the educational reality in Cluj, adopting the integration and inclusive policy at the level of Cluj/Cluj-Napoca, from the point of view of extending the coverage of the *educational clients*

2. Which are the learning units that "satisfy" this aspect of adopting integrationist and inclusive educational policies in the case of pupils with multiple deficiencies, within the municipality of Cluj-Napoca
3. Which is the share of pupils with multiple associated deficiencies within the educational landscape of the city
4. What are the types of deficiencies associations and their share?

This study was done in two stages. To capture data related to the degree of insertion for pupils with the S.E.N. in the school in Cluj-Napoca, as well as identifying the special education units which have pupils with multiple associated deficiencies, there were used data provided by the National Database of Education for Cluj County for the 2011-2012 school year, as well as data derived from the website of Cluj County Council and ISJ Cluj regarding special education units school pupils with multiple associated deficiencies.

In order to capture the aspects of school pupils with multiple associated deficiencies insertion (school units which have pupils with multiple associated deficiencies share associated in the educational landscape, multiple associated deficiencies typology with in the framework of special education units in the municipality of Cluj-Napoca and their share) was used the survey method. We mention the fact that for this stage of the research there were selected only the educational units which have pupils with multiple associated deficiencies in Cluj-Napoca and where the language of instruction is Romanian. Furthermore, there were not an object for this research the students with multiple associated disabilities who are home-schooled.

In order to obtain data about the extension of coverage of the *customer education* , a mixed questionnaire with 3 questions was made. Questions 1, 2 and 3 were open, factual questions and for getting information across school units which have special education students with multiple associated disabilities, the number of pupils in a classroom and the multiple types of associated deficiencies (data on the questionnaire are available in his doctoral thesis in annex no. 1).

This study was conducted by the quantitative analysis of data provided by the National Database of Education for the Cluj County, as well as those obtained from applying the questionnaire no. 1. The application of the method of indirect survey in writing, by means of a self-administration questionnaire. After filling in the questionnaires by the participants, there was the counting, the analysis and the data interpretation.

The data obtained was presented in the form of tables (table no. V.1.; Table No. V.2, Table No. V.3. Table No. V.4., Table No. V.5.), revealing the following educational realities:

Table No. V.1. - Data on the share of children with the S.E.N. integrated in the mass and the special education units in Cluj County

Nr.crt.	Category clients of education	Number of students	Percentage
1.	Valid students	91573	97,64%
2.	Students with S.E.N. integrated in the mass education	426	0,45%
3.	Students with S.E.N. oriented towards the special education	1783 ¹	1,91%

Table No. V.2.- Data concerning the level of insertion of the pupils with S.E.N. in the mass and special education units within the Cluj County

Nr.crt.	Category clients of education	Number of students	Number of students
1.	Students with S.E.N. integrated in the mass education	426	19,28%
2.	Students with S.E.N. oriented towards the special education	1783 ²	80,72%

Table No. V.3.-Statistical data regarding the share of pupils with multiple associated deficiencies within the special education units from Cluj-Napoca

Nr. crt.	Type of deficiency	Total no. of students/school	Type of Multiple Associated Deficiencies	Total no. of students	the share of pupils with DMA within special education units
1.	Visual deficiencies	219	Deafblindness/Multi-sensory Deficiencies	28	12,78%
2.	Hearing deficiencies	175	Multi-sensory Deficiencies	18	6,31%
		110			
3.	Neuro-motor deficiencies	50	Deficiencies associated with neuro-motor deficiency	39	78%
4.	Mental deficiency/behavioral disorders	154	Deficiencies associated with mental deficiency	40	10,69%
		220			
Total no. of students in the special educational units		928		125	

¹We mention the fact that the special schools from Cluj-Napoca have students with the S.E.N. from in other counties.

²We mention the fact that the special schools from Cluj-Napoca have students with the S.E.N. from in other counties.

Table No.V.4.-The share of multiple associated deficiencies types seen in the case of schooling students with multiple associated deficiencies within Cluj-Napoca, depending on the specifics of education units where they are educated

Nr. crt.	Type of Multiple Associated Deficiencies	Total no. of students	The share of associated deficiencies starting from the typology criteria of associated deficiencies
1.	Deficiencies associated with visual deficiency (Deafblind/multi-sensory deficiencies)	28	22,4%
2.	Deficiencies associated with hearing deficiency	18	14,4%
3.	Deficiencies associated with neuro-motor deficiency	39	31,2%
4.	Mental deficiency associated with other serious deficiencies	40	32%

Table No. V.5.- The share of multiple associated deficiencies types in the case of schooling students with multiple associated deficiencies within Cluj-Napoca, according to medical and neuropsychiatric diagnoses of students with multiple associated deficiencies

Nr. crt.	MEDICAL AND NEUROPSYCHIATRIC DIAGNOSIS	Total no. of students	The share of associated deficiencies starting from the typology criteria of associated deficiencies
1.	Serious mental deficiency associated with impaired sensory or neuro-motor deficiencies	30	24%
2.	Autistic spectrum disorders associated with sensory deficiencies, neuro-motor or serious mental deficiency	24	19,2%
3.	Down syndrome	15	12%
4.	Sechelara Ischemic Encephalopathy	10	8%
5.	ADHD associated to mental, sensory or neuro-motor deficiency	5	4%
6.	Appert syndrome	2	1,6%
7.	Other problems associated with sensory or neuro-motor deficiencies	39	31,2%

The quantitative analysis of the obtained data had led to the following conclusions:

- adopting the inclusive and integrationist policies in education is reflected quite shy in Cluj's real education;

- the major tendency remains that of schooling pupils with S.E.N. within special education units;
- students with multiple associated deficiencies are educated in special education units
- statistically speaking, the share of students with multiple associated deficiencies embraced in an organized form of learning is quite small (13,47);
- We may consider that - as a result of approaching some inclusive and integrationist educational policies - was diversified, by default has increased quantitatively the population segment to which it is addressed the educational services.

Study 2: Investigating ways of organizing and conducting the teaching activities to classes of students with multiple associated deficiencies / multiple disabilities wishes to surprise the practical aspects of designing, organizing and conducting the educational activities which are conducted during the morning classes for the students with multiple associated deficiencies. The study wants to surprise less known aspects, even the ones which were neglected until now by works and studies devoted to the integration of pupils with multiple disabilities in an organized form of learning/education.

This study is an ascertaining research which wants to surprise the practical ways in which the teaching activity is organized and conducted in classes / groups of students with multiple associated disabilities / multiple disabilities.

The goal of this study was to identify the practical means to realize the teaching activity to classes / groups of students with multiple associated disabilities / multiple disabilities.

The study objectives were:

- the identification of the practical modalities (variants) which they take the forms of organizing the activity for the students with multiple associated disabilities;
- Setting the share of the forms of organizing the activity of students with multiple associated deficiencies in the current pedagogical practice;
- Identifying and analyzing the practical modalities (variants) of organizing and conducting the teaching activity generated by the particular relationships that are established between the components / didactic activity variables (study discipline, activity, objectives, content of learning, work, methods and procedures used, strategy).

The assumption from which it started was the presence of students with multiple associated deficiencies into the educational system causes the appearance of specific ways (variants) of organizing and conducting the teaching activity based on the means of organizing the activity of students, in light of the relationship which is established between this layout and its components (variables) of the didactic activity.

The used method was the one of the survey, the survey of 43 participating special education teachers who carry out educational activities in the morning program, for the classes/groups of students with multiple associated deficiencies as well as is was done in the previous study.

Question 1 is an open one and it registers the name of the educational institution, providing data about the participants of the study. Question 2 is about surprising some issues that refer to the form of organizing the activity of the students, most often encountered in the educational practice in classes/groups of students with multiple associated deficiencies. Questions 3, 4, 5, 6 and 7 aim to investigate ways of organizing and conducting the teaching activity generated by the particular relationships that are established between the components / didactic activity variables (study discipline, activity, objectives, content of learning, work, methods and procedures used, strategies).

It has been made to the application of the method of indirect survey in writing, by means of a questionnaire administration. After filling in the questionnaires by the participants there was the counting, the analysis and interpretation of data.

The data obtained from the administration of the questionnaire was recorded quantitatively (by counting the variants selected by the study participants) and qualitative (by analyzing data d quantitatively and relating it with the realities / educational practices identified).

The data obtained was presented in the form of a table (table no. 6. V.), revealing the followings:

Table No. 6. V.- Data obtained by applying Chestionrului No. 2 to teachers

Nr. crt.	Question	Option / variant a)	Option / variant b)	Option / variant c)	Option / variant d)
		No of answers	No of answers	No of answers	No of answers
1.	The name of the educational unit where you work	-	-	-	-
2.	Which of the following forms of organizing in your students` activity prevails in class?	31	8	5	-
3.	Which is the predominant method of conducting the class activity?	1	29	11	3
4.	Which is the situation you have faced most often in the class activity in terms of managing the work time?	34	6	4	-
5.	What is the content of teaching activities carried out predominantly?	5	28	11	-
6.	Approaching the learning contents I use to	38	6	-	-
7.	Approaching the learning contents I use to	3	27	14	-

The study's findings confirm the existence of some peculiarities in organizing and developing didactic activities of teaching at classes/groups of students with multiple associated deficiencies, both in terms of the share of the forms of organizing the existing activity for pupils and of ways of organizing and developing the didactic activity depending on the relations which are established between certain components / variables of the didactic activity:

- The form of organizing the students' activity adopted by the teacher (which shows the particularities linked to the number of children included in a class, the seriousness of the deficiencies, the level of psycho-physical development, development needs and opportunities)
- The study subjects and the method of crossing the class schedule/day
- The discipline of study and the subject / theme of the didactic activity
- The discipline of study and the specifics of the learning content (activities focused predominantly on the formation of personal autonomy, cognitive activities, therapeutic-type activities)
- The discipline of study and the work tasks
- The didactic activity and the working time

Chapter 6. The efficiency of the entraining of adaptive functioning program on the development of cognitive skills, communication skills and fine motor skills at children with

multiple sensory disabilities represent a research-action, developed longitudinally, on a 5-year period, which is willing to try the efficiency of the *Tthe Training program of the adaptive functioning* upon the development of cognitive abilities, communication skills and fine motor needed in learning, the children with multiple sensory deficiencies.

The chapter delimits the coordinates of the action-research proposed at the level of the purpose, objectives, hypotheses circulated, variables, batch of participants and the assessment tools used. The research methodology includes psychopedagogical experiment, direct and systematic observation and the evaluation of the level of students' development through tests and scales (Portage Guide, areas of cognitive and language development, the Oregon Inventory skills, the surfac of fastidious motor development).

The targeted objectives of this study are:

- Identifying the skills and behaviours required in learning, which define the areas of cognitive, communication and fine motor, in the case of students with multiple sensory deficiencies;
- Making a personalized psychological evaluation by using different marks in the manner of registering the pupils' evolution through standardized instruments for the evaluation of cognitive, communication and fine motor behaviors;
- The determination of the level of development of cognitive behaviour, communication and fine motor at students with multiple sensory deficiencies participants in the study by using the Portage Guide and the Oregon skills Inventory, adapted to the manner of registering the data/results;
- Identifying some working strategies that lead to improving / developing cognitive communication and fine motor skills at children with multiple sensory deficiencies;
- Investigation of the effectiveness of the Training program of the adaptive functioning of pupils with multiple sensory deficiencies.

This study had the purpose of investigating the effectiveness of the Training program of the adaptive functioning for officials working on the development of adaptive cognitive skills, communication and fine motor skills in children that shows multiple sensory deficiencies

This study begins from the general hypothesis according to which the students who benefit of the Training program of the adaptive functioning will acquire more cognitive skills, communication (receptive, expressive and reading-writing) and fine motor skills, necessary in

learning, at the end of the program and at a follow-up period of 3 months towards the ones present at the beginning of the program.

The hypothesis of the study were:

- 1) It is presumed that there are significant differences between the stage of pre-trial intervention, intervention and follow-up with regard to the purchase of behaviors which define cognitive abilities;
- 2) It is presumed that there are significant differences between the stage of pre-trial intervention, intervention and follow-up with regard to purchasing behaviors that define the communication abilities (receptive, expressive, reading-writing);
- 3) It is presumed that there are significant differences between the stage of pre-trial intervention, intervention and follow-up with regard to purchasing behaviors that define the fine motor skills;
- 4) It is assumed that, due to the Training program of the adaptive functioning, cognitive abilities, fine motor and communication are kept in time, even if the information/contents of learning that led to their formation are forgotten (partly);
- 5) It is assumed that the acquisition of cognitive skills, fine motor and communication skills, through crossing the Training program of the adaptive functioning, determines getting significantly higher scores in standardized assessment tools, some minimum adaptations (Portage Guide, Oregon skills Inventory).

The independent variable is represented by the administration of the Training program of the adaptive functioning designed and applied to by the author of this thesis. The dependent variables are represented by defining cognitive behaviour skills, communication and fine motor.

The research had a comparative design pre-post-follow-up intervention and took place over a period of 5 years (2008-2013). The participants in the study were evaluated before the intervention administration, after the intervention and at a follow-up 3 months after the end of the intervention.

The trial was attended by 5 subjects with multiple sensory deficiencies, aged between 12 and 13, and who present the mental deficiency-associated environments or serious deficiencies and disorders (severe) constructs. The selection criteria were that students present significant gaps between chronological age and level of cognitive development, language and fine motricity.

The peculiarities which associating the deficiencies put to mental development of these children do not allow establishing a sample of contro and an experimental sample, with relevance for maintaining the objective nature of the research. Due to the fact that children are very different, both in terms of medical and neuropsychiatric diagnoses and typology and particularities of multiple associated deficiencies /multisensory deficiencies, fixing those two types of samples is an irrelevance for this research. Therefore, this research was conducted on the basis of case studies.

Since the method of the Training program of the adaptive functioning was built on the skeleton of the Curriculum for DeafBlind/multi-sensory deficiencies, the sample content group has targeted disciplines of study that have been allowed successful in addressing the contents of learning from the perspective of the four coordinates of the program.

The learning content, as well as the PIP objectives were differentiated for each of the students participants in the study, depending on their needs and possibilities of development. It has kept a common theme approach learning contents to facilitate organizing and conducting the frontal teaching activities.

The obtained results after the application of the Training program of the adaptive functioning were recorded within the assessment tools mentioned (Portage Guide, cognitive development areas and the Oregon inventory of skills development, the area of fine motricity).

The obtained results have shown the existence of some significant differences between the stage of preinterventie, postinterventie and the follow-up in the acquisition of skills and capacities specific to the areas of cognitive development, language development and motricity development.

Therefore, the Training program the adaptive functioning has proved to have a significant effect on purchasing and forming the cognitive skills and communication skills and fine motor.

There were identified significant differences between the stage of preinterventie, postinterventie and follow-up at the abilities and capabilities level that characterize cognitive development, language development and motricity development.

The progress determined by the implementation of the Training program of the adaptive functioning is evident between the stage of preinterventie and postinterventie, between the stage of post-intervention and follow-up stage recording a small setback.

Despite the loss of some of the abilities/skills, it may find maintaining a significant differences between the scores obtained by students at the initial evaluation (pre-interventive) and the follow-up evaluation type.

The analysis performed on the evolution of the students on the three areas of development shows its characteristic aspects. Regarding the cognitive development, the analysis and interpretation of data obtained as a result of the application of the Portage Guide (cognitive development area) shall be able to confirm the existence of significant differences between the scores obtained by students in the stages of pre-trial intervention, intervention and follow-up, fact which confirms the hypothesis (hypothesis 1) that there are significant differences between the stage of pre-trial intervention, intervention and follow-up with regard to purchasing behaviors that define cognitive abilities.

The comparative analysis of the evolution of cognitive development for the students participants in the study reveals the existence of inequalities between their acquisitions.

Students who present serious mental deficiency and alalie (M.S., N.B., N.D.) presents a number of acquisitions towards students who present moderate mental deficiency/average. The number of items that are characteristic of the upper levels of cognitive development are made into a smaller number than in the case of the other two students (A.P.D. R.R.M.). The loss of some cognitive acquisitions are also higher in the case of three students.

We are talking about the skills, abilities, skills and behaviors that characterize the upper levels of the cognitive development. At the same time, the skills that characterize the lower and medium cognitive levels maintain themselves over the time and, even if they have not been repeated in the contexts of learning offered by the Training program of the adaptive functioning.

Language development, analyzed through a number of items (acquisitions/abilities/verbal behaviors) that students did in the manner proposed by Portage Guide or as specify/partial shows their progress during the Training program of the adaptive functioning.

You can find the existence of significant differences between the results obtained by students in initial assessment stages and the final results are always up in time, after the termination of the program. Based on the obtained results we can say that the hypothesis can be confirmed and (hypothesis 3) that confirms the hypothesis that there are significant differences between the stage of pre-trial intervention, intervention and follow-up with regard to purchasing behaviors that define the communication abilities (receptive, expressive, reading-writing)

It can be ascertain that students record a considerable leap in language development in years 2 and 3 of the program (school years 2009-2010, 2010-2011), when you may find buying a large number of skills/behaviors that define the level of development of the language.

Most of the acquisitions concerns the skills/behaviors that characterize the lower storeys of the development of the language. Students M.S, N.B., N.D have acquired the rudiments of conventional communication (means a large number of objects, images and actions via sign language, join a noun with an adjective or a verb) that we use in everyday life or in the framework of activities in class. However, for the above mentioned students, the acquisitions (skills/behaviors) that characterize the development of the language, according to Portage Ghide, are smaller. This is due to reduced possibilities and the designation of certain grammatical aspects of sign language (use article, verb tenses, conjugation of verbs) or related aspects of intonation.

Between the final evaluation results and the evaluation of follow-up type may find the little differences in of the loss of some acquisitions or the switch of them to the specific/partial manner of realization. We are talking in this case about those acquisitions that were not consolidated enough or that involve a high degree of complexity (e.g., understanding of sentences).

The most spectacular evolution knows a development area of fine motricity, where it acquires most of the skills inventory of the proposed by the Oregon Inventory of skills development for area of fine motricity.

As the analysis results shows, the students in the study participants, fine motricity development is the field where development is lost the fewest abilities between stages of final assessment (post intervention) and type evaluation follow-up. Also, this is the area in which students have recorded the largest advances. The results obtained justifies the assertion that the hypothesis can be confirmed and (hypothesis 3) that there are significant differences between the stage of pre-trial intervention, intervention and follow-up with regard to purchasing behaviors that define their fine motor skills.

The analysis and interpretation of results obtained by the study participants on the three areas of development reveals that between the stage of intervention and follow-up stage there was a slight decrease in the number of items that students realise. We explain this either through the loss of characteristic skills development areas referred to in this study, either through their

transition towards partial manner specify/achievement. It is, generally speaking, about those skills that are characteristic for areas of development, skills that have either a high degree of abstraction and generalization, either have not been sufficiently strengthened.

Despite these losses, the significant differences between the scores obtained by the participant students in the study between stages of pre-trial intervention and evaluation follow-up type shall maintain in time to a period of three months after the discontinuation of the program of training of officers. Therefore, the hypothesis is confirmed and (specific hypothesis 4) according to which the training program of cognitive abilities, fine motor and communication is kept in time, even if some of the information/content to learning that led to their formation they look (partly).

The Training program of the adaptive functioning proposes "customized" recording of the scores obtained by students on the charts that accompany the protocol standardized assessment tools. Therefore, in addition to the schedule of the protocol, it has been made a difference between items that students did in the manner proposed by the assessment tool (mark, in this case, with light green color) and items that students did in specific manner/partial (marked on the protocol specification with dark green). This has led, by default, to obtain higher scores in standardized assessment tools, allowing the recorded behaviors/skills which are either in training (this is done partially), or require special conditions and adaptations to be made available to sensory impaired children.

Therefore, there has been confirmed the assumption (hypothesis specifies 5) according to which the acquisition of cognitive abilities, fine motor and communication through the completion of the *Training program of the adaptive functioning* determines obtaining scores significantly higher in standardized assessment tools, in some minimum adaptation terms. The benefit of the analysis of the data obtained from the perspective of the way in which the proposed student is done composing the proposed evaluation item tools mentioned above is given, mainly, by the possibility of identifying the behaviors and skills which are in training, which help the teacher identify which are proximal areas of the student's development.

Chapter 7. Final conclusions includes a synthesis of theoretical and empirical approach of the thesis, through which were investigated the pedagogical and psychopedagogical aspects for integration of the children with S.E.N. in connection with various types of curricula, the emphasis falling particularly on methods of design, organization and

implementation of literacy and education to pupils with multiple associated/multisensory deficiencies. Personal contributions are highlighted the limits of research and future directions for investigation.

Through studies, this paper contributes to a better understanding of the way in which it achieves literacy and education for children with multiple associated deficiencies, both at the macro level, but also at micro level, offering in this way a systematic analysis of the entire process and thorough education in the case of these students. There were analysed the problems of organization of educational process, the development of Curriculum designed for this category of students, design methods and organization of the educational process, the characteristics of the teaching activity.

Among the strong points, we mention:

- The approach of the school integration and inclusion from the perspective of directions and implications that the process of education sets, both at the macro level and micro level
- The review of pedagogical concepts, which allows to facilitate the designing activity, the organization and realization of the teaching activities performed by the teachers who teach the classes/groups of students associated with multiple associated deficiencies (the delimitation of the teaching activity of learning, the existence of some particular ways of organizing and developing the teaching activity)
- Developing a training programme of adaptive function, this research being the first study conducted in our country and one of the few studies conducted worldwide, over the effectiveness of cognitive training/training for deficient operation conducted on children with multiple sensory deficiencies

This research represents a series of boundaries, some of which concern documentation issues, other aspects of this study/research. Regarding the documentation process and the progress of the thesis, they were generated by the number of existing studies, both with regard to the issue of multiple associated deficiencies, especially the specifics that the education process has in the case of these students.

As long as the constatative studies look, but also the experimental one, it may find that it has a number of limitations of the objective limit is the number of people involved in research, both in the case of the teachers surveyed, the pupils and participants in the Training program of the adaptive functioning . This is due to the low number of teachers who work with this category

of students, as well as the reduced incidence of the population level of the multiple associated deficiencies.

The third study, the one about the effectiveness of a training program of adaptive functioning, presents obvious limitations, generated primarily by the number of student participants to the experimental trial. The limited number of participants in the study does not allow generalizing the data obtained to whole populations of people that presents multiple deficiencies associated. This is a limitation of the adopted work method –the case study-which can cause results that have a statistical value.

Also as a limit of the third study, we mention the reduced possibility to determine how the students' evolution of the on the three areas of development is the Training program of adaptive functioning and how much is due to experiences generated by the intersection with other life environments of pupils.

Also as a limit of the conducted study, we have to mention the fact that the assessment tools used (Portage Guide, in order to capturing pupils' evolution of cognitive development areas and the Oregon language and skills inventory used for monitoring the evolution of fine motricity development) have not been validated for any students that shows multiple associated deficiencies, nor for the Romanian population.

In this chapter there have been outlined some directions for future action. Given the fact that this thesis is one of the few researches in the field of multiple associated deficiencies, but also one of the first to offer a detailed analysis on the learning process in the case of this category of students, we believe it can be improved through future research, with a stronger theoretical justification, and by initiating studies to combine empirical quantitative and qualitative analysis.

In terms of future prospects, it may be taken into account at the level of research extension samples with a wider geographical distribution.

Another direction of the upcoming prospects refers to the Training program of adaptive functioning for students who present a level of deficiency that prevents operating with pictures. Throughout the program, we propose the identification of new content and a better structure of them as to meet the developmental stages of pupils with multiple associated deficiencies, as well as the needs and possibilities of development.

This thesis ends with the presentation of the annexes. In annexes there are presented investigative tools used for the first two studies (questionnaires 1 and 2 addressed to

teachers), teaching materials and samples of work sheets for the subjects addressed as the Training program of adaptive functioning, as well as adaptive protocol specification of the assessment tools used, filled in for each of the participants, students for development areas targeted by the Program. In the annexes there are also models of school documents (draft of the teacher, the student's characterization of the sheet)

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