Universitatea Babeş-Bolyai

Facultatea de Psihologie și Științe ale Educației

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ABSTRACT OF PHD THESIS

The Role of Psychoeducational Screening in the Production of Intervention Programmes for Children with Special Educational Needs (S.E.N.)

Advisor,

Prof. Vasile Chiș,

PhD student,

PhD Ianc Petru Ioan

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INTRODUCTION

Key words: special educational needs, psychoeducational screening, educational skills, development risk of educational skills, predictive specificity and sensitivity, screening tools, educational skills assessment questionnaire, diagnostic utility

In a modern approach, special education can benefit all children, who, due to one reason or another, cannot access the curriculum of a common school. Thus, in addition to people with disabilities, recipients can include any individual of social and educational disadvantaged environment compared to their peers of the same age.

Education of special needs "designates a continuum of special requirements in education (of special educational needs or problems) ranging from children with severe disabilities to those with slight, minor, or temporary difficulties/disorders of study and school adaptation" (Vrăsmaş, T., 2004, p. 224).

Within the assessment process of a child with special educational needs (S.E.N.), screening holds a defining role towards the realisation of intervention planning. Based upon assessment and identification of educational gaps in children, the most effective means of intervention can be established, allowing moreover for this intervention to be customised.

Individualised intervention programmes aid the child with S.E.N. by customising instructive methods and strategies, by adapting the curriculum to their own development level, and providing them with the chance of developing real skills, which will be of aid to them in the process of their social insertion. Additionally, implementing such intervention programmes provides parents with an opportunity to become actively involved in their child`s learning and recovery process.

Considering statistics against real life realities, we aim to devise an assessment tool for school skills, standardised and validated on a Romanian population, which is to significantly influence psychoeducational screening, and psychoeducational intervention programmes thereof.

The purpose of the assessment is to identify the requirements of a child with special educational needs and to provide recommendations to families and professionals who implement individualised intervention programmes according to the form of education the child should attend. Such a scientific effort proposing to adapt and validate an instrument enabling an identification in the early school years of the school skills level and the risk posed by an inadequate level of the school skills in question, classifying the child as a recommended pupil for special educational needs measures, as well as some psychoeducational screening procedures to allow for a scientifically validated psychoeducational intervention, aims to aid primary school teachers and support teachers so as to enable them "to utilize specific educational strategies, curricular other types of support" (Chiș, 2014), suitable for students with learning difficulties and support teachers in working with these student categories.

I opted for this research topic as a result of my 13 year-long teaching experience in psychoeducational interventions and teaching activities with students with disabilities from special and integrated education, having noticed that the prerequisites of an efficient psychoeducational intervention lie mostly in a timely identification of students with special educational needs in respect to the type and severity of their disabilities, to use psychoeducational screening tools based upon scientific evidence and to devise psychoeducational intervention programmes wherein data stemming from psychoeducational assessment is carefully considered.

To this end, in additionto a theoretical approach wherein I analyse the psychoeducational assessment types and look at the advantages and disadvantages of the principles of universal design, in the research part I move to describe two studies: (1) The translation, adaptation and validation of the school skills assessment questionnaire on a school population aged 6-12 years, grades 1-4 from Salaj county and development of a guiding standard upon which screening of students risking the development of their school skills will be performed, as such: School skills assessment questionnaire/ *School Skills Checklist* (Scherer, 1988) and Screening of school population of grades 1-4 from mainstream education in respect to students risking the development of their school skills. The school population of grades 1-4 whereon the study was performed counts 2612 students (23.75% of all pupils registered as recipients of primary education in Salaj county, whereof 951 participants come from an urban environment, namely

36.4% of the entire group, whilst1661 come from a rural environment, namely 63.6 %. Per genres, there are 51.8% male pupils and 48.2 % female pupils, per ethnicity 53.1% are Romanian, 29,6 % are Roma, 16.2% are Hungarian, 1.1% are Slovak. Per grade, 690 of the pupils are in the first grade, representing 26.4%, 594 are pupils in the second grade, representing 22.7%, 630 are pupils in the third grade, representing 24.1 % , 688 are pupils in the fourth grade, representing26.3 % .

Thus, following the two studies a guiding standard was devised to allow for the identification of students registered in mainstreamform education, grades 1-4, who are at risk of inadequate development of their school skills, so that by a detailed individualised psychoeducational assessment after their screening process, they are provided with adequate school orientation and benefit from adapted psychoeducational programmes.

CHAPTER I

I. PSYCHOEDCUATIONAL ASSESSMENT OF PUPILS, GENERAL TRAITS

Psychoeducational assessment is not a formality, it is on the contrary a complex process, one which requires time and information from various sources, as disregarding such conditions often leads to errors. It is necessary that upon devising a map, we should add in the guidelines step by step, this often turns out to be a difficultly manageable process due to limitations related to time and human resources, the end result being a valid diagnosis which will authentically act as a starting point when identifying rehabilitation and authentic progress solutions. The success of a complex assessment is ensured by a team with interdisciplinary competences (psychiatrist, paediatrician, neurologist, clinician, special psychoeducation specialist, teaching staff and parents).

Assessments pertaining to the educational system must lead to the following aims:

(1) *screening*: the assessment of all pupils and identification of those who display delays in and/or learning difficulties;

(2) *eligibility and diagnosis*: determining the presence of a disability and the necessity of complex assessment to reach a diagnosis;

(3) development and application of an Individual Intervention Plan (IIP): to provide detailed and relevant information so that the IIP becomes operational, taking decisions adequate to the child`s education following the choice of the most suitable educational environment (inclusive or special education)

(4) *planning of educational and/or rehabilitation endeavours in the context of psychoeducational support:*development and planning of a rehabilitation educational programme according to the child`s needs;

(5) *Assessment:* assessment of child`s progress based on standardised criteria according to their rehabilitation and educational needs identified in the context of their disability.

I.1. Types of psychoeducational assessment:

I.1.1 Screening-type assessment

Screening is initial examination, applied *en masse,* consisting in the application of a body of procedures and investigation techniques to a population so as to potentially identify a disorder, anomaly or certain risk factors.

Screening objectives

- Screening`s major purpose is the timely detection and relevance of the disorder in its early stages. Aim for intervention in the early stages, the earlier the stage, the more efficient, efficacious and cost-effective the ensuing interventions;
- To detect unknown and untreated disorders;

Work hypotheses

- Screening starts from the hypothesis that within a population there are illnesses and individuals who remain unidentified due to their unfelt, unsaid or unsatisfied needs.
- The screening test does not aim to determine a diagnosis, but rather to identify the people who tested positive and to whom complete assessments will be prescribed, in order to establish a firm diagnosis.

Types of screening

Depending on the size of the community it addresses or on the means of investigation utilised, screening, or detection is divided into *en masse* screening or selective screening. *En masse* screening consists in using large-scale means to address larger groups. Selective screening addresses individuals selected based on their proneness to risk factors.

Screening purposes:

- Where the screening process aimed to detect risk factors
- The timely detection of any deficiency or disability;
- The detection of prevalence or conditions contributing to the risk factors;
- To assess certain actions and programmes;
- To determine the presence of an association.

"Screening-type assessment involve the identification of children prone to develop certain disorders who will later be subject to a more complex assessment process in order to prevent the said disorder or to confirm the diagnosis"

I.1.2. Focused assessment

Focused assessment involves a more detailed assessment of a specific functioning area and which attempts to answer either a diagnosing question such as: Does the child display an intellectual disability?, or a question in regard to a central disorder such as: Does the child display a verbal memory deficit?, or a causal question, such as: Why does the child encounter difficulties in mathematics?

I.1.3. Counselling and rehabilitation assessment

Counselling and rehabilitation assessment which focuses on the child`s skills in order to optimise them so as to deal with the daily tasks and responsibilities.

I.1.4. Progress assessment

Progress assessment focuses on the progress the child has made from one day to the next, from one month to the next, from one year to the next, in respect to his development, habits and skills, as well as the efficiency of certain intervention procedures.

I.1.5. Problem solving assessment

Problem solving assessment, focusing on specific types of problems (i.e. dyslexia) and comprise multiple stages, starting with the identification of the problem, following with its analysis, intervention and results assessment.

1.2. The role of psychoeducational assessment when devising psychoeducational intervention programmes for pupils with S.E.N.

Functions of the psychoeducational assessment:

- *to observe and assess* – whether a learning activity unfolded itself optimally, knowledge was assimilated, a skill was acquired*;*

- *to diagnose* – the factors which led to a poor preparation/ low efficiency of educational actions;

- *to forecast*–future needs and availabilities of children;

- *to decide* - upon a position or integration of a child into a hierarchy, into a form or level of their training;

- *educational* – from the child`s perspective (stimulating, of result reinforcement, formation of abilities to acknowledge the possibilities) and from the teacher`s perspective (of knowing what there is to be done and accomplished).

-feed-back oriented

Any assessment consists of three elements:

- assessment objectives (what to measure?)

- assessment tools (what and how to measure? Methods, check-ups, multiple-choice forms, tests, techniques of use)

- unit of measurement (interpretation of assessment results)

Psychoeducational assessment includes:

-accumulation of information;

- registration of the acquired information;

- information interpretation.

Accumulation of information on the child`s development:

In order to acquire an image as objective and integral as possible about a child, and in turn, in order to assess them as appropriately as possible, it is necessary to:

- obtain information from various valid sources;

- utilise diverse methods of accumulation of information;

- manipulate various situations in order to repeat the accumulation and interpretation procedures on the child.

Ignoring any of these prerequisites may lead to a partial, thus incorrect, flawed understanding of the child, whereas the acceptance of an educational solution chosen based on incorrect assessment may harm the child (Course material – UCDC – University lecturer, C. Petrescu, PhD).

Any psychoeducational intervention programme must be based upon a minute, specific, assessment, suitable and targeted for each pupil.

The main purpose of psychoeducational assessment is to devise a programme whereby to favour the acquisition of new skills (Bradley-Johnson,1994).

CHAPTER II

GENERAL APPROACH OF INTERVENTION PROGRAMMES

ON S.E.N. PUPILS

Within this chapter I look at the types, principles, contents and methods of the intervention programmes on S.E.N. pupils.

II.1 Intervention programmes principles of construction

II.1.1. Universal design principles

*II.1.1.*Table 1 – Intervention programmes principles of construction

PRINCIPLE	Specific
1. Equitable Use	Tools: • Can be used by pupils who speak various languages • Addresses multiple cognitive traits • Offers equivalent alternatives • Does not stigmatise pupils
2. Flexibility in Use	Tools allow for various modalities: • to present information • to represent information • to express pupils` answers
3. Simple and Intuitive Use	Tools are: • easy to utilise • do not leave room for interpretation • present clear targets • offer specific examples
4. Perceptible Information	Tools: • provides information to be utilised independently of surrounding environment or sensorial traits of the users • stress essential information • avoid redundant information
5. Tolerance for Error	• pupils are provided with sufficient time to answer • pupils are provided with feedback • they may consult previous answers • they may monitor their progress • they are enabled to efficiently organise their time
6. Low Physical and Cognitive Effort	Tools: • present fragmented information, per section

	• information can be completed in adequate time

II.1.2.The Principle of Equitable Information Use

According to this principle, any piece of information or technology can be adapted so as to respond to a varied array of needs. During the educational process it is necessary that the pupils with intellectual disabilities benefit from curricula, educational resources and psychoeducational interventions customised according to their own abilities.

Their access to the general curriculum can be granted solely through adapting its contents. Educational resources are required to be adapted in view of the principle of similarity to the educational resources used for their typically developing peers. According to Bowe (2000), by using the universal design, isolation and labelling of pupils with disabilities are avoided.

Adapted educational resources represent efficient motivational sources in the learning process. Adapting educational resources does not imply limiting the access to standard materials, contrarily, it facilitates learning, so that assistive technologies start off from texts that can be understood as a result of an elementary reading process, and subsequently, depending on their progress, pupils can go through various stages, including that of standard educational resources.

II.1.3.The Principle of Flexible Information Use

Curricular adaptation is required to respond to vast intervals in interests and abilities. Serf-determined learning and pupil-centred learning are educational endeavours consonant with this principle. (Wehmeyer, Agran and Hughes, 1998; Wehmeyer and Sands, 1998).The researchers from CAST (1998-1999) underline the role of poly-modal stimulation and presenting educational resources with diverse difficulty levels during the various learning experiences. There is importance in future studies placed on exploring the efficiency of flexible information use towards the academic success of pupils with disabilities.

II.1.4.The Principle of Simple, Intuitive Use

In the beginning, the essence of this principle lay in the accessibility of space or technology use, according to the individual traits of the users (previous experience, language, other skills).

During the learning process of pupils with intellectual disabilities it is necessary that accessibility follow simple courses of presenting and applying the information, mainly based on natural concepts to be bi-modally presented (in both writing and speech). This can be accomplished through various learning support strategies: anticipative organisation, learning guidebooks, cognitive maps, adapted examinations.

II.1.5. The Principle of Perceptible Information

Curricular adaptation is required to consider the phases of the perceptive process: detection, discrimination, identification and interpretation of information in any environmental or disabling conditions. To this end, multi sensorial presentations are advisable, through graphic representations, visual-spatial processing sources, employment of prototypes adapted to the perceptive and learning difficulties of pupils suffering from ADHD, SLD, ASD. For instance, information sequencing and perception of meaning through varied presenting techniques within various types of learning activities and psychoeducational intervention is a prerequisite to complete the connection between the sensorial and the rational. (Bowe, 2000)

II.1.6. The Tolerance for Error Principle

The learning process is oftentimes based on trial and error, whereas during this process the brain performs a series of predictions which are sometimes accompanied by errors. In the case of pupils with disabilities, it is important that the negative effects of errors from various learning activities be minimized. When errors are produced, feedback should not raise barriers or lead to learning blockades, but produce retrospectives and re-enactments which should eventually lead to learning.

The lack of anxiety in identifying errors in the process of learning can be stimulating, in the same time leading to the identification of temporal difficulties. Reading stimulating software, should it not provide sufficient time for pupils with learning difficulties to come up with specific answers within a reasonable time frame, involuntarily impedes the automation of reading time.

II.1.7.The Principle of Low Physical and Cognitive Effort

Assistive and access technologies constitute a basic pillar for learning, ensure psychological comfort and prevent fatigue. There is a vast array of software facilitating accessible learning, as well as a series of adaptations of both physical and learning space which does not limit the access of people with disabilities. If the information presented is perceptible, operational and robust, intellectual fatigue will be avoided and the learning process will be facilitated, regardless of the type of disability. Grading tasks according to cognitive, emotional and behavioural individual traits is an essential condition for efficient learning.

These universal design principles are of the essence in the processes of curricular adaptation, argumentation and modification for pupils with special educational needs.

RESEARCH COORDINATES

Purpose of this research: to devise a psychoeducational screening programme for pupils from grades 1-4 risking their development of school skills, and test its efficiency, from a developmental perspective.

Research objectives:

- the translation, adaptation and validation of the assessment questionnaire of the skills included in the *School Skills Checklist (adapted Scherer 1988)*
- identification of significant factors in screening high risk pupils in both the formation of their school skills, as well as in the draft of psychoeducational intervention programmes, which aim to form and develop school skills for pupils in grades 1-4
- to produce a guiding standard for each factor of the questionnaire for the primary school-aged population, grades 1-4 of Salaj county
- screening at the level of each factor and each 1-4 grade of pupils whose development of school skills is at risk
- to create and test a psychoeducational screening programme based on scientifically validated practice, which will employ a valid screening tool to identify pupils whose development of school skills is at risk, aiming at those who qualify in the 5 percentile, as in the specialized literature pupils who qualify in the 5-10 percentages are regarded as being at risk
- to apply the psychoeducational screening programme throughout the entire duration of their primary school education, in order to prevent learning difficulties for students who were identified as presenting this risk

Research hypotheses

- The psychoeducational screening programme based on a valid identification tool for primary school pupils whose development of learning skills is at risk will present a high level of predictive specificity and sensitivity
- The validated screening tool will be a highly effective diagnostic tool in identifying pupils whose formation and development of school skills are at risk throughout the entire primary school (grades 1-4)
- The psychoeducational screening programme will play a significant role in the prevention of learning difficulties from a developmental perspective of pupils whose formation of school skills is at risk

Participants to the study:2612 pupils (23,75% of all primary school students from Salaj county), whereof 951 participants come from urban environment, representing 36.4% of all participants, whereas 1661 come from a rural environment, representing 63.6%.

-*male pupils* 51.8%

- *female pupils* 48.2 %

- *Romanian ethnics* 53.1%

- *Roma ethnics* 29.6 %

- *Hungarian ethnics* 16.2%

- *Slovak ethnics* .1%

Primary education :

- *First grade:* 690 pupils – 26.4%

- *Second grade:* 594 pupils – 22.7%

- *Third grade:* 630 pupils – 24.1%

- *Fourth grade:*688 pupils – 26.3 %

Psychoeducational instrumentation utilised: School skills assessment questionnaire /School Skills Checklist (adapted SCHERER 1988)

*Procedure employed:*out of the schools providing education for grades 1-4, 53 schools were selected, from an urban and rural environment as follows*:*

-*urban environment:*5 schools, representing *36.4%*

-*rural environment:* 48 schools, representing *63.6%*

2612pupils were selected out of a total of***10996***representing students registered in primary education for the school year 2014-2015 in Salaj county, therefore a representative percentage of***23.75%,***all of whom were applied the *School skills assessment questionnaire*. According to specialised literature, pupils within 5-10 percentages of primary school population displays a risk related to their formation of school skills and may encounter learning difficulties, there is a probability that a significant percentage of them will be included in the category of pupils with S.E.N. An informed consent was obtained from the parents on behalf of each pupil. School teachers submitted the informed consent from the parents of pupils who took part in the study, having explained to them the purpose of the study and that they were to fill in the school skills assessment questionnaire with the required information.

The research (experimental) design: an exploratory type design was used, quasi-experimentally, upon which a screening programme was developed (high sensitivity and specificity), out of the categorical variables, we considered: genre, environment, age, ethnicity, school skills level. Depending on them, we identified pupils whose development of school skills is at risk throughout the entire primary school cycle (grades 1-4) of the school population of according age in Salaj county.

ANALYSIS AND INTERPRETATION OF THE RESULTS

School skills assessment questionnaire (Scherer, 1988)

In the first phase of the study – simple translation, an independent translator translated the tool from its source language (English) into the target language (Romanian). Phase 1 was followed by an examination performed by a team of experts (Phase 2), wherein translations were reviewed, discussed and adjusted by researchers before moving to Phase 3, namely retranslation. The purpose of retranslation is to perform a reverse translation, from the target language back into the source language, without any kind of access to the original version of the document. The retranslation of the subscales was coordinated by a second local professional translator, who did not have access to the original version, in English of the tool, and afterwards compared to a working version which had been translated in Romanian in 2015. This questionnaire presents the following factors: (1) Punctuality in school and at the class; (2) Classes; (3) Lesson Comprehension; (4) Presenting the task/ work topic; (5) Skills of interaction to classmates and within the class; (6) Offers and expects compliments; (7) Modalities of apology; (8) Communication and conversation skills; (9) Familiarity with the school rules; (10) Homework; (11) At the end of the classes; (12) What they enjoy doing in class; (13) Social and out-of-school interaction; (14) Teasing and bullying; (15) Expressing one`s feelings; (16) Pleasant activities/Games

Adaptation and validation on a school population of 2612 pupils aged between 6 and 12 registered in mainstream education.

1. CATEGORICAL VARIABLES

1.1 *Age*

Table 7 – Ages of participants to the study

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1.00	1	.0	.0	.0
	6.00	24	.9	.9	1.0
	7.00	594	22.7	22.7	23.7
	8.00	660	25.3	25.3	49.0
	9.00	645	24.7	24.7	73.7
	10.00	597	22.9	22.9	96.5
	11.00	71	2.7	2.7	99.2
	12.00	19	.7	.7	100.0
	13.00	1	.0	.0	100.0
	Total	2612	100.0	100.0	

Upon adaptation, validation and realisation of a guiding standard for the school skills assessment questionnaire (Scherer, 1988, Roșan, 2015) we looked at 2612 participants aged between 6 and 12, from 53 schools in Salaj county, as follows:

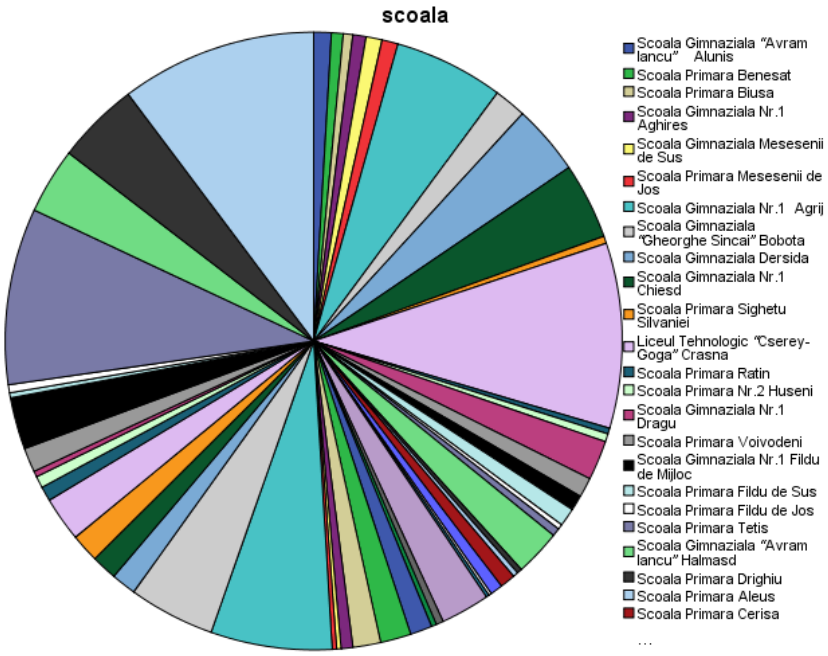
1.2 School of origin

Table 8 – Schools of origin for the participating pupils

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Middle School "Avram Iancu", Aluniș	24	.9	.9	.9
Primary School, Benesat	16	.6	.6	1.5
Primary School,Biușa	13	.5	.5	2.0
Middle School1, Aghireș	18	.7	.7	2.7
Middle School,Meseșenii de Sus	22	.8	.8	3.6
Primary School,Meseșenii de Jos	22	.8	.8	4.4

Middle School1, Agrij	150	5.7	5.7	10.1
Middle School"Gheorghe Șincai", Bobota	44	1.7	1.7	11.8
Middle School, Derșida	96	3.7	3.7	15.5
Middle School1,Chieșd	104	4.0	4.0	19.5
Primary School,Sighetu Silvaniei	10	.4	.4	19.9
Technological Secondary School "Cserey-Goga", Crasna	253	9.7	9.7	29.6
Primary School,Ratin	8	.3	.3	29.9
Primary School2,Huseni	11	.4	.4	30.3
Primary School 1,Dragu	54	2.1	2.1	32.4
Primary School,Voivodeni	27	1.0	1.0	33.4
Middle School1, Fildu de Mijloc	21	.8	.8	34.2
Primary School,Fildu de Sus	25	1.0	1.0	35.1
Primary School, Fildu de Jos	7	.3	.3	35.4
Primary School, Tetiș	11	.4	.4	35.8
Middle School "Avram Iancu", Halmășd	63	2.4	2.4	38.2
Primary School,Drighiu	7	.3	.3	38.5
Primary School,Aleuș	7	.3	.3	38.8
Primary School,Cerișa	21	.8	.8	39.6
Middle School1, Lozna	17	.7	.7	40.2
Primary School, Valea Loznei	4	.2	.2	40.4
Primary School, Cormeniș	4	.2	.2	40.5
Middle School"Traian Crețu", Năpradea	67	2.6	2.6	43.1
Primary School,Traniș	10	.4	.4	43.5
ȘcoalaPrimară Someș Guruslău	7	.3	.3	43.8
Middle School "Petre Hossu", Cheud	30	1.1	1.1	44.9
Middle School1, Plopiș	42	1.6	1.6	46.5
Middle School,Iaz	38	1.5	1.5	48.0
Middle School1, Făgetu	16	.6	.6	48.6
Primary School 2,Făgetu	6	.2	.2	48.8
Primary School 3,Făgetu	6	.2	.2	49.0

Middle School1, Pustă	166	6.4	6.4	55.4
Technological Secondary School 1, Sărmășag	118	4.5	4.5	59.9
Middle School2, Sărmășag	34	1.3	1.3	61.2
Middle School‘’Ady Endre”, Lompirt	35	1.3	1.3	62.6
Primary School, Ilișua	39	1.5	1.5	64.1
Middle School ‘’Vasile Lucăcel”, Someș Odorhei	61	2.3	2.3	66.4
Primary School, Inău	20	.8	.8	67.2
Primary School, Domnin	16	.6	.6	67.8
Primary School,Șoimuș	8	.3	.3	68.1
Middle School1, Zimbor	33	1.3	1.3	69.3
Middle School ‘’Andrei Mureșanu”, Cehu Silvaniei	71	2.7	2.7	72.1
Primary School “Gheorghe Șincai”, Motiș	7	.3	.3	72.3
Primary School of Nadiș	11	.4	.4	72.7
Middle School”Lucian Blaga”, Jibou	241	9.2	9.2	82.0
Middle School ”Horea”, Șimleu Silvaniei	90	3.4	3.4	85.4
Middle School ”Simion Barnuțiu”, Zalău	113	4.3	4.3	89.7
Middle School "Corneliu Coposu", Zalău	268	10.3	10.3	100.0
Total	**2612**	**100.0**	**100.0**	



1.3 *Grade*

Table 9 – Grades and number of students within the study

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	10	.4	.4	.4
1	690	26.4	26.4	26.8
2	594	22.7	22.7	49.5
3	630	24.1	24.1	73.7
4	688	26.3	26.3	100.0
Total	2612	100.0	100.0	

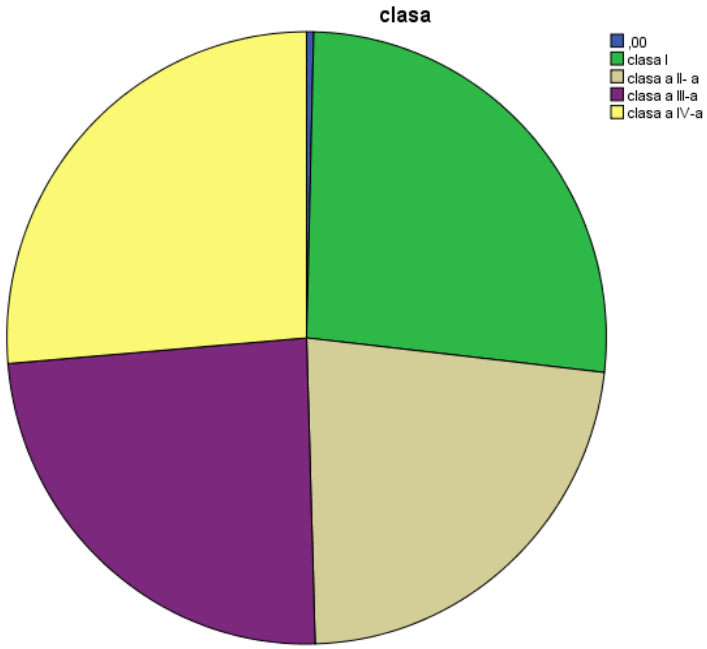


Chart 3 – Grades and number of pupils within the study

1.4.Genre

Table 10 – Pupils within the study, their number and genre

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	male	1352	51.8	51.8	51.8
	female	1260	48.2	48.2	100.0
	Total	2612	100.0	100.0	

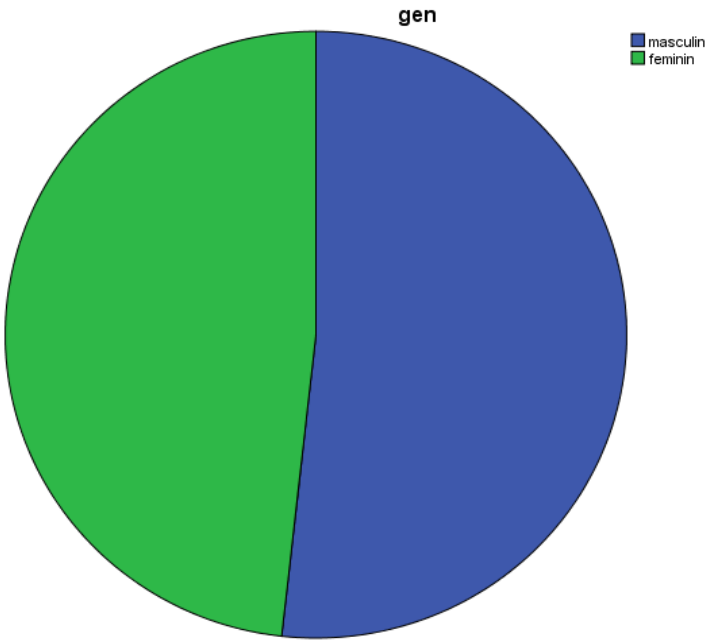


Chart 4 –Pupils on the study, their number and genre distribution

Upon adaptation, validation and realisation of a guiding standard for the school skills assessment questionnaire (Scherer, 1988, Roșan, 2015) we looked at 2612 participants, whereof 1352 participants were male, representing 51, 8% of the whole sample, whereas 1260 were female, representing 48,2 %.

1.5 Ethnicity

Table 11 –Pupils on the study, their numbers and ethnicity

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Romanian	1386	53.1	53.1	53.1
	Roma	773	29.6	29.6	82.7
	Hungarian	423	16.2	16.2	98.9
	Slovak	30	1.1	1.1	100.0
	Total	2612	100.0	100.0	

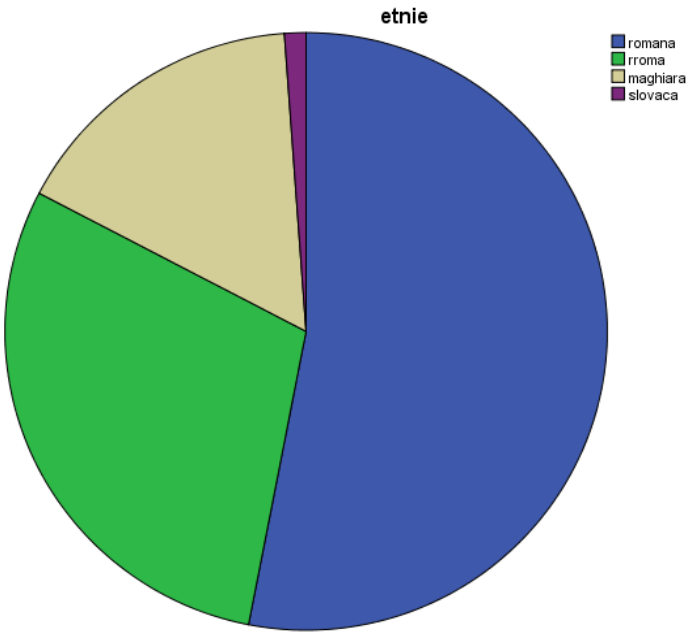


Chart 5 –Pupils on the study, their number and ethnicity

Upon adaptation, validation and realisation of a guiding standard for the school skills assessment questionnaire (Scherer, 1988, Roșan, 2015), we looked at a total number of 2612 participants, of the following ethnicities:

- *Romanian ethnics: 1386 participants representing 53,1 % of the whole sample*
- *Roma ethnics: 773 participants representing29,6 % of the whole sample*
- *Hungarian ethnics: 423 participants representing16,2 % of the whole sample*
- *Slovak ethnics: 30 participants representing1,1 % of the whole sample*

1.6 *Environment*

Table 12–Pupils on the study and their environment

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	urban	951	36.4	36.4	36.4
	rural	1661	63.6	63.6	63.6
	Total	2612	100.0	100.0	

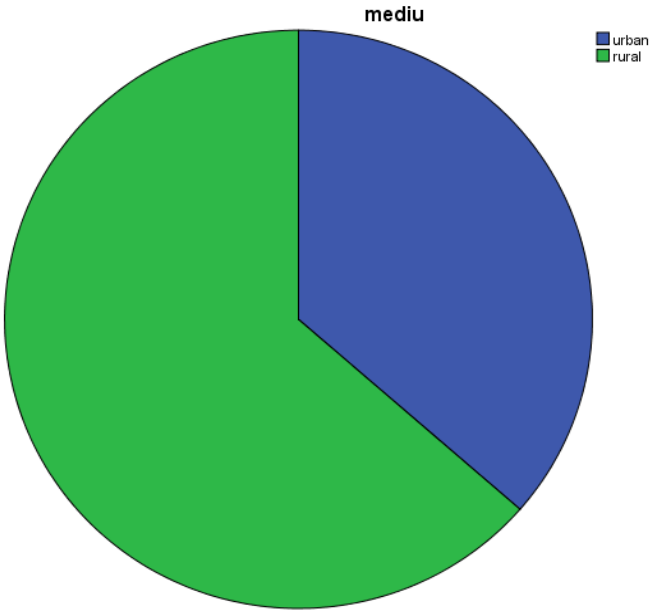


Chart 6 – Pupils on the study and the environment they originate in

Upon adaptation, validation and realisation of a guiding standard for the school skills assessment questionnaire (Scherer, 1988, Roșan, 2015), we looked at a total number of 2612 participants, whereof 951 participants came from an urban environment, representing 36.4% of the whole sample, whereas 1661 participants came from a rural environment, representing a percentage of 63.6%. As one notices, the majority of the participants to the study come from a rural environment, an important category variable in the screening process of pupils whose school skills are at risk.

1.7. Hearing

Table 13 – Assessment results of the ability to hear

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid		21	.8	.8	.8
	Normal	65	2.5	2.5	3.3
	Requires assessment	1504	57.6	57.6	60.9
	Deficient	1022	39.1	39.1	100.0
	Total	2612	100.0	100.0	

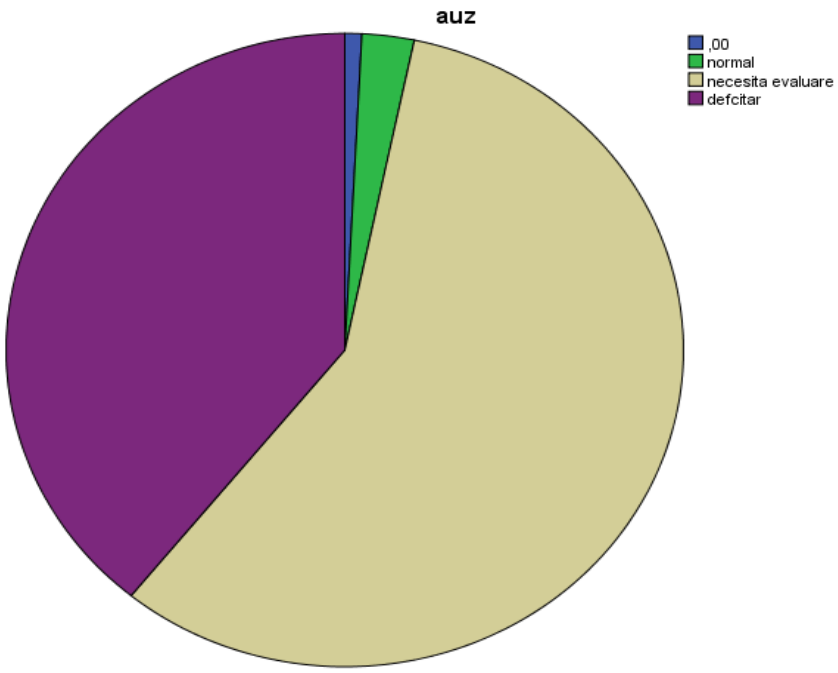


Chart 7 - Assessment results of the ability to hear

1.8 *Sight*

Table 14 –Assessment results of the ability to see

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid		24	.9	.9	.9
	normal	77	2.9	2.9	3.9
	requires assessment	1499	57.4	57.4	61.3
	deficient	1011	38.7	38.7	100.0
	Not sure	1	.0	.0	100.0
	Total	2612	100.0	100.0	

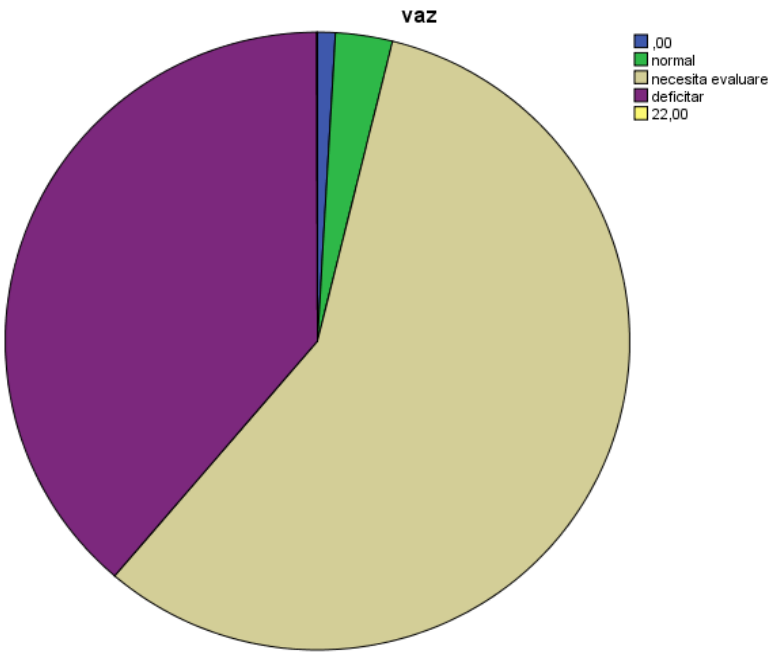


Chart 8 –Assessment results of the ability to see

1.9 *Offset means*

Table 15 – Use of offset means hearing/sight

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid		755	28.9	28.9	28.9
	uses them	162	6.2	6.2	35.1
	forgets them	995	38.1	38.1	73.2
	loses them	700	26.8	26.8	100.0
	Total	2612	100.0	100.0	

As a result of applying a school skills assessment questionnaire, the use of means to offset sight and hearing on a general level is as such:

-162 pupils use them, in a percentage of 6.2 %

-995 pupils forget about them, in a percentage of 38.1 %

-700 pupils lose them, in a percentage of 26.8%

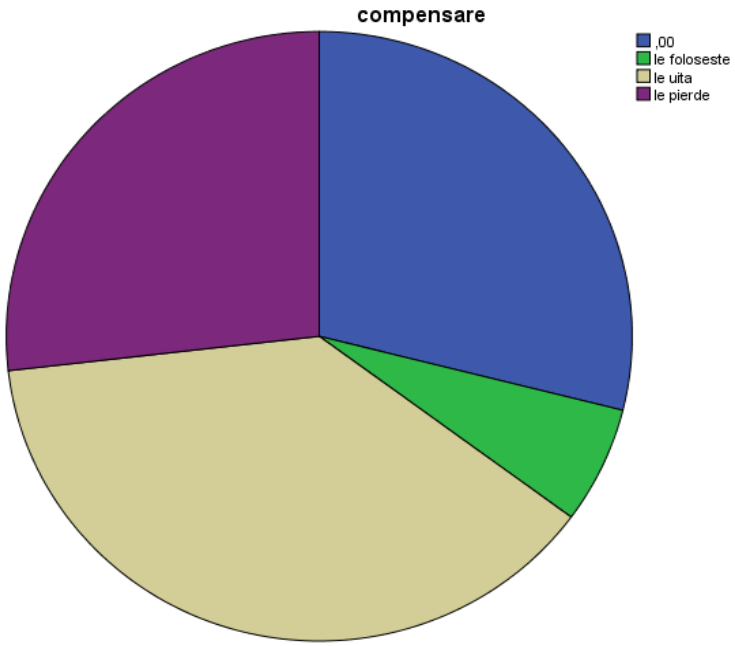


Chart 9 –Use of offset means hearing/sight

1.10 *General motor skills*

Table 16 – Results of general motor skills of pupils on the study

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	.00	105	4.0	4.0	4.0
	handy	222	8.5	8.5	12.5
	unhandy	1442	55.2	55.2	67.7
	Unknown	843	32.3	32.3	100.0
	Total	2612	100.0	100.0	

Upon adaptation, validation and realisation of a guiding standard for the school skills assessment questionnaire (Scherer, 1988, Roșan, 2015), we looked at a total number of 2612 participants, whereof in respect to general motor skills, 222 participants are described as handy, whereas 1442 are described as unhandy, and for 105 participants there were no registered answers, whilst for 843 participants the general motor skills is unknown.

1.11 *Interaction abilities*

Table 17 - Results of the classroom interaction abilities for the pupils on the study

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Unknown	405	15.5	15.5	15.5
	Physical deficiency	282	10.8	10.8	26.3
	Insufficient abilities	1249	47.8	47.8	74.1
	Good abilities	676	25.9	25.9	100.0
	Total	2612	100.0	100.0	

1.12 *Use of educational resources*

Table 18 –Results of usage of educational resources during classes for the pupils on the study

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Unknown	405	15.5	15.5	15.5
	Physical deficiency	242	9.3	9.3	24.8
	Insufficient abilities	1283	49.1	49.1	73.9
	Good abilities	682	26.1	26.1	100.0
	Total	2612	100.0	100.0	

- ***STUDY I***

Translation, adaptation and validation of the school skills assessment questionnaire on a school population aged between 6 and 12 years, classes 1-4 of Salaj county and the realisation of a guiding standard whereupon screening of pupils whose development of school abilities is at risk will be performed

Following the validation process of the questionnaire and the calculation of the content validity, the difficulty indexes and item discrimination, of the item correlation, applied both to the entire questionnaire, as well as to the factors this questionnaire assesses, there results an excellent validity of content, materialized in an Alpha Cronbach index = 0.96, the lower limit for a questionnaire to pass with good internal consistency being Alpha Cronbach = 0.75, whereas for a passable consistency the value should be a minimum of Alpha Cronbach = 0.50.

The realisation of a guiding standard whereupon screening of pupils whose school skills development is at risk will be performed.

1. Percentile distribution of the development level of the factor SCHOOL / CLASSES (in relation to the average development level of the school population from grades 1-4 registered in the mainstream education in Salaj county)

Table 22 – Resulted percentiles for the SCHOOL/CLASSES factor

		Percentiles						
		5	10	25	50	75	90	95
Weighted average	PSL Score	**11.0000**	14.0000	18.0000	21.0000	27.0000	30.0000	30.0000
Interval	PSL Score			18.0000	21.0000	27.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 21, whilst the pupils who on this factor obtain the value of 11 or less register within 5 percentile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

2. Percentile distribution of the development level of the class participation skill factor
(in relation to the average development level of the school population from grades 1-4 registered in the mainstream education in Salaj county)

Table 25 – Percentiles resulted for the LESSON factor

	Percentiles						
	5	10	25	50	75	90	95
Weighted mean SCORL	**24.0000**	28.0000	37.0000	43.0000	58.0000	63.0000	63.0000
Interval SCORL			37.0000	43.0000	58.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 43, whilst the pupils who on this factor obtain the value of 24 or less register within 5 percentile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

3. Percentile distribution of the development level of the lesson understanding skill factor
(in relation to the average development level of the school population from grades 1-4 registered in the mainstream, education in Salaj county)

Table 28 – Percentiles resulted for the LESSON COMPREHENSION factor

	Percentile						
	5	10	25	50	75	90	95
Weighted mean SCORIL	**18.0000**	22.0000	30.0000	36.0000	48.0000	54.0000	54.0000
Interval SCORIL			30.0000	36.0000	48.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 36, whilst the pupils who on this factor obtain the value of 18 or less register within 5 percentile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

4.Percentile distribution of the development level of the task/ work topic presentation skill factor

(in relation to the average development level of the school population from grades 1-4 registered in the mainstream education in Salaj county)

Table 31 – Percentiles resulted for the TASK/WORK TOPIC PRESENTATION factor

	Percentiles						
	5	10	25	50	75	90	95
Weighted mean SCORPSTL	**18.0000**	21.0000	30.0000	36.0000	47.0000	53.0000	54.0000
Interval SCORPSTL			30.0000	36.0000	47.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 36, whilst the pupils who on this factor obtain the value of 18 or less register within 5 percentile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

5.Percentile distribution of the development level of the interaction to schoolmates within the class skill factor

(in relation to the average development level of the school population from grades 1-4 registered in the mainstream education in Salaj county)

Table nr. 34 –Percentiles resulted for the INTERACTION TO SCHOOLMATES WITHIN THE CLASS factor

	Percentiles						
	5	10	25	50	75	90	95
Weighted mean SCORAICNC	**8.0000**	10.0000	14.0000	16.0000	20.0000	24.0000	24.0000
Interval SCORAICNC			14.0000	16.0000	20.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 16, whilst the pupils who on this factor obtain the value of 8 or less register within 5 percentile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

6. Percentile distribution of the development level of the expect and offers compliments skill factor

(in relation to the average development level of the school population from grades 1-4 registered in the mainstream education in Salaj county)

Table 37 - Percentiles resulted for OFFERS AND EXPECTS COMPLIMENTS

	Percentiles						
	5	10	25	50	75	90	95
Weighted mean 1) SCOROAC	**5.0000**	7.0000	9.0000	10.0000	14.0000	15.0000	15.0000
Interval SCOROAC			9.0000	10.0000	14.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 10, whilst the pupils who on this factor obtain the value of 5 or less register within 5 percentile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

7. Percentile distribution of the development level of the modalities of apology skill factor

(in relation to the average development level of the school population from grades 1-4 registered in the mainstream education in Salaj county)

Table 40 – Percentiles obtained for the factor MODALITIES OF APOLOGY

	Percentiles						
	5	10	25	50	75	90	95
Weighted mean SCORMS	**7.0000**	9.0000	13.0000	14.0000	18.0000	21.0000	21.0000
Interval SCORMS			13.0000	14.0000	18.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 14, whilst the pupils who on this factor obtain the value of 7 or less register within 5 percentile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

8.Percentiles obtained for the factor communication-conversation skill

(in relation to the average development level of the school population from grades 1-4 registered in the mainstream education in Salaj county)

Table 43 – Percentilesresulted for the factor *COMMUNICATION – CONVERSATION skill*

	Percentages						
	5	10	25	50	75	90	95
Weighted mean SCORACC	**15.0000**	18.0000	26.0000	30.0000	38.0000	45.0000	45.0000
Interval SCORACC			26.0000	30.0000	38.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 30, whilst the pupils who on this factor obtain the value of 15 or less register within 5 percentile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

9.Percentiles obtained for the factor of familiarity with the school rules

(in relation to the average development level of the school population from grades 1-4 registered in the mainstream education in Salaj county)

Table 46 – Percentiles resulted for the FAMILIARITY WITH THE SCHOOL RULES factor

		Percentiles						
		5	10	25	50	75	90	95
Weighted mean	SCORCRS	**2.0000**	3.0000	4.0000	4.0000	6.0000	6.0000	6.0000
Interval	SCORCRS			4.0000	4.0000	6.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 4, whilst the pupils who on this factor obtain the value of 2 or less register within 5 percentile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

10. Percentiles obtained for the skill factor of homework execution

(in relation to the average development level of the school population from grades 1-4 registered in the mainstream education in Salaj county)

Table 49 – Percentiles resulted for the HOMEWORK EXECUTION factor

		Percentages						
		5	10	25	50	75	90	95
Weighted mean	SCORTC	**5.0000**	5.0000	8.0000	10.0000	15.0000	15.0000	15.0000
Interval	SCORTC			8.0000	10.0000	15.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 10, whilst the pupils who on this factor obtain the value of 5 or less register within 5 percentile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

11. Percentile distribution of the development level forthe skill factor of handling the end of the lessons

(in relation to the average development level of the school population from grades 1-4 registered in the mainstream education in Salaj county)

Table 52 – Percentiles resulted for the factor AT THE END OF THE LESSONS

	Percentiles						
	5	10	25	50	75	90	95
Weighted mean SCORSL	**6.0000**	7.0000	11.0000	12.0000	17.0000	18.0000	18.0000
Interval SCORSL			11.0000	12.0000	17.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 12, whilst the pupils who on this factor obtain the value of 6 or less register within 5 percentile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

12.Percentile distribution of the development level for the "what they enjoy doing in class" factor

(in relation to the average development level of the school population from grades 1-4 registered in the mainstream education in Salaj county)

Table 55 – Percentiles resulted for the factor WHAT THEY ENJOY DOING IN CLASS

	Percentiles						
	5	10	25	50	75	90	95

Weighted mean	SCORCPFC	**24.0000**	27.3000	38.0000	48.0000	58.0000	70.7000	72.0000
Interval	SCORCPFC			38.0000	48.0000	58.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 48, whilst the pupils who on this factor obtain the value of 24 or less register within 5 percentile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

13.Percentile distribution of the development level for the out-of-school social interaction factor

(in relation to the average development level of the school population from grades 1-4 registered in the mainstream education in Salaj county)

Table 58 – Percentiles resulted for the OUT-OF-SCHOOL SOCIAL INTERACTION factor

		Percentiles						
		5	10	25	50	75	90	95
Weighted mean	SCORISE	**10.0000**	13.0000	19.0000	20.0000	28.0000	30.0000	30.0000
Interval	SCORISE			19.0000	20.0000	28.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 10, whilst the pupils who on this factor obtain the value of 10 or less register within 5 percentile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

14.Percentile distribution of the development level for the factor ofteasing and bullying (in relation to the average development level of the school population from grades 1-4 registered in the mainstream education in Salaj county)

Table 61 – Percentiles obtained for the factor TEASING AND BULLYING

	Percentiles						
	5	10	25	50	75	90	95
Weighted mean SCORTI	**10.0000**	12.0000	18.0000	20.0000	24.0000	29.0000	30.0000
Interval SCORTI			18.0000	20.0000	24.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 20, whilst the pupils who on this factor obtain the value of 10 or less register within 5 percentile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

15.Percentile distribution of the development level for the factor of feeling expression (in relation to the average development level of the school population from grades 1-4 registered in the mainstream education in Salaj county)

Table 64 – Percentilesresulted for the EXPRESSION OF FEELINGS factor

	Percentiles						
	5	10	25	50	75	90	95
Weighted mean SCORES	**5.0000**	7.0000	10.0000	10.0000	14.0000	15.0000	15.0000
Interval SCORES			10.0000	10.0000	14.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 10, whilst the pupils who on this factor obtain the value of 5 or less register within 5 percenile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

16.Percentile distribution of the development level for the factor of pleasant activities/games
(in relation to the average development level of the school population from grades 1-4 registered in the mainstream education in Salaj county)

Table 67 – Percentile obtained for the factor of PLEASANT ACTIVITIES/GAMES

	Percentiles						
	5	10	25	50	75	90	95
Weighted mean SCORAPJ	**14.0000**	19.0000	27.0000	28.0000	39.0000	42.0000	42.0000
Interval SCORAPJ			27.0000	28.0000	39.0000		

As one can notice in the table above, the 50 percentile corresponds to the value of 28, whilst the pupils who on this factor obtain the value of 14 or less register within 5 percentile, thus being regarded as at developmental risk to their school skills, based on this standard it is possible to perform the screening of pupils at risk, who are then subject of a minute psychoeducational assessment following their parents` consent, which will determine the existence of a possible disability or special educational needs.

- ***STUDY II***

Screening of school population of grades 1-4 of Salaj county recipients of mainstream education for pupils whose school skills development is at risk

Factors – school abilities

School skills assessment questionnaire (Scherer 1988)

- ✓ ***PUNCTUALITY: FOR SCHOOL / CLASS***
- ✓ ***CLASSES***
- ✓ ***LESSON COMPREHENSION***
- ✓ ***PRESENTATION OF THE TASK / WORK TOPIC***
- ✓ ***SKILLS OF INTERACTION TO SCHOOLMATES IN CLASS***
- ✓ ***MODALITIES OF OFFERING AND EXPECTING COMPLIMENTS***
- ✓ ***MODALITIES OF APOLOGY***
- ✓ ***COMMUNICATION – CONVERSATION SKILLS***
- ✓ ***FAMILIARITY WITH THE SCHOOL RULES***
- ✓ ***HOMEWORK***
- ✓ ***END OF CLASSES ACTIVITIES***
- ✓ ***ACTIVITIES THEY ENJOY DOING IN CLASS***
- ✓ ***OUT-OF-SCHOOL SOCIAL INTERACTION***
- ✓ ***REACTIONS TO TEASING AND BULLYING***
- ✓ ***EXPRESSION OF FEELINGS***
- ✓ ***PLEASANT ACTIVITIES / GAMES***

1. **Factor: PUNCTUALITY: FOR SCHOOL / CLASS**

- ✓ 1 grade - 44 pupils, representing6.4 % .
- ✓ 2 grade - 38 pupils, representing6.4 %
- ✓ 3 grade - 46 pupils, representing7.3 %
- ✓ 4 grade - 2 pupils, representing 47 %

Pupils whose development of school skills is at risk

2. **Factor: CLASSES**

- ✓ 1grade - 38 pupils, representing5.5 %
- ✓ 2grade - 43 pupils, representing 7.2 %
- ✓ 3 grade -21 pupils, representing 3.3 %
- ✓ 4 grade -31 pupils, representing 4.5%

pupils whose development of school skills is at risk, according to the screening performed

3. Factor: LESSON COMPREHENSION

- ✓ - 1 grade - 48 pupils, representing7 %
- ✓ - 2 grade - 38 pupils, representing6.4 %
- ✓ - 3 grade - 21 pupils, representing3.3 %
- ✓ - 4 grade- 27 pupils, representing3.9 %

pupils whose development of school skills is at risk, according to the screening performed

4. Factor: *PRESENTATION OF THE TASK / WORK TOPIC*

- ✓ 1grade - 66 pupils, representing 9.6 %
- ✓ 2 grade - 47 pupils, representing 7.9 %
- ✓ 3 grade - 35 pupils, representing5.6 %
- ✓ 4grade - 33 pupils, representing4.8 %

pupils whose development of school skills is at risk, according to the screening performed

5. Factor: SKILLS OF INTERACTION TO SCHOOLMATES IN CLASS

- ✓ 1 grade - 54 pupils, representing7.8%
- ✓ 2 grade - 55 pupils, representing9.3%
- ✓ 3 grade - 37 pupils, representing5.9%
- ✓ 4 grade- 38 pupils, representing5.5%

pupils whose development of school skills is at risk, according to the screening performed

6. Factor:OFFERS AND EXPECTS COMPLIMENTS

- ✓ 1grade- 46 pupils, representing6.7%
- ✓ 2grade - 43 pupils, representing7.2%
- ✓ 3grade - 26 pupils, representing4.1%
- ✓ 4 grade - 46 pupils, representing6.7%

pupils whose development of school skills is at risk, according to the screening performed

7. Factor: MODALITIES OF APOLOGY:

- ✓ 1 grade - 50 pupils, representing 7.2%
- ✓ 2grade - 40 pupils, representing6.7%
- ✓ 3grade- 23 pupils, representing3.7%
- ✓ 4grade- 35 pupils, representing5.1%

pupils whose development of school skills is at risk, according to the screening performed

8. Factor: COMMUNICATION – CONVERSATION SKILLS

- ✓ 1grade - 48 pupils, representing 7.0%
- ✓ 2grade - 48 pupils, representing 8.1%
- ✓ 3grade - 36 pupils, representing5.7%
- ✓ 4 grade - 31 pupils, representing4.5%

pupils whose development of school skills is at risk, according to the screening performed

9. Factor:FAMILIARITY WITH THE SCHOOL RULES

- ✓ 1 grade - 65 pupils, representing9.4%
- ✓ 2grade - 54 pupils, representing9.1%
- ✓ 3 grade – 57 pupils, representing 9.0%
- ✓ 4 grade - 45 pupils, representing6.5%

pupils whose development of school skills is at risk, according to the screening performed

10. Factor: HOMEWORK

- ✓ 1 grade - 71 pupils, representing10.3%
- ✓ 2 grade - 79 pupils, representing13.3%
- ✓ 3 grade- 71 pupils, representing11.3%
- ✓ 4grade - 53 pupils, representing7.7%

pupils whose development of school skills is at risk, according to the screening performed

11. Factor: AT THE END OF THE CLASSES

- ✓ 1grade- 79 pupils, representing11.4%
- ✓ 2 grade- 49 pupils, representing 8.2%
- ✓ 3grade - 54 pupils, representing 8.6%
- ✓ 4 grade- 47 pupils, representing 6.8%

pupils whose development of school skills is at risk, according to the screening performed

12. Factor: WHAT THEY ENJOY DOING IN CLASS

- ✓ 1grade - 60 pupils, representing8.7%
- ✓ 2 grade - 51 pupils, representing8.6 %
- ✓ 3grade - 46 pupils, representing7.3 %
- ✓ 4 grade - 30 pupils, representing4.4 %

pupils whose development of school skills is at risk, according to the screening performed

13. Factor: OUT-OF-SCHOOL SOCIAL INTERACTION

- ✓ 1grade - 62 pupils, representing 9.0 %
- ✓ 2grade - 48 pupils, representing8.1 %
- ✓ 3 grade - 37 pupils, representing 5.9 %
- ✓ 4 grade - 35 pupils, representing5.1 %

pupils whose development of school skills is at risk, according to the screening performed

14. Factor: TEASING AND BULLYING

- ✓ 1grade- 61 pupils, representing 8.8 %
- ✓ 2grade - 49 pupils, representing8.2 %
- ✓ 3grade - 37 pupils, representing 5.9 %
- ✓ 4grade - 42 pupils, representing 6.1 %

pupils whose development of school skills is at risk, according to the screening performed

15. Factor: EXPRESSION OF FEELINGS

- ✓ 1grade- 41 pupils, representing5.9 %
- ✓ 2grade- 35 pupils, representing5.9 %
- ✓ 3grade - 31 pupils, representing4.9 %
- ✓ 4grade - 36 pupils, representing5.2 %

pupils whose development of school skills is at risk, according to the screening performed

16. Factor: PLEASANT ACTIVITIES / GAMES

- ✓ 1grade - 50 pupils, representing 7.2 %
- ✓ 2grade - 41 pupils, representing6.9 %
- ✓ 3 grade - 26 pupils, representing4.1 %
- ✓ 4 grade -27 pupils, representing3.9 %.

pupils whose development of school skills is at risk, according to the screening performed

4. Final Conclusions

In the research part of my PhD thesis, I conducted two studies, as described below.

(1). The translation, adaptation and validation of the school skills assessment questionnaire, on a school population aged 6-12 years, grades 1-4, residing in Salaj county and the realisation of a guiding standard whereupon the screening of pupils whose development of school skills is at risk will be conducted, namely:

- The school skills assessment questionnaire/ School skills checklist(Scherer, 1988) and (2) Screeningof school population of grades 1-4, recipients of primary education of Salaj county, whereof 951 participants live in an urban environment, representing 36.4% of the whole sample, whilst 1661 participants live in a rural environment, representing 63.6%. Genre distribution revealed male pupils amounted to 51.8%, while female pupils totalled 48.2%, ethnic distribution showed 53.1% were Romanian ethnics, 29.6% Roma ethnics, 16.2% Hungarian ethnics, 1.1% Slovak ethnics, while distribution per grade features 690 pupils in the first grade, representing 26.4%, 594 pupils in the second grade, representing 22.7%, 630 pupils in the third grade, representing 24.1%, 688 pupils in the fourth grade, representing 26.3%. Thus, as a result of the two studies, I accomplished:

- ✓ *the translation, adaptation and validation of the school skills assessment questionnaire;*
- ✓ *a guiding standard which allows for the identification of pupils registered in mainstream education, grades 1-4, at risk of an inadequate development of their school skills, so that by means of a minute psychoeducational assessment following the screening, failure,or even school leaving can be avoided, whereas, as a result of their detailed psychoeducational assessment following the screening, the child can benefit from adapted psychoeducational programmes*
- ✓ *upon statistical analysis, significant factors were identified, which should be considered not just in the screening of pupils whose formation of school skills is at risk, but also upon devising psychoeducational intervention programmes which aim to form and develop school skills in pupils of grade 1-4, namely:*

- *PUNCTUALITY: FOR SCHOOL / CLASS*
- *CLASSES*
- *LESSON COMPREHENSION*
- *PRESENTATION OF THE TASK / WORK TOPIC*
- *SKILLS OF INTERACTION TO SCHOOLMATES IN CLASS*
- *MODALITIES OF OFFERING AND EXPECTING COMPLIMENTS*
- *MODALITIES OF APOLOGY*
- *COMMUNICATION – CONVERSATION SKILLS*
- *FAMILIARITY WITH THE SCHOOL RULES*
- *HOMEWORK*
- *END OF CLASSES ACTIVITIES*
- *WHAT THEY ENJOY DOING IN CLASS*
- *OUT-OF-SCHOOLSOCIAL INTERACTION*
- *REACTIONS TO TEASING AND BULLYING*
- *EXPRESSION OF FEELINGS*
- *PLEASANT ACTIVITIES / GAMES*

✓ *screening at the level of each factor and each grade(1-4) for pupils at risk of inadequate development of their school skills;*

✓ *this screening tool is valid in the identification of pupils whose development of school skills is at risk, the relevant ones being those registering in the 5 percentile, specialised literature considering as being at risk pupils registering in the 5-10 percentiles;*

✓ *the validated screening tool has a high diagnosis utility in identifying pupils whose formation and development of school abilities is at risk throughout the entire primary cycle (from the first to the fourth grade)*

✓ *the psychoeducational screening programme is based on a valid identification tool of pupils of primary school (grades 1-4), whose formation and development of learning skills are at risk, and has an average level of predictive specificity and sensitivity to identify pupils at risk;*

- ✓ *the psychoeducational screening programme will play a significant role in the prevention of learning difficulties from a developmental perspective of pupils whose formation of school skills is at risk;*

We can conclude that the three hypotheses of the research, namely:

- *The psychoeducational screening programme based on a valid tool of identifying pupils of primary school age (grades 1-4) whose formation and development of their learning skills are at risk will have a high level of predictive specificity and sensitivity to identify pupils at risk;*
- *The validated screening tool will have a high diagnostic utility in identifying pupils whose formation and development of their school skills are at risk throughout the entire primary schoolcycle (from the first grade to the fourth)*
- *The psychoeducational screening programme will play a significant role in the prevention of learning difficulties from the developmental perspective of pupils whose formation of their school skills is at risk;*

  were statistically confirmed.

We consider that these research data bring a significant advancement to the efficiency of psychoeducational intervention, conveyed in the possibility to identify in each class those pupils who encounter difficulties at the level of one of the 16 factor which pillar school skills and once these problematic factors are identified, the opportunity for specific intervention is created in order to form adaptive behaviour on a concept, social and practical level.

New limitations and directions in research

One of the research limitations lies in the impossibility to collect information in respect to the intellectual development level of the primary school pupils, which might have revealed differentiated screening according to the specific learning disorders, those with learning disorders as opposed to those with intellectual disabilities, since apart from registering all identified pupilsat risk under the dome of special educational needs, over the next stage it is crucial to assess the type of their disability and its severity.

Furthermore, more detailed studies can be carried on in the future on the sensitivity and specificity of the screening tool to further refine them in respect to their diagnostic utility.

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