



UNIVERSITATEA BABEȘ-BOLYAI  
BABEȘ-BOLYAI TUDOMÁNYEGYETEM  
BABEȘ-BOLYAI UNIVERSITÄT  
BABEȘ-BOLYAI UNIVERSITY  
TRADITIO ET EXCELLENTIA

**BABEȘ-BOLYAI UNIVERSITY CLUJ-NAPOCA**

**Faculty of Psychology and Educational Sciences**

*Doctoral School "Education, Reflection, Development"*

**PhD THESIS**

**SUMMARY**

**INCLUSION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN  
MASS KINDERGARTEN. PERCEPTIONS, ATTITUDES, SPECIFIC  
INTERVENTION**

**Scientific coordinator,**

**Prov. univ. dr. ALBULESCU ION**

**PhD Student,**

**NĂDĂȘAN (CÎMPIAN) ANA DOINA**

**Cluj-Napoca, 2024**

Table of Contents	
Tables List .....	4
Figures List .....	7
Terms Glossary .....	9
Introduction .....	11
<b>Part I: THEORETICAL FUNDAMENTALS.....</b>	<b>15</b>
<b>Chapter I: THE INCLUSION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS     IN KINDERGARTEN .....</b>	<b>15</b>
I.1. Inclusive education .....	15
I.2. Inclusive kindergarten, principles and basic concepts.....	18
I.3. Special Educational Requirements .....	22
I.4. Manifestations specific of children with special educational requirements .....	25
I.5. Highlights in realizing inclusive education .....	28
I.6. The partnership role between kindergarten and family in the inclusion process of children with special educational needs.....	30
I.7. Personalized intervention of didactic educators .....	33
<b>Chapter II. EDUCATIONAL ENVIRONMENT OF THE KINDERGARTEN .....</b>	<b>52</b>
II.1. Conceptual clarifications.....	52
II.1.1. The educational environment characteristics of the kindergarten.....	52
II.1.2. The importance of the educational environment for pre-schoolers.....	55
II.2. Dimensions of preschool class management.....	58
II.2.1 Ergonomic dimension.....	59
II.2.2. Psychological dimension.....	59
II.2.3. Normative Dimension.....	61
II.2.4. Social Dimension.....	62
II.2.5. Operational Dimension.....	63
<b>Chapter III. THE ATTITUDE OF DIDACTIC EDUCATORS TOWARDS SPECIAL     EDUCATIONAL REQUIREMENTS CHILDREN .....</b>	<b>66</b>
III.1 The attitude of didactic educators in the inclusion process of special educational requirements children.....	66

III.2. The importance of adopting a positive attitude of didactic educators in the inclusion process of children with special educational requirements.....	71
III.3. Stress factors and ways to combat their effects in the inclusion process of children with special educational requirements .....	75

**Part II: EMPIRIC INVESTIGATIONS.....80**

**Chapter IV. 1<sup>st</sup> STUDY. INVESTIGATION OF THE ATTITUDE OF DIDACTIC EDUCATORS REGARDING THE INCLUSION OF CHILDREN WITH SPECIAL EDUCATION REQUIREMENTS IN KINDERGARTEN.....80**

IV.1. The research premises .....	80
IV.2. Purpose and objectives of the research .....	80
IV.3. Research Questions .....	81
IV.4. Research hypotheses .....	81
IV.5. Subject Samples .....	81
IV.6. Methods and instruments .....	81
IV.7. The results of the investigation .....	81
IV.8. The research’s conclusions.....	104

**Chapter V. 2<sup>nd</sup> STUDY: INVESTIGATION OF DIDACTIC EDUCATORS KNOWLEDGE ON THE INCLUSION OF CHILDREN WITH SPECIAL EDUCATIONAL REQUIREMENTS IN KINDERGARTEN.....106**

V.1. Research premises: .....	106
V.2. The scope and objectives of this research.....	19
V.3. Research Questions.....	19
V.4. Research Hypotheses.....	107
V.5. Subjects sample .....	107
V.6. Methods and instruments of the research .....	107
V.7. Research Results.....	107
V.8. Conclusions .....	133

**Chapter VI. 3<sup>rd</sup> STUDY: INVESTIGATION REGARDING THE STRESS LEVEL PERCEIVED BY TEACHERS WORKING WITH CHILDREN WITH SPECIAL EDUCATIONAL REQUIREMENTS AND THE RISK OF BURNOUT.....135**

VI.1. Research Premises .....	135
VI.2. The Scope and Objective of Research .....	135
VI.3. Research Questions.....	135

VI.4. Research Hypothesis.....	136
VI.5. Subjects Sample.....	136
VI.6. Research Methods and Instruments .....	136
VI.7. Research Results.....	136
VI.8. Conclusions.....	155
<b>Chapter VII. CASE STUDIES .....</b>	<b>157</b>
VII.1. Case study no.1: Child with hyperkinetic syndrome.....	157
VII.2. Case Study no.2: Child with hyperkinetic syndrome diagnosis, Attention deficit, mild mental retardation .....	166
VII.3. Case Study no. 3: Child diagnosed with autism spectrum disorder, expressive language disorder .....	174
VII.4. Case Study no.4: Child with diagnosis of autism spectrum disorder .....	182
VII.5. Case Study no.5: Child with infantile autism, hyperkinetic syndrome, expressive and receptive language disorder .....	189
<b>CONCLUSIONS.....</b>	<b>203</b>
<b>References: .....</b>	<b>208</b>

**Key Words:** special educational needs, scholar integration, inclusion, inclusive kindergarten, personalised intervention program, disability, inclusive education, educational environment, attitudes, burnout

## **Introduction**

In recent years it was more frequently spoken about inclusive education, about the inclusion of children with special educational requirements, the adaptation of the didactic process and of educational environment according to the necessities of all children. There exist various didactic educators which are not ready to answer correctly to the challenges determined by the presence in a classroom of atypical children, with certain learning difficulties or accommodation to the institutional environment, or diverse ways of manifesting (Gherguț & Frumos, 2019). As it was indicated by A. Gherguț (2016), every child is exposed to the risk of having at a certain point learning difficulties and accommodation to the institutional environment difficulties, based on different causes, which do not depend by his willing. However, this situation does not represent a reason to transfer a child to an institution with special education.

By realizing this research we wanted to highlight the way certain factors, such as the attitude of educators in relation with the inclusion of pre-schoolers with educational requirements, the identification of their development needs in inclusive education, the stress level perceived by the educators who work for a class that has pre-schoolers with special educational requirements along with the personalized interventions of educators in the process of inclusion of the children, contributes to the success of this process.

This thesis contains seven chapters with the following structure: the theoretical fundamental contains three chapters, the empirical investigation contains three chapters which present the three research studies, a chapter which contains five case studies and for the ending the final conclusions are found.

With the help of the three research studies, we investigated the influence of the attitude manifested by the didactic educators reported to the inclusion, for the success of this process. Another factor investigated in the research presented below was the level of the knowledge of didactic educators regarding the legislation specific to the inclusive education, the management of the inclusive classroom and the usage of certain methods that are good practices in this domain. Another factor investigated was the stress level perceived by didactic educators who work in inclusive classrooms and the risk of burnout for them.

## **Part I: THEORETICAL FUNDAMENTALS**

### **Chapter I: The Inclusion of children with special educational needs in kindergarten**

#### **I.1. Inclusive education**

In the first subchapter, *Inclusive education*, we presented a parallel between integrated education and inclusive education and we presented along with the definition of inclusive education concept, the policies about inclusive education domain.

*The United Nations Convention* (Art. 29) states that: “The education of a child shall be directed to the development of respect for human rights and fundamental freedoms. The education of the child shall be directed to the development of respect for the child’s parents, their own cultural identity, language and own values. The education of the child shall be directed to the development of the child’s personality, talents and mental and physical abilities to their fullest potential” (apud Manea, 2020, p. 48).

Today, we are able to state that the inclusive pedagogy is promoted, which allows all children to have access to “diverse, individualized and personalized education” with the purpose of contributing to the development of his optimal potential, no matter the individual learning particularities he disposes (Albulescu & Catalano, 2019).

#### **I.2. Inclusive kindergarten, principles and basic concepts**

The second subchapter, *Inclusive kindergarten*, contains principal aspects of inclusive education, principals and concepts specific to inclusion, as well as inhibiting factors and facilitating factors of inclusive education.

Through inclusive education, the necessary support to equalize the chances for children is assured, by addressing individually to them (Manea, 2020). Therefore, a qualitative education accessible to all becomes possible in the context of inclusive education, which is defined as a multidimensional education, qualitative and efficient, realized with responsibility, through a process that assumes the usage of many strategies, respecting the individual rights of everyone and valuing human individuality.

### **I.3. Special Educational Requirements**

This subchapter describes the main categories of people who fall under the scope of special educational requirements.

We can find written by A. Gherguț and L. Frumos (2019) showing us, according to The Organization for Cooperation and Economic Development (2000, 2006), in the sphere of special educational requirements can be included the following categories of persons:

- persons with visual disability, hearing disability, mental handicap, locomotive disabilities/ physical handicap, or multiple/associated disabilities;
- persons with learning difficulties, disorders of cognitive functions, communication, behavioural, emotional or relational;
- persons with disadvantaged background: social, cultural or linguistic, or based on different motives can confront with major adaptation and integration difficulties in the educational environment.

### **I.4. Manifestations specific of children with special educational requirements**

This subchapter contains a succinct presentation of the manifestations specific to different disabilities, deficiencies, disturbances met by children with special educational requirements from inclusive classrooms.

### **I.5. Highlights in realizing inclusive education**

In this subchapter we have described some useful highlights for didactic educators and specialists who work with children with special educational needs, in approaching the inclusion of these children. Inclusive education does not stand only for the transfer of the child from a special kindergarten to a regular one nor that the educator who is involved in the inclusion process needs to work alone with the child, without the support of specialists. Inclusive education assumes the collaboration of the didactic educator with the specialists of the educational institution (psychologist, counselor teacher, speech therapist etc.), including the persons that take care particularly of the child (if that is the case).

The educational teams formed by the didactic educators and the kindergarten specialists (counselor teacher, speech therapist) realize periodical evaluation of the children during typical activities in inclusive classrooms, with the purpose of observing their progress, supporting the

needs they have in different domains of movement, emotional, and also for identifying which are their favourite activities, their interests and abilities that have a significant predominance for them (McSheehan et al., 2012).

### **I.6. The partnership role between kindergarten and family in the inclusion process of children with special educational needs**

Because the partnership between the kindergarten and the family is an essential factor in the education of pre-school aged children, it is necessary to have a very good understanding of interdependent aspects which affect the collaboration activities between didactic educators and parents. This is valid especially when pre-schoolers have difficulties, because when educators and parents collaborate efficiently, they can create an optimal learning environment (Gerdes et al., 2022). Teachers can support parents to become more organized and more efficient in their educational actions, in a familial environment. From here, we can conclude that any efficient educational approach needs a good coordination of actions between teachers and parents, regarding the methods, technics, forms of activities.

The best way to improve the kindergarten-family collaboration is the communication with parents about the expectations they have and how much they want to be involved in supplementary support for the child, working also individually at home to consolidate the educational activities where the child needs additional support. Teachers can request parents to bring their contribution for improving the results of the child in the activities or to correct his behaviour if it is the case.

### **I.7. Personalized intervention of didactic educators**

In this subchapter, we presented examples of personalized interventions of didactic educators, ideas for classroom management and good practices models in inclusive education. An important aspect found in this subchapter is represented by the ideas about classroom management and about organizing the educational space, also presented examples of adaption of chores for pre-schoolers with special educational needs, activity project models which also contains operational objectives and specific tasks for these children and examples of good practice in the elaboration of the personalized intervention plan.

By offering an inclusive program model for the children with special educational needs in kindergarten, we established to offer support to the didactic educators through guideline which



contains articles from the current legislation of this field, along with steps that need to be taken, by family and educational professionals, to a successful inclusion. Furthermore, this guideline also offers the didactic educators an oriented elaboration model of those plans which offers the specialists, didactic educators and parents a clear vision of the steps that need to be taken in the inclusive process. We remind here the service plan, the personalized intervention plan and personalized educational plan. We continued the presentation with a few suggestions about the classroom management, and organization ideas for the educational space and its adaption for the needs of the child with special educational requirements, along with communication ways with the parents and the classroom's children.

## **Chapter II. EDUCATIONAL ENVIRONMENT OF THE KINDERGARTEN**

### **II.1. Conceptual clarifications**

In the first subchapter, *Conceptual clarifications*, we focused on the educational environment classifications of the kindergarten and the importance of educational environment of pre-schoolers. The preschool educational institution works like a gearing of elements that interrelate, with the role of facilitating the efficient didactic actions. The educational environment has a formative value through all the elements that are included. At pre-schooler level, besides the instructive side, the educational environment must also facilitate the integration of the pre-schooler in the new social group.

#### **II.1.1. The educational environment characteristics of the kindergarten**

Taking into consideration the learning particularities at a pre-schooler age, the educational environment is an educational influences generator if it is organized in curricular, integrated manner, in which the components of the learning process are in close mutual determination (Glava & Glava 2002). This fact leads us to the conclusion that the educational environment is characterized by the coherence of the curriculum programs. I. Albulescu (2019) shows that, in the arrangement of the room, didactic educators search to assure the necessary space for activities taken in the base group, but also for those in smaller groups or for individual activities.

#### **II.1.2. The importance of the educational environment for pre-schoolers**

When we refer to inclusive education, we need to consider when organizing the educational environment in kindergarten, the specifics of the special educational requirements and the needs of

the children from the class. The adaptations and modifications to the educational environment must be made in such a manner that can facilitate access to the interest spaces for all the children of the class. If it is necessary, technical or organizational adaptations must be done, which can allow all children to be more independent.

## **II.2. Dimensions of preschool class management**

In this subchapter we presented a few highlights in the management of the institution, management of the class, management of the learning situations from inclusive classes, and dimensions of class management (ergonomic, psychological, normative, social, operational dimensions) and succinct descriptions of every dimension.

For an institutional environment, the kindergarten for children must be organized in such a manner that it can offer every beneficiary the chance of harmonious development and, in this way, preschool class management must be an efficient one. The class of pre-schoolers is built as a social group, with its own structure and characteristics, where its members have diverse roles and relationships are established between them.

### **II.2.1 Ergonomic dimension**

The ergonomic dimension refers to everything about the arrangement of the kindergarten classroom, the furniture arrangement, of tables and chairs, the facilitation of an optimal visibility for all the children in the classroom. The organization of the educational environment, as considered by A. Manea (2019), implies the satisfaction of some psych-pedagogical requirements, highlighting the elements of attractiveness, of some value indicators, of arguments which have the role to determine the child to like and desire his presence in the classroom.

### **II.2.2. Psychological dimension**

The psychological dimension refers to the particularities of psychological order, along with educational psychology. The elements such as temperamental and personality characteristics, the development stage the child is at, the learning abilities, the motivation and intellectual and behavioural resources, all belong to the psychological dimension of the class management (Ștefan et. Al., 2015)

### **II.2.3. Normative Dimension**

The normative dimension – is the dimension that contains the implementation of some rules which contribute to the well organization and progress of the educational activity. These rules or norms have a beneficial role in the internal coordination of the group but also in its external evaluation, like a behaviour analysis, even if they are good or bad.

### **II.2.4. Social Dimension**

The social dimension of the management is focusing on the group of pre-schoolers as a social group, a perspective in which the following aspects are analysed: the group component, the interactions between its members, the common goals followed on a short term, but also on a long term, the organization and the dynamics of the psycho-social phenomenon which is happening in the interior of the class, the cohesion between its members, formal or informal leaders, realization modalities of communication between children, between children and educators etc.

### **II.2.5. Operational Dimension**

The operational dimension – is based on the implementation in the group of a simple rules system which favours learning and reduces as much as possible the problematic situations. The establishment of the rules and permanent formulation of expectations, which the didactic educator has from the children, represent the principal behavioural management methods for preschool children.

## **Chapter III. THE ATTITUDE OF DIDACTIC EDUCATORS TOWARDS SPECIAL EDUCATIONAL REQUIREMENTS CHILDREN**

### **III.1 The attitude of didactic educators in the inclusion process of special educational requirements children**

In the first subchapter, *The attitude of didactic educators in the inclusion process of special educational requirements children*, an analysis of the attitudes manifested by the didactic educators in correspondence with the inclusion. The attitudes manifested by the didactic educators can influence, through facilitating or hindering the implementation of the inclusion policies, their cooperation and commitment. In this context, even though it seems surprising, it is considered that, an essential factor in inclusive education are the manifested attitudes of didactic educators and

specialists from the kindergarten, towards the inclusion in the mass education of these children (Avramadis et al., 2000).

The research in the inclusive education domain has found as essential variables for the success of the inclusion, the perceptions of the didactic educators and the favourable attitudes they have towards the inclusion of special educational requirements children (Nunez & Rosales, 2021). Over time, some signals started to appear regarding the change of teachers' attitude, starting from the philosophy of educational activity, children-centered, by providing equal opportunities, by assuring the progress in their own rhythm, by providing special attention to the individual needs and difficulties of the children.

### **III.2. The importance of adopting a positive attitude of didactic educators in the inclusion process of children with special educational requirements**

In the second subchapter, we considered the necessity of adopting some positive attitudes by the didactic educators in relation to this inclusion process, along with the effects which are generated from a positive attitude, or on the other hand, a negative attitude.

The teachers are seen as the key persons in the implementation of the inclusive education. Based on that, the positive attitudes are the ones that play an important role in a successful implementation of this change in the education system (de Boer, Pijl & Minnaert, 2011). The teachers' activity is happening in front of some human mental individualities in forming. That is the reason why it is necessary to have a very big responsibility towards the behaviours and interventions of the didactic educator.

### **III.3. Stress factors and ways to combat their effects in the inclusion process of children with special educational requirements**

In the third subchapter of this chapter, we realized a synthesis of the stress factors with which teachers come into contact, the way these stress factors can influence the activity along with tackling ways. The stress problem, in I.-O. Pânișoară (2017) opinion, is a major one for the educational system, because this assumes a big doze of stress on every actor in this system. The didactic educator can feel overwhelmed by the difficulty of managing everything that means professorship activity, the child by the pressure from the parents to learn, and the family by the

difficulty of communication with the teacher and with the child and to create harmony between home education and kindergarten education.

In trying to cope with the stress, the didactic educators choose different functional strategies, of which we mention: maintaining a positive perspective of the situation, searching of support resources in the middle of the family and colleagues (Pânișoară, 2017).

## **Part II: EMPIRIC INVESTIGATIONS**

### **Chapter IV. 1<sup>st</sup> STUDY. INVESTIGATION OF THE ATTITUDE OF DIDACTIC EDUCATORS REGARDING THE INCLUSION OF CHILDREN WITH SPECIAL EDUCATION REQUIREMENTS IN KINDERGARTEN**

#### **IV.1. The research premises**

For this study we proposed to investigate which are the attitudes manifested by the teachers in preschool education, institutional teachers, and educators towards the inclusion of children with special educational requirements in kindergarten. We consider this investigation of the nature of attitudes manifested by the didactic educators is useful, because it is known that these attitudes represent an important factor which can influence in a favourable manner (a pro-active attitude) or non-favourable (a reactive attitude) The success of the process of inclusion of these children.

#### **IV.2. Purpose and objectives of the research**

##### **The Purpose:**

The purpose of this study was to identify the attitudes manifested by the didactic educators from kindergartens towards the inclusion. Besides, we wanted to investigate the impact of the type of disability of the children on the attitude of teachers in relation to the inclusion process of these children in kindergarten.

##### **The Objectives:**

1. To identify which type of attitudes are manifested by the didactic educators in relation to the inclusion of children with special educational needs in kindergarten.
2. To identify the relationship between the attitude of teachers and the inclusion of children with special educational needs.

3. To examine the effects of the attitude of didactic educators over the performances of the children with special educational needs.
4. To identify if the attitude of teachers in preschool education, institutional teachers and educators influences their decisions of inclusion of these children.
5. To identify the forming needs of teachers regarding inclusion and inclusive education.

### **IV.3. Research Questions**

1. What attitudes are manifested, with preponderance, by educators/teachers for preschool education in relation with the inclusion of children with special educational needs in mass kindergarten?
2. In what way the inclusion of these children can influence the attitudes manifested by the didactic educators in relation to the integration/inclusion process of these children?

### **IV.4. Research hypotheses**

**First hypothesis:** Didactic educators manifest pro-active attitudes according to the inclusion of children with special educational needs.

**Second hypothesis:** There is an influencing relationship between the attitude shown by teachers and the inclusion of children with special educational requirements.

### **IV.5. Subject Samples**

In the realization of this study 103 kindergarten teachers from the Cluj Region participated, who face the challenges of inclusion of children with special educational needs in the classroom they work in. The didactic educators that participated are specialized as educators, institutional teachers or professors for preschool education and have a didactic degree I, didactic degree II, definitive didactic degree, and a small part do not have a didactic degree.

### **IV.6. Methods and instruments**

In the research **the investigation method** was used, and as a work instrument **the questionnaire** (see APPENDIX 1). For collecting the data was used an opinions questionnaire to highlight the attitude of didactic educators towards the inclusion of children with special educational needs in kindergarten.

#### **IV.7. The results of the investigation**

In this research we used the investigation methodology, and as a work instrument the questionnaire. In realizing this study, we used the scale STATIC (Scale of teacher's attitudes toward inclusive classrooms) (Appendix 1) elaborated by H. Keith Cochran in 1999.

For processing and analysing the data, the statistical program IBM SPSS Statistics version 20.0 was used, by applying tool validation analysis, description analysis (medium, minimum, maximum values, standard deviation) and statistic tests (correlation, Anova test, T test, regressions). The level of confidence used in the statistical analysis is 95%, so the statistical significance step must not exceed 0.05.

The following lines present the forming of constructs and items for every construct.

##### **Construct 1, Professional abilities and philosophies. Items (I):**

**I1.** I have the professional and adequate preparation to face the requirements of children with disabilities.

**I2.** I have confidence in my ability to teach children with disabilities.

**I5.** I think, even though children are different intellectually, physical or psychical speaking, all children can learn in most educational environments.

**I6.** Children with disabilities should be integrated in the instructive educational program along with their colleagues without disabilities.

**I10.** I have difficulties when I teach a child with intellectual disability.

**I11.** I can handle those integrated children in a regular kindergarten which have light or moderate behavioural problems.

**I12.** Children with disabilities learn social abilities which are modelled with the help of children from a regular kindergarten.

##### **Construct 2 = I19 + I18 + I20 + I14 referred below as Physical Proof**

**I14.** It is difficult for children with disabilities to achieve school progress in regular kindergarten.

**I18.** I do not mind making modifications to the space of the classroom to meet the needs of the children with disabilities.

**I19.** The didactic materials necessary for curricular adaptation starting from the needs of the children with disabilities are easy to obtain/achieve.

**I20.** My principal/supervisor supports me in realizing the adaptations which are necessary in the inclusive classroom.

**Construct 3 = I17+I16+I18** referred below as **Logistic Aspects**

**I18.** I consider that all children with disabilities should be integrated in special kindergartens or schools.

**I16.** Children with disabilities from inclusive classrooms are slowing the scholar progress of children without disabilities.

**I17.** The professional forming in inclusive education domain should be a priority for all didactic educators from regular education.

For an extensive and more complex image of the response frequencies, a top five most appreciated items and a top five most unappreciated items will be organized. The most appreciated items are: the professional forming in inclusive education domain should be a priority for all didactic educators from regular education (89.32%), children with disabilities from inclusive classrooms are slowing the scholar progress of children without disabilities (88.35%), I have difficulties when I teach a child with intellectual disability (86.41%) ,I can handle those integrated children in a regular kindergarten which have light or moderate behavioural problems (83.50%) and I think, even though children are different intellectually, physical or psychical speaking, all children can learn in most educational environments (76.70%).

45.63% of didactic educators affirm that making modifications to the space of the classroom to meet the needs of the children with disabilities bothers them, 29.13% do not have the professional and adequate preparation to face the requirements of children with disabilities, 15.53% of educators believe that children with disabilities should be integrated in the instructive educational program along with their colleagues without disabilities and affirm that the principal/supervisor does not support them in realizing the adaptations which are necessary in the



inclusive classroom, while 11.65% mention that, all those special children are not different intellectually, physical or psychical speaking, all children can learn in most educational environments.

According to the results, the average score of abilities and profession philosophies of educators is 26.07, between the interval 12-35 points, with a standard deviations from the average of  $\pm 4.99$ . In other words, most of the answers were on the higher limit of the interval, so that, mostly, didactic educators posses abilities and professional philosophies necessary in the inclusion process.

Regarding the subscale score of physical proofs, the average score is 13.98, between the interval 7-20 points, with a standard deviation from the average of  $\pm 3.18$ . With this kind of results, we can conclude that not all preuniversity institutions are ready to receive children with special educational needs, from the perspective of space arrangement, didactic materials adapted to the specific of these children, along with the support offer from the headquarters of the institution in the process of inclusion of these children.

According to the average score (12.48%) of the logistical aspects, this is between the interval 6-15, with a standard deviation from the average of  $\pm 1.85$  points. The positioning of the medium score towards the upper limit of the interval confirms that: the educators agree with the inclusion of the children with disabilities in special kindergartens and schools, that the presence of these children in regular kindergartens has negative effects over the scholar progress of children without disabilities and it is necessary for didactic educators to participate in classes for professional formation.

In the first construct named Abilities and professional philosophies, the most appreciated aspects refer to the prioritization of the development of didactic educators in inclusive education domain (89.4%), the slowing progress of children with normal development if in the collective are included children with disabilities (88.40%) and the handling with success of children with light or moderate behaviour problems (83.5%).

The hardest difficulties which a didactic educator meets in a classroom refers to difficulties met when teaching a child with intellectual disability (88.4%) and the diversification of children intellectually, physical and psychical (76.7%).

By analysing the four items of the construct Physical Proof it can be observed that the highest score is easily reached by the obtaining of didactic materials necessary to the curricular adaptation, going from the needs of the children with disabilities (68%) and the support offered from the principal/supervisor in the realization of adaption (65%). Of course, these two aspects can suffer improvement and it is even ideal for the score of every time to be as close as possible to 100%. In this way, the teachers and educators who work in inclusive classrooms feel they are fully supported in making the didactic activity and offering an educational act at elevated level.

Approximately half of the didactic educators (58.2%) say that it is difficult for children with disabilities to realize scholar progress in regular kindergarten and it bothers them to realize modifications to the space in the classroom to meet the needs of children with disabilities (58.2%), the two aspects being huge energy, time and effort consumers for them.

Even though the most (89.4%) didactic educators consider the professional formation for inclusive education represents a priority for all didactic educators from regular educational system, most of them (69.7%) believe that children with disabilities from the inclusive classrooms are slowing the scholar progress of children without disabilities (88.4%), and 69.7% believe that all children with disabilities should be integrated in special kindergartens or schools.

#### **IV.8. The research's conclusions**

As a general conclusion we can affirm that, if the perceptions of the didactic educators regarding the inclusion of these children are getting better, becoming more open and receptive, or developing the teaching methods for this category of children, a progress in scholar and adaption progress of the children can be seen, and the educational institutions could be more receptive at the modification and adaptation of the space and didactic materials necessary for a more efficient teaching for these children.

We can affirm that the second hypothesis confirms itself, because from the perspective of the report between manifested attitude of didactic educators towards children with special educational needs and their inclusion in the kindergarten we can affirm that, because of the open and pro-active attitude towards these children, manifested by most of didactic educators that participated in this study, over 70% from them are doing or are willing to make inclusion efforts of them in the mass education.

## **Chapter V. 2<sup>nd</sup> STUDY: INVESTIGATION OF DIDACTIC EDUCATORS KNOWLEDGE ON THE INCLUSION OF CHILDREN WITH SPECIAL EDUCATIONAL REQUIREMENTS IN KINDERGARTEN**

### **V.1. Research premises:**

Through the elaboration and realization of this study we aimed to highlight the necessity and effectiveness of the application by the teachers, institutional teachers and educators from mass kindergartens of an inclusion model program of children with special educational requirements in kindergarten, proposed, as well as the usefulness of the components of this program in optimally achieving the inclusion of these children.

### **V.2. The scope and objectives of this research**

#### **The scope:**

The aim of the presented study was to assess the level of teachers' knowledge of legislation in inclusive education domain, the management of the children classroom where children with special educational requirements are integrated, along with the usefulness of applying an inclusion model program which contains everything previously mentioned, at their disposal.

#### **The objectives of the research:**

1. To highlight the usefulness of promotion for didactic educators of the legislation and educational policies from the inclusive education domain.
2. To highlight the usefulness of the knowledge by the didactic educators of the steps that need to be taken for the inclusion of children with special educational needs.
3. To highlight the usefulness of promotion among didactic educators, models of teaching strategies which are appropriate to the specific needs of children with special educational needs in concrete educational situations.

### **V.3. Research Questions**

1. Is useful for teachers, institutional teachers and educators from kindergartens to have at disposal an inclusion model program for these children in kindergarten?

2. What role has the familiarization of didactic educators with the legislation in the inclusive educational domain, with some strategies examples and ideas for classroom management, along with offering good practical models?

#### **V.4. Research Hypotheses**

**1<sup>st</sup> Hypothesis:** Didactic educators who apply in inclusive classrooms inclusion programs, improve their knowledge regarding the legislation in inclusive education domain, the management of the children classroom and good practices in this domain.

**2<sup>nd</sup> Hypothesis:** The knowledge the didactic educators have of legislation and educational politics in inclusive education domain has a positive and significant impact on the organization method and of good practices.

#### **V.5. Subjects sample**

During the application of this study, we aimed at achieving the proposed objectives and verifying the formulated hypotheses. For the realization of this study, 110 didactic educators from kindergarten from Cluj County were asked to be involved, from these 106 answering favourable to our request.

#### **V.6. Methods and instruments of the research**

The survey method was used in this research and the questionnaire as working instrument (Appendix 2). In accordance with the proposed objectives and formulated hypotheses, the data collection used a questionnaire that requests responses using the Likert scale. The questionnaire (Appendix 2) was developed taking into account the proposed model program for the inclusion of children with special educational needs in mass kindergarten, and consists of five sections of children with special educational requirements, Management of the inclusive group, Models of good practice in drawing up the personalized intervention plan, designing activities and setting goals for children with special educational needs and Knowledge of the inclusion problem.

#### **V.7. Research Results**

For collecting, analysing and presenting the data the statistic program SPSS IBM Statistics version 20.0 was used. Being a non-structural, proper instrument (Appendix 2), applied for the first time, the validation of the instrument as a whole product is required, but also in constructs through the Alfa coefficient of internal consistency and instrumental fidelity, and of the Principal

Component Analysis (PCA). The following part will present the descriptive analyses (frequency, average), for socio-demographic and for valid instrument, correlational analyses and regression analyses where appropriate.

### **Construct of Legislation, Items (I)**

**I1.** The information you have about legislation concerning children with special educational requirements.

**I2.** Your knowledge of the steps to be taken for the inclusion of children with special educational requirements.

**I3.** How do you rate your knowledge of planning benefits, services and interventions for children with disabilities or special educational requirements, their parents or legal representatives, and the institutions and persons authorized to carry out the planning?

**I4.** How do you rate your knowledge regarding the support measures to promote inclusive education and to prevent and combat attitudinal barriers?

**I5.** How do you rate your knowledge of the procedures for approval of the facilitator's presence (called in the specialty literature shadow)?

**I6.** How do you rate your knowledge about the granted facilities in the inclusive educational establishments and didactic educators?

### **Construct of classroom Management, Items (I)**

**I1.** How do you rate your knowledge regarding the role of partnership with the family of these children?

**I2.** How do you rate your knowledge about the organization of the children's classroom and the educational space when children with visual impairment are integrated?

**I3.** How do you rate your knowledge about the organization of the children's class and the educational space when children with hearing impairments are integrated?

**I4.** How do you rate your knowledge about the organization of the children's class and the educational space when children with locomotor impairments are integrated?

**I5.** How do you rate your knowledge about the organization of the children's class and the educational space when children with autistic spectrum disorders are integrated?

**I6.** How do you rate your knowledge about the organization of the children's class and the educational space when children with attention deficit and hyperactivity disorder are integrated?

**Construct of Good practices, Items (I)**

**I1.** How would you rate your knowledge of drawing up a personalized intervention plan?

**I2.** How would you rate your knowledge of how to identify the problems faced by the child with special educational requirements in your class and how to set priorities for intervention that will contribute to the successful integration of this child?

**I3.** How would you rate your knowledge of setting operational objectives adapted to the individual potential of the child with special educational requirements in your class?

**I4.** How would you rate your knowledge of setting minimum criteria for assessing progress and carrying out regular assessments of the child with special educational requirements in your class?

**I5.** How would you rate your knowledge of how to draw up activity plans that include both the work tasks and objectives set for the whole class and objectives and work tasks adapted to the child with special educational requirements?

**I6.** How would you rate your knowledge of differentiated treatment and the use of adapted teaching strategies to lead the child with special educational requirements to success (completion of the task)?

**Construct Knowledge of the inclusion problem, Items (I)**

**I1.** How would you rate your knowledge of the stages of the inclusion process?

**I2.** How would you rate the usefulness of your knowledge of the legislation concerning children with special educational requirements, of the rights, obligations and advantages provided by the law for all those involved in the process?

**I3.** How do you appreciate the usefulness of a guidebook, available for didactic educators, containing the information they need in the process of inclusion of children with special educational requirements?

**I4.** How do you appreciate the success in the inclusion process, having at your disposal programs of inclusion which to guide you through the process?

**I5.** To what extent do you consider that the involvement of specialists from the educational establishment, the realization of the intervention plan to be reviewed periodically according to the evolution of the child with special educational requirements, the setting of objectives adapted to the child's potential and the collaboration with the child's family contribute to the success of the inclusion process?

The four constructs of the research tool, Legislation, Management, Good practice models and Knowledge of inclusion problems were validated by meeting the required criteria by quantitative research. Each construct involves summing the scores of the component items, the new constructs will be used further in the analyses.

Regarding the Legislation construct, it is observed that following the application of the inclusion model program, all 6 items included in this construct become known at a medium to high level. The steps that must be taken to integrate children with specific manifestations of special educational requirements have the highest weight (80.2%), followed by the support measures to promote inclusive education, to prevent and combat attitudinal barriers and to prevent and combat environmental barriers (79.2%). In the last three places, but with scores above half, are the items on planning benefits, services and interventions for these children, their parents or their legal representatives, along with institutions and persons (69.2%), knowledge of the facilities provided to inclusive educational establishments as well as to teachers working in these establishments (65.1%) and finally the procedures for approving the presence of the facilitator (59.4%).

In regards to the Construct Classroom Management, it is observed that the application of inclusion programs brings the knowledge of organizational management information from medium to high level. Thus, the top three most known information on classroom Management refers to the role of partnership with the family in the inclusion process of these children (98.1%), to the organization of the group of children and of educational space when children with attention deficit and hyperactivity disorder are integrated (86.8%) or with children with autism spectrum disorder (78.3%). Even if more information regarding the organization of the group of children and educational space when there are integrated children with locomotor (64.2%), visual (59.4%) or

hearing (57.5%) deficiencies is known, however these subjects impose a special attention being special situations.

The impact of using a model inclusion program regarding the Construct Good Practices Model determines a level of knowledge from medium to high, all six included items registered percents higher than 75%. The biggest modifications are registered in establishing operational objectives adapted to the individual potential of the child with special educational requirements (87.7%), the different treatment and using didactic strategies adapted to lead the child with special educational requirements to a successful situation and establishing minimal criteria of evaluation of the progress along with the realization of periodical evaluation of the child with special educational requirements (85.8%) followed by the drafting of activity plans that include both work tasks and objectives set for the whole class and objectives and work tasks adapted to the child with special educational requirements (84%), the punctual identification of problems faced by the integrated child with special educational requirements and establishing the intervention priorities that contribute to the successful integration of the child (82.1%) and the drafting a personalized intervention plan for the child with special educational requirements (75.5%)

The Construct Knowledge of Inclusion Problems includes 5 items with a knowledge level from medium to high. In other words, all 5 items analysed have weights above 80%. Two of the items have weights close to the maximum value, such as the involvement of specialists in the kindergarten, the creation of a personalized intervention plan that is periodically revised according to the evolution of the child with special educational requirements, setting objectives adapted to the child's potential and collaboration (97.2%) and the usefulness of a guide, which is made available to teachers and contains the information they need in the process of integrating children with special educational requirements (94.3%) followed by the success in the integration process, having this guide available to guide you through this process (89.6%), the stages of the process of inclusion of these children in kindergarten (85.8%) and the usefulness of knowing the legislation regarding children with special educational requirements, the rights, obligations and benefits provided by law that all those involved in the process have (81.1%).

## **V.8. Conclusions**

The results show that the Hypothesis I is confirmed, because following the application of a model intervention program on the inclusion of children with special educational needs, in mass



kindergarten, by the didactic educators in their class work, an increase in their knowledge level from medium to high was observed for the four constructs analysed: legislation in the field of inclusive education, group management, good practice models and knowledge of inclusion problems.

The Hypothesis 2 is confirmed because the results on teachers' knowledge of legislation and policies in the field of inclusive education, confirm the presumption that this knowledge positively and significantly influences the classroom organization and models of good practice.

Didactic educators over 50 years of age have more knowledge about inclusive group management, while didactic educators with 5-10 years of experience have more knowledge about the management of activity organization and the need to implement a more detailed guide on the management of the interaction and activity of children with special educational needs in kindergarten.

The research instrument regarding the effectiveness of the implementation of an inclusion program for children with special educational requirements in mass kindergarten can be widely applied in the future research in the field of educational psychology and can be a starting point for the development of other scales, being a validated instrument both as a whole and as parts (constructs).

## **Chapter VI. 3<sup>rd</sup> STUDY: INVESTIGATION REGARDING THE STRESS LEVEL PERCEIVED BY TEACHERS WORKING WITH CHILDREN WITH SPECIAL EDUCATIONAL REQUIREMENTS AND THE RISK OF BURNOUT**

### **VI.1. Research Premises**

The aim of this study was to determinate the level of stress perceived by didactic educators working with children with special educational requirements and the risk of burnout caused by a high stress level. We conducted this study because it is known that the high level of stress perceived by teachers working in class with children with special educational requirements has a direct influence on their work capacity and can lead to a decrease in their effectiveness. We believe that the stress level perceived by didactic educators working with children with special educational requirements is one of the factors that can influence the success in the inclusion process.

## **VI.2. The Scope and Objective of Research**

### **The Scope:**

The scope of this study was to identify the stress level perceived by didactic educators working in class with children with special educational requirements and the risk of burnout in the context of high stress level perceived by them.

### **The Objectives:**

1. The identification of stress level perceived by didactic educators from kindergarten (educators, institutional teachers, teachers for preschool education)
2. The highlight of the risk of appearance, for didactic educators in kindergarten, of burnout caused by the high stress level.

## **VI.3. Research Questions**

1. Which is the stress level perceived by the didactic educators involved in this study, related to the qualification level, didactic degree possessed and experience years in didactic activity?

## **VI.4. Research Hypothesis**

**Hypothesis 1.** Didactic educators without didactic degree\* feel a higher stress level perceived, compared to didactic educators which have a didactic degree I/didactic degree II/definitive didactic degree.

**Hypothesis 2.** The stress level perceived by didactic educators is higher than in the case of those who have less experience years\*\* in didactic activity, than those didactic educators that have longer experience years.

\*We chose to evaluate the stress level perceived by didactic educators without didactic degree reported to didactic educators that have a didactic degree because, from our perspective, didactic educators with didactic degree have a superior training level than didactic educators without didactic degree.

\*\*We decided to evaluate the stress level perceived by didactic educators with less years of experience in activity reporting to those with more years, because we assume that it reflects a more vast experience.

## **VI.5. Subjects Sample**

For realizing this study 103 didactic educators from the kindergarten from the Cluj Region participated, who work in their classroom with children with special educational needs. The didactic educators that participated are specialized as educators, institutional teachers or professors for preschool education and have a didactic degree I, didactic degree II, definite didactic degree, and a part of them do not have a didactic degree.

## **VI.6. Research Methods and Instruments**

In this research, the survey method was used, and the questionnaire as a work instrument. The questionnaire for perceived stress (Perceived Stress Questionnaire by Levenstein et al., 1993) (Appendix 3) contains thirty items, which are helping to measure the stress perceived by didactic educators who work in a class with children with special educational requirements.

## **VI.7. Research Results**

Perceived Stress Questionnaire (Levenstein et al., 1993) contains a series of affirmations. The didactic educators involved in this study were asked to read with attention the affirmations one by one and to mention how much these fit with the feeling state in the last six months, than to mark the answer that fits.

Most didactic educators (51.5%) have didactic degree I, followed by didactic educators with the finalization degree (31.1%) and by those who have degree II (12.6%). Only 4.9% from the responding educators do not have a didactic degree.

Approximately half (47.6%) have 15 years as didactic educators, 31% have between 5 and 15 years and less than a quarter (21.4%) have under 5 years of teaching experience.

Most didactic educators feel less rested (62.1%), calm (75.8%), energetic (60.2%), protected and safe (73.8%), can relax (83.5%), do not worry (80.6%), do not feel discouraged (91.3%) or exhausted (73.8%), do not feel tense or frustrated (87.4%), criticized or judged (91.3%), isolated or lonely (94.2%), irritated (77.6%), do not feel afraid of the future (90.4%) but instead are satisfied with themselves (87.4%).

In terms of job demands, most teachers that responded receive too many demands (59.2%), or have too many things to do in general (60.2%), do not have conflicts (99%), do things they enjoy

(86.4%), manage alone to achieve goals (93.2%), do not have problems (95.1%), do not feel overwhelmed by responsibilities (74.7%), do not feel pressured by “fixed deadlines” (68.9%), do not have enough time for themselves (72.8%) and do not feel pressured by others to fit in time with homework (74.8%).

The stress scale in its brute form indicates a moderate level of the stress felt by most of the didactic educators (81.6%) and a reduced level (17.5%). Only 1% from the respondents feel an intense level of stress.

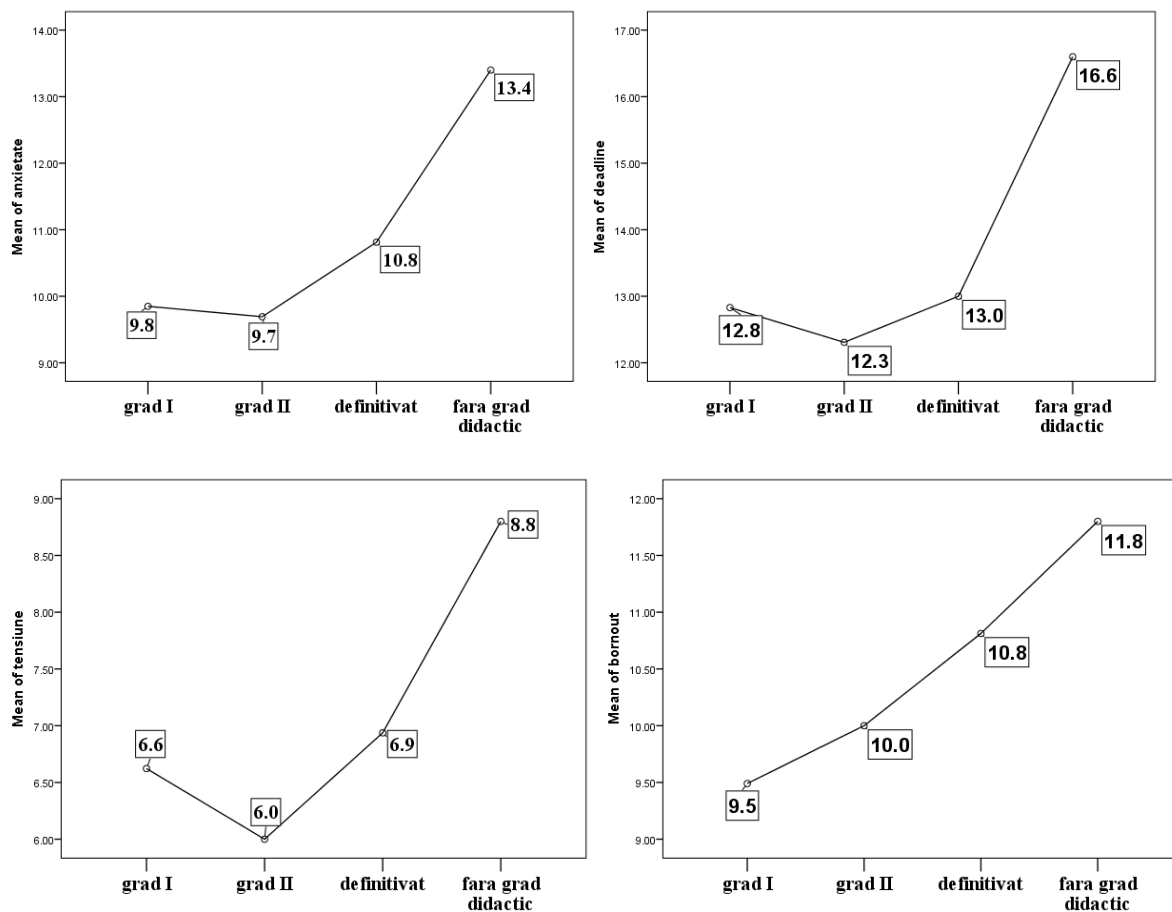


Figure no. VI.7. Graphical representation of the didactical degree influence on the four constructs: anxiety, deadline, tension, and burnout.

From Figure no. VI.7. it is observed that respondents without a teaching degree feel more anxious (13.4), more pressured by deadlines (16.6), more tense (8.8) and feel more exhaustion

(burnout - 11.8) than didactic educators with at least a degree (anxiety - 10.8), deadlines - 13, tension - 6.9, burnout - 10.8).

The lowest level of anxiety (9.7), deadline pressure (12.3) and tension (6) is found in didactic educators who have a second degree (9.7), while the lowest level of burnout (burnout -9.5) is found in didactic educators with a first degree.

According to the results obtained, a statistically significant relationship is observed between teaching seniority and the constructs of the stress scale: anxiety ( $p=0.021<0.05$ ) and burnout (burnout-  $p=0.008<0.05$ ).

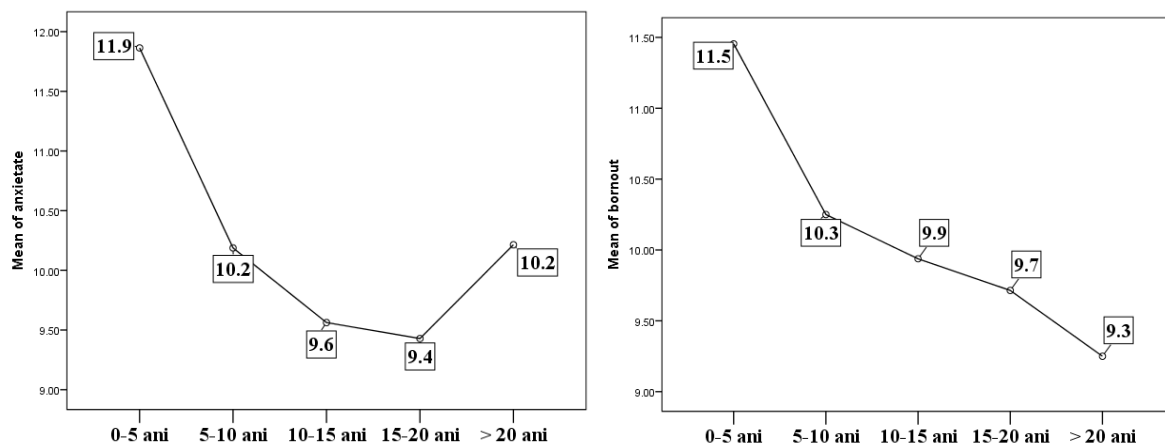


Figure no VI.8. Graphical representation of the experience in years over anxiety and burnout

Figure no. VI.8. shows the fact that teachers with less experience years (<5 years) feel a higher level of anxiety (11.9) and feel more exhausted (11.5) than didactic educators with higher experience year (>20 years) 10.2 respectively 9.3.

## VI.8. Conclusions

Hypothesis 1 is confirmed, as the results on the correspondence between the level of perceived stress of didactic educators and their teaching degree show that those didactic educators with no teaching degree (lower level of training) experience a higher level of perceived stress compared to those with teaching degree I/II/finalized (higher level of training).

Hypothesis 2 is confirmed as the results on the correspondence between perceived stress level and teaching seniority confirm that perceived stress level is significantly higher for didactic educators with less seniority compared to didactic educators with more seniority.

This study shows that in terms of perceived stress, most didactic educators have a moderate level of stress (81.6%), while 17.5% have a low level of perceived stress and only 1% have a high level of perceived stress.

## **Chapter VII. CASE STUDIES**

### **VII.1. Case study no.1: Child with hyperkinetic syndrome**

The child succeeds to participate in an activity at most three to four minutes, being in continuous movement. During the activities, along with during the day he hits his colleagues which are near him, or he bites them.

Objectives:

1. To participate at the study activities organized, at least ten minutes.
2. To use work materials (glue, paint) respecting the educator's indications.
3. To participate in the organized games at the centres of interest, without disturbing his colleagues; To respect the hygiene and serving meals rules during the personal development activities (meal serving, using bathroom and toilet etc.).
4. To play without destroying the products of the game of other children.
5. To interact in a positive way with other children during the game; to recognise at least two emotions that the children are manifesting during the game.

Contents:

1. "Jostling is not funny", "Jokes are not always funny", "Bunny Hut", "Insults are not funny", "The two bunnies, White Pouf and Grey Pouf", "The Little House in the Pot", The Gift of Friendship, Friendship Island.
2. Bunny's hutch; Jam jar; Animal shelter; Flowering tree; Flower garden.
3. Drivers, Shop, Family Dinner; Family, Cooks, Market; "I take care of myself".
4. Car track, Canning racks, Fruit/vegetable bins, Animal pen; Grandparents' house; The block I live in.
5. How did you feel when...?, Mimic what I say!

Methods and achievement tools:

1. Educator's stories, Educator's lectures, Dramatization'
2. Dactyl painting, Painting techniques learnt, Tearing and sticking paper, Gluing, crumpling.
3. Role play, Personal development activities.
4. Construction games (Lego, roto discs, mosaic, pieces for joining).
5. Picture reading, Role play, Recreational games.

Evaluation: As a result of the evaluation, we carried out at the end of the first year of kindergarten, based on behavioural indicator sheets assessing the child's development in terms of autonomy, socialization and level of aggression, we observed that the child interacts with his classmates and shares his feelings or emotions with others. After the first year of kindergarten he puts on his own shoes, dresses, or undresses himself and has developed autonomy in terms of personal hygiene.

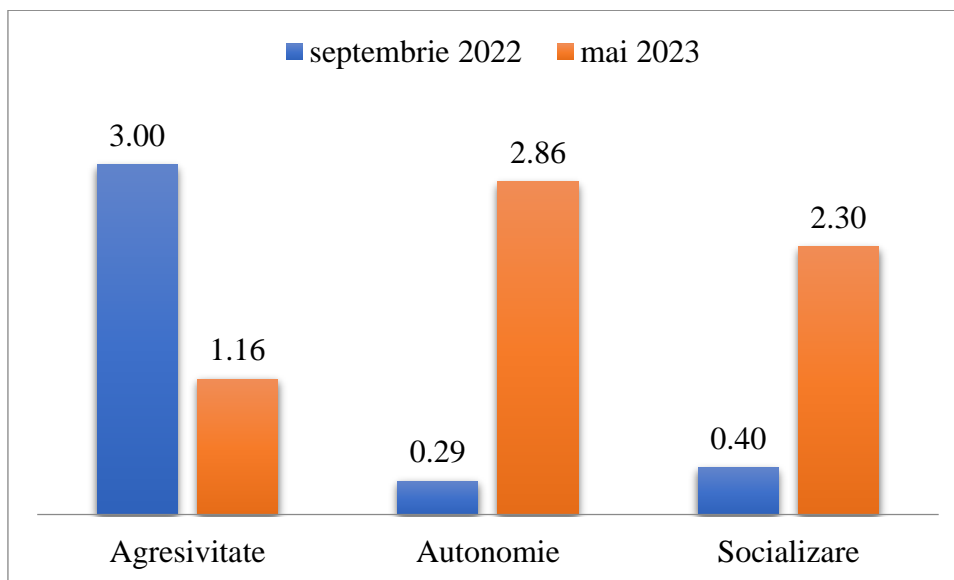


Figure no. VII.1. Evolution of Case I – Hyperkinetic Syndrome (M.R.)

From Figure VII.1 there is a favourable evolution of the three dimensions in the scores recorded in the final stage compared to the scores recorded in the initial stage. We thus observe that the level of aggressiveness decreased by 1.84 points from 3.00 points to 1.16 points, the level of autonomy increased by 2.57 points from 0.29 points to 2.86 points, while the level of socialization increased by 1.90 points from 0.40 points to 2.30 points.

## **VII.2. Case Study no.2: Child with hyperkinetic syndrome diagnosis, Attention deficit, mild mental retardation**

During activities the pre-schooler gets bored quickly, talks a lot, gets up from his chair and disturbs his peers nearby. Relations with the children are very strained, he hits them at the slightest displeasure.

Objectives:

1. Engage in activities in work materials for at least seven/eight minutes and stay with the other children until the end without disturbing.
2. To correctly use the materials and techniques learnt as instructed by the teacher.
3. Participate with other children in storytelling/games at the interest centres and stay with them, without disturbing.
4. Interact appropriately with peers in role-plays/dramatizations, personal development activities proposed by the teacher.
5. To use independently the toilet to wash/dry the hands, based on the educator's indications.

Contents:

1. "Me and My Emotions", "The Story of Tobias the Frog", "The Story of the Rainbow Fish", "The Two Rabbits, White and Grey Fluffy", "The Three-goat Mare", "Friendship Island".
2. Happy Faces/Sad Faces (modelling); Friends for Tobias (gluing); "Friends for the Rainbow Fish" (fingerprinting); Gingerbread (modelling); "Bridge over the River"
3. "Befriending Emotions" (picture reading); "Joy"; "Sadness"; "Anger" (teacher reading); "Little House for Friends"(construction); "Car Garages"; "Tallest Tower"; "So Yes/So No"; "Bunny Clothes" (sorting activity).
4. "The kindergarten", "The cook", "The road traffic"; "The shop", "The doctor", The animal farm.
5. "What would you feel if...?", "When did you feel great joy?", "Water is my friend", "What do I like/What don't I like?", "I take care of myself".

Methods and achievement tools:



1. Educator's story, Educator's reading, Dramatization.
2. Modelling, Dactylography, Tearing, crumpling, and gluing paper.
3. Science, Library, Construction, Role play.
4. Role play, Dramatization.
5. Personal development activities, Role play, Reading from pictures.

Evaluation: Based on the evaluation carried out at the beginning and at the end of the school year, based on the behavioural indicator sheets assessing the child's development in terms of autonomy, socialization and aggression level, we have observed a favourable development in self-serving skills. He is now able to put on his sweater or jacket, which for a long time he was not able to put on. In the bathroom, he announces his needs and does quite well, washes his hands, his face, wipes himself in most situations. At mealtimes he eats by himself and does not get dirty. As far as his social adjustment is concerned, we can say that there has been a great improvement in the development of relations with other children, with whom he now plays and communicates more easily, and his aggressiveness towards them has decreased a lot.

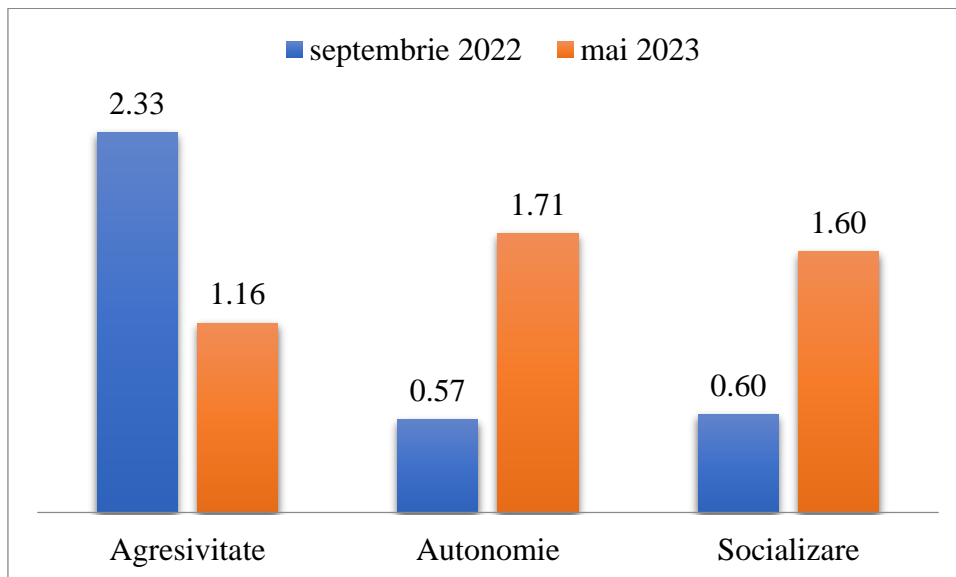


Figure no. VII.2. The evolution of case II – Hyperkinetic Syndrome (C.A.)

From Figure VII.2. it shows that at the end of the school year there is an improvement in terms of reducing aggression by 1.17 points and at the same time increasing autonomy by 1.14 points and socialisation by 1 point.

### **VII.3. Case Study no. 3: Child diagnosed with autism spectrum disorder, expressive language disorder**

The pre-schooler does not show a desire to interact with other children, prefers to play alone. His behaviour is hyperactive in the environments with which he is familiar, he avoids tasks involving cognitive effort and changes them very quickly. In terms of personal autonomy, hygiene and eating, he refuses to use the toilet and only does so if rewarded and does not want to sit at the table with the other children.

#### Objectives:

1. To be involved daily in games organised as part of freely chosen activities.
2. To play with other children at a centre of their choice.
3. Communicate using simple words with peers in his vicinity.
4. To eat meals with his peers.
5. Wash hands/face and use the toilet on their own initiative.

#### Contents:

1. Road Traffic, Market, Housewives, The Doctor, Birthday, Visiting Grandparents, Drives and Pedestrians
2. Prince's castle, My nursery, Grandparents' house, Wildlife/domestic animal shelter, Toy paws.
3. Enchanted Turtledove, Three Little Pigs, Mittens, Potting Crib, Giant Riding Hood, Three Butterflies Story, Friendship.
4. How did you feel when...?, Today we are having dinner with our friends, Who is your friend, What is your favourite stool at the table, What does the food on your plate taste like?
5. I know how to wash my hands/face without help, What does soap smell like, I try, I can, I succeed!

#### Methods and achievement tools:

1. Role Game.
2. Constructions Game (Lego, roto discs, mosaic, beads)
3. Educator's story, Dramatization, Role game.

4. Reading by images, Dramatization, Role game, Recreative games.
5. Personal development games.

Evaluation: Based on evaluation from the first year of kindergarten, based on behavioural indicator sheets assessing the child's development in terms of autonomy, socialization and aggression level, it was observed that the child has a positive development in terms of toilet use and personal hygiene. A positive evolution is also observed in terms of meal serving. During play, he interacts with one or two children in his vicinity, especially during construction games and role-play.

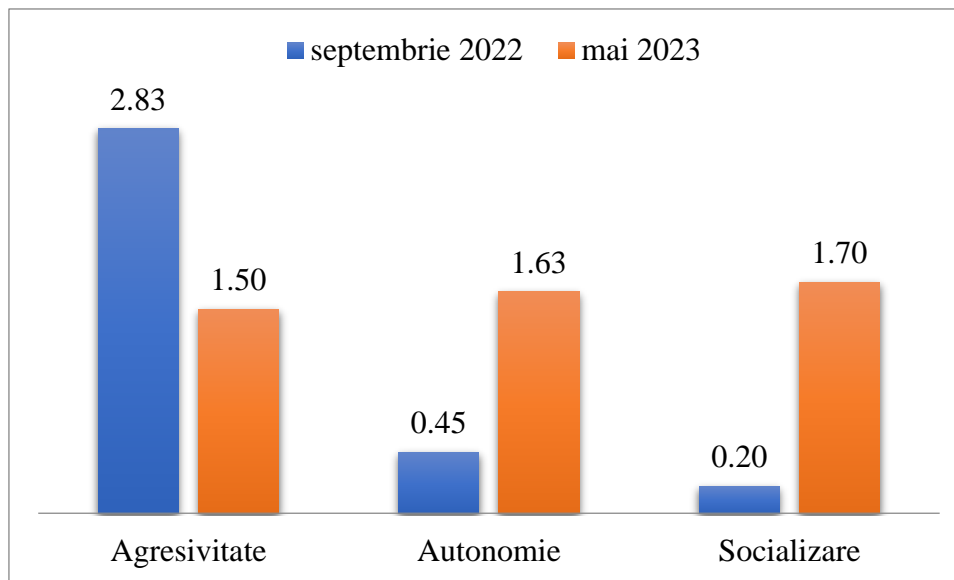


Figure no VII.3. The evolution of Case III - Childhood Autism (A. O.)

From Figure VII.3. it shows positive changes in all three constructs analysed: aggression, autonomy, socialization. In the case of aggressiveness, a decrease of 1.33 points from 2.83 to 1.50 points, a favourable increase of 1.18 points from 0.45 to 1.63 points in the degree of autonomy and of 1.50 points from 0.20 to 1.70 in the degree of socialization.

#### VII.4. Case Study no.4: Child with diagnosis of autism spectrum disorder

F. is a shy child with poor emotional regulation and low resistance to frustration. He frequently has temper tantrums at the slightest disagreement, exhibits stereotypical behaviour and has difficulty accepting any change in his daily routine. Personal autonomy is still developing.

Objectives:

1. To involve him/her daily in free play time or in freely chosen activities.

2. To accept to play with one or two children who play at the same centre where he plays.
3. To sit with his peers without disturbing them during a story or game involving the whole group.
4. Participate in role-plays that exemplify eating with peers/family and stay at the table for two or three minutes with peers.
5. Dress/undress and use the toilet, with help from the adult, without fighting back.

## Contents

1. The road, The Grocery Store, The family, The housewives, The party, The meal, The family on a holiday, So yes, So no, Family Holidays
2. Towers and castles, Grandparents' house, My nursery, Woodland animal shelters, Adorned trees, Sitting at my cottage, The sun.
3. Enchanted Turtledove, Rainbow Fish Story, Tobias the Frog Story, Cottage in the Pot, White and Grey Pouf, Three Little Pigs Story.
4. Let's eat together!, I invite you to my party!, What excitement did you feel when...?, Today we are preparing the table for the feast., We are learning to use the cutlery.
5. I know how to take my jacket/overshirt, My mittens are clean, My magic napkin, With soap and water, I know how to put on my slippers.

## Methods and achievement tools:

1. Science, Role play, library
2. Art, Construction game, Science, Sand and Water.
3. Educator Reading, Educator's Story, Dramatization
4. Teaching game, Reading by pictures, Role play, Recreational games.
5. Personal development activities.

Evaluation: After the evaluation carried out after the first year of kindergarten, based on the behavioural indicator sheets assessing the child's development in terms of autonomy, socialization and aggression level, it was observed that F. accepts to go to the bathroom, undresses and puts on his trousers with help, when using the toilet, washes his hands and wipes himself, with adult supervision.

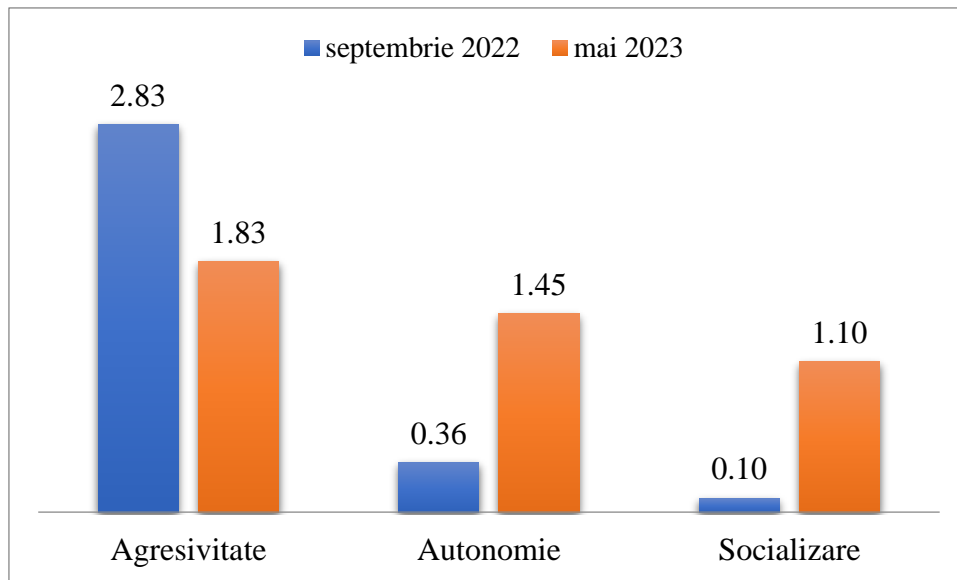


Figure no VII.4. The Evolution of case IV - Childhood autism (F. M.)

Considering the results obtained from the final assessment compared to the scores of the initial assessment, it is observed that the level of aggressiveness decreased by 1 point from 2.83 to 1.83 points, the level of autonomy increased by 1.09 points from 0.36 to 1.45 points and the level of socialization increased by 1 point from 0.10 to 1.10.

#### **VII.5. Case Study no.5: Child with infantile autism, hyperkinetic syndrome, expressive and receptive language disorder**

The child shows little interest in children of the same age, does not spontaneously initiate games with them and does not participate in other children's games, preferring to run around the group room. Hygiene and autonomy are poorly developed.

Objectives:

1. Participate daily in at least one of the games organised at the interest centres.
2. To accept the company of at least one colleague during the game.
3. Actively enrich their vocabulary with new words.
4. To eat breakfast at the table with their peers.
5. To use the toilet independently.

Contents:

1. Drivers, Store, Family, Cooks, Party, Family Dinner, Family Holidays.

2. The biggest tower, Grandparents' orchard, My block, Animal pen, Mother's bracelet.
3. Giant Riding Hood, Bunny Hut, Mitten, Potting Shed, White Pouf and Grey Pouf, Friendship.
4. Guess the excitement!, How did you feel when...?, Who's your friend?, Give me the toy I'll show you!, How's the weather today?
5. Alone I take care of myself, Together we wash our hands, Let's set the table.

Methods and Achievement Tools:

1. Role play
2. Construction game (Lego, Roto Discs, mosaic, beads)
3. Teacher's story, role-play, dramatization.
4. Reading from pictures, role play, recreational games.
5. Personal development activities.

Evaluation: After the evaluation after the first year of kindergarten, based on the behavioural indicator sheets assessing the child's development in terms of autonomy, socialization and aggression level, it was observed that T. puts on, dresses and undresses himself with the help of the adult. He uses the toilet with help, washes and wipes his hands, closely supervised; sits at

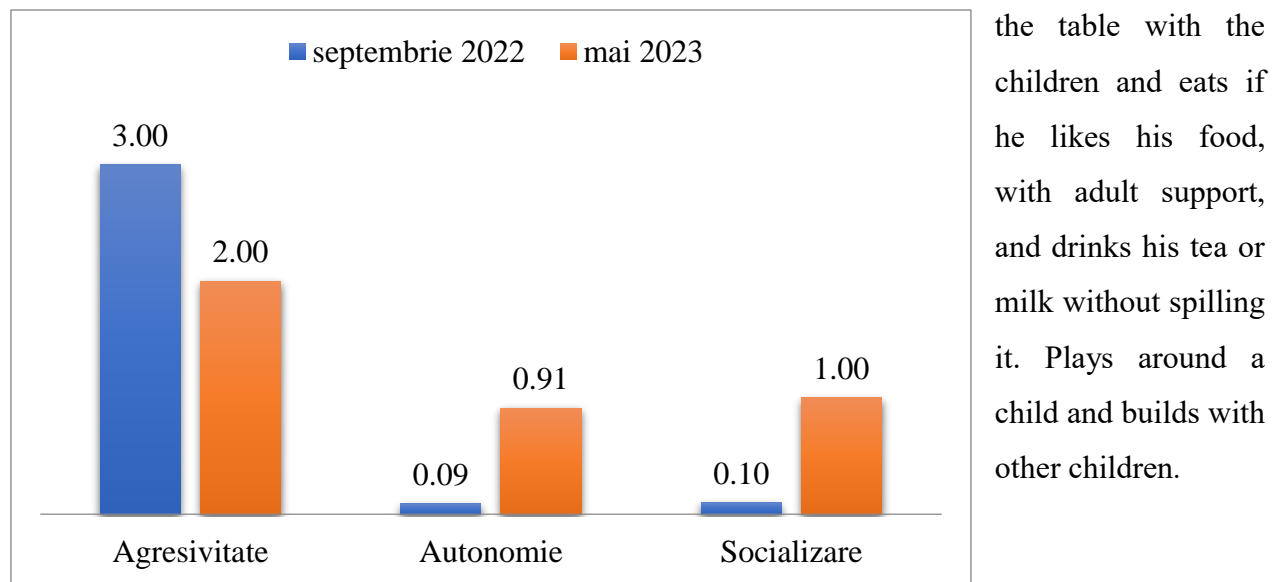


Figure no VII.5: The evolution of Case V - Child with infantile autism (T. D.)

From figure VII.5 we can observe that the level of aggressiveness decreased by 1 point from 3 to 2 points, the level of autonomy increased by 0.82 points from 0.09 to 0.91 points and the level of socialization increased by 0.9 points from 0.10 to 1 point.

## CONCLUSIONS

The increasing number of children with special educational requirements attending mass kindergartens, the complexity of the various disabilities or deficiencies encountered in these children, as well as the specific manifestations generated by them, are increasingly challenging didactic educators. A superficial knowledge of the specifics of these disabilities or impairments encountered in children, as well as a lack of theoretical and practical training for didactic educators in the specifics of inclusive education, leads to a series of misperceptions among didactic educators which sometimes lead to negative attitudes towards these children, which can lead to difficulties in achieving optimal inclusion.

The results of this research confirm that most didactic educators have a positive attitude towards the inclusion of children with educational requirements in kindergartens, stating that they are willing to make efforts to contribute to the successful inclusion of these children.

The analysis of the results also shows that by improving didactic educators' perceptions of the process of inclusion of children with special educational requirements in kindergarten, as well as by their participation in training courses on inclusive education, progress will be observed both in the success of the inclusion process and in the school results of these children.

Following the analysis of the results obtained, we can also state that the training in the teaching career by obtaining teaching degrees has a positive influence on the inclusion process of children with special educational requirements. We state this fact because the results show that the higher the teaching degree obtained, the more attentive and closer to reality is the perception and approach to these children. Also, didactic educators with first or second teaching degrees are better able to manage logistical aspects than didactic educators with a permanent or no degree.

According to the results it was also observed that there is a statistically significant relationship between the teaching grade and the level of stress perceived by didactic educators. Therefore, didactic educators with a first or second degree have a low or at most moderate level of perceived stress compared to didactic educators without a degree, who experience a higher level of

perceived stress. These results lead us to conclude that the role of training through teacher degrees is important for the optimal inclusion of children with special educational requirements in mass kindergartens.

The influence of the organisational environment, the overload of the didactic educators, the numerous tasks, the lack of support from the management or the staff of the school in some difficult moments, dissatisfaction, deadlines, tense situations, as well as the state of anxiety felt by the didactic educators at a given moment, can lead to their professional exhaustion, which adversely influences the successful inclusion of children with special educational requirements.

Through this research and the investigative approaches to: Didactic educators' attitudes towards children with special educational requirements and their inclusion in mass education, didactic educators' knowledge of the specifics of inclusive education and the usefulness of using a model inclusion program, identification of the level of stress perceived by didactic educators working with these children, and by carrying out the five case studies on children with special educational requirements, this work makes a positive contribution to progress in the field of inclusive education, even if it raises questions that can be answered in future research.

From the analysis of the five case studies carried out in this research, it was observed that all the preschool children who were the subjects of these case studies showed positive results in terms of decreased aggression, improved autonomy and socialization. This fact leads us to the conclusion that a good knowledge of the legislation specific to the field of inclusive education, the use of working strategies adapted to the specific special educational requirements of each child, an effective management of the activity, space and group of children, as well as the development and implementation of a personalized intervention plan, lead to favourable results in the process of inclusion of children with special educational requirements in kindergarten.

One of the limitations of this research is the fact that the investigations were carried out at the level of Cluj county, and due to the socio-cultural influences of each individual county, the results cannot be generalized as the same for other counties.

Another limitation is because the case studies were carried out in groups in which the didactic educators had teaching grade I and teaching grade II respectively, which is why we cannot



say that in the case of a didactic educator without seniority and teaching grade the results obtained in the inclusion process would have been positive.

This leads us to a future research perspective, i.e. to investigate the evolution of the inclusion process of children with special educational requirements in groups taught by novice didactic educators or didactic educators with less than three years of teaching experience.

Another future research perspective is to investigate how inclusion is achieved in rural areas and what challenges didactic educators, children with special educational requirements and their parents face in rural kindergartens.

This research can be extended both regionally and nationally. We also believe that this research can be extended to primary education, both at Cluj county and regional/national level.

## References:

Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nord J. Stud. Educ. Policy.*, 6(1), 7–16. URL: <https://www.tandfonline.com/doi/full/10.1080/20020317.2020.1729587>.

Ainscow, M., Dyson, A., & Weiner, S. (2013). *From exclusion to inclusion: ways of responding in schools to students with special educational needs*. ERIC, UK. URL: <https://files.eric.ed.gov/fulltext/ED546818.pdf>.

Ainscow, M., Slee, R., & Best, M. (2019). The Salamanca Statement: 25 years on. *Int. J. Incl. Educ.*, 23(7-8), 671–676. URL: <https://www.tandfonline.com/doi/full/10.1080/13603116.2019.1622800>.

Albulescu, I., & Catalano H. (2019). *Sinteze de Pedagogia Învățământului Preșcolar*, București: Editura Didactica Publishing House.

Albulescu, I. (2008). *Pragmatica predării. Activitatea profesorului între rutină și creativitate*. Pitești: Editura Paralela 45.

Alzahrani, N. (2020). The development of inclusive education practice: A review of literature. *International Journal of Early Childhood Special Education*, 12(1), 68-83. DOI: <https://doi.org/10.20489/intjecse.722380>. URL: <https://dergipark.org.tr/en/download/article-file/1061635>.

American Psychiatric Association (2003). *Manual de diagnostic și statistică a tulburărilor mentale* (ediția a IV-a, text revizuit). București: Editura Asociației Psihiatrilor Liberi din România.

Anke de Boer, Pijl, S. J., & Minnaert, A. (2011). Regular primary schoolteachers' attitudes towards inclusive education: a review of the literature. *International Journal of Inclusive Education*, 15(3), 331-353. DOI: <https://doi.org/10.1080/13603110903030089>.

Avramidis, E., Bayliss, P., & Burden, R. (2000). A Survey into Mainstream Teachers' Attitudes towards the Inclusion of Children with Special Educational Needs in the Ordinary School in One Local Education Authority. *Educational Psychology*, 20, 191-211. DOI: <https://doi.org/10.1080/713663717>.

Avramidis, E., Bayliss, P., & Burden, R. (2000). Student teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school. *Teaching and Teacher Education*, 16(3), 277-293. DOI: [https://doi.org/10.1016/S0742-051X\(99\)00062-1](https://doi.org/10.1016/S0742-051X(99)00062-1).

Avramidis, E., & Norwich B. (2002). Teachers' attitudes towards integration / inclusion: a review of the literature. *European Journal of Special Needs Education*, 17(2), 129-147. DOI: <https://doi.org/10.1080/08856250210129056>. URL : <https://www.tandfonline.com/doi/pdf/10.1080/08856250210129056>.

Aviva, D. (2019). The Inclusion of Children with Special Needs in Early Childhood: Challenges and Dilemmas of Kindergarten Teachers. *Creative Education*, 10(5). DOI: <https://doi.org/10.4236/ce.2019.105075>.

Bălaș-Baconschi, C. (2015). *Tulburările din spectrul autist*, pp. 271 – 301. În A. Roșan (coord.), *Psihopedagogie specială. Modele de evaluare și intervenție*. București: Editura Polirom.

Bodea-Hațegan, C. (2015). *Tulburările de limbaj și comunicare*. În A. Roșan (coord.), *Psihopedagogie specială. Modele de evaluare și intervenție*, pp. 212 – 233. București: Editura Polirom.

Candeias, A. A., Galindo, E., Calisto, I., Borralho, L., & Reschke, K. (2021). Stress and burnout in teaching. Study in an inclusive school workplace. *Health Psychology Report*, 9(1), 63–75. DOI: <https://doi.org/10.5114/hpr.2020.100786>.

Christenson, S. (2003). The Family-School Partnership: An Opportunity to Promote the Learning Competence of All Students. *School Psychology Quarterly*, 18, 454-482. DOI: <https://doi.org/10.1521/scpq.18.4.454.26995>.

Cochran, H. K. (1998). Differences in teachers' attitudes toward inclusive education as measured by the Scale of Teachers' Attitudes Toward Inclusive Classrooms. *Paper presented at the annual meeting of the Mid-western Educational Research Association, Chicago, IL*. URL: <https://files.eric.ed.gov/fulltext/ED426548.pdf>.

Cosmovici, A., & Iacob, L. (2005). *Psihologie școlară*. Iași: Editura Polirom.

Crișan, C. A. (2021). Activitățile și lectoratele cu părinții. În D.-C. Marin, M.-D. Bocoș, A. Todea & M. S. Pinte (2021). *Parteneriatul educațional școală-familie*, pp. 102 – 116. Cluj-Napoca: Editura Presa Universitară Clujeană.

David, C. (2015). Tulburările de învățare. În A. Roșan (coord), *Psihopedagogie specială. Modele de evaluare și intervenție*, pp. 244 - 259. București: Editura Polirom.

Fakolade, O. A., Adeniyi, S. O. & Tella, L.A. (2009). Attitude of teachers towards the inclusion of special needs children in general education classroom: the case of teachers in some selected schools in Nigeria. *International Electronic Journal of Elementary Education*, 1(3). URL: <https://files.eric.ed.gov/fulltext/EJ1052033.pdf>

Forlin, C., (2013). Changing paradigms and future directions for implementing inclusive education in developing countries. *Asian J. Incl. Educ.*, 1(2), 19–31. URL: [https://www.ajiebd.net/wp-content/uploads/2016/08/chris\\_forlin\\_final.pdf](https://www.ajiebd.net/wp-content/uploads/2016/08/chris_forlin_final.pdf).

Gerdes, J., Goei, S. L., Huizinga, M., & De Ruyter, D. J. (2022). True partners? Exploring family-school partnership in secondary education from a collaboration perspective. *Educational Review*, 74(4), 805823. DOI: <https://doi.org/10.1080/00131911.2020.1778643>. URL: <https://www.tandfonline.com/doi/full/10.1080/00131911.2020.1778643>.

Gherguț, A. (2005). *Sinteze de psihopedagogie specială. Ghid pentru concursuri și examene de obținere a gradelor didactice*. Iași: Editura Polirom.

Gherguț, A. (2006). *Psihopedagogia persoanelor cu cerințe speciale. Strategii diferențiate și incluzive în educație* (ediția a II-a revăzută și adăugită). Iași: Editura Polirom.

Gherguț, A. (2007). *Sinteze de Psihopedagogie specială. Ghid pentru concursuri și examene de obținere a gradelor didactice* (ediția a II-a). Iași: Editura Polirom.

Gherguț, A. (2016). *Educația incluzivă și pedagogia diversității*. București: Editura Polirom.

Gherguț, A., & Frumos, L. (2019). *Educația incluzivă. Ghid metodologic*. București: Editura Polirom.

Glava, A., & Glava C. (2003). *Introducere in pedagogia preșcolară*. Cluj-Napoca: Editura Dacia.

Glava, A., Pocol, M., & Tătaru, L. L. (coord.) (2009). *Educația timpurie, ghid metodic pentru aplicarea curriculumului preșcolar*. Pitești: Editura Paralela 45.

Gray, C., Wilcox, G., & Nordstokke, D. (2017). Teacher mental health, school climate, inclusive education and student learning: A review. *Canadian Psychology / Psychologie canadienne*, 58(3), 203–210. DOI: <https://doi.org/10.1037/cap0000117>. URL: <https://psycnet.apa.org/record/2017-31810-001>.

Hațegan, C. (2011). *Abordări structuralist-integrate în terapia tulburărilor de limbaj și comunicare*. Cluj-Napoca: Presa Universitară Clujeană.

Iucu, R. (2006). *Managementul clasei de elevi. Aplicații pentru gestionarea situațiilor de criza educațională*. Iași: Editura Polirom.

Katanani, H. J., Sakarneh, M. A., Alrahamneh, A. A., Awamleh, W., & Saaideh, N. M. (2023). Difficulties and obstacles in integrating students with disabilities in Jordanian schools. *Perspektivy nauki i obrazovania – Perspectives of Science and Education*, 65(5), 463-480. DOI: <https://doi.org/10.32744/pse.2023.5.27>

Kraska, J., & Boyle, C. (2014). Attitudes of preschool and primary school pre-service teachers towards inclusive education. *Asia-Pacific Journal of Teacher Education*, 42(3), 228-246. DOI: <https://doi.org/10.1080/1359866X.2014.926307>

Kilian, C., & Albulescu, I., (2009). *Copilul cu deficit de atenție și hiperactivitate. O abordare psihopedagogică*. Cluj-Napoca: Editura Presa Universitară Clujeană.

Levenstein, S., Prantera, C., Varvo, V., Scribano, Maria L., Berto, E., Luzzi, C., & Andreoli, A. (1993). Development of the Perceived Stress Questionnaire: A new tool for Psychosomatic Research. *Journal of psychosomatic research*, 37, 19-32. DOI: 10.1016/0022-3999(93)90120-5.

Manea, A. D. (2020). *Educația Incluzivă – Teorie și Aplicații*. Cluj-Napoca: Editura Eikon.

Manea, D. (2019). Managementul grupei de copii și al carierei didactice. În I. Albulescu, & H. Catalano (coord.), *Sinteze de Pedagogia Învățământului Preșcolar*, pp. 445 – 472. București: Editura Didactica Publishing House.

Marin, D.-C., Bocoș, M.-D., Todea, A., & Pinteș, M. S. (2021). *Parteneriatul educațional școală-familie*. Cluj-Napoca: Editura Presa Universitară Clujeană.

Marin, E. (2020). *Formarea cadrelor didactice pentru perspectiva sistemului educațional incluziv*. București: Editura Universității din București.

McSheehan, M. Jorgensen, C. Sonnenmeier, R., & Schuh, M. (2012). Essential Best Practices in Inclusive Schools. *Durham, NH: University of New Hampshire, Institute on Disability*. URL: <https://scholars.unh.edu/cgi/viewcontent.cgi?article=1069&context=iod>.

Nădășan (Cîmpian), A. D. (2020). Study Regarding The Integration Of Children With Adhd In Mass Kindergartens. In V. Chis (Ed.), *Education, Reflection, Development – ERD 2019*, vol 85. European Proceedings of Social and Behavioural Sciences, pp. 575-580. European Publisher. DOI: <https://doi.org/10.15405/epsbs.2020.06.58>.

Nădășan (Cîmpian), A. D., & Pop, A. (2022). Study-Teacher' Attitude Towards The Integration Of Children With Special Needs In Kindergarten. In I. Albulescu, & C. Stan (Eds.), *Education, Reflection, Development - ERD 2021*, vol 2, European Proceedings of Educational Sciences, pp. 406-411. European Publisher. DOI: <https://doi.org/10.15405/epes.22032.40> URL: <https://www.europeanproceedings.com/article/10.15405/epes.22032.40>

Neamțu, C., & Gherguț, A. (2000). *Psihopedagogie specială. Ghid practic pentru învățământul deschis la distanță*. Iași: Editura Polirom.

Neculau, A., & Boncu, Ș. (2005). Dimensiuni psihosociale ale activității profesorului. În A.

Obrusnikova, I., & Block, M.E. (2020). Historical context and definition of inclusion. In J. Haegele, S. Hodge, & D. Shapiro (Eds.). *Routledge handbook of adapted physical education*, pp. 65-80. London: Routledge. URL: [https://books.google.ro/books?hl=en&lr=&id=p3DLDwAAQBAJ&oi=fnd&pg=PT86&ots=hVyn3nyK6E&sig=ecVhIkrYtVGgEEi0iGtOn4zmKqI&redir\\_esc=y#v=onepage&q&f=false](https://books.google.ro/books?hl=en&lr=&id=p3DLDwAAQBAJ&oi=fnd&pg=PT86&ots=hVyn3nyK6E&sig=ecVhIkrYtVGgEEi0iGtOn4zmKqI&redir_esc=y#v=onepage&q&f=false).

Opre, A., Benga, O., & Băban, A. (2015). *Managementul comportamentelor și optimizarea motivației pentru învățare*. Cluj-Napoca: Editura ASCR.

Pânișoară, I.-O. (2015). *Profesorul de succes. 59 de principii de pedagogie practică*. București: Editura Polirom.

Pânișoară, I.-O. (2017). *Ghidul profesorului*. București: Editura Polirom.

Petrișor, A. E. (2015). *Managementul stresului în organizațiile educaționale*. Brăila: Editura Sfântul Ierarh Nicolae.

Pit-ten, C., Ineke, M., Markova, M., K., & Krolak-Schwerdt, S. (2018). Promoting Inclusive Education: The Role of Teachers' Competence and Attitudes. *Insights into Learning Disabilities*, 15(1), 49-63. URL. <https://eric.ed.gov/?id=EJ1182863>.

Preda, V.-R. (2014). *Efecte ale factorilor stresanți asupra cadrelor didactice. Managementul stresului*. Cluj-Napoca: Editura Argonaut.

Preda, V.-R. (2010). *Efecte ale stresului și strategii de coping la cadre didactice și elevi*, Teză de doctorat. Cluj-Napoca: Universitatea Babeș-Bolyai, Facultatea de Psihologie și Științe ale Educației.

Preda, V.-R. (2015). *Repere științifice pentru optimizarea educației speciale, educației specializate și integrate/incluzive*. În A. Roșan (coord.), *Psihopedagogie specială. Modele de evaluare și intervenție*, pp. 27 – 45. București: Editura Polirom.

Roșan, A., (coord.) (2015). *Psihopedagogie specială. Modele de evaluare și intervenție*. București: Editura Polirom.

Sălăvăstru, D. (2004). *Psihologia educației*. București: Editura Polirom.

Serdenciuc, N. L. (2019). *Orientări contemporane în teoria și practica învățării în grădiniță*. În I. Albușescu, & H. Catalano (coord.), *Sinteze de Pedagogia Învățământului Preșcolar*, pp. 519 – 545. București: Editura Didactica Publishing House.

Stan, L. (2014). *Pedagogia preșcolărității și școlarității mici*. București: Editura Polirom.

Vrășmaș, E., & Vrăjmaș, T. (coord.) (2012). *Educația incluzivă în grădiniță: dimensiuni, provocări și soluții*. UNICEF România, București: Asociația RENINCO.