

The needs of the SEN students at Colegiul tehnic de Alimentatie si Turism D. Motoc, Galati, Romania after applying the questionnaire to 100 students, aged 15- 18.

So far, based on the official documents and evaluation, there are 13 SEN students in our school.

As a general conclusion, stated by the psychologist Gina Panait, they have the same rights and needs as any other children. It is true that alongside the general needs and other needs with particular character, specific to the type of disability, they need extra attention, individualized education, a lot of patience and understanding. Thus, when working with these children we should have in mind the child and not the disability.

Social and relational needs

- The need for inclusion of students with SEN together with the other students in regular schools,
- The need to ensure support services that reduce deficiencies and discrimination
- The need for integration in the class
- The need for encouragement and appreciation
- The need for empathy, tolerance, acceptance by the group and affiliation
- The need for social integration and employability after graduation
- The need for protection against any form of abuse or neglect;

Emotional needs

- The need for love, attention, approval, respect, stability and safety
- The need for love and emotional security is accomplished by the warm and affectionate relations within the family and also by the social environment. Approval and acceptance from others is the key to developing self-acceptance and self-approval.
- The need for esteem, for self-confidence, for feeling valuable and useful
- The need for self-realization which aims at building a positive self-image and self-control ability
- Family and school must also meet the child's need to have role models
- The need for stimulation through new experiences is ensured in particular through the game, the main activity of the child until school age. Lack of stimulation causes retardation in the cognitive development and language acquisition. Impossibility to live new experiences is to be found under various forms of under-stimulation or sensory, social or emotional deprivation.

On the other hand, overstimulation has its negative effects, too: anxiety, fatigue and sleep disturbances.

- The need for appreciation and reward: the child needs to be rewarded for his little successes and efforts. To become confident, the child needs to be encouraged and rewarded. Adult to child requirements must be according to the child's potential. An excessive burden on the child could demoralize him and a task too easy for him could not bring sufficient complacency. It is very important that both parents and educators / teachers should avoid negative reward or ridicule the child when he has not completed a task

or when he was wrong because this could lead to a hostile attitude of the student towards learning or to the refuse to exercise/learn.

- The need for accountability and recognition of his independence by the others

The school has an important role this time, too.

Failure to satisfy this need leads to deficiencies in the skills of self-control and planning, to the young tending to behave impulsively, to the inability to defer immediate gratification of needs, to disregard the rights of others, meaning to irresponsibility.

Educational needs:

- The need to be educated in regular schools along with other normal children;
- The need to be ensured their specialized services (rehabilitation, educational therapy, school counseling, medical and social assistance) in that school;
- The need to benefit from individualized support programs depending on the type of their disability - to work differently, to be stimulated cognitively for developing his learning ability and to have exploited his potential to the maximum.
- The need to equalize the chances of access, participation, social and school integration.

The Public school that became inclusive school should have:

- material and technical equipment: specialized classes (physiotherapy, speech therapy), devices for different types of impairments, adapted educational means;
- ensuring appropriate human resources (specialists in the pedagogical field and itinerant teachers);
- functional adaptations to the buildings (building modifications, ramps and escalators)

The teacher of the integrative school will have a number of goals for improvement and professional self-improvement, such as:

- To be able to point out the strengths and interests of each child and use them for the internal motivation in the educational process.
- To know to set ambitious goals but differentiated, adequate to the respective student, which requires a differentiated assessment.
- To formulate appropriate expectations for each student, whatever his capabilities. This ability of the teacher allows all students to become members of the class and school.
- To know how to use a teaching style based more on activities rather than on the frontal intervention.
- To know how to provide daily conditions for each student to have success.

Integrative school teacher's skills are useful to:

- Be aware that he/she is responsible for every child in the class.
- Know the different teaching strategies and know how to use them effectively.

- Work as a team with the parents and the other professionals dealing with the child
- To perceive working with each member of the class as an opportunity for professional achievement and not as a problem that he or the others have to solve.
- Be flexible and demonstrate a high degree of tolerance.

School psychologist,

Gina Panait

Translated by Daniela Bobocea

CTAT D. Motoc, Galati, Romania