PRESENT AND FUTURE ASPECTS ON THE INTEGRATION OF CHILDREN WITH MENTAL DEFICIENCY

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Abstract

The experimental research aimed at examining the main abilities, skills, adaptive behaviors in the case of school children with mental deficiency, in order to implement some effective personalized educational programs, applied in the area of social integration, within the integrated school environment. We intended to depict a perspective on the influences of mental deficiency on the social development of pupils with mental deficiency, but also the extent to which the general education system is ready to provide appropriate educational services for this category of children. The comparative study was developed in two samples of pupils with mental deficiency, integrated in regular education and in special schools. We have delimitated a series of different aspects, but also similar ones within social development in the two considered groups of pupils. Some levels of social integration were also found, on areas of interest, representative for the current stage of school integration in the case of children with mental disability. Out of the obtained results within the research, it is imperatively required to reconsider the role of all involved factors in the social integration of children with mental deficiency. School integration has the task of optimally solving, in the future, the issue of the necessary human and material resources in order to ensure appropriate educational support services for the needs of pupils with mental disabilities.

Keywords: pupils with mental deficiency; integrated school environment; areas of social integration; adaptive behaviors and skills; personalized educational programs

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