

## INTEGRATION OF STUDENTS WITH LOCOMOTOR DISABILITIES IN THE REGULAR SCHOOL

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### *Abstract*

*Having a student with locomotor disabilities in a classroom is often a challenge for the teacher because they have to invest more time, physical strength, and effort to use strategies so each child is able to learn. The teacher ensures that they do not differentiate between the students and promote democratic values: each student deserves to receive an excellent education regardless of circumstances. The goal of this study was to create recommendations for teachers that work with students with locomotor disabilities in the regular school. In writing this paper, the researcher used mixt methods research. The hypothesis used is this study was that teacher training to work with the students with locomotor disabilities in the regular school has been deficient. That hypothesis was validated during the research. The following data collection instruments were implemented during this study: opinion survey, interviews, and observation sheets. There were 19 participants in this study: two classes of students from the island of Sao Miguel in the Azores (nine volcanic islands in the Atlantic Ocean, 1.360 km west of Lisbon, Portugal), one student from Romania, ten teachers from Romania, and six teachers from the Azores. The data from this study indicated that teachers recognized that their instructional strategies for working with students with locomotor disabilities was inadequate, and teachers expressed a strong desire for help to improve their knowledge and skills. From the literature in the field and from teacher ideas, this researcher developed some recommendations for teachers to consider.*

*Keywords: locomotor disabilities; regular school; students; teachers; instruction*

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