

SUPPORTIVE ENVIRONMENT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

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ABSTRACT: IN THE MASSIVE CASE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS ARE EDUCATED CONGRUENTLY WITH CHILDREN IN NURSERY SCHOOLS. THE LEGISLATION IN BULGARIA GIVES THE OPPORTUNITY FOR WORKING WITH THEM IN CONJUNCTION WITH GROUPS CONSISTING OF OTHER CHILDREN IN THE NORM AND FOR WORKING INDIVIDUALLY IN A RESOURCE ROOM, EQUIPPED WITH THE NECESSARY TECHNICAL EQUIPMENT AND DIDACTIC TOOLS OR IN THE CABINET OF THE REHABILITATOR OR THE SPEECH THERAPIST. IN ORDER FOR THE EDUCATION TO BE EFFECTIVE, THESE CHILDREN NEED TO BE INSURED WITH A SUPPORTIVE ENVIRONMENT, WHICH INCLUDES SEVERAL COMPONENTS. THE SUBJECT OF THIS TEXT IS PROVOKED BY THE RECENT YEARS' CIRCUMSTANCES, WHICH SHOW AN INCREASING NUMBER OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS. THIS RESULTS IN A NUMBER OF QUESTIONS RELATED TO THE NEW FUNCTIONS OF PRESCHOOLS, ONE OF WHICH IS THE PRESENCE OF A SUPPORTIVE ENVIRONMENT.

KEY WORDS: CHILDREN WITH SPECIAL EDUCATIONAL NEEDS, PRESCHOOL AGE, INTEGRATED ENVIRONMENT, SUPPORTIVE ENVIRONMENT, INDIVIDUAL EDUCATION PROGRAMS

THE actuality of the problem for the creation and organization of a supportive environment in the education of children with special educational needs (SEN) is unquestionable. This actuality particularly corresponds to the new concept of pre-school education, according to which the inclusion of these children as a priority natsyalostnata reform in the Bulgarian educational system.

THE right of inclusion of children to education systems is most clearly stated in the Declaration of Salamanca and the accompanying Framework for Action, which stressed that schools have to change and adapt. UN Standard Rules note how important inclusion is provided with the necessary resources [3, p.6]. In response to this document the rights of children with SEN is guaranteed by the National Strategy for protection and social integration of children with disabilities in Bulgaria, which is in accordance with the UN Convention on the Rights of the Child, Law on Child Protection, the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities and other fundamental international documents on the rights of people with disabilities. [2] Principles enshrined in the strategy are in line with the UN Convention on the Rights of the Child. Are guaranteed the following rights of children with SEN: complete, independent and dignified life; active participation in public life; information and express opinion on all matters concerning him; access to quality education, vocational guidance and training; unconditional access to health, medical and social rehabilitation; entitled to special care and support, contributing to the maximum development of talents of children with disabilities.

OPERATIONAL objectives defined in the National Strategy for protection and social integration of children with disabilities in Bulgaria, refer to: change public attitudes towards children with disabilities; creating an accessible environment (removal of architectural barriers, providing specialized transportation, communications, etc.); mainstream schools and kindergartens to become architectural, informational and communicative accessible to all children with SEN; all children with SEN and school age to be covered by the educational system.

IN Bulgaria children with special educational needs are taught together with children in kindergarten. regulatory Legislation in Bulgaria allows them to work as in the group with children in norm and individually in a resource room, equipped with the necessary technical equipment and teaching aids, or in the office of physical therapists and speech therapists. For effective training and education of these children is necessary to provide a supportive environment, including a number of components. But organized so far supportive environment is not sufficient to implement a comprehensive policy for inclusive education because there are still a large number of children are not covered in preschools, and many others are at risk of dropping out, received in mainstream schools.

THE underlying factors associated with handling problems in this paper are listed below:

Children with special educational needs. These are children with various disabilities - sensory, physical, mental (mental retardation), multiple disabilities; linguistic and speech disorders; learning difficulties.

Integrated education. This is "embedding" or "socialization" of these children in all interactions and situations in kindergarten and beyond and opportunities for personal expression. This is a constant process of inclusion and cohesion. In terms of integration children need to learn not only knowledge, skills and competencies. Through effective methods, techniques and forms of work teachers and resource teachers need to work for the immediate application of that knowledge and practical skills in real situations. Training and education of children with SEN must fully comply with their individual potential for development. One of the basic principles of integrated education is that all children should learn together, wherever and whenever possible, regardless of their difficulties. The aim is social integration and active involvement of children in real life - in the family and in society.

Inclusive (including) education. In literature and international law are increasingly found the concept of "inclusive education". This is inclusive or inclusive education. We shall not pay special attention to the discussion that is going in terms of the terminology used in conjunction with the overall work with children with SEN. In recent years the term integrated education (the underlying legal documents) are increasingly using concepts such as inclusive education and inclusive education. Shall only note that in terms of the content of these concepts are not identical. Anyway, integration and building a supportive environment in the education of children with SEN are deeply connected with the introduction of inclusive education in Bulgaria - "In summary: what is" inclusive / inclusive education "? The basic concept underlying the inclusive education is that every child has the right of access to quality education in the school system and is able to learn. In this sense, every child, regardless of differences based on age, gender, ethnicity, disability or other barriers to learning can and should be educated in a mainstream school. Inclusive education seeks to meet the needs of every child, with particular attention to groups of children who are at risk of being socially isolated or excluded from mainstream education." [1, p.105-106]

Supportive environment for children with special educational needs. Generally the content of this concept include accessible architectural environment and adequate information environment (teaching aids and equipment, teaching materials, teaching aids, etc.) in kindergarten, where integrated train and educate children with special educational needs and the availability of psychological and pedagogical support from a team of experts and developed individual training programs for each child. It includes: accessible architectural environment; a team of professionals (teachers - special educators, resource teachers, psychologists, speech therapists, rehabilitation of hearing and speech, etc.) as well as parents, carers or guardians of children with SEN; individual educational programs; if necessary - educational programs on special subjects for hearing impaired children and children with impaired; teaching materials, teaching aids, special teaching aids and equipment, specialized software and other products.

SOME of the components of the supporting environment are:

Accessible environment. Development of inclusive education and modern conceptions of the learning process in consideration of the concept of "school environment" in a broader sense.

Physical access building of kindergartens and open spaces to them - adapted approach and entrance, bathroom, appropriate marking, furniture and equipment, availability of resource equipped office, speech cabinet set the standard for the physical environment. The physical environment in which instruction and education is important not only for children with SEN, and for other children in preschools, their teachers and parents. Can be seen as part of the environment, which includes institutional environment, infrastructure, communications and ergonomic conditions and factors (noise, lighting, design of premises, temperature, vibration, sound and visual signals).

THE physical environment in childcare should include the provision of: accessible, welcoming and safe architectural environment; preconditions for successful training and education; healthy environment.

DORMITORIES must also meet a number of requirements. It is the entrance to the bedroom to allow for the passage of carts for children with CP. Possible children with SEN is desirable to sleep on beds, close to the exit to intervene teaching or support staff as needed.

Information and communication access. Here we can treat the possibility of access to information technologies, supporting the education of children with SEN - multimedia presentations, sign language and a number of alternative ways of getting information.

A team of experts (teachers - special education teachers, resource teachers, psychologists, speech therapists, rehabilitation of hearing and speech, etc.) as well as parents, carers or guardians of children with SEN.

ALL specialists supporting the process of inclusive education are part of the supportive environment. Along with the above professionals with different profiles of training, they are also social workers, educators in preschools, parents, carers or guardians of the child and his peers, but also social and carers of children with multiple disabilities.

WILL be just some of the participants in the process of integration of children with SEN.

Teachers in kindergartens. As an active part of the supportive environment preschool educators participate in within-Support Team training and education of children with SEN. They are acquainted with the documents of children entering kindergarten, presented with recommendations for the type and form of training. Together with other specialists from the team involved in developing individual educational programs for children with SEN. On this

basis, planning specific tasks to work with the child in the group. Track development, share experiences and seek assistance from his colleagues.

Resource teachers. These are professionals who support children with SEN in kindergartens. Furthermore, they interact with the teachers and the parents of these children. Resource teachers are some of the professionals, through which resource centers operate. All of them provide children with SEN psychological and pedagogical support for: correct and compensate the damage, disruption or difficulty; support educational process to achieve the state educational requirements for pre-school education; stimulate the overall development of successful social adaptation and integration.

Resource centers. Their overall activity is related to support the process of integration of children with special educational needs in mainstream education. They support kindergartens in planning the necessary resources and material and technical basis and adaptation of space in the kindergarten to provide quality educational process of integrated children. Their main functions are: consultative, educational, rehabilitation and coordination function.

EXPERTS from resource centers advise as parents of children with SEN and their teachers in mainstream kindergartens. They contribute to the implementation of different types of therapy according to the individual needs of children (art therapy, music therapy, physical therapy, sensory stimulation, etc.) During the pedagogical situations and interactions within the group.

SIGNIFICANT activities are available resource centers perform in helping educative work with children with SEN. These activities relate to:

- implementation of early educational impact of children with special educational needs;
- part in each team for complex educational assessment to the regional education inspectorates in assessing the educational needs of children and their orientation training;
- participation in the development of individual programs for training and development of integrated children together with the teams in kindergartens;
- development of teaching materials to support the training and education of children with special educational needs and materials to promote integrated education.

Complex educational assessment. Building and organizing a supportive environment is impossible without implementation of complex educational assessment of children with special educational needs at the entrance of mainstream education. It provides answers to many important questions such as:

- What is the specific difficulty of the studied child and how it affects the process of its training and education;
- What social and academic skills has child at the time of his complex evaluation;
- What is the possibility of using countervailing factors;
- What is the most appropriate form of education and training;
- There is a need for additional tools and more.

Individual educational programs. They are developed by internal school teams to support the training and education of SEN children in kindergartens. I will not dwell on the content of these programs.

IN conclusion we note that the integrated education of children is successful when organized and conducted by the kindergarten together with the resource center. Children with SEN and studying together with children the norm. It is therefore essential to have a

supportive environment which encourages the acquisition of knowledge, skills and competencies and to correct the deviations in their development and well-trained preschool teachers and resource teachers.

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