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**METHODOLOGICAL AND EXPERIENTIAL APPROACHES OF
SUPPORT TEACHER IN VALORIZATION OF
INDIVIDUALIZED TEACHING OF STUDENTS WITH SEN**

SPECIALTY 531.01 – GENERAL EDUCATION THEORY

Summary of PhD Thesis in Pedagogical Sciences

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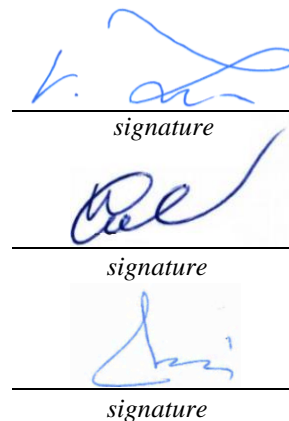
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LIST OF ABBREVIATIONS

SEN – special educational needs

PIP – personalized intervention plan

LTP – long-term planning

EG – experimental group

CG – control group

IIEP– International Institute for Educational Planning

OECD – Organization for Economic Cooperation and Development

UNESCO – United Nations Educational, Scientific and Cultural Organization

UNICEF – United Nations International Children's Emergency Fund

UN – United Nations

CONCEPTUAL GUIDELINES OF RESEARCH

Topicality and Importance of Theme

The inclusive education approach promotes a modern vision according to which there is a need to develop methodologies aimed at relating the general curriculum to the respect of educational needs and the potential of the student in order to ensure school success. The mission of the school in the current context is to meet learning needs by developing individual potential, promoting tolerance and a favorable attitude of non-discrimination and lifelong learning. The issue of education for children with SEN has been and remains current, being considered an integral part of the education system focused on well-established objectives: the intervention of educational factors in their recovery and inclusion at the school and social level. The holistic vision is to offer equal opportunities to all students, to ensure access to education and learning opportunities regardless of the level of physical, intellectual and emotional capacities.

The values promoted by the modern school are: a quality education for each student (typical and atypical), the manifestation of respect and appreciation, the achievement of social and educational inclusion, participation in the development of individual potential to the highest limit. Under current conditions, education is undergoing continuous evolution against the background of the interaction of correlations between the basic actions of the educational process (teaching, learning and assessment) and their individualized approach in various situations and contexts. A series of general concepts are used: "friendly school", "student-centered education", "education for all", concepts that aim at the same common aspect: ensuring an equitable quality education for all children.

Within this general framework, the status of the support teacher and his/her role in making the educational process more efficient by ensuring the school success of the student with SEN is outlined. The intervention of the support teacher is carried out against the background of the educational partnership with the classroom teacher by setting up a team of education professionals with the well-established goal of including the special child. Recent research has demonstrated and highlighted his/her contribution in the individualized treatment of instruction through involvement and direct participation in the educational process. The importance of the support teacher's contribution lies in the functions he performs: the creation of adapted teaching materials, the use of specific working tools, the application of adapted assessment tools, involvement in school and extracurricular activities.

Description of Situation in Research Field and Identification of Research Problem

The phenomenon of individualized instruction has been a constant concern of researchers on this topic at the international level, at the level of studies conducted in Romania and research in the Republic of Moldova.

At the **international level**, a series of researchers in the field of psychopedagogy stand out who issue opinions that represent landmarks in the current approach to inclusive education through the implementation of individualized instruction centered on the student. Thus, the authors in the international specialized literature with valuable analyses in this field are: J. Piaget [27], H. Gardner, C. Freinet, C. Erikson [25], E. Dewey [13], L. Vygotsky [26], A. Bandura, the details of their opinions being carried out in Chapter I. The mentioned researchers analyze the issue of individualization in education from their own perspectives, highlighting the important elements on which the entire learning approach should focus depending on the student's cognitive development, psychosocial development, sociocultural development, experiential development related to the types of intelligence.

In **Romania**, the issue of including children with special educational needs and ensuring equal opportunities in education is a priority concern for specialists in this field against the background of promoting education for all with the aim of achieving the normalization process. Recent research studies aspects related to educational policies and practices with reference to children with SEN, clarifying the theoretical and practical background of inclusion in the school environment. Among the researchers who have delved into these aspects are: A. Ghergut [14, 15], M.D. Bocos [2, 3], S. Cristea [10, 11], I. Radu [19], E.Vrasmas [21, 22], etc. In general, the specialized literature in Romania has analyzed the school curriculum specific to inclusive schools, made references to the individualized educational program, presented the categories of disabilities/deficiencies and, based on them, presented models and forms of achievement. The unanimous opinion of Romanian researchers is that a psychological and educational assessment of children with SEN is required and that the problem must be addressed through new assistive technologies that allow easy access to quality education.

In **the Republic of Moldova**, the issue of individualized instruction has been a constant concern of researchers: N. Bucun, S. Toma [4], V. Chicu [9], V. Balan, L. Borta, V. Botnari, D. Ginu, M. Sevciuc [1], A. Racu [19], A. Danii [12], V. Rusnac [20], A. Cara [5]. The mentioned authors analyzed the educational aspects of the inclusion of students with SEN seen as a branch of special psychopedagogy, but also as solutions for modern didactics to address the diversity of students at the preschool and school levels, clearly demonstrating the current trend of including them in mainstream schools in a flexible manner. Researchers from the Republic of Moldova consider that the inclusive school is a challenge from the perspective of practising teaching-

learning activity by identifying and supporting atypical children and creating the conditions for the professional enrichment of teachers.

The current general trend is to avoid the segregation of schools: general and special, respectively with children with normal development and children with learning difficulties. Within the general school, the two categories must function successfully with the provision of support and resources for both students and teachers.

It is found that, at the theoretical level, the problem studied is scientifically substantiated, is intensively researched and analyzed and a complex and well-made information structuring has been achieved. At the level of educational practices, elements are highlighted that are reminiscent of the concept of inclusion in terms of policies and culture only at a declarative level. The theoretical support demonstrates to us concretely the formulas for implementing inclusive education, but in practice there are numerous problems, a lack of in-depth knowledge of the related concepts and, especially, an inefficiency at the level of correlation between the general curriculum and the specific curriculum by permanently reporting on the psycho-individual and age peculiarities of the learners. Under current conditions, an efficient approach to individualizing learning is required because the number of students with special needs is continuously increasing, and learning difficulties have a high share, therefore requiring an adequate implementation of the school curriculum adapted to the problems.

The research problem concerns the activity of the support teacher and his/her intervention in the inclusion process and in individualized instruction at the level of mainstream schools where inclusive education is achieved by intensifying collaboration with the classroom teacher, of the effective interaction that aims to develop an effective strategy that results in the school success of the student with SEN. A less successful treatment of school inclusion at the primary level is noted against the background of the collaborative relationships between the two factors favoring learning, low level of awareness of the role of support teacher, insufficient information regarding the mainstream school's efforts to request support services and a lack of professional teaching in the level of competences to address the issue of individualization in educational practice.

In this context, it is necessary to establish the framework for organizing individualized instruction for children with SEN based on a rigorous knowledge of the procedures for requesting support services, intensifying interactions between the classroom teacher and the support teacher with an emphasis on the latter's activity and basing it on rigorous scientific teaching adapted to the educational requirements of children with learning difficulties.

The object of research is the intervention process of the support teacher in organizing individualized instruction for students with SEN.

Research Purpose: to substantiate and valorize on the methodological framework for the intervention of the support teacher in organizing individualized instruction for students with SEN.

Research Objectives:

1. Analytical interpretation of the concepts of integration and inclusion of students with SEN;
2. Analysis of psychological, pedagogical and methodological approaches to the issue of individualized instruction of students with SEN;
3. Establishing the conceptual and methodological framework for the intervention of the support teacher in organizing individualized instruction of students with SEN;
4. Developing the continuous teaching program for the support teacher from the perspective of individualized instruction of students with SEN;
5. Experimental validation of the continuous teaching program for the support teacher from the perspective of individualized instruction of students with SEN.

Research Hypothesis

The intervention of the support teacher in organizing and implementing individualized instruction of students with SEN will be effective when this approach focuses on: a multi-aspect determining psychological, psychopedagogical and didactic framework; pre-process, process and post-process collaboration with the classroom teacher; retroactive, active, prospective and contextual/situational interventions; synchronous and asynchronous approach to the individualized instruction process of students with SEN.

Research Methodology

To achieve the established objectives, a set of complex methods systematically organized and adapted to the topic of the present research was used. Thus, the methods used were classified as follows:

- *Methods specific to the theoretical dimension:* analysis of the specialized literature from a pedagogical, psychological and methodological point of view on the research topic, its interpretation and valorization;
- *Methods specific to the experimental dimension:* use of empirical data collection methods: questionnaire method; case study method;
- *Methods specific to the statistical dimension:* application of statistical-mathematical methods with the help of diagrams and tables.

The experimental sample was made up of:

- 10 full-time support teachers belonging to the “Constantin Pufan” Drobeta Turnu Severin Inclusive Education School Center;
- 18 students with SEN – with different pathologies belonging to the "Constantin Negreanu"

Secondary School in Drobeta Turnu Severin.

The novelty and scientific originality of the results obtained emerge from the two-dimensional approach to individualized instruction of children with SEN in primary education under the conditions of the active involvement of the support teacher in this process.

1. Theoretical substantiation of the intervention of support teacher in the organization and implementation of individualized instruction of students with SEN from the perspectives of:
 - *psychological*: respecting the psychological peculiarities of students with SEN from different groups in order to identify the mechanisms for implementing their individualized instruction;
 - *psychopedagogical*: a) developing the concept of individualized learning of students with SEN in the conditions of secondary education through the retroactive, active and multiple and prospective involvement of the support teacher in this process; b) valorizing on new ways of collaboration between the classroom teacher and the support teacher: at the pre-process, process and post-process levels;
 - *pedagogical and teleological perspective*: establishing the specific intervention competences of the support teacher in organizing and implementing individualized instruction for students with SEN at all stages of planning, organizing, implementing and monitoring this process through curricular adaptation and development;
 - *didactic perspective*: synchronous and asynchronous implementation of the instruction process for students with SEN through planned and synchronized didactic interventions with those carried out by teachers in the classroom, contextual/situational didactic interventions, generated by the behavior of students with SEN and punctual didactic interventions, specific to a particular student;
 - *managerial perspective*: creating favorable conditions and environments for individual instruction for students with SEN and as an optimal intervention of the support teacher in this process.
2. Methodological substantiation of the intervention of the support teacher in organizing and implementing individualized instruction for students with SEN in six steps: studying the particularities and learning needs of students with SEN; curricular adaptation, application of the adapted curriculum, monitoring of the individualized instruction process; involvement of students with SEN in extracurricular activities; creation of favorable environments for the implementation of individualized instruction of students with SEN.

3. Substantiation of the professional competences specific to the support teaching staff focused on the activities of knowledge, design, realization, communication, collaboration and correlated with the generic competences of the teaching staff:

- *the legal perspective* implies compliance with the legislative framework in order to develop the system of substantiation of policies regarding inclusive education in the context of current education.

The scientific problem solved was the creation of a framework for relationships and collaboration between the classroom teacher and the support teacher in deepening the individualized instruction of students with SEN.

The epistemological basis of the research was based on a series of theories promoted by established international specialized literature and which are recognized worldwide. The theories or concepts are presented in detail throughout Chapter I and are the following: "stage theory of cognitive development of the student" (Jean Piaget), "theory of multiple intelligences and learning styles" (Howard Gardner), "theory of experiential learning" (David Kolb), "theory of psychosocial development of the student" (Erik Erikson), "theory of sociocultural learning and the zone of proximal development" (Lev Vygotsky).

The practical importance of the results lies in the two-dimensional approach to inclusive educational activity: the pedagogical approach specific to the methodological activity exercised by the support teacher in collaboration with the teacher in mainstream education with applicability to the early childhood segment through a thorough and scientifically well-founded professional teaching and the psychological approach by identifying potential beneficiaries of educational services according to the criterion of the stringent need for individualized intervention in order to recover cognitive, socio-affective, behavioral deficits. The research projects the general framework for the functioning of inclusive learning and structures the category of professional competences that teachers must have and, based on which, to direct the educational process of inclusion of children with SEN.

The theoretical significance of the research consisted of the following:

- developing the theory of individualized instruction of students with SEN by epistemologically consolidating the notions of "inclusion", "adaptation", "individualized curriculum", "specific professional competences", "support teacher", individualization and by establishing the psychological, psychopedagogical, pedagogical, didactic and managerial principles of intervention of support teachers in organizing and implementing individualized instruction of students with SEN;

- developing the intervention methodology of the support teacher in organizing and implementing problem-based instruction of students with SEN by conceptualizing curricular adaptation and modernization at the level of purposes, contents and processes, by valorizing on didactic actions specific to individualized instruction of students with SEN: anticipated, simultaneous, contextual, punctual, prospective;
- modeling the profile of the support teacher, focused on the specific competences of organizing and implementing individualized instruction of students with SEN in the context of professional duties.

The implementation of research results was achieved by adapting the curriculum to primary school students from the perspective of individualizing the teaching of students with SEN included in mainstream education and structuring informational and methodological support in the form of professional competences.

The results were obtained by conducting specialized studies on research topics and publishing them in specialized journals at national, international and international scientific conferences.

Publications on the theme of thesis: During the research, about 10 scientific articles were published in specialized journals, indexed in international databases, as well as in the materials of scientific conferences.

Thesis volume and structure: the thesis includes 143 basic pages, of which an introduction, 3 chapters, general conclusions, recommendations, bibliography with 166 cited sources, 7 appendices. The work includes 41 tables, 19 figures.

Keywords: students with SEN, individualized teaching, support teacher, school integration, school inclusion, adapted curriculum, modified curriculum, professional competences, personalized intervention plan, individualized design, normalization, professional cooperation, retroactive intervention.

THESIS CONTENTS

In the **Introduction**, the topicality and importance of the problem addressed were presented, the situation in the research field was described, the problem, object, purpose and objectives of the research were formulated. Also, the research hypothesis, the novelty and scientific originality of the obtained results, the theoretical significance, the applicative value, the approval of the results were presented, the research methods were described, the publications on the topic and the keywords were presented.

In Chapter I "*Theoretical Framework of Individualized Teaching of Students with SEN from Perspective of Support Teacher's Functions*" the concepts of integration and inclusion of students with SEN, individualized instruction from a psychological, pedagogical and methodological perspective, as well as the status and functions of the support teacher are addressed.

The issue of instruction of students with SEN is a constant concern of specialists using a series of concepts such as: integrated education, inclusive education, inclusive school and school inclusion. Referring to the phrase special education, we mention that it was considered a component of the public system whose object was the education of students with deficiencies within special institutions separate from school units. Currently, this phrase has been replaced by "special education", and the disabled student has been renamed a student with special educational needs.

The concepts of *integration* and *inclusion* are central ideas, with particular attention paid to barriers and issues of inclusion and equity in education, parental participation and other support services. All citizens have an equal right to education, at all levels and in all forms, regardless of gender, race, nationality, religion or political affiliation and regardless of social or economic status, this right being provided for in normative acts. Analyzing the specialized literature, it is found that inclusive education has developed based on the concept of integration with the highlighting of specific differences: integration aims at assimilating students with SEN into mainstream or general education by adapting to the school, which remains largely unchanged, and inclusion proposes as a vision the continuous adaptation of institutions and the educational system to the needs of children.

Integration is defined as an action by which we include, encompass, harmonize into a whole, a process that can only be achieved in a close relationship with social integration and aims to incorporate the individual into social units and systems.

In the view of the author A. Ghergut, "school integration represents the process of educating children with or without disabilities in the same space and under the same conditions, aiming at the full participation of all children in school and extracurricular activities" [16]. Developing on the basis of what has been mentioned, school integration targets all students regardless of physical and mental development, with the emphasis on their general participation in teaching through a general approach and not specific to individual needs.

Inclusion targets aspects related to changing attitudes and practices on the part of individuals or institutions in order to participate equally in the life and culture of the community from which they come, of all people, even those considered "different" from the perspective of deficiencies. Inclusive education promotes the removal of barriers to learning and the participation

of vulnerable people exposed to marginalization and exclusion. In this sense, a broad process of permanent improvement of the exploitation of existing resources is envisaged, especially the human resources for the participation in the educational process of all students in the community.

Comparatively analyzing the two concepts, it can be said that **integration** represents a process of assimilation of the student within mainstream education and through it he adapts to the school but it does not register major changes, while **inclusion** supports the idea that the entire educational system must endure changes and adapt to the needs of the student [23; 24].

If through **integration** measures are taken to effectively place children with special educational needs in mainstream schools without guaranteeing interactions between them and establishing a normal educational path, **inclusion** consists of adapting existing resources and correlating them with the new educational requirements of students with SEN.

The conclusion is that there is a major difference between the two concepts: in the case of integration, the child is obliged to cope with the requirements by seeking the means to increase adaptation to schooling, while inclusion implies that the school finds adequate means to respond to the particular needs of students regardless of their potential. Therefore, integration is considered a first step in achieving inclusion with the aim of placing students with SEN in mainstream schools by adapting the curriculum, thus reflecting an open educational system with appropriate intervention regardless of needs.

The modern vision of learning places at the center of educational interests the adoption of structures, contents and forms to facilitate the development of students and the higher level of valorization of their potential. Achieving the goals of the educational process requires individualized treatment of students by knowing the psycho-individual and age-related particularities in order to design and apply specific strategies with a role in enhancing school performance.

In this sense, the organization of the entire educational process must be carried out according to the **principle of individualization**, which is also called in the specialized literature the "principle of accessibility" and involves reporting on the real possibilities of students from the perspective of physical and intellectual potential, achieving concordance between learning tasks and the psycho-pedagogical particularities of students through a gradual evolution from simple to complex, from particular to general. This principle requires a dimensioning of the educational contents, an adjustment of the demands to which we subject the students and an optimal relationship between the formulated requirements, the specifics of the personality as well as the effort made in fulfilling them.

The centering of the educational process on the principle of individualization is expressed

as a necessity against the background of the relationship between learning and development through which the information with which the student comes into contact is assimilated with the help of cognitive structures that know a continuous adaptation to the new contents favoring learning.

In our vision, the individualization of learning is directly related to the psychological profile of the students which confers a character of uniqueness and unrepeatability and is based on a deep, real knowledge of the learners in order to establish appropriate pedagogical actions in order to make the educational process more efficient by offering the possibility of teaching and affirmation.

The issue of individualized instruction of students with SEN requires an approach from several perspectives: psychological, pedagogical and methodological for a deepening of the concept and a multidimensional treatment.

The psychological perspective has been addressed in the specialized literature by several authors including G. Bulat and D. Ginu [1], V. Rusnac [20], highlighting the knowledge of the psychoindividual peculiarities of the student with SEN for an adequate individualized treatment according to the typology to which they fall. Educational purposes from a psychological point of view pursue a series of defining aspects that must be taken into account in the planning and organization of the educational process:

- development of mental and physical capacities according to the principle of normality;
- implementation of programs to stimulate the deficient potential by developing functions that replace these aspects;
- stimulation and development of the motivational dimension by creating an affective climate specific to learning;
- development of socialization competences and relationships with people around them by ensuring progress at the communicative and cognitive level;
- development of positive personality traits and adaptive behaviors [8].

From a **pedagogical perspective**, individualized instruction is focused on developing students' competences to the maximum potential by applying appropriate teaching tasks, specific methods of implementation, and adjustment procedures based on individual psycho-individual characteristics.

Individualized pedagogical design is based on aspects that address the educational needs of students with SEN, curricular adaptations/modifications, establishing appropriate methods, creating a favorable climate, and applying different organizational strategies. Individualized

instruction brings more benefits to children with special needs from the perspective of developing independent work techniques, stimulating originality and creativity, and capitalizing on previous experiences.

Within this organized framework of individualized instruction, the intervention of the support teacher is outlined, delimiting the role and specific actions. A brief definition is recorded in the specialized literature according to which "the support teacher is a new actor, with a major role in optimizing the educational process in classes where integrated education is carried out" [15]. In the context of inclusive education, the need for specialized intervention on his part is increasingly emerging through the functions he performs: as a mediator and collaborator with the teacher in mainstream education with specific competences in individualizing the learning of children with SEN.

The support teacher/support teacher carries out his activity in a school or several schools within the community, offering support through direct participation in the educational activities of students with SEN. "He is a good advisor and partner for teachers and parents, and for the student with SEN - a supporter, teacher, tutor, therapist, counselor, mediator, case manager, consultant and, last but not least, friend" [22].

The need for support arises against the background of the action of factors that generate barriers to learning, factors that are social, emotional, physical, cognitive, therefore it is necessary to intervene at the appropriate time.

The activity of the support teacher/support teacher begins with the initial diagnosis by carrying out psycho-pedagogical investigations aimed at establishing the student's level of schooling. The preliminary analysis has as concrete measures the establishment of the intervention areas and the intervention plan related to the subject of study in which the student has learning difficulties, insisting on the essential ones: Romanian language and literature and mathematics.

In the context of individualized instruction, the support teacher collaborates with the teacher to carry out the initial assessment, establish the curricular contents, the strategies used, the evaluation methods in all stages of the intervention. In this regard, observation grids are used, which have a determining role in identifying gaps compared to the general level of the students and questionnaires to establish the position of the student with special needs in the inclusive class. The establishment of curricular content is achieved through cooperation between the two factors favoring school progress on the segments of the school curriculum specific to the grade level, to what extent they can be covered by the student with SEN and what elements can be adapted to favor the growth of their potential.

In Chapter II "*Conceptual and Methodological Framework for Intervention of Support Teacher in Implementation of Individualized Teaching of Students with SEN*" the design of the pedagogical experiment is described, the stages of the experiment are established, the tools for evaluating the competences of the support teachers regarding the implementation of individualized education with students with SEN, the description of the formative experiment and the analysis of the data obtained.

The conceptual framework regarding the intervention of the support teacher in the organization and implementation of individualized instruction of students with SEN focuses on the following benchmarks:

1. **Psychological Benchmarks:** identification and characterization of different groups of students with SEN as subjects of the pedagogical act of individualizing instruction.

Schematizing psychological landmarks can be achieved by synthesizing the essential elements that influence teaching activity from the perspective of individualized instruction of students with disabilities. In the figure below, we capture the significant aspects that influence the educational process in an inclusive environment:

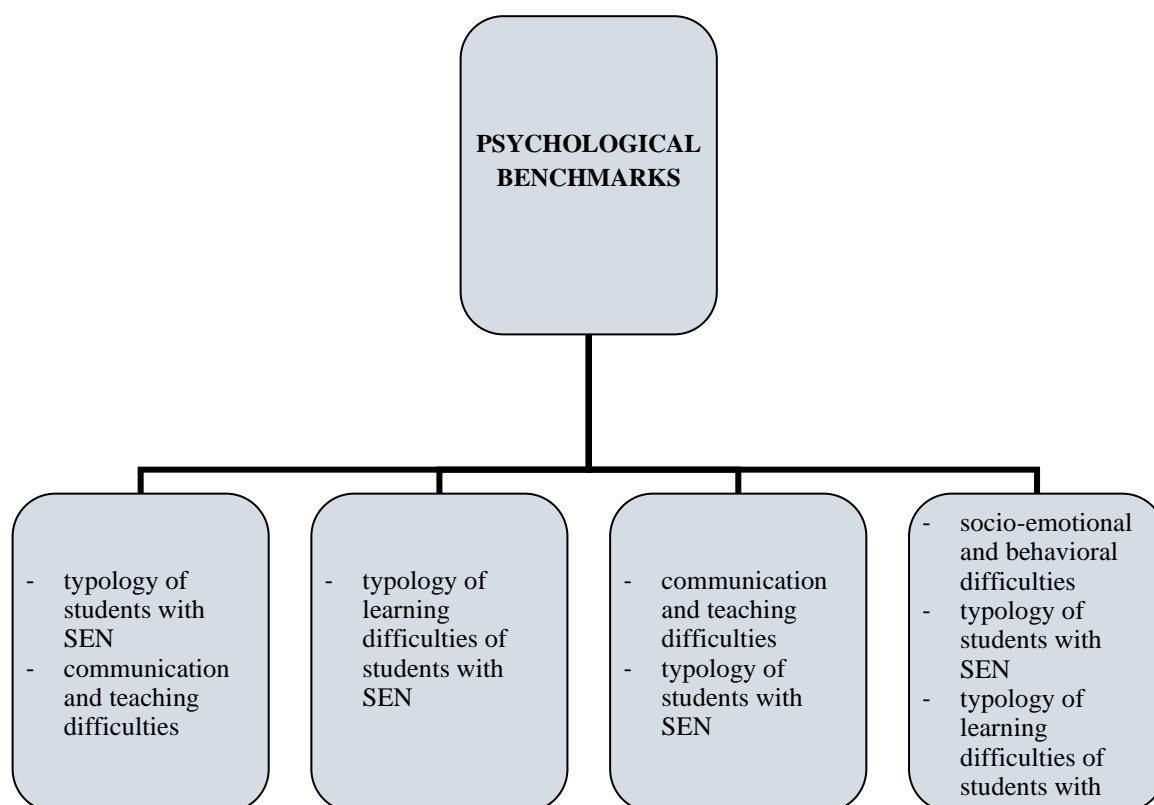


Figure 2.1. Psychological Benchmarks of Support Teacher's Intervention

Psychological aspects aim to know the typology of students with SEN, the characteristic elements for the effective intervention of the support teacher. The analysis of the type of

deficiencies at the level of school institutions and the level of manifestation under current conditions demonstrates the existence of the following areas that require the involvement of the support teacher: in the field of autism spectrum disorders, in the field of cognitive learning difficulties, in the field of Down Syndrome, in the field of speech, language, communication difficulties, in the field of dyslexia and the field of emotional and behavioral disorders.

Psychopedagogical Benchmarks: defining and characterizing the individualized instruction of students with SEN as a form and strategy for involving the support teacher in carrying out this process.

The study of the specialized literature in the field of school inclusion provided the information necessary to conclude through a clear and concise definition according to which individualized instruction is a strategic alternative to improve school performance by knowing the specific features of each child and understanding the basic mechanisms of child development and aims to establish educational objectives and effective teaching strategies at the class and individual level.

The schematization of psychopedagogical landmarks can be done based on the conceptual elements on which the individualized instruction of students with SEN is based, represented in the figure below:

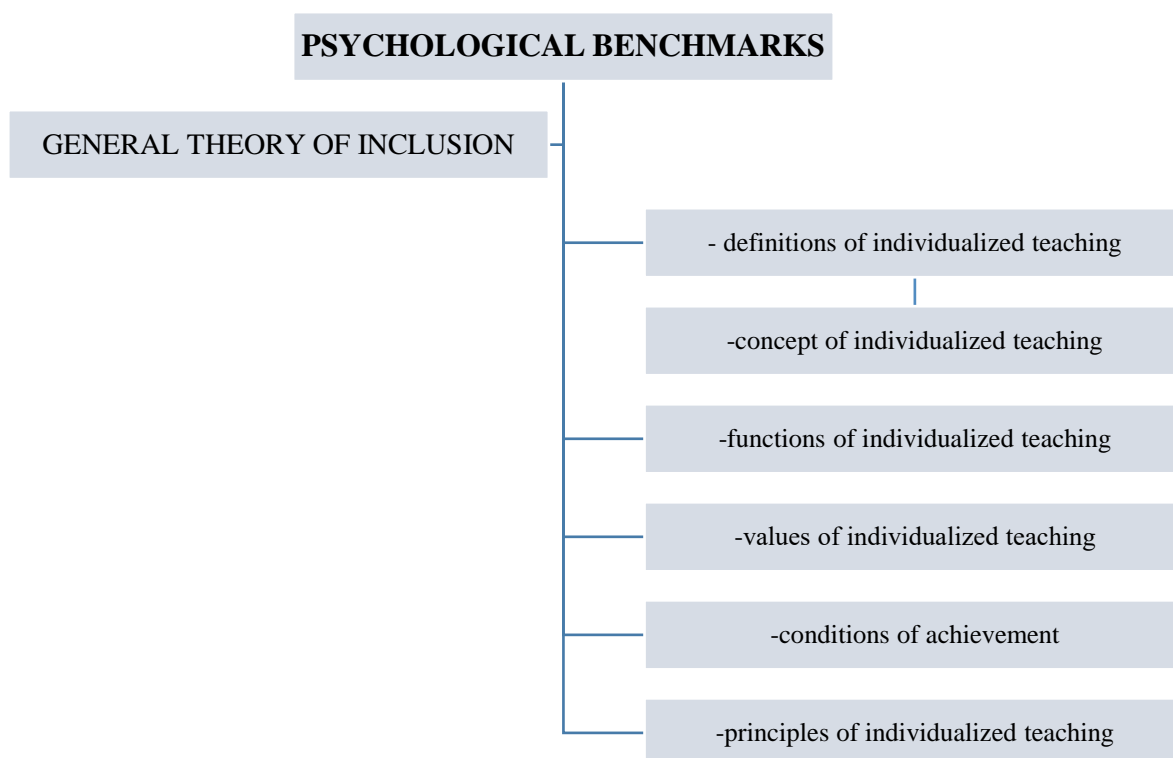


Figure 2.2. Psychological Benchmarks of Support Teacher's Intervention

Viewed from the perspective of involving the typology of students with SEN, the individualization of learning is directly related to them and constitutes a landmark in organizing the intervention of the support teacher. Thus, based on the typologies presented above, the educational approach and specific actions of the support teacher are designed with an emphasis on the needs and real development possibilities of the student with disabilities. By directly referring to the learning difficulties in the educational environment, it directly targets the activity of the support teacher, guides and orients him in building an individualized strategy. Based on this complex picture, the role of the support teacher intervenes in order to prevent the learning difficulties that students with SEN face in the educational context in order to provide personalized solutions using teaching strategies in accordance with the typology of the disability manifested.

In conclusion, the necessary conditions for promoting successful inclusive education are: adopting an effective leadership style; involving school staff, students and the community; accepting the commitment to collaborative planning; implementing coordination strategies.

School learning is a continuous process that is influenced by classroom interactions and highlights the acquisitions made by each student. In the broad process of developing the student's personality and building psychosocial competences, the learning process becomes more important than the product. The student is no longer considered a problem, given that he does not adapt to the imposed rhythms of school learning.

The inclusive approach appears not only at the level of the educational system, but also at the level of the educational process. The features of this type of didactic process relate to the continuous adaptation to the individual differences of children. The teacher has an important role, who represents a source of learning and carries out a continuous exchange of experience, because he organizes learning situations, involves the entire team, capitalizing on their potential by demonstrating a flexible and positive attitude.

It is necessary to organize and implement a general framework that involves a series of inclusion measures as follows:

- a favorable perception of public opinion regarding the acceptance and support of educational inclusion;
- the manifestation of an open attitude of society towards the inclusion of children with special educational needs in mainstream education by creating a legislative framework that favors them;
- counseling of families of students in classes where educational inclusion is implemented in order to avoid tensions;
- the manifestation of the availability and interest of teachers in carrying out educational

activities naturally and not to perceive them as imposed [7].

Pedagogical benchmarks: establishing the specific purposes and competences of the support teacher in carrying out individualized instruction of students with SEN.

Based on the analysis of the specialized literature and the specifications regarding the role and importance of the support teacher, the profile and specific actions of the support teacher in the psychopedagogy of people with SEN are outlined. The pedagogical benchmarks focus on the personality of the supporting teacher and professional competences, aspects represented in the figure below:

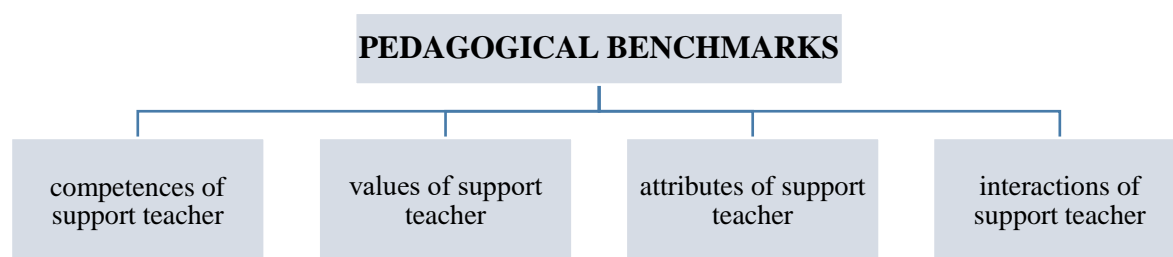


Figure 2.3. Specific Pedagogical Elements of Support Teacher

In this sense, a series of personality traits stand out that represent defining elements that must be endowed with and without which one cannot actively and efficiently get involved in the activity of individualized instruction and support for students with special learning needs: flexibility, empathy, positivism, constructivism, creativity, collaboration. The manifestation of the aforementioned personality traits represents a defining criterion, but not a sufficient one. To these is added the vision of the support teacher from the perspective of the values promoted within inclusive education: ❶ Promoting student diversity; ❷ Supporting all students; ❸ Cooperating with actors involved in inclusive educational activity; ❹ Continuous professional teaching and development.

The conceptualization of the role of the support teacher according to the relationship with the actors involved is presented in the table below (Table 2.1):

Table 2.1. Educational Interactions of Support Teacher

No. Crt.	Factors Involved	Specific Actions
1.	Child with special educational needs	<ul style="list-style-type: none"> • provides support in classroom activity • providing additional support for optimal understanding of the contents; • adapting the subject matter to be taught according to the level and requirements of students with SEN; • organizing individual activities according to the needs of students; • supporting the completion of homework; • providing additional explanations;
2.	Peers of students with special	<ul style="list-style-type: none"> • supporting the integration proSEnS in the team by overcoming the child with SEN's own shyness and the inferiority complex caused

	educational needs	by rejection by peers; <ul style="list-style-type: none"> • supporting the child with SEN in establishing harmonious relationships in the team; • mediating conflicts between students by providing answers to children's questions about their peer with SEN; • changing the mentality and attitude of children regarding the integration and acceptance of children with SEN; • ensuring support in effective learning not only for the child with SEN but for the entire team;
3.	School teachers	<ul style="list-style-type: none"> • collaborating with classroom teachers to adapt the subject to the capabilities and needs of the child with SEN; • informing about the learning possibilities of children with SEN; • participating in meetings of the teacher council to solve problems of the instructional-educational process;
4.	family of child with SEN	<ul style="list-style-type: none"> • mediating the relationships between family - teacher - child; • informing the family about the school situation; • providing the family with information about organizations, specialized centers that provide services for children with special educational needs;
5.	Organization providing serviSEN for child with SEN	<ul style="list-style-type: none"> • managing the relationship between family - school - organization; • participating in continuing education activities; • participating in meetings to develop the personalized intervention plan.

Therefore, the system of theoretical benchmarks regarding the intervention of the support teacher in organizing and implementing individualized instruction for students with SEN constitutes a reference framework for research (*see* Figure 2.3).

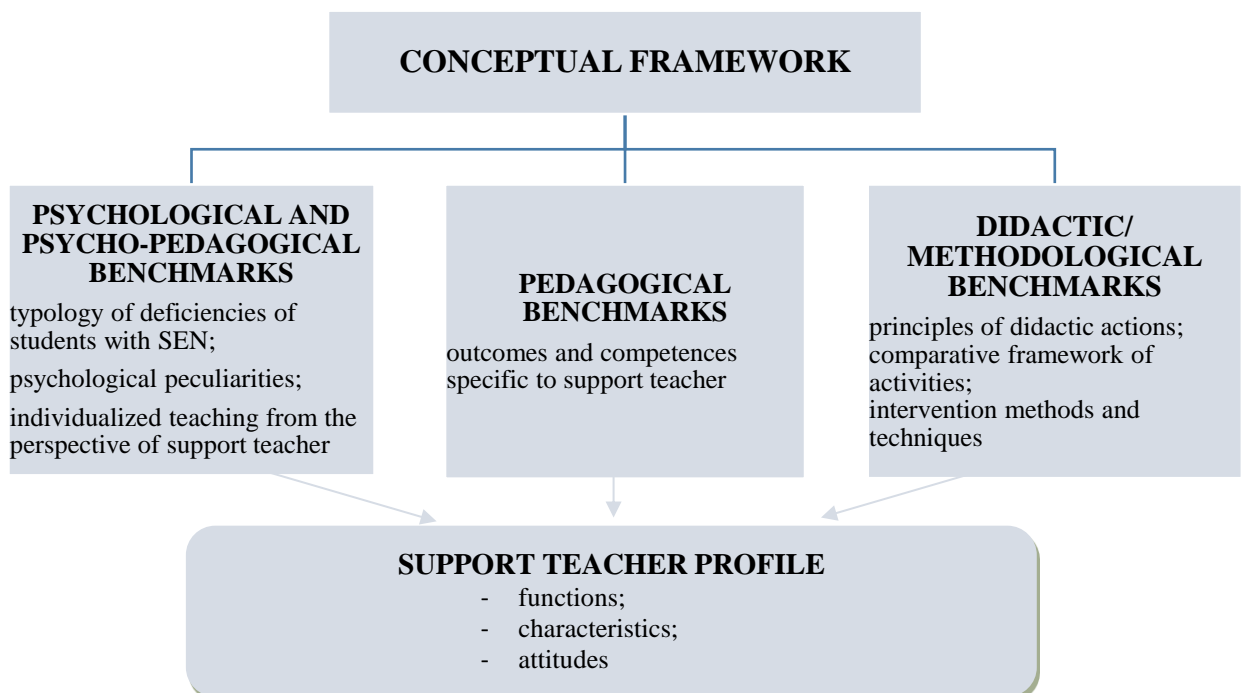


Figure 2.3. Conceptual Framework of Support Teacher's Intervention in Individual Teaching of Children with SEN [6]

Detailing the concepts presented in Figure 2.3, psychological landmarks, psychopedagogical landmarks and pedagogical landmarks are highlighted. Developing the aforementioned aspects, psychological landmarks target the particularities and teaching and development needs of the student with SEN on the basis of which the entire individualized educational process begins. Pedagogical landmarks aim to identify the factors that contribute to an optimal development of the teaching approach and that guide the support teaching staff during the intervention and make it more efficient. Regarding psychopedagogical factors, they achieve a symbiosis between the psychological and pedagogical aspects, placing the personality of the student with SEN at the center of the interests of inclusive education with all the implications necessary for the individualization of instruction. The identification of the functional landmarks of the conceptual framework constitute the elements on the basis of which the profile of the support teaching staff and the directions of action in the intervention on the student with SEN are outlined.

The program or plan for teaching the professional competences of support teachers in organizing and implementing individualized instruction for students with SEN is emerging as a way to solve the specific problems of the inclusive education approach from the perspective of quality theoretical and practical teaching in relation to high standards. Its development was related to the current demands of the education system and the urgent need to offer support teachers a higher level of teaching so that they can exercise autonomy and demonstrate professional competences that allow the successful integration of students with disabilities into the educational act.

The program or plan for teaching the competences of teachers in organizing and implementing individualized instruction for students with SEN aims at the activity and actions carried out in an inclusive educational context and the optimization of learning in the case of atypical students, but also with normal development. An essential aspect pursued in its development is the intensification of cooperative relations between the support teacher and the specialized persons involved in the process of individualized instruction of the student with SEN: teachers, psychologists, parents, speech therapists, in the conditions in which collaboration based on respect and trust influences the performance of the learning activity.

The purpose of the program for teaching the professional competences of support teachers aims to re-dimension the theoretical aspects specific to inclusive education, as well as their practical application in the interest and benefit of the student with SEN with a view to normalization.

The functions of the program developed in this regard were the following:

- ❶ to establish theoretical notions in the field of inclusive education with an emphasis on the activity of the support teacher;
- ❷ to design curricular documents specific to the type of individualized instruction of students with SEN;
- ❸ to contextually adapt individualized teaching;
- ❹ to intensify professional interactions between educational factors involved in the implementation of individualized instruction.

Detalierea programului ne oferă informații suplimentare care reglementează procesul educațional din perspectivă individualizată și oferă suport teoretico-practic participanților la demersul investigativ. În linii generale, structura programului asigură o abordare completă și complexă a fenomenului instruirii individualizate a elevilor cu SEN prin fundamentarea pe aspectele teoretice și practice asigurând funcționalitatea internă a învățământului de tip incluziv din perspectiva interacțiunilor profesionale a specialiștilor implicați.

Chapter 3 "*Experimental Framework Regarding Intervention of Support Teacher in Organizing and Implementing Individualized Teaching of Students with SEN*".

The purpose of pedagogical experiment: validating the conceptual and methodological framework for the intervention of the support teacher in implementing individualized instruction of students with SEN by organizing teachings or teaching/development seminars based on the respective Program/Planning and the experimental valorization of the professional competences formed in the real process of individualized instruction of students with SEN.

Objectives of Pedagogical Experiment:

- Evaluation of the level of professional teaching of support teachers in order to organize and implement individualized instruction for students with SEN;
- Teaching/development of professional competences of support teachers regarding the organization and implementation of individualized learning for students with SEN;
- Processual valorization of the competences to implement individualized instruction for students with SEN in the classroom by support teachers;
- Teaching and valorization of the competences of support teachers to collaborate with teachers in the classroom from different perspectives: pre-processual, procedural and post-processual;
- Evaluation of learning outcomes and behavior of students with SEN as a reflection of the application of the experiential methodology of individualized learning.
- The variables that formed the basis of the pedagogical experiment:

- Knowledge of the theoretical and methodological framework of individualized instruction for students with SEN;
- Designing/adapting the school curriculum to the needs of students with SEN from the perspective of individualized instruction;
- Implementation of individualized instruction for students with SEN in relation to the conceptual and methodological provisions of the research;
- Collaboration of the teacher with the classroom teacher;
- Dynamics of the results of students with SEN, participating in the individualized instruction process.

At the assessment stage, the level of professional teaching of support teachers in organizing and implementing individualized instruction for students with SEN was assessed in relation to the established variables, as well as the distribution of students according to the specific educational requirements (see Fig.3.1.)

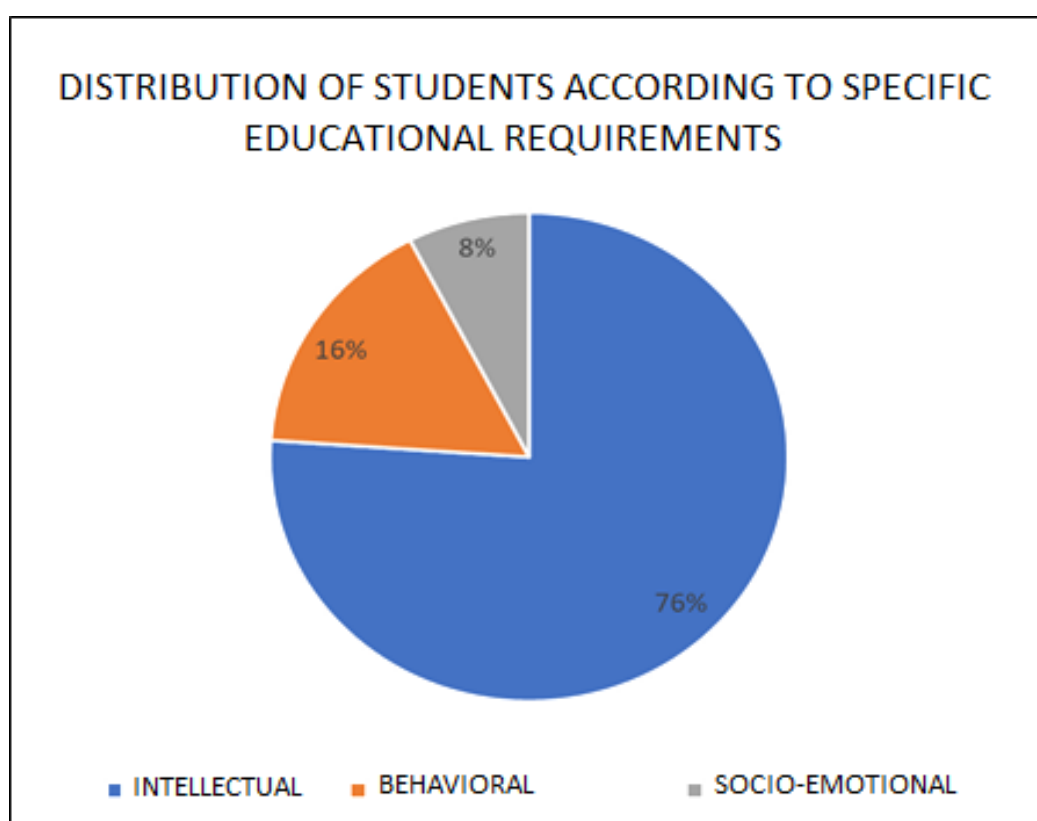


Figure 3.1. Distribution of Students According to Specific Educational Requirements

Referring to the specifics of the inclusive environment in the institution where the investigation was carried out, a high share of learning difficulties is noted, followed by behavioral problems. The frequency of learning difficulties can be attributed to the insufficient or inappropriate treatment of students with SEN belonging to this category and the need for an

individualized approach through an efficiency of the educational act in this direction.

The investigation of the teaching needs of the **teachers** participating in the experiment was analyzed from the perspective of the individualized teaching approach based on a theoretical and methodological support that favors the design and organization of effective learning. In this regard, the responses to the "Questionnaire for identifying psychopedagogical needs in organizing and implementing individualized teaching for students with SEN" were recorded as follows:

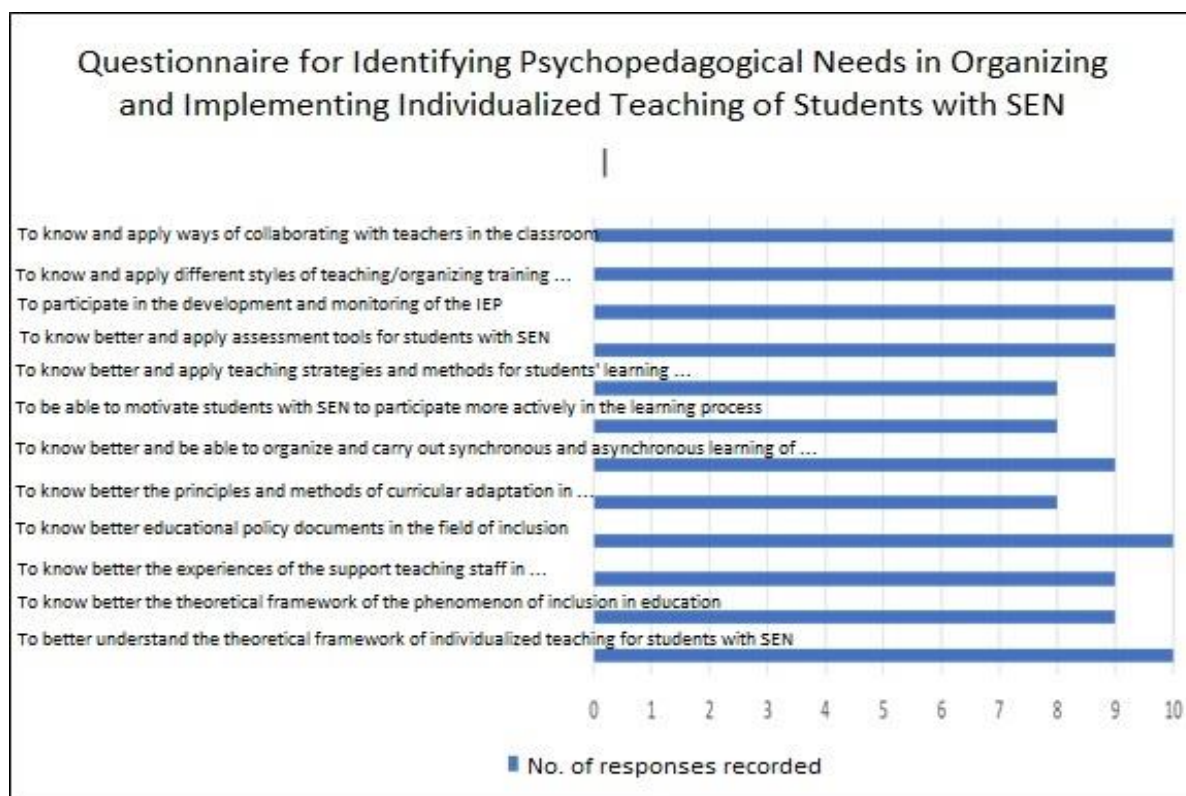


Figure 3.2. Results of Questionnaire for Identifying Psychopedagogical Needs in Organizing and Implementing Individualized Teaching of Students with SEN

Analyzing the results recorded in the questionnaire applied to support teachers, it is found that the psychopedagogical needs regarding the organization and implementation of individualized instruction for students with SEN focus on the knowledge and application of the methods of collaboration with teachers in the inclusive classroom, the knowledge and application of different teaching/organization styles of individualized instruction, in-depth knowledge of educational policy documents in the field of inclusion, knowledge of the theoretical framework of individualized learning for students with SEN.

The second stage - the *formative experiment* focused on the representative elements evaluated and interpreted in the ascertaining stage, namely: the professional teaching of support teachers in implementing individualized instruction for students with SEN, the application of

theoretical and methodological support in the actual activity of individualized treatment of students with SEN in the experimental sample, the intensification of collaborative relationships between the support teacher and the teachers in the inclusive classroom.

A concrete action plan was established, which began with the development of the program/planning for teaching the support teacher's competences in organizing and implementing individualized instruction for students with SEN. The program aimed to train the 10 support teachers belonging to the experimental sample for a duration of 45 hours carried out between October 2020 and April 2021. It aimed to fully complete 4 modules focused on the competences necessary for the support teacher in the inclusive environment:

C1 – knowledge of the theoretical framework of inclusive education and individualized instruction for students with SEN;

C2 – Designing the individualized instruction framework for students with SEN or/and adapting the school curriculum to the needs of students with SEN;

C3 – implementing individualized instruction for students with SEN in different contexts and learning environments;

C4 – Collaboration with different subjects of the inclusive education process: teachers, psychologists, parents, speech therapists.

Simultaneously with the completion of the teaching program, knowledge was transferred into practice in the individualized treatment of students with SEN from the experimental sample. The intervention on them was of a *retroactive type* by identifying the essential moments throughout the educational process that constituted the causes of learning difficulties and gaps compared to atypical students. Also, the collaborative relationships between the support teacher and the classroom teacher were intensified, in particular, but also with other specialists depending on the educational needs of the deficient subjects.

At the *post-experimental stage*, the same instruments were applied as at the diagnostic stage in relation to the variables initially established. The comparative results are presented in the following tables:

Variable 1 – level of knowledge of the theoretical framework

Table 3.1. Comparative Analysis of Variable 1 Results

Paired Samples T-Test							
				statistical		df	p
Initial Scores (variable 1)	Final Scores (variable1)	Student's t		-16.9		4.00	< .001

Based on the interpretation of the final results, we conclude that there were positive effects on the level of knowledge of the theoretical framework regarding inclusive education and

individualized instruction of students with SEN by the support teacher, remedying the aspects considered deficient.

Variable 2 – curricular design regarding individualized teaching of students with SEN

Table 3.2. Comparative Analysis of Variable 2 Results

Paired Samples T-Test							
				statistical		df	p
Initial Scores (variable 2)	Final Scores (variabila 2)	Student's t		-14.0		2.00	0.005

Concluding based on the experimental results, we can state that changes have occurred in the development of documents specific to the individualized curriculum in the sense of better deepening the theoretical and methodological notions.

Variable 3 – increasing the level of achievement of individualized instruction of students with SEN

Table 3.3. Comparative Analysis of Variable 3 Results

Paired Samples T-Test							
				statistical		df	p
Initial Scores (variable 3)	Final Scores (variable 3)	Student's t		-37.0		3.00	< .001

Based on the statistical analysis of the results from the two stages of the research, significant differences were found in terms of increasing the level of applicability of learning methods specific to students with SEN in the process of individualized instruction.

Variable 4 – level of collaboration with classroom teachers in the implementation of individualized instruction for students with SEN

Table 3.4. Comparative Analysis of Variable 4 Results

Paired Samples T-Test							
				statistical		df	p
Initial Scores (variable 4)	Final Scores (variable 4)	Student's t		-49.0		4.00	< .001

Analyzing the data in the post-experimental period in the case of variable 4, a strongly significant relationship is found, which leads us to conclude that the teaching program produced positive effects in the sense of intensifying the collaborative relationships between the teachers involved in the process of implementing the individualized teaching of students with SEN.

Concluding based on the final results and statistical interpretation, it was found that the teaching experiment had positive effects, with significant changes being recorded in the sphere of implementing the individualized teaching process of students with SEN. Thus, in the post-experimental period, support teachers carry out their activity through a theoretical and

methodological foundation in accordance with the educational needs of students with SEN. It was found that the experimental approach to professional teaching of teachers' competences has reached its usefulness and the theoretical and methodological support provided constitutes a solid basis for thorough teaching in the field of the individualized approach to learning.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. The experimental research conducted constitutes a model of pedagogical and psychological approach to the aspects aimed at individualized instruction of children with SEN under the conditions of co-participatory involvement of teachers in mainstream education and the support teacher based on a common strategy with educational effects.
2. The theoretical analysis of the research issue highlighted the theories and concepts that scientifically substantiate the theme of the thesis developed and promoted by the specialized literature in the field by adapting and arguing them. In this sense, the general framework for achieving inclusive education was structured with the aim and objectives pursued, constantly aiming to combat social exclusion and ensure success for all children regardless of their physical and mental development. The general trend of current education is to promote the general theory of inclusion that aims to include all individuals in a situation of segregation or marginalization in society.
3. The theoretical framework analyzed in Chapter I constitutes the regulatory elements of the activity of the support teacher/support teacher whose status and functions are presented in detail. The importance of the activity on all children and, in particular, on children with SEN was emphasized, being endowed with specific competences of perseverance, consistency in the individualized organization of learning.
4. The theoretical and methodological conceptualization aimed at the activity of the educational factors involved and the interaction between them regulated by official school documents and the adaptation of the education system in order to achieve a quality education for all students. The optimization of the individualized instruction of children with SEN is conditioned by the teacher-support teacher relationship, by the mutual harmonization and interconditioning, pursuing the same common goal.
5. The initial analysis of the current educational situation regarding the organization and valorization of individualized instruction for students with SEN provided important data regarding pedagogical and methodological dysfunctions regarding the nature of educational problems, the lack of theoretical and methodological support to support teachers during the process of individualizing learning, poor collaboration between the favored factors of change, the application of common strategies generalized on the class of students to the detriment of those focused on real needs and the focus on contents of the general curriculum without adapting/modifying them to the specifics of the class.

6. The organization of the investigative approach aimed to remedy the deficient aspects observed in the initial stage of the research by involving teachers, support teachers and students with SEN. In this regard, teachers benefited from the professional competences teaching program on the topic of individualized instruction for children with SEN and clarified important aspects based on the competences formed. The participation of support teachers in the experiment provided the opportunity to collaborate with them and take joint action in the teaching of students identified with borderline intellect and dyslexia.
7. The conclusions of the ascertaining experiment demonstrated that a thorough professional teaching based on a rigorously structured informational support in the field and that captures all the important aspects necessary for the exercise of responsible actions with effects on the development and harmonious integration in the intervention on children with SEN.
8. Referring to the **research objectives**, we can conclude that: the notions of inclusion and integration were theoretically clarified, the problem of individualized teaching of students with SEN was approached psychologically, pedagogically and methodologically, the status and role of the support teacher was determined, the general framework for the intervention of the support teacher in individualized teaching was established, the program for teaching the professional competences of teachers was developed and experimentally validated.
9. Consequently, **the scientific problem solved** lies in the theoretical-scientific and practical value of the research by providing a model for approaching the individualized instruction of students with SEN against the background of concrete actions exercised by the support teacher in a co-participatory context with the classroom teacher.
10. **The research limits** lie in the need for more rigorous and comprehensive studies at the primary education level that take into account the diversity of educational and cultural contexts, use appropriate research methods and ensure a long-term evaluation of the effects of the interventions. Only in this way can a deep and applicable understanding of how the support teacher's interventions can be optimized to meet the needs of all students with SEN of early school age be ensured.
11. Based on the results obtained and the conclusions of the research, we formulate the following **recommendations**:
For educational institutions:
 - Demonstrate openness and a tolerant attitude towards the issue of school inclusion;
 - Raise awareness of the importance of inclusive education and build a conducive environment;

- Focus on developing specific infrastructure in terms of ensuring access routes for students with disabilities, psychological clinics and increased attention to remedial facilities;
- Provide support teaching staff to cover the educational needs of students with SEN;
- Diversify the educational offer of teaching courses for teachers on the topic of social inclusion;
- Provide a base of teaching materials adapted to the educational needs of students;
- Plan the curriculum at the school's decision by organizing activities that favor the progress of students with SEN (remedial education programs, additional teaching after hours);

For teachers:

- Participation in professional teaching courses on competences specific to individualized instruction of children with SEN;
- Development of a tolerant, supportive attitude towards students with SEN and organization of educational initiatives in this regard;
- Ensuring active participation in class activities of the student with disabilities;
- Elimination and eradication of discriminatory, segregational attitudes;
- Intensification of collaborative relationships and application of a common intervention strategy;

For parents of students with SEN:

- Supporting the student during inclusive educational initiatives;
- Requesting specialized help in individualizing instruction;
- Permanent communication with teachers involved in the inclusive process;
- Providing additional information regarding the child's behavior in the family;

For the classmates of the student with SEN:

- Demonstrating a tolerant, positive, non-discriminatory attitude;
- Including the child with SEN in the activities of the team;
- Permanent communication with the child with SEN;
- Showing empathy and unconditional support in any circumstances.

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ADNOTARE

**Cheia Florin, „Demersuri metodologice și experiențiale ale învățătorului de sprijin în valorificarea instruirii individualizate a elevilor cu SEN”,
Teză de doctor în științele educației, Chișinău, 2025**

Structura tezei: Lucrarea cuprinde introducere, trei capitole, concluzii generale și recomandări, bibliografie cu 166 surse, 143 pagini text de bază, 7 anexe. Lucrarea conține 41 tabele și 19 figuri.

Cuvinte-cheie: elevi cu SEN, instruire individualizată, învățător de sprijin, integrare școlară, incluziune școlară, curriculum adaptat, curriculum modificat, competențe profesionale, plan de intervenție personalizat, proiectare individualizată, normalizare, cooperare profesională, intervenție retroactivă.

Domeniul de cercetare: Teoria generală a educației.

Scopul cercetării: fundamentarea și valorificarea cadrului metodologic de intervenție a cadrului didactic de sprijin în organizarea instruirii individualizate a elevilor cu SEN.

Obiectivele cercetării sunt: (1) interpretarea analitică a conceptelor de integrare și incluziune a elevilor cu SEN; (2) analiza abordărilor psihologice, pedagogice și metodologice a problematicii instruirii individualizate a elevilor cu SEN; (3) stabilirea cadrului conceptual și metodologic de intervenție a învățătorului de sprijin în organizarea instruirii individualizate a elevilor cu SEN; (4) elaborarea programului de formare continuă a învățătorului de sprijin din perspectiva instruirii individualizate a elevilor cu SEN; (5) validarea experimentală a programului de formare continuă a învățătorului de sprijin din perspectiva instruirii individualizate a elevilor cu SEN.

Noutatea științifică și semnificația teoretică este determinată de: (1) fundamentarea teoretică a fenomenului de instruire individualizată printr-o abordare complexă care vizează componentele: pedagogică, psihologică și metodologică; (2) identificarea competențelor profesionale neSENare învățării de tip individualizat a elevilor cu SEN; (3) stabilirea reperelor de evaluare a nivelului de pregătire profesională a cadrelor didactice în contextul educației incluzive; (4) interdependența factorilor educaționali implicați în instruirea individualizată a învățării a elevilor cu SEN; (5) identificarea elementelor favorizante ale interacțiunii dintre cadrul didactic de la clasă și cadrul didactic de sprijin în vederea intensificării raporturilor de colaborare pentru asigurarea sucSENului educațional; (6) Elaborarea ”Programului de formare a competențelor profesionale în instruirea individualizată a învățării”. (7) Elaborarea cadrului de funcționare a interacțiunilor relaționale dintre cadrul didactic de la clasă și cadrul didactic de sprijin și valorificarea aSENtore în instruirea individualizată a copiilor cu SEN.

Problema științifică soluționată: a constituit proiectarea cadrului de funcționare a relațiilor de colaborare dintre cadrul didactic de la clasă și cadrul didactic de sprijin pe fondul formării competențelor profesionale și valorificarea lor în instruirea individualizată a elevilor cu SEN.

Valoarea aplicativă a cercetării: aplicarea programului de formare a competențelor profesionale ale cadrelor didactice privind instruirea individualizată a elevilor cu SEN și prezentarea modalităților de abordare aplicativă în funcție de particularitățile psihopedagogice și nevoile educaționale.

Implementarea rezultatelor științifice s-a realizat la nivel teoretic prin publicarea în reviste științifice de profil, în culegerile conferințelor de specialitate diseminate prin manifestările organizate în mediul academic la nivel național și internațional, iar la nivel aplicativ în cadrul instituției Școlii Gimnaziale ”Constantin Negreanu” din Drobeta Turnu Severin.

ANNOTATION

**Cheia Florin, "Methodological and Experiential Approaches of Support Teacher in Valorization of Individualized Teaching of Students with SEN",
PhD Thesis in Education ScienSEN, Chisinau, 2025**

Thesis Structure: The work includes introduction, three chapters, general conclusions and recommendations, bibliography with 166 sources, 143 pages of basic text, 7 appendices. The work contains 41 tables and 19 figures.

Keywords: students with SEN, individualized teaching, support teacher, school integration, school inclusion, adapted curriculum, modified curriculum, professional competences, personalized intervention plan, individualized design, normalization, professional cooperation, retroactive intervention.

Research Field: General Education Theory.

Research Purpose: substantiation and valorization of the methodological intervention framework of the support teaching staff in the organization of individualized teaching of students with SEN.

Research Objectives are: (1) the analytical interpretation of the concepts of integration and inclusion of students with SEN; (2) the analysis of psychological, pedagogical and methodological approaches to the issue of individualized teaching of students with SEN; (3) establishing the conceptual and methodological framework for the intervention of the support teacher in the organization of the individualized teaching of students with SEN; (4) developing the continuous teaching program for the support teacher from the perspective of individualized teaching of students with SEN; (5) the experimental validation of the continuous teaching program of the support teacher from the perspective of the individualized teaching of students with SEN.

The scientific novelty and theoretical significance is determined by: (1) the theoretical foundation of the phenomenon of individualized teaching through a complex approach aimed at the following components: pedagogical, psychological and methodological; (2) identifying the professional competences valuating the level of professional teaching of teaching staff in the context of inclusive education; (4) the interdependence of educational factors involved in the individualized teaching of students with SEN; (5) identifying the favorable elements of the interaction between the classroom teaching staff and the supporting teaching staff in order to intensify the collaboration relationships to ensure educational success; (6) Elaboration of the "Professional competences teaching program in individualized learning instruction". (7) Elaboration of the working framework of the relational interactions between the teaching staff in the classroom and the supporting teaching staff and their utilization in the individualized teaching of children with SEN.

The scientific problem solved constituted the design of working framework of the collaborative relations between the teaching staff in the classroom and the supporting teaching staff on the basis of the teaching of professional competences and their valorization in the individualized teaching of students with SEN.

The applied value of the research: the application of the teaching program for the professional competences of teaching staff regarding the individualized teaching of students with SEN and the presentation of the methods of applied approach depending on the psycho-pedagogical peculiarities and educational needs.

The implementation of scientific results was achieved at a theoretical level through publication in specialized scientific journals, in the collections of specialized conferences disseminated through events organized in the academic environment at national and international level, and at an applied level within the institution of the "Constantin Negreanu" Secondary School in Drobeta Turnu Severin.

АННОТАЦИЯ

Кея Флорин, *«Методические и экспериментальные подходы преподавателя поддержки в организации индивидуализированного обучения студентов с ООП»*, диссертация на соискание ученой степени доктора педагогических наук, Кишинев, 2025 г.

Объем и структура работы: Работа включает введение, три главы, общие выводы и рекомендации, библиографию из 166 источников, 143 страницу основного текста, 7 приложений. Работа содержит 41 таблиц и 19 рисунков.

Ключевые слова: учащиеся с ООП, индивидуальное обучение, учитель-поддержка, школьная интеграция, включение школы, адаптированная учебная программа, модифицированная учебная программа, профессиональные навыки, индивидуальный план вмешательства, индивидуальный дизайн, нормализация, профессиональное сотрудничество, ретроактивное вмешательство.

Область исследования: Общая теория образования.

Целью исследования: обоснование и капитализация методической основы вмешательства сопровождения ППС в организации индивидуализированной подготовки студентов с ООП.

Задачами исследования являются: (1) аналитическая интерпретация концепций интеграции и инклюзии студентов с КОС; (2) анализ психолого-педагогических и методических подходов к вопросу индивидуализированной подготовки студентов с КЭС; (3) создание концептуальной и методологической основы для вмешательства преподавателя поддержки в организацию индивидуализированного обучения студентов с КЭП; (4) разработка программы непрерывной подготовки педагога-описателя с точки зрения индивидуализированной подготовки студентов с КЭС; (5) экспериментальная проверка программы непрерывного обучения преподавателя поддержки с точки зрения индивидуального обучения студентов с SEN.

Научная новизна и теоретическая значимость определяются: (1) теоретическим обоснованием феномена индивидуализированного обучения посредством комплексного подхода, направленного на педагогический, психологический и методический компоненты; (2) выявление профессиональных навыков, необходимых для индивидуализированного обучения студентов с КЭП; (3) установление ориентиров для оценки уровня профессиональной подготовки педагогических кадров в условиях инклюзивного образования; (4) взаимозависимость образовательных факторов, участвующих в индивидуализированном обучении студентов с SEN; (5) выявление благоприятных элементов взаимодействия между преподавательским составом класса и вспомогательным преподавательским составом с целью активизации отношений сотрудничества для обеспечения успеха в обучении; (6) Разработка «Программы повышения профессиональных навыков при индивидуальном обучении». (7) Разработка рабочих рамок реляционного взаимодействия педагогического коллектива в классе и опорно-педагогического персонала и их использование в индивидуализированном обучении детей с СЭП.

Решенная научная задача: она представляла собой построение рабочей основы совместных отношений между ППС в классе и опорно-педагогическим составом на основе формирования профессиональных навыков и их валоризации при индивидуализированном обучении студентов с КЭС.

Прикладная ценность исследования: применение программы подготовки профессиональных навыков педагогических кадров в части индивидуализированной подготовки студентов с КЭП и представление способов аппликативного подхода в зависимости от психолого-педагогических особенностей и образовательных потребностей.

Внедрение научных результатов достигалось на теоретическом уровне путем публикаций в специализированных научных журналах, в сборниках специализированных конференций, распространяемых посредством мероприятий, организованных в академической среде на национальном и международном уровне, а также на прикладном уровне внутри института. Средняя школа Константина Негреану в Дробета Турну Северин.

CHEIA Florin

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SUPPORT TEACHER IN VALORIZATION OF
INDIVIDUALIZED TEACHING OF STUDENTS WITH SEN**

SPECIALTY 531.01 – GENERAL EDUCATION THEORY

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