



New Trends  
in Psychology

## School Integration of Children Diagnosed with Liminal Intellect

**Doinița Popa<sup>1</sup>**

**Abstract:** By mental deficiency we mean, in general, a mental illness that leads to the loss, for a short time, for a longer period or all, of the psychic structures of man, thus diminishing his ability to adapt to the many transformations of the environment. and how to spend time with other people in the community. Boundary intellect is a mild form of mental disability, with an IQ of 80-90 and is between normal and impaired. Specific for liminal intellect is a stagnation in the assimilation of knowledge at the age of 10-12 years, which leads to school failure. Who takes care of these children from the educator to the school principal. The decision on integration is established according to each child, who is evaluated by a specially formed commission, is issued a certificate with a degree of disability and is oriented towards a certain form of education, following the certificate of school and professional guidance.

**Keywords:** deficiency; introductory intellect; integration; inclusion; education; educational process

### 1. Introduction

Education, at the beginning of the third millennium, acquired new meanings and an increased importance, in accordance with the multitude of problems in the contemporary world.

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<sup>1</sup> Student, 2nd year, Faculty of Communication and International Relations, program: Psychology, Danubius University of Galati, Romania, Address: 3 Galati Blvd., 800654 Romania, Tel.: +40372361102; Fax: +40372361290, Corresponding author: doinitapopa@univ-danubius.ro.

The schooling of children with special educational needs, ensuring equal opportunities for education for these children, in accordance with international educational principles, has become an important concern of both educational structures and the community in general.

Mental deficiency involves aspects in various fields: psychology, medicine, sociology, pedagogy and even law, being one of the major mental dysfunctions, and in recent years has given due importance to these people, on medical, social and material grounds. In psychology, a number of names are used for deficiency: backwardness, disability, oligophrenia, insufficiency, mental weakness, impaired adaptive behavior, mental retardation.

## **2. Mental Retardation/Intellect Deficiency and its Causes**

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In psychology, a number of names are used for deficiency: backwardness, disability, oligophrenia, insufficiency, mental weakness, impaired adaptive behavior, mental retardation.

By mental deficiency we mean, in general, a mental illness that leads to the loss, for a short time, for a longer period or all, of the psychic structures of man, thus diminishing his ability to adapt to the many transformations of the environment. and how to spend time with other people in the community.

Mental deficiency is like a disease that makes its mark on the whole personality of the individual: structure, intellectual development, emotional, behavioral, social and psychomotor.

The deficiency of the intellect implies the impotence of the person in front of some learning tasks, being a consequence of their non-differentiation to the particularities of age and the real potential of the student.

From a medical point of view, it is a motor, intellectual, sensory, behavioral or speech deficiency. It includes all mental illnesses that permanently affect the growth, functioning and development of the individual normally.

The phrase “Special Educational Requirements (SEN)” refers to the different educational needs of individuals who, due to intellectual, sensory or physical problems and social causes, are marginalized from both school and social life. They have serious problems participating in these activities, considering themselves different from other people.

The definition differs from case to case, each case is unique in its own way and may need specialized help to understand and solve tasks in a particular discipline. Therefore, a child may face difficulties in mathematics, but in other disciplines may not need help.

### **3. The Specifics of Children with Limited Intellect**

Boundary intellect is a mild form of mental disability, with an IQ of 80-90 and is between normal and impaired. Specific for liminal intellect is a stagnation in the assimilation of knowledge at the age of 10-12 years, which leads to school failure.

The intellect at the limit is situated on the border between normal and mental weakness, it falls within the requirements of the normal school curriculum, but not in the imposed rhythms. Children with limited intellect can be easily recognized in a classroom, some have difficulty learning to read and write and math because they lack visual-motor coordination, so the child can no longer cope with schoolwork and school failure occurs, both in teaching, as well as in school adaptation and integration. Others solve simpler school tasks, there is a bridge in which they get stuck and school failures occur, because their thinking is slower, they have moments when they no longer remember what they learned.

Children with liminal intellect find it harder to analyze, make comparisons only with help, find it difficult to formulate correct answers, being encouraged and helped by the teacher. These answers are incomplete. Due to the alteration of the perceptual-motor structuring of the space, the students with borderline intellect encounter problems, they do not understand everything they have to accomplish in their homework.

Children with liminal intellect find it difficult to establish interpersonal relationships, collaboration, due to lack of emotional maturity, behavioral disorders due to school failure, cannot be controlled and masters because they lack confidence in them.

The main goal is to strengthen the skills and abilities to cope in school, group of friends and society.

#### **4. Integrated and Inclusive Education of Children with Disabilities**

The concept of special education has novelty values at the World Conference on the Education of Persons with Special Needs in Salamanca and the International Congress of Special Education, where the importance of new methodologies for action to achieve the goal of “education for all” was highlighted. education - inclusive school.

In the Education Law of 1995 (art. 40, paragraph 2) appears the first law which enshrines the way to include all children, regardless of problems, in the groups of all educational institutions in our country.

The Decision of the Romanian Government received the approval of the normative act “National Action Plan in favor of the child”, which emphasizes the ways of including all children, without exception, in all our educational institutions, in order to contribute to their future education, with their peers.

The idea has developed that integration is synonymous with the normalization of the lives of people with disabilities, so that normalization is the general goal (ideal), and integration is the means to achieve this goal.

Normalization refers to the creation of a decent life for people with disabilities, their inclusion in the social life of society or the group, with the same rights and duties as other people in society, to education, to socializing with different groups, to choosing a profession according to their skills.

The moment of application of normalization is made on four functional levels: physical normalization (meeting basic needs), functional (access to public services of society), social (social contacts) and societal (participation in public and productive activities).

In order to achieve the fundamental objective of special education, integration / inclusion in mainstream schools, - in 1998 a national program of extension and diversification of actions was developed, by enriching and diversifying forms, contents and tools in three directions:

- *enrolling all schoolchildren in education in regular schools;*

- *preparing schools as inclusive, in order to accept students with disabilities in the classroom;*
- *creating good conditions for the development of children with disabilities in society*

Forms and models for achieving integrated education in mainstream education

Depending on the time spent by the child with problems in class we have the following forms of integration: full integration (the student learns only in this school) and partial integration (participates only for a period of time).

From another perspective, according to the same criteria, we find the forms of integration:

- *total integration; to all activities*
- *partial integration - participates in activities that help them, using appropriate methods for the particularities of age, degree of disability and to correspond to the wishes of parents;*
- *occasional integration - organizing together trips, celebrations, competitions, exhibitions with their works, song and poetry contests.*

The main models of integrated education are:

The model of cooperation of the regular school with the special school - the two schools must work together, consolidate and share the experiences of the classrooms, to form collaboratively different joint projects and to find the best forms of collaboration.

The model of a special class in the regular school - proposes the inclusion of students with limited intellect in these schools for relationships with other students. Practice has shown that this integration program is not very effective, the relationship time was short (in breaks or joint activities), and conflicts arose that led to discrimination of students.

The model based on arranging a training room and resources for disabled children, - the support teacher has a fundamental role because he works with disabled students in a room specially designed to do various activities with them there, but also in class, when they need it, along with the other teachers in these classes.

## 5. School Integration of Children with Liminal Intellect

The process of including children with problems, brings as a novelty in addition to various knowledge and skills, a good and active cooperation of all those who care for these children from the educator to the school principal. The decision on integration is established according to each child, who is evaluated by a specially formed commission, is issued a certificate with a degree of disability and is oriented towards a certain form of education, following the certificate of school and professional guidance.

The personalized school and community integration project contain the main data about the child, diagnostic certificates, initial assessment tests, intervention plan and final conclusions. The project supports the work team for a better knowledge of the student, for choosing the most appropriate working methods for the development of their education in optimal conditions.

For the good development of inclusive education, it is necessary to:

- Differentiated curriculum - includes the choice of effective strategies, light and pleasant texts, the place where they carry out their lessons, to cope more easily in the activity with these students, starting from the peculiarities of age and their individual possibilities, to make meet the requirement

*\* Adapted curriculum - is similar to the other curriculum, the difference also implies a total change of strategies and way of working with these students.*

- \* The personalized / individualized intervention plan should include useful teaching and learning techniques, ways to recover lesson content that has not been well understood, choice of other effective methods for recovery therapy, use of explanations on their meaning, proposal easy and pleasant activities, to understand them and arouse their curiosity.

- Traveling support teacher - a teacher who specializes in working with students with disabilities. The support teacher works with students with limited intellect in schools, in the special office set up there, where he offers individual support, and when needed goes to the student's class during class, with the consent of the teacher of that class, to guide him with helpful explanations. Understanding new knowledge, where greater focus is needed in assimilating this knowledge and information. The support teacher helps the students to prepare their homework for the next day.

\* The special school becomes a resource center and involves the significant use of the special school, which can provide services in the community, with resources and experience. This feature involves information and opinions for schools, parents and the community, about children with special educational needs, take over certain tasks, such as support teachers, school counselors, because they have a richer experience in working on the educational and social side of children with difficulties.

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