

## NEW TECHNOLOGIES IN TEACHERS TRAINING AND ALSO IN RECOVERY OF CHILDREN WITH DISABILITIES

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*For determining the stimulation and speed-up especially qualitative changes in child's development on one hand, and on the other hand the maximalization of the educator-child relationship, our research focuses on two parts as following: 1. the first part on the personal development and abilitation in creative gestalt techniques and working with the experiential group of the educators of the children with special needs; the aim of the formative program is to increase also teacher's performance at work and their work satisfaction. The study is meant to generate insight in order to develop the formative program accordingly to the needs and psychology of participants; 2. and the second part on the child, respectively on the student groups with sensorial and intelectual deficiencies, the beneficiary of teachers training program. Participants: 60 teachers from special schools, with ages ranging from 22 to 58 years. Instruments: 1. Emotional Quotient Inventory (EQI) and 2. Nonverbal Personality Questionnaire (NPQ) for teachers. 2. Behavioral Assessment Scales for Children, Nonverbal Personality Questionnaire for children. Results and discussions: the analyses showed a number of significant differences between test and retest of the experimental groups and also between retest of experimental and control groups.*

**Keywords:** special education, teachers, children, therapy, educational practices.

In case of persons with disabilities, scientific research focuses on two main directions, the discovery of new technologies to support the clearing of the deficiency and the highlighting of new methodologies taking into account the optimization of education and recovery school and social integration for their successful.

This pilot study refers to "The humanistic-experiential impact of programs on stimulating the development potential of children with deficiencies" and join the second direction, responding to a sustained educational policy in recent decades, to integrate into normal school and community children with disabilities from special schools.

Interdisciplinary research in this case, psychology and special education experience a new way to more effective educational intervention and at the same time therapeutic, to compensate the poor function, stimulating the development potential of children and also for the training of educators and for their personal optimization.

Most studies so far have mainly ascertaining character, highlighting the most of all areas of child development psychophysics on which it marks deficiency or poor school performance, especially highlighting his limitations in the formation of competent cognitive and social.

The introduction of a unifying-experiential approach in the process of education and recovery is an element of absolute novelty in our methodology, can also be a bond and a catalyst for therapeutic and educational current practices, causing stimulation, growth, metamorphosis and optimization.

Project needs to be presented from two types of reasons, some of the social nature and other scientific. From a social perspective, we can say that project objectives are part of current social policies that promote the protection of minorities, people with special needs. From an applied perspective, it responds to a need, to develop methods of intervention, education, assistance for children with special needs, ways of nature to allow social integration as their most natural.

For determining the stimulation and speed-up quantitative changes, but especially qualitative, in child's development on one hand, and on the other hand the maximalization of the educator-child relationship, our research focuses on two parts as following:

- - the first part on the personal development and abilitation in creative gestalt techniques and working with the experiential group of the educators of the children with special needs; the aim of the formative program is to increase also teacher's performance at work and their work satisfaction. The study is meant to generate insight in order to develop the formative program accordingly to the needs and psychology of participants;
- -and the second part on the child, respectively on the student groups with sensorial and intellectual deficiencies, the beneficiary of teachers training program.

In this project, we will refer the first part of the research, namely the program training educators in terms of understanding the tenets of experiential techniques and how they were affected by participating in these activities.

Lot of subjects consisted of 30 educators who participated in the program training and 30 subjects, teachers who formed the control group. The research methodology consisted of testing the two lots before the beginning of the training and after it with two samples of investigation: Emotional Quotient Inventory (EQI) and Nonverbal Personality Questionnaire (NPQ) for teachers.

In our project we focus in this phase, upon the program of educator who is working in special schools, already operating afternoon, after hours of teaching, making a complex work of building knowledge and education taught. Specific curriculum of the educator is called "*Complex and integrated therapy*" and has several modules: cognitive therapy, occupational therapy, expression therapy, motility therapy and manual abilities, personal and social autonomy and ludotherapy.

In terms of how teacher-child interact, consider it an urgent need for restructuring and revival of intervention methods, in which experiential personal and interpersonal development group focused on expressive and unifying gestalt type tools and techniques would provide an educational model in intervention and rehabilitation capable of restructuring these modalities of educator-child interaction in the benefit of both factors, namely increasing the efficiency and professional satisfaction and optimization and

even accelerate the pace of compensation and rehabilitation process in children.

Experiential tools and techniques gestalt experiential type used during group sessions allow the teacher-educator to convey both information and especially smart strategy, creative and healthy to act, to resolve, to live everyday life.

The specific experiential therapeutic program which includes children with disabilities, organized by participants training educators, under the guidance of experts, aims to stimulate the remaining functional potential development of the child by means of art therapy, expressive-creative gestalt, in exercises of symbolic expression, through experiential group work, whose basic principle is "here and now experience". This experience realized according to psychotherapeutic techniques allows children to come into direct contact with their own perceptions, emotions, thoughts and feelings, helping him to know himself and understand better its relations with the world in which he is living. The playful element, symbolic expression, emotional reward and group work are the foundation germinating and progressive in a matrix in stimulating socialization that no one really enters in competition with anyone and everyone is important, valued and valued for all others. Spontaneous, free and intelligent emotional involvement, increase in short-term the quality of performance of the participants in this type of educational field no matter what the area is being applied.

Given that Romanian educational sistem in consonance with the European and global educational practices opens its gates to all children, tending towards inclusive education in fundamental research and the more education in special education are facing new paradigms. The question of teacher training in terms of professional psychopedagogists as well as humans to overcome the limits of constrictive patterns that have circumscribed their activity, to adopt more efficient technologies. At the same time they will have to show enough creativity and flexibility and to use traditional methods to stimulate and support children with special educational needs in their confrontation with their peers in regular educational environment the school needs and demand of social life.

Another aspect of research is heading to psychological support and the training that these children needs, to accept their own shortcomings and to find educational resources in the group to define its own identity and personality development and affirmation. All this was intended to be realized by educators in this training and staged in a variety of exercises and activities.

## Comments

After processing the test results we select a few features that seem to define a profile of educators from special schools. Teachers seem to show a general level of emotional quotient higher than normal population, as in the case of its facets: social responsibility, problem solving, optimism, positive image, interpersonal, feeling. Measurements made with NPQ indicate an orientation somewhat introverted, less exhibition of teachers compared to the normal population, a slightly lower level of resistance and a playful spirit slightly less developed. Teachers also have a low level of orientation towards me thrill. Differences appear also in favor of teachers related features such as neuroticism, and conscientiousness and pleasant.

These results by aggressiveness, impulsivity, lower scores at need to help and social recognition and higher scores on scales of affiliation, order, sensory, the need for care. In the group of teachers also occur on scales smaller scores at understanding, need to be helped and deviance. The results suggest that the population of teachers in special education might be different in some aspects of general education.

It is also noted the tendency of teachers to present a formal manner, pleasant and socially desirable. This feature can also be a resource, ensuring compliance of the participants and the good relationship in training. Main area of development is related to spiritual and playful spontaneity which will be the focus in enabling the composition program.

After the training was done, we retest the two lots of subjects. It was found some significant differences between the experimental group when retested and control, the experimental group showing higher scores.

- a. Analyses on the NPQ scores revealed significant differences on scales Au - Autonomy and Ts- Thrill seeking;
- b. Analyzes on the EQI scores revealed significant differences on content scales SA - self-actualization, Op - Optimism, Ha - Happiness and the composite scale GM – General provision (composed of scale Op and Ha).

Differences emerged between the two groups when scores retest is placed in two main areas: the emotional (increasing general well-being and optimism) and experiential freedom (autonomy, self-actualization, and seeking general feelings of stimulation).

A first possible conclusion that training programs designed based on formative and experiential learning are not only informative value, is likely to generate sustainable changes in the personality and general life satisfaction of persons involved.

A second conclusion is that what appear to be greater influenced by experiential training type are dynamic components of psychic life. We will continue to play in enabling the program structure.

*Program: empowerment of teachers- teachers in techniques to stimulate experientialist-humanistic development potential of children with disabilities.*

*Subjects:* experimental group, 30 teachers from school for impaired intellect, for visually impaired and for hearing impaired in Bucharest.  
*Duration:* 3 hours / session. Trainers, lecturers: specialists in special education, counseling and psychotherapy bill.

*Session 1. Cognitive-objective: knowledge of specific humanistic-experiential therapy. Therapeutic objective: free speech.*

- Presentation of project objectives;
- Expression of participants expectation about the group sessions;
- Exposure on the psychotherapy techniques and their usage in the recovery of children with disabilities;
- Exposure on experientialist-humanistic techniques and areas where they are used;
- Exercise of experiential knowledge type.

*Session 2. Therapeutic targets: free speech; self awareness.*

- Exercise of knowledge, each after his own availability, was invited to speak about himself;
- Exercise of dedicated meditation on self-reflection;

- Defining a feature which it represents him more. At the end of the group, it will call on these features to see how far they remain appropriate to its own.

*Session 3. Cognitive therapy objective: therapeutic and educational awareness of the strengths of the game. Therapeutic targets: removal of the resistance.*

- The game rocks in the lake;
- Exercise release body, music, movement, dance;
- Expressing their feelings, comments off;
- Support for expansion of verbal interventions.

*Session 4. Cognitive objective: adaptation of the exercises conducted at the group of children. Therapeutic targets: spontaneity, freedom of expression.*

- Exercise- to be in the spotlight, on a pillow in the center of the group, everyone can ask a question that is free to respond or not;
- The experience comments, arising concepts such as loneliness, insecurity, being a mother, empathy, patience;
- Comments on the qualities of a teacher who works with children with disabilities, what's different from other teachers who work with children without problems;
- Exercise metaphorical meditation support.

*Session 5. Cognitive objective: awareness of their conflicting viewpoints. Therapeutic targets: free expression; resistance removal.*

- Continue with the exercise of the previous group. Were challenged to consider other aspects unexplored;
- Participants stated.

*Session 6. Cognitive objective: psychophysical characteristics of children with disabilities, adapting exercises according to these aspects. Therapeutic targets: releasing less used forms of communication.*

- Exercise to achieve a pregnancy with one pen in two without communicating verbally;
- Exercise listening and nonverbal expression through sounds, in dyads, understanding the message, groups of three: the dyad and the observer;
- Exercise design a T-shirt with logo on each added one item;
- Exercise every letter you write a sentence on characteristics of that person;
- Comments: analyze how these exercises can be adapted to different types of deficiencies: educational and psychotherapeutic goals achieved by these exercises.

*Session 7. Cognitive-objective: knowing the difference between education and the appearance of psychotherapeutic exercise. Therapeutic targets:*

- Exercise for body expression, through dance to express emotion that can not reach;
- Review- the group performed exercises that can be adapted to the class:
  - a) hearing deficit;
  - b) intellect deficit;
  - c) visual deficit.

*Session 8. Cognitive-objective: knowledge of new educational-recovery intervention. Therapeutic targets: social, release body.*

- Exercise for body schema;
- Exercise: shadow, mirror, clay, his hands, supporting the pen;
- Discussions on exercises.

*Session 9. Cognitive objective: learning a new way to express their own. Therapeutic targets: self-awareness, authenticity, spontaneity.*

- Exercise of finger painting
  - I. Image they present about themselves to others;
  - II. Personal image that no one has access;
  - III. Dream guiding;
  - IV. Meaning.

*Session 10. Cognitive objective: learning a new way to express their own. Therapeutic targets: self-awareness, authenticity, spontaneity.*

- Exercise: painting group;
- Consideration on the groups activities;
- Disposal bag with tickets that were written the defining features;
- Comments;
- Expectations, accomplishments, suggestions.

## Conclusions

The first original research contribution will materialize in theory by introducing new concepts of psychological and psychotherapeutic in the field of special education basing the interdisciplinary of this field.

From the perspective of teachers who work with children with disabilities, their poor performance at school, poor social skills with which they are showing a prospect uncertain about professionalization and social integration are constant sources of anxiety, frustration and anguish. Under this aspect the project can be judged by the contribution of preparing professionals in the field by opening offered to them to access successfully modern technologies of stimulation and personal development.

We believe that this pilot project besides the novelty that is for the scientific research, is intended as a contribution to the reform of the romanian educational system from the inside using experiential-humanistic-unifying approach, as an alternative or complementary way and while customizing the education of children with disabilities comes to correct some shortcomings of an efficient education system for an earlier period of social development but still secluded and misfit to an effervescent contemporary social and dynamic labor market.