

Differentiated teaching-learning-assessment of students with disabilities in mainstream education

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Abstract

The purpose of this article is to explore ways in which appropriate and personalized education can be provided to students with disabilities in a mainstream education context, taking into account the different needs and abilities of these students, adapting instruction and assessment. It is important to provide additional support to ensure their inclusion and success in the learning process, developing effective strategies to differentiate the instructional-educational process for students with disabilities integrated into mainstream education. These strategies should focus on individually addressing the specific needs of each student, thereby ensuring that they receive the support and resources necessary to achieve success in the classroom.

Keywords: students with disabilities, differentiated instruction, co-teaching, differentiated assessments, integration

Introduction

In Romania, children with disabilities were, in the past, excluded from mass education and thus did not have access to quality education and normal social life. In recent years, efforts have been directed toward integrating these children into schools and the community. However, the integration process is still far from complete, and the existence of such children in schools requires different approaches to teaching-learning-assessment to give them the opportunity to learn and develop fully.

In the current context of the education system, students are increasingly diverse and come with varied cultural, socio-economic and educational backgrounds and experiences. This diversity requires a differentiated educational approach that allows the learning process to be adapted to the needs and abilities of each student.

Research shows that differentiating the instructional-educational process is an effective educational strategy to respond to the individual needs of students and improve their academic results. At the same time, this approach can contribute to reducing school failure and increasing student engagement in the learning process. In addition, the differentiated instructional-educational process can make an important contribution to the development of effective strategies and methods for adapting the learning process to the individual needs of students. The work can be useful not only for teachers and students, but also for education officials, who can use the research results to improve educational policies and programs.

Teaching - from the perspective of integrated education

Teaching in the context of integrated education is defined as the process of transmitting knowledge and skills through an interdisciplinary and integrative approach, which enables students to understand knowledge and apply it in a variety of situations and contexts, and involves the combination of several subjects and approaches to provide a more complete and deeper understanding of a topic. This type of learning is based on the idea that each subject is interdependent and that learning in one subject can be enhanced by relating it to other subjects.

In this type of teaching, teachers focus on developing skills such as critical thinking, problem solving and collaboration, as well as developing specific skills in various subjects. Students are encouraged to find connections between the topics studied and understand how they apply to real life. Teaching in the context of integrated education focuses on the connections between subjects and encourages students to think about how they can connect and apply what they have learned. Differentiated instruction has proven worthwhile for teachers to reach every student. To truly differentiate instruction, teachers must assess student work, preparation, and mastery throughout the learning process and provide feedback on individual progress (Fox, Hoffman, 2011).

Oliver et al. (2017) describe three modes of sharing that all teachers regularly engage in: direct experience sharing such as co-teaching, sharing through discussion of experiences, and indirect sharing through embodied knowledge. These opportunities to share classroom practice and discuss together, for example, make planning and co-teaching productive environments where experienced and inexperienced teachers learn together and from each other (Nilsson and van Driel 2010; van Velzen et al. 2012). When teacher learning is conceptualized as knowledge reproduction, teachers can expand their students' knowledge, memorize, and reproduce information about their students, and apply that knowledge to their work.

Didactic activities in cooperative teaching can be carried out as follows:

- independent activities – demonstration activities of single team teaching;
- activities planned and carried out regularly or continuously over a long period of time;
- situation-specific interventions by school specialists.

Co-teaching is increasingly common in both special education and mainstream settings, where teams can be formed, such as teacher-counselor teachers, support teachers/traveling teachers, and in schools of special education, a team of various experts (Gherguț, Frumos, Raus, 2016).

Co-teaching refers to the practice of two or more teachers working together in a single classroom to plan and develop lessons and support student learning. This approach to teaching is proven to be effective in promoting student achievement, enhancing teacher professional development, and creating a conducive learning environment for students (Tomlinson, 2014). Co-teaching is a relational practice in which two or more teachers jointly plan and teach lessons and assess students (Thousand, Villa, & Nevin, 2008).

One of the key points of co-teaching is that it allows teachers to collaborate and share their expertise, creating a dynamic and diverse learning environment for students (Friend & Cook, 2013). This collaboration helps individualize the needs of each student because teachers are able to work together to differentiate instruction and provide targeted support. For example, one teacher may have a background in mathematics, while the other may have a background in the arts. Working together, they are able to create a lesson that integrates both subjects and meets the needs of all students.

Differentiated instruction

Differentiated instruction is a pedagogical approach that is based on the recognition that students have different needs, learning styles and processing speeds and that gives each student the opportunity to improve their understanding and performance through activities specific to their individual needs (Tomlinson & McTighe, 2006). Differentiated instruction is essentially tailored to the individual needs of a student. Tomlinson (2001) describes three main areas of differentiation: content, process and product.

1. The content. Content differentiation refers to what the student must do to learn. Content goals should be prepared based on student strengths and capabilities.
2. The process. Process differentiation refers to how the learner processes information efficiently.
3. The product. Differentiating the product refers to adjusting the assignments to each student's strengths.

Differentiated instruction adds to the notion of individualization and provides additional guidance for teachers dealing with a diverse classroom, it is the teacher's response to individual student needs. Teachers can differentiate (a) the content that is taught, (b) the process by which the content is typically taught, and/or (c) the learning product that is expected based on student readiness, interests, and learning profiles through a variety of strategies training (Tomlinson, 1999). For example, content can be differentiated by providing text at varying reading levels or by providing examples based on individual student interests. The process or way in which the content is taught can be differentiated by using cooperative grouping activities and assigning different roles to students depending on their learning characteristics or carrying out activities that seek multiple perspectives on the taught content. Finally, products can be differentiated by tiered tasks or by providing a range of formats for a final project (eg, poster, presentation, or performance).

Instructional strategies help teachers break classes into smaller learning units, allowing them to think about the varying needs of students, but also to create groups that address student learning differences. All of this can be achieved at the same time by ensuring that all students are working on engaging, highly focused tasks directly on essential learning (Tomlinson, 1999).

In differentiated classrooms, teachers provide opportunities for each student to learn in a specific way. They use time flexibly, employ a range of instructional strategies, and partner with their students to see that both what is taught, and the learning environment are shaped for the learner. When thinking about differentiated instruction, three questions are useful for analysis: (1) What differentiates the teacher? (2) How are they differentiated? (3) Why do they differ? All these elements can be differentiated according to the training needs of the students, their interests, profile and learning preferences. Differentiated instruction provides students with more responsive learning and a personalized experience, replacing the frustration and failure that many students experience when learning is presented and assessed the same way for every student.

In a differentiated classroom, the teacher's goal is to make the classroom work for each student who spends time there. Therefore, the teacher is attuned to the different needs of the students and responds to ensure that the needs are met. In such classrooms, students work together and exhibit the characteristics of an effective team. They learn to cooperate, use their complementary skills, allowing each member to capitalize on strengths and minimize weaknesses. How students experience the classroom learning environment shapes how they experience learning. If classroom leadership and management suggest a lack of trust in students and is rigid or poorly structured, the

learning process is affected and therefore the environment is damaged (Tomlinson, Moon, 2013). A differentiated classroom provides different ways of learning content, processing and understanding ideas, and developing learning products so that each student learns effectively. Differentiated instruction is a systematic approach to curriculum planning and student instruction, being a way of thinking that aims to maximize the learning capacity of each student.

Tomlinson (1999) lists seven self-evident facts that underlie the philosophy of differentiation:

- students of the same age differ in terms of previous life experiences, living conditions and current learning abilities;
- these differences greatly affect the content and pace of learning;
- student learning is maximized when teachers suggest tasks that are slightly more difficult than their current skill level;
- student learning is enriched when subject matter is linked to real-world experience;
- learning is more valuable when students are respected by teachers, schools and communities;
- the purpose of the teaching and learning process is to recognize and promote the abilities of each student.

Differentiated instruction can provide multiple avenues for learning, but does not assume a task for each student, focusing on ensuring interaction with all students. This instructional model is recognized for the fact that the teacher must sometimes work with the whole class, sometimes with small groups, and sometimes individually with students.

Evaluation – from the perspective of inclusive education

Evaluation in the context of differentiating the instructional-educational process for students with disabilities can be defined as the process by which their progress or performance is determined in relation to the established objectives and standards. Assessment can be used to identify the needs and progress of students with disabilities and to adapt their instruction to meet their specific needs (Elbaum, 2005).

In this context, the differentiation of the instructional-educational process for students with disabilities refers to the adaptation of instruction to the individual needs and abilities of each student. This process involves personalizing training by selecting or creating specific materials, adapting the way information is presented, providing individualized support, and modifying assessment. Assessment can also be used to monitor the progress of students with disabilities and adapt instruction accordingly (Lennon, 2017). Assessment can be used in this process by providing feedback that allows students with disabilities to understand what they have learned and identify issues that require additional intervention (Barkley, Cross, & Major, 2014).

When teachers differentiate content and encourage students to spend more time in study groups, teachers' assessment techniques change radically. In this context, the focus is on students' low comprehension and less on recall of content assessed by multiple-choice tests. When both differentiated lessons and exams are planned so that both improve at the same time, assessment becomes more authentic and dynamic and changes to reflect the changing nature of classroom instruction. Differentiated assessments are part of the package and help teachers calculate learning opportunities for each student. Assessment is much more than an examination of student work at the end of a lesson or unit of study. As teachers gain a fuller understanding of the characteristics of effective teaching, they can assist in this process by designing informal formative assessment processes to monitor student learning progress. In moving to a high-quality assessment/learning

environment, everyone involved becomes more confident, thoughtful, and positive (Hamm, Adams, 2013).

According to Tomlinson (2014), differentiating the educational process is essential for students with disabilities because they need additional resources and an environment adapted to their needs to understand and reach their full potential. Assessment in this context must be tailored to the needs of each student and take into account their abilities and limitations.

Differentiated assessments can have a positive impact on children with disabilities by providing a learning environment tailored to their unique needs and by promoting inclusivity and self-confidence. In this sense, differentiated assessment allows teachers to tailor assessments to the ability level of each child, including children with disabilities, so that they can show what they really know and understand. It also allows teachers to create personalized opportunities for each child, including children with disabilities, so they can demonstrate what they can do and improve their performance.

Differentiated assessments can also help build the self-confidence of children with disabilities by providing a learning environment tailored to their unique needs and by increasing participation and engagement in learning activities. This can help improve the performance and self-confidence of children with disabilities. One of the most important advantages of differentiated assessment is that it can help remove the educational barrier for students with disabilities. These students may be disadvantaged by traditional assessment, which often relies on reading and writing skills and may not take their special abilities into account. Differentiated assessment can help identify how these students learn best and provide alternative ways of assessment that are tailored to their needs. Differentiated assessment can also help improve the confidence and self-esteem of students with disabilities. By creating an environment where these students are assessed on their abilities and given equal opportunities to learn and succeed, they can be encouraged to have more confidence in their abilities and be more motivated to learn.

Differentiated assessment can include the use of different assessment methods and tools, as well as tailoring the assessment to the developmental level and learning style of students. For example, a student with a learning disability might benefit from an oral assessment instead of a written one, or an assessment during learning activities instead of a final exam. Differentiated assessment may also include adapting the time allocated to perform the assessment or the way information is presented.

There are several reasons why differentiated assessment is important for integrated students with disabilities in mainstream schools. First, it can help identify individual student needs and develop personalized learning plans. Second, differentiated assessment can increase students' confidence and motivation, allowing them to focus on realizing their potential rather than their shortcomings. Third, differentiated assessment can ensure that all students have an equal opportunity to succeed in school.

Methods of research

The overall objective

We propose as a general objective to *identify the teachers' perception of how to differentiate the instructional-educational process for students with disabilities integrated into mainstream education in order to successfully integrate them.*

Assumptions and specific objectives

We conducted the testing of the following hypotheses, to which we attached the corresponding specific objectives.

Hypothesis number 1: Differentiated design of teaching, learning and assessment activities leads to superior results for children with disabilities integrated into mainstream education.

Hypothesis number 2: There are differences in the application of differentiated teaching-learning-assessment activities for students with disabilities integrated into mainstream education by teachers.

Objective 1.1. Identifying a differentiated approach to educational design and assessment for students with disabilities in mainstream school.

Objective 2.1. Investigating teachers' views on the application of different learning modalities and assessment methods for students with disabilities integrated into mainstream education.

Variables entered

In the first hypothesis, *the independent variable* is represented by **the differentiated design of teaching, learning and assessment activities**, and *the dependent variable*: **the results of children with disabilities integrated into mainstream education**.

The independent variable from the second hypothesis is **the application of differentiated teaching-learning-assessment activities for students with disabilities**, *the dependent variable*: **the differences in academic and social performance of students with disabilities**.

The batch of subjects

56 teachers from mainstream education participated in the study. The inclusion criterion used in this study was having or having integrated students with disabilities in the classroom

In the following, we present some characteristics of the respondents: 23% (13) of the respondents involved in the research answered that they are second-grade teachers, 21% (12) teach in the preparatory class, 16% (9) teach grades V-VIII, and 14% (8) of the teachers teach students from grade I. Of the 56 teachers, 48% (27) have between 0-10 years of experience, 22% (12) have more than 10 years of experience and 22% (12) have more than 20 years of experience, 38 of the teachers work in the urban environment, and 18 in the rural environment, 98% (55) of the respondents are women, and 2% (1) are men, 57% of the teaching staff are under 40 years old, and the rest are over 40 years old, 71% of the teaching staff have higher education in addition to the Pedagogical High School, in fields such as Letters, History, Theology, Science Communication, Psychology and Educational Sciences (specializing in Pedagogy of Primary and Preschool Education), and 29% have only the Pedagogical High School as their educational base.

Research tools

To verify the hypotheses, we resorted to the questionnaire method, building an opinion questionnaire, through which we sought to determine the perception and attitude of teaching staff towards the way of differentiating the instructional-educational process in their case. The questionnaire addressed to teaching staff has 14 items with the help of which we tried to determine:

- the strategies used to encourage them in class activities;
- the strategies used to adapt the contents of the lessons;
- the differentiated assessment methods used.

The questionnaire items mostly include closed questions with multiple answer options. We used the Likert scale to capture the qualitative aspects of teachers' perceptions of various elements related to the instructional-educational process.

Findings and discussion

Hypothesis number 1 highlights the importance of differentiated design of teaching, learning and assessment activities for students with disabilities in mainstream education. To verify this hypothesis, we statistically analyzed the following items:

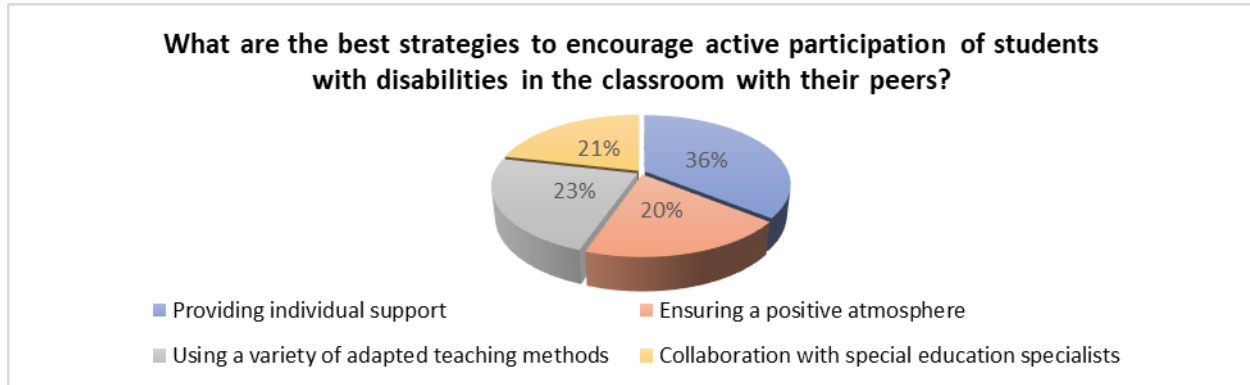


Fig. 1.1. Strategies for encouraging active participation

Taking into account the interpretation of the item, which refers to strategies that encourage the active participation of students with disabilities, teachers, in proportion to 29% (16) claim that it is important to provide individual support to students with disabilities to help them integrate into the classroom, in the opinion of 20% (11) creating a positive atmosphere in the classroom can be beneficial for all students, but can be especially important for students with disabilities, 23% (13) state that students with disabilities may have different learning styles, and it is therefore important to use a variety of teaching methods to enable all students to learn in a way that best suits them, 21% (12) believe that teachers should collaborate with education specialists special to ensure that students with disabilities receive appropriate support and resources.

Students with disabilities integrated into mainstream education have different needs and may experience difficulties in learning, communication and socialization. To help them actively participate in activities with their peers, it is important to provide individual support to help them cope with challenges. We can also create a positive atmosphere in the classroom that helps them improve their self-esteem, confidence in their own strengths, thus reducing the level of stress and anxiety. In addition, to ensure that they understand and assimilate information as well as students without disabilities, using a variety of adapted teaching methods is beneficial to suit the specific needs of each child with a disability. Another strategy that can encourage their participation is working with special education professionals to ensure they receive the appropriate support and resources to develop to their full potential.

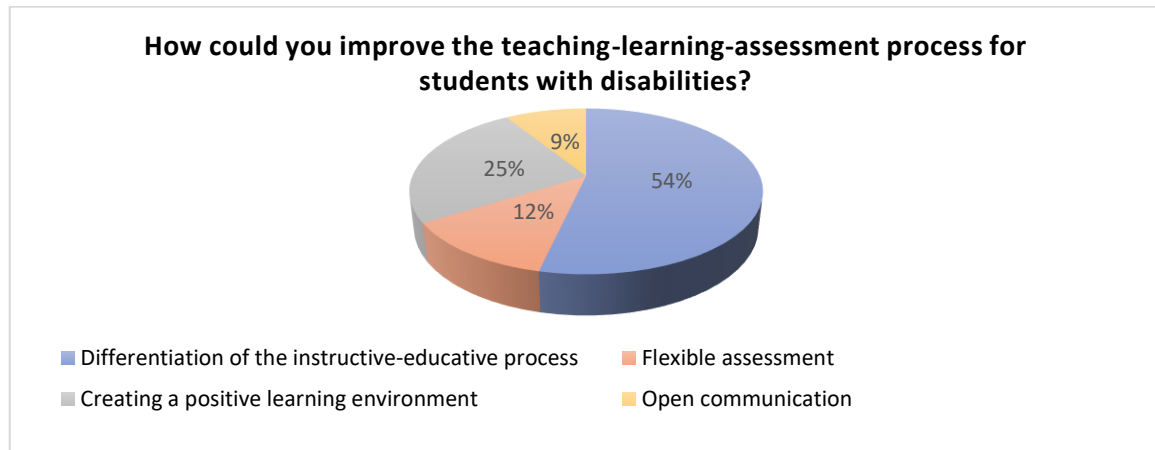


Fig. 1.2. Solutions to improve the teaching, learning and assessment process

In the diagram above, it is found that a percentage of 54% (30) stated that in order to help students with disabilities learn and develop in the same way as other students, the instructional-educational process must be differentiated, a percentage of 25% (14) of respondents believe that providing a positive learning environment can help students with disabilities feel comfortable and encouraged to participate in the learning process, and over 12% (7) believe that assessment should be flexible and adapt to the needs and abilities of students with disabilities.

To improve the teaching-learning-assessment process for students with disabilities, it is necessary to differentiate it to help them learn in an appropriate and effective way. Due to individual characteristics, students with disabilities may need different educational approaches or additional support in order to learn and develop to their fullest potential. Sometimes they are perceived as being different or marginalized in the learning process, but a positive environment can help them to promote acceptance of the attitudes and values of inclusion. In the instructional-educational process, we can use a flexible assessment because they cannot be assessed to the same extent as students without disabilities, which can be adapted to their individual needs. Also, through open communication, they can interact with their teachers and peers, ask questions, receive feedback and receive the support they need, allowing them to feel included in the educational process.

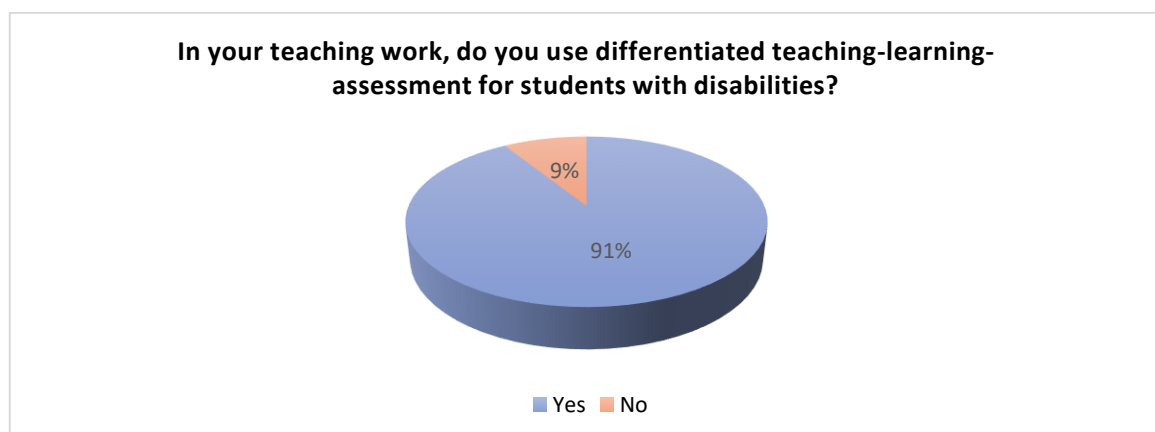


Fig. 1.3. Differentiated teaching-learning-assessment

Out of the total of 56 teachers who completed the questionnaire, 91% (51) answered that they use differentiated assessment for students with disabilities in their teaching activity, the remaining 9% (5) I don't use it.

For students with disabilities integrated into mainstream education, it is important to differentiate the instructional-educational process in order to give them equal access to education and to maximize their school success. Differentiation can help ensure that these students receive the instruction they need to learn and develop at their own pace.

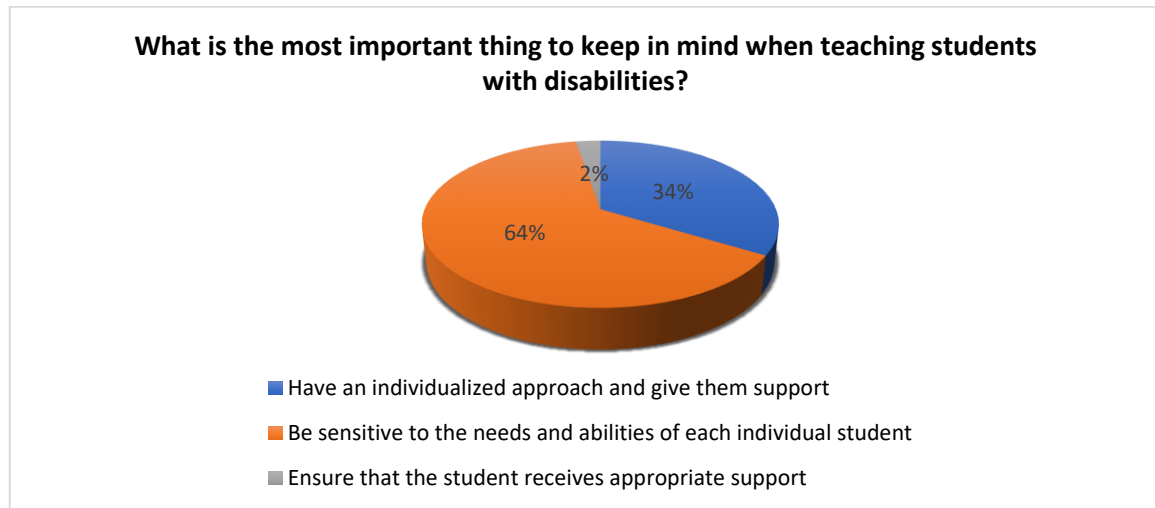


Fig. 1.4. The thing that is taken into account in teaching

61% (34) of respondents claim that when teaching students with disabilities they must be sensitive to the needs and abilities of each student and adapt the subject to suit their learning style, in the opinion of 32% (18) the individual approach and offering support for students with disabilities is important because it enables them to reach their full potential.

When teaching students with disabilities it is good to have an individual approach and support students with disabilities as each student is unique and has their own needs and abilities. In addition, we need to be aware of the needs and abilities they have and adapt teaching methods to suit those needs and abilities. By providing appropriate support for children with disabilities, we give them the opportunity to reach their full potential and develop their skills in a safe and inclusive educational environment. If these students do not receive adequate support, they may have difficulty understanding teaching materials, integrating into groups, and developing social skills.

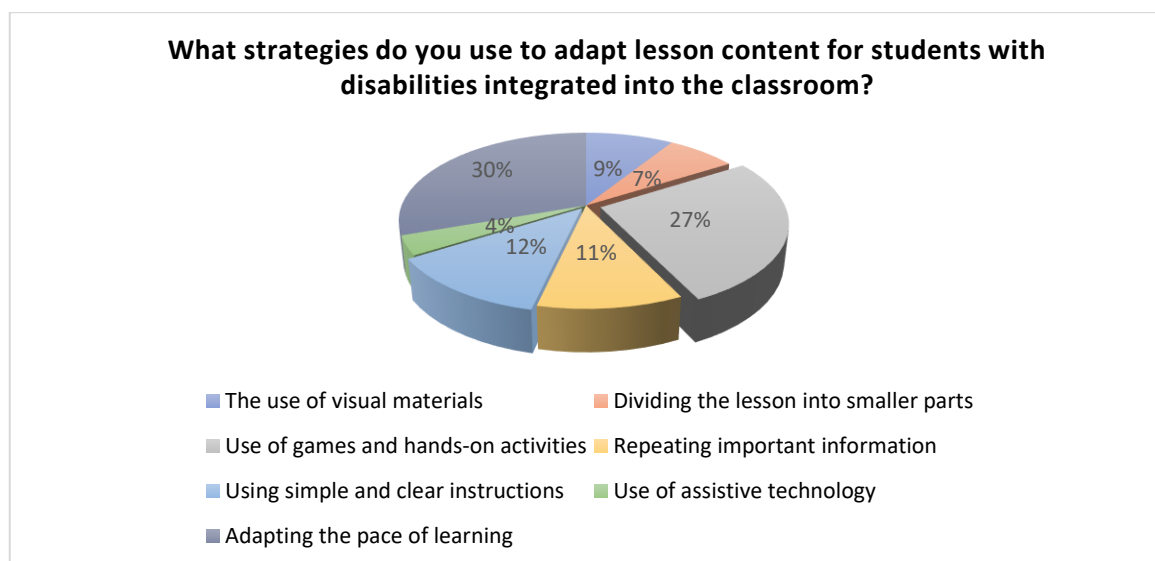


Fig. 1.5. Strategies used to adapt lesson content

When asked about the strategies used to adapt the content of lessons, teachers answered: 17 (30%) of them believe that adapting the pace of learning can be a useful way to help students with disabilities learn in a way that suits them, 15 (27%) think that games and hands-on activities can be a fun way to help students with disabilities learn and remember information, 7 (12%) say that using clear and simple instructions can be an effective way to help students with disabilities understand the requirements and complete their assignments, 6 teachers (11%) believe that repeating important information helps students understand and remember the content.

Adapting the pace of learning can be crucial to the educational success of children with disabilities because it allows them to learn in a way that is accessible to them and to develop at a pace that allows them to assimilate information appropriately. In addition, adapting to the pace of learning can help children with disabilities gain more confidence in their own ability to learn and cope with challenges. Games and hands-on activities can be adapted to be accessible to children with disabilities so that they can participate and learn just like other children. Games and hands-on activities can help develop social and communication skills, as well as improve attention and concentration in children with disabilities. These activities provide an opportunity for students with disabilities to actively engage and learn through experience, which can be more effective than traditional teaching methods. Simple and clear instructions can help them understand the teaching material better, participate more actively in lessons and develop their learning skills. In addition, using clear and precise language can reduce their frustration and stress allowing them to better focus on what they need to learn.

Repetition of important information allows children with disabilities to better understand and retain the material presented. It can therefore help to consolidate the knowledge and develop the skills needed to cope with school requirements.

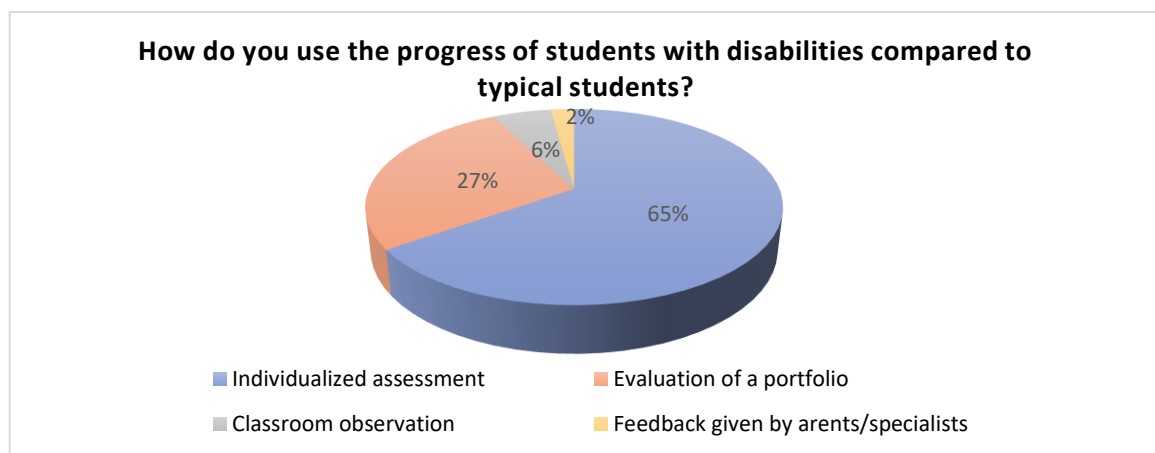


Fig. 1.6. Assessing the progress of students with disabilities

In the diagram above (fig. 1.6) we can see that 64% (36) of the respondents stated that individualized assessment can be an effective way to assess the progress of students with disabilities, as it allows examining the abilities and needs of each student individually and personalized, 15 teachers believe that classroom observation can be another effective way to assess the progress of students with disabilities, as it provides the opportunity to examine how the student interacts with the learning environment and observe their progress over time, 3 teachers responded that portfolio assessment can be another viable option as it provides a detailed view of student progress across a range of skills and abilities.

For students with disabilities, using individualized assessment can provide detailed information about a child's abilities and needs that can be used to develop an individualized and tailored educational plan to help them reach their full potential. By observing the child in a social and educational environment, the assessment can provide information about the child's ability to integrate into a group, communicate and interact with peers, and cope with the specific demands and challenges of the school environment. Assessing children with disabilities through a portfolio can be a more comprehensive and relevant method than traditional assessment through standardized tests or short-answer questions. They provide a much more detailed and complex picture of a child's progress than a standardized test could.

Summing up the teachers' answers, we find the following:

- respondents believe that differentiation is essential for improving the design of teaching, learning and assessment activities and use differentiated design for students with disabilities, which suggests that this approach is considered useful and effective;
- a differentiated approach may include, for example, using varied teaching strategies, such as presenting material in a variety of modalities (visual, auditory, kinesthetic) or using different levels of task difficulty to suit the needs and abilities of individual students. Assessment should also be tailored to individual students' needs, such as providing extra time or clear and simple instructions;
- differentiating teaching, learning and assessment activities can encourage and promote active and participatory learning, encouraging students with disabilities to take responsibility for their own learning and develop their skills in a positive and safe environment;
- in general, the differentiated design of teaching, learning and assessment activities can be beneficial for children with disabilities integrated into mainstream education. However, superior results depend on a number of factors, including the nature and severity of the child's disability, the quality of resources available to adapt activities, and the involvement and support provided by teachers and parents.

Based on the data presented, hypothesis number 1 can be confirmed, according to which ***the differentiated design of teaching, learning and assessment activities can lead to superior results for children with disabilities integrated into mainstream education.*** In particular, we can emphasize the importance of adapting the subject matter, learning style and pace of teaching to suit the needs and abilities of each student with disabilities. Individualized assessment and classroom observation are also effective methods of assessing the progress of students with disabilities. Thus, the differentiated design of teaching, learning and assessment activities can be considered a beneficial practice for the integration of students with disabilities in mainstream education and for improving their performance.

Hypothesis 2 is based on a differentiated approach that includes different teaching methods, adapted teaching resources and materials, as well as changes in tasks and assessment. However, not all teachers are trained or experienced to deal with these differences and may have difficulty adapting lessons and assessments for students with disabilities.

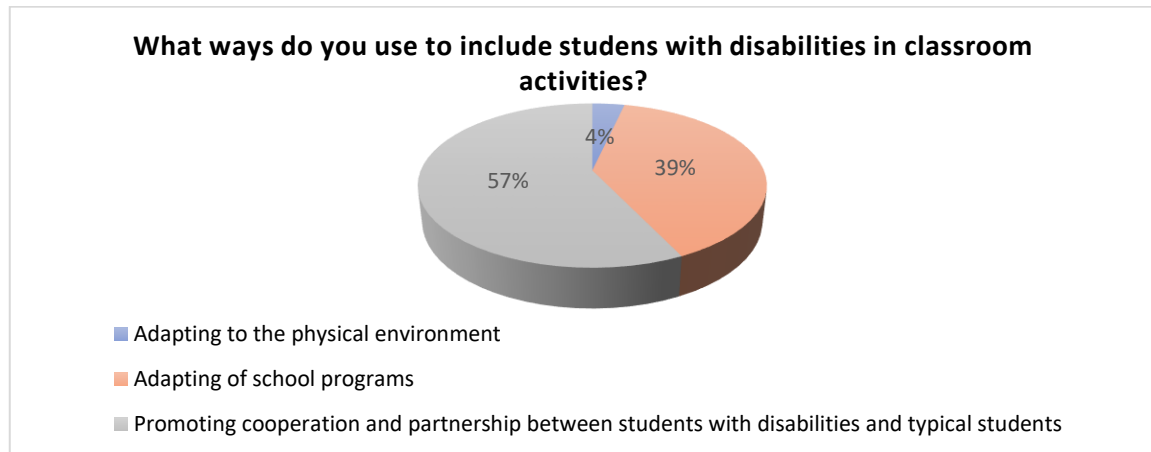


Fig. 2.1. Ways used to include students in activities

In the opinion of 57% (32) of the respondents, promoting cooperation and partnership between students with disabilities and typical students is an important way to include students with disabilities in classroom activities, involving encouraging collaboration between students with disabilities and other students in the class, 39% (22) say that adapting school curricula is also an important way to ensure that students with disabilities can participate in classroom activities, this includes changing tasks or how information is presented to suit with the needs of students with disabilities.

For the inclusion of students with disabilities in classroom activities, it is important to promote cooperation because these students have special needs and requirements that must be met to enable them to participate in educational activities and develop their potential. Through cooperation, teachers, students with disabilities, and other students can work together to create a safe, supportive, and inclusive learning environment. Therefore, adapting school programs can also help create an environment where all students are accepted and respected.

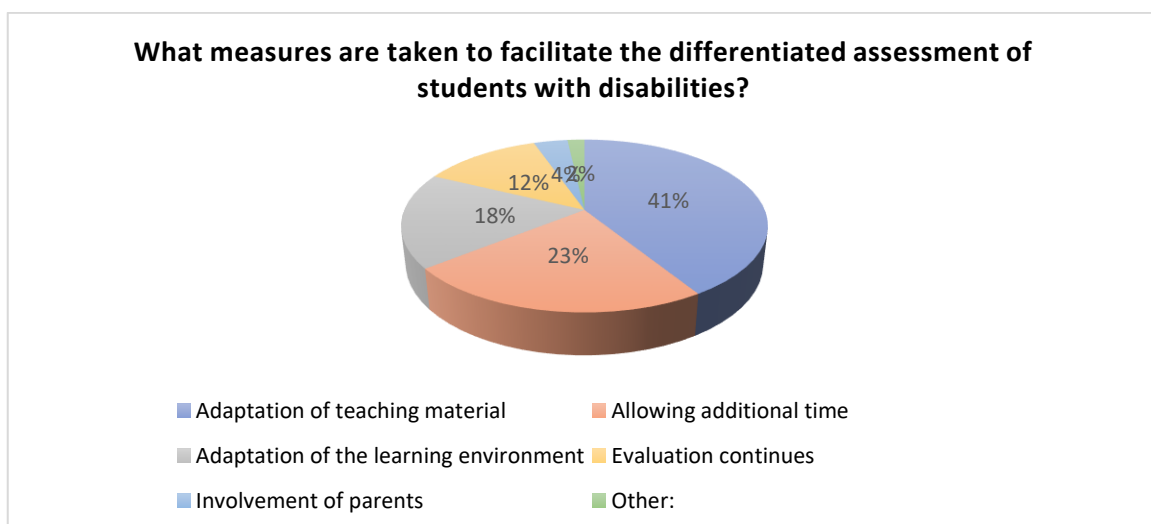


Fig. 2.1. Measures to facilitate differentiated assessment

Regarding the measures taken to facilitate differentiated assessment, it is found that 41% (23) of the people participating in the study consider that the adaptation of teaching material is one of the most important measures, as this may include the use of alternative or modified materials to help students with disabilities better understand the subject, 23% (13) say that giving extra time can help students with disabilities have the time they need to process information and complete tasks,

and 18% (10) believe that adapting the learning environment may include the use of special technologies or equipment to allow students with disabilities to be assessed according to their developmental level.

To facilitate the assessment of students with disabilities, it is important to adapt the teaching material in the teaching and learning process to ensure accessibility and equal opportunities in education. Before discussing the adaptation of teaching material, we must take into account the need to individualize instruction for each student with disabilities, depending on the type, degree and nature of the disability. Another method we can use for students with disabilities is to allow extra time to allow students to demonstrate their skills and knowledge in exams and assessments. Additional time may be granted according to the individual needs of the student and may vary depending on the type and level of the examination. Adapting the learning environment for students with disabilities is a must to provide them with equal learning opportunities and help them develop their skills and knowledge. In general, this adaptation involves changing the way the learning process is carried out and the learning materials to suit the specific needs of each student with a disability.

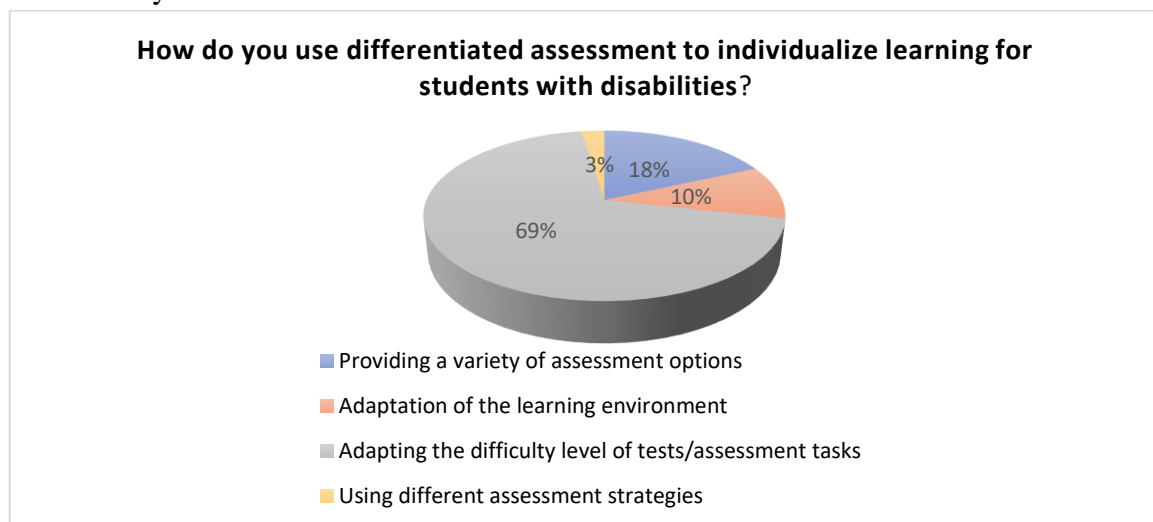


Fig. 2.3. Using differentiated assessment through individualizing learning

The answers to this question highlight the fact that 61% (34) of the teachers involved in the research adapt the difficulty level of tests or assessment tasks for students with disabilities in order to demonstrate their knowledge and skills, 16% (9) put providing students with a variety of assessment options such as written tests, projects, oral presentations or portfolios, allowing them to demonstrate their knowledge and skills in a way that suits them best, 14% (8) use different assessment strategies, instead of having a written test, a student could be assessed through a conversation or an oral assessment.

When using differentiated assessment to individualize learning, it is important to provide a variety of assessment options for students with disabilities and discuss with them what approach would work best for them. This will ensure that all students have an equal chance to succeed and progress. It is necessary to adapt the tasks according to the level of difficulty that is based on the individual needs of each student. A personalized and sensitive approach can make a difference in improving their learning and development. Regardless of the assessment strategy used, it is important to consider the individual needs of students with disabilities and tailor the assessment to their specific needs and abilities.

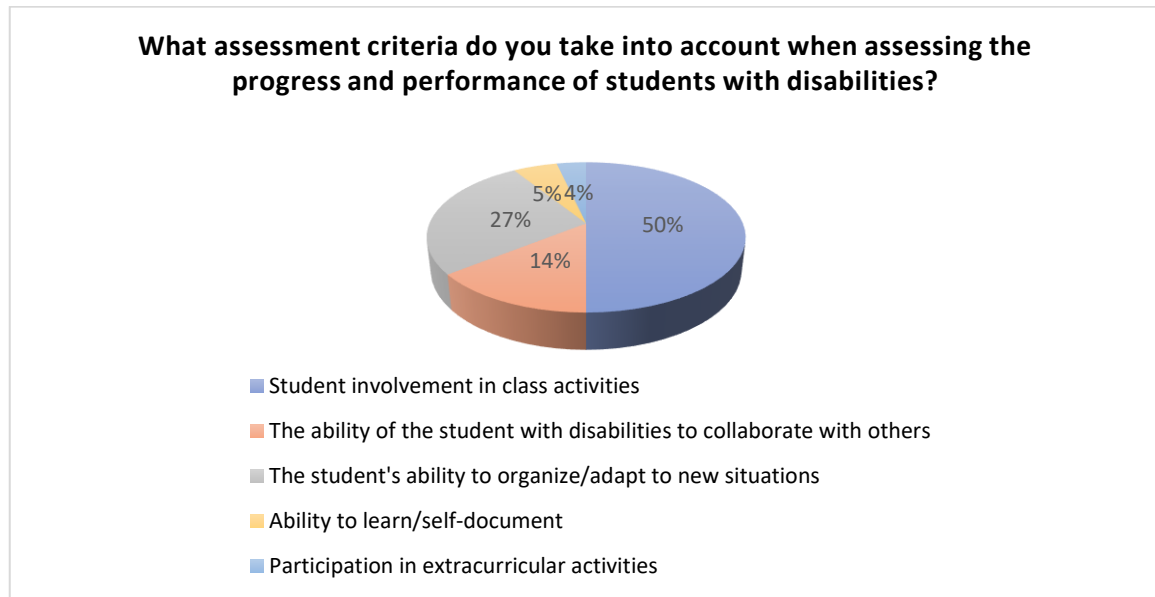


Fig. 2.4. Evaluation criterias

Of the total of 56 teaching staff, 50% (28) state that it is important to monitor the student's level of involvement in school activities, as well as the interest and enthusiasm they show towards subjects and activities, 27% (15) note that students with disabilities may have difficulty adapting to new or unexpected situations, assessing their ability to cope with changes and organize themselves in new situations may be important to ensure their school success, and a percentage of 14% (8) considers it important to monitor their ability to work with their classmates, communicate and collaborate with them.

Involving students with disabilities in classroom activities is extremely important to provide them with equal opportunities and to help them integrate into the school community. It is essential to ensure that the student with disabilities has access to all the resources and teaching materials necessary to be able to participate in the activities. Depending on their needs and abilities, we can provide tasks that allow them to show their talents and feel involved in the activities. Also, the disabled student should be involved and encouraged to participate in group discussions and activities, so that other students collaborate with him and help him when needed. As for the disabled student's ability to organize and adapt to new situations, this can vary depending on the type and severity of the disability, as well as the level of support they receive. Some people with disabilities may have significant difficulty coping with change or new situations, while others may be more flexible and adaptable.

To help students with disabilities organize and adapt to new situations, it is necessary to provide the appropriate support and create a predictable and stable environment where students can feel safe and focus on learning. For example, we can use advanced preparation strategies to help students familiarize themselves with new situations or changes before they occur. Another criterion that must be taken into account when evaluating the progress of the student with disabilities is the ability to collaborate with others, which can vary according to the type and severity of the disability, the level of support and the accessibility of the school environment. In general, each student with disabilities needs a personalized approach to develop their ability to collaborate with others. With the right support and an individualized approach, students with disabilities can be successful in working with others.

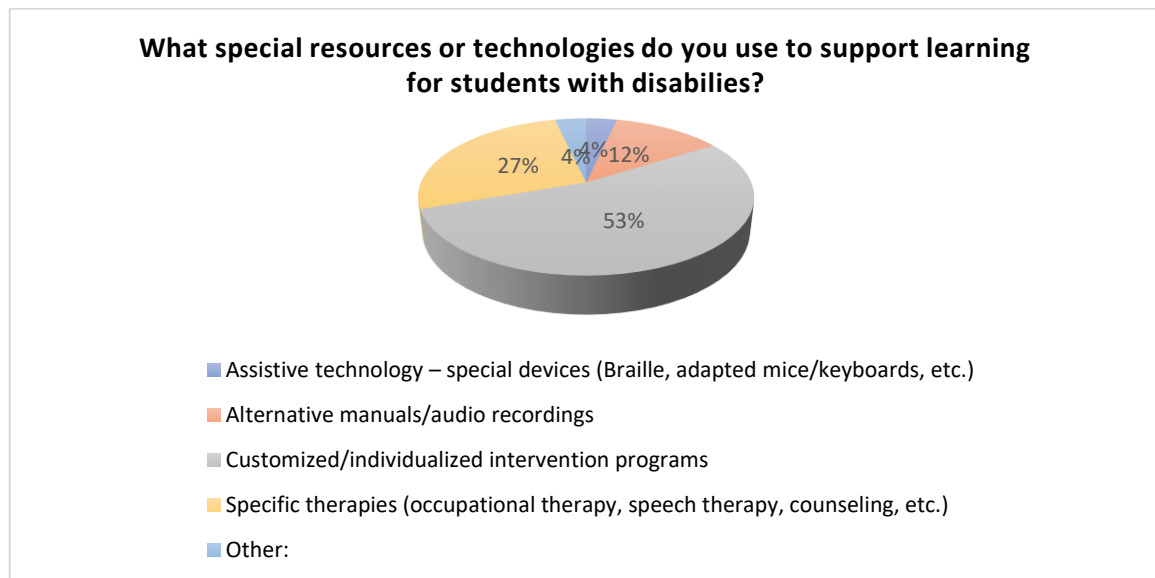


Fig. 2.5. Resources/technologies used

A total of 30 (53%) respondents say they use personalized intervention programs to meet the specific needs of students with disabilities, helping them learn in a way that suits them, 15 (27%) of them believe that using specific therapies can help develop social, emotional and cognitive skills.

In mainstream schools, supporting the learning of children with disabilities can be achieved through personalized intervention programs. These programs are designed to address the individual needs of each child with disabilities, taking into account their current level of development, abilities and interests. It is essential that personalized intervention programs are reviewed and updated as the child grows and develops skills and interests. In this way, the program can continue to be relevant and effective in supporting the learning and development process of the child with disabilities. Students with disabilities can also be supported in the learning process through specific therapies that refer to educational and therapeutic interventions specifically designed to help them learn and develop in the most effective way possible. There is a wide range of specific therapies that are available for children/students with disabilities, such as occupational therapy, speech therapy, physical therapy, behavioral therapy, and multisensory stimulation therapy. These therapies can be used to improve the motor, language, social and cognitive skills of children with disabilities.

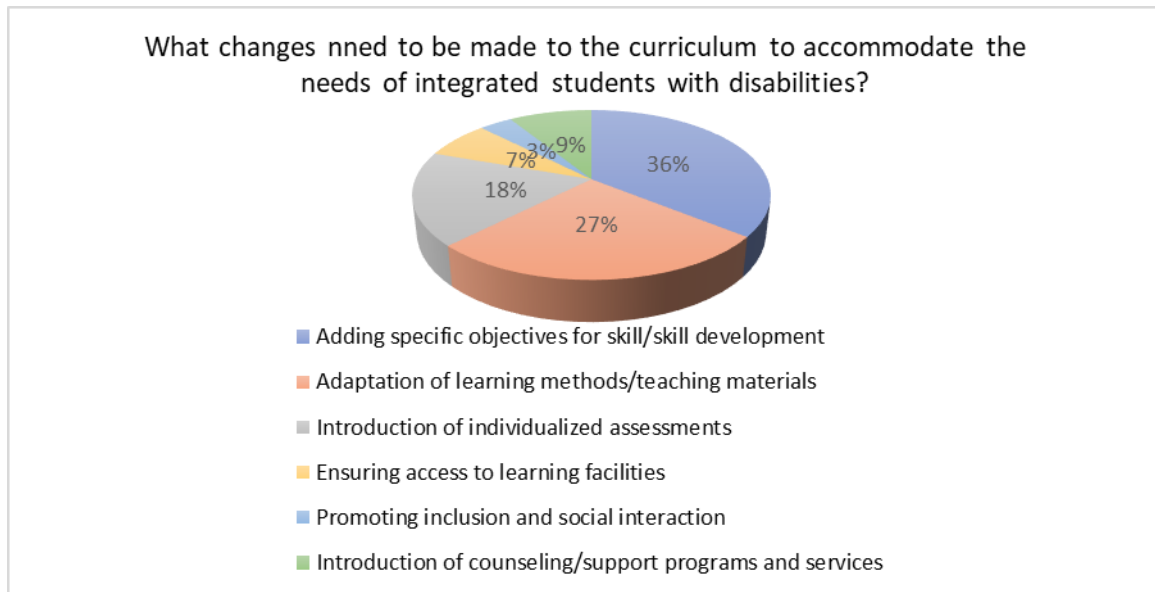


Fig. 2.6. Changes to be made to the curriculum

As can be seen in the figure above, the question refers to what changes should be made in the curriculum to adapt to the requirements of students with disabilities integrated into the education system. All the answer options propose viable solutions to achieve this objective. 20 (36%) of teachers say that adding specific goals for developing the skills and abilities needed to cope with disability can be useful in helping students with disabilities develop in a way that allows them to learn more effectively, 15 (27%) of them believe that adapting learning methods and teaching materials to take into account the specific needs of students with disabilities is another important way to ensure effective learning adapted to their individual needs, and 10 (18%) say that introducing individualized assessments to determine the progress of each student with disabilities can help monitor each student's progress and identify potential issues that need to be addressed. Each disabled child has their own needs and abilities, so it is important that the curriculum is adapted accordingly. Instruction should be customized for each child based on their developmental level and specific needs.

The curriculum should include a system for evaluating and monitoring the progress of children with disabilities. This could be achieved by developing an individual learning plan, which includes clear and measurable objectives, and monitoring the progress by teachers.

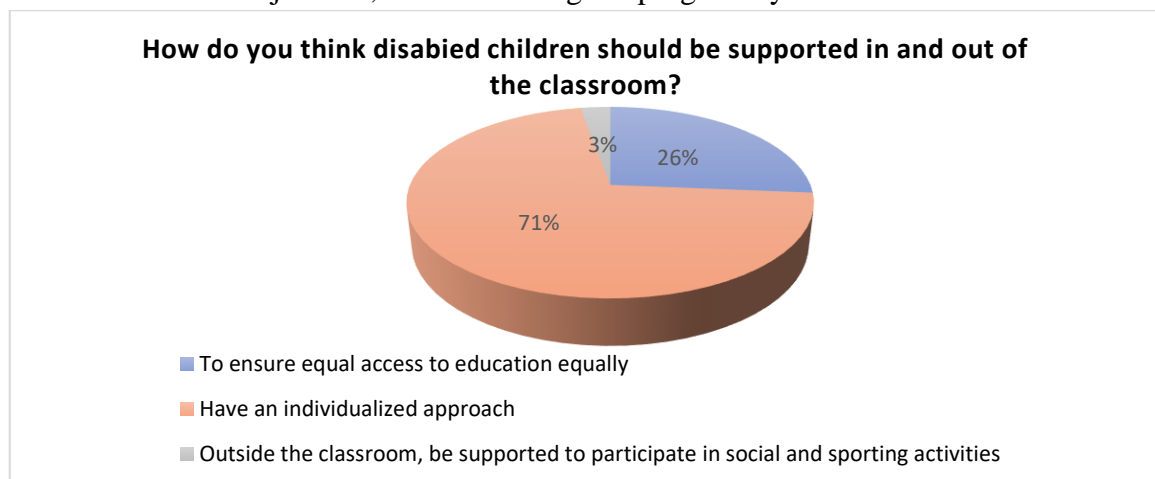


Fig. 2.7. Supporting children with disabilities in the classroom/outside the classroom

13 (23%) of respondents believe that students with disabilities should have access to education equally with other children, this can be achieved by providing an inclusive learning environment that allows them to participate in school activities and receive adequate support, 35 (63%) believe that it is important to have a personalized approach to supporting children with disabilities, as each child is unique and has different needs, and 8 (14%) believe that these children should be supported to participate in social and sporting activities, as these provide them with important opportunities for social and physical development. This can be achieved by providing a friendly environment adapted to their needs, by involving parents and professionals in providing support and by developing special programs for these children.

To support disabled children in/out of the classroom we need to ensure we have open communication with parents of disabled children and consult them about their child's needs. We can give them positive feedback and encourage the progress of children with disabilities so that they can develop their skills and take part in social and extracurricular activities.

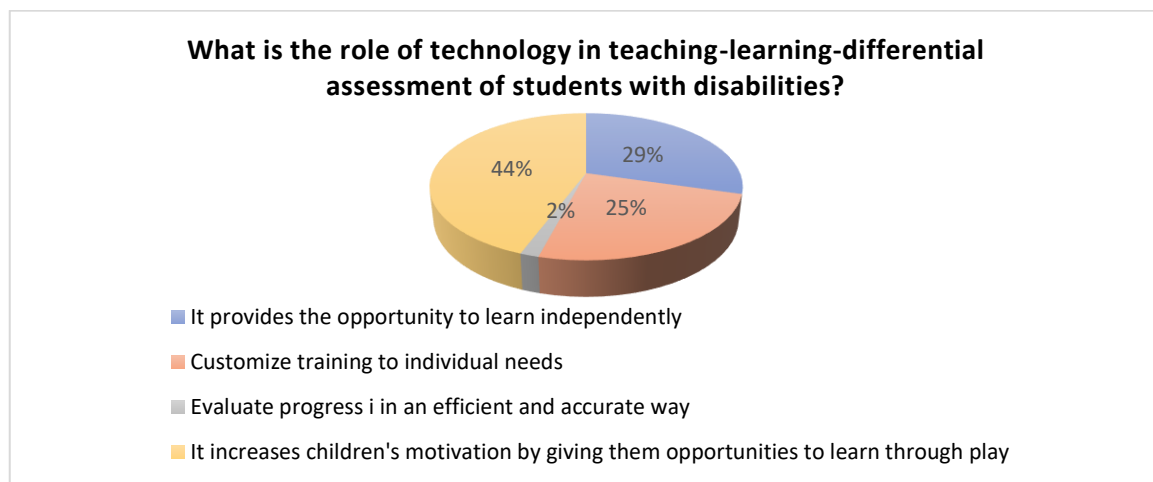


Fig. 3.8. The role of technology in differentiated design

Regarding the role of technology in teaching, learning and differentiated assessment of students with disabilities, all of the options listed in the statements can be considered correct. A number of 22 (39%) of the respondents believe that through the use of technology, opportunities for learning through play and interactive activities can be provided, which can increase the motivation of students with disabilities and make the learning process more enjoyable and effective, 18 (32%) teachers surveyed said that using technology can provide students with disabilities the opportunity to learn independently and interact with information differently based on their specific needs, and 15 (27%) of teachers have responded that technology can personalize instruction for each individual student by adapting learning materials and methodologies to their individual abilities and needs.

Today there are plenty of online platforms that allow students to learn at their own pace and access personalized educational resources. These can include video tutorials, educational games and practice tests, which are designed to adapt to each student's knowledge level and learning style. By using technology in differentiated design, students with disabilities can be provided with a more personalized and tailored learning experience, which can lead to greater learning success and increased academic achievement.

Following the analysis of the presented data, hypothesis 2 can be confirmed, there *are differences in the application of differentiated teaching-learning-evaluation activities for students with disabilities integrated into mainstream education, by teachers.*

So, we can summarize the following features:

- the teaching staff involved in the research indicated that they adapt the difficulty level of the tests or assessment tasks
- has for students with disabilities and that it considers the adaptation of teaching material to be one of the most important measures to facilitate differentiated assessment;
- promoting cooperation and partnership between disabled and mainstream students is considered an important way to include disabled students in classroom activities.
- monitoring the student's level of involvement in school activities, as well as the interest and enthusiasm he shows towards subjects and activities are considered important.
- adapting school programs and teaching materials is important to ensure the participation of students with disabilities in classroom activities. Measures are also taken to facilitate differentiated assessment by adapting the difficulty level of tests or assessment tasks, offering a variety of assessment options, and using different assessment strategies.
- monitoring students' involvement, interest, and ability to work with their peers are also considered important. In addition, personalized intervention programs and specific therapies are used to meet the specific needs of students with disabilities.

Conclusion

It is important that teachers approach each student with disabilities individually and create a learning environment that meets their needs. Differentiated activities must be designed to allow all students to participate and progress adequately, regardless of their developmental level or ability.

Each student with disabilities has specific access needs, it is essential that teachers understand the individual needs of each field and create personalized learning plans for each, also using learning techniques adapted to the specific needs of students with disabilities. Teachers should ensure that learning materials are accessible to students with disabilities and create an inclusive learning environment for students with disabilities so that they feel accepted and included in their classrooms. This may include using inclusive language, cooperating among students, and encouraging respect and tolerance.

To help students with learning disabilities recommend that we develop the individual needs and capabilities of students to be able to adapt instruction and learning strategies to their developmental level. Identification of individual needs can be achieved through initial assessments, observations and discussions with students and parents. In order for them to understand and retain the information, it is important to use alternative learning methods and materials such as illustrations, diagrams, games, songs, movies or technological devices that help them understand the subject better. Students with learning disabilities may be stressed and anxious during the learning process. It is important to create a positive learning environment that motivates them to learn and develop. This environment can be created by encouraging students to express their ideas, participate in group activities and provide positive feedback.

To support student development, it is important to focus not only on developing academic skills, but also on developing emotional skills. Students should learn how to manage their emotions, communicate effectively, and collaborate with other students.

Limits

Differentiated design of teaching, learning and assessment activities is effective by teachers to ensure that all students in the class benefit from personalized and personalized educational experiences. However, there are some limitations to these approaches. Differentiated design can be a time-intensive application and requires additional planning and preparation on the part of the teacher. This can be difficult to achieve in a hectic environment or when the teacher has a lot of other responsibilities. It may require additional resources, such as additional materials, software, or technology, which may be expensive or unavailable in some schools or communities. Differentiated design requires the teacher to have a deep understanding of individual student needs and abilities and to be able to adapt instructional material accordingly. In addition, the teacher must be able to provide individualized support and feedback to students, which can be challenging in a classroom with many students. This project can be difficult when students are not motivated to learn or engage in the learning process. In this case, the teacher may encounter difficulties in adapting teaching materials to help these students develop.

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