



## THE COUNTY CENTRE FOR RESOURCE AND EDUCATIONAL ASSISTANCE

**The County Centre for Resource and Educational Assistance (CJRAE)** is an educational institution which is specialized in **offering, coordinating and monitoring the educational services given to children/students with special needs, teachers, parents and members of the community** so that everybody has access to quality education.

In **2017-2018** C.J.R.A.E. Botoşani has **63** employees: **48** teachers who work in different centres, schools and interschooling psychopedagogical offices, **7** teachers – speech therapists, **5** teachers in SEOSP, **1** financial administrator, **1** secretary and **1** social assistant. **45** teachers work in the urban area, **15** in the rural area.

# Services provided by C.J.R.A.E. Botosani

- Psycho-pedagogical counseling for children, students, teachers, parents within the County Center for Psycho-pedagogical Assistance (CJAP)
- Speech therapy through the Interschool Speech Therapy Center (CLI)
- Complex assessment and diagnosis of deficiency for children, students and young people with special educational needs in special education, specially integrated education and in mass education, through the SEOSP (Assessment and Educational and Professional Guidance Service)
- Educational and professional guidance for children / students / young people with special educational needs carried out by the Educational and Professional Guidance Commission - COSP

## County Center for Psycho-pedagogical Assistance

- Provides information, advice, documentation and guidance for preschools, pupils, parents and teachers in specific issues: knowledge and self-knowledge, adapting students to the school environment, adapting the school to student needs, optimizing school relationships - pupils - parents.
- Provides, through specific methods, procedures and techniques, the prevention and the decrease of the factors that cause behavioral disorders, risk behaviors or mental discomfort.
- Performs psycho-pedagogical investigation of children / students.
- Proposes and organizes programmes to guide students' careers in educational institutions.
- It develops psychosocial studies on the options of students in the final grades for vocational qualifications through vocational and high school education.

## **Interschool Speech Therapy Center**

### Activities:

- Detecting, assessing and identifying language and communication disorders in preschool children, whether or not in kindergartens, and little schoolchildren.
- Ensuring the preventive character of speech therapy by giving priority to pre-school children with language disorders enrolled in kindergartens, in order to prevent the difficulty of learning to read and write at the school age.
- Guiding the speech therapy to correction, recovery, compensation, adaptation and school and social integration in order to reduce the risk of school failure.
- Supporting teachers in the personalized approach of children / students with language and communication disorders, by organizing information and counseling activities in the schools and pre-schools with the aid of a speech therapy teacher.
- Correcting language and communication disorders in order to reduce the risk of school failure.

## Assessment and Educational and Professional Guidance Service

- Psychological evaluation of children in order to determine the level of development of mental functions and processes
- Educational assessment (identifying the level of curricular acquisitions, correlating them with the potential and level of cognitive, psychomotor and socio - emotional development of the child)
- School guidance to mass-market institutions (with or without support structures) or special education.
- The activity of SEOSP is regulated by Common Order no. 1985/1305/5805/2016 regarding the approval of the Methodology for Integrated Assessment and Intervention for the Classification of Children with Disabilities , the School and Professional Guidance of Children with Special Educational Requirements, as well as for the empowerment and rehabilitation of children with disabilities and / or special educational requirements.
- In the school year 2016-2017, at the SEOSP / COSP level:
  - there were evaluated 732 children/students and guided 716 children/students;
  - there were issued 716 certificates of school and professional guidance;
  - specialized counseling was provided to schools and to 710 parents.

# SEOSP - C.J.R.A.E. BOTOȘANI STATISTICS

## Children / students with special needs on 01.02.2018

<b>Preschool Education</b>				
<b>DIAGNOSIS</b>	In mass education institutions		In special education institutions	
<b>Autism</b>	20		4	
<b>Syndrome Down</b>	6		-	
<b>Visual deficiencies</b>	2		-	
<b>Hearing deficiencies</b>	2		4	
<b>Speaking deficiencies</b>	3		-	
<b>Syndrome Kabuki</b>	1		-	
<b>Intellectual deficiencies</b>	12		-	
<b>Other deficiencies (mixed)</b>	32		-	
<b>TOTAL</b>	68		8	

# SEOSP - C.J.R.A.E. BOTOȘANI STATISTICS

## Children / students with special needs on 01.02.2018

<b>PRIMARY SCHOOL</b>				
<b>DIAGNOSIS</b>	In mass education institutions	Schooling at home( mass education)	In special education institutions	Schooling at home (special education)
<b>Autism</b>	28	7	27	10
<b>Syndrome Down</b>	4	2	-	2
<b>ADHD</b>	21	-	4	-
<b>Visual deficiencies</b>	7	-	3	-
<b>Hearing deficiencies</b>	4	-	7	1
<b>Speaking deficiencies</b>	12	-	-	-
<b>Syndrome Kabuki</b>	1	-	-	-
<b>Intellectual deficiencies</b>	213	2	71	9
<b>Syndrome Struge-Weber</b>	1	-	-	-
<b>Syndrome Asperger</b>	1	-	-	-
<b>Syndrome Williams</b>	-	1	-	-
<b>Syndrome Dandy-Walker</b>	-	1	-	-
<b>Perthes illness</b>	-	-	-	1
<b>Syndrome Angelman</b>	-	-	1	-
<b>Other deficiencies (mixed)</b>	233	13	11	11
<b>TOTAL</b>	525	26	124	34

# SEOSP - C.J.R.A.E. BOTOȘANI STATISTICS

## Children / students with special needs on 01.02.2018

<b>Gymnasium</b>				
DIAGNOSIS	In mass education institutions	Schooling at home (mass education)	In special education institutions	Schooling at home (special education)
<b>Autism</b>	9	1	12	3
<b>Syndrome Down</b>	2	-	1	1
<b>ADHD</b>	27	-	-	-
<b>Visual deficiencies</b>	4	-	5	-
<b>Hearing deficiencies</b>	8	-	8	-
<b>Speaking deficiencies</b>	-	-	-	-
<b>Syndrome Kabuki</b>	-	-	-	-
<b>Intellectual deficiencies</b>	252	6	148	6
<b>Syndrome Ellis van Creveld</b>	1	-	-	-
<b>Syndrome Asperger</b>	3	-	-	-
<b>Syndrome Recklinghausen</b>	1	-	-	-
<b>Perthes illness</b>	-	1	-	1
<b>Other deficiencies (mixed)</b>	303	16	46	5
<b>TOTAL</b>	610	24	220	15



# SEOSP - C.J.R.A.E. BOTOȘANI STATISTICS

## Children / students with special needs on 01.02.2018

<b>High School</b>				
<b>DIAGNOSIS</b>	In mass education institutions	Schooling at home( mass education)	In special education institutions	Schooling at home (special education)
<b>Autism</b>	2	-	9	1
<b>Syndrome Down</b>	-	-	6	-
<b>ADHD</b>	4	-	2	-
<b>Visual deficiencies</b>	4	-	11	-
<b>Hearing deficiencies</b>	-	-	21	-
<b>Speaking deficiencies</b>	-	-	-	-
<b>Intellectual deficiencies</b>	34	-	207	5
<b>Other deficiencies (mixed)</b>	55	-	49	3
<b>Immunodeficiency syndrome</b>	-	1	-	1
<b>Infantile cerebral paralysis</b>	-	1	-	-
<b>Generalized anxiety with panic attacks</b>	-	1	-	-
<b>Chronic epiphysiolyis bilateral hip</b>	-	1	-	-
<b>TOTAL</b>	99	4	295	10

**SEOSP - C.J.R.A.E. BOTOȘANI STATISTICS**  
**Children / students with special needs on 01.02.2018**

<b>Post-Secondary Education</b>		
<b>DIAGNOSIS</b>	In mass education institutions	In special education institutions
<b>Specific learning disabilities</b>	1	-
<b>Visual deficiencies</b>	-	10
<b>TOTAL</b>	1	10

**TOTAL NUMBER OF CHILDREN / STUDENTS / YOUNG PEOPLE WITH SCHOOL AND PROFESSIONAL GUIDANCE CERTIFICATES - 2073**

From which:

Total Preschool = 76

Total number of students in primary classes = 709

Total number of students in gymnasium = 869

Total number of high school students = 408

Number of students in post-secondary education = 11

At the CJRAE Botosani level, there are cabinets for school counselors / 1 speech therapy teachers in order to work with children with special needs:

- 27 psycho-pedagogical assistance offices (high school + CJAP)
- 28 psycho-pedagogical assistance offices (gymnasium level)
- 4 psycho-pedagogical assistance offices (pre-school level)
- 6 speech therapy offices

# PROGRAM OF RESPONSIBILITY, INCLUSION AND SUPPORT FOR CHILDREN WITH DISABILITIES

- **Aim:** Facilitating access to education for children from disadvantaged groups through educational support and specialized services; the development of an inclusive school environment accessible to all those in need of education, regardless of the psycho-individual peculiarities, cultural specificity, socio-economic situation, mother tongue or ethnicity.
- **Target group:** Teachers from pre-university education, children / students with special needs, parents
- **Types of activities:**
  - Information actions (debate, strategy development)
  - Individual psycho-pedagogical counseling for pupils, counseling for parents and teachers

# MONITORING PROGRAM OF CHILDREN WITH PARENTS EMPLOYED ABROAD

- **Purpose:** to provide support to children with parents who have gone abroad to improve their well-being, personal development and optimal integration into social life and school work;
- **Target group:** Students with parents abroad
- **Objectives:** identifying students with parents working abroad (discussions with the supervisors, making a questionnaire); creating a database (grouping by problem categories); assessing the degree of cognitive, emotional, behavioral impact; identifying working arrangements and designing the intervention plan; project evaluation and monitoring.
- **Activities:**
  - I. psychological counseling for students (individual counseling, group counseling)
  - II. counseling for teachers
  - III. counseling for tutors

# **Counseling for parents who have children with specific learning disabilities**

## **Objectives:**

- a) empowering and raising awareness of parents in dealing with issues related to TSIs
- b) to promote students' school success through supportive teaching measures, to ensure adequate training and to promote the development of each student's potential;
- c) to reduce relational and emotional difficulties, secondary to learning disabilities;
- d) to favor early diagnosis of students and to establish teaching rehabilitative methods

## **Specific activities:**

- documentation on current legislation on TSI issues;
- organizing an information point on legislation and specific materials on compensatory instruments at C.J.R.A.E. Botoșani, and dispensing measures in order to achieve the most appropriate and personalized didactic intervention;
- providing teachers and parents with the necessary bibliography and providing information about websites or platforms online on the TSI.