

DIVERSITY IN THE CLASSROOM

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The European Union has a long term tradition in handling the question of the special educational needs and is quite enthusiastic about this topic. This field is an integral part of the Aquis Communautaire. From the 70's the European Union has committed itself firmly to integrative education, considering any other solution complementary. Moreover the philosophy of inclusion represents a pedagogy which integrates everybody, takes into consideration the individual characteristics, meets the requirements of individual needs and bases on individual differentiation and development. Integration has the power to strengthen the bonds between students with special educational needs and their peers and change the negative attitude towards them. However handling the diversity in the classroom is one of the most challenging fields, which requires changes in the pedagogical contents, curriculum, methodology, environment, attitudes and makes necessary the efforts and cooperation of all the affected sides. The study represents the experiences and results of a research made in a quite heterogeneous environment with students at adolescence. It focuses on the exploration of young people's peer relations. As a methodology the survey uses sociometry from an unusual view. Giving new aspects of the research of school integration and sociometry the survey analyzes the peer relations and community life from the view of the different kinds of special educational needs in the examined integrated grades.

Keywords: diversity, integration, inclusion, secondary grammar school grades, students with special educational needs, sociometrical survey, experiences, results

Policies and practices in advantage of integration on European level

The idea of integration derives from of civil right movements of the 60's. The philosophy of normalization announced that normal circumstances must be assured for people who differ from the others as much as possible (Földes, 2003).

At the beginning in European Union disability and special education needs were part of a wider European policy, the integrated element of the European employment and social policy. The specific educational policy focused on students with special needs was set up later on in the 80's. This was the time when the theoretical background of the community integration policy was built up and the exploration of the integrative practices and

facilities began. Educational ministers of the European Community took a stand on integrative education (Council of the European Union, 1987) and programmes were set up on this field. (E.g. the Helios programme, set up in the middle of the 60' and originally served general social integration goals, was rediscovered for the advantage of school integration as well in the 80's – Halász, 2004) The Council of the European Union and the Ministers for Education issued a resolution on the common educational integration policy in 1990. In the resolution member states committed themselves clearly and firmly to the integration (Halász, 2004). They announced that “full integration into mainstream education should be considered as a first option in all appropriate cases, and all education establishments should be in a position to respond to the needs of pupils and students with disabilities.” „The work of special schools and centres for children and young people with disabilities should be seen as complementary to the work of the ordinary education systems. „ Skills and teaching methods developed in special education should be at the disposal of the mainstream education for the benefit of the children and young people with special needs who are educated there.”(Council of the European Union, 1990:2) Due to the resolution from that time special educational needs were dealt as a prominent field in the public and higher education programmes of the European Union (Halász, 2004).

During the last few years there was a relevant accumulation of human capital and knowledge on the field of educational integration. The above mentioned philosophy on the priority and the importance of inclusion, accessibility, and equal participation in connection with general education system reappeared and was reinforced on representative events and in international key documents and statements such as the Standard Rules on the Equalization of Opportunities for Persons with Disabilities Adopted by the United Nations General Assembly in 1993, the Statement on Principles, Policy and Practice in Special Needs Education and a Framework adopted by the conference in Salamanca in 1994, the Madrid Declaration about discrimination adopted by the European Congress on Disability held in Madrid in 2002, or the Convention on the Rights of Persons with Disabilities, adopted by the United Nation General Assembly in 2006.

In addition such decisive professional organizations were founded as the European Agency for Development in Special Needs Education in 1996. The Agency is an independent, self governing organization, the main partner of the European Union regarding to the special educational needs, which serves as a platform for the joined member countries playing a key role in the collection, processing and transfer of European level and country specific information on this field. (www.european-agency.org)

By now in all member states – including Hungary – a wide range of inclusive policies and practices, have been developed which differ from country to country (Meijer & Soriano & Watkins, 2003).

One-track approach: inclusion of almost all pupils within mainstream education, supported by a wide range of services focusing on the mainstream school (i.e. Spain, Greece, Italy, Portugal, Sweden, Iceland, Norway and Cyprus). *Multi-track approach*: multiplicity of approaches to inclusion which offers a variety of services between the mainstream and special needs education systems (i.e. Denmark, France, Ireland, Luxembourg, Austria, Finland, United Kingdom, Latvia, Liechtenstein, the Czech Republic, Estonia, Lithuania, Poland, Slovakia and Slovenia, Hungary). *Two-track approach*: distinct education systems where pupils with SEN are usually placed in special schools or special classes. Generally, a vast majority of pupils officially registered as having special educational needs do not follow

the mainstream curriculum among their non-disabled peers (i.e. Switzerland, Belgium) (Meijer & Soriano & Watkins, 2003).

Hungarian processes for the promotion of integration

Similar but slower processes can be observed in Hungary as the European Union. Summarising the milestones the first professional experiments and researches on integrative education were set up in the 80's in Hungary. In 1991 the country joined the international convention on children's rights issued in New York in 1989. In 1992 the Special Education Chamber worked out the personal and material case maps necessary for the integrative education and learning of students with physically and sensory impairments. The public education act created the legal background of school integration in 1993. From 1997 (Decree of the Ministry of education on the issue of the nursery school education guide-lines for the children with special educational needs and the public education guide-lines for the students with special educational needs – 2/2005. III.1.) the guide-lines of the students with special educational needs in public educational institutes have been regulated by ministerial decrees. Creating their pedagogical programme and local curriculum mainstream schools integrate students with special educational needs have to take into consideration the impairment specific guide- lines altogether with the regulation of the National Core Curriculum. In line with the Hungarian Constitution and the generally respected rules of international law an act was issued on the handicapped people's rights and the assurance of their equal opportunities in 1998. Accordingly to the EU trends and reflecting a new approach in 2003 the terminology "handicapped student" was transformed to "students with special educational needs" in the act on public education (Földes, 2003).

In 2007 a new rule of the act on vocational education and training (VET) came into force. Beyond public education the new regulation created the legal circumstances of integration in VET as well. In 2004 Hungary joined to the EU and European Social Fund became a main important resource of the public education and VET developments. In each programming periods there have been specific measures which aim to promote school integration under the National Development Plan (NDP) Human Resources Operative Programme (HROP) and the New Hungary Development Plan (NHDP) Social Renewal Operative Programme (SROP).

NDP HRDOP 2.1 measure (2004-2006): Ensuring equal opportunities for disadvantages pupils in education. NHDP SROP 3.4 measure (2007-2010): Supporting the education of groups with different educational needs, and the integration of pupils with special educational needs, intercultural education; 2.2.1 project Development of the quality and content of the training (overall development of the VET and adult education and training with special regards to the students with special educational needs on the field of examination, measure and evaluation).

Challenges

Surveys made on primary and secondary school levels indicate the importance of the heterogeneous grouping in education. While streaming in secondary education contributes to the marginalisation of students with SEN integration facilitate to overcome the increasing gap between students with SEN and their peers. Furthermore it promotes positive attitudes of both students and teachers towards students with SEN. However handling the

diversity and differences in the classroom environment is one of the great challenges and key tasks the European education has to face and solve. Inclusion is very complex, and countries struggle with the practical implementation of this philosophy. While it is working well at the primary education level, serious problems emerge at secondary level. At the background of this phenomenon several reasons can be found such as the increasing topic specialisation on higher level, the appearance of different organisations and the increasing gap between pupils with special needs and their peers with age. There are also some kinds of some special needs (e.g. deaf pupils, students with severe emotional and/or behaviour problems) which make inclusion much more difficult (Meijer, 2005).

The Lisbon Declaration issued in 2007 summarizes the young people's views about their inclusive education. In the document young people announce that they see a lot of benefits of inclusive education and under appropriate circumstances it is mutually beneficial for them and for everyone. In spite of the experienced developments in this field they still have to face many difficulties. According to the challenges and needs one of the main conclusions the young people come up to is quite depressing. „There is still a lack of knowledge about disability. Teachers, other pupils and some parents sometimes have a negative attitude towards us. Non-disabled people should know that they can ask a disabled person her/himself whether help is needed or not.” (European hearing, 2007:2)

Similar consequences can be read in the thematic publication on special needs education in Europe. As the document defines the development of positive attitudes is required in the near future in the secondary education. (Meijer & Soriano & Watkins, 2003)

In the next chapters this study puts in its focus a slice of school integration; on closer examination its decisive element the peer relations. It is going to share the experiences and the results of a sociometrical survey that was made in the spring of the 2006/2007 school year and concentrated on the exploration of the adolescents' peer relations in secondary school grades. What make the survey special are the new aspects it gives to this research field. The survey analyzes the interpersonal structure of integrated grades. Out of the ordinary it pays special attention to the students' special educational needs.

Research circumstances

Trade School and Secondary School of Addetur Foundation was established in 2003. Its main aim is to organize the integrated education of underprivileged students and students with special educational needs in a non barrier environment with close cooperation to the Rehabilitation Centre for Physically Handicapped People. (The institute's earlier name was State Institute of Psychically Handicapped People.)

The majority of the students have some identified special educational needs but there are students with no special needs at all. According to the different special needs the majority of the students have physical impairments but we can find pupils with sensory impairments, students hindered in education and learning or suffer from behavioural dysfunctions. In some cases dysfunctions multiply or the impairments are considered to be serious (www.addeturiskola.hu).

At the time of the survey the grades were small in number. Students learnt together in the same class regardless if they have had special educational needs of any kind or not. The only exceptions were the special

physical education and conductor classes. Reverse school integration (Csányi, 2001) operated in the classes. Usually the majority of the classes consisted of students with special education needs especially with physical impairments, while students without any kind of special needs were in minority.

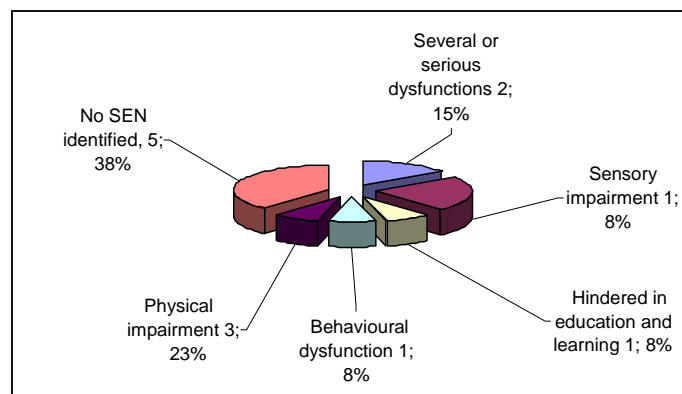
Research sample

I made my survey in the 11th and 12th secondary grammar school grades. As they were an upper grade, the majority of the students had been attended at the same class for several years. I supposed a developed structure of the interpersonal relations can be observed in the chosen classes. According to the profile of the school the two examined grades were quite small in numbers. The total number of the students attended the classes was only 23. (13 students in the 11th grade, 10 students in the 12th grade). The student groups' consistence was very varied. There were a few students in each class with no special educational need identified (students with no SEN). According to the profile of the school there were students with physical impairment, sensory impairment, students with the dysfunctions of the behavioural development, pupils hindered in the education and learning process, students suffer from several impairments and students suffer from serious dysfunctions. (SEN students). The terminology of the special education needs used in the survey based on the headmistress' guidance and on the determinations of the SNE data for Hungary that is in fact the literal translation of the SEN children's' and students' definition of the Public Education Act (1993, LXXIX). In this: children/pupils with special educational needs are those who on the basis of the committee of experts on rehabilitation, qualify as suffering from: A) A physical, sensory, intellectual, or speech impairment, autism, or from several of the above mentioned, or from permanent and serious dysfunctions of perceptual functions or behavioural development due to organic reasons; B) Permanent and serious dysfunctions of perceptual functions or behavioural development due to non-organic reasons (as being permanently and seriously hindered in the education and learning process due to disturbances of psychic development, e.g. dyslexia, dysgraphia, dyscalculia, abnormal hyperkinesias or abnormal activity disturbance). (SNE data for Hungary, p 2; Act on Public Education, 1993. LXXIX. Section 121. (29))

The 11th grade

In the 11th grade the minority of the students, 5 individuals had no special educational need (SEN) identified. The other 8 pupils had SEN of different kinds. The majority of the SEN pupils had physical impairments. A male and a female suffered from several and serious dysfunctions. The female had visual and physical impairments at the same time. In the case of the male physical impairment was accompanied by writing difficulties. The boy with behavioural dysfunction suffered from "elektív mutizmus". This illness hindered him in oral communication. Although he owned the necessary communication abilities due to this social dysfunction he was willing to keep the contact only in writing with his classmates and teachers. The student hindered in education and learning suffered from dyslexia, and had difficulties in reading. The consistence of the 11th grade is represented in figure 1/A.

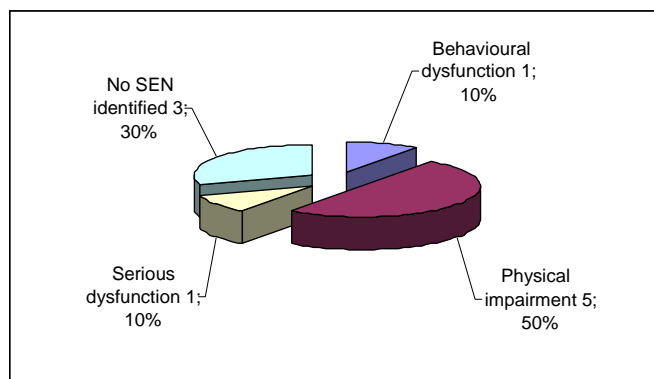
Figure 1/A. Distribution of the students in 11th grade according their type of special education needs (SEN)



The 12th grade

As figure 1/B shows the 11th was a class smaller in number than the 12th grade. Similar to the 12th grade in this class the minority of the students, 3 individuals had no special educational need (SEN) identified, the other 7 pupils had SEN of different kinds. As in the grade 11th in the 12th grade the majority of the students suffered from impairments of many kinds as well. The majority of the pupils with SEN had physical impairment. One male had not only physical impairments but parallel he suffered from other dysfunctions. He had difficulties in writing and in oral communication skills as well. The pupil with behavioural dysfunctions had epilepsy which made him stressful and reserved.

Figure 1/B. Distribution of the students in 12th grade according their type of special education needs (SEN)



Research methodology and research tools

I used Moreno's methodology based on one viewpoint spontaneous sympathetic choices. The used questionnaire (appendix figure 4) comes from Sztó (2000). The results are summarized in reciprocity tables (appendix tables 1 and 2.) and are illustrated on sociograms (appendix figures 2 and 3.)

Explanatory frameworks

On the sociograms each student is represented by numbers. Traditional signs refer to the sex of the sample (male or female), and the strength of the bonds between the individuals.(one, two and three times confirmed choices) In addition to the sex differentiation the type of the different special educational needs are also illustrated on the figures. In the reciprocity tables the mutual choices are marked with bold numbers. However a physically handicapped girl attended the 11th grade and suffered from permanent illness was unable to take part in the survey, she was chosen by the others several times. Because of the numerous numbers of the choices she got she is supposed to play a significant role in the community life. Taking into consideration this fact I intended to represent this girl in my survey somehow. In order to avoid any kind of disruption even though I did not illustrate her in the reciprocity table she is represented on the sociogram with number 14. On the sociograms the one - way choices towards her are marked by broken lines.

Research aspects

In order to analyze the research results and define the main parameters of the examined community field I used the following structural indicators determined by Mérei:

- CM indicator
- Rate of the patterns (clique, chain, star, pair, isolated status) in the community field
- The four cohesion indicators representing collective stress (mutuality, consistency, cohesion, reciprocity)
- Determination of the type of the interpersonal structure (aggregation, cliques, blocks) (Mérei, 2004)

Research questions, problems identification

In my research I sought the answers to following questions:

- What are the main features of the examined class structures?
- How can be characterized the students' attitude with no SEN towards their classmates living with SEN? What role do they play in the group interactions?
- How can be characterized the social links that the students with special needs have with one another?
- Is there any connection between the different types of the special needs that pupils have and the social status they own in the community?

Hypotheses

- The students with no SEN have central social status in the interpersonal interactions and they separate from SEN pupils.
- The different types of SEN that the pupils have bear no connection to their interpersonal links.
- Among the SEN students physically handicapped students- the majority of the examined classes - are those who own central social status.

- In the 11th grade among the SEN students the male suffers from the social function disorder “elektív mutizmus” can be found at the very edge of the community
- In the 12th grade the introvert student lives with epilepsy is the one whose social status is quite peripheral.

Research results. Analysis of the sociogram in the 11th grade CM indicator, rate of the patterns in the community field

CM indicator shows the number and rate of the students located in central and marginalized situation. The indicator of the 11th grade in absolute numbers are 5-6-2, in percentage are 39:46:15. This means that five students are located in the centre (1, 11, 12, 6, and 8). To them link directly two more individuals (3, 10) and indirectly four individuals (7, 2, 4, and 13). At the periphery two persons (5, 9) can be found. All of the students located in the central pattern except a male with physical impairment have no SEN. Individuals at the periphery are both students with disabilities. One of them is a completely isolated female with several impairments, the other one is the male suffering from a behavioural dysfunction “elektív mutizmus”.

The central pentagon, with one exception (8) is formed mainly by students with no SEN (11, 12, 6, 1.), is quite consistent and has quite strong bonds to be considered opinion-shaper and value generative clique. To this clique directly links a triangle formed by students 6, 8, and 3. Student 8 with physical impairment is in a star position. As he forwards the views of the pentagon through student 10 with serious disabilities he facilitates the formation of the public opinion.

The factors of the sociometrical position (averages in brackets)

The sociometrical indicators are the following in the 11th grade:

- ❖ 15 percent (15) of the student are located in chains,
- ❖ 15 percent (19) of the individuals can be found in star position,
- ❖ 7 percent (12) of the student are isolated
- ❖ 46 percent (12) are in triangles
- ❖ 38 percent of the students (34) are located in quad or in bigger shapes

Summarizing these factors we can come to the conclusion that more than the average of the students can be found in triangles or in bigger closed patterns and fewer than the average of the pupils are isolated. The community is well organized and led, but because of the high number of the cliques it is likely that small groups fight with one another. The total absence of the pairs shows that the community is task and accomplishment centred and the intention for forming near and familiar bonds is out of character of the grade.

Observing the shapes it is interesting that while students with no SEN are located in closed position it is not so characteristic in the case of the SEN individuals. The female, who lives with serious impairments and is in minority between their fellow sufferers, is completely isolated. The other male in minority with behavioural dysfunctions although is not isolated he can be found at the periphery of the community. For him a male with visual impairment is the only link to the others. Two female with physical disability can be seen in chain position.

Cohesian indicators

A) *Mutuality index*. According to the mutuality index 92 percent of the students have a mutual relationship. (KI= 92,3). Since the average interval of this indicator is 85-90, the mutuality index in the examined group is relatively high, exceeds the average. According to the facts determined in the analysis of the patterns the number of the isolated individuals can be considered low. Nevertheless there is an isolated person in the class. This phenomenon provides potentiality for the others to become isolated in certain circumstances as well, so collective security is not assured for all members of the group.

B) *Consistency factor*. The consistency factor is the quotient of the number of reciprocated relations and the number of the group members. This factor indicates the number of the reciprocated relations that an individual has in the examined group. Its average value is 09,- 1, In the examined class this value raises up to 2, 6. (SI=2,6) that it over the average and can be considered relatively high. The results shows that each member of the examined group has generally two reciprocated relationships and the class community is stable.

C) *Cohesian index*. This index shows the rate of the realized connections among the sociometrically potential relationships. In comparison with its average values (10-13) the index in the 11th grade (SKOH=21) is rather high. Due to this fact the high level of cohesion is characteristic of this grade. The community is supposed to do a great job together.

D) *Indicator of the reciprocated choices*. The indicator shows the percentage of the reciprocated relationships among the declared connections. In the 11th grade among the 51 declared relationships 34 are reciprocated which means that 66 percent of the declared connections have been realized. Comparing with its average value (40-50) the factor in this class (SKOHER=66) is extremely high. This phenomenon is quite rare. It shows that individuals in the community field owns a strong self control, they are sensible and realistic in the judgement of their relationships and in their choices they can no let their desires to show up. The only exceptions of this phenomenon are the students (5, 9) at the very edge of the community.

E) *Determination of the type of the interpersonal structure*. The structure is in the transition between a structure with several cliques and a solid block. The features of both structural types can be observed in it. More than half of the community members are located in closed patterns. Only two students are in a peripheral position, one of them is isolated. The contacts between the two bigger cliques are the students in star position. Besides the centre formed by mainly no SEN students the pattern formed by mainly SEN students could become another centre according to the choices of the male 14 with physically impairments. The mutuality index (K=92) is above 80, the consistency indicator (SI=2) proceed 1. There are strong bonds in the community. One quarter of the choices are two and three times confirmed.

Summary, examination of the hypothesis in the 11th grade

In spite of the feasible latency tension between the cliques the examined 11th grade can be described as a stable, secure class community with strong cohesion.

My hypotheses in connection with this grade are verified. The central clique with one exceptional (male 8) is formed by students with no SEN and it stands apart form the other SEN students. Two male with physical and serious impairments are the contact persons between the cliques of the SEN

students and individuals with no SEN. The SEN students' bonds are not as strong as the students with no SEN, but directly or indirectly they keep contact with one another in a loose network. According to my hypotheses it can be observed that the students link to each other irrespectively of their kind of SEN, and the student with physical impairments have a decisive, mediator role in the community life. Accordingly my previous presumption the student suffers from "elektív mutizmus" is in a peripheral position. Although he is willing to get acquainted with the others, his classmates do not reciprocate his choices. On the other hand he is the only one in the class who is able to make a real strong, three times confirmed contact with his classmates with visual impairment.

Analysis of the sociogram in the 12th grade

Due to the fact that the first sociogram I made about the 12th grade was a consistent figure that missed any kind of transparency I was obliged to make three versions of this grade's sociogram. On the first version students make hardly any differentiation in their choices and especially in the third question of the questionnaire they denominate more than three of their classmates. The only exception of this phenomenon was the male 5 with physical impairment. Even though all of his classmates have chosen him and he was one of the most attractive individuals in the class, he did not reciprocate several choices. Moreover he did not even take the opportunity of the election. Despite he had possibility to nominate at least three of his mates in each question he marked only two of them which in Moreno's opinion bears witness to low level of sociability.

Returning back to the features of the sociogram it can be said that as a result of laying down strict conditions the consistent network of the first version become more and more simple and transparent. Whilst on the first sociogram all of the choices are represented, on the second and third versions only the stronger bonds (two and three times confirmed choices) are illustrated. Simplifying the figure I reached the basic structure of sociogram with the strongest bonds on it. Those students who belong to this basic structure form the core of the community and are the most sociable and attractive individuals in the eye of the others.

Specifying the results there are 7 students in the class who magnetize the others. The rest of the class directly or indirectly joins to them. According to the strengths of their relations the attractive students form various patterns. In their classmates' general views they do not own any special role or function in the community. Their significant comes from the fact that they emerge permanently in their peers' thoughts.

Patterns

Patterns can be explored on the sociograms only in the case of two times and three times confirmed choices. In the case of two times confirmed choices two simple patterns can be seen, a quad and a pair. In fact the pair forms an island as its members are isolated from the rest of the group. On this 'separate island a companionship can be clearly identified between a female with physical impairment (1) and a male with no SEN (4).

Observing the three times confirmed choices a star and a pair can be discovered. As it can be seen on the sociogram which illustrates the two times confirmed choices the pair forms an isolated island on this sociogram as well. Even if the star is not completely opened its existence refers to a star

formation since there is no contact between its member and the individuals "on the island". The female 6 with physical disability, who can be seen in a quad in her two times confirmed choices, in her three times confirmed choices is located in the centre of the star pattern and in this way owns an absolutely star position in the basic structure of the community. Similar to her male 5 and 8 in their two times confirmed choices are located in a quad as well, in their three times confirmed choices however as members of a pair they link with strong bonds to each other in a good friendship.

Determination of the type of the interpersonal structure

The community is underdeveloped. Students knit to a single big block. Seven individuals are the main persons, the public opinion leaders, the others do not have anything to do with them. They adapt themselves to the will of the leading majority.

All of the pupils with physical impairments and two students with no SEN form the majority. The minority consists of three individuals; a student with no SEN, a student suffers from epilepsy and a pupil with serious dysfunctions. Comparing the sociometrical position of the SEN students in minority with their fellows' sufferers it can be explored that they are so at the periphery of the community that even their fellows with physical impairments hardly intend to make contact with them.

Cohesian indicators

A) *Mutuality index*. Regarding the mutuality index (KI= 100) the community is quite optimal. All of the students have at least one reciprocated relationship, none of them is isolated. In spite of grade 11th security is assured for all members in this class. In this secure atmosphere there are always individuals who try to defend their fellows from isolation. A good example for this attitude is the female 3 with no SEN. Although she has not got decisive influential power in the class for her classmate 2 with several impairments she is the only contact person to the rest of the community.

B) *Consistency factor*. In comparison with its average rate (0,9-1,1) this factor (SI=5,4) is quite high and refers to a stable community. It reflects an atmosphere where a friendship is a relevant value and which is strong enough to resist disintegration even if there is a peregrination in the class.

C) *Cohesian index*. Examining this index it can be observed that from the potential 45 relationships 27 were realized. In accordance with its average values (10-13) the index in the researched class is extremely high. (SKOHER=78). High cohesion can be seen. The members of the community are able to reach relevant collective achievement.

D) *Indicator of the reciprocated choices*. In the class from the declared 69 relations 54 were realized. This results an extremely high indicator 78. (SKOHER=78). This indicator shows that similar to the grade 11th the individuals hardly let their desires to emerge in their personal perceptions. The members of the community are realistic and self regulated in the judgement of their relationships. The exceptions of this behaviour are students 3.9. 2 with once confirmed choices and low influential power. Accordingly to the reciprocity table it can be observed that evanescent part of their declared relations came through. In spite of the majority in these students' judgements desires play a significant role.

Summary, examination of the hypothesis in the 12th grade

On the whole it can be stated that the 12th grade- similar to the 11th grade- is also a community with strong cohesion. The structure of the group is however less articulated. The bushy network of the once confirmed choices makes the group's structure relatively underdeveloped in comparison with the group structures usually develop by the time group members reach secondary school age.

My hypothesis on the central position of the students with no SEN was partially verified in this class. However my hypothesis on the separation and on the clique formation of students with no SEN was not demonstrable at all. Contrary to the 11th grade in this class students with no SEN get acquainted with one other quite rarely. They prefer making contact with their SEN classmates instead. Observing the sociometrical positions only two (4, 10) from the three students with no SEN are attractive, central persons. Among the SEN students individuals with physical impairments are those who link to one another with strong bonds in a bushy network, forming a clique. They make a once confirmed choice; a loose contact with their classmate 9 suffers from epilepsy, however they do not get acquainted with classmate 2 with serious impairments. My presumption, which says that the different types of SEN that the pupils have bear no connection to their interpersonal links, is partially verified in this class. Accordingly to my hypothesis students with physical impairments have a central position in the community life in the 12th grade. Nevertheless the male' sociometrical position suffers from epilepsy is not peripheral. Instead of him his classmate with several impairments such as the difficulties in communication skills and hand usage can be found in this position.

Epilogue

Although the result and experiences of the introduced survey can be interpreted in the examined classes I think my survey has brought a new perspective to the research of school integration. Repeating this survey on a representative sample and comparing the examination results general tendencies and connections might be revealed in the integrated classes. Teachers in aware of the results could facilitate the school integration of the SEN students much better. The survey can be completed with sociometrical explorations, of which help a much more punctual and clearer pictures can be reached about the reasons and motivations of the students' choices in addition the hidden mechanism that moves community life can be recognized much deeper.

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