

Transient Moments in Inclusive Education

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Abstract

Transient moments in educational career when a child moves from a certain level of education onto another may be a demanding situation for every child. If we consider a child with special educational needs the demands of such situation can lead to even broader difficulties as the inclusion puts various expectations not only on a child but also on his/her environment, i.e. parents, teachers, schoolmates etc, and their mutual interactions.

The paper reviews possible sources of support at the developmental stages which include transitions in the educational process. The attention will be particularly paid to the concept of self-efficacy as this appears a crucial aspect of continuous resilient development. However, individual self-efficacy is built on several facets. One of them are significant adults (i.e. parents and teachers) who may serve as a source of social information, they may mediate a child's competence, and they may also moderate interactions among all students in school in such a way that one's self efficacy is developed or, on the contrary, is decreased. Thus the article will combine three variables of transient moments in inclusive education - specifics of developmental stages in which transitions occur, self-efficacy as a resilient factor of such transitions, and the role of significant educators who may fundamentally affect pupils' coping with transitions

Keywords

self-efficacy, transient moments, inclusive education, significant others, educators' support, school age, adolescence, special educational needs³