

## STEREOTYPES AS STIGMATIZING BARRIERS TO EFFECTIVE INCLUSIVE EDUCATION

Assoc. Prof. Dr. Mihail PRODANOV  
PU 'P.Hilendarski, Faculty of Pedagogy  
Plovdiv- BULGARIA

### ABSTRACT

Inclusive education embraces various activities that aim to help the socialization of children with antisocial behavior and act as protective factors for reducing the risk of antisocial behavior. Pedagogues, psychologists and educators from different institutions play major role in the management of such activities. They are not only the organizers but also mentors, whose influence is crucial to the effectiveness of inclusive education. On the other hand, their motivation depends on their attitude towards their clients - delinquents. That makes the study of the stereotypes that pedagogues, psychologists and educators have toward the group of minor and juvenile delinquents of high importance. Their stereotypical perception can turn into a barrier to effective implementation of programs for inclusive education, stigmatizing them in a negative way. This paper presents a study of the stereotypes in a sample of the so-called public educators engaged in activities, which are conducted by the Anti-nuisance commissions of minor and juvenile offenders. The model SCM (Stereotype Content Model) is used, which is developed by S.Fiske, P.Glik and A.Cuddy. The survey results show that the negative stereotypes of children - delinquents are prevalent. That conclusion outlines the need for specialized training for professionals, engaged in the activities for inclusive education of minor and juvenile offenders.

**Key Words:** Inclusive education, delinquents, stereotypes, SCM.