

The structure of interpersonal relations of young school children with intellectual disabilities

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Keywords

- structure of interpersonal relations,
- young school child with mild intellectual disability,
- class of integrated education and upbringing,
- special class at a support school (boarding school),
- teacher

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Research objective: to identify the peculiarities of interpersonal relationships between young school children with mild intellectual disability and classmates and teacher in classes of integrated education and upbringing and special classes at support school (boarding school)

Research methods

- theoretical analysis of the literature on the study,
- observation,
- clinical interview,
- sociometric method,
- projective methods,
- semantic differential method,
- methods of qualitative and quantitative analysis,
- methods of mathematical statistics (Pearson Chi-Square, a Two-Way ANOVA with Duncan test, the Spearman rank correlation coefficient)

The results achieved and their scientific novelty

- For the first time in correctional psychology the specificity of the structure of interpersonal relationships between young school children with mild intellectual disability and classmates and teacher in different educational contexts was highlighted as a subject of study.
- The structure and specific and non-specific regularities of formation of interpersonal relationships of the studied categories of students were defined.
- The complex of psychodiagnostic methods was developed and tested.
- Ways of optimizing interpersonal relationships between young school children with mild intellectual disabilities and the normally developing classmates and the teacher were designed, including psychological and pedagogical recommendations and correction and development program

Sphere of application

Psychodiagnostic complex and correction and development program have been embedded in the practice of educational psychologists of educational institutions.

The materials of the research can be used by educational psychologists in the classes of integrated education and upbringing, special classes at a support school (boarding school); included in the curricula of professional training of students and training courses for psychological, educational and speech therapist professions.