Correction of problem behavior of children with special educational needs

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Children with special educational needs

1. Children with malfunction of speech;
2. Children with intellectual insufficiency:
   • light degree of intellectual malfunction;
   • moderate and severe degrees of intellectual malfunction;
3. Children with sensory malfunctions:
   • hearing impairments;
   • visual impairments
3. Children with disorder of behavior:
   • Autistic spectrum disorder (ASD);
   • Attention deficit hyperactivity disorder
4. Children with malfunctions of the functions of musculoskeletal system;
5. Children with combined malfunctions of development.
Problem behavior

The mechanism and causes of problem behavior of children with special educational needs differ according to the kind of malfunction.

A pedagogue can observe such behavior malfunctions as:

1. Anxiety;
2. Fears;
3. Hysteria;
4. Stereotypy;
5. Rejection of communication;
6. Obsessive behavior.
<table>
<thead>
<tr>
<th>Disorder of behavior</th>
<th>Signs of problematic behavior</th>
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<tbody>
<tr>
<td>Anxiety</td>
<td>Nervousness, lack of attention concentration, emotional instability, changing of voice tone, nervous motions of hands and feet (while sitting on a chair a child squirms and wriggles).</td>
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<tr>
<td>Fears</td>
<td>Depressed emotional state, stiffness, muscular tension, preference of dark colors in drawings, lack of attention while doing tasks or playing games.</td>
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<tr>
<td>Hysteria</td>
<td>Screams, crying, falling down, throwing things, tearing off clothes, aggression and self-aggression.</td>
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<tr>
<td>Stereotypy</td>
<td>Repeating motions, repeating routes, cliché words and phrases, self-stimulation.</td>
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<tr>
<td>Rejection of communication</td>
<td>No eye-to-eye contact, refusal of verbal and tactile contact, mutism, closed posture, ignoring, expressing indifference to the addressed speech.</td>
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<tr>
<td>Obsessive behavior</td>
<td>No control of behavior, requiring constant attention, tactile contact, impatience, inability to wait for their turn during games and in different situations emerging in the group, talkativeness.</td>
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</table>
External causes of problem behavior of children with special educational needs

- Tiredness, fatigue (physical and emotional);
- Hunger, physical indisposition;
- Sensory overload (sound, light, air temperature, colors of the surrounding objects);
- Switching to undesirable activity;
- Newness of the objects of surrounding environment;
- Nervousness while doing tasks;
- Forcing to communication by peers or adults;
- Sudden changes in everyday situations;
- New participant of communication, large amount of communication participants;
- No adaptive environment, objects of the surrounding environment that are not comfortable for the child;
- Overrated requirements.
Methods of working on prevention and relief of tiredness and fatigue

1. changing activities

2. dynamic pauses
Methods of working on prevention and relief of tiredness and fatigue

1. physical exercises (including thematic) on the classes

2. games and gaming situations
Methods of working on prevention and relief of sensory tension

- moderate using of bright (motley) objects in the surrounding setting
- lowering of noise, light backgrounds in the room
- sensory diet
Methods of working on prevention and relief of anxiety while doing tasks

- encouragement,
- help,
- step-by-step instruction,
- technological map,
- sample
Methods of working on prevention of forcing communication

- propedeutics of inclusion of a child into the group;
- alternative means of communication;
- signal supports.
Methods of working on prevention of negative reaction on emergence of changes in everyday life

- training of non-standard situations,
- discussing the ways of solving problematic situations,
Methods of working on prevention of negative reaction on emergence of changes in everyday life

- teaching the ability to communicate with strangers
- teaching the ability to ask for help
Methods of working on prevention of negative reaction on large amount of communication participants

- introduction of the second character
- gradual introduction of new participants of the game
REMEMBER!
They do not want to drive us crazy. If children with special needs could, they would behave better!

BUT!
✓ self-control is weaker;
✓ understanding of speech is worse;
✓ sensory problems;
✓ physical indisposition;
✓ there is no wish to please and gladden.

You must keep calm and act logically, to show the child that rules, requirements, norms, prohibitions and responsibilities still EXIST.

TEACH THEM
To define their physical and emotional state
To tell about their discomfort.
To control their emotions.
To attract attention with social acceptable ways/