

Children with special educational needs



Aspects of the lingvosemantic problem:

- scientific
- historical
- interethnic
- interdepartmental
- moral

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ASPECTS OF THE STUDY

- Clinical
- Psychological
- Pedagogical
- Sociological

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The identification of children with SN is doing on three levels (district, provincial, republican) and recording of information about them is carried out in order to:

- maximum coverage by special education and correctional assistance;**
- forecasting the development of the network of institutions providing special education;**
- predicting training for the education system;**
- informing state bodies about children who are studying and receiving help in the education system.**

Republican databank

149,919 children, of whom the status of a disabled person is 7.5%

with speech impairments - 98.7%^c

intellectual insufficiency - 7.7%

with mental development disorders - 6.7%

with visual impairment - 2.0%

with violations of the functions of the ODA - 1.6%

with hearing impairment - 1.3%

with autism disorders - 0.7%.

Special conditions:

- creation of a barrier-free environment,
- access to information and communication resources by providing the necessary technical means of rehabilitation,
- pedagogical, medical, social and other types of assistance.

Special educational needs

these are the needs in the conditions necessary for the optimal implementation of actual and potential opportunities (cognitive, energy and emotional-volitional, including motivational) that a child with developmental disabilities in the learning process can demonstrate

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Development of special education in modern conditions

1. Optimization of the existing network of special institutions + creation of new rehabilitation services
2. Development of integration processes

Stages of development of integration tendencies

1. **Mainstream** - the general flow - physical integration prevails and the education of the disabled child is carried out according to a separate program.
2. **Integrated education and upbringing** - educational integration and training on the standard programs of the corresponding special school prevail.
3. **Inclusive education** - social integration and training on unified national programs with their necessary adaptation.

Integration and inclusion are two phases of one process:

- 1) at first a simple presence is provided,
- 2) then full inclusion in the educational system.



COMPARISON

Integration

- Attention is directed to the problems of "special" children.
- Change a child with problems, adapting it to the proposed conditions.
- Attention is directed to the problems of "special" children.
- Change a child with problems, adapting it to the proposed conditions.
- The educational process involves the use of special teaching methods and correction for children with SN.
- Assimilation of children with SN under the conditions of the social system.

Inclusion

- Attention is directed to all children of kindergarten, school.
- Change of conditions, educational system: kindergarten, school, taking into account the educational needs of children.
- Benefits are given to all children.
- The educational process is built with the help of creative teamwork of all its participants: children, parents, teachers, specialists.
- Quality education and education of all children.
- Transformation of social conditions, including all participants in the social system.