Foreign and national programmes of pedagogical correction assistance to children with special needs
Most foreign and national scientists and practitioners assert that full-value upbringing of children with special needs is contingent on enabling environment for them which means family and both parents participation.
The development of a child with dysontogenesis goes on according to the same laws as the development of a normally developing child. But his or her success is bound up with special educational and upbringing conditions actualizing child’s potential.
In accordance with the early intervention law passed in 1986 by the congress of the USA an individual family assistance plan is formulated for each underdeveloped child.
The plan considers the development level of a child in the range of zones (cognitive, verbal, socio-emotional, motor), as well as resources and family priorities and family attitude to this child.
In the programme the emphasis is made on the importance of teaching mothers of a disabled child to use care techniques and methods and interact with him or her.
At the end of the 20th century social and later state support centers for parents of children with special needs began to be created in Western European countries (Denmark, Sweden, Belgium). One of their aims has become pedagogical and psychological follow-up of such families.
The centers implemented educational and social programmes to improve parental competence.
Parents can get consultations of any specialist, domiciliary as well. Besides, they can get educational literature and video materials, means of special effects (from simulators to brain building games and toys) from special lekoteks.
In the post – Soviet space the ontogenetic approach is the most famous approach to the realization of early correctional development work (Nikolai Matveevich Shchelovovanov).
The main idea of this approach is joint work with an adult who initiates content and proper organization of child’s activities.
Elena Mikhailovna Mastyukova’a curative education is realized in accordance with the given approach and is aimed at stimulation and correction of child’s development of emotional and cognitive spheres, psychomotor, speech and personality.
However, according to E.A. Mastyukova the correction is carried out in the conditions of isolation from the family and the participation in correctional educational activities of a significant adult is characterized as «desirable», «feasible».
In Elena Antonovna Strebeleva’s programme, which is also based on the ontogenetic approach, parents and significant adults have the role of those who accompany the child and implement the programme organized by a specialist.
The activity approach in correctional and pedagogical work is based on the genesis concept of adult-child communication (Maya Ivanovna Lisina).
This approach is the basis for national programmes aimed at speech development of infants through game activities (from toy and object handling to story games).
According to the family centered approach parents and other family members are included in a team of specialists on a par with professionals.
The involvement of parents in the correction process equalizes the responsibility for the development of a child with special abilities between parents and specialists.
Following on from the family centered approach, CBR – technology (case based reasoning) is implemented and it is based on active rehabilitation work of a specialist in a family of a child with special needs.
It involves mastering educational programmes by parents or significant adults as these programmes are aimed at their psychological and pedagogical competence increase.