

**Family of a child with special needs of  
psychophysical development and its connection with  
other social institutions of society**



In recent years, the family in connection with the increase in the number of children with developmental problems, has increasingly turned to the help of institutions involved in the correction of the development and behavior of the child. A modern family cannot raise a child in isolation from other social institutions, since the child attends preschool, school, various sections and circles, etc.

Modern family education is not considered as an autonomous factor in the formation of personality.

The effectiveness of special home education increases if it is complemented by a system of other educational institutions with which the family has a relationship of cooperation and interaction.

*The basis of work with families with children with disabilities should be the following principles:*

- the principle of an integrated approach to the organization of correctional and pedagogical process. In working with the child needs the participation of different specialists, with the necessary monitoring and advice of different specialists, but their joint discussion and "maintenance" of this family;
- the principle of unity of diagnostics and correction-pedagogical process. The examination of the child is carried out in order to identify its current and potential levels of development, somatic condition, etc. and to draw up an individual development program;
- the principle of cooperation between parents and professionals, parents and children. The interacting parties should see each other not as an "object of influence", but as an equal partner in the correctional process;
- the principle of taking into account interests (the principle of solving the problem through interest), is applicable in work with both the child and parents;
- the principle of leading activity.

# Directions and forms of work of the special institution with the family

- **Educational direction.**

The purpose of educational activities: the formation of parents an adequate attitude of perception of the child, the adoption of its features, pace, originality of development.

- **Psychotherapeutic direction.**

Purpose : to reduce the level of psycho-emotional stress, the formation of a positive image of the future for the family as a whole .

- **Social - training.**

Purpose : to teach parents adequate and effective forms of behavior in various social situations and relationships.

- **Legal direction.**

Purpose : parents acquire legal literacy in relation to competent legislation.

- **Psychological direction.**

Purpose: to help parents to accept their children as they are.

- **Integration direction.**

Purpose: socialization of parents and change of attitude to them in society. These areas help parents to get to know their child better.

РЕПОЗИТОРИЙ БГУ

## The presented areas of work are implemented using the following organizational forms of work with the family:

- **Individual forms** of work with parents are essential for establishing mutual understanding with them, better understanding of the peculiarities of the child's development by teachers. Such forms include conversations with parents, consultations, visits by family teachers, visits by parents to classes in kindergarten, preparation of tasks and recommendations for children on weekends and holidays, correspondence with parents of nonresident children.
- **Collective forms** of work: General and group parent meetings, lectures, thematic meetings, organization of "round tables", conferences for parents, seminars on the exchange of experience with children, group consultations, open days, organization of exhibitions of children's works, matinees and holidays, participation in activities of kindergarten and group, etc.

