

THEORETICAL AND METHODOLOGICAL BASIS FOR THE DIAGNOSTICS OF DEVELOPMENTAL DISORDERS

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▣ Should the psychological and pedagogical diagnostics be changed with the introduction of inclusive education?



▣ If **no**, why?

▣ If **yes**, how?

The diagnostics of psychological development (from greek 'diagnosis' - recognition)-

- ▣ Examination of a person in order to establish the level of development and individual characteristics of his psyche, identifying possible deviations in psychological development

The dynamics of society's views on the problems of children's developmental disorders

The 30-th of the 20-th century

- ▣ Development – *defective*
- ▣ Children – **defective**

The 60-th of the 20-th century

- ▣ Development – *anomalous*
- ▣ Children - **anomalous**

The 90-th of the 20-th century

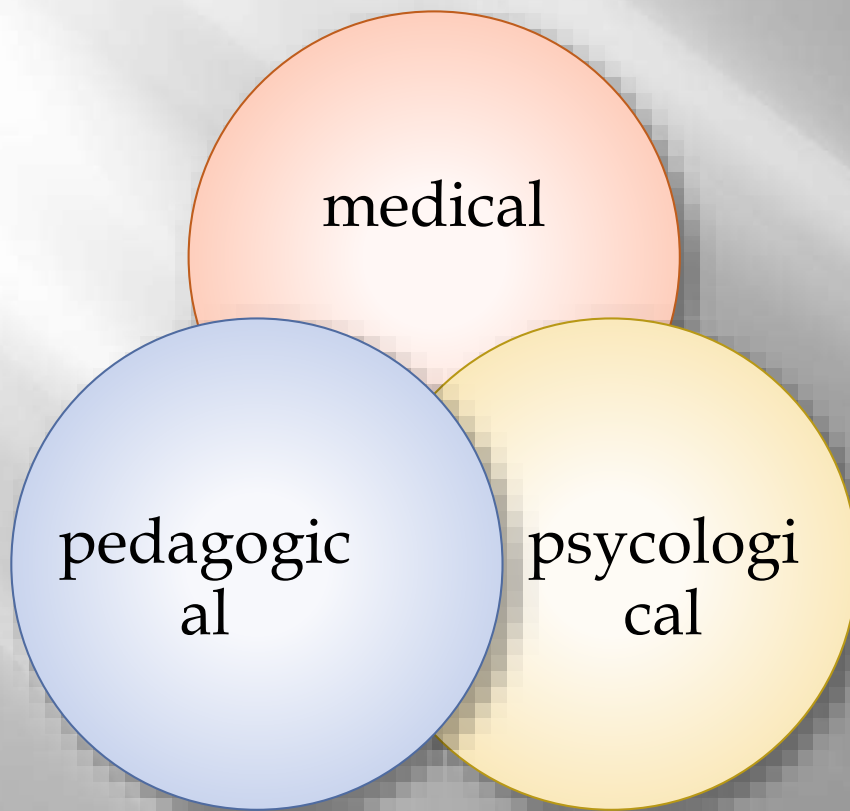
- ▣ Development – *deviating*
- ▣ Children –
with special developmental needs;
with special health needs

Deviating development– development which is happening in adverse conditions, when pathogenic factor exceeds compensatory abilities of an organism

1. Deviating = disturbed
2. Geviating is narrower than disturbed <
3. Geviating is wider than disturbed >

- ▣ The concept «Deviating» is wider than «disturbed»
- ▣ Deviant includes not only disturbed, but also other development variants

The terminological problem of the integrated diagnostics of developmental disorders



Every science has its own concept-categorical apparatus.

Medicine –ICD-10

Psychology –type of dysontogenesis.

Pedagogy- pedagogical classification of children with special developmental needs (with special health needs)

Terminology

- ▣ Medical qualification:
- ▣ F 70 – F 73 mental retardation (mild, moderate, severe, deep). Additionally IQ -less than 70
- ▣ Psychological qualification:
- ▣ type of dysontogenesis.

Total mental underdevelopment

The structure of violations :

1. inactivity
2. underdevelopment of mental functions as higher
3. social desadaptation

- ▣ Pedagogical qualification:
intellectual disability

The norms for evaluation of the child's psychical development

Ideal
(ideal
ontogenesis)

Statistical

the norm

Socio-
psychological

Functional

The ideal norm



- ▣ Ideal ontogenesis exists in ideal conditions. It doesn't exist in reality, has theoretical significance, uses qualitative description of development.

The statistical norm (average)



- ▣ The level of development corresponding to the average quantitative indicators obtained in the examination of a representative sample (children of a certain age)

The functional norm

- ▣ An individual development trend of each person is recognized, a deviation can be revealed only in comparison with his individual trend.
- ▣ (the individual norm)



Socio-psychological development standard



- ▣ The system of requirements of society to the psychical and personal development of its members. Takes into account social conditions of development.

The provisions on which the modern psychological and pedagogical diagnostics of developmental disorders is based :

- ▣ **1.** Each type of disturbed development is characterized by a specific psychological structure unique to it. Primary and secondary disorders are distinguished in the structure.
- ▣ **2.** A variety of manifestations is observed within each type of disturbed development, especially in terms of severity.

The provisions on which the modern psychological and pedagogical diagnostics of developmental disorders is based :

- ▣ **3.** Diagnostics is based on the general and specific patterns of disturbed development.
- ▣ **4.** Diagnostics focuses on identifying not only the identification of general and specific developmental disadvantages, but also the positive properties of the child. Its potential.

Principles of psychological and pedagogical diagnostics of developmental disorders

1. Integrated studying of the child

2. Systemic studying

3. Studying a child in dynamics

4. Studying of potential abilities

5. Early developmental diagnostics

6. Correlation of diagnostics with correction

7. Quantitative and qualitative analysis of survey results

QUESTIONS

- ▣ Answer the questions, please:
- ▣ How do you rate the work of Psychological, Medical and Educational Guidance Centre (on a 10 point scale)?
- ▣ What makes the work of Psychological, Medical and Educational Guidance Centre more difficult today?
- ▣ What can improve the quality of diagnostic work?
- ▣ What question excites you?