

The lecture of the topic:


**THE CREATION OF EDUCATIONAL
CONDITIONS FOR SOCIALIZATION AND
SOCIAL INTEGRATION OF DISABLED ADULTS
LIVING IN NEUROPSYCHIATRIC NURSING
HOMES IN BELARUS**





Words and phrases when often encountered in a lecture

- socialization and social integration
- neuropsychiatric nursing homes
- continuing education of persons with intellectual disabilities (lifelong education)
- adults with severe mental and physical impairments
- Ministry of Labour and Social Protection



The topic of the lecture reveals the following questions:

1. From the history of the issue
2. The concept of "continuing education of persons with intellectual disabilities". The purpose and objectives of continuing education
3. Characterization of the educational content of adults living in neuropsychiatric boarding houses

From the history of the issue :

More than 40 years have passed since the adoption of the Declaration "**On the Rights of Mentally Retarded People**" (1971) and "**On the Rights of People with Disabilities**" (1975). During this period, the international community has revised the treatment of children with impaired physical and mental development, their legal status, as well as the philosophy, goals, objectives and content of special education



From the history of the issue :

Children, adolescents and adults with severe mental and physical impairments living in nursing homes make a complicated group, characterized by diverse clinical symptoms (due to organic lesions of the central nervous system) as well as complex disorders in physical, mental, intellectual, and emotional areas: **Бгажнокова (2005), Лубовский (1985), Маллер (2015), Певзнер (1982), Цикото (1978)**



From the history of the issue :

In the 20th century the issue of the learning abilities of people with severe mental and physical impairments was considered to be controversial. Until recently (early 2000^s), children's homes, under the supervision of the department of the Ministry of Labour and Social Protection, did not carry out education of children with severe mental and physical disabilities



From the history of the issue :

The work of the employees of these institutions focused on oversight and care for those children. In nursing homes for adults, education has not been implemented either. Neuropsychiatric nursery homes for the elderly and disabled still remain the leading type of institutions offering support (under the provisions of this institution, approved by the Ministry of Labour and Social Protection of the Republic of Belarus of 01.10.2013 №5)



From the history of the issue :

It is a residential institution whose main task (according to №5 standing order, approved by the Ministry of Labour and Social Protection of the Republic of Belarus of 01.10.2013) is the organization of care, social services and medical assistance for citizens who are recognized as incompetent



**We are to answer the first question
of the lecture:**

1. When was the Declaration on the Rights of the Mentally Handicapped adopted
2. What is the leading institution for people with severe intellectual disabilities in Belarus?
3. Name the authors who dealt with the issues of teaching and raising children with severe intellectual disabilities in 20th century

Steps towards improving special education

However, concentrating on the problem of inclusion, we should not only lodge adults with mental and physical disabilities in nursing institutions, but also set new, namely educational tasks aimed at developing the possibility of implementing professional training and providing adults with maximum independence with professional support



Steps towards improving special education

One of the steps towards improving special education in the Republic of Belarus is to create conditions for lifelong education of people over the age of 18 with intellectual disabilities living either with their families or in nursing homes, to prepare and encourage them to implement their right to work



Questioning Results

Many residents of such institutions never received any education for various reasons. As a result lose they have lost their legal mental capacity as well as employment opportunities because of diagnostic approach existing in this country. Many of these people living in nursing homes for adults cannot read, write and count because they either have been taught occasionally or have never been taught at all

Questioning Results

Among the 35 residents ranging from 22 to 47 years old living in Lida and Cherven neuropsychiatric nursing homes were diagnosed as suffering from "moderate or severe degree of mental retardation" and deprived of their legal capacity. 50 % of respondents were transferred to these institutions from orphanages and boarding schools, providing only care and supervision but not addressing the issue of their education



Questioning Results

The remaining 50 % were lodged in mental nursing homes for various reasons but almost all of them tell the following story: they went to school, studied there for three or four years (with one exception), their mothers died, their fathers left (abandoned the children, were alcoholics, are in prison etc.



Questioning Results

The majority (85 %) of the respondents assess their own capabilities as adequate and have realistic life plans. which indicates that they have no pronounced degree of intelligence disability. The responses were as follows: "I want to deliver mail in the village, like my father"; "I want to wash the dishes in the dining room of our boarding school"; "I can work on a farm, because I love to plant potatoes and trees"; "I want to help the priest in the church," etc.



Questioning Results:

One woman wanted to be a hairdresser and the director of the orphanage confirmed that she "does great hairstyles, weaves unique beautiful braids". I saw a great desire among these people to learn to read, write, count and master the elements of computer literacy because they all want to regain legal capacity so that they are able to work and earn their living



Questioning Results:

To restore the legal capacity of people living in nursing homes, it is absolutely necessary to create a motivational environment allowing them to be included in supporting activities, maintain active and ongoing training of their level of independence that will ultimately contribute to their socialization and social integration. This in turn would reduce government spending on their maintenance

Lifelong education of people with mental and physical disorders – their opportunities and conditions

Article 24, item 5 of the UN Convention on the Rights of People with Disabilities commits to develop a system of lifelong education, thus pushing the search for new forms and new content of education and a socio-psycho-pedagogical support. It is anticipated that the legal, regulatory and technical base for this will be improved and an inter-agency cooperation mechanism will be developed

The basic postulates of a lifelong education:

- the creation of educational space life-long education;
- the security of freedom of choice;
- provision of equality in the continuing education for representatives of different cultures, nationalities, having different degrees of severity of mental and physical disorders;
- the ability to learn, regardless the severity of mental and physical disorders;
- the content of the training and the overall objectives of education;
- the engagement to achieve specific educational objectives in continuing education;
- the absence of a requirement to obtain the document on education;
- the focus of education on sustainable access to culture in its various manifestations giving a chance to form an understanding of the world and a person's place in it

Continuing education of persons with intellectual disabilities:

We define continuing education as a system of human activity implementing the person's right to education, ensuring the creation of adaptive correction and developmental environment, personalized in content, time, pace, taking into account the needs and capabilities of people. The relevance of this education is determined by its legal, political, economic and social necessity

The goal of the continuing education :

- *The goal of the continuing education* throughout life of a person with is their constant development, with the help of educational resources, in terms of cooperation and support from other people who provide the environment for proximity to positive role models. All of this will contribute to the mastering of social experience, overcoming social disability and the improvement of the quality of the person's life in general

The Objectives of Continuing Education :

- a change in public opinion, the development of societal tolerance towards people;
- the realization of the human right to education which requires the creation of an adaptive, corrective and developmental environment, taking into account educational needs and capabilities of people;
- reducing the economic costs due to the inclusion of people into the social world while making available types of home and work accessible to them;
- the assistance of people in social adaptation, the prevention of their illegal behavior as a vital condition of social security for the society overall

**We are to answer the second question
of the lecture:**

1. What adult people residing in neuropsychiatric nursing homes dream?
2. Define the concept of continuing education
3. What are the goals and objectives of continuing education?



The content of education :

- We have taken into consideration that the adult residents of boarding homes are used to being objects of routine; basic social skills such as autonomy, responsibility etc. are not in demand as a rule. The emphasis in selection of the content of adult education is designed to help boarding home residents master the standards of socially demanded and acceptable behaviour as well as the cultural traditions of Belarusian people

The content of education :

- In determining the content of education it is paramount to improve the quality of life of a person with severe mental and physical impairments, to increase his or her viability, to form the functional adaptive skills, to use alternative means of education and to correlate it with the future life of this category of people

Essential characteristics of the content of continuing education :

- We have distinguished the following essential characteristics of the content of continuing education of people with severe mental and physical disabilities:
- - *the priority of social over cognitive development* (by emphasis on content it is possible to enrich social experience);
- - *life orientation* training (this aspect of the content takes into account the personal experience of the students, socially significant and important life situations are modelled for the person);

Essential characteristics of the content of continuing education :

- *-inclusion into the activities and the formation of different types of activities and methods of action* (formed life competencies are projected in this aspect of the program);
- *- the formation of socially demanded behaviour* (this aspect is obliged to provide a variety of tasks and simulated situations to fulfil various social roles);
- *-actualization of leading sensor systems* (offers a diverse set of teaching tools that enhance the activity of analysers)

Characterization of some subjects of the curriculum :

- Forming the ability and willingness to operate in everyday situations requires not only concrete, specific kinds of activity, but also generalized, universal kinds. This educational aim was the reason for the introduction of the subject “**Domestic Self-Sufficiency**”. The generalized system of actual methods of activity is focused on the spheres of normal activity and necessary life competencies



Characterization of some subjects of the curriculum :

- The introduction of the subject "**The Development of Communication, Reading and Writing**" was dictated by the need to expand communication between learners with severe mental and physical impairments and to include them into social interaction in a form accessible to them. Communication can be carried out not only by means of speech (vocalised words), but also through images, gestures, tactile symbols, telecommunications, graphics, icons (images or groups of figures reflecting specific content), gestures which can be used either as non-verbal speech support or as an independent means of communication

Characterization of some subjects of the curriculum :

- "**Practical Mathematics** " expands the educational training of learners by supplementing arithmetic with geometric material, which holds a far more practical application. The pragmatic orientation of education is enhanced as in the process of studying applied mathematics the learners will solve purely practical problems of direct relevance to everyday life



Characterization of some subjects of the curriculum :

- The subject "**Man and His Health**" forms knowledge and skills that enable secure, healthy lifestyle, monitor key health indicators, maintain health and strengthen it. Health is considered here as a broad concept, i.e. somatic, physical and mental. The final practical component of the curriculum characterizes the state of mental well-being, meaning the absence of manifestation of mental disease and ensuring the regulation of behaviour adequate to the conditions of a given activity. The subject aims at the conservation and preservation of health in a broadest sense of this word

**We are to answer the question
of the lecture:**

- 1. What are the subjects for adults?



Conclusions:

- the recognition of opportunities for creative activity of people with severe mental and physical impairments and the creation of appropriate conditions for activities determined by the new subject areas, allowing the use of the unity of art and pedagogy for correctional purposes, as well as considering the emotional and motor capacities of students;

Conclusions:

- the addition of the new subject domain "Domestic Self-Sufficiency" contributing to the development of universal, generalized ways of life, contributing to the enhancement of personal vitality and guided acts of self-sufficiency;



Conclusions:

- the introduction of vital communication, enhancement of opportunities for communication and exchanging views through the use of symbols and an increase in the range of positive effects on the nervous system;



Conclusions:

the addition of a wide variety of applied educational content (practical mathematics, practical work) which enhances capacity (partial or complete), encourages boosted feelings of personal significance, usefulness and self-esteem



Conclusions:

- In the future, we plan to develop a rating scale to evaluate autonomy levels (self-service level, the level of adequate behaviour, the level of speech perception, reading and writing, an elementary level of practical mathematics etc.), as well as create a la carte training programs and workshops for selected subjects of the curriculum

Conclusions:

- the introduction of vital communication, enhancement of opportunities for communication and exchanging views through the use of symbols and an increase in the range of positive effects on the nervous system;



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Thank you for attention!