

Lecture 7. SPECIAL EDUCATIONAL NEEDS OF CHILDREN WITH DEVELOPMENTAL DISABILITIES

Lecture questions:

1. The main categories of children with special needs.
2. Organization of registration of children in need of special education.

Question 1. The main categories of children with special needs.

A person with special needs - a person with physical and (or) mental disabilities that restrict his social activities and impede the acquisition of education without creating special conditions for this.

Mental retardation, Learning disabilities, mental deficiency, oligophrenia:

mild mental retardation (learning disabilities), moderate mental retardation (learning disabilities),

severe mental retardation (learning disabilities), profound mental retardation.

Intellectual disability, formerly known as “mental retardation,” is a disorder with onset during the developmental period. It includes intellectual deficits and difficulty functioning in daily life in areas such as communication, self-care, home living, self-direction, social/interpersonal skills, academics, work, leisure, health, and safety.

Intellectual disability has many different etiologies and may be seen as a final common pathway of various pathological processes that affect the central nervous system.

Prior to the publication of Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) in 2013, diagnostic criteria for mental retardation required that an individual score two (2) or more standard deviations below their expected IQ compared to same-age peers on standardized IQ tests (Full Scale Intellectual Quotient ≤ 70).

In the DSM-5, IQ scores have been de-emphasized. There is no longer a “cut-off” score or threshold per se for establishing a diagnosis. Rather, scaled IQ scores are evaluated in context of individual’s entire “clinical picture.”

The rationale for this change was that while scaled IQ scores represent approximations of conceptual functioning, they may be insufficient to assess reasoning in real-life situations and mastery of practical tasks within conceptual, social, and practical domains. For example, a person with an IQ score above 70 may have such severe adaptive behavior problems in social judgment, social understanding, and other areas of adaptive functioning that the person's actual functioning is comparable to that of individuals with a lower IQ score. For this reason, clinical judgment is required to interpret the results of an IQ test.

Speech disorderwith speech impairments:

Aphasia

Dysarthria

Dysphoria

Alexia / dyslexia

Dysgraphia

The general underdevelopment of speech

With hearing impairment

Hearing is one of the traditional five senses. It is the ability to perceive sound by detecting vibrations via an organ such as the ear. The inability to hear is called deafness. A hearing impairment or hearing loss is a full or partial decrease in the ability to detect or understand sounds. Caused by a wide range of biological and environmental factors, loss of hearing can happen to any organism that perceives sound.

Hearing loss, deafness, hard of hearing, anacusis, or hearing impairment, is defined as a partial or total inability to hear. In children it may affect the development of language and can cause work related difficulties for adults. Hearing loss is caused by many factors, including: genetics, age, exposure to noise, illness, chemicals and physical trauma.

Hearing loss can also be classified based on which portions of the hearing system (auditory system) are affected. When the nervous system is affected, it is referred to as sensorineural hearing loss. When the portions of the ear that are

responsible for transmitting the sound to the nerves are affected, it is referred to as conductive hearing loss.

A sensorineural hearing loss is due to insensitivity of the inner ear, the cochlea, or to impairment of function in the auditory nervous system. It can be mild, moderate, severe, or profound, to the point of total deafness. This is classified as a disability under the ADA and if unable to work is eligible for disability payments.

There are two main types of hearing loss:

One happens when your inner ear or auditory nerve is damaged. This type is permanent.

The other kind happens when sound waves cannot reach your inner ear due to ear wax build up, fluid or a punctured eardrum.

Two persons with the same severity of hearing loss will experience it quite differently if it occurs early or late in life. Furthermore, a loss can occur on only one side (unilateral) or on both (bilateral). Hearing loss is categorized by its severity and by the age of onset and may be ranked as mild, moderate, moderately severe, severe or profound:

Mild:

for adults: between 26 and 40 dB HL

for children: between 20 and 40 dB HL

Moderate: between 41 and 54 dB HL

Moderately severe: between 55 and 70 dB HL

Severe: between 71 and 90 dB HL

Profound: 91 dB HL or greater

Totally Deaf: Have no hearing at all.

Visual impairments

Visually impaired is a blanket term that refers to a decreased ability to see. Basically, it refers to a condition where the person does not have a perfect or near perfect vision, which cannot be repaired via usual means, such as glasses or contacts. Officially, the term visually impaired is defined as ‘a best corrected visual acuity of worse than either 20/40 or 20/60.’

However, the term blindness defines a condition where the person cannot see anything, i.e. complete or nearly complete vision loss. Even though, blindness is technically a part of visual impairment, it is often deemed as a separate categorization in order to differentiate it from the less severe visual impairment.

According to the International Classification of Diseases, there are four levels of visual function

- normal vision
- moderate visual impairment
- severe visual impairment
- blindness

According to statistics by WHO, about 285 million people were estimated to be living with visually impairment in 2014. Of that, about 39 million were blind and 246 million had low vision. WHO also states that about 80% of all visual impairment cases can be prevented or cured with the right medical practices.

Autism, Autistic spectrum disorder (ASD)

Autism spectrum disorder (ASD) is a developmental disability that can cause significant social, communication and behavioral challenges. There is often nothing about how people with ASD look that sets them apart from other people, but people with ASD may communicate, interact, behave, and learn in ways that are different from most other people. The learning, thinking, and problem-solving abilities of people with ASD can range from gifted to severely challenged. Some people with ASD need a lot of help in their daily lives; others need less.

A diagnosis of ASD now includes several conditions that used to be diagnosed separately: autistic disorder, pervasive developmental disorder not otherwise specified (PDD-NOS), and Asperger syndrome. These conditions are now all called autism spectrum disorder.

With multiple severe developmental disorders

With *severe disabilities* are: "individuals of all ages who require extensive ongoing support in more than one major life activity in order to participate in integrated community settings and to enjoy a quality of life that is available to citizens with fewer or no disabilities" (TASH, p. 19). Mental retardation is

regarded as a characteristic common to those with severe disabilities. Most severely disabled individuals are limited in their ability to communicate, though these skills can become functional with appropriate intervention. In addition, these individuals often have medical conditions or physical limitations that affect their movement, vision, or hearing.

Persons with *multiple disabilities* have a combination of two or more serious disabilities (e.g., cognitive, movement, sensory), such as mental retardation with cerebral palsy. The U.S. federal government definition includes those who have more than one impairment, "the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments" (Code of Federal Regulations, 1999, Vol. 34 Sec. 300.7,[c][7]). (Dual sensory impairment, or deaf-blindness, is defined as a separate disability group.) Multiple disabilities have interactional, rather than additive, effects, making instruction and learning complex.

Question 2. Organization of registration of children in need of special education.

Regulatory framework:

Order of the Ministry of Education of the Republic of Belarus from September 17, 1998 No. 524 "On the creation of a database of children with special needs and children with disabilities“;

The resolution of the Ministry of education of Belarus from September 5, 2011 № 253 "Instruction on the procedure of identifying children with special needs and the creation of a data Bank on them».

The main task of the data bank is to maximize the coverage of children with special needs with special education and correctional and pedagogical assistance.

The data bank includes data on all children under 18 years of age who are citizens of the Republic of Belarus and are studying in all types of educational institutions, at home, as well as not studying anywhere.

The formation and maintenance of the data bank is carried out by the Main Information and Analytical Center of the Ministry of Education of the Republic of Belarus.