

## GLOSSARY

by academic discipline "Fundamentals of the methodology of correctional and developmental work: the basics of the methodology of correctional and developmental work with children with severe and (or) multiple physical and (or) mental disorders"

**Activity principle** – is interaction in various types of activity with support the leading for each age and available for mastering a specific child, taking into account his limitations and capabilities; a focus on the acquisition by children not of knowledge, but of certain practical (life) skills that are available and necessary for an independent life in society.

**Algorithm of action** – specific, precise, understandable prescriptions that determine the order of performing actions.

**Awareness of another person** – understanding the existence of other people who behave differently; distinguishing between carers; response to requests from others; understanding the mood of the communication partner; the use of available verbal and non-verbal means of communication, taking into account the conditions of life situations.

**Awareness of the surrounding objective world** – cognition of objects of the surrounding world and their functions on a sensory basis; distinguishing and highlighting the external features of objects (size, shape, color, etc.); performing elementary household and labor activities; carrying out elementary productive activities with different materials; development of practical orientation in space and time.

**Awareness of the surrounding social world** – understanding, recognition and expression of emotions; execution of social roles; following the sequence of actions; compliance with requirements and social rules when visiting public places; participation in joint activities.

**Basal stimulation** – is a method of teaching at the most elementary level in situations where other methods are ineffective in shaping the experience of dealing with stimuli from the surrounding world.

**Center for correction and development education and rehabilitation** – is a special education institution that implements a special education program at the preschool level for persons with intellectual disabilities, a special education program at the general secondary education level for persons with intellectual disabilities.

**Cognitive skills** – tracking an object, keeping attention on an object, perception of color, shape, size, image recognition, spatial gnosis, selection and grouping according to a given criterion, reading, recognizing words, writing simple words, cheating, writing dictation, counting, orientation in time by the clock, etc.

**Complex study** – the study of the child in all areas of development.

**Comprehensive study** – is the establishment of restrictions on life activity and functional capabilities.

**Communicative orientation (principle)** – is the development of communication skills in different situations of child interaction; the ability to choose alternative means of communication (symbolic and objective images, natural objects, gestures, etc.).

**Communication skills** – understanding verbal commands and gestures, following simple and complex verbal instructions, instructions on images, written instructions; expression of needs and desires, consent and refusal; naming of objects and actions; answers

to questions, description of the situation, formulation of questions; maintaining a dialogue, expressing feelings, etc. ; use of means of alternative communication.

**Content of pedagogical diagnostics** – is a complex of skills in the main areas of life: motor, cognitive, communicative, household, labor, social, leisure, regulatory.

**Differentiated and individual approach (principle)** – taking into account the variability and specificity of the structure of severe and (or) multiple developmental disorders, existing restrictions on life activity when dividing children into groups, selection of variable content, methods, techniques and means of correctional and developmental work; development of individual development programs and determination of individual terms for their implementation, taking into account the degree of manifestation of the violation, individual typological characteristics, compensatory capabilities of each child.

**Divided actions** – predominance of child independence.

**Ergotherapy** – selection of available activities and methods of activity to ensure the highest possible level of independence and self-dependence in everyday life.

**Essence of correctional and developmental work** – is targeted prevention and overcoming the limitations of the child's life through the satisfaction of special (educational) needs.

**Functional possibility** (functionality) – readiness and ability to show skills and qualities necessary for a certain activity.

**Holistic systemic study** – taking into account all relevant phenomena that determine the characteristics of a child's development.

**Household skills** – eating, maintaining personal hygiene, dressing and undressing, choosing clothes for a specific occasion; care of clothes and shoes, premises; use of money, use of transport, services of social and cultural institutions, adherence to the schedule, etc.

**Hyperdysfunction of sensory integration** – increased sensitivity to sensory stimuli.

**Hypodysfunction of sensory integration** – decreased sensitivity to sensory stimuli.

**Joint (conjugate) actions** – the teacher's activity exceeds the child's activity Jointly shared actions - cooperation between the teacher and the child.

**Labor skills** – sorting, assembling, packing, arranging objects, filling containers, working with different materials (paper, textiles, natural, plastic, waste), caring for plants and animals, etc.

**Leisure skills** – skills of drawing, modeling, design; games (with toys, board, outdoor); viewing and reading books, listening to music, watching television, etc.

**Modification of educational environment resources** – is a special organization of the educational environment in accordance with a given educational goal.

**Method of jointly divided actions** – compliance with a proportional relationship between the efforts of the child and the efforts of the teacher in joint activities.

**Modification of organizational and semantic resources** – the construction of life in accordance with the daily, weekly, annual rhythm; the use of plans, algorithms, memos, drawing up in a visual form the rules for interaction with people around.

**Modification of social-psychological resources** – organization of eventfulness and cooperation, personification of the environment, demonstration of the achievements of children, establishment of broad social contacts.

**Modification of spatial resources** – zoning of premises, marking or accessible designation of parts of a space in accordance with their function, visual designation of the location of certain objects in each part of the space.

**Modification of things resources** – is an accessible form of providing information, adding objects of an adaptive nature, using special equipment.

**Mono-channel nature of perception** – isolation of affectively significant sensory signals (stimuli): color, shape, sound, smell, etc.).

**Motor skills** – methods of movement, lifting objects, walking on different surfaces (level, inclined, slippery, stairs), climbing, balancing, body tilts, ways of grabbing small objects.

**Multiple physical and (or) mental disorders** – two or more physical and (or) mental disorders.

**Normalization (principle)** – the life of a person with disabilities should be organized "as normal as possible". Important areas of human life should be organized as naturally as possible, taking into account the usual rhythm of life for people, the corresponding contact between the sexes.

**Polysensory basis of learning (principle)** – is to rely on all intact analyzers, to develop compensatory capabilities child, maximum beneficiation sensory experience; the use of methods that allow the formation of sensory images of objects and phenomena of the surrounding world.

**Regulatory skills** – perception and understanding of instructions, retention of motivation and the algorithm of activity, drawing up a substantive and practical plan, performing actions according to the algorithm, monitoring and evaluating the results of activity.

**Restrictions vital activity (disabilities)** – complete or partial loss of the ability or possibility to carry out the main components of daily life.

**Rhythmization when using somatic basal stimulation** – is to ensure a certain rhythm of breathing by improving exhalation; harmonization of intervals between inhalation and exhalation.

**Self-awareness** – experiencing and knowing a variety of sensory sensations in the somatic area; knowledge of one's own body, conscious perception and discrimination of body parts and their functions; implementation of basic body care, food intake; accepting needed help.

**Sensory integration** – the perception of information simultaneously flowing through several sensory channels.

**Sensory integration dysfunction** – Inability to integrate sensory information from different senses.

**Sensory integration method (essence)** – stimulation of the senses in conditions of coordination of various sensory systems.

**Severe physical and (or) mental disorders** – physical and (or) mental disorders, expressed to such an extent that obtaining an education in accordance with educational standards of special education is unavailable and learning opportunities are limited to obtaining the basics of knowledge about the world around them, acquiring self-service skills, obtaining elementary work skills

**Social and practical orientation of education (principle)** – is to overcome the child's dependence on the immediate environment, prepare for an independent life in society at the most accessible level; promoting the mastery of life skills in different areas of life (self-service, social contacts, work training, etc.).

**Social skills** – following instructions, following rules, following requirements and instructions, moving independently from one activity to another; responding to comments and criticism, asking for help and providing assistance if necessary; cooperation, participation in meetings, constructive resolution of conflicts, adequate expression of anger and disappointment, waiting for one's turn, etc.

**Somatic basal stimulation** – is the development of bodily sensitivity through touch.

**Special (educational) needs** – the needs in the conditions necessary for the optimal implementation of the actual and potential capabilities (cognitive, activity, emotional-volitional, motivational) that a child with restrictions vital activity, including in the learning process.

**Symmetry when using somatic basal stimulation** – is symmetrical body position; symmetrical involvement in the activity of both halves of the body – the perception of the body as a whole.

**Taking into account ontogenetic development** – the survey process is carried out taking into account the appearance of activities in ontogenesis.

**Tension-relaxation when using somatic basal stimulation** – is the alternation of changing the position of the body or its stimulation (artificially).

**Unity of diagnosis and correction of violations (principle)** – comprehensive and systematic diagnostics of each child, on the basis of which an individual development program is drawn up, the dynamics of development and the level of mastering life skills, including of a compensatory nature, are monitored.

**Vibration basal stimulation** – development of sensitivity to air vibrations caused by a moving body.

**Vestibular basal stimulation** – development of body balance.