



Children's Collective at a Special Needs School



Children's collective

is a stable socio-psychological community which is a kind of a labour collective



Main elements of a collective:

- unity of interests and goals;**
- comradely solidarity;**
- need for mutual contacts;**
- cohesion;**
- coordination of actions.**

The background features a warm color palette of orange and yellow. It is decorated with various geometric shapes: solid circles of different sizes, some with white outlines, and larger white-outlined circles that resemble rings or thick borders. The overall effect is a playful and abstract pattern.

**Causes of difficulties
in the formation of a
children's collective
at a special need
school**

1. Main elements of the collective are poorly expressed, and sometimes absent

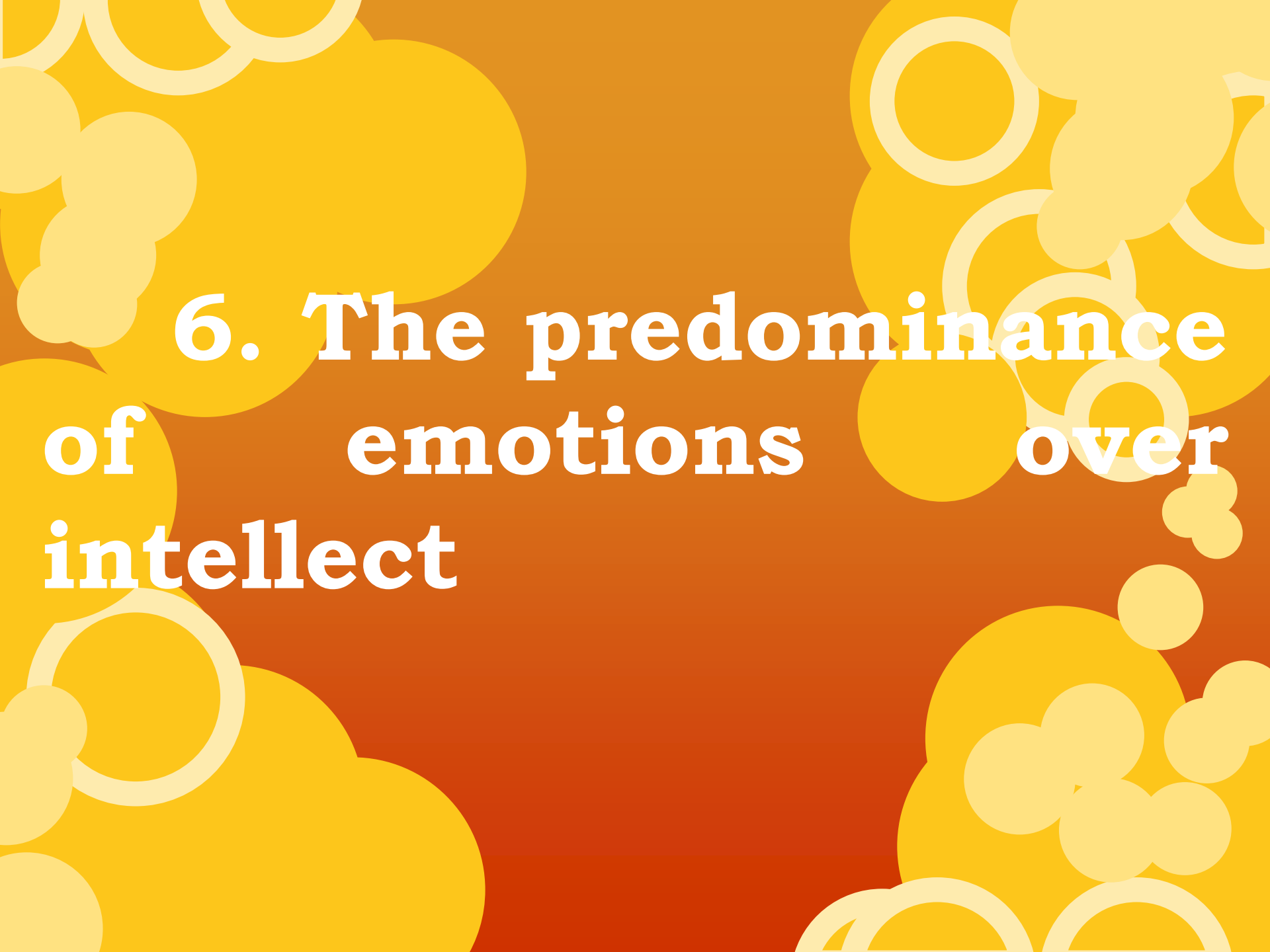
The background features a gradient from dark orange at the bottom to bright yellow at the top. It is decorated with various circular shapes: solid yellow circles of different sizes, white outlines of circles, and some overlapping circles that create a sense of depth and movement.

2. Social relations among children are initially of self-serving character

3. The presence of serious mental disturbances in communication (students have little or no attitude toward communication, professional contacts and the need to act in concert)

4. A wide range of differences among the students in all respects of psychophysical development (among other things due to the unequal degree of influence of diseases of the central nervous system on the mental health of the students)

5. Insufficient social maturity which is expressed in motivational disorders

The background features a vertical gradient from light orange at the top to a darker orange at the bottom. It is decorated with various yellow and light orange geometric shapes, including solid circles, hollow circles, and rings of varying sizes, scattered across the page.

6. The predominance of emotions over intellect

7. The presence of various mood disorders in the children with intellectual disability (sudden mood swings: from normal to depressed, angry mood (dysphoria) or vice versa, to euphoria, extreme apathy)

**8. Weakness of
internal control of
actions of this category
children**

9. The presence of typological personality traits in children with intellectual disability:

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- **pathological vanity;**
 - **affectability;**
 - **irritability;**
 - **impulsivity;**
 - **carelessness;**
 - **volatility;**
 - **amenability to suggestion;**
 - **mental rigidity;**
 - **helplessness;**
 - **petulance;**
 - **vulnerability;**
 - **weak development of social activity and independence at all developmental stages.**



**Special aspects of
the children's
collective at a
special needs school**

The background features a vertical gradient from light yellow at the top to dark orange at the bottom. It is decorated with various abstract shapes: solid circles, hollow circles, and overlapping circles in shades of yellow and white.

1. The collective formation for a long time remains at the first stage

2. The collective reaches the third stage of development mainly in the final grades, however not all of the features of this stage are pronounced

3. Even high school students are not proactive, they continue to act by imitation or direction

4. Encouraging students to be independent often leads to inadequate reactions on the part of the collective



**Aspects of the
primary collective
in a special needs
school**

- a small number of students;
- groups with mixed age;
- uneven development of children due to a number of factors;
- the existence of two groups with an identical composition of students





**Characteristic
subjects
of the collective**

1. Microgroup (2-3 people)

Relationships in microgroups are of an emotional and situational nature. The interests and activities of microgroups do not always coincide with the goals of the group. There can be no microgroups at all or the number of them can be insignificant in the primary grades of special needs school

2. Isolated children

Option number 1: passively isolated children. They accept standard forms of education and school order, bow before the authority.

Option number 2: active rebels. They are characterized by rejection of forms of collective life, which is expressed in negativism.