

Differential Psychological and Pedagogical Diagnosis of Learning Difficulties

Loginova I.N. - Associate Professor
of the Department of Speech
Therapy of the IIO BSPU

- **The term "learning difficulties" is now accepted in the pedagogical community and denotes a combined group of children, the main part of which are children with mental retardation (MPD).**
- **ZPR was first described in the 60s of the 20th century.**
- **In foreign literature, the term "ZPR" is not found, to refer to these conditions, the term "communicative disorders" and "violations in the development of school skills" are more often used.**

Clinical and psychological classification of mental retardation (K.S. Lebedinskaya)

Конституциональная
ЗПР в МКБ-10 **F 81.9** –
расстройство развития
учебных навыков
неуточненное.

Соматогенная ЗПР в МКБ -
10 **F 84.8** – другие общие
расстройства развития.

Психогенная ЗПР в
МКБ-10 **F 81.3** –
смешанное
расстройство учебных
навыков

Церебрально-органическая
ЗПР в МКБ- 10 **F 83** –
смешанные специфические
расстройства
психологического развития

General diagnostic features

The ZPR is characterized

by:

- Partial underdevelopment of higher mental functions
- Violations in the formation of personality
- Disorders of various activities

Structure of violation:

1. Insufficient maturity
motivational
target basics of activity
2. Not maturity spheres representation images
3. Difficulties in the formation of sign-symbolic activity

Infantilism in the structure of ZPR

- **Infantile** (children)

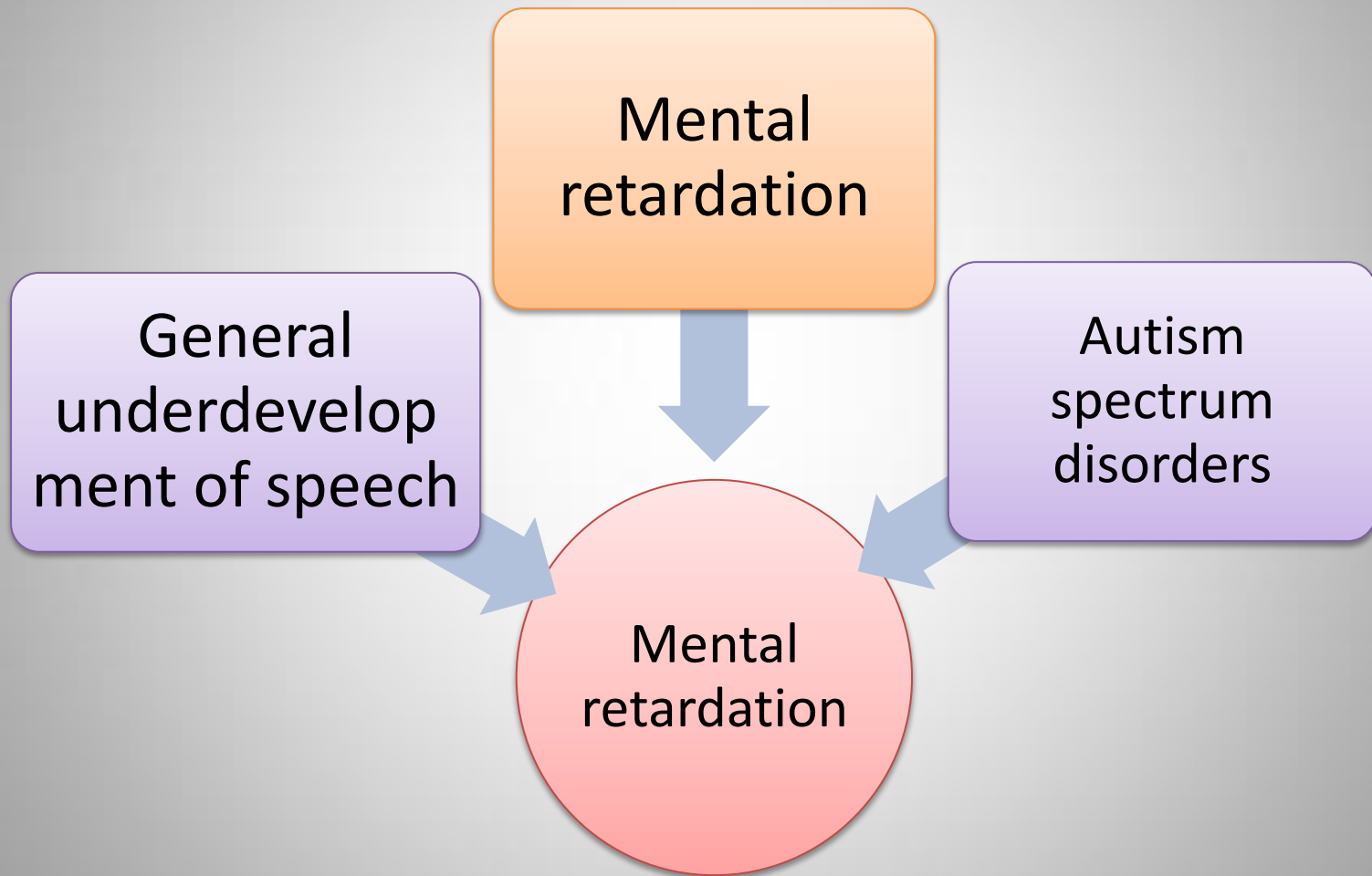
ABOUTmain
manifestations:



Emotional and volitional immaturity(desire to get *pleasure* as a leading motivation, lack of independence, suggestibility, lack of criticality to one's behavior and the result of activity, slowdown in the formations *social* motives)

- **Inability to voluntarily control one's behavior**(inability to get involved in the overall work of the class, not following the instructions of the teacher if they are not addressed to him personally, doing things that are not related to the lesson, do not understand the learning situation)

Delimitation of ZPR from similar conditions



Differentiation of ZPR with mental retardation

Impaired mental function

- Partial function immaturity
- The ability to accept the help of an adult is expressed (the zone of "proximal development" is wider, higher learnability-transfers the acquired experience to a new situation)
- Uses the organizing help of an adult in the experiment

Mental retardation

- Total underdevelopment of mental functions
- Not receptive to adult help (zone of "proximal development" is narrow, learnability low, experience does not transfer to a new situation)
- In the experiment, partially perceives teaching assistance, stimulating and organizing is not effective

Additional features cerebraesthesia:

- Hypersensitivity to external stimuli (bright lights, loud noises)
- Sleep disturbance (in the morning subjective feeling of fatigue, depression, irritability)
- Against the background of fatigue, memory loss (cannot arbitrarily update the educational material)