

THE MODEL OF SOCIAL SUPPORT OF STUDENTS WITH DISABILITIES IN TERMS OF INCLUSION

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The current stage of development of inclusive education is filled with a big number of contradictions and problems, and demands an open professional dialogue, a constructive dispute, taking international experience into account and the consistency of views from us.

Inclusion as a principle of organization of education is a social and pedagogical phenomenon. Accordingly, inclusion is not aimed at changing or correcting an individual child, but at adapting educational and social environment to the capabilities of the child.

Inclusive education is not compulsory for children with disabilities, but at the same time training under educational inclusion allows a child with disabilities to preserve their familiar social environment. Early socialization healthily affects the formation of the personality of children with disabilities and their adaptation to real life.

The idea of support of a child with disabilities in terms of inclusive education as the embodiment of humanistic and person-centered approach is consistently and developed in detail in the works of N.N. Malofeev, E.M. Mastjukova, E.M. Aleksandrovskaya, M.R. Bityanovoa, etc.

Support is a holistic, system-organized activity, during which socio-psychological and pedagogical conditions for successful learning and development of each child are created. Social support of the child with disabilities in the process of inclusive education is of a particular importance.

One of the priorities of social support is the organization of effective cooperation with a child with disabilities, which offers the prospect of their personal growth,

automatically starts the processes of social adaptation and subsequent successful socialization.

An effective organization of this set of special organizational and pedagogical conditions of training and education of a child with disabilities in the process of inclusion, combined into a single system of integrated support, requires high professionalism from the whole team of different specialists (resource teacher, teacher-speech therapist, educational psychologist, social teacher and others.). The efforts of these professionals provide the activities of school psychological, medical and pedagogical consultation as a diagnostic tool, a method of elaborating a strategy for integrated support and a guarantor of implementation of customized educational programs.

Basic principles of support service:

- Humanistic, involving the search for a positive creating start – the resources to overcome arising difficulties and problems while keeping the faith in positive qualities and strengths of the child;

- Practical, taking into account that organization of inclusive education for children with disabilities should be based on compensatory strengths and opportunities, setting only those tasks and in that order which meet age-related development of the child, taking into account their individual characteristics;

- Realistic, that implies taking into account the actual circumstances of the child and the situation;

- Systematic, that ensures the compliance of the principle of unity of diagnosis with correction and developing work;

- Individually differentiated, which involves changing the content, forms and methods of work, depending on the individual characteristics of the child with disabilities, the objectives of correctional work, the position and capacity of professionals;

- Complex, in which the support is realized only in the complex, in close contact of the educational psychologist with the resource teacher, the speech therapist, the teacher, the social worker and parents.

The model of social support of students
with disabilities in educational institution

Objective: Creation of favorable conditions for adaptation and socialization of students with disabilities, formation of favorable environment in an educational institution, provision of consulting, methodical and organizational support of children with disabilities and their parents, introduction to human rights and fundamental freedoms, development of legal competence

Objectives:

- Identifying the areas of work in accordance with mental, physical and intellectual abilities of the child.

- Elaboration of individual development plans of the child for their parents in the process of training and education.

- Organization of support of children with disabilities who have problems in development, training, communication, including the prevention of emotional and personal overload and disruption.

- Drafting of individual routes of development to provide children with disabilities with psycho-pedagogical and social assistance.

- Organization of providing children with disabilities with specialists from other institutions according to their individual needs.

- Organization of interaction of parents and professionals of interdepartmental services.

- Providing parents with the consulting assistance on the development and education of children with disabilities.

- Preparing and maintaining documentation on the actual development of the child and the dynamics of their condition.

Areas of work:

1. Diagnostic:

- Timely identification of children in need of specialized care;
- Studying adaptive capabilities and the level of socialization of the child with disabilities;
- Studying the social situation and the conditions of family education.

2. Correction and Development:

- Social protection of the child in cases of unfavorable conditions of life in traumatic circumstances.

3. Consultation:

- Assistance to the family in matters of social security.

4. Awareness-raising:

- Discussions and lectures for the participants of the educational process, aimed at clarifying the issues related to the need to support children with disabilities.

We believe that social support of children with disabilities is a prerequisite for the effective organization and implementation of psycho-pedagogical conditions and measures to help these children in terms of inclusive education.

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