

Early Comprehensive Care for Children with Mental and Physical Disabilities in Modern Educational Space: A Review of Technologies

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Abstract: In recent years, special pedagogics highlights socialization as the community integration of a child with disabilities in psycho-physical development. The significance of an individual element in the strategy of special education in relation to children with mental and physical disabilities actualizes a new informative value of an individual-pedagogical approach as the timely delivery of correctional and educational assistance during a sensitive period of development, when the totality and integrity of different aspects of psychophysical development determines the integrity and harmony of a child overall development. It is obvious that the problem of early comprehensive rehabilitation and early support for children with HIA is currently highly topical in the field of health and education. It was found that the period of early childhood has a number of mental and physical characteristics that serve then as the foundation for the future acquisition of any competence. The period from the moment of birth and up to 3 years is the time of rapid and intensive initial development of personality characteristics and traits. This age plays an important role in a child development, creates favorable conditions for the emergence of psychophysical developments. The study discusses the current state of technology use problem concerning an early comprehensive support for children with disabilities. This will ensure the creation of special conditions to overcome the existing violations and the socialization of this category of children during the early stages of age.

Key words: Early care, early support technologies, children with disabilities, childhood, integrity

INTRODUCTION

The features of pedagogical practice update are related to the provision of full implementation terms for a developing personality individuality (Fajzrahmanova, 2014; Nabiullina, 2015).

One of the main tasks of a special education system modernization in Russia is the search for optimal models of child education with different level of mental and physical development. The implementation of this task is possible through an early detection and an early support for children with disabilities (Tvardovskaya, 2014; Tsvil'skaya, 2014). This is particularly important due to the fact that according to the international organization UNESCO, there are 200 million children with disabilities all over the world and according to the results of leading research in the field of national health care the number of newborns with the problems in health status, physiological immaturity makes 745 thousands, no more than 10% of children under school age can be considered completely healthy.

In this regard, many children fall into the category of persons with special educational needs who require special education.

MATERIALS AND METHODS

Content and forms of work with mentally and physically disabled children: The content and forms of work with children who have mental and physical disabilities are aimed at the creation of a comprehensive system of assistance in the development of a new basic educational program of primary education, the correction of deficiencies in physical and (or) mental development of students, their social adaptation (Lalaeva and Serebryakov, 2011).

This research is based on the unity of four functions: the diagnostics of problems, the information about a problem and the ways of its solution, a consultation at the stage of a decision-making and the development of a plan for the problem solution, the assistance at the stage of a problem solution. There are the following main principles of work forms and content with mentally and physically disabled children in an educational institution for children: taking care of a child's best interests; consistency; continuity; variability and recommendations.

When you work with mentally and physically disabled children pathologists tend to use the technology

of a child's social and psychological well-being, the provision of emotional comfort and good psychological well-being during the communication with peers and adults at school and at home. Thus, the rehabilitation of children with HIA is the system and the process of child's abilities restoration for self-social and family-household activities.

The rehabilitation of a sick child is a complex process, involving correctional and rehabilitation treatment, the identification and development of inclinations, abilities, vocational guidance, general and vocational training. Separately each of these aspects does not allow to achieve a desired result. An effective result may be obtained only at the relationship and coordination of health and social workers, psychologists, teachers and other professionals (Akhmetzyanova, 2014a, b; Artemyeva, 2015).

For the first time, the entire complex of high quality physiological and psychological characteristics of an early childhood, requiring the creation of special conditions for the life and education of children within this age was formulated by N.M. Aksarina. It was found that the period of early childhood has a number of mental and physical characteristics that serve as the foundation for the future acquisition of any competences.

The main feature of an early period of childhood is the most intensive development rate. No other period of childhood has such a rapid increase in a body length and a body mass, the development of all brain functions. At this time, all body functions (motor skills, sensory skills, speech) are developed and improved actively.

A characteristic feature of early age is the high ductility of a whole body and especially, the ductility of higher nervous and mental activity, easy trainability. Any systematic impact quickly influences the course of development and the change of a child's behavior.

A child masters a great potential and compensatory development opportunities. Using specifically targeted impacts one may achieve a very high level of development of a child and an earlier development of a particular function. Using a variety of special measures, one may achieve a much higher level of development for a certain education and training line.

During the first years of life, the unity and the relationship of physical and mental development is great. A child can not develop well physically, if he moves a little or if he is often in a negative emotional state, if the conditions for its activity are absent.

The development process is abrupt and uneven. At that, the periods of slow accumulation are revealed when there is a slowdown in the development of some body functions and alternating periods, a child's appearance

changes for a short period of time. The critical periods of an early age make 1-3 years. This is the period of dramatic changes that gives a new quality to the development of children.

Discontinuity reflects a normal, natural process of a body development. Therefore, it is important to create optimal conditions for the timely maturation of a new quality in the development of a particular function during the accumulation of experience by a child.

The unevenness in the development of a child is determined by the maturation of various functions within a specified time. An acquired new skill, an action becomes a dominant one in a child's behavior for some period of time (Borisova, 2012).

The rapid pace of a child's development is conditioned by a rapid establishment of relations with the world and at the same time by a slow development of reactions. Young children are characterized by instability and incompleteness of emerging skills. This pattern provides training repeatability, the provision of relations between the impacts of adults surrounding a child and his own activity.

During the first 3 years, there is great physical and mental vulnerability of a child, the liability of his condition. A child needs more frequent rest for one segment of wakefulness as more frequent changes of different activities. The periods of continuous productive activity among these children are less and they become tired easier. The development of a humanistic orientation in education promotes the idea of early support for children and the support for their families. The term support refers to a complex process of interaction for an accompanying and a followed one, the result of which is the decision and the action, leading to the followed development progress. In support theory, an important element is the assertion that a child development problem carrier in each specific case is a child, his parents, teachers and the child's immediate environment.

RESULTS AND DISCUSSION

Review of mentally or physically disabled child early support technologies: We carried out an overview of HIA child early support technologies which may be divided into diagnostic and proper correctional ones. The following technologies of an early psychotherapeutic support are the most famous ones in the world practice.

The model "Interaction training" is aimed at a qualitative change in the behavior of an adult during sessions: The developing interaction in the dyad "mother-child". A set of instructions for a mother is developed to deepen empathy contacts with a baby.

The model "Interaction guidance" is focused on positive aspects on the change of an adult attitude to a child. Under this model, using video equipment the behavior of an adult and a child is recorded in the process of game interaction. During the subsequent analysis of individual video record fragments the family members may trace an effect feedback of an adult behaviour on an infant's behaviour.

The system model of an early psychotherapeutic intervention is presented by interdependent elements in constant dynamic interaction; behavior and representations (the experience preserved in the memory, role performances, influencing the current interaction of a baby, parents and a therapist). A psychotherapeutic impact on one element of the system changes and transforms the effect of the entire system.

Integrated pedagogical examination of a child with impaired hearing (T.V. Nikolaeva). The technology is set to ensure a holistic study of a deaf child, the revealing not only the level of his actual development (independent performance of tasks) but also the zone of proximal development (a child's capability to implement tasks with an adult support). It allows you to identify the individual characteristics of a deaf child's according to main lines of development. A comprehensive teacher survey is the initial element of corrective training in the pool of tasks of which includes the study of social, cognitive, physical development, as well as subject-game activity of a child, the state of his speech and hearing.

The technologies of psychological study and the support of families with children who have developmental disabilities (V.V. Tkacheva). The manual is the first special guidance, unifying psychodiagnostic tools for the study of family characteristics upbringing the children with developmental disabilities. Theoretical and practical materials are presented necessary for carrying out a complex diagnostics for this category of families. Classical standardized diagnostic techniques and well-known techniques, adapted to the characteristics of an object being studied and absolutely new author developments are presented.

One of the first domestic tests for mental development is developed by G.V. Pantyukhin, K.L. Pechora, E.L. Frucht. The technique is a qualitative assessment of a child's development during the first 3 years of life without the use of points.

To study the psychomotor development of a 2nd year child the Griffiths scale is recommended

The system allows you to assess quantitatively and qualitatively the psychomotor development of children aged from 1 month to 2 years. The assessment of psychomotor development is carried out for each column;

motor skills, social adaptation, hearing and speech, eyes and hands, the ability to play. The analysis of the survey results will help to identify priorities for correctional work. After the performed course of corrective measures a re-examination may be carried out with a point estimation and the quantitative and qualitative positive trend may be traced.

There is a group of techniques for the rapid assessment of psychomotor development among infants; screening methods (A.M. Kazmin and L.V. Dayhina, E.V. Kozhevnikova, G.V. Kozlovskaya, A.V. Goryunova, V.V. Yuriev, W.K. Frankenburg, J.B. Dodds, N.P. Dick).

In order to assess the nature, extent of violations and the prognosis, determination of corrective measures a qualitative clinical analysis of neuro-developmental abnormalities is required, on which the methods of Zhurba-Mastyukova-Ayngorn and O.V. Bazhenova are based.

The interest for the study of preterm and full-term babies is presented in N. Bailey technique; "The school of infants and young children development". The test is standardized, highly valid, reliable and useful for longitudinal studies. It allows you to compare the scores obtained by a child with his own ones in different ages, and with the results of peers.

The methods of emotional deficiency detection among infants and children (E. Baenskaya). The technology provides the criteria for the evaluation of an affective development which allows to identify risk group in the area of emotional deficiency. The problem of an early diagnosis and correction of children development with speech disorders in contemporary speech therapy is provided inadequately. Currently, there is a tendency to earlier and in-depth survey of the communicative and psychomotor development of a child which allows to identify and correct the early signs of speech underdevelopment in time. In its technology, it identified a number of diagnostic indicators, the language development of children which allowed to determine the gap or breach of speech activity anatomical and physiological prerequisites at an early stage.

Music in the system of an early support is new pedagogical technologies. A scientific and methodical approach of musical means use in the early support system is presented for the first time. The music of this system is considered in terms of the contribution, it may make to the creation of conditions necessary for the development of disabled children, the prevention and correction of secondary abnormalities in their development. On the basis of this approach, the pedagogical technologies helping a child with the organic lesions of the central nervous system and his family. The

means of music in this technology become the main instrument of assistance. This procedure is written for music directors, speech pathologists, psychologists, early intervention services and parents.

The next technology is "The Infant Motor Profile; a standardized and a qualitative method used to assess motor behavior during infancy". The researcher propose the use of an infant motor profile for the early detection of motor disorders. The profile is based on video evaluation. During the study, the motor activity of children may be spontaneous and may provide various facilities to identify and assess their movement, crawling. IMP reveals not only the quality of motor behavior but also helps to assess what possible achievements of a child.

SUMMARY

It is revealed that the technologies of support is an area of scientific and practical activity for a number of specialists. This is a relatively new trend in Russian special education which is developed on the basis of a multidisciplinary approach for the provision of correctional help to a child with mental and physical disabilities. It was found that when the ideas of humanistic and student-centered education are put into practice, the support technologies become a necessary component of the educational system which allows users to create the conditions for the effective development of children with HIA, starting from the early stages of development.

CONCLUSION

Thus, based on a considered selection process and the implementation of technologies for an early psychological and pedagogical support of children with HIA, one may conclude that an early tracking occupies a special place in the contemporary socio-cultural situation, makes an integral part of medical and socio-pedagogical patronage, the process and the result of a child personality development.

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