Role of the parents in shaping readiness to school education among special needs children

Iryna Dorosh¹, Larysa Malynovych²

¹Department of Applied Linguistics, Institute of Distance Education, Lviv Polytechnic National University, UKRAINE, Lviv, 1/3 Knyaz Roman St.
E-mail: Ira.Stepanivna@gmail.com

²Department of Theoretical and Applied Psychology, Institute of Law and Psychology, Lviv Polytechnic National University, UKRAINE, Lviv, 2/4 Karpinsky St.
E-mail: malynovychlarysa@ukr.net

Abstract — The article describes the socio-psychological problems that ensue in families raising children with disorders in development to address issues of preparation for school. Modern national and foreign concepts are represented including theories about the role of parents in shaping the future of the pupil. We have outlined the main reasons preventing the effective socialisation of preschool child with disorders. Emphasis is put on types of work with parents and approaches to organise work to solve this issue. The role of new educational institutions in the organisation of correctional and rehabilitation process is highlighted in the article, indicated the necessity of establishing integrated family support when preparing child for a school.

Key words – children with disorders, PPS – psychological preparedness for school, CER (Centre for Educational Rehabilitation).

I. Introduction

The resolution of the issue of social, psychological and pedagogic aid during preparation to school is one of the common issues occurring in the families raising children with developmental disorders. The issue of parents in shaping the personality of high school age children is studied by many national scholars, among them L. Borschchevska, V. Zolotoverkh, I. Kobel, V. Kobylchneco, S. Kulpida, E. Lieonhard, K. Lutsko, T. Sak, Y. Syniova, V. Tarasun, V. Tyshchenko, V. Turchynska, L. Fomichova, O. Khokhлина, A. Shevtsov, R. Yurova [4]. Modern methodology theory of psychological, pedagogic and social researches have accumulated experience of many foreign scholars: I. Guba, Y. Lincoln, M. Miles, Q. Patton, J. Creswell, E. Babbie, M. Gall, W. Borg, K. S. Gorard & C. Taylor; the conception of ecological approach to the study of the family in the works by U. Bronfenbrenner, B. Bodner-Johnson, V. Selingman, R. Darling, N. Demydiuk and family-oriented approach in the researches related to child’s development by C. Jackson, M. Marschark, K. Meadow-Orlans, M. Sass-Lehrer, A. Turnbull has been studied; the conception of positive psychology by M. Seligman and M. Czikszentmihalyi has been elaborated; the theory of loss and grief by P. Rich & K. Kubbler-Ross and theory of bilingualism for the education and upbringing of deaf children, developed by L. Vyhotskyi, M. Marschark, K. Meadow-Orlans, C. Mayer & C. Akamatsu, has been reviewed [3].

II. State of the problem

Simultaneously, a number of reasons leading to low efficiency of the child social integration factor is outlined: low economic status of the parents, lack of effective education and support from the state, as well as passive social attitude towards the phenomenon of child disability. Family estrangement from the educational process is considered to occur due to child’s isolation at specialized boarding schools, which still remain to be the most common type of compensatory education establishments in Ukraine. Major types of psychologist work with the family have been determined: diagnostics and consultation [1]. Psychological and diagnostic work is oriented at the methodology of a special needs preschooler developmental potential, consultation is related to the choice of educational establishment for the child considering the type, location and degree of the damage. The scientists have outlined two trends in working with parents: meeting general requirements that are similar to those set to the upbringing of all children, resolution of special tasks that would compensate for developmental delay [6].

III. The results of study

Obviously, lack of continuity in the operation of the kindergarten and school impact the quality of school education. The delay in shaping cognitive activity, emotional and volitional sphere, immaturity of mental and speech activity will result in disadaptational processes that reduce the possibility of effective curriculum mastering and formation of motivation to school education [2, 5]. A number of scientific researches demonstrated that positive influence of the integrated environment providing possibilities for personal self-improvement to healthy school kids, also shapes empathy, compassion and ensures that things are evaluated from the perspective of humanity.

Recent scientific researches register changes observed during the process of selection of educational establishment by the parents. They fight for the right to study at the educational establishment located nearby their place of residence with the possibility of individual form of studies, integrated or inclusive tendencies. It is confirmed that parents mostly possess information about the complexity and structure of child disorder, contents and results of his/her education, his/her abilities to learn, behavior during classes or at home, favorite activities and toys, individual activities, daily routine, duties around the house [1]. Because there is no common vision for optimal development of children with psychomotor development disorders and support of qualitative education for them, it is proved that the society has outdated stereotypes regarding life opportunities of such kids. The absence of thoroughly structured curriculum for preschoolers with developmental disorders, specially trained staff and methodological basis for its creation help perpetuate outdated stereotypes regarding the personality development of the child with developmental disorders.
Limited number of financial and methodological support with the usage of computer technologies in preschool age are partially compensated for by computer software, though only 10 - work with PCs, which impacts the efficiency of correctional and rehabilitation process and interaction with families. Simultaneously, lack of information on recent achievements in early diagnostics and organization of correctional and rehabilitation process is observed [6].

Conclusion

Educational establishments of the new type – Educational and Rehabilitation centers – being either newly founded institutions or reformed outdated Soviet facilities (boarding schools) now look for the solution to this issue. The creation of initiative groups, civil parents’ organizations, diagnostics and consultation centers, private educational establishments also positively change the situation. Additionally, unclear understanding of the problem spectrum, difficulties and tasks that arise on the way to preparation of the special needs child to school education offset the results of psychological diagnostics, consultation, developmental disorders prevention and may lead to further academic failure determined by the low level of PRSE.

References