

CORRECTIONAL AND PEDAGOGICAL METHODS OF WORK WITH CHILDREN WITH MULTIPLE HEAVY DEVELOPMENTAL DISORDERS

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Annotation

Theme of this work is correctional and pedagogical methods of work with children with multiple heavy developmental disorders.

The main aim of the search is to describe main methods of work with paralyzed children, development of fine and gross motor skills, wrists spasticity release, development of manual devolution, development of breath.

Keywords: *mentally disordered children with infantile cerebral paralysis; speech exhalation; spasticity; anarthria; emotional tactile communication.*

Nowadays one of the main topical matters is considered to be providing educational services to children, adolescents and adults with heavy complex developmental disorders.

The correctional and pedagogical work was focused on children with moderate and deep mental disorder in combination with infantile cerebral paralysis. Some of children have got eyesight disorder, somatic diseases. Kids with described disturbances are not able to visit any of the educational institutions.

Under our observation there are four kids aged from 10 to 17 with F-72 and tetraparesis diagnoses. The common aspect for these kids is that all of them have got mental retardation and they are almost immobilized. Their faces are amimic, speech exhalation is disturbed, unfocused glance on a conversation partner, inability to hold a head up. Imitative words, nasonnement and anathria are observed in their speech development. For each of the children his/her own psychophysical characteristics are distinctive [3].

Dima D. (17 years) understands conversation partner's speech and is able to make prehensile movements. Yana S. (15 years) and Andrei C. (16 years) have got a stronger form of paresis and therefore are not able to communicate at all. Kirill D. (10 years) understands other's speech, makes some sounds, with a glance points out on clock, hung up on the wall, shifts gaze to a lamp-bulb on the ceiling, has got distinctively repetitive hyperkinesias strokes.

As a basis of the correctional pedagogical method works of Vygotskiy L.S. about actual and potential levels of children development, zone of proximal development and development aspect of education were used. Cooperative relationship between a teacher and a student was the main principle of the described work. Moreover, indicatory gestures were also used as one of the educational methods.

At the beginning of the correctional pedagogical work we tried to make emotional contact with children by establishing fiduciary relations using expressional and tender voice intonations. Per parents' permission we tried to unbrace children's muscles and relieve their wrist spasticity by carefully touching their fingers.

All of the educational sessions were dedicated to development of fine and gross motor skills. For instance, such exercises as “Stretch to the Sun” or reading children poems were used. For development of fine motor skills were used soft massage balls of different sizes and hardness, describing all of the moves with words. One of the important and most accessible exercises for children were exercises dedicated to the development of speech exhalation. For this, such games as “Let’s make a snowfall” (a kid blows on cotton wadding) and “Blow the candle” were played. Moreover, games with bright and colored toys “Cuckoo” and “Av-Av” were used for learning children to concentrate longer on a subject and shift gaze from one subject to another [4,5].

Dima D. is able to make prehensile movements. This ability was used for developing of manual devolution elements. Bricks of plasticine were used for making studied letters or figures, whose names start with a certain letter. Dima was handed a brush with glue and with teacher’s help he created an application work. All application work elements were prepared in advance by teacher.

Yana S. and Andrei C. has got saved tactile and olfactory analyzers. For recognizing objects by touch were used such material as cotton wadding, bark and leaves, tree nuts, textile materials. Kids were asked to smell some of the harmless substances with a strong odor – cinnamon, citrons, etc.

Yana and Andrei like listening music and signing. Elements of musical activities are present on each session. Having heard a singing from different parts of the room, children turn their heads to a place where it comes from and try to concentrate on the person who sings. Sometimes it is possible to hear children voice in response.

Kirill D. can make some of the sounds on his own. Those sounds that he cannot repeat, he points out on them with a glance. For instance, for the sound “ch” Kirill looks on the clock, “s” – transfers his glance on a light-bulb, etc. Each day Kirill with a help of teachers learns new sounds and learns. Handcraft work is also included in each lesson. Brushes with paints and glue are used for making different applications or paintings. Since the boy has got distinctively repetitive hyperkinesias strokes pricking and cutting stationery goods are not used.

As a result of made correctional pedagogical work with children with moderate and deep mental disorder in combination with infantile cerebral paralysis, positive dynamic in mental development was noted. If children see a teacher or hear their names they make sounds as a voice response. Yana and Andrei learned to focus a glance on a subject up to 5 seconds. Wrist spasticity has been decreased. Dima memorizes and repeats sounds of native language more effectively. While creating simple application works, Kirill does not face hyperkinesias strokes, his hands get relaxed and actions become more accurate.

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