

THE PRINCIPLES OF SOCIAL REHABILITATION OF CHILDREN WITH DISABILITIES

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In the course of research, the author determined the special educational needs of children with developmental disorders, which, of course, should be provided in the centre of the complex social rehabilitation, at least in that which apply “educational” model of social rehabilitation. These are the following ones.

1. Initial developmental delay of a child has to be detected as early as possible.
2. Targeted special (correctional) education and training should begin immediately after the initial diagnosis of a deficiency, regardless of age.
3. All the possible directions of “social dislocation” have to be timely determined.
4. The content of education has to include special modules designed to meet the challenges of development.
5. There have to be built “workarounds”, has to be used specific tools that are not applied to ordinary education.

6. There has to be regular monitoring of the compliance of chosen educational programs with the real level of development.

7. Special spatial and temporal organization of educational environment has to be provided.

8. All adult environment must be properly prepared, take a real part in solving educational problems outside the educational institution.

9. Rehabilitation by means of education should not end with the period of schooling.

10. The process of rehabilitation by means of education should be carried out by qualified experts in various fields, competent in matters of correction of the child during its training.

It is concluded that the educational principle of social rehabilitation of the child with disabilities aims at social adaptation and integration of a child with disabilities, particularly in the comprehensive school.