

**ASSISTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS:  
CONTENT ANALYSES**

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**ABSTRACT**

The fluctuations in the mental health of children and adolescents were recording the attention of various experts, related to solving different social problems. For the same reason, there are descriptions of these fluctuations and their classifications (educational, clinical-pedagogical, psychoanalytic, psychoanalytic-pedagogical) in scientific literature.

It is estimated that each descriptive explanation of children's fluctuations includes multiple indications or signals of observed fluctuations, without presenting only one profile from the classifications presented in the study.

In the phase of improving healthcare, psychology, and childcare, there is a strong need to accurately describe the physical, psycho-physiological, and psychological descriptions of children in order to effectively address their educational and socio-emotional needs.

Content analyses is used to understand the clear statement of the situation from different perspectives.

**Key words:** children with special educational needs, children with developmental disorders, support, assistance, quality of life, psychological, pedagogical, social, medical services, interdisciplinary approach.

**INTRODUCTION**

A strong political consensus has emerged in Europe on the importance of inclusive education, and ensuring children with special educational needs (SEN) are included within mainstream education. This is broadly, although not comprehensively, supported by the evidence base (Drabble, 2013). There is a universal tendency to place children with SEN in mainstream schools - away from special schooling. Still, there remainders substantial alteration in placement shapes. The content of assistance to children with SEN reflects the activities of specialists who provide medications, physical and mental therapy for

children, psychological, including neuropsychological and psychotherapeutic, correction of personal and cognitive developmental disorders, socio-pedagogical activities aimed at teaching children, their education in the broadest sense of the word and social adaptation (Steele, 2005).

Currently, in the system of assisting children with developmental disorders, along with the traditional ones, relatively new directions of interaction are presented, which were either not used in practice before, or were present partially.

Thus, in the last decade, neuropsychology has been actively developing and being included in child support activities. A large number of scientific publications are devoted to art therapy in this regard. Fairy tales, games, music therapy, and others are used in the practical application of child care. The importance of applying psychotherapy in various situations is emphasized in many publications. This extended support system helps the child to learn more deeply, to discover his potential. It makes the help a dynamic entertainment process for the child, which is interesting in its content, attracts the student, is constantly teaching and at the same time differs from traditional educational classes. This, in turn, leads to a rethinking of the essence of providing assistance to such children, an effort to increase the predictability of the results of assistance and remedial development programs.

The concept of “assistance” or “support” itself is growing. The number of profiles of professionals involved in helping such children and the content of support in each profile is also increasing. In case of multi-profile, the support structure is modified.

## **LITERATURE REVIEW**

Quite many studies prove that not only the material support, but teachers’ achievements at the level of expert improve children’s achievements (Hattie, 2009; Wong, 2014 and etc.) and because of this they have a great number of strategies: they can organize the educational process and to provide its content in the best way; they can make appropriate connections between new knowledge and the previous one, make interaction between the topic of their lesson with other subject areas, etc. It also provides a careful analysis of success and failure factors that cause the further improvement of their own educational strategies. An important component of such work is feedback with students which act as a basis factor for need based assistance (Skrypnyk, Martynchuk, Klopota, Gudonis, & Voronska, 2020).

The educational settings are considered to be a system of influences and conditions which ensure the realization of educational process (Boser, Goodwin, & Wayland, 2014; Klopota & Klopota, 2017). It is also said that in order to increase the effectiveness of teaching and educational process for children with SEN certain adaptive changes such as additional specific group of conditions can be used. These conditions cause prophylaxis of undesired consequences among children with SEN driven by the special aspects of their psychophysical development.

Still, all members of the process should take each other into account through a dialog interaction, striving to adapt their own actions to the activities of each child and the whole school community (Vilpolla & Harutyunyan, 2020).

## **METHODOLOGY**

The qualitative content analysis research method is used within the frame of this study to identify patterns in recorded communication (Krippendorff, 2004). To conduct content analysis, the systematically data collection has been organized from a set of texts from books, newspapers, scientific journals and field related websites.

From the perspective of the current study content analysis is seen as an empirically grounded method, exploratory in process, and predictive or inferential in intent. Based on new conceptualizations and an empirical orientation, contemporary content analysts allow different researchers to join in seeking valid knowledge or practical support for actions and critique (Krippendorff, 2004). That is the point that was acting as a basis for the current paper.

## **ANALYSES RESULT**

The modern school is designed to carry out such a humanitarian mission as inclusive education, which provides equal opportunities to all children who need such structures, which, based on the complex actions of specialists of various profiles, can provide both children with normal development and mental disorders. The success of integrated learning and socialization of children with developmental disabilities very often closely related to the teacher competences. In this regard, it is obvious, that children with and without SEN should benefit from integrated learning.

The complex of necessary measures requires the combined work of psychological, socio-pedagogical, pedagogical (including correctional-pedagogical and speech therapy), medical services, which are organizationally and content-wise included in a single system. In the conditions of inclusive education, they can serve all participants of the educational process, from students to the administrative-government staff, carrying out educational and preventive activities.

These services traditionally exist in the society worldwide, but their interaction is quite limited and not always optimally synchronized. However, it is competent interprofessional interaction and cooperation that create the conditions for effective support of children with developmental problems.

For example, the concept of a complex of parallel services has been implemented in the practice of a number of regions of Russia. The essence of the concept lies in the coordination of the efforts of specialists of different profiles to implement a scientifically based approach to the content and

organizational and methodical provision of optimal life conditions for students, taking into account their development characteristics and level.

In fact, the resulting emotional impact is a unique guide for building the child's behavior, a kind of guide during the construction of a child's worldview, which increases the effectiveness of the mutually beneficial cooperation between the child and his/her “motivator” and enhances the effectiveness of creative and developing work.

Electronic aids are increasingly being used in practice. Also, the conditions for providing assistance have changed, inclusive education is actively developing in the country. New forms of socialization of children are emerging, for example, development and demonstration of their creative abilities (creative contests, exhibitions, concerts, etc.).

All this in general shows the increasing attention of scientists and society to “different” children, reflects the change of society's views on “difference” (related to children with problems), more specifically, the humanization of these views, which creates a need in the modern stage like developing a new approach to helping people and covering relevant current issues.

Taking into account humanistic psychology and modern ideas about the comfort of human life, these problems should be aimed at changing the quality of life of children with developmental problems, strengthening their physical and psychological health, and achieving social well-being. It is about the “acceptance” of children with problems by the society, the corrective and developmental work focused on the child's satisfaction with his life, his social success in activities and communication. It is to these global issues that the learning and development of children and adolescents must be addressed.

The increase in directions for helping children with SEN, the new structuring of this field and the emphasis on problems require the organization of interaction between teachers as well as specialists of different fields, and the support and assistance units of this category of persons. In addition, the solution of new problems implies a change in the professional thinking of specialists helping children and adolescents, and the organization of such a form of interaction between employees of the given field, in which case people with developmental disabilities will meet the modern social requirements presented to them, at the expense of the competent and effective activity of specialists.

The structure of the organization of parallel services can be presented in the form of interconnected, unified complex and, at the same time, fairly independent departments (modules). In each of them, the social problems are distinguished, the solution of which makes it possible to develop the individual capabilities of students.

The following modules are identified and elected in this regard:

- Complex diagnosis and counseling;
- Medical aspect;

- Psychological aspect;
- Socio-pedagogical factors;
- Corrective-pedagogical work.

In this particular case the term “module” is used to express a functional node, block or direction of a unified, multi-faceted activity of entities. Such activities provide an opportunity for a balanced combination of interaction with the maximum implementation of professional efforts and assistance of the specialists (teachers, psychologists, speech therapists, neurophysiologists, doctors, etc.). The work of specialists is based on intra- and inter- professional interaction.

The main principle of this concept is the idea of complexity, which requires coordinated interaction of entities in providing support and assistance to children of different ages, continuity in work, as well as interaction of educational institutions.

The building blocks of the concept are interaction and cooperation.

***Interaction as a philosophical category is a phenomenon of connection, interaction, transition, development of various objects under the influence of mutual activity on each other and other objects*** (Gould, 2002).

An interaction involving at least two objects implies at the same time that each of them is also associated with another interaction. These philosophical insights determine the essence of interaction and cooperation of professionals of different profiles.

In the system of parallel services, specialists of various profiles act as subjects of interaction, who provide assistance to a child with developmental apathy at various stages. Such entities can also be institutes that unite professionals who provide assistance to handicapped children or participate in such activities.

The organization of professional interaction of professionals of different profiles, with its complexity and multidimensionality, requires solving questions about the structure, mechanism, technology and effects of interaction. Such an approach allows to analyze the system of determinants that determine professional interaction and the emergence of a number of psychological phenomena that do not fit within the strict framework of a single concept.

The interaction perceived as a unique type of professional activity that has a multi-level structure. These activities include both individual actions of each of the participants, as well as their joint actions aimed at achieving a common goal. Interaction also includes a set of operations—the means of performing those operations. The interaction mechanism consists in maintaining the consistency of actions of specialists in solving these problems.

The search for determinants of interprofessional interaction required conducting a psychological analysis of interprofessional activity as a system containing separate psychological structures and blocks.

Within that system, interprofessional interaction is considered as a set of determinants that determine both the status of the participants of the interaction and its specificity.

In connection with this, the efficiency of interprofessional activity of specialists working with children with developmental problems is, on the one hand, a systemic activity, a process of interaction of common goals, and on the other hand, a method of professional interdisciplinary knowledge.

For the success of joint actions, the ability to combine **informative, predictive and managerial functions of mental development of children in one's own work is necessary**. Thus, interprofessional interaction-cooperation is expressed by sequential and parallel joint actions of specialists in solving global problems of multidimensional diagnosis, specialized counseling and support of a problem child. This ensures the effectiveness of corrective and developmental work and the overcoming of difficulties in all aspects of the child's development. At the same time, the agreement of actions with a clear division of responsibilities of specialists becomes an important condition. For this, it is necessary to implement a number of steps in order, which give coordination to the multifaceted corrective and developmental work.

They include:

- conducting a multi-aspect, complex examination of the child (result: agreement and diagnosis);
- the separation of its direct and indirect problems (the result is the determination of general and private problems of aid);
- identification of the child's primary problem and its description from the point of view of different specialists (the result is the determination of the main "target" for the construction of the support program - Different in helping strategy);
- development of resources (near and distant goals and the ways of their implementation, the result by determining the amount of time and participation of each of the specialists in the overall assistance plan);
- decision-making and division of functions (result in preparation of specialist tactical plans).

The results of such interaction can be expressed in the form of a child's pathological card and a strategic plan of work with him by various specialists. Interaction-cooperation is determined by the interests of improving the quality of life of children, the psychological ecology of their health, optimal development and is based on:

- on the generality of views of the child's problems and the possibilities of helping him;
- on the acceptance and respect of the personality and rights of a child with developmental problems;
- on the ability to understand and apply the conclusions of subjects of complex influence in their field, competently build interprofessional communication;

- on awareness of the role and responsibility of each participant in diagnosis, counseling and remedial development programs.

The final effect of the interaction is a qualitatively new result of solving the problem, which expresses help to the child in changing the quality of his life, strengthening health and achieving social well-being. The result of interaction can be not only direct, but also indirect, delayed in time and space.

At the stage of adoption of the remote services system, the issues of personnel preparation become a priority, especially from the point of view of ensuring their close cooperation. First of all, it is not the preparation of individual specialists, but of teams.

One of the main problems lies in the formation of complete, complex thinking and the mastery of interaction technologies in the conditions of specialization and demarcation of actions.

All subjects of activity in such services work with children with developmental disabilities, therefore:

1. They should get deep and versatile knowledge about the child.
2. Their in-depth professional knowledge should be combined with knowledge of related professions.
3. They must master the technology of professional communication and interaction (both within each institution and in institutions of different profiles and intended for different age groups).
4. It is important to base the training of personnel for parallel services on the results of psychological and socio-psychological research, to equip the subjects of activity with the necessary technology.
5. Such preparation ensures the direction of the vector of professional thinking to the side of interaction and equips children's aid entities with the necessary technologies.

## **CONCLUSION**

Thus, to conclude it should be said that the proposed results confirm the benefits of developed socio-psychological measures of optimizing assistive team management, interaction, and increasing enthusiasm and ability for proper and purposeful cooperation. A joint activities and the partnership of all assisting team members has contributed to improving the learning and development of children with SEN, and in the general atmosphere in a class that is conducive to the development of all the children, and at the level of teacher's professional, interindividual and individual levels. At the same time direct and indirect interaction might have great impact on the development and proper assistance provision to the child with SEN.

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