



Examination of the Quality of Special Conditions for Education for Students with Disabilities as a Condition for Improving the Effectiveness of Psychological and Pedagogical Support

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Abstract

The article deals with practical and organizational aspects that need to be observed when examining the conditions in which children with disabilities are trained. These conditions should have a certain specificity and comply with the recommendations of the Psychological, Medical and Pedagogical Commission (PMPC). The presented materials are practical and applied developments of specialists of TPMPC (Territorial Psychological, Medical and Pedagogical Commission) SBU SB "TSPPMSP" Lado". The article also reveals the potential of medical examination procedures as a systematic analysis aimed at assessing in a particular institution - the quality of special conditions necessary for the education of children with disabilities and improving the effectiveness of their psychological and pedagogical support.

Keywords: Expertise; Special conditions for education; Monitoring; Special educational needs; Limited health opportunities; Recommendations of the PMPC; Psychological and pedagogical support; Psychological and pedagogical consultation

Commentary Article

Currently, one of the priorities of Russia's educational policy is to provide affordable and high-quality education to students of various categories, including those with special needs. Taking into account the chosen development strategy, the problem of research and evaluation of educational conditions, development of monitoring tools and expert procedures in the field of education is updated. It is the category of young citizens with various developmental and behavioral disabilities that needs special, most intensive assistance and state support. Accordingly, there is a need for a special preparation of the educational environment to include participants with different opportunities in educational relationships.

Here is the definition of expertise in education given by G. A. Mkrtychyan (2002): "Expertise in education is a special way of

studying innovative phenomena and processes in education, which has the goal to discover the development potential in them" [1].

In our work, expertise is considered as a special practical and applied method of studying the educational environment, which aims to analyze the quality of special conditions and identify resources for the development of the system of psychological and pedagogical support for students with special educational needs. Statistics show that there is an annual increase in the number of students with special educational needs, which include children with disabilities as well as children with deviant (asocial) patterns of behavior.

The creation of special conditions at the level of individual educational organizations is a necessary factor, in the absence of which it will be impossible for this category of students to obtain a high-quality education. These include the following conditions:



- Development of an adapted basic general education program,
- Creation of special conditions for the organization of state final certification,
- Coordination and direction of correctional work of support specialists.

The basis for creating special conditions for receiving education in an educational organization, including the provision of psychological and pedagogical assistance, is the conclusion of the PMPC. In accordance with the recommendations of the PMPC set out in the conclusion, special conditions are created in educational organizations and the necessary psychological and pedagogical assistance is provided for students, taking into account their psychophysical characteristics [2].

For students with disabilities, when it comes to getting an education the following tasks are of primary importance:

- Accessibility of education, which is ensured by the variability of the educational system, the use of distance learning technologies;
- Compliance of educational conditions with the opportunities and needs of students, which is guaranteed by the system of psychological, pedagogical, medical and social support in the educational organization at the place of training and upbringing;
- The quality of educational services provided by qualified personnel, the functioning of the psychological and pedagogical council, which ensures the implementation of psychological and pedagogical support services [3].

The relevance of monitoring the consideration of PMPC recommendations is currently recognized by the scientific community: large-scale studies have been conducted (Moscow State University of Psychology and Education), the results of which make it necessary to describe the system, the algorithm for organizing and conducting expert research. Results of studying the problem of monitoring the implementation of PMPC recommendations made by the Central PMPC of the Sverdlovsk region at the regional level, they indicate that the education of students with special needs can be effective only if there is a comprehensive system of psychological and pedagogical support [3].

According to the legislation of the Russian Federation, in each educational organization, a psychological and pedagogical council should be created and carry out its activities (hereinafter referred to as PPC), the functions of which are to ensure the process of accompanying each student with special educational needs.

Based on the foregoing, the professional activities of IU cross-disciplinary team PPC is focused on the development of tactical tasks and specifications of necessary educational conditions for implementation of the recommended PMPC educational route:

creation of adapted educational programs, selection and individualization of specific correctional programs and technologies, the clarification of the objectives of the pedagogical support, dynamic observation and control of the effectiveness of correctional measures [4].

State budgetary institution of the Sverdlovsk region "Center of psychological, pedagogical, medical and social assistance "Lado "(SBU SO "TSPPMSP " Lado") for more than ten years has been actively developing forms of professional interaction and cooperation with the PPC of educational organizations within the framework of contractual relations with participation of the municipal body in charge of management in the field of education - the local self-government body "Management of education of the Polevskoy city district" (hereinafter referred to as the OMS "Management of education"). TPMPC specialists are an important link in the organization that provides psychological and pedagogical support for students with special educational needs, solving the problems of determining special conditions for obtaining education and analyzing the consideration of recommendations at the level of educational organizations.

The experience of professional interaction of TPMPC SBU SO "TSPPMSP "Lado" with educational organizations of the Polevskoy city district allows you to:

- Generalize the technology of structured assessment (monitoring) within the framework of the quality assessment procedure of special conditions necessary for students with disabilities to receive education, with disabilities and deviant (antisocial) behavior;
- Present the technology of structured assessment in the form of a program of expertise with a reflection of all the elements to be analyzed, participants, formulation and receiving feedback.

The examination program helps to identify regulatory, organizational, program and methodological aspects of correctional and developmental work with children, to determine the potential capabilities and resources of the organization that help the child overcome difficulties in learning (upbringing) and development. In addition, the program involves an interview with participants in educational relations, which is focused on determining the level of professional competence and highlighting difficulties that hinder the effectiveness of activities. The algorithm for conducting an expert examination of the quality of special conditions for obtaining education involves a sequence of organizational and methodological procedures and can be presented in four stages:

preparatory, research, analytical, and projective.

Let us discuss the main content of each of the above stages of the algorithm under consideration in more detail.

Preparatory stage



It includes the definition of goals and objectives, joint planning of activities with educational organizations with the approval and mandatory participation of a specialist in the Compulsory Health Insurance System "Education Management", and the preparation of expert examination software.

The purpose of the examination is to monitor the implementation of the recommendations of the PMPC by identifying and analyzing the quality of special conditions for obtaining education by students with disabilities examined at the PMPC, determining the compliance of the created conditions with the requirements of current legislation.

Expert review tasks:

- analyze the organizational and content conditions created in the educational organization to provide psychological and pedagogical support for students with disabilities;
- analyze the regulatory, organizational, methodological, and personnel conditions of the psychological and pedagogical council of an educational organization;
- prepare recommendations for improving special conditions for obtaining education in the organization of a system of psychological and pedagogical support for students with disabilities.

At the preparatory stage, an order is drawn up that regulates the expert activity of TPMPC specialists and includes information on the terms of the examination, the schedule of the examination, the composition of the expert commission and responsible specialists. A detailed program for conducting the procedure, the form of the report on the results of the expert examination, and the forms of

reporting documentation for summarizing the data and presenting the results are being developed.

At the preparatory stage, an order is designed that regulates the expert activities of PMPC specialists and includes information about the terms of the examination, the schedule of the examination, the composition of the expert commission and responsible specialists. A detailed program of the procedure, the form of the report on the results of the examination, the forms of the reporting documentation for summarizing the data and presenting the results are being developed.

The package of documents additionally includes a questionnaire for specialists of the PPC, report forms of monitoring, which are filled out and sent to the TPMPC before the expert examination.

Research stage

At this stage, the main practical content of the examination is implemented. The research procedure is carried out with the planned exit of an expert commission consisting of specialists of the TPMPC and specialists of education management to the educational organization in the following forms:

- analysis of documentation submitted by the educational organization;
- attending lessons and correctional and developmental classes of specialized specialists;
- interview with the administration and specialists of psychological and pedagogical support.

In the most general form, the examination program can be presented as follows (Table 1).

Table 1: The program of quality assessment of special educational conditions for students with disabilities surveyed by TPMPC.

Content components of the expert examination	Documents submitted by the educational organization (hereinafter referred to as the EO)
Expertise of the regulatory framework: - analysis of documents regulating the correctional and educational work in educational institutions with the children surveyed TPMC; - analysis of documents regulating the activities of PPS, speech therapy item	- basic educational program of the EO (see "Program of remedial work"); - adapted the basic educational program of the EO (according to nosological groups of children with disabilities); - - annual plan of the EO (plan of in-school control); - - regulations on the organization of activities of PPC; - - provision on speech therapy point; - - - PPC work plans; - - PPC hearings; - register of children who have undergone TPMPC, and recommendations; - - personal files of children with disabilities; - - work schedules of specialists; - - cyclograms of specialists' work.
Examination of the quality of correctional and developmental work with children examined by TPMPC: - analysis of information and analytical materials; - attendance of lessons / classes	- - cards of dynamics of development of children with disabilities who are being supported; - - records of the implementation of the recommendations of the TPMPC. - analytical materials of the EO on the control of work with children



	<p>with disabilities, including the implementation of the recommendations of the TPMPC;</p> <ul style="list-style-type: none"> - the curriculums of the teachers working with children with disabilities; - educational work plans for class teachers / educators working with disabled children; - hearings of the pedagogical councils; - monitoring the participation of children with disabilities in activities aimed at their socialization.
<p>Expertise of software and methodological support for correctional and developmental work with children with disabilities</p> <ul style="list-style-type: none"> -analysis of approved diagnostic tools; - analysis of the educational and methodological complex and the technical training tools used. 	<ul style="list-style-type: none"> - certificate of diagnostic techniques (tools) used in remedial and diagnostic activities, taking into account characteristics of children with disabilities; - EO certificate on the availability of the specialized textbooks and teaching materials, specialized literature, program-methodical sets; - EO certificate on the availability of the specialized equipment used in remedial and diagnostic activities, taking into account characteristics of children with disabilities.
<p>Examination personnel conditions for correctional-developing work with students with disabilities surveyed TPMC</p> <ul style="list-style-type: none"> - analysis of staffing qualified personnel 	<ul style="list-style-type: none"> - information on staffing of the EO, including correctional-developing work with children with disabilities (education, work experience with children with disabilities, job category, information on professional development for 3 years); - a certificate of the staffing of the PPC (position in the EO, education, work experience, including in the PPC, qualification category, information on advanced training for 3 years).

Table 2: Certificate based on the results of the quality assessment of special conditions for obtaining education for students with disabilities surveyed by the TPMPC.

Expert review of the legal framework			
of p/a	Controlled aspect	<u>Availability</u> + in stock ± partially - none	<u>Quality¹</u> 3 – high level 2-medium level 1 – low level
1.1	Laws and regulations of the Russian Federation, the Sverdlovsk Region, and the Polevskoy City District applicable in the field of education that reflect the requirements for organizing correctional and developmental work with children with disabilities		
1.2	Local acts, orders and other documents of the public organization regulating the organization of correctional and developmental work with children examined for TPMPC, both in special correctional classes/groups and in mass classes / groups		
1.3	Local acts, orders, and other documents of the public organization regulating the activity of the PPC		
Conclusions:			
Expertise of the organizational and content process of correctional and developmental work with children examined for TPMPC, both in special correctional classes/groups, and in mass classes/groups			
n/a	Controlled aspect	<u>Availability</u> + in stock ± partially - none	<u>Quality</u> 3 – high level 2-medium level 1 – low level
1	The main educational program of the EO (section "		



	Correctional work program») <ul style="list-style-type: none"> - name; - familiarization of parents (legal representatives); - necessary conditions; - provision of conditions 		
2	Adapted basic educational program of public organizations (for nosological groups of children with disabilities):		
3	Work programs of teachers working with children with disabilities		
4	Educational plans for classroom teachers working with disabled children		
5	Materials of intra-school control regarding the work of public organizations with children with disabilities		
6	Statistics of participation of disabled children in activities aimed at their socialization		
7	Journal of registration of children who have passed the TPMPC		
8	Regulation on the organization of the activity of the PPC of the Public Association Council		
9	PPC's schedule of activities		
10 work plans	Hearings of PPC meetings		
11	Records of children's development dynamics with specific deadlines and assessment of the results of correctional and developmental work		
12	Implementation		
of TPMC recommendations 13	Analytical materials of specialized specialists (monitoring of psychological and pedagogical support activities)		
14	Schedules of specialist's work		
15	Schedules (regulations) of specialists		
' work 16	Personal files of children with disabilities (parent statements)		
Conclusions:			
Expertise of software and methodological support for the process of correctional and developmental work with children surveyed by TPMPC			
p/p	Controlled aspect	<u>Availability</u> + in stock ± partially - none	<u>Quality</u> 3 – high level 2-medium level 1 – low level
1	Correctional and diagnostic methods that meet the criteria of correctional and diagnostic activity		
2	Diagnostic tools for examining students		
3	Availability of textbooks, teaching aids, didactic materials, specialized literature, special technical training tools, computer programs, etc. in the educational and methodical complex.		
Conclusions:			
Examination of the staff conditions that ensure correctional and developmental work with children examined at the TPMPC			
n/a	Controlled aspect	<u>Availability</u> + in stock ± partially - missing	<u>Quality</u> 3 – high level 2-medium level 1 – low level



1	Staff of the public organization that provides psychological and pedagogical support for children with disabilities (information about education, teaching experience, qualification category, information about advanced training for 3 years), including:		
1.1	Primary school teachers		
1.2	Senior school teachers		
1.3	speech therapists		
1.4	defectologist		
1.5	teacher-psychologist		
1.6	social teacher		
1.7	teacher-tutor		
1.8	Chairman of the PPC-Deputy Director for educational work/ administrator-curator		
1.9	pediatrician (nurse, paramedic), etc.		
Conclusions:			
Interview with the head of an educational organization			
in / n	Areas of analysis	Discussion results	Problems and solutions
1.	Compliance of the regulatory framework of the educational organization's activities with the requirements		
2.	Compliance of the educational conditions created in the public organization with the recommendations of TPMPK		
3.	Structure of interaction between EO's specialists in psychological and pedagogical support of children with disabilities (activities of the PPC, interdepartmental interaction)		
4.	Organization of psychological and pedagogical support for children with disabilities examined by TPMPC		
¹ The quality of special conditions for education is evaluated on a 3-point scale according to the following indicators: - compliance with the regulatory requirements for the organization of educational activities; - the completeness of the disclosure of the content and the correctness of the documentation; - implementation of an individual approach in the correctional and developmental process, taking into account the psychophysical characteristics of students.			

Analytical stage

The analysis of research data obtained during the expert procedure at the previous stage allows us to determine and record in the act of expertise indicators for monitoring the implementation of TPMPK recommendations, indicating the availability and quality assessment in accordance with the controlled aspect of educational activities (Table 2).

The projective stage

The expert procedures are completed by summarizing the conclusions and describing the qualitative and quantitative results of monitoring the implementation of the TPMPC recommendations in the form of an information and analytical reference containing detailed recommendations for designing a correctional and educational environment.

The results of conducting expert procedures in a separate educational organization are specified in the following analyzed aspects:

- organizational and content aspect of the process of psychological and pedagogical support for children with disabilities;
- software and methodological aspect of ensuring the correctional and educational process;
- staff conditions created in the educational organization for the implementation of psychological and pedagogical support.

Further, detailed recommendations are formulated to improve the conditions created in the educational organization for children with disabilities to receive education. The most important factor that determines the effectiveness of solving this problem is the professional interaction of interdisciplinary teams of specialists of

the PMPC and PPC of educational organizations their readiness for timely and coordinated adoption of administrative and pedagogical measures.

If there is a need for additional correctional and developmental assistance to students with disabilities and children with disabilities, the scope of which goes beyond the capabilities of the educational organization, it is possible to organize joint complementary psychological, medical and pedagogical support within the framework of agreements between educational organizations and the State Budgetary Institution with "TSPPMSP "Lado", in the structure of which TPMPC operates. This makes it possible to combine efforts aimed at implementing the recommendations of the PMPC and individualizing the educational process as a whole [5-8].

Thus, the implementation of the expertise technology proposed by the authors makes it possible to determine the degree of compliance of educational organizations with the recommendations of the PMPC and is a resource for improving the effectiveness of psychological and pedagogical councils as key elements in the support system for students with special educational needs.

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