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Technologies of speech therapists training to work with children with disabilities

Abstract: The article raises important issue, which is work of speech therapists with children with different disabilities. The author discusses several problems, connected to the matter of environment, that should be created for the children with special needs which, like every normal child must complete their way of education. What is more, the article talks about several technologies, used by nowadays speech therapists. Depending on the kind of child's disability, Russian universities prepared several educational courses, which are the answer for social and environmental needs on this problem.

Keywords: therapy, children with disabilities, speech therapist

“States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system” – sounds Rule 6 of the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities.

Education of children with special needs is one of the fundamental objectives for any country. This is a prerequisite for creating a truly inclusive society where everyone can have the feeling of belonging and relevance. Adults must grant every child, regardless of his/her needs, the opportunity to fully realize his/her potential.

Inclusive approach involves understanding different educational needs of children and service rendering in accordance with these requirements through deeper participation in the educational process, attracting public and eliminating discrimination in education.

When the environment for children with special needs was being created within the existing system, without changing the system itself, originated the concept of inclusive education, instead of the concept of integration! The main goal of the concept of inclusive education is to restructure the kindergartens and schools to meet the needs of all children.

Inclusion is the process of developing education in schools and educational institutions available for all. It is the development of learning system with clear and achievable goals for every child. It is the practice of removing all kinds of barriers for maximum support and self-realization of every child. On the one hand, inclusion is the process where differences and diversity are valued, and on the other hand, it is the process of creating the conditions for beneficial communication and mutual friendship between people.

Currently three approaches to teaching children with special educational needs are parallelly implemented in Russia :

- Differentiated education in special (correctional) institutions I–VIII types for children with speech, hearing, vision, musculoskeletal, intellect disabilities, with mental retardation;
- Integrated education of children in special classes (groups) in comprehensive school;
- Inclusive education where children with special educational needs are taught in the class (group) together with healthy children.

The key factors for the development of inclusion are the following:

- Elaboration of state policy and creating legal basis for the development of inclusive education;
- Professional retraining of teachers, creating resource centers to support inclusive education utilizing the experience of special education;
- Making all participants in the educational community ready – forming positive public opinion and tolerant attitude;
- Elaboration of educational support technologies;
- Involvement of public organizations, parents groups, experts in special education and other people concerned in the process of development of inclusive educational institutions.

Staff training for the system of inclusive education is one of the conditions for the realization of inclusion itself. Currently this issue is the less resolved, both organizationally and methodically .

Within the framework of psycho-pedagogical and special (defectological) profile of the third generation of Federal state educational standard of higher professional education programs aimed at bachelors and masters, training programs for teachers, managers and professionals of inclusive educational institutions have been developed.

Formation of the competence approach with the students mastering diagnostic and correctional-pedagogical technologies organizing work with persons with limited development opportunities will be effective given that :

- Updating theoretical knowledge is justified by using interdisciplinary connections when working out lectures on the basic issues of speech therapy;
- Video training simulators enabling to form the basic diagnostic skills of analysis of complex combined speech disorders are developed and put to use when training future speech therapists;
- Learning workshops to enable the development of correctional – pedagogical competence are introduced.

The department of special (defectological) education of Moscow Institute of Social Science and Liberal Arts in order to solve the problem of students - speech therapists theoretical knowledge update has elaborated work programs providing interdisciplinary connections in accordance with the bachelors curriculum. Therefore such humanitarian courses as “Fundamentals of defectologist speech-standard”, “Standard of speech”, “Oratory”, “Special institutions management” and such mathematics disciplines as “Information technologies in special education” and “Audiovisual training technologies in special education”, are the basic disciplines for professional cycle.

The basic part of the professional cycle includes general and special pedagogy and psychology, seven disciplines of medicobiological fundamentals of Defectology, two disciplines of philological fundamentals of Defectology, psycho-pedagogical diagnostics of the persons with limited development opportunities and key methodical aspects of training in special educational institutions. Twenty disciplines of the variable part, 5 of which relate directly to the persons with limited development opportunities are based on these disciplines (“Speech therapist” profile).

Profile electives include 18 courses that result from the variable part of the disciplines, complement and specify them in accordance with the requirements

of time . They dwell on the problems of upbringing and education of people of all ages, from an early age (“New organizational forms of care for infants and young children at risk”, “Correctional and pedagogical work with early aged children with musculoskeletal disorders”), through pre-school (“Logopedic work with children with early infantile autism”, “System of correctional and pedagogical work with children suffering from cerebral palsy”), to adolescents and adults («Logopedic rhythmic with stuttering adolescents and adults ”;“Kinesitherapy when restoring speech of adults with aphasia “).

Some elective courses are directly related to the differential diagnostics: “The differential diagnostics of primary speech disorders from alike conditions”, “Complex medical, psychological and pedagogical approach setting in the diagnostics and correction of speech disorders “.

Several disciplines such as “Speech therapy massage technology applications for various speech disorders”, “Art pedagogy and art therapy when dealing with children with speech disorders”, “The initial stages of speech therapy in case of motor alalia” form the competences required for the development of training programs for the persons with limited development opportunities.

Professors of the department of Special Defectological Education of Moscow Institute of Social Science and Liberal Arts elaborated disciplines of elective courses, preventing the occurrence of abnormalities and deviations in the development of people of different ages. These disciplines include one of the most essential subjects for future speech therapists “Prevention of voice disorders with persons of speech professions”. “The initial stages of speech therapy in case of motor alalia” discipline makes teachers aware of the formation of speech of non-speaking children. All these methods of speech therapy will be the same effective in the development of speech of infants without any abnormalities and deviations.

Teachers combining work at the university with practical work in the modern school under the system of inclusive education worked out a program of mastering the disciplines in accordance with Federal state educational standard. Elective courses “Teaching reading of 1st form pupils with speech disorders under Federal state educational standard implementation” and “Literacy classes for 1st form pupils with speech disorders under Federal state educational standard implementation” contain a comparative analysis of methods of teaching children reading and literacy, which are being currently utilized, and non-standard methods of teaching reading.

Each work program of any profile discipline contains: the purpose and objectives of the discipline; the place of the discipline in the structure of the Main Educational Program; requirements for the results of mastering the discipline; the volume of the discipline and kinds of studying activities; the content of the discipline (content of sections and topics); interdisciplinary connections with previous providing disciplines and connections with subsequent disciplines; the subjects of tests and term projects (papers); teaching, methodological and informational support (basic and supplementary literature, data bases, reference and search engines); material support and methodological guidelines for the organization of the discipline mastering .

Development and putting into practice video training simulators allowing to form the basic diagnostic analysis skills of complex combined speech disorders is one of the most significant priorities of our department. Teachers have developed these video training simulators for the core disciplines of «Speech Therapy» profile. These are videos containing diagnostic researches of speech activity of persons of all ages conducted by professional speech therapists in different types of institutions.

Studying the discipline of “Dysarthria” students master the technology of differential diagnostics of complex forms of dyslalia and implicit dysarthria. Studying “Phonetic-phonematic disorders. General underdevelopment of speech” presupposes developing among students skills of differentiating these speech disorders. Video presented in this discipline contains more than 20 pieces of children’s speech survey by Professor’s Yashina V.I. express diagnostics method. According to this procedure all the components of the speech of pre-school children are examined in the short period of time (up to 20 minutes). Each component of speech is represented by three indicative tasks. Comparing the children’s responses to these questions, the students master major, basic skill - the ability to distinguish children with Phonetic-phonematic speech disorders and general underdevelopment of speech.

Studying the discipline of “Aphasia” students are required to study speech survey protocols of patients with post-stroke speech or traumatic aphasia. The protocols are provided with the test that assesses speaking, reading, writing, netting operations, gnosis and praxis of patients with aphasia. Analyzing the protocols of surveys students form the skill of differential diagnostics of various forms of aphasia, both local and complex mixed forms. Studying “Dysgraphia” discipline students are dealing with scripts of pupils with writing disorders, they learn to distinguish dysgraphic and dysorthographic mistakes, forms and extent

of dysgraphia, learn techniques to develop individual learning approach for every form of dysgraphia.

Workshops for the disciplines of the variable part are conducted in different types of institutions. Students get acquainted with the work of speech therapists in kindergartens and schools, centers of development and support for children with limited development opportunities, in logopedic rooms of children's clinics.

The main objectives of these workshops are as follows:

- Creating conditions for structuring the theoretical knowledge acquired when studying the courses of “Speech Therapy”, “Methods of the Russian language”, “Psycho-pedagogical diagnostics”, “Psycholinguistics”, “Logopsychology” and others;
- Organizing practical training activities for students aimed at mastering the organizational, methodological and technological components of training;
- Forming reflective activity of future professionals targeted at analyzing the factors of pedagogical process and the results of solving the educational problems;
- Promoting students' mastery in gnostic actions of analysis, assessment, control and correction when elaborating and giving individual and frontal speech therapy sessions;
- Ensuring the conditions for learning, training and upbringing of children with speech disorders as well as for diagnostics, correction and compensation of defects in speech development;
- Engaging students in all activities organized by teacher-speech therapist;
- Engaging students in an integrated work in special educational institutions;
- Providing students awareness of the specific functions of speech therapists for groups and classes of children with phonetico-phonematic disorders, general underdevelopment of speech, stuttering, dyslexia and dysgraphia.

Teaching practice is carried out in the IV and VI semesters and lasts for 12 weeks, the duration of practice in special institutions – 18 credit units. Practical training is held in the VIII semester lasting from 6 to 7 weeks, 10 credit units. During the practical training students independently study speech activity of children of different age, analyze data, summarize the results of their studies in the final qualifying paper.

Elaboration and presentation of the term projects are scheduled for VII and VIII semesters, topics for term projects are varied, meet the requirements of

modern special pedagogy, rather relevant and justified by the concept of inclusive education.

To better understand the problems of integration and creating a positive future attitude of special education teachers (speech therapist) to children with development disabilities under integrative education teachers of the Department of special defectological education of Moscow Institute of Social Science and Liberal Arts attended the open house in comprehensive school № 518, where children with cerebral palsy are taught together with their peers and in school № 587, where children with deviant behavior are included in the environment.

Teachers of the Department of special defectological education of Moscow Institute of Social Science and Liberal Arts held scientific - practical seminars in Zelenograd, Nefteyugansk and Kazan branches on "Experience of integration in the educational institutions of Moscow". We got students acquainted with the model of psycho-pedagogical support of young children with development problems under Zelenograd Center of Gaming Support and also with the work of professionals in State educational institution № 2022 TSAO Moscow where children with complex development disabilities are taught. Furthermore, students learnt about activities of public non-profit organization "Perspective".

Having conducted a questionnaire, we found out that many of students have a clue to what is inclusive education, but only a small proportion would like to work in the conditions of inclusive education.

Modern technologies of future speech therapists training to work with children with a variety of speech disorders, sometimes complex and combined, are to use the experience and achievements of foreign special pedagogy, traditions and innovations of domestic school of special education, the legal framework of organizing and managing special education.

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