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Social and pedagogical assistance to adolescents with intellectual disabilities

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Importance. One of the pressing problems of correctional psychological and pedagogical assistance to children with intellectual developmental disabilities is the possibility of early initiation of correction and the choice of effective correctional and developmental methods for the purpose of their maximum socialization. Purpose of the study: correctional and developmental activities introduction into adaptive physical education classes to increase the social adaptation level of adolescents 14–15 years old with mild mental disability.

Materials and Methods. 20 teenagers aged 14–15 years with mild mental disability, studying in a correctional school of type VIII, took part in the pedagogical experiment. Two groups are formed: a control group, studying according to a standard program for people with disabilities, and an experimental group, in which, as part of pedagogical control, 30 correctional and developmental classes, 30 minutes each, are conducted 1–2 times a week, as part of adaptive physical education classes. The tools for assessing the effectiveness of the correctional classes are: determination of the group cohesion index using C.E. Seashore's psychometric test, determining the aggressiveness level using Bass–Darki's questionnaire, assessing communication skills using B.A. Fedorishin's assessment.

Results and Discussion. Corrective and developmental activities carried out during adaptive physical education classes had a positive impact on the communication abilities development in adolescents aged 14–15 years with mild mental disability. After conducting a pedagogical experiment, adolescents in the experimental group significantly improved the average diagnostic test scores ($p < 0.05$) on the following tests: C.E. Seashore's psychometric test, B.A. Fedorishin's communicative inclinations assessment, Bass–Darki's questionnaire.

Conclusion. The introduction of developed correctional and educational activities into the adaptive physical education classes program made it possible to increase the social adaptation level of adolescents 14–15 years old with mild mental disability.

Keywords: mental disability, adolescents, adaptive physical education, communication skills, social adaptation, corrective measures, oligophrenopedagogics

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Социально-педагогическая помощь подросткам с умственной отсталостью

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Актуальность. Одной из актуальных проблем коррекционной психолого-педагогической помощи детям с интеллектуальными нарушениями в развитии является возможность раннего начала коррекции и выбор эффективных коррекционно-развивающих методик с целью их максимальной социализации. Цель исследования – внедрение коррекционно-развивающих мероприятий в занятия адаптивной физической культурой для повышения уровня социальной адаптации подростков 14–15 лет с легкой умственной отсталостью.

Материалы и методы. В педагогическом эксперименте приняли участие 20 подростков 14–15 лет с умственной отсталостью легкой степени, обучающихся в коррекционной школе VIII вида. Было сформировано две группы: контрольная, обучающаяся по стандартной программе для лиц с ограниченными возможностями здоровья, и экспериментальная, в которой в рамках педагогического контроля проводились 1–2 раза в неделю 30 коррекционно-развивающих занятий, по 30 минут каждое, в рамках занятий адаптивной физической культурой. Инструментами оценки эффективности проводимых коррекционных занятий явились: определение индекса групповой сплоченности с помощью психометрического теста К.Э. Шишора, определение уровня агрессивности с помощью опросника Басса–Дарки, оценка коммуникативных навыков по методике Б.А. Федоришина.

Результаты исследования. Коррекционно-развивающие мероприятия, проводимые на занятиях адаптивной физической культурой, оказали положительное влияние на развитие коммуникативных способностей у подростков 14–15 лет с легкой степенью умственной отсталости. После проведения педагогического эксперимента у подростков экспериментальной группы достоверно улучшились средние показатели диагностического исследования ($p < 0,05$) по следующим тестам: «Психометрический тест» К.Э. Шишора, «Оценка коммуникативных склонностей» Б.А. Федоришина, «Опросник Басса–Дарки».

Выводы. Внедрение в программу занятий адаптивной физической культурой разработанных коррекционно-образовательных мероприятий позволило повысить уровень социальной адаптации подростков 14–15 лет с умственной отсталостью легкой степени.

Ключевые слова: умственная отсталость, подростки, адаптивная физическая культура, коммуникативные навыки, социальная адаптация, коррекционные мероприятия, олигофренопедагогика

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IMPORTANCE

Of all functional human health impairments, in terms of social consequences, intellectual disability is the most common and serious developmental defect. There are more than 300 million people with intellectual disabilities in the world. Moreover, in the last decade in Russia this situation has become particularly acute: there are already more than one million people with intellectual disability in the country [1]. The disability of children with this diagnosis is of particular importance. Among children with disabilities, the share of those with intellectual disabilities in the country is 13 %. In other words, every 7th child with disabilities is diagnosed with intellectual disability [2, p. 57; 3, p. 295; 4, p. 146; 5, p. 160].

The main unfavorable factors for adolescents with intellectual disabilities are their low level of curiosity and sensitivity to new things. Therefore, their communication skills develop very slowly, unevenly and imperfectly. Young age is susceptible to the formation of the most important types of mental activity, it is at this time that the foundation for the further development of the child is laid [6, p. 70; 7, p. 6; 8, p. 5; 9, p. 173; 10, p. 2]. The issues of physical education of such children were discussed as early as 1921 at the All-Russian Conference on Combating Child Defectiveness [11, p. 21]. Nowadays, the positive influence of adaptive physical training on the social adaptation of children with intellectual disabilities has been proved.

Oligophrenic pedagogy distinguishes four degrees of intellectual disability depending on the degree of severity of intellectual deficit and psychosocial functions: mild, moderate, severe and profound. However, the most widespread

classification, according to which they distinguish: debility or mild intellectual disability, imbecility or severe and moderate intellectual disability, idiocy or profound intellectual disability. Children with mild intellectual disabilities are the most promising in terms of their socialization and with proper training and education can be, to a certain extent, integrated into society [12, p. 40; 13, p. 61; 14, p. 92].

Based on the social order of society, specialists of correctional pedagogy, special psychology and adaptive physical education continue to search for new, effective methods of influence on adolescents 14–15 years old with intellectual disability of mild degree in order to increase the level of their social adaptation.

The level of communicative skills in persons with intellectual disability is very low, which causes difficulties in communication with peers and negatively affects social ties. The whole process of education and upbringing of a child with intellectual disabilities is aimed at ensuring his social adaptation in society [15, p. 74]. Thus, the problem of including children with intellectual disability in the life of society is relevant. Purpose of the study: to investigate the increase in the level of social adaptation of 14–15 years old adolescents with mild intellectual disabilities through the introduction of correctional and developmental activities in adaptive physical training.

MATERIALS AND METHODS

The study included adolescents 14–15 years old with intellectual disabilities of mild degree, studying in a correctional school of VIII type in the number of 20 people. Two equal groups were formed: a control group, studying under

the standard program for persons with disabilities, and an experimental group, in which correctional-developmental activities were conducted 1–2 times a week for 30 minutes as part of 30 adaptive physical education classes.

In both groups before and after the classes, various factors of social adaptation were assessed with the help of:

- method “Psychometric test” by C.E. Seashore to determine the degree of cohesion in the class;
- method “Assessment of Communicative Aptitudes” by B.A. Fedorishin to assess communicative skills¹;
- methods “Bass–Darkey questionnaire” to identify the level of aggressive and hostile reactions [16, p. 324].

The research methods were the analysis of scientific and methodological materials, pedagogical observations, pedagogical experiment and methods of mathematical statistics using the reliability criterion for nonparametric research methods (Wilcoxon *T*-criterion).

RESULTS AND DISCUSSION

Before the pedagogical experiment, we carried out a diagnostic study of social adaptation factors in the experimental and control groups using the “Psychometric test” by C.E. Seashore, “Assessment of communicative aptitudes” by B.A. Fedorishin, “Bass–Darkey questionnaire” (Table 1).

The data in Table 1 show that there were no reliable differences between the control and experimental groups before inclusion in the experiment. This proves that the groups of adolescents are equally matched.

Social and pedagogical assistance to adolescents with intellectual disabilities, as one of the means of adaptive physical education, includes the following didactic principles:

- the principle of corrective-developmental and educational orientation;

- principle of accessibility and practical significance;

- principle of expanding social ties [17, p. 53].

The plan of corrective-developmental activities selected for the experimental group was designed for 30 sessions. It included:

- role-playing games for practicing courage in communication;
- role-playing games for practicing and consolidating communicative skills;
- exercises for working with anger and anger, practicing behavior in conflict situations (Table 2).

Methods used during the lessons:

- verbal methods (conversation, storytelling);
- visual methods (organization of observation);
- practical methods (didactic tests, role-playing games) [18, p. 83].

Conducted activities within the framework of APE classes, where skills of communication with peers are acquired, help to overcome barriers in socialization, involving students in social life. Teenagers acquire knowledge about: the norms of human emotions; ways of their expression verbally and nonverbally; interpersonal relations with others and how to deal with negative emotions [19, p. 74; 20, p. 169; 21, p. 211].

After the pedagogical experiment, the final diagnostic study was carried out in the experimental and control groups (Table 3).

The research data presented in Table 3 allowed the following comparative characteristics of the results:

- on the test “Psychometric test” by C.E. Seashore, the experimental group has a significantly higher index ($p < 0.05$) in relation to the control group by 2.1 units;
- on the test “Assessment of communicative aptitudes” by B.A. Fedorishin in the experimental group the index is reliably higher ($p < 0.05$) in relation to the control group by 0.22 units;
- on the test “Bass–Darkey questionnaire” (aggressiveness) in the experimental group the

¹ Karelin A. (2007). The Great Encyclopedia of Psychological Tests. Moscow, Eksmo Publ., p. 414. (In Russ.)

Table 1

Results of the experimental and control groups before the pedagogical experiment

№	Test tasks	Experimental group, $x_{aver.}$	Control group, $x_{aver.}$	T	p
1	"Psychometric test" by C.E. Seashore	11.20	10.90	0.28	> 0.05
2	"Assessment of communicative aptitudes" B.A. Fedorishin	0.47	0.49	0.4	> 0.05
3.1	"Bass-Darkey questionnaire": aggressiveness	21.0	20.9	0.09	> 0.05
3.2	"Bass-Darkey questionnaire" hostility	10.4	10.3	0.13	> 0.05

Note: $x_{aver.}$ – arithmetic mean; T – Wilcoxon test; p – degree of reliability.

Source: calculated by the authors.

Table 2

Correctional and developmental activities for adolescents 14–15 years old with mild intellectual disabilities

№ п/п	Class topic	Content of the lesson
1	2	3
1	Introductory lesson	Getting acquainted, establishing rules of behavior, creating a working atmosphere
2	Diagnosis at the ascertaining stage	"Psychometric test" by C.E. Seashore
3	Diagnosis at the ascertaining stage	"Assessment of communicative aptitudes" B.A. Fedorishin
4	Diagnosis at the ascertaining stage	"Bass-Darkey questionnaire"
5	Establishing contact	1. Conversation on "Verbal and non-verbal communication". 2. Exercise "Greetings". 3. Exercise "Let's recognize each other". 4. Discussion of the results
6	Communication as a part of life	1. Conversation on the topic "Communication with others". 2. Exercise "Mirror of emotions". 3. The game "Feather on the back". 4. Summarizing the results
7	Communication as a part of life	1. Defining the rules of work. 2. Role-playing skits for the ability to adapt to situations. 3. "Sculptor and sculpture" game. 4. Relaxation
8	Positive relationships	1. Conversation on the topic "Interpersonal relations". 2. "Compliments" game. 3. Exercise "Funny greeting". 4. Summarizing the results
9	Interpersonal relations	1. Defining the rules of work. 2. Role-playing game "Request". 3. Exercise "We are alike". 4. Summarizing

Continuation of Table 2

1	2	3
10	Communication skills	1. Conversation on "Overcoming the feeling of isolation". 2. Exercise "Name your virtues". 3. Exercise "I give you a gift because...". 4. Summarizing
11	Positive and negative emotions	1. Conversation on "Human emotions". 2. Exercises aimed at dealing with resentment: "I forgive (someone)... for (something)...", "Write out the names of the offenders and let the resentment go". 3. Discussion of the results of the session
12	Dealing with resentment	1. Continued introduction to emotions. 2. Exercise "Art Therapy". 3. Exercise "Quarrel" role-playing game. 4. Discussion of the results of the lesson
13	Irritability	1. Conversation on "Irritation as a part of negative emotions". 2. Exercises to relieve emotional tension "I wish you...", "My face". 3. Visualization "Understanding". 4. Summarizing
14	Aggression	1. Conversation on "Aggressive behavior". 2. Main part: "conversation with teenagers about aggressive behavior". 3. Summarizing
15	Ways to deal with aggression	1. Discussion of the previous topic. 2. Conversation on "Ways to combat aggression". 3. Exercise "I get very angry when...". 4. Discussion of the results of the lesson
16	Emotional stress	1. Ways of relaxation. 2. Exercises to relieve emotional tension: "Our feelings", "Dragon, catch your tail". 3. Summarizing
17	Stressful situations	1. Conversation on "Stressful situations". 2. Ways of coping with behavior problems. 3. A role-playing game on keeping calm in a stressful situation "Stressful situations". 4. Discussion of the results
18	External evaluation	1. Organizational points. 2. Exercise to create a favorable climate "I like in you...". 3. Psychological game "Uninhabited Island". 4. Discussion of the results of the lesson
19	Freedom to express feelings	1. Ways of expressing feelings. 2. Main part: Training on the topic "Expressing your own emotions". 3. Discussion of the results of the lesson
20	Interpersonal trust	1. Conversation on "Trust". 2. Exercise on trust "Steam Train". 3. "Dance Waltz". 4. Discussion of the results of the lesson
21	Positive emotional state	1. Organizational points. 2. Ball game "Our class is the best because...", "A hat of wishes". 3. Summarizing

End of Table 2

1	2	3
22	Team building	1. Organizational points. 2. Exercise for openness and trust "Interview". 3. "Wish fulfillment" game. 4. Summarizing the results
23	Ways to deal with anger	1. Organizational points. 2. Exercise "Shouting into a glass". 3. Exercise "Silent scream". 4. Summarizing the lesson
24	Fighting negative impulses	1. Discussion "Life without aggression". 2. Exercise for positive quarrel "Let's quarrel". 3. Exercise "Counted to ten, and I decided...". 4. Summarizing
25	Favorable climate	1. Organizational points. 2. Non-verbal communication exercise "Bus". 3. Exercise on trust "Desire-unwillingness". 4. Summarizing
26	Overcoming isolation	1. Organizational points. 2. Exercise "I am 100% sure". 3. Exercise "Formula of self-love". 4. Summarizing
27	Reflexion	Summarizing
28	Diagnostics at the control stage	"Psychometric test" by C.E. Seashore.
29	Diagnostics at the control stage	"Assessment of communicative aptitudes" B.A. Fedorishin
30	Diagnostics at the control stage	"Bass–Darkey Questionnaire"

Source: developed and compiled by the authors.

Table 3

Results of the examination of the experimental and control groups after the pedagogical experiment

№ p/p	Test tasks	Experimental group, $x_{aver.}$	Control group, $x_{aver.}$	T	p
1	"Psychometric test" by C.E. Seashore	13.9	11.8	3.23	< 0.05
2	"Assessment of communicative aptitudes" B.A. Fedorishin	0.73	0.51	5.19	< 0.05
3.1	"Bass–Darkey questionnaire": a) aggressiveness	18.6	20	2.36	< 0.05
3.2	b) hostility	7.6	9.4	4.55	< 0.05

Note: $x_{aver.}$ – arithmetic mean; T – Wilcoxon test; p – degree of reliability.

Source: calculated by the authors.

index is reliably higher ($p < 0.05$) in relation to the control group by 1.4 units;

– on the test “Bass–Darkey questionnaire” (hostility) in the experimental group the index is reliably higher ($p < 0.05$) in relation to the control group by 1.8 units.

CONCLUSION

1. Before conducting the pedagogical experiment, a diagnostic study was carried out in the experimental and control groups. Based on the obtained data, no reliable differences ($p > 0.05$) were found.

2. Carrying out correctional-developmental

Corrective and developmental activities within the framework of APE classes had a positive impact on the development of communicative abilities of adolescents. In the experimental group, the average indicators of the following methods improved significantly: “Psychometric test” (Wilcoxon’s T -criterion = 3.23); “Assessment of communicative aptitudes” (Wilcoxon’s T -criterion = 5.19); “Bass–Darkey questionnaire” (Wilcoxon’s T -criterion = 2.36).

Thus, the introduction of the developed correctional and educational measures into the program of APE classes contributes to the increase in the level of social adaptation of 14–15 years old adolescents with intellectual disabilities of mild degree.

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