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### **SATISFYING INDIVIDUAL NEEDS OF A PRESCHOOLER WITH SPECIAL EDUCATIONAL NEEDS**

**Abstract.** The article deals with the problem of family education of children with special educational needs. It dwells on the results of a study aimed at investigation of satisfaction of personal needs of a preschool child in the family. The study covers biological, social and personal needs. The author carries out testing and interviewing parents which allows him to study the level of family education of preschool children with special educational needs more thoroughly and to create the preconditions for individual psychological work with the family.

The study results made it possible to single out two unequal groups of parents on the basis of deviations in satisfying the needs of the children: indulgence and ignoring. It became also possible to define the reasons of inadequate satisfaction of the child's needs and to single out two subgroups of parents within each group.

Parents within "indulging" education fall into the following subgroups: "those doing everything the child asks for", but neglecting his development due to assurance of futility of any measure.

The group of parents ignoring the child's needs is divided into the following subgroups: parents with an "unstable" style of education and parents with the "stable" style, but inadequate emotional relationship with the child.

**Keywords:** children with special educational needs; family education; level of satisfaction of the child's needs; indulgence; ignoring.

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Appearance of a child with disabilities in the family brings about a host of problems connected not only with education of a new family member but with the life of the family in general. Psychological, social and material problems gradually accumulate and may lead to destabilization of family relations or to family disintegration. The problems of family education of a child with disabilities are dealt with in the works by I.

Yu. Levchenko, A. R. Maler, E. M. Mastjukova, A. G. Moskovkina, V. V. Tkacheva, E. D. Khudenko, L. M. Shipitsyna.

The authors note that timely psycho-pedagogical support for the parents of children with disabilities reduces family stress and facilitates the realization of its potential. We have no doubt today that the family of a child with disabilities is capable of creating the conditions for his maximal develop-

ment. Modern society has no alternative to the family that could exercise equal psycho-pedagogical influence upon the child and his successful socialization in the community; and this means that the family potential cannot be replaced by anything else [13].

Psycho-pedagogical illiteracy of parents is a serious hindrance to the realization of family education potential [2; 5]. On facing the challenge of education of a non-typical child they soon find out that they do not possess enough experience or knowledge about education, and that the methods and techniques which allowed them to bring up their other children do not produce the desired effect.

The psychological problem of parent realization of the appearance of a child with disabilities in the family is rather urgent [2; 3]. Psychological research singles out the stages of perception of this problem by the parents, gives psychological characteristics of the stages and evaluates the educational potential of the family at each stage. Thus, the general problems and avenues of improvement of family education of children with special educational needs are defined.

The specificity of family education consists in the fact that apart from general problems of education of a child with disabilities each family has peculiar problems preventing the parents from making an exact copy of other families' experience and using it in their own one. Studying the peculiarities of each family is the main condition of organization of fully productive family education of a child with special educational needs. Satisfaction

of the needs of the child with disabilities by parents and all family members is one of the important conditions of family education.

One of the main functions of the family consists in the satisfaction of social, group and individual needs of the child. Satisfaction of individual needs of a child with developmental disorders is the fundamental principle of remedial-educational process. The success of realization of the family function of education depends on the educational potential which, in its turn, is defined by everyday living conditions, family structure, character of family relationships, and realization of special needs of a child with disabilities by family members.

In our research we proceeded from the assumption that the child's needs necessary for successful living are traditionally divided by scholars into biological, social and personal needs.

We carried out a research aimed at the study of peculiarities of family education of children of the given category at preschool institutions and schools for children with disabilities of the city of Ekaterinburg. Analysis of the general picture of peculiar features of education of children with disabilities in the family was made with the help of the questionnaire "Analysis of Family Relationships" for parents [15]. Teachers-defectologists of educational institutions and students of the Institute of Special Education of the Ural State Pedagogical University took part in the organization and conduct of the given research.

The undertaken study makes it possible to analyze the level of satisfaction of daily material and spiritual

needs of a child with disabilities (social and personal needs).

The total number of those tested comprised more than 130 parents of preschool and schoolchildren with disabilities. Analysis of test results allowed us to sort out 100 answers filled in accurately in accordance with the instructions.

The given article presents an analysis of answers of the parents bringing up children with disabilities ages 3 to 6. All children attended a compensatory kindergarten.

For our analysis we sorted out answer sheets filled in by the parents whose children attend compensatory preschool education institutions: a kindergarten for children with visual impairments (36 test participants) and a kindergarten for children with disorders of psychological development (18 test participants). On the whole, 54 parents of preschool children took part in the test. The answer sheets were filled in by 51 mothers, 2 fathers and one foster mother. According to gender, the children divided into two equal halves: there were 27 boys and 27 girls.

It is necessary to note that the parents' answers did not show combinations of different types of deviations in education, i.e. there were no non-harmonious (pathologizing) types of education in the observed families with disabled children. Nevertheless, the obtained data allow distinguishing certain peculiarities of family education. The given research focuses on the indicators of the level of satisfying the child's needs within the following parameters: indulging (scale Y+) and ignoring the child's needs (scale Y-).

There were only five parents (9.2 %) who tried to maximally and non-critically satisfy any needs of the child; and nine parents (16.7 %) were very close to this kind of behavior: they are divided from the diagnostic value "indulging" by one point only. The analysis revealed one parent (1.9 %) ignoring the child's needs and five parents (9.2 %) who were very close to this indicator. Thus, twenty parents (37.0 %) demonstrated the level of satisfaction of the disabled child's needs which did not correspond to his real needs.

The method of interviewing parents was used for secondary elaboration of the obtained data. Its results allowed us to come to the conclusion that maximal non-critical satisfaction of all needs of the child is associated with the parents' motivation in reference to the problems of education [15]. The parents may be conventionally subdivided into two groups.

The first group incorporates the parents whose "indulging" kind of satisfaction of the child's needs is brought about by the feeling of pity for the child, the feeling of their own guilt for the deviations in the child's development and the desire to see him happy. The main psychological motive of the parents may be characterized by the following words of one of the mothers: "... my child is ill, he is unhappy, and I must do everything for him to make him happy". This motive does not let the parent see her child as a personality, or discern peculiar features of development of his cognitive, emotional and motivational spheres.

During interviewing we found out

that the parents realized that their position was not right but tried to persuade themselves that their “indulging” behavior was justified. They felt they ought to do everything their child would wish, and he will be more happy.

The parents cannot resolve the contradiction which consists in the fact that a small child may have big problems; and his education, among other things, needs systematic developing lessons teaching him to work, and even restrictions and prohibitions. Often, the parents are psychologically not ready to say “no” or demand something from their child. This fact is proved by the results of definition of quantity and quality of requirements to the child’s behavior in the family. The diagnostic value “low level of demands-prohibitions” (scale C-) was revealed in 7 parents (12.9 %). They say that their child is ill, and they make things still worse by their demands. As a result, the mother does know that it is necessary to limit and regulate the child’s wishes, but cannot make herself do so. The feeling of pity for the child is the dominant feature of the educational position of such parents; they realize that it does not facilitate the child’s development, but try to convince themselves that he is still small, and when he goes to school they will catch up on everything, but let him be happy now.

Interviewing made it possible to distinguish the second subgroup of parents with “indulging” kind of satisfaction of the child’s needs; the dominant feature of the attitude of such parents to their child is disengagement from education: “... take anything,

only don’t bother me anymore”. They justify such position by being overloaded at work. The parents say that they have to come home only to spend the night, that they have no time for rest, etc. They can hardly be made to change their mind; they would not alter their point of view. The peculiar feature of the parents’ image of their child is the fact that they do not see, or really understand the individuality of their child and do not know the peculiarities of his development. The same as the parents of the first subgroup, they do not understand the importance of the preschool stage of education; they are sure that real remedial work will begin at school and there is nothing to worry about until that time.

There is an extreme manifestation of the “indulging” kind of satisfaction of the child’s needs based on apathy. The psychological motivation of such parents may be described as follows: “everything is useless”. Such attitude is registered in parents bringing up children with intellectual disability. The society treats such children in a more negative way than other children with disabilities, and the parents take this diagnosis in a most painful way.

This passive inner position does not help overcome the chronic stress of the parents and ensure relevant family education of a child with disabilities, as well as provide psychopedagogical rehabilitation and preparation for school education [5].

Interviews with the parents ignoring the child’s needs demonstrate the fact that it is the spiritual needs of the child that suffer in the first place.

There were no cases of ignoring the child's material needs, but all parents of this group demonstrated emotional "emotional parsimony" in communication with the child and a low level of readiness to interact with him. Such parents found it difficult to answer simple questions: how often you play together, what the child likes to do, who are his friends at the kindergarten, what are his favorite dishes, etc.

Interviewing the parents ignoring the child's needs was far from being easy as they were very reluctant to get in contact. For a more detailed study, we analyzed the questionnaire scales showing the following diagnostic values: excessive use of demands-prohibitions (3+), inadequate use of demands-prohibitions (3-); excessive use of sanctions (C+), inadequate use of sanctions (C-); instability of the style of education (H).

The obtained results allowed us to single out two equal subgroups.

The first subgroup consisted of the parents of three children (two girls and a boy) showing simultaneously inadequate use of demands-prohibitions and their excessive use. The scale of rigidity of sanctions showed their minimal use and, as a result, instability of the style of education (H).

The second subgroup of parents (three boys) demonstrated a "stable" style of education, i.e. adequate use of demands-prohibitions and sanctions. It is necessary to make a conclusion about the fact that the parents ignore the children's needs in emotional intimacy, communication and interaction, but at the same time their educational influence is characterized by

adequate use of demands-prohibitions and sanctions.

Interviewing parents allowed us to get a clearer picture of family education. The child's behavior control parameters demonstrate its situational character. In their interviews, parents could not formulate the purposes of education, did not know its pedagogical and psychological peculiarities, and were sure that all remedial work was carried out at the kindergarten it was quite enough.

Comparing interviews of the parents of the first subgroup with those of the second one it is necessary to note that the major part of the parents demonstrated their acceptance of the child and parental love, but the answers of the parents of the first subgroup showed diffidence and underestimated the potential of family education. They tried to do the individual home task of the pedagogues aimed at the child's development but did not consider it to be an important constituent of the remedial-educational work – if the child found it difficult to do something they readily did it for him. The fact that the parents could not answer the questions about the books they had read and the persons they had consulted on the problems of the child's education was an important indication of their attitude to the problem of education of a child with disabilities.

The parents of the second subgroup answered all questions with enough confidence, knew the child's needs well and had a clear vision of their own role in the remedial-educational process. Their distinctive feature was strict completion of the

pedagogues' tasks, but the test and interview results suggested the presence of certain motherly deprivation in the child (the test was filled in by mothers) [6].

Analyzing the parents' attitude to their children it is necessary to state that with twenty parents (37.0 %) the level of satisfaction of the child with disabilities does not promote his maximal development. Such parents do not know anything about the peculiarities of their child's development, have no idea about his capacities and see no place for themselves in the process of remedial-educational work. Their educational influence is rather formal; they try to bring up their child with disabilities in the same way their older children without disabilities were brought up.

Based on the results of interviewing the parents of children with disabilities, it is necessary to make a conclusion that the parents live in the state of chronic stress and occupy a passive position; their exterior strategy has not been formed yet [5].

Thus, we may come to the conclusion that the groups of parents subdivided according to the type of education of disabled preschool children in the family fail to fulfill the following functions of family education: remedial developing function, compensatory function and rehabilitation function. We believe that the undertaken research of the level of satisfaction of the child's needs in the family and distinction of the types of family education would help see the problems of the parents better and work out individual plans of family support in bringing up

children with disabilities.

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