

UDK 376.356
BBK 4452.024.0
GSNTI 14.29.27
Code VAK 13.00.03

I. L. Solovieva
Moscow, Russia

**SOCIALIZATION OF CHILDREN WITH SPECIAL NEEDS IN A
MULTIFUNCTIONAL ENVIRONMENT OF A SPECIAL
(CORRECTIONAL) EDUCATIONAL ESTABLISHMENT FOR
PUPILS WITH HEARING IMPAIRMENTS**

Abstract. The article deals with basic methodological principles of successful socialization of children with complex hearing impairments in conditions of multifunctional educational environment of a special (correctional) educational establishment within the ecological paradigm. It highlights the general methodological foundations for scientific monitoring and identification of the components of the multifunctional educational environment, necessary the maximum self-development of a pupil with complex hearing impairments.

Keywords: ecological paradigm, children with complex hearing impairments, correcting and developing environment, health and social conditions, accreditation indicators.

About the author: Solovieva Irina Leonidovna, Candidate of Pedagogy, Associate Professor.

Place of employment: Department of Psycho-pedagogical Foundations of Special Education, Institute of Special Education and Complex Rehabilitation, Moscow City Pedagogical University; Head of Department of Continuing Education of Persons with Disabilities of the Center for Preschool, General, and Additional Special Education, Federal Institute for Educational Development (Moscow).

Socialization is considered today within the framework of pedagogy. The essence of the modern interpretation of the process of socialization consists in the theory and

practice of transition of experience from one generation to another. From the practical point of view socialization of a deaf pupil with a complex structure of defect (CSD)

is viewed upon as a regular feature of modern special education stemming from special educational needs of various categories of persons with hearing disorders necessary for them in case they cannot receive such education under the modern pedagogical conditions of inclusive schooling.

From the theoretical point of view, modern socialization should be approached from the positions of the personalistic approach (J-P. Sartre, M. Heidegger, K. Jaspers, etc.) based on two definitions: worldview definition – existential interpretation of personality, and social definition – idea about personal development as a result of socialization of a person acquiring the traditions and the system of value orientations worked out by mankind. Both definitions exist as a dialectical unity. Thus, for example, the personalistic approach with reference to solution of problems of developmental disorders presupposes perception of a person with disabilities as an autonomous self-regulating system which is in dynamic balance with the surrounding world. This self-regulating system independently determines the nature of the processes which are going to take place within it under the influence of social interventions.

Over a long period of time education of children with developmental disorders (I.D. Georgens, G.M. Deinahard, etc.) has been treated only as a medico-pedagogical prob-

lem aimed at reparation of the consequences of the physical defect. Humanization of the social and pedagogical consciousness with reference to persons with disability facilitated the emergence of the socio-ecological conception (L. S. Vygotskiy). This humanistic philosophical tendency was based on optimistic prediction and belief in man's healthy potential. This is assurance in successful development of every person and their unlimited opportunities in perception and cognition of the surrounding world. This is the right of every person to develop their own worldview and to occupy their own niche in it. Such interaction with society is considered to be a certain "bridge" – dialogue between the person and other community members and a basis of creation of every person's habitat (A. Maslow, K. Rogers).

Unique and inimitable nature of each personality proclaimed by the personalistic approach (E. Husserl, A. Camus, J-P. Sartre, M. Heidegger, K. Jaspers) is characteristic of the existential philosophical interpretation of personality on the basis of which phenomenological (humanistic) pedagogy (K. N. Venttsel, P. D. Zen'kovskiy, M. Montessori, E. Segen, L. N. Tolstoy, K. D. Ushinskiy, N. F. Fedorov, R. Steiner, O. Shpek and others) singles out a new notion – "pedagogical environment"

in the habitat of a person. This environment includes interaction within the dyad “pedagogue – schoolchild) which promotes the formation of the child’s personality. The center of this environment is occupied by the development of the child’s personal world under the guidance of the adult; it is the place of formation of the fundamentals of interpersonal communication and dialogue, facilitating growth of the child’s personality. This environment should be “ecologically clean”, i.e. adequate (comfortable) for maximum self-development. In this context, the notion “*oikos*” (O. Shpek) is used in the meaning “*home*” – the place most comfortable for living. The humanistic reform-oriented pedagogy provides each subject of the pedagogical process with a free choice of means of education and upbringing (J. Piaget, K. Rogers (cognitive constructivism), L. S. Vygotskiy (zone of proximal development), J. Dewey (pragmatic pedagogy)) taking into account individual-personal interests and capabilities of children.

As different from other paradigms (cognitive-informational, personality-centered, culturological, competence-based, etc.) it is the ecological one (G. B. Kornetov, N. M. Nazarova, J. Forrester, O. Shpek, E. A. Yamburg, etc.) that facilitates the creation of a friendly pedagogical environment for children with disabilities. This

paradigm primarily focuses on the child’s social environment (I. Yu. Levchenko, E. A. Medvedeva, V. B. Nikishina, O. G. Prikhod’ko, V. V. Tkacheva, U. V. Ul’enkova) which is not just a sum total of various factors but their systemic unity. Within such worldview context, the ecological paradigm is interpreted as pedagogical activity necessary for making a deaf child with a complex structure of defect feel comfortable in his social habitat notwithstanding his “sound isolation”, creating new holistic subsystems of his own world and establishing life interrelationships between them (T. G. Bogdanova, U. Bronfenbrenner, G. L. Zaytseva, N. M. Nazarova). Such interaction is realized to the greatest degree in the polyfunctional educational environment of a special educational institution for pupils with hearing loss where special conditions are created for maximum self-realization of the child with hearing impairment.

Modern special education institution for children with hearing disorders (MSEI) realizes common goals and tasks of the basic general education in accordance with adaptive educational programs. While organizing the work of a pedagogical collective, the administration of an education institution providing education for children with developmental disorders believes that MSEI is a self-developing open

system. It is a new form of relationship between the members of pedagogical community united by common problems of joint activity, its values and perspectives, facilitating the creation of pedagogical space on the basis of common axiological factors.

Polyfunctional pedagogical environment is created inside the pedagogical space of the “*oikos*”. In its turn, this environment has comfortable pedagogical conditions for the maximum development and personality formation of each deaf pupil with CSD. And the environment, in its own turn, may be considered as a pedagogical system of interaction between the child and the adult. A pedagogical system is a complex open socio-cultural (polyfunctional) process-based self-developing system capable of preservation and perfection of its organization depending on interior and exterior conditions (ecology); it represents a holistic complex of selectively attracted resources determining the potential of its total socio-psycho-pedagogical activity:

- deaf schoolchildren, surdopedagogues and doctors, parents of deaf children;
- sub-system of scientific and methodological knowledge (theories, ideas and conceptions determining the structure, content, didactic conditions and functioning of the systems);

- activity of surdopedagogues and other specialists;
- sub-systems of informational, normative, economic, material and technical support and provision;
- sub-systems of management and control, provision of intrasystem and intersystem ties on all levels;
- ties and interactions with macrosystems (systems of higher levels) significant for this system – due to complex network interaction and mutual influence, all this is aimed at achievement of socially significant outcomes.

Considering all aspects of these sub-systems functioning, it is important to single out their mutual contribution to the achievement of final results or the predetermined goal – socialization of the deaf schoolchild with CSD.

Drawing on the materialist cognitive theory, I.M. Sechenov, the author of the Russian school of physiology, created a fundamental conception of the unity between organism and environment: “...the organism cannot live without the environment supporting its existence, that is why the environment influencing the organism should be included in its scientific definition”. It was this scientific prerequisite that found its development in the reformist pedagogy (V. P. Kashchenko, K. König, M. Montessori, P. Natorp, P. Petersen, P. Stiner, C.

Freinet, G. Ya. Troshin), and in the new understanding of the school pedagogical space as a part of social environment. This environment should be specially organized to ensure proper didactic and educational effect via the activity realized within it. It was found that specially organized environment of an education institution has a positive effect on the development of intellectual abilities and social skills (A.S.Makarenko, M. Montessori, V. P. Kashchenko, Ya. Korchak, etc.).

Drawing on the theory of affordance by J. Gibson as the main methodological foundation, it is possible to figure out the specificity of personality development in the educational environment where the category of “affordance” may be regarded as a special unity of the educational environment properties and the subject himself, as well as be, in various degrees, an attribute of the educational environment and the subject’s behavior. As we have already mentioned, what is meant here is a kind of a “bridge”, i.e. dialogic interaction between man and educational environment as the two united subjects of development. The dual nature of this development consists in the following: on the one hand, the environment provides opportunities for the formation of world perception and other structures of the human consciousness; on the other hand, the activity and

the opportunities of the pupil determine the way he will use the chances offered by the environment and the degree of his influence upon it. Interaction presupposes adaptivity of the environment opportunities and of the person. This adaptivity can be characterized as “comfort” of the educational environment, i.e. the environment should be adequate to the opportunities of the deaf pupil with CSD for maximum development of the person’s potential and their self-realization.

Resource innovative scientific-methodological means capable of revealing personal potential and improving the cognitive activity of the pupil in his interaction with the educational environment are needed. But the way and the perspectives of interaction within the system “pupil – educational environment” depends, to a large extent, on the quality of the educational environment which can be determined by the regional specificity and traditions of cultural-historical development, the level of development of the special school pedagogical culture and, finally, by the education goals of a particular time, society, group or person. The question of correspondence of the MSEI educational environment under creation to the interests of the personality development of the deaf pupil with CSD is vitally urgent.

In this respect, the eco-

psychological approach is the closest one to understanding the essence of the educational environment. The source of eco-psychological model of educational environment lies in the assumption that the psychological development of a person in the process of their education should be viewed in the context of the system “man – educational environment”. So, the problem of psychological development of a person in the eco-psychological model of educational environment appears to be the problem of creation of such interaction between its subjects that would facilitate the emergence of the creative nature of the psyche development in the system “deaf pupil – educational environment of MSEI”.

According to the eco-psychological approach, axiological, social and physical (spatial-object) components are the basic structural elements of the educational environment.

Analysis of the basic requirements to organization of the spatial structure of the educational environment of the modern system of environment formation allows us to make an urgent conclusion that the main aim of these requirements is to ensure adequate state and development opportunities of the education institution as an educational system providing optimal conditions for the development of the student’s personality and corresponding to the

individual psychological makeup of the person.

It is possible to include “resource” among the criteria of environment formation. We shall treat “resource” as, on the one hand, a quantitative measure of ability to carry out pedagogical activity, and, on the other hand, as pedagogical conditions that allow achieving successful results of socialization of the deaf pupil with CSD.

Within the frames of the above described problems, we have carried out a scientific research on the topic “Design of a system of indicators of the level of provision of high quality education services for children with disabilities, and succession and continuity of their psycho-pedagogical support”. The research has been performed as part of the program 0302002 “Development and realization of the mechanisms ensuring accessibility of high quality education services of general education for children with disabilities, and succession and continuity of their psycho-pedagogical support”, and the subprogram 0302 “General Education” of the Moscow government program for the medium-term period (2012-2016), development of education of Moscow (“Metropolitan Education”) in accordance with the government assignment for the state budgetary institution of higher professional education of the city of Moscow

“Moscow City Pedagogical University”.

The scientific-research work carried out by our specialists allowed conducting a systemic analysis of the indicators of the potential and opportunities of resource provision of the process of accessibility of the educational environment of MSEI in the education system of Moscow. The procedure of systemic analysis included the following accreditation indicators of MSEI:

- assessment of staff capacity: level of professionalism considered as readiness of the MSEI staff to take responsibility for the education outcome;

- assessment of technological preparedness of the MSEI staff: pedagogues and medical workers, realized both in everyday scientific-methodological provision of the education process and in evaluation of their academic mobility: the need of continuing professional advancement and analytical professional activity (reports at methodological unions, participation in pedagogical forums, etc.);

- readiness for transfer of their own experience and need of adoption of technological experience of specialists-defectologists from adjacent areas of special pedagogy (oligophrenopedagogy, typhlopedagogy, etc.) with the aim of searching for adequate educational routes of support for deaf schoolchildren with multiple

impairments of intellectual development and vision;

- organization of academic education of the parents of deaf pupils with CSD in order to improve their pedagogical literacy in the sphere of socialization of schoolchildren.

Such opportunities are provided by the spatial-object environment possessing the following resources (V. A. Yasvin):

1. The environment should be fairly heterogeneous and complex. It should consist of various elements necessary for the formation and optimization of all kinds of activity.

2. The environment should be uniform enough to allow the person to pass from one kind of activity to another and complete them as interconnected phenomena of life.

3. The environment should be flexible enough and manageable both by the pupil and the pedagogue. Flexibility and manageability of the environment may allow the pupil to exhibit activity and desire to reconstruct the surrounding world of objects to the full, and will make it possible for the pedagogue to alter the functions of various objects in accordance with the current pedagogical tasks.

Special attention towards the resources of the spatial-object environment within the systemic approach for the personality development is connected with the evident

ambivalence of environment formation existing in the practical activity of the MSEI under analysis: as a rule, all attention of the administration is concentrated on the organization of the spatial-object environment which is regarded as a tool of educational intervention and formation of the personality of the schoolchild where the functional and the esthetical criteria have primary importance, and the social environment is in the background of the process.

There is a gap between the system of environment formation and the basic ideas of the conception of education on the one hand, and the problems of individual-psychological organization of the deaf schoolchild with CSD, with his own “self”, the specificity of his ties with the surrounding world and the character of his interaction with this world – on the other. We tried to neutralize these contradictions in disharmonious environment formation through a harmonious procedure of modeling the spheres of the polyfunctional environment of a special education institution for schoolchildren with hearing impairments.

At present, not less than 40% of the pupils of special education institutions for schoolchildren with hearing impairments are children with a complex structure of defect (CSD). This is connected, to our

mind, with a number of objective causes: with technological success in the field of audiology and hearing aids including cochlear implants giving some deaf pupils a chance to go to an inclusive school on the one hand, and, on the other hand, with achievements of clinical medicine including survival of low birth weight infants and reaching school age by children with multiple developmental pathology, etc.

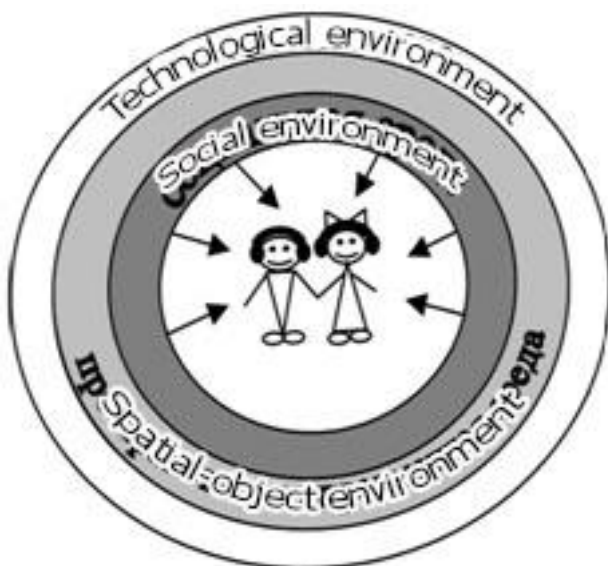
Diversification of the school contingent of the deaf is registered in the works by T. A. Basilova, G. P. Bertyn', L. A. Golovchits, T. K. Gushchina, M. V. Zhigareva, E. A. Zherebyat'eva, T. S. Zykova, E. G. Rechitskaya, T. V. Rozanova, I. L. Solov'eva, and E. Z. Yakhnina. Our monograph “Rehabilitation Boarding School for Deaf Children with a Complex Structure of Defect – a Model of a New Type of Special Education Institution” (2010) is devoted to the problem of organization of education for this category of children.

According to the data of our 1993-2014 research conducted in MSEI of type I–II in Moscow, Belgorod, Kursk, Kaluga, Nizhnekamsk, Taganrog, Tambov, Chelyabinsk and Engels, education institutions carry out considerable work on creation of the foundation of the spatial-object environment: they provide schools with modern special equipment, make efforts to

create the technological environment, and try to diversify the social environment.

The polyfunctional environment creating optimal conditions for social-

ization and maximum personal development of each deaf schoolchild with a CSD is interpreted by us as a balanced interaction between three layers as shown in the figure.



The efforts of each education institution objectively depend to a large degree both on the proficiency of the pedagogical system of the MSEI, and on the network interaction within the region. Regional interaction with the MSEI is not always proportional. That is why, special federal educational standards are necessary; their introduction can favorably organize the special school basic resources.

In view of this, we consider

adapted (variable) education of deaf pupils with CSD from the position of the need to construct education (A. G. Asmolov) as social activity ensuring individuality of a person in the changing world. In this respect, the components and spaces of the polyfunctional environment of an education institution may be treated as a systemic unity: of the technological, spatial-object and social environments. Each of these environments should provide the maxi-

imum number of services and resources needed for successful socialization of the deaf schoolchild with CSD. We call this systemic unity in the context of our research a polyfunctional educational environment which is expected to possess the following distinctive features:

- **physical accessibility** of all rooms of the building – classrooms, rooms for individual rehabilitation sessions, recreation rooms, dining hall, gymnasium and assembly hall; their equipment with special technical means of electro-acoustic, light and written indication;

- **academic (educational) accessibility** – scientific-methodological provision of curricula, programs, didactic aids and other means of information and social information provision, individual programs of support for each deaf pupil with CSD in acquisition of both academic and social competences;

- **social accessibility** – interaction with the peers and the school staff members, presence of a local branch of the All-Russian Society for the Deaf, presence of deaf pedagogues, and social traditions accumulated by the school;

- **ecological accessibility** – presence of enough means for creation of the polyfunctional educational environment, chances for the MSEI to become a “home” for suc-

cessful socialization of the deaf pupils with CSD.

The results of the clinico-psycho-pedagogical longitudinal observation carried out under our scientific guidance made the basis for organization of dynamic long-term observation and subsequent organization of differentiated education and allowed us to single out the following kinds of sensory underdevelopment in deaf children with CSD: peripheral sensory underdevelopment – complex structure of defect; central sensory underdevelopment – complex (multiple, numerous) defects. In this case, we mean deaf children with neurological disorders: asthenic syndromes, compensated hydrocephalus, and deaf children with insignificant impairments of the visual and motor spheres. Deaf children with multiple disorders include those with marked intellectual disabilities, and children with syndromic developmental disorders.

In order to design an adequate (comfortable) **object-practical environment** for compensation of a complex developmental disorder in such children, it was necessary to work out a clear-cut definition of separate obligatory components (spaces) and reveal the modes of their successful functioning facilitating maximum self-realization of each deaf pupil with CSD.

Architectural environment,

designed to guarantee physical accessibility of MSEI, should be equipped with “creeping lines” in the academic and other spaces: recreation rooms, dining hall, gymnasium and assembly halls to provide information in usual and emergency situations. There should be information boards visually informing about the school behavior rules, safety rules, etc.

- Mobile Internet, «Skype», «Veber» for communicating with the parents, peers, and getting the necessary information.

- Familiar technical support (audio- and video-resources, FM-systems, electro-acoustic equipment, etc.).

Special equipment:

- Light indication of beginning and end of lesson in classrooms and all common rooms (halls, recreation rooms, dining hall, library, etc.); light indication of fire alarm and general alarm bells; electronic information boards, creeping lines in all rooms of the education institution.

- Multimedia equipment for group and individual learning: SMART-board, SMART-desk, interactive plasma panel with the necessary software.

- FM-systems; induction loop systems in all classrooms and ensuring their proper performance.

- Presence of microphones, headphones and ensuring their

proper performance.

- Learning and methodological materials and other handouts in accessible formats (electronic and video).

- Services (if required) of a surdo-interpreter, surdo-support for schoolchildren with special educational needs (invitation of surdo-pedagogues as tutors of deaf pupils) to provide psycho-pedagogical support.

The created architectural environment makes it possible to match the opportunities of the universal object-practical environment in the format of the given MSEI to the needs of the schoolchild with disability. To be capable of adaptive approach to satisfying special educational needs of such children, the spatial-object environment should interact in a culturally-sensitive way with the technological environment, the same as in the case of interaction between the material and staff resources, which needs special (rehabilitative) components – compensatory rules and regulations of the **technological environment of the MSEI**.

It is primarily important to guarantee the deaf child measures for protection and hygiene of his visual function, as its safe compensatory potential to a large extent determines the quality of both education and self-education of the deaf person. That is why it is necessary to

keep to the ophthalmologic hygiene requirements: to use warm light luminescent lamps (LB 40) for lighting classrooms but not cool light ones. Special requirements should be observed in relation to the wall coat of paint: flat paint without flashes is obligatory; light diffusing blinds should be used on the windows. The classroom board should be white; instead of it, it is possible to use a white easel which could be brought closer to the deaf children with refractive disorders. It is recommended to use only black markers for writing on the whiteboard or easel. School hygiene recommends yellow writing paper with blue lines and a black gel pen for lengthy written classroom work. Performing written tasks at a writing-desk may be recommended for children with posture violations, such as kyphosis, scoliosis, etc. It is possible to use the techniques of calligraphic writing.

Strict realization of the **auditory-speech regulations** as one of the components of hearing impairment compensation allows forming speech behavior of fully and partially deaf schoolchildren at frontal and individual lessons, as well as during all schedule events: walks, meals, in the sleeping room, cloakroom, etc. Organization of the **motor activity** presupposes, as we have mentioned above, training correct posture for reading and writing (the recom-

mended posture is “at a writing-desk”), and organization of short physical training sessions (of about 5 minutes) every 20 minutes during the lesson, and physically active events during the first and fourth intervals.

Sanitary-hygiene measures.

Washing the floors; quartz sterilization; airing. Carrying out individual medico-rehabilitation programs. Realization of these measures at Special Boarding School No 65 under our supervision facilitated restoration of more than 52 days of training missed due to illness, i.e. it allowed shortening the term of study by one academic term yearly. This non-formal shortening of the term of study later allowed changing the whole period of study of the deaf schoolchild with CSD during the entire year. As far as the person with loss of hearing attends school for as long as 12 years, we have managed to shorten this period by a whole school year and adapt the curriculum for 11-year course of study.

While designing the technological environment, let us look at it as a system of psycho-pedagogical support which includes:

- individual clinico-psycho-pedagogical approach,
- organization of dynamic observation,
- work of the school medico-psycho-pedagogical council,

– design of individual support routes for pupils with various hearing impairments.

The dynamic clinico-psychopedagogical observation organized in the course of our study allowed us to substantiate the necessity of realization of medico-rehabilitation programs for prevention of respiratory diseases, visual impairments, and correction of the locomotor system disorders in the medico-sanatorium complex of special education institution for persons with hearing loss on the premises of the boarding school. Health improving activity of such a block may be presented as a connected system of prophylactic measures: screening, vaccination, prevention of colds and infectious diseases, - and also by a block of medical health-preserving procedures including balneotherapy, showers, baths, hydro-massage, physiotherapeutic treatment (“D'Arsonvalization”, ionization, ultrasound therapy, quartz, etc.), kinesiotherapy for respiratory diseases, locomotor disorders, central nervous system diseases, and vision and hearing hygiene.

The dynamic observation and the subsequent psycho-pedagogical support for each pupil with hearing loss considering the specificity of the complex structure of defect allowed us not only to determine the severity and complexity of the developmental disorder from the point

of view of tendencies of proximal and urgent development and figure our developmental prediction, but also to design the child's learning trajectory. The organization of activity of the school medico-psychopedagogical council allowed us to verify the system of clinico-psychopedagogical support and control the dynamics of the progress (regress) of learning for each pupil with hearing impairment with CSD. This work allowed us to formulate the conclusion that for some deaf children with intellectual disability complicated by sensory or motor disorders, education focuses on the formation of the main social skills constituents: self-service skills, simple labor skills, education of everyday behavior culture, etc.

Resource scientific-methodological and staff provision for medico-psychopedagogical support for deaf schoolchildren with CSD is effected through social (academic, rehabilitative and supplementary educational) space. These environments exist both separately and function in harmonious interaction complementing each other.

Rehabilitation environment is realized via music and rhythmic lessons; special frontal lessons in the hearing lab; individual sessions in development of speech awareness and articulation formation; options in development of lexico-grammatical generalization skills; additional reha-

bilitation sessions in correction of visual perception, cognitive sphere, and fine and gross motor skills.

Academic environment is represented by organization of adequate comfortable learning and is realized through the **technological environment resources**:

- carrying out individual clinico-psycho-pedagogical approach in class and out-of-class activity;
- organization of psycho-pedagogical support during classes;
- organization of dynamic observation of efficiency of support provided by the school medico-psycho-pedagogical council;
- design of individual routs of education and socialization scenarios.

Academic environment is based on the principles of:

- Real learning capabilities of each deaf pupil with CSD;
- Level-based differentiation of the educational process via:
 - the system of special federal state educational standards (of levels 3 and 4) containing adaptive academic programs for deaf children with intellectual disability;
 - selection of pedagogical technologies;
 - selection of program content;
- Organization of adequate comfortable learning:

– modeling educational process and creation of adequate innovative teaching technologies in the dyad “teacher – pupil”;

– continuing realization of the system of accumulation of advanced technologies of education of children with other kinds of disabilities;

– creation of adequate learning materials: pupils’ workbooks, textbooks, teaching aids, electronic textbooks written under our scientific guidance by candidates of pedagogy A. V. Varlamova, T. K. Gushchina, E. A. Zherebyat'eva.

1. Variants of technological support for organization of polyfunctional environment and its components are presented in the monograph by I. L. Solov'eva “Ozdoorovitel'naya shkola-internat dlya neslyshashchikh detey so slozhnoy strukturoy defekta – model' novogo tipa spetsial'nogo (korrektsionnogo) obrazovatel'nogo uchrezhdeniya”. - SPUTNIK+ Publishers, 2010. - 142 pp.

2. Variants of technologies of math education are presented in the teaching aid by E. A. Zherebyat'eva “Sovremennye tekhnologii v obuchenii matematike i informatike detey s narusheniyami slukha”. - SPUTNIK+ Publishers, 2011. - 96 pp.

3. Variants of technologies of conducting individual rehabilitation sessions have been published by T. K. Gushchina in co-authorship with E. G. Rechitskaya in the teaching aid “Korreksionnaya rabota po razvitiyu poznavatel'noy sfery neslyshashchikh uchashchikhsya s zaderzhkoy psikhicheskogo razvitiya”. – Humanitarian Publishing Center “VLADOS”, 2012. - 127 pp.

4. Variants of technologies of the natural science cycle are presented by A. V. Varlamova in her dissertation “Pedagogicheskie usloviya ekologicheskogo obrazovaniya neslyshashchikh starsheklassnikov pri obuchenii khimii”. - Moscow, MSPU, 2013 (scientific advisor - I. L. Solov'eva).

Supplementary educational environment may be provided by the curriculum for 1320 academic hours estimated at 4 hours per pupil which creates opportunities for realization of about 10-30 artistic, creative and sports orientated programs by both pedagogues-defectologists and the teachers of regional art schools and creative activity centers for children.

Thus, organization of education of deaf children with CSD in special (rehabilitation) education institution for children with hearing disorders may be presented through

variable forms of transformation of the educational environment depending on the degree of the developmental disorder and the regional conditions, and should include:

- rehabilitation educational center;
- center for individual (home) education;
- center for distance education.

Each form of the polyfunctional environment may be considered as a sub-system within the system of a special (rehabilitation) education institution for children with hearing disorders creating conditions maximally comfortable for successful socialization of the deaf child with a complex structure of defect.

References

1. Solov'eva, I. L. Pedagogicheskie tekhnologii vospitatel'noy raboty : ucheb.-metod. posobie / I. L. Solov'eva. — M. : MGPU, 2013. — 124 s.
2. Solov'eva, I. L. Oздorovitel'naya shkola-internat dlya neslyshashchikh detey so slozhnoy strukturoy defekta — model' novogo tipa spetsial'nogo (korreksionnogo) obrazovatel'nogo uchrezhdeniya : monogr. / I. L. Solov'eva. — Sputnik +, 2010. — 142 s.
3. Yasvin, V. A. Obrazovatel'naya sreda: ot modelirovaniya k proektirovaniyu / V. A. Yasvin. — M. : Smysl, 2001. — 365 s.