

DIFFERENT LEARNING LEVELS FOR  
PRESCHOOLERS WITH SPECIAL DEVELOPMENT  
NEEDS, WITH A VIEW TO INCLUSION

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**A very important task for every person with disabilities is to find the optimal level of balance for them between the desire for independence and the need for help from other people. ...**

*Maria Pischek*

# FACTORS

- currently, the educational system is characterized not only by the development of the national tradition, but also by getting included in the international system, comprehension and acceptance of the attitudes stipulated by the instruments of various international organizations
- academic development is associated with trans-discipline nature of the processes, the universal nature of the concepts used, the exchange of professional knowledge and the mutual enrichment of the related sciences, including pedagogy
- 92% of students with special development needs in 2019 receive education in the context of educational integration, which involved ever more students with disabilities

# FACTORS

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- the cohort of children studying under integrated (inclusive, joint) education has changed: combinations of the disorders in children have become more varied and diverse, the number of students with disabilities (with a severe degree of impairment) has increased, there are children with new combinations of disorders
- Article 24 “On Education” of the Convention, paragraph 3 states the need “to ensure the acquisition of living and socialization skills in order to facilitate the full and equal participation of people with disabilities in the education process and as members of the local community”



# DISCREPANCIES

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- between the recognized need to improve the educational content of children with special development needs on the basis of the formation of life and socialization skills and the lack of scientific understanding of the multi-level educational content for such children at the level of preschool education
- between the requirements of individual comprehension in predicting and designing the content of pedagogical work due to the variability of combinations of disorders and the former provision on the formation of life and socialization skills in children with special development needs, the definition of areas of common impact in the group form of work and the need for scientific substantiation and development of multi-level content of education



# DISCREPANCIES

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- between the preferences of parents and society in strengthening the formation of practical competencies in children with special development needs, required to reduce dependence on others and ensure the maximum possible independent life, and the lack of methodological developments and algorithms to increase the level of their social involvement



# Methodological basis for multi-level content

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- Humanistic approach
- Human-centered approach
- Differentiated approach
- Level-based approach



# EDUCATION PARADIGM

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- an educational paradigm is the organization of such education, where the goal and content of education is matched with the **individual-personal value**. One of the means of implementing this provision is the development of a **multi-level content** for teaching preschool children with special development needs.





## REASONS FOR GROUPING

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An important element in the selection of content is **functionality**, which means that the skill can be used immediately when needed. *Life and socialization* skills are a means of achieving relative life autonomy for children with special development needs and imply the level of psychosocial development of the child.



# THEORETICAL FOUNDATIONS OF MULTI-LEVEL CONTENT

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- trans-subject basis
- notions of «life skills» «socialization skills»
- the didactic principle of the match between the learning content and the child's development level
- level-based approach to assessing the severity of developmental disorders in a child with special development needs
- level-based nature of description of learning outcomes



## BASELINE

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The baseline provision for the creation of a multi-level educational content for preschool children with special development needs was the understanding of the priority of the social status of a child with special development needs by means of mastering **life and socialization skills**, which imply inclusion in the system of social relations and accessible activities, increasing their subjectivity

# ESTABLISHING THE NUMBER OF LEVELS

- The basis for determining the **number** of levels of functioning was the *International Classification of Impairments, Disabilities and Handicaps*, which identifies four degrees of restrictions of the vital activity criteria (mild, moderate, pronounced, severe). The main criterion for assessing the development of a child is considered to be assessment of the dynamics of individual quality indicators during classes, and not age-specific absolute values



## 4 LEVELS OF DEVELOPMENT

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- *sensorimotor* (first, low)
- *specific* (second, middle)
- *ordered* (third, above average)
- *sufficient* (fourth, basic)



## **FINDINGS:**

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The multi-level content of the curriculum for preschool students (3 to 7 (8) years), with a view to their educational abilities and needs, has been developed taking into account the principle of inclusiveness in all educational areas of the curriculum: "Physical culture", "Musical art", "Fine arts", "Basic meth", "Child and society", "Child and nature", "Speech Development", etc.

# FINDINGS:

- The educational material of the curriculum is divided into ages groups from 3 to 4, from 4 to 5 years; from 5 to 6 years and from 6 to 7 (8) years, and into four level for each age: the first level - low (sensorimotor); the second level — middle (ordered); the third level — above average (sufficient); the fourth level — high (basic). Within each level, differentiated content is presented by type of activity (musical, visual, cognitive, motor), in accordance with the abovementioned learning areas. For each age and level, standard indicators of child development are presented for each learning area.



## **MULTI-LEVEL CONTENT IS BASED ON:**

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the current state of the formation of *life and socialization* skills, the educational needs of the child, the necessary conditions for their satisfaction, and on the teaching forecast with a view to different levels of learning abilities





**Thank you for your attention!**

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