

SECTION 2. PSYCHOLOGICAL AND PEDAGOGICAL PROBLEMS IN EDUCATION

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PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT STUDENTS WITH AUTISM DURING PRIMARY EDUCATION

ПСИХОЛОГО-ПЕДАГОГІЧНИЙ СУПРОВІД УЧНІВ З АУТИЗМОМ ПРОТЯГОМ НАВЧАННЯ У ПОЧАТКОВІЙ ШКОЛІ

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The inclusive learning environment is currently developing rapidly because of diversity modern society. The increasing number of students with autism spectrum disorders (ASD) raises the important issue of supporting them particularly in school period [4, p. 379].

Autism is a type of ontogenesis dysfunctional, which impacts a person's social interaction, early speech development, behavior and ability to communicate with the others throughout full life. Some psychologist also note common characteristics for example repetitive and compulsive behaviors, limited interests and difficulty adaptation to unexpected change or unfamiliar events [4, p. 380].

In terms of scientists K. Stack, J.E. Symonds and W. Kinsella, more precisely thanks to investigation they were concluded that parents highly interested about transition planning from primary to secondary school, home-school collaboration, especially managing systemic factors such as visual navigating the school building, availability of appropriate places for children [3, p. 23].

Collaboration between family and educators is an extremely important point for effectively educating students with disabilities. Parents know best about their child's characteristics, so they must serve as members of Individual Education Program (known as Individual Development Program by Ukrainian educators). This document based on meaningful communication between family members and school staff. The IEP is a incremental plan defines the educational setting for the pupil during the lessons [1, p. 43].

The team of psychological and pedagogical support in the Ukrainian education system consists of permanent and visiting specialists. At the elementary school the permanent members are the head of the educational institution, the homeroom teacher and other teachers primary academic subjects. In addition, this group includes speech therapist, psychologist or special educators, which depend on type of student's developmental disabilities [5, p. 8].

The mother and father (or other legal guardians) in the support team approve official information about the child, inform about his/her interests and preferences, practice new skills and reinforce important healthy daily habits outside the school, work on developing communication, working on tasks by teachers, psychologists or speech therapists [5, p. 40].

A visiting specialist for a child with autism spectrum disorders in elementary school can be, for example, a social worker, an autism coach, a neuropsychologist, a family physicians or a specially trained occupational therapist [5, p. 8].

Moreover, it is important to identify a team coordinator who organizes systematic meetings, holds meetings, prepares a package of necessary documents, and combines the work of all participants. By this way they are able to achieve the high-quality work.

Minimizing extra sensory stimuli with the using timetables by regular schedule, visual support, concrete instruction for doing exercises significantly improve learning outcomes autistic person [2, p. 8]. The psychological and pedagogical support team should also consider these factors for instance write this information in Individual Development Program of each student with autism spectrum disorders.

We have to conclude that creating and maintaining helping system autistic children make a successful start of primary school by developing individual learning plans. This enables humans to master academic knowledge, also to communicate with their peers, complete school stage, improve social skills, and, as the result, in generally people with autism could socialize effectively.

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