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ORGANIZATION OF THE TEACHING AND EDUCATIONAL PROCESS FOR CHILDREN WITH INTELLECTUAL DISABILITIES

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This article examines the organization of the teaching and educational process for children with intellectual disabilities. It analyzes the pedagogical, psychological, and methodological foundations required to support their learning and development. The study highlights the importance of individualized instruction, differentiated teaching methods, and adaptive educational environments in meeting the special educational needs of these learners. Particular attention is given to the role of special educators, psychologists, and parents in creating an inclusive and supportive learning process. The article also discusses modern approaches such as competency-based education, corrective developmental strategies, and the use of assistive technologies. The findings emphasize that a well-structured and student-centered educational process significantly improves the cognitive, social, and adaptive skills of children with intellectual disabilities.

Keywords

Intellectual disabilities, special education, individualized learning, inclusive education, corrective pedagogy, adaptive teaching methods, psychological support, developmental

Parents always wish to nurture their children's talents by providing them with a suitable living and learning environment. Early identification and support help children with Special Educational Needs (SEN) adapt to everyday life and the learning environment, and develop their potential.

What is Intellectual Disability (ID)?

Intellectual Disability (ID) refers to significantly below-average intellectual functioning accompanied by marked difficulties in learning and adapting to daily life. Compared with peers of the same age, children with ID generally show difficulties in the following areas:

- Cognition: relatively weak in abstract and logical reasoning, with lower ability in knowledge integration and generalization
- Memory: deficits in the memory system and a strong reliance on rote memorization
- Attention: short attention span and a tendency to be easily distracted
- Language: difficulties in comprehension and expression, limited vocabulary, simple sentence structures, and possible articulation impairments
- Perceptual-Motor Skills: clumsiness and poor eye-hand coordination
- Adaptive Skills: weak daily self-care abilities and limited social skills

Roles of Parents

I suspect that my child may have an ID…

- Initiate contact with the Special Educational Needs Coordinator, class teacher, student guidance personnel, or school social workers so that the school can arrange appropriate assessments and guidance services.

My child has been assessed as having an ID…

- Provide the school with relevant SEN information about your child promptly and proactively.
- Maintain regular communication with the school's student support team, class teachers, and subject teachers to understand your child's learning progress and discuss appropriate support strategies when necessary.
- Adjust your expectations and demands according to your child's abilities.
- Make suitable home arrangements to facilitate effective learning, for example:
  - Provide a quiet and distraction-free study environment
  - Establish a regular daily schedule with breaks between tasks
  - Review the daily schedule and key expectations before school
  - Provide immediate and specific praise to reinforce positive behaviour
- Adopt the following strategies to support your child's learning:
  - Be concrete: Use concrete examples and materials to explain abstract concepts, e.g., use real objects for mathematics and demonstrate each step for imitation and practice.
  - Use a multi-sensory approach: Incorporate objects, pictures, stories, charts, and tables to support learning.
  - Relate learning to daily life: Use everyday situations, e.g., calculating change during shopping or reading product labels.
  - Break tasks into small steps: Divide tasks into manageable steps, set sub-goals, and allow repeated practice.
  - Use information technology: Apply educational software and digital tools for repeated practice and reinforcement.
- Encourage your child to participate in meaningful leisure activities to build confidence, a sense of achievement, and personal strengths.

Common School Support Strategies

Task Analysis: Break down complex content into small, manageable steps so that students can learn gradually.

Scaffolding:
Provide structured support such as visual aids, verbal prompts, examples, vocabulary lists, and writing templates.

Positive Behaviour Support: Use behavioural strategies to replace inappropriate behaviour with positive classroom participation and learning behaviours.

Peer Support: Encourage interaction with peers through seating arrangements, group work, and cooperative learning activities.

Speech and Communication Training:
Provide individual or group training for students with communication needs.

Educational Considerations

A child with an intellectual disability can do well in school but is likely to need the individualized help that's available as special education and related services. The level of help and support that's needed will depend upon the degree of intellectual disability involved.General education. It's important that students with intellectual disabilities be involved in, and make progress in, the general education curriculum. That's the same curriculum that's learned by those without disabilities. Be aware that IDEA does not permit a student to be removed from education in age-appropriate general education classrooms solely because he or she needs modifications to be made in the general education curriculum. Supplementary aids and services. Given that intellectual disabilities affect learning, it's often crucial to provide support to students with ID in the classroom. This includes making accommodations appropriate to the needs of the student. It also includes providing what IDEA calls "supplementary aids and services." Supplementary aids and services are supports that may include instruction, personnel, equipment, or other accommodations that enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Thus, for families and teachers alike, it's important to know what changes and accommodations are helpful to students with intellectual disabilities. These need to be discussed by the IEP team and included in the IEP, if appropriate. Adaptive skills. Many children with intellectual disabilities need help with adaptive skills, which are skills needed to live, work, and play in the community. Teachers and parents can help a child work on these skills at both school and home. Some of these skills include:

- communicating with others;
- taking care of personal needs (dressing, bathing, going to the bathroom);
- health and safety;
- home living (helping to set the table, cleaning the house, or cooking dinner);
- social skills (manners, knowing the rules of conversation, getting along in a group, playing a game);
- reading, writing, and basic math; and
- as they get older, skills that will help them in the workplace.

Transition planning. It's extremely important for families and schools to begin planning early for the student's transition into the world of adulthood. Because intellectual disability affects how quickly and how well an individual learns new information and skills, the sooner transition planning begins, the more can be accomplished before the student leaves secondary school.

Conclusion

The organization of the educational process for children with intellectual disabilities requires a comprehensive and flexible pedagogical approach. Effective teaching should be based on individual learning plans, simplified and step-by-step instruction, and continuous psychological support. Cooperation between teachers, psychologists, parents, and healthcare specialists plays a crucial role in achieving positive educational outcomes. The use of modern educational technologies and corrective teaching methods enhances the learning capacity and social adaptation of these children. Therefore, a well-structured, inclusive, and supportive educational environment is

essential for ensuring the holistic development and social integration of learners with intellectual disabilities.

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