

An exceptional student - about working with a child with special educational needs

Who is it for: Teachers, Parents Category: Children's rights, Psychology and pedagogy, Psychological and pedagogical support system

Document for you

When speaking of students with special educational needs, it should be understood that this applies both to children who have a certificate of the need for special education and to those who have difficulties in meeting the standards of curriculum requirements.

- “The child wants to be good. If he can't - teach.
- If he doesn't know - explain. If he can't - help ”.
- Janusz Korczak

When talking about special educational needs, we mean the needs of students who, due to their talents, disabilities or differences, require a different approach, using different forms and methods of work. We mean students to whom the broadly understood principle of individualisation should be applied.



Covering a child with psychological and pedagogical assistance by adjusting the educational conditions, requirements and organization of the education process is determined on the basis of the opinion or decision of the psychological and pedagogical counseling center, or the recognition of the need by a kindergarten, school or facility.

You should be aware that the special needs of such a child result from the interaction of several factors: the child itself, its individual psychophysical predispositions, as well as environmental factors influencing its functioning, i.e. family environment, peer group and school environment.

When talking about students with special educational needs, it should be understood that this applies both to children who have a certificate of the need for special education and to those who have difficulties in meeting the standards of curriculum requirements resulting from the specificity of their cognitive-perceptual functioning (lower than average). intellectual abilities, as well as specific learning difficulties - dyslexia, competence deficits and language disorders), health (chronically ill children) and environmental limitations (children from upbringing families).

The group of students with special educational needs also includes students with special abilities, students with adaptation difficulties related to the change of the educational environment, as well as children in a crisis or traumatic situation. Such an understanding of special educational needs is aimed at implementing and making the idea of equal educational opportunities for all students a reality.

A student with a disability within the meaning of the regulation of the Ministry of National Education is one who has a certificate of the need for special education issued due to disability.

The law stipulates that special education is organized for students (children and adolescents): deaf, hard of hearing, blind, visually impaired, with motor disabilities, including aphasia, with mild, moderate or

severe mental retardation, autism, including with Asperger's syndrome, with multiple disabilities (if the student has at least two of the disabilities listed above).

Psychological and pedagogical help is provided not only to students, but also to parents and teachers. It consists in supporting them in solving educational and didactic problems in order to increase the effectiveness of psychological and pedagogical support for students by organizing consultations, trainings and workshops.

Psychological and pedagogical help is provided to students in the form of therapeutic classes

Classes to develop skills that are conducted with the use of active working methods, didactic and compensatory classes - for students with learning difficulties, in particular in meeting the educational requirements resulting from the core curriculum for general education for a given educational stage, classes related to the choice of the field of education and profession, as well as specialist classes:

- a) corrective and compensatory; organized for students with developmental disorders and deviations or specific learning difficulties; the number of participants is up to 5,
- b) speech therapy; organized for students with speech disorders that disturb linguistic communication; the number of participants in the classes is up to 4.
- c) sociotherapeutic and other therapeutic activities; organized for students with dysfunctions and disorders that hinder social functioning; the number of participants in the classes is up to 10.

In addition to the above-mentioned, there are also advice and consultations, workshops, as well as an individualized path: the implementation of compulsory one-year pre-school preparation (in kindergarten), education (at school).

How to prepare for work with a student, what steps to take to ensure that education is tailored to individual development opportunities?



In order to determine whether a given student requires psychological and pedagogical help, pedagogical observation should be carried out in order to identify: learning difficulties, competence deficits and language impairment disorders, the risk of dyslexia, as well as special abilities.

If a student requires psychological and pedagogical help, he or she should receive such help immediately.

It is the duty of the pupil's educator to plan and coordinate help for the pupil in close cooperation with other teachers and parents. The forms of providing such assistance, as well as the period of providing such assistance, are established. It is the teacher's duty to evaluate the effectiveness of the help provided by formulating conclusions regarding further actions, in the event of lack of results, the student is referred to a psychological and pedagogical counseling center.