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**THE PECULIARITIES OF USING INNOVATIVE METHODS OF  
PSYCHOLOGICAL AND PEDAGOGICAL DIAGNOSIS OF CHILDREN  
WITH DISABILITIES**

**ОСОБЛИВОСТІ ВИКОРИСТАННЯ ІННОВАЦІЙНИХ МЕТОДІВ  
ПСИХОЛОГО-ПЕДАГОГІЧНОЇ ДІАГНОСТИКИ ДІТЕЙ З ОБМЕЖЕНИМИ  
МОЖЛИВОСТЯМИ ЗДОРОВ'Я**

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**ABSTRACT**

*The article considers the peculiarities of the application of innovative methods of psychological and pedagogical diagnosis of children with disabilities. Psychodiagnostic examination is organized taking into account the age and expected level of mental development of the child. These indicators determine the organizational forms of the diagnostic procedure, the choice of methods and interpretation of results. Diagnostic tasks should be available to the child. During the examination, the child must be offered a task that he can successfully perform, and in the analysis of the results, taking into account the tasks for which age group, the child coped. It is separately noted that at inspection it is important to reveal not only actual possibilities of the child, but also its potential possibilities in the form of a zone of the nearest development. This is achieved by offering tasks of varying complexity and providing the child with dosed assistance during the tasks. Strict scientificity is required in the selection of diagnostic tasks for each age stage, ie the examination should use those tasks that can identify which aspects of mental activity are violated in the examined child. It is emphasized that when processing and interpreting the results it is necessary to give their qualitative and quantitative characteristics, while the system of qualitative and quantitative indicators should be unambiguous for all examined children. It is noted that conducting psychodiagnostic research is always subject to a specific goal, which determines the ways to solve certain problems. The main purpose of psychodiagnostic research of a child with developmental disorders is*

to identify the structure of mental disorders to determine the optimal ways of correctional care. The specific task is determined by the age of the child, the presence or absence of disorders of vision, hearing, musculoskeletal system, social situation, stage of diagnosis (screening, differential diagnosis, in-depth psychological study).

Psychological and pedagogical diagnosis of developmental disorders should determine the direction of the child's education, his specific educational needs, the possible level of his education, indicate the main directions of correctional and developmental education, ie psychological and pedagogical diagnosis of developmental disorders is differential prognostic. In the process of diagnosis, the optimal organizational forms of the child's education and recommendations of individual planned learning should be determined. child to develop an individual correctional program, evaluation of the effectiveness of corrective measures). To obtain informative and objective results of psychological study of the child it is necessary to adhere to a number of special conditions

**Key words:** innovation, diagnostics, correction, lag, training.

**Introduction.** The success of the upbringing, education, social adaptation of a child with disabilities depends on a correct assessment of his capabilities and developmental characteristics. This task is solved by complex diagnostics of the mental state and personal development of children. It is the first and very important stage in the system of activities that provide special training, correctional pedagogical and psychological assistance. It is psychodiagnostics that makes it possible to determine the optimal pedagogical route, to provide individual psychological and pedagogical support for the child, corresponding to his psychophysical characteristics. In light of the above, among the various areas of activity of a teacher-psychologist in the framework of the educational process, our efforts in the experimental part of the study are aimed at developing and testing a diagnostic model for visually impaired children of primary school age in order to study the level of their mental and personal development, as well as to correct the identified deviations in development.

**The aim** of this study is to determine the place of psychological diagnostics of children with disabilities in the complex system of psychological and pedagogical work within the educational process.

**Analysis of research and publications.** The issue of psychological and pedagogical diagnostics was dealt with by domestic and foreign scientists, such as: N. Barragi, M. Bernadskaya, A. Nevskaya, L. Filchikova, A. Fonareva, E. Frukht, L. Hyvärinen.

**Research methods and techniques.** During the research, theoretical (analysis of scientific literature) and practical (scientific observation and generalization of pedagogical experience) research methods were used.

**The subject** of the research is the process of psychological and pedagogical diagnostics of children with disabilities.

**The object** of the research is innovative methods of the process of psychological and pedagogical diagnostics of children with disabilities.

**Results and discussions.** Psychodiagnostics is a field of psychological science that develops the theory, principles and tools for

assessing and measuring individual psychological characteristics of a person, as well as variables of the social environment in which the person's life is carried out. The main areas of application of psychological techniques have developed, which can be designated as a branch of psychodiagnostics. Educational psychodiagnostics should include those tests that are created with psychometric requirements, but are not intended to assess abilities or personality traits, but to change the success of mastering educational material.

One of the main tasks of helping children with disabilities is to determine the educational route (the type of educational institution and the program of education and upbringing of the child). This task is being solved within the framework of one of the institutions for accompanying children with developmental disabilities – the psychological, medical and pedagogical commission. Its solution is the final result of differential diagnostics aimed at distinguishing similar conditions, identifying primary and secondary disorders in children with disabilities. There are different types and levels of psychological and pedagogical diagnostics. In the process of screening diagnostics, a group of children is examined. This type of diagnostics does not set the task of accurately qualifying the deviation, it is aimed at identifying children with mental disorders, differentiating them from normally developing peers. In special education, such type of diagnostics as dynamic diagnostics is used. The task of the psychologist is to observe the dynamics of the development of a child with psychophysical disorders. Dynamic diagnostics, which is carried out by a teacher-defectologist, is aimed at determining the effectiveness of the undertaken correctional and developmental education. In the process of final diagnostics, the condition of a child with special educational needs is assessed at the end of the training stage or a set of corrective measures. Differential diagnostics is an independent type of diagnostics and solves the following tasks:

1. Clarification of the diagnosis and determination of the type of institution in which it is necessary to carry out correctional – pedagogical training of the child, the program of his education and upbringing.

2. Delimitation of similar conditions in various psychophysical disorders, clarification of clinical, psychological - pedagogical and functional diagnosis.

3. Predicting the development and learning opportunities of a child based on the identified developmental features, as well as identifying ways and means of development - correctional work. Classification of methods of differential diagnosis

In differential diagnosis, the following areas are distinguished:

1. Differential diagnosis of intellectual disorders (mental retardation and mental retardation).

2. Differential diagnosis of various forms of deficit development (hearing impairment, vision, musculoskeletal system).

3. Psychological diagnosis of disorders of the emotional sphere and behavior (autism, psychopathies). (Coll, 2006).

In differential diagnostics, two groups of methods are used: 1. Tests, i.e. methods that allow the researcher to quantify the phenomenon under study

2. Techniques for qualitative diagnostics, with the help of which various levels of development of psychological properties and characteristics of the subjects are revealed.

Diagnosis of mental development disorders should include three stages: Stage 1 – this is a screening process, in the process of which the identification of developmental abnormalities is carried out without their exact qualification. In terms of content, this stage of diagnostics repeats the type of diagnostics of the same name. Usually, this stage is implemented by a psychologist in mass educational institutions: preschool and general school institutions. Stage 2 – the actual differential diagnosis, the purpose of which is to determine the type of developmental disorders and the orientation of the child's learning, the type of educational institution for him. Stage 3 corresponds to an in-depth version of the survey, has the task of revealing the individual characteristics of the child, the characteristics of his cognitive activity, the emotional-volitional sphere, and working capacity. This examination is a typical component of the diagnostic activity of a special psychologist. The features of a child with developmental disorders revealed in this case should be taken into account in individual correctional and developmental work with him. In the process of choosing research methods for children with deviant development, it is necessary to be guided by: 1. The capabilities of the child, his age and intellectual characteristics; 2. The level of own knowledge of diagnostic tools; 3. By the stage of correctional education and upbringing of the child: the work has not yet been carried out or is under way; and in what period of time; 4. The tasks that he sets himself: comprehensive or partial (partial) examination; 5. Queries made by related specialists: teacher-defectologist, doctor-neurologist. When carrying out diagnostics, several basic rules must be observed. Rule 1. Each technique is aimed at measuring a very narrow, special quality. There are no techniques that measure everything at once. Therefore, to draw up a psychological conclusion, it is necessary to use at least 10-15 different techniques. Rule 2. It is imperative to pay attention to the instructions that are given in each technique. An incorrectly drawn up instruction or an incorrect strategy for presenting it can completely change the content of the assignment and, therefore, distort the research result. Rule 3. Each technique is designed for a certain age. Rule 4. The results obtained also cannot be the same for different ages. Therefore, when interpreting the results, it is imperative to check them against normativeness, i.e. with those results that are typical for children of a given age. Rule 5. Many techniques require special stimulus material. Rule 6. There are so-called subjective and objective techniques, methods of analyzing the results. Some have precise clues and scored answer options, others require qualitative rather than quantitative interpretation, although it is more difficult to work with them, often these methods provide more important data on the child's mental state. Rule 7. To obtain objective results, the emotional state of the child during the

examination is important. Psychodiagnostic study of children begins after 1.5-2 months. The objects of this study are children with signs of early organic brain damage or in conditions of social or emotional deprivation, for example, in the conditions of a child's home or when the child is emotionally rejected by the mother. There are several methods for studying the psychophysical development of children in the first year of life. The Gesell Development Scale, the Denver Screening Method, and some others have gained wide popularity in our country (Dodds, 2015)

Principles for constructing techniques: include sets of tasks aimed at studying the motor, speech, cognitive, social spheres. As you age, these tasks become more difficult. The results of the child's study are assessed by comparing them with the standard. Methods for examining children in the first year of life. Determine the state of the motor sphere: the ability and quality of control of the position of the head, arms, posture while sitting and walking; in children over 8 months. attention is paid to the development of step movements. Then the development of sensory reactions is determined: the nature of tracing and fixation is studied. During the examination, the state of development of emotional and vocal reactions is determined, the character and severity of a smile is noted, and in what situations it most often appears. Psychological research of the mental development of a child in the first year of life traditionally ends with the drawing up of a conclusion about his condition. Along with the general assessment of the severity and nature of the violations, the conclusion should indicate the mental functions, the development of which is impaired, and the degree of this violation, as well as the functions that develop normally. In addition, you should give a detailed description of each function on the basis of the results obtained during the survey, grouping them by areas (Blowby, 2017).

To successfully solve the diagnostic problems of the study of young children, a certain tactic of the examination is required. The purpose of the psychological and pedagogical study of a young child is to obtain data characterizing: cognitive processes; emotional and volitional sphere; pre-speech and speech development; motor development. Before proceeding with the diagnosis of the child's mental development, you should definitely make sure that he does not have gross hearing and vision defects. When diagnosing the peculiarities of the cognitive sphere of young children, the focus of researchers is on the analysis of the performance of individual tasks as a reflection of the child's mental activity. Moreover, it is not so much the result that is important as the ability to organize activities to complete the task. The main parameters for assessing cognitive activity at an early age can be considered: acceptance of the assignment; ways to complete the task; learning ability in the survey process; attitude to the result of their activities. The main methods for studying the cognitive sphere of young children are «Seguin board» (2-3 shapes), folding a pyramid (from balls, from rings), disassembling and folding nesting dolls (two-part, three-part), paired pictures (2-4), split pictures (from 2 to 3 parts).

Diagnostics of the development of the motor sphere of young children involves the study of both general and fine motor skills. A psychodiagnostic

study of the mental development of a child of a given age period ends with the drawing up of a conclusion, which contains generalized data: reflecting the development of his emotional, cognitive, speech and motor spheres, characteristics of the psychological structure of individual actions and systems of actions for completing tasks, - the observed characterological characteristics of the child. The most important means of increasing the reliability of psychodiagnostic techniques is the standardization of the examination procedure. Standardization refers to the uniformity of the procedure for administering and evaluating test performance. Standardization is considered in two ways: as the development of uniform requirements for the experimental procedure and as the definition of a single criterion for evaluating the results of diagnostic tests. The standardization of the survey procedure implies the unification of instructions, survey forms, methods of recording the results, and the conditions for conducting the survey (Bandura, 1977).

**Conclusion.** Psychological and pedagogical diagnostics of impaired development should determine the direction of the child's education, his specific educational needs, the possible level of his education, indicate the main directions of correctional and developmental education, that is, the psychological and pedagogical diagnosis of impaired development is differential prognostic. In the process of diagnostics, the optimal organizational forms of teaching the child and recommendations for individual planned education should be determined.

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### **АНОТАЦІЯ**

*У статті розглянуто особливості застосування інноваційних методів психолого-педагогічної діагностики дітей з обмеженими можливостями здоров'я. Психодіагностичне обстеження організовується з урахуванням віку і передбачуваного рівня психічного розвитку дитини. Саме ці показники визначають організаційні форми діагностичної процедури, вибір методик та інтерпретацію результатів. Діагностичні завдання мають бути доступними для дитини. У ході обстеження дитині необхідно запропонувати завдання, яке він зможе успішно виконати, а при аналізі результатів враховується, із завданнями для якої вікової групи впоралася дитина. Окремо відзначено, що при обстеженні важливо виявити не тільки актуальні можливості дитини, але і її потенційні можливості у вигляді зони найближчого розвитку. Це досягається пропозицією завдань різної складності і наданням дитині дозованої допомоги в ході виконання завдань. Необхідна суворота науковості у доборі діагностичних завдань для кожного вікового етапу, тобто при обстеженні слід використовувати ті завдання, які можуть виявити порушення психічної діяльності. Наголошено, що при обробці й інтерпретації результатів необхідно дати їх якісну і кількісну характеристику, при цьому система показників має бути однозначною для всіх обстежуваних дітей. Зауважено, що проведення психодіагностичного дослідження завжди підпорядковане певній меті, яка визначає шляхи вирішення окремих завдань. Основною метою психодіагностичного дослідження дитини з порушеннями розвитку є виявлення структури порушення психічної діяльності для визначення оптимальних шляхів корекційної допомоги. Конкретне завдання визначається віком дитини, наявністю або відсутністю порушень зору, слуху, опорно-рухового апарату, соціальної ситуацією, етапом діагностики (скринінг, диференціальна діагностика, поглиблене психологічне вивчення).*

*Психолого-педагогічна діагностика розвитку має визначити напрямки навчання дитини, її специфічні освітні потреби, можливий рівень освіти; вказати основні напрямки корекційно-розвивального навчання, тобто психолого-педагогічна діагностика порушеного розвитку є диференціально-прогностичною. У процесі діагностики повинні визначатися оптимальні організаційні форми навчання дитини і рекомендації для розробки індивідуальної корекційної програми, оцінка ефективності корекційних заходів). Для отримання інформативних і об'єктивних результатів психологічного вивчення дитини необхідно дотримуватися ряду спеціальних умов.*

**Ключові слова:** інновація, діагностика, корекція, відставання, навчання.