

Streamlining educational conditions for pupils from socially disadvantaged environment

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Definition of notions

- **Roma children from socially disadvantaged environment**
 - children from non-stimulative environment with diverse linguistic and cultural background
- **Children with special educational needs – SEN**
 - gifted
 - with physical disability
 - with behavioral disorders
 - with learning difficulties

Theoretical background

- **at the onset of school attendance, children's abilities are developed to diverse levels**
- **dispositions (potential, capacity) are changing as a result of interaction with environment and are culturally conditioned**
- **some aspects of cognitive abilities may be managed on genetic level, while others may be better controlled externally**
- **potential of individuals throughout their lives is not stable, although it may be altered and modified**

Education of children with SEN

- **Integrated** – trend
- **Segregated** – tradition
 - Conditions
 - human resources
 - material
 - space
 - finances
 - organization

Education of children with SEN

- The aim is not to achieve segregated education of pupils with SEN, but to provide conditions for optimum development of individual children's skills and capacities

Education of Roma children from socially disadvantaged environment (SDE)

- A child should
 - understand and actively master official language
 - be acquainted with elements of social and cultural life
- To accept
 - approach focusing on a child
 - that Roma children from SDE are often supported differently than children from regular environment
 - that one should build upon emotionality, creativity, fantasy and develop one's interests and talents

Procedures reflecting the needs of Roma children from non-stimulative environment

- Zero (preparatory) grade
- Specialized classes
- Teacher's assistant
- **Pre-school education in kindergarten, preparation for school**
- Day-long care
- Hobby groups and clubs
- Community centers

Some features of children from SDE decisive for educational process

- focus on the presence
- fixation to stimulus from real world
- Difficulties:
 - categorization
 - elimination
 - generalization
 - abstraction
 - comprehension of principles of reversibility and preservation
 - application of acquired knowledge in new circumstances

Programs for Roma pupils from SDE

- **Stimulating programs for children in pre-school and junior school age**
- **Development and strengthening of social ties and communication in ethnically mixed groups**
- **How not to get lost in life** – a set on information and knowledge from several fields for pupils who terminate their school attendance in 5th to 8th grade of primary school

Programs for Roma pupils from SDE

- **Carrier and counseling program** – adapted to specifics of pupils who should make their decision on further studies or selection of profession

Psychological test

- Children are being tested via psychological methods prior to the start of school attendance to map their current stage of development
 - Purpose: to propose appropriate solutions, procedures and to adapt conditions of education to their needs
- Tests reflect social awareness, require operations (related to thoughts or manipulation), which are dependent on social and cultural environment, social situation

Psychological tests and Roma children from SDE

- Tests are being created and verified to see whether they take into consideration some children's specifics, e.g. insufficient mastering of tested language, communication problems, hearing deficiencies or motor disabilities
- Results of psychological examination –
 - may not be regarded as definitive, unchangeable information
 - functions monitored in the performance tests are influenced by changes in both positive and negative directions

Psychological test and Roma children from SDE

- results of small children are less reliable than those of elderly pupils
- result of the test reflects a certain level of development as a complex of various mutually dependent factors
- Roma children from SDE should only be tested once they get a chance to gain basic knowledge and skills in monitored area
- assessment and processing of results is complex, it should result in proposals which are suitable from educational viewpoint

Psychological tests and Roma children from SDE

- conclusion

- The results form basis for assessing whether a child is fit to handle school demands without failures, since child-centered approach must be driven by his/her interests and benefits, so that **respective requirements correlate with his/her potential and capacity.**



Thank you for your attention !

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