

Chapter 8

Complex Social, Medical, Psychological, and Educational Support for People with Disability Act (IDEA)

ABSTRACT

For young people with disabilities the start of university study is equal to the first step towards social integration as their previous stages of education took place in institutions of segregation type. It happens in the situation of crisis of transition from educational space to another. Meanwhile, institutions of primary, secondary and higher education reflect the acting model the psychological and pedagogical integration of persons with disabilities in society. Inclusion of persons with disabilities is regarded as a stage of their getting social adaptation and integration.

INTRODUCTION

The importance of the problem substantially increased in 2008 due to the Russian Federation joining Convention of the rights of persons with disabilities declaring the right and possibility of the children, youth and adults with disabilities to live and study in the space with minimum limitations aimed at their social integration.

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From the economic and social perspective, it is important to guarantee persons with disabilities the possibility for building professional future, integration in the sphere of manufacture and society. We provide persons with disabilities with full education; we will be able to pass from the distribution concept and social support to rehabilitation concept. The fully educated person with disabilities has more chances to get a qualified job and appropriate position life status.

Scholars give much importance to developing the question of transition from school education to professional activity of the youth with light physical and psychic disorders, those who are potentially capable of active labor activity, career growth, economic self-support and social self-realization. One of the conditions providing for academic, social and personal success of persons with disabilities in institutions of professional education is a complex psychological, pedagogical, medical and social support as an integral part of educational process.

Despite the actual character of researching into this problem, the scholars highlight serious blanks in its scientific background and the absence of adequate theoretical and methodological approaches to the problems of the development of persons with disabilities as subjects of professional and educational activity. Of high importance are various aspects of supporting professional education of persons with disabilities both in the situation of their learning in homogeneous groups and in heterogeneous (mixed) ones. To be studied are the goals, tasks and forms, contents and methods of supporting professional education in various types of institutions. Moreover, the above is to be presented as a system backed up scientifically and methodologically (Mkrttchian, 2015).

Working out issues of complex support of professional education for persons with disabilities is based on the understanding of the term “support” in contrast to the terms “help” and “assistance” as well as with determining its goals, tasks and designing its structural and functional model.

Support requires immediate interaction and contact of the teacher and the student unlike the assistance and help which can be provided from the distance. Support means certain actions by the instructor, while assistance and help can have the form of recommendations for the student to realize the necessary steps. Support is based on the results of diagnostics and requires projecting the undertake actions, whereas assistance and help are of operational character and can be performed according to the instructor’s intuition and experience.

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