

*HYGIENE*

*Zavgorodniy I.V., Lazarenko K.P., Chekhovskaya I.M.*

# DIAGNOSIS OF SCHOOL ADAPTATION IN CHILDREN WITH SPECIAL NEEDS

Kharkiv National Medical University, Ukraine

**Abstract:** The article deals with the problem of school adaptation of elementary school pupils studying in specialized boarding schools for children with special needs and musculoskeletal disorders. The article studies special materials and methods for diagnosis of school desadaptation. The authors presented the findings of the research identifying the peculiarities of school desadaptation diagnosis.

**KeyWords:** children with special needs, school adaptation, specialized boarding school, elementary school children with musculoskeletal disorders.



## INTRODUCTION

School is an important stage in the life of schoolchildren, because this period is characterized by reconstructions in the consciousness of the child and his emotional sphere as well as social and psychological adaptation to school conditions.

Poor health indices in schoolchildren are an urgent problem today. Many researchers regard the steady decline in the number of practically healthy children with an increase in the number of children suffering from chronic diseases and disabled children today as a national tragedy for each country.

Preservation of the health of the growing generation, improvement of physiological systems of the growing organism in the process of training and education, working out ways and means of maintaining high working capacity of pupils are some of the major challenges for modern society.

Humanistic paradigm of modern education and upbringing poses a problem of not only all-round development of the child, but also preserving and strengthening mental health. Recently there has been a tendency to worsening of children and teenagers' mental health. School desadaptation has been shown to have a negative influence on mental health.

Deviations in the training of schoolchildren are connected with the notion of "school desadaptation". According to scientific definition school desadaptation is the formation of inadequate mechanisms of child's adaptation to school, manifested in the form of disorders of educational activity, behavior, as well as conflict relationships with classmates and adults, an increased level of anxiety, disorders of personal development, etc. [1].

According to studies, school desadaptation syndrome occurs in 20-30% of pupils with the tendency to further increase in their number. In the early stages of school life, desadaptation, as scientists note, is observed in 40-50% of pupils. In view of the scale and subsequent negative impacts, which are particularly manifested by resistant forms of social psychological desadaptation, behavioral disorders, reaching the level of clinical and criminal severity, the urgency of psycho-hygienic diagnostics of pupils becomes obvious for detection and prevention of school desadaptation [2, 402- 413].

Researchers often consider entering the school and the first period of adaptation to its requirements as the most

-----  
**Corresponding Author:**

*Karina Lazarenko, Assistant of Professor, Department of Hygiene and ecology 2, Kharkiv National Medical University, Ukraine. E-mail: [karinamed@mail.ru](mailto:karinamed@mail.ru)*

dramatic events in the life of a child. The problem of younger pupil personal development is closely related to the peculiarities of his adaptation to school.

Early school desadaptation is a negative phenomenon, which prevents a complete socialization of the child, the harmonious development of a personality, prevents further progress in training, general social and psychological adaptation. Therefore, finding ways to overcome school desadaptation is an important and urgent problem for both psychologists and doctors of clinical and hygienic specialization [3,26-30,4].

Most researchers distinguish school desadaptation as an "independent phenomenon" that occurs as a result of inappropriate socio-psychological or psycho-physiological status of the child with the requirements of a new social situation; that is, a situation of school education. Erroneous assessment of the nature and causes of the difficulties encountered at the beginning of school education, belated identification of children not ready for training activities, generates more complex problems. Problems remaining in the preschool and early school age become the basis for a variety of abnormalities in the psychosocial development of the next stages of ontogeny, growing especially acute in adolescence when the collective effectiveness of aid is reduced [5].

The nature of school desadaptation can be represented by a variety of factors.

1. Deficiencies in preparing a child for school, social and educational neglect.
2. Somatic weakening of a child.
3. Disorder in formation of separate mental functions and cognitive processes.
4. Movement disorders.
5. Emotional disorders.

All these factors are a direct threat, especially to the intellectual development of children. Dependence of the school success on intelligence needs no evidence [6, 7,283-292].

The assessment of adaptive capabilities of the child's body is one of the most complex and important problems of modern medicine, in particular, pediatric hygiene.

Diagnostics of first-form schoolchildren's adaptation is based on the use of different methods that can reveal the level of the child's adaptation to school and build a strategy for developing and remedial work.

First-form schoolchildren's adaptation is characterized by the following major changes:

- physiological adjustment of the child's body to new loads and new regime;
- formation of the method and receiving educational process;
- change and assessment of the child's emotional sphere.

Assessment of the level of adaptation of first-form schoolchildren to school requires identification of qualitative indices of these changes [8,9].

## 2 PURPOSES, SUBJECTS AND METHODS:

### 2.1 Purpose

The object of the study was to elaborate and implement preventive measures for prophylaxis of adaptation disorders in children with disorders of the musculoskeletal system by results of hygienic diagnostics of conditions of teaching children in a specialized boarding school taking into account current technologies.

### 2.2 Subjects & Methods

The study was performed as part of thesis research for the degree of Candidate of Medical Sciences on the topic: "Psycho-hygienic assessment of adaptation in children with disorders of musculoskeletal system to the conditions of education in a specialized school" and involved studies of adaptation state of primary school pupils of Community Establishment "Kharkiv sanatorium educational complex No. 13" of Kharkiv Regional Council.

To evaluate the success of adaptation of first-form schoolchildren, the study also included parents as respondents to a survey, as well as group examination of the first-form schoolchildren using specially-oriented techniques.

The study of adaptation in first-form schoolchildren implied the following methods:

- Bourdon proof-reading test for measuring the indices of switching and distribution of attention with established time of fulfilment.

- A questionnaire to assess the level of school motivation. The method of assessing the level of school motivation for primary school pupils approved by the technical council of Research Institute of Pediatric Hygiene as an innovation (N.H. Luskanova, innovation No. 138 dated 7.6.1985).

-Technique "Thermometer". The technique has been elaborated by N. Fetiskin and is intended to identify emotional states "here and now". It can be used during lessons and activities. The advantage of the method is fast fixing of conditions over time. It gives a possibility to identify the degree of anxiety in first-form children associated with educational activities in relation to the subjects.

-"Sun, cloud, rain" technique. Diagnostic "Sun, cloud, rain" technique enables to determine how the child feels in different situations. Each pupil receives a sheet of paper with the sun, cloud, rain drawn in three versions. Pupils are proposed to identify their health in the classroom, at home, with friends using weather conditions. Pupils need to answer the questions and underline the condition that suits their mood.

- A questionnaire for the parents of first-form children "Adaptation of the child to school" (Bytyanova M.R.) This questionnaire is aimed at determining the level of formation of preconditions for training and adaptation of first-form children to school.

### Conflict of interests

There is no conflict of interests.

## 3 RESULTS AND DISCUSSION

The research identified the following characteristics:

Adaptation of a child to school. Adaptation to school was found in 41% of pupils; apparent desadaptation in 54.5% of pupils; desadaptation in 5% of pupils.

The level of school motivation. A high level of school motivation, educational activity was identified in 14% of pupils. These children had cognitive motivation, a desire to

carry out all school requirements in high performance.

Good school motivation was found in 23% of pupils. Such level of motivation is considered an average norm.

A positive attitude to school with participation in extra-curricular activities was found in 41% of pupils. Educational reasons of these children were formed to a lesser extent, and the learning process was less attractive for them.

Low school motivation was diagnosed in 18% of pupils. These children were reluctant to go to school, preferred to miss classes, experienced serious difficulties in learning activities. They were in a state of unstable adaptation to school.

A negative attitude to school was identified in 4% of pupils. Such children experienced serious learning difficulties: they could not cope with the training activities, experienced problems in communicating with classmates and mutual relations with the teacher. These pupils were often found to have neuro-psychiatric disorders.

Bourdon proofreading test showed that the rate of switching and distribution of attention was very low in 100% of children under investigation. Concentration of attention was very high in 91% of pupils, high in 9% of pupils.

Attitude to subjects.

The following subjects caused lack of interest: physical education - in 41% of pupils; English - in 32% of pupils; music - 23% of pupils, and Russian -18% of pupils.

Anxiety was caused by the following subjects: natural science and manual labor - in 14% of pupils, mathematics, music, health foundations, drawing - in 10% of pupils.

However, most pupils (73%-85.5%) considered all subjects to be interesting.

## 4 CONCLUSIONS

Thus, the research showed a possibility of elaboration of hygienic recommendations aimed at improving adaptation and strengthening of general and mental health of first-form pupils of specialized boarding school for children with disorders of the musculoskeletal system.

## REFERENCES

1. Milovanova N. G. (2001). Shkolnaya dezadaptatsiya. [School disadaptation]. Textbook. Tyumen : Vektor Buk, 99.]
2. Mattison R.E.(2000). School consultation: a review of research on issues unique to the school environment. J. Am. Acad. Child j& Adolesc. Psychiatry, 39, №4,pp.402-413.
3. Vachkov I.V.(2000). Dinamika motivatsii uchenika i adaptatsii k shkole v mladshem shkolnom vozraste. [The dynamics of learning motivation and adaptation to school in the early school years]. Psihologicheskaya nauka i obrazovanie, no 3, pp. 26-30.]
4. Kaufman A.S., Kaufman N.L.(2001). Specific learning disabilities and difficulties in children and adolescents: psychological assessment and evaluation. Cambridge University Press, 484.
5. Larson J., Lochman J.E.(2002). Helping schoolchildren cope with anger. The Guilford Press, New York, ,190.
6. Vilchinskaya T.P. (2000). Psihologicheskie problemy dezadaptatsii detey mladshego shkolnogo vozrasta.[Psychological problems of disadaptation of children of primary school age]. M.: MOSU, 27.]
7. Janice D. K., Ronald T. B., Linda D. M., Eve G. S., Julie C. R.(2001). Depressive Symptoms in Adolescents With a Chronic Illness. Children's. Health Care, 30, Issue 4, 283-292.
8. Anastazi A., Urbina S. (2007).Psihologicheskoe testirovanie.[Psychological testing]. 7-e izd. – SPb.: Piter,ISBN 5-272-00106-0, 0-02-303085-2, 688]
9. Ryichkova N.A.(2001). Dezadaptivnoe povedenie detey: Diagnostika, korektsiya, psihoprofilaktika. [Disadaptive behavior of children: Diagnostics, correction, psychoprophylaxis]. M.: «Gnom i D», 96.]

Received: 22-Aug. - 2016

Accepted: 12-Sep. - 2016