

Assessment of the efficiency of correctional and developmental programs

Elena Ekzhanova^{1*}, *Irina Solovyeva*¹, and *Sviatlana Haidukevich*²

¹Moscow City University, Department of Speech Therapy, Institute of Special Education and Psychology, Moscow, Russia

²Belarusian State Pedagogical University named after Maxim Tank, Institute of Inclusive Education, Department of Correction and Development Technologies, Minsk, Belarus

Abstract. The study is devoted to the problem of developing criteria for the effectiveness of education, teaching, and support programs for children with disabilities from the perspective of their socialization. The study discusses specific features of individual educational routes, possibilities of effective technologies, and methods of their use in working with children belonging to different nosological groups. The authors discuss to what extent terms and concepts from related fields of knowledge can be applied in the psychological and pedagogical paradigm and to what extent terms and concepts used in business, finance, and various spheres of the economy can be applied in the psychological and pedagogical paradigm. How the application areas affect analysis results and what they bring to the assessment of the quality of correctional and developmental programs is considered. The study discusses specific features of individual educational routes, possibilities of effective technologies, and prospects for their use in working with children belonging to different nosological groups. The results and novelty are described through the substantiation of the conditions and methods for improving subject and metasubject competencies in children with disabilities, disclosing their potential and opportunities for their career growth, development of interpersonal relationships in adolescents and adults, and other aspects of implementation in society.

Keywords: efficiency, effectiveness, technologies for supporting children with disabilities, quantitative and qualitative indicators.

1 Introduction

First, evaluation of effectiveness is associated with an assessment of the quality of activities of certain institutions. For example, on the Internet, one can see the performance indicators of universities, local authorities, and certain treatment methods. As a rule, the highlighted quality assessment criteria are related to performance. A logical question arises: are productivity and efficiency the same or different paradigms of social knowledge? Effectiveness is a measure of achieving a result. Efficiency is the potential ability to achieve a certain result. Productivity is the ability to get small intermediate results. Thus,

* Corresponding author: info@mgpu.ru

performance is a focus, targeting, when productivity and efficiency are just skills [1]. However, if we look at efficiency from the standpoint of the business community, we will see that it is the ratio between the results achieved and the resources expended, a company's ability to implement its goals and plans with a given quality level, expressed in a certain way. If the result of economic efficiency should be an economic effect, reflected in the growth of profits, cost reduction, and quality improvement, then the result of social efficiency is a social effect. At the same time, economists name such criteria as *level of goal achievement* – the ratio of the final result to the planned indicators; *degree of satisfaction of need* – the ratio of the final result to the value of the existing need; *amount of potential need*, predicted by the marketing department and including an unmet or newly emerged need; *determining the share of products in the market* in which the company specializes; *sustainability of competitive advantages and potential opportunities for further development* [2]. From our point of view, these criteria can be perfectly extrapolated to the area of social life, since they are inextricably linked with the personal growth of all subjects of the educational process. At the forefront is a clear awareness of the main goal of teaching, upbringing, or supporting a child with specific individual, age, and nosological characteristics that are recognized by adults. If a parent does not always immediately penetrate the essential parameters of the goal of support, then defectologists, psychologists, and other specialists in helping professions are trained to professionally form the result image [3], which correlates with the main target of correction and should be discussed with the parents of a child with disabilities and adopted to work together to support the child. Ideally, the result of all correctional and developmental work with a child is the maximum degree of their autonomy and independence in adult life. All adults in contact with a child strive for this. However, on the way to this macrogoal, correctional and developmental programs solve many intermediate goals, which are assessed from the position of meeting current needs, the sustainability of the results achieved, and opportunities for further development. It is easy to estimate the resources expended. They are defined in the Federal State Educational Standards from the standpoint of requirements for the educational environment, personnel, material and technical support, conditions, and methods for using certain technologies. Let us consider specific examples that will allow us to determine groups of applied criteria and possibilities of their use. For example, in the adapted basic educational program for preschool children with intellectual disabilities, E.A. Ekzhanova and E.A. Strebeleva describe the criteria for the effectiveness of using this program in educational institutions [4]. Along with statistical indicators related to the number of days missed due to illness (and a motivated child is less likely to get sick), the number of students per teacher, sufficiency, diversity, and flexibility in the use of the material base, etc., there are qualitative indicators associated with the development of educational content and parental satisfaction with the results of educational activities. It is the qualitative approach that makes it possible to assess the individual level of development of children's skills in all areas and types of children's activities. The main goal is to assess the dynamics on the path of the child's progress from the zone of actual development to the zone of proximal development and the child's readiness to move to the next age stage. The parameter "effectiveness of pedagogical influence for further planning of correctional and pedagogical assistance" [4] is also included in the number of qualitative indicators that can be assessed using the method of expert assessment.

2 Methods

The increasing complexity and weight of the contingent of special (correctional) schools, as our research has shown, is expressed in an increase in the number of children with a complex structure of the defect (CSD). These children are characterized by sensorimotor

disturbances against the background of intellectual disability. Statistics show that the share of such children in preschool departments is 35% of the total contingent of children; in special schools, the number of children with CSD is expressed as 46% of the total contingent of students [5]. Besides, these children have persistent somatic diseases. A significant number of children miss school due to illness and an insufficiently balanced system of health-improving measures, namely: lack of such means of maintaining health as physiotherapy, seasonal treatment, periodic vitaminization, and regular exercise therapy. We described the need for supported year-round health improvement based on a regional resource center, assessment of the quality of these services, and effectiveness for the subsequent socialization of children with disabilities in a monograph on the continuous support of children with hearing, speech, and complex developmental disorders [6].

3 Results

Indicators of mastering the Adapted Basic General Education Program of Primary General Education for Students with Disabilities (ABGEP PGE SD) are assessed as final at the time of completion of general education. It contributes to:

- comprehensive development of students,
- formation of their life competencies, ensuring mastery of the system of social relations and social development,
- integration into the social environment,
- familiarization with general cultural, national, and ethnocultural values and formation of a healthy lifestyle, as well as elementary rules of behavior in extreme situations.

These children need a special organization of preprofile education and feasible vocational teaching. The effective organization of work brings children to preprofile education and ensures further successful socialization and personal development.

All this allows to identify, consolidate, and develop the main directions and goals of assessment activities, describe the object and content of the assessment, criteria, procedures, and composition of the assessment toolkit, develop forms for presenting the results, as well as describe conditions and boundaries of application of the system of assessment criteria used.

4 Discussion

The system of qualitative assessment of achievement of planned development results ABGEP PGE SD should solve the following tasks:

- provide an integrated approach to assessing the results of mastering the basic educational program of primary general education, which makes it possible to assess the subject and personal results of primary general education;
- provide for an assessment of the achievements of students (final assessment of students who mastered the adapted basic educational program of primary general education) and an assessment of the effectiveness of an educational organization;
- allow an assessment of the dynamics of the educational achievements of students and the development of their life competencies.

In the course of mastering correctional and developmental programs, teacher-defectologist organizes mutual assistance and achieves actualization of the cognitive activity of each student and their feasible initiative speech, forming the skills of verbal behavior. At the same time, at the level of each class, a socializing interaction is planned, which differs in ways, complexity, technology, content, volume, methods, and techniques,

both frontal work with the class and options for individual educational routes that personify educational impact. The leading criterion for the effectiveness of our approach is the rate of advancement of each student in mastering life (social) and academic competencies [7].

Expected results of correctional and pedagogical influence:

- expressing an attitude to the answer of a friend and, if agreed, repeating the answers of well-performing students,
- answers based on a drawn-up plan,
- use of schemes and signal (teaching cards), including visual instructional, subject, and other visual sign means,
- using samples of models of speech statements of varying degrees of complexity.

Levels of social and domestic readiness are also a kind of control and measuring tools. From the point of view of socialization, we can assess how much a child is: independent within the apartment and needs constant help outside; is independent in solving simplest social and domestic problems and needs help from outside in more complex cases; is independent in solving basic social and domestic problems and needs outside help in especially difficult critical circumstances.

Education in the special education system is always based on the personal experience, knowledge, and perceptions of students.

Metasubject results are assessed through such indicators as:

- level of formation of thinking and speech, which is based on specific ideas about objects during excursions and observations of the world around them, followed by modeling the corresponding situations in the classroom,
- improving the base for the formation of everyday concepts in propaedeutic lessons,
- formation of skills in educational activities and elementary scientific concepts in the classroom,
- formation of an active civic position, understanding of their place in the life of a district, city, and country.

As for the quantitative assessment of the effectiveness of correctional and developmental programs, indicators described in the business literature, such as the level of goal achievement and degree of satisfaction of a need, apply to the educational paradigm and require further comprehension. They can also be correlated with the amount of potential need, which in pedagogical practice can include not only a quantitative but also a qualitative component. The parameter potential opportunities for further development is extremely relevant for all areas of special education and also has quantitative and qualitative characteristics.

5 Conclusion

The approaches to assessing the quality and effectiveness of correctional and pedagogical technologies in working with children described in the study apply to different age groups; the criteria will be relevant for various nosologies and should be retained not only at the level of primary general education, but also for the entire period of supportive school education.

References

1. A.A. Kostin, E.A. Posmetukhina, *Rossiyskoe predprinimatelstvo*, **3(249)**, 75–88 (2014)
2. A.I. Orlov, *Menedzhment [Management]* (Izdatelstvo Izumrud, Moscow, 2003)

3. E.A. Ekzhanova, I.L. Solovyeva, *Spetsialnoe obrazovanie*, **1(57)**, 40–52 (2020)
4. E.A. Ekzhanova, E.A. Strebeleva, *Adaptirovannaia osnovnaia obrazovatelnaia programma doskolnogo obrazovaniia detei s umstvennoi otstalosti (intellektualnymi narusheniami) s metodicheskimi rekomendatsiami [Adapted Basic Educational Program of Preschool Education for Children with Mental Retardation (Intellectual Disabilities) with Methodological Recommendations]* (Prosveshchenie, Moscow, 2019)
5. E.A. Ekzhanova, V.V. Dubinina, *Vospitanie i obuchenie detei s narusheniami razvitiia*, **2**, 26–33 (2020)
6. E.A. Ekzhanova, *Reabilitatsiia v kontekste psikhologo-pedagogicheskikh tekhnologii [Rehabilitation in the Context of Psychological and Pedagogical Technologies]*, in *Collection of Scientific and Methodological Materials Dedicated to the 10th Anniversary of the Center for Psychological and Pedagogical Rehabilitation and Correction “Yasenevo”* (Center for Pedagogical Rehabilitation and Correction “Yasenevo”, Moscow, 2011)
7. E.A. Zherebyateva, *Vospitanie i obuchenie detei s narusheniami razvitiia*, **8**, 40–45 (2018)
8. L.A. Golovchits, I.L. Solovyeva, *Vospitanie i obuchenie detei s narusheniami razvitiia*, **8**, 33–39 (2018)
9. E.A. Ekzhanova, *Vospitanie i obuchenie detei s narusheniami razvitiia*, **7**, 13–20 (2018)
10. E.A. Ekzhanova, E.V. Reznikova, *European Social Science Journal*, **10**, 172–176 (2016)
11. I.V. Bariakina, E.S. Budnikova, N.D. Kopylova, L.M. Lapshina, E.V. Reznikova et al., *Kontrolno-dagnosticheskie materialy k programmam dlia detei s vyrazhennym narusheniem intellekta [Control and Diagnostic Materials for Programs for Children with Severe Intellectual Disabilities]* (KARO, Saint-Petersburg, 2015)
12. N.V. Novotortseva, I.A. Smirnova, *Yaroslavskii Pedagogicheskii Vestnik*, **1**, 73–79 (2018)
13. I.V. Dubrovina, *Prakticheskaiia psikhologiia obrazovaniia [Practical Psychology of Education]* (Publishing house Piter, Saint-Petersburg, 2004)
14. I.L. Solovyeva, *Sotsializatsiia obuchaiushchikhsia s narusheniami slukha sredstvami vneurochnoi deiatelnosti v sisteme nepreryvnogo obrazovaniia [Socialization of Students with Hearing Impairments by Means of Extracurricular Activities in the System of Continuing Education]* (Svoje izdatelstvo, Saint-Petersburg, 2017)
15. E.A. Shilova, A.V. Zakrepina, E.A. Strebeleva, *Integration of Education*, **23(3(96))**, 458–474 (2019)