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Nota di contenuto	PART I: EARLY CHILDHOOD EDUCATION AND DEVELOPMENT FOR YOUNG CHILDREN WITH SPECIAL EDUCATIONAL NEEDS -- Chapter 1. Types of Cognitive Development of Preschool Children with Brain Lesions -- Chapter 2. Precursors of Behavioral Disorders in a Young Child with Down Syndrome -- Chapter 3. The Development of Reaching in Blind Children: Continuation of the Discussion -- Chapter 4. Cognitive Development of Preschool Children with Hearing Impairments: Results of an Experimental Study -- Chapter 5. Possibilities of Studying the "Revival Complex" in the Early Diagnosis of Autism Spectrum Disorders and the Identification of the Risk of their Formation -- PART II. SUPPORT FOR SCHOOL-AGE CHILDREN WITH DISABILITIES ("STUDENT PORTRAIT") -- Chapter 6. Dynamics of Educational Achievements of Second-grade Students with Intellectual Disabilities: Experimental Study -- Chapter 7. Personal Educational Achievements of 7–8 Year Olds with Sensory Impairments -- PART III. MODIFICATION OF THE METHODOLOGY FOR STUDYING THE SPECIAL

EDUCATIONAL NEEDS OF CHILDREN -- Chapter 8. Collection and Analysis of the Practice of Identifying Gifted Children with Disabilities and Special Educational Needs -- Chapter 9. Contemporary Scientific Image of Children with Motor Disabilities: Clinical, Psychological, and Pedagogical Peculiarities and Special Educational Needs -- Chapter 10. Implementation of an Integrated Approach in Speech Therapy Examination -- Chapter 11. Unified System for Assessing the Quality of Speech Therapy Care at Different Stages of Comprehensive Support of Education, Development, and Rehabilitation of Children with the Consequences of Local Brain Lesions -- Chapter 12. Typology of Autistic Disorders in Childhood -- PART IV: EDUCATION MANAGEMENT: CHILDREN WITH SEN AND RETROSPECTIVE DEVELOPMENT OF THE EDUCATION SYSTEM -- Chapter 13. Formation of the System of Education, Study, and Support of Children with Disabilities in Soviet Russia (to the 100th Anniversary of the Establishment of the Experimental Medical and Pedagogical Station) -- Chapter 14. Organization of a System of Special Conditions ("Differentiated") Education for Children with Special Educational Needs in Ungraded Schools of Russia -- Chapter 15. Results of Monitoring the Quality of Education in Ungraded Educational Institutions: Special Educational Needs of Children.

Sommario/riassunto

This book systematizes the latest findings on the clinical, psychological, and pedagogical features of today's children with special educational needs (SEN) and expands the scientific understanding that characterizes such children. The book develops a system of education and assistance for children with SEN, including children with locomotor disabilities, intellectual disabilities, autism spectrum disorders, and hearing and visual impairments. The book is intended for heads of educational authorities, parents, specialists working with children with special educational needs, psychologists, teachers, methodologists, specialists in the field of inclusive education, and students and teachers in special education of pedagogical and psychological departments of higher education institutions.
