

## Chapter 32

# Research Competence for Teaching Students With Disabilities Act (IDEA) in Russian General Education

**Ekaterina Yuryevna Aleshina**

*Penza State University, Russia*

**Belyanina Lubov**

*Astrakhan State University, Russia*

**Nikolai Tankov**

*Penza State University, Russia*

**Olga Simakova**

*Penza State University, Russia*

**Sedrak Sedrakyan**

*Urartu University, Armenia*

**Anna Ahtyan**

*Russian State Social University, Russia*

**Ema Akhtian**

*Georgian State University, Georgia*

### ABSTRACT

*Research Competence for Teaching Students with Disabilities Act (IDEA) in Russian General Education needs of students with disabilities are caused by patterns of impaired development: difficulties of interaction with environment (first of all, with surrounding people), problems of individual development; the smaller speed of reception and processing of sensory information; the smaller volume of the information remaining in memory; problems of verbal expression (for example, difficulties in development of verbal generalizations and in nomination of objects); problems of development of any movements (slowness, difficulties of coordination); the slow rate of mental development as a whole; increased fatigability. Taking into account special educational requirements, special educational conditions are created for children with disabilities. Difficulties in interactions with social environment are also caused by special features of development of students with disabilities.*

DOI: 10.4018/978-1-6684-3542-7.ch032

## **INTRODUCTION**

Special educational needs of students with disabilities are caused by patterns of impaired development: difficulties of interaction with environment (first of all, with surrounding people), problems of individual development; the low speed of reception and processing of sensory information; the smaller volume of information remaining in memory; problems of verbal expression (for example, difficulties in developing verbal generalizations and in naming objects); problems related to the development of voluntary movements (slowness, difficulties of coordination); the slow rate of mental development as a whole; increased fatigability (Afanasyeva, et. al. 2008), (Vygotsky, 1983), (Shif, 1965). Given their specific educational requirements, special educational environment is created for students with disabilities.

Difficulties during interaction with social environment are also caused by special features related to the development of students with disabilities (Afanasyeva, et. al. 2008), (Shif, 1965), (Rozanova, 1978), (Lubovsky, et al. (2005). They demonstrate inadequate self-assessment, overestimation or underestimation of their own possibilities, abilities, and achievements. This is caused by the slow development of consciousness, emotional and volitional spheres, motivation, level of aspiration; it is also associated with rare contacts with people, with the ways students react to the psychological traumatic experience caused by the gradual realization of incapacity.

The range of distinctions related to how students with disabilities develop is extremely big. They range from almost normally developing students, experiencing temporary and easily removable difficulties, to students with an irreversible dramatic central nervous system damage; from students capable of learning together with normally developing peers if provided with special support, to students needing an individual education program adapted for their capabilities. At the same time, the marked range of distinctions is observed not only in the group with disabilities as a whole, but also in each category of students with various developmental impairments.

The group of students with disabilities is extremely heterogeneous. This is caused by the fact that it is made up of students with different developmental impairments: hearing / sight / speech / orthopedic / intelligence disorders, with marked disorders of emotional and volitional spheres, with development delay, and complex developmental impairments. Thus, the most important focus in working with such students is the individual approach with regard to the specific mentality and health of each student.

As a rule, students with disabilities are in classrooms that work under traditional mass programs. The number of students integrated into a general education classroom can range from one child to five, whereas the total number of students is 25. It is necessary to ensure that children belonging to the same nosological group get to the same classroom (for example, only normally developing individuals with deaf ones, or normal children with intellectually challenged children).

## **BACKGROUND**

It is essential to focus on how to work out teaching technologies meant for individuals with disabilities, for instance students with visual impairments and intellectual disabilities.

To begin with, teaching individuals with visual impairments has some important features. Individuals with visual impairments include (Avetisov et al., 1987), (Plaksina, 1998):

19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/research-competence-for-teaching-students-with-disabilities-act-idea-in-russian-general-education/289081](http://www.igi-global.com/chapter/research-competence-for-teaching-students-with-disabilities-act-idea-in-russian-general-education/289081)

## Related Content

---

### Strategic Split-Ticket Voting in Mixed Electoral Systems: The Cases of Germany, Hungary, and Lithuania

Peter Bence Stumpf (2020). *International Journal of Political Activism and Engagement* (pp. 47-67).

[www.irma-international.org/article/strategic-split-ticket-voting-in-mixed-electoral-systems/253125](http://www.irma-international.org/article/strategic-split-ticket-voting-in-mixed-electoral-systems/253125)

### Election Observation in Zimbabwe: Opportunities, Challenges, and Constraints

Sylvester Marumahoko (2020). *International Journal of Political Activism and Engagement* (pp. 26-37).

[www.irma-international.org/article/election-observation-in-zimbabwe/264249](http://www.irma-international.org/article/election-observation-in-zimbabwe/264249)

### Organisation Culture From Systems Theory of Organisation Perspective

Anna Piekarczyk (2017). *Exploring the Influence of Personal Values and Cultures in the Workplace* (pp. 39-52).

[www.irma-international.org/chapter/organisation-culture-from-systems-theory-of-organisation-perspective/178863](http://www.irma-international.org/chapter/organisation-culture-from-systems-theory-of-organisation-perspective/178863)

### Higher Education Quality and BRICS Network University Pact: Academic Leadership as a Booster

Neeta Baporikarand Shalaka Parker (2019). *International Journal of Political Activism and Engagement* (pp. 29-41).

[www.irma-international.org/article/higher-education-quality-and-brics-network-university-pact/241858](http://www.irma-international.org/article/higher-education-quality-and-brics-network-university-pact/241858)

### Auteurs and Transitions in Cinema: Discussing New Age Tamil Film Directors

Amutha Manavalan (2020). *Handbook of Research on Social and Cultural Dynamics in Indian Cinema* (pp. 274-291).

[www.irma-international.org/chapter/auteurs-and-transitions-in-cinema/257412](http://www.irma-international.org/chapter/auteurs-and-transitions-in-cinema/257412)