

Adolescents with intellectual disabilities: Personal aspects of their developmental disability

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Abstract

© 2016 Matantseva. The article deals with the development of inclusive, special and integrated education in regions of the Russian Federation which is connected with socio-cultural changes in modern education. The author underlines the need for continuous improvement of education system and education of children with different development level. The expansion of educational opportunities for children with disabilities and the opportunity to choose the educational path determine the need for an experimental study of factors affecting the success of learning in different educational models. Therefore the article aims to explore self-regulation development of students with intellectual disabilities throughout adolescence ontogeny. The leading methods in the study of this problem are the experimental method, the age method, the comparative analysis method. They allow investigating the following features of the self-regulation structural components: reflection, values, and self-attitude. Also they provide a dynamic system of personal control of teenagers with intellectual disabilities. The author proves that individual self-regulation is in a sensitive period of development throughout adolescence ontogeny. Developmental disability influences its formation, leads to the regulatory system collapse and severe difficulties while teaching young people with intellectual disabilities in an inclusive model. The article may be useful for bachelors and masters of major "Education and pedagogical sciences", for researchers dealing with inclusion issues, and for the teachers while organizing the learning process of adolescents with intellectual disabilities.

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Keywords

Adolescence, Developmental disability, Inclusive education, Lontogeny, Regulatory system, Replacing ontogeny, Self-regulation, Sensitive period