

ULOGATA NA DEFEKTOLOGOT VO DEFEKTOLO [KATA DIJAGNOSTIKA

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Sojuz na defektolozi na
Republika Makedonija

Rezime

Vo ova izlagawe e istaknata ulogata na defektologot vo defektolo{kata dijagnostika, kako bitna komponenta od celokupnata rehabilitacija na licata so pre~ki vo razvojt. Ulogata na defektologot vo defektolo{kata dijagnostika e mo{ne kompleksna i zna~ajna za ponatamo{nata rehabilitacija. Poletozarabotana defektologot vo defektolo{kata dijagnostika navistina e golemo, a so toa e golem i negoviot pridones vo spre~uvawe ili namaluvawe na brojot na licata so pre~ki vo psihofizi~kiot razvoj. Defektologot go zabele`uva odnesuvaweto i mo`nostite na licata vo socijalnoto pole.

Voved

^ovekot kako biopsihosocijalna celina na somatski, mentalni i op{testveni komponenti, koi se me|usebno zavisni i obusloveni od ra|aweto i niz celiot `ivot e izlo`en na razni vlijanija. Seto toa se odrazuva najrazli~no vrz negovata celokupna li~nost. Naru{uvaweto na integritetot na li~nosta doveduva do naru{uvawe na biopsihosocijalniot entitet, koe bara timska rabota od stru~waci od razni profili: lekari, psiholozi, defektolozi, socijalni rabotnici, rabotni instruktori.

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THE ROLE OF SPECIAL TEACHER IN SPECIAL EDUCATION AND REHABILITATION DIAGNOSIS

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Abstract

This presentation indicates the role of special teacher in Special Education and Rehabilitation diagnosis, as an important component of the complete rehabilitation of people with disabilities. The role of special teacher in Special Education and Rehabilitation diagnosis is very complex and important for further research. The special teachers' activities in Special Education and Rehabilitation diagnosis cover large area, so their contribution towards preventing of decreasing the number of people with disabilities is great. The special teachers note people's behavior and possibilities in the social field.

Introduction

Human beings, as a bio-psycho-social unity of somatic, mental and social components, mutually dependant and conditioned, since birth and throughout the entire life have been under different kinds of influences which are reflected on their personalities. The impaired integrity of the personality brings impairments to bio-psycho-social entity that requires team and professional work of different profiles: doctors, psychologists, special teachers, social workers and instructors.

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Rehabilitacija kako predmet na defektologijata ima karakter na integralen pristap. Integralnata rehabilitacija ja sovinuwaat klinikiot, edukativniot i socijalno-ekonomski del.

Klinikiot del na rehabilitacijata vidno zaostanuva vo sporedba so edukativniot del. Nedostigot na organizirana i so zakon sankcionirana celosna praktika-koja vo sebe bi sodr`ela preventiva, detekcija, dijagnostika i tretman-go onevozmo`uvaat razvitokot i izgradbata na nau`no zasnovaniot i op{testveno opravdaniot sistem za rehabilitacija na hendikepiranite.

Defektolo{kata rabota vo odnos na medicinskata, kako specifi`nost, vo sebe sodr`i i preventivna aktivnost. Spored toa, klinikiot del sodr`i: preventiva, detekcija, prijavuvawe i evidencija, dijagnostika, prognoza i tretman. Defektologot, kako `len na eden polivalenten tim, so dijagnostiki postapki i stru`na osposobenost vo edukativniot i rehabilitacioniot proces, dava ogromen pridones vo otkrivawe golem broj hereditarni (nasledni), kongenitalni (vrodeni) ili rano steknati pri`ini kako i vo spre`uvawe na ostavaweto posledici vrz razvojot na li`nosta. Vo ova moe izlagawe sakam da go potenciram zna`eweto i ulogata na defektologot vo procesot na defektolo{kata dijagnostika kako komponenta na klini{kata defektologija, koja ima neprocenljivo zna`ewe za uspehot na celokupnata rehabilitacija. Navremenata detekcija i pravilnata dijagnostika ovozmo`uvaat da se odstranat ili da se ubla`at i da se dovedat vo tolerantno nivo site pre`ki vo razvitokot, za da mo`e da se postigne maksimalnoto mo`no nivo na razvoj na sposobnostite kaj li`nosta. Ottuka bi proizleglo deka klinikiot del na rehabilitacijata vidno zaostanuva vo sporedba so edukativniot del. Nedostigot od organizirana i so zakon sankcionirana celosna praktika-koja vo sebe bi sodr`ela preventiva, detekcija, dijagnostika i tretman - go onevozmo`uvaat razvitokot i izgradbata na nau`no zasnovaniot i op{testveno opravdaniot sistem za rehabilitacija na hendikepiranite. (2, 3)

Rehabilitation as a subject of Special Education has a character of integral approach. Integral rehabilitation is consisted of clinical, educational and socio-economic part.

The clinical part of rehabilitation remarkably lags behind the educational part. The lack of organized, as well as sanctioned by law practice – which would implement prevention, detection, diagnosis and treatment – disables the development of scientifically based and socially justified system of rehabilitation of people with disabilities.

Special Education and Rehabilitation work compared with medical one as a specific, consists in itself preventive activities. According to that, the clinical part consists of prevention, detection, report and evidence, diagnosis, prognosis and treatment. The special teacher, as a member of one polyvalent team, with diagnostic procedures and professional training in the education and rehabilitation process, gives enormous contribution to discovering a great number of hereditary, congenital or early gained reasons, as well as prevention of consequences on the personality's development. I would like to emphasize the role of the special teacher in the process of Special Education and Rehabilitation diagnosis as a component of clinical Special Education and Rehabilitation that has priceless importance for the whole rehabilitation success. The prompt detection and right diagnosis enable to remove and moderate or to bring to level of tolerance all developmental disabilities in order to achieve maximum developmental level of the personality's abilities. This shows that the clinical part of rehabilitation lags behind the educational part.

The lack of organized, as well as sanctioned by law practice – which would implement prevention, detection, diagnosis and treatment – disables the development of scientifically based and socially justified system of rehabilitation of people with disabilities. (2, 3)

Metodologija za rabota

PREDMET NA ISTRA@UVAWETO

Ulogata na defektologot vo defektolo{kata dijagnostika.

CELINA ISTRA@UVAWETO

Da se vidi ulogata na defektologot vo primenata na op{tata defektolo{ka dijagnostika kaj decata so pre~ki vo razvojt.

Da se vidi uspe{nosta na navremenata i pravilna defektolo{ka dijagnoza.

HIPOTEZI

Hipoteza 1-Se pretpostavuva deka op{tata defektolo{ka dijagnostika treba da bide instrument za rabota na defektologot vo procesot na edukacijata i rehabilitacijata na licata so pre~ki vo razvojt.

Hipoteza 2-Se pretpostavuva deka so primenata na dijagnosti~kite testovi defektologot treba da ja procenuva: dominantnata lateraliziranost, organiziranosta na psihomotorikata, praksi~kata, gnosti~kata i praktognosti~kata organiziranost, govorot i komunikacijata, soznajnite funkcii i povedenieto na deteto vo odnos na kalendarskata i mentalnata vozrast, so cel prezemawe reedukacija na psihomotorikata, za uspe{na socijalizacija i integracija vo sredinata.

Hipoteza 3-Se pretpostavuva deka defektologot e va`en ~len vo multidisciplinarnite timovi, vo zdravstvenite slu`bi i vo masovnite vospitno-obrazovni ustanovi.

Ulogata na defektologot vo dijagnosti~kata postapka

Defektologot so primena na op{tata defektolo{ka dijagnostika e vo mo`nost da izvr{i dopolnuvawe na opisot na li~nosta na deteto od aspekt od koj ne se vo mo`nost toa da go storat ni medicinskata ni psiholo{kata dijagnostika.

Methodology of work

RESEARCH OBJECTIVE

The role of the special teacher in Special Education and Rehabilitation diagnosis

RESEARCH GOALS

The research goals are to investigate the role of the special teacher in implementation of general Special Education and Rehabilitation diagnosis of children with developmental disabilities.

Furthermore, its goal is to investigate the prompt and right Special Education and Rehabilitation diagnosis.

HYPOTHESES

Hypothesis 1 – It is assumed that general Special Education and Rehabilitation diagnosis has to be a working tool for the special teacher in the process of education and rehabilitation of people with developmental disabilities.

Hypothesis 2 – It is assumed that with implementation of diagnostic tests, the special teacher has to estimate: dominant lateralization, organization of psycho-motor, practical, Gnostic and practical-Gnostic organization, speech and communication, knowledge functions and children behavior according to calendar and mental age, with aim to take the reeducation of psycho-motor for successful environmental socialization and integration.

Hypothesis 3 – It is assumed that the special teacher is an important member of multi disciplinary team in health services and mass institutions for education.

The role of special teacher in diagnostic procedure

The special teacher, with the change of general Special Education and Rehabilitation diagnosis, is able to supplement the description of child's personality from the aspect that is not possible to be described by medical and psychological diagnosis.

Defektologot, koj se zanimava so defektološka dijagnostika, stoji pred edno golemo področje na aktivnosti. Kako dijagnostička metoda koristi anamneza, opazovanja in procena.

Naodite na defektologot se sporeduvajo na odnose na lekarot in psihologot. In tako, preko eden multidisciplinaren pristop, ovi naodi dobivajo polno vrednost. Defektologot v dijagnostiki se zanimava so funkcije na linost v odnos na postopet na linost v socialno pole v prostor in vmeto.

Dijagnostički pristop v defektologiji ta vop to mo`e da go podelimo na op{t{to go primenuje sekoj defektolog, brez razlika na potesno struno souvawe i specifi`en{to se upotrebuje specifi`no v odnos na prirodata na hendikepot, so koj se zanimava defektolog-specijalist.

Od linost na ispituvanje defektologot, in od negovata organiziranost v rabotata zavisi kako je se izvede celata dijagnostička postopka.

Dijagnostička postopka, vsu`nost ponu`va so zemawe anamnestički podatoci. Pri zemaweto anamnestički podatoci se trgnuje od pretpostavki koi subjektot gi objasnuje na na`in na koj toj znae, a ne od teoriskih pretpostavki. Anamnestički podatoci se zabele`vajo na na`in{to e avtenti`en na na`inot na nivnoto opi`uvawe od sogovornikot. Dokolku toj e preop{iren, defektologot mo`e da go rezimira negovoto izlagawe, no pritoa dobro e sekoga{da se navede ponekoja re`enica{to go karakterizira na`inot na izlagawe ili koja plasti`no go prika`uje opi`uvaweto na pojavata od sogovornikot.

Celot tekst na anamnezata mora da bide napi`an tako da mu ovozmo`i na sekoj sleden ispituvanje sami to da si donese zaklu`ok vrz osnova na surovot materijal, iznesen v anamnezata. Seto toa treba da se opi`e onaka kako{to go opi`uje ispitani kot. Duri na kraj defektologot dava svoj sud, t.e. defektološki zaklu`ok. Anamnestička postopka pretpostavuje zemawe podatoci za problemite koi deteto, ili vozas-

The special teacher, who is not involved in Special Education and Rehabilitation diagnosis, is faced with a huge area of activities. The special teacher uses anamnesis, observation and estimation as a diagnostic method.

The special teacher's findings are compared with those of doctors and psychologists. Thus, through a multi disciplinary approach these findings gain their value. The special teacher in the diagnosis deals with the functions of personality in relation to the personality's existence in the social field in space and time.

The diagnostic approach in Special Education and Rehabilitation is usually divided in general – applied by each special teacher regardless their professional specialization – and specific – used specifically in relation to the nature of disabilities, matter of work of specialists.

The entire diagnostic procedure depends on the examiners – the special teachers and their work organization.

The diagnostic procedure starts with anamnesis data. While taking the anamnesis data, the special teachers start from assumptions explained by subjects in the way they know and not from theoretical assumptions. The anamnesis data are noted in authentic way they are received by the one who gives them. If the diagnostic data are too extensive, the special teacher can summarize it, quoting from time to time sentences that can characterize the way of expressing and truly presenting the appearance by the one who gives them.

The entire text of the anamnesis has to be written in the way which will enable every other examiner to bring own conclusion from the raw material, presented in the anamnesis. The whole anamnesis has to be presented truly. At the very end, the special teacher gives the Special Education and Rehabilitation conclusion. The anamnesis procedure is recording the problems the child or the adult mani-

nata li~nost, gi manifestira i poradi { to doa|a da bara pomo{ od defktologot. Podatocite mo`e da se zemaat od subjektot poedine~no-od negovite roditeli ili od ~lenovite na potesnoto semejstvo, kako i od drugi li~nosti { to se vo kontakt so ispitanikot. Anamnesti~kite podatoci mo`e da se nadopolnat so socialna anketa, koja se pravi vo semejstvoto, u~ili { teto, rabotnoto mesto ili vo druga sredina vo koja prestopuva ispitanikot. Anamnesti~kite podatoci { to gi dava samiot ispitanik se narekuvaat **avtoanamneza**, dodeka podatocite { to gi davaat negovite roditeli ili nekoj drug se narekuvaat **heteroanamneza**. Anamnezata se zema so vospostavuvawe neposreden fizi~ki kontakt me|u ispituva~ot i ispitanikot.

Opservacijite se od izvonredno znaewe za defektologot. Tie imaat golemo znaewe vo defektolo{kata dijagnostika. Opservacijata nekoga{ po~nuva u{te vo vovedniodel na dijagnosti~kata postapka, u{te vo hodnikot pri ~ekaweto, pri vleguvaweto v kancelarija. Pritoa se zabele`uva negovoto odnesuvawe kon roditelite i obratno, odnosot na roditelite kon deteto, kako i odnosot na deteto kon defektologot kako ispituva~. Pri nabquduvaweto defektologot go zadr`uva vnimanieto vrz mimi~nata muskulatura, nasmevkata, dr`eweto na teloto, odot i gestikulacijata. Deteto vo kontakt so defektologot mo`e da manifestira tri vida povedenie:

- pregolem strav, pritisnatost do roditelite, odbiva razgovor so defektologot;
- deteto vleguva vo sobata so pregolema qubopitnost i razdvi`enost so {to ja ote`nuva rabotata na defektologot;
- deteto stapuva vo razgovor so defektologot so lesna napnatost, koja postepeno popu{ta.

Opservacijata, kako stru~no izvedena dijagnosti~ka postapka, go dava preminot od subjektivnoto do`ivuvawe na deteto od defektologot kon objektivizirawe na negovite kvaliteti i negovite problemi.

fest and ask help from the special teacher. The data can be taken from the subject individually – from parents or next of kin, as well as other people close to the examined person. The anamnesis data can be supplemented with social questionnaire conducted in the family, school, working post or any other environment the examined person stay. The anamnesis data given by the examined person are called **auto-anamnesis**, while data given by the parents or other people are called **hetero-anamnesis**. The anamnesis is taken with making direct physical contact between the examiner and the examined.

The observations are of extraordinary importance for the special teacher, as well as for the Special Education and Rehabilitation diagnosis. Sometimes the observation starts even in the introductory part of the diagnostic procedure, in the waiting room or while entering the office. That records the subject's behavior towards the parents and vice versa, the parents' relations towards the child as well as the child's relation towards the special teacher as an examiner. During the observation, the special teacher pays attention on mimicry muscles, smile, body posture, walk and gesticulations. The child, in contact with the special teacher, can manifest three kinds of behavior:

- a great fear, standing close to the parents, refuses to talk to the special teacher;
- the child enters the room with great curiosity and movements which make the work of special teacher difficult;
- the child starts talking to the special teacher with easy tension that gradually declines.

The observation as professionally performed diagnostic procedure gives the pass from special teacher's subjective experience of the child to objective attitudes of qualities and problems.

Opservaciite mo`e da bidat *sistematiski* i *nesistematiski*. Kaj nesistematiskite opservacii informaciite imaat prednost vo toa {to se dobivaat vo prirodna sredina, ovozmo`uvaat nabquduvawe i prirodno dr`ewe vo razli~ni sredini i vo dadeni uslovi, t.e. vo uslovi na interakcija na slu~ajot vo sredinata. Vo takvi te slu~ai dijagnosti~arot go dijagnosticira dr`eweto, karakteristikite i li~nata interakcija za koi smeta deka se od znaewe. Glavniot nedostatok na nesistematiskite informacii e nivnata prego lema subjektivna oboenost.

Kaj sistematskite opservacii dijagnosti~arot mo`e da nabquduva edno ili poveje dr`ewa. Toj go specificira ili go definira dr`eweto, a potoa ja meri frekfrencijata na traeweto, go leminata na latencijata i va`nosta na dr`eweto. Osnovniot nedostatok na ovoj tip opservirawe se sostoi vo toa {to e naso~eno kon opredelena to~ka, pri {to drugite va`ni elementi za utvrduvawe dijagnoza mo`e da bidat zanemareni.

Golembroj istra`uvawa ja poka`uvaat potreba od pronaolawe sovremeni modeli za defektolo {ka dijagnostika {to }e gi opfatat site delovi na li~nosta-biolo {kiot, psiholo {kiot i socijalniot del.

I kaj decata na pomala vozrast, kako i kaj adolescentite, va`no e defektologot da zabele`uva na koj na~in ovie deca odat, vleguvaj}i vo prostoriite kade {to se vr}i aktivnosta; kakov ime izrazot na liceto pri toa i kakvo ime dr`eweto na teloto vo celina. Defektologot go bele`i i odnosot kon zada~ite {to gi dobiva; odnosot kon drugarite so koi sorabotuva vo re{avaweto na zada~ite; go nabquduva negovoto dr`ewe na ~asovite i odmorite, negovite ~uvstva ili psihomotornoto vladeewe vo momentite koga roditelite go doveduvaat ili go odveduvaat, i toa niz podolg period. Defektologot e kadaren da go zabele`i menuvaweto na ovie vladeewa so tekot na vr~eto, osiroma{uvaweto ili z bogatuvaweto na na~inot na povedenie, dinamikatata na usvojuvawe na novite informacii i znæwa, pa taka, na sostanokot na

The observations can be *systematic* and *non-systematic*. The advantage of non-systematic observations is that the information is acquired in natural environment, enables observation and natural behavior in different environments and in given conditions, i.e. in cases of interaction in the environment. In such cases, the diagnostician diagnoses the behavior, characteristics and personal interaction that are considered to be important. The main disadvantage of non-systematic information is its enormous subjectivity.

With systematic observations, the diagnostician can observe one or more behaviors. The diagnostician specifies or defines the behavior and measures the frequency of duration, the size of latency and the importance of behavior. The main disadvantage of this type of observation is the fact that it is directed towards certain point while other important elements for diagnosis are neglected.

A large body of research shows the need for finding contemporary models of special education and rehabilitation diagnosis that will include all parts of the personality – biological, psychological and social part.

It is very important, for both children at early age and adolescents, the special teacher to note the way of their movements while entering the premises for the activities, the expression of their faces and body posture in general. The special teachers note the assignments the child gets, the relationships with other children the child cooperates with in solving the assignments,

the feelings or psycho-motor behavior during the whole period from the moment the parents bring or take the child from the premises. The special teacher is able to note the change of behavior, its weakening or improving, dynamics of gaining new information and knowledge and at the meeting of

stru^niot tim e vo mo`nost da iznese eden pobogat naod za deteto vo koj se opi {uvaat negovite potencijali i mo`nosta za koristewe na tie potencijali vo socijalnoto pole. Zna~i, defektologot ja nabquduva telesnosta vo akcija-dvi`ewe. Toj analizira dali opi {aniot kvalitet na dvi`ewe mu ovozmo`uva deteto da organizira aktivnosti vo prostorot na manipulativnoto pole, pravilno da go dr`i penkaloto, teloto, glavata, da go vr {i~inot na pi {uvawe, ili dali deteto mo`e da stoji i da tr~a vo grupa. Nieden defektolog ne mo`e kompletno da í pristapi na svojata rabota do-deka ne se informira za toa kakva e organizacijata na dvi`ewata i telesnosta na deteto vo kontekst na teloto, kako faktor na psihi~kiot razvoj i socijalizacijata. Defektologot go interesira dali deteto, so koe raboti, ima izedna~enost na site kvaliteti na psihomotornata organiziranost i dali toa, na soodveten na~in, odgovara na barawata {to se javuvaat vo poletoto na realnosta.

Opisot na li~nosta {to ja nudi defektolo {kata dijagnostika ovozmo`uva li~nosta, so kakov bilo oblik na hendikep, da se sogleda vo osnovnite obele`ja na egzistencijalnoto pole {to go gradi i vo koe`ivee. Ve}e prvata sredba vo dijagnosti~kata postapka go otkriva vpe~atokat {to li~nosta so hendikep go ostava na drugi.

Dijagnosti~kata postapka vo sovremenata defektologija gi koristi site pristapi {to se dadeni za preku niv da se do`iveat i da se definiraat {to pogolem broj komponenti, koi gi poka`uvaat poedine~nite kvaliteti na li~nosta, sekoga {vo daden moment na nejzinoto postoeewe.

Sekoja proba {to }e ja izvr {i deteto e samo eden detal, koj zboruva za na~inot na postoeewe na li~nosta deteto vo određen realitet {to go opkru`uva. Defektologot, vr {ej}i si ja svojata aktivnost, postoi niz na~inot na taa aktivnost {to ja organizira. Isto taka, toj postoi niz svojata manipulativna aktivnost - kako {to deteto, so koe raboti, postoi niz na~in na organizirawe na svoje aktivnosti.

professional team, the special teacher presents with many details the findings of child's potentials and abilities used in the social field. The special teacher observes the body movements in action. He analyzes whether the described quality of movements enables the child to organize activities in the space of the manipulative field, right use of pen, body and head, to write or whether the child can stand or run in the group. The special teacher cannot work without complete information about the movement organization and the child's physical abilities in the context of the body as a factor of psychic development and socialization. The special teacher is interested in whether the child has equal qualities of psycho-motor organization and whether the child responds in appropriate way to the requirements of the reality.

The description of the personality offered by the Special Education and Rehabilitation diagnosis enables the disabled people to be considered with all basic characteristics in the existential field that they build and they live in. The first meeting during the diagnostic procedure reveals the impression disabled people leave to the others.

The diagnostic procedure in the contemporary Special Education and Rehabilitation uses all available approaches in order to experience and define a larger number of components that show individual qualities of people, always at a certain moment of their existence.

Each rehearsal done by the child is only one detail that expresses the way of child's existence in real surrounding. The special teachers are included in the activity that they organize. They exist in their manipulative activities – as children special teachers work with exist in the way of organizing their activities.

Defektologot ne smee defektolo{kata di-jagnostika da ja svede na izveduvawe ritualni dvi`ewa, koi nekade gi nau~il, a koi se smetaat za stru~ni.

Navistina e te{kotoa da se postigne, so ogle na predominantnosta na odre~eni nau~ni disciplini i nepostoeweto ili mali~ot broj specijalizirani defektolo{ki ustanovi, osnovnata cel na defektolo{kata di-jagnostika - utvrduvawe na mo`nostite za unapreduvawe na biolo{kiot, psiholo{kiot i socijalniot razvoj.

So primena na defektolo{kite testovi defektologot pri di-jagnosticiraweto vr{i procena na:

- Dominantnata lateraliziranost i organiziranost na psihomotorikata,
- Praksi~kata organiziranost,
- Gnosti~kata organiziranost,
- Praktognosti~ka organiziranost,
- Govor i komunikacija,
- Spoznajni funkcii,
- Dr`ewe.

Defektologijata e interdisciplinarna. Taa mora da bide inicijator za organizirawe na multidisciplinarnite timovi. So ogle na toa deka sekoja di-jagnosti~ka postapka treba da se izvr{i multidisciplinarno vo ramkite na timot, defektologot }e go iznese op{tiot defektolo{ki status i statusot za specifi~nosta na defektivitetot. Op{tiot defektolo{ki nad }e ovozmo`i uvidi vo drugite svojstva na li~nosta i slu`i za dopolnuvawe opisot na klini~kite manifestacii na ispitanikot, {to gi zabele`ale i drugite ~lenovi na timot - psiholog, nevropsihijatar, pedijatar, socijalen работник i dr.

Opisot, {to stru~niot tim go dobiva od defektologot, ja otkriva mo`nosta na ispitanikot vo odnos na negovite potrebi vo socijalното pole. Dodeka zdravstvenite rabotnici gi sogleduvaat nedostatocite po struktura i funkcija, a psiholozite zboruvaat za kvalitet na neuspe{nost vo odnos na strukturite i funkcii te, defektolozite zboruvaat za funkcii te, ne vo odnos na strukturite, tuku vo odnos na mo`nostite na socijalното pole.

Special teachers must not bring down the Special Education and Rehabilitation diagnosis to performing ritual movements they acquired somewhere and are considered to be professional.

The main aim of Special Education and Rehabilitation diagnosis – setting up the possibilities for biological, psychological and social development is very difficult to achieve having in mind the predominance of certain scientific disciplines, non-existing or small number of specific Special Education and Rehabilitation institutions.

When applying Special Education and Rehabilitation tests for diagnosis, special teachers estimate the following:

- The dominant lateralization and psycho-motor organization,
- Practical organization,
- Gnostic organization,
- Practical-Gnostic organization,
- Speech and communication
- Knowledge functions,
- Behavior.

Special Education and Rehabilitation is an interdisciplinary science. It has to initiate organization of multi disciplinary teams. The special teacher will present general Special Education and Rehabilitation status and the status for specific disabilities since each diagnostic procedure should be done within the multi disciplinary team. The general Special Education and Rehabilitation finding will enable insight other people's characteristics and supplements the description of clinical manifestations of the examined people noticed by other members of the team – psychologist, neuro-psychiatrist, pediatrician, social worker and others.

The description that the professional team receives from the special teacher reveals the possibilities of the examined people for their needs in the social field. While the health workers perceive the disadvantages in structure and function, the psychologists speak about the quality of failure related to structures and functions, the special teachers talk about the functions not in relation to structures, but in relation to the possibilities in social field.

Dijagnostičke naodi na zdravstveni ot-
rbotnik i psihologot, vo vrška so struk-
turite i funkcije, i dijagnostikata na
defektologot, vo vrška so volevata aktiv-
nost naslovena kon drugite, se nadopolnu-
vaat vo celosen opis na ličnost. (1, 4)

Zaključok

Kaj nas defektološka dijagnostika u-
ne e institucionalizirana, ne e normativ-
no opredelena, postavena i profesionalno
opredelena. Ute ja imame praktikata na
klasifikacija, i toa vrz osnova na podat-
cite od testirawe na inteligencijata, to
se izveduva vo medicinskite i psihološki
ustanovi, koja ja sproveduvaat glavno, leka-
ri, i psiholozi. Ute se praktikova kate-
gorizacija, odnosno rasporeduvawe od stru-
čni komisii vrz osnova na Pravilnikot za
rasporeduvawe, koi vo posledno vreme
rabortat se pove vo stručni ustanovi.

Najgolem napredok vo dijagnostikata, i toa
vo ranata dijagnostika, e postignat so ot-
vorawe na razvojnite sovetuvalištata. Tie
ovozmožuvaat preku evidentirawe, opser-
vacija i sledewe na rizičnite deca da dadat
rana i posigurna dijagnostika.

Segen pred mnogu godini ukažal deka bez
dobra dijagnoza nema ni dobra rehabilita-
cija.

Vrz osnova na postavenite hipotezi, može
da gi doneseme ovie zaključoci:

- So defektološka dijagnostika, od-
nosno so navremenoto dijagnostici-
rawe, deteto je može navremeno da se podloži
ili da se isprati na rehabilitacionen
tretman i je se potvrdi točno negovata po-
prečnost, so to defektološka dijag-
nostika e instrument za rabota na defek-
tologot, kako **potvrda za prvata hipoteza**.
Sekoj defektolog treba da go obraboti
svojot ispitanik so opštata defektološka
dijagnostika.
- Defektologot je izvrši defektološka
dijagnostika, t.e. procena na psihomotori-
kata so primena na defektološki testovi,

The diagnostic findings of the health worker and
the psychologist in relation to the structures and
functions and the diagnostic of special teacher in
relation to the willing activity directed to others
supplement each other in the complete description
of the personality. (1, 4)

Conclusion

In the Republic of Macedonia, the Special Educa-
tion and Rehabilitation diagnosis is not yet institu-
tionalized, normatively determined, set up and pro-
fessionally determined. We still practice of classi-
fication on basis of data achieved from tests for
intelligence, implemented by doctors and psy-
chologists in medical and psychological institu-
tions. We still practice categorization, i.e. assign-
ing professional commissions according to the
Rule Book for assignments, which work in profes-
sional institutions.

The greatest progress in diagnosis, especially in
early diagnosis, is achieved with opening devel-
opmental counseling offices. They enable through
evidence, observation and follow up of risky chil-
dren to give early and true diagnosis.

Many years ago, Seguin pointed out that without
good diagnosis there was no good rehabilitation.

On the base of stated hypotheses, the following
can be concluded:

- With Special Education and Rehabilitation
diagnosis, i.e. prompt diagnosis, the child can be
treated or sent for rehabilitation treatment with
prompt confirmation of disability and special
teacher is given an instrument for work as a proof
of the **first hypothesis**. Each special teacher
should apply general Special Education and Reha-
bilitation diagnosis for the patient.
- The special teacher will make Special Educa-
tion and Rehabilitation diagnosis, i.e. estimation of
the psycho-motor by applying Special Education
and Rehabilitation tests which neither can be done

koja ne mo`e da ja izvr{i ni lekarot nitu psihologot, kako **potvrda za vtorata hipoteza.**

Niz prethodnoto izlagawe zaklu~ivme deka li~nosta-kako zbir na fizi~ki, psihi~ki i socijalni sposobnosti-trpi posledici vo site sferi i }e bide uspe{no tretirana samo so pristap na pove}e stru~waci, pri {to defektologot treba da se vku~i kako ~len na stru~niot tim. Defektologot treba da raboti na poletu na defektolo{kata dijagnostika kako ~len na stru~niot tim, {to e **potvrda za tretata hipoteza.**

Predlozi

Niz diplomskata rabota se obidovme da ja pretstavime potrebata i va`nosta na rabotata na defektologot na poletu na defektolo{kata dijagnostika.

Za uspe{no vku~uvawe i realizirawe na negovata rabota potrebno e ostvaruvawe na nekolku predlog-merki:

- Op{tata defektolo{kata dijagnostika treba da bide zastapena vo komisiite za ocena na specifi~nite potrebi na licata so pre~ki vo razvojt, kako i vo multidisciplinarnite timovi na zdravstvenite slu`bi vo masovnite vospitno-obrazovni ustanovi.
- Vo komisiite za ocena na specifi~nite potrebi na licata so pre~ki vo razvojt defektologot, pokraj specifi~nite naodi vo kontekst so defektivitetot {to dominira }e uka`e i na op{tiot rehabilitacionen potencijal na deteto. Opi{uvaj}i go vo celina i po funkcii, kako {to e toa predvideno vo defektolo{kata dijagnostika, defektologot ima mo`nost na drugite ~lenovi na timot da im gi opi{e osnovnite pravci vo koi li~nosta ostvaruva najuspe{ni kontakti so okolinata.
- Vo vospitno-obrazovnite institucii-vo koi denes se o~ekuva na stru~nite sorabotnici, pedagog i psiholog, da im se pridru`i i defektologop{tata defektolo{kata dijagnostika ima svoevidna uloga.

by doctors nor psychologists, as a **proof of the second hypothesis.**

So far, we have concluded that the personality – as a unity of physical, psychic and social abilities – faces consequences in all spheres and will be successfully treated only with an approach by more professionals and the special teacher should be included as a member of a professional team. The special teacher should work in the field of Special Education and Rehabilitation diagnosis as a member of a professional team, **as a proof of the third hypothesis.**

Proposals

We have tried to present the need and the importance of the special teachers' work in the field of Special Education and Rehabilitation diagnosis.

Several proposals-measures have to be realized for successful implementation of the work of special teachers:

- General Special Education and Rehabilitation diagnosis should be implemented at the commissions for assignments of the specific needs of people with developmental disabilities, as well as in multi disciplinary teams of health services, in mass education institutions.
- At the commissions for assignments of the specific needs of people with developmental disabilities, the special teacher, besides specific findings in relation with the dominant disability, will point out the child's general rehabilitation potential.

Describing the child in whole and in functions, according to the Special Education and Rehabilitation diagnosis, the special teacher presents to the other members of the team child's basic ways of making the most successful contacts with the environment.

- In educational institutions – in which the special teacher is expected to join other professional associates: pedagogue and psychologist – the general Special Education and Rehabilitation diagnosis has its important role.

Preku nea defektologot }e go opi{e vladeeweto na ovie deca, onaka kako {to toj go gleda. Toj gi opi{uva kvalitetite na deteto od onaa strana na zabele`uvawe koja prethodno ja izvr{il pedagogot. Detskoto otsustvo na vnimanie ili oblicite na dr`ewa {to ne se vklopuvaat vo barawata na pedago{kata rabota, defektologot }e gi razlo`i na elementarni vidovi na izrazuvawe na psihomotornata aktivnost, so {to }e go objasni i za sebe i za drugite onoj drug del na vladeeweto na deteto {to pedagogot go zabele`uva samo kako globalen ~in. Timot, {to go so~inuvaat pedagog, psiholog i defektolog vo u`ili{tata, mo`e da gi definira site oblici na polesna nedogradenost na funkciite bitni za psihosocijalniot razvoj i da gi re{ava na samoto mesto.

- Defektologot vo posebnite u`ili{ta, kako i vo drugite rehabilitacioni ustanova, treba i neposredno da se zapoznae so li~nosta na deteto so koe raboti, primenuvaj}i gi metodite {to gi nudi defektolo{kata dijagnostika. Na toj na~in se osiguruva programata za rehabilitacija, {to se bazira vrz toa da bide soodvetna, i spored toa i neizinite efekti celosni.
- Vo postojnite planovi i programi {to se primenuvaat vo u`ili{tata ne se vodi smetka za individualnite razliki me|u decata. Zatoa pri izrabotka na nastavnite planovi i programi, odgovornite stru`nislubi na nadle`niot organ na vlasta treba da povedat smetka ovaa rabota da im ja doverat na defektolozite.
- Osven vo koncipiraweto na nastavnite planovi i programi, defektologot mora da vodi smetka i za metodikata na rabota so ovaa populacija. Imaj}i go predvid toa deka se konkretni misliteli vo procesot na obrazovaniето, izlagaweto na defektologot sekoga{ mora da go sledi i soodvetna konkretizacija. Procesot na nastavata nikoga{ ne smee da se svede na ~ist verbalizam, tuku zborot na defektologot mora sekoga{ da bide pridru`en so soodvetno o`igledno nastavno sredstvo.

The special teachers through it describe the behavior of these children as they experience them. They describe the child's qualities from the pedagogue's point of view. The child's absence of attention or behavioral forms that do not fit into requirements of the pedagogical work, the special teachers will divide into elements of psycho-motor activity expression, explaining for themselves and for the others the other part of child's behavior that the pedagogue has noticed as a global act. The school team consisted of a pedagogue, psychologist and special teacher can define all forms of easy undeveloped functions that are essential for psycho-social development and solve them at the very spot.

- The special teachers in specific schools, as well in other rehabilitation institutions, have to acquaint directly the child's personality they work with, applying the methods of Special Education and Rehabilitation diagnosis. So, the program for rehabilitation is provided and is based on appropriate tendencies and their complete effects.
- The existing plans and programs that are applied in schools do not pay attention for individual differences among children. Therefore, when preparing curricula and programs, the authorized professional offices of the relevant governmental organ have to take into consideration this task to be assigned to special teachers.
- Besides outlining the curricula and programs, the special teachers have to take into consideration the methodology of work with disabled people. Having in mind that they are real thinkers in the educational process, their work requires concretization. The educational process is never considered as a pure verbalism and the special teacher's words must be accompanied by appropriate teaching aids.

- Imajji predvid deka obrazovanieto na decata so pre~ki vo razvojt e specifi~no-zatoa { to go bara istovremeno i edukativniot i klini~ki pristap vo rabotata-potrebno e vo samiot proces na nastavata, kako princip na rabota, da se obezbedi primena na metodata za reedukacija na psihomotorikata. Reedukacijata na psihomotorikata, { to go stimulira i razvojt, defektologot treba da ja primenuva individualno i nadzor od nastavnite aktivnosti.
- Considering the education of children with developmental disabilities as specific – which requires the educational and clinical approach of work at the same time – it is necessary to provide, in the educational process as a working principle, the implementation of methodology for reeducation of psycho-motor. The special teachers have to implement the psycho-motor reeducation which stimulates the development individually and out of teaching activities.

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