

Development of communicational skills for cochlear implanted children by means of inclusive theater.



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The relevance of the study

Cochlear implanted children with hearing impairment have enormous compensatory abilities. It is very important for them to be included in the process of audio-verbal rehabilitation contributing to the development of child's communicative potential.



Scholarly apparatus of the study

Goal of the study: to reveal the potential of inclusive theatre as a mean of children's communication development.

Hypothesis of the study: we suppose that inclusive theatre contributes to the successful development of cochlear implanted children's communicational skills.

Methods of the study: the expertise of child's communicative potential level by Samokhvalova A.G.

The nature of cochlear implantation



Cochlear implantation is an operation restoring deaf child's hearing (medical rehabilitation).

The main aim is to teach child to communicate (socio-pedagogical rehabilitation).

Conceptual ideas

- Socialization of child with hearing impairments depends on the rehabilitation potential of habitat.
- Habitat has to be rich in different kinds of social activity stimulating child's communicative activity. Children with hearing impairments need help and support in conformity with their potentialities during the process of rehabilitation.
- Inclusive theater is a part of rehabilitation habitat, the emotion-filled social space for children and adults' interaction.
- Children develop their communicational skills in the inclusive theater.

The structure of preschool child's communicational skills by Samokhvalova A.G.

Basic level

- Child easily establishes communication with other people
- Child responds to the requests and the criticism
- Child cooperates
- Child is able to help and accepts it from the others
- Child is empathetic

Operational level

- Child aspires to make up a conflict
- Child is able to convince
- Child avoids the displays of aggression
- Child uses different verbal and non-verbal means of communication

Substantial level

- Child can plan the communication
- Child acts according to the situation
- Child shows initiative
- Child controls his or her behavior

Reflexive level

- Child analyses the results of communication
- Child sees and acknowledges his or her mistakes
- Child corrects the mistakes in the next communications

The basis of the study

Nursery № 186 Izhevsk

65 children in all (5 groups)

14 children with hearing impairments in groups in conformity with their age

12 cochlear implanted children

2 children have their own hearing aids

Teaching staff

- 10 kindergarteners
- 5 logopedists
- Teacher for the deaf and hearing-impaired
- PE instructor
- Music teacher
- Teacher of drawing
- Educational psychologist
- Tutor

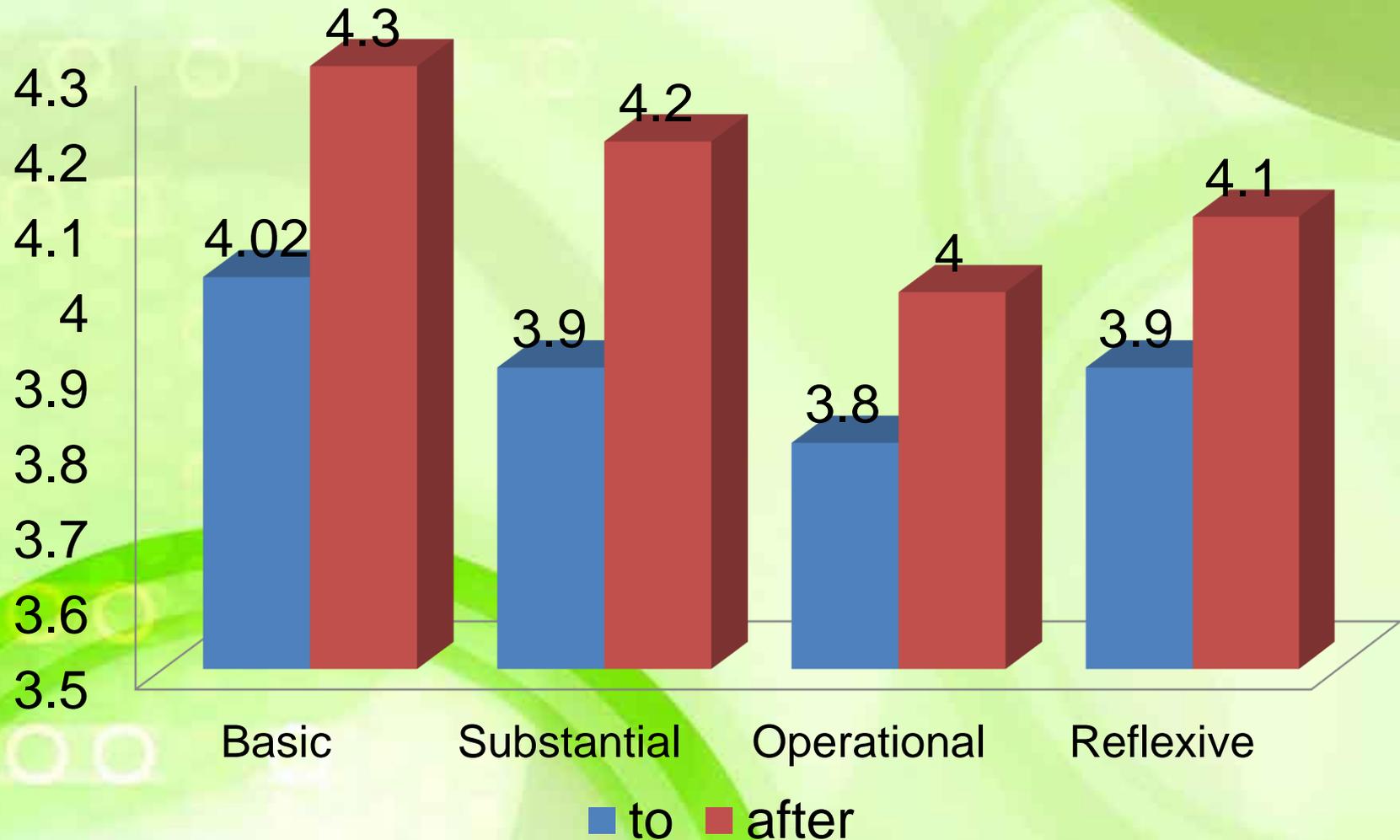
In the nursery, children and teachers organized the inclusive theater. They invented a fairy tale, wrote a scenario, sewed the dresses, and rehearsed it. The parents became the first grateful spectators.



In course of the theatrical activity children were communicating a lot, they were learning to express their emotions, to help each other thereby they were developing their communicational skills.

Results of children's communicational skills expertise

(before and after the theatrical activity)



Conclusions

Inclusive theater helps

to overcome the
communicative difficulties:

- ✓ lack of communication
- ✓ uncooperative behavior
- ✓ language disabilities



to acquire:

- ✓ listening and understanding skills
- ✓ the ability to cooperate during the activity
- ✓ the ability to emotionally accept the partner of communication
- ✓ the ability to control your behavior

The inclusive theater is a socio-cultural space where the process of communicational skills development gets creative and mutual enriching.