

CONTENTS OF CORRECTIVE PEDAGOGICAL WORK IN THE EDUCATION OF CHILDREN WITH SPECIAL EDUCATION NEEDS

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ABSTRACT

Today, due to the great importance of the school period in ensuring that people with mental development problems actively participate in various social, economic and cultural relations of the society, have a happy marriage, and adapt to various life situations effectively, the reform of special education is the issue. special pedagogy and the public education system are considered urgent tasks.

INTRODUCTION

PF-5270 of the President of the Republic of Uzbekistan of December 1, 2017 "On measures to fundamentally improve the system of state support for persons with disabilities", PF of April 29, 2019 - No. 5712 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" and other within the context of the tasks defined in the regulatory and legal documents, it is established to introduce adapted types of educational services to the needy segments of the population, a system based on differential approaches. There are mentally retarded children among the growing youth, and a number of positive changes are taking place in terms of their involvement in quality education. In particular, to optimize the curriculum for schools for children with mental retardation, to introduce variable approaches in science programs that take into account the mastery levels of students, to strengthen the material and technical base in educational institutions for the types of professions that this category of children should acquire. We can give an example of such things. Having deeply analyzed the complex processes of the world and the results of the development of our country, in the following years, based on the principle of "For human dignity", we will improve the well-being of our people.

The main results and findings

The issue of preparing children with disabilities for social life is defined as one of the priorities in the reforms aimed at increasing, transforming and developing socio-economic networks, unconditionally ensuring human rights and interests, and forming an active civil society. Article 66 of the "Development Strategy of New Uzbekistan for 2022-2026" states that children and adults with various problems in their development should be provided with a full-fledged lifestyle and quality education services should be strengthened and innovative technologies should be used in this process. implementation is envisaged. In particular, in the

Strategy of Development, the implementation of the following tasks for improving the quality of education in 2022 was determined. They are: adapting the secondary education system to modern requirements; implementation of the program of updating textbooks in general secondary educational institutions; social protection policy aimed at glorifying human dignity in the development strategy; forming an effective system of support for persons with disabilities, improving their quality and level of life; to prevent discrimination based on the sign of disability, to ensure equal conditions for the realization of the rights, freedoms and legal interests of persons with disabilities and the inevitability of liability for their violation; improving the system of inclusive education and employment, which ensures the involvement and active participation of persons with disabilities in the socio-economic life of society; important tasks such as step-by-step transition to the social model of determining disability were defined. Article 66 of the "Development Strategy of New Uzbekistan for 2022-2026" states that children and adults with various problems in their development should be provided with a full-fledged lifestyle and quality education services should be strengthened and innovative technologies should be used in this process. implementation is envisaged. In particular, in the Development Strategy, the implementation of the following tasks for improving the quality of education in 2022 was determined. They are: adapting the secondary education system to modern requirements; implementation of the program of updating textbooks in general secondary educational institutions; social protection policy aimed at glorifying human dignity in the development strategy; forming an effective system of support for persons with disabilities, improving their quality and level of life; to prevent discrimination based on the sign of disability, to ensure equal conditions for the realization of the rights, freedoms and legal interests of persons with disabilities and the inevitability of liability for their violation; improving the system of inclusive

education and employment, which ensures the involvement and active participation of persons with disabilities in the socio-economic life of society; important tasks such as the step-by-step transition to the social model of determining disability have been defined. In developed countries of the world, regardless of the origin, nature and severity of disability, citizens have the same rights as their peers, receive quality education, and acquire a profession. Developmental education models aimed at providing and adapting them to social life, preparing them as a competitive specialist in the labor market, an active person in social and political relations are currently in use. In this regard, the 1975 UN Declaration "On the Rights of Persons with Disabilities", the Fund for the Socialization of the Disabled, Children and Parents with Disabilities bee association (NBOU) was established. According to the "Guidelines for Community-Based Rehabilitation (CBR)" adopted by the international organization UNESCO, persons with disabilities should be educated, have opportunities to study in various fields, use their full potential, and Practical work is being carried out to increase their pride and dignity, to become an active member of society, and to intensively develop their motivation for social activity. In the world, important scientific and research work is being carried out on the integration of disabled people into social life and the creation of "reasonable facilities" in their vocational training, the introduction of formal and informal education systems, the identification, selection and effective implementation of innovative and variable technologies. Improvement of correctional pedagogical features, methodical system, pedagogical mechanisms of preparing children with disabilities for social life, vocational training of students in educational institutions, improvement on the basis of knowledge and skills necessary for independent life, individual-oriented, variable approaches, development of mentally retarded children Scientific research on the application of innovative technologies in the process of effective organization of pedagogical, methodical, correctional work on preparation for social life in the early period of education Scientific-theoretical and methodical foundations of education for mentally retarded children, correction of their secondary defects, raising a disabled child in the family S.Sh. , K. Mamedov, M. I. Sagatov, Sh. M. Amirsaidova, D. A. Nurkeldiyeva, Researched in the scientific works of L. Sh. Nurmukhammedova, P. M. Pulatova, M. P. Khamidova and others. In the Commonwealth of Nations, a number of scientists, including V. V. Kashyenko, V. P. Myasishyev, N. P. Pavlov, S. L. Mirsky, V. A. Shinkarenko, K. N. Kornilov, O. I. Kukushkina, N. N. Malofeyev weak-minded in his pursuits The issues of organizing the education of students, developing social skills and competencies necessary for life, and basic labor training in them were studied. In recent years, a new system of state support for children with disabilities has been introduced the legal-normative basis of reaching is being strengthened. Priority tasks such as "formation of an effective system of support for persons with disabilities, improvement of their quality and level of life" have been defined. . These tasks determine the urgency of the problem of researching the correctional pedagogical work process in raising mentally retarded children. Today, the issue of improving the content of special education and introducing innovative technologies into practice is considered urgent in our country, as in every field of education. Special education solves the tasks of teaching, educating and preparing children with developmental problems. It is known that among children with developmental problems of one or another type, there are children with certain deviations and deviations in their intellect due to organic disturbances in brain activity, and they receive education in specialized educational institutions. Globally, such children make up 3% of the world's population. Education of mentally retarded children and adolescents is based on international and national legal norms. Today, in our country, the task of covering every child with education, adapting them to the environment, and implementing approaches suitable for their capabilities are considered urgent. Whether children are healthy or have certain problems, the earlier they are involved in education, the more opportunities are created for them to be comprehensively prepared for school education, it has been proven in national and foreign practice. In particular, the content of the process of intellectually and verbally preparing mentally retarded children and its compatibility with the children's age

characteristics is considered an important factor. Therefore, systematization and improvement of effective methods and technologies for organizing the process of preparing children for social life in special education has emerged as an urgent issue. It is mentioned in the recommendations of advanced scientists of foreign and national special pedagogy that preparation of mentally retarded children for social life takes place in connection with the level and appearance of the problem in it. Including D.A. Nurkeldiyeva, L.Nurmuhamedova, M.Khamidova, G'.B.Shoumarov, K.M. Mamedov, A.Sagatov, R.Sh.Shomakhmudova, M.F.Khakimova and others in the scientific researches show how early educational complex approaches are organized with mentally retarded children it was mentioned that it is the ground for the socialization of these children.

Further increasing the well-being of our people based on the principle of "For human dignity" in the following years, based on the in-depth analysis of the complex processes of the world scale and the results of the development of our country, i In the reforms aimed at transforming and developing socio-economic networks, unconditionally ensuring human rights and interests, and forming an active civil society, the issue of preparing children with disabilities for social life is defined as one of the priority directions. The listed tasks are to equip children with special needs with the social skills and competencies necessary for the 21st century during general secondary education, and to form their professional and self-expression competencies in various relationships. cannot be implemented without targeted and systematic measures.

Today, the issue of reforming special education is the importance of the school period in ensuring that people with mental development problems actively participate in various social, economic and cultural relations of the society, have a comfortable marriage and adapt to various life situations in an effective social life. special pedagogy and the public education system are considered urgent tasks. Scientific research works and projects are being carried out on the involvement of mentally retarded children in pedagogical, psychological and organizational appropriate education and intensive development of their social skills. The content and forms of the special and inclusive education system, which ensures the involvement and active participation of mentally disabled children in the daily life of society, are being improved. Special attention has been paid to social protection of needy sections of the population, strengthening of state support for persons with disabilities. As a result, the necessary infrastructure and personnel are needed to diagnose children with mental retardation from the first period, to involve them in appropriate education based on the results of the diagnosis, to ensure that they receive quality education, and to implement the comprehensive impact aimed at preparing them for social life in a timely manner. the possibility of solving the problem has increased. To substantiate the possibilities of arming children with mental retardation as well as healthy children with the necessary knowledge, skills and competencies for social life during the pedagogical process organized in a special educational institution involved in education, and to train them medically and pedagogically In order to improve learning methods, we set the goal of carrying out this research work. In our republic, in special educational institutions, general education schools with inclusive and basic classes, specialized schools for mentally retarded children, boarding schools, the issue of forming social life skills in children and preparing them for school education has been studied in general in the research works of a number of scientists. If you look at the history of the development of special pedagogy, unique pedagogical views have been formed in each period. In particular, the study of mental retardation has a long history. Historically, different approaches can be distinguished in the analysis of mental retardation. In Europe, diagnosis of mental retardation through clinical-psychological approaches was a priority. Later, the clinical-pedagogical diagnosis recommendations were put into practice. Nowadays, the practice of comprehensive study of mental retardation and making the appropriate diagnosis is a priority. Mental retardation means permanent decrease in mental and intellectual development as a result of organic damage to the brain. Children with mental retardation have abnormal cognitive activity, so they do not have

the opportunity to learn educational materials like healthy children. That is why children with mental retardation cannot master the requirements of the curriculum of the subjects issued for general education schools. The leading defect in the clinical and psychological appearance of mental retardation is the complete or insufficient development of the functions of cognitive processes. Decreased cognitive activity is manifested in the speed of thinking and mental processes, impaired mobility, underdevelopment of attention, memory and a number of cerebral cortex functions. When thinking about mental retardation, it is important to study its origin separately. Because in order to choose and implement a comprehensive approach to a child with mental retardation, it is necessary to first find out when and under the influence of what causes this problem occurred in the child. Mental retardation is caused by genetic disorders of the central nervous system, injuries, asphyxia, infections, and intoxications during pregnancy, birth or early development. In the clinical description of the main manifestations of mental retardation, it is necessary to study the pathogenesis of the problem, the time and degree of the negative effect. An important sign in mental retardation is the underdevelopment of speech. The term "Oligophrenia" (mental retardation) is a combination of a number of diseases. Center in the early stages of ontogenesis In case of damage to the nervous system (up to 1.5-2 years), first of all, the formation of the cortex is damaged. In the morphological appearance of the injury and in the clinical manifestation of the mental defect, failure to develop prevails. In such cases, we can talk about different variants of oligophrenias. At an older age, that is, at a relatively mature period of the cortical system of the brain, various symptoms of dementia prevail. The term "mental retardation" is used to describe a wide range of impairments that affect emotional function and behavior. It is characterized by an imbalance of emotions of various types and levels of complexity, impaired (rather than absent) understanding and communication, and misdirected rather than maladaptive. Often, such diseases appear suddenly and take the form of an acute shift, sometimes biochemical changes or drug use, severe or long-term stress, psychological conflicts and occurs as a result of other reasons. Changes in emotions or behavior are more common in childhood. However, there is a combination of mental retardation with mental retardation and other complications. This causes certain difficulties in diagnosing diseases and working with such children, and requires good training and professional competence from specialists. The book "Nastolnaya kniga pedagoga-defektologa" published by T. B. Yepifansev and others contains the following information about mental retardation and its symptoms:

The descriptions of the concept of mental retardation are as follows: The persistent character of mental underdevelopment.. Difficulties in understanding abstract concepts. Absence of progressivity, i.e. does not have the description of growth.

The causes of oligophrenia are different. According to etiology, oligophrenia is divided into two main groups: Today, in the diagnosis of mental retardation, the improvement of the methods of its examination is also given importance to the genetic disorder of the nervous system. A genetic form of mental retardation includes oligophrenia associated with various chromosomal disorders. In this case, changes in the number of chromosomes in the cell are observed, they are in mosaic form, one part of the chromosome is joined to another, etc. At present, mental retardation caused by metabolic disorders (phenylketonuria, galactosemia, histidinemia, histinuria, tyrosinemia, fructosuria, etc.) is being watched a lot. Congenital absence of a certain enzyme in these diseases leads to the accumulation of toxic substances in the body (phenylalanine, histidine, arginine...) and children's brain is poisoned. In the origin of oligophrenia, special importance is also given to polygenic type of heredity. In this case, there is an accumulation of pathological genetic factors passed on from parents in the generation. The term "children with developmental disabilities" refers to children whose physical and mental disabilities lead to general developmental disorders. Violation of one of the functions of the analyzer leads to various problems in the child's intellectual, psychological, and social development. Thus, for example, with hearing loss in one ear or visual impairment in one eye, the ability to perceive sound or

visual signals is preserved. Such disorders in the field of the organism may not cause so much difficulty for children in knowing the world around them and communicating with other people. In addition, it may not prevent learning material and studying in a general education school. However, for this, it is necessary to create special educational conditions and medical-pedagogical and psychological support conditions suitable for the specific characteristics of this child. Taking into account how much special conditions and approaches are needed for the case of one ear not hearing or one eye not seeing, the process of working with children with mental development problems and preparing them for social life requires more complex and highly specific approaches. Children with disabilities of this category often have gross violations in all aspects of mental activity: memory, attention, thinking, speech, motor skills, emotional sphere. However, after special exercises and training, they can achieve good results. The range of problems of such children, in general, requires the intervention of specialists in the field of pedagogy and rehabilitation (respectively, teachers and social workers) who are in close contact with the family. divided into four levels and studied. In the clinical and psychological form of mental retardation, the main disorder is a clear lack of cognitive activity and it is characterized by low consciousness, lack of formation of the process of generalization, instability of the mental process, insufficient development of memory, deviation of attention and a number of other psychological processes from the norm. Oligophrenia is associated with underdevelopment of cognitive activity, slowness of logical thinking, slowness of mental processes, lack of perception, underdevelopment of motility, attention, speech, underdevelopment of emotional sphere, personality. The lack of development of logical thinking, first of all, the weakness of the ability to generalize, is caused by difficulties in understanding the meaning of any phenomenon. Such children have a limited subject-practical thinking. For example, if the child is asked to take the notebook and give it to me, the child looks into the eyes of the pedagogue, without thinking about what he needs to take, he can think what the pedagogue is looking at, or he can take what he wants without even thinking. Comparison of objects and existence is made only on the basis of external signs. The lack of development of higher forms of cognitive activity has a negative effect on the formation of speech. The degree of underdevelopment of speech often depends on the degree of intellectual disability. There are difficulties in understanding the meaning of words. They do not understand words that do not depend on specific circumstances, or they understand them partially and with difficulty. When it comes to vocabulary, especially active vocabulary is limited, sentences are poor, conjunctions and determiners are rarely used. The grammatical structure of speech is broken, and he uses words irregularly in sentences. There are many mistakes in pronunciation. The weakness of controlling the salivary glands is especially noticeable in these children. Regular presence of liquid in the mouth prevents the pronunciation of sounds. An important feature of mental retardation is the inertness of mental processes. The speed of thinking will be slow. The transition from one job to another is difficult. The weakness of voluntary attention is characteristic, the child is easily distracted. Memory deficits are manifested in both recall and recall. It is difficult to remember something new, even after several repetitions. In dementia, even if there is no primary damage to the sense organs, the perception is incomplete and cannot adequately reflect the surrounding reality. Underdevelopment of the emotional and volitional sphere is also characteristic of oligophrenia. There is a lack of uniformity and differentiation of feelings, absence or poverty of experiences, slowness of aspiration. Lack of development of the emotional sphere, lack of mental activity, lack of interest in the environment leads to the loss of initiative and independence. Underdevelopment of motor skills is observed even in the absence of primary disturbances in the scope of movement. In addition to uniform, rough, rhythmless, unpleasant movements, there are also disturbances in aimless, general movements. In mild forms of mental retardation, it is often possible to notice the preservation of certain mental functions. For example, if they don't fully understand their own speech, they can say a very nice greeting and put their greetings in place. He can keep his clothes clean,

distinguish and choose colors. He can attract a lot of attention by imitating his appearance. He likes to be liked by others. The main symptom of oligophrenia is that the highest type of mental processes - thinking is insufficiently formed or does not develop even during the child's life. In oligophrenia, the child's perception, speech, memory, emotions, and even motor skills are impaired. This situation is especially evident in the lack of development of speech. In frontal oligophrenia, when the grammatical structure is preserved and there is enough vocabulary, the generalization function in speech is not developed. Passive attention is more sustained than active, that is, goal-directed attention. Although the mechanical memory is good, it is always observed that meaningful and meaningful memory is not developed. External signs of objects are better preserved in memory. It is more difficult to remember and recall events whose elements are connected through internal connection. In perception, the component associated with analysis and synthesis is impaired. In the emotional-volitional sphere, it is observed that more complex feelings are not developed. However, at the same time, in the clearly expressed manifestations of mental retardation, everyday needs and feelings related to specific situations are preserved, for example, to distinguish one's own things, to be attentive to them, to sympathize with other people, to be upset, to be ashamed. Oligophrenia in order to differentiate the methods of psycho-pedagogical correction A systematic approach has given its results in practice. In the mild form of oligophrenia, analyzer disorders, psychomotor weakness, cerebral asthenia, affective disorders, and seizures can be observed. These children are usually polite, agreeable, and positive. When they are engaged in work according to their capabilities, they are attentive and able to organize things. They are very attached to their family members, teachers, and peers, they usually help with household chores. They are very happy if they receive praise from the teacher, even if it is little in class, and they are ashamed of their mistakes. They develop shyness and shyness. In many cases, intellectual disability may not be noticed at first. Because at first elementary tasks are worked on. These defects become visible when the child goes to public school or after 1-2 years there. As a result, the child will be in an empty absorbing position. In the manifestation of oligophrenia as a result of neurodynamic disorder, it can be accompanied by intellectual underdevelopment, psychomotor retardation or permanent retardation. In the 1st form, intellectual activity, work ability, mental development, impulsivity, inattention, and affective states are affected by inhibition of movement, and the child suffers from this. In the 2nd form, intellectual underdevelopment deepens the state of emotional inhibition in the movement, and the child shows specific adverse effects in communication with others. These children get tired quickly, have headaches, vegetative dystonia, neurotic quality, frustration and lack of satiety. In oligophrenia as a result of the disorder of certain analyzers, in addition to the general underdevelopment of the brain, shell disorders are also observed. Mental retardation is accompanied by eye, ear, speech, locomotor system disorders. In oligophrenia, cerebral motility deficits and intellectual deficits are often accompanied by cerebral palsy. Deficiencies in motion analyzers affect intellectual defects and affect simple calculations. The opinions of scientists are presented regarding the specific development of mentally retarded children, their cognitive activity, socialization. M.I. Perova implemented the recommendations on the methodology of developing mathematical concepts and elementary knowledge in mentally retarded children. In particular, the important content of mathematics teaching methodology: solving the problem of numbering numbers, forming oral and written calculation skills, creating a rational system of learning basic quantities and their measurements, and creating effective methods and methods of teaching L.S. Vygotsky says: "A child's development is not characterized by his surpassing his peers in quick pictures, but rather by his learning of the environment among healthy children, there are children who are passive in the learning or pedagogical process, and their condition is characterized not only by the problem of mental development, but also by the passivity of interest in the process. This makes it difficult for the child to adapt to the environment. L.S. Savina conducted research on prevention of decrease of interest in knowledge and surroundings

in mentally retarded children. According to him; "... the reason for "intellectual passivity" in children is that they have insufficient interest in reading, playing and other activities." K.M. Mamedov, who developed recommendations that have not lost their importance and are effectively used in practice today, identified children with mental retardation and children with mental retardation. A. Sagatov, who stressed that it is necessary to differentiate and apply educational approaches on this basis, managed to develop a system of educational tasks for the formation of mathematical imaginations of mentally retarded children, and the formation of the concepts of time, distance, and quantity in them. In the methodical manual of the scientist entitled "Methodology of teaching mathematics in the auxiliary school", the sequential presentation of topics is intended to develop mathematical speech and thinking in children with mental retardation. revealed methodical aspects of language teaching. In his works, the scientist substantiated his thoughts on the priority of pictorial, situational approaches in teaching Russian language to mentally retarded children, and without them this process cannot be advanced one step. developed recommendations on Zero speech whether a child is healthy or has various problems, it is an important factor in his socialization. V.S. Rakhmanova revealed the unique pedagogical and psychological aspects of teaching literacy to mentally retarded children. In the recommendations of the scientist, it was mentioned that the acquisition of literacy of mentally retarded children is effective when they are involved in preschool education and have a vocabulary based on it. Psychological services have a great impact on the socialization of children with developmental problems. Pedagogical methods of training students with special needs in Uzbekistan (in the case of students with mental retardation). M.F. Khakimova conducted research on the study of pedagogical conditions and implementation of recommendations. In the scientist's work, the working system, forms, methods and means of preparing students with special needs for various professions are revealed in the appropriate sequence and coherence. The scientific work of M. B. Rizashova has determined the effective forms of cooperation between defectologists and parents in improving the effectiveness of correctional work in special education. In particular, in the recommendations of the scientist, priority is given to the responsibility of parents in the continuation of correctional work in families.

CONCLUSION

In particular, recommendations such as encouraging families with a disabled child to know the norms of a healthy lifestyle, focusing on explaining things and events with their own names when teaching literacy to children, are completely true for parents of mentally retarded children. In conclusion, it can be said that it is important to know the causes and levels of this problem when planning educational work with a mentally retarded child. Because even though mental retardation cannot be corrected, the first steps of the pedagogue to alleviate it, to bring it to an unknown state, should be carried out based on medical-pedagogical-psychological approaches. That is why special attention is paid to the training of medical modules in the training system of defectologists.

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