

P02-87 - ROLE OF FAMILY FACTORS IN FORMATION OF MENTAL HEALTH OF CHILDREN WITH DISABILITIES

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From 1993 to present, experiment is carried out to create school of social adaptation for children with disabilities. Purpose of school development program: creation of integral educational space for rehabilitation of disabled children. Basic conditions for rehabilitation of children with disabilities: psychological and educational support; individualization of education, socio-pedagogical support of disabled children, distance learning, use of new information and telecommunication technologies. Numbers of pupils - 420, all pupils in grades 1-4 are taught in home-based version, from grade 5 attend school. The most common cause of disability among students of school is - cerebral spastic infantile paralysis (38%), and neuro-psychological disorders, respiratory diseases, congenital anomalies. Identified forms of maladjusted behavior confirm approval of researchers that in personality structure of children with disabilities phobic component can be traced. Children suffer from lack of communication, are afraid of loneliness, but also afraid to meet with other people, do not feel ready to return to public school. Hyperprotection by parents even more fixes maladjusted behaviors of children. Analysis of style of family education showed that 75% of families of pupils in schools there is hyperprotection, and 65% of parents are experiencing phobia of loss of child. These strategies of education do not motivate children to activity, provides them with state of «learned helplessness" and "sense of low self-efficacy. Families of children with disabilities, pupils in the school of social adaptation are characterized by low quality of life, lack of material security, lower occupational status, high unemployment.