



Innovative technologies of psychological support for children with disabilities

Engelli çocuklar için yenilikçi psikolojik destek teknolojileri

Elena Razumova, PhD, Assistant Professor, Department of Psychology, Institute of Humanities Education, Nosov Magnitogorsk State Technical University, Russia, elena-naukpsy@mail.ru

Ekaterina Ruslyakova, PhD, Assistant Professor, Department of Psychology, Institute of Humanities Education, Nosov Magnitogorsk State Technical University, Russia, ekaterina-ruslyakova@yandex.ru

Natalya Bazhenova, PhD, Candidate of Pedagogical Sciences, Assistant Professor, Department of Psychology, Institute of Humanities Education, Nosov Magnitogorsk State Technical University, Russia, bajenova-magu@mail.ru

Elena Shpakovskaya, PhD, Assistant Professor, Department of Psychology, Institute of Humanities Education, Nosov Magnitogorsk State Technical University, Russia, sgvorez@mail.ru

Oxana Tokar, PhD, Assistant Professor, Department of Psychology, Institute of Humanities Education, Nosov Magnitogorsk State Technical University, Russia, tokar.mgtu@mail.ru

Abstract. The relevance of this study is conditioned by the problem of developing and implementing innovative methods, technologies of working with disabled children. The purpose of this article research is to consider and to form a presentation of psychological aid innovative methods in order to support children with special needs by the methods of canis therapy and puppet theatre psycho-technology. The leading method of investigation this problem is the method of theoretical analysis, the method of ascertaining and educational experiment in the form of individual and group work. The proposed microtechniques of these innovative technologies make it possible to create a safe psychotherapeutic environment, reduce resistance, anxiety, and remove the used psychological protection of children and adolescents with special needs. The materials of the article can be useful for all subjects of the educational environment, who are taking part in inclusive education and upbringing: psychologists, teachers, speech therapists, speech pathologist, social workers, medical workers.

Keywords: Innovations, psychological support, children with disabilities, canis therapy, puppet theatre psycho-technology

Öz. Bu çalışmanın konusu yenilikçi yöntemler kullanarak, engelli çocuklarla çalışma teknolojileri geliştirme ve uygulamadır. Bu makalenin amacı, canis terapisi ve kukla tiyatrosu psiko-teknolojisi yöntemleri ile özel ihtiyaçları olan çocukları desteklemek için psikolojik yardım yenilikçi yöntemlerin bir sunumunu düşünmek ve oluşturmaktır. Bu sorunun önde gelen yöntemi, bireysel ve grup çalışması biçiminde kuramsal analizin yöntemi, araştırma yöntemi ve eğitim deneyidir. Bu yenilikçi teknolojilerin önerdiği mikro teknoloji, güvenli bir psikoterapötik ortam yaratılmasını, direnç, endişeyi azaltmayı ve çocuk ve ergenlerin özel ihtiyaçları olan psikolojik korumayı kaldırmayı mümkün kılmaktadır. Makalenin materyalleri, kapsayıcı eğitim ve yetiştirme çalışmalarında yer alan eğitim ortamının psikologlar, öğretmenler, konuşma terapistleri, konuşma patoloğu, sosyal hizmet uzmanları ve tıbbi çalışanlar gibi tüm paydaşları için yararlı olabilir.

Anahtar Sözcükler: Yenilikler, psikolojik destek, engelli çocuklar, canis terapisi, kukla tiyatrosu psiko-teknolojisi

INTRODUCTION

Modern psychology, pedagogy, medicine are now intensively developing, new methods of diagnostics and assistance are being rapidly introduced into science, the content and types of dysontogenesis are being specified, actual directions and methods are being developed. So taking into account the public life technicalization, there is such a phenomenon for studying as "technophobia", allowing considering the emotional, behavioral and cognitive component of personality changes in relations with technology (Zhuravlev & Nestik, 2016, pp. 5-14). Research and analysis of the aggressiveness level in society is also considered as one of the factors of the etiology and pathogenesis of somatic and mental diseases (Yurevich, 2014, pp. 68-77).

It is important to understand that an expert can rarely influence the primary developmental disorders, the main task is to prevent secondary order violations. The secondary defect is the reason and the psychotherapeutic target in the work of a psychologist with disabled children. Therefore, psychologists, who are working with children with disabilities, should be especially sensitive and attentive to enriching their knowledge with innovations in the system of psychology, medicine, education, development, correction. Secondary defects can be very diverse: social disadaptation, communication disruption, lack of motivation, low level of cognitive processes development, motor development, unformed voluntary regulation and self-control. Modern methods and psychotechnics can be useful and helpful even with such a variety in the manifestation of secondary defects.

The purpose of this article is to form an idea of the psychological support innovative methods for children with disabilities. For this, such notions as: innovation, inclusion, psychological support, canis therapy, puppet theatre psycho-technology, etc. will be examined and analyzed.

LITERATURE REVIEW

The study of the meaning of the term "support" is considered in the literature from the positions of different branches of science: medicine, pedagogy, psychology, economics, etc. In conventional dictionaries and reference books this term is interpreted as the interaction of people in society. There is also an emphasis on one of the support functions, which is expressed in emphasizing the subject's independence in making a decision.

I. Mamaichuk (2001), Doctor of Psychology, Professor of the Psychology Department of St. Petersburg State University, leading specialist in children's clinical psychology, taking into account his experience of working with children and adolescents with developmental problems, gives a very precise and complete definition, which emphasizes that psychological support represents a complex of activities of a pedagogical, psychological and psychotherapeutic nature (Mamaichuk, 2001). Thus, psychological support must necessarily contribute to the successful adaptation, rehabilitation and personal growth of children in society. It is aimed at the activation, expansion and person's resources usage. Psychological support is a joint work, a common business of parents, specialist, and child (if child has reached school age, adolescence). Such work should be aimed at revealing resources of the child, gaining access to them, transforming the personality and life context and, as the result - achieving adaptability, sociality, integrity and spiritual harmony of the forming person.

Analyzing opinions of different authors, specialists in the field of practical psychology regarding the purpose of psychological support, can encounter a significant variety of ideas. The goal of the psychological support can be realized both in social adaptation, in self-realization, and in the ability to make responsible choices (Barsukova & Tokareva, 1998; Ruslyakova, 2013). You can try to combine these ideas and identify a common point - this is the formation of the individual's independence.

The process of preparing a child for an independent, adult life is decisive in the context of psychological and pedagogical work. So, the important moments in the activity of the support service are highlighted - to help the formation of an independent personality, implementing an integrated approach to solving problems.

Some psychologists consider the idea of support only like the idea of correction, in this case it is not only about definition narrowing, but also about substituting a psychological support for the correctional program.

Joint discussion of the patient's problem and the search for its solution instead of the proposal of a specific action in its place, is a sufficiently structured, scientifically-grounded action of the specialist. Thus, the method for overcoming childhood traumas, deprivation and harsh treatment of M. Murray is being described in the literature concerning the psychotherapeutic impact on the personality of an adult (Petrova, 2017, pp. 82-91).

The problem of implementing psychological support for children with disabilities is acute now. The Portuguese Association for Relational and Historical Psychology (ARHP) founded a school called RITA LEAL (RLS) with a therapeutic purpose based on new prospects for the treatment of autism. This theory is based on the notion that mental development is determined by mutually conditioned emotional relationships (Alves, Rodrigues, Tirone & Prade, 2016, pp. 163-192).

Structuring the model of the service of psychological support for children with cerebral palsy is carried out by scientists in the Republic of Kazakhstan. So, T. Janieva (2014) defines a regional model of service in a rehabilitation center, highlighting a modular structure of its four components (Dzhanieva, 2014, pp. 97-111). Nasibullina (2016) notes that "... The creation of a system of psychological and pedagogical support for special needs students can be considered as one of the main conditions and components of the inclusion's success..." (Nasibullina, 2016, pp. 57-60).

The main directions of psychological support are the adaptation of the child and his parents to the organization's life which the child should enter (kindergarten, school, college, etc.), supporting the child's interaction with the environment during the expansion of the social space, the provision of individual psychological and pedagogical assistance for a child with special educational needs in the process of his development and taking into conditions of the institution and family (Akhmetshin, Makulov, Talyshева, Fedorova & Gubarkov, 2017, pp. 281-288). It is an obligatory condition to take into account the individual characteristics of the child (his interests, desires, the possibilities of mastering the psychological and life space) and the features of the relationships of all participants in his environment while implementing psychological support. Also, a special task is to conduct psychocorrective classes and consultations about removing anxiety and feelings of guilt from parents, as well as teaching rational methods of caring for the child (Ergaliev, Zhantureeva, Doskalieva & Bekkalieva, 2017, pp. 51-58; Ruslyakova, Razumova, Kolesnikova & Skvortsova, 2017, pp. 844-850).

The analysis of modern scientific works and practical studies on the problem of psychological support of children with disabilities makes it possible to single out the mandatory principles:

1. regular introduction of new methods, technologies, techniques in order to optimize the condition and development of children with disabilities;
2. use of complementary measures of diagnostic and corrective work;
3. implementation of an individual approach in order to take into account the age-related psychological and physiological characteristics of a child;
4. effective interaction at the interdisciplinary level of specialists in different fields.

METHOD

In this psychological practice, innovative technologies are used in order to support children with disabilities. Such technologies include:

- "Positive learning" based on interest, trust, success situation. This technology is used in preschool, school and professional institutions. It is aimed at painless obtaining of feasible knowledge by special methods: the method of associations, which allows to control logical connections; non-traditional forms of assignments ("put an assessment to a classmate", "find a teacher's mistake", etc.);

- Classes in the group, developmental and correction problems are being solved on these classes. Children are trained in effective interaction in different simulated situations, learn to see dignities, to accentuate them and to "camouflage" their disadvantages, to understand other points of views on different situations, etc.;
- Game therapy, in which useful for the child's entry into real life actions come first. Moreover, not only children are involved in the game, but also adults interested in success who want to help their child, work out life situations in a playful form. This is not about the pathological attachment to gambling, described by M. Prilutskaya and R. Kuliev (2016).
- Art therapy: drawing on paper, on sand, modeling, applique, etc. Sufficient attention is paid to abstract expressionism in different countries, where color, brush strokes, and composition are used to express emotions (Shamir, Nissel & Winner, 2016). The development of fine motor skills, motor activity, and creativity are essential elements in the adaptation and development children with disabilities. This technology is especially relevant for children with developmental delay (Zhuravlev, 2016, pp. 22-29). At the same time, according to the results of the conducted studies, individual features of viewing emotionally significant images were revealed (Podladchikova, Koltunova, Shaposhnikov & Lomakina, 2017).
- Fairy tale therapy - activates thinking, promotes the development of speech, mental stress, makes it possible to realize your feelings, experiences, conditions, etc.;
- Training in equalizing mechanism - not only the child but also the adult custodian is trained to maintain optimal relationships without significant emotional, cognitive, behavioral costs; learning the elements of self-regulation makes it possible to stabilize the process of formation of an adequate personality.

We want to make a special emphasis in this article separately on two effective innovative approaches in the psychological support of children with disabilities, such as canis therapy and puppet theatre psycho-technology

The method of canis therapy was introduced only half a century ago, but its results are quite weighty in an applied aspect. In 1961, American psychiatrist B. Levinson, in the process of therapeutic counseling, came to the conclusion that patients are easier to contact if his favorite retriever dog is in the office. It is also noted by other researchers that children visiting classes of medical cynology outstrip their peers who do not have contact with dogs. It is proved, that dogs influence on such resources of children which without this intervention remain in a sleeping mode. This form of psychological support has a demonstrative effect of an applied nature and is called canis therapy.

The main task of canis therapy is the restoration or formation of lost, unformed or pathologically formed functions. Classes with dogs suggest an orientation toward the formation of children's sound, visual and most important tactile sensations. It should be assumed that stimulation of development in the field of tactile sensations is very necessary for children with disabilities. So, for children with autism this can act as a compensation for missing contacts or stimulation to carry out a casual contact. For hyperactive children, such work can be an opportunity to realize the accumulated energy: instead of outbreaks of aggression and destructive behavior, it acquires the experience of being responsible and, at the same time, protected. Children diagnosed with infantile cerebral palsy, with Down's syndrome, with oligophrenia can become more contact, independent both in their movements and in their speech activity (Fatikhova & Sayfutdiyeva, 2016, pp. 138-151).

It is proved that dogs are able to catch even the smallest changes in the mood of a person, they give their quick and emotional response to a person from which it is impossible to refuse or to ignore. The person thus experiences an emotional discharge, the ability of conflict-free communication is actualized, a positive attitude is formed both to surrounding persons, and to itself, and to the world.

One of the effective methods is the puppet theatre psycho-technology in psycho-corrective work with children with disabilities. It is known that the practice of treating dolls has existed for a long time. A child's favorite pastime is a game, in such way they are getting to know the world and enjoying this knowledge. Modern children are more active, strive for action and freedom,

this is also manifested in their games. They learn to manage events, to interact, to be competent, first in the game, and then in real life. Only in the game, an adult or a child has freedom of creativity, and only creative activity provides a healthy human condition (Vinnicott, 2012).

Four directions can be distinguished in the basis of the puppet theatre psycho-technology general development (cognitive processes and communication opportunities), art therapy (creation of dolls, creativity, improvisation of roles, music), psychodrama ("here" and "now") and game nondirective therapy. The goals of therapy are subordinated to the main idea of child support and development: the correction of behavior and the formation of effective behavioral patterns, the ability to interact, socio-psychological adaptation, the formation of personality, the understanding of feelings, the development of reflection, and the means of expressing one's self. Use this type of therapy can be both in individual and in group form.

The advantage of this kind of work is that the game is a natural therapy, where the child depicts and transforms himself / herself. It is safe to feel and to understand the real content and laws, the rules of life is possible only through familiarity with the model of this world, with the game, the theater, and the doll. We are reading books for a little child; fairy-tale characters come to him in the imagination in order to help with the world acquaintance. Later he gets acquainted with the world of dolls and theater. Favorite heroes of fairy tales here come to life and in reality, one can see the consequences of their actions and emotions possessing a strong contagious effect. There is something even more wonderful than a fairy tale in reading.

Thus, puppet theater psychotechnology is the optimal form of working with children both with normal development and with delay. For children with disabilities, such psychological support will contribute to the restoration of certain areas of mental health, to carry out feasible correction of speech development and psychomotrics. It should be noted that for teenage years, psychological trainings with puppets in theatrical form are also possible, which contributes to: mastering communication skills, developing motor skills, cognitive mental processes, stabilizing the emotional sphere, etc. It is possible to organize the social rehabilitation of people with special needs and with various diseases, create positive attitudes towards overcoming the existing defect, or compensate for it with the help of the doll. It has been proved that in cases this psychotechnology was used as an accompanying therapy, adult and small patients coped with diathesis, bronchial asthma and cardiovascular diseases more easily.

You can use doll puppets, dolls, glove- dolls on the fingers, etc. The main thing is that the dolls should be "alive", they should have the opportunity to act (Grebenshchikova, 2007; Tatarintseva, 2007).

The puppet theater psychotechnology is closely connected to the child's psychosomatic interaction, emotion from the doll affects the level of his body. Shishova (2014) describes an example of how the dolls around the child bought by his parents were reflected not only on the mood of the child, but also on his self-presentation, behavior, and ways of interacting with the environment, and so on: "New monsters were bought for the boy regularly for a long time. They were small, unobtrusive, as mother believed. After a long game with them, the appearance of the child and his behavior changed significantly: he began to stoop more and more, looked at the people from under his eyebrows, spoke in a harsh, angry voice. Ironically, the impact of toys was stronger than other formative factors (music and sports). All these features had been overcome after all the monsters were removed from the children's room" (Shishova, 2014). This example shows how the doll can affect the child.

The reverse side of the child's interaction with the doll should also be determined: the child can express his thoughts, feelings, condition and system of values and relationships with the help of a doll. It turns out that the doll can act as an external expression of the inner world of the child, without embarrassing him/her, without traumatizing his/her interests, organizing a close positive and effective connection with the corrective effects of psychological and pedagogical support.

Thus, the puppet theater psychotechnology implements the functions (developing, communicative, relaxation, educational and training ones) that effectively simplify the complex system of activities for the child in order to enter the world around him.

RESULTS

Here are the main developments of the psychocorrective study. The innovative technologies influence effectiveness on the stabilization of mental state of children with disabilities is based on their adaptability, communicative, activity, stress-resistance, and productively used coping strategies.

During our work, we used several stages of the canis therapy process. Compliance with the work of these stages is an obligatory component of competently organized work on the rehabilitation of children and adolescents with special needs.

At the first stage, it presupposes the establishment of an indirect contact through the formation of an understanding of the "man-dog" interaction: the child gets acquainted with the dog, he/she is told about the breed, the dog's body, the basic skills and peculiarities of the human's relationship with the dog. The child is shown that the animal trusts him/her, is ready to communicate and will gladly fulfill all available desires. This is the stage of the "circus performance" - as a presentation of this form of relationship.

The second stage is the establishment of direct contact, which also consists in overcoming fear of the dog: the child is taught to give commands (voice or gestures), call the dog, initiate contact with the dog.

In the third stage, tactile contact is realized: the child strokes the dog, walks with it, combs it, etc., it "trains" the pet moving actively, clearly pronouncing the words - the commands, interacting with other children, orienting in space, coordinating their movements, etc.

We will describe in detail the work with children suffering from different forms of cerebral palsy.

In order to reduce spasticity of muscles, and conversely, to increase the tone of weakened muscles, to improve speech, to coordinate movements, to correct the psychoemotional sphere, it is advisable to use the following exercises:

- "Rug": dense lying with a dog on one side with tactile sensations of warmth, soft dog hair;
- "Battery": a dense lying between the dogs with tactile sensations of different parts of the body, the coat of dogs (perhaps the sensation of a moist nose, the tongue of a dog when the dog is licking the permissible areas of the child's body), the breathing of dogs;
- "Alive bed": laying on one or several dogs in different variations (on the stomach, on the back, across the dogs, along the dogs), for the purpose of maximum relaxation, thanks to the wave sensations of the dogs breathing and the heat of their bodies;
- "Dog's name": naming when referring to each dog, when giving it a command, feeding a dog, playing with a ball, etc.;
- "Treat": different options for feeding dogs (dry food): feeding with different hands (for work of muscles - antagonists to spastic muscles); to go to the bag or cup with food, to take food, then go back to the dog, to give to the dog different options of food, etc. (to form coordination of movements); to take one feeder by fingers, to put on a palm, to bring to the dog (for the development of fine motor skills);
- "Circus": demonstration of the dog's performance (playing with a ball, skipping rope, hoop, stand on the hind legs, "give a paw", etc.), in order to stabilize the psycho-emotional state, to increase the positive interest of the child, to switch to positive emotions;
- Other games with the dog.

The following set of exercises is expedient to use for suppression of the strengthened activity of subcortical systems, motor reactions, tonic tension of muscles, for improvement of speech functions against the background of achieving a sedative effect:

- "Walk with dogs": driving a dog on a leash with or without an adult, depending on walking skills; walking between two dogs, densely coming from both sides, giving support to the child; and etc.;
- "Good dog!": Praise for the desired actions of the dog through access to it, while stroking it along the wool (possibly with feeding);

- "Let's go together": riding a dog with full arms around - tactile grasping touch in order to maintain balance (however, hold is imaginary, since the specialist insures the child, providing psychological and physical protection against falling);
- so forth.

Another set of exercises of canis therapy should be used in order to reduce diffuse muscular hypotension, to restore impaired coordination of movements, to eliminate trunk ataxia, speech disorders and intelligence:

- Each beginning of the activity is accompanied by a recall of the names of all dogs, acquaintance with new dogs - therapists;
- Familiarity with the "device" of dogs: to find different parts of the body, to get acquainted with previously unknown parts of the body, to compare with parts of the human body, etc.;
- Various games with dogs for coordinating movements; games - intelligent (puzzles about dogs, tasks involving dogs, for example, to find a ball, and tasks for dogs, for example, to bring a toy, to show your leash, etc.);
- Feeding dogs; and others.

We will also present specially designed and applied classes using the puppet theater psychotechnology as a concomitant method of innovative technology.

The organization of such classes helps to promote inclusive education, to create conditions for optimal adaptation of the child, to correct and to develop his cognitive processes and personality. Such classes using the puppet theater psychotechnology allows us to use the cognitive, emotional, strong-willed sphere of the child, to develop communication skills, to extend his/her ideas about himself/herself, other people and the world.

Therefore, we define the step-by-step structure of the proposed classes.

So, at the first stage, a positive rapport should be established. At this stage, it is advisable to use the ritual of the theatrical greetings, through which the necessary setting is given, a charge for personal-oriented interaction in the group. Already at this stage, the important role of the doll in determining the centered attention to each participant of the group is considered.

The second stage of the work is defined as warm-up. The child's attitude to creative self-expression, and interaction with other members of the group is a very important task, with which one can abandon inertia, lack of initiative, physical and mental weakness. Such "warming up" allows to attract the attention of the child to joint creativity, to adjust it to active partner work.

The third stage is, perhaps, the main part. In which a story appears, an apogee is reached, important emotions are broadcast. Played scenes with a certain degree of improvisation, each specific role played by the child - all this contributes to penetration into the essence, understanding of the psychological meaning of the world of interrelations and mutual influences. The text of the performances makes it easier for a child to enter the adult world of social relations, and in the images of his characters the child can train to fulfill certain social roles.

Further, in the final part of this work, the appropriate coping and behavior patterns are developed. Children develop communication skills, stabilize and optimize their emotional responses and conditions. At the end of the lesson, when the results are summed up, it is important that each child-participant of the group shares his/her impressions and exchanges emotions, which will allow him/her to realize the new experience and to consolidate his social activity and confidence.

For adolescents, it is better to make appropriate to the purpose of the training topic. For example, Usova (2008) offers teenagers to travel on an imaginary ship, the name of which the guys came up with themselves, a team of pupils and leaders visit the "Vulk of Delight", "The Triangle of Misunderstanding", "The Island of Sadness", etc. (Usova, 2008). There is a frank talk that helps adolescents to acquire mental integrity and peace of mind, to comprehend spiritual values, to compensate disharmony in individuals and psychopathic behavior disorders, to exclude secondary disturbances in the emotional-volitional sphere.

Now we define the role and place of this psychotechnology in the child's sense of psychological safety: his own embarrassment and uncertainty is closed by a screen, the doll in the child's hand acts as an independent person, and the play itself performs a problem-free projection of the existing experiences. Thus, comprehensive psychological protection of the child with practiced mechanisms of compliance with psychological comfort is realized.

DISCUSSION and CONCLUSION

Comparing the obtained results of innovative technologies usage, the methods of canis therapy and puppet theater psychotechnology, have an important place in the support of the child. The applied special exercises of these two methods are aimed at the functional application of the hands, on the formation of general motor skills and articulation, on the development of speech skills and an adequate mental state.

We should note that a child with a diagnosis of infantile cerebral palsy is difficult to grasp the subject, to release it, to shift and to manipulate with it, that is why in this type of work, attention is paid to the arbitrariness of the actions, movements and behavior as a whole. We practice such actions as shifting an object from one hand to another, from place to place (balls, leash, food, a bowl for feeding, dolls, clothes for it, etc.) during classes. The child gives, transfers, shifts objects and in more advanced levels interacts with them in order to achieve the set goals.

We received good indicators on the use of special exercises in the field of children's self-service, in the field of skills of independent movement. So, for this, at first, we teach the child to get up and walk with support, leaning on the croup of a dog. Later, the "placebo" effect is used: the child, holding the leash of the dog in his hands - as an imaginary support, learn to maintain balance, correctly distribute the center of gravity and to coordinate their actions.

Developed and used exercises contribute to improving the overall mobility and physical development of the child. Basic motor skills are easily formed while playing and during simple interaction with a dog or a doll.

The child learns to respond correctly in the society playing different situations with the doll and the dog, to change his/her behavior with respect to the new conditions that have arisen. The child tries to correct his own behavior, thoughts and experiences without harming his personality, because he performs a given role. This is how the formation of optimal styles of behavior, emotional reactions, psychosomatic manifestations. The experience gained by the child in the direct performance of any performed role will be much more effective than the usual warnings about possible experiences, thoughts and feelings. In addition, as the story unfolds, both theatrical and interaction with the animal, the child is in emotional tension, which is able to grow and, having reached maximum intensity, is replaced by emotionally violent reactions (laughter, crying), which relieve accumulated tension due to the existing social prohibitions on their demonstration. So new personality traits, patterns of behavior and the possibilities of cognitive processes are formed.

So, our psycho-corrective effect on children with special needs allowed us to note a positive motivation and activity in the performance of rehabilitation tasks. Undoubtedly, canis therapy and puppet theater psychotechnology are effective methods of rehabilitation and psychological support, in which specialists from different fields take part: teachers, psychologists, doctors, cynologists (dog specialist), social workers, etc.

There is a physical and psychological stabilization of the states, qualities, abilities and skills of the child, in the work process by canis therapy methods taking into account the professional selection of exercises for individual programs and techniques.

The puppet theater psychotechnology is an innovative, fascinating and accessible form of optimizing the behavior and shaping the personal qualities of a child with special needs. The process of child's self-expression and his/her self-knowledge contributes to the prevention of secondary disorders development and the correction of impaired behavior. L. Vygotsky (2013) in his works it is noted that working with such children the use of various means and workarounds may be optimal to turn the defects minus into the advantages of compensation (Vygotsky, 2013, p. 135).

So, the presented methods of psychological support innovation work of children with disabilities enhance them in a communicative, cognitive and behavioral aspect, adapting to the realities of the surrounding reality, including the society of healthy people (Kiseleva, 2016, pp. 33-43).

Thus, the integrated approach to the use of innovative approaches in the psychological support of children with disabilities will encourage the child to achieve success, to maintain a sufficient level of interest and motivation for life, taking into account the differences in attention in children with normal development and with autism (Chukhutova, Galyuta, Ilina & Stroganova, 2016, pp. 143-153).

Now there are more and more new directions in the practice of social and correctional psychology. Efficiency in the work of a psychologist depends on how much intensively, widely and successfully he/she applies innovative methods in his activities. Excellent results are shown by therapy with the help of animals (dog therapists), as well as the puppet and theater psychotechnology of correcting complex behavioral disorders, mental development delays, psychopathic reactions, communication disorders, socio-psychological maladjustment, disturbances in the emotional-volitional sphere, prevention of secondary defects.

Only openness for a new experience, susceptibility to innovation, professional plasticity of the psychologist, tracking of the contemporary experience of colleagues will help to promote effective psychological support for children with disabilities. Encouraging them to care and love, the environment, forming some altruistic activity, is possible to form their proper personal characteristics (Rodina & Prudkov, 2015, pp. 67-77).

In the technologies of modern rehabilitation centers, the psychotherapeutic component is mandatory. This is determined by the importance of working with the emotional-personal sphere of patients and their families, which shows the effectiveness of the restoration technologies usage (Varako, 2014, pp. 178-189).

The proposed microtechniques of these innovative technologies make it possible to create a safe psychotherapeutic environment, reduce resistance, anxiety, and remove the used psychological protection of children and adolescents with special needs.

REFERENCES

- Akhmetshin, E. M., Makulov, S. I., Talysheva, I. A., Fedorova, S. Y., & Gubarkov, S. (2017). Overcoming of intercultural barriers in the educational environment. *Man in India* 97(15), 281-288.
- Alves, P.F., Rodrigues, T.F., Tirone, C., & Prade, D. (2016). A new perspective on autism: Rita Leal School. *Psychology in Russia: State of the Art* 9(4), 163-192.
- Barsukova, I.G., & Tokareva, M.V. (1998). *Teacher-psychologist in the system of developmental learning of D. Elkonin - V.V. Davydova: A methodical manual for school psychologists*. Perm: Perm Publishing House.
- Chukhutova, G.L., Galyuta, I.A., Ilina, G.A., & Stroganova, T.A. (2016). Advantage of the left side of the space when changing attention setting of children with normal development and with autism. *Questions of psychology* 1, 143-153.
- Dzhanieva, T.S. (2014). Regional model of the service of psychological and pedagogical support for children with cerebral palsy in a rehabilitation center of the Republic of Kazakhstan. *Special education. Kazakhstan, Astana* 4, 97-111.
- Ergaliev, A.S., Zhantureeva, A.A., Doskalieva, R.B., & Bekkalieva, G.M. (2017). Application of innovative pedagogical technologies in the practice of psychological and pedagogical support of children with special educational needs. Scientific and methodical electronic magazine "Concept" 35, 51-58. 30 September 2017 retrieved from <http://e-koncept.ru/2017/771182.htm>
- Fatikhova, L.F., & Sayfutdiyeva, E.F. (2016). Understanding of unsafe situations by children with intellectual disabilities. *Psychology in Russia: State of the Art* 9(4), 138-151.
- Grebenshchikova, L.G. (2007). *Fundamentals of Dolls-therapy. Gallery of dolls*. St. Petersburg: Speech.

- Kiseleva, L.S. (2016). Happiness in the perception of children of primary school age. *Questions of psychology*, № 2. P. 33-43.
- Mamaichuk, I.I. (2001). *Psychological help for children with development problems*. St. Petersburg: Speech.
- Nasibullina, A.D. (2016). Organization of psychological and pedagogical support for students with special needs in conditions of inclusive education. *Scientific and methodical electronic magazine "Concept"* 20, 57-60. 30 September 2017 retrieved from <http://e-koncept.ru/2016/56326.htm>
- Petrova, E.A. (2017). Opportunities for adult psychotherapy that had a traumatic experience in childhood. *Questions of psychology* 1, 82-91.
- Podladchikova, L.N., Koltunova, T.I., Shaposhnikov, D.G., & Lomakina, O.V. (2017). Individual features of viewing emotionally significant images. *Neuroscience and behavioral physiology: Springer New York Consultants Bureau (Moscow)* 47(8), 941-947.
- Prilutskaya, M.V., & Kuliev, R.S. (2016). Gambling behavior in people at different levels of risk of pathological gambling. *Neuroscience and behavioral physiology: Springer New York Consultants Bureau* 46(6), 682-687.
- Rodina, O.N., & Prudkov, P.N. (2015). The altruistic activity of animal advocates. *Questions of psychology* 5, 67-77.
- Ruslyakova, E.E. (2013). *Psychological support of a child suffering from a physical illness*. Magnitogorsk: MSTU.
- Ruslyakova, E.E., Razumova, E.M., Kolesnikova, O.Yu., & Skvortsova, M.L. (2017). Bronchial asthma psychological correction in large industrial city. The European Proceedings of Social & Behavioural Sciences EpSBS (pp. 844-850). *International Conference «Responsible Research and Innovation (RRI2016)» 2016, 07-10 November 2016, Tomsk, Russia*. 30 September 2017 retrieved from http://portal.tpu.ru:7777/science/konf/rri/programme/RRI_%D0%BF%D1%80%D0%BE%D0%B3%D1%80%D0%B0%D0%BC%D0%BC%D0%B0%20final.pdf
- Shamir, L., Nissel, J., & Winner, E. (2016). Distinguishing between Abstract Art by Artists vs. Children and Animals: Comparison between Human and Machine Perception. *ACM Transactions on Applied Perception (TAP)* 13(3), doi: 10.1145/2912125.
- Shishova, T.L. (2014). *Child without problems. Upbringing of a child from 4 to 14 years*. 30 September 2017 retrieved from <https://www.psyoffice.ru/3592-shishova-t.-l.-chtob-rebenok-ne-byt-trudnym.html>
- Tatarintseva, A.Yu. (2007). *Dolls therapy in the work of a psychologist, teacher, speech therapist*. St. Petersburg: Speech.
- Usova, T.V. (2008). *Dolls therapy as a method of rehabilitation: a methodical manual*. Saratov: Ministry of Social Development of the Saratov Region. State Scientific and Practical Institution "Regional Rehabilitation Center for Children with disabilities"
- Varako, N.A. (2014). Person-centered approach in medicine on the example of neuropsychological rehabilitation. *Psychology. Journal of Higher School of Economics* 11(2), 178-189.
- Vinnicott, D. (1971). *Game and Reality*. London: Tavistock Publications. 30 September 2017 retrieved from <http://web.mit.edu/allanmc/www/winnicott1.pdf>
- Vygotsky, L.S. (2013). *Mental development of children in the learning process*. Moscow: The book on demand.
- Yurevich, A.V. (2014). The manifestations of aggression in modern Russian society as a psychological problem. *Psychological journal* 35(3), 68-77.
- Zhuravlev, A.L., & Nestik, T.A. (2016). Psychological factors of negative attitude towards new technologies. *Psychological journal* 6, 5-14.
- Zhuravlev, Zh.I. (2016). Development of children's creativity in ontogenesis and dysontogenesis. *Special education* 3, 22-29.