

PRINCIPLES OF PROVIDING SOCIAL PEDAGOGICAL ASSISTANCE FOR CHILDREN FOR THOSE WITH BEHAVIORAL AND EMOTIONAL DIFFICULTIES AND DISORDERS

To provide support to a child with behavioral and emotional problems in educational institutions, a team is necessary, which should consist of specialists in the required field with appropriate skills communication and cooperation skills and able to respond flexibly to the changing needs of students needs and events.

The structure and functions of the Child Welfare Commission operating in the school, whose member is usually a social pedagogue, are established by the Decree of the Minister of Education and Science of the Republic of Lithuania in 2017. May 2 edited order no. V-319 "Establishment of the School Child Welfare Commission and description of its work organization procedure". Those who make up the child welfare commission in the educational institution members must take care of a safe and favorable educational environment for the child, focused on personal success, well-being, maturity, educational achievements that meet the child's individual capabilities and progress, perform other functions related to the child's well-being.

A social pedagogue in an educational institution works together with the administration of the educational institution, teachers and class teachers, other educational support specialists - psychologists, special pedagogues, other employees of the educational institution. Working together with his colleagues, social the teacher is responsible not only to other members of the commission or the school community, but also to the whole society, he assesses the educational environment, children's safety, analyzes their educational needs, problems and reasons, determines the priorities, directions, form of provision of educational aid measures. A social pedagogue, like every member of the team, is responsible for the overall team and their activities for the benefit of the child in organizing and carrying out the assistance process and, if necessary, directing children to social partners or other specialists. A social pedagogue has to do both managerial and social pedagogical assistance development work. In terms of management, the social pedagogue gathers a team of necessary specialists, looks for connections with other institutions that take care of child rights protection and well-being.

The effectiveness of the provision of social pedagogical assistance to a child with behavioral and emotional difficulties and disorders is determined by the interdisciplinary efforts of various specialists, coordinated and timely problem solving. Providing help from a social pedagogue most of the time begins with individual help for the child in cooperation with the pedagogues who educate him. However if the child's problem cannot be overcome individually, team assistance is organized, setting a goal and predicting the directions of activities. In such a team, a distribution of activities is required.

The social pedagogue usually has teams here, providing assistance to children with disabilities behavioral and emotional difficulties and disorders, the role of the initiator of creation, and later the coordinating function of its activities. The functions and activities of the social pedagogue are defined and consolidated by the above-mentioned legal acts. The social pedagogue's functions in the team are usually the following:

1. Social pedagogue as the initiator and coordinator of the provision of systematic assistance to a child with behavioral and emotional disorders in an educational institution.
2. A social pedagogue as the initiator and coordinator of a support network for a child with behavioral and emotional disorders outside the educational institution.
3. Social pedagogue as a mediator.
4. Social pedagogue as consultant and researcher.