

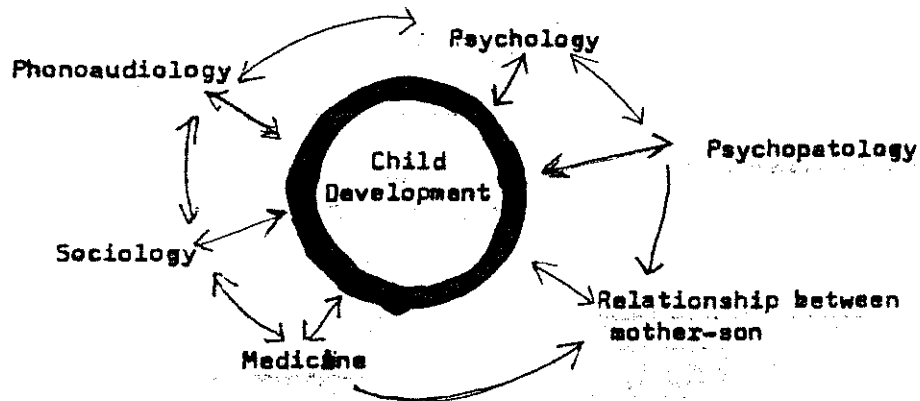
ANNEX 2

COUNTRY REPORT

- 1- Name of Training Course: THE GROUP TRAINING COURSE IN MENTAL RETARDATION
IN FY 1992
- 2- Name of Participant: MARGARITA ROSA VILA
- 3- Name of Country: ARGENTINE
- 4- Name of Your Organization: SPECIAL SCHOOL N°2096
"EARLY STIMULATION INSTITUTE" PROVINCE EDUCATIONAL
MINISTRY OF SANTA FE.

5- Organization Chart:

Participants are requested to outline their function of the organization and their own job.



To board

Treatment with children and their own families with troubles at the develop because of genetic, neurology, psychological and/or social problems. This work 's for child up to three yers old. How is organized ?

- Inicial interview with parenta attending by a doctor and a psychologist.
- Individual treatment with the child and the parents through "the playing" Attending by a therapist who is chossen according with the main problem that the child shows.

COUNTRY REPORT

- Meeting for deliberation among different professionals of the team.
- Clinical meetings with all the team to analyze in group each treatment through the presentation of the cases.
- Sociability groups with three or four children with troubles in the develop, to work the beginning of the symbolic function.
- Integration of these children in common kindergardens and their own continuath
- Derivations to special schools to continue study or working(prepared for).

6- The current situation and trends in rehabilitation services.

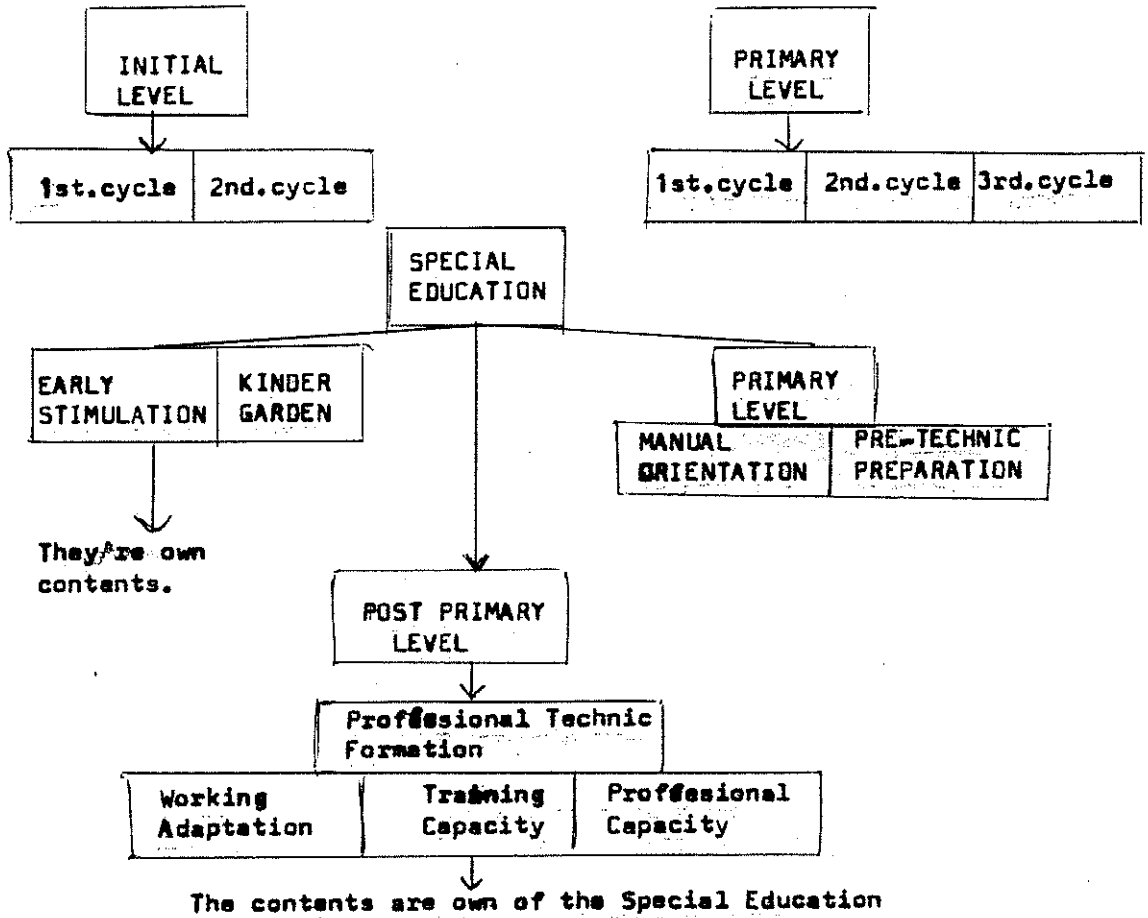
Participants are requested to outline the status of educational, welfare/social and medical systems and services, financial aids and voluntary activities for people with mental retardation in their own country.

Register of Special Primary Level According the Regime and Sort of Discapacity.
1983, R.Argentine.

Regimen	Total	MENTAL RETARDATION:				PHYSICAL DISCAPACITY %				SOCIAL DISCAPACITY		V.N. I
		LIGHT	MODE RATE	HARD	PSYCOSES	Motora	FUNCTIO- NAL ORGANIC	BLIND AND LESS VISION	DEAFNESS AND HYDROCOU- SIS	Educable	Reeducable	
NATIONAL	N° 2462	917	800	59	4	139	57	113	224	33	48	14
	% 100	39.44	32.50	2.39	0.16	5.64	2.31	4.59	9.10	1.34	1.95	0.57
PROVIN- CIAL	N° 15573	6691	998	52	102	424	1183	204	540	839	351	4189
	% 100	42.97	6.41	0.33	0.65	2.72	7.60	1.31	3.47	5.39	2.25	26.90
PRIVATE	N° 1871	1037	325	98	13	26	7	13	319	13	14	6
	% 100	55.43	17.37	5.24	0.69	1.40	0.37	0.69	17.05	0.69	0.75	0.32
Total	N° 19906	8699	2123	209	119	589	1247	330	1083	885	413	4209
	% 100	43.70	10.67	1.05	0.60	2.96	6.26	1.66	5.44	4.45	2.07	21.14

COUNTRY REPORT

To be continuous I'm going to show the relation among the flow of the curricular areas of education, initial and primary with the special education



COUNTRY REPORT

7- Participants are requested to show the specific principle or philosophy of education and welfare/social services in their country and to state their own views or comments on it.

The history of Special Education goes to identify with the develop with the meaning of "MENTAL BEFICIENCY".

Actually, in own country Special Education takes a group of areas which try to give solutions to different problems conecting with learning that some persons have.

New psycopedagogical currents have given places to new approach of Special Education paying more attention to the abilities than the limits.

They are not interested in classifying deficiencies that the child has, they are now interested in what children can do themselves. In that way, Special Education seems to go to the integral formation of the child, developing his/her own abilities and in let him/her introduce in a social and labour community.

That may be possible thanks three main reasons:

- 1) Normalization
- 2) Individualization
- 3) Integration

COUNTRY REPORT

8- Service delivery system and relevant laws and regulations.

Participants are requested to draw an organization chart or flow chart (starting from section at the lowest level) for every agency in their country which is responsible for service delivery systems.

