

# **Анотации на научните трудове на английски език на гл. ас. д-р Иван Василев Тричков**

за участие в конкурс за заемане на академичната длъжност „доцент“  
по област на висше образование 3. **Социални, стопански и правни науки**  
професионално направление 3.2. **Психология** (Специална психология)

## **I. Monographs**

- 1. Trichkov Iv. (2019) - „Psychological and pedagogical rules, models of good practices and recommendations in the work and education of children and students with behavioral disorders“ - University Press „Paisii Hilendarski“ - ISBN 978-619-202-514-4**

### **Abstract**

The monographic work „Psychological and pedagogical rules, models of good practices and recommendations in the work and education of children and students with behavioral disorders“ is especially well-timed and up-to-date. In recent decades, there has been a steady trend of increasing the number of children with attention deficit hyperactivity disorder, pathologically aggressive children, and a slightly underestimated behavioral problem of opposition-provoking behavior. More often, in modern psychology began to talk about the diagnosis of behavioral and emotional disorders typical of childhood and adolescence. In addition, society has gradually begun to realize that behavioral problems are not to be underestimated and has begun to require educational institutions to assist in the work and education of such students.

From this point of view, this issue is extremely important in view of the continuous increase in the number of children with behavioral and emotional disorders, leading to various peculiarities regarding their social formation.

That is why in the present monograph this issue is specified in a theoretical aspect. In this context, one of the most important points was to cover the main specifics of the main behavioral disorders and disorders, as well as to derive basic rules, models of good practices and recommendations for work and study in children and students with attention deficit hyperactivity disorder, aggressive behavior and opposition provocative behavior. Trends in the application of these rules, models of good practices and recommendations for work and education of these children and students are also highlighted.

This monograph is a valuable resource, will be useful and will provoke motivation to successfully deal with problems related to aggression, oppositional-provocative behavior, hyperactivity and other behavioral disorders of students by psychologists, educators, students, parents and any professional working in the field of behavioral disorders.

**2. Trichkov Iv. (2017) - „Attitudes of teachers towards the inclusion of children and students with special educational needs in the socio-educational environment“ – University Press „Paisii Hilendarski“ - ISBN 978-619-202-296-9**

**Abstract**

The idea of the monograph and the study included in it is to trace and conceptualize the psychological aspects and the influence of the existing social attitudes towards people with special educational needs and towards the integrative processes of this population. One of the main questions of the study is related to whether from psychological point of view the attitude of pedagogical specialists towards children and students with special educational needs is changing in the context of inclusive education and whether there is social acceptance of people with disabilities in general.

For this purpose, the psychological aspects are specified the content characteristics of the stereotypes, prejudices and social attitudes, predispositions influencing the attitude towards people with disabilities, existing norms and stigmas, attitudes and challenges to the integration and inclusive education of people with SEN, social acceptance and barriers to integration these persons.

This issue is specified in the present study both theoretically and empirically. In this context, one of the most important points is really to trace the attitude towards the integration and inclusive education of children with disabilities, because subsequently these attitudes inevitably affect the life functioning of people with disabilities in general.

**3. Trichkov Iv. (2021) - „Psychological aspects of empathy in children and students with attention deficit hyperactivity disorder“ - University Press „Paisii Hilendarski“ - ISBN 978-619-202-665-3**

**Abstract**

In recent years, a disturbing trend in modern society has made a strong impression, and that is the fact that humanity among people has acquired very low values. This fact is an extremely serious problem for humanity. One of the most important characteristics that determine the welfare of people are the skills associated with empathy and demonstration of empathic and altruistic models in society.

The problem of empathy is especially relevant in relationships with children with special educational needs, including attention deficit hyperactivity disorder, and this behavioral disorder is one of the most common in recent years. Children with hyperactivity are already taught in almost every Bulgarian school.

The content of the book is decomposed into four parts.

In **the first part** a detailed literature analysis is made related to the issues covering the nature, content, functions and manifestations of empathy. Attention is also focused on the formation and development of empathy in adolescents.

In the **second part**, a thorough and interesting literature analysis related to the attention deficit hyperactivity disorder is made. Attention is paid to the nature, classification, etiology, psychological characteristics of children with hyperactivity. Attention is also paid to the diagnosis, evaluation and some therapeutic interventions aimed at overcoming this disorder. Attention is also paid to social attitudes influencing the attitude towards children with hyperactivity.

The **third part** of the book presents the design of the study. The purpose, tasks, hypotheses, object, subject, tools, participants and organization of the research are presented.

The **fourth part** of the book contains the ascertaining part - the analysis of the obtained results, as well as a discussion of the results obtained from the research.

The book is the result of many years of research in the field of tracking empathic patterns in children and students with hyperactivity syndrome, which is an important aspect of the essence of special psychology.

## **II. Articles, scientific reports, scientific communications, referenced and indexed in a world-famous database of scientific information**

### **ARTICLES according (Web of Science) ISI Conference Proceedings Citation Index (ISI CPCI)**

1. **Trichkov Iv. (2018) - „SOCIAL ACCEPTANCE AND SOCIAL ATTITUDES TOWARDS PEOPLE WITH DISABILITIES“ - INTED 2018 - 12th International Technology, Education and Development Conference, 5th-7th March, 2018, Valencia, SPAIN Pages: 2450-2460;  
Publication year: 2018  
ISBN: 978-84-697-9480-7  
ISSN: 2340-1079**

IATED Publications are periodically sent for their inclusion in the ISI Conference Proceedings Citation Index (Web of Science). Since 2010, INTED, EDULEARN and ICERI Proceedings have annually been accepted and indexed in the ISI Conference Proceedings Citation Index.

### **Abstract**

The purpose of the article is to track attitudes towards disabled people by pedagogical specialists working with this group. For the tracing of social attitudes, an author's questionnaire was used, and for its creation were borrowed four statements from Fey's modified scale (modified by Levterova, 2009) for the acceptance by others. This is a first finding research, as the idea is of being further developed, as to develop, at a future moment, a model for an innovative educational environment regarding the inclusion of people with special educational needs and their equal acceptance in the society.

The social acceptance of people with disabilities is a sign of tolerance of the society towards differences. The social acceptance of differences is a dimension of humanity. The level of social acceptance shows what is our attitude towards segregation, discriminatory models happening in the community, it also shows our attitude towards integration and inclusive education.

In the last few years, significant steps have been taken in relation to integration of people with disabilities. Despite that there still are a lot of barriers and obstacles, which these people encounter when they are outside.

**2. Trichkov Iv. (2020) - "Family Support for Children with Behavioral and Emotional Disorders" - collection "Духовність особистості: методологія, теорія і практика" №3 (96) 2020 - ISSN 2707-7292**

The magazine is included in the International database Ulrich's Periodical Directory (2013), full text database Open Academic Journals Index (2014, CGIJ OAJI - 0,350), Google Scholar (2014, h-index 2019 - 13), National library of Ukraine named on VI Vernandski (2008), International scientometric database Index Copernicus International (ICI 2018 - 79,84)

**Abstract**

The aim of the article is to raise the issue of the importance of family support in children with behavioral and emotional disorders. It notes that it is the environment that has a huge impact on the formation and becoming of the child. This is because it is in the family that the foundations of the human personality are built. In a favorable environment, they should create beauty in life, balance of spirit, a sense of security. But the family environment would have an educational effect only if the child is actively involved in it. It is the first "experimental field" for human life. The inclusion of the child in the family environment and his upbringing in moral virtues is one of the practical ways for his socialization. Unfortunately, many families fail to provide emotional support to adolescents, fail to create this psychological comfort and security. Disruption of this emotional connection with parents, lack of emotional support can easily lead to serious damage to the psyche of a child and this can easily lead to irreversible consequences in behavior and emotional development and its formation. Problematic children are usually the result of family conflicts, lack of parental love, upbringing in cruelty, rudeness and inconsistency in parental actions. Children almost always absorb not only the positive but also the negative patterns of behavior coming from the parents. It is unrealistic and ineffective for parents to demand exemplary behavior from their children if they themselves are not carriers of it. The future of the child also depends on the example and the educational impact of the parents. Very often in the hectic daily life of us adults we do not have time to pay enough attention to the emotional and behavioral development of our children. We often forget that the behavioral and emotional disorders of some children are a cry for help, which unfortunately is often misunderstood by others. If left unnoticed by adults, these negatives can take root in the form of various feelings in the minds of adolescents and have a negative impact on their mental and emotional development and well-being, and lead to serious behavioral and emotional dysfunctions.

### **III. Articles and scientific reports in Bulgaria and abroad in unrefereed journals with scientific review**

**1. Trichkov Iv. (2020) - „Training requirements for students with learning difficulties“ – collection „Inclusive ambassadors“ - University Press „Paisii Hilendarski“ - ISBN 978-619-202-617-2**

#### **Abstract**

Many adolescents suffer from both social deficits and learning difficulties. These social deficits and learning difficulties, and disorders, often lead to social maladaptation. That is why science pays more and more attention to the factors influencing learning difficulties, and also pays attention to some mandatory conditions and requirements necessary to overcome these learning difficulties and deficits. This is the idea of the article, namely to pay attention to some conditions and requirements necessary to overcome such difficulties and deficits.

**2. Trichkov Iv. (2020) - „Inorganic enuresis in the context of emotional disorders typical for childhood and adolescence” – collection "Education, science, innovation" - University Press „Paisii Hilendarski“ - ISBN 978-619-202-599-1**

#### **Abstract**

The purpose of the article is to raise the question of the nature, specifics, therapy, as well as some conditions and predispositions that affect on the behavior in a fairly common, relevant to our time and at the same time perhaps a little underestimated emotional disorder, typical for childhood and adolescence, namely inorganic enuresis.

**3. Trichkov Iv. (2016) - „CONDITIONS AND FACTORS AFFECTING EMOTIONALITY AND EMOTIONAL WELLBEING IN ADOLESCENTS“– EDUCATION AND RESEARCH ACROSS TIME AND SPACE – Bitola; 552-558 - ISBN 978-9989-100-50-5**

#### **Abstract**

The purpose of this article is to raise the issue of importance of emotions and emotional wellbeing in adolescents. Very often in everyday life of adults, we do not have time to pay enough attention to the emotional development of our children. We have the impression that in school, in home, on the street we pay more attention to behavior, upbringing and discipline while the emotionality of adolescents remains in the background. This should not be that way, because ultimately emotional stability and emotional wellbeing occupy an extremely important

place in the child's life – there is no sphere in his psyche that remains unaffected by them especially when passing from one age period to another.

4. **Trichkov Iv. (2016) - „Условия и факторы для развития национальной идентичности у подростков“ - collection NOWE HORYZONTY W EDUKACJI DZIECI, MŁODZIEZY I DOROSŁYCH – SIEDLCE -2016; 233-243 - ISBN 978-83-941235-6-7**

#### **Abstract**

The aim of the article is to trace the influence of some psychological aspects on the formation of national identity. Attention is paid to how the family and the education system can influence the building of national identity in adolescents. Some interesting points of view and research of various authorities researching the issue are noted.

5. **Trichkov Iv. (2015) - „Nature and specifics of oppositional defiant disorder - conditions and susceptibilities influencing the behavior“ – Collection Innovations and competencies in education – University Press „Paisii Hilendarski“ – 2016 - p. 510-520; ISBN 978-619-202-178-8**

#### **Abstract**

The terms behavioral and emotional disorders include social assessment that is too vague and imprecise. This ambiguity is caused by the fact that they are used for labeling of all children who do not meet the generally accepted norms however subjective they are. Often we forget that the behavioral features of some children are a cry for help, which unfortunately is often misunderstood by others. The purpose of this article is to raise the issue of the nature, specifics and of some conditions and susceptibilities influencing the behavior in a common nowadays behavioral disorder, current for our time and at the same time perhaps a little underestimated, named oppositional defiant disorder.

6. **Trichkov Iv. (2015) - „Social attitude of the mass teacher towards the integration of inclusive education of children and pupils with special educational needs“ – collection The challenges of inclusive education - University Press „Paisii Hilendarski“ - 2015; p. 165-172; ISBN 978-954-423-994-7**

#### **Abstract**

Integrated and inclusive education represent not only an alternative but also became a contemporary strategy for humanization of social relations. Today they stand in the spotlight as a process of education of children and pupils with special educational needs. Instead nowadays

there still exist different attitudes and stereotypes connected with the integration of these students.

7. **Trichkov Iv. (2015) - „Resource teacher profession – condition for the quality of integrated education“ – collection Education, development, art – University Press „Paisii Hilendarski“ – 2015г., p. 105-113; ISBN 978-619-202-076-7**

#### **Abstract**

Integration and inclusive education are in the limelight of society as processes of education and development of children and pupils with special educational needs. This is involved not only with the special background, but also with the necessity for significant development of integration in Bulgaria as a logical step in the development of special education. Here also emerges the need for imposition of a relatively new profession – the profession of resource teachers.

8. **Trichkov Iv. (2015) - „Features of the integration in children and students with special educational needs“ – collection Education, society, personality - University Press „Paisii Hilendarski“ – Plovdiv, 2015, p. 266-274; ISBN978-619-202-032-3**

#### **Abstract**

Integrated and inclusive education represent not only an alternative but also became a contemporary strategy for humanization of social relations. Today they stand in the spotlight as a process of education of children and pupils with special educational needs. This is connected not only with the special relevance of the problems, but with the need for significant further integration in Bulgaria as a natural stage in the development of special education.

9. **Trichkov Iv. (2014) - „Perspectives in the development of special education” - Perspectives in education – University Press „Paisii Hilendarski“ - Plovdiv, 2014, p. 97-105; ISBN 978-954-423-942-8**

#### **Abstract**

Education is an important moment in the life of each of us. As is well known, in every society there is a group of people whose status, opportunities for development and training require special conditions. That is why our educational policy has outlined the touches of some changes related to the education and development of children and students with special educational needs in order to provide new opportunities for inclusion in the educational process. The aim of the article is to focus on some main perspectives and trends related to the development of special education.

10. **Trichkov Iv. (2014) - „Factors influencing the emotions and emotional well-being of adolescents“ – collection Well-being and mental health in career development – University Press „Paisii Hilendarski“ - p. 50-56; ISBN 978-619-202-009-5**

#### **Abstract**

The processes associated with the development of emotional and social competence in man are formed throughout life. They start first in the family, continue in the periods of education in different levels of education, in the periods of professional realization and social contacts that the person creates and carries out during his life. The transition from one age to another is one of the most significant events in the life of the child and his family. That is why the purpose of this article is to raise the issue of the importance of emotions and emotional well-being in adolescents.

11. **Trichkov Iv., Sivakova V. (2013) – “Personal identity and satisfaction in children with mental retardation“ – collection Personal and national identity and social environment – University Press „Paisii Hilendarski“ – Plovdiv, 2013; p.108-122; ISBN 978-954-423-863-6**

#### **Abstract**

Nowadays, there are many factors that affect the well-being, self-determination and satisfaction of people with different types and degrees of disorders. The growing attention of specialists to this is determined by the fact that the population of children with special educational needs is growing with each passing year. This motivates us to try to follow the processes related to personal identity and life satisfaction in children with mental disabilities.

12. **Trichkov Iv. (2013) - „Empathy in children with hyperactivity syndrome with attention deficit,, - Trakia Journal of Sciences,11, number 3, 2013; p. 363-373; ISSN 1313-7069**

#### **Abstract**

In recent years, hyperactive children have been the subject of increased scientific interest. The growing attention of researchers is due to the fact that abnormalities such as aggression, hyperactivity, etc. grow tremendously. For some authors and specialists, the development of empathy is one of the most important skills and abilities. Altruistic and empathetic behavior is now perhaps the only effective tool for suppressing maladaptive behavior among young people. All this provoked the conduct of a study, aimed at monitoring and measuring empathy and empathic behavior in children and students diagnosed with attention deficit hyperactivity disorder.

13. **Trichkov Iv. (2013) - “The development of social skills in adolescents is a factor of adaptation to the social environment” - Education in the creation of modern reality.**



**Abstract**

Many adolescents suffer from social difficulties, which often lead to social unacceptability. Therefore, training, coaching and development in more adaptive social skills is extremely important in order to improve the quality of life and to minimize the adverse effects of this problem. It would be really good if we adults realize that this process should start from the earliest childhood.

- 14. Trichkov Iv. (2013) - „Self-acceptance and self-esteem as aspects of mental well-being in adolescents” – collection Prosperity - in the context of social identity - University Press „Paisii Hilendarski“ – Plovdiv, 2013, p. 42-49; ISBN 978-954-423-852-0**

**Abstract**

Recently, science has been paying increasing attention to the factors influencing mental well-being. In the scientific literature it is presented and interpreted in many and different ways. The aim of the article is to consider the issues related to self-acceptance and self-esteem of adolescents in the context of mental well-being.

- 15. Trichkov Iv. (2013) - “A little more about the specifics related to the development and building of ethnic identity” – collection Personal and national identity and social environment – University Press „Paisii Hilendarski“ – Plovdiv, 2013, p. 74-81; ISBN 978-954-423-853-7**

**Abstract**

It can be said that the concepts related to the development of social and ethnic identity in adolescents until recently stood in the background and were not the subject of serious theoretical or empirical research. It is only in recent years that research, articles and materials related to the formation, development and specifics of these types of identities have begun to appear. Despite this upheaval and the growing interest in recent times, there is no denying the fact that many things related to them still remain vague and unclear. That is why the aim of the article is to emphasize some specifics related to the development and building of ethnic identity in adolescents.

- 16. Trichkov Iv. (2012) - ”The role of empathy and empathy in the structure of upbringing and the relationship between children and parents” - collection Social well-being, quality of education and social integration - research and results;**

**Plovdiv 2012 - University Press „Paisii Hilendarski“; p. 36-45; ISBN 978-954-423-815-5**

### **Abstract**

The family environment is the environment that has a huge impact on the formation and building of the child's personality. The family is the social unit that usually comes first and its influence is crucial for the formation and development of adolescents in the first years of their lives. It is the "institution" that largely determines the interests and needs, attitudes and values of children. It is it that evokes the first moral and social qualities in each individual. In the parent-child relationship, the emergence of virtues such as honesty, compassion and empathy, empathy, empathy, kindness, love, gratitude, etc. begins. That is why the aim of the article is to emphasize the importance of developing empathy and empathy as elements in the structure of education in the younger generation.

- 17. Trichkov Iv. (2012) - „Therapeutic strategies and approaches increasing the chance of socialization of children with attention deficit hyperactivity disorder” - Social well-being, inclusive education and social integration - contemporary aspects of the quality of education - University Press „Paisii Hilendarski“, 2012; p. 27-39; ISBN978-954-423758-5**

### **Abstract**

Recently, there has been discussions of looking for alternative methods for ADHD therapy. Alternative therapy for ADHD should be understood as any type of therapy other than drug or standard behavioral therapies and psychotherapies. The aim of the article is to trace and describe some therapeutic strategies and approaches used in children with attention deficit hyperactivity disorder.

- 18. Trichkov Iv. (2012) - „Development of social skills in attention deficit hyperactivity disorder ” – magazine Special Pedagogy – Sofia, June 2012, p. 18-24; ISSN 1310-7003**

### **Abstract**

People with attention deficit hyperactivity disorder often suffer from social difficulties, which often lead to social unacceptability. Therefore, training in more adaptive social skills is extremely important for them in order to improve their quality of life and to minimize the adverse effects of the respective behavioral problem. It would be really good if we adults realize that this process should start from childhood.

19. **Trichkov Iv. (2011) - „The family and his role in the inclusion of children with ADHD” – collection Socialization, Volume I, - University Press „Paisii Hilendarski“ - Plovdiv, 2011, ISBN 978-954-423-785-1**

#### **Abstract**

The family environment is the vital, vital environment for the child's development. This may apply to a much greater extent to children with special educational needs. It is not uncommon when the disorders are milder, such as attention deficit hyperactivity disorder (ADHD), leading to all sorts of attempts by parents to cover up children's conditions. This in turn hides many risks and dangers for the individual himself and instead of being protected, in this way he is harmed in not a small degree. The aim of the article is to emphasize the nature of hyperactivity and some psychological aspects related to the role of the family on the social acceptance of hyperactive children.

20. **Trichkov Iv. (2011) - „Empathy, social skills, socialization in hyperactive children” – collection Socialization, Volume II - University Press „Paisii Hilendarski“ - Plovdiv, 2011, ISBN 978-954-423-786-8**

#### **Abstract**

The aim of the article is to emphasize the importance of training and development of social skills in children with attention deficit hyperactivity disorder. An attempt has also been made to note the importance of developing empathy in these individuals and a study has been presented to monitor the level of empathy in individuals with attention deficit hyperactivity disorder.

### **IV. Scientific studies**

1. **Trichkov Iv., Glushkova, N. - „Interactions between parents and school organization for the national identity of adolescents” - Collecion Personal and national identity and social environment - part IV – University Press „Paisii Hilendarski“ – Plovdiv, 2013 - ISBN 978-954-423-854-4 - Scientific study – p.72-101**

#### **Abstract**

The problem of national identity as a collective construct and its individual projections is one of the most controversial in recent years, especially in terms of transnational and intercultural aspects. The established *secure national identity* contributes to the mental well-being of the individual, because it is a source of positive attitudes towards one's own group of

belonging. The aim of the study is to draw attention to the importance of the interactions between parents and the school organization in terms of the development of national identity among adolescents.

**2. Trichkov Iv. (2021) - Emotional disorders with onset, typical of childhood and adolescence – University Press „Paisii Hilendarski“ - ISBN 978-619-202-632-5**

**Abstract**

The aim of the study is to acquaint the reader with the emotional disorders with a beginning, typical for childhood and adolescence. Emphasis is placed on the nature, psychological features, specifics and etiology of emotional disorders. Attention is also paid to the therapeutic interventions that can be applied, as well as to the prognosis of these disorders.

**3. Trichkov Iv., Dinsbash G., Bal I. (2020) - "Learning Disabilities" - collection "Inclusive Ambassadors" - ISBN 978-619-202-617-2**

**Abstract**

Training deficits create problems at different levels - psychological, social, academic, etc. From this point of view, they can cause and provoke serious psychological and emotional and social discomfort in adolescents, and can even lead to discriminatory patterns. In this context, the purpose of the study is to present an international study related to the impact of learning deficits and difficulties on the personality and behavior of students with similar problems.

**4. Trichkov Iv., Sivakova V. (2020) - "Nature and specifics of the realization of inclusive education in a digital environment" – Collection Inclusive Ambassadors ISBN 978-619-202-617-2**

**Abstract**

As is well known, in every society there is a group of people whose status, opportunities for development and training require more specific conditions. That is why the touches of some changes related to psychological support, providing new opportunities and personal development of adolescents with special needs were intended. Nowadays, socializing processes require the implementation of new strategies and psychological rules and approaches related to the education and upbringing of children with special needs. In view of the emerging emergency situation worldwide, there is more and more talk, and the so-called distance forms of learning have begun to be applied.

This motivates the development of the study, the purpose of which is to present the results of research related to tracking the specifics and some psychological aspects related to the implementation of inclusive education in a digital environment.

## V. Co-authored textbooks and teaching aids

1. **Levterova, D., Atanasova, Zh., Trichkov Iv., Kostova, Zl., Sivakova, V. (2018) - "Psychology of children and students with special educational needs" - University Press „Paisii Hilendarski“ - ISBN 978-619-202-310-2**

### **Abstract**

Psychology of children and students with SEN is a space in psychological science that directly correlates with the applications of psychological cognitions in the environmental context of inclusive education. The special educational needs for various disabilities, disorders and disorders have their own psychological specificity, which is fundamental for understanding the disabilities, disorders and disorders themselves, as well as for understanding and structuring individual curricula, counseling and therapeutic interventions. The textbook is intended for students in professional fields of psychology, pedagogy, special pedagogy, social pedagogy, preschool and primary pedagogy, social activities, for administrators, for parents, for representatives of non-governmental organizations, for all who work in the field of psychology, in the field of pedagogy, in the field of inclusive education, as well as for all who are interested in the presented issues and the presented topics.

2. **Levterova, D., Atanasova, Zh., Trichkov Iv. (2016) - Strategies for working with children and students with special educational needs – Plovdiv - ISBN 978-619-202-201-3**

### **Abstract**

The textbook offers psychological interpretations of the educational model for inclusion, the medical and educational model and the models for identity in people with disabilities. Specific psychological and pedagogical strategies and rules for work with different groups of children and students with special educational needs and with the family context are offered. The textbook is designed for students, teachers, parents and anyone who is professionally and / or personally interested in working with children and students with special educational needs.

3. **Levterova, D., Atanasova, Zh., Trichkov Iv., Kostova, Zl., Sivakova, V. (2019) – “Strategies and models for working with children and students with special educational needs” - textbook - University Press „Paisii Hilendarski“ - ISBN 978-619-202-521-2**

### **Abstract**

The textbook is intended for students of the Pedagogical Faculty of Plovdiv University "Paisii Hilendarski". The developments are in line with the new concepts and normative documents for children and students with disabilities. Specific psychological and pedagogical strategies and rules and models of good practices for work with different groups of children and students with special educational needs and with the family context are proposed.