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Foreword

The path to inclusion is a major challenge for educators. They can only meet societal expectations if we help them through everyday ordeal with the right methodology and good practices. Sensitization programmes contribute greatly to their ability to perform the special tasks they face, without failure.

Several innovative initiatives support the practice of accepting behaviour and the realization of pedagogical aspirations.

Last but not least, research whose results open up new avenues for acquiring an integrative approach, also contributes to the mechanisms of integration and inclusion.

Our volume provides guidance for this with research in organizational and children's groups and sensitization events that present the disadvantages, solutions and special areas of different development of the different socioeconomic status.

Each special subject area is represented by faculty and researchers from ELTE BGGYK, ELTE TÓK, Apor Vilmos Catholic College, and Semmelweis University.

The importance of early intervention should be emphasized not only in the case of different development, but also in the case of disadvantaged and non-Hungarian-speaking children. The authors discuss the effects of neonatal factors and early neurological injuries on children's later development. If the institution and all its staff recognize and take into account the individual needs of children in time, children's development will move in the right direction and they will manage to overcome difficulties at school.

We also report on success stories where Roma students are about to obtain a university degree, and the issue of secondary socialization is a key aspect of analysis. The accelerating change in infocommunication technology has an extremely great impact on the socio-intellectual functioning of mankind.

The altered cognitive function in the child's nervous system is a response to environmental factors, and is manifested not only in performance disorders, but also in unusual or sometimes exceptional results and talents. Learning and / or behavioural disorders can be caused by disturbances in information acquisition processes, sensory modulation, and nervous system integration. Studies related to this topic comprehensively present the diagnostic process and the relationship between learning and behavioural differences associated with sensory integration disorders. Locomotor behaviour is an integral part of cognitive and social development. Two important factors affect performance: one is the accuracy of spatial and temporal coordination, and the other is the intensity of manipulation skills, reaction time, and speed of movement. The underactivity of these factors, whether in the case of limb paralysis, hearing-vision impairment or other abnormal functioning of the nervous system, has

a negative effect on the process of acquiring knowledge and achieving healthy self-esteem. The prominent role of spatial and temporal orientation in the learning of mathematics can also be emphasized. Mathematical skills do not develop at the right pace in all children. The primary reasons for this are to be found in the different development of cognitive processes, but at the same time affective factors also have a significant influence on the development of performance. The process of learning to read is very fragile, as it depends on the early development of various cognitive processes. The main questions of the current research are: What characterizes children at risk of reading disorder among Hungarian preschoolers? What are the early language indicators of poor reading development? The results of short-term longitudinal studies clearly provide the answer and indicate directions for improvement. There are a lot of therapeutic options available to us. Their selection requires great care in parallel with the diagnosis. The Story-music method is an alternative pedagogical initiative that builds on knowledge of speech therapy and language therapy, as well as special needs education. Regular music therapy activity is an important part of rehabilitation processes because it regulates cognitive flexibility and deficiencies in control functions, which is caused by, among other things, the autism spectrum disorder.

VR systems are also evolving to meet rehabilitation needs, virtual reality therapy is an existing concept, more and more professionals beginning to use it for educational and development purposes, adapting to the development of technology and its professional use.

The range of development opportunities is numerous, professional assistance – no matter what area to be developed – increases the efficiency of pedagogical work and knowledge transfer. Timely intervention increases the potential for independent living and a good quality of life which is related to health, thus helping social integration processes.

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