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## SUPPORT OF INCLUSIVE EDUCATION IN KRYVYI RIG

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**Introduction.** The development of inclusion in society involves providing access to all types of support and services for "*children with special needs*". This concept ("children with special needs") which, according to the convention, describes children with disabilities as children who have long-term disorders of development, limiting their ability to participate fully and effectively in society, on an equal basis with others in interaction with physical, social, economic and cultural barriers. In the educational context, the term "children with special educational needs" (children with SEN) is used, which is also provided for in Ukrainian legislation.

In this case, the latest state documents and decisions for teachers who teach children with special educational needs in inclusive education are: in July 2, 2017, the Government created a new system of support for children with SEN – inclusive-resource centers through the reorganization of psycho-medical and pedagogical consultations. In August 9, 2017, the Cabinet of Ministers of Ukraine introduced amendments to the Procedure of organization of inclusive education in general educational institutions, according to which each student with SEN has an IDP, which specifies specific training strategies and approaches, the number of hours and directions of psycho-pedagogical, corrective-development lessons. In addition, it is envisaged that educational and social needs of children with complex developmental disorders during their stay in a secondary educational institution are satisfied by social workers, parents or authorized persons.

In February 14, 2018, the Government established an additional payment of a maximum of 20% for teachers working in inclusive classes or groups. This applies to preschool, general secondary, extra-curricular, vocational (vocational) and higher education institutions.

In February 01, 2018, the Ministry of Education and Science of Ukraine increased the rate of the teacher's assistant in the inclusive class; for the first time, the conditions for the introduction of posts of teachers-special-needs experts in institutions of general secondary education were introduced, where the training of individuals with SEN in inclusive and special classes was introduced.

In April 23, 2018, the Ministry of Education and Science of Ukraine approved the Typical List of Special Means of Correction of the Psychophysical Development of Children with Special Educational Needs Studying in Inclusive and Special Classes of General Secondary Education.

In May 23, 2018, Ukraine moved from the International Classification of Diseases to the International Classification of Functioning, Restrictions on the Life and Health of Children and Adolescents (hereinafter referred to as the IFF-CA) that will enable our state to join European and international human rights standards.

In June 08, 2018, the Ministry of Education and Science of Ukraine approved the Model Regulations on the team of psycho-pedagogical support of a child with SEN in the institution of general secondary and preschool education

In this case, there are two problems for educational system in Kriviy Rih. Firstly, until 2018, there were no defectologists and speech therapists that working full-time in schools. Today, the situation has dramatically shifted to the ability to create a team of support for inclusive education in

an educational institution, but at the same time there was a peculiar "staffing" deficit. Therefore, the problem area of ensuring the implementation of educational reform in Kryvy Rih is a staff gap (lack of) specialists, which ensure a stable (sustainable) transition to a new system of teaching and providing educational services. Thacondly, these preconditions of the forms of retraining do not motivate the participants of the educational process in Kryvyy Rih to radically change the attitude towards their own competence in the field of inclusive education and fire resale in accordance with European standards. Also traditional forms do not take into account the team approach to retraining and active training forms.

Consequently, the project of supporting inclusive education in Kriviy Rih creates a model of retraining and advanced training of participants in the educational process through a combination of involving a team of trainers: university lecturers, methodologists of the regional resource center and representatives of charitable non-governmental organizations.

Purpose of the project:

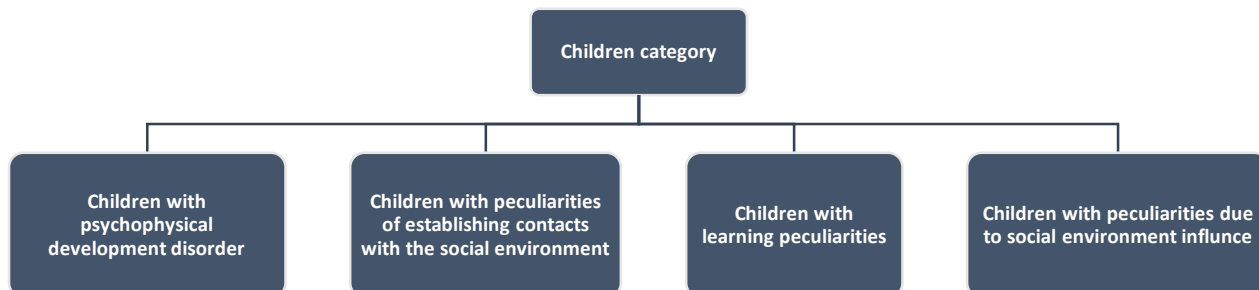
- Improve the quality of readiness to provide quality educational services in terms of inclusion in the pedagogical composition of general education institutions in Kryvy Rih according to the ideas of the New Ukrainian School and the new Education Law.

- Create at the expense of training a combination of awareness in the field of special education and psychology and in practical-oriented forms of working out the skills of methodological, psychological and educational support in the field of inclusive education among all members of his team (director, teachers, correctional teachers , psychologists, social educators, teacher assistants) in Kryvy Rih, in order to provide those classes that are already open or planned to open inclusive classes in the future.

- Provide, at the local and regional round table, congregation ideas and discussing opportunities for the further extension, expansion and institutionalization of the Kryvyy Rih Inclusive Education Capacity Building Program (further requirements, roles and responsibilities, partner cooperation, ways of conducting, necessary resources, including financing).

**Objectives.** Ukraine's Government ratification of the UN Convention on the Rights of the Disabled Persons sets the framework for policies on children and adults with disabilities, which means: all children in Ukraine, including children with disabilities, can study in general education institutions; to ensure the quality education of children with disabilities, teachers should be able to individualize and differentiate the educational process in accordance with the educational styles, opportunities and additional needs of the child in the educational process; in order to ensure the individualization of the educational process, teachers need assistance from teachers and other professionals.

The Law of Ukraine "On Education" considers inclusion as a system of educational services guaranteed by the state based on the principles of non-discrimination, taking into account human diversity, effective engagement and inclusion into the educational process of all its participants. The



Law of Ukraine "On Education" includes into the vulnerable groups the following categories of children (Article 19):

<p><b>Children with developmental disorders:</b></p> <ul style="list-style-type: none"> <li>• intellectual disability;</li> <li>• vision impairment;</li> <li>• hearing disorder;</li> <li>• muscle-skeleton disorder;</li> <li>• speech disturbance</li> <li>• complicated disorders of psychophysical development.</li> </ul> <p><b>Children with diseases:</b></p> <ul style="list-style-type: none"> <li>• those who require constant medical supervision;</li> <li>• those who may be an obstacle to external independent assessment, identified by the Ministry of Education and Science in conjunction with the Ministry of Health.</li> </ul>	<p><b>Children with pervasive developmental disorders:</b></p> <ul style="list-style-type: none"> <li>• disorders of the autistic spectrum.</li> </ul>	<p><b>Children who may face learning difficulties:</b></p> <ul style="list-style-type: none"> <li>• dyslexia, dyscalculia.</li> </ul> <p><b>Gifted children:</b></p> <ul style="list-style-type: none"> <li>• get specialized education and/or can quickly master the content of educational disciplines of one or more classes, educational levels.</li> </ul>	<p><b>Peculiarities due to the influence of the social environment:</b></p> <ul style="list-style-type: none"> <li>• need support in education related to living in a temporarily occupied territory or in populated areas;</li> <li>• have the status of internally displaced, refugee children;</li> <li>• obtain education in general secondary education institutions with teaching in indigenous and national minorities languages.</li> </ul>
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Thus, the Law of Education of Ukraine regulates the study in the class of children with different nosology. This creates a precedent for the retraining of educational specialists in the field of work with ABA-therapy, the correctional component of education, classroom teaching strategies with children with an individual development program.

Therefore, the law regulates (The Law of Ukraine “On education” Verkhovna Rada Journal (VRJ), 2017, No.38-39, p.380), that general education institutions may create inclusive classes for education of children with special educational needs: Government authorities and bodies of local self-government shall create conditions for the provision of the rights and opportunities of persons with special educational needs to receive education at all levels of education, taking into account their individual needs, capabilities, abilities and interests; for education, vocational training or retraining of people with special educational needs, there shall be used types and forms of education that take into account their needs and individual possibilities; Government authorities, bodies of local self-government and educational institutions shall create conditions for education of people with special educational needs by providing reasonable accommodation and universal design.

For that reason, our team that worked in project by GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH) create strategy for training teachers that include 6 modules: 1) regulatory and legislative framework for inclusive education; 2) inclusion ethics and philosophy; universal design and reasonable accommodation of educational space; 3) support team: interdisciplinary interaction; algorithm of provision of psycho-pedagogical, corrective and development services; 4) individualization of the educational process; 5) competences of the teacher in inclusive education: strategies of teaching in inclusive education, method of collaborative learning, integration of technology into the discipline teaching methods, peculiarities of formation of mathematical concepts in children with special needs, difficulties with reading mastering and correction of dyslexia in children with special educational needs, correction and development of sense side of reading, development of intelligence of a child with SEN with the help of kinesiology methods, cooperation of teacher, psychologist and parents of a child with special educational needs, five levels can be associated with parents engagement; 6) work with children with behavior problems; resource room as the method of a child specific sensor needs satisfaction.

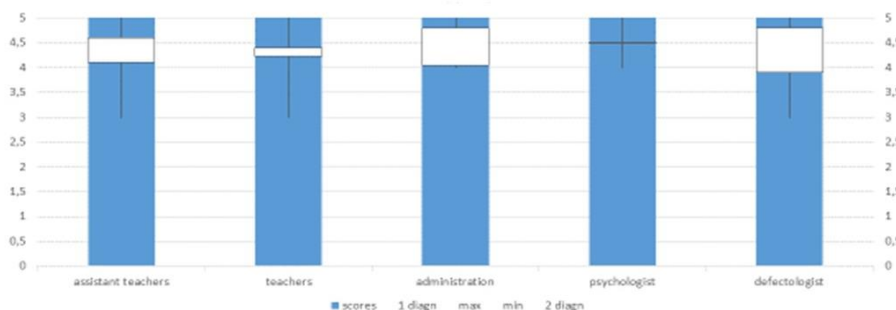
**Results.** The pilot project began with the recruitment of training participants. For the analysis of the dynamics of the groups effectiveness, Shestopalova O., Bondar K. create a questionnaire and knowledge tests (forms A and B) were developed on the themes of the modules. Thus, for the analysis of the degree of participants' training and motivation, a questionnaire was using the semantic differential by Osgood. On the basis of the results of questionnaires (n = 60), is analyzed the degree of preparation of the participants of the training and formed the distribution of the timing of the training blocks according to the degree of awareness of the questioned:

- Scale 1 - "Knowledge of the specifics of the reform of education" (min = 3; max = 4), which indicates a sense of subjective awareness of the specifics of reform;
- Scale 2 - "Knowledge of the authority of the child support team with SEN" (min = 1; max = 4), indicating the heterogeneity of representations about team work and authority;
- Scale 3 - "Work on the compilation and implementation of individual development program " (min = 1; max = 4), indicating fluctuations in the competence to implement the individual development program;
- Scale 4 - Work in the resource room (min = 1; max = 4), indicating fluctuations in the competence of the resource room;
- Scale 5 - Complicated cases (min = 2; max = 5), which indicates the need to maintain an inclusive experience.

Operating with statistical information can determine that with this degree of direct experience is relative (69%). In particular, by analyzing this terminology, this experience is based on an outdated classification of nosologies for the care of children with special educational needs.

The distribution of the results of the training among the participants of the training is as follows: the lower limit of the white column is the primary points of the first test, the upper limit - repeated testing, distance - the indicator of the dynamics: decrease, increase in efficiency or stagnation.

### test scores



**Conclusions.** 1. An analysis of the system of training, the implementation of a pilot project and the generalization phase for identifying areas for further implementation of the system of training of different categories of pedagogical staff proved that all stages successfully completed the tasks.

2. The content and results of the program were positively evaluated by representatives of local authorities, including at the regular session of the Kryvy Rih deputies, it was decided to continuously monitor achievements and problems in the implementation of inclusive education in Kryvy Rih (every six months).

BONDAR, K., SHESTOPALOVA, O., SUPPORT OF INCLUSIVE EDUCATION IN KRYVYI RIG  
// Political and Economic Self-Constitution: Media, Citizenship Activity and Political Polarization //  
Proceedings of the VII international scientific and practical seminar. - June 10th, 2019, Padua, Italy. - Edited  
by Irina Bondarevskaya, Alessandro De Carlo. – 153 p. – P.108-117.

3. The generalization of the positions of the round table participants is as follows:- to carry out  
a systemic restructuring of retraining based on the center at Kryvy Rih State Pedagogical University, by  
increasing the number of hours on topics of inclusive education in higher education programs.