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SOCIAL AND PEDAGOGICAL SUPPORT OF CERTAIN CATEGORIES OF CHILDREN WITH SPECIAL NEEDS IN THE CONDITIONS OF INCLUSIVE EDUCATION

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The article deals with the theoretical foundations of socio-pedagogical support of children with limited functional capabilities in the conditions of inclusive education. The concept of inclusive education, support, social support, socio-pedagogical support is analyzed. The main categories of children with special needs who need socio-pedagogical support in the conditions of inclusive educational institutions are highlighted. It has been proven that inclusive education as a modern educational system requires the creation of appropriate conditions and the development of a system of socio-pedagogical support for children with special educational needs.

The rules of socio-pedagogical support of children with limited functional capabilities in the conditions of inclusive education have been formulated. Special attention is paid to the description of the features of socio-pedagogical support of educational activities of children with intellectual disabilities, with autism, cerebral palsy, visual and hearing impairments. It was noted that the forced stay in the institutions of the special educational system violates basic human rights and freedoms, however, with improper organization of inclusive education, the inability of children with special educational needs to adapt successfully to the existing conditions of educational institutions leads to their social exclusion and marginalization. They do not even receive the help and services that they would receive in the special educational system.

The need to take into account the educational difficulties of the main categories of children enrolled in inclusive education and determine the level of their support is emphasized. The main difficulties of certain categories of children with different nosologies in the conditions of inclusive education are described, the consideration of which will contribute to increasing the effectiveness of the organization of education in the inclusive class. The legislative basis for the organization of inclusive education and the creation of a socio-pedagogical support team has been analyzed. It was concluded that the effectiveness of the educational process in an inclusive educational institution depends on the productive interaction of the teacher, the teacher's assistant, and the child's assistant.

Further research into the problem of socio-pedagogical support of certain categories of children with special needs in the conditions of inclusive education will be aimed at identifying an effective

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interaction mechanism of all members of the socio-pedagogical support team. There is a need to specify the description of interaction mechanisms and the distribution of functional responsibilities for different nosologies, special educational difficulties and different levels of socio-pedagogical support.

Keywords: inclusive education, support, social support, socio-pedagogical support, child with limited functional capabilities, intellectual disabilities, autism, infantile cerebral palsy (ICP), visual impairment.

СОЦІАЛЬНО-ПЕДАГОГІЧНА ПІДТРИМКА ОКРЕМИХ КАТЕГОРІЙ ДІТЕЙ З ОСОБЛИВИМИ ПОТРЕБАМИ В УМОВАХ ІНКЛЮЗИВНОЇ ОСВІТИ

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У статті розглянуто теоретичні основи соціально-педагогічної підтримки дітей з обмеженими функціональними можливостями в умовах інклюзивної освіти. Проаналізовано поняття інклюзивна освіта, підтримка, соціальна підтримка, соціально-педагогічна підтримка. Виділено основні категорії дітей з особливими потребами, які потребують соціально-педагогічної підтримки в умовах інклюзивних освітніх закладів. Доведено, що інклюзивна освіта як сучасна система освіти, потребує створення відповідних умов та розробки системи соціально-педагогічної підтримки дітей з особливими освітніми потребами. Сформульовано правила соціально-педагогічної підтримки дітей з обмеженими функціональними можливостями в умовах інклюзивної освіти. Особлива увага приділена опису особливостей соціально-педагогічної підтримки навчальної діяльності дітей з інтелектуальними порушеннями, з аутизмом, ДЦП, порушеннями зору і слуху. Відзначено, що вимушене перебування в закладах системи спеціальної освіти порушує основні права і свободи людини, однак при неналежній організації інклюзивного навчання, неможливість дітей з особливими освітніми потребами в міру особливостей розвитку успішно адаптуватись до існуючих умов освітніх закладів призводить до їх соціального виключення і маргіналізації. Вони не отримують навіть тієї допомоги і послуг, які б отримували в системі спеціальної освіти. Наголошено на необхідності врахування освітніх труднощів основних категорій дітей, що знаходяться на інклюзивному навчанні, та визначенні рівні їх підтримки. Розглянуто основні труднощі окремих категорій дітей з різними нозологіями в умовах інклюзивної освіти, врахування яких сприятиме підвищенню ефективності організації навчання в інклюзивному класі. Проаналізовано законодавчі основи організації інклюзивного навчання та створення команди соціально-педагогічної підтримки. Зроблено висновок, що ефективність навчального процесу в інклюзивному навчальному закладі залежить від продуктивної взаємодії вчителя, асистента педагога й асистента дитини.

Подальше дослідження проблеми соціально-педагогічної підтримки окремих категорій дітей з особливими потребами в умовах інклюзивної освіти буде спрямоване на виявлення ефективного механізму взаємодії всіх членів команди соціально-педагогічної підтримки. Існує необхідність конкретизації опису механізмів взаємодії і розподілу функціональних обов'язків при різних нозологіях, особливих освітніх труднощах і різних рівнях соціально-педагогічної підтримки.

Ключові слова: інклюзивна освіта, підтримка, соціальна підтримка, соціально-педагогічна підтримка, дитина з обмеженими функціональними можливостями, інтелектуальні порушення, аутизм, ДЦП, порушення зору.

Introduction of the issue. The democratization of society and the modern understanding of human rights are reflected in the views on the education of children with special needs. Understanding the fact that forced staying in institutions of the special

educational system violates basic human rights and freedoms has led to the development of inclusive education.

Inclusive education implies inclusion of a child with special needs in a mass comprehensive preschool or general secondary education institution,

acquiring knowledge, skills, and abilities in the same time frame as a healthy child. The very idea of inclusion is based on the fact that the life and lifestyle of children with disabilities should be closest to the conditions and lifestyle of the society in which they live [5].

The concept of inclusion comes from the English word "inclusion", which means involvement. Inclusive education presages the creation of such an educational environment that would meet the needs and capabilities of each child, regardless of the peculiarities of his/her psychophysical development. Inclusion in education consists in the fact that a child with limited functional capabilities studies in general education institutions at the place of residence: that is the same institutions in which they would have studied if they had not had the peculiarities of psychophysical development. It goes without saying that such training should take place according to an individual curriculum and be provided with medical, psychological, and socio-pedagogical support. The problem is that quite often inclusion is interpreted as integration. According to this interpretation, children with disabilities are involved in the existing educational system, and socio-pedagogical efforts are aimed at helping them adapt to the existing conditions of conducting classes, lessons, and life activities in the conditions of an educational institution.

The inability to successfully adapt to the existing conditions of educational institutions in accordance with the peculiarities of development leads to social exclusion and marginalization of children with limited functional capabilities. They do not even receive the help and services that they would receive in the special educational system. Inclusion, on the other hand, involves the creation of such a system of mass education, which would already be adapted to the needs of each child, regardless of the peculiarities of his/her development. Every child is part of this system. Solving this task requires rethinking the attitude of social and

pedagogical workers to the process of teaching children with different nosologies, taking into account the peculiarities of the development of each child, mastering innovative methods of pedagogical activity.

Current state of the issue. At present, talking about inclusive education in Ukraine we should say about the role of research aimed at identifying the features of social and pedagogical support of various categories of children with special needs in the conditions of inclusive education. Various aspects of inclusive education were studied by such scientists as A. Arendaruk, V. Boldyreva, N. Zayerkova, A. Kolupaeva, S. Kornienko, A. Treytyak, M. Shved, etc.

S. Kornienko substantiated the need for the introduction of inclusive education in Ukraine and considered inclusive education as one of the priority areas of state social policy [6]. A. Kolupaeva and A. Arendaruk studied the foreign experience of inclusive education [5: 1]. M. Shved summarized the main provisions related to the establishment and development of inclusive education, defined conceptual approaches to the education of people with special needs, outlined key positions and conceptual and terminological definitions, described the historical stages of the establishment of inclusive education, emphasizing the spiritual and moral measure of such training [12]. V. Boldyreva considered integration and inclusion as the main models of teaching children with special educational needs [3]. N. Zayerkova and A. Treytyak worked on the development of advice for teachers and parents in the conditions of inclusive education [4].

Their works show that most children with limited functional capabilities are able to study in mass educational institutions, provided that these institutions are adapted to the needs of such children. The same conclusions are confirmed by the experience of the implementation of inclusive education in the countries of the European Union.

Aim of research is to identify the main categories of children with special educational needs who can receive education in the conditions of inclusive education, and to consider the features of their socio-pedagogical support.

Methods of research: theoretical analysis of methodological and pedagogical literature, Internet resources on the issue connected with the topic, forms, and methods of its organization; synthesis and generalization.

Results and discussion. According to the Law of Ukraine "On Education" (Article 1, Part One, Clause 12), inclusive education is a system of educational services guaranteed by the state, which is based on the principles of non-discrimination, consideration of the multifaceted nature of a person, effective involvement, and inclusion in the educational process of all its participants [10]. Paragraph 20 of the same article states that a person with special educational needs is a person who needs additional permanent or temporary support in the educational process to ensure their right to education [10].

Inclusive education of persons with special educational needs is organized in accordance with the Procedure for organizing inclusive education in institutions of general secondary education, approved by Resolution No. 957 of the Cabinet of Ministers of Ukraine dated September 15, 2021. The formation of an inclusive class is based on the application of the pupil's parents (or persons who replace them) and a conclusion on a comprehensive psychological and pedagogical assessment of the child's development. The educational institution must ensure the organization of inclusive education in accordance with the level of support recommended by the inclusive resource center. For this purpose, a team of psychological and pedagogical support is being formed, to which specialists of the inclusive resource center are involved, and an individual development program is drawn up. If necessary, an individual study plan can be drawn up [8].

On July 21, 2021, Resolution No. 765 "On Amendments to Certain Resolutions of the Cabinet of Ministers of Ukraine Regarding the Organization of Training of Persons with Special Educational Needs" was approved, which clarified the concept of educational difficulties and determined the levels of support. According to the resolution, educational difficulties are difficulties in learning that affect the process of obtaining an education and the learning results of pupils of the relevant year of study, and support in the educational process is support provided to pupils permanently or temporarily and involves the creation of favorable conditions for them to study in an educational institution, as well as the implementation of additional measures aimed at overcoming their educational difficulties, we mean learning difficulties that affect the process of obtaining an education and the level of educational results of children of the corresponding year of study in the corresponding educational institution [7]. At the same time, the level of support in the educational process in inclusive classes (group) is the amount of temporary or permanent support in the educational process of pupils with special educational needs in accordance with their individual needs [7].

Such difficulties as intellectual, functional, physical, educational, social adaptation are distinguished. Intellectual difficulties are associated with disorders of memory and attention, limited or absent speech, peculiarities of volitional processes and motivation, disorders of thinking (inability to generalize, abstract, produce thoughts, inability to draw conclusions, etc.). Functional difficulties, in turn, are divided into sensory, motor and speech difficulties. They are due to limitations of auditory, visual, speech, musculoskeletal functions, etc.

Physical difficulties consist in limiting the functioning of organs and the musculoskeletal system. Learning consists in the originality of the course of voluntary activities or their limitation (for example, violations of written speech or

the ability to perform mathematical operations).

Social adaptation consists in the presence of barriers in adapting to the conditions of the social environment, behavioral disorders, difficulties of integration into social groups, assimilation and acceptance of social norms and values, etc.

Depending on the degree of difficulties, five levels of support for a child with special educational needs are provided.

Minor difficulties are classified as difficulties of the first degree of manifestation.

Children with such difficulties are provided with counseling and, if necessary, speech therapy services. Such children do not need the provision of an assistant and adaptation of the curriculum.

Difficulties of the II degree are difficulties of a mild degree of manifestation. Based on the results of a comprehensive assessment of the child's development by the specialists of the inclusive resource center, such children may be provided with additional support in using learning aids, adaptation of the learning content, methodical and advisory assistance, etc.

The III stage is a difficulty of a medium degree of manifestation. In accordance with the needs of the child, an assistant educator or teacher is introduced, classes are held on the development of auditory and visual perception, alternative communication, social and everyday orientation, etc.

If the child experiences difficulties of the IV degree of manifestation (severe degree), he/she is provided with a teacher's assistant and, if necessary, a child's assistant. The content of training is adapted or modified; special methods and technologies are used.

Difficulties of the most severe V degree of manifestation determine the modification of the content of training, the help of a teacher's assistant and a child's assistant, regular corrective and developmental classes, training according to a modified schedule.

Of course, inclusive education involves the appropriate arrangement of the educational space. According to the letter of the Ministry of Education and Science of April 5, 2019, No. 1/9-223 "Regarding ensuring the accessibility of educational institutions for persons with disabilities", all educational institutions must be accessible to all categories of children [13]. Also, from September 1, 2018, new state construction regulations regarding educational institutions came into force, which emphasize the need to take into account the accessibility of educational institutions for various categories of children during their construction or reconstruction.

Let's consider the features of inclusive education of children with various disorders of psychophysical development. According to the international classification, people with disabilities are classified into the following groups:

- persons with hearing impairments;
- vision problems;
- musculoskeletal system problems;
- diabetes, epilepsy, asthma;
- general diseases;
- violation or delay of mental development.

According to the difficulties experienced by people with limited functional capabilities, wheelchair users are distinguished among them; persons who use a cane or similar tool for movement for more than six months; people who have difficulties with functional activity; persons who have difficulties in performing everyday duties; have difficulties with instrumental activity; people who have intellectual disabilities or disorders of the emotional and volitional sphere.

The analysis of scientific and pedagogical literature and the practice of socio-pedagogical support of children with limited functional capabilities in the educational process made it possible to formulate the basic rules of working with such children. First of all, despite the fact that a child with special educational needs is in inclusive education, he/she should be treated as one that requires

special education, upbringing and care. And therefore, purposefully and gradually apply special methods aimed at teaching the child alternative ways of communication, mastering the basic rules of behavior, inculcating self-care skills, developing visual, auditory, and tactile perception. Identify and develop the child's abilities.

Secondly, it is necessary to create an environment of physical and emotional safety. Dangerous things or items must be removed. The same applies to things that can cause a child fear or other negative reactions. It is also not possible to clarify relationships in the presence of the child; especially regarding problems related to his/her disability. In the learning process, the child should be supported, encouraged to learn new things, the material must be presented in a playful way, we should stimulate the child to explain actions. It is also necessary to listen to the child, give him/her the opportunity to choose, but at the same time do not give in to his/her whims.

A significant part of children with special needs are children who do not have intellectual disabilities and need a specially organized space or the use of assistive devices. These are the majority of children with cerebral palsy, children with hearing impairment or visual impairment.

Within the support of such children, attention should be paid to the correct definition of the child's workplace in the classroom, an unobstructed path to it, and the ability to use special devices and technologies that help the pupil perceive information and learn successfully in an inclusive environment.

The specifics of socio-pedagogical support for children with intellectual disabilities and disorders of the emotional-volitional sphere require a more thorough analysis. Delay in mental development indicates that the child is developing, but more slowly than his/her peers. The choice of support forms and methods depends on the degree of impairment of intellectual development: mild (F 70), medium (F 71), severe (F 72)

or profound (F 73). A positive result in working with children with intellectual disabilities is given by a dosed presentation of information and its frequent repetition, the use of specific toys, pictures, and constant feedback support. In the formation of even elementary skills, children with intellectual disabilities need very detailed instructions, constant repetition of actions, therefore, first of all, they must be taught skills and abilities that they will use often. All this requires perseverance and patience, understanding of specific needs and opportunities, individual approach.

An individual approach should also be used in supporting children on the autistic spectrum, since children with autism are a very diverse group, both from the point of view of social and intellectual functioning. The social and intellectual functioning of such children can be very different, and in each specific case it is necessary to identify and correct specific disorders of interaction, social behavior, ability to communicate, and speech. It is also necessary to take into account the disharmonious development of such children. Some functions may be delayed, and some may be ahead of normal age development or have a unique character.

In the process of socio-pedagogical support of pupils with autism in the conditions of inclusive education, scientists emphasize the importance of stability and predictability of the day's plan, class or lesson, its comprehensibility for the child. It is necessary to warn such pupils about the changes that will take place in the educational process, to help in orientation in the school space, to provide sensory comfort.

The organization of inclusive education in an educational institution is carried out by a team of psychological and pedagogical support for a child with special educational needs. The Ministry of Education and Science of Ukraine proposed the Model Regulation on the Psychological and Pedagogical Support Team (Order of the Ministry of Education

and Science of Ukraine No. 609 dated 08.06.2018), which is the basis for developing the regulation on the Psychological and Pedagogical Support Team for a specific educational institution [9].

In the conditions of inclusive education, socio-pedagogical support of a pupil with special educational needs is carried out directly during the educational process by a teacher, a teacher's assistant and, in cases provided by law, a child's assistant.

The teacher is the organizer of the pedagogical process in the inclusive class. He/she is responsible for its effectiveness. The teacher's assistant is also a pedagogical worker and ensures the personal orientation of the educational process. A child's assistant is not a pedagogical worker, but according to the Law of Ukraine "On comprehensive general secondary education" is a participant in the educational process. According to Part 7 of Article 26 of the said law, in the educational process, the social needs of pupils with special educational needs are provided by a child's assistant that is a social worker, a volunteer, one of the parents or a person authorized by them [11].

An important issue that has not yet been fully investigated, despite certain attempts to clarify it, remains the issue of interaction and division of functional responsibilities between the teacher, the teacher's assistant, and the child's assistant. Although the Ministry of Education and Science of Ukraine has developed Methodological recommendations on the functions and responsibilities of a teacher's assistant and a pupil's assistant (child's), in which it was noted that they perform different functions and have different responsibilities, in practice their activities are closely intertwined, and the organization of an effective educational process possible only in productive interaction.

Conclusions and research perspectives. The analysis of scientific sources and the selection of the main

categories of children with special needs who need socio-pedagogical support in the conditions of inclusive educational institutions made it possible to clarify the educational difficulties of children with limited functional capabilities, to specify them according to nosology. Formulated rules for socio-pedagogical support of children with limited functional capabilities in the conditions of inclusive education are the basis for creating a real inclusive environment. And taking into account the features of socio-pedagogical support for educational activities of children with intellectual disabilities, with autism, cerebral palsy, visual and hearing impairments will help to avoid their marginalization and exclusion.

Success in the organization of inclusive education for children with special educational needs depends on the degree of consideration of the educational difficulties of the main categories of children within inclusive education and determining the level of their support. The analysis of legislative and regulatory acts regarding the organization of inclusive education allowed us to conclude that Ukraine has created the conditions for the widespread introduction of inclusive education, however, for the productive work of the socio-pedagogical support team, a clearer coordination of the functions and duties of its members is necessary, because the effectiveness of the educational process in an inclusive educational institution depends on the productive interaction of the teacher, the teacher's assistant, and the child's assistant.

Further research into the problem of socio-pedagogical support for certain categories of children with special needs in the conditions of inclusive education will be aimed at identifying an effective mechanism of interaction of all members of the socio-pedagogical support team. There is a need to specify the description of mechanisms of interaction and the distribution of functional responsibilities for different nosologies, special educational difficulties and different levels of socio-pedagogical support.

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