

UDC 376

DOI <https://doi.org/10.24919/2308-4863.4/28.208844>

Kateryna SHAPOCHKA,

orcid.org/0000-0002-4827-599X

Candidate of Pedagogical Sciences,

Associate Professor of Pedagogy and Inclusive Education Department

Mykolaiv V. O. Sukhomlynskyi National University

(Mykolaiv, Ukraine) shapochka@gmail.com

Raiisa VDOVYCHENKO,

orcid.org/0000-0002-3100-6697

Candidate of Pedagogical Sciences,

Associate Professor of Pedagogy and Inclusive Education Department

Mykolaiv V. O. Sukhomlynskyi National University

(Mykolaiv, Ukraine) vrp1208@ukr.net

PARENTS' READINESS TO EDUCATE CHILDREN WITH LEARNING DISABILITIES IN INCLUSIVE EDUCATIONAL INSTITUTIONS

Transformational strategy of inclusive education in Ukraine envisages improvement of the education system of children with special needs including those with learning disabilities, creation of appropriate general educational space on the basis of system, axiological, command, conductive, individual and environmental approaches that influence the socio-dynamic spread of inclusion. The article is devoted to the analysis of parents' readiness to educate children with learning disabilities in inclusive educational preschool institutions and general secondary schools; emphasizes the role of the family, in particular parents, as the main subject in the process of inclusive educational strategies formation and supporting the child with special needs in the process of placing in the educational space, the unity of the family and the quality of inclusive education influence, awareness that the family (parents, substitutes) play a major role in the development of the educational route of a child with special needs and facilitates the acquisition of social behaviors. It is noted that individual work and group work with parents is effective, in particular; the use of such group forms of work as training sessions, seminars, debates, parent club meetings, that expanding the parents' knowledge about the psychological characteristics of children, tactics of family education, crisis periods of child development. During such meetings both the parent's awareness of the child and also changes in the parents' attitude to the child's problems and to the tasks of their upbringing increase. The process of parents psychological support implementation is long and requires a comprehensive approach that involves not only the psychologist but also all other professionals who accompany the child. This process needs to be continuous, complex and creative. It is emphasized that the more parents are involved in inclusion, the more likely they are to achieve the desired results in children.

Key words: *inclusive education, children with special educational needs, parental readiness, psychological support.*

Катерина ШАПОЧКА,

orcid.org/0000-0002-4827-599X

кандидат педагогічних наук,

доцент кафедри педагогіки та інклюзивної освіти

Миколаївського національного університету імені В. О. Сухомлинського

(Миколаїв, Україна) shapochka1111@gmail.com

Раїса ВДОВИЧЕНКО,

orcid.org/0000-0002-3100-6697

кандидат педагогічних наук,

доцент кафедри педагогіки та інклюзивної освіти

Миколаївського національного університету імені В. О. Сухомлинського

(Миколаїв, Україна) vrp1208@ukr.net

ГОТОВНІСТЬ БАТЬКІВ ВИХОВУВАТИ ДІТЕЙ З ОБМЕЖЕНИМИ МОЖЛИВОСТЯМИ НАВЧАННЯ В НАВЧАЛЬНИХ ЗАКЛАДАХ З ІНКЛЮЗИВНИМИ НАПРЯМАМИ

Трансформаційна стратегія інклюзивної освіти в Україні передбачає вдосконалення системи навчання й виховання дітей з особливими освітніми потребами (ООП), створення відповідного загальноосвітнього простору на основі системного, аксіологічного, командного, кондуктивного, індивідуального й середовищного підходів,

що впливають на соціодинаміку поширення інклюзії. Стаття присвячена аналізу готовності батьків дітей з особливими освітніми потребами до навчання дітей у закладах дошкільної освіти й середніх загальноосвітніх закладах. Наголошується на ролі сім'ї, зокрема батьків, як головного суб'єкта в процесі формування інклюзивних освітніх стратегій і наданні підтримки дитині з особливими потребами в процесі її залучення до загальноосвітнього простору, єдності впливу родини та якості інклюзивного навчання, усвідомлення того, що родина (батьки, особи, що їх заміщають) виконує головну функцію в процесі розроблення освітнього маршруту дитини з особливими потребами й фасилітації в опануванні соціальних моделей поведінки.

Зазначено, що ефективною є індивідуальна робота з батьками й групова, зокрема такі групові форми роботи, як тренінгові заняття, семінари, диспути, засідання батьківського клубу, що розширює знання батьків про психологічні особливості дітей, тактики сімейного виховання, кризові періоди розвитку дітей. Під час таких зустрічей не лише підвищується поінформованість батьків про дитину, а й відбуваються зміни в ставленні батьків до проблем дитини й до завдань її виховання. Процес реалізації психологічної підтримки батьків тривалий і потребує комплексного підходу, який передбачає участь не лише психолога, а й усіх інших фахівців, які супроводжують дитину. Необхідно, щоб цей процес був неперервним, комплексним і мав творчий характер. Наголошується, що чим більше залучені батьки в інклюзію, тим більша ймовірність досягнення бажаних результатів у дітей

Ключові слова: інклюзивна освіта, діти з особливими освітніми потребами, готовність батьків, психологічна підтримка.

At the present stage of Ukraine education development, one of the possible options for inclusion of a child with psychophysical disabilities into the general education space is inclusion, which means that a child with special educational needs is given the right to attend a general educational institution which has the appropriate educational environment and additional services, that let the child to benefit from the collaborative learning with typical students. The spread of inclusion is closely connected with the processes of democratization of the public consciousness, the international recognition for every person of the right to a full life and education.

The spread of inclusion in Ukraine is directly related to the creation of a comprehensive space based on systemic, axiological, command, conductive, individual and environmental approaches (V. Kremen, A. Kolupayeva, P. Talanchuk, O. Taranchenko, etc.). Thus, the Concept of the New Ukrainian School makes it possible to use a person-centered approach in the educational process, which allows taking into account the abilities, needs, interests of each child.

Based on the principles of inclusive education, i.e. the principle of respect for equal rights to education; the principle of tolerant attitude towards each child, recognition of its value, regardless of features or differences, non-discrimination; the principle of the supreme interests of the child; the principle of early intervention; the principle of personally oriented educational process; the principle of providing support and tutoring in the learning process; the principle of the right of parents to choose an educational institution and participate in the learning process; the principle of professional cooperation and social interaction.

Thus, based on a person-centered educational model inclusive education provides quality education

at all levels, in all educational units. Therefore, the cooperation of parents with the support team is especially important; *the purpose of the article* is to analyze the formation of the readiness of parents of children with special educational needs to teach children in preschool and general secondary schools.

The introduction of inclusive education for preschool children with special needs, in particular those who need the correction of psychophysical development, anticipates the creation of a special educational environment for them, which would meet the needs and opportunities of each child and provide adequate conditions and potentialities for education, treatment and rehabilitation, education and training, correction of disorders of psychophysical development, early socialization.

Deppeler J. (1998) identified five basic elements of the learning environment, namely the physical environment, materials, resources, methods and techniques, expected learning outcomes. All components are carefully developed in advance as they ensure that the child's learning is accessible.

In the domestic and foreign psycho-pedagogical literature, there is a fairly clear idea of the environment (I. Bekh, E. Bondarevska, J. Gibson, K. Knyazeva, S. Kapytza, I. Prygozhyn, I. Stengers, V. Yasvin, etc.). In particular, according to a system-ecological approach, the environment or social environment is considered as a systematic combination of a set of various factors that interact with each other and form a set of systemic nature.

However, regardless of the state of the learning environment, both in the whole world and in Ukraine, parents are the main initiators of the implementation of inclusive programs. First, this is because parents are the natural bearers of the idea, the spirit of placing children with special needs in the general system and,

moreover, they are the customers and consumers of this type of educational services.

The Concept of Family and Family Education emphasizes that "modern family should be the main link in the upbringing of the child, providing it with the necessary material and pedagogical conditions for physical, moral and spiritual development" (Concept, 2012–2021).

As scientists rightly point out, the modern family of a child with a psychophysical disability can rarely act as an effective factor in its social integration. The main reasons for this situation are low economic status of many families; lack of any effective support from the state (in particular, education); negative social attitude.

With the Ukraine's ratification of a number of international documents, in particular the UN Convention on the Rights of Persons with Disabilities, radical changes have been initiated in the organization of education of children with special educational needs, and the introduction of inclusive education, which should be harmoniously integrated with the existing system of special education. Problems of inclusive education are increasingly attracting attention of researchers (I. Gylevych, V. Zasenka, A. Kolupayeva, O. Taranchenko, K. Shapochka, L. Savchuk, L. Shypitsyna, etc.).

Inclusive education is a system of educational services based on the principle of ensuring the basic right of children to education and the right to study at the place of residence, providing for education in a general educational institution. In order to ensure equal access to quality education, inclusive educational institutions must adapt curricula, methods and forms of learning, use of existing resources, partnership with the community to individual educational needs and different styles of teaching children with special educational needs. Inclusive educational institutions should provide a range of services required to meet the different educational needs of such children.

Philosophical and conceptual bases of organization of inclusive education and features of correctional and educational, correctional and developmental work of children with psychophysical developmental needs in the conditions of inclusive and special education are covered in the works of Ukrainian scientists (Yu. Boychuk, V. Bondar, L. Danylenko, I. Demchenko, I. Dmytrieva, V. Zasenka, A. Kolupayeva, S. Konoplyasta, I. Martynenko, S. Myronova, N. Pakhomova, T. Sak, V. Synyov, E. Synyova, V. Tarasun, N. Sofiy, N. Slobodyanyuk, K. Shapochka, A. Shevtsov, M. Sheremet, D. Shulzhenko and others).

According to A. Kolupayeva, O. Taranchenko, inclusive education as an educational personally oriented process involves placing the child in the general education environment, ensuring the availability of educational programs through diversification of various forms and methods, providing flexibility of curriculum, adaptation of teaching, teaching services and support. (Kolupayeva, 2019).

Transformational strategy of inclusive education in Ukraine envisages improvement of the system of education and upbringing of children with special needs, creation of appropriate general educational space on the basis of system, axiological, command, conductive, individual and environmental approaches that influence the socio-dynamics of the spread of inclusion.

Within the scope of our article, the conductive approach is of particular interest. Thus, defining the role of the family, including parents, as the main actor in the process of developing inclusive educational strategies and supporting the child with special needs in the process of engaging them in the general education space. A conductive approach is the unity of the influence of a family and the quality of inclusive education, the awareness that the family (parents, substitutes) plays a major role in the development of the educational rout of a child with special needs and facilitates the acquisition of social behaviors.

Maximum effectiveness of inclusive education is ensured by many factors. Tim Loreman identifies seven "pillars of inclusive education" that support this process. One of the key issues is the involvement of parents in cooperation with teachers. He rightly states that without them, very little progress would be made towards inclusive education. Parents, as advocates for their child's interests, require accountability from educators, and are encouraged to review and reassess their views, points of view, and approaches to work. Therefore, the purpose of inclusive education is to create a model of a shared educational space where children with disabilities are co-located in a general education environment with peers who are developing normally. In order to make the most progress in the social development of a disabled child, parental involvement is mandatory and indisputable (Loreman, 2010).

Awareness of the benefits of inclusive education is a major prerequisite for parents of children with special educational needs, including children with psychophysical disabilities, to be educated in regular educational institutions. Inclusive educational process enables parents and their children to be not objects but subjects of the educational process; the opportunity

to study in regular educational institutions while receiving additional educational services and support; together with specialists, members of the support team determine educational goals depending on the child's personal potential; helps to understand the diversity of the school and community; encourages communication with other parents; helps formulate a clear goal and create a real future for the child (Kolupayeva, 2019: 3).

The modern family of a child with a psychophysical disability can very rarely act as an effective factor in its social integration. The main reasons for this situation are: low economic status of many families; lack of any effective support from the state (including education); negative social attitude (Kolupayeva, 2012).

A family with children with special educational needs is a category that is at risk. It is known that the number of mental (neurotic and psychosomatic) disorders in families with children with disabilities are more than twice as high as in families without children with disabilities. These and other factors lead to that parents in many cases obstructing the rehabilitation of children with disabilities. However, even when parents take a more constructive stance, they feel emotionally overloaded and need special knowledge about their child's health and developmental problems (Eydemiller, 2008).

Educating children with special needs is a common task for parents and professionals. Parents' positive attitude to this encourages inclusion in regular educational institutions and society. Parents of a child with special educational needs need support to fulfill their parental role.

Families in the process of upbringing, social integration of a child with special needs face a great deal of difficulty. They are the absence of psychological and pedagogical support, necessary medical treatment, rehabilitation assistance to children, etc. Sometimes the closest people to a child with special needs are themselves in a state of chronic stress caused by a child's ailment, circumstances of treatment, upbringing, training, professional formation of their special child. All this complicates social integration.

Inclusion should help to involve parents in solving these problems, and parents, in turn, should learn to cooperate for the most comfortable process of upbringing and educating a child with special needs.

It is in the family that family values emerge and accumulate, a person's historical identity, his/her pride in the family, his/her people, his/her belief in the future, are formed. Foundations for the education and formation of the future personality, through

which the descendants receive spiritual heritage, life experience, work skills, national mentality are laid in the family.

The main element of inclusive education is the involvement of parents in the educational process, participation in the development of an individual educational plan or program for the development of a child with special educational needs. Establishing partnerships with parents, taking into account cultural traditions and interests of families makes it possible to overcome stereotypes in dealing with families, upbringing children with special educational needs.

Involving parents in the educational process facilitates the constant exchange of information between parents and pedagogical staff working with the child. When developing an individual educational plan or program for a child, it is important that parents receive information, why their child needs an individual educational plan or program; who will provide educational and additional services; duration of services; assessment methods and frequency; periodically reviewing the individual educational program and providing information on its progress.

Parental psychological support should be considered as a system of measures aimed at resolving conflicts that arise between the subjects of an educational process; decrease in parents' emotional discomfort due to the peculiarities of the child's development; enhancement of parents' psychological and pedagogical culture; maintaining parents confidence in their child's capabilities; assistance in establishing parental associations and assistance in organizing activities; formation of parents adequate attitude to the problems of a child; support for adequate interpersonal relationships in the family and styles of family upbringing.

The process of implementation of psychological support for parents is long and requires a comprehensive approach that involves not only the psychologist but also all other professionals who accompany the child.

According to I. Lutsenko, among the measures providing psychological support, it is quite effective to create resource centers for parents of children with special educational needs, where they can get advice and support from a psychologist, pedagogical staff, speech therapist, pediatrician, rehabilitation instructor, etc. There in centers, "parent to parent clubs" can operate, which facilitate not only the exchange of information between parents, but also training strategies for defending the rights and protection of children's interests, developing positive self-esteem, creative abilities, holding actions to attract public attention to addressing public concerns.

It is effective to use such group forms of work with parents as training sessions, seminars, debates, meetings of the parent club. The main purpose of such forms of work is to increase the knowledge of parents about the psychological characteristics of children, tactics of family education, and crisis periods of children's development. During such meetings, not only the parents' awareness of the child increases, but also changes in the attitude of parents to problems of the child and to problems of upbringing appear. (Kompanets et al., 2018).

Conclusions. Establishing partnerships with parents, taking into account cultural traditions and interests of families make it possible to overcome stereotypes in working with families of children with special educational needs. Only if parents, teachers, assistants, and other professionals work together it is possible to hope for success in a complex work. The task of the psychologist is to help parents through the development of reflection of the peculiarities of education and training of the child in the process of communication with him/her. Parents must also have the opportunity to be involved in decisions about their children's special education. Positive acceptance of a

child, a corporation in solving problems is important.

Psychological support for parents should be provided not only in the form of group communication, but also during individual conversations about the features of the child's development, certain life situations.

An important role in the effectiveness of psychological support for parents of a child with special needs is played by the creation of various forms of group interaction of parents and other family members. It is necessary for the process itself to be continuous, complex and creative.

Keep in mind that family is an element of stability in a child's life, whereas teachers, educators, and other professionals can change every year. Parents are more likely to talk about themselves and their children to professionals they trust. The moral values, desires and priorities of the parents are significantly different, so there can be no single universal model of work with the family. The main thing is to help parents believe in their own strengths and capabilities (Sofiy, 2015). The more parents are involved in inclusion, the more likely they are to achieve the desired results in children (Kogan, 2019).

BIBLIOGRAPHY

1. Deppeler J. *Professional development workshops: Supporting people with disabilities*. Melbourne: Impact printing, 1998.
2. КОНЦЕПЦІЯ сімейного виховання в системі освіти України «Щаслива родина» на 2012–2021 роки. URL: <file:///C:/Users/userone/Downloads/%D0%9A%D0%BE%D0%BD%D1%86%D0%B5%D0%BF%D1%86%D1%96%D1%8F%20%D0%A9%D0%B0%D1%81%D0%BB%D0%B8%D0%B2%D0%B0%20%D1%80%D0%BE%D0%B4%D0%B8%D0%BD%D0%B0%20%D0%B4%D0%BE%202021%20%D1%80%D0%BE%D0%BA%D1%83.pdf>.
3. Колупаєва А. А. Навчання дітей з особливими освітніми потребами в інклюзивному середовищі : навчально-методичний посібник / А. А. Колупаєва, О. М. Таранченко. Харків : Ранок, 2019. 304 с.
4. Колупаєва А. А. Основи інклюзивної освіти : навчально-методичний посібник / за заг. ред. А. А. Колупаєвої. Київ : А. С. К., 2012. 308 с.
5. Компанець Н. М., Луценко І. В., Коваль Л. В. Організаційно-методичний супровід дитини з особливими освітніми потребами в умовах ДНЗ : навчально-методичний посібник / Н. М. Компанець, І. В. Луценко, Л. В. Коваль. Київ : Атопол, 2018. 100 с.
6. Коган О. В. Організаційні засади діяльності асистента вчителя в інклюзивному класі : методичний посібник / уклад. О. В. Коган та ін. Харків : Друкарня Мадрид, 2019. 110 с.
7. Эйдмиллер Э. Г. Психология и психотерапия семьи / Э. Эйдмиллер, В. Юстицкис. Санкт-Петербург : Питер, 2008. 672 с.
8. Лорман Т. Сім стовпів підтримки інклюзивної освіти. *Дефектологія. Особлива дитина: навчання та виховання*. 2010. № 3. С. 3–11.
9. Софій Н. Підтримай себе – підтримай дитину : путівник для батьків дітей з особливими потребами : методичні матеріали / авт. кол. проєкту «Інклюзивна освіта: крок за кроком», уклад. Н. З. Софій. Київ : Пляеди, 2015. 34 с.

REFERENCES

1. Deppeler J. (1998) *Professional development workshops: Supporting people with disabilities*. Melbourne: Impact printing [in English].
2. KONTSEPTSIYA simeinoho vykhovannia v systemi osvity Ukrainy "Shchaslyva rodyna" na 2012–2021 roky [CONCEPT OF FAMILY EDUCATION IN THE EDUCATION SYSTEM OF UKRAINE "Happy Family" for 2012–2021]. URL: <file:///C:/Users/userone/Downloads/%D0%9A%D0%BE%D0%BD%D1%86%D0%B5%D0%BF%D1%86%D1%96%D1%8F%20%D0%A9%D0%B0%D1%81%D0%BB%D0%B8%D0%B2%D0%B0%20%D1%80%D0%BE%D0%B4%D0%B8%D0%BD%D0%B0%20%D0%B4%D0%BE%202021%20%D1%80%D0%BE%D0%BA%D1%83.pdf> [in Ukrainian].
3. Kolupayeva A. A. (2019) *Navchannia ditei z osoblyvymy osvitynymi potrebamy v inkluzyivnomu seredovyshchi: navchalno-metodychnyi posibnyk* [Teaching children with special educational needs in an inclusive environment: a textbook] / A. A. Kolupayeva, O. M. Taranchenko. Kharkiv : Ranok, 304 p. [in Ukrainian].

4. Kolupayeva A. A. (2012) Osnovy inkluzyvnoi osvity. Navchalno-metodychnyi posibnyk [Fundamentals of inclusive education. Tutorial] / za zah. red. A. A. Kolupaievoi. Kyiv : A. S. K., 308 p. [in Ukrainian]
5. Kompanets N. M., Lutsenko I. V., Koval L. V. (2018) Navchalno-metodychnyi posibnyk “Orhanizatsiino-metodychnyi suprovid dytyny z osoblyvymy osvithnyimi potrebami v umovakh DNZ” [Educational and methodical guide “Organizational and methodical support of a child with special educational needs in the conditions of the Preschool Institutions”] / N. M. Kompanets, I.V. Lutsenko, L.V. Koval. Kyiv : Atopol, 100 p. [in Ukrainian].
6. Kohan O. V. (2019) Orhanizatsiini zasady diialnosti asystenta vchytelia v inkluzyvnomu klasi : metod. posib. [Organizational principles of teacher assistant activity in an inclusive classroom: a method. tool] / uklad. O. V. Kohan ta in. Kharkiv : Drukarnia Madryd, 110 p. [in Ukrainian].
7. Eydemyller E. H. (2008) Psykholohiia y psykhoterapiia semyi [Psychology and psychotherapy of the family] / E. Eydemyller, V. Yustytskys. SPb. : Pyter, 672p. [in Russian].
8. Loreman T. (2010) Sim stovpiv pidtrymky inkluzyvnoi osvity. [Seven pillars of support for inclusive education. Moving from “Why?” to “How?"] *Defektolohiia. Osoblyva dytyna: navchannia ta vykhovannia*. № 3. PP. 3–11 [in Ukrainian].
9. Sofii N. (2015) Pidtrymai sebe – pidtrymai dytnu : putivnyk dlia batkiv ditei z osoblyvymy potrebami : metodychni materialy / Avtorskyi kolektyv proektu “Inkluzyvna osvita: krok za krokom” [Support yourself – support your child: a guide for parents of children with special needs : Methodical materials / The authors of the project “Inclusive Education: Step by Step”] / compiled by N. Z. Sofii. Kyiv : Pleiady, 34 p. [in Ukrainian].