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СУЧАСНИЙ СТАН ТА ПЕРСПЕКТИВИ РОЗВИТКУ МЕРЕЖІ ІНКЛЮЗИВНО-РЕСУРСНИХ ЦЕНТРІВ УКРАЇНИ

CURRENT STATE AND PERSPECTIVES OF STAFFING OF THE NETWORK OF INCLUSIVE - RESOURCE CENTERS

Анотація. Дана стаття розкриває актуальні, проблематичні аспекти розбудови та розвитку системи інклюзивно-ресурсних центрів. Особлива увага присвячується аналізу таких понять, як інклюзивно-ресурсний центр, психолого-педагогічний супровід, психолого-педагогічні послуги і корекційно-розвиткові послуги .

Наголошено на суті провідної моделі інклюзивно-ресурсних центрів Канади як зразка дієвого зарубіжного досвіду. Описується орієнтовна модель забезпечення співпраці фахівців-консультантів ІРЦ та закладів освіти. Проаналізовано можливості оптимізації професійних навичок працівників інклюзивно-ресурсних центрів. Окреслено професійно-особистісні уміння педагога, що підсилюють ефективність його фахової діяльності.

Узагальнюються напрями роботи інклюзивного ресурсного центру, до яких належить: створення фонду ресурсних матеріалів; створення та постійне оновлення електронної бази наявних у регіоні освітніх послуг для дітей з особливими освітніми потребами; вивчення позитивного досвіду роботи щодо впровадження інклюзивної освіти в Україні і за кордоном; аналіз, відбір, розробка та апробація практико-орієнтованих технологій психолого-педагогічного супроводу дітей, що навчаються за інклюзивною формою; залучення соціальних партнерів для ефективного просування впровадження інклюзивної освіти в освітніх закладах області тощо.

Особлива увага зосереджується на взаємодії інклюзивно-ресурсних центрів з органами влади, закладами освіти, охорони здоров'я, соціального захисту, а також громадськістю. Наголошується, що від взаємодії інклюзивно-ресурсного центру та команди психолого-педагогічного супроводу дитини у закладі загальної середньої та дошкільної освіти

залежить ефективність організації надання психолого-педагогічних, корекційно-розвиткових послуг.

Наголошено на важливості постійної взаємодії і взаємозв'язку відповідних соціальних інститутів у впливі на особистість у соціумі через сфери та умови життєдіяльності. Зазначається також, що її результатом є надання бажаного об'єктивно виправданого і доцільного соціального спрямування.

Ключові слова: *інклюзивна освіта, дитина з особливими освітніми потребами, інклюзивно-ресурсний центр, комплексна психолого-педагогічна оцінка, психолого-педагогічний супровід, психолого-педагогічні послуги, корекційно-розвиткові послуги, фахівці-консультанти інклюзивно-ресурсних центрів.*

Abstract. This article reveals the actual, problematic aspects of the construction and development of the system of inclusive resource centers. Special attention is devoted to the analysis of such concepts as an inclusive resource center, psychological and pedagogical support, psychological and pedagogical services and correctional and developmental services.

The essence of the leading model of inclusive resource centers of Canada as a model of effective foreign experience is emphasized. An approximate model for ensuring cooperation between IRC consultants and educational institutions is described. The possibilities of optimizing the professional skills of inclusive and resource workers have been analyzed. The professional and personal skills of the teacher, which strengthen the effectiveness of his professional activity, are outlined.

The areas of work of the inclusive resource center are summarized, including the creation of a fund of resource materials; creation and constant updating of the electronic database of educational services available in the region for children with special educational needs; study of positive work experience regarding the implementation of inclusive education in Ukraine and abroad; analysis, selection, development and approval of practice-oriented technologies for psychological and

pedagogical support of children studying in an inclusive form; involvement of social partners for effective promotion of the implementation of inclusive education in educational institutions of the region, etc.

Special attention is focused on the interaction of inclusive resource centers with authorities, educational institutions, health care, social protection, as well as the public. It is emphasized that the effectiveness of the organization of the provision of psychological-pedagogical, correctional-developmental services depends on the interaction of the inclusive resource center and the child's psychological-pedagogical support team in the institution of general secondary and preschool education.

Emphasis is placed on the importance of constant interaction and interconnection of relevant social institutions in influencing the individual in society through spheres and conditions of life. It is also noted that its result is the provision of the desired objectively justified and expedient social direction.

***Key words:** inclusive education, child with special educational needs, inclusive resource center, comprehensive psychological and pedagogical assessment, psychological and pedagogical support, psychological and pedagogical services, correctional and developmental services, specialists-consultants of inclusive resource centers.*

Relevance of research. The modern global trend of education modernization is the manifestation of humanistic tendencies and increased attention to individual personality development. The recognition of inclusive education as the most consistent with the principles of the rule of law is becoming more and more widespread and is considered as one of the important prerequisites for the full inclusion of children with special educational needs in the system of social relations.

Children with special needs are increasingly actively integrated into social life by providing service support.

For the successful implementation of inclusive reform, Ukraine needs qualified and professional specialists to work in inclusive resource centers. In particular, in one of the letters of the Ministry of Education and Culture of Ukraine No. 1/9-436 "Regarding the organization of education of persons with special educational needs in institutions of general secondary education in the 2021/2022 academic year, it is emphasized that "a balanced personnel policy with constant improvement of the qualifications of pedagogical workers will contribute to the introduction of the educational and rehabilitation process of innovative technologies, the growth of indicators of education, upbringing, socialization of children with special needs".

Analysis of previous research and publications. V. Zasenکو, S. Lytovchenko, in particular, examines the problem of professional efficiency of specialists-consultants of inclusive resource centers, and outlines a number of factors that hinder the activities of specialists.

A comparative analysis of domestic and foreign experience of inclusive resource centers was carried out by N. Sofiy.

S. Alyokhina in her analytical report on the results of a comprehensive study of the problems of inclusive education in Ukraine notes that the current state of training specialists in Ukraine to work in an inclusive educational environment does not meet public needs; provision of methodical materials of the IRC is estimated at the level of 50%.

All of the research results listed above testify to the existence of problems and obstacles in the organizational and methodological support of inclusive resource centers, the need to develop and implement a model for ensuring the cooperation of IRC consultants and educational institutions.

The purpose of the article. Consists in the generalization of the accumulated scientific research that concerns professional and psychological readiness, professional and value orientations, professional and personal qualities, skills and competencies in the process of preparing teachers to work in inclusive resource centers.

Research methods. During the research, the following methods were used: study, comparative analysis, generalization and systematization of scientific research on the problems of formation and development of the network of inclusive resource centers.

Research results.

For five years now, a network of inclusive resource centers (IRC) has been operating in Ukraine, the main task of which is to assess the development of children with special educational needs (SEN) and methodically provide them with psychological and pedagogical support in the conditions of inclusive education. Currently, the IRC system is going through a period of formation, which is taking place in rather difficult conditions. The complex process of building inclusive education, which is new for the Ukrainian education system, and the closely related functioning of the IRC complicated during the last three years by the conditions of quarantine restrictions due to Covid-19, and in the last year by the tragedy of war. [7].

In the "Salamanca Declaration and Action Framework for the Education of Persons with Special Needs", which became the basis for the introduction of inclusion in the world, it is emphasized that each country has its own experience in providing assistance to children with psychophysical disorders, in view of which it should decide the issues of the organization special and inclusive education.

Innovations in the field of special pedagogy and psychology led to the reorganization of the system of consultative and diagnostic assistance and the launch of a network of new institutions for our country - inclusive resource centers (IRCs), which are considered as the first link on the path to education for a child with special educational needs. [2]

For the first time, the model of the inclusive resource center was developed as part of the implementation of the Ukrainian-Canadian project "Inclusive education for children with special educational needs in Ukraine" by the Institute of Special Pedagogy of the National Academy of Sciences of Ukraine together with the All-Ukrainian Foundation "Step by Step" and the National Assembly of Disabled People of Ukraine during 2008 – 2013.

In Canada, inclusive resource centers contribute to the inclusion of children with special needs in society by developing:

- the potential of parents, teachers, social workers and other specialists in order to enable them to meet the physical, emotional, communicative and other needs of a child with special needs;
- skills and abilities of the child with special needs to improve his physical, emotional, social potential and self-help skills [7, c. 36].

In general, two leading models of inclusive resource centers in Canada can be distinguished by geographic factor. The first model provides for the provision of a number of services by specialists of the center based on the location of the institution visited by the child, etc. Within the framework of the second model, children with special needs and their parents, employees of educational institutions, other specialists visit the inclusive resource center to receive the necessary service support. Due to the widespread use of the Internet in remote areas, a number of services are provided online.

The result of the Ukrainian-Canadian project was the provision of psychological-pedagogical support, psychological-pedagogical and correctional-developmental services to a child with special educational needs on the basis of psychological-medical-pedagogical consultations. On July 12, 2017, Resolution No. 545 of the Cabinet of Ministers of Ukraine approved the "Regulations on the Inclusive Resource Center", which defines the procedure for formation and termination, the basic principles of activity, as well as the legal status of the inclusive resource center.

Inclusive resource centers carry out their activities taking into account the following principles:

- respect and perception of individual characteristics of children;
- observance of the best interests of the child;
- prevention of discrimination and violation of children's rights;
- confidentiality;
- availability of educational services from an early age;
- interdepartmental cooperation. [1]

L. Kashuba summarized the areas of work of the inclusive resource center:

- creation of a fund of resource materials (normative and legal, programmatic and methodological, didactic, information and communication technologies, etc.);

- creation and constant updating of the electronic database of educational services available in the region for children with special educational needs;

- study of positive work experience regarding the implementation of inclusive education in Ukraine and abroad;

- analysis, selection, development and approval of practice-oriented technologies of psychological and pedagogical support for children studying in an inclusive form;

- involvement of social partners for effective promotion of the implementation of inclusive education in educational institutions of the region;

- informing representatives of the parent community about the existing forms of providing education to children with special educational needs, helping them to study the legal framework on this issue;

- advisory assistance (navigation) to parents of children with special educational needs regarding choosing the optimal form of education, taking into account the availability of transport, equipment, assistance, etc.;

- coordination of the actions of educational institutions and institutions - partners of the inclusive resource center with the aim of

providing a full range of educational services to each child with special educational needs, taking into account their individual characteristics;

- coordination of the actions of educational institutions and institutions - partners of the inclusive resource center with the aim of providing each pedagogical worker who directly implements inclusive education in the educational institution with methodical assistance by deepening their knowledge and competences in the field of inclusive education;

- participation in the development and implementation of training, retraining and professional development programs for teaching staff regarding the implementation of inclusive education;

- defending the interests of a child with special educational needs to receive quality education in accordance with his individual development;

- carrying out educational work in society with the aim of disseminating information about the development of inclusive education by conducting information campaigns, printing information bulletins, flyers, etc., placing relevant information on the websites of the Department of Education and Science of territorial communities, in mass media, organizing seminars, master classes, trainings, round tables, conferences involving the interested parent community [4, c. 2].

The founders of inclusive resource centers are representative local self-government bodies of united territorial communities, district, city, district in cities (if they are formed) councils.

Inclusive resource centers are created at the rate of one inclusive resource center for no more than 7,000 children living on the territory of the united territorial community (district), and no more than 12,000 children living in the city (district cities). In the case when the number of children living in the territory of the united territorial community (district) or in the city (district of the city) exceeds 7 thousand and 12 thousand, respectively, the inclusive resource center additionally involves the necessary specialists, taking into account the identified children of the corresponding nosology, who need psychological-pedagogical support and the provision of psychological-pedagogical and correctional-developmental services. [1]

According to the "Regulations on the Inclusive Resource Center" (as of 2022, with amendments), the main tasks of the IRC are: conducting a comprehensive assessment in order to determine the child's educational difficulties, the presence of special educational needs, providing recommendations regarding the peculiarities of the organization of the educational process in institutions education and determining the level of support in the educational process.[2]

Practical experience led to the development of the author's indicative model for ensuring the cooperation of specialists-consultants of the IRC and educational institutions, which contains 6 components, namely: 1) detection of OOP in a child (teaching a child with OOP in an educational institution for conducting a high-quality comprehensive psychological and pedagogical assessment of the child's development directly effective procedure, in compliance with all norms, of a complex psychological and pedagogical assessment of the child's

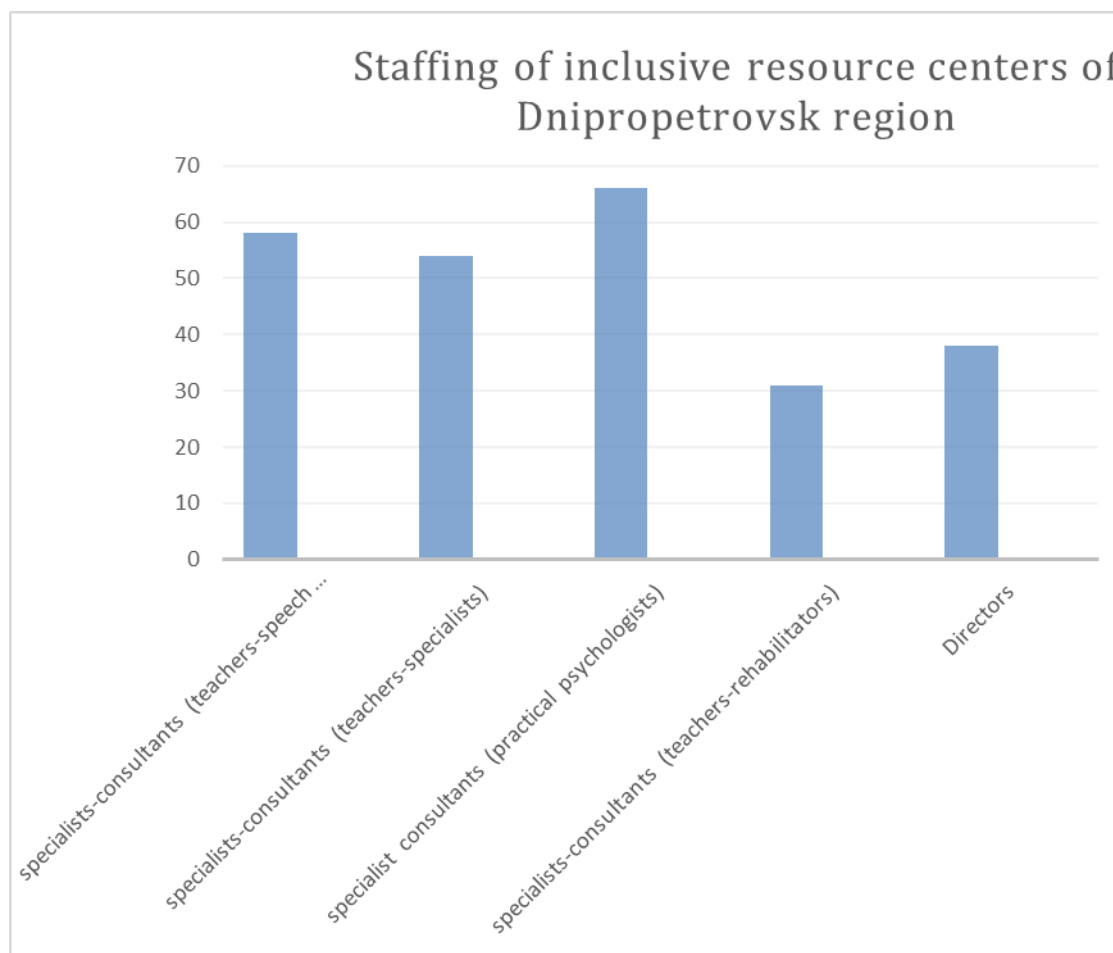
development); 2) provision of recommendations (regarding IPR\INP; ensuring the participation of pedagogical workers of the IRC in the activities of the team of psychological and pedagogical support of a child with special needs); 3) analytical support (register of children with special needs; register of educational activities and rehabilitation institutions; register of specialists providing correctional-developmental and psychological-pedagogical services); 4) Consulting (of officials, local self-government bodies, regarding the specifics of providing educational services to children with disabilities; pedagogical workers; parents); 5) monitoring (learning outcomes of children with SEN; dynamics of development of children with SEN); 6) Increasing professional skills (conducting seminars, training conferences, creative groups). Effective and consistent implementation of these components will provide representatives of the IRC and the educational institution with comprehensive information on the dynamics of development and prospects in the education of children with special needs. The provision of balanced and effective assistance to children with disabilities within the territorial community depends on the joint efforts of the IRC and authorities, institutions (institutions) of education, social protection, and health care that provide educational, social, and medical services, respectively. Significant innovations have been introduced into the work of the IRC: a package of methods for assessing a child's special educational needs as a world diagnostic standard (diagnosis only in the context of identifying specifics); the system for automating the work of inclusive resource centers (AS "IRC"), which ensures the creation of a single integrated

information environment in the field of inclusive education; criteria for levels of support for children with special educational needs in the conditions of an educational institution. "The levels of support are based on the determination of difficulties, barriers to learning, the presence or absence of special needs; at the same time, it is taken into account that difficulties and needs for support may relate to various areas of the child's development: physical (sensory-motor), cognitive, speech, emotional-volitional, social, and are completely individual." [5]

Resolution No. 493 of the Cabinet of Ministers of Ukraine dated April 29, 2022 adopted amendments to the Regulation on Inclusive Resource Centers regarding the expansion of the scope of tasks during the period of martial law, namely: conducting a comprehensive assessment and carrying out systematic qualified support of persons with special needs who have been forced to change place of residence (stay) and were enrolled in inclusive classes (groups) or receive education using distance learning technologies; provision of informational support to parents of children with special needs regarding institutions where the child can continue his education and receive other additional services.

The document also provides for the creation of conditions for psychological support of children experiencing psychological trauma. During the period of martial law, IRC specialists will be able to provide additional correctional and developmental services to all children with PLO, including remotely.[6]

Before the start of hostilities in Ukraine, 698 IRCs were created. Today, depending on the security situation, there are 38 inclusive resource centers operating in Dnipropetrovsk region (plus three centers are in the process of being created), whose activities are provided by 298 pedagogical workers.



The activities of the inclusive resource center are provided by pedagogical workers who have a higher education in the specialties of "Special education", "Correctional education", "Defectology", "Psychology", with the specialization of speech therapist, deaf pedagogue, oligophrenopedagogue, typhlopedagogue, as well as practical psychologists, teachers of treatment physical education, nurse

and accountant. The maximum number of specialists of the center is 12 people.

The activities of the inclusive resource center are managed by the director, who is appointed to the position for a term of three years on a competitive basis and is dismissed by the founder in agreement with the relevant structural unit on the activities of the inclusive resource centers of education management bodies. The director of the inclusive resource center is appointed a person who has a higher education with a master's degree in the specialty "Special education" ("Correctional education", "Defectology") or "Psychology" ("Practical psychology") and has at least five years of work experience years by profession. [1]

The main content of the management activity of the director of the IRC is planning, organization, directing the activities of employees to achieve the set goals (motivation, psychological support, division of responsibilities) and personal responsibility for the timely adoption and implementation of management decisions.

Director of the inclusive resource center

1) plans and organizes the work of the inclusive resource center, issues orders in accordance with competence, monitors their implementation, approves the job instructions of specialists of the inclusive resource center;

2) appoints specialists of the inclusive resource center to positions on a competitive basis and dismisses them from positions in accordance with legislation;

3) creates appropriate conditions for the productive work of the specialists of the inclusive resource center, raising their professional and qualification level, implementing modern methods of psychological and pedagogical assessment, the latest technologies for providing psychological and pedagogical and correctional and developmental services to children with special educational needs;

4) disposes of the property of the inclusive resource center and its funds in agreement with the founder in accordance with the established procedure, forms an estimate, concludes civil law agreements, ensures the efficiency of the use of financial and material resources;

5) ensures labor protection, compliance with the law in the activities of the inclusive resource center;

6) represents the inclusive resource center in relations with state bodies, local self-government bodies, enterprises, institutions and organizations;

7) submits an annual report on the activities of the inclusive resource center to the founder. [1]

Important aspects in the process of teachers' readiness to work in inclusive resource centers are the formation of their professional and value orientations, professional and personal qualities, skills and competencies. The professional and value orientation of a teacher who works with children with special educational needs is a focus on the development of the individual as a whole, and not only on obtaining an educational result; awareness of one's responsibility for children.

Professional and personal qualities include: empathy, tolerance, pedagogical optimism, high level of self-control. Among the professional and personal skills of a teacher, the following are distinguished: creativity, a creative approach to solving problems; the ability to observe the confidentiality of official information and personal secrets of the pupil.

Most researchers associate the problem of competence with the professional formation of an individual, consider it as an evaluative category that characterizes a person as a subject of professional activity, his ability to perform tasks that belong to his competence.

Optimizing the professional skills of specialists-consultants of inclusive resource centers can take place through the improvement of competencies during advanced training courses, for example: "Management of inclusive education", "Team approach to ensuring inclusive education", "Fundamentals of organizing the implementation of inclusive education at the level of an educational institution", etc. . Methodical work and everyday self-education are the main way of forming inclusive competence for working specialists. At the same time, the cooperation of a multidisciplinary team is quite important.

Conclusions and prospects for further research. The model of functioning of inclusive resource centers in Ukraine takes into account the best foreign and domestic developments and maximally involves the material and personnel potential of the education system. It satisfies both the interests of parents and children with special educational needs, as well as teams of teachers working directly in

inclusive classes. Specialists of inclusive resource centers provide a comprehensive psychological and pedagogical assessment of the child's development in order to determine special educational needs, develop recommendations for a training program for providing psychological and pedagogical assistance.

And as part of the planned unified regional information resource space, the inclusive resource centers provide information and coordination support for pedagogical workers of preschool, general education and vocational educational institutions on issues of organizing inclusive education and provide consultative and psychological assistance to parents.

Prospects for research in this direction are the study of international and domestic experience of organizing a system of psychological and pedagogical diagnostics and support for children with special educational needs, as well as new competencies of specialists of inclusive resource centers.

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ДІАГНОСТИКА І КОРЕКЦІЯ

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