



**PRIVATE INSTITUTION  
«HIGHER EDUCATION INSTITUTION  
«INTERNATIONAL HUMANITARIAN AND  
PEDAGOGICAL INSTITUTE «BEIT-KHANA»**

**Department of pedagogy and psychology**

**SYLLABUS  
of academic discipline**

**Creating an inclusive educational space  
in primary school classes**

**Teacher-developer:  
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### 1. Description of the academic discipline

Name of indicators	
Teaching language	Ukrainian
Semester	1-2
Total hours/credits	40
Number of content modules	2
Form of final control	offset

### 2. The purpose and objectives of the academic discipline

The purpose of teaching the discipline «Creating an inclusive educational space in primary school classes» is to master the basics of scientifically and methodologically reasonable approaches to the development of an inclusive process and an algorithm of technologies of psychological and pedagogical support by applicants.

The main **objectives** of the discipline «Creating an inclusive educational space in primary school classes» are:

- acquisition of practical skills in the field of inclusive education of children with special educational needs and the ability to creatively apply professional knowledge in practice;
- formation of bachelors' internal motivation in professional and pedagogical activities.

#### Competencies and planned results of study

Discipline «Creating an inclusive educational space in primary school classes» provides education applicants a number of **competencies**.

#### Competencies that are formed:

**GC1.** Ability to apply knowledge in practical situations.

**GC2.** Knowledge and understanding of the subject area and understanding of professional activities.

**GC4.** The ability to learn and master modern knowledge.

**GC7.** The ability to generate new ideas (creativity).

**GC8.** Interpersonal skills.

**GC9.** Ability to work in a team.

**SC3.** The ability to understand the nature of behavior, activities and actions.

**SC7.** Ability to analyze and systematize the obtained results, formulate reasoned conclusions and recommendations.

**SC8.** Ability to organize and provide psychological assistance (individual and group).

#### Program results of study:

**PR1.** Analyze and explain mental phenomena, identify psychological problems and propose ways to solve them.

**PR9.** To propose one's own methods of solving psychological problems and problems in the process of professional activity, to make and argue one's own decisions regarding their solution.

**PR13.** To interact, to participate in communication, to be understandable, to tolerate people with other cultural or gender-age differences.

**PR14.** Effectively perform various roles in the team in the process of solving professional tasks, including demonstrating leadership qualities.

**PR15.** To be responsible for professional self-improvement, training and self-development.

After studying the course «Creating an inclusive educational space in primary school classes» applicants should *know*:

- know and understand modern approaches, strategies and technologies of psychological and pedagogical support of children with special educational needs in inclusive classes of general secondary education institutions, key concepts of inclusive education of children with SEN;
- to know the organizational models of building an inclusive practice for children with special educational needs;
- to know a wide range of inclusive technologies and the peculiarities of their implementation in the conditions of an inclusive educational environment: the role and competence of each member of the support team, the collegial implementation of each step in the direction of creating an appropriate and unhindered educational process for children with special educational needs;
- know and understand the process of assessing a child's special needs with subsequent satisfaction of these needs in the educational space and outside the educational institution;
- to know the essence of inclusive technologies, which to the greatest extent contribute to the effective educational process of children with special educational needs;
- to know and understand the advantages of establishing partnership relations between specialists and parents, to be able to build productive cooperation with parents for the implementation of inclusive processes not only in the educational institution, but also in the life of the child in general;

*be able*:

- to consult the participants of the educational process in the process of providing psychological and pedagogical support for children with special educational needs in an inclusive educational environment: developing SMART goals, preparing and executing meetings of the support team, keeping a communication diary of the team, determining the content of

additional educational services, changing the ratio of different areas of correctively - developmental work in accordance with the dynamics of the child's development, etc.;

- to effectively interact with the employees of the educational institution, management and self-government institutions; establish professional communication; take into account the connection and influence of one's own activity on the overall result of the team's work;

*master:*

- the method of analyzing models of social systems for assessing the state and forecasting the development of psychologico-pedagogical and managerial phenomena and processes;
- methods of systematic and comparative analysis, complex and interdisciplinary approach in solving professional tasks..

#### **4. Content of the program of academic discipline**

##### **CONTENT MODULE 1. Prerequisites for the organization of psychological and pedagogical support for children with special educational needs in institutions of general secondary education.**

###### **Topic 1. Basic concepts: inclusive education, children with special educational needs (2 hours).**

Education for everyone. Inclusive values. The concept of "Children with special educational needs". Children with special educational needs according to nosologies. Interaction of students with special needs in general education space.

Literature [1, 2, 3, 4, 5]

###### **Topic 2. Organization of inclusive education (4 hours).**

Organization of inclusive education, legal framework. Peculiarities of enrolling children with special educational needs in institutions of general secondary education. Services provided to a child with special educational needs in an institution of general secondary education. Ensuring the psychological and pedagogical component of inclusive education in institutions of general secondary education.

Literature [1, 2, 3, 4, 5]

###### **Topic 3. Mechanisms of providing additional support: teacher's assistant, individual development program (4 hours).**

Tasks of a teacher's assistant. Responsibilities of a teacher, a teacher's assistant, activities they perform together. Functions of the individual development program. Regulatory compliance monitoring and assessment. Components of an individual development program. Adaptations, modifications.

Literature [1, 2, 3, 4, 5]

###### **Topic 4. Cyclogram of activities of institutions of general secondary education with an inclusive form of education (4 hours).**

Model of implementation of inclusive education. Working documentation in institutions of general secondary education. Cyclogram of management actions. Peculiarities and challenges in the process of implementing inclusive education. Basic requirements for the organization of inclusive education in an institution of general secondary education.

Literature [1, 2, 3, 4, 5]

**Topic 5. Technology for determining the needs of a child with special educational needs and formulating SMART goals (4 hours).**

Short-term and long-term goals. The principles of the whole SMART approach. Priorities for selecting SMART goals. The importance of having realistic assessment goals for the positive dynamics of the development of a child with special needs.

Literature [1, 2, 3, 4, 5]

**Topic 6. Technologies of psychological and pedagogical support of children with special educational needs within the framework of inclusive education (4 hours).**

Components, main goal, tasks of psychological and pedagogical support for children with special educational needs. Organization of work to help children with special needs in self-realization and self-affirmation. Strategies of teachers' work with children with special educational needs.

Literature [1, 2, 3, 4, 5]

**CONTENT MODULE 2. Implementation of technologies of psychological and pedagogical support of children with special educational needs.**

**Topic 7. Individualization of the educational process. Differences in learning (2 hours).**

Educational strategies based on visual, auditory and kinesthetic methods of obtaining and processing information. Learning strategies and thinking skills.

Literature [1, 2, 3, 4, 5]

**Topic 8. Co-planning and co-teaching: essence and ways of implementation in teachers' practice (4 hours).**

Aligning practice through co-teaching. Work in pairs. Basic models of co-teaching. Teaching in a team. Advantages of cooperation. Effective cooperation planning. Stages of relationships in the process of joint teaching.

Literature [1, 2, 3, 4, 5]

**Topic 9. Organization of child development assessment. The process of an individual development program (4 hours)**

Types of assessment of child development. Organization of assessment at the institution level. Comprehensive assessment of child development. Reassessment of the child's development. Specific training. All types of assessment are focused on establishing positive aspects of the child's development. Methods of assessing child development. Portfolio - methods and results. Roles of participants in the evaluation process. Algorithm of the individual development program process.

Literature [1, 2, 3, 4, 5]

**Topic 10. Algorithm of activities of the interdisciplinary support team participants (4 hours).**

Support Team Coordinator Tasks: Hierarchy by Importance. Interaction between a teacher and a teacher's assistant. The technology of conducting a meeting of the support team.

Literature [1, 2, 3, 4, 5]

**Topic 11. The technology of executing meetings of an interdisciplinary team and developing an individual development program for a child with special educational needs (4 hours).**

The process of preparing for the first meeting: each participant fills out a form for observing the child, determining the state of their development, strengths, and needs; analysis and summarization by the coordinator of evaluation forms filled out by team members. Meeting plan and conditions of its execution. Collegiate development of an individual development program. Results of the meeting. Planning consistent and coordinated activities.

Literature [1, 2, 3, 4, 5]

## **5. Individual educational and research tasks**

### **Essay topic:**

1. Cover the issue of the specifics of the development of children with special educational needs and name the factors that make inclusion difficult for some children.
2. The main barriers on the way to the introduction of quality education for children with developmental disabilities.
3. Explain the meaning of inclusive values.
4. List the strengths of children with special needs.
5. Explain the content of providing the psychological and pedagogical component of inclusive education in institutions of general secondary education.
6. Explain the responsibilities of a teacher.
7. Explain the duties of a teacher's assistant.
8. Explain the activities that teachers and teacher assistants perform together.
9. Explain the content of the functions of the individual development program.
10. Explain the components of an individual development program.
11. Explain the concepts of "adaptation" and "modification" and their application.

12. Create a model for the implementation of inclusive education.
13. Reveal the features and challenges in the process of implementing inclusive education.
14. Reveal the content of the technology of team interaction in the context of the inclusive process of children with SEN.

**Subjects of group projects with subsequent defense of presentations  
(up to 15 minutes) in the auditorium**

1. Education for everyone. Inclusive values.
2. Children with special educational needs according to nosologies.
3. Interaction of students with special needs in general education space.
4. Functions of the individual development program.
5. Components of an individual development program. Adaptations, modifications.
6. Principles of SMART goal setting.
7. Priorities for selecting SMART goals.
8. The importance of having realistic assessment goals for the positive dynamics of the development of a child with special needs.
9. Components, main goal, tasks of psychological and pedagogical support for children with special educational needs.
10. Organization of work to help children with special needs in self-realization and self-affirmation.
11. Strategies of teachers' work with children with special educational needs.
12. Educational strategies based on visual, auditory and kinesthetic methods of obtaining and processing information.
13. Differences in learning.
14. Learning strategies and thinking skills.
15. Alignment of practice through co-teaching. Work in pairs.
16. Basic models of co-teaching.
17. Teaching in a team.
18. All types of assessment are aimed at establishing positive aspects of the child's development.
19. Methods of evaluating the child's development.
20. Roles of participants in the evaluation process.
21. Creating an individual development program.
22. Tasks of the support team coordinator: hierarchy by importance.
23. Interaction of a teacher and a teacher's assistant.
24. Technology of holding a meeting of the support team.
25. The process of preparation for the first meeting: each participant fills out a form for observing the child, determining the state of his development, strengths, and needs; analysis and summarization by the coordinator of evaluation forms filled out by team members.
26. Collegiate development of an individual development program.
27. Planning consistent and coordinated activities.

## 6. Teaching methods:

### General:

1. **Verbal** methods of learning: heuristic conversation; achronic explanation (induction, deduction, translation), story, lecture.
2. **Visual** teaching methods: illustration, demonstration, self-observation.
3. **Practical** teaching methods: exercises, practical and research work.
4. **Active** teaching methods: conversation, discussion, case-study (method of situations).

### By the nature of cognitive activity:

- 1) *explanatory-illustrative* (information-receptive) method: the teacher organizes the perception and awareness of information by the applicants, and the applicants carry out perception (reception), reflection and memorization of it;
- 2) *reproductive*: the teacher gives the task, in the process of implementation of which the applicants acquire the skills of the ability to apply knowledge according to the model;
- 3) *problematic execution*: the teacher formulates the problem and solves it, the applicants monitor the progress of creative search (the applicants are given a kind of standard of creative thinking);
- 4) *partially-search* (heuristic): the teacher formulates a problem, the gradual solution of which is carried out by applicants under his leadership (at the same time there is a combination of reproductive and creative activity of applicants);
- 5) *research*: the teacher points out for the applicants a problem, and they solve it on their own, putting forward ideas, checking them, selecting the necessary sources of information, devices, materials, etc.

## 7. Control methods

- assessment of the solution of typical tasks;
- criteria-oriented tests for separate sections of discipline and discipline in general;
- written test papers;
- oral questioning during classes;
- assessment of essays on certain sections of the discipline using monographic and periodical literature;
- remote control;
- final test/ offset

## 8. Criteria and procedure for assessing the results of training

### Rating Scale: National and ECTS



The amount of points for all types of educational activities	ECTS Rating	National scale assessment	
		for examination, course project (work), practice	for offset
90-100	<b>A</b>	perfectly	enrolled
83-89	<b>B</b>	good	
75-82	<b>C</b>		
68-74	<b>D</b>	satisfactory	
60-67	<b>E</b>		
35-59	<b>FX</b>	unsatisfactory with possibility of retaking	not enrolled with possibility of retaking
0-34	<b>F</b>	unsatisfactory with mandatory restudy of the discipline	not enrolled with mandatory restudy of the discipline

### CRITERIA FOR ASSESSING KNOWLEDGE AND SKILLS:

National scale	100-point scale	On a scale of ECTS
<b>Perfectly</b>	90-100	A

is applied, if the applicant:

- thorough and full reproduces of the studied material;
- shows a complete understanding of the material, justifies their thoughts, applies knowledge in practice, gives the necessary examples not only in the textbook, but also independently compiled;
- reports the material consistently and correctly in terms of the norms of the literary language.
- can apply it to solve specific professional problems.

**The assessment «perfectly»** is applied to applicants who have learned the relation between the basic concepts of discipline and profession, which they acquire, discovered creative abilities and use them during the study of educational and software material. An excellent level corresponds to the correct and exhaustive answer to the question posed, in which the applicant showed a comprehensive systemic knowledge of the software; mastering the basic and additional literature; clear command of the conceptual apparatus, methods, techniques and tools, the study of which is provided by the programs of disciplines; the ability to argue their attitude to the relevant categories, dependencies and phenomena.

National scale	100-point scale	On a scale of ECTS
<b>Good</b>	83-89	B
	75-82	C

is applied if the applicant gives an answer that satisfies the same requirements as the assessment «5», but makes some mistakes that they corrects after the comment of the teacher, and single shortcomings in the sequence of presentation of the material and speech design.

**The assessment «very good» (83-89 points, B)** - above average with several mistakes - is applied to applicants who fully mastered the teaching and programming material, successfully completed the tasks provided by the program, learned the basic literature, which is recommended by the program. The assessment of «very good» is exhibited to applicants who show the systematic nature of knowledge of the discipline and are able to independently replenish their knowledge throughout the training;

**The assessment «good» (75-82 points, C)** - is applied applicants who have mastered the teaching and programming material, successfully completed the tasks provided by the program, learned the basic literature recommended by the program; thus, the work of the applicants is done, but with a certain number of mistakes.

National scale	100-point scale	On a scale of ECTS
<b>Satisfactory</b>	68-74	D
	60-67	E

is applied if the applicant discovers knowledge and understanding of the main provisions of the topic, but:

- reproduces the material not fully enough and makes mistakes in the formulation of rules;
- does not know how to deeply and convincingly justify their thoughts and experiences difficulties in the selection of examples;
- reproduces the material inconsistently and makes mistakes in speech design.

**The assessment «satisfactory» (68-74 points, D)** – is applied to applicants who know the main teaching and programming material in the amount necessary for further training and use it in the future profession, perform the task well, but with a significant number of errors, familiar with the basic literature, which is recommended by the program. Satisfactory level generally equals to the correct answer to the question asked (task), if the applicant showed a sufficient level of knowledge of the basic software material, but failed to convincingly argue his answer, made a mistake in using the conceptual apparatus, showed insufficient knowledge of literary sources. The assessment is «satisfactory» to applicants who made mistakes during the execution of tasks, but under the guidance of the teacher, they find ways to overcome them.

**The assessment «enough» (60-67 points, E)** - is applied to applicants who know the main educational and program material in the amount necessary for further training and use it in the future profession, and the fulfillment of tasks satisfies the minimum criteria.

National scale	100-point scale	On a scale of ECTS
<b>Unsatisfactory</b>	35-59	FX
<b>Unsatisfactory with mandatory restudy</b>	0-34	F

is applied if the applicant proves ignorance of most of the studied material in accordance with the part, makes mistakes in formulating the rules that distorts their content, inconsistently and incrementally reports the material.

### **9. Forms of current and final control of the success of training.**

Forms of current control: oral survey, written survey, essay, individual project.

The form of final control: offset.

### **10. Methodological support**

- 1) syllabus of educational discipline;
- 2) materials for offset;
- 3) information and methodological support of practices and seminars;
- 4) information and methodological support of independent work of applicants.

### **11. Recommended literature**

#### **Main**

1. Асистент учителя в інклюзивному класі: навчально-методичний посібник [Електронний ресурс]. Н.М. Дятленко, Н.З. Софій, О.В. Мартинчук, Ю.М. Найда, підзаг. ред. М.Ф. Войцехівського. К.: ТОВ Видавничий дім «Плеяди», 2015. 172 с. Режим доступу: [http://nmcio.ippp.kubg.edu.ua/wp-content/uploads/2015/05/Assist\\_teacher\\_4\\_All\\_print.pdf](http://nmcio.ippp.kubg.edu.ua/wp-content/uploads/2015/05/Assist_teacher_4_All_print.pdf)
2. Данілавичюте Е.А. Стратегії викладання в інклюзивному навчальному закладі: [навч.-метод. посіб.]. За заг. ред. А.А. Колупасової. К.: Видавнична група «А.С.К.», 2012. 360 с. (Серія «Інклюзивна освіта»)
3. Інклюзивна освіта від А до Я: поради для педагогів і батьків. Укладачі Н. В. Заєркова, А. О. Трейтяк. К., 2016. 68 с. Режим доступу: [http://monachinivka-nvk.kupyansk.info/files/docs/2017/9894\\_Inklyuzivna\\_osvita\\_vid\\_A\\_do\\_Ya\\_1.pdf](http://monachinivka-nvk.kupyansk.info/files/docs/2017/9894_Inklyuzivna_osvita_vid_A_do_Ya_1.pdf)
4. Інклюзивна освіта. Підтримка розмаїття у класі: практич. посіб. Тім Лорман, Джоан Депплер, Девід Харві; пер. з англ. [Електронний ресурс]. К.: СПД-ФО Парашин І.С., 2010. 296 с. Режим доступу: <http://www.ussf.kiev.ua/ieeditions/37/>
5. Шевців З. М. Основи інклюзивної педагогіки: підручник. Видання 2-ге, виправлене, доповнене. Львів: «Новий світ – 2000», 2019. 264 с.

#### **Subsidiary**

1. Таранченко О. М., Найда Ю. М. Диференційоване викладання в інклюзивному навчальному закладі: навчально-методичний посібник, за загальною редакцією Колупаєвої А.А. К.: Видавнича група «А.С.К.», 2012. 124 с.
2. Технології психолого-педагогічного супроводу дітей з аутизмом в освітньому просторі: навчально-наочний посіб. Укладач Скрипник Т., К.: ТОВ «Видавничий дім «Плеяди», 2015. 56 с. Режим доступу: <file:///C:/Users/%D0%A2%D0%B0%D1%82%D1%8C%D1%8F%D0%BD%D0%B0/Downloads/Tehnologii%20Autizma.pdf>
3. Єфімова С.М. Лідерство та інклюзивна освіта: [навч.-метод. посіб.]. За заг. ред. А.А. Колупаєвої. К.: ТОВ «Видавничий дім «Плеяди»», 2011. 164 с. (Серія «Інклюзивна освіта»).
4. Нова українська школа. Концептуальні засади реформування середньої школи [Електронний ресурс]/ 2016. Режим доступу до ресурсу: <https://www.kmu.gov.ua/storage/app/media/reforms/ukrainska-shkola-compressed.pdf>
5. Нова українська школа: поради для вчителя [Н. З. Софій, О. В. Онопрієнко, Ю. М. Найда та ін.; за заг. ред. Н. М. Бібік]. К.: ТОВ «Видавничий дім «Плеяди», 2017. 206 с.
6. Примірне положення про команду психолого-педагогічного супроводу дитини з особливими освітніми потребами в закладі загальної середньої та дошкільної освіти / Наказ МОН України від 08.06.2018 р. № 609
7. Софій Н. З., Кузьменко В.І. Про сто і один метод активного навчання. Київ : Крок за кроком, 2003. 116 с.

## **12. Information resources, including the Internet**

1. НУШ та інноваційні технології в початковій школі. URL: Джерело: <https://www.pedrada.com.ua/article/2251-nush-ta-nnovatsyn-tehnolog-v-pochatkovy-shkol> (дата звернення: 9 квітня 2020)
2. [www.education-inclusive.com/uk/index.php](http://www.education-inclusive.com/uk/index.php)  
канадсько-український проект «Інклюзивна освіта для дітей з особливими потребами в Україні».
3. [www.clientcenter.youcandothat.com/wwwdev/ccds/uk/components.php](http://www.clientcenter.youcandothat.com/wwwdev/ccds/uk/components.php)  
офіційний сайт проекту «Інклюзивна освіта для дітей з особливими потребами в Україні»
4. <http://www.canada-ukraine.org/>— Електронний Канадсько-український журнал спеціальної педагогіки, розміщений на сайті Канадсько-української дослідної групи (CURT).
5. <http://www.isp-2006.narod.ru/>  
Сайт інституту спеціальної педагогіки АПН України:

1. <http://www.ikpp.npu.edu.ua/>

Сайт інституту колекційної педагогіки та психології Національного педагогічного університету імені М.П.Драгоманова

2. <http://www.everychild.org.ua/>

сайт представництва міжнародної неурядової організації “Кожній Дитині” в Україні Матеріали сайту Всеукраїнського фонду «Крок за кроком» <http://ussf.kiev.ua/index.php?go=Inklus&id=4>.