

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
V.O. SUKHOMLYNSKYI NATIONAL UNIVERSITY OF MYKOLAIV**

Pedagogical and Social Education Faculty  
Pedagogy and Inclusive Education Department



Vice-rector for scientific and pedagogical work

O.A. Kuznetsova

2021

**CURRICULUM WORK PROGRAM  
INCLUSIVE EDUCATION**

Bachelor degree

Field of knowledge 01 Education / Pedagogy

For all specialities

2021-2022 academic year

Developer: Kateryna Shapochka, PhD., Associate Professor of Pedagogy and Inclusive Education

Evel (K. Shapochka)

The work program was approved at a meeting of the Department of Pedagogy and Inclusive Education Protocol № 7 of "12" January, 2021

Head of the department [Signature] (Yablonskyi A.)

"12" January , 2021

## Анотація

Програма вивчення нормативної навчальної дисципліни «Інклюзивна освіта» складена к.пед.н., доцентом Шапочкою Катериною Анатоліївною відповідно до освітньо-професійної програми підготовки бакалаврів педагогічних спеціальностей (011 Освітні, педагогічні науки; 012 «Дошкільна освіта»; 013 «Початкова освіта»; 014 Середня освіта (за предметними спеціальностями)).

Дана програма «Інклюзивна освіта» може бути використана багато профільно в системі підготовки студентів та перепідготовки, підвищення кваліфікації педагогічних працівників.

У програмі «Інклюзивна освіта» представлено теоретико-методологічні, нормативно-правові та організаційно-методичні засади інклюзивної освіти. Програма спрямована на висвітлення питань диференційованого викладання та оцінювання навчальних досягнень та розвитку дітей з особливими освітніми потребами в інклюзивному середовищі; взаємодії з різнопрофільними фахівцями та батьками дітей з особливими потребами; адаптації/модифікації курикулуму й методики викладання; розроблення індивідуальних навчальних планів та програм для дітей з особливими освітніми потребами на основі визначення їхніх потреб тощо. Для поглибленого вивчення пропонуються корисні ресурси, які складають сучасні наукові матеріали зарубіжних вчених, зокрема, канадських.

Мета курсу – надати студентам сучасні базові знання з інклюзивної педагогіки, зокрема, розкрити тенденції й проблеми становлення інклюзивної освіти в країнах Західної Європи та Північної Америки, розкрити особливості впровадження інклюзивного навчання в системі національної освіти.

Основним завданням курсу є: надання студентам ґрунтовних знань в галузі інклюзивної освіти, а саме у сфері діагностико-аналітичної і консультативної діяльності сформувані у студентів здатність використовувати професійно-профільовані знання; здатність до проектування і впровадження психолого-педагогічних технологій; уміння консультувати осіб з ООП, батьків (законних представників) дітей з ООП з питань організації і реалізації індивідуальних освітніх і абілітаційних/реабілітаційних психолого-педагогічних програм, оптимізації соціально-середовищних умов життєдіяльності; уміння консультувати педагогів освітніх організацій, які здійснюють інклюзивне навчання дітей з особливими освітніми потребами.

**Ключові слова:** *інклюзивна освіта, діти з особливими освітніми потребами, інклюзивне середовище, універсальний дизайн, курикулум, індивідуальна програма розвитку*

## Annotation

"Inclusive Education" the normative discipline program is made by PhD, Associate Professor Kateryna Shapochka in accordance with the educational-professional program of bachelors of pedagogical specialties (011 Educational, Pedagogical Sciences; 012 "Preschool Education"; 013 "Primary Education"; 014 Secondary Education (by subject specialties).

This program "Inclusive Education" can also be used in the system of student training and retraining, professional development of teachers.

The program "Inclusive Education" presents theoretical and methodological, regulatory and organizational and methodological principles of inclusive education. The program aims to highlight the issues of differentiated teaching and assessment of educational achievements and development of children with special educational needs in an inclusive environment; interaction with various specialists and parents of children with special needs; curriculum adaptations / modifications and teaching methods; development of individual curricula and programs for children with special educational needs based on the definition of their needs, etc. For in-depth study, useful resources are offered, which are modern scientific materials of foreign scientists, in particular, Canadian.

The aim of the course is to provide students with modern basic knowledge of inclusive pedagogy, in particular, to reveal trends and problems of inclusive education in Western Europe and North America, to reveal the features of inclusive education in the national education system.

The main task of the course is: to provide students with thorough knowledge in the field of inclusive education, namely in the field of diagnostic-analytical and consulting activities to form students' ability to use professional knowledge; ability to design and implement psychological and pedagogical technologies; ability to advise persons with special needs, parents (legal representatives) of children with special needs on the organization and implementation of individual educational and habilitation / rehabilitation psychological and pedagogical programs, optimization of social and environmental living conditions; ability to advise teachers of educational organizations that provide inclusive education for children with special educational needs.

**Keywords:** *inclusive education, children with special educational needs, inclusive environment, universal design, curriculum, individual development program*

1. Description of the discipline  
Full-time education

Name of indicators	Field of knowledge, Educational degree	Characteristics of the discipline	
		Full-time education	
Credits – 5	Field of knowledge 01 Education / pedagogy	Selective	
Total hours – 150	Спеціальність For all specialities	<b>Year of education:</b>	
		<b>Semester</b>	
Academic hours per week – 2	Bachelor's degree	10	
		<b>Class, seminar</b>	
Individual student's work per week – 4	Bachelor's degree	16	
		<b>Laboratory</b>	
<a href="http://moodle.mdu.edu.ua/my/">http://moodle.mdu.edu.ua/ my/</a>	Bachelor's degree	-	-
		<b>Individual work</b>	
		124	
		Type of control: test (credit)	

Language – English

Note. The ratio of the number of hours of classroom work to independent and individual work is:  
for full-time students – 150 hours: 26 hours – lectures/classes, 124 hours -  
independent work (12% ~ 82%).

### **The purpose and objectives of the discipline**

The purpose of the course is to provide students with modern basic knowledge of inclusive education, in particular, to reveal the trends and problems of inclusive education in Western Europe and North America, to reveal the features of inclusive education in the national education system; to cover of issues of differentiated teaching and assessment of educational achievements and development of children with special educational needs in an inclusive environment; interaction with various specialists and parents of children with special needs; curriculum adaptations / modifications and teaching methods; development of individual curricula and programs for children with special educational needs based on the definition of their needs, etc.

Objectives of the course: to provide students with thorough knowledge in the field of inclusive education and social pedagogy, namely in the field of diagnostic-analytical and consulting activities to form students' ability to use professional-profiled knowledge; ability to design and implement psychological and pedagogical technologies; ability to advise persons with SEN, parents (legal representatives) of children with SEN on the organization and implementation of individual educational and habilitation / rehabilitation psychological and pedagogical programs, optimization of social and environmental living conditions; ability to advise teachers of educational organizations that provide inclusive education for children with special educational needs.

Prerequisites for studying the discipline:

Study of disciplines: pedagogy (general, preschool, history of preschool pedagogy), psychology (general, children's, pedagogical).

The discipline consists of 5 credits.

### **Program learning outcomes:**

- Understand the nature and know the age characteristics of children with different levels of development, features of the development of gifted children, individual differences of children with special educational needs.
- Be able to compile individual development programs for children with special educational needs and the necessary documents for learning; be familiar with universal design in education and intelligent adaptation.
- Be familiar with the program of early intervention, understand the possibilities of relying on it in further work with children with special educational needs.

According to the requirements of the educational-professional program the student masters the following competencies:

### **General competencies:**

- The ability to exercise one's rights and responsibilities as a member of society, to realize the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine.
- Ability to preserve and multiply moral, cultural, scientific values and achievements of society based on understanding the history and patterns of development subject area, its place in the general system of knowledge about nature and society and in the development

of society, equipment and technology, to use different types and forms of physical activity for active recreation and a healthy lifestyle.

- Ability to abstract thinking, analysis and synthesis.
- Ability to communicate in the state language both orally and in writing.
- Ability to evaluate and ensure the quality of work performed.
- Ability to interpersonal interaction.
- Ability to learn and master modern knowledge.
- Ability to apply knowledge in practical situations.
- Implementation of safe activities.

#### **Special (professional) competencies:**

- Ability to work with sources of educational and scientific information.
- Ability to develop in children of early and preschool age the basic qualities of personality (arbitrariness, independence, creativity, initiative, freedom of behavior, self-awareness, self-esteem, self-esteem).
- Ability to develop perceptual, mnemonic processes, various forms of thinking and consciousness in children of early and preschool age.
- Ability to compile an individual development program and the necessary documents for the education of children with special educational needs, to be familiar with the universal design in education and intelligent adaptation.
- Ability for individual and differentiated development of children of early and preschool age with special educational needs according to their abilities
- Ability to communicate with children, parents, colleagues
- The ability to self-education, self-development, to continuity in education for the constant deepening of general and professional training, the transformation of education into a process that lasts throughout a person's life.
- Competence in the field of international and national legislation on inclusive education, the ability to enrich the experience of inclusive education in Ukraine and other countries;
- Competence in the field of conceptual foundations of inclusive education (ability to understand the importance of an integrated approach in the provision of correctional education services in an inclusive environment; knowledge and understanding of concepts, theories, principles of inclusive education; ability to understand the basic principles of inclusive education);
- Competence in understanding, perceiving and identifying ethical norms of behavior towards persons with special educational needs, tolerant attitude towards children with SEN, non-discrimination;
- Competence in having basic ideas about the categories of people with special educational needs who are subjects of inclusive education; patterns and features of their development and features of support;
- Competence in the use of research skills to study current issues of inclusive education in the modern world; ability to have modern ideas about the principles of organization, educational and methodological support and mechanisms of practical work with children with special

educational needs; ability to use professionally profiled knowledge in the implementation of information work among the population on correctional and inclusive education.)

## **2. Information volume of the discipline**

Topic 1. Definition of the basic concepts of "inclusion", "integration", etc.

Topic 2. International policy and legislation of inclusive education.

Topic 3. National legislation in the field of inclusive education.

Topic 4. Features of the implementation of inclusive education in Ukraine, resource opportunities for special education.

Topic 5. Prerequisites for successful inclusion.

Topic 6. The role of parents in the implementation of inclusive education.

Topic 7. Children with special educational needs.

Topic 8. Individual development program.

Topic 9. Learning technologies in an inclusive educational environment.

## **3. The program of the discipline**

**Credit 1.** Inclusive education as a model of social order. International and national legislation.

Topic 1. Definition of "inclusion", "integration", "psychophysical development disorders", "special needs", etc.

Topic 2. International policy and legislation of inclusive education. Salamanca Declaration and UN and UNESCO documents

Topic 3. National legislation in the field of inclusive education.

**Credit 2, 3.** Special education in Ukraine and modernization of the education sector.

Topic 4. Features of the implementation of inclusive education in Ukraine, resource opportunities for special education. (Characteristics of special education in Ukraine (vertical and horizontal structure; special preschool and secondary schools, educational and rehabilitation and health centers, etc.)

Topic 5. Prerequisites for successful inclusion. The team of psychological and pedagogical support of the child. Teachers as drivers of change.

Topic 6. The role of parents in the implementation of inclusive education. Cooperation is the basis of work with parents of children with special educational needs

**Credit 4, 5.** Organization of the educational process in the conditions of inclusive education

Topic 7. Children with special educational needs. Features of psychophysical development. Universal design of an inclusive educational environment.

Topic 8. Individual curriculum and its components. Individual development program.

Topic 9. Learning technologies in an inclusive educational environment. Modification and adaptation of the curriculum. Technology for evaluating the results of inclusive education.

**4. The structure of the discipline**  
**Full-time Education**

Credits and Topics	Hours					
	Total	у тому числі				
		Lect ures	Clas ses	Labs	Indi vidu al	Indiv idual work
1	2	3	4	5	6	7
<b>Credit 1. Inclusive education as a model of social order. International and national legislation.</b>						
Topic 1. Definition of "inclusion", "integration", "psychophysical development disorders", "special needs", etc.	9	2				7
Topic 2. International policy and legislation of inclusive education. Salamanca Declaration and UN and UNESCO documents	9	2				7
Topic 3. National legislation in the field of inclusive education.	12		2			10
<b>Total for credit</b>	30	4	2			24
<b>Credit 2, 3 Special education in Ukraine and modernization of the education sector.</b>						
Topic 4. Features of the implementation of inclusive education in Ukraine, resource opportunities for special education. (Characteristics of special education in Ukraine (vertical and horizontal structure; special preschool and secondary schools, educational and rehabilitation and health centers, etc.)	7		2			15
Topic 5. Prerequisites for successful inclusion. The team of psychological and pedagogical support of the child. Teachers as drivers of change.	9	2	2			15
Topic 6. The role of parents in the implementation of inclusive education. Cooperation is the basis of work with parents of children with special educational needs	14		4			20
<b>Total for credit</b>	60	2	8			50
<b>Credit 4, 5. Organization of the educational process in the conditions of inclusive education</b>						
Topic 7. Children with special educational needs. Features of psychophysical development. Universal design of an inclusive educational environment.	9	2	2			15
Topic 8. Individual curriculum and its components. Individual development program.	7		2			15
Topic 9. Learning technologies in an	14	2	2			20

inclusive educational environment. Modification and adaptation of the curriculum. Technology for evaluating the results of inclusive education.					
<b>Total for credit</b>	60	4	6		50
<b>Total hours:</b>		10	16		124

### 5. Lectures

#### Full-time Education

№	Credits and topics	Hours
	<b>Credit 1.</b> Inclusive education as a model of social order. International and national legislation.	
	Topic 1. Definition of "inclusion", "integration", "psychophysical development disorders", "special needs", etc.	2
	Topic 2. International policy and legislation of inclusive education. Salamanca Declaration and UN and UNESCO documents	2
	<b>Credit 2, 3.</b> Special education in Ukraine and modernization of the education sector.	
	Topic 5. Prerequisites for successful inclusion. The team of psychological and pedagogical support of the child. Teachers as drivers of change.	2
	<b>Credit 4, 5.</b> Organization of the educational process in the conditions of inclusive education	
	Topic 7. Children with special educational needs. Features of psychophysical development. Universal design of an inclusive educational environment.	2
	Topic 9. Learning technologies in an inclusive educational environment. Modification and adaptation of the curriculum. Technology for evaluating the results of inclusive education.	2
	<b>Total hours:</b>	<b>10</b>

### 6. Practical Classes

#### Full-time Education

№	Credits and topics	Hours
	<b>Credit 1. Inclusive education as a model of social order. International and national legislation.</b>	
	Topic 1. Definition of "inclusion", "integration", "psychophysical development disorders", "special needs", etc.	
	Topic 2. International policy and legislation of inclusive education. Salamanca Declaration and UN and UNESCO documents	
	Topic 3. National legislation in the field of inclusive education.	2
	<b>Credit 2, 3. Special education in Ukraine and modernization of</b>	

	<b>the education sector.</b>	
	Topic 4. Features of the implementation of inclusive education in Ukraine, resource opportunities for special education. (Characteristics of special education in Ukraine (vertical and horizontal structure; special preschool and secondary schools, educational and rehabilitation and health centers, etc.)	2
	Topic 5. Prerequisites for successful inclusion. The team of psychological and pedagogical support of the child. Teachers as drivers of change.	2
	Topic 6. The role of parents in the implementation of inclusive education Cooperation is the basis of work with parents of children with special educational needs	4
	<b>Credit 4, 5. Organization of the educational process in the conditions of inclusive education</b>	
	Topic 7. Children with special educational needs. Features of psychophysical development. Universal design of an inclusive educational environment.	2
	Topic 8. Individual curriculum and its components. Individual development program.	2
	Topic 9. Learning technologies in an inclusive educational environment. Modification and adaptation of the curriculum. Technology for evaluating the results of inclusive education.	2
	<b>Total hours:</b>	<b>16</b>

#### 7. Individual student's work

№	Credits and topics	Hours										
	<b>Credit 1. Inclusive education as a model of social order. International and national legislation.</b>											
	Summary of the original source / dictionary Card for classroom independent work	7										
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Main terms</i></th> <th style="text-align: center;"><i>Content</i></th> </tr> </thead> <tbody> <tr> <td>Children with special needs</td> <td></td> </tr> <tr> <td>Segregation</td> <td></td> </tr> <tr> <td>Integration</td> <td></td> </tr> <tr> <td>Inclusion</td> <td></td> </tr> </tbody> </table>	<i>Main terms</i>	<i>Content</i>	Children with special needs		Segregation		Integration		Inclusion		
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UN Universal Declaration of Human Rights												
Convention on the Rights of the Child												
Salamanca Declaration												

	Principles of inclusive education Legislative educational base of Ukraine												
	Give examples of segregation, integration, inclusion in the education of children with special educational needs	5											
	<p>Preparation of an abstract / abstract of a report for a conference on one of the topics:</p> <ul style="list-style-type: none"> <li>• Analyze the social models according to which public opinion was formed about people with mental and physical disabilities</li> <li>• Explain the features of inclusion as a model of social organization</li> <li>• Identify and comment on the basic principles of inclusive education</li> <li>• Medical model of developmental disorders</li> <li>• Social model of developmental disorders</li> <li>• Types of children with special needs</li> <li>• Name and analyze the main international documents in the field of rights of persons with mental and physical disabilities.</li> <li>• Explain the basic principles of inclusive education declared in the Salamanca Declaration.</li> <li>• Identify which articles of the Law on Education contribute to the development of inclusive education in Ukraine.</li> <li>• Laws of Ukraine on the right to education of children with special needs.</li> <li>• Regulations governing the inclusive education of children with special educational needs. Analysis of the document "Procedure for the organization of inclusive education in secondary schools on inclusive education."</li> </ul>	5											
	<b>Credit 2, 3. Special education in Ukraine and modernization of the education sector.</b>												
	Making a presentation with the help of technical means / modern information technologies on the topic of lecture / practical class	15											
	<p>Summary of the original source / dictionary Card for classroom independent work</p> <table border="1" data-bbox="336 1532 1321 1861"> <thead> <tr> <th data-bbox="336 1532 911 1576"><i>Main terms</i></th> <th data-bbox="911 1532 1321 1576"><i>Content</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="336 1576 911 1621">Special education system</td> <td data-bbox="911 1576 1321 1621"></td> </tr> <tr> <td data-bbox="336 1621 911 1666">Special boarding school</td> <td data-bbox="911 1621 1321 1666"></td> </tr> <tr> <td data-bbox="336 1666 911 1711">Training and rehabilitation center</td> <td data-bbox="911 1666 1321 1711"></td> </tr> <tr> <td data-bbox="336 1711 911 1861">Spontaneous integration Classification of violations psychophysical development</td> <td data-bbox="911 1711 1321 1861"></td> </tr> </tbody> </table>	<i>Main terms</i>	<i>Content</i>	Special education system		Special boarding school		Training and rehabilitation center		Spontaneous integration Classification of violations psychophysical development		15	
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Integration													
Inclusion													
Inclusive school													
Effective school													

	Change leader		
	family		
	psychological and pedagogical consultation		
	Educational team		
	parental advocacy		
	school community		
	social network		
	<p>Answer the questions:</p> <ol style="list-style-type: none"> <li>1. Discover the essence of the main components of inclusion.</li> <li>2. Name the reasons why the introduction of inclusion in school may be ineffective.</li> <li>3. List the components of successful implementation of inclusive practices.</li> <li>4. Describe the role of the teacher in the implementation of inclusive practice.</li> <li>5. What obstacles can a teacher face when implementing inclusive practices?</li> <li>6. The role of parents in the implementation of inclusive education.</li> </ol>	15	
	<p>Preparation of an abstract / abstract of a report for a conference on one of the topics:</p> <ol style="list-style-type: none"> <li>1. Analyze the vertical and horizontal structure of special education in Ukraine.</li> <li>2. Discover the features of the implementation of inclusive education in Ukraine.</li> <li>3. Analyze the classification of children with mental and physical disabilities.</li> <li>4. Describe the system of special education in Ukraine.</li> <li>5. Identify how democratic processes have affected the functioning of the education system.</li> <li>6. Name the positives and negatives of spontaneous integration</li> </ol>	15	
<b>Credit 4.5. Organization of the educational process in the conditions of inclusive education</b>			
	Making a presentation with the help of technical means / modern information technologies on the topic of lecture / practical class	15	
	Give examples of exercises to relieve fatigue during class	15	
	Describe the categories of children with special educational needs according to different classification criteria. Give the analysis in the table.	15	
	Prepare general recommendations for the organization of spatially and physically inclusive educational environment for children with visual, hearing, musculoskeletal disorders, intellectual disabilities	15	
	<b>Total:</b>	<b>124</b>	

### 9. Forms of work and evaluation criteria

To assess the knowledge, skills and abilities of students in the study of this course, the following methods of control are used: face-to-face interview, written survey, practical classes, tests, creative tasks, essays.

Criteria for evaluating current / independent work

The current work on inclusive education classes involves a survey of the studied theoretical material.

The following assessment is carried out on a national scale:

"Excellent" - the student performs all the exercises specified in the work program, fully mastered the theoretical material;

"Good" - the student performs all the exercises specified in the work program, the implementation of exercises causes little difficulty; has good theoretical knowledge;

"Satisfactory" - the student performs only part of the exercises specified in the work program; has certain gaps in theoretical knowledge on the relevant topic;

"Unsatisfactory" - the student does not perform at all or performs an insufficient number of exercises, did not master the theoretical knowledge on the topic.

Assessment scale: national and ECTS

Marking ECTS	Total	National grade system	
		exam	credit
A	90-100	5 (excellent)	5/excellent/credited
B	80-89	4 (good)	4/good/ credited
C	65-79		
D	55-64	3 (satisfactory)	3/satisfactory/ credited
E	50-54	2 (unsatisfactory)	Not credited
FX	35-49		

Assessment for the performance of individual research tasks, tasks of independent work is set taking into account the following parameters: The number of points at the end of the semester should be from 250 to 500 points (for 5 credits), i.e. the sum of points for all tasks.

Appropriate distribution of points that students receive for 3 credits

Ongoing assessment and independent work									Test	Exam/ Credit	Total
Credit 1			Credit 2			Credit 3			20	40	500/ 100
T1	T2	T3	T4	T5	T6	T7	T8	T9			
20	20	20	20	20	20	20	20	20			
40			40			20			20		
Credit 4			Credit 5								
T1	T2	T3	T4	T5	T6						
20	20	20	20	20	20						
40			20								

Calculation of points for one credit: 1 credit – 100 points, namely 40 points. 1 credit – independent work, 60 b. – current assessment, in particular 20 b. control work. Thus, the maximum number of points that a student can get – 500 points, which is 60%. The rest is passing the exam (40%).

### 10. Diagnostic tools

Means of diagnosis and demonstration of learning outcomes are: current oral examination, current written independent work, tests, test technologies, presentations, projects, final comprehensive test.

### 11. Teaching methods

- Verbal, visual, practical, practical-theoretical, explanatory-illustrative, reproductive Technologies: health, information and communication, communicative-speech, social-communicative, developmental, diagnostic, propaedeutic, personality-oriented, differentiated learning, methods of education

I. Methods of organization and implementation of educational and cognitive activities.

1) According to the source of information:

- Verbal: lecture (traditional, problem, lecture-press conference) with the use of computer information technology (PowerPoint - Presentation), seminars, explanations, story, conversation.
- Visual: observation, illustration, demonstration.
- Practical: exercises.

2) By the logic of transmission and perception of educational information: inductive, deductive, analytical, synthetic.

3) The degree of independence of thinking: reproductive, exploratory, research.

4) According to the degree of management of educational activities: under the guidance of a teacher; independent work of students: with a book; implementation of individual educational projects.

- II. Methods of stimulating interest in learning and motivation of educational and cognitive activities: methods of stimulating interest in learning: educational discussions; interactive teaching methods, creating situations of cognitive novelty and interest.

### 12. Literature

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### 13. Resources

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