

Innovative Ways of Working with Parents who Educate Children with Special Needs

Nataliia LESHCHII¹,
Viktoria SHEVCHUK²,
Victoria GALUSHCHENKO³,
Svitlana PRYTYKOVSKA⁴,
Nataliia KABELNIKOVA⁵,
Nataliia PYLIAIEVA⁶

¹ South Ukrainian National Pedagogical University named after K.D. Ushinsky, Odessa, Ukraine, lleschiy@ukr.net, ORCID ID: <https://orcid.org/0000-0002-8843-7156>

² Poltava V.G. Korolenko National Pedagogical University, Poltava, Ukraine, viktoriaashevchuknpnu@gmail.com, ORCID ID: <https://orcid.org/0000-0001-7101-7617>

³ South Ukrainian National Pedagogical University named after K.D. Ushinsky, Odessa, Ukraine, victoria.galushchenko@ukr.net, ORCID ID: <http://irbis-nbuv.gov.ua/ASUA/0050129>

⁴ South Ukrainian National Pedagogical University named after K.D. Ushinsky, Odessa, Ukraine, pritykovsky@gmail.com, ORCID ID: <https://orcid.org/0000-0001-6780-9507>

⁵ Kherson State University, Kherson, Ukraine, nataliavm09@gmail.com, ORCID ID: <https://orcid.org/0000-0002-5236-2033>

⁶ Donbas State Pedagogical University, Sloviansk, Ukraine, logozon7@gmail.com, <https://orcid.org/0000-0003-4154-2095>

Abstract: *The article is devoted to the consideration of the issue of organizing innovative forms of work with parents who educate children with special educational needs. The articles, books, publications, which reflect the question are considered. The essence of the concepts “inclusive learning”, “inclusion”, “inclusive education”, “tutor”, “pedagogical partnership”, “autism”. It has been proven that pedagogical partnership between teachers and parents is an important factor in the organization of quality education for children with special educational needs. The educational approach to teaching and upbringing of autistic children is highlighted. It was found that many parents of inclusive children need psychological assistance and support. Revealed the reasons that can lead to parental stress. Advice was given to parents who educate children with special educational needs. Early intervention programs developed by the US Department of Education were considered to support parents. Difficulties in organizing distance learning caused by the COVID-2019 pandemic were noted. It is noted that the main strategy of pedagogical partnership is communication. Examples of the activities of parents and children are given, which teachers recommend for practical use. Emphasis is placed on creating a “situation of success” in education. Parents were offered forms of work to consolidate material on writing and mathematics with children. It has been proven that the development of fine motor skills of the child's hands contributes to the easy perception and memorization of new material. The compilation of an individual curriculum for the development of the child and the role of parents are considered, and the criteria by which the structure occurs are noted. Attention is paid to avoiding emotional burnout of parents.*

Keywords: *Inclusive learning; inclusion; children with special needs; pedagogical partnership; tutor; individual development plan; autism.*

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Introduction

Currently, according to UNESCO, there are about 500 million people in the world with sensory-motor and intellectual disabilities, which become an obstacle to a full life in society. Therefore, an important direction of an educational institution and parents with children with disabilities is to unlock the child's development potential, prepare him for further education, make sure that the child can engage in professional activities and be adapted to society. Among the innovative forms of work with parents are collective and individual conversations, thematic consultations, educational trainings, "round tables", "pedagogical living rooms", individual lessons for children with parents, joint competitions, holidays, entertainment, etc. (Busu & Teodorescu, 2017; Demchenko et al., 2021; Komogorova et al., 2021; Maksymchuk, Gurevych et al., 2020; Maksymchuk, Matviichuk, Solovyov et al., 2020; Melnyk et al., 2021; Sheremet et al., 2019).

Neuropsychological exercises that improve children's brain function will be extremely useful for children with special needs. Due to the immaturity of some parts of the brain, a child may have problems with hearing, speech, imagination, attention, memory.

To begin with, let's explore the meaning of the words: "inclusive learning", "inclusion", "inclusive education", "tutor", "pedagogical partnership", "autism".

The Law of Ukraine "On Education" (Ministry of Education and Science of Ukraine, 2017) No. 2145-VIII states that "inclusive learning" is a system of educational services, guaranteed by the state, built on the principles of non-discrimination, taking into account human characteristics, effectively involving all participants in the educational process. The Concept for the Development of Inclusive Education (Ministry of Education and Science of Ukraine, 2010) was the first document that guaranteed the right of children with special educational needs to receive a quality education.

Shevtsov and Ilin (2016, p. 225) explains that "inclusion is the process of increasing the degree of participation of all citizens in society, and, first of all, those who have difficulties in physical development". It involves the development and application of such specific solutions that can enable everyone to participate equally in academic and social life. The term inclusion differs from the terms integration and segregation. In inclusion, all concerned parties must be actively involved in order to achieve the desired outcome.

Dmytrenko (2018) believes that inclusive education is a special approach to education based on the accessibility of education for every child attending an institution at the place of residence.

The article by Lutsenko (2016) indicates that, according to Kovalyova et al. (2012), a “tutor” is a teacher who works according to the principle of an individual approach to learning and educate of a particular child, draws up a program for his characteristics.

The problem of tutoring was of interest to Taradyuk (2018), who believes that a “tutor” is a teacher who guides the child into the educational space, i.e., he organizes the child’s education, taking into account his characteristics and interests. According to Taradyuk (2018), tutoring is an important resource that is necessary to create a high-quality, effective, applicant-oriented education system.

We can find the interpretation of the essence of the concept of “pedagogical partnership” in the Conceptual Framework for Reforming Secondary School, Hrynevych (2016, p. 14). Scholars examine the pedagogy of partnership in communication, interaction and collaboration between teacher, student and parents. The mentioned document says that the New Ukrainian School will help parents acquire knowledge about the stages of child development, effective forms of education and upbringing.

According to Lubkivsky (2011), autism is a disease that develops mainly in two-year-old children and is manifested by a violation of the activity of the emotional sphere, while the intellectual development of the child is preserved.

Pedagogical partnership as an important factor in quality inclusive education

The publication of Ray et al. (2009), where the author raises the issue of close cooperation between parents and teachers in learning and educate inclusive children, attracts attention. In addition, it was noted that teachers are educational experts who, only together with the family, can help parents unlock the full potential of a child with special needs. The head of the educational institution is a facilitator in establishing activities between teachers, professionals and parents.

Noteworthy is the textbook of Edgar and McCaig (2004), where the author notes the pedagogical partnership, which is the key to the success of children. Parents in Manitoba work with educators on a main principle of providing children with a quality education that meets the individual needs

of each child. They believe that inclusion is a way of thinking and acting that makes every person feel safe and confident. The manual provides recommendations for parents to meet the individual needs of the child, as well as to contribute to their development. Of course, parents are considered valuable partners, because they know the characteristics of the child best of all. The constant fatigue of dad and mom is a major contribution to a child's learning.

An interesting material for parents and educators is the manual written by Willis (2009), where the author focuses on teaching infants, children and children with developmental delays. The author presents the developed strategies for practical use, reveals the essence of the adaptation of children of different ages. He pays attention to the features of cognitive development, social competence, communication, nutrition of the child. The author also focuses on the development of motor skills. As a result, the author concludes that cooperation between family and teachers contributes to mental development and emotional growth. In addition, speech therapists, occupational therapists, etc. are useful helpers for educating a child.

In their publication, Adams et al. (2016) note the need for close cooperation between teachers and parents to achieve this goal. The author gives an example of the activities of Asia Minor schools, where the inclusive model is focused on the fact that an inclusive child should receive a quality education without discrimination. And educators are focused on providing educational services and support to meet student needs. The main condition for learning is parent and teacher consultation, information exchange to ensure effective learning, to identify gaps and guide actions to avoid mistakes. Teachers should work with families to build strong partnerships.

Challman (2018) - M.D., neurodevelopmental pediatrician and director of the Geisinger Institute for Autism and Development of Medicine works on research on autistic children, finding out the causes of developmental disabilities, and developing complex exercises to overcome the disease. The author explains that children with a such diagnosis may have a worsening state of health: they feel convulsions, insomnia, and nutritional problems. The scientist focuses on the upbringing of independence from childhood, so that the child acclimatizes and can adapt in the future in society and live independently. It is important to encourage children to learn. In addition, it is important to involve children in group activities with other children during a vacation in a summer camp, sports

section, art circle, promoting friendship with peers and together will help the child to be confident. Undoubtedly, the main occupation is physical exercises, which are valuable for any child's body and the development of his intelligence.

The article by Obukhivska and Ilyashenko (2019) is devoted to the study of psychological and pedagogical support of parents, which emphasizes that many parents of inclusive children need psychological help and support. The author identifies four types of parents that make it difficult to work with a child:

- 1) parents who perfunctorily perceive the child's illness;
- 2) demonstrative perception of the disease;
- 3) catastrophic perception;
- 4) accusatory perception of illness.

Employees of the inclusive resource center (IRC) create conditions to establish cooperation between parents and teachers, whose work would contribute to the quality education of children. In addition, parents are participants in classes in the early development system, where adults help children to do physical exercises, and teachers provide an algorithm for performing actions.

The publication Ambrozich (2021) highlights the reasons that can lead to unexpected stress and depression for spouses and gives advice to parents on how to properly educate inclusive children. Among the problems, the author singles out daily difficulties, uncertainty about what you are doing best for the child, disappointment from specialists, irritation from "useful" advice, parental jealousy, etc. Therefore, parents are advised to discover strategies, new resources that can overcome such difficulties. To begin with, Ambrozich (2021) recommends getting to know parents who have similar problems, communicate, ask for help from pediatricians, neuropsychologists, teachers, psychologists, priests, friends. In addition, do not forget to take care of the daily renewal of energy: spend 5-10 minutes on yourself, read or just relax, chat with friends, because it will be useful for the child, do physical exercises for at least 10-15 minutes. And do not forget to take care of your partner in the family. So, openness and communication will prove to you that you can do everything, you are not alone. And it is with the help of such recommendations that you can become better parents.

The issues of educating children with special needs are concerned a psychologist, Doctor of Clinical Psychology at Indiana University - Pennsylvania (Clayton, 2021), who educates her son with disabilities. The author presents 20 recommendations for parents.

1. You are not alone. The author advises to find friends with similar health symptoms.
2. You deserve care too. Emphasizes that parents should take care of their appearance, self-care and the like.
3. Nobody is perfect. If there is a mistake, adults should move forward.
4. You are a superhero. Such parents are already heroes, because they know how to regulate their own emotions and help their own children in such moments, that is, they play the role of not only a father or mother, but also a friend, a doctor.
5. Therapy is a game. Try to organize your child's activities into play.
6. Play is therapy. Be sure to play with your child after therapy.
7. Take time to enjoy yourself, to have fun, to laugh, to remember joyful and interesting moments.
8. Make important decisions with confidence. Know that you have always taken the right action.
9. It may not always be the way you want. Remember that you have done everything in your power.
10. Forgive yourself. Don't ever scold yourself.
11. Parents' mission is not easy.
12. Educating a child like running a marathon. Reach the finish line, but allow yourself time for food, breaks and rest.
13. Don't lose yourself. Try to afford what you like.
14. Keep a sense of humor.
15. Celebrate the little things. Enjoy the little things.
16. Don't let other parents upset you. All parents have the right to praise their child, but do not let this upset you.
17. Don't compare. Each child is unique and has its own advantages and difficulties.
18. You don't have to be like others. I shouldn't look up to other parents.
19. Take time for your marriage.
20. Trust your instincts. You are an expert for your child, so everything is in your hands.

Hartman (2014) - educator, mother of an autistic child, together with teachers, examines certain aspects of the work of parents with children with special needs. The author believes that a pedagogical partnership should be

organized between parents of children with disabilities and teachers and she shares her 8 recommendations with teachers.

1. I am a mother who wants to work closely with teachers to know about the child's success, failures and interests.
2. Parents always like to hear compliments about their child, interesting and funny stories from teachers.
3. Don't tell parents about their child's behavior until they ask.
4. The educator must be competent.
5. Teachers should never talk to parents about medications.
6. It is not necessary for a teacher to diagnose a child.
7. You shouldn't make fun of a child.
8. Try to keep a child in a comfortable environment so that she feels supported by adults and peers.

Contemporary forms of work with parents who educate children with special educational needs

Noteworthy is the study by Shevtsov and Ilin (2015), which addressed the issue of neuropsychological approach in the correction of children with psychophysical disorders. The article states that correctional and rehabilitation work is extremely useful in order to develop a child's brain and child's psyche. In addition, attention is focused on factors that have a significant impact on the psychological ontogenesis of the child: modal - specific, kinetic, kinesthetic, spatial factors, energy supply, hemispheric interaction, arbitrary regulation. Among the neuropsychological exercises for children with special needs effective are massage, exercises to develop proper breathing, stretching, eye movement exercises, crawling.

Some aspects of the impact of neuropsychological approach on the physical condition of children are considered by Bavolska (2020, p. 97). The author examines the system of localization of the higher mental functions by 3 energy blocks: I – "I want" - gives the cerebral cortex the necessary energy and tone for learning; II - block of perception and processing of information, III "I must" - programming, regulation and control of personal activity. So, as we can see, the energy blocks are directly interconnected. From this we can conclude that the more a child moves, the better the brain works.

Breiner et al. (2016) highlight the measures developed and proposed to parents who have children with special needs. The author notes that intellectual disabilities and disorders of emotional and physical

development usually appear at birth. U.S. Department of Education develops early intervention programs that support parents.

1. Joint family programs. Group and individual classes, trainings, 6 individual sessions were held for parents in order to overcome stress and depression.

2. Learning programs. Training is proposed that motivates parents to become effective facilitators for child development. For example, an approach to dialogical reading, in which parents read a book to their child, control their understanding of the meaning of what they read, try to make this activity interesting for the child. In addition, comprehensive treatment exercises have been developed that improve cognitive development and adaptive behavior. Parental early intensive behavioral therapy (IBT) was more effective than coaching.

3. Interactive programs. These measures are designed to promote social interaction between guardians and children with disabilities, teach adults to create play situations, encourage interaction.

4. Supporting positive behavior. Many approaches have been developed to promote parenting practices to manage the child's behavior ("Steps", "Incredible Years" programs).

Fleming (2020) tells about the organization of home education for children with special needs during distance learning, which was caused by the COVID-19 pandemic. Teachers argue that it is not easy to choose an individual education program to meet the interests and abilities of the child. There are more learning problems for children who have rough movements and behavioral problems. First, teachers work to create an appropriate educational environment, that is, they are interested in: will parents be at home during the day, is the Internet available, what electronic devices can children use, is there space in the house or apartment for motor or sensory activity? The role of the teacher turns into a model of coaching: the teacher supports the family through the process of understanding and fulfilling the set educational goals, objectives, and expectations. From the experience of educators, we learn that the Meriden School District has created a group on Google for parents of children with special needs so that they can communicate and exchange opinions. Of course, one of the main obstacles in organizing education is the absence of parents, that is, when parents are at work and cannot help children. So, for distance learning of inclusive children to be effective when teachers and parents are able to carry out measures so that it resemble a working day. Teachers also conduct scheduled classes, and

advise parents to use the kitchen timer to schedule calls. If there are 2 or 3 rooms in the house or apartment, then parents can change the location of the child so that educational activities take place in a different environment and resemble a school building. In addition, teachers create educational videos on subjects, and parents are provided with an algorithm according to which they should set up an educational process for children. Teachers advise parents to play with children with color dough, bubble wrap, cream painting, and brain relaxation games that release energy. Without a doubt, hugging mom or dad, deep breathing, relaxing in the yard will restore the natural strength of the child. In order to overcome the functional immaturity of the nervous system of children, parents should seek the help of neuropsychologists. Specialists will conduct a qualified examination and recommend correctional and rehabilitation exercises that parents can do at home with their children.

In distance learning, Branstetter (2020) focuses on supporting parents with children with special needs. The author advises parents to encourage, periodically check the work, praise the child when he is studying at Zoom, and you do not have the opportunity to be around. Communicate with educators by email or viber, etc. to praise your child on time for his success. Find out how long the child can perceive new material and learn through Zoom with teachers, prepare a watch of synchronous and asynchronous teaching in the classroom. It is worth monitoring the frequent breaks that children need: suggest to perform neuropsychological exercises: daily physicals, funny dance breaks, active games, breathing exercises, etc. In addition, during the coronavirus pandemic, emotional stress, breakdowns, deterioration of behavior have become more frequent among children. In this case, it is worth relieving stress by communicating with the child, empathizing with him. In addition, you can involve a psychologist in a virtual conversation in order to conduct psychological prevention of stressful situations.

Features of early intervention and educational services for children with special needs are covered in the article by Falodun (2021). The mother of her autistic son sounded the alarm exactly when the child was two years old and turned to specialists for help. Subsequently, together with a parent support group, she opened an inclusive school mainly for low-income children. Children attend classes, learn practical skills - gardening, making juice and soap. The author describes in detail the forms of work for children offered by the Dew Drops Community Center. For each child, the teacher selects various methods: with one, he writes numbers, holding the hand,

which he dictates, with another child he draws letters on salt, which is scattered on a tray. Teachers at the academy, in addition to teaching writing, also focus on social interaction. Teachers teach parents how to take good care of their children at home. In addition, educators print out monthly plans and goals for an individual child so that parents can monitor progress. When a child becomes ready to study in a regular school, teachers inform parents about this.

Morin (2021) pays attention to the communication strategy, as he believes that it is one of the driving forces in the education and upbringing of a child. The author believes that parents and teachers are partners who should work together towards the same goal. When communicating with parents, the teacher should not only answer questions, but also share problems and express compliments. If a child refuses to go to school, educators and parents should work together to find out the reasons for boredom at school.

Among the innovative forms of work with parents who educate children with special educational needs is their involvement in the development of a comprehensive development program. In order for the family to take an active part in cooperation, parents need to be encouraged. Educators should invite parents to the classroom to communicate with them, conduct questionnaires, give recommendations, either verbal or written, praise the child more often, hug him so that the child feels himself loved and protected. For correctional work, psychologists, neuropsychologists can apply and advise parents to use art technologies, conduct joint classes for parents and children, trainings to educate parents.

A valuable guide for parents and teachers is the book of Kolupayeva and Taranchenko (2019), in which the author advises the teacher to create a situation of success so that the child is motivational to learning, interested in the subject. She believes that a situation of success can be created not only with the help of contemporary forms of work, but also with the involvement of taste, auditory, tactile feelings in the learning process. For example, when studying letters, teachers suggest that parents sang a letter with their child, sculp it out of dough, make it out of colored paper, whisper it, put it out of ribbons, draw it with a finger or a brush using paints, or put it out of sticks. Parents should pay attention to the fact that the letters are similar to the surrounding objects, find them at home. Multiple repetition of the material contributes to better assimilation of the material. Parents can carry out similar exercises with numbers, looking for them on the phone, pennies,

apartment numbers, and the like. To study mathematics, it is useful to draw, sculpt, construct various examples. Undoubtedly, these exercises will be very useful for the child, because the work of the fingers contributes to the development of fine motor skills. Mastering the letter should start with writing in pencil, in case of a mistake, the child can use an eraser and correct the written, which will help to avoid negative disappointment of the child. An important task for both teachers and parents is the formation of social and household competence, the development of communication skills in children who study in inclusive classes.

A manual by Palyvoda (2018) presents the experience of Canadian educational institutions in organizing work with children with educational disabilities. The author describes in detail the preparation of an individual curriculum for the development of the child, in which teachers and parents take an active part. The document specifies individual long-term objectives, short-term learning objectives and task analysis. When writing a plan, teachers and parents are clearly guided by the criteria of the SMART methodology: clarity, measurability, attainability, relevance, certainty in time. Individual long-term objectives describe the knowledge and skills that the student should acquire at the end of the school year. Short-term study assignments contain a short description of simple actions. Analysis of tasks makes it possible to attract such specialists as a therapist, speech therapist, and the like to the development team. In addition, the author notes that parents should prepare for meetings, think about questions well, be active, have a separate folder for documents, and first acquaint the child with educational material.

Noteworthy is the manual by Semko (2018), in which the author advises parents to make a list of 10 activities that bring them pleasure in order to avoid emotional burnout. Parents need to try to diversify their rest every day: take a bath, take a walk in the park, drink warm tea from their favorite cup, wrap themselves in a blanket, draw and color drawings for adults. Do not forget to plan a dream, rest for 20-40 minutes during the day on the couch, when the child falls asleep, seek help from neighbors.

Thus, teacher-parent collaboration is an effective resource for children with special educational needs, but it takes time and dedication.

Conclusions

Of course, the review of articles, messages, manuals of domestic and foreign scientists assures that there are now a lot of studies on the issue

raised. Inclusive education is currently one of the important areas of activity of a contemporary educational institution.

The article reveals the essence of the concepts “inclusive learning”, “inclusion”, “inclusive education”, “tutor”, “pedagogical partnership”, “autism”. In addition, early intervention programs are highlighted, recommendations are provided, and exercise samples that parents of inclusive children can use. In addition, the use of neuropsychological exercises with the child is emphasized. The compilation of an individual curriculum for the development of the child and the role of parents are considered, and the criteria by which the structure of the document occurs.

Attention is focused on the difficulties that have arisen in the organization of distance learning, which is caused by the COVID-2019 pandemic. It was found that many parents need psychological help and support, the reasons leading to parental stress are revealed, and the avoidance of emotional burnout of parents is noted.

Thus, teacher-parent collaboration is an effective resource for children with special educational needs, but it takes time and dedication.

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