

## Education for children with special educational needs

The special educational needs of children in Ukraine are determined by inclusive resource centers (hereinafter referred to as IRC), whose network before the war of the Russian Federation against Ukraine consisted of 667 institutions. IRC both determines the needs of children and the necessary level of support and provides them with psychological and pedagogical support.

The presence of special educational needs, their categories (types) and the degree of manifestation are determined by the IRC specialists using various methods, in particular:

- WISC-IV or Wechsler Intelligence Scale for Children (IV edition)
- Leiter-3,
- Leiter Performance Scale (3rd edition),
- PEP-3 and CASD (to determine the developmental characteristics of children on the autism spectrum).

Based on the results of the assessment, a [conclusion](#) is drawn up, which should be considered by the educational institution when organizing a child's education.

Parents of children with special educational needs have the right to choose where and how their child will study:

- 1) **on an inclusive basis:** an inclusive class at school or an inclusive group in kindergarten is formed on a compulsory basis at the request of parents.

To do this, the educational institution has to:

- provide a child with the level of support recommended by the IRS;
  - if necessary, develop an individual curriculum (in particular, to adapt the content of the subject and its method of teaching);
  - develop an individual development program (indicating the child's needs, intervention and development impact, a list of intervention and development, psychological and pedagogical services, and special learning tools);
  - provide the teacher with an assistant;
  - provide the child's assistant with access to the educational space (if necessary).
- 2) **in a special class/group** (when a separate class is formed in a general educational institution if there are an appropriate number of children with a particular disorder). In this case, in addition to the educational component, the following documents are provided:
    - intervention and development services;
    - psychological and pedagogical services.
  - 3) **In a special school / special kindergarten** (a specialized educational institution for people with hearing impairments, visual impairments, intellectual disabilities, musculoskeletal disorders, and severe speech disorders).

Such institution creates

- special training conditions (minimum number per class, additional teaching staff);
- intervention and development services;
- psychological and pedagogical services.

- 4) **in the education and rehabilitation center** (for children with complex developmental disabilities), which provides both special learning conditions, intervention and development, psychological and pedagogical services, as well as rehabilitation services.
- 5) using **pedagogical patronage** (a form of individual education for children who cannot attend an educational institution for health reasons), which provides an applicant with the possibility to periodically join the student team for socializing purposes.

The legislation defines the following **categories (types) of special educational needs (difficulties)**

Categories (types) of special educational needs (difficulties)	General characteristics of the probable manifestation	Degree of manifestation	Support level
Intellectual	may consist in limiting the functioning of various degrees of manifestation of the prerequisites of intelligence (memory, attention, thinking, speech, volitional processes, motivation, etc.), intelligence itself (ability to generalize, abstract, reason; production of thoughts, judgments; ability to draw conclusions, etc.), inventory of intelligence (acquired knowledge, skills)	isolated minor difficulties	1
		mild difficulties	2
		moderate difficulties	3
		severe difficulties	4
		difficulties of the most severe degree of manifestation	5
Functional (sensory, motor, speech)	may consist in limiting the vital activity in varying degrees of manifestation of auditory, visual, musculoskeletal (osteomuscular), speech functions (refer to the reproduction of the sound-syllabic structure of the word; speech intelligibility; tempo and rhythm; melodic intonation pattern; voice characteristics; distinguishing speech sounds by ear; the use of vocabulary and grammar; reading, writing, communication)	isolated minor difficulties	1
		mild difficulties	2
		moderate difficulties	3
		severe difficulties	4

		difficulties of the most severe degree of manifestation	5
Physical	may consist in limiting the functioning of various degrees of manifestation of organs and limbs of the child's body	isolated minor difficulties	1
		mild difficulties	2
		moderate difficulties	3
		severe difficulties	4
		difficulties	5
Educational	may consist in limiting or peculiar course of arbitrary types of activity of varying degrees of manifestation (written activity, mathematical operations, etc.)	isolated minor difficulties	1
		mild difficulties	2
		moderate difficulties	3
		severe difficulties	4
		difficulties of the most severe degree of manifestation	5
Social adaptation / (personal, environmental difficulties)	may consist in the presence of barriers to the formation of skills: adaptation to the conditions of the social environment; organization of	isolated minor difficulties	1

social and cultural (in particular, interaction with representatives of individual culture units, obtaining information by means of sign language, etc.)	an adequate system of relations with social objects; manifestations of role-based behavior flexibility; integration into social groups, assimilation of stable social conditions, acceptance of norms and values of the new social environment, forms of social interaction	mild difficulties	2
		moderate difficulties	3
		severe difficulties	4
		difficulties of the most severe degree of manifestation	5

More information about inclusive education, intervention programs, and standard educational programs for children with special educational needs can be found on the [MES](#) website.