

Ключевые слова: компетенция, компетентность, экологическая компетентность, будущий учитель, экологическое образование, высшее учебное заведение.

Abstract. The scientific approaches to the interpretation of the essence ecological competence of the future specialist's are analyzed and summarized. The correlation of the concepts «competency» and «competence» is clarified. The attention is focused on the importance of the formation of ecological competence of the teacher of natural sciences as a prerequisite for the implementation of further ecological education and upbringing of students. The structure of ecological competence of the future teacher is determined. It is proposed to deepen and expand the ecological component of the list of general and professional competencies of a graduate of a higher pedagogical educational establishment.

Key words: competency, competence, ecological competence, future teacher, ecological education, higher education establishment.

Стаття надійшла до редакції 15.09.2018

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SOCIAL SUPPORT FOR STUDENTS WITH DISABILITIES VIA EDUCATION IN ONTARIO, CANADA

Abstract. The article considers the problems of children with disabilities in education and appeals to provide school leaders and teachers with greater awareness and understanding of the significant impact of learning difficulties on them. Education process should be focused on creating a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Flexible and supportive instruction can be adjusted to meet different students' needs and enables all students to access the curriculum as fully as possible. Via education they get social support which allows them to develop socially and emotionally, they must have access to quality education like other children.

To become more socialized children with disabilities must go to school with other children but not only to special schools. In Canada education is recognized as a fundamental social goal and much is done to increase accessibility in all aspects of society and remove all the barriers that restrict life choices for disabled. Access to school for children with disabilities is often limited by a lack of understanding about their needs, and a lack of trained teachers, classroom support learning resources and facilities.

Key words: children with disabilities, learning environment, flexible instruction, social support, accessibility, socialized learning resources, quality education

Formation of the problem. Children with disabilities are one of the marginalized and excluded groups in society. Facing daily discrimination in the form of negative attitudes, lack of adequate policies and legislation, they are effectively barred from realizing their rights to healthcare, education, and even survival.

Education is one of the most effective ways to break the cycle of discrimination that children with disabilities often face. According to the World Report on Disability approximately one billion people in the world are living with a disability, with at least 1 in 10 being children and 80 % living in developing countries. Only 21 countries have living standard surveys that collect data on chronic illness and disability. Children with disabilities are less likely to start school and if they do, they are unlikely to transition to secondary school [14; 39-41]. As Professor Stephen W. Hawking said “Governments throughout the world can no longer overlook the hundreds of millions of people with disabilities who are denied access to health, rehabilitation, support, education and employment, and never get the chance to shine”. He appealed “... to remove the barriers to participation, and to invest sufficient funding and expertise to unlock the vast potential of people with disabilities” [6; IX].

Former Secretary General of the United Nations and Nobel Peace Laureate Kofi Annan said: “Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development” [9]. He knew that education was one of the keys to unlock everyone’s potential. Education can help people with disabilities get increased access to employment, health and other services, and develop a better awareness of their right. Denying children with disabilities their right to education has a lifelong impact on learning achievement and employment opportunities, hence hindering their potential economic, social and human development.

Children with disabilities are reported to have high levels of social-emotional problems, and one of the prominent characteristics is problems in social-emotional functioning. Social support can potentially be a valuable asset in helping people with disabilities cope with stress, and helps them to socialize more. The scholars underline the positive role of social support which is especially important for people to allow them to develop socially and emotionally [5; 15]. Social support has been defined as efforts to aid individuals or that encourage their sense of attachment to significant groups. Those who have more social support have been found to have greater wellbeing and physical health, and to be less negatively affected by stressful circumstances [7].

Education is the best social environment for disabled. Students of all abilities and backgrounds want classrooms that are inclusive and convey respect. For the students with disabilities the classroom setting may present certain challenges that need accommodation and consideration. In order to create an inclusive classroom where all students are respected, it is important to use language that prioritizes the student over his or her disability. Disability labels

can be stigmatizing and perpetuate false stereotypes where students who are disabled are not as capable as their peers. In general, it is appropriate to reference the disability only when it is pertinent to the situation. For instance, it is better to say “the student who has a disability” rather than “the disabled student” because it places the importance on the student, rather than on the fact that the student has a disability [8].

There are different types of disabilities. Students may have disabilities that are more or less apparent. In Barbara Davis’s “Tools for Teaching”, she explains that it is important for instructors to “become aware of any biases and stereotypes [they] may have absorbed... Your attitudes and values not only influence the attitudes and values of your students, but they can affect the way you teach, particularly your assumption about students... which can lead to unequal learning outcomes for those in your classes [3; 72-74]. She advises that instructors treat each student as an individual and recognize the complexity of diversity.

Presenting the main material. In Canada education is recognized as a fundamental social good. A publicly funded education system accessible to all is recognized as a core responsibility of government. Canadian provinces have education policies that seek to ensure free and appropriate education for all students, including children who confront a variety of disabling conditions. However, educational policies regarding the education of children with disabilities vary across provinces, as well as across school jurisdictions within provinces, and even across schools within jurisdictions. Policy differences include differences in the criteria used to determine the services for which children are eligible, in the services provided to children with similar disabilities, and in the allocation of resources for providing these services.

The article considers the problem of disabled people and how it is solved on governmental level in Canada. According to the state policies children with disabilities must have access to quality education like all other children; no children with disabilities are denied education and therefore denied the right to explore and fulfil their potential. Children with disabilities are mainly educated at special-education schools which cater to distinct disability groups of children who are unable to benefit from mainstream schooling.

The Education Act identifies five categories of exceptionalities for exceptional students: behavioural, communicational, intellectual, physical, and multiple. These broad categories are designed to address the wide range of conditions that may affect a student’s ability to learn, and are meant to be inclusive of all medical conditions, whether diagnosed or not, that can lead to particular types of learning difficulties [13; 30-32].

The five categories are a useful tool for the identification of students with special education needs. However, a student may present learning needs in many ways in the school setting and may be identified as exceptional within one or more of the categories. The determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed

medical condition, but rather the need of the individual student based on an individual assessment of strengths and needs.

The definitions accepted by the Ministry of Education for the five categories of exceptionalities and their subcategories are provided in the chart below. Note that the ministry's definition of the term *learning disability* was revised, in Policy/Program Memorandum No. 8, Identification of and Program Planning for Students with Learning Disabilities (2014); the new definition is provided below.

Categories and Definitions of Exceptionalities

Behavioural

- *Behavioural Exceptionality*: A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance and that may be accompanied by one or more of the following:

- a) an inability to build or to maintain interpersonal relationships;
- b) excessive fears or anxieties;
- c) a tendency to compulsive reaction;
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

Communicational

- *Autism*: A severe learning disorder that is characterized by:
 - a) disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language;
 - b) lack of the representational symbolic behaviour that precedes language.

- *Deaf and Hard of Hearing*: An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

- *Language Impairment*: A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- a) involve one or more of the form, content, and function of language in communication;
- b) include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.

- *Speech Impairment*: A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

- *Learning Disability*: One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;

- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;

- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;

- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);

- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;

- is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

Intellectual

- *Giftedness*: An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

- *Mild Intellectual Disability*: A learning disorder characterized by:

- a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services;

- b) an inability to profit educationally within a regular class because of slow intellectual development;

- c) potential for academic learning, independent social adjustment, and economic self-support.

- *Developmental Disability*: A severe learning disorder characterized by:

- a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;

- b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;

- c) a limited potential for academic learning, independent social adjustment, and economic self-support.

Physical

- *Physical Disability*: A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or development level.

- *Blind and Low Vision*: A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

Multiple

- *Multiple Exceptionalities*: A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

The Ministry of Education of Ontario is committed to ensuring that all learners have the knowledge, skills, and confidence they need to succeed in a rapidly changing society and that they are provided with the learning opportunities and supports they require. In order to do this, the ministry establishes policies and programs regarding the governance, funding, and delivery of education.

The Education Act and the regulations made under its authority are the main source of the legal responsibilities pertaining to special education. They provide comprehensive procedures for the identification of exceptional students, for the placement of those students in educational settings where the special education programs and services appropriate to students' needs can be delivered, and for the review of the identification of exceptional students and their placement. Many of these programs and services are also applicable to students who have not been identified as exceptional but who have special education needs, as identified by both their parents and the school board [13; 14].

The *Education Act* and its accompanying regulations set out a structure for the identification and accommodation of disability-related needs in Ontario's publicly funded primary and secondary school system.

Under the *Education Act*, the Ministry of Education is responsible for ensuring that all exceptional children in Ontario have available to them appropriate special education programs and services without payment of fees. The Ministry is therefore responsible for requiring school boards to implement procedures for identifying student needs, and for setting standards for identification procedures.

Section 1 of the *Act* defines an "exceptional pupil" as one "whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program".

The Ontario government is committed to enabling all students to reach their potential, and to succeed. With the release of the Ministry of Education document *Achieving Excellence: A Renewed Vision for Education in Ontario*

(2014), expectations have been raised both for the education system and for the development of the potential of Ontario's children. The ministry recognizes that every student is unique and that each must have opportunities to achieve success according to his or her own interests, abilities, and goals. It also recognizes that among children and youth who are at risk of not succeeding are those with special education needs. To ensure that these students have every opportunity to succeed, the vision for special education in Ontario continues to be refined and, in the process, achievement gaps are being narrowed. [13; 12-13]

The current provincial education priorities are defined in *Achieving Excellence*:

- achieving excellence
- ensuring equity
- promoting well-being
- enhancing public confidence

These four goals are all fundamental to special education programs. Of particular importance, however, is the goal of ensuring equity, with its focus on providing the best possible learning opportunities and supports for students who may be at risk of not succeeding. Everyone in our publicly funded education system – regardless of background or personal circumstance – must feel engaged and included. Ontario's diversity is one of the province's greatest assets. Embracing this diversity and moving beyond tolerance and celebration to inclusivity and respect will help us reach our goal of making Ontario's education system the most equitable in the world. The fundamental principle driving this work is that every student has the opportunity to succeed, regardless of ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socioeconomic status, or other factors.

Ontario has come far in closing gaps for many learners, yet more work needs to be done for those students who struggle most. *Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide* (2017) is designed to aid those committed to helping children in Kindergarten and students from Grades 1 to 12 achieve their full potential in life [13].

This document has benefited from feedback and input from a wide variety of organizations and individuals. The purpose of this document is to support school boards and schools in their effective delivery of programs and services for students with special education needs. *Special Education in Ontario, Kindergarten to Grade 12* provides comprehensive and current information about special education legislation, regulation, and policy, and is aligned with current Ministry of Education directions for special education programs and services.

This document is intended primarily for the use of administrators, special education professionals, teachers, and special education advisory committees (SEACs). It is intended for educators at all publicly funded elementary and

secondary English-language schools in Ontario. Parents of students with special education needs may also find this document useful.

Clearly defined roles and responsibilities are an essential part of delivering special education programs and services. The roles and responsibilities within special education are outlined below.

The Ministry of Education:

- sets out, through the Education Act, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- prescribes the categories and definitions of exceptionality;
- requires through the Education Act that school boards provide appropriate special education programs and services for their exceptional students;
- establishes the funding for special education through the structure of the funding model;
- requires school boards to report on their expenditures for special education through the budget process;
- sets province-wide standards for curriculum and reporting of achievement;
- requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the ministry;
- requires through the Education Act and through regulation that school boards establish Special Education Advisory Committees (SEACs);
- establishes a Minister's Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.

The school board:

- establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy documents, including policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- provides appropriately qualified staff for programs and services for the exceptional students of the board;
- plans and reports on the expenditures for special education;
- develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional students of the board;

- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required;
- prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional students and determine appropriate placements for them;
- establishes a SEAC;
- provides professional development to staff on special education;
- adheres to all applicable legislation.

The Special Education Advisory Committee (SEAC):

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the board;
- participates in the board's annual review of its special education plan;
- participates in the board's annual budget process as it relates to special education;
- reviews the financial statements of the board as they relate to special education.

The school principal:

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda, and board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates board policies and procedures about special education to staff, students, and parents;
- ensures that the identification and placement of exceptional students, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies;
- consults with school board staff to determine the most appropriate programs for exceptional students;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan;
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures that the program is delivered as set out in the IEP;
- ensures that appropriate assessments are requested and that, if necessary, parental consent is obtained for these assessments.

The teacher:

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- follows board policies and procedures regarding special education;
- works with the special education teacher to acquire and maintain up-to-date knowledge of special education practices;
- works with special education staff and parents to develop the IEP for an exceptional student;
- where appropriate, works with other school board staff to review and update the student's IEP;
- provides the program for the exceptional student in the regular class, as outlined in the IEP;
- communicates the student's progress to parents.

The special education teacher:

- The special education teacher, in addition to the responsibilities listed above under "The teacher":
- holds qualifications, in accordance with the regulations under the Education Act, to teach special education;
- monitors the student's progress with references to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional students.

The early childhood educator:

The early childhood educator, in coordination and cooperation with the classroom teacher:

- plans for and provides education to children in Kindergarten;
- observes, monitors, and assesses the development of Kindergarten children;
- maintains a healthy physical, emotional, and social learning environment in the classroom;
- communicates with families;
- performs duties assigned by the principal with respect to the Kindergarten program.

The parent:

- is familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- is acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and educators to solve problems;
- is responsible for the student's attendance at school.

The student:

- complies with the requirements as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- complies with board policies and procedures;
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate. [13; 26-29]

Conclusions and prospects of further researches. All children must be ensured to enjoy their basic human rights without discrimination; disability inclusion should be mainstreamed in all policies and plans. This applies to educational systems, which need to promote inclusion by ensuring the presence, participation and achievement of all children, including children with disabilities.

Educational process should be focused on creating a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction, based on principles of universal design is flexible and supportive, can be adjusted to meet different students' needs, and enables all students to access the curriculum as fully as possible.

The Canadian government supports the rights of children and young people with disabilities to have the same educational opportunities as other school students, assists all Canadian children to reach their full potential, so they can fully participate in the economic and social life of the community and socialize more. The task to investigate school and classroom factors that are important determinants of children's academic achievement and to remove all the barriers that restrict life choices for disabled people remains actual nowadays for all educators.

Special education reform can provoke positive change across the entire system. For example, the guiding principles and key themes outlined in *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013, p. 7) were first described in *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6* (2005). All educators need to consider these principles in their program planning.

The guiding principles are:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.

- Classroom teachers need the support of the larger community to create a learning environment that supports all students.
- Fairness is not sameness.

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Аннотация. В статье затронута проблема обучения детей с ограниченными возможностями и проблема их социальной поддержки. Такие дети не должны чувствовать себя изолированными от общества и других детей, а должны иметь полноценную и достойную жизнь. Социальная поддержка будет способствовать повышению их уверенности в себе, самовыражению, внутренней активности. Через образование они могут получить возможность социального развития и эффективного участия в жизни общества. Проблема детей с ограниченными возможностями особенно актуальна в развивающихся странах. Статья рассматривает, как происходит поддержка таких детей в Канаде на примере провинции Онтарио. Специальная реформа образования в этой стране направлена на позитивные изменения в системе образования и охватывает всех имеющих к ней отношение, от правительства и соответствующих организаций и структур до учителей, воспитателей и включая самих детей. В нормативных документах об образовании указывается на инклюзивность обучения, которое должно быть гибким, поддерживающим и доступным для всех детей.

Ключевые слова: социальная поддержка, дети с ограниченными возможностями, социальное развитие, инклюзивность обучения.

Анотація. У статті зосереджено увагу на проблемі соціальної підтримки дітей з обмеженими можливостями. Вони не мають почуватись ізольованими від інших дітей, а повинні жити повноцінним і достойним життям, що сприятиме зростанню їх упевненості в собі, самовираженню, внутрішній активності. Через освіту вони отримують соціальну підтримку і можливість соціального розвитку та ефективної участі в житті суспільства. Проблема дітей з обмеженими можливостями є актуальною у всьому світі. Особливо виражена вона у країнах, що розвиваються. Стаття розглядає, як здійснюється підтримка дітей з обмеженими можливостями у Канаді на прикладі провінції Онтаріо. Спеціальна реформа освіти у цій країні спрямована на позитивні зміни у освіті і охоплює всіх пов'язаних з нею людей, від уряду країни і відповідних структур до вчителів, вихователів і самих дітей. У нормативних документах про освіту наголошується на інклюзивності навчального процесу, який має бути гнучким, підтримуючим і доступним для всіх дітей, включаючи дітей з обмеженими можливостями.

Ключові слова: соціальна підтримка, діти з обмеженими можливостями, навчальний процес, соціальний розвиток.

Стаття надійшла до редакції 10.10.2018