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## **EDUCATIONAL SUPPORT TEAMS (EST) AS A COMPONENT OF AN INCLUSIVE EDUCATIONAL ENVIRONMENT IN INSTITUTION OF PRESCHOOL EDUCATION**

**Abstract.** *The article is devoted to the main tasks and functions of the educational support team for children with special educational needs in institution of preschool education. Creating the educational support team is an important component of ensuring an inclusive educational environment and equal access to educational services for children with special educational needs. In view of this, the aim of the article is to determine the structure and stages of formation of the support team in preschool education in accordance with current legislation, justification of the mission, functions, principles and methods of the team, determining the role of full-time and part-time team member, the features of team interaction, including with the child's parents, determination of optimal results and features of the support team in the preschool institution.*

*To implement the outlined objectives of the study, general scientific research methods were used: theoretical analysis and synthesis to determine the structure and stages of the formation of the educational support team, justification of the mission, functions and principles of the team; method of comparison – features of team functioning in a preschool institution; empirical research methods: observation – to study the experience, methods and techniques of work and interaction between team members; survey – to find out the problematic moments and difficulties in the activity; modeling and forecasting – to form action plans and select optimal methods and methods of work aimed at achieving optimal results in ensuring equal access to educational services for preschoolers with special educational needs in an inclusive educational environment.*

*According to the results of the research theoretically substantiated the principles of the educational support team in institution of preschool education, identified the main stages and methods of teamwork, features of cooperation, interaction and communication between team members and parents, proposed a model of activity and proved the effectiveness of the educational support team in creating an individual program to support a preschooler with special educational needs.*

*The future research is seen in creating of technologies for the development of children with special educational needs in an inclusive educational environment of institution of preschool education, substantiation of means of adapting the content of the standard of preschool education for children with special educational needs in inclusive education.*

*The research materials are intended for administrations, teachers and psychologists, assistants to educators of institutions of preschool education, specialists of inclusive resource centers, parents of children with special educational needs.*

**Key words:** *preschoolers with special educational needs, educational environment, the educational support team, inclusive education, institution of preschool education.*

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**Introduction.** The creation of an inclusive educational environment that meets the educational needs of all participants in the educational process in Ukraine is declared by the

National Strategy for Barrier-Free Space in Ukraine until 2030, approved by the Cabinet of Ministers of Ukraine [15].

Intensification of implementing inclusive education of children with special educational needs at different levels of education actualizes the scientific and practical search for solutions to the problems of ensuring modern international standards of quality education and equal access to it for all applicants. At the same time, considerable attention of researchers is focused on the issues of psychological and pedagogical support of children with special educational needs in the conditions of inclusive education [1; 2; 17].

Psychological and pedagogical support of children with special educational needs in educational institution with inclusive education is defined as a mutually agreed comprehensive activity of a team of specialists and parents of the child, aimed at creating the necessary conditions to develop the child's personality, knowledge, skills, successful adaptation, rehabilitation, its self-realization and integration into society [17].

The educational support team (EST) of the educational institution formed of specialists of the institution with the involvement of the child's parents is determined by an important strategy and the main driving force of inclusive education of children with special needs, which consolidates efforts to planning further work with it and effective implementation of educational tasks.

**Aim and tasks.** The purpose of the article is to determine the structure and stages of formation of the EST in preschool education in accordance with current legislation, justification of the mission, functions, principles and methods of teamwork, determine the role of permanent and involved team members, the peculiarities of team interaction, including results and features of the support team in the preschool institution.

**Research methods.** To implement the outlined tasks, general scientific research methods were used: theoretical – analysis and synthesis to determine the structure and stages of formation of the support team, justification of the mission, functions and principles of the team; method of comparison – features of team functioning in an institution of preschool education; empirical research methods – observation in order to study the experience, methods and techniques of work and interaction between team members; survey in order to find out the problematic moments and difficulties in the activity; modeling and forecasting in order to design action plans and select optimal methods and methods of work aimed at achieving optimal results in ensuring equal access to educational services for preschoolers with special educational needs in an inclusive educational

environment.

**Research results.** According to the results of analysis current legislation, we defined the following key points regarding inclusive education and the role of the educational support team in the process of implementing education for children with special educational needs

In particular, the decision of the Board of the Ministry of Education and Science of Ukraine “On the state and prospects of preschool education in Ukraine” identifies tasks to expand the network of institutions of preschool education of various types and forms of ownership, including the creation and operation inclusive groups, the introduction of an inclusive model of preschool education, as well as the standards of higher education Bachelor’s degree in “Preschool Education” provides for the formation of graduates of higher education competencies that will enable them to work in inclusive groups of preschool institutions as “An Assistant Educator” [14].

In 2018, the Model Regulations on the team of psychological and pedagogical support of a child with special educational needs in general secondary and preschool education was approved which normatively determines its composition, functions, tasks and activities [10].

Moreover, in 2018, the institutional and methodological recommendations for organizing the activities of inclusive groups in preschool education was approved. This normative document determines the procedure for enrollment of children with special needs in inclusive groups, the peculiarities of their staffing and the educational process for such children. In particular, it is noted that in order to create optimal conditions for the education of children with special educational needs in inclusive groups in institution of preschool education, a team of psychological and pedagogical support of the child is created. Besides, the objective of institution of preschool education is to create its own regulations on the support team based on the Model Regulation [7].

The Decree of the Ministry of Education and Science of Ukraine “Some issues of professional development of teachers of inclusive education institutions and specialists of inclusive resource centers” approved a standard training program for trainers of teachers of educational institutions with inclusive education and specialists of inclusive resources centers. However, the curriculum of this program, does not provide sections on the activities of the EST and the peculiarities of how to organize an inclusive educational environment in institutions of preschool education [8].

The issues of educational support of preschoolers with special educational needs are also not covered in the Standard program of professional development of teachers for the implementation

updated Basic component of preschool education (State Standard of Preschool Education). Although the main principles of the State Standard, which characterize the general democratic principles of public life, is "...equal access to quality education for every child, education without discrimination on any grounds" [11].

The next important step was in 2021, when the Ministry of Education and Science of Ukraine in the Decree "On approval of standard programs for professional development of teachers" approved a list of programs on support in the educational space of a child with special educational needs, including:

- A typical program of professional development of heads of institutions of preschool education to provide support in the educational process for children with special educational needs;
- A typical program of professional development of educators of institutions of preschool education to provide support in the educational process for children with special educational needs;
- A typical program of professional development of assistant educators of institutions of preschool education to provide support in the educational process for children with special educational needs [12].

Different the instructional and methodical letters of the Ministry of Education and Science of Ukraine is dedicated to the issue of the educational support team. In particular, the section of the EST of the general plan of the institution for the school year work is approved as a compulsory "Planning the work of the preschool institution for the year" on the organization of the institution [4]. The document "On certain issues of preschool education in the 2021/2022 school year" have a separate section devoted to the creation of barrier-free space and organization of work with children with special education needs. It explains the legal and organizational and methodological framework for the functioning of inclusive groups in institutions of preschool education, namely: the issues of teacher training, the tasks of inclusive resource centers as partners and coordinators for preschool education to support children with special educational needs (SEN). In addition, the categories of special educational needs are specified, recommendations for drawing up, implementing and adjusting an individual development program are provided as well as innovations on levels of support for children's educational process during inclusive education and funding for providing services for children with SEN in accordance with set level of support in the educational process. Determining the level of support can be carried out directly by the EST of the institution together with the inclusive resource center (IRC) specialist, who carried out a comprehensive

psychological and pedagogical assessment of the child's development [6].

According to the analysis of the current legal support of the issue of assisting a child with special needs in an inclusive educational environment of institution of general and preschool education is systematically regulated. It is noted that the strengthening of targeted attention of state executive bodies standards of quality education. At the same time, there is significantly less attention to the specifics of implementing inclusive education in institution of preschool education, in particular to the activities of the EST in institution of preschool education.

A survey of teachers of preschool institutions has shown the difficulties of ensuring an inclusive educational environment. The first level in the ranking of components of an effective inclusive educational environment by teachers are components related to the qualification and emotional readiness of teachers to work with children, which indicates the importance of preparatory information work with staff, including training and knowledge of children with mental and physical disabilities and technologies of pedagogical influence on the development and education of such category of children.

High levels in this ranking are given to components related to the interaction of participants in the educational process and the formation of the EST, which indicates that survey participants understand the importance of a team approach and involve various professionals (psychologist, rehabilitator, assistant teacher, etc.) in designing a developmental environment of special educational needs.

The structure, functions, tasks and activities of the EST, including in institution of preschool education, are normatively defined by the model provisions on the EST of a child with special educational needs in general secondary and preschool education. In particular, it includes both *full-time participants* in institution of preschool education: a director or educator-methodologist, an educator, an assistant educator, a practical psychologist, a social pedagogue, a teacher-defectologist (taking into account the educational needs of a child with SEN), a teacher-rehabilitation and the child's parents; and *part-time specialists*: a medical worker of an educational institution, a doctor, a child's assistant, specialists of the social protection system, children's services, etc. [10].

To create and ensure the work of the support team, the head of the educational institution needs:

1. To develop your own provisions on the EST of a child with SEN.
2. To conclude civil law agreements with specialists for providing psychological,

pedagogical, correctional and developmental services.

3. To form the EST and approve its members by special Order.

4. To appoint a person responsible for coordinating the development of an individual child development program.

5. To approve an individual development program for a child with special educational needs.

6. To identify activities related to the activities of the EST in the annual work plan of the institution, in particular, the schedule of team meetings, consultations of part-time specialists, consultations for parents, evaluation of teachers involved in individual development plan (IDP) implementation, monitoring of the IDP implementation, other measures to consolidate work commands.

The responsibilities and tasks of all the EST members, defined in accordance with current legislation, are presented in more detail in Table 1.

*Table 1.*

| <b>Support team member</b>    | <b>Functions</b>   |
|-------------------------------|--|
| <b>1</b>                      | <b>2</b>   |
| <b>Director</b>               | <ul style="list-style-type: none"> <li>● to form the Educational Support Team (EST);</li> <li>● to appoint a responsible person to coordinate the development of the IDP; organization of work of the EST;</li> <li>● to involve of specialists (including the IRC specialists) for providing psychological, pedagogical, correctional and developmental services for children with SEN;</li> <li>● to control the functions of the EST;</li> <li>● to involve of the child's parents with SEN in the development and approval of the IDP.</li> </ul>  |
| <b>Educator-methodologist</b> | <ul style="list-style-type: none"> <li>● to control implementing the IRC conclusion;</li> <li>● to develop the IDP for the child with SEN together with other members of the EST</li> <li>● to assess of the activities of teachers involved in implementation in the IDP; to monitor of the IDP implementation.</li> </ul>  |
| <b>Practical psychologist</b> | <ul style="list-style-type: none"> <li>● to study of mental development of a child with SEN;</li> <li>● to support psychologically of a child with SEN;</li> <li>● to provide the correctional and developmental services to a child with SEN in accordance with the IDP;</li> <li>● to provide recommendations, consultations and methodological assistance to pedagogical staff of the educational institution in working with a child with SEN;</li> <li>● to consult the parents of a child with SEN;</li> <li>● to give information on the formation of psychological readiness of participants in the educational process to interact in an inclusive environment;</li> <li>● to socialize the child with SEN, to help to children's adaptation into group of</li> </ul> |

| 1  | 2  |
|--|--|
|  | peers;<br>● to provide recommendations to participants in the educational process on ways to effectively integrate a child with SEN into a group of peers, to develop a positive microclimate in the children's team, to overcome personal and interpersonal conflicts.  |
| <b>Special education teachers and rehabilitators</b> | ● to provide correctional and developmental services to a child with SEN, according to the IDP;<br>● to monitor the achievements in the relevant field of child development, according to the IDP;<br>● to provide recommendations to teachers on the peculiarities of the organization of the educational process, to implement correctional and developmental goals in the learning process, developmental technologies to achieve the ultimate goals of learning in the IDP.<br>● to develop of recommendations on the necessary adaptations (modifications) of the educational environment;<br>● to consult parents of a child with SEN.   |
| <b>Tutor / Educator</b>                              | ● to ensure the educational process of a child with SEN taking into account the peculiarities of the child's development and the IDP;<br>● to inform for the participants of the meeting of the EST about the peculiarities of educational and cognitive activities of a child with SEN, child's strengths and needs, the results of the child's implementation of the educational plan;<br>● to develop an individual educational plan (IDP);<br>● to determine the level of achieve of the final goals of training provided by the IDP together with other pedagogical workers;<br>● to create a positive microclimate in the children's team;<br>● to provide information to parents about the state of assimilation of the educational plan by a child with SEN.   |
| <b>Assistant Educator</b>                            | ● to observe of the child in order to study her or his individual characteristics, inclinations, interests and needs;<br>● to participate in the organization of the educational process of a child with SEN; to participate in the development of the IDP;<br>● to participate in the prepare of an individual curriculum and the IDP for preschoolers;<br>● to adapt the educational environment, educational materials in accordance with the children's potential abilities talk into account the individual characteristics of the development of a child with SEN;<br>● to assess the level of achievement of the ultimate goals of learning provided by the IDP together with the educator;<br>● to inform the participants of the meeting of the ETS based on the results of observation of the child regarding his or her individual features, interests and needs;<br>● to inform parents, teachers on the peculiarities of the development of a child with SEN. |
| <b>Parents of the child</b>                          | ● to provide information about the child (style, way of learning, success, difficulties in doing homework);<br>● to participate in the work of the EST, including involvement in the creating the IDP;<br>● to create conditions for education and development of the child.   |
| <b>Medical worker</b>                                | ● to inform the members of the EST about the state of health of the child and his or her psychophysical features;  |

| 1                                      | 2   |
|--|---|
|  | <ul style="list-style-type: none"> <li>● to collect additional information from parents, health care institution about the child's health if necessary.</li> </ul>  |
| <b>The IRC specialists (part-time)</b> | <ul style="list-style-type: none"> <li>● to provide additional information about the child based on the results of a comprehensive assessment;</li> <li>● to determine additional educational strategies for child development;</li> <li>● to develop of technologies of integration of special teaching methods in a routines and lessons for preschoolers;</li> <li>● to provide professional support for using educational resources.</li> </ul> |

The child-centered approach is a central and fundamental principle of the EST, as all team activities focus on the child in order to create the best conditions for education, adherence and advocacy, respect for individual characteristics, confidentiality and non-discrimination and violation of children's rights. It is important to interact and coordinate the activities of all team members and the child's, the search for specialists, technologies and methods for the effective implementation of individual child development program. Accordingly, the *basic principles of the EST* are:

- the respect for the individual characteristics of a child with SEN;
- understanding the interests of a child with SEN, non-discrimination and violation of his or her rights;
- team approach;
- active cooperation with the parents of a child with SEN, their involvement in the educational process and the development of the IDP;
- confidentiality and adherence to ethical principles; interdepartmental cooperation.

*The main tasks of the support team that determine the stages and methods of its activities* are:

- to determine the directions of psychological, pedagogical, correctional and developmental services that can be provided within the educational institution based on the conclusion of the IRC, to ensure the provision of these services;
- to provide the methodological support for pedagogical staff of educational institutions on the organization of inclusive education;
- to create appropriate conditions for the integration of children into the educational environment;
- to conduct consultative work with parents of children on the peculiarities of their



development and education;

- to conduct informational and educational work in the educational institution among teachers, parents and children in order to prevent discrimination and violation of children's rights,
- to provide the necessary educational, methodological and visual aids, game, educational and didactic equipment, means of individual correction, arrangement of rooms for correctional and developmental classes.

The table below demonstrates an approximate *content of the work of the support team* in accordance with the defined tasks of the EST (Table 2).

Table 2

| Areas of activity          | Content of work  | Responsible for implementation   |
|----------------------------|--|--|
| 1                          | 2  | 3  |
| <b>Medical</b>             | <ul style="list-style-type: none"> <li>● Diagnosis of risk factors for child development.</li> <li>● Monitoring the child's health.</li> <li>● Advising teachers on the child's medical condition.</li> <li>● Medical support for children with special needs.</li> </ul>  | pediatrician, orthopedist, nurse, a nurse with exercise therapy, nurse with massage  |
| <b>Pedagogical</b>         | <ul style="list-style-type: none"> <li>● Determining the current state of development of the child.</li> <li>● Coordination of actions of participants of educational space according to the scheme "Child-specialist-family".</li> <li>● Designing individual programs of development of the child.</li> <li>● Pedagogical support of the child.</li> </ul>   | Educators, educator - methodologist of a special institution of preschool education, teacher - defectologist (speech therapist, deaf pedagogue, typhlo-pedagogue, correctional pedagogue), music director, physical education instructor |
| <b>Socio-psychological</b> | <ul style="list-style-type: none"> <li>● Training teachers of how to work with children with special educational needs.</li> <li>● Monitoring the child's intellectual and psycho-emotional development.</li> <li>● Monitoring the child's emotional state.</li> <li>● Monitoring the child's social status in a small social group.</li> <li>● Designing individual psychological correctional programs.</li> </ul> | practical psychologist, educator-methodologist of preschool education institution  |
| <b>Administrative</b>      | <ul style="list-style-type: none"> <li>● Coordination of actions of all subjects in educational environment.</li> <li>● Providing a comprehensive approach for psychological and pedagogical support of the child.</li> </ul>  | director of a preschool institution  |

Consequently, we propose the following indicative *algorithm for organizing meetings and*

*holding the EST meetings:*

1. Preliminary preparation. The EST meetings should be notified to team members one month in advance. During the month, all participants should be given information materials on the discussed problem, offered practical recommendations for problem analysis, diagnosis, etc.

2. Holding the EST meeting (at least 3 times a year). At the meeting, the head of the educational institution informs about the purpose of the meeting and outlines the problem tasks to be solved. If necessary, detailing the essence of the issues under discussion is entrusted to the educator-methodologist (deputy head). Team members provide a description of the mental and physical health of the child and determine the actions of the subjects of the educational environment on joint actions in correctional and developmental work. Each meeting of the team is recorded in the appropriate minutes.

3. Designing the individual child development program that contains information on the necessary special and additional services, the current level of knowledge and skills, adaptation or modification of the educational environment, individual educational plan in areas of development where the child has difficulties (cognitive, speech, social, emotional, communicative, etc.).

4. Determining the ways of adaptation (or modification) of the educational environment, educational materials in accordance with the child's potential abilities taking into account the individual characteristics of the development of the child with special educational needs.

5. Providing psychological, pedagogical, correctional and developmental services for the child with special educational needs in accordance with the IDP by organizing individual and group classes.

6. Monitoring the implementation of the individual development program, if necessary, involving the specialists from inclusive resource centers, reviewing and adjusting the IDP.

The organization of support for children with special needs in the general educational space of the institution and the creation of a developmental environment to provide quality educational services requires significant professional training of specialists of the educational institution for teamwork. In preparatory work with a team of specialists, it is essential to inform all participants about the importance, principles and main tasks of the team approach in working with children with special educational needs; to acquaint with the basic principles of inclusive education, the main tasks and conditions of effective psychological and pedagogical support of a child with special educational needs; to determine the functions and tasks of each member of the EST in the assessment of needs and further work, to determine the role of parents as equal members in the work of the EST. Effective forms of organizing preparatory work are trainings, consultative

meetings with specialists of inclusive resource centers, parents of children, members of public organizations of people with disabilities.

The obtained findings of the research have confirmed that well-organized teamwork of specialists, teachers and parents of a child with special educational needs contributes to the consolidation of efforts in providing a comprehensive study of the capabilities and needs of the child and planning further work. Moreover, teamwork encourages teachers to expand their knowledge and seek innovative pedagogical technologies to achieve educational goals. Coherence and efficiency of the team of psychological and pedagogical support will facilitate the adaptation of the child with special needs and ensure the creation of socio-psychological conditions for successful socialization and development.

**Discussion.** The analysis of normative-legal maintenance of introduction of inclusive training in institution of preschool education and the regulation of functioning of a command of psychological and pedagogical support has allowed to reveal the following general tendencies. Firstly, the rationing of inclusive education in institution of preschool education is given much less attention compared to general secondary education [4; 6; 7; 8; 11]. The same conclusion applies to the formation and features of the team of psychological and pedagogical support in preschool education. Accordingly, much less attention is paid to the development of technologies for methodological and practical support of the EST activities in preschool education.

Most studies on the process of implementing inclusive education in the national education system identify the activities of the EST as one of the key strategies for creating an inclusive educational environment for children with special educational needs and a prerequisite for ensuring equal access to quality education. [2; 13; 16; 17]. At the same time, the activities of the EST in general secondary education institutions, in particular, in primary school are covered in detail.

The support team determines the ways of adaptation (modification) of the educational environment, educational materials, in accordance with the children's potential and taking into account the individual characteristics of the child's development. Ways and forms of adaptive technologies are determined by the features of cognitive, speech-communicative, emotional-volitional development of children, the elucidation of which occurs during a comprehensive psychological and pedagogical assessment of the child's development [13].

The research is devoted to the introduction of inclusive education in institutions of preschool focusing on the legal, organizational and procedural aspects of this issue. In particular, enough attention is paid to the creation and implementation of individual development programs, means of corrective action on the child, the development of special correctional programs for children with

certain developmental disorders [1; 3]. However, it should be noted that there is a lack of research related to the peculiarities of the organization of the EST in institution of preschool education.

**Conclusions.** The article presents the results of a study on the peculiarities of the EST in institution of preschool education. According to the results of the research, the principles of the team of psychological and pedagogical support in preschool education are theoretically substantiated; the main stages and methods of team work, tasks of permanent and involved team members, features of cooperation, interaction and communication between team members and parents are offered; the effectiveness of the proposed methods of optimizing the algorithm of the EST in creating an individual program to support preschoolers with special educational needs.

The research results have the practical significance and it can be apply in the practical activities of the EST in institution of preschool education, the materials can be used by administration, teachers and psychologists, assistants to preschool teachers, specialists of inclusive resource centers, parents of children with special educational needs.

The future prospects are seen in the development of technologies for the development of children with special educational needs in an inclusive educational environment of institution of preschool education, substantiation of means of adapting the content of the standard of preschool education for children with special educational needs in inclusive education.

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## **КОМАНДА ПСИХОЛОГО-ПЕДАГОГІЧНОГО СУПРОВОДУ ЯК КОМПОНЕНТ ІНКЛЮЗИВНОГО ОСВІТНЬОГО СЕРЕДОВИЩА У ДОШКІЛЬНОМУ ЗАКЛАДІ**

***Анотація.** Стаття присвячена висвітленню основних завдань та функцій команди психолого-педагогічного супроводу дітей з особливими освітніми потребами у закладі дошкільної освіти. Створення команди психолого-педагогічного супроводу є важливим компонентом забезпечення інклюзивного освітнього середовища та рівного доступу до освітніх послуг для дітей з особливими освітніми потребами.*

*Зважаючи на це, метою статті є визначення структури та етапів формування команди супроводу у дошкільному закладі освіти відповідно до чинного законодавства, обґрунтування місії, функцій, принципів та методів діяльності команди, визначення ролі постійних та залучених членів команди, особливості командної взаємодії в тому числі з батьками дитини, визначення оптимальних результатів та особливостей діяльності команди супроводу у закладі дошкільної освіти.*

*Для реалізації окреслених завдань дослідження було використано загальнонаукові методи дослідження: теоретичного аналізу і синтезу для визначення структури і етапів формування команди супроводу, обґрунтування місії, функцій та принципів діяльності команди; метод порівняння – особливостей функціонування команди у дошкільному закладі; емпіричні методи дослідження: спостереження – для вивчення досвіду діяльності, методів та прийомів роботи та взаємодії між учасниками команди; опитування – для з'ясування проблемних моментів і труднощів у діяльності; моделювання та прогнозування – для формування планів діяльності та вибір оптимальних методів і прийомів роботи спрямованих на досягнення оптимального результату із забезпечення рівного доступу до освітніх послуг для дошкільників з особливими освітніми потребами в умовах інклюзивного освітнього середовища.*

*За результатами дослідження теоретично обґрунтовані принципи діяльності команди психолого-педагогічного супроводу у закладі дошкільної освіти, визначені основні етапи і методи роботи команди, особливості співпраці, взаємодії і комунікації між членами команди та батьками дітей, запропоновано модель діяльності та доведено ефективність запропонованих прийомів оптимізації алгоритму діяльності команди у створенні індивідуальної програми супроводу дошкільника з особливими освітніми потребами.*

*Перспективи означеного дослідження вбачаються у розробленні технологій розвитку дітей з особливими освітніми потребами в інклюзивному освітньому середовищі дошкільного закладу, обґрунтуванні засобів адаптації змісту складників стандарту дошкільної освіти для дітей з особливими освітніми потребами в умовах інклюзивного навчання за визначеними освітніми напрямами.*

*Матеріали дослідження призначені для адміністрацій, педагогів та психологів, асистентів вихователів дошкільних закладів освіти, фахівців інклюзивно-ресурсних центрів, батьків дітей з особливими освітніми потребами.*

***Ключові слова:** дошкільники з особливими освітніми потребами, освітнє середовище, команда психолого-педагогічного супроводу, інклюзивне навчання, заклад дошкільної освіти.*

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