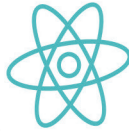
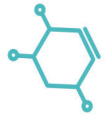


+

# **SOCIAL AND EDUCATIONAL SERVICES FOR CHILDREN WITH DISABILITIES: HISTORY, THEORY AND PRACTICE**



×



**SOCIAL AND EDUCATIONAL  
SERVICES FOR CHILDREN  
WITH DISABILITIES:  
HISTORY, THEORY  
AND PRACTICE**

**Joint monograph**

**2021**

**Social and educational services for children with  
disabilities: history, theory and practice: joint  
monograph**

**Scientific editing:**

doctor of pedagogical sciences,  
professor O.O. Kravchenko

**Reviewers:**

prof. dr hab. Rafal Dymczyk  
ass. prof. dr. Alica Petrasova

# TABLE OF CONTENT

<b>INTRODUCTION</b> .....	11
---------------------------	----

## SECTION I

### HISTORICAL EXPERIENCE IN SOCIAL SUPPORT AND EDUCATION FOR CHILDREN WITH DISABILITIES

**NATALIIA DICHEK**

ORIGINS OF INCLUSIVE EDUCATION OF STUDENTS IN UKRAINE .....	11
--	----

**NATALIA ANTONETS**

PEDAGOGICAL EXPERIENCE OF THE WORLD LEVEL: OLEKSANDRIVSKA SCHOOL-KHUTIR FOR THE DEAF (1903–1911) .....	37
--	----

**SVITLANA SHEVCHENKO**

«KYIV CHARITY SCHOOL FOR DEAF AND DUMB CHILDREN» (FIRST QUARTER OF THE 20th CENTURY) .....	53
---	----

**OLEKSANDR NAROVLIANSKYI**

GOVERNMENT SUPPORT FOR TOURISM AND EXCURSIONS: HISTORICAL EXPERIENCE AND CONTEMPORANEITY .....	77
---	----

## SECTION II

### SOCIO-PSYCHOLOGICAL SUPPORT OF INCLUSIVE LEARNING: THEORY AND PRACTICE

**TAMARA YATSENKO, LIUBOV HALUSHKO, OLEKSANDRA PEDCHENKO**

BASIC PROVISIONS OF ENHANCED COGNITION OF PSYCHOLOGY .....	89
---	----

<b>OLHA RASSKAZOVA, VALERIIA HRYHORENKO</b> DEVELOPMENT OF SOCIALITY OF PRESCHOOL AND SCHOOL AGE CHILDREN IN THE EDUCATIONAL ENVIRONMENT: COMBINATION OF INCLUSIVE AND ANIMATION APPROACHES .....	127
<b>IRYNA REZNICHENKO, VALENTYNA PISNIAK</b> EXCURSION AS A FORM OF INCLUSIVE TOURISM FOR PRIMARY SCHOOLCHILDREN WITH SPECIAL EDUCATIONAL NEEDS .....	151
<b>OLENA POLISHCHUK</b> FEATURES OF CAREER GUIDANCE FOR YOUNG PEOPLE WITH DISABILITIES .....	161
<b>NATALIIA SHELENKOVA</b> PSYCHOLOGICAL SERVICE OF THE EDUCATIONAL INSTITUTION (FROM PRESCHOOL TO HIGHER EDUCATION) AND ITS ROLE IN THE SOCIAL AND PSYCHOLOGICAL SUPPORT OF INCLUSIVE EDUCATION .....	171
<b>OLEKSANDR SAFIN, KATERYNA CHUPINA</b> SOCIAL AND PSYCHOLOGICAL SUPPORT OF STUDENTS WITH DISABILITIES IN HIGHER EDUCATIONAL INSTITUTIONS .....	183
<b>NATALIIA KOLIADA, OKSANA KRAVCHENKO, INNA MOLOCHENKO</b> THE ISSUE OF EDUCATIONAL SERVICES PROVISION TO THE STUDENTS WITH DISABILITIES IN THE HIGHER EDUCATIONAL INSTITUTIONS .....	193
<b>IRYNA ALBUL, VIOLETTA ZAHORUIKO</b> DEVELOPING THE GIFTEDNESS OF STUDENT YOUTH IN THE INCLUSIVE ENVIRONMENT .....	213
<b>MARYNA MISHCHENKO</b> EMOTIONAL BURNOUT OF TEACHING STAFF AT INCLUSIVE LEARNING CONDITIONS .....	213

<b>OLEKSII KARAMANOV</b> INCLUSIVE TOURISM IN THE CONTEXT OF MUSEUM PEDAGOGY DEVELOPMENT .....	227
--	-----

<b>LESIA VIKTOROVA, KOSTIANTYN MAMCHUR, RZHEVSKY GENNADY</b> WEB-BASED FOREIGN LANGUAGE TRAINING OF OFFICERS AND PUBLIC SERVANTS IN POSTGRADUATE EDUCATION .....	241
--	-----

### **SECTION III**

#### **SOCIAL SERVICES TO PEOPLE WITH DISABILITIES IN THE COMMUNITY**

<b>IRYNA PIESHA</b> RISK OF YOUNG PEOPLE EXCLUSION FROM SOCIAL LIFE .....	253
--	-----

<b>HALYNA KUCHER</b> SOCIAL SUPPORT FOR CHILDREN WITH DISABILITIES IN THE COMMUNITY .....	317
---	-----

<b>IVAN KOSENKO, VOLODYMYR HRABOVYI, ANATOLII OPALKO</b> ACCESSIBILITY OF NATIONAL DENDROLOGICAL PARK SOFIIVKA OF THE NAS OF UKRAINE FOR PEOPLE WITH SPECIAL NEEDS .....	327
---	-----

---

**Nataliia Shelenkova**  
Candidate of Psychological Sciences, Associate Professor,  
Psychology Department  
*Pavlo Tychyna Uman State Pedagogical University*

**PSYCHOLOGICAL SERVICE OF THE EDUCATIONAL  
INSTITUTION (FROM PRESCHOOL TO HIGHER EDUCATION)  
AND ITS ROLE IN THE SOCIAL AND PSYCHOLOGICAL  
SUPPORT OF INCLUSIVE EDUCATION**

Recently, the emotional and psychological state of children and youth is of great concern to society. Changes in society, people's worldview and manifestations of social maladaptation, excessive fascination with computer, video and television products, age, social insecurity, stressors, low motivation to learn, developmental disabilities provoke new challenges in the development of the child's personality.

Along with family upbringing, educational institutions are considered as one of the ways to influence the formation and development of the child's personality. The psychological component of the state system of protection of physical and mental health of young citizens of Ukraine and an essential lever in ensuring the processes of reforming the education sector is the psychological service of the education system.

From 1991 to the present, the psychological service has gone through a difficult and controversial path – from complete misunderstanding and helplessness to a clear organizational structure, legal and methodological support.

Today, the psychological service of the education system is one of the most powerful and experienced departmental services in the country, which operates to identify and create optimal social and psychological conditions for the development of each individual.

**Systematic work to create a psychological service in education began in 1991**, when the H.S. Kostiuk Institute of Psychology founded a new unit – the Psychological Service Center in the system of public education, since 1998 – Ukrainian Scientific and Methodological Center for Practical Psychology and Social Work of the National Academy of Pedagogical Sciences of Ukraine.

The head of this center is Doctor of Psychological Sciences, Professor Vitalii Hryhorovych Panok.

Today, the psychological service has passed the stage of formation, proving its necessity for social and pedagogical practice. Practical psychologists and social educators, carrying out their professional duties, solved urgent problems of modern education, such as updating the content and forms of educational process, psychological support of pedagogical innovations, work with gifted children, protection of mental health of educational process participants, prevention of illegal behavior, violence against children, raising the psychological culture of students, parents, teachers, heads of educational institutions, providing assistance to victims of hostilities etc.

Psychological service in the education system of Ukraine, in accordance with Article 76 of the Education Act, provides timely and systematic study of psychophysical development of students, motives for their behavior and activities, taking into account age, intellectual, physical, gender and other individual characteristics, helps to create conditions for performing educational and upbringing tasks of educational institutions, social and intellectual development of students, mental health care, providing psychological and socio-pedagogical support to all participants of the educational process in accordance with the goals and objectives of the education system. The activity of the psychological service in the education system of Ukraine is carried out by practical psychologists, social pedagogues, methodologists and directors (heads) of educational and methodical offices/centers/laboratories [10].

In the recommendation of the Ministry of Education and Science of Ukraine on the priority areas of the psychological service in the education system for 2019-2020 academic year № 1/9-462 of July 18, 2019 the main directions and content of activity of employees of psychological service are defined:

**diagnostics** – identifying the causes of difficulties in learning, intellectual development, social and psychological adaptation; study and determination of individual features of the dynamics of personality development, potential opportunities in the educational process, professional self-determination;

**prevention** – timely prevention of deviations in the development and formation of personality, interpersonal relationships, prevention of conflict situations in the educational process;

**correction** – elimination of the identified difficulties of social and mental development of students, reducing the risks of problems of adaptation to the educational environment, propensity to addictions and delinquency, various forms of deviant behavior;



**educational activity** – a form of active cooperation aimed at improvement, development, formation of personality;

**counseling** – a multifunctional type of individual and group work aimed at addressing the requests of participants in the educational process;

**public relations** – activities aimed at achieving mutual understanding, cooperation between individuals, teams, social groups, organizations, government agencies;

**enlightment** – the formation of psychological and social competence of participants in the educational process [10].

Everyone, regardless of health status, physical or intellectual disability, has the right to receive education which quality does not differ from the quality of education of healthy people.

According to the World Health Organization (WHO), only 20% of children born are considered conditionally healthy, others – either suffer from mental and physical disabilities or are in a state between health and disease.

Recognition of the rights of such a child, his interests, needs, assistance in the process of socialization and choice of professional activity is very important at the present stage of educational development. Therefore, inclusive education is important, as it involves the coexistence of children with mental and physical disabilities with their healthy peers [4].

With Ukraine's ratification of the UN Convention on the Rights of Persons with Disabilities, radical changes have begun in the organization of education for children with special educational needs, in particular, the introduction of inclusive education, which should be harmoniously combined with the existing system of special education. Problems of inclusive education are attracting more and more attention of researchers (I. Hylevych, D. Zaitsev, V. Zasenka, A. Kolupaieva, M. Malofieiev, O. Taranchenko, D. Shamsutdinova, L. Shypitsyna, etc.). Modern reform processes in education determine the urgency of the problem of the place and role of the psychological service employees in the cultural and educational space, assistance to children with special educational needs. With the introduction of inclusive education in Ukraine, the development of models of psychological and pedagogical support of children with special educational needs in the context of inclusive education is defined as a priority area of development of the psychological service of the education system [6].

**Inclusion** is the process of increasing the degree of participation of all citizens in social life. It is a policy and process that enables all children to participate in all the programs [5].

UNESCO defines **inclusive education** as “*the process of addressing and responding to the diverse needs of students by ensuring their participation in learning, cultural activities and community life, and reducing exclusion in education and the learning process*”.

In other words, it is a way of getting an education where pupils or students with special educational needs study in the general educational environment at their place of residence – and this is an alternative to the residential system where they are kept and educated separately from other children or home and individual education.

But the issue of inclusion should be considered not only in terms of creating an accessible educational environment for children with special educational needs. Inclusive education in a broad sense implies the creation of equal opportunities for all categories of children in Ukraine [5].

**Inclusive education** is a system of educational services based on the principle of ensuring the basic right of children to education and the right to receive it at the place of residence, which provides for the education of a child with special educational needs in a secondary school.

One of the main tasks of inclusion is to respond to a wide range of educational needs in the school environment and beyond its limits.

Inclusive education is based on an ideology that excludes any discrimination against children, which ensures equal treatment of all people, but creates special conditions for children with special needs [4].

Education of children with special needs involves their inclusion in general activities with other children, starting from preschool age. Problems of organization of education and upbringing, psychological support and socio-pedagogical patronage of children with special educational needs are considered from the standpoint of psychological, pedagogical, organizational and methodological requirements for the organization of work with such children. Work with children with special educational needs should be aimed at organizing targeted support through the psychological and social assistance to all participants in the educational process. A special role in this process belongs to the employees of the psychological service and their cooperation with teachers, parents and society.

Psychological service provides timely and systematic study of psycho-physical development of the child, motives of his behavior and activities taking into account age, intellectual, physical, sexual and other individual characteristics, creating psychological conditions for self-development and self-education, promote educational and educational tasks by educational institutions [11, p.14].

The activity of specialists of the psychological service (practical psychologists and social pedagogues) on social and psychological support of the educational process is regulated by a number of legal documents. In particular, the main functions of the structural components of the psychological service are defined in the Regulation on the psychological service of the education system of Ukraine, approved by the Order of the Ministry of Education and Science “On Amendments to the Regulation on the psychological service of the education system of Ukraine” from July 02, 2009, № 616.

Ways to implement inclusive education are defined in the Concept of inclusive education, approved by the order of the Ministry of Education and Science of Ukraine № 912 of October 01, 2010, in terms of educational and methodological support of the educational process and provide for the implementation of correctional and developmental component of the curriculum in inclusive education.

The content and main tasks of participation of practical psychologists, social educators (as permanent members of the Support Team) in the implementation of inclusive education are defined in the Model Regulations on the team of psychological and pedagogical support of a child with special educational needs in general secondary and preschool educational institutions, approved by the Order of the Ministry of Education and Science of Ukraine as of June 08, 2018 № 609, namely:

- collection of information about the peculiarities of child’s development, his interests, difficulties, educational needs at the stages of creation, implementation and monitoring of IDP;
- identification of areas of psychological, pedagogical, correctional and developmental services that can be provided within the educational institution on the basis of the IRC, and ensuring the provision of such services;
- development of IRP for each child with SEN and monitoring of its implementation in order to adjust and determine the dynamics of child development;
- providing methodological support to pedagogical staff of educational institutions on the organization of inclusive education;
- creating appropriate conditions for the integration of children with SEN in the educational environment;
- conducting consultative work with parents of children with SEN on the peculiarities of their development, education and upbringing;
- conducting informational and educational work in the educational institution among teachers, parents and children in order to prevent

discrimination and violation of children's rights, the formation of a friendly and impartial attitude towards children with SEN.

- In particular, this document defines the main functions of a practical psychologist as a member of the Support Team:
- study and monitoring of mental development of a child with SEN;
- psychological support of a child with SEN;
- provision of correctional and developmental services to a child with SEN according to the IDP;
- providing recommendations, consultations and methodological assistance to pedagogical staff of educational institutions in working with children with SEN;
- consultative work with the parents of a child with SEN;
- educational work on the formation of psychological readiness of participants in the educational process to interact in an inclusive environment [9].

In order to meet the educational needs of children with special educational needs, various forms of education are provided, in particular, education in special classes of secondary schools, which is regulated by the Regulations on special classes for children with special educational needs in secondary schools, approved by the Ministry of Education and Science of Ukraine of December 09, 2010 №1224, registered in the Ministry of Justice of Ukraine on December 29, 2010 under № 18707. The specified normative document defines the following tasks of psychological and pedagogical support: a) actualization of personal potential of child's development; b) formation of positive interpersonal relationships of students with mental and physical disabilities and their peers in the process of intra-school integration; c) advising parents or persons replacing them on the peculiarities of development, communication, education, vocational guidance, social adaptation of their child, etc. The procedure for organizing inclusive education in secondary schools, approved by the Cabinet of Ministers of Ukraine of August 15, 2011 № 872, stipulates that psychological and pedagogical support of children with special educational needs is provided by the psychological service workers (practical psychologists, social pedagogues) of such institutions and relevant pedagogical staff [8].

The above document provides for correctional work with children with special educational needs by special needs teachers and practical psychologists. The activities of employees of the psychological service and their role in the team interaction of all participants in the educational process to provide

assistance to children with special educational needs are also outlined.

Practical psychologists of educational institutions provide social and psychological support for the education and development of children with special educational needs.

Psychologists define the meaning of “psychological support” in different ways, but each of them is based on the fact that psychological support of a child with special needs is a dynamic process, integral activity of psychological service staff, aimed at meeting the child’s needs and development of its potential. After analyzing foreign research, I.V. Lutsenko determines that the model of psychological support is based on the following principles: compassion, independence, self-realization, personality development and adaptation to reality, the ability to control their lives in different circumstances (I. Hardy, K. Horney, K Jung, G. Marie etc.). Thus, G. Murray believed that the need for psychological support is the most important human need, which provides compassionate help to one’s relative, protection and care for him [3]. A. Adler stressed that support can compensate for inferiority and turn weakness into strength. Psychological help and support are aimed at: social adjustment, adoption of socially acceptable patterns of behavior as criteria of mental health; soul treatment, associated with the focus on achieving life goals, morality, integrity, ability to love; acquisition of psychological freedom by the individual in a society that depresses and levels the personality [1].

V. Petrovskyi defines psychological support as a program of meetings, communication of a psychologist with children, aimed at creating conditions for the manifestation and development of personal “aspirations”. Since one of the specific patterns of development of a child with psychophysical disorders is the lack of information about the environment, it negatively affects the development of communication activities. Therefore, an urgent problem of modern psychology is the development of programs aimed at developing communication of children with special educational needs, especially in teaching generally accepted norms of behavior and culture of communication, which will allow to acquire skills and abilities of successful socialization [7].

M. Bitianova defines support as a system of professional activity of a psychologist, the purpose of which is not to “look” into the inner world of the child, to find out how it is arranged, its relationship with the world, but to organize cooperation with him, aimed at self-knowledge search for ways of self-regulation by the inner world and the system of relations. The essence of school psychological activity is to accompany the child in the process of his schooling [2].

Based on the knowledge about the child, the staff of the institution should restructure, modify the school environment so that it is the most acceptable, favorable for the implementation of educational, developmental and upbringing tasks. It is necessary to help the child to solve the problems that arise when interacting with this environment. The organization of effective psychological support of the child from the first days of learning will accelerate the process of adaptation to school life and ensure the creation of socio-psychological conditions for successful learning and psychological development in situations of school interaction. The task of the psychologist is to help to establish the interaction of a child with developmental problems with all participants in the educational process. The role of the psychologist acquires a kind of mediation in the construction of subject-subject relations. Thus, psychological support is a comprehensive activity of a practical psychologist, aimed at creating a system of socio-psychological conditions that ensure the successful learning of each child in a particular school environment, within which three mandatory interrelated components can be outlined:

1. Systematic study of the psychological and pedagogical status of the child (i.e. compliance on the one hand the requirements set by the school, on the other – the peculiarities of the student’s development) and the dynamics of his mental development at school.
2. Creating social and psychological conditions for the development of students’ personality and their successful learning.
3. Creating special social and psychological conditions to provide assistance to children with developmental and learning problems [3].

Psychological support is aimed at improving the effectiveness of learning by solving psychological problems through the acquisition of skills that ensure the adaptation of a child with psychophysical development to learning and society as a whole. Thus, the psychological support of children with special needs can be outlined in the following areas of professional activity of a psychologist:

1. Psychological diagnostics:
  - primary diagnosis with the child’s enrollment to school in order to study the strengths and weaknesses of personality development, identify and address issues that arise in the process of integrating into the educational space;
  - conducting diagnostic minima at different stages of a child’s education at school in order to study the dynamics of his development and solve

- possible problems during the crisis periods;
- observation of the child in order to study his individual characteristics, inclinations, interests and needs.
2. Providing psychological support of the teachers:
- advising teachers to take into account the individual characteristics of the child with special educational needs in the educational process;
  - providing the necessary information about the child's participation, within his competence, in compiling a detailed psychological and pedagogical characteristics of the child and his individual development plan.
  - participation in the preparation of documents for consideration at meetings of psychological, medical and pedagogical consultations;
  - promoting the creation of a positive microclimate in the team, conducting activities aimed at preventing stigmatization and discrimination in the school environment, formation of a friendly and impartial attitude towards children with special educational needs.
  - establishing cooperation with specialists who work directly with the child with special educational needs and participate in the development of an individual development program.
3. Psychological support of parents:
- developing a productive dialogue with parents in order to study the characteristics and needs of the child;
  - providing counseling on the development of opportunities, inclinations and interests of the child;
  - constant informing about the dynamics in all spheres of the child's development.
4. Corrective work with children with special educational needs:
- acquaintance with the conclusions and recommendations of psychological, medical and pedagogical consultations on the organization of the child's education and the provision of additional correctional services;
  - planning of correctional work (choice of the form, periodicity, definition of tasks of correctional work, drawing up of curriculum);
  - conducting correctional classes;
  - recording the stages and results of corrective work [3, p.22].

The implementation of the outlined areas of social and psychological support should be carried out by qualified practical psychologists and social educators. According to the analysis of data from the regions in the 2018-2019

academic year, the number of psychological service specialists in Ukraine was 23082 people, among them: practical psychologists – 15061, social pedagogues – 7 206, methodologists – 815 people.

According to the generalized data provided by the educational and methodical centers / offices /laboratories of the psychological service in 2018-2019 academic year, the number of practical psychologists and social educators in educational institutions today tends to reduce the positions of practical psychologists by 9 people [10].

It becomes obvious that over a period of time in the process of implementing an inclusive education program there is a real shortage of practical psychologists, and their role is a key one, i.e. the scientific aspect of psychological support, training of practical psychologists in higher education is one of the top global challenges, the solution of which will allow to successfully and effectively implement the concept of inclusive education in Ukraine.

Thus, speaking about inclusive education, it should be noted that this is not only the creation of technical conditions for unimpeded access of children with SEN to secondary schools, but also the specifics of the educational process, which should be based on psychophysical capabilities of children with special needs. High-quality socio-psychological support should be organized in educational institutions, as this is an important element of inclusive education the model.

## REFERENCES:

1. Adler, A. (1997). *Nauka zhyt. A. Adler* ; [per. s ang. i nem.]. – K. : Port-Royal. [in Russian]
2. Bitianova M. R. (2007). *Psykholog u shkoli : zmist diialnosti i tekhnolohii. K. Hlavnyk* [in Ukrainian]
3. Vaskivska, S. V. (2006). *Sotsialno-psykholohichniy suprovid klientiv: Tekhnolohiia vedennia konsultatyvnoho dialohu : navch. posib. K. : V. Hlavnyk* [in Ukrainian]
4. *Inklyuzyvna osvita. [Elektron. resurs]. – Rezhym dostupu : [http://ispukr.org.ua/?page\\_id=331№.Xi2njGgzIV](http://ispukr.org.ua/?page_id=331№.Xi2njGgzIV)* [in Ukrainian]
5. *Inklyuzyvne navchannya. [Elektron.resurs]. – Rezhym dostupu : <https://mon.gov.ua/ua/tag/inklyuzivne-navchannya>* [in Ukrainian]
6. *Navchalno-metodychnyi posibnyk «Orhanizatsiino-metodychnyi suprovid dytyny z osoblyvymy osvitynymi potrebamy v umovakh DNZ». Kompanets N.M., Lutsenko I.V., Koval L.V. (2018). K.: Vydavnycha hrupa «Atopol»* [in Ukrainian]
7. *Obukhivska A.H. (2012). Novi normatyvno-pravovi zasady v diialnosti psykholoho-medyko-pedahohichnykh konsultatsii. Zb. Naukovykh prats «Naukovy chasopys NPU imeni M.P. Drahomanova». Serii 19. Korektsiina pedahohika*



- ta spetsialna psikhohiia*. K.: NPU imeni M.P. Drahomanova, –Nr 21, 395-399. [in Ukrainian]
8. Pro zatverdzhennia Poriadku orhanizatsii inkluzyvnoho navchannia u zahalno-osvitnikh navchalnykh zakladakh [Elektron. resurs] : postanova Ministerstva osvity i nauky Ukrainy vid 15 serpnia 2011 r. № 872 (u redaktsii postanovy Ministerstva osvity i nauky Ukrainy vid 09.08.2017 № 588) // Ministerstvo osvity i nauky Ukrayiny : [sait]. Tekst.dani. Kyiv, (2017). Rezhym dostupu : <https://zakon.rada.gov.ua/laws/show/872-2011-%D0%BF> [in Ukrainian]
  9. Pro zatverdzhennia prymimoho polozhennia pro komandu psikhologo-pedahohichnoho suprovodu dytyny z osoblyvymy potrebamy v zakladi zahalnoi serednoi ta doshkilnoi [Elektron. resurs] : nakaz Ministerstva osvity i nauky Ukrainy vid 08 chervnia 2018 r. № 609. Ministerstvo osvity i nauky Ukrayiny : [sayt]. Tekst. dani. Kyiv, (2018). Rezhym dostupu : <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-primirnogo-polozhennya-pro-komandu-psihologo-pedagogichnogo-suprovodu-ditini-z-osoblivimi-osvitnimi-potrebami-v-zakladi-zagalnoyi-serednoyi-ta-doshkilnoyi-osviti> [in Ukrainian]
  10. Pro priorytetni napriamy roboty psikhohichnoi sluzhby u systemi osvity na 2019-2020 n.r. [Elektron. resurs] : lyst Ministerstva osvity i nauky Ukrainy vid 18.07.2019 № 1/9-462 // Ministerstvo osvity i nauky Ukrainy : [sayt]. Tekst. dani. Kyiv, (2019). Rezhym dostupu : <https://mon.gov.ua/ua/npa/pro-priorytetni-napryami-roboti-psihologichnoyi-sluzhbi-u-sistemi-osviti-na-20192020-navchalnomu-roci> [in Ukrainian]
  11. Psikhohichnyi suprovid inkluzyvnoi osvity: A.H. Obukhivska (Ed.). Kyiv: UNMTs praktychnoi psikhohiia i sotsialnoi roboty (2017) [in Ukrainian]