

**KAPITEL 12 / CHAPTER 12¹³****WAUS TO IMPLEMENT CORREKTIVE TASKS IN WORKING WITH
CHILDREN WITH INTELEKTUAL DISABILITES****DOI: 10.30890/2709-2313.2025-41-08-010****Introduction**

In the current context of social change, the idea of humanising education is becoming particularly important. This involves respecting the uniqueness of each individual and creating favourable conditions for their development in accordance with their individual abilities. One of the key areas of educational policy in Ukraine has become inclusive education — a form of education that ensures the integration of people with special educational needs into the general education system. People with intellectual disabilities constitute a special category of people who need specially organised conditions for learning, upbringing and socialisation. They should not be passive consumers of educational services, but active participants in the pedagogical process, subjects of their own development, adaptation and integration into society.

The effective inclusion of such individuals in the education system is only possible with a holistic approach that takes into account their cognitive, behavioural and social characteristics. The relevance of introducing inclusive education for children with intellectual disabilities is explained by the fact that preschool and school age are the foundation for further personal development, so it is important to provide such children with access to quality education. This can be achieved by adapting educational programmes, creating an inclusive environment, systematically training specialist teachers, and with the support of parents. All this contributes to the realisation of the child's right to education. This article analyses and theoretically substantiates specific approaches to the implementation of inclusive education for children with intellectual disabilities, as well as identifying effective conditions for their maximum involvement in the educational process.

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12.1. Theoretical foundations of inclusive education for individuals (children) with intellectual disabilities.

Educational institutions need to create special conditions under which children with various forms of developmental disorders, including intellectual ones, can receive education alongside their peers. The main goal of this approach is not only to integrate children into the educational process and socialise them, but also to develop their communication skills and build their self-esteem regardless of their individual characteristics. That is why inclusive education is based not on standardised programmes or norms, but on the uniqueness of each child with their potential and abilities. In inclusive education, tasks cannot be universal for all children and are adapted according to the individual needs and abilities of each child. However, it is possible to outline general directions for tasks that should be implemented in the education of children with intellectual disabilities.

The primary task remains to ensure access to education for every child. The educational environment should be organised in such a way that a child with special educational needs (intellectual disabilities) can not only physically attend an educational institution, but also be actively involved in all aspects of the educational process. This requires the creation of teaching materials and a safe and supportive environment with the participation of teachers, parents and peers. Particular attention should be paid to adapting educational programmes to the needs of the individual child. As O. Shiyan notes, the development of an individual development programme (IDP) is a key condition for achieving effective results in inclusive education. The programme should be based on an assessment of the child's level of development, strengths and weaknesses, desires and potential.

The main task of the teacher is to create conditions that will allow the child to realise their potential through accessible forms of activity. It is also important to focus on the development of essential life skills. Children with intellectual disabilities often have difficulties with self-care, planning and social behaviour.

It is also important to focus on cooperation with families. Involving parents in the



educational process is an important component of successful inclusion. Parents should actively interact with teachers and participate in the development of IEPs and corrective programmes. According to A. Kolupaeva, the full development of a child with developmental disabilities is impossible without active interaction between the family and teachers.

Equally important is the creation of a positive microclimate in the group. An atmosphere of kindness, tolerance and support contributes to the development of a child's positive attitude towards themselves and those around them, which is the basis for their further success in integrating into society.

An important aspect remains the improvement of teachers' pedagogical competence. Inclusive education requires specialists not only to have in-depth professional training, but also to be psychologically prepared to work with children who have special educational needs. Teachers must have knowledge in the field of corrective pedagogy, methods of stimulating cognitive activity, and technologies for facilitating the learning process. Therefore, the tasks of inclusive education involve a comprehensive impact on the development of children with intellectual disabilities. These tasks are constantly changing and being supplemented in accordance with the individual needs of the child, the resources of the institution, the qualifications of teachers, and the level of inclusive culture in society. The key remains a focus on the child's personality, rather than on their diagnosis or functional limitations. V. Bondar emphasises that the main thing in education is to create conditions that allow the child to best express their individuality. This approach is at the heart of true inclusive education, giving every child the opportunity to realise their full potential in a comfortable educational environment.

In addition to defining tasks, it is important to develop a system of principles on which inclusive education in educational institutions should be based. If the tasks define the goals, the principles answer the question of how exactly these goals are to be achieved: what approach to take to the child and the general educational process. The principles of inclusive education are the basic guidelines for organising educational activities in inclusive groups and classes. They define effective approaches



to the learning process, corrective work and the development of interaction between children with special needs, teachers and parents.

One of the key principles of inclusive education is the principle of equal rights and opportunities. It is the cornerstone of all inclusive practices. Equality of rights means that every child has access to all aspects of the educational process – learning, use of resources, participation in play and educational activities with their peers. T. Levchenko emphasises that inclusive education is not only about including children with special educational needs in the learning process, but also about creating equal conditions for their development.

The principle of individualisation is a key element of inclusive education. This approach involves the development (adaptation) of development plans that take into account the child's level of ability, needs and opportunities. The absence of such an approach makes effective inclusion impossible.

The principle of accessibility is no less important. It encompasses the creation of conditions that allow children with intellectual disabilities to participate in the educational process without barriers. This includes not only the physical accessibility of premises, but also the adaptation of teaching materials, methods and content to the individual needs of children. Accessibility also means having support for each kid, which makes education real and high-quality.

The principle of interaction and cooperation is important. Inclusive education is built on relationships between kids and cooperation between teachers, parents, and kids. Collective activities, interaction through play or joint tasks contribute to the development of communication skills and teach tolerance. The importance of proper communication with parents should not be underestimated, as it helps to ensure a harmonious educational environment. As researchers point out, effective cooperation between all participants in the educational process is the basis for creating an environment of mutual support.

Thus, the principles of inclusion are the basic guidelines that shape the quality of the educational process. They not only contribute to pedagogical effectiveness but also emphasise humanistic values.



Only through a systematic and holistic approach to the organisation of inclusive education can children with intellectual disabilities be provided with the opportunity to receive a quality education.

Another important step in researching inclusive processes is to gain a detailed understanding of the developmental characteristics of children with intellectual disabilities. Understanding these characteristics allows the educational process to be optimally adapted to the real needs of the child. Preschool and early school age are critical periods in personality formation, during which thinking, speech, emotional and volitional spheres, and social competencies are actively developing. In children with intellectual disabilities, these processes are slower, which requires high sensitivity and professionalism from teachers and parents. The inclusion of children with psychophysical disabilities in mainstream education changes society's attitude towards such children. In order to meet their educational needs, which were often ignored in the past, their individual characteristics must be taken into account and equal conditions created. At the same time, it is important to remember that intellectual disabilities vary in nature and severity, which affects the child's overall ability to learn. Therefore, flexibility, empathy and the willingness of teachers to adapt to the needs of each child are essential for effective inclusive education.

Contemporary scientific literature emphasises the importance of early detection of intellectual disabilities in children and the timely provision of psychological and pedagogical support, taking into account all the individual characteristics of the child's development. Intellectual disabilities are characterised by a persistent decline in cognitive activity, which affects all aspects of psychological development. According to the classification proposed by the World Health Organisation, as well as research by scientists, there are four degrees of severity of intellectual disorders: mild, moderate, severe and profound. The specifics of children's individual development depend on their severity. In this regard, inclusive education teachers must have a good understanding of the developmental characteristics of such children and possess the appropriate methods to ensure their maximum integration into the group. One of the key areas that influences the effectiveness of knowledge acquisition is cognitive



activity. In children with intellectual disabilities, thinking is often concrete and practical in nature, while abstract and logical operations develop slowly or remain inaccessible altogether. Such children have difficulty generalising, classifying and establishing cause-and-effect relationships. This complicates not only the educational process but also everyday life. The level of speech development has a significant impact on cognitive processes, since speech performs the functions of cognition, communication and self-regulation. Speech development in children with intellectual disabilities is usually slow. Their vocabulary is limited, the grammatical structure of their speech is impaired, and they have difficulty understanding verbal instructions.

The utterances of such children are usually situational and emotionally dependent. Even when they know individual words or phrases, children do not always use them correctly or in context. Failure to communicate can cause psychological discomfort: anxiety, withdrawal or even aggressive behaviour. The emotional sphere of these children is characterised by increased excitability or excessive inhibition, mood instability, impulsiveness, and poorly developed volitional qualities. Difficulties with concentration and control of their own behaviour are often observed. Children are usually direct in their reactions and may experience strong emotions or fears. In this regard, they need constant emotional support. Emotional difficulties are also interrelated with motor development. Both gross and fine motor skills develop more slowly in such children, which can affect self-care and various activities. Motor skills significantly influence the nature of learning activities.

For children with intellectual disabilities, it is important to create a structured environment with clear rules, support and predictability.

A deep understanding of the characteristics of psychophysical development is an important factor in creating an inclusive educational space that provides equal opportunities and support to every learner.



12.2. Organisation of the educational and corrective process for children with intellectual disabilities.

To ensure the effectiveness of the educational process in general education institutions, it is important for teachers to rethink traditional teaching models and adopt a new educational paradigm. Typical programmes aimed at children with typical development often do not take into account the specific learning difficulties characteristic of children with intellectual disabilities. In this context, it is necessary to use two interrelated approaches: adaptation and modification of educational content. At the same time, adaptation or modification alone is not enough. It is necessary to have a clear, structured and focused work plan. These tasks are implemented through an individual development programme (or individual education plan) – a document that defines the goals, objectives, teaching methods and expected outcomes for each specific child. Such programmes serve not only as technical tools, but also as a basis for cooperation between teachers, specialists from inclusive resource centres and parents. The development of an individual development programme is not just a regulatory requirement, but also a pedagogical necessity. Inclusive education for children with intellectual disabilities requires a deep understanding of their difficulties: slow learning, difficulty in perceiving speech and concentrating. Based on this, there is a need to adapt or modify the methods and content of educational activities so that every child can participate in the learning process, feeling supported rather than condemned or isolated. It is on these principles that the processes of adaptation and modification in educational practice are based.

The adaptation of educational programmes consists of adjusting the existing content without changing the main goals and objectives. Thus, the educational goal remains the same for all students, but the ways of achieving it are adjusted to take into account the individual characteristics of the child. Such adaptation of the educational process in inclusive educational institutions creates favourable conditions for the inclusion of children with intellectual disabilities in the educational environment.

While adaptation only changes the ways in which tasks are performed without



affecting the overall learning objective, modification is a more profound intervention that involves changes to the content, tasks and expected learning outcomes themselves. This becomes necessary in cases where even an adapted programme proves unattainable for the child. The essence of modification is to preserve the logic of the educational process but to adjust the ultimate goals: not to require compliance with general standards, but to create opportunities for achieving realistic individual results that correspond to the child's psychophysical abilities. This approach provides pedagogical flexibility, allowing each student to feel like a full participant in the learning process, not just an observer. One of the first changes in the modification process is rethinking the learning goals. Instead of mastering all the curriculum material, as their peers do, the child is given individually meaningful and useful tasks. Another important aspect is the reduction or restructuring of the volume of educational material. An excessive amount of information can cause overload for a child with intellectual disabilities, so the teacher focuses on key points, simplifying the material as much as possible.

A logical continuation after adaptation and modification is the creation of an individual development programme. This is a document that defines personal educational goals, methods and tasks for a child with special educational needs. It takes into account the student's potential, strengths and weaknesses, as well as specific needs, ensuring a personalised approach to learning. The principle of an individual approach is at the heart of this programme. It involves setting specific and achievable goals that the child can realistically master. As a rule, a team of specialists works on the creation of the programme: teachers of the institution, specialists/consultants of the inclusive resource centre and, necessarily, parents. Working together allows for an objective assessment of the child's needs and the selection of the best path for their development. An individual development programme is notIt is ongoing – it is regularly reviewed and adjusted in line with the child's achievements or new needs.

An important component of an individual development programme is the assessment of the child's progress. Within standard programmes, educators mostly rely on general norms, whereas in the case of an individual approach, the emphasis is not



on non-compliance with general standards, but on how the child is progressing compared to their previous achievements. Even the smallest progress becomes a significant step forward, and it is these changes that are reflected in the individual development programme. In addition, an individual development programme promotes better interaction and cooperation with parents. They not only observe the learning process, but also actively participate in it: they do tasks with the child at home, adhere to the established routine, and report important changes in the child's behaviour. This form of interaction is very important, because only through the joint efforts of parents and teachers can a safe and stable environment be created where the child will feel confident and comfortable. Thus, an individual development programme is an integral part of inclusive education. It allows the educational process to be adapted to the child's actual abilities and builds effective communication between teachers and parents. Without such a programme, inclusion often remains a mere formality, whereas its implementation gives every child the chance to be heard, supported and accepted.

12.3. Developmental educational environment.

Creating a developmental educational environment in an inclusive educational institution is one of the key tasks of modern pedagogy, since a high-quality environment largely determines the effectiveness of learning and development of children, especially children with intellectual disabilities. The educational environment not only serves as a space for activity, but also actively influences children's emotional state, motivation to learn, social interaction and the formation of basic life skills. Children with intellectual disabilities are characterised by increased sensitivity to the organisation of the space around them: an overly complex or chaotically structured environment can cause anxiety, disorientation and loss of interest in activities. For such children, it is important to create a space that is not only accessible but also stimulates comprehensive development — cognitive, linguistic, emotional-volitional, social, and motor.

In the process of organising the environment, the principle of structure is a



priority. Spatial zoning helps children with intellectual disabilities to orient themselves in their environment and influences their ability to control the situation and regulate their own activity throughout the day. A structured environment reduces children's anxiety levels, develops basic independence skills and ensures the predictability of their actions.

An important component of the developmental environment is the use of visual aids and visual cues. Displaying routine moments on special stands or boards helps children understand the sequence of events and organise their actions according to a set rhythm.

An equally important aspect is the creation of an emotionally comfortable environment. An atmosphere of emotional acceptance, safety and mutual respect should prevail in groups of children. This is achieved through the organisation of the physical environment, the style of interaction between adults and children, and the establishment of a positive psychological climate. Emotional relief zones are essential, where children can take a break from excessive stress or be alone. Such zones take into account children's need for recovery and prevent overload of the nervous system. It is also important to show respect for their emotions, feelings and individual boundaries, allowing them to learn from their mistakes without fear of judgement.

The availability of materials and equipment is another key parameter of the educational environment. Every child should be able to independently take the necessary item, understand its purpose and include it in their activities without depending on the help of adults. The peculiarities of sensory integration in children with intellectual disabilities require additional attention to the organisation of space.

The variety of activities is an important factor in ensuring the effectiveness of the educational process. Children with intellectual disabilities often need a change of activities to maintain interest and develop skills. The environment should offer traditional play areas alongside creative zones, places for role-playing games, spaces for construction and physical activity. Providing variety helps to broaden children's experiences and develop flexible thinking and adaptability.

Emotional support from adults is particularly important in creating an effective



environment. Even the best-organised space will not promote positive change if the group is dominated by an atmosphere of tension, fear or indifference. The teacher should not only be the organiser of the learning space, but also an active participant in the child's development process: encouraging exploration, maintaining interest, helping to overcome difficulties and highlighting achievements. Therefore, creating a developmental environment in inclusive groups is one of the key factors for the successful socialisation, learning and development of children with intellectual disabilities. Such an environment should not be a random collection of materials and furniture, but should become a holistic, well-thought-out system that takes into account the individual characteristics of each child. Proper organisation of space requires it to be structured, accessible, understandable and flexible, which promotes the development of independence, initiative and self-confidence. Visual cues play an important role here, allowing children to better orient themselves in time and space, understand the daily routine and rules of behaviour. In addition, it is necessary to create conditions for sensory development, provide opportunities for choosing activities, and stimulate communication and self-expression in each child. The emotional climate is no less important: adult support, an atmosphere of kindness, acceptance and cooperation. In such conditions, a child with special educational needs can actively develop, gain positive experience of interaction, overcome difficulties and prepare for independent life in society. Thus, a developmental educational environment becomes the basis for successful inclusive practice and an important condition for the realisation of each child's personal potential.

12.4. Cooperation between educational institutions and children's families.

Parents are the first and most important mentors for their child. They know their child's characteristics, habits, usual rhythm of life, preferences, reactions, interests and behavioural manifestations better than anyone else. However, for parents, the process of adapting their child to an inclusive environment can be accompanied by significant emotional stress. They often worry whether those around them will understand their



child, whether they will be able to cope with new challenges and academic workload, and whether they will feel isolated from others.

In this situation, the role of teachers becomes important. Their task is not only to work with children, but also to support families: to help alleviate anxiety, provide necessary information, and actively involve parents in the educational process. Effective cooperation with families goes beyond one-off meetings or the transfer of information. It is a constant interaction where teachers not only teach but also learn from parents: they listen to their opinions, take their wishes into account, consult on teaching methods and coordinate their actions.

This approach builds partnerships that make children feel safe and realise that the adults around them care, work together and believe in their abilities. This work must be systematic, purposeful and carefully organised, based on the principles of trust, mutual respect, openness and goodwill.

Conclusions.

Successful implementation of inclusive education is only possible with a comprehensive approach that takes into account the individual characteristics of a child's development, their educational needs, social and emotional difficulties, and provides the necessary pedagogical, psychological and organisational support.

Children with intellectual disabilities not only have the right to inclusive education, but are also capable of actively participating in it, provided that a supportive learning environment is created.

Thus, inclusive education for children with intellectual disabilities in educational institutions is not only socially important but also entirely achievable, provided that there is a well-thought-out methodological basis, qualified staff, family support and proper organisation of the educational space. These children can successfully develop, learn, interact and achieve results if they are surrounded by people who believe in their potential and create conditions for their full inclusion in the school community and society as a whole.



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