Educational program
professional development courses for pedagogical staff

"System of psychological and pedagogical support of the educational process of students with SEN"

for specialists: speech therapists, psychologists, special educators, teaching assistants of secondary education organizations

120 academic hours

Almaty, 2023.

1. General provisions

1. The entry of the Republic of Kazakhstan into the world educational space requires from the pedagogical community a new view of professional tasks and ways of their solution. Legislatively this issue has been solved. On June 26, 2021 the President of RK Kasym-Jomart Tokayev signed the Law "On introducing amendments and additions to some legislative acts of the Republic of Kazakhstan on issues of inclusive education". The State undertakes to create conditions for children with special educational needs to receive education within the education system, taking into account their individual developmental characteristics (Article 8, par. 1-1). Special educational programs are developed for children with disabilities. Preschool and secondary school education organizations are required by law to accept all children who live in their service area, including children with special educational needs (art. 26, par. 2).

In recent years, the problem of developing programs of individual-developmental educational activities for children and adolescents with various developmental features has become one of the most important problems of special education. The Declaration on the Rights of Persons with Disabilities (adopted by resolution of the General Assembly of the United Nations on 09.12.1975) states that the word "disabled person" refers to any person who cannot independently provide, in whole or in part, the needs of normal, personal and (or) social life due to lack of congenital or acquired physical and (or) mental intellectual abilities. Persons with disabilities should enjoy all the rights set out in the Declaration. These rights should be recognized for all persons with disabilities without exception or distinction of any kind, discrimination based on race, color, sex, language, religion, political or other opinion, national or social origin, economic status, birth or any other factor, whether this applies to the person with disabilities themselves or to their family.

At present, Kazakhstan is beginning to develop a model of inclusive teaching practice, in which children with special educational needs (hereinafter referred to as SEN) are included in the general education process, but not spontaneously, and with the creation of a special support program in the educational organization. Children with pronounced intellectual disabilities, severe motor pathology, and complex developmental disorders need socio-pedagogical support. The law of RK on special education defines physical deviations of a child on the basis of his/her learning opportunities.

The children's community is the most powerful developmental resource for a child with disabilities. It is impossible to teach a child to communicate with peers by isolating him or her from them. The way a child is treated by other children will largely determine his or her motivation to learn and state of mind. Co-teaching

children with different levels of ability is positive and effective for the following reasons: children learn to interact with each other and gain experience in relationships. Helping children with disabilities requires social and pedagogical support for their families. The development of a child with disabilities depends to a large extent on the correctness of pedagogical interventions.

Specialists: speech therapists, psychologists, special educators, teaching assistants are called upon to solve complex problems related to the social-emotional, physical and intellectual development of this category of schoolchildren, to provide them with comprehensive assistance and support, contributing to their successful socialization. The content and forms of work of specialists with children with special needs are aimed at creating a system of comprehensive assistance in mastering the basic educational program of general education, overcoming deficits in the physical and (or) mental development of students, their social adaptation.

The educational program of professional development courses "System of psychological and pedagogical support of the educational process of students with disabilities" includes basic training modules aimed at training specialists of psychological and pedagogical support - speech therapists, psychologists, special educators, teaching assistants (hereinafter - teaching assistants) to work in an inclusive classroom and improve professional competencies for teaching and education of children with disabilities in an inclusive school.

2 The educational program of the professional development courses for teachers "System of psychological and pedagogical support of the educational process of students with disabilities" (hereinafter - the Program) is developed on the basis of the pilot program of the inclusive school, taking into account the results of the study of the needs of specialists of psychological and pedagogical support in individual-developmental education of students with disabilities; recommendations of international experts involved in the development, as well as thanks to the cooperation of the Public Foundation "Center for Social Inclusion".

3. The program is aimed at developing professional competencies of speech therapists, psychologists, special educators, teaching assistants in the context of the psychological and pedagogical foundations of inclusive education, as well as the principles of organizing cooperation with teachers and parents of children with disabilities in order to socialize them.

Teaching children in an inclusive classroom is an innovative task. Since it requires from specialists the ability to correctly identify the special educational needs

of the child, to build his individual development trajectory, resource preparation and time management during the school day, development of cognitive skills and strategy of his socialization. The practice of the Foundation "Center for Social Inclusive Programs" during 5 years of work in the field of inclusive education shows that there is a deficit of training programs for teachers and specialists of inclusive education.

The Program is based on 13 training modules that include key topics of psycho-pedagogical practice in inclusive education. The content of individual modules is studied in subgroups. Subgroups are formed by specialization - speech therapists, psychologists, etc. This approach provides a differentiated approach to professional development and improvement of professional competencies. Pedagogical practice provides the improvement of professional competencies necessary for work in the psychological and pedagogical service of inclusive educational organization and provides the development of individual-developmental programs for students with disabilities.

2. Glossary

Adaptation (Adaptation) social	- The active adaptation of an individual or social groups to changing social conditions.
Autism (from Greek autos - self)	- a state of mind characterized by isolation, lack of need for communication, preference of one's inner world to contacts with the people around you.
Universal Declaration of Human Rights (1948) on the right to education	"Everyone has the right to education. Education should be free, at least as far as primary and general education is concerned. Primary education shall be compulsory. Education shall be directed to the full development of the human personality and to increased respect for human rights and fundamental freedoms. Education shall promote understanding, tolerance and friendship among all peoples, racial and religious groups, and shall contribute to the activities of the United Nations for the maintenance of peace (Article 26 - Universal Declaration of Human Rights)."
The humanistic nature of education	- are the priorities of universal human values, human life and health, free and comprehensive development of the personality, education of civic consciousness, national and personal dignity, patriotism, respect for the law and ecological outlook.

Childhood	- the stage of human development preceding adulthood; characterized by intensive growth of the organism and formation of higher mental functions.
Children with mental retardation (MRD)	- children with potentially preserved intellectual development have weak memory, attention, insufficient pace and mobility of mental processes, increased exhaustion, unformed arbitrary regulation of activity, emotional instability.
Children with musculoskeletal disorders (NODA)	- children with motor disorders of various etiologies and degrees of severity, cerebral palsy, congenital and acquired deformations of the musculoskeletal system, flaccid paralysis of the upper and lower limbs, pareseses and parapareses of the lower and upper limbs.
Children with severe speech pathology	- two groups: 1) children with severe general underdevelopment of speech (alalia, dysarthria, rhinolalia, aphasia), as well as children suffering from general underdevelopment of speech accompanied by stuttering; 2) children with severe stuttering with normal speech development.
Differentiation in learning and education	- the process of identifying for each student the most effective strategies for achieving common goals. Differentiation requires a deep understanding of the characteristics of individual or group work of students, not limited to an understanding of their abilities but based on their individual needs.
Individualization of learning	- organization of the learning process taking into account the individual characteristics of students; allows to create optimal conditions for the realization of the potential of each student. I. o. is carried out in the conditions of collective learning work within the framework of common tasks and learning content.
Inclusive education	- a process that ensures equal access to education for all learners, taking into account special educational needs and individual capabilities.
Concepts of education (from Latin conceptio -	- a system of views on the content and duration of study of basic academic disciplines in different types of educational institutions, a certain way of understanding

understanding, perception, system)	the goals, objectives, and organization of educational programs.
Competence	- personal ability of a specialist to solve a certain class of professional tasks and readiness for his/her professional role in this or that field of activity; a set of interrelated personal qualities (knowledge, skills, abilities, skills, ways of activity) set in relation to a certain range of subjects, processes, and qualitative productive activity necessary in relation to them.
Creativity	- the level of creative giftedness, the ability to create, constituting a relatively stable characteristic of the personality.
Personal approach (in ped.)	- individual approach of the teacher to each pupil, helping him/her to realize himself/herself as a person, to identify opportunities that stimulate self-establishment, self-assertion, self-realization.
Persons (children) with special educational needs	- persons (children) who have permanent or temporary needs in special conditions for education at the appropriate level and additional education.
Motivation	- conscious human attraction to fulfill a certain goal, the manifestation of human desire to achieve the task at hand, manifested in the change of internal and external states of the individual.
Special educational needs	- needs for assistance and services in the learning and development process, without which quality education is not possible.
Special educational needs assessment	- Determining the necessary special conditions for education.
Educator	- a person who has pedagogical or other professional education in the relevant profile and carries out professional activities of a teacher on teaching and education of students and (or) pupils, methodological support or organization of educational activities.
Pedagogical survey	- Determination of the peculiarities of children's intellectual development, their potential to play, to receive education, to communicate according to the age norms for school-age children.
Procedures for inclusive assessment	- modified or additional conditions during the candidate's assessment process with assessment access

	requirements that allow him or her to demonstrate his or her level of achievement fairly, without the intention of compensating for any lack of ability.
Post-traumatic stress disorder in children	- is a disorder that develops in response to the impact of shocking and frightening events on a child's psyche. PTSD in a child can result from exposure to one or more traumatic events at the same time: actual or threatened death, serious trauma, or sexual abuse. That said, the impact of a single trauma (e.g., a car accident or a street beating) differs from the impact of a chronic trauma (e.g., ongoing child abuse). In the latter case, there is a particularly strong impact on the child's mental development.
Psycho-pedagogical support	- holistic, systematic, organized activity of specialists to create socio-psychological and pedagogical conditions for successful learning and development of each child according to his/her abilities and needs.
The evolving capacities of the child (art. 5, art. 14 (2))	- one of the key concepts of the Convention is the recognition that the child's development process requires respect and therefore development throughout childhood should be promoted. This concept is linked to article 12, according to which the views of the child shall be given due weight "in accordance with the age and maturity of the child". The concept is also reflected in Article 14, whereby the child's parents and legal guardians may guide the child in the exercise of his or her right to freedom of thought, conscience and religion, in a manner consistent with the evolving capacities of the child. When a child reaches maturity, he or she may make decisions for him or herself, unless there are certain limitations imposed by law.
A child	- a person who has not reached the age of eighteen (majority).
Child with disabilities	- a person under the age of eighteen with impairment of body functions caused by diseases, injuries, their consequences, defects resulting in limitation of life activity and the need for social protection.
Child with special educational needs	- a person under the age of eighteen who needs special psychological and pedagogical assistance and the

	organization of special conditions in their upbringing and education.
Attention Deficit Hyperactivity Disorder (ADHD)	- a developmental disorder associated with neurological and behavioral disorders. The symptoms of ADHD are severe perception of information, inability to concentrate on things, actions, communication, hyperactivity, increased impulsivity. It is characterized by the inability to assimilate information and, as a consequence, a decrease in intelligence.
Socialization	- is a two-way process that includes, on the one hand, the assimilation of social experience by the individual by entering the social environment, the system of social ties, on the other hand, the process of active reproduction of the system of social ties through his active activity, active inclusion in the social environment.
Social survey	- determination of the degree of social disadvantage that may result from limitations in physical independence, mobility, ability to participate in usual activities, economic independence and ability to integrate into society according to age-appropriate standards for school-age children.
Special conditions for education	- conditions, including educational, as well as special, individually developing and corrective-developmental programs and methods of education, technical, educational and other means, living environment, psychological and pedagogical support, medical, social and other services, without which it is impossible for persons (children) with special educational needs, as well as children with disabilities to master educational programs.
Skills	- individual-psychological peculiarities of a personality, which are a condition for successful performance of one or another productive activity. They are closely related to the general orientation of the personality, to the extent to which a person's inclinations to a particular activity are stable. The level and degree of development of S. express the concepts of talent and genius.

Nurturing environment	- The totality of natural and social conditions in which the child's life activity and formation as a person takes place. It includes the environment class, school, family. Types of organization of the educational environment: spontaneous, authoritarian and optimal, in which the general rules of collective life and environment do not limit the development of children's independence and creativity.
Talent	- A person's high level of skill in a particular activity, his or her giftedness, which becomes a character trait.
Universal Learning Activities (ULA)	- the basic element of learning ability; a set of student's ways of action and study skills that provide him/her with the ability to independently develop and improve in the direction of desired social experience throughout life.
Emotional intelligence	- is a person's ability to perceive others' and his/her own emotions as valuable signals, to manage emotional flows and his/her own motivation in order to increase individual and organizational effectiveness.
Enthusiasm	- inspiration, mental uplift in the process of achieving a goal.

3. program topics

Start-up diagnostics	Assessment of the initial level of competencies
Module 1 History, policy and methodology of inclusive education. Legal Framework for Inclusive Education in the Republic of Kazakhstan and the International Legislative Framework	1.1 History of inclusive education 1.2 Methodology, policies and principles for organizing inclusive education 1.3 Legal Framework for Inclusive Education in the Republic of Kazakhstan and the International Legislative Framework

Module 2 Psychological and pedagogical characteristics of groups of children with disabilities. Basic approaches to the organization of the educational process of children with developmental disabilities	2.1 Characteristics of special educational needs, categories of developmental disorders 2.2 Organization of special conditions for children in the educational organization 2.3 Actual technologies for organizing the educational process for students with disabilities
Module 3 Psychological and pedagogical classification of specific learning difficulties of children. Identification and assessment of children's learning difficulties by the service of psychological and pedagogical support of the general education organization. Goals and principles of individual-developmental work with children with SEN.	3.1 Classification of specific learning difficulties 3.2 Diagnosis of cognitive functions and identification of learning difficulties of students with SEN 3.3 (Variable) Goals and principles of individual developmental work with children with SEN
Module 4. Variative Specific learning difficulties of children with autism spectrum disorder and attention deficit hyperactivity disorder	4.1 Autism spectrum disorder (ASD): classification, neurophysiological features, stereotypical reactions, goals and principles of individual developmental work 4.2 Attention Deficit and Hyperactivity Disorder (ADHD): classification, neurophysiological features, goals and principles of individual-developmental work

Module 5. Variative Specific learning difficulties of children with Down syndrome and mental retardation	5.1 Down syndrome (DS): classification, neurophysiological features, goals and principles of individual-developmental work 5.2 Mental retardation (MRD): classification, neurophysiological features, goals and principles of individual developmental work
Module 6. Variative Specific learning difficulties of children with musculoskeletal disorders and cerebral palsy, with cognitive impairment due to post-traumatic stress disorder	6.1 MSD and cerebral palsy: classification, neurophysiological features, goals and principles of individual developmental work 6.2 Post-traumatic stress disorder general concepts: classification, neurophysiological features, goals and principles of individual-developmental work
Module 7 The system of psychological and pedagogical support of students with SEN in the educational organization	7.1 Areas of work of the resource center 7.2 Structure and system of work of the psycho-pedagogical service of an inclusive school 7.3 Developing an inclusive culture and educational system in the educational organization
Module 8 The order of drawing up and implementation of individual programs of upbringing and education of children with intellectual disabilities.	8.1 How to develop an individualized education program for students with disabilities 8.2 (Variable) Learner Characteristics and Individual Development Strategies 8.3 Identifying strengths and socialization strategies of students with intellectual disabilities
Module 9 Content of activity of a teacher-assistant in a general	9.1 Professional standard of types of work of a teaching assistant

educational organization. The procedure for organizing a teacher-assistant's examination of children with special educational needs. Documentation of the results of the examination	9.2 Teacher-assistant work system (diagnostics, development strategies for students with SEN, development of learning supports, monitoring, system of cooperation with teachers and parents) 9.3 Educational Skills Checklist and Analysis of Developmental Dynamics of Students with SEN
Module 10 Causes of unwanted behavior in children. Methods of overcoming undesirable behavior in children	10.1 Causes of undesirable behavior of a child depending on his/her developmental deficits 10.2 Directions for restoring the resourcefulness of a student with SEN
Module 11 International experience in inclusive education	11.1 Case studies from international practice 11.2 Interpreting the inclusive education model
Module 12 Code of Ethics for accompanying a child with special educational needs	12.1 Rules and ethical norms for accompanying a child with SEN 12.2 Interaction of the teacher of the inclusive class with parents of a child with disabilities 12.3 Interaction between the inclusive classroom teacher and the assistant tutor
Module 13 Pedagogical Practice. Application of actual psychological and pedagogical technologies in support of students with SEN	13.1 Practice skills in diagnosing and differentiating special educational needs of students 13.2 Practical application of individual-developmental integrated strategies in the education of students with SEN. Development of individual-developmental program

	13.3 Practice to improve professional competencies
	13.4 Case studies with application of learned solution methods
Final diagnosis	Assessment of the current level of competencies, evaluation of training efficiency

4. Goal, objectives and expected results of the Program

Purpose of the educational program	- Increasing the professional competence of teaching staff specialists in organizing and implementing inclusive practices in general education schools; - Improvement of professional skills of teaching staff specialists through the study of international practice of inclusive education, innovative approaches and new solutions in teaching children with disabilities; - Improving the quality of educational services on inclusive education
Objectives	- to form systemic knowledge and ideas about inclusive education among specialists of general education teaching staff; - to teach algorithms and methods of psychological and pedagogical assessment of children's AHP in educational organizations; - to form skills of differentiation of individual-developmental programs according to the specifics of diagnosis and cognitive functions of students with SEN; - to teach actual technologies for organizing the educational process of students with disabilities.

Expected learning outcomes	- applies theoretical and practical knowledge to solve educational and practical problems; - accompanies and/or participates in the implementation of an individual developmental program in accordance with the special educational needs of students; - applies methods and forms of individual-oriented support taking into account specific and individual features of psychophysical development and behavior of children; - assesses the results of learning achievements and dynamics in the socialization of students on the basis of monitoring and diagnostics of their activities in the context of correction of the individual development plan of the student; - corrects the educational process with a target setting for the education of the child's personality, taking into account the activities of all subjects of the educational process (teacher, students and their parents); - Utilizes technology to teach in a multicultural setting, taking into account the sociocultural characteristics of nurturing and building acceptance and empathy in preschool and school settings; - performs independent activity to solve practical problems requiring analysis of the situation and its changes; - applies knowledge of inclusive education, applies national and international standards for building inclusive education; - provides psychological and pedagogical support in the educational process for children with special educational needs; - carries out current and final monitoring, evaluation and correction of the individual development trajectory of children with special educational needs. - participates in the development of the individual trajectory of the child's development, communicates with parents, teachers, specialists who lead the child; - demonstrates mastery of technologies for effective systematization of knowledge for children with SEN, provides support in the development of basic learning modes of action and

	learning skills, organization of memorization processes and structuring of reference materials.

5. Structure and content of the Program

Module names	Module content
Start-up diagnostics 2 ac. hours	Assessment of the initial level of competencies
Module 1. History, policy and methodology of inclusive education. Legal Framework for Inclusive Education of the Republic of Kazakhstan and International Legislative Framework. 8 ac.hrs.	1.1 History of inclusive education *2 ac. hours* *Summary of Content:* Founders of inclusive education. Co-education of children in Europe in the nineteenth century. Notions of integration and inclusion. The process of development of inclusive education on the world map. UNESCO Declaration. Features of modern inclusive education. 1.2 Methodology, policies and principles for organizing inclusive education *3 ac. hours* *Summary of Content:* The concept of methodology. Structure of methodology. The concept of integration. Internal and external conditions of integration. The concept of inclusion. Eight principles of inclusive education. Personality-oriented activity approach. Active learning and interactive approach. Inclusive school policies. Methodology of inclusive education in domestic and foreign practice. Modification of the educational process and organization of the subject-spatial learning environment. Humanistic pedagogy as the basis of inclusive education.

	1.3 Legal frameworks for inclusive education and international legislative frameworks *3 ac. hours* *Summary of Content:* International legislation: conventions, declarations and standard rules enshrining rights to inclusive education. Documents of the World Education Forum. Legislative acts and normative documents of the Republic of Kazakhstan, enshrining and regulating the realization of the principles of inclusive education. State programs and plans in the field of education development in the Republic of Kazakhstan.
Module 2 Psychological and pedagogical characteristics of groups of children with disabilities. Basic approaches to the organization of the educational process of children with developmental disabilities. 6 ac. hours	2.1 Characteristics of special educational needs, categories of developmental disorders *2 ac. hours* *Summary of Content:* The concept of developmental deficits. Categories of developmental disorders. Psychological and pedagogical characteristics of groups of children with SEN. 2.2 Organization of special conditions for children with SEN in the educational organization *23 ac. hours* *Summary of Content:* Peculiarities of organization of special conditions for children with hearing impairments (deaf and hard of hearing); with visual impairments; with locomotor disorders; with speech development disorders (General speech impairment and severe speech impairment); with intellectual disabilities (slight mental retardation and moderate mental retardation). 2.3 Actual technologies of educational process organization for students with SEN. *2 ac. hours* *Summary of Content:* Lesson design algorithm and learning activities in an inclusive classroom. Development of learning supports. Project form of activity in the inclusive classroom. The concept of inclusive situation. Consulting teachers in the

	inclusive educational process. Time management and individualized learning schedule for students with SEN.
Module 3 Psychological and pedagogical classification of specific learning difficulties of children. Identification and assessment of children's learning difficulties by the service of psychological and pedagogical support of the general education organization. Goals and principles of individual-developmental work with children with SEN. 6 ac. hours	3.1 Classification of specific learning difficulties. *2 ac. hours* *Summary of Content:* Psychological and pedagogical classification of specific learning difficulties of children. 3.2 Diagnosis of cognitive features and identification of learning difficulties of students with SEN. *2 ac. hours* *Summary of Content:* Forms of diagnostics of specific learning difficulties of students with SEN. Neurophysiological peculiarities and diagnosis of cognitive functions within the framework of development of individual student strategy. 3.3 Goals and principles of individual-developmental work with children with SEN. *2 ac. hours* *Summary of Content:* The main directions and tasks of individual-developmental work for children with SEN. Principles of organization of correctional-developmental work. Psychological and pedagogical, program and methodological, personnel, material and technical, information support of the system of individual-developmental work with students with disabilities.
Module 4. Specific learning difficulties of children with autism spectrum disorder and attention deficit hyperactivity disorder 6 ac. hours	4.1 Autism spectrum disorder (ASD): classification, neurophysiological features, stereotypical reactions, goals and principles of individual developmental work *3 ac. hours* *Summary of Content:* Causes of autism. Stress behavioral strategy of the organism. Key manifestations of diagnosis, preferred developmental strategy. Syndrome: Kanner, Asperger, Rett, Atypical autism. Features of interaction, imagination, speech, range of interests of a child with ASD, verbal, non-verbal communication. Visual and auditory perception;

	tactile, gustatory, olfactory, proprioceptor sensitivity. Peculiarities of intellectual development and learning activities. 4.2 Attention Deficit and Hyperactivity Disorder (ADHD): classification, neurophysiological features, goals and principles of individual-developmental work *3 ac. hours* *Summary of Content:* Causes of ADHD in a child. Key manifestations, physiological features. Developmental strategy. The concept of attention deficit, impulsivity, hyperactivity. The main postulates in the correction of ADHD.
Module 5. Specific Learning Difficulties of Children with Down Syndrome and Mental Retardation 6 ac. hours	5.1 Down syndrome (DS): classification, neurophysiological features, goals and principles of individual-developmental work *3 ac. hours* *Summary of Content:* Key features in working with children with Down syndrome. Forms of chromosomal anomalies in Down syndrome. Causes of the syndrome. Symptoms, features of physical and mental development. Pedagogical support. 5.2 Mental retardation (MRD): classification, neurophysiological features, goals and principles of individual developmental work *3 ac. hours* *Summary of Content:* Key causes and manifestations of MRD in children. Peculiarities of perception, attention, emotions, memory, thinking and speech in MRD. Play and learning activities, peculiarities of learning.
Module 6. Specific learning difficulties of children with musculoskeletal disorders and	6.1 MSD and cerebral palsy: classification, neurophysiological features, goals and principles of individual developmental work *3 ac. hours* *Summary of Content:* Types of MSD and classification of cerebral palsy forms. Causes of cerebral palsy. Physiological and social features.

cerebral palsy, with cognitive impairment due to post-traumatic stress disorder	Helping a child with cerebral palsy and MSD in the process of educational activities. The role of motivation and social activity, the role of the environment and the "donor principle". The role of the parent in the process of social development of the child.
6 ac. hours	6.2 Post-traumatic stress disorder general concepts: classification, neurophysiological features, goals and principles of individual-developmental work *3 ac. hours* *Summary of Content:* Causes and peculiarities of PTSD formation. Classification. Symptoms. Defense reactions, self-esteem, influence of PTSD on physiology, psyche and cognitive functions of a child. Stages of PTSD therapy. The principle of "disidentification". The concept of adaptation period. Duration of overcoming PTSD in children.
Module 7 The system of psychological and pedagogical support of students with SEN in the educational organization 6 ac.hrs.	7.1 Areas of work of the resource center *2 ac. hours* *Summary of Content:* Tasks of the resource methodical center. Directions for restoring the resourcefulness of a student with SEN. Resource center as a network model 7.2 Structure and system of work of the psycho-pedagogical service of an inclusive school *2 ac. hours* *Summary of Content:* Structural subdivisions of the psychological and pedagogical service (PPP). Areas of activity of specialists of the teaching staff. The system of cooperation between the specialists of psychological and pedagogical service with teachers and parents of students. 7.3 Developing an inclusive culture and educational system in the educational organization *2 ac. hours* *Summary of Content:*

	Developing empathy in students in an inclusive school. Lessons of empathy. Project form of work and system of additional education as tools for the development of inclusive communication. Activities that strengthen the inclusive culture of the educational organization.
Module 8.

The order of drawing up and implementation of individual programs of upbringing and education of children with intellectual disabilities

8 ac. hours | 8.1 Procedure for drawing up an individual educational program for students with disabilities
3 ac. hours
Summary of Content:
The procedure for compiling the IEP. Study of parents' questionnaires, history of development and behavioral characteristics of the child, as well as medical documentation. Study of diagnostics of psycho-physiological peculiarities of specialists of the teaching staff. Diagnosis of the student's current knowledge and skills. Determination of educational and social needs of the student. Interaction with specialists of the teaching staff in the framework of organization of psychological and pedagogical assistance in additional developmental classes at school. Studying the characteristics of the emotional-volitional, physical, cognitive, speech, social sphere of the student. Determination of the volume of educational content: subjects for general education, adapted or modified program. Adaptation of the environment. Working curriculum. Interaction in the implementation of the IEP with specialists of the teaching staff, parents, school administration. Monitoring of the state of student's development and academic achievements.

8.2 Learner characteristics and individual development strategies
3 ac. hours
Summary of Content:
Interaction between teachers and specialists of the teaching staff in the implementation of individual development strategies for children with disabilities. Types of deficits and possible development strategies for students with disabilities (real-life case studies, workshop on developing individual development strategies). |

	8.3 Identifying strengths and socialization strategies of students with intellectual disabilities *2 ac. hours* *Summary of Content:* Organization of the socialization process in project classes, inclusive circles and extracurricular activities of students. Professional orientation and the system of social cooperation. Formation of a "friendship circle" for students with disabilities.
Module 9 Content of activity of a teacher-assistant in a general educational organization. The procedure for organizing a teacher-assistant's examination of children with special educational needs. Documentation of the results of the examination. 8 ac.hrs.	9.1 Professional standard of types of work of a teaching assistant *2 ac. hours* *Summary of Content:* Professional competencies and personal qualities of a teaching assistant. Types of work of a teacher-assistant. 9.2 Teacher-assistant work system (diagnostics, development strategies for students with SEN, development of learning supports, monitoring, system of cooperation with teachers and parents) *3 ac. hours* *Summary of Content:* Stages of work and instrumental support of the types of activities of a teacher-assistant. Modern information technologies for systematization of support data. Types of professional difficulties. Prevention of professional burnout. 9.3 Educational Skills Checklist and Analysis of Developmental Dynamics of Students with SEN *3 ac. hours* *Summary of Content:* Forms for tracking the developmental progress of a student with SEN. Immediate zone of development and dynamic assessment of the development of skills of a student with SEN. Analysis of the development of cognitive functions of the student in dynamics.
Module 10.	10.1 Causes of undesirable behavior of a child depending on his/her developmental deficits

Causes of unwanted behavior in children. Methods of overcoming undesirable behavior in children 4 ac. hrs.	*2 ac. hours* *Summary of Content:* Stimulus-response mechanism in child's behavior. Peculiarities of GND and complexities of regulation of emotional-volitional sphere. Neurophysiological basis of behavioral reactions of a child with SEN. 10.2 Directions for restoring the resourcefulness of a student with SEN *2 ac. hours* *Summary of Content:* The role of resource activities in the school day process. Directions for restoring resourcefulness. Situational analysis techniques and cognitive-behavioral therapy for children with SEN. Family counseling and organizing the lifestyle of a child with SEN.
Module 11. International experience in inclusive education 6 ac. hours	11.1 Case studies from international practice (using video materials) *3 ac. hours* *Summary of Content:* Models of building inclusive education in Switzerland, France, Italy, England, USA, Bulgaria, Finland, Japan. 11.2 Interpreting the inclusive education model *3 ac hour* *Summary of Content:* Educators analyze and compare the educational inclusive models of the two countries of their choice. Lead an on-line conference discussion with a Bulgarian inclusive education expert.
Module 12. Code of Ethics for accompanying a child with special educational needs 6 ac. hours	12.1 Rules and ethical norms for accompanying a child with SEND *2 ac. hours* *Summary of Content:* A model of empathic attitude towards people with disabilities and intellectual disabilities. Rules and ethics in inclusive communication. Empathy lessons in an inclusive classroom.

	12.2 Interaction of the faculty specialist with parents *2 ac. hours* *Summary of Content:* Problems of high levels of anxiety, depression and denial in parents of children with SEN. Problems of empathic attitude of parents of neurotypical children. Stages of cooperation with parents in an inclusive classroom. 12.3 Assistant-teacher interaction in the inclusive classroom *2 ac. hours* *Summary of Content:* Actual roles and problems of interaction between teacher and assistant in an inclusive classroom. Models of cooperation between teacher and assistant in the classroom.
Module 13 Pedagogical Practice. Application of actual psychological and pedagogical technologies in support of students with OOP 50 ac.hrs.	13.1 Practice skills in diagnosing and differentiating special educational needs of students *8 ac.hrs.* *Summary of Content:* Study of neurophysiologic features of children with OOP by specificity of diagnoses and deficits. Diagnosis of cognitive functions of a student with AHP. Identification of learning difficulties of the student and development of individual-developmental strategies. 13.2 Practical application of individual-developmental integrated strategies in the education of students with SLD. Development of individual-developmental program *20 ac.hrs.* *Summary of Content:* Organization of individual tutoring assistance at the lesson for a student with SEN based on his/her neurophysiological peculiarities and deficits. Observation of borderline moments of working condition and energy deficits of a special child, practice of time management and development of individual schedules for students. Training in organizing an inclusive situation. Development of learning supports.

	13.3 Practice to improve professional competencies *10 ac.hrs.* *Summary of Content:* Workshop on developing an individual-developmental program for a student with SEN. Training on models of family consulting for parents of children with disabilities. Development of models of interaction with a teacher at a lesson in an inclusive class. Practice of using modern information technologies for systematization of support data (Trello, Tilda, Canva Webnode and other digital assistants). 13.4 Analyze situational problems with application of the studied methods of solution. 2 ac.hrs. *Summary of Content:* Structuring of tasks based on the results of psycho-pedagogical practice. Identification of typical problems. Identification of basic tools for work on the results of practice. Situational analysis using practice tools.
Final diagnosis 2 ac. hrs.	*Summary of Content:* Assessment of the current level of competencies, evaluation of training efficiency

6. Organization of the training process

Training on the educational program of professional development is organized in the form of full-time education and is 120 academic hours.

The main forms and methods of teaching: interactive seminar, practical work, testing, performance of training exercises, discussion, essay writing, designing a fragment of a lesson, designing a set of multilevel tasks, situational analysis, analysis of video materials, diagnostic tasks, reproduction and rehearsal of working moments.

The content of variable modules and topics is studied in subgroups. Subgroups are formed by specialization - speech therapists, psychologists, etc.

The students' independent work is scheduled at each session.

The whole educational and methodological complex of the professional development program is placed on the information platform of PF "Center for Social Inclusive Programs". Testing, evaluation of tasks and feedback is carried out at the classes in full-time form.

The program provides material presentation with the use of modern learning technologies, support in the study of modules and guidance in the performance of assignments.

7. Educational and methodical support of the program

Module 1

"History, policy and methodology of inclusive education. Legal Framework of Inclusive Education of the Republic of Kazakhstan and International Legislative Framework"

Relevance of the module

Understanding of the basics of inclusive education is impossible without knowledge of the history of the emergence of this form of education, its historical necessity and fundamental methodological foundations. For correct activity within the framework of inclusive education all managers, teachers and specialists of this sphere should know international legislative acts and legal frameworks of the Republic of Kazakhstan.

Module Objectives

1. To develop a conceptual vision of the historical need for inclusive education.
2. Identify the methodological structure of inclusive education and learn how to apply it in an argumentative discussion.
3. Be fluent in the legislative base of inclusive education in international documents and laws of the Republic of Kazakhstan.

Expected Outcomes:

− the specialist applies theoretical and practical knowledge to solve educational, practical and problem solving tasks.

− applies knowledge of inclusive education, applies national and international standards for building inclusive education.

Module topics	Type of training session, teaching methods and number of hours	Main content	Outcomes (assessed skills)
1.1 History of inclusive education 2 ac.hrs.	Interactive session 2 ac.hrs.	Founders of inclusive education. Co-education of children in Europe in the nineteenth century. Notions of integration and inclusion. The process of development of inclusive education on the world map. UNESCO Declaration. Features of modern inclusive education.	- argues for the historical necessity of inclusive education - explains the stages of development of inclusive education - is oriented in the geography of the formation of IE
1.2 Methodology, policies and principles for organizing inclusive education 3 ac.hrs.	Interactive session 2 ac.hrs.	The concept of methodology. Structure of methodology. The concept of integration and inclusion. Inclusive school policies. Principles of inclusive education. Methodology of inclusive education in domestic and foreign practice.	- Discovers the structure of an inclusive education methodology and applies it to examples of his/her teaching in a discussion discussion.
	Panel discussion 1 ac.h.		
1.3 Legal frameworks for	Interactive session	International legislative acts and	- reveals basic normative legal acts

inclusive education and international legislative frameworks 3 ac.hrs.	3 ac.hrs.	laws of the Republic of Kazakhstan enshrining and regulating the realization of inclusive education.	regulating inclusive educational activity in RK. - chooses optimal ways of solving professional tasks, based on the current normative legal norms (on the example of solving situational problems from pedagogical practice).

Module 2

"Psychological and pedagogical characteristics of groups of children with SEN. Basic approaches to the organization of the educational process of children with developmental disabilities"

Relevance of the module

In order to realize the right of students with disabilities to education, as well as the principles, rules and norms of inclusive legislation, specialists of inclusive sphere should be oriented in the characteristics of special educational needs of students and comply with the norms of organization of special conditions for the realization of their right to education. In order for inclusion and adaptation of students to be effective, the specialist of psychological and pedagogical service studies the actual principles of organization of educational process in the context of implementation of individual-developmental education program.

Module Objectives
1. To develop knowledge of the characteristics of special educational needs in such categories of developmental disabilities as: hearing impairment (deaf and hard of hearing); visual impairment; mobility impairment; speech impairment (SLD and TDD); intellectual disability (SLD and IDD).
2. To form the skill of practical application of norms of organization of special conditions of education for children with SEN.
3. Skills in applying the actual principles of organizing the educational process for students with SEN.

Expected Outcomes:

- applies theoretical and practical knowledge to solve educational and practical problems.

- implements individual-developmental programs in accordance with the special educational needs of students.

- provides psychological and pedagogical support in the educational process for children with special educational needs.

- carries out current and final monitoring, evaluation and correction of the individual development trajectory of children with special educational needs.

- builds an individual trajectory of the child's development, organizes communication with parents, teachers, specialists who lead the child.

- demonstrates mastery of technologies for effective systematization of knowledge for children with SEN, provides support in the development of basic learning modes of action and learning skills, organization of memorization processes and structuring of reference materials.

Module topics	Type of training session, teaching methods and number of hours	Main content	Outcomes (assessed skills)
2.1 Characteristics of special educational needs, categories of developmental disorders 2 ac. hours	Interactive session 1 ac.h. Practical tasks 1 ac.hr: Completion of the Special Educational Needs tool, Checklist "Learning difficulties and ways of teaching"	The concept of developmental deficits. Categories of developmental disorders. Psychological and pedagogical characteristics of groups of children with SEN.	- diagnoses the categories of disabilities and developmental deficits of a student with SEN; - Knows the types of students' learning difficulties and applies techniques to modify teaching methods.
2.2 Organization of special	Seminar 1 ac.h.	Peculiarities of organization of	- knows the norms of organization of special

conditions for children with SEN in the educational organization 2 ac. hours	Practical work 1 ac.h. Application of the norms of organization of special learning conditions in a foreseeable situation	special conditions for children with hearing impairments (deaf and hard of hearing); with visual impairments; with locomotor disorders; with speech development disorders (General speech impairment and severe speech impairment); with intellectual disabilities (light mental retardation and moderate mental retardation).	learning conditions and applies them in the foreseeable situation.
2.3 Actual technologies of educational process organization for students with SEN. 2 ac. hours	Interactive session 1 ac.h. Practical task "Technologies for organizing	Lesson design algorithm and learning activities in an inclusive classroom. Development of learning supports. Project form of activity in	- possesses the skills of organizing a training session and communication situations to implement individual-developmental learning strategies. - applies skills in organizing the learning

	the educational process" 1 ac.h.	the inclusive classroom. The concept of inclusive situation. Consulting teachers in the inclusive educational process. Time management and individualized learning schedules for students with SEN.	process in the context of neurophysiological characteristics and learning difficulties of students with SEN. - is oriented to the principles of time management during the school day for students with SEN. - Predicts an effective individualized schedule for student inclusion and adjustment.

Module 3

"Psychological and pedagogical classification of specific learning difficulties of children. Identification and assessment of children's learning difficulties by the service of psychological and pedagogical support of the general education organization. Goals and principles of individual-developmental work with children with SEN"

Relevance of the module

Identification and assessment of learning difficulties of a student with disabilities, as well as the development of strategies for individual-developmental learning is one of the central tasks of specialists of the psychological and pedagogical service (PPS) of the educational organization. The work of an inclusive education teacher differs significantly from pedagogical activity in a standard general education classroom. The task of specialists of the teaching staff is to organize consultation and cooperation with the teacher in the context of the correct organization of the

educational process. Since here the teacher needs to understand the psycho-physiological peculiarities of the perception of educational material by students, the specifics of the organization of children's learning activities in accordance with their deficits and diagnoses of PMPC, the peculiarities of building communication between children in an inclusive class. Specialists of the teaching staff develop effective tools for child adaptation, the assistant teacher helps to put these tools into practice.
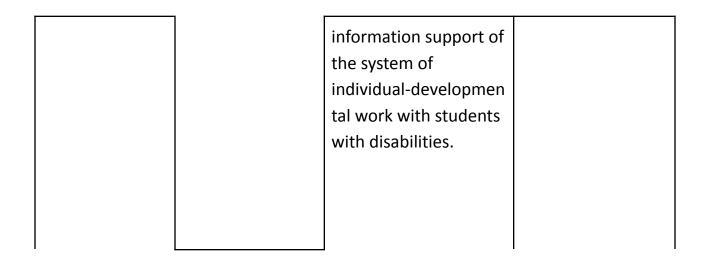
Module Objectives:

1. To build skills in identifying and differentiating learning difficulties.
2. To develop skills in diagnosing the cognitive functions of students with SEN.
3. Predict strategies of individual-developmental work depending on specific features of students' learning difficulties.

Expected Outcomes:

- provides psychological and pedagogical support in the educational process for children with special educational needs.
- carries out current and final monitoring, evaluation and correction of the individual development trajectory of children with special educational needs.
- participates in the development of the individual trajectory of the child's development, communicates with parents, teachers, specialists who lead the child.
- demonstrates mastery of technologies for effective systematization of knowledge for children with SEN, provides support in the development of basic learning modes of action and learning skills, organization of memorization processes and structuring of reference materials.

Module topics	Type of training session, teaching methods and number of hours	Main content	Outcomes (assessed skills)

3.1 Classification of specific learning difficulties. 2 ac. hours	Interactive session "Learning Difficulties Map." 2 ac.hrs.	Psychological and pedagogical classification of specific learning difficulties of students with SEN.	- skills in identifying specific learning difficulties.
3.2 Diagnosis of cognitive features and identification of learning difficulties of students with SEN. 2 ac. hours	Interactive session 1 ac.h. Practical task (video training) 1 ac.h.	Forms of diagnostics of specific learning difficulties of students with SEN. Neurophysiological peculiarities and diagnosis of cognitive functions within the framework of development of individual student strategy.	- cognitive diagnostic skills; - Know how to identify the learning difficulties of students with SEN.
3.3 Goals and principles of individual-developmental work with children with SEN. 2 ac. hours	Seminar 2 ac.hrs.	The main directions and tasks of individual-developmental work for children with SEN. Principles of organization of correctional-developmental work. Psychological and pedagogical, program and methodological, personnel, material and technical,	- skills in predicting individual-developmental learning strategies for students with SEN in the context of overcoming learning deficits and difficulties.

		information support of the system of individual-developmental work with students with disabilities.	

Module 4

"Specific Learning Difficulties of Children with Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder"

Relevance of the module

Behavior and ways of perceiving learning information in children with Autism Spectrum Disorder and ADHD differ significantly and sometimes even carry opposite teaching strategies. These types of diagnoses refer to mental types of disorders, but most often assume preserved intelligence, the ability to socialize, as well as overcompensation and talents. It is important for educators to know and understand the key features of teaching students with these types of diagnoses.

Module Objectives
1. To build knowledge of neurophysiological features of cognitive functions and behavior of children diagnosed with ASD and ADHD.
2. To develop skills in planning instructional tasks and modifying instructional material for children diagnosed with ASD and ADHD.
3. To build time management skills while teaching children diagnosed with ASD and ADHD.

Expected Outcomes:
- the specialist applies theoretical and practical knowledge to solve educational and practical problems.
- provides psychological and pedagogical support in the educational process for children with special educational needs.
- carries out current and final monitoring, evaluation and correction of the individual development trajectory of children with special educational needs.

- participates in the development of the individual trajectory of the child's development, communicates with parents, teachers, specialists who lead the child.
- demonstrates mastery of technologies for effective systematization of knowledge for children with SEN, provides support in the development of basic learning modes of action and learning skills, organization of memorization processes and structuring of reference materials.

Module topics	Type of training session, teaching methods and number of hours	Main content	Outcomes (assessed skills)
4.1 Autism spectrum disorder (ASD): classification, neurophysiological features, stereotypical reactions, goals and principles of individual developmental work 3 ac. hours	Seminar 2 ac. hours Practical task "Visual supports on the topic of the lesson for a student with ASD" 1 ac.h.	Causes of autism. Stress behavioral strategy of the organism. Key manifestations of the diagnosis and preferred developmental strategy.	- diagnoses and interprets the characteristics of the manifestation of ASD in the context of the student's perception of learning information; - Adjusts teaching modalities in the context of the manifestations of ASD in a student with SEN.
4.2 Attention Deficit and Hyperactivity Disorder (ADHD): classification, neurophysiologica	Seminar 2 ac.hrs. Practical tasks "Ways of organizing activities in the	Causes of ADHD in a child. Key manifestations, physiological features. Developmental	- diagnoses and interprets the characteristics of ADHD manifestation in the context of the

I features, goals and principles of individual-developmental work 3 ac.hrs.	lesson of a child with ADHD" "Methods for developing attention and logical thinking for students with ADHD" 1 ac.h.	strategy and main postulates in ADHD correction.	student's perception of learning information; - Adjusts teaching modalities in the context of the manifestations of ADHD in a student with SEN.

Module 5

"Specific Learning Difficulties of Children with Down Syndrome and Mental Retardation"

Relevance of the module

     Children diagnosed with Down syndrome and MRD often show signs of deficits in logical and spatial thinking, difficulties in building cause-and-effect relationships. Learning is slower than usual, it takes more time to accomplish learning tasks and form learning skills. However, with a properly organized learning process, children with these diagnoses can successfully progress in the dynamics of learning and social skills.

Module Objectives
1. To form knowledge of neurophysiological features of cognitive functions and behavior of children diagnosed with Down syndrome and MRD.
2. To develop skills in planning learning tasks and modifying learning material for children diagnosed with Down syndrome and MRD.
3. To develop skills in using additional means of communication in the process of teaching children diagnosed with Down syndrome and MRD.

Expected Outcomes:
    - the specialist applies theoretical and practical knowledge to solve educational and practical problems.

- provides psychological and pedagogical support in the educational process for children with special educational needs.
- carries out current and final monitoring, evaluation and correction of the individual development trajectory of children with special educational needs.
- participates in the development of the individual trajectory of the child's development, communicates with parents, teachers, specialists who lead the child.
- demonstrates mastery of technologies for effective systematization of knowledge for children with SEN, provides support in the development of basic learning modes of action and learning skills, organization of memorization processes and structuring of reference materials.

Module topics	Type of training session, teaching methods and number of hours	Main content	Outcomes (assessed skills)
5.1 Down syndrome (DS): classification, neurophysiological features, goals and principles of individual-developmental work 3 ac. hours	Seminar 2 ac.hrs. Practical task "Lesson plan for a child with Down Syndrome using augmentative communication tools" 1 ac.h.	Key features in working with children with Down syndrome. Forms of chromosomal anomalies in Down syndrome. Features of physical and mental development. Pedagogical support.	- diagnoses and interprets the characteristics of Down Syndrome manifestation in the context of the student's perception of learning information; - adjusts the ways of teaching in the context of the cognitive features of children with Down syndrome.

5.2 Mental retardation (MRD): classification, neurophysiological features, goals and principles of individual developmental work 3 ac. hours	Seminar 2 ac.hrs.	Key causes and manifestations of MRD in children. Features of cognitive functions in MRD. Play and learning activities, peculiarities of learning.	- diagnoses and interprets the peculiarities of the manifestation of MRD in the context of the student's perception of educational information; - adjusts teaching methods in the context of the cognitive functions of children with MRD
	Practical assignment 1 ac.hour "Options for systematizing learning material and memory supports for students with MRD"		

Module 6

"Specific learning difficulties of children with musculoskeletal disorders and cerebral palsy, with cognitive impairment due to post-traumatic stress disorder"

Relevance of the module

Education of children with locomotor disorders and cerebral palsy is accompanied by difficulties in the organization of special educational conditions, additional time to perform educational tasks, as well as the need for a chaperone, time management during the school day, requires knowledge of the basics of physiological and resource assistance.

Children who have suffered severe psychological trauma experience difficulties in learning, decreased performance during the day, impaired cognitive functions, decreased self-esteem and increased sensitivity to criticism and evaluation of

learning achievements, decreased motivation for learning activities, decreased ability to enjoy social and learning communication. The educator needs to have specialized knowledge of pediatric PTSD in order to teach children in crisis in an inclusive classroom.

Module Objectives
1. To build knowledge of neurophysiological features of cognitive functions and behavior of children diagnosed with MSD, cerebral palsy and PTSD.
2. To develop skills in planning instructional tasks and modifying instructional material for children diagnosed with MSD, cerebral palsy, and PTSD.
3. To build skills in the use of augmentative communication in teaching children diagnosed with MSD, cerebral palsy and PTSD.

Expected Outcomes:
- the specialist applies theoretical and practical knowledge to solve training and practical and problem-solving tasks.
- provides psychological and pedagogical support in the educational process for children with special educational needs.
- carries out current and final monitoring, evaluation and correction of the individual development trajectory of children with special educational needs.
- participates in the development of the individual trajectory of the child's development, communicates with parents, teachers, specialists who lead the child.
- demonstrates mastery of technologies for effective systematization of knowledge for children with SEN, provides support in the development of basic learning modes of action and learning skills, organization of memorization processes and structuring of reference materials.

Module topics	Type of training session, teaching methods and number of hours	Main content	Outcomes (assessed skills)
6.1 MSD and cerebral palsy: classification, neurophysiological	Seminar 2 ac.hrs.	Types of MSD and classification of cerebral palsy	- diagnoses and interprets the characteristics of

features, goals and principles of individual developmental work 3 ac. hours	Practical task 1 ac.h. "Ways of resource assistance for students with disabilities and cerebral palsy during the school day"	forms. Physiological and social features. Helping a child with cerebral palsy and MSD in the process of educational activities.	the manifestation of MSD and cerebral palsy in the context of the student's perception of learning information; - adjusts teaching methods in the context of cognitive features of children with disabilities and cerebral palsy
6.2 Post-traumatic stress disorder general concepts: classification, neurophysiological features, goals and principles of individual-developmental work 3 ac. hours	Seminar 2 ac.hrs. Practical task "Ways of assessing the academic achievement of a student with PTSD" 1 ac.h.	Causes and peculiarities of PTSD formation. Classification. Symptoms. Stages of therapy of PTSD. Period of adaptation. Duration of overcoming PTSD in children.	- diagnoses and interprets the characteristics of PTSD manifestation in the context of student's perception of learning information; - Adjusts teaching methods in the context of cognitive

			features of children with PTSD

Module 7

"System of psychological and pedagogical support of students with OOP in educational organization"

Relevance of the module

The system of psychological and pedagogical support (PPS) of students with disabilities in the educational organization is the basis for the development of an inclusive environment. For the effective organization of support, the structural units of PPS should interact in a network way and complement each other in the framework of building a system of individual development in the school.

Module Objectives

1. To disclose the system of work of the psychological and pedagogical service (PPS): staff composition, structural subdivision, tasks and areas of work, the structure of the resource center, network interaction of PPS specialists with teachers, parents, school administration.
2. To disclose the structure of the organization of the system of educational work and additional education at school in the context of the development of inclusive environment in the organization.

Expected Outcomes:

- the specialist applies theoretical and practical knowledge to solve educational and practical problems.
- implements individual-developmental programs in accordance with the special educational needs of students.
- provides psychological and pedagogical support in the educational process for children with special educational needs.

- carries out current and final monitoring, evaluation and correction of the individual development trajectory of children with special educational needs.
- participates in the development of the individual trajectory of the child's development, communicates with parents, teachers, specialists who lead the child.
- demonstrates mastery of technologies for effective systematization of knowledge for children with SEN, provides support in the development of basic learning modes of action and learning skills, organization of memorization processes and structuring of reference materials.

Module topics	Type of training session, teaching methods and number of hours	Main content	Outcomes (assessed skills)
7.1 Areas of work of the resource center

2 ac. hours | Interactive session
2 ac.hrs. | Tasks of the resource methical center. Directions for restoring the resourcefulness of a student with SEN. Resource center as a network model. | - Possessing the skills to restore the resourcefulness of a student with SEN;
- Skills in assigning tasks to the resource center |
| 7.2 Structure and system of work of the psycho-pedagogic | Interactive session
2 ac.hrs. | Structural subdivisions of the psychological and pedagogical service (PPP). Areas of activity of the specialists of the | - skills of systematization of work of psychological and pedagogical |

al service of an inclusive school 2 ac. hours		teaching staff. The system of cooperation between the specialists of psychological and pedagogical service with teachers and parents of students.	service of support of students with SEN;
7.3 Developing an inclusive culture and educational system in the educational organization 2 ac. hours	Interactive session 2 ac.hrs.	Developing empathy in students in an inclusive school. Lessons of empathy. Project form of work and system of additional education as tools for the development of inclusive communication. Activities that strengthen the inclusive culture of the educational organization.	- Empathy lesson planning skills; - Skills in planning activities in the context of developing an inclusive school culture.

Module 8

"The procedure for drawing up and implementing individual programs of upbringing and education of children with intellectual disabilities"

Relevance of the module

Individual development program of a student with disabilities is one of the most important tools for his/her adaptation and success in the process of schooling. Thanks to this program, teachers can learn the child's developmental history,

cognitive and emotional-volitional characteristics at any time. Specialists of the psycho-pedagogical support service accumulate in the IOP on the basis of all data about the child his/her development strategy, planned steps and expected results, the content of the curriculum is adapted or modified, a plan of cooperation with specialists of the teaching staff and parents is developed, plans for monitoring the dynamics of development are outlined.

Module Objectives

1. To familiarize the teacher with the parameters of drawing up the student's IEP.
2. Teach the educator to identify key aspects of IEPs that influence the way they teach.
3. Structure the IEP into an image of student development.

Expected Outcomes:

- the teacher applies theoretical and practical knowledge to solve educational and practical problems.
- implements individual-developmental programs in accordance with the special educational needs of students.
- provides psychological and pedagogical support in the educational process for children with special educational needs.
- carries out current and final monitoring, evaluation and correction of the individual development trajectory of children with special educational needs.
- participates in the development of the individual trajectory of the child's development, communicates with parents, teachers, specialists who lead the child.
- demonstrates mastery of technologies for effective systematization of knowledge for children with SEN, provides support in the development of basic learning modes of action and learning skills, organization of memorization processes and structuring of reference materials.

Module topics	Type of training session, teaching methods and number of hours	Main content	Outcomes (assessed skills)

8.1 How to develop an individualized education program for students with disabilities 3 ac. hours	Interactive session 2 ac.hrs.	Procedure for drawing up the MRV. Study of the necessary documentation. Sections that are necessary for the teacher to study in the framework of modifying the way of teaching a student with special needs. Sections of the IEP curriculum and organization of special learning conditions. Procedure for monitoring and tracking the dynamics of student development.	- possesses the technology of analyzing IEPs in the context of modifying teaching methods; - is able to build an image of student development based on the IEP; - possesses the technology of drawing up an individualized plan of education and upbringing of a student with SEN.
	Practical task in groups "Visual image of student development based on IEP" 1 ac.h.		
8.2 Learner characteristics and individual development strategies 3 ac. hours	Interactive session 2 ac.hrs. Group work "Spheres of development of the student with SEN" 1 ac.h.	The order of interaction between the teacher and specialists of the teaching staff in the implementation of the individual development strategy of a child with disabilities. Types of deficits and possible	- analyzes the parameters of student characteristics in the context of modifying the ways of teaching and learning; - Uses psycho-educational

		development strategies for students with disabilities (real-life examples, practice of individual development strategies).	tools to model the learning process; - Provides effective feedback to faculty specialists.
8.3 Identifying strengths and socialization strategies of students with intellectual disabilities 2 ac. hours	Interactive session 1 ac.h.	Organization of the socialization process in project classes, inclusive circles and extracurricular activities of students. Professional orientation and the system of social cooperation. Formation of a "friendship circle" for students with disabilities.	- Identifies the student's deficits and talents; - Possesses basic socialization strategies for the student with SEN; - collaborates with the assistant tutor and faculty specialists in the process of the student's socialization phase.
	Practical task "Socialization Strategies." 1 ac.h.		

Module 9

"The content of the activity of a teacher-assistant in a general education organization. The procedure for organizing the examination of children with special educational needs by a teacher-assistant. Documentation of the results of the examination."

Relevance of the module

The teacher-assistant carries out inclusion of a student with special educational needs in the learning process; identifies his/her specific learning difficulties, develops learning supports, guides in the development of universal competencies; develops an individual development strategy; organizes the school day, directing his/her activities during the day to overcome deficits; builds the process of cooperation with teachers and parents; and models inclusive situations and communication of the student with classmates and school staff.

Module Objectives

1. To form the specialist's knowledge of professional competencies and standard of types of work.
2. To develop skills in diagnosing, identifying students' developmental deficits, types of learning difficulties, and predicting developmental strategies for students with SEN.
3. Build skills in maintaining documentation necessary to support students and track developmental progress.
4. To develop skills of cooperation with teachers and parents in the process of supporting students with SEN.

Expected Outcomes:

- the specialist applies theoretical and practical knowledge to solve educational and practical problems.
- implements individual-developmental programs in accordance with the special educational needs of students.
- provides psychological and pedagogical support in the educational process for children with special educational needs.
- carries out current and final monitoring, evaluation and correction of the individual development trajectory of children with special educational needs.
- participates in the development of the individual trajectory of the child's development, communicates with parents, teachers, specialists who lead the child.
- demonstrates mastery of technologies for effective systematization of knowledge for children with SEN, provides support in the development of basic learning modes of action and learning skills, organization of memorization processes and structuring of reference materials.

Module topics	Type of training session, teaching methods and number of hours	Main content	Outcomes (assessed skills)
9.1 Professional standard of types of work of a teaching assistant 2 ac. hours	Interactive session 2 ac.hrs.	Professional competencies and personal qualities of a teaching assistant. Types of work of a teacher-assistant. Stages of work and instrumental support of the types of activities of the teaching assistant. Modern information technologies for systematization of maintenance data. Types of professional difficulties. Prevention of professional burnout.	- skills of systematization of support data; - application of tools for organizing the work of a teaching assistant.
9.2 Teacher-assistant work system (diagnostics, development strategies for students with SEN, development of learning supports, monitoring, system of cooperation with teachers and parents) 3 ac. hours	Interactive session 2 ac.hrs. Training "Ways of perceiving learning material" 1 ac.h.		

| 9.3 Educational Skills Checklist and Analysis of Developmental Dynamics of Students with SEN

3 ac. hours | Interactive session 2 ac.hrs.

Group work "Predicting stages of learning skills development"

1 ac.h. | Forms for tracking the developmental progress of a student with SEN. Immediate zone of development and dynamic assessment of the development of skills of a student with SEN. Analysis of the development of cognitive functions of the student in dynamics. | - skills to track the developmental progress of students with SEN;

- skills in predicting the immediate developmental zone of the person being chaperoned. |

Module 10

"Causes of unwanted behavior in children. Methods of overcoming undesirable behavior in children"

Relevance of the module

Undesirable behavior in children with SEN is often dictated by the peculiarities of the higher nervous activity of their organism, problems in the regulation of psycho-emotional processes, slow pace in social orientation. In order to learn how to correctly analyze and correct the peculiarities of a student's behavior, special knowledge and skills are needed.

Module Objectives

1. To build skills in analyzing situations of undesirable student behavior.
2. To build crisis intervention skills in the event of unwanted student behavior.
3. To build skills in systematic analysis and variability in addressing behavioral problems of students with SEN.

Expected Outcomes:

- the specialist applies theoretical and practical knowledge to solve educational and practical problems.
- implements individual-developmental programs in accordance with the special educational needs of students.
- applies methods and forms of individual-oriented support taking into account specific and individual features of psychophysical development and behavior of children.
- assesses the results of learning achievements and dynamics in the socialization of students on the basis of monitoring and diagnostics of their activities in the context of correction of the individual development plan of the student.
- corrects the educational process with the target setting for the education of the child's personality, taking into account the activities of all subjects of the educational process (teacher, students and their parents).

Module topics	Type of training session, teaching methods and number of hours	Main content	Outcomes (assessed skills)
10.1 Causes of undesirable behavior of a child depending on his/her developmental deficits 2 ac. hours	Seminar 1 ac.h. Workshop "Situational Analysis of Undesirable Behavior." 1 ac.h.	Stimulus-response mechanism in child's behavior. Peculiarities of GND and complexities of regulation of emotional-volitional sphere. Neurophysiological basis of behavioral reactions of a child with OOP.	- Applies neurophysiological foundations in the situational analysis of the behavior of children with SEN; - Critically evaluates and predicts behavioral intervention strategies

| 10.2 Directions for restoring the resourcefulness of a student with SEN 2 ac. hours | Seminar 1 ac.h. | Directions for restoring resourcefulness. Situational analysis techniques and cognitive-behavioral therapy for children with SEN. Family counseling and lifestyle organization for children with disabilities. | - Is oriented in directions for restoring the resourcefulness of the student with SEN; - Applies time management skills; - has mastered the basics of CPT; - Provides family counseling in the context of student behavioral intervention. |
| | Workshop "Predicting Stages of Behavioral Intervention". 1 ac.h. | | |

Module 11

"International experience in the field of inclusive education"

Relevance of the module

Despite the wealth of domestic science in the field of development of children with special educational needs, the introduction of inclusive education in the world practice began much earlier and has accumulated many years of experience in the implementation of its principles. In some countries the strengths of inclusion look differently, different technologies are used in the process of adaptation and education of children with disabilities. For effective inclusion in the international space it is necessary to study models of inclusive education in other countries of the world and learn to apply their experience in practice.

Module Objectives

1. Examine models of inclusive education from other countries around the world.

2. To learn to highlight the main things in the inclusive education system of another country, taking into account its specifics and peculiarities of the mentality of its citizens.
3. Learn to situationally apply relevant pedagogical experience from other countries around the world.

Expected Outcomes:

- Utilizes technology to teach in a multicultural setting, taking into account the sociocultural characteristics of nurturing and building acceptance and empathy in preschool and school settings.
- applies knowledge of inclusive education, applies national and international standards for building inclusive education.

Module topics	Type of training session, teaching methods and number of hours	Main content	Outcomes (assessed skills)
11.1 Case studies from international practice. 3 ac. hours	Seminar 3 ac. hours	Models of building inclusive education in Switzerland, France, Italy, England, USA, Bulgaria, Finland, Japan.	- possesses the skill of systematic analysis of the inclusive educational model.
11.2 Interpreting the inclusive education model using a country case study. 3 ac hour	Workshop "Parsing and benchmarking the inclusive model" 2 ac.h.	Educators analyze and compare the educational inclusive models of the two countries of their choice.	- Interprets the features of the inclusive model; - Applies contemporary

		Lead an on-line conference discussion with a Bulgarian inclusive education expert.	approaches to inclusive practice.
	Online conference 1 ac.h.		

Module 12

"Code of ethics in accompanying a child with special educational needs"

Relevance of the module

Inclusive sphere presupposes a value and ethical basis of relationships. Inclusion develops personal qualities, values, communicative abilities, universal competencies. However, it also requires professionalism in building empathic relationships. Since our society is just entering the inclusive format of relationships - modern students, parents, teachers, managers need help in understanding the basics of inclusion and stages of empathic relationships development.

Module Objectives

1. To build skills in building empathic relationships.
2. Identify relevant empathy lesson topics for today's students and parents.
3. Learn techniques for building empathic relationships with parents of students with SEN.
4. Master models of collaboration with a teaching assistant in an inclusive classroom.

Expected Outcomes:

- Utilizes technology to teach in a multicultural setting, taking into account the sociocultural characteristics of nurturing and building acceptance and empathy in preschool and school settings.
- applies knowledge of inclusive education, applies national and international standards for building inclusive education.

Module topics	Type of training session, teaching methods and number of hours	Main content	Outcomes (assessed skills)
12.1 Rules and ethical norms for accompanying a child with SEN 2 ac. hours	Interactive session 1 ac.h. / Training 1 ac.h.	A model of empathic attitude towards people with disabilities and intellectual disabilities. Rules and ethics in inclusive communication. Empathy lessons in an inclusive classroom.	- Applies rules and ethical standards in an empathic relationship with a student with SEN; - Predicts empathy lesson topics for neurotypical students.
12.2 Interaction of the faculty specialist with parents 2 ac. hours	Seminar 1 ac.h. / Workshop "Conflict situations." 1 ac.h.	Problems of high levels of anxiety, depression and denial in parents of children with SEN. Problems of empathic attitude of parents of neurotypical children. Stages of cooperation with parents in an inclusive classroom.	- Applies psychological knowledge in interactions with parents of students with SEN; - Predicts stages of interaction and psychological support for parents of students.
12.3 Interaction between the assistant and the teacher in the	Interactive session 1 ac.h.	Actual roles and problems of interaction between teacher and assistant in an inclusive	- Analyzes problems of interaction with

inclusive classroom 2 ac. hours	Workshop "Inclusive Lesson Model" 1 ac.h.	classroom. Models of cooperation between teacher and assistant in the classroom.	the assistant in the classroom; - Models effective patterns of collaboration with the assistant.

Module 13

"Pedagogical practice. Application of actual psychological and pedagogical technologies in support of students with SEN".

Relevance of the module

During the internship, the specialist trains his/her professional competencies in a new educational inclusive situation. Mentors train specialists to use relevant and effective tools in diagnosing, forecasting and guiding the processes of inclusive education of students with different types of special educational needs.

Module Objectives

1. To develop skills in diagnosing cognitive deficits and types of learning difficulties in students with SEN.
2. To develop skills in applying relevant pedagogical technologies in practical situations of inclusive education.
3. Practicing the professional competencies of the inclusive educator.

Expected Outcomes:

- the specialist applies theoretical and practical knowledge to solve educational and practical problems.
- performs independent activity to solve practical problems requiring analysis of the situation and its changes.

- provides psychological and pedagogical support in the educational process for children with special educational needs.
- carries out current and final monitoring, evaluation and correction of the individual development trajectory of children with special educational needs.
- participates in the development of the individual trajectory of the child's development, communicates with parents, teachers, specialists who lead the child.
- demonstrates mastery of technologies for effective systematization of knowledge for children with SEN, provides support in the development of basic learning modes of action and learning skills, organization of memorization processes and structuring of reference materials.

Module topics	Type of training session, teaching methods and number of hours	Main content	Outcomes (assessed skills)
13.1 Practice skills in diagnosing and differentiating special educational needs of students 8 ac.hrs.	Field trips 8 ac.hrs.	Study of neurophysiologic features of children with OOP by specificity of diagnoses and deficits. Diagnosis of cognitive functions of a student with AHP. Identification of learning difficulties of the student and development of individual-develop mental strategies.	- cognitive diagnostic skills; - Diagnostic skills for children with a variety of diagnoses; - predicting the specifics of pedagogical support.

Practicing individual-developmental integrated strategies in the education of students with SEN. Development of individual-developmental program 20 ac.hrs.	Field trips (participation in lessons, conducting lessons) 20 ac.hrs.	Organization of individual tutor assistance at the lesson for a student with SEN based on his/her neurophysiological peculiarities and deficits. Observation of borderline moments of working condition and energy deficits of a special child, practice of time management and development of individual schedules for students. Training in organizing an inclusive situation. Development of learning supports.	- planning and application of relevant technologies for supporting students with disabilities in basic procedures of inclusive education; - Modifying the ways of teaching in inclusive lesson situations; - Applying time management skills in an inclusive lesson; - Developing and applying learning supports for students in an inclusive lesson; - practice skills in organizing inclusive situations and paired, group, project forms of assignments; - practice of visual-research and object-applied forms of lessons.
13.3 Practice to improve professional competencies 10 ac.hrs.	Field trips and on-site accompaniment of practitioners (joint work with specialists of	Workshop on developing an individual-developmental program for a student with SEN. Training on	- practice of interaction with specialists of teaching staff of another educational organization;

	the teaching staff, participation in lessons, conducting lessons) 20 ac.hrs.	models of family consulting for parents of children with disabilities. Development of models of interaction with a teacher at a lesson in an inclusive class. Practice of using modern information technologies for systematization of support data (Trello, Tilda, Canva Webnode and other digital assistants).	- Family counseling practice; - The practice of systematizing data on the support of students with SEN.
13.4 Analyze situational problems with application of the studied methods of solution. 2 ac. hours	2 ac.hrs.	Structuring of tasks based on the results of pedagogical practice. Identification of typical problems. Identification of basic tools for work on the results of practice. Situational analysis	- defines the structure of the teaching assistant's work in inclusive practice; - Identifies basic tools for solving situational problems; - Applies the tools of practice to solve situational problems.

		using practice tools.	

Course syllabus

№	Class topics	Class	On-site practical training	Demo lesson presentation / Project defense	Testing / Practice	Total
	Start-up diagnostics				2	2
1.	**Module 1: History, policy and methodology of inclusive education. Legal Framework for Inclusive Education of the Republic of Kazakhstan and International Legislative Framework.**	7			1	8
1.1	History of inclusive education	2				2
1.2	Methodology and principles for organizing inclusive education	2			1	3
1.3	Legal frameworks for inclusive education and international legislative frameworks	3				3

№						
2.	**Module 2. Psychological and pedagogical characteristics of groups of children with disabilities. Basic approaches to the organization of the educational process of children with developmental disabilities.**	**3**			**3**	**6**
2.1	Characteristics of special educational needs, categories of developmental disorders	1			1	2
2.2	Organization of special conditions for SEN children in the educational organization	1			1	2
2.3	Actual technologies of organization of educational process for students with SEN.	1			1	2
3.	**Module 3. Psychological and pedagogical classification of specific learning difficulties of children. Identification and assessment of children's learning difficulties by the service of psychological and pedagogical support of the general education organization. Goals and principles of individual-developmental work with children with SEN.**	**5**			**1**	**6**
3.1	Classification of specific learning difficulties.	2				2

3.2	Diagnosis of cognitive features and identification of learning difficulties of students with SEN.	1			1	2
3.3	Goals and principles of individual-developmental work with children with disabilities	2				
4.	**Module 4. Specific learning difficulties of children with autism spectrum disorder and attention deficit hyperactivity disorder**	**4**			**2**	**6**
4.1	Autism spectrum disorder (ASD): classification, neurophysiological features, stereotypical reactions, goals and principles of individual-developmental work	2			1	3
4.2	Attention Deficit and Hyperactivity Disorder (ADHD): classification, neurophysiological features, goals and principles of individual-developmental work	2			1	3
5	**Module 5. Specific Learning Difficulties of Children with Down Syndrome and Mental Retardation**	**4**			**2**	**6**
5.1	Down syndrome (DS): classification, neurophysiological features, goals and principles of individual-developmental work	2			1	3
5.2	Mental retardation (MRD): classification, neurophysiological	2			1	3

№						
	features, goals and principles of individual-developmental work					
6.	**Module 6. Specific learning difficulties of children with locomotor disorders and cerebral palsy, with cognitive impairment due to post-traumatic stress disorder.**	4			2	6
6.1	MSD and cerebral palsy: classification, neurophysiological features, goals and principles of individual-developmental work	2			1	3
6.2	Post-traumatic stress disorder general concepts: classification, neurophysiological features, goals and principles of individual-developmental work	2			1	3
7.	**Module 7. System of psychological and pedagogical support of students with SEN in an educational organization**	6				6
7.1	Areas of work of the resource center	2				2
7.2	Structure and system of work of the psychological and pedagogical service of an inclusive school	2				2
7.3	Development of inclusive culture and educational work system in educational organization	2				2
8.	**Module 8. The order of drawing up and implementation of individual programs of upbringing and**	5			3	8

	education of children with intellectual disabilities.					
8.1	The procedure for developing an individualized education program for students with disabilities	2			1	3
8.2	Learner Characteristics and Individual Development Strategies	2			1	3
8.3	Identification of strengths and socialization strategies for students with intellectual disabilities	1			1	2
9.	**Module 9. The content of the activity of a teacher-assistant in a general education organization. The procedure for organizing a teacher-assistant's examination of children with special educational needs. Documentation of the results of the examination.**	**6**			**2**	**8**
9.1	Professional standard of types of work of a teaching assistant	2				2
9.2	The system of work of a teaching assistant	2			1	3
9.3	Educational Skills Checklist and Analysis of Developmental Dynamics of Students with SEN	2			1	3
10.	**Module 10. Causes of undesirable behavior in children. Methods of overcoming undesirable behavior in children.**	**2**			**2**	**4**

10.1	Causes of undesirable child behavior depending on the child's developmental deficits	1			1	2
10.2	Directions for restoring the resourcefulness of a student with SEN	1			1	2
11.	**Module 11. International experience in inclusive education**	**3**			**3**	**6**
11.1	Cases from international practice	3				3
11.2	Interpretation of an inclusive education model using a country case study.				3	3
12.	**Module 12. Code of Ethics in accompanying a child with special educational needs**	**3**			**3**	**6**
12.1	Rules and ethical norms for accompanying a child with disabilities	1			1	2
12.2	Interaction of an inclusive class teacher with parents of a child with disabilities	1			1	2
12.3	Interaction of an inclusive classroom teacher with an assistant tutor	1			1	2
13.	**Module 13. "Pedagogical Practice. Application of actual psychological and pedagogical technologies in support of students with SEN"**		**38**		**2**	**40**
13.1	Practicing skills in diagnosing and differentiating special educational needs of students		8			8

13.2	Practicing individual-developmental integrated strategies in the education of students with SEN. Development of individual-developmental program		20			20
13.3	Practice to improve professional competencies		10			10
13.4	Analysis of situational problems with application of the studied methods of solution				2	2
	Final diagnosis				2	2
	Total:	52	38		30	120

Note: 1 academic hour is 45 minutes.

8. Assessment of learning outcomes

Control and evaluation of students' knowledge is carried out both in the process of conducting classes - formative assessment, and at the end of the course in the form of testing and project defense.

Formative Assessment.

Formative assessment is used for intermediate control and correction of knowledge and skills. It is carried out in the form of practical tasks, designing a fragment of a lesson, demonstration of knowledge in the performance of tasks in discussion groups.

Tasks, recommendations for implementation, examples of implementation, standards for self-checking, criteria for evaluation of tasks are included in the educational-methodological complex of the educational program of professional development.

When completing assignments, trainees are provided with group and individual counseling.

The instructor monitors students' completion of assignments according to the

schedule, provides detailed feedback on where and how to improve.

Each assignment has either a benchmark for checking and self-checking or assessment criteria.

The test is administered at the conclusion of the entire course and covers the assessment of the specialist's knowledge of the areas:

- use of the studied approaches, methods and technologies of organization and implementation of inclusive practices in educational organizations;
- use of methods for assessing children's AHP in educational organizations;
- methods of teaching students with disabilities through adaptation and individualization of educational curricula.

Summative assessment is conducted in the form of a demo lesson, defense of the final project, and final testing.

As a final project, course participants develop individual-developmental programs for children with SEN.

Grading scale for full-time courses

Type of assessment		Assessment components	%	Points	Final grade (%)
Attendance			10	10	10
Formative assessment	Listener activity (20)	Involvement at different stages of the lesson	5	5	40

		Interaction with other trainees in the group	5	5	
		Degree/. responsiveness	5	5	
		Presentation of new ideas/solutions	5	5	
	Practical work (20)	Individual/pair/group work of the trainee (SRT and performance of formative assessment tasks)	10	10	
		Case analysis/solving situational tasks/modeling of lesson fragments/	10	10	
Cumulative evaluation		Final work (project/demo	10	9-10	10

	exercise)		7-8		
			5-6		
	Final test	40	21-24	40	

9. Post-course support

Forms and ways of providing methodological assistance to teachers within the framework of post-course support

№	Name	Form of Completion
1	Counseling in drafting a Plan of Individualized Developmental Trajectory for a student with SEN in post-course practice	Plan of individual trajectory of student's development
2	Methodological support in the design of a research project in the field of inclusive education	Reflection sheet of the research project
3	Post-course follow-up webinars for the community of inclusive practitioners	Methodological tools on webinar topics
4	Organization of a round table on the results of the semester	Round table

5	Methodological support for specialists in conducting webinars, seminars, discussion platforms, master classes, Workshops initiated by specialists	Activities
6	Conducting individual consultations	Counseling
7	Organization of open classes / parent meetings	Observation sheet

10. List of basic, additional literature and Internet resources

Primary Literature:

1. Address of the Head of State Kasym-Jomart Tokayev to the people of Kazakhstan. September 2, 2019 Constructive public dialog is the basis of stability and prosperity of Kazakhstan.
2. Law of the Republic of Kazakhstan "On Education" from July 27, 2007 № 319-III (with amendments and additions as of 10.06.2020).
3. State obligatory standard of general secondary education from October 31, 2018 № 604 with amendments and additions as of 05.05.2020 № 182 Order of the Minister of MES RK
4. UN Convention on the Rights of the Child. Adopted by the UN General Assembly: Resolution 44/95 of November 20, 1989.
5. Standard Rules on the Equalization of Opportunities for Persons with Disabilities. Adopted by the UN General Assembly: Resolution 48/96 of December 20, 1993.
6. Salamanca Declaration on Principles, Policies and Practices in Special Needs Education and Framework for Action on Special Needs Education, Salamanca, Spain, 1994.
7. Law "On social and medical-pedagogical correctional support for children with disabilities", of July 11, 2002, N 343. IPK "BILLM" 14
8. Complex of measures for further development of inclusive education system in the Republic of Kazakhstan for 2015-2020. Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 534 of 11.12.2014.

9. Conceptual approaches to the development of inclusive education in the Republic of Kazakhstan. Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 348 of 01.06.2015.
10. UNESCO 2017. A guide for ensuring inclusion and equity in education. Available online: http://unesdoc.unesco.org/images/0024/002482/248254E.pdf (Accessed June 15, 2017).
11. Seisenova A.D. Legal support for children with special educational needs. Inclusive education: theory, practice, experience. Materials of the international scientific-practical conference. National Academy of Education named after. I. Altynsarin. - NurSultan: NAO named after I. Altynsarin, 2019.
12. Monitoring framework for inclusive education in the Republic of Kazakhstan / G. Nogaybaeva, S. Zhumazhanova, E. Korotkikh. - Astana: JSC IAC, 2017. - 185 c.
13. Implementation of OECD recommendations in the field of inclusive education by Kazakhstan. Analytical report on the results of the monitoring study. - Astana: 2018.
14. Erzholova J.A., Sakaeva A.N. Psychological-medical-pedagogical counseling in the development of inclusive education: practice and current issues // Inclusive Education: Theory, Practice, Experience. Materials of the international scientific-practical conference. National Academy of Education named after I. Altynsarin. I. Altynsarin. - Nur-Sultan: NAO named after I. Altynsarin, 2019.
15. Aidarbekova A.A. Ermekbayeva L.H. Derbisalova G.S. Samigulina Z.R. Formation of positive psychological climate in an inclusive class of general education school. Methodical recommendations. Almaty, 2014, 25 p. 5. IPK "BILLM" 15
16. Aidarbekova A.A. Ermekbayeva L.H. Derbisalova G.S. Samigulina Z.R. Formation of social competence of children with disabilities studying in an inclusive (integrated) environment. Methodological recommendations. Almaty, 2015
17. Eliseeva I.G., Chumakova O.F. Professional support of teachers of general education schools implementing inclusive practice. Methodological Recommendations, Almaty, 2015.
18. Nagornaya, A. V. Social Inclusion: Unresolved Problems and New Challenges. Social Inclusion: Unresolved Issues and Challenges: textbook / A. V. Nagornaya.
19. Nagornaya. - Moscow: FLINTA, 2021.
20. Psychology and pedagogy of inclusive education: technology, performance, quality: conference materials / edited by N. V. Fedina. - Lipetsk: Lipetsk State Pedagogical University, 2021.
21. Psychology of individualization of personality in education: textbook / M. V. Rogov, N. V. Lanina, G. V. Orlova [et al.]. - Voronezh: VGPU, 2022. 132 c.

22. Trends in the development of education. Global challenges and unequal opportunities: materials of the XVIII Annual International Scientific and Practical Conference (Moscow, February 18-20, 2021): conference materials / edited by M. G. Pugacheva. - Moscow: Delo RANEPA, 2021.

Supplementary Literature:

1. Bakhareva N.N., Khromchenko M.V. Organization of correctional and developmental work of a teacher-defectologist in the conditions of a comprehensive school to support children with special educational needs // Collection of scientific articles: inclusive education and psychological and pedagogical support of persons with disabilities and disabled people: from early age to professional training. regional practices and models. St. Petersburg, 2020. Publisher: A.S. Pushkin Leningrad State University. A.S. Pushkin Leningrad State University (St. Petersburg).
2. Belaya E.V., Turetskaya S.A. Components of correctional and developmental assistance to children with disabilities. // Collection of scientific articles: inclusive education and psychological and pedagogical support of persons with disabilities: from early childhood to professional training. regional practices and models. St. Petersburg, 2020. Publisher: A.S. Pushkin Leningrad State University. A.S. Pushkin
3. Voronova A.E. Psychological and pedagogical support of children with disabilities // Collection of scientific articles: inclusive education and psychological and pedagogical support of persons with disabilities and persons with disabilities: from early childhood to professional training. regional practices and models. St. Petersburg, 2020. Publisher: Pushkin Leningrad State University. A.S. Pushkin
4. Isayeva S.A. Organization of remote complex support of preschool children with speech disorders and families raising them // Collection of scientific articles: inclusive education and psychological and pedagogical support of persons with disabilities and disabled people: from early childhood to professional training. regional practices and models. St. Petersburg, 2020. Publisher: A.S. Pushkin Leningrad State University. A.S. Pushkin Leningrad State University (St. Petersburg).
5. Kuznetsova M.V. Integrated support of school-age children with disabilities and families raising them// Collection of scientific articles: Inclusive education and psychological and pedagogical support of persons with disabilities and disabled

people: from early childhood to professional training. regional practices and models. St. Petersburg, 2020. Publisher: Pushkin Leningrad State University. A.S. Pushkin (St. Petersburg).

6. Mikhailova N.A. Complex support of preschool children with severe speech disorders within the group of compensatory health orientation // Collection of scientific articles: inclusive education and psychological and pedagogical support of persons with disabilities and persons with disabilities: from early childhood to professional training. regional practices and models. St. Petersburg, 2020. Publisher: Pushkin Leningrad State University. A.S. Pushkin.

Internet Resources:

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2. Voroshilova, E. L. Formation of tolerance and pedagogical ethics in general educational organizations: methodological recommendations / E. L. Voroshilova, A. R. Maller. - Moscow: Prometheus, 2021. Text: electronic // URL: https://e.lanbook.com/book/189653

3. Golbert, E. V. Psychological foundations of inclusive education: textbook / E. V. Golbert. - Chita: ZabGU, 2021. Text: electronic // URL: https://e.lanbook.com/book/271745

4. Zagorodniuk, E. V. Social-inclusive education of young people: textbook / E. V. Zagorodniuk, N. S. Ivanenko. - Novocherkassk: YURHPU (NPI), 2021. Text: electronic //URL: https://e.lanbook.com/book/292235

5. Zhurbenko V.N., Gredasova E.M., Voloshchenko. Psychological and pedagogical support of children with disabilities. / Text of scientific article on specialty "Education Sciences" / Innovative Science, 1, 2020. https://cyberleninka.ru/article/n/psihologo-pedagogicheskoe-soprovozhdenie-detey-s-ogranichennymi-vozmozhnostyami-zdorovya

6. Podluzhnaya V. V. Psychological and pedagogical support of students with severe speech disorders in school Text of scientific article on specialty "Education Sciences". // Science and Education Today, 2020. https://cyberleninka.ru/article/n/psihologo-pedagogicheskoe-soprovozhdenie-obuchayuschihsya-s-tyazhelymi-narusheniyami-rechi-v-shkole

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