

WYŻSZA SZKOŁA
INFORMATYKI I EKONOMII TWP

**WARMIŃSKO-MAZURSKI
KWARTALNIK NAUKOWY**

NAUKI SPOŁECZNE

Nr 3(19)

OLSZTYN 2016

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ISSN 2084-1140

Adres redakcji:

Redakcja Warmińsko-Mazurskiego Kwartalnika Naukowego

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Każdy artykuł zawiera streszczenie i słowa kluczowe w języku angielskim.

FUNCTIONAL MODEL OF SOCIO-PEDAGOGICAL SUPPORT OF FAMILIES WITH CHILDREN WITH SPECIAL NEEDS IN UKRAINE

Summary: The article presents the results of research into socio-pedagogical problems of families who are raising children with disabilities. Based on the results provided, the authors developed and presented the functional model of socio-cultural support of such families, the primary purpose of which is the normalization of family functioning and adequate development of a child with special needs. The main structural components of the model are grounded: the stages (preparation; contact; diagnostics; modeling; activity; reflection) and organizational conditions (activeness and communicativeness of parents, team of professionals from different fields and volunteers, the consultant, cooperation of civic organizations and others) of pedagogical support. The styles of raising a child and of communication within a family with a child with special needs as well as tactics of working with parents in the course of support are established. The study suggests criteria regarding the effectiveness of socio-pedagogical support. It is maintained that particular attention in the course of support should be devoted to raising parental competence which is a complex dynamic feature of a couple and is realized through the important capability of quality performance of parental functions regarding giving birth, care, raising and developing a child.

Key words: family, child with special needs, social-pedagogical support, model of socio-pedagogical support of a family with a child with special needs, inclusive education.

Supporting the entry of Ukraine into the European educational space, the Ministry of Education and Science of Ukraine and the National Academy of Pedagogical Sciences of Ukraine are gradually moving away from the existing system of private special needs educational institutions (boarding schools, specialized educational institutions) which Ukraine inherited from the former Soviet Union together with its values of „ideal society” to a more humanistic system of integrated and inclusive education. For the first time in Ukraine the pedagogical experiment with social adaptation and integration into society of children with special needs through the organization of their education in secondary comprehensive schools began in 2001 by the Ukrainian Foundation „Step by Step” in cooperation with the Ministry of Education and Science of Ukraine and the Institute of Special Pedagogy

of the National Academy of Pedagogical Sciences of Ukraine¹. Subsequently, other institutions linked up to the scientific and pedagogical research of this problem, including pedagogical universities, Ternopil V. Hnatyuk National Pedagogical University among them.

According to Mykola Kuleba, the Commissioner of the President of Ukraine for Children's Rights², in Ukraine as of the month of February 2016 there were about 8 million children under the age of 18, of which 151 thousand were children with special needs. Unfortunately, the number of school-age children provided with inclusive education reaches only 7%; the remaining children either receive individual training at home, in specialized comprehensive boarding schools, training and rehabilitation centers, or are deprived of any education at all (Figure 1).

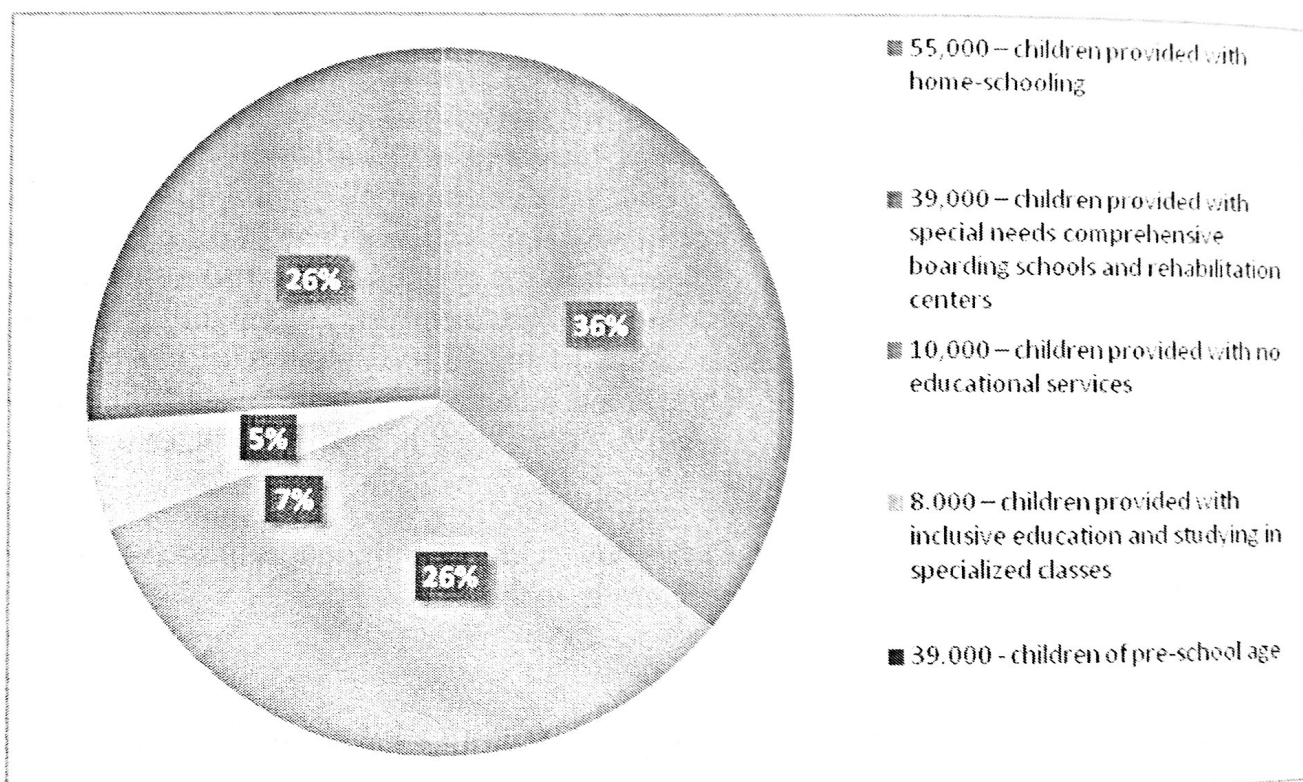


Fig. 1. The coverage of children with disabilities by the official system of education in Ukraine (excluding the Autonomous Republic of Crimea)

The figures above intensify the importance of the problem of socio-pedagogical support of a family with a disabled child. This support is related to the immedi-

¹ Інклюзивна освіта: стан і перспективи розвитку в Україні: Науково-методичний збірник до Всеукраїнської науковопрактичної конференції в рамках реалізації проекту „Створення ресурсних центрів для батьків дітей з особливими освітніми потребами” за підтримки програми ІВРР – ТАСІС Європейської комісії / ВФ „Крок за кроком”. – К.: ФОП Придатченко П.М., 2007. – 180 с.

² М. Кулеба, *Моніторингове дослідження функціонування системи інтернатних закладів та закладів соціального захисту дітей. [Електронний ресурс] – Режим доступу: <http://www.president.gov.ua/news/v-ukrayini-blizko-104-tis-ditej-vihovuyutsya-v-zakladah-inst-36703>].*

ate communication between parents and their children as well as to helping parents regarding educational success of their children in school since the involvement of children with special needs in general educational institutions provides a positive impact on a wide circle of people who are close to the children: parents and other family members. On the other hand, the child's joining the circle of his peers can contribute to a gradual change in the mental condition of his or her parents (reduce tension, improve emotional state, etc.), improving the efficiency of educational work and correctional rehabilitation. Active, motivated, value-oriented and pedagogically-controlled parental involvement in the educational process leads to the reduction of their anxiety and fears, mobilization of forces required for the daily and long-term success, family's new worldview structure formation³.

The **purpose** of the article is to justify the innovative functional model of socio-pedagogical support of a family with a child with special needs.

The key notions of the article include a family, a child with special needs, social and educational support. According to the Family Code of Ukraine, a family is the primary and fundamental group unit of society and is made up of people who live together, connected by common life, mutual rights and obligations⁴. The Law of Ukraine On the Rehabilitation of the Disabled in Ukraine interprets *disabled child* as a person under the age of 18 with persistent disorder of body functions, caused by disease, trauma (the consequences) or congenital mental or physical development, leading to restricted normal life and necessitates social assistance and protection⁵. In order to correctly define and implement European approach to the term „disabled child” we correlate it with the concept of „child with special needs”. The notion of *socio-pedagogical support of a family with a child with special needs* is defined as a system of varied long-term help and support of all the members of the family in the community, aimed at preserving the functionality of the family and the development of the potential of the child with the status of disability.

Before constructing and testing the declared model, the diagnostic experiment was conducted to determine the relevance of the problem referred to social and educational support. For this, via surveying parents (24 people) with children with nosology and of different ages, we found out about the greatest obstacles and frequent problems they face in the process. Upon the information received processing, the list of problems was composed and a rating survey was conducted. The respondents were parents with children with disabilities. The overall number of people was 167 people. During the survey respondents chose among the proposed

³ Інклюзивна освіта: стан і перспективи розвитку..., р. 12.

⁴ Сімейний кодекс України. [Електронний ресурс] – Режим доступу: <http://zakon0.rada.gov.ua/laws/show/2947-14>.

⁵ Закон України „Про реабілітацію інвалідів в Україні”. [Електронний ресурс] – Режим доступу: <http://zakon0.rada.gov.ua/laws/show/2961-15>.

list of 12 items the 5 most relevant problems and rated them from 1 to 5 (with 1 as the most important problem). The results are presented in Table 1.

Table 1. The results of the survey rating of parents with children with special needs

No.	Question	Results	
		Number	%
1.	undeveloped infrastructure for providing medical and social help	162	97,01%
2.	absence of complex and direct support of families with children with special needs	158	94,61%
3.	unavailability of architectural environment for children with limited mobility	153	91,62%
4.	insufficient level of psycho-pedagogical awareness of parents with children with special needs	148	88,62%
5.	absence of educational establishment with inclusive groups or classes in the residence area	146	87,43%

The results of the survey rating demonstrate that families with children with special needs require complex socio-pedagogical support.

Taking into consideration the results of the study, our conclusion is disappointing: in Ukraine, despite the reform of the educational sector, the vast majority of children with special needs are not provided with the effective inclusive educational environment, and families have children deprived of appropriate social, educational and psychological assistance and support; they often refuse to perform parental duties, are forced to give up an active lifestyle, professional career development and other activities to take care of a child with disabilities, they neglect relationships with other family members. In order to solve these problems, it was decided to construct a model of socio-pedagogical support of families with children with special needs.

In our study, the functional model is presented as a result of designing a system of social and educational support for families with children with special needs, which schematically demonstrates the key elements of the process and the hierarchical relationships between them, expressing generalized goal and objectives of the system and their consistent implementation in the harmonized conditions of family microclimate for achieving the final result - raising pedagogical culture of parents and involving them as partners in the inclusive education for developing readiness of a child with special needs to adult and independent life. The model also identifies areas, principles, conditions and performance criteria of support implementation, techniques, tactics and forms of interaction with parents.

This model was presented and discussed in April 2, 2016 in Ternopil during the workshop „Mobilizing the community to provide comprehensive services to children and youth with special needs”. The participants of the workshop were parents of children with disabilities, representatives of educational institutions at various levels, charitable foundations („Mercy Beyond Borders” (Ukraine), Henry Nauena (Netherlands), Center „BEBIKO”, NGO „Vertep Workshop”, community „Faith and light”⁶.

Let us further ground the functional model with its innovative character as it introduces new approaches for designing an integral system of social and pedagogical support of families with children with special needs.

The systematic component of the model is the main goal of social and pedagogical support which lies in the normalization of family life and the adequate development of children with special needs. It is pertinent to note that the semantic content of the concept of „normalization” in the context of a child with special needs was established in the 70s in the XX century and is reflected in the works of the director of the Swedish Association of mentally retarded people „Benhtoma Nir'ye”. He interpreted it as the right of people with disabilities for education, employment, and decent living conditions that are close to normal⁷.

Normalization of life does not mean that a person with impairments is „normal” without deviations. This concept emphasizes that person's life becomes normal, the same as other members' of society. The normal state of life for every person includes: 1) normal (usual) daily lifestyle: work, rest and free time (the opportunity to plan a day and change the schedule of the day by oneself, the opportunity to live in one place and work in another); normal (usual) rhythm of the week: the same as of other members of society with alternating weekdays and weekends; normal (usual) rhythm of year (holidays and vacations such as of other people); normal development of the life cycle (childhood, adolescence, youth, maturity and old age); normal respect and the right for self-determination; normal (usual) to a certain culture forms of sexual activity; normal country-specific forms of economy and law; normal requirements of the society to the environment and living standards⁸.

⁶ В Тернополі ділилися досвідом як допомагати людям з особливими потребами. [Електронний ресурс] – Режим доступу: http://teren.in.ua/article/v_ternopoli_dilylysyu_dosvidom_yak_dopomahaty_lyudyam_z_osoblyvymy_potrebamy_foto

⁷ B. Nirje, *The normalization principle and its human management implications* (Classic Article from 1969), „The International Social Role Valorization Journal” 1994, Vol. 1, № 2. S. 19–23.

⁸ Програма підготовки кандидатів у прийомні батьки та батьки-вихователі до виховання дітей з інвалідністю (35 навчальних годин): Навчально-методичний посібник/ Укладачі: Пулягіна Г.Я., Кравченко Р.І., Мішук Т.М., Постолок Г.І., Татарчук Н.В., Герасимчук Ф.М. – Київ: 2011. – 219 с. Р. 51.

To achieve this goal, it is necessary to create appropriate institutional conditions. These include: human resources (activeness and communicativeness of parents, the presence of a team of specialists of different spheres and volunteers, consultants, cooperation of NGOs and others), financial resources (funding, technical support, knowledge base, facilities, Internet resources), procedural conditions (program of support, principles of cooperation, regulatory framework, interagency collaboration).

The results of our study revealed that social adjustment and educational support for families with children with special needs involve the following steps:

1. Preparation stage (planning of interaction with parents): collection and study of basic information about the child with special needs, his or her nuclear and extended family, obtaining contacts for communication; structuring the information that must be reported to parents at various stages of cooperation; determining those responsible in collaboration with parents; planning and forecasting content, structure, means of communication; determine the time and duration for the first meeting; selection and arrangement of the meeting place.
2. Contact stage (creation and maintenance of an atmosphere of confidence, withdrawal of emotional stress, building motivation to cooperate), removing the psychological barriers; finding common interests concerning the child; formation of parents' adequate view of the structure disorders in the psycho-physical development of children and the possibility of their education and socialization; defining the principles of communication; defining the boundaries of mutual responsibility in cooperation with various institutions (educational institutions); identification of qualities that are dangerous for communication; adaptation to the parties and contact establishment; concluding a contract on cooperation.
3. Diagnostics stage (receiving and systematizing information on family and pupil): institutional aspect of family - the living conditions, family structure, lifestyle, successful operation, the stages of family life cycle, the dominant style of communication and education, organization of leisure activity, psychological climate, financial position, general rehabilitation of the family culture, attitude to child pathology etc.; family microclimate and pedagogical competence of parents - family members' communication styles, types of parenting, interaction between family subsystems, performance of family functions; medical aspects of child's development - history, diagnosis, specific needs, forecasting, rehabilitation activity of family; social aspects of child's development - the level of independence, adequate self-determination and self-esteem, breadth and diversity of social contacts, space and living environment, the ability to make an informed choice of their own destiny, the experience of relationships with people and the world.
4. Modeling stage (establishment of family ways out of the crises and the interactions family-rehab center, family - pre-school (school) and others): clarification of goals and prospects of cooperation; identification of the ways of overcoming

- the possible negative educational experience of parents, problems in the interaction with the children, family conflicts and crises; delegating candidates to a team of specialists in inclusive class; acquaintance with members of the team of experts who carry out support of family and child development; establishing common and uniform requirements to education and training of the child; setting objectives and expected results; discussing the necessary resources in the event of possible solutions to different situations; approval of a plan of actions for the year, the timing of program reviewing and analysis of current results; concluding individual development plan, the rehabilitation programs, the educational curriculum; determining ways to control the implementation of the plan.
5. Activity stage (realization of the constructed model of cooperation and planned events): correction of the family environment; parents educating; parents interaction with members of the team of experts of support; realization of an individual development plan and educational curriculum of a child; implementation of the planned remedial measures; monitoring of educational, correctional, rehabilitation processes, cooperation between various institutions and parents; counseling support of parents.
 6. Reflection stage (summing up cooperation, understanding results): generalization and analysis of the current and final results in the development of children with special needs; identification of priority needs for future development; prediction of future events and ways of cooperation; assertion of the level of formation of independence of children with special needs, their readiness for independent living.

Particular attention during the Family Support should be given to increasing parents' competence in parenting. Parental competence is a complex dynamic characteristic of the couple, which is manifested in the actual ability to perform high-quality parenting concerning birth, care, education and development of children⁹.

Depending on the level of parental competence, there are different styles of family education and communication which are a combination of parents' goals, their emotional relationship with the child, the child's perception of parents and appropriate methods of treatment. Common educational and communication styles in families with children with special needs include hypo-protection (reduced emotional contacts between parents and a child, one or both parents' projection of their own undesirable traits on the child); dominant hyper-protection (combination of heightened attention to the child with a lot of restrictions and prohibitions); the cult of disease (exaggerated concern of parents about the health of the child); coniving hyper-protection (lack of control and permissiveness of parents regarding the child combined with uncritical assessment of their behavior); emotional indifference

⁹ Л.М. Олійник, *Усвідомлене та відповідальне батьківство*. – [Електронний ресурс] – Режим доступу: <http://livalno1.blogspot.com/2014/01/blog-post.html>.

ference (lack or faking of emotional connection between parents and the child); repressive style (authoritarian parental leading position); increased moral responsibility (overly high expectations and hopes of the future parents for their child); controversial education (family members use incompatible educational approaches); cooperation (constructive, flexible form of mutually responsible relationships between parents and a child in joint ventures); education outside the family (the child is brought up in the conditions of a closed boarding school, orphanage, etc.)¹⁰.

The system of support must be flexible regarding the age of the child and family services provision and support. During early childhood, the main task of such support is early intervention aimed at providing services for timely detection, treatment and prevention of child development deviations and his or her family functionality. Pre-school period is characterized by the child's staying in inclusive preschool groups, schools, his or her socialization and training to study at school. The educational period is the formation of the required child's life competence, getting the profession. Socio-pedagogical support is advisable to complete at the time when the child gains the profession and gets a job, a sign of the transition to independent living. This means that people with disabilities can get a profession and work as aged 18 years (after vocational educational institution), and as they turn '22, which is related to the duration of studies in tertiary-level institutions.

Most often, depending on how to interact with the family or a group of parents within the support, the following tactics of working with parents are determined: 1) *direct work with a specific family* involves visiting the family, analyzing architectural accessibility, interviewing parents regarding needs, problems and resources; monitoring the relations within the family; demonstration of behavioral strategies, training, solving family problems; 2) *indirect work with a specific family* involves recording information and comments of parents and professionals in a special diary; reports on the results of rehabilitation; written messages, information for parents; conferences organized by social workers, involving other experts; classes on weekends, providing information about recreation opportunities; 3) *direct work with a group of parents* involves meetings with parents, exchange of information, reporting on the progress and success of the rehabilitation of the child, and discussion of action plans for the future; pedagogisation of parents; organization of a special course on various topics for parents; organization of joint activities (recreation, concerts) with parents and specialists; parental involvement in the preparation and arrangement of special events - celebrations, festivals; helping parents to organize group trips for children (to the zoo, cinema, theater, sports, etc.); 4) *indirect work with a group of parents* presumes that parents are provided with information services, specialists' work schedule, content of classes; distribution of information booklets; exhibitions of books, games handouts, and other methodical material in

¹⁰ Психологічний довідник учителя: в 4 кн., кн. 4. /Упоряд. В. Андрієвська. Наук. ред. С. Максименка. – К.: Главник, 2005, с. 58–60.

the parents' office or residential place; 5) *development of contacts between families* presumes visiting the organization by the experienced family specialist; assistance in organizing self-help groups or associations of parents; participation in regular meetings of parents at home or in a special place; parental involvement in renovations or adjustment of equipment; assistance of parents in protecting their rights; involvement of parents in the work of civil society organizations; helping parents to organize clubs and activities for children¹¹.

The main groups of methods of supporting parents include: social (social methods of diagnostics, prevention, monitoring, rehabilitation and socio-economic methods, organizational methods); psychological (methods of psychodiagnostics, psychological correction, psychology, psychotherapy); educational (organizational, methods of teaching, upbringing)¹².

Working with parents presumes classical forms of interaction: lectures, conferences, university of pedagogical knowledge, workshops, open days, thematic individual counseling, visits to the family's place of residence, parental reads and evenings, training, briefing, family clubs, mobile folders, visual forms, round tables, meetings, discussions, thematic actions, seminars. Considering the workload and peculiarities of child care with special needs, parents do not always have an opportunity to allocate time for eye exercises. That is why, one of the new forms of social and educational support for parents in Ukraine is to create and use remote format of communication (websites, emails, closed groups in social networks, cloud services (Google, Live SkyDrive, Dropbox et al.)), which allows to locate the necessary information for parents, video materials, links to useful resources, and also electronic services for online video chatting (Skype, Facebook Messenger, Viber, etc.). With this format it is possible not only to save time, but also to respond to the needs of parents and children with special needs, engage other professionals that may be remote from the place of residence of the family.

The frequency and form of provision of services supporting families with children with special needs depend on: age, lesion degree, and the condition of child's functional development; parents' competence, their ability to independently solve problems and tasks; development and state of family relations; changes in the life of a family or a child with special needs (birth of brothers / sisters, family breakdown, death of a family member, relocation, child entry to the educational environment or independent living, etc.).

Finally, what must be determined is who should carry out the proposed support for the family. At the moment in Ukraine there is no unified comprehensive system of support for families with a child with disabilities. However, there

¹¹ В.С. Петрович, *Група взаємодопомоги батьків, котрі мають дітей з ДЦП*, „Проблеми педагогічних технологій” 2002, №1, с. 87.

¹² З.М. Шевців, *Основи соціально-педагогічної діяльності [Текст]: навчальний посібник*, К.: Центр учб. л-ри, 2012. – 246 с.

is experience with psychological counselling, medical and pedagogical consultations, social centers for families, children and youth, early intervention centers, trustee councils of numerous charitable and civic organizations to provide certain services to children and adults with disabilities. In recent years, the negotiations run on the creation of a united center of social and pedagogical support, the experience of different countries being studied in this regard. In our opinion, social and educational support for families with a child with special needs has to involve a team of professionals which should be determined by the needs and capabilities of both the family and the child. The team is expedient to include representatives of state bodies, including social security workers, as well as various experts in the fields of medicine, psychology, pedagogy and social organizations, unions and associations. Coordination and mediation between the team and the family may be arranged by a consultant.

The performance criteria of social and educational support for families with children with special needs comprise these: a) related to family: preserving the integrity of the family and the realization of its functions; adaptation of parents and other children in the family to living conditions complicated by the disability of a child; harmonization of family relations and their stabilization; creating conditions for self-development and self-realization of all family members; creating linkages with family micro (relatives, neighbors, work colleagues, teachers) and macro-environment; arrangement of leisure; b) related to parents: a high level of parental competence; developed ability of parents to make decisions regarding issues and problems related to socialization, education and training of a child with special needs, preparing the child for independent living; parental involvement in the system of supporting families who are raising children with disabilities; parents' participation as members of the team of experts who carry out maintenance of the child in an educational environment; c) related to child with special needs: quality and timely diagnostics of mental and physical condition; obtaining effective correctional and rehabilitation services; involvement in inclusive education; professional self-determination; readiness for independent living.

Thus, on the one hand, the creation and implementation of the model of pedagogical support of parents who are raising a child with special needs reduces frustration burden of family members and increases their rehabilitation and educational opportunities. And on the other hand, it facilitates effective interaction of „family-school” system for the realization of the idea of inclusive education.

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FUNKCJONALNY MODEL WSPARCIA SPOŁECZNO-WYCHOWAWCZEGO DLA RODZIN WYCHOWUJĄCYCH DZIECI O SPECJALNYCH POTRZEBACH NA UKRAINIE

Streszczenie: Niniejszy artykuł prezentuje wyniki badań problemów społeczno-wychowawczych w rodzinach wychowujących niepełnosprawne dzieci. Autorzy opracowali i przedstawili model funkcjonalny społeczno-wychowawczego wsparcia dla tych rodzin, oparty na uzyskanych wynikach. Głównym celem tego modelu jest normalizacja funkcjonowania rodziny oraz odpowiedni rozwój dziecka specjalnej troski.

Przedstawiony model składa się z dwóch zasadniczych elementów: etapów (przygotowanie, kontakt, diagnostyka, dostosowanie, wdrażanie i stosowanie, refleksja) oraz warunków techniczno-organizacyjnych wsparcia wychowawczego (zaangażowanie oraz dobra chęć ze strony rodziców, zespół fachowców z różnych dziedzin, współpraca z organizacjami obywatelskimi i inne). Zaprezentowane zostały rozmaite sposoby wychowania dziecka oraz zwyczaje komunikowania się w rodzinach wychowujących upośledzone dziecko, podobnie jak metody współpracy z rodzi-

cami w trakcie wsparcia. Badacze proponują kryteria dotyczące skuteczności wsparcia społeczno-wychowawczego.

Uważa się, że szczególna uwaga powinna być poświęcona podnoszeniu poziomu kompetencji rodzicielskiej, rozumianej jako złożona i dynamiczna cecha pary małżeńskiej, realizowana przez umiejętność spełnienia zadań rodzicielskich w relacjach rodzic - dziecko, głównie opieki nad nim oraz wychowania.

Słowa kluczowe: rodzina, dziecko specjalnej troski, wsparcie społeczno-wychowawcze, model społeczno-wychowawczego wsparcia dla rodzin wychowujących dziecko specjalnej troski.