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SOCIAL AND REHABILITATION SERVICES FOR CHILDREN WITH DISABILITIES IN UKRAINE

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The Russian-Ukrainian war has drastically altered the lives of millions in Ukraine. The intense hostilities have forced countless people to flee their homes, becoming either internally displaced persons or refugees. Many towns have suffered extensive damage, with some communities entirely destroyed, displacing hundreds of thousands of families. More than a million Ukrainians have joined the military in defense of their country. The war has led to a tragic loss of life among both civilians and military personnel, as well as a dramatic rise in the number of disabled individuals. Between February and December 2022 alone, over 45,000 Ukrainians acquired disabilities – a number 3.5 times higher than in pre-war 2021. According to the Ministry of Veterans Affairs, more than 68,000 service members have received the status of persons with disabilities due to injuries sustained in the conflict. Civilian disability numbers have also risen, making the development of social rehabilitation services for people with disabilities a critical need. Especially children suffer during the war, among whom the number of children with disabilities is steadily increasing.

The issues of care, upbringing, development, and social support for children with disabilities are explored by researchers across multiple scientific disciplines. In recent publications, M. Leholetov, T. Lyakh, and S. Sapiga present a structured approach for parents or legal guardians on how to enroll a child with special educational needs in inclusive classes or groups. They analyze key principles of collaborative interaction between social pedagogues and parents and offer guidance on supporting children in inclusive environments.

Recent studies on socialization, social rehabilitation, and the provision of social services for people with disabilities – particularly children and their families within local communities – also deserve attention. For example, Zh. Petrochko and T. Spirina (2021) provide a comprehensive summary of the core aspects of social rehabilitation;

T. Kochubey and N. Levchenko (2021) substantiate the primary approaches to establishing a barrier-free environment for people with disabilities; and O. Stolyaruk (2020) underscores the importance of ensuring access to services for families raising children with disabilities.

The actions and specific features of providing social services are geared towards preventing, overcoming, or mitigating the impact of challenging life circumstances for individuals. S. Sapiga and L. Ostrolutska (2023) focused particularly on families affected by these circumstances, outlining the categories of individuals with disabilities who qualify for services, the necessary conditions, and the organization of such services. They identified essential areas of focus for social workers to help individuals with disabilities navigate difficult situations related to their conditions.

In their analysis, the researchers emphasize: “Social services play a crucial role in promoting the inclusion of individuals with disabilities into community life, enabling them to lead independent lives. Key objectives of these services include improving the quality of life and health of people with disabilities, supporting their development in various life domains, and promoting the normalization of family functioning for households that include individuals with disabilities” (Sapiga, Ostrolutska, 2023).

R. Gorchynskyi, T. Lyakh, and V. Petrovych (2022) explored the role of home-based social care as a mechanism for deinstitutionalizing social support, examining its practical applications. Additionally, the challenges involved in establishing and developing this service are investigated by Zh. Petrochko, G. Slozanska, N. Horishna, and O. Stolaryk (2023). However, there remains a lack of sufficient research on modern social services specifically tailored for children with disabilities and their families, particularly those aimed at individual social rehabilitation.

Over the years, a structured approach has developed for organizing activities and events for children with disabilities across various institutions and facilities. These activities include therapeutic physical education, corrective and developmental classes, inclusive theater studios, consultations with specialized experts, integrated day care groups, educational sessions, and mutual support groups for parents. Combined in various ways, these activities form the foundation of social services for children with disabilities and their families.

To address the goals of this study, we highlight the following essential social rehabilitation services available for children with disabilities and their families: early intervention, inpatient care, home care, supported accommodation, social rehabilitation for children with intellectual and mental disabilities, assistance during inclusive education, sign language interpretation, social and daily living orientation, day care, rental of rehabilitation equipment, transport services, personal assistant services, and family-based placement for orphans and children deprived of parental care.

These services are being gradually implemented and expanded in Ukraine. However, progress is often hindered by various obstacles and challenges. Insights shared by specialists during interviews and discussions within the framework of this research helped form a comprehensive view of the primary issues and future prospects for these services.

Summarizing the above, we can state that in modern conditions, the problem of developing socio-pedagogical services for children with disabilities and their parents is becoming acutely relevant. In our opinion, the main difficulties of providing social rehabilitation services in the territorial community are: inadequate level of interdisciplinary interaction, exchange of information about social rehabilitation services available in the community, lack of similar cooperation between territorial communities, regions; unavailability of services for all children with disabilities; insufficient level of professional competence of specialists or their professional burnout; low quality of services currently provided in small territorial communities cities, towns, villages; insufficient period of rehabilitation; unformed culture of parents applying for social rehabilitation services, parents' unwillingness to actively participate in the child's rehabilitation, etc. Actions to improve the quality of such services, their optimization and successful implementation may be: ensuring by community leaders and child protection entities the availability of social rehabilitation services for all children and families in the territorial community who need them, in accordance with the needs of service recipients; monitoring the timeliness, duration and quality of the rehabilitation process; focusing attention on professional rehabilitation activities in the life environment of the child and his family; development of a complex, integrated approach to the provision of social rehabilitation services; increasing the competence of parents and specialists on various issues of rehabilitation child; strengthening of social partnership, development of fundraising for wider implementation of social rehabilitation services; deployment of information campaigns regarding the importance, availability and development prospects of social rehabilitation services for children with disabilities and their parents, etc. Prospects for further research are the study of optimal algorithms for the introduction of social rehabilitation services from the perspective of an integrated approach, social ordering and deinstitutionalization of services.

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