

РОЗДІЛ 2 СПЕЦІАЛЬНА ОСВІТА

UDC 376-056.34:373.3.011.3-052]:159.922.76

DOI <https://doi.org/10.32782/apv/2022.1.1.23>

Valentyna BILAN

Candidate of Pedagogic Sciences, Associate Professor at the Department of Special and Inclusive Education, Pavlo Tychyna Uman State Pedagogical University, Sadova str., 2, Uman, Cherkasy region, Ukraine, 20300
ORCID: 0000-0002-6615-5211

To cite this article: Bilan, V. (2022). Do problemy orhanizatsii psykholoho-pedahohichnoho suprovodu ditei molodshoho shkilnoho viku z rozladamy autystychnoho spektru [Organization of psychological and pedagogical support for primary school children having autism spectrum disorders]. *Acta Paedagogica Volynienses*, 1, 141–151, doi: <https://doi.org/10.32782/apv/2022.1.1.23>

ORGANIZATION OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT FOR PRIMARY SCHOOL CHILDREN HAVING AUTISM SPECTRUM DISORDERS

The article reveals the stages of psychological and pedagogical support for primary school children with autism spectrum disorders (ASD) and the educational experiment has been carried out. It consists of several stages. On every stage the educational program for a group (class) and the individually adapted program for every student with ASD have been developed and adapted. The latter includes three blocks: basic, the programs to correct disorders on cognitive sphere and the programs to correct emotional-volitional development. It is proved that during the educational experiment we have found that educating a student with ASD at general secondary education establishments is optimal to start at corrective small size classes with his further transfer to the inclusive class. This studying may be held in several stages: adaptive and diagnostic, content and organizational, resultative and reflexive. But at adaptive and diagnostic stage very child needs a social integration at school. After the stage the basic of educational behavior are formed in the children with ASD, correlation and communication with children and adults appears to be more adequate to social norms.

The monitoring system of the results to master adaptive educational program is also developed. Its tasks include: 1) to adapt the assessing system in order the children with ASD are able to demonstrate the results and knowledge of the subject; 2) to analyze the students' knowledge and skills mastering and opportunely take the measures to remove gaps; 3) to collect and analyze the information for developing and correcting the students' individual educational route.

The introduction of supplementary educational teaching instrument is proved to help a child with ASD fulfill the tasks being oriented on the final result, make easier the fulfillment of interim operations, e.g. the recollection of earlier studied material. One of the suggested innovations deals with the use of special monitoring system that helps to adapt the assessing system in order, on one hand, the children with ASD to be able to demonstrate the results and the knowledge of the studied subjects and, on the other hand, to have the possibility to opportunely take the measures in removing gaps.

It is stated that not every child with ASD is able to continue his studying in the inclusive class even after he has been a student in a corrective class. This student is necessary to continue his studying in the system of special schools. The educational experiment has revealed that team approach is one of the requirements to organize the studying of the children with ASD at school. It is important for the team to include sufficient number of specialists to provide complex and systemic corrective and developing influence.

The results of the study may be used for further development of specialized teaching methods, technologies and forms for children with ASD at primary and secondary education.

Key words: primary schoolers, disorders, autism spectrum, psychological and pedagogical support, inclusion, individual educational trajectory, adaptive programs.

Валентина БІЛАН

кандидат педагогічних наук, доцент кафедри спеціальної та інклюзивної освіти, Уманський державний педагогічний університет імені Павла Тичини, вул. Садова, 2, м. Умань, Черкаська область, Україна, 20300
ORCID: 0000-0002-6615-5211

Бібліографічний опис статті: Білан, В. (2022). До проблеми організації психолого-педагогічного супроводу дітей молодшого шкільного віку з розладами аутистичного спектру. *Acta Paedagogica Volynienses*, 1, 141–151, doi: <https://doi.org/10.32782/apv/2022.1.1.23>

ДО ПРОБЛЕМИ ОРГАНІЗАЦІЇ ПСИХОЛОГО-ПЕДАГОГІЧНОГО СУПРОВОДУ ДІТЕЙ МОЛОДШОГО ШКІЛЬНОГО ВІКУ З РОЗЛАДАМИ АУТИСТИЧНОГО СПЕКТРУ

У статті розкрито питання організації психолого-педагогічного супроводу дітей молодшого шкільного віку із розладами аутистичного спектру та проведено навчальний експеримент, який складався з декількох етапів. На кожному етапі була розроблена та адаптована освітня програма як для групи (класу), так й індивідуальна для кожного учня з розладами аутистичного спектру, що складалася з трьох блоків: базового, програм корекції порушень пізнавальної сфери та програм корекції емоційно-вольового розвитку. Таким чином, під час проведення навчального експерименту ми виявили, що навчання учня з розладами аутистичного спектру в закладі загальної середньої освіти доцільно починати у корекційних класах малої наповнюваності з подальшим переходом такого учня в інклюзивний клас. Відповідне навчання може охоплювати кілька етапів: адаптаційно-діагностичний, змістово-організаційний, результативно-рефлексивний. Проте і під час адаптаційно-діагностичного етапу всім дітям необхідна соціальна інтеграція в школі. Після закінчення адаптаційно-діагностичного етапу в учнів із розладами аутистичного спектру формуються основи навчальної поведінки, а взаємодія і спілкування з дітьми та дорослими стають більш адекватними і відповідними соціальним нормам.

Також розроблено систему моніторингу результатів освоєння адаптованої програми навчання, до завдань якої входило: 1) адаптувати систему оцінювання так, щоб діти з розладами аутистичного спектру могли досягти результатів і продемонструвати знання з предмета; 2) здійснити аналіз засвоєння знань і вмінь учнів та своєчасно вжити заходів для усунення прогалин; 3) здійснити збір та аналіз відомостей для розробки й корекції індивідуального освітнього маршруту учнів.

Доведено, що введення індивідуального допоміжного засобу навчання допомагає дитині з розладами аутистичного спектру виконувати завдання, орієнтуючись на кінцевий результат, полегшує виконання проміжних операцій, зокрема пригадування раніше пройденого матеріалу.

Одним із запропонованих нововведень було використання спеціалізованої системи моніторингу, що, з одного боку, дозволило адаптувати систему оцінювання так, щоб діти з розладами аутистичного спектру могли досягти результатів і продемонструвати знання з предметів, що вивчаються, а з іншого боку, давало змогу своєчасно вживати заходів для усунення прогалин.

З'ясовано, що не всі діти з розладами аутистичного спектру можуть продовжувати навчання в інклюзивно-му класі навіть після навчання в корекційному класі.

Таким учням доцільно продовжувати навчання у системі спеціальних шкіл. Під час навчального експерименту визначено, що командний підхід є однією з основних вимог до організації навчання дітей із розладами аутистичного спектру у школі. Важливо, щоб до складу команди входила достатня кількість фахівців для забезпечення комплексного і системного корекційно-розвивального впливу.

Результати наукового дослідження можуть використовуватися для подальшої роботи у напрямі розробки спеціалізованих методів, технологій і форм навчання учнів із розладами аутистичного спектру на рівні початкової та основної освіти.

Ключові слова: діти з особливими освітніми потребами, молодші школярі, розлади, аутистичний спектр, психолого-педагогічний супровід, інклюзія, інклюзивне навчання, індивідуальна освітня траєкторія, освітня програма, адаптовані програми.

Introduction. One of the key tendencies of present education reformation lies in the organization of the conditions for valuable implementing children with limited educational needs (further – LEN) and limited health opportunities. The adaption of the Law of Ukraine “On Education” is a significant step in the process. It describes pupil’s status having LEN and the necessity to organize special educational conditions for the children with LEN. The Law also gives a legislative consolidation for parents to choose educational forms for their child including exclusive studying.

Particular group of children with LEN includes children with autism spectrum disorders. Autism spectrum disorders (further – ASD) are of primary disorders. Thus, the organization of educational

environment for the children requires consideration of a number of correlated factors that are determined by their specific features (Kolupaieva, 2010: 96; Lavrinenko, 2017: 168; Sokolova, 2019: 474, Chamberlain, 2007: 230–242; Cohen, 2009: 1–7).

All children having ASD need to organize special educational conditions including support at school. But the rate of the support may considerably variate depending on the symptoms of developmental disorders display of a separate child (Myles, 2005: 201; Sansosti, 2012: 917–931).

The problem of education organization and socialization of children with LEN in institutions of general secondary education is rather pointed today. The reason of it is found in the fact that the number of children with LEN studying at school is constantly increasing (Tertychna,

2009: 148–154; Yakovleva, 2013: 351; Haller, 2010: 9–30). It causes pretensions of both school assistance and parents. Though, in the scientific literature on teaching children with LEN the subject wasn't accurately described.

Analysis of recent researches and publications.

Despite the fact that foreign practice of inclusive education for children with special educational needs includes prominent experience and the described problem involves many publications, it can be used in present Ukrainian school excluding adaptation and consideration of specific features of native educational system (Zasenko, 2014: 336; Skrypnyk, 2008: 72; Sofii, 2014: 150–154; Shevtsov, 2009: 483). Moreover, inclusive teaching of children with LEN is a significant scientific and practical problem that comprises both supporters and antagonists. It is important to add that by the present there have been insufficient scientific studies that can evaluate effectiveness and success of inclusive studying of children with LEN (Hess, 2008: 961–971; Sansosti, 2012: 917–931).

Thus, the further detailed organizational and methodological, scientific and research work that forestalls mass arrival of children with LEN to the institutions of general secondary education is urgent.

The purpose of the article lays in describing stages of psychological and pedagogical support for primary school children with autism spectrum disorders (ASD) and its organization.

Research methods. In accordance with the research aim and tasks we used general scientific methods (analysis, comparison, generalization, systematization, and concretization), lays in describing stages of psychological and pedagogical support for primary school children with autism spectrum disorders (ASD) and its organization; in order to systematize the sources, the bibliographical search has been implemented.

Results. The survey was held at an institution of general secondary education for varied supply of available education and socialization of children with ASD at an institution of general secondary education. The experiment was conducted in several stages: adaptive and diagnostic, meaningful and organizational, resultative and reflexive.

Each stage included the prominent tasks of designing adaptive educational programme for both a group (class) and individually adaptive program for every student with ASD.

In the context of the survey for students with ASD the adaptation touched working programs on every course studied in corrective classes, as well as individually adaptive programs for every student with ASD.

The curriculum is made of the basic learning component including 19–20 hours a week, and a corrective component including 4–9 hours a week.

Thus ASD is of invasive children's developmental disorders, the program is complex and combines three blocks: basic, the programs of cognitive violations, and correction of emotional and volitional disorders.

The educational program blocks:

I. Working programs of general primary education in 1–3rd grades to be used in special correctional classes were organized basing on the educational program adapted at the educational institution. In case of necessity their correction was held while replacing or supplementing separate learning subjects with the subjects of adaptive basic educational programs for children with developmental disorders and severe speech pathologies.

II. Working programs of the courses on correctional and developmental sphere aimed at developing and correcting higher mental functions, and forming educational activity. Based on the results of primary diagnostic of psychological and physical developmental level an individual curriculum was organized for every student. It took into account their individual educational opportunities and personal specific features. These programs were realized by the specialists of psychological and pedagogical support (special education teacher, psychologist, teacher-speech therapist).

III. Programs of the extra curriculum activities courses were aimed at developing student's emotional and volitional sphere.

In this context there were organized extra curriculum activities – “Let's communicate” and “Art School”. It implies an important component of corrective work with children having disorders in emotional and volitional sphere, because they are the classes where children get an opportunity to master the skills of social communication, social behavioral norms, cooperate with each other.

The children who studied at corrective classes were able to attend the following school extra

curriculum activities: choir, karate, football. The advantage implies the fact that the supervisors formed the teachers the children were introduced previously at the lessons of music, physical training or art performing.

Determining the content of education for children with ASD, we emphasized that on the primary studying level an educational route and studying for every child were to be organized. It should guarantee the final result that meets with the appropriate child's studying opportunities – if the specific features of the child with ASD prohibit him studying in an inclusive class, he should maximum realize his potential and show mastering adaptive educational program (AEP).

The formation of specially organized environment to teach children with ASD at school is determined by solving the following problems:

1. Most of children with ASD need long time to adapt for school. The change of ordinary schedule, new adults and children, environment complication cause the situation when children demonstrate negativism, affective flashes, inadequate and impulsive behavior, etc. Sometimes affective flashes are followed by verbal and non-verbal aggression to the environment.

2. Specific difficulties in the organization of group teaching for children with ASD cause disproportional development and changeable display of abilities in appropriate children. That complicates the use of educational and methodological complexes that are made for the students of general secondary educational institutions without amending the basic educational program. In addition, on a primary studying level there often appears developmental delay of educational motivation in children. It is found to be very difficult to take these differences into account.

Inclusive study in go for child with ASD starts with a preparatory stage which we determine as adaptive and diagnostic. Here teaching children with ASD is aimed at considering their specific features in organization and content. The teaching on this stage is important to have diagnostic direction. According to K. Hilbert, T. Piters (Hilbert, Piters, 1998: 124), on this stage autistic child "...mostly needs protection than integration".

Tasks of the first stage:

1. Organization of detailed diagnostics aimed at determining actual and potential level

of cognitive and personal development of students with ASD.

2. Formation of studying behavior skills and studying motivation.

3. Development of specific didactic environment to release adaptation and prevention of different forms of protective behavior of children with ASD; involving in developmental cooperation, with peers particularly.

4. Gradual (in proportion with the readiness of the separate child) increase of social and educational space for children with ASD: the use of checkroom, canteen, and participation in school events.

The level competences formation of a child with ASD and normally developed child will differ at the beginning of school. Thus, while organizing teaching we formed the program of universal teaching actions (UTA), which is of correctional approach. At this stage there appeared students' unformed skill of behavior, clear violation of cooperation and communication with both peers and teachers. That's why the choice of UTA was predominated by the tasks aimed at correcting disorders.

Studying at the first grade was at small size classes (six students) and included group (lessons, classes of additional education, subgroup correctional and developmental classes, participation in projects), and individual correctional and developmental classes (defectological, psychological and of speech therapy). The amount and content of programs of individual correctional support for a separate child was determined by the disorders display and structure. In the group of correctional and developmental classes all students with ASD participated.

In spite the fact that at the first stage children with ASD studied separately in a different class, they were socially integrated at school: they used common checkroom, school canteen, participated in school events.

The described organization provided more effective solution of behavioral problems which usually appear in children with ASD in adaptive period. For example, there disappeared the problem of a screaming child at the lesson. The child can scream loudly every time he feels uncomfortable: he is speaking at the blackboard; the teacher payed attention to other children; he doesn't want to accomplish the task, etc. The only way to change

the behavior is taking no account to the scream, continuing the lesson and finding the way to interest the child. It is not numerous correctional classes which are possible to be used to realize this method.

At this stage frontal teaching forms are often not enough because of unformed students' studying behavior and motivation. Individual correctional and developmental classes used at the period compensate developmental disorders and prevent students' dropping behind the educational program.

Correctional and developmental program was developed as a complex psychological and pedagogical impact which takes into consideration the ontogenesis regularities and morphological specific features of the central nervous system of the child with ASD. Thus, while holding the classes the methods and modes developed by scientists and experts in psychology, speech therapy, defectology and adopted for students with ASD were used.

There were also implemented special authorial methods such as methodology to teach painting children with ASD (Zvereva, 2014: 2), methodology to form and develop subject and practical activities at individual lessons (Shargorodskaya, 2006: 54).

Teaching writing is one of the most difficult pedagogical problems training children with ASD. Sometimes the difficulty in experience forming causes it is impossible mastering by students with ASD and accomplishing written tasks on computer (Nikolskaya, Kostin, 2015: 17–26). The developed by us methodology to form graphical skills and elementary teaching writing children with ASD provided formation of writing skills practically in every child.

Teachers of music, physical training and art, who didn't have special defectologic education, were involved in conducting lessons in correctional classes. Firstly the lessons were held together with the teacher of the appropriate subject and the class teacher of the correctional class. The class teacher having higher defectologic education helped the teacher develop the working program and lesson planning. He could also help solve behavioral problems quickly that appeared at lessons. The obligatory condition included involving the teachers of music, physical training and art in the meetings of methodological association of the service of correctional, psychological and pedagogical support. There meaningful and organizational issues of teaching

children with ASD were discussed. Later the obtained knowledge and experience provided a subject teacher with conducting lessons without a class teacher.

While organizing the space the method of structuring was used: the whole room was of a specific use (for example, in the class it was prohibited to play during the break).

The classroom was accurately zoned and the child had his particular working place. In the classroom there were compact desks for one child. Each room had its own rules to conduct that had been demonstrated children previously (for example, as paintings, photos and wall inscriptions).

The first grade was situated at the ground floor in a compact space consisting of several rooms. Next to it there was a game room where children could play during the break. It helped soften transferring from preschool educational institution to school because the game room included many usual for a child things: toys, small chairs and tables, a possibility to build a shelter with soft blocks, etc. At the beginning of the day in the game room there was held a lesson-sphere with game tasks. During the break teachers organized a joint game.

There was also a small room with poor touch elements where a child could stay alone or with a teacher. The availability of the room is very important for organization of teaching children with ASD at general secondary schools that include a high level of noise and other sensory stimuli. The possibility to visit the room often provides avoiding inadequate behavior and affective or demonstrative reactions in the child with emotional and volitional disorders.

In school during the first year of studying the children with special educational needs could attend a separate toilet on the ground floor.

The children attended school five days a week. The lessons started later than of the rest classes – beginning with the second lesson. It was caused by the situation when on the primary level before the beginning of the lessons the school checkroom was overcrowded as for a great number of children and adults accompanying them. This situation was rather nervous for children with ASD. After schooling correctional and developmental classes and lessons in the groups of supplementary education were held.

Time structuring was an important method to be used for studying day organization. At

the beginning of the day in the board there was published and discussed the schedule of lessons and events for the current day.

It was public and visible all day long. That helped compensate stereotyped and insufficient activity planning in children with ASD and prepare them for changes in the time-table. If necessary the child was given an individual time-table of lessons and events.

At the beginning of the year on the lesson of a correctional class two adults were often present: a teacher and a teacher assistant. A tutor or a psychologist can be performed as an assistant. His presence is caused by the fact that at primary levels of education it is difficult for many children to comprehend and perform a frontal instruction. While studying some of them need stimulating support of an adult; sometimes a child needs to go out and rest in a corridor or a special room.

The methods of time structuring were also used during the lesson. The teacher could demonstrate the succession of proposed tasks or the succession of the steps to accomplish the task.

One of the main principals of educational process organization in a correctional class included an individual approach for each student. The tasks of different levels were used at the lesson: a student could fulfill the task on the lesson subject depending on his possibilities and the set studying task.

The tasks of different levels were developed with the following methods:

- organization of the joint activity at the lesson on the common subject where each student has his own possible role;
- accomplishment of the tasks that are outwardly similar but of different difficulty level;
- accomplishment of the similar tasks with teacher's assistance of different proportions;
- accomplishment of the similar tasks using supplementary studying methods or on general terms;
- use of different forms of answers on the same tasks;
- accomplishment of the similar tasks that differ in amount;
- accomplishment of the similar tasks on different material (in accordance with the child's interests).

No points were given in the first grade. The system of conventional qualitative and quantitative assessment was used instead (encouraging

system with stickers or badges on the common achievements paper). At first every student was encouraged for any activity and positive result. Gradually while encouraging, the result close to the sample was accounted.

After the end of the adaptive and diagnostic stage the children with ASD showed the formed bases of studying behavior; cooperation and communication with children and adults appeared to be more appropriate to social norms. Before the second stage began, all students accomplished school rules with adults assistance, were able to cooperate and make arrangements. Thus, content and organizational stage included the following tasks (the 2nd and 3rd classes):

1. Gradual extension of social and educational school space individually for each student, development of individual educational route including lessons in an inclusive class.

2. Attending separate lessons in normal classes by the children with ASD and being accompanied by a tutor according with individual schedule and adaptive educational program.

3. Detection of actual and potential studying level of each student of correctional classes in order to determine his possibilities for further education of the program of general secondary educational institution.

This stage was also known by the skills aimed at UTA forming – the tasks of development were set: activity independence; considering the communication norms and cooperation in difficult and conflict situations; ability to participate in group game, etc.

The second studying stage was determined by the change of educational space organization while saving the lesson organization.

The children transferred to the second grade studied in separate classrooms on the second floor where secondary classes of primary school were situated. Each classroom included a separate space to play. The children of these classes had an opportunity to spend their time in both the classroom and recreations of the second floor together with normally developed peers but being compulsory accompanied by the teacher. This stage also indicated the use of basic methods of time and space structuring. Thus, the classroom definitely reported the schedule of everyday lessons and events. Small desks for one child were also provided.

This stage was also identified by the personal schedule for every child that together with the lessons at a correctional class included separate lessons at normal classes. The subject choice for every child was predominated by their advantages. Most often they were the lessons of physical training, art, music, technology, environment and literary reading. Child accompany at the inclusive class lessons was the main task of the tutor. Together with the lessons at inclusive classes the personal educational plan of the children with ASD consisted of the lessons at a correctional class, individual and group correctional and developmental lessons, as well as the lessons in the system of extra curriculum activity.

At the beginning of the academic year at the school psychological and pedagogical meeting the decision about the further studying of every child after finishing the third grade and based on the results of the appraisal on the second grade was taken. In accordance with the decision during the third grade the preparatory and organizational work on children's transfer to the fourth grade was implemented. Some children having finished the third grade continued the studying at a normal class with complete inclusion.

On our experience, few children with ASD are able to continue studying at an inclusive class even after studying at a correctional class. Often the basic reasons lay at serious mental or behavioral problems that are impossible to solve at a general secondary educational institution.

Having finished the second stage the preparation for inclusive studying was over as well. Thus, according to the decision of psychological and pedagogical meeting the children were transferred to normal classes and studied at an ordinary schedule together with normally developed children.

During the third stage the studying of children with ASD was held at complete inclusion in accordance with personal educational routes. The children with ASD continued studying at the same classes where they previously attended some lessons. Here the transfer to the other studying form was softer, because before studying at an inclusive class the children with ASD were previously familiar to the class teacher and could differentiate some children.

Tasks of the third stage:

1. Organization of psychological and pedagogical accompany of the child with ASD who studied at an inclusive class.

2. Providing availability of studying material for the children with ASD.

3. Helping children with ASD involve in the classmates team, participating in joint class and extra curriculum activities.

Studying at the stage is rather difficult for children with ASD even being involved in preparatory stages. During the normal lesson with 20–25 children more events happen, the offered information is usually of bigger size and speed, the requirements for randomness and self-regulation are of high level. Thus, at the stage the main trend to form skills is the development of self-independence to use previously received and formed skills in the organization of own behavior and activity.

At this stage the children with ASD didn't need specific space and time organization of the environment. They studied at a normal class, with the normal schedule. The accompanied tutor helped solve the problems. For example, the children with ASD had to be previously prepared for the studying schedule change; they had to be accurately informed about it or to be allowed not to participate in unexpected events.

The children which had been transferred to the fourth grade, studying by an individual educational route that included both studying at the lessons in a normal class, and group correctional lessons after the studying. The studying there was aimed at preparing to transfer to secondary school.

During the fifth and the next classes children with ASD were completely involved into the educational process at a normal class. They studied by the common normal schedule in accordance with the adaptive basic general secondary educational program.

Each class included two students with ASD who were accompanied by the tutor. On our experience, even if normally developed peers take the child with ASD, close relationships between them and autistic child do not develop because of specific features of communicating and cooperating. Studying of two children with ASD at a one inclusive class provides a micro group that often compensates the problem and develops the skills of communication and cooperation of autistic children more effectively.

Tutors tasks also included teacher assistance in adaptation of studying material and teaching methods in accordance with students' personal

specific features. The tutor's aim is child's involving in the lesson course. It is possible to be achieved only in the process of the joint work of the tutor and the teacher.

We developed the monitoring system of the mastering results of the adaptive studying program. Its tasks form the following: 1) adapt the assessment system in the way the children with ASD could achieve the results and demonstrate the knowledge of the subject; 2) analyze the acquisition of students' knowledge and abilities and in proper time take measures on eliminating defects; 3) collect and analyze the information on developing and correcting students' individual studying route.

To achieve the described purposes the following documents were developed:

1. Individual adaptive educational program (IAEP).

2. Analysis of progress and formation of studying skills (technological maps) on all subjects of the educational program that is filled in by the teacher.

3. Maps of the development of emotional and volitional sphere.

4. Maps of dynamic observation that are filled in by the specialists who conduct individual correctional and developmental lessons (by a teacher-speech therapist, teacher-defectologist, psychologist).

5. Portfolio of every student that include activity products of the children with ASD.

6. Observation registers that are filled in by tutors at group lessons and during the lessons in a classroom, break or extra curriculum activity.

Just like for normal children, there were taken control measures in intermediate and running check and inner monitoring of education quality of children with ASD. We took into consideration the fact that assessment of the children with ASD with the standard school points scale that includes unsatisfactory results for this students group. In most cases control and measuring materials are created for normally developed children and require serious adaptation for the structure and methods of tasks presenting, speed, difficulty, etc. Adaptation of control and measuring materials contained the following elements:

1) Increasing time for tasks fulfillment or reducing task rate; reducing rate of written answer (for example, changing tasks to rewrite for tasks to "fill in the missing words/letters");

2) Simplifying or shortening text in tasks, layout of big task on separate steps, reducing the number of tasks on the page; changing oral answers for the written and vice versa, changing answer or task form for the simplified (changing composition for its statement, statement for rewriting, etc.);

3) using demonstrative materials when tasks are being completed or oral answer are presenting (schemes, pictures, fulfilment algorithms, oral answer plans, etc.);

4) excluding the tasks which a student deliberately is not capable to cope with (for example, phonetic word analysis for children with gross violation of phonemic hearing).

One of the important methods includes introducing individual supplementary studying modes which can be used by a child with ASD during the lesson. Individual supplementary studying modes are inserted into the document "Individual Adaptive Educational Program". An individual supplementary studying mode is possible to be of reference material on the learnt topics (hint cards with math formulas, multiplication or summation tables, the list of important historical events, etc.); algorithm or scheme to solve the task of a separate type (for example, the scheme of word analysis on its structure or syntactic proposition analysis, algorithm to solve equation or text task, etc.); plan of oral answer as questions or pictures, etc. Implementing of individual supplementary studying mode helps a child with ASD accomplish tasks; relying on the final result releases the fulfilment of intermediate operations such as recollection of previously learnt material.

In general, children with ASD got the points in five-point scale for the same works as normal children; for example, activity at the lesson (report, retelling, report by heart and others), completing home assignments and tests (at home or immediately with the class), project activity, etc. Results of students' intermediate and running check were written in both class register and the document "Individual Adaptive Educational Program" that had been developed for every student. The mark for the performing educational tasks wasn't reduced if individual supplementary studying mode was used.

Both the level of independence while the task was being completed by the child with ASD and the work results were assessed. To evaluate the independent student's works the points scale of "the second type" was introduced; it is

shown in Table 1. Assessment on the scale was also held by the tutor or teacher. The results were introduced into the document “Individual Adaptive Educational Program”.

Table 1
The Scale of Points to Denote Independence Level of Task Performance

| Points | Criteria description |
|--------|--|
| 5 | A student performs the task independently in a given time with the class |
| 4 | A student performs the task independently but he needs additional time |
| 3 | To perform the task a student needs a simplified individual instruction that describes the sense of the task |
| 2 | To perform the task a student needs individual modes |
| 1 | To perform the task a student needs an organized support of a teacher on every stage |
| 0 | Task performance isn't available |

The service consisted of the following specialists: inclusion coordinator; three teachers of special correctional classes; four tutors; two special education teachers; one speech therapist teacher; four teachers-psychologists (including two neuropsychologists, family psychologist, school psychologist who works with normally developed children). The activity of specialists of the psychological and pedagogical support service implemented both the work with children having ASD and all students of the school. But for the school psychologist who was a part of the team, the work with the children enclosed the other specialists as well: teacher-speech therapist, special education teacher or neuropsychologist. Thus, with parents' permission a weak student was able to pass the psychological and pedagogical examination that revealed the lagging reasons. The examination results were taken into account to develop the events plan that was aimed at helping the child.

Team approach is one of the basic requirements for studying organization of the children with ASD at school. The specialists develop one course to work with the child, general rules and requirements. The presence of family psychologist helps coordinate the work of specialists and parents; develop general system of requirements and home and school rules. As a result, the child appeared to master and get used to the requirements more easily as they didn't contradict each other.

With optimal organization of correctional work the specialists together resume the diagnostic results and decide the actual developmental tasks to be solved at individual lessons with a defectologist, psychologist, speech therapist, or at the class, extra curriculum activities, etc. If a problem is worked on by more than one specialist, continual dialogue is required in order for the correctional programs not to contradict each other but perform mutual complementing. The specialists also give recommendations to a teacher on the lessons organization considering children's individual specific features: possible child's participation forms at a lesson, supplementary modes, specific features of motivation, etc. It results in possible developing one strategy of complex impact at both frontal and individual correctional and developmental lessons. While conducting the survey we discovered it is reasonably to start studying of the child with ASD at a general secondary education institution correctional classes of small number with his further transfer to the inclusive class. The studying may be held in several stages: adaptive and diagnostic, meaningful and organizational, resultative and reflexive. But at an adaptive and diagnostic stage a social integration at school is important for all children. After finishing the stage the children with ASD form the basis for studying behavior, and cooperation and communication with children and adults is getting more adequate and appropriate for social norms.

Conclusions and prospects. There fore, the not every child is able to continue studying at an inclusive class even having finished the education at a corrective class. The main reasons for it include severe mental and behavioral problems to solve which are impossible to cope with at school. Thus, it is to the point to continue studying at a special school (special correctional schools for children with mental disorders, for children with severe speech pathology and others). The children who after correctional stage can study at complete inclusion regime, should be transferred to normal classes and study at general normal regime together with normally developed children with compulsory tutor accompany.

One of the recommended innovations enclosed the use of special monitoring system. It provided adaptation the assessment system in the way children with ASD were able to achieve the results

and demonstrate subjects' knowledge, and allow opportune use of the measures to remove faults.

The survey showed that a team approach is one of the basic requirements for studying organization of the children with ASD at school. It is the use of the described approach that provides the one strategy of complex influence on the children with ASD at both the lessons and frontal and individual correctional

and developmental lessons. It is important for the team to include the sufficient number of specialists to provide complex and systemic correctional and developmental impact.

The described survey is promising and helps continue the work in order to develop special methods, technologies and forms of studying the students with ASD at the level of primary and basic education.

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