

# **Control Monitoring of the Educational Process of Students With Special Learning Needs**

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*This article outlines and establishes the relationship of the main participants in the educational environment of inclusive education: triad “teacher-psychologist-teacher’s assistant”. The stages of the educational process control of students with special educational needs and its structure are defined: assessment, diagnostics, monitoring. The principles of control and evaluation of the educational process for students with special educational needs are revealed. The participation in controlling of all members of the educational inclusive environment team is established. The importance of diagnosing the development of students with special educational needs and involving in the elaboration of an individual development program is also revealed.*

*Keywords: inclusive education, students with special educational needs, teacher's assistant*

## **INTRODUCTION**

Nowadays the problem of teaching students with special educational needs is becoming increasingly important. Inclusive education is becoming accessible to children with special educational needs (SEN), as the right to equal access to quality education is the right of all children. The principle of accessibility, reflected in a number of international documents, is the basis for the organization of inclusive education of children with SEN, the introduction of which is actively introduced into the educational process of general secondary education (GSE) in order to realization of the right to choose an educational institution and a

form of educational process with appropriate conditions. Inclusive education can change society's attitudes towards people with special needs, which in turn will enable them to become full members.

Note that the idea of inclusive education as a way to improve the quality of life for people with special needs is provided by the state. Inclusive education, first of all, is ensuring the right of every person to get education, which is stated in all national documents (Constitution of Ukraine, 1996; Law on Education, 2017b, etc.), as well as in international documents ratified by Ukraine (UN Convention on the Rights of the Child, 1995 (Article 23); UN Convention on the Rights of Persons with Disabilities, 2008 (Article 24). The Law of Ukraine "On Education" (Verkhovna Rada of Ukraine, 2017b) contains basic terms related to inclusive education: inclusive education, individual development program, children with special educational needs, universal design etc.

The problems of education of people with special needs (PSN) are attracting the attention of an increasing number of scientists and specialists, as education is a sphere of society that is responsible for the development of mankind. Currently, the possibility of exercising the right to PSN education is associated with the presence of a set of problems of legal, scientific and pedagogical, organizational and methodological and socio-psychological nature. Scientist V. Lyubarets (2017; 2020) emphasizes the socio-educational preconditions dictated by the need to include PSN in the educational socio-cultural environment, namely, the humanization of society and the implementation of the principle of equal opportunities in education for all, "social" model of understanding inclusion, "changing goals in education from 'knowledge' to competence, the inclusion of parents in the educational process as its active subjects" (De Boer et al., 2012).

At the present stage, very fruitful concepts of socio-professional orientation of the process of training and retraining of educators to be ready to work with PSN are born. Leading ideas consist of the socio-pedagogical conditionality of the process of professional development of educators in inclusion, focused on the integration and humanization of the educational process and based on the ideas of an open socio-cultural environment. A number of contradictions at the socio-educational level are due to the unwillingness of the higher professional education system to satisfy the social order for training teachers to work with children with disabilities, which will ensure their full and full integration into society, allow them not only to master general education programs. adaptation, to realize their own life and professional competence.

The inclusion of persons with disabilities in the mainstream educational environment has become an important topic of discussion in recent decades. In many countries, this has led to a change in educational policy and to the fact that mainstream education has become the standard for all students, including those with special educational needs. One of the main ideas behind these changes is that both persons with and without disabilities receive social benefits (De Boer et al., 2012). The concept of inclusive education reflects one of the main democratic ideas: each individual is a valuable and active member of society. Education in inclusive educational institutions is useful not only for students with special educational needs, but also it has a social aspect for students of the whole class, as well as family members and society as a whole.

Analysis of research in inclusive classrooms focuses primarily on the development of students' strengths and talents, rather than on their characteristics. Socialization of children with SEN in the social environment of cognitive, physical, linguistic, social and emotional development of children with SEN (Liubarets et al., 2017). Social behavior of students demonstrates appropriate behavior patterns of children with SEN that motivate them to develop and purposeful use of new knowledge and skills. Interaction between students with special needs and other students contributes to the formation of friendly relations between them. Due to such interaction, students are able to naturally perceive and be tolerant of human differences, develop sensitivity and willingness to interact and to help each other. And the main figure in inclusive education is a teacher's assistant, one of whose tasks is to facilitate the socialization and adaptation of a child with SEN in the educational process. Despite the modernity of inclusive education and the activity of scientific views of the inclusive educational environment (Liubarets et al., 2017; Gaidukevich, 2007; Demchenko, 2015; Martinchuk, 2014; Mironova, 2016), the problem of control of the educational process of students with OPP remains uncovered.

According to H. Avery (2016), special education is the dominant form of care for children with intellectual disabilities. In the methodology of Auckland University of Technology Teachers' School teacher A. Schoone (2017), the study of inclusion takes in the field of art. Australian scholars L. Sheridan and S. Kotevski (2014) have determined that the presence of people with disabilities in the classroom is important because these teachers not only deliver content but also generate “different” knowledge. This study explores learning differences and additional knowledge that could arise from student interactions with a mentor with a disability. Scientist of the University of Seville (Spain) A. Moriña (2016) reveals the features of the successful implementation of the principles of inclusive education in higher education. The attitude of student teachers to collaborative learning in inclusive education was revealed in their works by V.A. Völlinger and M. Supanc (2020). Research by Irish scholars A.M. Casserly, B. Tiernan and G. Maguire (2019) from the UK focuses on the practice of grouping into tiered classrooms to support inclusive education specifically for students with special educational needs. Therefore, the topic of the article is the features of the educational process control of students with special educational needs.

### **THE NOTION OF INCLUSIVE EDUCATION WITHIN THE NATIONAL EDUCATIONAL INITIATIVE “OUR NEW SCHOOL”**

The educational process and socialization are realized through the interaction of teachers, teacher's assistants and specialists of psychological and pedagogical support. This is due to the fact that the teacher is not always competent in the field of special pedagogy and psychology. An important stage in the interaction of participants in an inclusive environment is the formation of joint work of teachers, psychologists and teacher's assistants. The teacher addresses each of the specialists with questions within his competence. Therefore, the triad “teacher-psychologist-teacher's assistant” is important in the educational process. Teacher's assistant provides social and pedagogical support of the child; assists the teacher in organizing the educational and correctional and educational process; adapts educational materials taking into account the individual characteristics of the child; helps the child to complete educational tasks; is responsible for maintaining individual documentation for the child; advises parents.

Support technologies allow to solve the tasks proposed in the national educational initiative “Our New School” which provides “constant renewal, individualization of demand and opportunities” (Liubarets et al., 2017) for the formation of a fundamentally new system of continuing education. Therefore, the teacher's assistant needs appropriate professional training in a higher education institution (HEI), methodological advice and didactic assistance in the educational environment of students with SEN. Inclusive education requires conditions for the successful implementation of inclusive impact on the development of students with SEN:

- application of personality-oriented teaching methods (individualization, differentiation) (Liubarets et al., 2017);
- providing unimpeded access to the buildings and premises of such an institution for children with musculoskeletal disorders and children with visual impairments;
- providing of necessary educational methodical and individual technical means of training, etc.

Organizational principles of the teacher's assistant in an inclusive classroom need help in forming knowledge about the basic principles of organization and implementation of inclusive education, the specifics of cooperation with the teacher, his role in the team of psychological and pedagogical support, development and implementation of individual development program, differentiation and individualization of the educational process in an inclusive class, establishing effective cooperation with parents. The position assumes that the teacher's assistant must have knowledge about the peculiarities of children's development, different types of disorders and behavioral manifestations, opportunities to take into account the specifics of development and skills to effectively implement strategies to attract and support children with special educational needs, stimulation in the educational environment (Gaidukevich, 2007).

In accordance with the job responsibilities developed in connection with the introduction of teacher's assistant position in the Standard staffing standards of secondary schools, approved by the order No. 1205 of the Ministry of Education and Science (2010) – teacher's assistant provides social and pedagogical

support special educational needs: together with the class teacher performs educational, upbringing, social adaptation activities, introducing effective forms of their implementation, helps the child to perform educational tasks, involves the student in various types of educational activities; as a member of a group of specialists takes part in the development and implementation of an individual child development program; adapts educational materials taking into account individual features of educational and cognitive activity of children with special needs. The letter No. 2.5-281 of the Ministry of Education and Science of Ukraine (2018) "On the duration of lessons in inclusive classes, the functional responsibilities of a teacher's assistant" states that the main function of a teacher's assistant as a teacher is to work with an inclusive class teacher to help attention to each student during the educational process.

Diagnostics plays an important role in the control and planning of work with students of SEN. At this stage:

- organization of diagnostic work of teachers and psychological and pedagogical support specialists;
- preparation of conclusions about the psychological characteristics of the child, the formation of his learning skills, the specifics of interaction with peers and adults.

The main tasks of complex diagnostics are to determine the educational needs of a child with SEN and its capabilities, which can be relied on first of all; as well as clarifying the current activities of teachers and tutors. Diagnosis has a direct impact on the development of individual educational program for the development of children with SEN.

One of the key issues in the development and implementation of an adapted educational program is the design of methods and forms of assessing the learning outcomes of students with SEN in an inclusive classroom. The most important indicators of effective work of teachers and specialists of psychological and pedagogical support will be the positive dynamics of the child's development, progress in the development of the educational program, the formation of social competence. The dynamics of results growth of the student with SEN in a certain period of time is directly connected with those tasks which were set by the teacher, parents and the teacher's assistant at development of the individual educational program. Monitoring and evaluation of the educational process of students with SEN is based on the following principles:

Assessment is an ongoing process, naturally integrated into educational practice. Depending on the stage of training, diagnostic (starting, current) and control (thematic, intermediate, boundary, final) assessment of the result of mastering the educational material by the student of SEN is used. In this case, the final grade can be presented as a generalized result of accumulated knowledge during the training period.

Evaluation is a criterion. The main evaluation criteria are the planned results of the educational process (in the case of developing an individual development program (IPD) in the section "Mastering the educational program" (Ministry of Education and Science of Ukraine, 2018) is the task of mastering the child's program material at the level of individual capabilities). At the same time, the norms and criteria of assessment, the algorithm of marking are known in advance to teachers and students with SEN. They can be produced by them together. In the case of inclusion in the educational process of a student with SEN, it is necessary to divide the general criteria for evaluating the work into smaller, local ones.

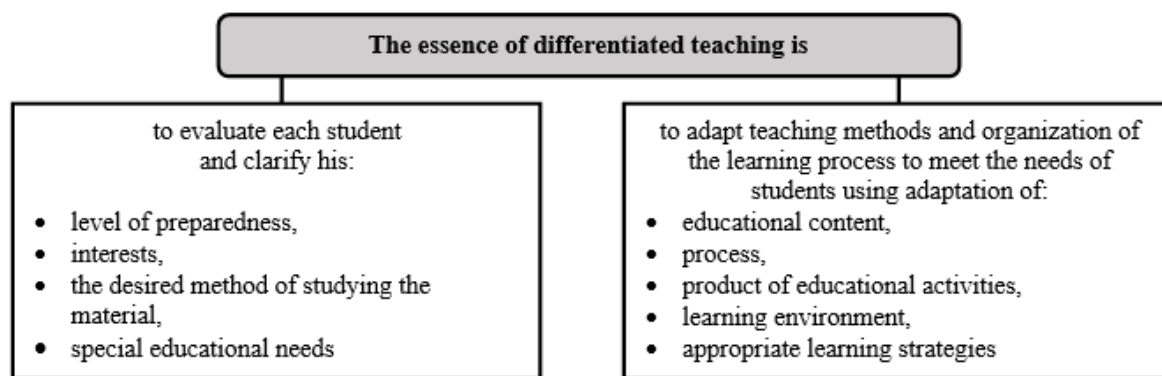
For example, when performing a writing task in the Ukrainian language, the correctness of spelling words with certain spellings and the correctness of spelling vocabulary words, including the assessment of aesthetic design and calligraphy, can be assessed. In each case, the teacher informs the student on what criteria the work will be evaluated, as well as communicates these criteria to the teacher's assistant and parents. The leading criterion also influences the form of performance by the student of this or that task. It is possible to simplify the task, instead of rewriting the text to insert the missing letters and check the words with one or another spelling. Thus, the teacher simplifies the task and allows the student with SEN to continue to be a participant in the collective educational process, to perform all tasks with students in the class.

Assessment of the results of the student's activities with SEN and the process of their formation, but not the personal qualities of the child. Assessment is a reflection of the process (learning).

The assessment system is built in such a way that students are involved in control and assessment activities, acquiring skills and habits of self-assessment and mutual assessment.

The current assessment uses subjective or expert methods (observation, analysis of extracurricular activities, self-assessment, opinion about the child's progress by his parents, teacher's assistant, etc.) and objectified methods usually based on analysis written works of students. The subject of evaluation is both educational outcomes and the process of achieving them, as well as the degree of awareness of each student of the peculiarities of his own learning process. Along with the integrated assessment (for all work in general, conducted, for example, in the form of portfolios, presentations, exhibitions, etc.) differentiated assessment is used (Fig. 1) (isolation in the work of certain aspects, such as the formation of computational skills, reading, the ability to listen to a friend, formulate and ask questions, etc.), as well as self-esteem and self-analysis of students.

**FIGURE 1**  
**THE ESSENCE OF THE DIFFERENTIAL APPROACH IN THE EDUCATIONAL PROCESS**



Source: developed by the authors

The choice of the form of current assessment is determined by the stage of training, general and special learning objectives, specific learning objectives, the purpose of obtaining information. Educators involved in working with SEN students should take into account the child's efforts. At the same time, the student does not sometimes understand the criteria by which he is evaluated, what he is praised for, he cannot be critical of his own results. This position of the teacher inevitably causes misunderstanding among classmates with SEN. They ask questions. Why was he or she selected? Why was the work performed incompletely or not quite correctly evaluated in the same way as the work performed in full? Therefore, it is very important for the teacher to interact with parents, specialists in psychological and pedagogical support to help students with SEN in this area. Teacher, teacher's assistant, speech pathologist, psychologist, parents can help the child to be more competent in class. Example:

- to acquaint SEN students in advance with the material that all children will only study,
- to prepare visual material that can be used by all students together, to acquaint the child with the criteria for evaluating the results of educational activities,
- to learn to evaluate their work in class with all children.

Together with the teacher's assistant, the teacher devises a strategy for working with the whole class, in which students learn to assess not only the result, the quality of the learning product, but also the process as the degree of effort, activity, participation in-group work, growth “over himself”.

### **SPECIAL FEATURES OF THE IPD IMPLEMENTATION**

According to the Law of Ukraine “On Education” (Verkhovna Rada of Ukraine, 2017), an individual development program of a child with special educational needs is a document that provides educational



individualization of a person with special educational needs, establishes a list of necessary psychological and pedagogical, correctional services for child development and is developed by a group involving the child's parents to identify specific strategies and approaches to learning.

An important stage in the implementation of the IPD (Individual Program of Development) of a child with SEN is monitoring the implementation of tasks, goals, strategies, which are set in the IPD for these children by the team of psychological and pedagogical support. An integral part of the monitoring process is the assessment of the dynamics of the development of a child with SEN, the collection of information about his progress (student work, checklists, test results, etc.). All the members of the inclusion educational environment team involved in the development of the IPD monitor the student's achievements, as a result of which they conclude about the effectiveness of the strategies used. The child's activity is evaluated not only from the standpoint of acquired knowledge, but above all from the standpoint of progressive development. For this purpose, the portfolio method is used (cumulative evaluation system, which involves the collection of various types of work that show the movement in the individual development of the child, the active involvement of the child in the life of the team, etc.).

When monitoring the implementation of the IPD and the dynamics of student development, it is important to identify the factors that determined the appropriate level of achievement of individual expected results determined by the IPD. Monitoring and IPD and the dynamics of student development is noted by the tutor, teacher, psychologist and sociologist in the journal of observations (Verovckina & Liubarets, 2020). The journal provides information about the tasks and functions of the teacher's assistant. It contains reference information on the composition of psychological and pedagogical support for students, provides information on the work schedule of the teacher's assistant and correctional teachers, provides basic information about students (name of the student), date of enrollment in an inclusive class, date of birth, class, address, telephone, document that is the basis for learning in an inclusive classroom, curriculum, names of correctional and developmental classes that are intended for students, social status), information about parents or persons replacing them, name and surname. class teacher and teacher's assistant, contains information about correctional teachers and schedules of their work, records of observations of classes on students' performance of the adapted task, characteristics of the dynamics of student development, interaction of specialists with parents (Table 1).

“Journal of observation and work planning of an assistant teacher of educational institutions with an inclusive form of education” (Verovckina & Liubarets, 2020) was created to help educators in organizing the educational process (Table 2). The printed basis will help the teacher's assistant to rationally spend their working time, carefully keep records of psychological and pedagogical study and correctional and developmental work with students with SN. With the help of the printed basis, the teacher's assistant will be able to keep records of daily work with students (Table 3), which is accompanied by individual support, as well as to record the consultative work with parents and teachers. At the end of the completed individual plan of work with the student with PSN diagnostics of the generalized accounting of supervision, namely control of a level of achievement of the final purposes of educational process provided by IPD is carried out (Table 4).

**TABLE 1**  
**INFORMATION ABOUT THE STUDENT**

(Full Name)

\_\_\_\_\_ Form

No.	Information	Data
1.	Date of birth	
2.	Address, telephone	
3.	Date of enrollment in the inclusive class	
4.	No. of personal file	
5.	A document that is the basis for learning in an inclusive classroom (order, date)	
6.	Curriculum	
7.	Names of correctional and developmental classes: _____	Number of hours _____ _____
8.	Social status of the child	
9.	Teacher's assistant	_____
10.	Speech therapist	_____
11.	Psychologist	_____
12.	Social pedagogue	_____
13.	Other specialists:	_____

Source: based on Ja. Verovckina and V. Liubarets (2020).

**TABLE 2**  
**TABLE OF RESPONSIBILITIES OF A TEACHER, A TEACHER’S ASSISTANT OF**  
**EDUCATIONAL INSTITUTIONS WITH AN INCLUSIVE FORM OF EDUCATION**  
**IN RELATION TO THE ACTIVITIES THEY PERFORM TOGETHER**

Duties of a teacher	Joint work of the teacher and the teacher's assistant	Duties of a teacher's assistant
<p style="text-align: center;">Evaluation</p> <p>To assess learning needs based on class and student data, in particular with SEN</p>	<ul style="list-style-type: none"> <li>• To discuss the capabilities of the student with SEN, his strengths and weaknesses.</li> <li>• Attend meetings on the compilation of SP, IPD</li> </ul>	<p>To observe the peculiarities of psychophysical development of a student with SEN. Attend meetings on the compilation of SP, IPD</p>
<p style="text-align: center;">Program development</p> <p>To develop a curriculum based on the work plan and individual educational needs of the student, to consider alternatives</p>	<ul style="list-style-type: none"> <li>• To discuss the desired results for the student.</li> <li>• To discuss educational, behavioral, and emotional tasks.</li> <li>• Participation in the development of IEP, IPD of a student with SEN</li> </ul>	<ul style="list-style-type: none"> <li>• To prepare an individual curriculum (SP), individual development program (IDP).</li> <li>• To update information about students and SP, IPD</li> </ul>
<p style="text-align: center;">Planning</p> <ul style="list-style-type: none"> <li>• To plan lesson work and select resources.</li> <li>• To select the appropriate type of work according to the SP.</li> <li>• To set priorities</li> </ul>	<p>To discuss the preparation of the material and the change of the curriculum taking into account the needs of the student</p>	<p>To assist in the selection and compilation of materials, in the development of visual aids to other assistance to the teacher</p>
<p style="text-align: center;">Observation</p> <ul style="list-style-type: none"> <li>• To develop a clear system of organization educational process in an inclusive classroom and expectations about the learning opportunities of a student with SEN</li> <li>• To work in accordance with the developed system</li> </ul>	<ul style="list-style-type: none"> <li>• To meet regularly to discuss the achievement of student with SEN.</li> <li>• To discuss the real stage of educational achievements of a student with SEN, his conformity to the expectations, implementation of SP, IPD</li> </ul>	<ul style="list-style-type: none"> <li>• To work according to the educational process system organization in an inclusive class, the rules of behavior and expectations of opportunities of the students with SEN, his SP.</li> <li>• To document and report to the teacher (if necessary)</li> </ul>



<p style="text-align: center;">Teaching</p> <ul style="list-style-type: none"> <li>• To implement the lesson plan, conduct training in accordance with this plan.</li> <li>• To observe the learning process, if necessary, to help students with SEN.</li> <li>• To involve students with SEN in certain activities together with the class.</li> <li>• To model teaching methods and appropriate language.</li> <li>• To provide assistants with resources</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly state the results and share experiences.</li> <li>• Discuss specific strategies, activities and the results and the implementation of SP tasks.</li> <li>• Discuss the location of the workplace.</li> <li>• Discuss the need for a flexible schedule of school attendance</li> </ul>	<ul style="list-style-type: none"> <li>• To explain additionally to students with SEN, to adapt the tasks, taking into account the capabilities of the student with SEN, to adjust their educational activities.</li> <li>• To observe the activities of students.</li> <li>• To form and promote consolidation specific skills.</li> <li>• To promote the development of coherent speech of students with SEN (under the guidance of teachers)</li> <li>• To observe, provide the objective information about the educational activities of students with SEN to the teacher</li> </ul>
<p style="text-align: center;">Rating</p> <ul style="list-style-type: none"> <li>• To monitor the progress of students with SEN and evaluate it.</li> <li>• To monitor the implementation of the SP</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss the observations.</li> <li>• To exchange information.</li> <li>• To discuss the suggestions for supplementing the SP, IPD (or making changes)</li> </ul>	<ul style="list-style-type: none"> <li>• To observe the behavior of students and provide information to the teacher.</li> <li>• To collect and record data for further assessment of the student, make additions to the SP.</li> <li>• To make suggestions to the teacher on the tasks developed for the student with SEN</li> </ul>
<p style="text-align: center;">Report to parents and school Support team</p>	<ul style="list-style-type: none"> <li>• To maintain confidentiality</li> <li>• To maintain confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• Strengths of the student with SEN, his achievements and needs.</li> <li>• To report to the teacher about the student's behavior and</li> </ul>
<p style="text-align: center;">To have information about the current situation</p>	<p style="text-align: center;">To discuss the information</p>	<p style="text-align: center;">To participate in the preparation of information</p>

Note: children with SEN – special educational needs; IC - individual curriculum; SP- school program; IDP – an individual development program.

Source: based on Ja. Verovckina and V. Liubarets (2020).

**TABLE 3**  
**OBSERVATIONS ACCOUNTING (THE DAILY EDUCATIONAL PROCESS OF STUDENTS WITH SPECIAL NEEDS ACCOUNTING)**

Date ____ 202____ Topic of the lesson_____	Data for student assessment	Teacher's suggestion for tasks designed for a student with SEN
Execution of an adapted task		
Form and result of abilities and skills consolidation		
Development of coherent speech		
Date ____ 202____ Topic of the lesson_____	Data for student assessment	Teacher's suggestion for tasks designed for a student with SEN
Execution of an adapted task		
Form and result of abilities and skills consolidation		
Development of coherent speech		
Date ____ 202____ Topic of the lesson_____	Data for student assessment	Teacher's suggestion for tasks designed for a student with SEN
Execution of an adapted task		
Form and result of abilities and skills consolidation		
Development of coherent speech		
Date ____ 202____ Topic of the lesson_____	Data for student assessment	Teacher's suggestion for tasks designed for a student with SEN
Execution of an adapted task		
Form and result of abilities and skills consolidation		
Development of coherent speech		
Date ____ 202____ Topic of the lesson_____	Data for student assessment	Teacher's suggestion for tasks designed for a student with SEN
Execution of an adapted task		
Form and result of abilities and skills consolidation		
Development of coherent speech		

Source: based on Verovckina and V. Liubarets (2020).

**TABLE 4**  
**OBSERVATION ACCOUNTING GENERALIZATION OF THE LEVEL OF THE**  
**EDUCATIONAL PROCESS ULTIMATE GOALS ACHIEVEMENT,**  
**PROVIDED BY IC 20/20 ACADEMIC YEAR**

Who observes	The results of observations	
	I semester	II semester
Class teacher	_____ _____ _____	_____ _____ _____
Teacher's assistant	_____ _____ _____	_____ _____ _____
Social pedagogue	_____ _____ _____	_____ _____ _____
Practical (special) psychologist	_____ _____ _____	_____ _____ _____
Speech therapist teacher	_____ _____ _____	_____ _____ _____
Defectologist teacher	_____ _____ _____	_____ _____ _____
The student's parents as members of the support team	_____ _____ _____	_____ _____ _____

Date of consideration and discussion at the meeting of psychological and pedagogical support of a child with SEN

\_\_\_\_\_ 20\_\_

Class teacher

Practical (special) psychologist

Speech therapist teacher

Teacher's assistant (educator's assistant) \_\_\_\_\_

Source: based on Ja. Verovckina and V. Liubarets (2020).

### **THE TASKS AND THE STRUCTURE OF IPD IN THE CONTEXT OF INCLUSIVE EDUCATION**

The support team performs tasks in the educational process:

- collecting information about the peculiarities of the child's development, its interests, difficulties, educational needs at the stages of creation, implementation and monitoring of IDP implementation;
- creating appropriate conditions for the integration of students with SEN in the educational environment;
- versatile development of the child's personality on the basis of identifying his talents and abilities, the formation of interests and needs;

- preserving and strengthening the health of students with SEN;
- motivation of students with SEN to social interaction, self-development and self-improvement;
- correctional education of the student as a cultural and moral person;
- providing comprehensive psychological and pedagogical assistance to the child in the process of education and upbringing, taking into account the state of his health, features of psychophysical development;
- determining the areas of psychological, pedagogical and correctional and developmental services that can be provided within the educational institution on the basis of the conclusion of the IDP, and ensuring the provision of these services;
- development of IDP for each child with SEN and monitoring of its implementation in order to adjust and determine the dynamics of child development; monitoring the dynamics of the results of educational, upbringing and correctional and developmental work, changes in the state of health, intellectual and emotional-volitional spheres of the child, his social situation of development;
- advising the family on the upbringing and development of a child with SEN;
- providing methodological support to pedagogical staff of educational institutions on the organization of inclusive education;
- professional interaction of participants in the educational process;
- creating a positive social environment for inclusion through the preparation of students with typical development and their parents to interact with children with SEN;
- conducting informational and educational work in the educational institution among teachers, parents and children in order to prevent discrimination and violation of children's rights;
- formation in the educational society of a friendly and impartial attitude towards children with SEN.

When a student's performance is lower than expected, this may be due to a lack of information about the student's potential and needs, which requires the collection and consideration of additional information. If it is determined that the strategies, adaptations or other components of the IPD are inadequate, a detailed analysis and review are performed. Thus the individual development program of the child with SEN is:

- the educational route of the child, which determines individual goals of learning and development;
- action plan for teachers who organize the educational process taking into account the needs and capabilities of the child;
- a flexible working document for planning work with the child and a tool for assessing his / her achievements, which is constantly reviewed and, if necessary, adjusted.

This stage includes:

- designing the necessary structural components of the program;
- formulation of its purpose (together with parents!);
- definition of tasks within the framework of the program implementation;
- determining the content of correctional and educational components;
- form planning of program sections realization.

The structure of the individual development program:

- determination of the term of IPD implementation;
- definition of forms and criteria of educational achievements monitoring and formation of social competence;
- definition of forms and criteria for monitoring the effectiveness of correctional work.

The stages of IPD implementation are aimed at:

- organization of the teacher's activity and the teacher's assistant in accordance with the program and plan;
- planning and conducting lessons taking into account the tasks of IPD;
- adaptation of educational materials and manuals content, selection of didactic materials;
- introduction of interaction various forms in the lesson with the use of supportive strategies;
- organization of educational achievements monitoring and social competence of the child;
- organization of effective monitoring of correctional work.

Diversity should be observed in the diagnosis of the educational process of SEN students because they can show worse results due to loss of interest (“addictive” effect) or better results due to the development of certain skills, determining the actions to be performed to obtain the expected results.

## CONCLUSION

Summarizing all the above, we can say that the diagnosis of students SEN is an important component for the organization and conduct of the educational process. Since it is not enough to use only a differentiated approach when working with students with SEN, there is a need to use an inclusive educational model. This is due to the fact that students with SEN are different from their peers. Against the background of the general high level of interest in a particular subject (subjects) and a high level of education and development of skills in the field, they often have personal problems and some difficulties in communication with others. However, in order to develop effective individual plans for students with SEN, it is necessary to outline the scope of development of their talents and the range of problems that cause the existing special needs of the student in this particular case. Monitoring of IPD implementation, its revision, making changes should be carried out twice a year for correction:

- compliance of the individual program with the special educational needs of the student;
- diagnosis of the level of compliance of the obtained results with individual expectations, which were predicted in the IPD;
- identifying difficulties in the implementation of IPD, and making decisions on their elimination;
- clarification of the implementation impact of IPD on student development;
- correction and clarification of the goals and objectives of the IPD.

Thus, teachers who are involved in the educational process and socialization of students with SEN, need to be able to apply a variety of diagnostic methods to implement an inclusive approach in practice. In the future, there is a need to identify educational technologies that facilitate the socialization and adaptation of the child in the educational process and to consider the stages of interaction of teachers.

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