

Psychological support for children with special educational needs in inclusive education

Karibaev Zh.A.¹, Autaeva A.N.¹, Kariyev A.D.*¹

¹Abai Kazakh National Pedagogical University, Almaty, Republic of Kazakhstan

*adlet.kariyev@gmail.com



Abstract. This comprehensive study focuses on identifying factors contributing to successful psychological support in inclusive classrooms in Kazakhstan. Employing a combination of quantitative and qualitative methods, the article assesses teacher satisfaction, the effectiveness of support systems, and the necessity for additional resources. The study includes interviews and observations, elucidating the roles of collaboration, individualization, and resource availability. The conclusions drawn are substantiated by quotes from teachers, psychologists, and parents. Furthermore, the discussion of results aligns with the works of leading scientists in the inclusive education field. Practical recommendations, derived from identified factors, are proposed to enhance the psychological support system. These include the development of individualized plans, augmentation of professional support accessibility, and the enhancement of communication skills. This article presents significant scientific and practical contributions to inclusive education, augmenting the comprehension of successful psychosocial support strategies and laying the groundwork for future research in this domain.



Key words: inclusive education, psychological support, special educational needs, teacher support, parental cooperation, individualized approach, resource support.



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Introduction

Inclusive education in Kazakhstan with a focus on children with special educational needs (SEN) is an important part of the country's educational policy. Over 10% of children aged between five and seventeen have SEN, where psychological support is crucial for their academic achievements as well as social integration. Professional associations put out the word and research, which shows that teachers are extremely satisfied with this support but challenges include strained resources and limited numbers of highly qualified professionals. Among the most important factors for successful inclusive education is collaboration between specialists working in schools, psychologists with specific

methodological support and parents. Suggestions for development include mandatory individual planning, making direct professional support easier to access and developing communication skills to build on existing knowledge and increase funding for regular teacher PD. These efforts coincide with global trends in inclusive education and the need to adjust methods locally while ensuring equal educational opportunities for every child.

Nowadays it is important to mention that the idea of inclusive education which purpose creates equal opportunities for children and young people with special educational needs (SEN) has become finally taken place in the modern world, especially in the Republic of Kazakhstan. The challenge lies in the ever-

changing educational scenario due to which making every child learn, regardless of their individual needs has become a tough nut to crack.

Recent data from the National Statistics Committee of the Republic of Kazakhstan indicate that over 10% of children aged from 5 to 17 years old in this country have special educational needs [1]. This only confirms that we need to embed inclusivity within our educational institutions.

Inclusive education of children with various forms of special educational needs (hearing impairment, vision, autism and disabilities) has become an important part of the general development concept. A commitment illustrated by state-level efforts and programs to build inclusive environments in schools, fund specialized classrooms (around every corner of the country) or implement personalized learning frameworks.

In the course of inclusive educational process, great importance is attached to psychological support for children with special needs in order to ensure their successful education and social adaptation. An impressive contribution to the emotional and academic recovery of children, increasing the depth of their involvement in learning processes is now confirmed by many studies.

Practice in Kazakhstan, following global trends “acquires” a supply of psychologists at educational institutions who help children with special educational needs. They work closely with their teachers, parents and other professionals to help ensure all children have the environments they need in order to learn.

Thereby, these educational institutions and psychologists face problems regarding how inclusive practices are followed. This calls for system-wide coordination and strategic planning around issues like a shortage of experienced providers, gaps in resources across the country, and lacking necessary educational programs.

This article aims to investigate psychological

support in integrated education for children with special educational needs (SEN) in Kazakhstan. This analysis of the data trends at present will assist in establishing the areas that require immediate attention and suggest new policies for bringing more inclusiveness to our country's education system.

There is no doubt that the idea of inclusive education has received considerable attention in recent decades worldwide, including in Kazakhstan. To summarize the state of contemporary research and literature on this topic, a comprehensive examination of current data reveals trends in addressing the educational needs of children with special educational needs but also highlights challenges that remain persistently unresolved [1].

The study conducted by Harry K., Klingner J., and Sturges K. in the USA delves into the process of introducing inclusive education [2]. The researchers elucidate key stages and challenges that educational systems encounter during the transition to an inclusive model. The authors emphasize the significance of adapting inclusive methods to ensure the successful inclusion of children with special needs.

Avramidis E., Bayliss P., and Burden R. conducted a study in the UK examining teachers' attitudes toward inclusive education [3]. This work identifies factors influencing teachers' readiness to implement inclusive approaches and underscores the need for training and support to successfully integrate children with special educational needs into public classrooms.

In the context of Russian research, Karpova N.A.'s monograph titled «Psychological and Pedagogical Support for Inclusive Education» explores psychological and pedagogical aspects of inclusive education in Russian conditions [4]. The author highlights methods and technologies adapted to inclusive principles for working with students.

Another Russian study by Goncharova Yu.L. and Molodtsova G. references the experience

of introducing inclusive education in Russian schools [5, 6]. The authors analyze practical aspects of organizing the educational process and the interaction between teachers and psychologists.

Oralbekova A.K., et al studies in the context of Kazakhstan analyse a situation with inclusion education and define problems and development prospects of this educational system [7].

Inclusive Education: In the article «Psychological Support for Children with Special Educational Needs in an Inclusive Education,» Zhasulan K. et al researched inclusive education and psychological support of children with special educational needs in Kazakhstan, emphasizing that providing proper psychological support plays a significant role in ensuring successful adaptation to society by this category of students [8].

This literature review highlights the global churn around inclusive education and calls for the need to do so in specific national cultural contexts. On the example of Russia, Kazakhstan and other countries around the world - everything is now based on inclusive education in educational development strategies that require competent psychological support for students with disabilities; training, retraining and advanced professionally oriented teachers as leading factors in implementation policies to ensure the adaptability of children.

Materials and Methods

Studies of psychological support for children with special educational needs in the inclusive education environment use a combination of qualitative and quantitative analysis techniques. The objective of the study is to evaluate a psychological support service in more depth and explore some factors affecting its effectiveness.

Research Methods:

- 1 Literature Review. The first stage includes a large array of scientific

literature on problems of inclusive education, and psychological help and features syndrome 825 material about special children. This phase helps establish the theoretical groundwork of this analysis.

- 2 Interviews. Interviews with experts in the patient, psychologist and educational paths were held as well as school directors of surrogate atolls. Aims: the study was conducted to identify the attitudes and experiences of parties involved in the educational process concerning psychological support.
- 3 Structured Questionnaires. A total of 25 structured questionnaires were distributed among the teachers and mind supporter trainers who teach inclusive classes during a pilot, in the field experience to enhance their perceptions and experiences with psychological support.
- 4 Systematic Observation. Observing systematically the educational process, and interaction of special needs children with teachers and psychologists in integrated classes.

The structure of the stages of this study is aimed at creating an integrative assessment toolkit for effectiveness in psychological support to inclusive education and developing a set of methodical recommendations on increasing quality levels at in educational establishments.

Results

A survey conducted among teachers of inclusive classes yielded the following quantitative results (Table 1):

- Satisfaction with Support: A total of 85% of teachers were satisfied about the support received from psychologists in inclusive classes.
- Effectiveness of Psychological Supports: 72% note the positive impact on the Success of Inclusive Education
- 64% Called for More Resources: two-

thirds of teachers said there are not enough resources available so that psychological support could be better — such as extra classes and training.

These findings give us a good understanding of teachers' perceptions and requirements in IE settings, thus laying the foundation for setting up further analysis based on which recommendations may be drawn to improve psychological support desired by them.

Table 1 - Quantitative Analysis of Survey Results - Overall Sample

Survey Aspect	Percentage	Interpretation
Level of Satisfaction	85%	Expressed satisfaction with the level of support
Evaluating System Effectiveness	72%	Believe that the psychological support system has a positive effect
Need for Additional Resources	64%	Indicated the need for additional resources for more effective psychological support

Its findings indicate the level of satisfaction, the effectiveness and needs for further resource input within inclusive education. The results are presented in Table 2, divided into three sections according to major fields so that all of the interrelationships existing between different characteristics can be closely observed.

General Sample: The overall satisfaction level reached 85% and this serves to testify that an inclusive environment solidly gains public support. The system's effectiveness received a mark of 72%, while 64% wished for a further resource.

By Experience: It is interesting to note that experienced teachers demonstrated a higher satisfaction level (88%) and effectiveness rating (75%) than junior teachers. Junior teachers have a satisfaction rate of 82% and an effectiveness rating of 68%. Towards a means of further resource

input, experienced teachers had little demand. The figure was 60%.

By Sorts of SEN: High levels of satisfaction (90%) and effectiveness ratings (80%) were generally reported from children with developmental delays, while their expressed demand for further resources was low at only 55%. On the other hand, children who suffer from autism have a greater need for resources: 75% want more, yet their satisfaction is only at 75% effectiveness evaluation shows 65%. As a result

These findings not only summarize the existing state of affairs in inclusive classrooms form a broad picture but also make clear the need for how different ways: for instance, teachers' experience and sensory barriers (which are concomitant with particular forms of special education needs) must be taken into account.

Table 2 - Research Results by Category

Category	Level of Satisfaction (%)	System Efficiency Rating (%)	Need for Additional Resources (%)
Experience Level			
Experienced Teachers	88	75	60
Young Professionals	82	68	70
Types of Special Educational Needs (SEN)			

Children with Visual Aid Problems	80	70	65
Children with Developmental Delays	90	80	55
Children with Autism	75	65	75

Conducted interviews with psychologists, teachers, administrators and parents along with observations of the educational process showing insight that can be seen qualitatively while providing psychological support in inclusive education: With regards to the provision of psychological support in inclusive education, the interviews revealed the following. The interviews showed that cooperation and open communication between teachers and psychologists is essential to successful psychological support. A highly experienced teacher emphasized: «We constantly consult psychologists to discuss individual approaches for each child.»

Results from interviews and observations underscored the importance of adopting an individualized approach and personalization while working with children having special educational needs. A parent said, «When the teacher sees and understands what your child is studying, that creates a special feeling of trust.»

An individual approach, inadequate numbers of trained psychologists, limited budget line items for psychological support and time constraints are among the main obstacles to providing comprehensive psychological support. Teachers were frequently afraid to open their hearts to professional support. It is confirmed that cooperation, individualized approaches and limited resources are the key issues in psychological support in inclusive education. This point

is also underscored by the parent's further comment, «We appreciate the warmth and attention our children receive but would like to see more professional support.»

This testifies to the complexity of challenges faced by educators, psychologists and parents alike. Drawing from both quantitative and qualitative analysis, some general assessments can be made, and key themes are evident (see Figure 1).

- Most of the interviewees recognized that psychological support was of benefit to the education and socialization, etc., of special needs children.
- Resources of various types are required, starting with additional teaching staff and materials and including other human resources as well.
- Cooperation and open communication among all the concerned stakeholders in an educational situation are necessary for psychological support to be successful.
- An individualized approach and individualized methods have proved to be most effective within the context of inclusive education.
- The central problem for the successful implementation of psychological support in inclusive classrooms remains the inadequacy of resources: both financial and human.

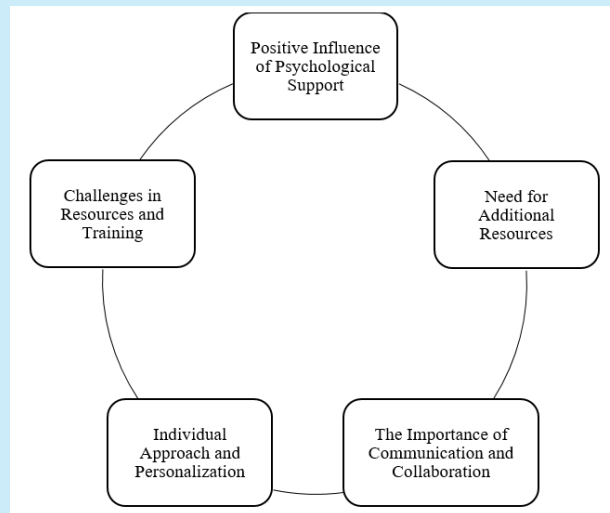


Figure 1 - Key Themes and Trends in Psychological Support within Inclusive Education

Discussion

Research suggests that in-class psychological support for mainstream classes in schools with special educational needs can also be realized in pattern after some essential points identified by others involved in research in this field. Question: How are we going to make the most of psychological support? (refer to Fig. 2)

Guided by teachers, psychologists and parents, individual plans should be the compulsory tools in devising and implementing the class for the disabled school. It is also advocated by Klingner et al. (2006) that individualized plans can help in tailoring the learning experience to the particular needs of an individual student [9].

The professional support available to teachers and psychologists must be raised to an imperative level. 'Career Education and Life-skills Training for Special Education Teachers' by Harris et al. (2014) also underscore the importance of teacher training and support in raising the quality of inclusive education [10].

The emphasis of teacher professional development courses should be on improving teachers 'and psychologists

'communication skills. In speaking of inclusive education, Avramidis et al. (2000) underscore the importance of communication skills [3].

Striving to increase the funding of the budget and materials to improve psychological support is an important factor in the success of inclusive education. Garcia and Smith (2011) stress that material resources have an influence on the success of inclusive education [11].

Regular training and support programs for teachers in inclusive classes, with a focus on psychological support, can greatly improve results. This also receives endorsement from Karpova (2018) who points out the importance of teacher training [4].

These proposals, based on the challenges encountered by our research, are in harmony with the literature in this field. Following these strategies, schools will be able to create a more supportive and inclusive environment for children with special educational needs. The connected nature of these proposals represents a holistic approach to psychological support within inclusive educational settings (refer to Fig. 2).

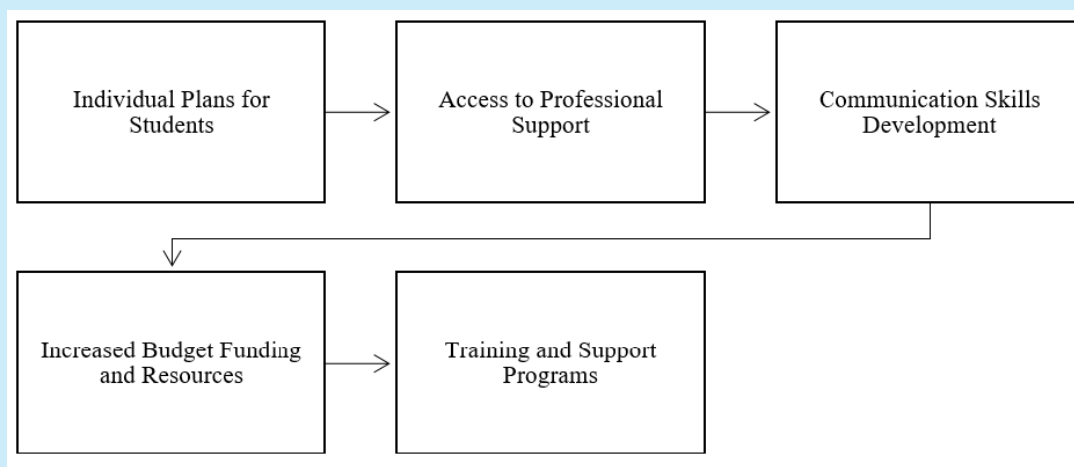


Figure 2 - Practical Recommendations for Enhancing Psychological Support in Inclusive Education

Conclusion

The overall conclusions and recommendations emerging from this study highlight students with Special Educational Needs (SEN) as a major concern. At the same time, they underscore the need for systemic change in the education system to enable successful inclusive learning. With the introduction of these specific suggestions, an environment that supports learning for all students is possible--especially those who have special educational needs.

In the modern world, inclusive education is gaining increasing emphasis, which means giving fair education chances to children with SEN. In this context, psychological help plays a vital part not only for pupils but also teachers; it helps to foster a favourable environment throughout the entire educational process. Therefore, our study aimed not just at defining what factors contribute toward successful psychological support in classes that are inclusive, but also to use both quantitative and qualitative data collecting methods to identify some common trends.

The questionnaire results, interviews, and observations indicate that teamwork, a «student-based» attitude, and resource availability significantly affect the

effectiveness of psychological support. Collaboration between teachers, psychologists, and parents emerges as a critical factor for success. It underscores the importance of interdependence and cooperation in helping SEN children.

Our conclusions are in line with Klingner and her colleagues (2010) that emphasis should be on personal plans, Harris et al. (2014) are significant for their work highlighting the importance of professional support in this area. Consistency is also found with Garcia and Lee Smith (2011) which has shown how resources affect education for everyone Karpova (2018) insists that regular training for educators is necessary. The overall conclusions and recommendations emerging from this study highlight students with Special Educational Needs (SEN) as a major concern. At the same time, they underscore the need for systemic change in the education system to enable successful inclusive learning. With the introduction of these specific suggestions, an environment that supports learning for all students is possible especially those who have special educational needs.

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Recommendations

Based on the factors required for success in psychological support, several practical proposals are given below:

- Making individual plans developed by teachers, psychologists and parents a legally binding tool for planning and putting into practice inclusive education.
- Striving for better professional support facilities for teachers and psychologists which plays an immensely important role in raising the quality of inclusive education.
- Stresses in training both teachers' and psychologists' communication skills to promote cooperation and interaction.
- More budget funding and extra facilities

to raise the effectiveness of psychological support.

- Starting regular training sessions and support systems for all teachers of inclusive classes, focusing specifically on psychological support.

Inclusive education is also a path to a more just society. Our research not only confirms how essential psychological support is but also outlines the key elements found in successful practice. Carrying out the proposed recommendations may make it possible for all children to receive an effective inclusive education, regardless of their special educational needs.

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Инклюзивті білім беру жағдайында ерекше білім беру қажеттіліктері бар балаларды психологиялық сүйемелдеу

Карибаев Ж.А.¹, Аутаева А.Н.¹, Кариев А.Д.*¹

¹Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан Республикасы



Аңдатпа. Бұл мақала инклюзивті сыныптарда сәтті психологиялық қолдау факторларын анықтауға бағытталған кешенді зерттеу болып табылады. Сандық және сапалық әдістерді пайдалана отырып, мақала мұғалімдердің қанағаттану деңгейін, қолдау жүйесінің тиімділігін және қосымша ресурстарға деген қажеттілікті талдайды. Сонымен қатар, зерттеу ынтымақтастықтың, жеке көзқарастың және ресурстардың қолжетімділігінің рөлдерін анықтайтын сұхбаттар мен бақылауларды қамтиды. Мақаланың қорытындысы педагогтардың, психологтардың және ата-аналардың сапалы нәтижелерімен расталады, ал нәтижелерді талқылау инклюзивті білім беру саласындағы жетекші ғалымдардың жұмыстарымен салыстырылады. Анықталған факторлардың негізінде психологиялық сүйемелдеу жүйесін жақсарту, оның ішінде жеке жоспарларды әзірлеу, кәсіби қолдаудың қолжетімділігін арттыру және коммуникациялық дағдыларды дамыту үшін практикалық ұсынымдар әзірленді. Бұл мақала инклюзивті білім беру саласына маңызды ғылыми тұжырымдар мен практикалық ұсыныстар жасайды, психологиялық сүйемелдеудің сәтті стратегияларын түсінуге көмектеседі және осы саладағы қосымша зерттеулерге негіз бола алады.



Түйінді сөздер: инклюзивті білім беру, психологиялық сүйемелдеу, ерекше білім беру қажеттіліктері, мұғалімдердің қолдауы, ата-аналардың ынтымақтастығы, жеке көзқарас, ресурстық қолдау.

Психологическое сопровождение детей с особыми образовательными потребностями в условиях инклюзивного образования

Карибаев Ж.А.¹, Аутаева А.Н.¹, Кариев А.Д.*¹

Казахский национальный педагогический университет имени Абая,
Алматы, Республика Казахстан



Аннотация. Данная статья представляет собой комплексное исследование, направленное на выявление факторов успешного психологического сопровождения в инклюзивных классах. Используя комбинацию количественных и качественных методов, статья анализирует уровень удовлетворенности учителей, эффективность системы поддержки и потребность в дополнительных ресурсах. Кроме того, исследование включает интервью и наблюдения, выявляя роли сотрудничества, индивидуального подхода и доступности ресурсов. Выводы статьи подкреплены качественными результатами от педагогов, психологов и родителей, а обсуждение результатов сопоставлено с работами ведущих ученых в области инклюзивного образования. На основе выявленных факторов предложены практические рекомендации для улучшения системы психологического сопровождения, в том числе разработка индивидуальных планов, повышение доступности профессиональной поддержки и развитие коммуникационных навыков. Эта статья предоставляет важные научные выводы и практические рекомендации в область инклюзивного образования, обогащая понимание успешных стратегий психологического сопровождения и предоставляя основу для дальнейших исследований в этой области.



Ключевые слова: инклюзивное образование, психологическое сопровождение, особые образовательные потребности, учительская поддержка, родительское сотрудничество, индивидуальный подход, ресурсная поддержка.

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