

Organization of Pedagogical Relationships between Learners and Teachers in the Framework of Inclusive Education

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Abstract: Nowadays at the process of globalization the system of value orientations and educational traditions are undergoing noteworthy modifications represented in the Concept of Inclusive Education Development (2010) in Ukraine. The research demonstrates the conception of organization of pedagogical relationships of the participants of art-therapeutic process as a component of inclusive education. The problem of the investigation defined the choice of the empirical research methods such as observation, interview, testing, study of the products of the activities of the subjects, study, and generalization of pedagogical experience. As a framework for the research it was used the model of five different aspects of the therapeutic relationship described by Clarkson (1995). One of the most significant finding to emerge from the study is that inclusive education is much wider than the opportunity for everybody to visit neighbourhood schools, deeper than deletion of distinctions between "general education" and "special education" programs. Findings of this study suggest that elements of art therapy should become an integral part of work with both the disabled and displaced (refugees or immigrants) students. The results allow singling out some means for the modern teacher to organize pedagogical relationships as a dialogue of the equal partners in the art-therapy-oriented education process. Application of "Role-play" refers here to the special technique used at the art-oriented activity for studying interpersonal behavior of the participants. This promoted a better understanding between participants, empathy, and frankness that removed psychological and emotional barriers in their verbal and non-verbal communication, and stimulated the process of self-actualization.

Keywords: *pedagogical relationships; art therapy; inclusive education; children with special educational needs; the displaced children.*

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1. Introduction

All the world scholars are constantly working on the idea of the ideally created school as a room where every student feels comfortable and can easily learn within an individually chosen trajectory. Nowadays at the process of globalization, the system of value orientations and educational traditions are undergoing noteworthy modifications. They represented such significant changes in the Concept of Inclusive Education Development (2010) that marked the start of changes in the educational policy concerning children with special educational needs at the legislative level in Ukraine. It is difficult to ignore that when the Poroshenko Charity Foundation together with the government and educators started implementation of principals of inclusive education in 2016, about 87% of the Ukrainian children with special educational needs were deprived of a chance for learning at comprehensive education establishments. Nowadays Ukraine rejects the standards where the disabilities must be only medicalized.

Recently, researchers have shown the great interest in inclusion centered on the range of aspects how teachers can promote inclusion of students with physical disabilities (Berry, 2008; Tiwari, Das, & Sharma, 2015; Morrell, 2011), with the gifted children (Dare, Lynn; Nowicki, 2018), with autism problems (Morrell, 2011), etc.

The new global economy and rapid political changes have caused a dramatic increase in war actions resulted in the great quantity of internally displaced people, refugees, and immigrants all over the world. In Ukraine and in many countries besides the disabled children, there are many other categories of learners with special educational needs, such as immigrants, forced migrants, and just talented, gifted persons. These groups of learners also need support in the process of socialization. So far, however, there has been little attention paid to the difficulties in socializing of conflict-affected children, in their gaining higher or vocational education and further employment.

The key role in the theory of inclusive education implementation belongs to the school readiness to teach all categories of schoolchildren with their personal and unique needs and individual peculiar characteristics, adoption of pedagogical approaches, organization, and planning of the educational process for each student (Loreman, 1999). It is the special training of the teachers that is the most important component of the effectiveness of inclusive education implementation (Hargreaves, 1997).

Our review of the latest publications of the Ukrainian scientists (Gonchar, 2011; Kolupayeva, 2012; Kuzava, Stasiuk, Savchenko, 2017; Myronova, 2012, and others) shows unanimous debates about the need for systematic training of educators for working with children with special educational needs in conditions of inclusive education which is developing in the modern Ukraine rather spontaneously.

So, despite the obvious benefits of inclusive education implementation, in Ukraine, it suffers from several major drawbacks. Such a transformation should be complex and touch upon the range of aspects. The paper attempts to show that wellbeing of all learners cannot be reached by placing all categories of children in one classroom. First, it is important to stress the specially organized pedagogical mutual relationships between learners and teacher and the great demand for a professionally trained teacher who is a master of communication and art communication strategies. In addition, there are not many studies on the issue of the art-oriented activity as a key component of the system of the modern inclusive education because the art pedagogics can open a new set of possibilities for other educators.

The study attempts to define the conception of organization of pedagogical relationships between the participants of the art-therapeutic process as a component of inclusive education in Ukraine. The questions addressed in the research are:

1. What are the effective ways of establishing and maintaining interrelationship between the participants of the academic educational process in the framework of inclusion?

2. What is the specificity of organization of the art-oriented activity?

Thus, successful implementation of inclusive education for children with special needs depends on the following components, such as the state legislative strategy, theoretical and methodological bases of preparation of psychological and pedagogical staff for work with children with special educational needs, as well educational space, practical ways of communication, and the interpersonal relations.

2. Methodology

2.1. Participants

The participants included the students of a comprehensive school in the city of Kharkiv situated in the Eastern part of Ukraine, within a local district school, the Board of which had a policy supporting an inclusive education approach. Across the district in the suburbs of Kharkiv, the

school served over 1,000 schoolchildren Grades 1 to 12. These school pupils belong to the families of different incomes household. In addition, since Kharkiv is located not far from ATO zone that is considered as a temporary occupied territory of Ukraine (*anti-terrorist operation zone, the term used by media and politicians as well as OSCE to identify Ukrainian territory of Donetsk and Luhansk regions that are under control of military pro-Russian separatists*) at practically every Kharkiv school there are some children from those territories, that are the children who have experienced the tragic events. All the participants were divided into 2 groups of schoolchildren of different age: the first “A” group contains the children of 8-9 years old; the second one “B” the ones of 14-15. Among them there were both the locals and the children forced from their home or region by war. So in the group “A” there were 6 boys and 5 girls, in the “B” group there were 5 boys and 7 girls. None of the participants was formally identified as exceptional due to any disabilities or status. Table 1 shows the number, grade, gender and status of the participants.

Table 1: Characteristics of the participants

| The participants | Number/ gender | | Grade | Status | | | | | |
|------------------|-------------------|-------|-------------------------------------|------------------------------|-------|-------|-------|----------------------|-------|
| | | | | new pupil (other reasons) | | local | | internally-displaced | |
| | boys | girls | | boys | girls | boys | girls | boys | girls |
| Group “A” | 6 | 5 | 8-9 years old Grade 3 | 2 | 1 | 3 | 3 | 1 | 1 |
| Group “B” | 5 | 7 | 14-15 years old Grade 9 | 1 | 1 | 4 | 4 | 0 | 2 |

Prior to collecting data, we obtained ethics approval from the School principal and the Board of Parents to give art-therapy-oriented lessons to them. The art-lessons took place in a quiet, well-lighted room (two drawing classrooms) on a regular school day.

The two lessons were conducted by 4 persons (2 persons per one group) and took place at the same time. The art lessons lasted one hour each. The pedagogical design of the lesson was based on the active form of art-therapy activity.

2.2. Measuring instruments

The problem of the investigation defined the choice of the empirical research methods, among them the leading ones are observation, interview, testing, study of the products of the activities of the subjects (creative and control), analysis of Role-play technique application, study and generalization of pedagogical experience. The study is also based on a combination of quantitative and qualitative methods for collecting and analyzing empirical data.

As a framework for the study it was used the model of five different aspects of the therapeutic relationship described by P. Clarkson in her major study (Clarkson, 1995), who proposed the classification as follows: the working alliance; the transference/countertransference relationship; the developmentally-needed or reparative relationship; the person-to-person or real relationship and the transpersonal relationship. Here are some remarks to provide the brief interpretation of the named aspects.

Bordin (1979) lists three essential aspects of the *working alliance* such as the collaborative setting of goals; the joint agreement on tasks and the development of a human relationship or bond. Different types of *the transference/countertransference relationship* were described by Ryle and Kerr (2002) as personal countertransference (what the therapist brings to the encounter) and elicited countertransference (the reaction induced in the therapist by the patient) the latter being either identifying or reciprocating. *The developmentally-needed or reparative relationship* is so-called substitution of the negative experience into positive of the same kind. Missing elements, which may be provided in the reparative relationship, are identified by P. Clarkson (1995) as containment, witness, and care. The proposed by Casement (Casement, 1991) examples proves the necessity of careful attention and responsiveness, where smothering, respect and space are required. *The person-to-person or real relationship* needs the skills to judge the timing and degree of self-disclosure and it must always be undertaken in the service of the therapy and not for the therapist (Clarkson, 1995). P. Clarkson makes the point that it may be difficult to move from the developmentally-needed relationship to the person-to-person relationship and when it happens it may “herald a new phase in the relationship.” *The transpersonal relationship can be considered* as “the

timeless facet of the psychotherapeutic relationship, which is impossible to describe, but refers to the spiritual dimension of the healing relationship.”

For this study, the above-mentioned model was used to explore the peculiarities of organization of pedagogical mutual relations of the teacher and students within the framework of inclusive education. The approach has a number of attractive features in work with internally-displaced students (children).

3. Results

3.1. Effective ways of establishing and maintaining interrelationship between the participants of the academic educational process in the framework of inclusion.

The first question of the research was: What are the effective ways of establishing and maintaining interrelationship between the participants of the academic educational process in the framework of inclusion?

As one of such successive means it was supposed to use art-and-pedagogically oriented elements (art-therapeutic) for creative expression of those feelings that cannot be verbalized. The application of art-oriented elements at the lesson was to promote a better understanding between the educational process participants, and to improve communicative and emotional resilience.

The results of the lessons can be described in comparative aspect and are based on the empirical analysis. We present our findings in the following sections: Atmosphere (contact); style of drawing; communicative strategies; effect.

Prior to commencing the verbal discussion, ethical clearance was sought from all the art-activity participants.

The results obtained from the empirical analysis can be compared in Table 2.

Table 2: The empirical research results in comparative aspects

| <i>Section</i> | <i>Group A</i> | | | <i>Group B</i> | | |
|---|----------------|------------|----------------------|-----------------------|------------|----------------------|
| | local | Newly-come | internally-displaced | local | Newly-come | internally-displaced |
| <i>Readiness for the art-activity / communication</i> | high | high | medium | medium (indifference) | low | low |

| | | | | | | |
|---|---|---|--|---|---|---|
| <i>Style of depiction</i> | fairy-shaped with elements of personification | | elements of personification aimed to well-protection | realistic and detailed forms with metaphorical elements | | realistic as far as possible |
| <i>The use of colour to express feelings</i> | quiet and bright colours | | black and bright colours in contrast | quiet and bright colours | grey and quiet colours | grey, black, red and in perspective blue |
| <i>Aspect of the therapeutic relationship (described by Clarkson)</i> | person-to-person relationship | counter-transference relationship up to reparative relationship | | the working alliance & person-to-person relationship | counter-transference relationship up to reparative relationship | from the working alliance up to reparative relationship |
| <i>Willingness for verbal interpretation afterwards</i> | high | high | medium tending to high | medium tending to high (but not in public) | medium tending to false indifference | low tending to categorical refusal |

Finally, the range of questions was asked as to the feedback of such activity for them, that is if they would like to continue participating in “art-hours.” In general, 87 % of the children said that those “art-hours” made them think over what they had not thought over before because they were scared to dig deep inside. In addition, they used to have the rare chance to be frank without the necessity to seem better than it really was. Consequently, exactly such art activity allows reconstructing the unconscious feelings connected with the dramatic situations or destructive thoughts or memories by using creative abilities, symbols, and visual communication in order to find the way out.

3.2. The specificity of organization of the art-oriented activity

One of the research questions was: What is the specificity of organization of the art-oriented activity? In order to explore the behaviour and effect of the art-oriented activity onto the children the special focus on the names of the actors that obviously presuppose the further interrelations and atmosphere was considered the key element of the organization stage. So after introducing the “speaking names” of the participants such as – Art-drivers (the researchers) and Art-passengers (the schoolchildren) the atmosphere was changed into creative one. “Role-play” technique was chosen as a method both for removing the emotional restraint of the participants and studying their interpersonal behavior.

Table 3: The empirical research results of Role-playing use in comparative aspects

| <i>Section</i> | <i>Group A</i> | | | <i>Group B</i> | | |
|---|----------------|-------------------|-----------------------------|-------------------------------|---------------------------------------|-----------------------------|
| | <i>local</i> | <i>Newly-come</i> | <i>internally-displaced</i> | <i>local</i> | <i>Newly-come</i> | <i>internally-displaced</i> |
| <i>Readiness for interrelations</i> | high | high | high | Medium tending to indifferent | low | low |
| <i>Attitude to Role-playing</i> | positive | positive | neutral | neutral | neutral | neutral tending to negative |
| <i>Willingness for verbal communication/general expression of emotions afterwards</i> | high | high | medium tending to high | medium tending to high | medium tending to high but not public | medium tending to low |

These results suggest the younger children were, the more willingly they drew into the role play, and the more effective the art communication was. On the contrary, the older participants were the more cautious their answers and looks were. We can conclude that it was the role play technique that was correctly used as a special technique to reduce the emotional distrust of the art process and the art-teachers.

4. Discussion

On a theoretical level, it is generally assumed that inclusive education mainly covers the disabled. So a considerable amount of literature has been published on the problem of intersection of inclusive education and specially-oriented education that is therapeutic relationship and work with hardly-educated or physically disabled people. But the nowadays situation shows the urgent situation with a great number of persons whose psychological disability is connected with the war actions or hard memories of the tragedies that the person (especially a child or a young person with not completely formed mental system yet) has gone through, etc.

The lesson began by introducing the participants to each other. These children are afraid of helicopters even in the peaceful sky and are not ready to celebrate any holidays with either firecrackers or fireworks, even the specific sound of the burst balloon may provoke the defense reactions. Such their reactions are sometimes not adequately interpreted by the other classmates who fortunately know about the war actions only from mass media news.

The focus on role-playing application allowed changing atmosphere into friendly for creativity. According to Krysia M. Yardley-Matwiejczuk (1997), there is the necessity in scientific discussion of 'Role-play' in relation to general experiment and therapeutic technique. In our study the results show the beneficial contribution of the 'Role-play' use to organization of pedagogical relationships between learners and teachers in the framework of inclusive education.

The warm-up questions asked by Art-drivers were as follows: "We are going to our home. What does it mean for you? Draw it how you feel it and we, the art-drivers, will find the fairy way to it". After that, the children were able to take everything they need (coloured pencils, paper of different size, oil paints, pens, and felt-tip pens had been prepared on the tables beforehand). To increase the reliability of the effect it was created the confidential atmosphere, the conditions allowing to concentrate on inside emotions, where each "art-passenger" could choose any place s/he wants (everywhere, to paint using easels, special tables, pad, sketching board, or by the window, under the big decorative palm-tree, etc.). The "Art-drivers" were allowed only to help with mastering some art techniques (in order to depict the further fairy way out - "way home" in details).

The children of the Group "A" did not offer any resistance to the art activity, and the proposed theme called their interest. The imaginary

characters created with speaking names made the children dream about something light, fairy, and warm. It is interesting that the girl of internally-displaced (war-affected) category drew a beautiful house in a hollow tree trunk which branches-hands protected it well. Such a personification in visual communicative act was expressed in unreally bright colours. But the boy painted a bright magic-carpet on which there were his parents, he and their kitten flying away from their black house in fire. Anyway, lots of local children drew Mother and the Sun, or fairy castles with their friends and family members inside. The house as their home was depicted more often schematically or metaphorically. All the children of the Group "A" were not afraid to fail and tried to be frank while expressing their ideas or dreams. All the children more willingly answer the questions put by the teachers than the children of the Group "B".

Whereas, at the very beginning of the art-hour in the group "B" one girl (an internally-displaced person) asked how the results of the activity could influence her life, and what exactly she was expected to paint. In addition, all her questions were put with the aggressive modality. But the boy (new-pupil category) asked what if he had not been taught to draw perfectly. The other children showed hesitation about positive/negative element balance. And, in practice, everybody started the art activity with great self-control. The children asked if the results or their comments would be discussed with their parents and teachers. "The art-driver" had to explain which variant personally he would present (even if he did not want to "open out" something) "real" or "dreamt", "what it looked like or what it would look like". The asked by "Art-driver" questions were very correct and the most provocative ones, they aimed to make the "art-passengers" realize the situation as deep as possible, as well as find out what could be changed or already has been really changed. In fact it took much more time and communicative skills to enter the frank and warm relations with the children of the Group "B".

The local children tried to depict the house with many architectural elements with features of luxury or the flying birds on the background of the calm sunset. The newly-come girl draw the room in the middle of which there was a table with an aquarium with the only "gold fish" in, which was ready to make her three dreams come true. One girl of the internally-displaced category painted her real-life multistory house divided into two parts with a vertical line: the right-side part was sun-lighted with blue windows and the left-side one was in red and black, everything in fire and almost ruined that is in colours reflecting the ravages of war. The older children drew their house in fire or divided the picture into two parts: before

(sunny) and after (greyish). For instance, the other girl whose house also was in the ATO zone drew the real long grey road among the grey unsown fields with the blue sky only far in the distance.

It is necessary to underline the fact that in the pictures of the majority of the members of the Group “B” the children feel themselves alone without anyone who can be considered a reliable person indeed or who could provide any support. The degree of parents’ reliability depends on many factors and could not be considered constant from their point of view. Though the local children tried to look nonchalant they were very surprised while touching the real-life tragedy of their new classmates’ displaced families. But the real emotions expressed in the pictures made the local problem-free children find themselves, though for a moment, in their shoes.

Moreover, another unexpected result is that exactly the communication with the adult members, i.e. the Group “B” made us face the very important or key question of organization of the teacher and schoolchildren interrelations. It covers the range of aspects: how to reduce their resistance to communicate, to answer, to establish the contact, what way to create a dialogue, the role of participants’ disposition, their roles in a communicative act, the means of clear verbal communication, how influential the teacher’s position should be in the communicative act, etc.

All the above mentioned facts put the main question if we have the qualified professionals among the modern school teachers who can organize personally-oriented interrelations, who besides professional knowledge are ready for empathy, for opening their own inner world, who have enough communicative skills and patience.

Nowadays it is not enough to be professional in art but it is necessary to establish friendly relations with no pressing advice or influence. Because of the educational process of the former Soviet Union schools was notable for a teacher's total influence where a child looked like the material for shaping there was a division into “general *education* “ and “special *education* “. In her historical and pedagogical investigation, O. Gonchar reveals the tendency in the Soviet period education towards a certain delay of purely pedagogical developments of implementing pedagogical mutual relations in the educational process from the scientific research of this phenomenon as a psychological and social category (Gonchar, 2011). She established that by working on the theory of communication of the teachers and academicians made the development of the pedagogical relationship mainly possible. The Soviet period teachers and scientists investigated the mechanisms of

information exchange and the establishment of adequate communicative situation of interpersonal relations in joint academic activity.

Thus, implementation of the inclusive education presupposes the necessity to single out some means which the modern teacher should realize to support and encourage every student's personality to bring harmony into the inner world:

- Try to create art-oriented activities that help students talk about themselves and their undoubtedly unique experiences (no matter it was positive or negative).
- Attempt to engage students in art projects where they can present their experiences in verbal or visual forms or both.
- Use a Role-playing technique as a method for studying interpersonal relations and promotion trusting personal connections or dealings between individuals.
- Encourage all aspects of each student's individuality. Make them sure it is okay to be themselves.
- It is important to create a friendly environment where everyone feels safe to confide in each other, to wonder and investigate about self and others.
- Maintain a respectful atmosphere among the students. Convince them to use well-wishing language, to speak in courteous modality and to use "friendly" figures of speech to all the classmates even in the conflict situations.
- Students should not shy away from conflicting ideas but learn how to use divergent points of view as an opportunity to deepen their understanding of themselves and others.
- Help the students to realize that none of us is perfect and nobody has any rights to laugh at others' defects.
- Help the students to reveal all the areas in which a student may find opportunities for own success — artistic, academic, physical, emotional, and personal.
- Help students understand we are all in a constant state of developing as human beings: «Et id quoque etiam transeat» - Solomon says. So any experience strengthens us, but both great success and tragic events are passing.
- Cultivate a classroom community where everybody understands that at any minute one can be in another's shoes.

The research shows that the decision to organize art-therapy-oriented hours can be considered as producing a sensitive, creative, careful and thoughtful, full of empathy process with the unexpected but progressively positive effect.

5. Conclusion

One of the most significant finding to emerge from the study is that inclusive education is much wider than the opportunity for everybody not depending on disability, race, language, religion, gender, and poverty of visiting neighbourhood schools, deeper than deletion of distinctions between "general education" and "special education" programs. It is the support to everyone to learn and participate in all aspects of the life at the background of moral tension, stressful and informative overload, personal drama, or tragedy of war. And the fundamental need of effective inclusive education is in correctly organized pedagogical mutual relations of the participants of the educational process. The study has emphasized that it is a peculiarity of the inclusive educational system in Ukraine that demands the immediate refusal to let in the possibility of a totalitarian position of a teacher which is the "black heritage" of the politically loaded Soviet educational system. Findings of this study suggest that elements of art therapy should become an integral part of work with both the disabled and displaced (refugees or immigrants) students. The pedagogical relationships in the art-therapy-oriented education process are notable for creative commencement, humanistic character and they can be organized as a dialogue of the equal partners. Application of "Role-play" refers here to the special technique used at the art-oriented activity for studying interpersonal behavior of the participants. This technique promoted a better understanding between participants, empathy, and frankness that removed psychological and emotional barriers in their verbal and non-verbal communication, and stimulated the process of self-actualization. Establishing trustful relations of the equal partners in an academic dialogue is a key factor in promoting a successful educational process for the sound children, and healing for the children with learning disabilities. The results of the study show the necessity to overcome personal countertransference to disability and to amplify empathy that allows maintaining a working alliance of the participants of the educational process at Ukrainian educational settings. It can be also concluded that the art-oriented activity at the lessons in Ukrainian schools are in great demand not only for the persons with special educational needs but more important for formation of a sound

personality of sound children with even trivial psychological scars. The main value of art-therapeutic elements at the educational process in the system of inclusive education is in its possibility to reduce the person's resistance to positive changes, to increase the potential to reveal oneself, not to guess how to be "positive" but to improve oneself according to the individual trajectory, not to suffer the past but to realize that the best is ahead. The teacher's analytical wisdom, art and communicative skills, his/her desire for empathy, readiness for frank relations are in great demand for successfully organized inclusive education. The modern teacher should be armed with the art-therapeutic methods which are on the educational crossroad of medicine, psychology, art, and linguistics.

This research has touched many problems in need for further investigations.

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