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Organisation of the model of early assistance to children with special needs in the Republic of Kazakhstan

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Abstract

Relevance. The problem of disability is currently relevant. As of 2019, according to UNICEF, 153,230 children with special needs live in the Republic of Kazakhstan. By 2021, this number had increased to 161,826, with 5,641 children under the age of three. Despite a robust legislative framework, unresolved social, cultural, political, and other issues persist, particularly affecting young children.

Purpose. The purpose of this paper is to identify and address the features of the organisation and implementation of models of early care for children with special needs.

Methodology. This study used philosophical and scientific methods to analyse early care models for children with special needs in Kazakhstan, focusing on theoretical analysis and empirical comparison of existing practices.

Results. The study presented various programmes, plans, and projects aimed at developing social inclusion and equal opportunities. It also identified persistent problems within the social child protection system in Kazakhstan.

Conclusions. The findings of this study have significant implications for the development of an inclusive society in Kazakhstan. By providing a holistic understanding of the integration and equality of children with disabilities, the study identifies key areas for improvement within the current social policy, legislation, systems, and resources. The analysis underscores the importance of addressing unresolved issues to enhance the effectiveness of early care models. This

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research can serve as a foundation for policymakers, educators, and social workers to develop strategies that are more effective and interventions. By focusing on the identified areas for improvement, Kazakhstan can move closer to achieving true social inclusion and equality for children with special needs.

Keywords: inclusion; availability of education; social protection; stigmatisation.

Introduction

During the communist regime, people with disabilities and people with special needs in the post-Soviet countries belonged to the same category, so there was often confusion of concepts. People with special needs, including those with disabilities, were considered a deviation from the “norm” that needed to be treated [1]. Today, about children from this category, it is customary to use not the term children with special needs, but children with special educational needs. persons with special educational needs is a newly emerged and not yet well-established term that arises in all countries of the world during the transition from a unitary to an open civil society when it realises the need to reflect its changing attitude towards children with developmental disabilities, a new understanding of their rights in language. According to the amendments to the Law on Education of the Republic of Kazakhstan (RK) of 2021, children with special educational needs are persons who have permanent or temporary needs in special conditions for education. If earlier special needs were caused only by the state of health, now it allows not losing sight of any child, no matter what his difficulties were caused by. This allows including people with special educational needs: children with developmental disabilities, due to psychophysical disorders, are conventionally:

- children with visual, hearing, and speech impairments;
- children with disorders of the musculoskeletal system, intelligence, behaviour;
- children with learning difficulties are associated with various adverse environmental factors (including social, economic, psychological, cultural, linguistic, and somatic health).

The modern definition of “children with special educational needs” is broader than “children with special needs” and is more consistent with the definitions recommended by the Organisation for Economic Co-operation and Development. The relevance of the paper is conditioned upon the fact that in 2019, according to the UNICEF (United Nations International Children's Emergency Fund) report, 153230 children with special needs lived in the Republic of Kazakhstan [2]. There is an increase in the number of such children in dynamics. Only in the last 7 years, the growth rate was 2% [3]. Global indicators demonstrate that these indicators are above average [4]. On December 11, 2008, the Government of Kazakhstan signed the Convention on the Rights of persons with disabilities [5]. Today, the Republic of Kazakhstan has a strong legislative framework for providing early assistance to children with special needs. As assistance to children with special needs, the state provides benefits to children, but often children do not have the opportunity to use them. The legislation of the Republic of Kazakhstan guarantees the rights to social security, the provision of specialised institutions, free education, and specialised treatment in medical institutions

for children with special needs. Despite a good legislative foundation, according to UNICEF, children with special needs continue to face problems in the field of education, and integration outside educational institutions [2].

The above allows formulating the purpose of the paper, which is to fix the features of the organisation and implementation of models of early care for children with special needs/special educational needs in the Republic of Kazakhstan. Thus, the object of the study is models of early assistance to children with special needs/children with special educational needs in the Republic of Kazakhstan.

Materials and Methods

In the course of the research, philosophical and general scientific research methods were used. Within the framework of philosophical methods, the subjects and phenomena studied were considered comprehensively, in universal connection and interdependence, in continuous change, development, and in a particular historical context. Philosophical methods allow qualitatively determining changes in the object of research and fix its dynamics. Within the framework of this paper, the features of the implementation of models of early assistance to children with special needs in Kazakhstan at the present stage of the country's development were recorded. Among the general scientific research methods, theoretical and empirical ones can be distinguished. Within the framework of this paper, from the first category, the following methods were used: analysis, generalisation, classification, and synthesis. Methods of analysis and generalisation are the basis of the analytical method of research. Analysis is a kind of logical technique by definition of the concept. In this case, this concept is decomposed into its component parts according to the signs. Therefore, the definitions become more complete and clear [6]. In this study, for a complete definition and designation, the concept of “children with special needs” was divided into component parts since it has many definitions. The next leading method of research is a generalisation – the definition of a general concept, which reflects the essential, basic features of objects or phenomena, that is, the establishment of their common properties and relationships [7].

Therewith, generalisation can be expressed by emphasising not essential but any signs of an object or phenomenon. Using analysis and generalisation, the practices of providing early assistance to children with special needs in Kazakhstan were reviewed and presented. The synthesis method – the connection of individual sides, parts of the object of research into a single whole [8], and the induction method – the movement of thought (cognition) from facts, from individual cases to the general position [9], were used in the formulation of conclusions on the work. Among the methods of the empirical level in the framework of this paper, the following were used: description and comparison. Description is a technique by which the signs of the object of study are fixed [10]. Comparison is a method by which the features that are

inherent in two or several objects under study are compared. Within the framework of this method, differences and common characteristics of the mentioned objects are established [11]. Using these methods, the features of the organisation and implementation of models of early care for children with special needs in Kazakhstan were described and compared. The study of the features of organisation and implementation of early care for children with special needs in the Republic of Kazakhstan took place in 4 stages:

1. Theoretical definition of the key concepts of the paper.

2. Characteristics of the institutional structure for children with special needs in Kazakhstan, as well as a description of its functioning.

3. Description of organisation of early assistance to children with special needs in the Republic of Kazakhstan through state programmes, projects, and plans.

4. Identification of the problems present today in the system of early care for children with special needs in the Republic of Kazakhstan.

Results

In recent years, an activity of early intervention has acquired the character of a major social project in many countries, the purpose of which is to provide systematic and comprehensive early assistance to children with special needs. This is explained by the fact that early correctional and developmental assistance is one of the most significant conditions for the integration of children with special needs. The concept of “early help” is associated not only with the age of the child (only the first years of life) but also with the concepts of “preparatory”, “preliminary”, “advanced” work. “Comprehensive assistance” means individual and personal assistance (correctional, pedagogical, psychological), medical, social, on the one hand, and a set of measures for diagnosis, prevention, and correction of developmental disorders, on the other hand. As the conceptual foundations of this work, the provisions of A.K. Zhalmukhamedova [12] are taken:

- early age is recognised as the most sensitive period for intervention and involves the organisation of early detection of developmental abnormalities and their correction;

- the framework of all models of early intervention programmes is to determine the current level of child's development based on comparison with the standards of development and the division of development into zones: motor cognitive, linguistic, socio-emotional and self-service;

- early intervention involves examination, diagnosis, prevention, and correction of developmental disorders, their readiness for preschool and school education;

- correctional assistance is provided comprehensively by interdisciplinary teams of specialists in accordance with individual development programmes;

- parents are directly involved in this process;

- the dynamics of children's development is necessarily assessed, monitoring is carried out.

According to R.A. Suleimenova [13], G.A. Abayeva and S.A. Aidar [14], the leading areas of early correctional and pedagogical assistance to children with special needs are considered:

- various types and methods of screening for disorders of psychophysical development in young children;

- principles and content of diagnostic and counselling work and psychological examination of young children;

- prevention of genetic disorders;

- tools for assessing and monitoring the psychophysical development of young children;

- organisational and methodological support of the process of early inclusion of children with special needs in the educational process;

- variable forms of organisation of correctional and developmental training.

The development of the early care system in the Republic of Kazakhstan is one of the priorities of the policy in the field of child rights protection. The Ministry of Labor and Social Protection of the population of the Republic of Kazakhstan [15] is the coordinating body on disability issues.

Law of the Republic of Kazakhstan No. 39-III “On social protection of disabled people in the Republic of Kazakhstan” [16] defines a person with special needs, including a disabled person, as “a person with health problems with a persistent disorder of body functions caused by diseases, injuries, their consequences, defects, which leads to a restriction of vital activity and the need for their social protection.” The same law defines a child with special needs as “a person under the age of eighteen who has health problems with a persistent disorder of body functions caused by diseases, injuries, their consequences, defects, leading to disability and the need for their social protection.” Other laws have other definitions, for example, when it comes to medical services. Law of the Republic of Kazakhstan No. 343 “On social and medical pedagogical correctional assistance for children with disabilities” [17] defines children with special needs as “children under the age of eighteen with physical and mental problems, having a disability caused by congenital, hereditary, acquired diseases or the consequences of injuries, confirmed by the established procedure”. Based on the legislative framework of the Republic of Kazakhstan, it can be mentioned that the national policy on social protection of children with special needs focuses on prevention; social protection, including rehabilitation; and integration of children into society.

While this is a positive development in defining the responsibilities of the state concerning persons/children with special needs, it also raises several issues that still exist in the use of terminology relating to the stigmatisation and isolation of such people/children. Kazakhstan, along with other CIS countries, has committed itself to transition from a medical model to a human rights-based approach to disability by the social model outlined in Article 1 of the Convention on the Rights of persons with disabilities [5]. From the standpoint of legislation, this will mean a revision of terminology to free it from stigmatisation and isolation, changing or avoiding the words “disabled people” or “children with special needs”. In this regard, the International Classification of Functioning, Disability, and Health [18] will help, which acts as a guideline for understanding disability from the standpoint of a social model. In Kazakhstan, three main government bodies are involved in the protection of children with special needs,

including children with disabilities. Ministry of healthcare of the Republic of Kazakhstan [19] is not responsible for providing quality medical care to children with disabilities. In addition, healthcare institutions are also responsible for identifying and defining a disability group, starting from the early stages of life. For this purpose, an early screening of development was created, including examinations from the first days of life.

The medical institutions responsible for providing care for newborn infants (maternity hospitals) are also responsible for filling out the “statistical form” immediately after the birth of a child. This form helps to develop an individual plan for each child born with a disability. One of the first functions of the Ministry of labor and social protection of population of the Republic of Kazakhstan [15] is (early) identification of disability. Organisations under the Ministry of labor and social protection of population of the Republic of Kazakhstan [15] in cooperation with the Ministry of healthcare of the Republic of Kazakhstan [19] establish the category of disability group of children. The next aspect that needs to be solved is the determination of the amount of child benefits. Considering the social and economic conditions of the family, decisions are made on benefits and the type of assistance that the child needs. In addition, individual development plans are being created. These plans are based mainly on such factors as the type and severity of disability, and the social conditions of a child. The need for specialised equipment is also assessed. To provide early assistance, psychological, pedagogical and therapeutic, medical influences are required. This complex is being developed considering the specific features of the development of a child with special needs and his age characteristics. Mandatory inclusion of parents in the learning process, starting from the first years of a child's life. In this case, the principle of an integrated approach to providing early care is suitable. Within the framework of such a complex, medical, psychological, and pedagogical measures are carried out, which imply the organisation of certain activities, the interrelation of which ensures effectiveness through a combination of actions aimed at cooperation of specialists with the child's family [20].

A whole range of measures has been created in the Republic of Kazakhstan in the field of early assistance to families of young children with special needs and disabilities. It corresponds to the main provisions of the law, the concept of long-term socio-economic development, demographic policy, national family policy, and the concept of early aid development. Resolution of the Government of the Republic of Kazakhstan No. 326 “On approval of the National Plan to ensure the rights and improve the quality of life of persons with disabilities in the Republic of Kazakhstan until 2025” [21] is functioning in the country. The key objective of the document is the development of an inclusive society. To achieve this purpose, the national policy is aimed at creating a favorable environment for all vulnerable groups within the framework of the social modernisation of Kazakhstan until 2030. The following main areas can be distinguished within the Resolution of the Government of the Republic of Kazakhstan No. 326 “On approval of the National Plan to ensure the rights and improve the quality of life of

persons with disabilities in the Republic of Kazakhstan until 2025” [21]:

- modernisation of public consciousness;
- improving social services;
- job security;
- accessibility of education;
- ensuring accessibility of socially important objects;
- prevention of disability.

Within the framework of Resolution of the Government of the Republic of Kazakhstan No. 326 “On approval of the National Plan to ensure the rights and improve the quality of life of persons with disabilities in the Republic of Kazakhstan until 2025” [21], a bill on social protection of certain categories of citizens has been developed. This document provides for amendments to more than 80 regulatory legal acts and contains more than 10 conceptual additions. Properly organised early diagnosis and comprehensive rehabilitation give children with special needs the opportunity to be included in general education at an earlier stage of their age development. The early care system provides the maximum possible coverage of children with developmental disabilities at the early stages of ontogenesis and is the basis for the timely prevention of secondary natural disorders of the child's interaction with the outside world and the optimal involvement of parents in the work of the penitentiary system. To assist children with special needs and their families at an early stage, Kazakhstan has established a system of early psychological and educational assistance to children and their families. Services for young children help parents to acquire the knowledge and skills necessary to identify and develop their child's abilities and prevent possible complications, as well as provide practical assistance to children and families. The main tasks of the services include:

1. Identification of young children who require early special assistance.
2. Methodological assistance to teachers in the organisation and conduct of educational work with young children with special needs.
3. Qualified assistance to the family of a child with special needs from an early age.
4. Timely correction and prevention of abnormalities in the development of a young child.

Thus, in such centres, parents work with their child under the guidance of specialists, acquire the basic elements of education for a certain period and receive clear and detailed instructions for teaching children at home. In addition, specialists are working on building relationships between adults and children, independently identifying the features of development based on the diagnosis and individual characteristics of the child. Specialists of such centres/services improve the educational competence of parents using various forms of work: group consultations; round tables for parents and specialists; counselling parents via the Internet; practical psychological and pedagogical training; questionnaires; and parent clubs. Inclusive education is an important vector in the organisation of early assistance to children with special needs. In this context, the main priority areas are:

1. Ensuring access to education for children with special educational needs at all levels of education.

2. Development and provision of educational process participants with textbooks and teaching materials, manuals.

3. Professional development of teachers working with children with special educational needs.

As a result, all conditions have been created in 334 schools for 2020, which is 71%. There are 26 special educational organisations and 12 inclusion classes covering more than 1300 children in all districts of the region [22].

Discussion

The most common of the developmental disorders is a speech disorder. Speech therapy work with a child is necessary from infancy, even in the pre-speech period of his development, and continues during school years. Notably, speech therapists in Kazakhstan are quite actively working in this area. Currently, there is noticeable progress in the development of speech therapy. A review of studies over the past 20 years has shown significant developments in Russian defectology regarding speech correction and development. These areas include early prevention, detection, and elimination of speech disorders, and preparing children with speech disorders for school. Other focus areas are the study of speech correction in Kazakh children, the use of ethnocultural materials in speech therapy, and linguistic problems related to speech therapy. Additionally, the review covers speech therapy work with various speech disorders, the development of speech in children with different disorders, and speech therapy inclusion [23-25].

In Kazakh defectology, research on correcting disorders of deaf and hard-of-hearing children is widely carried out. Thus, V.V. Bobrova and S.L. Svetlichnaya [26] substantiate the need to use innovative technologies for the examination of deaf children's speech – an electronic learning automated programme. Children with visual pathology are deprived of visual contact with a communication partner. The absence of nonverbal communication in people with visual pathology disrupts the communication process. Due to the specific features of the manifestation of emotional reactions, they have an underdevelopment of expressive speech, which is expressed in the belated vocalisation, the poverty of cooing and spontaneous self-speaking, the late appearance of babbling, words, phrasal speech, delayed speech development. Children with mental retardation with combined speech impairment make up an extensive group and are the subject of a considerable amount of research [27; 28]. The system of state correctional and pedagogical assistance to children with special needs in the Republic of Kazakhstan consists of five levels:

- level 1 – screening of disorders of psychophysical development;
- level 2 – an in-depth examination of psychophysical development in psychological-medical and pedagogical consultations;
- level 4 – corrective action;
- level 5 – scientific and methodological support;
- level 6 – state legal support [29].

It seems necessary to identify ways to provide early correctional and pedagogical assistance to children with special needs technological, scientific, informational, and

state-legal support. The methods of provision coincide with the levels of the state system of early correctional and pedagogical assistance to children with special needs, and technological support covers the first three (1, 2, 3) levels (screening of disorders of psychophysical development, in-depth examination of psychophysical development, correctional impact). Scientific and informational support is the 4th level, and state and legal support is the 5th level of early correctional and pedagogical assistance to children with special needs. The extremely high prevalence of psychophysical development disorders in children in the Republic of Kazakhstan, combined with the greatest effectiveness of early corrective action and the low level of budget funding, highlights the need for mass screening of psychophysical abnormalities in children aged 0 to 3 years old. This screening should be simple, accessible, and inexpensive, while still providing a high level of informativeness. The practical activity of psychological, medical, and pedagogical consultation consists of two stages: in-depth examination and counselling, each of which has its specific features. During an in-depth examination, specialists are facing the task of identifying all the features and deviations in a child's development, as well as their qualifications within a certain conclusion. The purpose of counselling the child's family is to optimise the conditions that the family has to assist the child in solving their problems and more favourable mental development [29-31].

The main feature of the corrective impact is working with the family and an individual childcare plan. Work with the family is carried out in the following forms: support for the family (psychological, informational), involving it in the development of an individual developmental programme (IDP), teaching parents how to correct and stimulate development, and presenting the necessary materials. The objectives of this 4th level are the theoretical understanding of the state of work with children, the search for new ways of providing correctional and pedagogical assistance, correcting existing errors, and solving methodological problems. The second important component of the 4th level of the state system is the methodological provision of early correctional and pedagogical assistance.

The task was to develop methodological guidelines for implementing the proposed model and create methodological support for each level of the state system of assistance to children. This task was performed by all services of the SATR Centre [29]. There are considerable shortcomings in the implementation of national policy regarding children with special needs. These shortcomings are manifested in the fact that the specific features of working with children with special needs are poorly considered, there is no targeting in assisting, there is no coordination between state bodies in the comprehensive organisation of services, the existing system of functioning is not coordinated with the particular needs of children with special needs. These shortcomings are most clearly manifested in the process of providing early correctional and pedagogical assistance to children with special needs. Moreover, by the example of providing such assistance, it is possible to build proposals for the development of a unified national policy that will be suitable for the entire system of working with children with special needs.

According to R.A. Suleimenova's [13; 29] research, such improvements should deal with the work of state bodies; the financing system; and the legislative framework. The main areas for improving the activities of state bodies are enshrined in Decree of the Government of the Republic of Kazakhstan No. 815 "On the draft Law of the Republic of Kazakhstan 'On social and medical and pedagogical correctional support for children with special needs'" [32]. The draft of this Law was developed by a working group under the Ministry of Labor and Social Protection of the population of the Republic of Kazakhstan under scientific guidance. The SATR Centre was the main developer of this project. Currently, the SATR Centre employs researchers, special teachers, educators, psychologists, social teachers, doctors (pediatrician, psychiatrist, neuropathologist, ophthalmologist, otolaryngologist-surdologist, physical therapy doctor), specialists in the development of motor functions – occupational therapist, external relations specialist, computer specialists, support staff (a total of 132 people). It is necessary to identify a state body that would become the coordinator of all efforts to help children with special needs. To create a unified state system, conduct a unified national policy, coordinate the activities of all bodies and organisations, it is necessary to develop a state programme. Social services should become the main link in the system of coordination and integration of assistance to children with special needs. Following the draft law, the system of state social protection bodies and organisations providing social services should include an institution of social workers. The above indicates the need to change the methodology of financing persons with special educational needs, namely, financing should be targeted. To do this, statistical accounting, a data bank is required, based on which programmes of special educational and social services would be developed, and, admittedly, their monitoring.

Many studies refer to improving the situation of providing early care to children with special needs in the Republic of Kazakhstan. However, there is still an open question concerning the problems present in the social protection system. Families with a child with special needs face obstacles related to the availability and quality of services, limited awareness and information, difficulties with application procedures, social stigma, and negative attitudes [22; 33; 34]. A study conducted by UNICEF [2] in three regions of Kazakhstan has shown that only 10-15% of parents of a child with special needs applied for social assistance or special social services for their children. The economic and social conditions of the population of Kazakhstan have improved considerably over the past two decades. Nevertheless, Kazakhstan's spending on social protection is lower than in other countries of the region. As a result, the coverage of low-income and vulnerable groups with social assistance and special social services in the country remains fragmented. Despite recent positive changes in legislation and improvements in benefits and services, so far only 28.6% of children with special needs are registered and covered by special social services. In addition, in Kazakhstan, only 3% of children are registered as children with disabilities and special needs, whereas in other countries of the world, this indicator is 10-15% of children [35; 36].

The coverage of specialised services is very heterogeneous or is absent in some cases. The main problem is the lack of trained personnel in some areas. Thus, it can be seen that in everyday life, parents of children with special needs still face difficulties. The need to develop early assistance in the Republic of Kazakhstan is conditioned upon the provisions of the Universal Declaration of Human Rights [37] and the Rights of the Child [38] in terms of creating a comfortable and friendly environment for life, ensuring the availability and quality of preschool education. There are three main models of the organisation of the early care system:

1. For one institution, that provides early care services. Therewith, other participating organisations are developing and implementing individual technologies for providing early care.

2. For 3-4 organisations (medical, educational, and social service organisations).

3. A network of early care services. In most cases, it is carried out based on institutions of the same department [35; 39; 40].

Thus, it can be concluded that the effectiveness of early assistance to children with special needs can be considerably increased if it is carried out at the early stages of ontogenesis, a state system has been created and is functioning, screening, gaming, and information technologies have been developed and implemented, etc. The Government of the Republic of Kazakhstan must ensure that the rights and interests of all children with disabilities and special needs are respected, their consideration at the legislative level, and implementation through joint programmes of social integration and financial assistance. Despite the first positive changes in legislation and the improvement of benefits and services, so far only 28.6% of children with special needs are covered by special social services.

Conclusions

In Kazakhstan, the development of the early care system is one of the priorities of the policy in the field of child rights protection. Based on the country's legislative documents, the concept of early care is defined as a technology for supporting young children (up to 7-10 years old) with developmental disabilities (congenital malformations, psychoemotional and neuropsychiatric disorders, genetic disorders, disability) or with a high risk of disease to ensure their optimal development and adaptation to life in society. The provision of early assistance is coordinated by a well-organised institutional structure. In Kazakhstan, three main government bodies are involved in the protection of children with special needs, including children with disabilities.

The Ministry of Health Care of the Republic of Kazakhstan is responsible for providing quality medical care to children with disabilities. The Ministry of Labor and Social Protection of the Population of the Republic of Kazakhstan is tasked with identifying diagnoses and determining the amount of child benefits. The Ministry of Education and Science of the Republic of Kazakhstan is responsible for providing children with appropriate education according to their needs. In the Republic of Kazakhstan, a whole range of measures has been created in the field of early assistance to families with young

children with special needs and disabilities. Among the state programmes, Resolution of the Government of the Republic of Kazakhstan No. 326 “On approval of the National plan to ensure the rights and improve the quality of life of persons with disabilities in the Republic of Kazakhstan until 2025” can be distinguished, as well as many projects and initiatives related to inclusive education. However, despite the good legislative framework, children with special needs and their families still face considerable problems in obtaining state assistance. Based on this, the need to improve the system of providing early assistance

to children with special needs can be considered. One of the urgent areas is the improvement of economic and social conditions of life.

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Conflict of Interest

None.

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Організація моделі ранньої допомоги дітям з особливими потребами в Республіці Казахстан

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Анотація

Актуальність. Проблема інвалідності на сьогоднішній день є актуальною. Станом на 2019 рік, за даними ЮНІСЕФ, в Республіці Казахстан проживає 153 230 дітей з особливими потребами. До 2021 року ця кількість зросла до 161 826, з них 5 641 дитина у віці до трьох років. Незважаючи на потужну законодавчу базу, залишаються невирішені соціальні, культурні, політичні та інші проблеми, які особливо впливають на дітей раннього віку.

Мета. Метою цієї статті є визначення та розгляд особливостей організації та впровадження моделей раннього догляду за дітьми з особливими потребами.

Методологія. У дослідженні використано філософські та наукові методи для аналізу моделей ранньої допомоги дітям з особливими потребами в Казахстані, з акцентом на теоретичному аналізі та емпіричному порівнянні існуючих практик.

Результати. У дослідженні представлені різні програми, плани та проекти, спрямовані на розвиток соціальної інтеграції та рівних можливостей. Також виявлено постійні проблеми в системі соціального захисту дітей в Казахстані.

Висновки. Результати цього дослідження мають важливе значення для розвитку інклюзивного суспільства в Казахстані. Надаючи цілісне розуміння інтеграції та рівності дітей з інвалідністю, дослідження визначає ключові сфери, які потребують вдосконалення в рамках поточної соціальної політики, законодавства, систем і ресурсів. Аналіз підкреслює важливість вирішення невирішених питань для підвищення ефективності моделей раннього догляду. Це дослідження може слугувати основою для політиків, освітян та соціальних працівників для розробки більш ефективних стратегій та втручань. Зосередившись на виявлених сферах для вдосконалення, Казахстан може наблизитися до досягнення справжньої соціальної інтеграції та рівності для дітей з особливими потребами.

Ключові слова: інклюзія; доступність освіти; соціальний захист; стигматизація.