

Program of Social and Psychological Rehabilitation of People with Disabilities

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ABSTRACT

The article considers the program of social and psychological rehabilitation of applicants with physical dysfunctions. Social and psychological rehabilitation is defined as a multicomponent concept that is closely related to the concepts of socialization, adaptation and development of psychological skills and abilities. Research papers on psychological rehabilitation, inclusive education and distance learning caused by the spread of COVID-19 are analyzed. The article proposes program aimed at providing a systematic approach to the organization of adaptation of applicants with physical dysfunctions, implementation of psychological and pedagogical support, correctional and rehabilitation measures through training programs and inclusive tourism, research on the level of rehabilitation and adaptation to the needs of each applicant with physical dysfunctions and institution of higher education in general. Tangled and complex character of the program was implemented on the basis of the Center for Social and Educational Integration and Inclusive Rehabilitation and Social Tourism “Without Barriers” of Pavlo Tychyna Uman State Pedagogical University. The implementation of the program of social and psychological rehabilitation of applicants with physical dysfunctions resulted in increased levels of adaptation in the educational environment, increased proportion of applicants with physical dysfunctions involved in informal activities and implementation of their own social projects.

Keywords: Applicants with physical dysfunctions, Institution of higher education, Inclusive tourism, Social and psychological rehabilitation, Training program

INTRODUCTION

Social and psychological rehabilitation is a multicomponent concept that is closely related to the concepts of socialization, adaptation and development of psychological skills and abilities. Many experts pay attention to the issues of psychological support of students in an inclusive educational environment, such as V. Panok and G. Ostrova, who emphasize the importance of psychological service that operates in the institution of higher education. In particular, scientists focus on the main areas of the service, including: advisory and methodological assistance to school community; providing professional assistance to the management of the institution of higher education; implementation

of psychological examination of psychological and pedagogical innovations; psychological support of applicants in need of special attention; implementation of diagnostic, corrective and preventive measures; protection of mental and physical health (Ostrova, 2015, Panok, 2011).

LITERATURE REVIEW

Analyzing the scientific work “Psychological support of inclusive education” under general editorship of A. Obukhovskaya, we drew attention to the recommendations for psychological and pedagogical support of applicants with physical dysfunctions in conditions of the institution of higher education. In particular, the principles of work with applicants with physical dysfunctions include the following: personality-oriented approach to applicants and their parents; learner-centered approach; the principle of comprehensive assistance; the principle of the activity approach in which psychological help is carried out taking into account the leading type of activity. Among the main methods of survey are the method of studying documentation, interviews, performance analysis, observation, experiment and testing. The authoring team proposed to use the following correction methods: individual correction classes, trainings and business games (Obukhivska, 2017). L. Prokhorenko, O. Babyak and N. Batasheva proposed a set of interrelated and interdependent psychological influences, including diagnostic and prognostic, organizational and methodical, correctional and developmental, counseling, educational and preventive, which include a set of measures aimed at assessing cognitive development, emotional, social stability, their readiness for learning activities and aimed at improving the emotional state of the child and his socialization in society (Prokhorenko, Babiak, Batasheva, 2020). Integration into the educational space, interaction of applicants with physical dysfunctions with peers, teachers, and their psychological support are the subject of research of M. Mishchenko (Mishchenko, 2020). For the first time, O. Kravchenko systematically analyzed the experience of institutions of higher education of Ukraine in implementation of distance learning and generalization of innovative practices and practical experience, which can serve as a methodological basis for research and teaching staff to improve and expand forms and methods of distance learning (Kravchenko, 2020).

MATERIALS AND METHODS

The program of social and psychological rehabilitation of applicants with physical dysfunctions by inclusive tourism was formed on the basis of the State Standard Program of Rehabilitation of the Disabled, in particular in terms of psychological and pedagogical rehabilitation, professional and social rehabilitation, but the inclusion of inclusive tourism routes and implementation on the basis of institution of higher education. The proposed program is aimed at providing a systematic approach to the organization of adaptation of applicants with physical dysfunctions, the introduction of psychological and pedagogical support, correctional and rehabilitation activities through

training programs and inclusive tourism, research on the level of rehabilitation and adaptation to the needs of each applicant with physical dysfunctions and institution of higher education in general.

The Program includes: accompanying the applicant during the enrollment campaign; creating an inclusive group at the request of the applicant; conducting individual and group classes with a psychologist, training programs aimed at improving the level of adaptation, development of communication and organizational skills, raising the level of soft skills; adapting educational process in accordance with the capabilities and needs of the applicant; conducting periodic monitoring of applicants satisfaction with the quality of educational services, level of its adaptation and development of communication skills; involving applicants with physical dysfunctions in the development of inclusive tourism routes and participation in them. Taking into account the results of the ascertaining research and in accordance with the purpose of the work, we have developed a training program: *Unit 1. Teambuilding (online)* - Teambuilding (2 hours); Flexibility/adaptability (3 hours); Effective time management (2 hours); Effective stress management (3 hours). *Unit 2. Soft skills (mixed format)* - Emotional intelligence (2 hours); Public speaking (4 hours); Leadership in the educational environment (2 hours); Creativity development (2 hours); Goals and Goal Setting (2 hours). *Unit 3 Project management (mixed format)* - Project activities. Fundraising. Team work: efficient team management. SWOT-project analysis. Creating a joint inclusive tour (18 hours) Implementation of a social project (Up to 3 months after the end of the program).

The purpose of the program is correction of self-esteem, sociability, level of adaptability and improvement of soft skills; establishing communication between the project audience and involved experts in the fields of psychology, cultural studies, social services, creativity; social and psychological rehabilitation of applicants through inclusive tours and trainings. Program format in the conditions of the COVID-19 epidemic: training sessions will be conducted using the Zoom system. The first and second units of the program aimed at teambuilding and soft skills development will enable participants to learn more about each other, improve organizational and leadership qualities. Interactive methods of work were used during online trainings, in particular: Miro, Mentimeter and other online boards. The third unit was related to project management and was aimed at prompt and efficient achievement of the purposes and developing the ability to communicate with a large number of people, to express their opinions freely and to speak in front of large audiences. The program was implemented in a mixed format. The program includes 3 units and is designed for 4 months. The main components of the program: educational: trainings, online lessons; informational: acquaintance with opportunities for applicants with physical dysfunctions, obtaining information about social services; formation: reflections, mentoring.

During the project implementation, inclusive tourist trips were made along the following routes: Tour 1. Uman; tour 2. Korsun-Shevchenkivskiy – Kaniv;

tour 3 Chyhyryn. In addition to excursion routes, trainings “Emotional Intelligence”, “Creativity Development”, “Goals and Goal Setting” were held. In addition to the work of the team and the Center, an important role is played by individual group work with a psychologist, training sessions, social integration of applicants with physical dysfunctions in society. As part of the psychological support of applicants, questionnaires and testing of applicants are conducted; applied art therapy techniques, body-oriented and other methods of work were implemented to improve the psychological and moral condition of participants in the educational process; individual counseling of applicants with physical dysfunctions. Social support for the training of applicants with physical dysfunctions provides for the implementation of basic social functions, i.e. training, employment and communication with people. The main purpose of this support is to ensure the integration of applicants into the university environment (active participation of applicants with physical dysfunctions in the social and psychological service of the university; organization and holding of events, fairs and social occasions, cooperation with representatives of social protection institutions) and society ensuring their active social life, the formation of applicants’ sense of self-worth and respect for others, promoting their self-actualization, self-improvement, and full socialization.

The experiment involved the implementation of three successive stages (consultative, formative and control). The ascertaining stage of the experiment involved the diagnosis of the initial state of the studied problem; determination of the experimental group in different institutions of higher education; diagnostics among applicants with physical dysfunctions; comparison of the obtained results. The formative stage of the experiment involved the organization of work in experimental groups and the introduction of a structural and functional model in the work of the Center for Social and Educational Integration and Inclusive Rehabilitation and Social Tourism “Without Barriers”; analysis of results and adjustments; determining the dynamics of indicators of the level of adaptation and inclusion of applicants with physical dysfunctions in the public life of the faculty and university, the level of their self-esteem and the dynamics of development of communicative and organizational skills. Measurements were performed according to identical methods and criteria. During the experimental study we used the following research methods: theoretical (analysis, generalization, comparison), empirical (experimental, psychological and diagnostic methods, observations, questionnaires) modeling, data processing (quantitative and qualitative methods of analysis).

For a comprehensive study of social and psychological rehabilitation of applicants with physical dysfunctions, we have identified the following components (Table 1).

RESULTS

The purpose of the experiment was to perform a comparative analysis of quantitative and qualitative results after the correction program in participants of the experimental group with initial indicators and, accordingly, the

Table 1. Components of social and psychological rehabilitation of applicants.

Studied indicator	Methods
Determining the peculiarities of training of applicants with physical dysfunctions in the institution of higher education, and identifying main barriers	
Identifying the difficulties and obstacles faced by applicants with physical dysfunctions in the institution of higher education	Questionnaire “Peculiarities of training applicants in the institution of higher education ”
	Determining the level of social and psychological adaptation of applicants
	Study of the cognitive component in applicants
General level of intelligence	Test “Raven’s Progressive Matrices”
Emotional intelligence	Diagnostics of “emotional intelligence” (N. Hall)
	Research of the motivational component
Motivation of applicants with physical dysfunctions to study	Methods of diagnosis one’s motivation for success” by. T. Ehlers
Motivation to receive non-formal education	Questionnaire “Specific features of training of applicants in the institution of higher education”
	Research of emotional and volitional component
Emotional states	SAN methodology: well-being, general activity, mood
	Diagnostics of social and psychological adaptation (K. Rogers, R. Diamond)
Volitional powers	The method “Volitional organization of personality” (A.A. Khokhlov)
	Research of the personal component
The level of development of leadership skills	“Diagnosis of leadership skills” (E. Zharikov, E. Krushelnytsky) Diagnostics of social psychological adaptation (K. Rogers, R. Diamond)
Assessment of the level of adaptability	
The level of development of communication skills	The method “Assessment of the level of sociability” (V. Ryakhovsky)
	Research of the general indicator of social and psychological adaptation
General indicator of social and psychological adaptation of applicants with physical dysfunctions after rehabilitation in the institution of higher education	Questionnaires used to study each of the components of social and psychological adaptation of applicants with physical dysfunctions after rehabilitation in the institution of higher education

control group, which allowed us to determine the level and dynamics of soft skills, adaptation and involvement of people with disabilities in the life and level of impact of the proposed correctional program; establishment of reliability of the revealed changes for confirmation of efficiency of model of social and psychological support of applicants with physical dysfunctions by means of inclusive tourism.

377 people took part in the experiment, 141 of them with disabilities, CG - 120 people with normative development, 69 people with disabilities, EG - 116 people with normotypic development, 72 people with disabilities (this division was made in order to determine the level of impact of

Table 2. Research of the general indicator of social and psychological adaptation.

components	levels	Rating	Control group		Experimental group		Control group		Experimental group	
			students: 120		students: 116		students: 69		students: 72	
			before (%)	after (%)	before (%)	after (%)	before (%)	after (%)	before (%)	after (%)
Motivational	high		20,95	21,1	20,95	30,55	17,25	17,1	17,25	25,3
	medium		48,1	49,95	48,1	56,6	39,4	42,4	39,4	52,6
	low		30,95	28,95	30,95	12,85	43,35	40,5	43,35	22,1
Emotional and volitional	high		17,10	17,53	17,10	20,87	13,87	13,10	13,87	18,67
	medium		62,43	65,53	62,43	69,80	57,83	59,83	57,83	69,20
	low		20,47	16,93	20,47	9,33	28,30	27,07	28,30	12,13
Personal	high		10,30	11,73	10,30	17,40	8,40	9,93	8,40	16,40
	medium		60,50	62,17	60,50	65,67	52,37	54,43	52,37	61,63
	low		29,20	26,10	29,20	16,93	39,23	35,63	39,23	21,97
Cognitive	high		16,25	19,70	16,25	22,05	18,50	17,70	18,50	20,60
	medium		59,35	60,20	59,35	68,35	58,00	60,45	58,00	66,00
	low		24,40	20,10	24,40	9,60	23,50	21,85	23,50	13,40
General indicator	high		16,15	17,52	16,15	22,72	14,50	14,46	14,50	20,24
	medium		57,60	59,46	57,60	65,10	51,90	54,28	51,90	62,36
	low		26,25	23,02	26,25	12,18	33,60	31,26	33,60	17,40
	Average value (in points)		1,90	1,94	1,90	2,11	1,81	1,83	1,81	2,03
	Dispersion		0,40	0,38	0,40	0,31	0,38	0,36	0,38	0,33
Student's T-test			0,57 CG NTR before - after	2,65 EG NTR before - after	0,00 NTR CG-EG before	2,11 NTR CG- EG after	0,22 CG OZh before - after	2,21 EG OZh before - after	0,00 OZ h CG- EG before	1,97 OZh CG-EG after
			0,96 EG NTR - OZh before	0,90 EG NTR - OZh after	0,96 CG NTR - OZh before	1,23 CG NTR - OZh after				

the correctional program). According to the results of the author's program of social and psychological rehabilitation of applicants with physical dysfunctions by means of inclusive tourism, we have positive results. We suggest to consider quantitative indicators of soft skills development, the level of adaptation and inclusion of people with disabilities in public life in the EG before and after the formal experiment. In order to establish the reliability of the conclusions of the study performed their statistical analysis, which consisted of determining for each group after the experiment (Table 2):

According to the table 2 we established the validity of the conclusions using criterion of Student, which was to determine for a pair of compared groups at different stages of the experiment t-parameter

$$t_{12} = \frac{|x_{c,1} - x_{c,2}|}{\sqrt{\frac{D_1}{N_1} + \frac{D_2}{N_2}}}. \quad (1)$$

In formula (1) the values of x_{c1} , x_{c2} are the average values of the general indicator for the compared groups, D_1 , D_2 , N_1 , N_2 are the corresponding dispersions and the number of persons. Average values were calculated by formula (1), dispersions- by formula

$$D = \frac{(3 - x_c)^2 n_1 + (2 - x_c)^2 n_2 + (3 - x_c)^2 n_3}{n_1 + n_2 + n_3}. \quad (2)$$

To determine whether the differences in the average values in the compared groups were significant or random, the calculated t-parameter was compared with the critical value $t_{cr} = 1.96$, which corresponds to a 95 percent probability of conclusions about the nature of differences in the average values of the general indicator. According to criterion of Student (Ostrova, 2015), if $t_{12} < t_{cr}$, the differences in average values are random, and in the case of $t_{12} \geq t_{cr}$ these differences should be considered non-random, i.e. that is a reasonable consequence of the author's program of social and psychological rehabilitation of applicants with physical dysfunctions (Rumshynskiy, 1971).

We have the inequality $t_{12} \geq t_{cr}$ when comparing the following groups: experimental

group of applicants with normotypic development before and after the formal experiment (EG NTR before - after, $t_{12}=2, 65$); control and experimental groups of applicants with normotypic development after the formal experiment (NTR CG-EG after, $t_{12}=2, 11$); experimental group of applicants with special educational needs before and after the formal experiment (EG OOP before - after, $t_{12}=2, 21$); control and experimental groups of applicants with special educational needs after the formal experiment (OOP CG-EG after, $t_{12}=1, 97$). According to Student's criterion, the fulfillment of this condition ($t_{12} \geq t_{cr}$) does not mean that the difference in the average values of the general indicator for these groups is not accidental, i.e. there are objective reasons for this difference. The significant difference between the average values of the general indicator for these groups is characterized by their significant increase for experimental groups after the formal experiment, which gives grounds to consider such a result as an objective consequence and draw a reasonable conclusion about the effectiveness of the proposed method.

CONCLUSION

The research developed, substantiated and experimentally tested the program of inclusive tourism as a means of social and psychological rehabilitation, which contains organizational, technological and performance levels and focuses on cognitive, emotional, personal and motivational components.

The author's program included: training, inclusive tourist routes, individual and group work with a psychologist. Tangled and complex character of the program was implemented on the basis of the Center for Social and Educational Integration and Inclusive Rehabilitation and Social Tourism "Without Barriers" of Pavlo Tychyna Uman State Pedagogical University. The implementation of the program of social and psychological rehabilitation of applicants with physical dysfunctions resulted in increased levels of adaptation in the educational environment, increased proportion of applicants with physical dysfunctions involved in informal activities and implementation of their own social projects.

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