

## PRESCHOOL EDUCATION AND WAR: NEW STRATEGIES AND CHALLENGES FOR INCLUSION

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**Abstract.** This article examines the challenges encountered by the Ukrainian preschool education system in organizing psychological and pedagogical support for children with special educational needs (SEN) amid the Russian-Ukrainian war. The current state of research in pedagogical science on this issue is analyzed, with particular attention to contemporary scholarly literature addressing inclusive education and the support of preschool children with disabilities in crises. The study highlights the unique vulnerability of children with disabilities during armed conflicts, considering multiple dimensions – physical, emotional, social, and infrastructural. Specific issues identified include restricted access to evacuation and shelters, disruption of medical and rehabilitation services, emotional instability, limited access to information, the collapse of inclusive learning environments, and an increased need for moral and psychological support. The article also draws historical parallels between the experiences of wartime childhood during World War II and those of children affected by the current conflict, noting shared phenomena such as mass displacement, psychological trauma, disruption of educational continuity, and the emotional detachment resulting from family separation and loss. The article presents the findings of a survey conducted among preschool educators across various regions of Ukraine, aimed at assessing the current state of inclusive practices in preschool educational institutions under martial law conditions. Based on the analysis, a model of psychological and pedagogical support for preschool children and their families who have experienced traumatic events is proposed. The study identifies effective pedagogical strategies for implementing inclusive education in preschool settings in the context of the ongoing war. These include a trauma-informed approach to establishing a safe and supportive environment; application of individualized and differentiated instruction; creation of an inclusive educational atmosphere; active collaboration with families; coordinated efforts of interdisciplinary support teams; and promotion of socio-emotional development through play-based learning.

**Keywords:** preschool education, wartime childhood, children with special educational needs (SEN), inclusive education, war, pedagogical strategies.

### 1. INTRODUCTION

The existing preschool education system in Ukraine operates within the context of a socio-political crisis precipitated by ongoing armed conflict. This situation has, in certain respects, intensified challenges related to the implementation of inclusive preschool education. Notably, there has been an increase in the number of children affected by diverse forms of trauma (including physical, psychological, and spiritual)<sup>1</sup>, and, on the other hand, in the context of a persistent state of anxiety

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<sup>1</sup> Over the course of the two-year period encompassing the Russian Federation's full-scale invasion of Ukraine (2022–2024), the

among adults (teachers and parents) due to air raids or rocket attacks, children with special educational needs (SEN) cannot receive quality educational services or appropriate support. Therefore, this study aims to elucidate the relevance of the issue by examining several key contradictions, including:

a) disparity between the increasing demand for the establishment of an inclusive educational environment for preschoolers with disabilities and the limited capacity of educational institutions to deliver adequate conditions, which is constrained by factors such as infrastructure destruction, resource shortages, and staff instability;

b) contradiction between the regulatory and legal framework supporting inclusion, which in Ukraine currently aligns with European standards, and practical unpreparedness of educators to effectively implement inclusive approaches amid conditions characterized by increased stress, excessive workloads, and insufficient support;

c) contradiction between the necessity to deliver comprehensive psychological and pedagogical support to children with disabilities and the lack of adequately trained personnel capable of providing such support in crises;

d) proclaimed state policy ensuring equal access to education for all preschoolers contrasts with the prevailing reality, wherein internally displaced children with disabilities – particularly those affected by war-related trauma – face disparate and unequal starting conditions.

Hence, the identified contradictions underscore the critical need to address the implementation of inclusive preschool education in Ukraine, necessitating a comprehensive approach and adaptable pedagogical strategies that account for the challenges above arising from the ongoing war.

*The objective of this article* is to examine the current state of the problem within pedagogical science in light of contemporary challenges, to present findings from a survey of educators regarding the difficulties encountered in working with preschool children with special educational needs during the ongoing war, and to propose a model of psychological and pedagogical inclusive support for preschoolers and their families affected by traumatic war experiences.

## 2. RESEARCH METHODS

The study employed a combination of theoretical and empirical research methods:

1) a comprehensive review, comparative analysis, and synthesis of contemporary scientific literature were conducted to conceptualize the activities of preschool educational institutions implementing inclusive education under the conditions of martial law,

2) an empirical survey was conducted among educators working with children with SEN in Ukrainian preschool institutions operating in the context of the full-scale Russian-Ukrainian war,

3) the collected data were systematized, summarized, and visualized to present the findings in a clear and structured manner.

### 2.1. Sample and Data Collection Procedures

The anonymous survey of preschool educators was conducted via Google Forms across various regions of Ukraine during April-May 2025. A total of 242 respondents participated in the study, including 227 women (93.8%) and 15 men (6.2%). The pronounced gender imbalance reflects the prevailing demographic composition of the preschool education workforce in Ukraine, where the majority of educators are women.

The study utilized a random sampling method supplemented by elements of self-selection. Participation was voluntary, and respondents were recruited through the dissemination of invitations via professional educator communities, email distribution lists, and social media platforms. In designing

the sample, particular attention was paid to ensuring that participants met key inclusion criteria: current employment in a preschool education institution, professional experience working with preschool-aged children, and informed consent to participate in the study.

Additionally, efforts were made to include educators from various types of preschool institutions – both public and private – that serve children with disabilities and operate under the constraints of martial law. This approach was intended to ensure the representativeness and relevance of the sample for examining inclusive practices in crises.

*The primary objective of the survey* was to identify the key challenges encountered by educators, as well as the specific pedagogical tasks involved in supporting preschoolers with disabilities in the context of martial law.

### 3. RESULTS AND DISCUSSION

#### 3.1. Scientific Background of Studying the Problem of Inclusion in Preschool Education

The organization of an inclusive educational environment for preschoolers remains a highly relevant issue across diverse national contexts, irrespective of a country's level of development or educational equity policies (Ashman & Elkins, 2012). For instance, the provision of quality education for children with SEN in preschool settings has been extensively examined in countries such as the United States (Barton & Smith, 2015) and Sweden (Lundqvist, 2022), reflecting a sustained scholarly interest in inclusive early childhood education.

The scientific literature documents a variety of inclusive practices aimed at adapting the educational process for preschool children with special needs (Cochrane, 2012; Grisham-Brown, 2009). These practices include modifications to the educational environment, materials, and equipment; providing support during transitions between activities; and ongoing monitoring of children's progress concerning individualized developmental trajectories. Notably, the study conducted by the European Agency (2017), which examined inclusive preschool education across eight countries, offers a comprehensive ecosystem model that identifies key factors contributing to successful inclusion: a sense of belonging, active engagement, meaningful learning, and holistic development. Furthermore, emerging philosophies of inclusive education (Vasianovych & Budnyk, 2024) emphasize a tolerant and accepting attitude (Chen, 2021), an individualized approach tailored to each child's unique developmental profile (Hebbeler et al., 2012), the cultivation of a family-like atmosphere within preschool settings, provision of a supportive physical environment (Lundqvist, 2022), and sustained cooperation with families (Hanson, 2001). Collectively, these pedagogical conditions are recognized as foundational to achieving effective and sustainable inclusion in early childhood education.

Particular emphasis must be placed on the education of children with disabilities in crisis contexts, such as armed conflicts or war (Chandi & Ferrari, 2013). In such conditions, these children are among the most vulnerable and therefore require prioritized access to medical care, psychological assistance, evacuation support, and spiritual guidance (Hart, 2009; Nazaruk, 2024). The creation of a developmental educational environment during crises necessitates a strong emphasis on empathy and the reinforcement of fundamental educational values, including peace, compassion, mutual respect, freedom, and autonomy. These values are essential for fostering resilience and psychological well-being among children experiencing trauma and displacement (Budnyk & Mazur, 2017).

Contemporary challenges faced by preschool children in war-affected Ukraine closely mirror the experiences of children during World War II (Noel & Kondracka-Szala, 2024). Historical records document large-scale displacement, disruption of family structures, psychological trauma, and educational marginalization resulting from military actions, occupation, and forced deportations (Pine, 2010). Similar to the current Ukrainian context, preschool-aged children of that era were exposed to pervasive fear, insecurity, hunger, anxiety, loneliness, and a breakdown in emotional bonds with parents due to separation and loss – factors that left enduring psychological scars and adversely

influenced both short- and long-term personal development (Muhtz, 2011). The restricted access to quality early childhood education during crises significantly impairs children's psycho-emotional development and hinders their social integration (Semenov et al., 2021a). Moreover, the instability of living conditions and the absence of a consistent educational process hinder the development of essential competencies required for continued learning (Nazaruk, 2024). These and other challenges associated with various dimensions of wartime childhood are increasingly addressed in contemporary academic discourse (Noel & Kondracka-Szala, 2024; Piekarski, 2025). Drawing parallels between historical and current contexts underscores the critical need to incorporate lessons from the past when formulating child protection and educational policies in situations of armed conflict. Such a historical perspective also contributes to a deeper understanding of the long-term psychological, educational, and social consequences of traumatic experiences on both individuals and societies (Bandura, 2004). Ultimately, children affected by war – whether Ukrainian, Jewish, Polish, French, or of any other nationality – experience similar suffering and require equitable support (Rembierz, 2020), particularly in the sensitive and formative stage of preschool education.

A study by Ilfiandra and Saripudin (2023) explores how preschool children perceive and respond to the concepts of “war” and “peace.” The findings indicate that these perceptions are shaped by a variety of factors, including geographical location, socioeconomic status, political context, and cultural environment. Children typically interpret war through themes of misfortune, sorrow, and violence, often representing these associations through drawings featuring sad figures and military imagery. In contrast, the concept of peace is commonly linked with positive emotions such as joy, beauty, familial warmth, and smiling characters. Visual expression through drawing serves as a critical medium for emotional articulation among preschool-aged children. As noted by Alfonso (2014), such activities enable young learners to externalize both joy and grief, functioning as a mechanism of emotional self-regulation. In contexts of stress or trauma – particularly those associated with armed conflict – this form of expression also achieves therapeutic outcomes comparable to art therapy (Walker et al., 2003) while simultaneously fostering creative development (Semenov et al., 2021b). These findings suggest that preschool-aged children possess emerging conceptual frameworks regarding notions of good and evil, as well as peace and conflict (Anderson, 2004). This underscores the critical importance of cultivating a culture of peace within early childhood education – one that promotes mutual understanding, empathy, and respect for diversity. Integrating these values into the preschool curriculum contributes to the development of prosocial behavior and supports the formation of inclusive and tolerant attitudes from an early age (Wang & Degol, 2016).

A critical aspect of inclusive preschool education, particularly during wartime, concerns the preparation of future educators to effectively support children with special educational needs (Budnyk, 2024). In response to the ongoing conflict, Mykola Yarmachenko Institute of Special Pedagogy and Psychology of the National Academy of Pedagogical Sciences of Ukraine has issued methodological guidelines for organizing the educational process for children with visual, auditory, and intellectual disabilities under conditions of war. Children with disabilities are particularly susceptible to emotional distress during armed conflict, as they often experience heightened anxiety triggered by air raid sirens, explosions, forced evacuations, and unfamiliar living or educational environments. Given their limited capacity to rapidly process environmental stimuli and respond appropriately, the educational process must incorporate targeted, trauma-informed interventions. These supportive measures are essential for mitigating the psychological impact of war and fostering a safe, stable, and developmentally appropriate learning environment for children with disabilities (Guidelines for Organising, 2022). The availability of such methodological resources significantly supports the work of multidisciplinary teams in preschool education by providing evidence-based developmental strategies tailored to children with diverse disabilities (Somo, 2024).

These materials outline essential psychocorrective approaches aimed at stabilizing children's emotional states, facilitating effective communication, and fostering interaction with peers, educators,

and caregivers. Nevertheless, significant challenges remain in adapting educational materials and leisure equipment to meet the specific health and developmental needs of all children within inclusive preschool settings. Ensuring accessibility and appropriateness across a spectrum of disabilities requires continuous refinement of pedagogical tools and environments to uphold the principles of equity and inclusion.

### 3.2. Exploring the Impact of War on Inclusive Practices and Collaboration in Preschool Settings

To gain a comprehensive understanding of the current state of support for children with disabilities in the context of war, an empirical study was conducted involving a survey of 242 preschool educators. The results of this study are presented in Figures 1-4.

In response to the question, *“What are the most critical challenges in implementing inclusive preschool education under martial law?”* (Fig. 1), the majority of participants identified issues primarily related to insufficient financial support. Specifically, 57% of respondents (n = 138) cited the lack of funding necessary to ensure the physical accessibility of educational environments and the organization of protective shelters, while 69.4% (n = 168) emphasized the inadequate provision of correctional and developmental services for children with disabilities.

These findings appear to reflect the broader prioritization of state funding during wartime, wherein defense and national security are paramount. Nevertheless, the educational and social sectors remain particularly vulnerable to the ramifications of armed conflict, with inclusive preschool education bearing a disproportionate share of the strain.

Furthermore, a considerable proportion of respondents underscored other pressing challenges: 44.2% reported the lack of appropriate educational and methodological resources to support inclusive practices; 32.6% noted a shortage of qualified personnel to work with children with SEN; and 33.9% pointed to an urgent need for professional development of staff, particularly concerning crisis and emergency contexts.

Figure 2 illustrates the availability and adequacy of educational and medical services to support children with special needs since the onset of the full-scale war in Ukraine. According to the survey results, 31.8% of respondents (77 individuals) reported that such services are fully provided, while 38.8% (94 preschool teachers) indicated that the services are only partially available. Alarming, 7.4% (18 respondents) noted a complete absence of appropriate support for children during wartime. This situation raises significant concern, as insufficient medical and educational assistance poses serious risks to the health and, potentially, the lives of children with disabilities. Moreover, considering that the war in Ukraine has persisted for four years, it is imperative to ensure continuous access to education and support for children, despite the ongoing crisis.

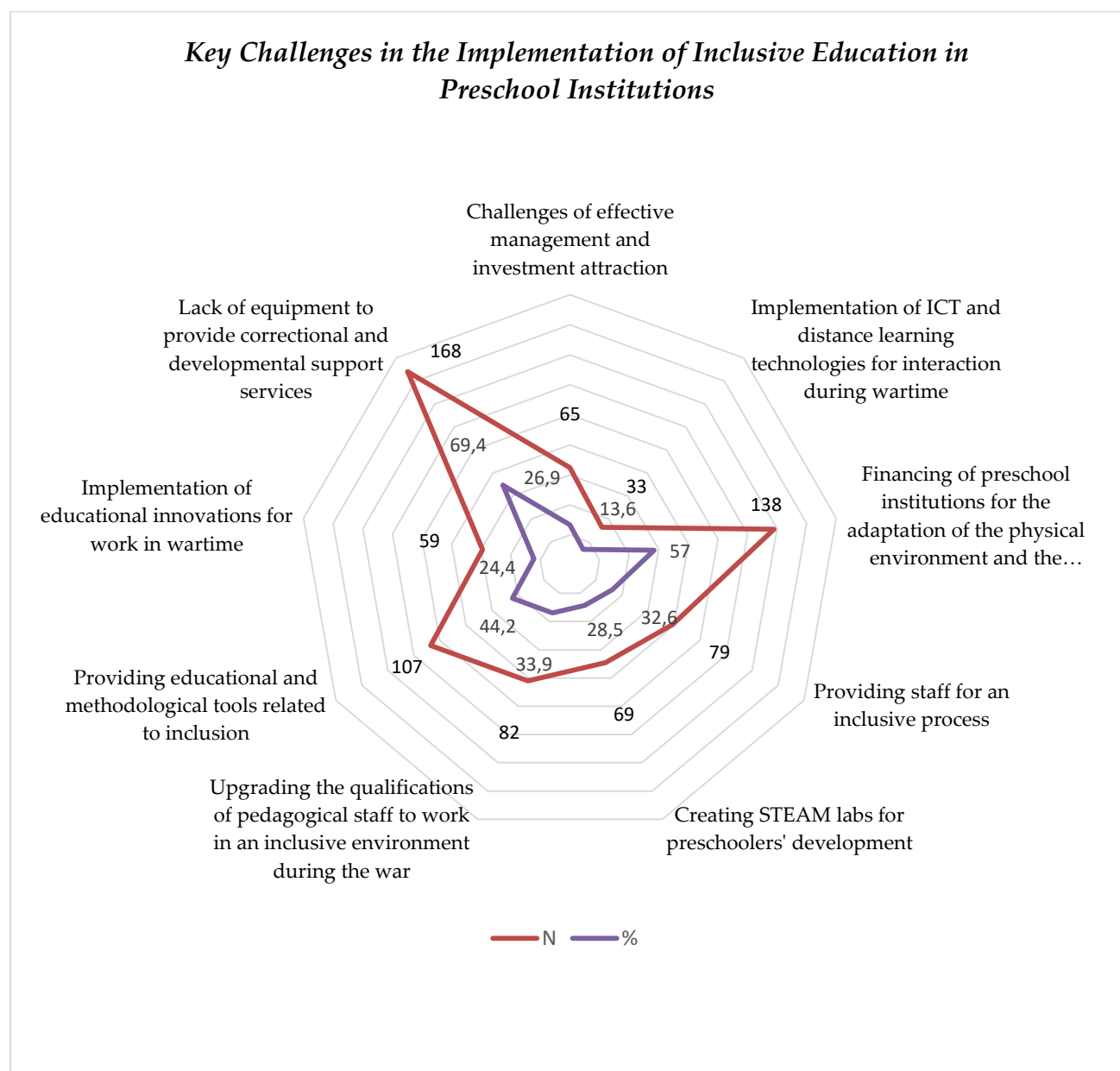


Fig. 1. Challenges of implementing inclusion in work with preschoolers in the context of war<sup>2</sup>.

Source: Created by authors

In the initial months of the full-scale war, a considerable number of children and their families were forced to relocate from the eastern and southern regions of Ukraine to other parts of the country, thereby acquiring the status of internally displaced persons (IDPs). Among them there are preschoolers with special educational needs who have since been integrated into educational settings at their temporary places of residence. In this context, one of the survey questions focused on the nature of attitudes toward these children, specifically whether instances of bullying or intolerance from peers or adults had occurred (see Fig. 3). According to the responses, 13.2% of educators (32 teachers) confirmed the presence of such negative behaviors within their institutions. Additionally, over one-third of respondents (36%) reported having partially observed manifestations of intolerance, while a comparable proportion indicated that they had not encountered such phenomena in their professional practice. These findings suggest that, although not widespread, discriminatory attitudes toward internally displaced children with special needs persist in certain preschool settings.

<sup>2</sup> Multiple responses were allowed for participants.

*Has there been a lack or insufficiency of educational and/or medical services to address the needs of children with special educational needs since the onset of the full-scale war in Ukraine?*

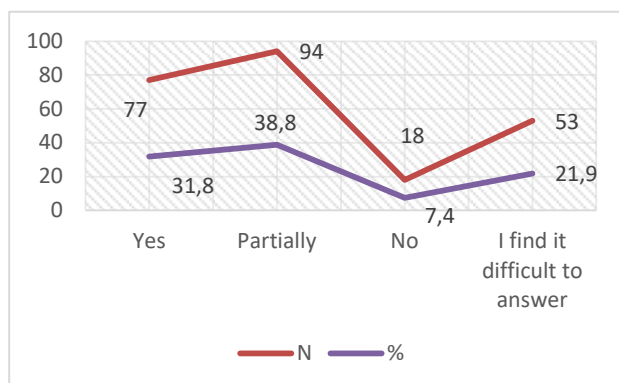


Fig. 2. Availability of Educational and Medical Services for Children with Special Educational Needs During the Period of War  
Source: Created by authors

*Have children with disabilities, who were integrated into preschool groups as internally displaced persons, experienced any forms of negative attitudes or discriminatory behavior within the educational environment?*

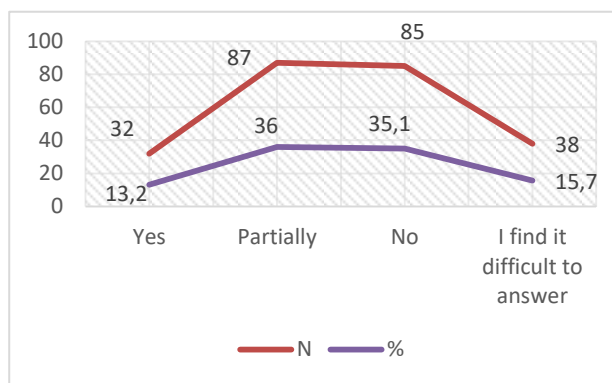


Fig. 3. Attitudes Toward Children with Disabilities from Internally Displaced Families in Preschool Educational Settings  
Source: Created by authors

Figure 4 illustrates the range of challenges reported by preschool educators in supporting children with disabilities during the ongoing war. These challenges predominantly concern the provision of adequate conditions for the effective implementation of inclusive education at the preschool level. This developmental stage is critical, as it lays the foundation for personality formation, social behaviors, and attitudes toward diversity and difference, factors that bear significant pedagogical and broader societal implications. The majority of the surveyed educators (60.3%) expressed significant concern regarding the challenges associated with establishing sensory rooms for children with SEN within preschool settings. Additionally, a notable shortage of multidisciplinary specialists available to support inclusive groups was reported, a situation exacerbated by wartime migration and displacement. Furthermore, over one-third of respondents (35.1%) identified difficulties in integrating digital technologies into the educational process for preschoolers with SEN, thereby complicating efforts to tailor instruction to the individual needs of each child. For instance, children with hearing impairments benefit from the use of videos incorporating subtitles or sign language interpretation. Those with speech and language difficulties may be supported through specialized speech therapy applications designed for learning via gamified and multimedia formats. For children on the autism spectrum, the implementation of visual schedules and interactive games is recommended to enhance engagement and predictability. Moreover, digital technologies expand access for educators and preschoolers to a diverse array of educational resources, including interactive e-books, virtual excursions, and audio narratives, thereby enriching the learning environment and facilitating differentiated instruction.

Nearly one-third of respondents (29.8%) reported significant challenges in developing individualized development programs for children with SEN. These difficulties are primarily associated with the consequences of wartime conditions. Firstly, a considerable number of preschool institutions are either partially functioning or entirely closed due to the threat of shelling, insufficient protective infrastructure (e.g., bomb shelters), or the evacuation of teaching staff. Secondly, the continuous displacement of children and their families from their permanent residences severely disrupts the consistency of both educational and correctional services. Thirdly, many preschools lack the material and technical capacity to implement the specialized recommendations outlined in individualized development programs, including the unavailability of adaptive equipment, specialized educational



toys, or sensory integration spaces. Furthermore, the ongoing military crisis has resulted in a shortage of multidisciplinary professionals, which undermines the provision of qualified, individualized support for children with disabilities.

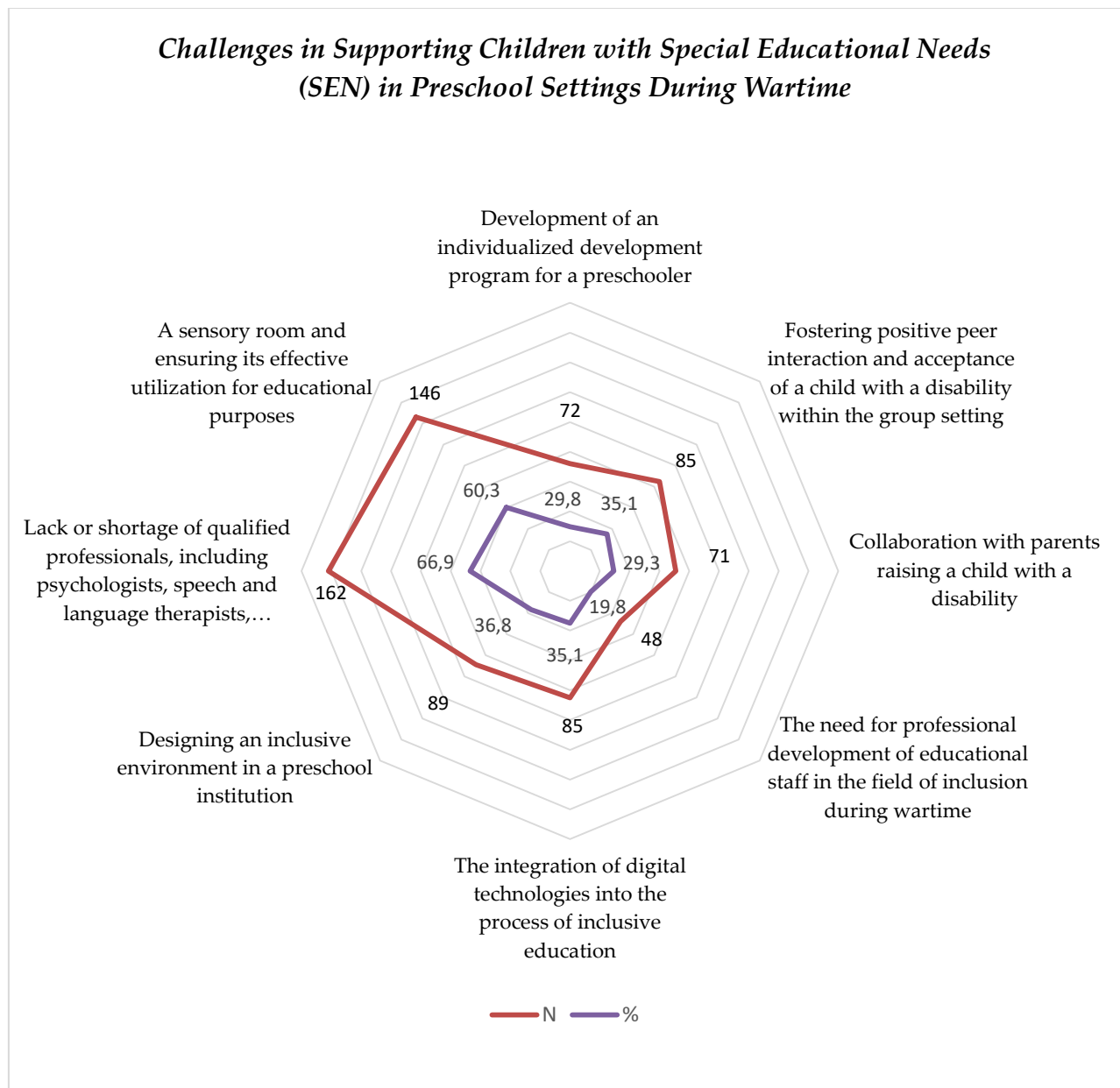


Fig. 4. Challenges reported by preschool educators in working with children with disabilities during wartime<sup>3</sup>.

Source: Created by authors

As illustrated in Figure 4, 35.1% of the surveyed educators reported significant challenges in fostering positive peer interactions and acceptance of children with disabilities within preschool settings during the war. This phenomenon can be attributed to a complex interplay of psychological, social, and organizational factors. Children – regardless of their physical or cognitive characteristics – frequently experience increased psycho-emotional stress resulting from persistent exposure to traumatic events such as air raid alarms, forced evacuations, displacement, loss of home, or separation from family members. These circumstances often contribute to a general state of anxiety and emotional instability, which can diminish their capacity or motivation to engage empathetically with peers perceived as

<sup>3</sup> Multiple responses were allowed for participants.



“different,” including those with SEN. Moreover, the influx of internally displaced families has led to the temporary and often unstructured formation of preschool groups. Such groups frequently lack the time and support needed for adequate social adaptation and integration. In this context, children with SEN are particularly vulnerable to social isolation, as the absence of a stable, inclusive environment further complicates their opportunities for meaningful peer interaction and engagement.

Accordingly, the implementation of an inclusive approach in preschool education places a set of critical responsibilities on educators. These include: (1) ensuring individualized pedagogical strategies that are responsive to each child’s emotional well-being and developmental profile, (2) fostering an inclusive institutional culture grounded in the values of empathy, tolerance, mutual respect, and peer support (Wang & Degol, 2016), (3) establishing effective collaboration with parents, interdisciplinary professionals, and civil society organizations, as well as mobilizing available resources to create a safe, accessible, and supportive educational environment for all children, regardless of their abilities or backgrounds, (4) engaging in the continuous professional development of educators, with a specific emphasis on inclusive education practices and the provision of psychological and pedagogical support under conditions of armed conflict (Tigere et al., 2025), and (5) conducting regular monitoring and assessment of preschoolers’ psycho-emotional well-being, ensuring the early identification of distress or signs of emotional dysregulation, followed by timely and appropriate pedagogical interventions.

### **3.3. Conceptual Model of Psychological and Pedagogical Support for Preschoolers with Disabilities in Wartime**

Drawing upon a comprehensive analysis of the scientific literature and empirical investigation of preschool education practices in Ukraine during martial law, we developed a conceptual model of educators’ work with children with disabilities (Fig. 5).

Based on the findings of the empirical study, the conceptualization of preschool institutions’ inclusive education activities during wartime emphasizes the critical importance of strengthening partnerships and collaboration with parents and children with SEN, who are particularly vulnerable and emotionally sensitive in conditions of conflict (Budnyk, 2024). Consequently, the creation of a safe and accessible environment that supports the development of all preschoolers – regardless of individual differences and health conditions – emerges as a fundamental priority and a central pedagogical strategy. This environment is characterized by an emphasis on moral and psychological well-being (Margas, 2023).

Within this framework, the following pedagogical strategies are identified as effective for inclusive preschool education under the constraints imposed by martial law:

*A) trauma-informed approach to establishing a safe educational environment* acknowledges the profound impact of traumatic experiences on children’s well-being. This approach involves specialized training for educators in providing psychological support, including for children with disabilities (Nazaruk et al., 2024). Key strategies include minimizing exposure to potential trauma triggers such as loud noises, aggressive behaviors, and war-themed games, as well as employing therapeutic tools – such as emotional expression cards, storytelling, and play-based activities – to facilitate emotional expression and regulation;

*B) individualization and differentiation of the educational process* involve systematic adaptation of curricular content, instructional methods, and organizational forms within preschool education to meet the unique needs of each child. This approach considers the individual developmental trajectory of the child, allowing for flexible lesson planning that accounts for the child’s current condition and the prevailing security situation. Additionally, the involvement of a child assistant provides targeted support to facilitate personalized learning and participation (Fernández-Villardón et al., 2020);

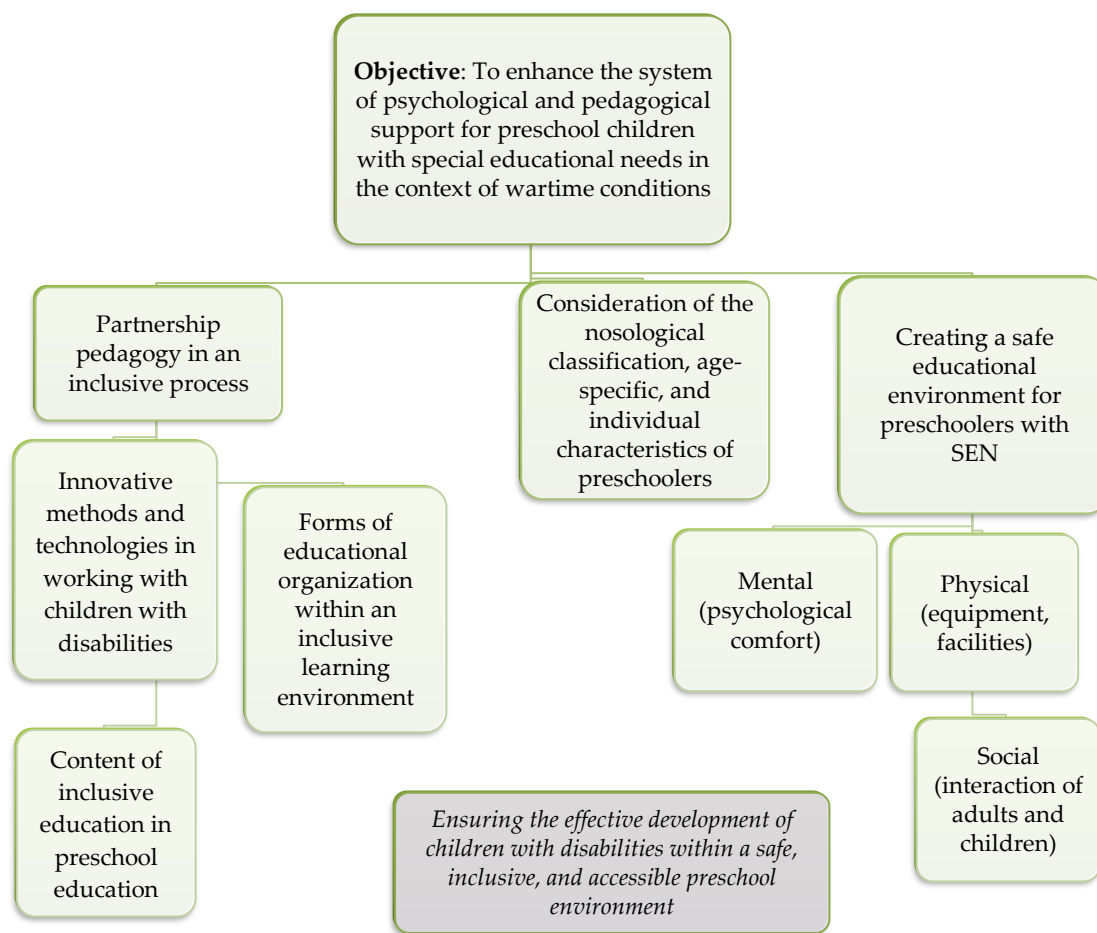


Fig. 5. Conceptual model of pedagogical support for children with disabilities in preschool education under wartime conditions.

Source: Created by authors

C) *inclusive educational environment* (Molina Roldán et al., 2021) is characterized by the provision of physical, emotional, and social accessibility for all children, alongside adherence to safety requirements during periods of military threat. This includes the organization of appropriately designed learning spaces, the availability of sensory corners and quiet areas for relaxation, and the provision of tailored materials that accommodate the developmental needs of children with SEN. Furthermore, education within inclusive groups actively promotes values of tolerance and empathy (Grütter et al., 2017). To ensure the continuity of the educational process during wartime, safe conditions are established, such as the adaptation of shelters as temporary learning environments equipped with play materials, and the preparation of “anxiety kits” containing games, books, water, and calming resources to support children’s emotional well-being;

D) *collaboration with parents and an interdisciplinary support team* is essential for providing comprehensive support to the child. This involves establishing strong partnerships with families and engaging multidisciplinary specialists to address diverse developmental and educational needs. In cases of family displacement, online communication tools facilitate ongoing interaction and involvement. Psychoeducational interventions aimed at parents focus on promoting understanding of inclusive practices and providing emotional support (Semenov et al., 2021a). Effective teamwork among educators, defectologists, speech therapists, psychologists, and social pedagogues is critical for the holistic development of the child. Central to this collaborative effort is the formulation and implementation of individualized education programs tailored to the specific needs of children with

disabilities;

E) *development of socio-emotional intelligence through play-based activities* involves teaching children to identify, articulate, and regulate their emotions. This process includes daily practices aimed at emotional relief, such as fairy tale therapy, art therapy, and music therapy, as well as structured group interactions like “morning meetings” or “circles of trust.” Inclusive games are employed to facilitate social interaction among all preschoolers within the group (Spohn et al., 1999), and targeted play interventions are utilized for behavioral correction, skill training, and socialization, particularly for children adapting to new environments, including war-affected refugees (Smith & Williams, 2001).

#### 4. CONCLUSIONS

Under the current wartime conditions in Ukraine, preschool educational institutions are confronted with new and complex challenges, particularly due to the increasing number of children with SEN, many of whom have experienced various forms of trauma. In this context, the provision of equitable access to quality education within a safe and supportive environment emerges not only as a critical demand of the present time but also as a foundational condition for fostering a tolerant and cohesive society. This study focuses on the promotion of empathy, tolerance, and equality within the preschool setting. Notably, the findings reveal the persistence of certain negative attitudes toward internally displaced children and war-affected refugees who have been integrated into preschool institutions in safer regions, indicating the need for stronger, inclusive, and ethical frameworks in early childhood education.

Implementation of inclusive practices in preschool education is of critical importance, as it facilitates the early identification and support of children with SEN, fosters the development of tolerance from an early age, promotes socialization and integration within the community, supports the transition to inclusive primary education, and provides essential assistance to families. Inclusion at the preschool level is not limited to the physical presence of a child within an institution but entails the creation of comprehensive conditions that ensure holistic development, learning, and social engagement, particularly for children who have been internally displaced due to ongoing hostilities. Findings from the study indicate that educators identify several key challenges to effective inclusion under martial law: the instability of the security environment, forced displacement and evacuation of families, disruptions to standard kindergarten operations, as well as limited availability of resources, qualified personnel, and psychological support. These constraints significantly impact both children and educators, the latter of whom are at increased risk of professional burnout. In response to these conditions, teachers emphasize the importance of adopting effective pedagogical strategies. They include flexibility in planning and instruction, empathetic interaction, collaborative teamwork, commitment to principles of social justice, and a trauma-informed approach that is sensitive to the individual needs and experiences of each child.

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Семенова Наталія, Семенов Олександр, Недільський Степан, Алендарь Надія, Онищук Ірина, Пагута Тамара. Дошкільна освіта і війна: нові стратегії і виклики в умовах інклюзії. *Журнал Прикарпатського університету імені Василя Стефаника*, 12 (3) (2025), 37-51.

У статті окреслено виклики, з якими стикається українська дошкільна система освіти в часі російсько-української війни, що стосуються організації психолого-педагогічної діяльності з дітьми з особливими потребами (ООП). Представлено стан досліджуваної проблеми у педагогічній науці, охарактеризовано сучасні наукові публікації з проблем інклюзивної освіти та роботи з дошкільниками з інвалідністю у

кризових ситуаціях. Наголошено, що діти з інвалідністю найбільше страждають у період війни (збройного конфлікту) з урахуванням фізичних, емоційних, соціальних та інфраструктурних чинників, а саме: обмежений доступ до евакуації та укриття, переривання медичної та реабілітаційної допомоги, психоемоційна нестабільність, часто інформаційна недоступність, втрата інклюзивного освітнього середовища, потреба духовної підтримки і т.п. У дослідженні проведено деякі історичні паралелі щодо воєнного дитинства у роки Другої світової війни та в ХХІ столітті: масові переміщення, психологічні травми, труднощі в наданні освітніх послуг, порушення емоційного зв'язку з батьками через розлуку, втрати тощо. Подано результати опитування педагогів, які працюють в різних регіонах України, щодо реальної картини впровадження інклюзії в дошкільному навчальному закладі в умовах воєнного стану. Запропоновано модель психолого-педагогічної інклюзивної підтримки дошкільників (їхніх родин), які отримали травматичний досвід. Визначено ефективні педагогічні стратегії інклюзивного навчання дитини у дошкільному закладі з урахуванням викликів воєнного стану: травмо-орієнтований підхід до створення безпечних умов, забезпечення індивідуалізації і диференціації виховного процесу, формування інклюзивного освітнього середовища, співпраця з батьками, робота міждисциплінарної команди супроводу та розвиток соціально-емоційного інтелекту під час ігрової діяльності.

**Ключові слова:** дошкільна освіта, воєнне дитинство, діти з особливими освітніми потребами (ООП), інклюзивна освіта, війна, педагогічні стратегії.