Vulnerable Groups of Children from the Perspective of Additional Professional Assistance Providers during the COVID-19 Pandemic

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COVID-19 caused changes in the way of schooling, where teachers and children, as well as everyone else, however connected to the education process (parents, grandparents, other (professional) school workers and others), had to tackle numerous challenges and problems, and were forced to change their lifestyles, daily routines and adapt to the given situation. The article researched which problems the teachers and additional professional assistance providers had to face, how the measures to contain the spread of the epidemic, which interfered with field of schooling, influenced and affected elementary school children of majority schools, what influence they had on the vulnerable groups of children who already have various deficits, obstacles, or disorders, and how effective distance learning was compared to lessons at school. In addition, we wanted to know how the work of teachers and providers of additional professional assistance changed as a consequence of the measures, and what were the resulting changes in the implementation and effectiveness of additional professional assistance sessions for children with special needs. We limited our research to the period between March 2020 and June 2021, which coincides with the time of two declared and later cancelled epidemics. We found that in a world of rapid changes, a great amount of flexibility and empathy is necessary to be able to cope with all the tasks we once used to perform almost routinely. We concluded that the COVID-19 epidemic affected everyone, especially vulnerable groups of children.

Keywords: Covid-19 epidemic, distance learning, children with special needs, additional professional assistance, additional professional assistance providers

Introduction

We began the year 2020 as every other year before. However, shortly afterwards, news spread around the world about the emergence of a new virus

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causing the COVID-19 disease. Thus, an epidemic was declared in Slovenia at the beginning of March, and with it, related health measures which radically affected public life and the school system (Urad Vlade Republike Slovenije za komuniciranje 2020). One of the first measures affected the education system along the entire school vertical, namely the beginning of distance learning on 16th March 2020 (Odlok o začasni prepovedi zbiranja ljudi v zavodih s področja vzgoje in izobraževanja ter univerzah in samostojnih visokošolskih zavodih 2020). This was followed by some interruptions and exceptions; however, the schools only fully reopened in May 2021 (Ministrstvo za izobraževanje, znanost in šport 2021). The data collected and processed therefore refer to the time span from March 2020 to the end of the school year 2020/2021.

People's reactions to the measures and the consequent effects on our daily lives, changes in daily routines, the way we work or study, and more, were very different. Nevertheless, the key question is how children, who are themselves the most vulnerable group in society, experienced this, as they depend on their parents or guardians in their first years of life (Vlada Republike Slovenije 2020). More specifically, our research included the following vulnerable groups of children: gifted children, immigrant children, children of minorities, children whose mother tongue is not Slovene, children from socially disadvantaged backgrounds and other children in need of more encouragement and help.

We limited our research to children in majority primary schools in Slovenia. In Slovenia, primary school is compulsory for all children between the ages of six and fifteen (Zakon o osnovni šoli 2006), which means we are discussing the population which has been exceptionally affected by the closure of educational institutions.

Our research questions or hypotheses derived from the issues described, which we based on the following objectives: to discover what consequences the COVID-19 epidemic had for primary school children, to discover how the COVID-19 epidemic affected the most vulnerable groups of children, to uncover in which areas the respondents had the most problems during the distance learning introduced in the COVID-19 epidemic,' to identify how the respondents' work changed as a result of the measures to contain the spread of the COVID-19 epidemic, and to compare the implementation of additional professional assistance and learning support during regular schooling versus distance learning, that is, the implementation of specific forms of individual assistance for children who were assigned additional professional help through the Institute of Education.

Research Methodology

We examined the problem with a quantitative research approach. The data collection instrument was a survey, and the research method was the descriptive research and causal-non-experimental method. Based on the processing of the obtained data, we confirmed or refuted the research hypotheses, based upon our set goals. The research involved the providers of additional professional assistance, as well as teachers of primary and secondary education, more specifically, employees in majority primary schools, which excludes the schools with adapted programmes with lower educational standards, and special education programmes. A casual pattern was used, while the invitation to complete the survey was sent to school e-mail addresses of providers of additional professional assistance and/or learning support at selected schools or to the e-mail of the school (administration office or principal), where the school website did not list employees' e-mails.

The questionnaire was completed by 125 respondents, of which 88% were female and 11.2% were male (one respondent (0.8%) did not want to disclose their gender). Most men were employed as subject teachers (8 subject teachers or 20% of all those surveyed employed in subject level teaching), some as providers of additional professional assistance (3 providers or 8.3% of all surveyed employed as providers of additional professional assistance), while the least represented among the surveyed employees were male class teachers (3 class teachers or 6.3% of all surveyed employed in classroom level teaching). The majority of all respondents were employed as teachers at classroom level teaching (38.4%), followed by teachers from subject level teaching (32%) and providers of additional professional assistance (28.8%). One person (0.8%) who is employed through public works to help learners with learning difficulties, also participated in the survey. Moreover, the χ^2 test of the hypothesis of equal probability ($\chi^2 = 41.432$, $g = 3$, $P = 0.000$) also shows that there are statistically significant differences between the jobs of the respondents, expressing that the research involved a very diverse group of professionals, which is positive in the fact that it offers different views on the topic. Nevertheless, we must be aware of a certain degree of indoctrination already existing with each job profile.

Results

The respondents were asked to express their level of agreement with the variables related to the measures to contain the COVID-19 epidemic and the level of agreement with the variables regarding vulnerable groups of children.

Table 1 presents the level of agreement with certain variables regarding

Table 1 Number of Respondents (*f*) Who Responded to the Statements Regarding the COVID-19 Epidemic and Restrictive Measures and the Average Value ($\overline{X}$) of Agreeing with a Certain Statement

Statements	*f*	$\overline{X}$
The COVID-19 epidemic affected the students.	117	4.28
The COVID-19 epidemic affected the teachers.	117	4.32
The measures to contain the spread of COVID-19 in the field of primary education were appropriate.	117	2.74
Distance learning has taught students new computer skills.	117	3.93
Not all children were provided with equal opportunities for distance learning (lack of computer equipment, larger families, lower social status of families, living in remote locations with weak internet connection, etc.).	117	4.13
Prolonged periods of distance learning led to an increase in children's problems (slower and weaker acquisition of knowledge, decline in knowledge, difficulties in acquiring new knowledge, decreased motivation, the emergence of emotional and behavioural problems, etc.).	117	4.34
Prolonged periods of distance learning will have consequences for children's mental health, leading to the possibility of problems with further education and everyday life.	117	3.57
The COVID-19 epidemic affected the motor development of children.	117	4.26
The COVID-19 epidemic affected the speech and language development of children.	117	3.79
The COVID-19 epidemic affected children's mental health.	117	3.79
The COVID-19 epidemic affected the development of children's social skills.	117	4.09

Notes 1 – 'I do not agree at all,' 5 – 'I strongly agree.'

the COVID-19 epidemic and the related measures to contain the spread of the virus. They were answered by all the respondents, regardless of their position, year of employment in the field of education, place of employment, etc. The respondents expressed their level of agreement on the scale from 1 to 5, with 1 meaning 'strongly disagree' and 5 meaning 'strongly agree,' which in the last column ($\overline{X}$) reveals the degree of (dis)agreement with an individual statement – the closer the number is to the value 1, the lower the agreement with the statement in question and the closer the number is to the value 5, the higher the agreement with that statement.

The respondents mostly agree with the statement 'Longer distance learning led to an increase in children's problems (slower and weaker acquisition of knowledge, decline in knowledge, difficulties in acquiring new knowledge, decreased motivation, the emergence of emotional and behavioural problems, etc.)' followed by the statement on the impact on teachers and students and the impact on children's motor development and the develop-

Table 2 Number of Respondents (*f*) Who (Dis)Agreed with the Statements about the Vulnerable Groups of Children and the Average Value ($\overline{X}$) of Agreeing with a Certain Statement

Statements	*f*	$\overline{X}$
These children were more affected by the COVID-19 situation than other children.	102	4.23
These children were less motivated for school.	102	3.81
The motivation of these children for schoolwork was higher at school ('live') than in distance learning.	102	3.90
These children were offered more individual lessons.	102	4.01
These children receive more help and encouragement during lessons at school ('live') than in distance learning.	102	4.05
These children learn faster at school ('live').	102	4.04
These children's concentration is higher in school ('live') than in distance learning.	102	4.01
During distance learning, I paid more attention to these children than to other children.	102	3.96
I paid more attention to these children during distance learning than I normally do at school ('live').	102	3.32

Notes 1 – 'I do not agree at all,' 5 – 'I strongly agree.'

ment of social skills. They also strongly agree in favour of ensuring equal opportunities for all students during distance learning and express the lowest agreement with the statement regarding the appropriateness of the measures to contain the spread of COVID-19 in the field of primary education.

Table 2 shows (dis)agreement with certain statements regarding vulnerable groups of children (children with special needs, gifted children, immigrant children, minority children, children whose mother tongue is not Slovene, children from socially disadvantaged backgrounds and other children who need more support and individualization). These were also answered by all respondents, regardless of their position, year of employment in the field of education, place of employment and so on. The respondents expressed (dis)agreement on the scale from 1 to 5, with 1 meaning 'strongly disagree' and 5 meaning 'strongly agree,' so in the last column ($\overline{X}$) we can see the degree of (dis)agreement with each statement – the closer the number to the value 1, the lower the agreement with the statement, and the closer the number to the value 5, the higher the agreement with the statement.

Respondents mostly agree with the statement 'These children were more affected by the situation with COVID-19 than other children.' This is followed by the statements expressing that 'live' schooling is more appropriate for

these children than distance learning ('These children receive more help and encouragement during lessons at school (»live«) than in distance learning,' 'These children learn faster at school (»live«),' 'These children's concentration is higher in school (»live«) than in distance learning'). On the other hand, the respondents expressed the lowest agreement with the statement 'I paid more attention to these children during distance learning than I normally do at school (»live«),' from which we may conclude that the respondents are aware of the diversity of treatment and work with vulnerable groups of children and have transferred such practices or sought to transfer them from the school environment to the virtual distance learning environment.

We wanted to discover which groups of children felt the impact of the COVID-19 epidemic the most. We assumed that these were younger children, that is, children in lower elementary education, as they are less independent and more dependent on the help of adults, according to the responses by classroom and subject teachers, as well as the responses by the providers of additional professional help. Among teachers, 66.7% of classroom teachers and 45.2% of subject teachers chose this group of children, although we must also take into consideration that subject teachers had less contact with children in lower elementary education, compared to classroom teachers, so this is the reason the percentage is lower. This group was followed by children in the last triad of elementary education in Slovenia (25% for classroom teachers and 32.2% for subject teachers), leaving the least votes for children in upper elementary education (second triad) (8.3% for classroom teachers and 22.6% for subject teachers). Among the providers of additional professional assistance, the group of children from 1st to 3rd grade was chosen by 45.2% of respondents, followed by children from 7th to 9th grade (32.2%), while the children from 4th to 6th grade were chosen the least (22.6%).

We were particularly interested in the impact of the measures to contain the spread of the COVID-19 epidemic on the vulnerable groups of children who already need a fundamentally different approach to education due to their diversity. For the implementation of the principle of equal opportunities and optimal development of the individual, which is also one of the principles of primary school, stated in the *White Paper* (Ministrstvo za šolstvo in šport 2011), individual treatment of each child is therefore crucial and necessary. All students, regardless of their individual characteristics, must have the opportunity for optimal development. Resulting from this, our interest was focused on how this period of distance learning affected vulnerable groups of children, seeking answers with the help of statements.

Regarding the statement 'These children [vulnerable groups of children]

were more affected by the COVID-19 situation than other children,' most classroom and subject teachers, ($\overline{X}$ = 4.30) as well as providers of additional professional assistance ($\overline{X}$ = 4.06), completely agree. The assumption of homogeneity of variances is justified (F = 0.000, P = 0.995), thus we used the t-test (t = 1.360, g = 99, 2P = 0.177), which revealed that among the teachers and providers of additional professional assistance, there were no statistically significant differences in agreement with that statement.

Regarding the statement 'The motivation of these children [vulnerable groups of children] for schoolwork was higher at school (»live«) than in distance learning,' most classroom and subject teachers ($\overline{X}$ = 4.04) agreed more than the providers of additional professional assistance ($\overline{X}$ = 3.63). The assumption of homogeneity of variances is justified (F = 1.150, P = 0.286), thus we used the t-test (t = 2.095, g = 99, 2P = 0.039), which revealed that among teachers and providers of additional professional assistance there exist statistically significant differences in agreement with that statement.

During distance learning, equal opportunities for all children were not provided, which had an additional negative impact on vulnerable groups of children. The connection between the statements 'Not all children were provided with equal opportunities for distance learning' and 'These children [vulnerable groups of children] were more affected by the COVID-19 situation than other children' were checked with the Spearman's rank correlation coefficient (r), which shows that the correlation is positive and statistically significant (r = 0.284; P = 0.004).

Vulnerable groups of children need an individual approach, which is also defined by one of the principles of primary school, which are stated in the *White Paper* (Ministrstvo za šolstvo in šport 2011). Due to their diversity and variety, these groups of children are more susceptible to change, including the changes and innovations in the process of education, which was transferred from the physical environment to the virtual world due to the measures to contain the COVID-19 epidemic. According to the results of statistical analyses performed for the statements, our hypothesis that 'Vulnerable groups of children (children with special needs, gifted children, immigrant children, minority children, children whose mother tongue is not Slovene, children from socially disadvantaged backgrounds and other children who need more encouragement and help, etc.) were more susceptible to the effects of the COVID-19 epidemic than their peers during distance learning,' can be confirmed.

Providers of additional professional assistance also faced many challenges, problems, and constant changes during distance learning, which required

from them a considerable degree of flexibility and professionalism. We wanted to know what, or which were these challenges and problems and how additional professional assistance was performed online. The most common challenge faced by the providers of additional professional assistance was motivating the students, followed by understanding the actual circumstances a child was going through during distance learning, explaining new materials, and checking students' work from home. They also pointed out organization, restricting parents' work (to only help children and not work instead of them), teaching without concrete material and cooperation with teachers.

The most common problem among providers of additional professional assistance was the lack of students' motivation, followed by problems with the internet connection, inadequate technological support/equipment, non-participation of students during joint videoconference calls and lack of eye contact. A smaller percentage expressed 'lack of feedback' and 'problems with oneself' (lacking knowledge, feeling helpless, lack of motivation, etc.). The latter data is alarming, since 9 out of 36 surveyed providers of additional professional assistance chose this answer, representing a quarter of all respondents. This may also enable easier understanding of students' lack of motivation, especially of the vulnerable groups of children, in whom lack of motivation problems arise or are related to their deficits, obstacles or disorders.

In the questions where respondents had the opportunity to list the problems experienced during distance learning, they pointed out technical problems with ICT and problems with internet access, problems with motivation, attention and concentration of children, lack of tools and concrete material, exposure to distractions (loud siblings, listening to lessons in common family rooms, students' private chats during videoconferences, playing games during online lessons and others), problems with students' (un)responsiveness or even unavailability as students did not want to participate or did not follow agreements, lack of personal and eye contact, which also means difficult continuous correction of errors, learning graphomotor and fine motor skills, performing movement exercises and others.

We asked the providers of additional professional assistance regarding the (non)implementation of additional professional assistance online sessions, which closely coincides with all the above-mentioned problems. The reasons for not performing those sessions were mostly problems with students' (un)responsiveness and (non)participation, which can also be related to the already mentioned motivation of children.

Prior to the research, we predicted that the most common problem would be unmotivated children, so based on all the problems and challenges expressed by the providers of additional professional assistance, our hypothesis that 'The most common problems faced by the providers of additional professional assistance and/or learning support were problems related to students' motivation and readiness for schoolwork' can be confirmed. However, this problem is not explicitly stated among the reasons for not conducting additional professional assistance sessions.

As we have already mentioned, our way of life changed overnight, which of course also interfered with the learning process and the work of teachers and providers of additional professional assistance. The transfer of the established way of working from school to distance learning required adaptation of teaching methods, techniques, and materials. The adjustments used were grouped into sets of similar responses and are listed below in random order:

- Additional professional assistance sessions (for some shorter, for others longer, for some only individual (although previously performed in groups), for others just the opposite, for some according to a fixed schedule, for others the schedule was flexible, etc.).
- Students were offered more help with creating notes, solving worksheets and assignments, writing notes on the computer, help with homework and presentations.
- More frequent use of mobile and computer applications, web platforms, telephone, more computer work, transfer of content to a web format, online learning materials, independent preparation of explanations or sending links to already prepared explanations.
- Being available to students and parents (throughout the day, the possibility of more short calls, more conversations, the possibility of choosing the communication channel – phone call, video call, e-mail, classic mail, etc.).
- Abandonment of non-essential content, greater emphasis on key information and building basic knowledge, helping students use ICT.
- Emphasis on motivation, independence, ongoing support, mental health (mood diary, motivation letters by mail, relaxation techniques), and physical activity.
- Concrete materials from the environment as a substitute for permanent didactic materials, virtual didactic materials.
- Continuous coordination of schedules, different organization or course of meetings, several short breaks during the session.

- Contacts with parents (more frequent, with clear and direct instructions to help the child, more cooperation with parents).
- Cooperation within the working group (more frequent, evaluations for students with special needs, presentation of good practices, cooperation with teachers, team meetings for more problematic students).

In most cases, teachers and providers of additional professional assistance simplified and shortened teaching preparation and materials, eliminated the unnecessary content and emphasized key contents and activities. Most material was prepared in advance, by recording their own explanations or using platforms which allow for interactive explanations of the material. Emphasis was placed on home-made concrete materials, which were used to replace the didactic materials used in lessons at school. Thus, we confirmed our hypothesis that 'Providers of additional professional assistance and/or learning support prepared more video content and interactive materials during distance learning, with which they tried to replace the physical teaching aids otherwise used in school.'

Finally, we were interested in the effectiveness of conducting additional professional assistance sessions online. More than 76% of providers of additional professional assistance believe that the implementation of additional professional assistance sessions was not as effective as implementation of these sessions in school. No one chose the answer that implementation was more effective, while a good 23% of respondents believe that the implementation of these sessions was as effective during distance learning as in school. The factors which led to poorer efficiency were the following: ICT problems, children's motivation, poorer ability to directly monitor the child's work, disturbing environment, problems with attention and concentration, lack of personal contact and concrete materials, and others.

The adjustments listed and used by the providers of additional professional assistance were grouped into sets and classified according to frequency (from most to least common):

- adaptations of practices, content, working methods,
- adjusted schedule of additional professional assistance,
- more effort on motivating children,
- adjustments in communication and communication channels,
- help with solving ICT problems,
- greater emphasis on regular/daily contact,
- more learning support, explanations of the material, less focus on correcting deficits,

- introduction of novelties/interesting things for students (online chat rooms, web fairs),
- greater emphasis on children's independence,
- greater cooperation (with teachers/computer scientists), more contact with parents.

The performers focused more on how to adapt and transfer the established way of working to the virtual environment. It was necessary to consider how to replace didactic materials and other materials, and how to adjust the sessions to be effective and successful, therefore, much attention was paid to motivating children to participate and to perform schoolwork at home. All communication was transferred to various virtual channels, through which they were able to stay in regular contact with students and parents through video calls and maintain, depending on the situation, a personal relationship. Above all, they helped the students to acquire new knowledge, explained learning material, helped them make and edit notes, helped them organize and structure the day and directed them towards independence. Everything was adapted to the individual, according to their needs, deficits or problems, desires, success, motivation and more. The performers thus had to be very empathetic and flexible, to be able to balance the needs and wishes of students with the implementation of the sessions, which also includes the content and manner, among other aspects.

According to the data obtained and presented, we can see that the providers of additional professional assistance devoted a lot of time and effort to adapting the implementation of additional professional assistance sessions and tried to fulfil the needs and desires of individuals as much as possible.

Discussion and Conclusion

The beginning of 2020 brought a sudden change and in one way or another confronted us with measures which limited our lives. We had to adapt to the changes in everyday life quickly, and even children across the entire educational vertical could not avoid it. Almost overnight, educational institutions closed their doors, and classes moved from classrooms to home rooms, kitchens, and other spaces within the four walls of our homes. The student in the room behind the computer or tablet did not sit next to classmates as in the classroom, but with siblings, parents, grandparents, and others.

Our first goal and the hypothesis deriving from it was investigating the consequences of the COVID-19 epidemic. We were interested in which children were the ones who most felt the effects of the measures to contain the spread of the virus. Based on the data collected, we concluded that the

epidemic had consequences for everyone. It affected both teachers and students, and among the students, the impact on the students in lower elementary education and vulnerable groups of children was the greatest.

The second goal required research of the vulnerable groups of children. These were given a special place in the questionnaire and a special set of statements, the analysis of which showed that this diverse group of children was more exposed to the impacts and consequences of the measures to contain the spread of the COVID-19 epidemic compared to their peers. Namely, vulnerable groups of children have certain deficits, obstacles or disorders which require a different approach, adapted working methods, adapted aids and an individual approach or treatment. The emergence of the virus and the closure of schools was thus an additional aggravating circumstance for them, pushing them into an even more unequal position with their peers and increasing the divide between equal opportunities.

In our third goal, we focused only on the providers of additional professional assistance. We were interested in the problems and challenges they faced during distance learning. Based on a review of the literature, we hypothesized that the outstanding problems were related to children's motivation, which our data analysis also confirmed. Among all the problems, the lack of students' motivation stood out the most, while there were also problems with non-participation of students in classes and activities, lack of personal contact, problems with technology, and others.

The situation with the measures and the consequent change in the way of life led to changes in the work of additional professional assistance providers. For the fourth goal, we thus explored the changes introduced during distance learning. We were interested in the changes in the manner of conducting additional professional assistance sessions and in teaching preparation. Communication with students was mostly conducted through video calls, and for the most part, lesson preparations were quite different from the usual preparations for classes conducted at school. The method of preparing material was also different: didactic materials had to be replaced and emphasis was placed on key contents and activities.

In the last, fifth goal, we tried to investigate the implementation of additional professional assistance sessions at school and online in more detail, to find out the similarities and differences. We obtained a good amount of data, but not concrete enough to be able to make a final conclusion regarding the comparison. Above all, additional professional assistance providers had to be very flexible and empathetic to be able to perceive the current needs of children and respond to them in a timely and appropriate manner, as well as

to be proactive. Online sessions were assessed as less effective than sessions at school, but they nevertheless invested maximum effort to obtain the best possible effect and success.

Despite the chaotic beginnings of distance learning, it became a common, established practice over the months of the pandemic. For both students and teachers, as well as others involved in distance learning in some way, this was a big change which occurred overnight, for which no one was truly prepared. Nevertheless, Uršič and Puklek Levpušček (2020) wrote that the quality of teaching from the beginning of distance learning to the time students returned to school greatly improved – this was deduced from the positive opinion of respondents to the perspective of distance learning in the future, where young people envision the future and the development of education in this direction.

The effects or impacts of the measures to contain the spread of the COVID-19 epidemic on children in majority primary schools in Slovenia were therefore different. At first glance, mostly the negative ones really stood out; however, we can also point out some positive ones, also mentioned by the respondents, e.g. new acquired knowledge in the field of information and communication technology, which will certainly be useful in the future as well, more family time, and, although the work was stretched throughout the day, the armchair in the living room provided for utmost comfort. Nevertheless, the already vulnerable groups of children were exposed to many risk factors through distance learning during the COVID-19 epidemic. Additional learning support is based on comprehensive support and understanding of children's problems; however, we will probably never fully know what these vulnerable children experienced and how they coped with their problems.

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Ranljive skupine otrok z vidika izvajalcev dodatne strokovne pomoči v času covida-19

Covid-19 je povzročil spremembe načina šolanja, ko so se učitelji/-ce in otroci kot tudi vsi ostali, kakor koli povezani s procesom šolanja (starši, stari starši, ostali (strokovni) delavci šole ipd.), spoprijeli z raznimi izzivi in težavami, bili primorani spremeniti način življenja, potek dneva in se prilagoditi nastali situaciji. V prispevku smo raziskali, s katerimi težavami so se soočali/-e učitelji/-ce ter izvajalci/-ke dodatne strokovne pomoči, kako so ukrepi za zajezitev širjenja epidemije, ki so posegli na šolsko področje, vplivali in zaznamovali osnovnošolske otroke večinskih šol, kakšen vpliv so imeli na ranljive skupine otrok, ki že imajo različne primanjkljaje, ovire oziroma motnje, kakšna je bila učinkovitost šolanja na daljavo v primerjavi s poukom v šoli, kako se je spremenilo delo učiteljev/-ic in izvajalcev/-k dodatne strokovne pomoči zaradi ukrepov ter kakšne so bile spremembe v izvedbi in učinkovitosti ur dodatne strokovne pomoči za otroke s posebnimi potrebami. Omejili smo se na čas med marcem 2020 in junijem 2021, kar je čas dveh razglašenih in kasneje tudi preklicanih epidemij. Ugotovili smo, da je v svetu hitrih sprememb potrebne veliko prilagodljivosti in empatije, da smo lahko kos vsem nalogam, ki smo jih včasih opravili skoraj rutinsko. Ugotovili smo, da je epidemija covida-19 zaznamovala vse, še posebej pa ranljive skupine otrok.

Ključne besede: epidemija covida-19, šolanje na daljavo, otroci s posebnimi potrebami, dodatna strokovna pomoč, izvajalci dodatne strokovne pomoči