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CONSTRUCTION OF A COLLABORATION MODEL MEETING SPECIAL EDUCATIONAL NEEDS

Summary of Doctoral Dissertation
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BENDRADARBIAVIMO MODELIO KONSTRAVIMAS TENKINANT SPECIALIUOSIUS UGDYMOSI POREIKIUS

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INTRODUCTION

Social relevance of the research. Restoration of the Independent State of Lithuania on 11 March 1990, made it necessary to start systematic reformation, comprising all spheres of education. The education of Lithuania in one decade had to model and create radically new educational strategies, objectives, content and methods (*Lietuvos švietimo reformos apžvalga* (1990–2000)[1]). Essential changes were inevitable in the sphere of special education as well. Following international strategic documents[2], accepted by West European countries and approbated in Lithuania, the State of Lithuania continued to legislate and amend national decrees. The documents and the decrees of the Republic of Lithuania define the social and educational situation of children with special needs in an absolutely new way.

The new concept of how to educate children with SEN alternates the conception of the school itself and the strategy of its development. Lithuanian school becomes an integrated institution of general education, based on democratic and humanistic objectives, the activity of which is based on principles of equal opportunities, context, efficiency and succession (*Lietuvos Respublikos Švietimo įstatymas*, 2003[3]).

Collaboration and partnership in educational process in documents at both, European and national levels, is acknowledged as a value and objective, and some foreign authors (Walter-Thomas, et al., 2000[4]) estimate collaboration as means (as the essential condition of integration/inclusion) that enable to strive for intended goals. A model providing special educational provision has been created in Lithuania (*Pedagoginės ir psichologinės pagalbos teikimo modelis*, 2003[5]), teams, responsible for meeting students' special educational needs (SEN), have been formed. Interdisciplinary meeting students' SEN, which means teamwork of specialists, emphasizes the importance of collaboration of the participants of educational process. Recommendations of Western experts and authors of European special education policy (*Key Principles for Special Needs Education: Recommendations for Policy Makers*, 2003[6]) encourage parents', as equal partners', participation in child's educational process and enable them to get all the necessary information;

encourage participation of all related persons in child's educational process and close collaboration with the family. The significance of these recommendations is proved by the results of the research, which state that collaboration process allows to change attitudes of the participants, encourages information exchange and creation of new knowledge, processes of evaluation and control (Giangreco et al., 1993[7]; Westwood, 1996[8]).

European Agency for Development in Special Needs Education, which coordinates meeting special educational needs in Europe, defines key principles for special needs education (*Key Principles for Special Needs Education: Recommendations for Policy Makers*, 2003[6]), which define the main direction of special needs education – inclusion. Therefore, it is necessary to search for means that encourage inclusion (sufficient financial resources; provision for teachers, working with SEN children) as well as effective forms of evaluation and accountability.

The italicized statements of education policy point out not only new, up-to-date tendencies of special needs education development but, as every challenge, also rise new problematic questions about interaction of educational practice and strategy.

§ *How are alternations at political level realized in a certain practical activity in educational institutions?* Situation of meeting special educational needs is individual and varies in every country; different plans and strategies of the means are foreseen. Makers of education policy of Lithuania initiate positive changes "downward", however, the question is, how well the formal context corresponds to educational practice.

§ *What attitudes are characteristic of the participants of educational process, meeting special educational needs in a comprehensive school?* It is acknowledged, that positive attitudes of the participants and support of new ideas is essential in the successful implementation of alternations. The success of implementation of progressive ideas mainly depends on teachers, working with children, their attitudes that influence the character of the activity (Dettmer et al. 1999[9]; Walter-Thomas et al., 2000[4]; Avramidis, Norwich, 2002[10]). Negative atti-

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[1] *Lietuvos švietimo reformos apžvalga* (1990–2000).
[2] *Salamankos deklaracija*, 1994; *Lygių galimybių teikimo neįgaliesiems bendrosios taisyklės*, priimtos 1993 m. Jungtinių Tautų Organizacijos (JTO) Asamblėjos; *Nauja 1996 m. Europos bendrijos strategija neįgaliesiems* ir *Vaiko teisių konvencija* priimta 1996m. Europos Komisijos.
[3] *Lietuvos Respublikos švietimo įstatymas*. (2003-06-17 Nr. IX-1630).
[4] Walther-Thomas, Ch., Korinek, L., McLaughlin, V. L., Williams, B. T. (2000). *Collaboration for Inclusive Education: Developing Successful Programs*. Allyn and Bacon.
[5] *Pedagoginės ir psichologinės pagalbos teikimo modelis* (2003). LR švietimo ir mokslo ministro 2003-06-23 įsakymas Nr. ISAK-897.
[6] *Key Principles for Special Needs Education: Recommendations for Policy Makers*. (2003). European Agency for Development in Special Needs Education. http://www.european-agency.org

[7] Giangreco, M. F., Dennis, R., Cloninger, C., Edelman, S., Schattman, R. (1993). "I've counted Jon": Transformational experiences of teachers educating students with disabilities. *Exceptional Children*, 59 (4), 359–372.
[8] Westwood, P. (1996). *Commonsense Methods for Children with Special Needs*. New York: Routledge.
[9] Dettmer, P., Dyck, N., Thurson, L. P. (1999). *Consultation, Collaboration, and Teamwork for Students with Special Needs*. Boston: Allyn and Bacon.
[10] Avramidis, E., Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: a review of the literature. *European Journal of Special Needs Education*, 17 (2), 129–147.

tudes towards disability are one of the reasons why, regardless of social integration of the disabled and other modern democratic initiatives of education, the processes in educational practice are slow (Ruškus, 2000[11]).

§ *How is the idea of collaboration of the participants of educational process realized in a comprehensive school?* Interaction, which is the basis of collaboration, is acknowledged as the essential component of education and one of the quality factors of education (Vaitkevičius, 1995[12]; Bitinas, 2000[13]; Jovaiša, 2002[14]). Transition from traditional conservative paradigm of child's education to the modern one, which is based on the ideas of humanistic psychology and education, which is orientated towards the child and acknowledges child's opportunities as well as the equivalence of child and adult's relations, emphasizes child's active participation in meeting problems of special educational needs. Acknowledgement of collaboration of the participants of educational process as one of the main components of integration and inclusion (Ambrukaitis, Ruškus, 2002[15]; *Key Principles for Special Needs Education; Recommendations for Policy Makers*, 2003[6]; Galkienė, 2003[16]) encourages to know education much better in this aspect. Active parents' participation, activities of specialists (special educators, speech therapists, social educators) in comprehensive schools raise controversial discussions among educators and enable to foresee possible inadequacy of formal and real context of special education.

Scientific relevance of the research. Not only education strategists and educators raise the above-mentioned questions of new education policy and special education practice in their discourses. Scientific discourse is being widely developed in both, foreign countries and Lithuania.

In foreign countries (West Europe and North America) new theories of special education and social integration were formed in the middle of XX century, new social alternations, processes of integration and inclusion began (in our country such changes have been noticed since 1991). A lot of various scientific researches, scientific discussions in search for optimal problem solution took place during the last 40–50 years. Processes of integration and inclusion are being analyzed intensively (Thousand, Villa, 1995[17]; Walther-Thomas et al., 2000[4]; Farrell, 2003[18]). Foreign countries are searching for the optimal model of inclusive education. In order to implement programs of inclusive education and make optimal use of human potential, there has been an increase in researches that analyze the *structure, opportunities, positive and negative factors of collaboration meeting special educational needs* (Dettmer et al., 1999[9]; Walther-Thomas et al., 2000[4]). Big attention is given to the *analysis of possibilities of teachers' collaboration* (Thousand, Villa, 1995[17]; Stanovich, 1996[19]), however, *family involvement and process of making collaboration relationship with parents* is being researched even more intensely (Hughes et al., 1994[20]; Armstrong, 1995[21]; Dettmer et al., 1999[9]; Dale, 2000[22]). Topics of child's active participation in dealing with educational problems (Peters, 1990[23]; Brendtro, Bacon, 1995[24]; Nevin et al., 2002[25]) have been analyzed since 1970, however, the researches were not numerous.

A number of researches that analyze teachers', working with SEN children, attitudes has increased since the 9th decade (Dettmer et al., 1999[9]; Avramidis et al., 2000[26]; Walter-Thomas et al., 2000[4]; Avramidis, Norwich, 2002[10]). During the last ten years in Lithuania since the beginning of education reform, there has been interest in alternations, spread of new ideas and expressiveness in education reality. The integration process (in both, theoretical and practical aspects) as well as positive and negative factors related to it were analyzed most intensely. *The analysis of methodological controversies in special education* (Ruškus, 2001[27]) enabled to highlight paradigm divergence of special education and social integration. Scientists analyzed *society's attitude towards the disabled and problems of social interaction* (Gailienė, 1997[28]; Gudonis, 1998[29]; Pivorienė, 1999[30]; Gudonis, Novogrodskie-

[11] Ruškus, J. (2000). *Specialiojo pedagogo socialinių nuostatų, pedagoginės sąveikos ir mokyklinės socializacijos ryšys*. Socialinių mokslų (edukologija) daktaro disertacija. Šiaulių universitetas.

[12] Vaitkevičius, J. (1995). *Socialinės pedagogikos pagrindai*. Vilnius.

[13] Bitinas, B. (2000). *Ugdymo filosofija*. Vilnius.

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[15] Ambrukaitis, J., Ruškus, J. (2002). Adaptuotos bei modifikuotos ugdymo programos: taikymo efektyvumo veiksniai. *Specialusis ugdymas*, 2 (7), 6–23.

[16] Galkienė, A. (2003). *Pedagoginė sąveika integruoto ugdymo sąlygomis*. Monografija. Šiauliai.

[17] Thousand, J. S., Villa, R. A. (1995). *Creating and inclusive school*. Alexandria, VA: Association of Supervision and Curriculum Development.

[18] Farrell, M. (2003). *Understanding Special Educational Needs*. London: Routledge Falmer.

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[21] Armstrong, D. (1995). *Power and partnership in education: Parents, children and special educational needs*. New York: Routledge.

[22] Dale, N. (2000). *Working with Families of Children with Special Needs: Partnership and Practice*. Bruner-Routledge.

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[24] Brendtro, L., Bacon, J. (1995). Youth Empowerment and Teamwork. In Garner H. G. (Ed.) *Teamwork Models and Experience in Education* (p. 55–71). USA: Allyn & Bacon.

[25] Nevin, A., Malian, I, Williams, L. (2002). Perspectives on Self-Determination Across the Curriculum. *Remedial and Special Education*, 23 (2), 75–81.

[26] Avramidis, E., Bayliss, P., Burden, R. (2000a). Inclusion in action: an in-depth case study of an effective inclusive secondary school in the south-west of England'. *International Journal of Inclusive Education*, 6, 38–43.

[27] Ruškus, J. (2001). Specialiųjų pedagogų rengimo metodologinės kontroversijos neįgaliųjų ugdymo paradigmų kaitos kontekste. *Specialusis ugdymas*, IV (1), 64–73.

[28] Gailienė, I. (1998). Negalios priėmimas – asmenybės integruotumo ir socialinės integracijos sąlyga. *Specialusis ugdymas*, I, 1998, 5–9.

[29] Gudonis, V., (1998). Visuomenės požiūrio į neregius įtaka reabilitacijos ir integracijos procesams. *Lietuvos aklųjų švietimo raida: patirtis, problemos, perspektyvos* (p. 49–54). Vilnius.

nė, 2000[31]; Kaffemanienė, 2001[32]). *Interaction in education of the disabled* (Ruškus, 2002[33]; Galkienė, 2003[16]) is called a complex and polysemantic phenomenon. The significance of constructive and set interaction under conditions of integrated education is emphasized. There has been an increase in the research of teachers' attitudes towards children having special educational needs and their education in comprehensive school (Ruškus, 2000[11]; Kaffemanienė, 2003[34]; Gribačiauskas, Merkys, 2003[35]; Galkienė, 2003[16]; Bagdonas et al., 2003[36]), and the results are quite controversial. Among all these researches only a few works, analyzing peculiarities of collaboration in special education, opportunities of family and child involvement, meeting special educational needs, have been found. The research of family collaboration process in early rehabilitation services has been carried out by Ališauskienė (2002)[37]. Ruškus (1998)[38], Ališauskas (2002)[39], Galkienė (2003)[16] mention the significance of pedagogical interaction based on cooperation with a child with special educational needs. Kontautienė (2000)[40] explored the development of the system of pedagogic co-operation in the primary school. Nevertheless, collaboration in meeting special educational needs is not the main object in the above-mentioned researches and it is analyzed from different points, emphasizing one or another aspect of the problem.

Definition of relevance of the social and scientific research, highlighted aspects of education policy and scientific researches indicate some contradictions of educational reality, inadequacy in education policy, theory and practice. These contradictions, difficulties are defined as **problem of the research** and are concretized by the following problematic questions:

§ *Real situation in collaboration.* How is collaboration meeting SEN realized in contemporary comprehensive schools? In other words, how are interactions among the participants of educational process created? How often do they occur? Do children with SEN and their parents have opportunities to participate in meeting SEN process? What collaboration forms do teachers prefer?

§ *Attitudes of the participants of collaboration.* What is the correspondence of legitimate, clearly defined (explicit) and subjective (implicit) criteria of collaboration in educational practice? In other words, does collaboration, defined in the documents of education policy, content of education and official resolutions correspond to the way teachers understand, motivate, feel and evaluate the collaboration meeting special educational needs? How is correspondence/inadequacy of formal, official and informal, subjective criteria of collaboration reflected in concrete educational practice and behaviour of the participants of collaboration?

§ *Collaboration model and construction of metodology.* How, by what method, should collaboration meeting SEN at schools be constructed? In other words, what means and what methods would coordinate participants' different expectations, needs and possibilities meeting SEN, encourage alternations at individual and institutional levels of collaboration, allow to construct efficient model of collaboration in search for concrete practical ways of problem solution in practical situations?

The object of the research is a model of children, parents and teachers' collaboration, meeting special educational needs, in a comprehensive school.

The subject of the research is children, parents and teachers' activity directed towards the construction of collaboration, based on reflections of experienced problematic situations as well as decisions orientated towards development of collaboration.

The aim of the research is, having evaluated attitude peculiarities of the participants of the research, revealed real collaboration practices and applied action research, to construct methodology and a model of collaboration, meeting special educational needs.

The goals of the research.

1. Operationalize the concept of collaboration in order to reveal theoretical presumptions of collaboration of the participants of education process in aspects of collaboration conditions, structure and development.

2. Describe the reality of collaboration situation on the grounds of demographic – statistical data and experience of the participants of educational practice meeting special educational needs in a comprehensive school.

[30] Pivorienė, J. (1999). Fiziškai neįgalių asmenų integracija Lietuvoje ir jos analizės teoriniai aspektai. *Filosofija, sociologija*, 2, 52–57 .

[31] Gudonis, V., Novogrodskienė, E. (2000). Visuomenės požiūris į neįgaliuosius suaugusius ir specialiųjų poreikių vaikus. *Specialusis ugdymas*, III, 2000, 50–62.

[32] Kaffemanienė, I. (2001). Specialiųjų poreikių vaikų integracija. Požiūrio problema. *Specialiųjų poreikių vaikų pažinimas ir ugdymas*: *Mokslinės konferencijos „Specialiosios pagalbos teikimas bendrojo ugdymo įstaigose" medžiaga*, 102–107. Šiauliai.

[33] Ruškus, J. (2002). *Negalės fenomenas*. Šiauliai: Šiaulių universiteto leidykla.

[34] Kaffemanienė, I. (2003). Sutrikusios regos moksleivių integracija į bendrojo lavinimo mokyklas: bendraamžių ir pedagogų nuostatos. *Sutrikusios regos asmenų ugdymas švietimo kaitos procese: konferencijos medžiaga*, 50–54. Kaunas.

[35] Gribačiauskas, E., Merkys, G. (2003). Pedagogų nuostata į ugdytinių integraciją ir segregaciją. *Specialusis ugdymas*, 1 (8), 115–122.

[36] Bagdonas, A., Brazauskaitė, A., Gevorgianienė, V., Girdzijauskienė, S., Kašalynienė, J. (2003). *Specialiųjų poreikių vaikų integravimo problemos*. Ataskaita Švietimo ir mokslo ministerijai. http://www.smm.lt/svietimo_bukle/docs/SPVIP_ataskaita.doc

[37] Ališauskienė, S. (2002). *Ankstyvosios reabilitacijos tarnybų veiklos optimizavimas konstruojant bendradarbiavimo su šeima modelį*. Daktaro disertacija, Šiaulių universitetas.

[38] Ruškus, J. (1998). Pedagoginiai santykiai su neįgaliuoju vaiku socialinėje ir psichologinėje perspektyvoje: nuo atmetimo link kooperacijos. *Specialusis ugdymas*, I, 1998, 50–55.

[39] Ališauskas, A. (2002). *Vaikų raidos ypatingumų ir specialiųjų ugdymosi poreikių įvertinimas*. Šiauliai.

[40] Kontautienė, R. (2000). *Pedagoginio bendradarbiavimo sistemos plėtotė pradinėje mokykloje*. Daktaro disertacija, Klaipėdos universitetas.

3. Identify the content of students' with SEN opinions and attitudes about special help; their parents and teachers' attitudes towards meeting special educational needs, collaboration, structure and expressiveness.

4. Construct collaboration methodology on the grounds of theoretical model and results of empiric research and pilot it in concrete environment of special education.

5. Prepare a model of collaboration of the participants of education process meeting special educational needs in a comprehensive school, on the grounds of construction of a collaboration model and experience of its implementation.

Hypothesis.

§ Children with special educational needs and their parents are usually not considered as equal partners in the process of meeting special educational needs, their role in education process is usually devaluated.

§ Insufficient communication system and spread of information limits possible interactions, does not encourage complex interaction and common problem solution by all the participants of education process.

§ Negative teachers' attitudes towards students having SEN, possibilities of mainstreaming and their disapproval of alternations determine expressiveness of negative factors in collaboration situations meeting students' special educational needs.

§ Action research in certain practical situations is an effective method of construction and piloting a practical collaboration model, which enables to choose optimal collaboration means, suitable for certain social and institutional context and initiates positive alternations in collaboration, meeting special educational needs.

The methods of the research. The research has been carried out in accordance with the principle of triangulation, combining quality and quantity methods (Merkys, 1995[41]; Šaparnis, 2000[42]; Kardelis, 2002[43]). Such decision was determined by the peculiarities of the object of the dissertation research (heterogeneity of the participants of the collaboration process and subject variety in the teachers' team). In order to operationalize the concept of collaboration meeting special educational needs and justify the collaboration model of the participants of education process, a method of **theoretical analysis** (pedagogical, psychological, sociological, methodological and literature analysis) has been applied. The **questionnaire** method has been applied in order to identify the collaboration situation in educational reality, meeting SEN, and to evaluate

[41] Merkys, G. (1995). *Pedagoginio tyrimo metodologijos pradmenys*. Šiauliai: ŠPI.
[42] Šaparnis, G. (2000). *Kokybinių ir kiekybinių metodų derinimas, diagnozuojant mokyklos vadybą nestandartizuotu atviro tipo klausimynu*. Socialinių mokslų (edukologija) daktaro disertacija. Šiaulių universitetas.
[43] Kardelis, K. (2002). *Mokslinių tyrimų metodologija ir metodai*. Kaunas.

parents', raising a child with SEN and comprehensive school teachers' attitudes. **Individual semi-structured interview** has been applied in order to organize children's, having special educational needs, questionnaire and to reveal the structure and expressiveness of their attitudes towards special educational provision and participation in problem solution. In the process of alternation initiation, creating new collaborative relations (foreseeing interventional means and evaluating their effectiveness) **action research** using the **focus group** method has been applied.

In data analysis statistical methods (descriptive statistics, cluster analysis, factor analysis, logistic regression) and quality-interpretation methods (content analysis) have been used. SPSS (Statistical Package for the Social Sciences) software, Windows Microsoft Word and Windows Microsoft Excel programs have been used to process the data.

The theoretical base of the research. The research is based on:

§ *Paradigm of child centered education* wich is based on: *the concept of humanistic education* (Maslow, 1959[44]; Rogers, Freiberg, 1994[45]; Bitinas, 2000[46]; Juodaitytė, 2003[47]); *neopedocentristic pedagogics* (Korčakas, 1993[48]; Juodaitytė, 2003[47]); *the concept of progressive education* (Ozmon, Craver, 1996[49]; Bitinas, 2000[46]); *the concept of pragmatistic education* (Dewey, 1916[50]; Ozmon, Craver, 1996[49]; Bitinas, 2000[46]).

§ Methodological attitudes of **social communicational paradigm** wich are associated with ideas of social integration, inclusion, mainstreaming, normalization that emphasize social relationship and interaction, membership in the community, collaboration, partnership (Ruškus, 2002[33]; Barnes, Mercer, 2004[51]) and ideas of *symbolic interaction* (Bogdan, 1986[52], Blumeris, 1998[53]; Berger, Luckman, 1999[54]); *the theory of social constructionism* (Greenwood, 1994[55]; Crotty, 1998[56]; Hruby, 2001[57]); *communication theory* (Fiske, 1990[58]; Crowley, Mitchell, 1998[59]; Вацлавик et al., 2000[60]).

[44] Maslow, A. (1959). *New Knowledge in Human Values*. New York: Harper Brothers.
[45] Rogers, C. R. , Freiberg, J. (1994). *Freedom to learn*. New York: Charles E. Merrill.
[46] Bitinas, B. (2000). *Ugdymo filosofija*. Vilnius.
[47] Juodaitytė, A. (2003). *Vaikystės fenomenas: socialinis-edukacinis aspektas*. Šiauliai.
[48] Korčakas J. (1993). *Pedagogikos klasika*. Kaunas: Šviesa.
[49] Ozmon, H. A., Craver, S. M. (1996). *Filosofiniai ugdymo pagrindai*. Vilnius: Leidybos centras.
[50] Dewey, J. (1916). Democracy and Education. Ištraukos iš H. A. Ozmon, S. M. Craver, *Filosofiniai ugdymo pagrindai*. 1996. P. 200–207. Vilnius.
[51] Barnes, C., Mercer, G. (2004). *Implementing the Social Model of Disability: Theory & Research.* Leeds: The Disability Press.
[52] Bogdan, R. (1986). The sociology of special education. In R. J. Morris, B. Blatt (Ed.), *Special Education Research and Trends*. New York: Pergamon Press.
[53] Blumeris, H. (1998). Simbolinio interakcionizmo metodologinės nuostatos. *Sociologija. Mintis ir veiksmas*, 147–156. Kaunas.
[54] Berger, P., Luckman Th. (1999). *Socialinis tikrovės konstravimas*. Vilnius.
[55] Greenwood, J. (1994). Action research and action researchers: Some introductory considerations. *Contemprorary Nurse*, 3 (2), 84–92.

Novelty and significance of the research is defined by the fact that:

§ The dissertation thoroughly (from the point of view of every participant of educational process) reveals the situation of collaboration of the participants of educational process meeting special educational needs in a comprehensive school, which has not been analyzed before.

§ Attitudes and opinions of participants of educational process, positive and negative factors, determining the collaborative situation, are identified, which enable to evaluate happening processes in an objective way, strategically plan further actions (at political, institutional, individual levels).

§ Methods of collaboration model construction, based methodologically and tested empirically are presented, which can change educational practice.

Practical significance of the research is the fact that the research was carried out in natural educational surroundings (comprehensive school), real situations; problems, relevant to practitioners and other participants of educational process, were dealt with. A collaboration model and methodology meeting special educational needs for certain institutional context (i.e. comprehensive school) is being created, which can be transferred and tried out in other comprehensive schools. Practical empirically based recommendations have been presented to education managers and teachers-practitioners.

The structure of the dissertation: introduction, three sections, conclusions, discussion, recommendations, literature list and appendixes. The literature list comprises 224 sources. The dissertation comprises 162 pages, 32 tables and 64 pictures. 48 appendixes are enclosed.

CONTENT OF THE DISSERTATION

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[56] Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process.* London, Thousand Oaks, New Delhi: SAGE Publications.
[57] Hruby, G. G. (2001). Sociological, postmodern, and new realism perspectives in social constructionism: Implications for literacy research. *Reading Research Quarterly,* 36 (1), 48–63.
[58] Fiske, J. (1990). *Įvadas į komunikacijos studijas.* Baltos lankos.
[59] Crowley, D., Mitchell, D. (Ed.) (1998). *Communication Theory Today.* Cambridge.
[60] Вацлавик, П., Бивин, Д., Джексон, Д. (2000). *Психология межличностных коммуникаций.* Санкт-Петербург.

REVIEW OF THE DISSERTATION CONTENT

Section 1. Meeting children's special educational needs in a comprehensive school: towards collaboration of the participants of education process

The first section reveals the relevance of collaboration of the participants of education process, meeting special educational needs; possibilities of the development of collaboration in a comprehensive school are emphasized. On the grounds of experience of foreign and Lithuanian scientists, possible difficulties in collaboration, meeting special educational needs, are analyzed, as well as essential components of collaboration, possibilities of collaboration development.

In the first subsection of the first section (1.1.) some alternation aspects of special education paradigms and juridical regulation of meeting special educational needs are analyzed, demographic tendencies of special needs in comprehensive schools are revealed. In the first clause (1.1.1.) the influence of social changes and new theories on special education and social interaction, which started in the middle of XX century in West Europe and North America, to the concept of Lithuania's education is emphasized. In Lithuania and all over the world in the sphere of education of the disabled two paradigms (models), characteristic of dialectic antithesis, are distinguished: clinical-remedial (medical model) and social-interaction (social model) (Ruškus, 2002[32]; Barnes, Mercer, 2004[48]; *International Classification of Functioning, Disability and Health*, 2004[61]). In the second clause (1.1.2.) interception of the experience in special education is analyzed, in accordance with juridical regulation of meeting special educational needs in Lithuania. Number of students having special needs and special educational needs increases in comprehensive schools with every year. In the third clause (1.1.3.) demographic tendencies of students having special needs and special educational needs in comprehensive schools are revealed. In the fourth clause (1.1.4.) the content of concepts, related to the situation of meeting special educational needs, is revealed; peculiarities of provision of educational help for children having special educational needs are analyzed; functions of the participants of education process, regulated by law, are emphasized. The Special Education Committee in a comprehensive school is defined as a subdivision of educational institution, which is directly responsible for special educational psychological provision for persons having special needs, ensuring its quality and effectiveness as well as collaboration of the participants of educational process.

In the second subsection (1.2.) collaboration of the participants of education process, as means and ambition of meeting special educational needs, is being analyzed. Conception of collaboration is presented in this subsection; dilemmas of child's having special educational needs and his/her

parents' participation in education process are analyzed; models of special educational provision and collaboration in a comprehensive school are analyzed in theoretical aspect. In the first clause (1.2.1.) the concept of collaboration is defined. **Collaboration** is understood as working together, especially in an intellectual endeavor (*Dabartinis lietuvių kalbos žodynas*, 1993[62]; *Random House Webster's Dictionary*, 1996[63]). Having summarized the content of collaboration definitions, suggested by some scientists (Westwood, 1996[8]; Dettmer et al., 1999[9]), peculiarities of collaboration meeting special educational needs are emphasized – teamwork in planning, problem solving, striving for effectiveness in meeting special educational needs is accentuated. Constant interaction, communication, cooperation, coordination and sharing the expertise form the basis of collaboration. In the second clause (1.2.2.) teachers' attitudes towards children having special educational needs, their main-streaming are analyzed. Positive attitudes of the participants and support of new ideas determine successful implementation of alternations in the educational sphere of persons having special educational needs (Dettmer et al., 1999[9]; Walter-Thomas et al., 2000[18]; Ruškus, 2002[32]). Nevertheless, in foreign countries as well as in Lithuania negative attitudes towards students having special educational needs and mainstreaming are identified. The third clause (1.2.3.) reveals peculiarities of child's with special educational needs role in problem solution, related to his/her education and meeting special needs. On the grounds of the paradigm of free education and conception of humanistic education, obstacles and opportunities of student's active participation in the process of education and evaluation of his/her achievements, self-dependent control of his/her opportunities and activities, student's involvement into solution of social, practical and other problems are emphasized. The researches (Peters, 1990[24]; Nevin et al., 2002[26]) show that participating actively in relevant problem solution, students learn self-control and better planning of their activities, take responsibility for the results of their activities, learn to represent their interests, become more self-dependent, start to evaluate themselves and their possibilities better. In the fourth clause (1.2.4.) dilemmas of equal parents' participation are analyzed. Various juridical documents (*Salamankos deklaracija*, 1996[64]; *LR Specialiojo ugdymo įstatymas*, 1998[65]; *LR Švietimo įstatymas*, 2003[3]) that should consolidate parents' right to their children's, having special educational needs, problem solution, do not guarantee real parents' participation in child's educational process (A. Turnbull, H. Turnbull,

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[61] *Tarptautinė funkcionavimo, negalumo ir sveikatos klasifikacija.* (2004). Vilnius.

[62] *Dabartinės lietuvių kalbos žodynas.* (1996). Vilnius.
[63] *Random House Webster's dictionary.* (1998). New York: Ballantine books.
[64] Salamankos deklaracija: Specialusis ugdymas ir jo vystymo metmenys. (1996). *Švietimo naujovės*, 1, 3–20.
[65] *Lietuvos Respublikos Specialiojo ugdymo įstatymas* (1998-12-15 Nr. VIII-969).

1997[66]). Finders and Lewis (1994)[67] claim that practice of family involvement is usually based on traditionally common model of problem solution in medicated ways, when a specialist is considered to be an expert, a child is a problem, and family involvement is formal. The clause shows the most common difficulties of parents' involvement and collaboration, meeting students' special educational needs in a comprehensive school, stages of collaborative relations with parents are presented. The fifth clause (1.2.5.) reveals six collaborative consultation models (Dettmer et al., 1999[9]): the triadic model, the Stephens/systems model, the resource/consulting model and the School Consultation Committee model. Structural and relationship peculiarities, links with the model, constructed in our country, are defined. Having summarized the theoretical data, a theoretical model of collaboration was made and presented. The model was used to anticipate strategies of collaborative situation, methodology of collaboration and model construction.

Section 2. Identification of the situation in collaboration of the participants of education process, meeting special educational needs.

In the second section of the dissertation design of the research, characteristic of the span of the research are presented; real situation of collaboration meeting special educational needs is analyzed on the grounds of the data of parents, teachers and students' questionnaire. Structure and expressiveness of parents, teachers and students' attitudes towards special education and collaboration is presented.

In the first subsection (2.1.) methodology of the research is revealed. The research comprises two stages: 1) identification of the collaboration situation meeting special educational needs, spread and expressiveness of attitudes of the participants of education process; 2) construction of a collaboration model and methodology in a comprehensive school, evaluation of the purposefulness of collaboration. In the first stage quantitative research and in the second – qualitative research dominate. Methodology of the research (first (2.1.1.) clause) shows "Identification of the situation of collaboration among the participants of education process, meeting special educational needs; constructional process of collaboration model and design of the research (see picture 1).

Stage I. Identification of the collaboration situation meeting special educational needs, spread and expressiveness of attitudes of the participants of education process.
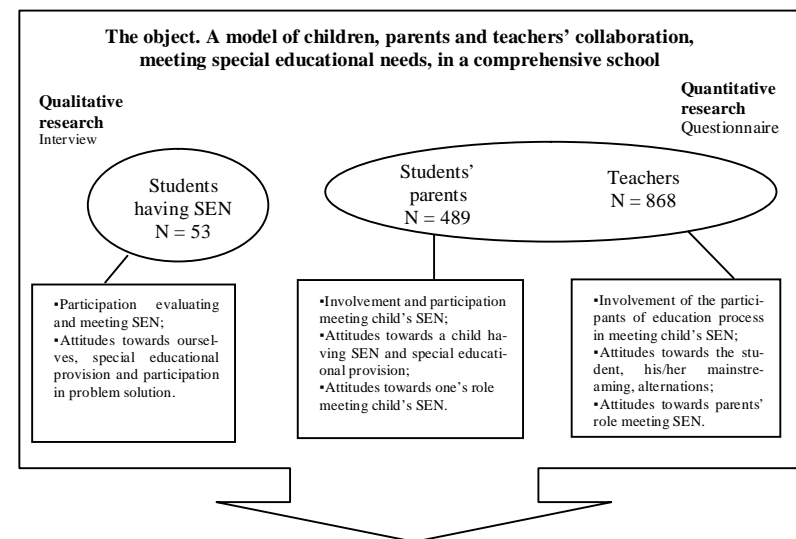
Stage II. Construction of a collaboration model in a comprehensive school.
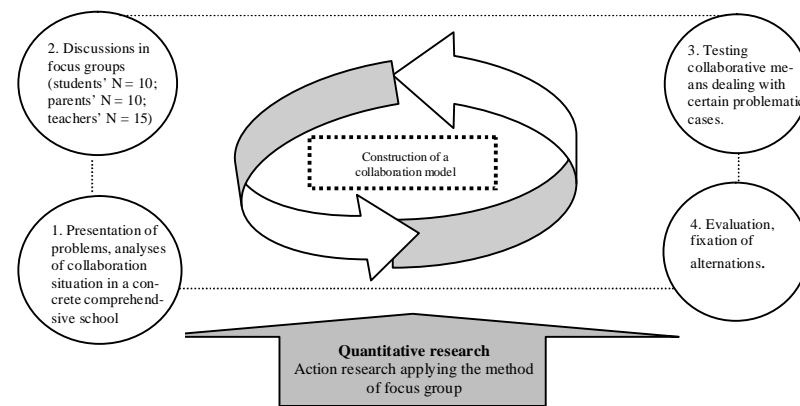
Pict. 1. Identification of the situation of collaboration among the participants of education process, meeting special educational needs; constructional process of collaboration model and design of the research

[66] Turnbull, A. P., Turnbull H.R. (1997). *Families, professionals, and exceptionality: A special partnership*. Upper Saddle River, NJ: Prentice-Hall, Inc.
[67] Finders, M., Lewis, C. (1994). Why some parents don't come to school. *Educational Leadership*, 51 (8), 50–54.

Applied methods of the research are being discussed in the second section (2.1.2.). *Systematic* approach, described in methodology of scientific researches, was referred to (Kardelis, 2002[43]; Merkys, 1995[41]), while carrying out the research, when qualitative and quantitative methods of research are being coordinated and integrated interchangeably. Such coordination of methods is often used under the notion of **triangulation** (Merkys, 1995[41]; Šaparnis, 2000[42]). Questionnaire (Merkys, 1995[41]; Charles, 1999[68]; Kardelis, 2002[43]) method (method of compiling quantity type of data) and qualitative methods: individual semi-structured interview (Merkys, 1995[41]; Žydžiūnaitė, 2001[69]; Kardelis, 2002[43]), content analysis (Merkys, 1995[41]; Burns, 2000[70]; Белановский, 2001[71]) were used in the first stage of the research, seeking to get to know the situation of collaboration, meeting special educational needs in comprehensive school. Statistic methods of data analysis were used **to work out** the data: descriptive statistics, cluster analysis, factorial analysis, method of multidimensional scaling. Characteristics of the research span are presented in the third section. 1357 respondents participated in the research, while using the **method of questioning.** 489 parents, bringing up children with special educational needs, who study at different types (primary, basic, secondary) of comprehensive schools; 688 teachers (primary and senior class teachers, special pedagogues, speech therapists, social educators) who educate children with special educational needs; 180 comprehensive school leaders (directors and assistant directors, supervising special education). 53 schoolchildren, studying in Šiauliai, Klaipėda towns and Kaišiadorys, Radviliškis region secondary schools (total number is 9) were interrogated, using the **interview method**. On the average 6 students were interrogated in every school, chosen incidentally, only by the list of SEN students, purposefully choosing according to classes.

The second section (2.2.) describes the situations, identified in the reality of education, which define elements, chosen forms of communication of the participants' common activity, meeting special educational needs. Referring to the opinion of interrogated teachers and parents it was stated that teachers get little into contact with parents, quite often there are no opportunities to work out children's educational problems together. Teachers try to emphasize positive aspects of the child's education but most often parents are informed about the difficulties in their studies, they do not always understand their lexis. Little attention is given to the family's needs (need for help, most appropriate ways of communicating with the family), possibilities to help the child. Individual and very often one-way forms of giving information dominate:

individual conversations, common parents' meetings, remarks in record-books, conversations on the phone. Specialists almost never have contact with parents. Teachers' communication among themselves is more active but more often oriented to individual conversations, consultations, individual perfection, but not to teamwork and collegial solution of problems. School leaders support and encourage persons, working with SEN students, but underestimate the results of teamwork, not always create appropriate working conditions and have problems budgeting and giving financial support.

The most important participant of the process i.e. the student, very often stays away, when solving his relevant problems. In the reality of educating, the student (child) only *sometimes takes part* in common meetings with adults (53% teachers, 46% parents stated this). Even one third of the respondents (36% teachers, 35% parents) stated that a child never participates in the meetings.

Only a very small part of the respondents (6% teachers 14% parents) stated that the child takes part in every common meeting (see picture 2).
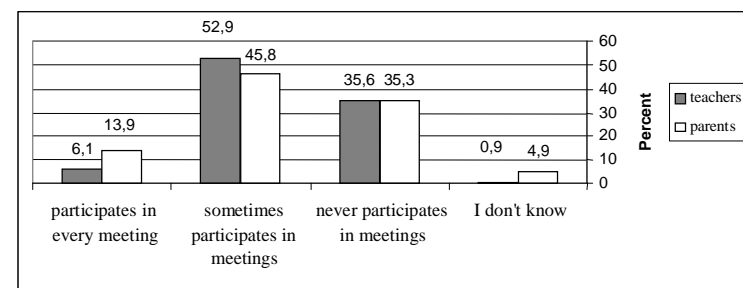
Pict. 2. Child's involvement in his problem solutions

The third subsection reveals the structure and expression of parents' social attitudes towards meeting special educational needs and collaboration.(section 2.3.1.); connection of parents' socio-demographic characteristics and social attitudes (section 2.3.2.); the most characteristic types of parents bringing up a child with special educational needs are identified (section 2.3.3.). The structure of parents' attitudes towards meeting children's special educational needs and cooperation is formed of such elements: *child's social emotional state; purposefulness of social educational activity; standard oriented behaviour; trust in child's possibilities; argument of adults' dominance; negation of child's involvement; trust in professionals; special intervention as child's segregation; not observing the results of education; parents empowering information; resource devotion (attention and time) for child's education; sharing responsibility for child's education; parents'*

[68] Charles, C. M. (1999*). Pedagoginio tyrimo įvadas.* Vilnius: Alma littera.
[69] Žydžiūnaitė, V. (2001). *Slaugos mokslinių tyrimų metodologijos pagrindai.* Vilnius.
[70] Burns, R. B. (2000). *Introduction to Research methods.* London, Thousand Oaks, New Delhi: SAGE Publication.
[71] Белановский, С. А. (2001). *Метод фокус-групп.* Москва: Никколо-Медина.

psychological state. Parents' positive attitudes towards their role, optimistic attitudes towards their child among majority of parents, reasonably good state of parents' wellbeing have been identified. The most problems show up in parents' attitudes towards special intervention, children's participation in their problem solution and possession of empowering information about special intervention. With the help of analysis of correlation, statistic links among the components were stated. Statistically important links of components show that parents' situation, in the context of cooperation meeting special educational needs, is in large part determined by their psychological state and the assumed role and the level of involvement into the process of child's education are influenced by the experience of cooperation with teachers and professionals, peculiarities of sharing information, approach towards special educational intervention. Social demographical characteristics of the family have influence on such expression of attitudes. Young parents are more authoritarian and more often than older parents approve of adults' dominance in solution of child's problems. Parents living in towns (county centres) have more trust in specialists, are intended to share responsibility for the education of the child, more often than others are likely to give child an active role while solving his educational problems. It was stated that less educated parents and parents with small financial income more often ignore the child's education results, are less intended to share responsibility for the child's education and take passive role meeting special educational needs. Application of cluster analysis (K-Mean method) was directed to setting the types of parents bringing up child with SEN. Four types have been found: *oriented to the child, anxious about his segregation* (N = 89); *oriented to the child and trust in school* (N = 121); *authoritarian, distrustful and angry* (N = 59); *authoritarian, oriented to the result* (N = 113).

The fourth subsection looks into the structure and expressiveness of teachers' attitudes towards meeting the children's special educational needs and collaboration in comprehensive school (section 2.4.1.); the link of teachers' socio-demographic characteristics and social attitudes (section 2.4.2.); the most specific types of teachers, developing children with special educational needs, are identified (section 2.4.3.).The structure of teachers' attitudes, meeting special educational needs and collaboration, is formed of such elements: *child's social emotional state; purposefulness of social educational activity; behaviour oriented to standard; trust in child's possibilities; argumentation of adult dominance; negation of child's involvement; arguments in favour of segregation; negation of specialists' role; teachers' inability to share roles; acknowledgement of parents' cooperation; parents are child's experts; depreciation of parents' competencies; parents' accusation; positive approach towards collaboration; rigidity; resistance to changes.* School leaders' structure of attitudes was comprised of *arguments in favour of segregation;*

negation of specialists' role; negation of parents' role; positive approach towards collaboration; rigidity; resistance to changes. Teachers often construct pessimistic image of a SEN student, orient to weak sides, disorders of the child, do not put trust in his possibilities; acknowledging child's potential to understand the problems and get involved in their solution, they do not approve of his active participation and are in favour of adult dominance; Appreciating theoretical statements, teachers and school leaders demonstrate tolerance and approve of SEN children's education in comprehensive school, but talking of their own interaction, segregative ideas become more popular; still a lot of teachers are inclined to depreciate parents' role in the process of education; sharing roles causes difficulties, meeting students' special educational needs. Statistically important coincidences and inter-correlation has been stated almost among all the components. Teachers' negative attitudes towards a student, having special educational needs, possibilities of mainstreaming, rigidity and resistance to changes determine expressiveness of unfavourable factors in the situations of collaboration (child's involvement when solving the negation of the problem, understatement of parents' role, negation of specialists' role and disability to share the roles). Peculiarities of the expressiveness of attitudes are determined by teachers' social demographic characteristics. Younger teachers more often than other teachers construct positive and optimistic image of a student having special educational needs, trust in his possibilities, more acknowledge parents' role and competencies in the process of child's education, are more open to alterations and support ideas of integration. Meanwhile older teachers (especially of retirement age) are more conservative, resistant to changes, ideas if integration, have negative approach towards educational possibilities of a child having special educational needs. Exclusive feature of teachers who work in villages is understatement of the parents' and the child's role solving the problems of special educational needs, ignorance of the role of specialists. The results of the research show that specialists (special educators, speech therapists, social pedagogues) are the least to resist alterations and have most positive approach towards collaboration of the participants of educational process, more often than others support ideas of integration, are least inclined to blame the parents, acknowledge them as child's experts. Resistance to changes, processes of integration, skeptical approach towards collaboration and specialists' activity in comprehensive school is more characteristic of senior class teachers. Three types of teachers, educating students, having special educational needs, have been stated: *oriented to integration, open to alterations, acknowledging parents' collaboration and competencies* (N = 154); *oriented to segregation, formally is not resistant to alterations, formally acknowledges the importance of parents' role, blames parents' for passivity* (N = 235); *oriented to segregation, resistant to alterations, blames parents and underestimates their competence* (N = 184).

School leaders formed two groups: *oriented to integration* (N = 102)*; oriented to segregation* (N = 62).

Fifth subsection presents students', having special educational needs, opinion of special educational provision and their role in solution of educational problems. Generalization of the results of the interview pointed out 11 categories, made of 85 subcategories, and revealed students' approach. It emerged that approach towards themselves and studying possibilities differed between the students of senior and junior classes. Junior class pupils more often construct their positive image (appoint themselves positive features, experience success, trust in their opportunities), but among senior class students negative approach towards themselves dominates (disbelief in their possibilities, bad physical- emotional state, feeling of disappointment). Students often feel negative attitudes of his peers, parents, teachers towards themselves and very often even ignorance or rejection. Special pedagogical provision is being supervised very controversially. The students acknowledge the need of provision but for ones it is a natural part of the process of education and a way to seek for better results of education, for others special educational help is a form of their isolation from their peers, which does not provide any perceptible results, causing negative reactions of the peers and conditioning bad state of SEN students. Students having special educational needs are not acknowledged as equal partners meeting special educational needs. Such students are being under-socialized, educational provision and priorities of activity are most often intended being absent in the meetings of the team, they are not provided important information. Students often assign themselves passive role in the process of meeting special educational needs and do not show any interest in participating in their problem, connected with education, solution. Such decision is determined by fear of negative information, negative experience and indifference, fear of adults and uncertainty, disbelief in their opportunities. The students who have an experience of participation in the meetings of a team, acknowledged the importance of common problems and wish to participate in solution of their own problems. The motives of such decision are objective and positive information, need for concrete advice and expectation for success.

Section 3. Construction of a collaboration model for the participants of education process applying action research

The third section presents methodology of collaboration construction; the process of construction of collaboration model in specific situations of meeting special educational needs is being analyzed. The content of subjective reflections of the participants of educational process is presented, collaboration model, constructed by a focus group of participants, possibilities to realize this model in practice, subjective changes are identified. Methodology of action research is presented in the first subsection (3.1.) and characteristics of the second stage of the research.

The plan of actions is based on cyclical model of K. Lewin's classical action research and method principles of focus group. Action research took place in one secondary school in Šiauliai. Members of Special Educational Committee and members of school community (SEN students, their parents and teachers) took part at this stage of the research. Principle of voluntary resolve was the main principle followed, while selecting the participants of the research. The only condition raised by the organizers of the research was participation of SEN students, who study in forms 4–5, their parents and the teachers, who work with these children. 10 students, having special educational needs, their parents and 15 teachers (coordinator of special education, speech therapist, social pedagogue, 2 special educators, 3 primary class teachers, 7 senior class teachers) got involved into the research.

Collaboration situation in the secondary school is being analyzed in the second subsection (3.2.). The situation evaluation was performed in three stages: stage 1 – group interview with regular members of Special education board of the school; stage 2 – group interview with parents of students (4–5th forms) having SEN; stage 3 – individual interviews with students of 4–5th forms, having SEN. Having analyzed and summed up the interview results it emerged that identified situation essentially coincides with collaboration situation, dominating in schools of Lithuania. Positive factors characteristic of school community, participating in the research are: good relationship among the teachers and initiative of interactions, trust in specialists, active role of special education coordinator, empathy of the teachers, more positive than negative image of the students towards themselves, students' positive approach towards special educational provision.

Third subsection (3.3.) analyzes the content of subjective reflections during the research and the process of construction of collaboration model. In order to clarify students' expectations and possible subjective reactions, while participating in the meeting and solving education problems together with adults, activity of students having special educational needs and studying in forms 4–5, was organized. Methods of role play and projection were employed while organizing students' activity in a group. Generalization of the content of students' discussion revealed that peculiarities of student's state discussing education problems together individual features and satisfaction of expectations. Students give their parents a role of a representative, expecting to be supported and understood. The students' main requirement to the teachers is objectivity and positivism.

Activity of parents' and teachers' focus groups was organized employing methods of role play and analysis of modeled practical situations. Summing-up of the content of all group discussions and individual reflections revealed that

collaboration among the participants of educational process was evaluated as one of the ways in benefiting to avoid conflicts. Parents feel responsibility for providing help to their children at home, they are inclined to take part of responsibility regarding initiative in collaboration with teachers but they look forward to empathy, welcome, positive approach towards their child, advice, psychological provision (or just psychological support). Exceptional role is given to teachers while providing child's psychological security in the class and at school (creating favourable microclimate in the class and encouraging positive approach of peers to those with mental disorders). Teachers' attitude towards parents' role was not unanimous and contacts with parents are often problematic. While describing criteria of efficient collaboration with parents, the participants most often emphasized factors, connected with communicative skills (empathy, listening, sincerity, positive approach), ability to choose efficient means of collaboration. Parents are expected trust in teachers' competence, acknowledgement of child's disorder and incentive initiating interactions. Discussion of teachers' collaboration meeting special educational needs enabled teachers to get to know each others expectations and understand their roles better in the process of meeting child's special educational needs. Teacher's expectations from the specialists were more connected with want of information about the child and his education and specific help (educating the child in class, involving parents), and specialists expressed an expectation that teachers ought to change their approach towards SEN children (positive approach is very important), show more initiative looking for and exchanging information. The most contradictory discussion was about child involvement while discussing his problems and parent's participation in the process of child's education. Teachers, though not entirely unanimously, accepted the importance of child's involvement in his problem solution. In the participants' submission, the success of child's involvement and collaboration will depend upon the child's preliminary readiness to participate, cognition of child's and family's individuality, providing information to parents, child's voluntary participation, giving active role to the child during the meeting, systematic meetings and continual process, teachers' readiness for common problem solution. Strategy of practical action analysis and construction of collaboration model employing action research and focus group model allowed reaching participants' positive changes of state during the discussions, encouraged participants' self-reflections, critical analysis of their activity, let acquire the feeling of community. During the reflective practice abstract knowledge was enlarged by new knowledge, sharing information and experience in a group was acknowledged to be one of ways to perfection, encouraging to raise new objectives.

Fixed categories of a focus group formed components (36 components) of constructed collaboration model during the discussion, which were called the features of successful collaboration. Seeking to approbate constructed collaboration model, the participants were offered to evaluate each one more time (structural components of the model were presented in the questionnaire). Thus basic, important and not important features were singled out.

Basic factors were pointed out as *orientation to help to a child* (100%), *sharing information* (96%), *peer involvement seeking for social adaptation* (91%), *common solution of problems* (87%), *orientation to disorder and the problems* (83%), *good relationship among the teachers* (83%), *help to the teachers* (83%), *sincerity* (82%), *listening* (78%) ,*acknowledgement of teachers' competencies* (78%), *positive approach towards children having special educational needs or other disorders* (74%), *continuity* (74%), *sharing roles and responsibility* (70%), *simplicity of language* (70%), *trust* (70%), *acknowledgement of child's and family's individuality* (65%), *child's active role* (61%), *child's preliminary preparation to participate and solve his problems* (61%), *establishing system of common activity* (61%), *positivism* (57%), *parents' involvement into the process of common activity* (56%), *support of administration* (56%). **Important factors** were pointed out as *openness to alterations, acknowledgement of parents' competencies*, (basic factor – 52%, important factor – 39%, not important – 9%), *empathy* (basic factor – 52%, important factor – 48%), *family's acknowledgement* (basic factor – 52%, important factor – 44%, not important 1%), *teachers' initiative* (basic factor – 52%, important factor – 35%, not important – 13%), *parents' initiative* (basic factor – 48%, important factor – 17%, not important – 35%), *help to the family* (basic factor – 44%, important factor – 52%, not important – 4%), *voluntary resolve* (basic factor – 35%, important factor – 61%, not important – 4%). **Not important factors** (i.e. having negative influence) were pointed out as *disability and withdrawal when facing difficulties of family involvement (*not important factor – 74%), *avoiding responsibility* (91%), *blaming parents* (91%), *parents' understatement* (91%), *taking over negative emotions* (96%), *authority of adults* (100%). Method of logistic regression benefited in finding opinion differences among different groups with the help of which probability of influence of independent variables upon dependent variables was forecasted (how much it is expected that parents or teachers will choose more often one or another factor). According to the results of logistic analysis and frequentative ratings a tendency that parents give importance to such factors as *simplicity of language* (p = 0,087), *parents' initiative* (p = 0,031), *listening* (p = 0,244), *openness to alterations* (p = 0,232) was seen, and teachers three times more often than parents (Exp(B) = 3,492) are inclined to acknowledge the importance of *positive approach towards children having disorders* (p ≤ 0,128).

Collaboration model meeting special educational needs was constructed according to theoretical model of collaboration and the results of action research (see picture 3).

CONTEXT (values, attitudes, external provision)
§ Orientation towards help to child § Positive approach towards children having special educational needs § **Orientation towards disorder*** § **Provision to teachers*** § Acknowledgement of child's and family's individuality § Support of administration § Acknowledgement of parents' competencies § Acknowledgement of teachers' competencies § Openness to alterations

PROCESS	
Communication abilities	**Structure**
§ Sincerity § Listening § Empathy § Trust § Positivism § Simplicity of language	§ Child's active role § Parents' involvement in the process of common activity § Voluntary resolve § Good relationship among teachers and collaboration § **Peer involvement seeking for child's social adaptation***
Collaboration environment and means	**Resource management and supervision, evaluation**
§ Child's preliminary preparation to participate and solve his problems § Sharing information § Forms and ways of collaboration § Common problem solution § Sharing roles and responsibility § Family support § Teachers' initiative § Parents' initiative	§ Continuity § Evaluation (of self reflection) § Efficient organization and supervision

CONTENT
Fund of knowledge about expectations of the participants of the process, possibilities, forms and methods of collaboration, takeover of valuable experience

* components that showed up during the research, complementing theoretical model of collaboration

Pict. 3. Model of collaboration meeting SEN

Many components of the model coincide with the components of theoretical model. Specifically for the situation of Lithuania, both parents' and teachers' **orientation to child's disability (disorder), bigger** demand of **provision to teachers** and **importance of peer involvement seeking for child's social adaptation** are being emphasized. Parents' and teachers' orientation towards the disorder was more associated with the objectives of child's cognition and more efficient provision rather than prominence of the disorder as child's problem at the end of the discussion. The most important guide to values and basic criteria of collaboration was acknowledged *orientation towards help to child*, not of less importance *positive approach towards children having SEN* by absolute solidity of participants.

The fourth subsection (3.4) describes how collaboration was modelled in specific practical situations meeting special educational needs. By common agreement of focus group participants meeting of all the participants of the process (children, parents, teachers) was held first of all, and analysis of children' s education results with the families, that took part in the research, was carried out, thus testing discussed forms of collaboration. Four meetings of special education board were held, during which concrete problematic cases were tackled. The child having special educational needs, his parents, class (subject) teacher, tutor, (dealing with problems of senior class students), specialists (special educator, speech therapist, social pedagogue), the head of school special education board were asked to participate. Several days after the meeting, that analysed real problematic cases, all the individuals who had participated in the meeting were interrogated using the method of individual interview.

Having generalized the results of the interview it appeared that case analysis allowed seeking for objectives of common problem solution, getting new information about the child and his family. It was observed that after the meetings students more positively described their state of mind at school, identified more concrete ways of self contribution. Participation while discussing problems did not always ensure active student's role but most cases provided satisfaction with common activity and its result. Parents and teachers acknowledged the importance of child's participation and his ability to involve. Successful proceeding of the discussion, peculiarities of the child's state and role while discussing the problems are associated with individuality of the child and his family. Teachers succeeded in sticking to positivism, orientation to family, criteria of child's preparation; realisation of the principle of voluntary participation resolve; creating good atmosphere for talk, openness. Parents' satisfaction with special provision and its results, acknowledgement of specialist competencies, good state of mind during the meeting allow to think that appropriate strategy of collaboration with parents has been chosen but exposed problems (fluster, shortage of gained information and its specification, accusations to teachers, need for more appropriate physical environment) direct at looking for the ways of their solutions and avoid difficulties in collaboration.

The results of evaluation of subjective alterations are presented in the fifth subsection (3.5). Seeking to fixate changes in individual level in some specific stages (in groups focused before the action-*first evaluation;* groups focused after the action – *second evaluation*; two months after the discussions in groups – *third evaluation*) teachers were asked to answer questions in writing, connected with their activity meeting students' special educational needs. Generalized results pointed out four categories which reflect four aspects of evaluation: 1) priority spheres educating SEN children; 2) difficulties emerging to teachers; 3) content of advice to parents; 4) content of advice to oneself.

The results of the research revealed that action research employing the method of focus group enabled teachers to reflect and rearrange priorities of activity educating a SEN child: orientation towards knowledge and result,

emphasis of disorder was replaced and complemented by striving for child's individuality acknowledgement, orientation towards provision considering disorder (see pictures 4, 5).
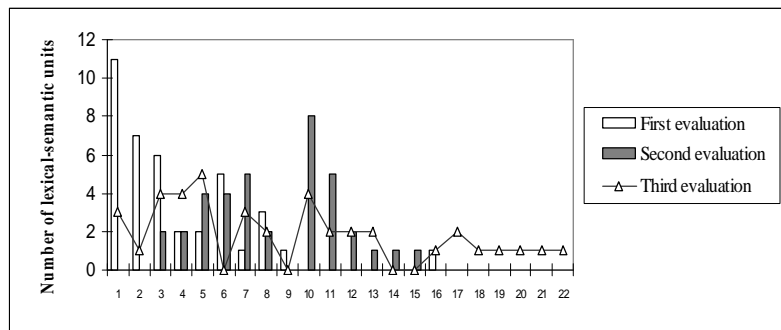
Pict. 4. Priority spheres educating a SEN child

1. Knowledge. 2. Collaboration. 3. Orientation to disorder. 4. Orientation to child's provision. 5. Child's acceptance. 6. Child's good state of mind. 7. Positivism. 8. Contact with child. 9. Peer support. 10. Acknowledgement of student's individuality. 11. Parents' involvement. 12. Sharing information. 13. Students' motivation to study. 14. Sincerity. 15. Planning. 16. Provision to teachers. 17. Social adaptation and integration. 18. Perfection and initiative. 19. Educators' positive approach towards the child. 20. Empowerment of a student. 21. Empathy. 22. Acknowledgement.
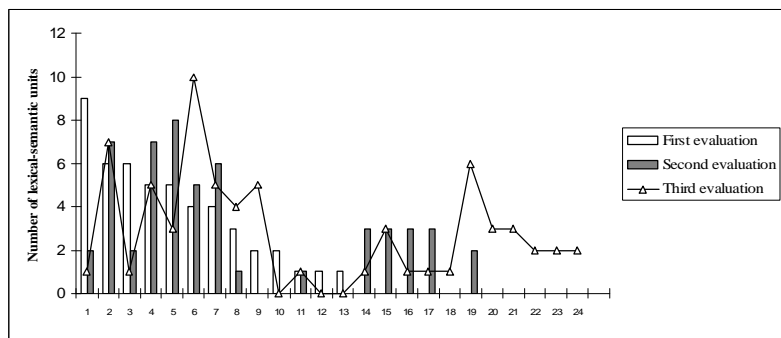
Pict. 5. Content of advice to oneself

1. Preparation of educational material. 2. Personality traits. 3. Individual provision to child. 4. Perfection, professional knowledge. 5. Parents' involvement. 6. Acknowledgement of child's individuality. 7. Orientation towards provision to child. 8. Initiative communicating with teachers. 9. Positivism. 10. Student's knowledge, result. 11. Trust in child's possibilities. 12. Student's good state of mind. 13. Self-satisfaction with one's activity. 14. Child's active role. 15. Openness to alterations. 16. Establishment of collaboration system. 17. Solution of common problems. 18. Parents' – teachers' assistants. 19. Sharing information. 20. Inter-trainings. 21. Listening. 22. Student's acceptance. 23. Empathy. 24. Child's social integration.

Teachers acknowledged their responsibility for parents' involvement and initiating interactions (parents' initiative as the basic factor was less emphasized in the process of the research). When the research was over parents were given positive role in the process of education (positivism, parents – child's experts, sincerity etc.). The most obvious changes have been spotted in the sphere of attitude towards a child having SEN. Acknowledgement of child's individuality, orientation to provide help to the child in the class reflect attitudes of social-interactive paradigm. A part of teachers provide students active role discussing educational problems and meeting SEN. After the first stage of the research (just after the discussions) striking positive changes, connected with the situation of collaboration of the participants of the process, were noticed, but the results of the third evaluation showed that practical activity in natural everyday situations take the teacher back to customary model of activity (number of lexical-semantic units in positive categories, connected with social paradigm, identified in the second evaluation, in many cases decreased in the last stage of evaluation). Nevertheless, activity in natural situations yet more strengthened teachers' orientation to provide support to the child, striving to get to know the SEN student better, acknowledge child's individuality, desire to seek for personal perfection (tolerance, patience, empathy, positivism).

CONCLUSIONS

1. Having performed theoretical operationalization of the object, it was revealed that the base of collaboration, meeting special educational needs, is formed of common activity of members of the team, while planning, solving problems, making decisions in the process of meeting special educational needs. Factors, determining the run and result of collaboration process, are connected with specific social-cultural and institutional context (political structures, laws, cultural specifications, attitudes of participating individuals etc.), responsible persons' ability to organize the process of activity, prefiguring content in particular (different in every case) context. Description of basic components of collaboration construction – readiness to collaborate, establishment of roles and functions of participants, prefiguring and evaluation of collaboration environment and means – enabled to reason the process of method and model construction.

2. The results of the research revealed that children, having special educational needs and their parents often appear in the situation of isolation in comprehensive schools of Lithuania – SEN students lack communication, often there are no possibilities to involve and solve children's educational problems together, their possibilities and needs are not evaluated enough. Parents' and specialists' interactions are especially limited.

3. It was stated that teachers' communication among themselves is more often oriented to individual conversations, consultations, individual perfection, but not to team work and collegial solution of problems. One way information provision dominates in communication with parents. Undereeficient system of communication and information spread limits possible interactions, does not encourage complex interaction of all the participants of the process of education and common problem solution. Leaders underestimate the results of common work.

4. Students often feel teachers' negative attitudes towards them, ignorance, rejection. In relation with their parents they do not avoid problems in communication, they often hear negative evaluations. Moving up from one class to another (growing up) the student's selfimage becomes more and more negative, trust in their possibilities decreases. Students assign themselves passive role in the process of meeting special educational needs and do not want to participate in their problem solution connected with education problems, being afraid of negative information, adult authority, having mistrust in their possibilities to involve.

5. Structure and expressiveness of parents' and teachers' attitudes towards special education and collaboration has been identified. Structure of parents' attitudes shows positive image of a child having SEN, constructed by parents, tendency to depreciate child's ability to involve into solution of educational problems. Some structural components revealed parents' positive approach towards their role, meeting child's special educational needs, ambiguous evaluation of special educational provision (parents trust specialists, but evaluate special educational provision as a form of child's disjuncture). Teachers often construct pessimistic image of a student having special educational needs, orient to students' weak sides, disorders, do not trust in child's possibilities; do not approve of child's active participation and stand for adult dominance though acknowledge children's potential to understand their problems and involve into their solution; appreciating theoretical statements teachers and school leaders demonstrate tolerance and approve of SEN children's education in comprehensive schools but when talking about personal interaction segregative ideas are supported more often; yet many teachers are inclined to depreciate parents' role in the process of child's education; difficulties in sharing roles emerge, meeting students' special educational needs. Social demographical characteristics condition parents' and teachers' peculiarities of expression of attitudes. Stated structure and expression of parents' and teachers' attitudes towards special education and collaboration enabled to evaluate the factors, determining the situation of collaboration, which pointed out two main dimensions:

§ dimension of the attitude towards a child having special educational needs and choice of educational paradigms;

§ dimension of the participants' attitudes, competencies and responsibility in collaboration process.

6. The results of the research show that negative child's with SEN image, prevailing among teachers, approval of segregation attitudes, rigidity and resistance to alternations have negative effect on collaborative situation, meeting special educational needs (child and parents' involvement into problem solution, ability to share roles) in a comprehensive school.

7. Considering the collaborative situation (on a country scale) and concrete institutional context (on a school scale), collaboration methodology has been suggested, the basis of which is action research with focus group method applied. The results of the research confirm effectiveness of the methodology, because activity in focus groups, analysis of practice studies, discussions and role exchange has enabled:

§ the participants of the education process to know their expectations better, understand their role in the process of meeting child's special educational needs;

§ consider and regroup education priorities of a child having SEN;

§ develop general educational competencies (collaborative skills, empathy);

§ predict factors of successful collaboration and create a collaboration model, meeting special educational needs;

§ encourage participants' self-reflections, critical analysis of their activities, have a feeling of community;

§ expand abstract knowledge with new knowledge, give concrete meaning to the abstract concept of collaboration

§ acknowledge the importance of teachers' initiative involving parents in children's educational process, evaluate parents' role in child's educational process more positively;

§ change positively teachers' attitudes towards a child having special educational needs (acknowledgement of child's disability, orientation towards help in the classroom reflect attitudes of social paradigm that have changed orientation towards knowledge, the result and disorder, prevailing in the beginning of the research).

8. Analysis of individual cases when there is common problem solution and participation of all the members of educational process reflects action alternations at institutional level. Case analysis with participation of all the members of educational process enables to strive for objectives of common problem solution, involve all the participants of educational process and confirms possibilities of collaborative model realization in educational reality:

§ children have evaluated their state more favourably, found out more concrete ways of self-support;

§ children and parents play important and active role solving educational problems;

§ teachers follow criteria of positivism, orientation towards family, child's preparation to participate;

§ principle of voluntary decision to participate is realized;

§ favourable atmosphere for open dialogue is created;

§ teachers have acknowledged parents' interest in child's education and their wish to cooperate;

§ active parents' role in common problem solution;

§ adults have acknowledged the importance of child's participation and his/her ability to get involved.

9. Members of the research focus group have constructed and approbated the model of collaboration, meeting special educational needs in a comprehensive school. The main components of the model basically correspond to generalized structure of the theoretical model. Both, parents and teachers' *orientation towards child's disability (disorder)*, stronger *teachers' need for provision*, the emphasized *importance of peer involvement, seeking better social adaptation of a child*, is specific for Lithuania's situation. In the end of discussion parents and teachers' orientation towards disability was more related to the objectives of child's cognition and more effective provision than emphasizing the disorder as a child's problem.

DISCUSSION

Findings of the research, which intends to identify the collaborative situation meeting special educational needs in a comprehensive school, coincide with the findings of the researches that have been carried out in Western Europe, the USA and other countries during recent decades. They state that despite feasible and regulated by laws family-orientated interaction in planning and implementation of programs on special education, specialists and teachers still dominate making decisions; family involvement practice is usually based on traditionally prevailing medical model of problem solution, and family involvement is considered to be an unnecessary formality. There are hardly any thorough researches on collaboration meeting special educational needs in the context of Lithuania. Some links with the research "Optimization of Early Rehabilitation Service Activities in Construction of a Family Collaboration Model", carried out by Ališauskienė (2002)[37], can be found, where parents and specialists' collaboration possibilities in early rehabilitation services are revealed. This dissertational research is exclusive as it is the first research, which thoroughly reveals the collaborative situation and possibilities to involve every participant, meeting students' special educational needs, in the context of a comprehensive school. The topic of collaboration is popular and valued at educational policy, institutional as well as individual levels. However,

in real, practical situations the concept of collaboration is usually misconstrued, teachers refer to unidirectional pass of information to parents, implementation of directions, signing documents, inviting parents to participate in meetings as collaboration. Such interpretations show that teachers usually do not understand the real content of collaboration. This dissertational research has managed not just to reveal the content of collaboration both theoretically and practically, but to implement collaboration in educational reality as well. Theoretical abstract concept of collaboration has been elaborated and transferred into rational methodology.

Peculiarities of collaboration meeting special educational needs can be determined by variety of unfavourable factors, which can be related to teachers' as well as family's situation. Four parental types, identified during the research, have revealed that teachers happen to meet different families: having favourable approach towards school and eager to help their child, or worried about possible child's segregation; authoritarian, demonstrating annoyance and anger, trying to achieve good child's educational results in any case.

Salisbury and Evans (1988)[72] confirmed the assumption that parents' satisfaction with their involvement is directly connected with the number of offered possibilities to participate. Such conclusions are partially connected with the results of the research proving, that parents' situation in the context of collaboration, meeting special educational needs, is very much dependable on their psychological state, and the role assumed and the level of involvement into child's educational process are influenced by the experience of cooperation with teachers and specialists, peculiarities of sharing information, attitude towards special pedagogical assistance. The results of the research show that despite progressive education policy, teachers' and parents' collaboration still remains one of the most problematic spheres.

Many more discussions are aroused concerning the questions of children's equal and active participation, working out educational problems. According to Gillespie and Turnbull (1981)[73] very often both teachers and parents do not want the children to participate in common meetings and talk about their problems on equal rights. The results of the research show that both parents and teachers though acknowledge child's ability to participate solving their educational problems, nevertheless are more inclined to speak in favour of adult dominance, making decisions related with child's education. In this context the results of the research, reflecting child's opinion are significant. Having no possibility to become equal participants of the team, meeting special educational needs, students assign themselves a passive role and do not want to take part in problem

[72] Salisbury, G., Evans, I. M. (1988). Comparison of parent involvement in regular and special education. *Journal of the Association of Persons with Severe Handicaps*, 13, 268–272.
[73] Gilespie, E., Turnbull, A. (1983). It's my IEP: Involving students in the planning process. *Teaching Exceptional Children*, 16(1), 26–29.

solution related with education, experience complicated relationship with their parents, peers, teachers, acknowledging the necessity of special assistance, they very often appreciate it as a form of segregation, suffer from peers' sneering due to special assistance. In accordance with the results of dissertational research we can reasonably state that unfavourable situation of child and family involvement is being conditioned by teachers' negative attitudes towards the child, having special educational needs, his education in comprehensive school, understatement of family and child's role in the process of education, understatement of parents' competencies, resistance to changes and other negative factors, connected with the situation of both teachers and other participants of the process.

Some aspects are important seeking alterations in the situation of collaboration: involvement of all related individuals into the process of planning and common activity, analysis of practical situations and security of direct interaction of all the participants of the process. The most obvious changes have been fixed after the activity, which demanded empathy into other person's situation (exchanging roles) and after parents' and teachers' common discussions, analysis of concrete problematical situations with the presence of all the participants of educational process. These aspects coincide with the conclusions of the research by Ališauskienė (2002)[37], who states that in order to achieve changes in the process of collaboration model construction, case analysis while exchanging roles is extremely significant. Situation analysis while exchanging roles and other activities, connected with establishment of collaboration relationship gave comprehensive school teachers the benefit of getting to know their and other participant's attitudes towards meeting special educational needs and collaboration more thoroughly, encouraged to sum up the activity afresh and seek for changes. The results of the research revealed some problematic aspects of collaboration establishment. It was noticed that practical activity in natural every day situations might take the teacher back to common model of activity. Such tendencies make us think over the strategy of collaboration model construction and, planning researches of a similar character, foresee a longer period of model construction and evaluation. Implementation of collaboration model ought to be a long-lasting, constantly controlled, evaluated and, according to the situation, perfectible process. This is being confirmed by Fullan (1998)[74], who claims that alterations in practical educational activity are a complicated and long-lasting process.

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[74] Fullan, M. (1998). *Pokyčių jėgos*. Vilnius.

Publications of the research

The results of the research were presented in scientific conferences:
§ International scientific conference „Specialiųjų poreikių vaikų ugdymo ir gyvenimo kokybė (angl. Quality and Education of Children Having Special Educational Needs)", 2003 m. spalio 22–24 d., Šiauliai.
§ Scientific conference „Socialinio darbo teorijos ir praktikos sąveika (*angl.* Interaction of Theory and Practice in Social Work)", 2004 m. balandžio 8 d., Vilnius.

The subject matter of the dissertation is published in scientific journals:
1. Ališauskas, A., Miltenienė, L. (2001). Specialiųjų mokymosi poreikių tenkinimas: mokinių požiūris. *Specialusis ugdymas*, 1 (IV), 6–15.
2. Miltenienė, L., Ruškus, J., Ališauskas, A. (2003). Tėvų, auginančių specialiųjų ugdymosi poreikių turintį vaiką, nuostatų į dalyvavimą ugdymo procese struktūra ir raiška. *Specialusis ugdymas*, 2 (9), 24–37.
3. Miltenienė, L. (2004). Pedagogų nuostatos į specialųjį ugdymą ir ugdymo dalyvių bendradarbiavimą: struktūros ir raiškos ypatumai. *Specialusis ugdymas*, 2 (11), 151–165.
4. Miltenienė, L. (2004). Socialinių tinklų kūrimas edukacinėje aplinkoje: tėvų vaidmuo tenkinant specialiuosius ugdymosi poreikius. *Socialinis darbas*, 3 (2), 106–113.
The subject matter of the dissertation is presented in issues of scientific conferences:
§ Miltenienė, L. (2003). Tėvų vaidmuo tenkinant specialiuosius ugdymosi poreikius: tėvų ir pedagogų požiūrių divergencija. *Specialiųjų poreikių vaikų ugdymo ir gyvenimo kokybė: tarptautinės mokslinės konferencijos tezės*, (p. 58–60). Šiauliai.
Spread of the results of the research in other publications:
§ Ališauskienė, S., Miltenienė, L. (2004). *Bendradarbiavimas tenkinant specialiuosius ugdymosi poreikius: mokomoji knyga*. Šiauliai.

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Mokinių specialiųjų ugdymosi poreikių tenkinimas bendrojo lavinimo mokykloje. Bendradarbiavimas ir partnerystė, tenkinant specialiuosius ugdymosi poreikius. Pagalba vaikams, patiriantiems sunkumų dėl specifinės mokymosi negalės.

REZIUMĖ

ĮVADAS

Nepriklausomos Lietuvos valstybės atkūrimas 1990 metų kovo 11 dieną, sukūrė būtinybę imtis sisteminės, visas švietimo sritis aprėpiančios pertvarkos. Lietuvos švietimui per vieną dešimtmetį teko modeliuoti ir kurti iš esmės naujas švietimo strategijas, tikslus, uždavinius, ugdymo turinį, metodus (Lietuvos švietimo reformos apžvalga (1990–2000)[1]). Vadovaudamasi Vakarų Europos valstybėse priimtais ir Lietuvoje aprobuotais tarptautiniais strateginiais dokumentais[2] Lietuvos valstybė atitinkamai kūrė ir tobulino nacionalinius įstatymus. Tarptautiniai dokumentai ir Lietuvos Respublikos įstatymai iš esmės naujai, lyginant su dar nesena ir net iki dabar išlikusia ugdymo praktika,

apibrėžia specialiųjų ugdymosi poreikių (SUP) turinčių vaikų socialinę ir ugdymo padėtį.

Bendradarbiavimas ugdymo procese tiek europiniuose, tiek ir nacionaliniuose dokumentuose pripažįstamas kaip vertybė ir siekiamybė, o kai kurie užsienio šalių autoriai (Walther-Thomas ir kt., 2000[4]) bendradarbiavimą vertina kaip priemonę (kaip esminę integracijos/inkliuzijos sąlygą), leidžiančią siekti numatytų tikslų. Lietuvoje sukurtas specialiosios pedagoginės pagalbos teikimo modelis (*Pedagoginės ir psichologinės pagalbos teikimo modelis*, 2003[5]), suformuotos komandos, atsakingos už ugdytinių SUP tenkinimą. SUP tenkinimo tarpdiscipliniškumas, pasireiškiantis komandiniu specialistų darbu, dar labiau išryškina bendradarbiavimo svarbą specialiojo ugdymo srityje. Remiantis Vakarų ekspertų ir Europos specialiojo ugdymo politikos kūrėjų rekomendacijomis (*Key Principles for Special Needs Education: Recommendations for Policy Makers,* 2003[6]), kaip lygiaverčius partnerius į vaiko ugdymo procesą privalu įtraukti tėvus, suteikti jiems būtiną informaciją, į vaiko ugdymo procesą įtraukti visus susijusius asmenis, glaudžiai bendradarbiauti su šeima. Tokių rekomendacijų prasmingumą patvirtina tyrimų rezultatai įrodantys, jog bendradarbiavimo procesas leidžia pozityviai keisti ugdymo dalyvių nuostatas, skatina dalijimąsi informacija ir naujų žinių kūrimą, vertinimo ir kontrolės procesus (Giangreco ir kt., 1993[7]; Westwood, 1996[8]).

Europos Specialiojo ugdymo plėtros agentūra (*The European Agency for Development in Special Needs Education*), kuri koordinuoja specialiųjų ugdymosi poreikių tenkinimą Europoje, apibrėžia esminius specialiojo ugdymo politikos principus (*Key Principles for Special Needs Education: Recommendations for Policy Makers*, 2003[6]), kurie nubrėžia pagrindinę šiuolaikinio specialiojo ugdymo vystymo kryptį – inkliuziją. Svarbu ieškoti inkliuziją skatinančių priemonių (pakankamų finansinių išteklių; pagalbos pedagogams, dirbantiems su SUP vaikais, būdų) ir efektyvių vertinimo bei atskaitomybės formų.

Išskirti švietimo politikos akcentai nurodo ne tik į naujas, šiuolaikines specialiojo ugdymo plėtros kryptis, tačiau, kaip ir kiekvienas iššūkis, kelia naujus ugdymo praktikos ir strategijos sąveikos probleminius klausimus.

§ *Kaip švietimo politikos pokyčiai realizuojami ugdymo institucijų praktinėje veikloje?* Kiekvienoje šalyje SUP tenkinimo situacija yra vis kitokia ir individuali, numatomi skirtingi priemonių planai ir strategijos. Lietuvos švietimo politikos formuotojai inicijuoja pozityvius pokyčius kryptimi „iš viršaus į apačią", tačiau kyla klausimas, kiek formalusis kontekstas sutampa su ugdomąja praktika.

§ *Kokios nuostatos būdingos ugdymo proceso dalyviams, tenkinant vaikų specialiuosius ugdymosi poreikius bendrojo lavinimo mokykloje?* Pripažįstama, kad būtina sąlyga siekiant sėkmingo pokyčių įgyvendinimo – teigiamos dalyvių nuostatos ir naujų idėjų palaikymas. Pažangių švietimo idėjų

įgyvendinimo sėkmė dažniausiai priklauso nuo su vaikais dirbančių pedagogų, jų nuostatų, kurios tiesiogiai lemia ugdymo veiklos pobūdį (Dettmer ir kt., 1999[9]; Walter-Thomas ir kt., 2000[4]; Avramidis, Norwich, 2002[10]). Neigiamos nuostatos į negalę yra viena iš priežasčių, kodėl, nepaisant neįgaliųjų socialinės integracijos bei kitų modernių demokratinių švietimo iniciatyvų, šie procesai ugdymo praktikoje vyksta lėtai (Ruškus, 2000[11]).

§ *Kaip bendrojo lavinimo mokykloje, tenkinant specia-liuosius ugdymosi poreikius, realizuojama ugdymo proceso dalyvių bendradarbiavimo idėja?* Sąveika, kuri yra bendradarbiavimo pagrindas, šiuolaikinio ugdymo mokslo yra pripažįstama kaip esminis ugdymo komponentas ir vienas iš ugdymo kokybės veiksnių (Vaitkevičius, 1995[12]; Bitinas, 2000[13]; Jovaiša, 2002[14]). Perėjimas nuo tradicinės konservatyviosios vaiko ugdymo paradigmos prie moderniosios, kuri remiasi humanistinės psichologijos idėjomis ir į vaiką orientuotu ugdymu, pripažįstančiu vaiko galias ir vaiko bei suaugusio žmogaus santykių lygiavertiškumą, aktualizuoja vaiko aktyvaus dalyvavimo tenkinant specialiuosius ugdymosi poreikius problemas. Ugdymo proceso dalyvių bendradarbiavimo pripažinimas vienu iš integracijos ir inkliuzijos svarbiausių komponentų (Ambrukaitis, Ruškus, 2002[15]; *Key Principles for Special Needs Education: Recommendations for Policy Makers*, 2003[6]; Galkienė, 2003[16]) skatina geriau pažinti ugdymo realybę šiuo aspektu. Aktyvaus vaidmens tėvams suteikimas, specialistų (specialiųjų pedagogų, logopedų, socialinių pedagogų) veikla bendrojo lavinimo mokykloje sukelia prieštaringas ugdytojų diskusijas ir leidžia įžvelgti galimus formaliojo ir realiojo specialiojo ugdymo konteksto neatitikimus.

Minėti naujosios švietimo politikos ir specialiojo ugdymo praktikos klausimai keliami ne tik švietimo strategų ar ugdytojų diskurse. Tiek užsienio šalyse, tiek ir Lietuvoje, aktyviai plėtojamas ir mokslinis diskursas. Užsienio šalyse (Vakarų Europos valstybėse ir Šiaurės Amerikoje) jau XX a. viduryje susiformavo naujos neįgaliųjų ugdymo ir socialinės integracijos teorijos, prasidėjo socialiniai pokyčiai, integracijos ir inkliuzijos procesai (mūsų šalyje tokie pokyčiai stebimi tik nuo 1991 metų). Per 40–50 metų atlikta daug ir įvairių mokslinių tyrimų, vyko mokslinės diskusijos, buvo ieškoma optimalių problemų sprendimo būdų. Intensyviai analizuojami *integracijos ir inkliuzijos procesai* (Thousand, Villa, 1995[17]; Walther-Thomas ir kt., 2000[4]; Farrell, 2003[18]). Užsienio šalyse intensyviai ieškoma optimalaus inkliuzinio ugdymo modelio. Įgyvendinant inkliuzinio ugdymo programas ir siekiant optimaliai išnaudoti materialinių ir žmogiškųjų išteklių potencialą, itin padaugėjo tyrimų, analizuojančių *bendradarbiavimo tenkinant specialiuosius ugdymosi poreikius struktūrą, galimybes, teigiamus ir neigiamus veiksnius* (Dettmer ir kt., 1999[9]; Walther-Thomas ir kt., 2000[4]). Nemažai dėmesio skiriama *pedagogų tarpu-savio bendradarbiavimo galimybių analizei* (Thousand, Villa, 1995[17]; Stanovich, 1996[19]), tačiau dar intensyviau tyrinėjamas *šeimos įtraukimo ir bendra-*

darbiavimo santykių su tėvais kūrimo procesas (Hughes ir kt., 1994[20]; Armstrong, 1995[21]; Dettmer ir kt., 1999[9]; Dale, 2000[22]). Tyrimais siekiama įrodyti tėvų įtraukimo ir dalyvavimo naudą visiems švietimo bendruomenės nariams, analizuojamas pačių tėvų ir pedagogų požiūris į tėvų vaidmenį vaiko ugdymosi procese, lygiavertės partnerystės galimybes. Pripažįstama, kad tėvų įtraukimas ir bendradarbiavimas su tėvais yra sudėtingas procesas ir pedagogams sukelia sunkumų. V*aiko aktyvaus dalyvavimo kartu sprendžiant ugdy-mosi problemas* (Peters, 1990[23]; Brendtro, Bacon, 1995[24]; Nevin ir kt., 2002[25]) klausimai tyrinėti jau nuo 1970 metų, tačiau tyrimai nebuvo itin gausūs.

Nuo devintojo dešimtmečio ypač padaugėjo tyrimų analizuojančių *peda-gogų, dirbančių su SUP mokiniais, nuostatas* (Dettmer ir kt., 1999[9]; Avramidis ir kt., 2000a[26]; Walter-Thomas ir kt., 2000[4]; Avramidis, Norwich, 2002[10]). Atlikta mokslinių literatūros šaltinių analizė parodė, kad užsienio šalyse tyrimų, analizuojančių integracijos ir inkliuzijos procesus, aktualumas nemažėja. Daug dėmesio skiriama optimalaus bendradarbiavimo modelio paieškai, veiksnių, garantuojančių sėkmingą vaikų ir jų tėvų aktyvų dalyvavimą, tenkinant specialiuosius ugdymosi poreikius, analizei.

Lietuvoje per pastaruosius dešimt metų, kurie praėjo nuo švietimo reformos pradžios, taip pat buvo domimasi pokyčių vyksmu, naujų idėjų sklaida ir raiška ugdymo realybėje. Intensyviausiai tyrinėtas integracijos procesas (tiek teoriniu, tiek praktiniu požiūriu) ir su juo susiję pozityvūs ir negatyvūs veiksniai. Tyrimų gausoje buvo aptikta vos keletas darbų, analizuojančių bendradarbiavimo ypatumus integruoto ugdymo sąlygomis, šeimos ir vaiko įtraukimo tenkinant specialiuosius ugdymosi poreikius galimybes. Tyrimą, nagrinėjantį bendradarbiavimo su šeima procesus ankstyvosios reabilitacijos tarnybose, atliko Ališauskienė (2002)[36]. Ruškus (1998)[37], Ališauskas (2002)[38], Galkienė (2003)[16] savo darbuose užsimena apie pedagoginės sąveikos, kuri remiasi kooperacija su vaiku, turinčiu specialiųjų ugdymosi poreikių, svarbą. Peda-goginio bendradarbiavimo sistemos plėtotės ypatumus bendrojo lavinimo pra-dinėje mokykloje tyrinėjo Kontautienė (2000)[40]. Vis dėlto minėtuose tyrimuose įvairių ugdymo proceso dalyvių bendradarbiavimas, tenkinant specialiuosius ugdymosi poreikius, analizuojamas iš skirtingų pozicijų labiau pabrėžiant vieną ar kitą problemos aspektą.

Socialinio ir mokslinio tyrimo aktualumo apibrėžtis, išskirti švietimo politikos, praktinių pokyčių bei mokslinių tyrimų aspektai rodo keletą ugdymo realybės prieštaravimų, neapibrėžtumų, vienovės tarp ugdymo politikos, teorijos ir praktikos kūrimo sunkumų. Šie prieštaravimai, sunkumai, apibrėžtini kaip **tyrimo problema**, konkretizuojama šiais, žemiau pateiktais, probleminiais klausimais:

§ *Reali bendradarbiavimo situacija.* Kaip konkrečiai realizuojamas bendradarbiavimas šiandienos Lietuvos bendrojo lavinimo mokykloje tenkinant SUP (kaip kuriamos ugdymo proceso dalyvių sąveikos, kaip dažnai jos vyksta,

ar suteikiama galimybių vaikams, turintiems SUP, ir jų tėvams įsitraukti į SUP tenkinimo procesą, kokias bendradarbiavimo formas renkasi pedagogai)?

§ *Bendradarbiavimo dalyvių nuostatos.* Koks yra legitimių, aiškiai apibrėžtų (eksplicitinių) ir subjektyvių (implicitinių) bendradarbiavimo kriterijų atitikimas ugdymo praktikoje (ar atitinka tai, kaip yra apibrėžtas bendradarbiavimas švietimo politikos dokumentuose, ugdymo turinyje, oficialiuose sprendimuose, ir tai, kaip mokytojai subjektyviai suvokia, motyvuoja, vertina, jaučia bendradarbiavimą tenkinant SUP; kaip atitikimas / neatitikimas tarp formalių, oficialių ir neformalių, subjektyvių bendradarbiavimo kriterijų atsispindi konkrečioje ugdymo praktikoje, bendradarbiavimo dalyvių elgesyje)?

§ *Bendradarbiavimo konstravimo metodika ir modelis.* Kaip, kokiu metodu, turėtų būti konstruojamas bendradarbiavimas mokykloje, tenkinant vaikų SUP, ir koks bendradarbiavimo modelis galimas konkrečioje ugdymo aplinkoje (kokios priemonės ir kokie metodai leistų suderinti ugdymo dalyvių skirtingus lūkesčius, poreikius ir galimybes tenkinant SUP, paskatintų individualaus ir institucinio lygmens bendradarbiavimo pokyčius, leistų konstruoti veiksmingą bendradarbiavimo modelį ieškant konkrečių praktinių problemų sprendimo būdų praktinėse situacijose)?

Tyrimo objektas – vaikų, tėvų ir pedagogų bendradarbiavimo, tenkinant specialiuosius ugdymosi poreikius, modelis bendrojo lavinimo mokykloje.

Tyrimo dalykas – į bendradarbiavimo konstravimą nukreipta vaikų, tėvų ir pedagogų veikla, grįsta probleminių situacijų patirties refleksijomis bei į bendradarbiavimo plėtotę orientuotais sprendimais.

Tyrimo tikslas – įvertinus bendradarbiavimo dalyvių nuostatų ypatumus, atskleidus realias bendradarbiavimo praktikas, taikant veiklos tyrimą sukonstruoti bendradarbiavimo, tenkinant specialiuosius ugdymosi poreikius, metodiką ir modelį.

Tyrimo uždaviniai.

1. Operacionalizuoti bendradarbiavimo konceptą siekiant atskleisti teorines ugdymo proceso dalyvių bendradarbiavimo prielaidas bendradarbiavimo sąlygų, struktūros, kūrimo bei raidos aspektais.

2. Remiantis demografiniais-statistiniais duomenimis bei ugdymo praktikos dalyvių patirtimi, aprašyti ugdymo realybėje esančią bendradarbiavimo situaciją, tenkinant specialiuosius ugdymosi poreikius bendrojo lavinimo mokykloje.

3. Identifikuoti mokinių, turinčių specialiųjų ugdymosi poreikių, nuomonių ir nuostatų apie specialiąją pagalbą turinį; jų tėvų bei pedagogų nuostatų į specialiųjų ugdymosi poreikių tenkinimą ir bendradarbiavimą ypatumus.

4. Remiantis teoriniu modeliu bei empirinio tyrimo rezultatais, sukonstruoti bendradarbiavimo metodiką ir ją praktiškai patikrinti konkrečioje specialiojo ugdymo aplinkoje.

5. Remiantis bendradarbiavimo modelio konstravimo ir įgyvendinimo patirtimi, parengti ugdymo proceso dalyvių bendradarbiavimo, tenkinant specialiuosius ugdymosi poreikius bendrojo lavinimo mokykloje, modelį.

Hipotezės.

§ Specialiųjų ugdymosi poreikių turintys moksleiviai ir jų tėvai dažniausiai nėra pripažįstami kaip lygiaverčiai partneriai specialiųjų ugdymosi poreikių tenkinimo procese, jų vaidmuo ugdymo procese yra nuvertinamas.

§ Nepakankamai efektyvi komunikavimo ir informacijos sklaidos sistema riboja galimas sąveikas, neskatina kompeksinės visų ugdymo proceso dalyvių interakcijos ir bendro problemų sprendimo.

§ Neigiamos pedagogų nuostatos į ugdytinį, turintį SUP, integruoto ugdymo galimybes bei priešinimasis pokyčiams lemia nepalankių veiksnių raišką bendradarbiavimo situacijose tenkinant mokinių specialiuosius ugdymosi poreikius.

§ Veiklos tyrimas konkrečiose praktinėse situacijose yra veiksmingas praktinio bendradarbiavimo modelio kūrimo ir išbandymo metodas leidžiantis parinkti optimalias bendradarbiavimą skatinančias priemones, tinkamas konkrečiam socialiniam ir instituciniam kontekstui, inicijuojant pozityvius specialiųjų ugdymosi poreikių tenkinimo ir bendradarbiavimo pokyčius.

Tyrimo metodai. Tyrimas atliktas vadovaujantis trianguliacijos principu tarpusavyje derinant kokybinius ir kiekybinius metodus (Merkys, 1995[41]; Šaparnis, 2000[42]; Kardelis, 2002[43]). Tokį apsisprendimą nulėmė pasirinkto disertacinio tyrimo objekto ypatumai (bendradarbiavimo proceso dalyvių heterogeniškumas ir ugdytojų komandos tarpdiscipliniškumas).

Siekiant operacionalizuoti bendradarbiavimo, tenkinant specialiuosius ugdymosi poreikius, konceptą ir teoriškai pagrįsti ugdymo proceso dalyvių bendradarbiavimo modelį, naudotas *teorinės analizės* (pedagoginės, psichologinės, sociologinės, metodologinės literatūros analizės) metodas.

Pirmajame tyrimo etape (vertinant ugdymo proceso dalyvių nuomonių ir nuostatų ypatumus, identifikuojant egzistuojančias bendradarbiavimo praktikas) daugiau naudoti kiekybiniai tyrimo metodai, kurie leido patikimai įvertinti susidariusią situaciją nagrinėjamu aspektu. Standartizuoto tipo *anketinės apklausos* metodu buvo siekiama identifikuoti ugdymo realybėje esančią bendradarbiavimo situaciją, tenkinant SUP, ir įvertinti tėvų, auginančių SUP turintį vaiką, ir bendrojo lavinimo mokyklų pedagogų socialines nuostatas. Atsižvelgiant į tai, kad bus apklausiami įvairaus amžiaus vaikai, turintys SUP, buvo pasirinktas *individualus pusiau standartizuotas interviu.* Šis metodas naudotas vaikų, turinčių specialiųjų ugdymosi poreikių, apklausai atlikti ir jų nuomonių į teikiamą specialiąją pedagoginę pagalbą ir dalyvavimą, sprendžiant mokymosi problemas, turiniui atskleisti.

Antrajame tyrimo etape dominavo kokybiniai metodai. Pokyčių inicijavimo, kuriant bendradarbiavimo santykius, procese (numatant bendradarbiavimo priemones ir vertinant jų efektyvumą) taikytas *veiklos tyrimas* (*action research*), naudojant *sutelktos grupės* (*focus group*) metodą. Planuojant veiklos tyrimą, numatant veiklą sutelktose grupėse buvo atsižvelgta į pirmajame tyrimo etape atrastus veiksnius, susijusius su bendradarbiavimo situacija, tenkinant specialiuosius ugdymosi poreikius, bendrojo lavinimo mokykloje.

Analizuojant duomenis taikyti statistiniai metodai (aprašomoji statistika, klasterinė analizė, faktorinė analizė, logistinė regresija) ir kokybiniai-interpretaciniai (turinio analizė) metodai. Tyrimo metu gautiems duomenims apdoroti, sisteminti ir grafiškai vaizduoti naudota SPSS (*Statistical Package for the Social Sciences*) programinė įranga, Windows Microsoft Word ir Windows Microsoft Exel programos.

Tyrimo imtį, naudojant *anketinės apklausos metodą*, sudarė 1357 dalyviai. Buvo apklausti 489 tėvai, auginantys vaikus, turinčius SUP ir besimokančius įvairaus tipo (pradinėse, pagrindinėse, vidurinėse) bendrojo lavinimo mokyklose; 688 pedagogai (pradinių ir aukštesniųjų klasių mokytojai, specialieji pedagogai, logopedai, socialiniai pedagogai), ugdantys SUP vaikus; 180 bendrojo lavinimo mokyklų vadovų (direktorių ir direktoriaus pavaduotojų, kuruojančių specialųjį ugdymą). *Interviu metodu* apklausti 53 vaikai, turintys SUP ir besimokantys bendrojo lavinimo mokyklos 2–10 klasėse. *Veiklos tyrime* dalyvavo 35 dalyviai (10 vaikų, turinčių SUP ir besimokančių 4–5 klasėse; 10 tėvų, kurių vaikai turi SUP; 15 pedagogų, ugdančių SUP turinčius vaikus). Bendra tyrimo imtis – 1445 dalyviai.

Tyrimo metodologinis pagrindimas. Tyrimas grindžiamas:

§ *Į vaiką orientuoto ugdymo paradigma*, kuri remiasi: *humanistinio ugdymo koncepcija* (Maslow, 1959[44]; Rogers, Freiberg, 1994[45]; Bitinas, 2000[46]; Juodaitytė, 2003[47]); *neopedocentristine pedagogika* (Korčakas, 1993[48]; Juodaitytė, 2003[47]) *progresyvistinio ugdymo koncepcija* (Ozmon, Craver, 1996[49]; Bitinas, 2000[46]); *pragmatistinio ugdymo koncepcija* (Dewey, 1916[50]; Ozmon, Craver, 1996[49]; Bitinas, 2000[46]).

§ **Socialinės komunikacinės paradigmos** metodologinėmis nuostatomis, kurios susijusios su neįgaliųjų socialinės integracijos, inkliuzijos, integracijos į bendrojo lavinimo mokyklą, normalizacijos idėjomis, akcentuojančiomis socialinius santykius ir sąveiką, narystę bendruomenėje, bendradarbiavimą, partnerystę (Ruškus, 2002[33]; Barnes, Mercer, 2004[51]); *simbolinio interakcionizmo* idėjomis (Bogdan, 1986[52]; Blumeris, 1998[53]; Berger, Luckman, 1999[54]); *socialinio konstrukcionizmo teorija* (Greenwood, 1994[55]; Crotty, 1998[56]; Hruby, 2001[57]); *komunikacine teorija* (Fiske, 1990[58]; Crowley, Mitchell, 1998[59]; Вацлавик ir kt., 2000[60]).

Tyrimo mokslinį naujumą ir reikšmingumą apibūdina tai, kad:

§ Disertacijoje visapusiškai (iš visų ugdymo proceso dalyvių pozicijų) atskleidžiama iki šiol netyrinėta, ugdymo proceso dalyvių bendradarbiavimo, tenkinant specialiuosius ugdymosi poreikius, situacija bendrojo lavinimo mokykloje.

§ Identifikuojamos ugdymo dalyvių nuomonės ir nuostatos, susijusios su bendradarbiavimo situacija, apibūdinami su ta situacija susiję palankūs ir nepalankūs veiksniai, leidžiantys objektyviai įvertinti vykstančius procesus, strategiškai planuoti tolimesnius veiksmus (tiek politiniu, tiek instituciniu, tiek individualiu lygmeniu).

§ Pateikiama metodologiškai pagrįsta ir empiriškai patikrinta bendradarbiavimo konstravimo metodika ir modelis, leidžiantys keisti ugdomąją praktiką.

Praktinį tyrimo reikšmingumą pagrindžia tai, jog tyrimas vykdytas natūralioje ugdymo aplinkoje (bendrojo lavinimo mokykloje), veikta realiose situacijose, spręstos praktikams ir kitiems ugdymo proceso dalyviams aktualios problemos. Sukurtas konkrečiam instituciniam kontekstui (t. y. bendrojo lavinimo mokyklai) tinkantis bendradarbiavimo, tenkinant specialiuosius ugdymosi poreikius, modelis ir metodika, kuri gali būti naudojama kitose bendrojo lavinimo mokyklose. Pateikiamos empiriškai pagrįstos praktinės rekomendacijos švietimo vadybininkams, pedagogams praktikams.

Disertacijos struktūra: įvadas, trys skyriai, išvados ir diskusija, rekomendacijos, literatūros sąrašas ir priedai. Literatūros sąrašą sudaro 224 šaltiniai. Disertacijos apimtis – 162 puslapiai, 32 lentelės, 64 paveikslai. Atskiroje dalyje pateikiami 48 priedai.

TURINYS

IŠVADOS

1. Atlikus teorinę tyrimo objekto operacionalizaciją, buvo atskleista, jog bendradarbiavimo, tenkinant specialiuosius ugdymosi poreikius, pagrindą sudaro komandos narių bendra veikla planuojant, sprendžiant problemas, priimant sprendimus specialiųjų ugdymosi poreikių tenkinimo procese. Veiksniai, lemiantys bendradarbiavimo proceso vyksmą ir rezultatą, yra susiję su konkrečiu socialiniu kultūriniu ir instituciniu kontekstu (politinėmis struktūromis, įstatymais, kultūriniais ypatumais, dalyvaujančių asmenų nuostatomis ir kt.), atsakingų asmenų gebėjimu organizuoti veiklos procesą

[*] Dėl tyrimo etikos reikalavimų, tyrimo vieta neskelbiama

numatant turinį konkrečiame (kiekvienu atveju vis skirtingame) kontekste. Apibūdinti bendradarbiavimo konstravimo esminiai komponentai – pasirengimas bendradarbiauti, dalyvių vaidmenų ir funkcijų apibrėžimas, bendradarbiavimo aplinkos ir priemonių numatymas ir vertinimas – leido pagrįsti metodikos ir modelio konstravimo procesą.

2. Tyrimo rezultatai atskleidė, kad, tenkinant specialiuosius ugdymosi poreikius Lietuvos bendrojo lavinimo mokyklose, vaikai, turintys specialiųjų ugdymosi poreikių, ir jų tėvai dažnai atsiduria atskirties situacijoje – su jais mažai bendraujama, dažnai nesuteikiama galimybių įsitraukti į ugdymosi procesą ir kartu spręsti vaikų ugdymosi problemų, nepakankamai įvertinamos jų galimybės ir poreikiai. Patvirtinta hipotezė, kad specialiųjų ugdymosi poreikių turintys vaikai ir jų tėvai dažniausiai nėra pripažįstami kaip lygiaverčiai partneriai specialiųjų ugdymosi poreikių tenkinimo procese.

3. Nustatyta, kad pedagogų tarpusavio bendravimas dažniau orientuotas į individualius pokalbius, konsultacijas, individualų tobulėjimą, o ne į komandinį darbą ir kolegialų problemų sprendimą. Bendraujant su tėvais vyrauja vienkryptės informacijos perdavimo formos. Tyrimo rezultatai patvirtino hipotezę, kad nepakankamai efektyvi komunikavimo ir informacijos sklaidos sistema riboja galimas sąveikas, neskatina kompleksinės visų ugdymo proceso dalyvių interakcijos ir bendro problemų sprendimo. Vadovai nepakankamai įvertina komandinio darbo rezultatus.

4. Mokiniai dažnai jaučia neigiamas pedagogų nuostatas savo atžvilgiu, ignoravimą, atstūmimą. Santykiuose su tėvais neišvengia bendravimo problemų, dažnai girdi neigiamus vertinimus. Vaikui augant, savęs vaizdinys darosi vis labiau neigiamas, mažėja pasitikėjimas savo galimybėmis. Mokiniai pasyvūs specialiųjų ugdymosi poreikių tenkinimo procese ir nenori dalyvauti sprendžiant su jų mokymusi susijusių problemų, baimindamiesi negatyvių vertinimų, suaugusiųjų autoriteto, nepasitikėdami savo galimybėmis įsitraukti.

5. Identifikuoti tėvų ir pedagogų nuostatų į specialųjį ugdymą ir bendradarbiavimą ypatumai, nuostatų struktūra ir raiška. Tėvai konstruoja pozityvų vaiko, turinčio specialiųjų ugdymosi poreikių vaizdinį, tačiau yra linkę nuvertinti vaiko gebėjimą įsitraukti sprendžiant mokymosi problemas. Nepaisant palankių tėvų nuostatų į savo vaidmenį, tenkinant vaiko specialiuosius ugdymosi poreikius, specialioji pedagoginė pagalba vertinama nevienareikšmiškai (tėvai pasitiki specialistais, tačiau specialiąją pedagoginę pagalbą vertina kaip vaiko atskirties formą). Pedagogai dažnai konstruoja pesimistišką ugdytinio, turinčio specialiųjų ugdymosi poreikių, vaizdinį, orientuojasi į vaiko silpnąsias puses, sutrikimus, netiki vaiko galimybėmis; pripažindami vaiko pajėgumą suprasti savo problemas ir įsitraukti į jų sprendimą, nenori aktyvaus vaiko dalyvavimo ir pasisako už suaugusiųjų dominavimą; vertindami teorinius teiginius, pedagogai ir ugdymo institucijų vadovai demonstruoja toleranciją ir pritaria specialiųjų ugdymosi poreikių turinčių vaikų ugdymui bendrojo lavinimo mo-

kykloje, tačiau, kai kalbama apie asmeninę sąveiką, dažniau palaikomos segregacijos idėjos; vis dar daug pedagogų linkę nuvertinti tėvų vaidmenį vaiko ugdymo procese; kyla vaidmenų pasidalijimo sunkumų, tenkinant mokinių specialiuosius ugdymosi poreikius. Tėvų ir pedagogų nuostatų raiškos ypatumus lemia socialinės demografinės charakteristikos. Įvertinti tėvų ir pedagogų nuostatų į specialųjį ugdymą ir bendradarbiavimą ypatumai leido išskirti bendradarbiavimo situaciją lemiančius veiksnius, kurie išryškino dvi pagrindines dimensijas:

§ požiūrio į specialiųjų ugdymosi poreikių turintį vaiką ir ugdymo paradigmų pasirinkimo dimensiją;

§ ugdymo proceso dalyvių požiūrių, kompetencijų ir atsakomybės bendradarbiavimo procese dimensiją.

6. Tyrimo rezultatai patvirtino hipotezę, kad pedagogų tarpe vyraujantis negatyvus vaiko, turinčio specialiųjų ugdymosi poreikių vaizdinys, pritarimas segregacinėms nuostatoms, rigidiškumas ir priešinimasis pokyčiams neigiamai veikia bendradarbiavimo, tenkinant specialiuosius ugdymosi poreikius, situaciją (vaiko ir tėvų įtraukimą sprendžiant ugdymosi problemas, gebėjimą pasidalyti vaidmenimis) bendrojo lavinimo mokykloje.

7. Atsižvelgus į bendradarbiavimo situaciją (šalies mastu) ir konkretų institucinį kontekstą (mokyklos mastu), pasiūlyta bendradarbiavimo metodika, kurios pagrindą sudarė veiklos tyrimas, naudojant sutelktos grupės metodą. Tyrimo rezultatai patvirtino hipotezę, jog veikla sutelktose grupėse ir veiklos tyrimas leidžia konstruoti praktinio bendradarbiavimo modelį. Veikla sutelktose grupėse, praktinių situacijų analizė, diskusijos, pasikeitimas vaidmenimis leido:

§ ugdymo proceso dalyviams pažinti tarpusavio lūkesčius ir geriau suvokti savo vaidmenis vaiko specialiųjų ugdymosi poreikių tenkinimo procese;

§ apmąstyti ir pergrupuoti veiklos, ugdant specialiųjų ugdymosi poreikių turintį vaiką, prioritetus;

§ tobulinti bendrąsias pedagogines kompetencijas (bendravimo įgūdžius, empatiškumą);

§ numatyti sėkmingo bendradarbiavimo veiksnius ir sukonstruoti bendradarbiavimo, tenkinant specialiuosius ugdymosi poreikius, modelį;

§ paskatino dalyvių savirefleksijas, kritinę savo veiklos analizę, leido pajusti bendrumo jausmą;

§ abstrakčias žinias papildyti naujomis žiniomis, suteikti konkrečią prasmę abstrakčiam bendradarbiavimo konceptui;

§ pripažinti pedagogų iniciatyvos svarbą įtraukiant tėvus į vaikų ugdymosi procesą, pozityviau vertinti tėvų vaidmenį vaiko ugdymosi procese;

§ pozityvia linkme keisti pedagogų nuostatas į vaiką, turintį specialiųjų ugdymosi poreikių (vaiko individualumo pripažinimas, orientacija į pagal-

bą vaikui klasėje atspindi socialinės paradigmos nuostatas, kurios pakeitė tyrimo pradžioje vyravusią orientaciją į žinias, rezultatą ir sutrikimą).

Tai patvirtina sukonstruotos bendradarbiavimo metodikos veiksmingumą.

8. Individualių atvejų analizė, bendrai sprendžiant problemas ir dalyvaujant visiems ugdymo proceso dalyviams, atspindėjo veiklos pokyčius instituciniame lygmenyje. Atvejų analizė, dalyvaujant visiems ugdymo proceso dalyviams, leido siekti bendro problemų sprendimo tikslų, įtraukti visus ugdymo proceso dalyvius ir patvirtino bendradarbiavimo modelio įgyvendinimo ugdymo realybėje galimybes:

§ ugdytiniai palankiau vertino savo savijautą, sužinojo konkretesnių pagalbos sau būdų;

§ vaikui ir tėvams skirtas svarbus ir aktyvus vaidmuo sprendžiant ugdymosi problemas;

§ pedagogai laikėsi pozityvumo, orientacijos į šeimą, vaiko paruošimo dalyvauti kriterijų;

§ realizuotas savanoriško apsisprendimo dalyvauti principas;

§ sukurta palanki atmosfera atviram pokalbiui;

§ pedagogai pripažino tėvų domėjimąsi vaiko ugdymu ir norą kooperuotis;

§ aktyvus tėvų vaidmuo bendro problemų sprendimo metu;

§ suaugusieji pripažino vaiko dalyvavimo svarbą ir jo gebėjimą įsitraukti.

9. Tyrime suburtos sutelktos grupės dalyviai sukonstravo ir aprobavo bendradarbiavimo, tenkinant specialiuosius ugdymosi poreikius bendrojo lavinimo mokykloje, modelį. Pagrindiniai modelio komponentai iš esmės atitinka teorinio modelio apibendrintą struktūrą. Specifiška tai, kad Lietuvos situacijai būdinga tiek tėvų, tiek ir pedagogų orientacija į vaiko negalę (sutrikimą), didesnis pagalbos pedagogams poreikis ir akcentuojama bendraamžių įtraukimo svarba siekiant vaiko socialinės adaptacijos. Tėvų ir pedagogų orientacija į sutrikimą diskusijų pabaigoje buvo labiau siejama su vaiko pažinimo tikslais ir efektyvesne pagalba, o ne sutrikimo, kaip vaiko problemos, sureikšminimu.

REKOMENDACIJOS

Tyrimo teisinio konteksto analizė, gauti rezultatai ir išvados leidžia formuluoti rekomendacijas, kurios galėtų padėti pozityvia linkme keisti bendradarbiavimo situaciją Lietuvos bendrojo lavinimo mokyklose.

Švietimo politikos formuotojams:

§ Svarbu ne tik sukurti ugdymo teisinę bazę, grindžiamą socialine paradigma, bet ir numatyti priemones, padedančias valdyti ir kontroliuoti

sėkmingą pokyčių įgyvendinimą instituciniame ir individualiame lygmenyse. To galima siekti vertinant švietimo situaciją, švietimo bendruomenės poreikius, užtikrinant reikalingą pagalbą pedagogams ir kitiems ugdymo proceso dalyviams, skatinant reflektyviąją pedagogų praktiką, dalijimąsi patirtimi.

§   Lietuvos švietimo įstatymą ir Specialiojo ugdymo įstatymą papildančiuose poįstatyminiuose aktuose reikėtų konkrečiau apibrėžti tėvų įtraukimo į vaiko specialiųjų ugdymosi poreikių tenkinimo procesą procedūrą ir pabrėžti tėvų vaidmens svarbą ne tik pradiniame – specialiųjų ugdymosi poreikių vertinimo – etape, bet ir vėlesniame – specialiųjų ugdymosi poreikių tenkinimo procese. Reikėtų formaliai įteisinti vaiko teisę aktyviai dalyvauti vertinant ir tenkinant jo specialiuosius ugdymosi poreikius, priimant svarbius sprendimus.

Ugdytojams:
§   Tenkinant ugdytinių specialiuosius ugdymosi poreikius ir kuriant bendradarbiavimo santykius, svarbu laikytis moderniosios vaiko ugdymo paradigmos ir socialinio specialiojo ugdymo modelio nuostatų. Ugdytinis turėtų būti pripažįstamas kaip lygiavertis ugdymo proceso dalyvis, galintis atstovauti savo interesus ir gauti su jo mokymusi susijusią informaciją. Svarbu laikytis nuostatos, kad kiekvienas asmuo gali sėkmingai mokytis ir pagal savo galimybes dalyvauti tiek ugdymosi, tiek problemų sprendimo procese. Visi ugdytojai turėtų pripažinti vaiko individualumą, pažinti jo individualią situaciją siekiant kompleksinės pagalbos. Siekiant palankesnio ugdytinių ir jų tėvų požiūrio į specialiąją pedagoginę pagalbą nederėtų kasdienės mokyklinės leksikos perkrauti specialiaisiais terminais (specialusis ugdymas, specialusis pedagogas ir kt.), suteikti jai labiau teigiamą prasmę. Įtraukiant ugdytinį ir jo šeimą ir kuriant bendradarbiavimo santykius būtina laikytis pozityvumo principo, orientuotis į stipriąsias vaiko ir šeimos ypatybes, tėvams suteikti pozityvų vaidmenį vaiko ugdymosi procese, tobulinti komunikacinius įgūdžius.

§   Skatinant bendradarbiavimo procesą pirmiausiai reikėtų įvertinti bendradarbiavimo situaciją konkrečiame instituciniame kontekste ir išsiaiškinti palankius bei nepalankius veiksnius, susijusius su bendradarbiavimu ir dalyvių pasirengimu bendradarbiauti. Tuo tikslu galima būtų naudoti tyrimo metu išbandytas vertinimo formas ir instrumentus (interviu su mokyklos specialiojo ugdymo komisijos nariais, tėvais, ugdytiniais). Atsižvelgiant į gautus rezultatus nesunku numatyti ir sudaryti bendradarbiavimo įgūdžių tobulinimo programą (suburti diskusijų grupes, numatyti diskusijų temas, susitikimų skaičių), organizuoti veiklą, leidžiančią išsakyti savo lūkesčius, pasidalinti vaidmenimis, numatyti konkrečias bendradarbiavimo priemones ir metodus, vertinti savo veiklos rezultatus. Identifikavus panašų (šiame tyrime aprašytą) institucinį kontekstą, galėtų būti panaudota šiam tyrimui sukurta bendradarbiavimo modelio kūrimo metodika.

§   Svarbiausia sąlyga, kuriant bendradarbiavimo modelį, – visų ugdymo proceso dalyvių įtraukimas į bendradarbiavimo modelio kūrimo procesą, bendra diskusija ir bendrai priimtas sprendimas.

§   Bendradarbiavimo iniciatyvą, tenkinant specialiuosius ugdymosi poreikius, turėtų prisiimti vaiką ugdantys pedagogai, mokyklos specialiojo ugdymo komisijos nariai.

§   Administracijos atstovai turėtų labiau skatinti komandinį darbą, įvertinti jo rezultatus. Svarbu inicijuoti pokyčius instituciniame lygmenyje, koordinuoti tarpdisciplininės komandos, tenkinančios ugdytinių specialiuosius ugdymosi poreikius, veiklą, vertinti ir kontroliuoti veiklos tobulinimo programų įgyvendinimą, nes naujovių realizavimas – sudėtingas, ilgalaikis, kryptingo vadovavimo reikalaujantis procesas.

Tyrėjams, mokslininkams:
§   Visapusiškai vertinant bendradarbiavimo, tenkinant specialiuosius ugdymosi poreikius, situaciją, įdomu būtų pažinti bendraamžių nuostatas į specialiųjų ugdymosi poreikių turintį vaiką ir galimą jų vaidmenį bendradarbiavimo ir specialiųjų ugdymosi poreikių tenkinimo procese.

§   Siekiant išsamiau pažinti sukurto bendradarbiavimo modelio realizavimo galimybes konkrečiame instituciniame kontekste, tikslinga būtų tyrimą tęsti ilgesnį laiką (1–3 metus) nuolat vertinant institucinės ir individualios elgsenos bei refleksijų pokyčius.

§   Prasminga būtų atskleisti sukonstruotos metodikos taikymo galimybes kitose bendrojo lavinimo mokyklose.

§   Aktualu būtų identifikuoti efektyviausias strategijas, leidžiančias teigiamai veikti skirtingiems pedagogų ar tėvų tipams (nustatytiems šio tyrimo metu) priskirtų asmenų individualią elgseną ir jos pokyčius bendradarbiavimo situacijose.

Lina Miltenienė

BENDRADARBIAVIMO MODELIO KONSTRAVIMAS
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Daktaro disertacijos santrauka
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