

ŠIAULIAI UNIVERSITY

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THE DEVELOPMENT OF EVIDENCE-BASED TEACHER'S
ACTIVITY, TEACHING STUDENTS WITH EMOTIONAL
AND BEHAVIOURAL DISORDERS

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Introduction

Substantiation of the topicality of the topic. Evidence-based educational process¹ is actualized in the domain of education studies in various countries. The newest documents on education² and the contemporary school practice raised requirements for the teacher of the 21st century. These include teaching and learning in knowledge society, initiating teachers to refer to and carry out studies, cooperate in social networks and teams, solve problems encountered in educational process, analysing, collecting data, acting, evaluating their activities and reflecting. In Lithuania the declaration of evidence-based education ideas was initiated in recent years. Since academic year 2004–2005, internal and external audit has been carried out in all general education schools. In 2006, the Education Development Centre and National Agency for School Evaluation were established with the aim to ensure the quality of education, developing (self)-assessment of educational institutions, providing methodical support and enabling school heads and founders to make more qualitative decisions while carrying out studies and using obtained data. Scientists, internal and external auditors and teachers (Gudait , 2008; Jurašait - Harbinson, 2004; Kalvaitis, 2007; Kuznecovien , 2007; Merkys, 2006; Sinkevi ien , 2007; Višockien , Žukovien , 2008; Žemaitaitien , Navickait , 2007) actualise teacher's evidence-based activity, emphasize the harmony of the approach that combines quantitative and qualitative studies, integration of research activity into everyday teacher's and school activity, and the development of teacher's as investigator's competence.

Not only scientists but practicians as well should carry out research in the area of education Hargreaves (1996, 1997). Seeking investigations and unity/harmony between the policy of education and practice, the improvement

¹ Educational process takes place in a concrete historical-cultural situation, collective or during the teacher's and the pupil's individual communication, using the content, methods and ways of education, combining the activity, communication and cooperation, relations and interaction. It is a multifaceted process, based on external (pedagogical actions of education) and internal (self-educational processes) interaction (Jovaiša, 2007). Education is implemented by the joint learners' and educators' activity (by teaching and learning) and interaction. In the process of educational interaction its all participants are changing, and relative equality between the participants of the educational process is solidified (Bitinas, 2006).

² Law on Education of the Republic of Lithuania (topical edition since 2007-07-21); The Provisions of the National Education Strategy 2003–2012 (2003); Strategy for Ensuring Lifelong Learning and its Implementation Plan (2004). Order of the minister of education and science (2002-02-28, No. SAK-302); Methods of Internal Audit of the Pre-School Educational Institution (2005-07-22, No. ISAK-1557); Portfolio of National Education Monitoring Procedure (2005-11-10, No. ISAK-2240); Portfolio of External Audit Procedure of General Education School Activities (2007-04-02, No. ISAK-587); The Strategy for Developing, Evaluating, Renewing and Implementing the Curriculum of General Education (2007-05-23, No. ISAK-970).

of educational practice by means of teacher's evidence-based activity is emphasized.

What is evidence in the contemporary reality of the educational context? From one standpoint it includes scientifically grounded standards and rules when evidence is more important than an opinion and when any solution which is not based on evidence is simply "non-scientific". While improving the educational process, it is sought to find "the golden standard", which determines efficacy. The idea of evidence-based activity arose from the domain of medicine and evidence-based medicine turned into the main example in the clinical practice.

Defining the problematics of the concept "evidence" in education studies, the scientists, representing social constructivistic attitude (Coe, 1999; Biesta, 2007; Petty, 2008)), emphasize its close connection with value education and moral education, when decisions are related not to what is possible (factual decision) but what is pedagogically wanted (the decision of value). Emphasizing the complexity and the situativity of the educational process, the authors note that there are no universal strategies and methods that are suitable to all educational situations – what was efficient in one educational situation with the participation of certain participants of the educational process, may become less efficient or inefficient trying to adjust to other participants and situations of the educational process. This means that in the commonness of the educational process every teacher must not only use "somebody's" experience and apply innovative teaching methods and strategies but also collect evidences about their efficacy namely in a certain educational situation and namely for certain participants of the educational process.

Defining the contemporary alteration of educational paradigms, Bitinas (2000, 2006) notes that the democratizing society consolidates the paradigm of liberal education, which is orientated to a personality that implements a personal initiative. Emphasizing the holistic context of the educational reality, the scientist states that the teacher collects data and evidences "to find solutions about concrete learners, their education results and organisation of his/her educational activity" (Bitinas, 2006, p. 32). While carrying evidence-based activity, the teacher treats himself/herself not as an announcer of truth but as a searcher who constantly learns, investigates his/her activity in order to improve everyday practice in class, teaching and cooperation. This way while changing himself/herself, the teacher also changes his/her school. It is noted that the main aim of education is the creation of learning society in which the most important is the professional teacher who harmonizes internal and external learning (Fullan 1998; Hargreaves, 2008). Internal learning includes changes in the person's inside: learning, critical thinking, search for novelties and consolidation of contacts with one's internal world. External learning encompasses cooperation, establishing contacts, becoming the participant of the

learning organization. In the 21st century, the conception of learning society, which outlines “the value of learning (better world, democracy, etc.) and the aim of learning – the whole of the proficiencies and skills (to think, investigate one’s practice, project and design the future, cooperate) of every member of the society that permanently improves and renews” – is entrenched (Simonaitien B., 2003, p. 25).

The authors underlining the necessity of evidence-based activity solving students’ emotional and behavioural problems in general education schools note the importance of the studies on teachers’ activities, while learning behaviour management strategies and evaluating their efficacy (Burnard, 1998); encourage teachers to carry out studies in their classes both investigating pupils with behavioural problems and observing and evaluating their own (teachers’) behaviour, activity and its consequences (Corrie, 2002; Roffey, 2004); and emphasize references to scientists’ and practitioners’ research results while analysing intolerable behaviour and projecting intervention strategies (Moran, Malott, 2004). The followers of positive behaviour supports (Scheuermann, Hall, 2008; Swainston, 2007) state that using positive strategies that are based on researchers’ and teachers’ practical studies (encompassing behaviour, practitioners’ intervention, social values and systemic perspective), teaching and encouraging suitable behaviour, reactive, undesirable reactions are being replaced by behaviour modelling and the creation of efficient system of positive behaviour supports.

Scholarliness of the problem is grounded on the contradiction between the contemporary constructivistic theoretical approach, legal basis and teachers’ activity in everyday situations while teaching students with emotional and behavioural disorders in general education school.

Education of students with emotional and behavioural disorders is regulated by the Law on Education of the Republic of Lithuania³, Law on Minimum and Medium-Level Supervision of Children⁴, orders of the minister of education and science of the Republic of Lithuania⁵ and various programmes and projects⁶. Laws or projects of recent years are orientated to supervision of children with emotional and behavioural disorders, their returning to schools,

³ Law on Education of the Republic of Lithuania (topical edition since 2007-07-21). No. I-1489. Vilnius.

⁴ Law on Minimum and Medium-Level Supervision of Children of the Republic of Lithuania. June 28, 2007, No. X-1238. Valstybės žinios, 2007-07-19, No. 80-3214. Vilnius.

⁵ Regarding Endorsement of the Portfolio of Crises Management Order in Schools. July 12, 2007, No. ISAK-1374. Vilnius.; Regarding the Endorsement of the Plan of Measures to Implement Minimal and Average Child Care Law of the Republic of Lithuania. 2007 m. November 19, 2007, No. ISAK-2244. Vilnius.

⁶ Programme (Draft) of Returning the Non-attending Pupils to Schools [viewed 2008-03-06]. Internet access: http://www.smm.lt/teisine_baze/docs/projektai/programa%202007-11-06.pdf; Law (Draft) of the Change of the Law on Education of the Republic of Lithuania [viewed 2008-03-06]. Internet access: http://www.smm.lt/teisine_baze/docs/projektai/SI/si_projektas .

and crises management. They are based on the principles of prioritising the child's interest and welfare, the child's participation making child-related decisions, individualisation, the child's education to carry out duties and take responsibility for his/her actions, non-separation from the family, performance of supervision as close to the child's living place as possible, and the community's involvement into the process of social integration. The legal basis of the national education advocates and defines democratic policy of education that is based on equal rights and opportunities and that encourages integration and inclusion of students with emotional and behavioural disorders. Integration has been actualized in the system of education of Lithuania for several decades educating pupils with special needs in general education institutions (Ališauskien , Miltenien , 2004; Ambrukaitis, 2005; Ambrukaitis, Ruškus, Bagdonien , Budrien , 2003; Galkien , 2005; Gudonis, 1998; Gudonis, Žilinskis, 1998; Kaffemanien , 2005; Ruškus, Mažeikis, 2007). Inclusion is based on the idea that people with disorders must live in the same environment as other people and meet their needs. Inclusion is "being together" (Carr, Dunhlap, Horner, etc., 2002), following the main principle of social integration: to create the same conditions to all – both disabled and non-disabled students – to participate in any socio-educational activity. Inclusion involves social relations based on partnership principles and the philosophy of tolerating differences (Ruškus, 2002). Educating pupils with emotional and behavioural disorders in the general education school, the processes that are grounded on integration and inclusion ideas are treated not as declared factual reality; instead, the harmony of interactions and activities that are constructed in everyday educational situations, of value approaches expressed by the participants of the educational process, and of integration and inclusion principles is generalised. The student with emotional and behavioural disorders in the inclusional school initiates the teacher's learning and positive changes not only in teaching and learning activities but also in the domain of personal values and approaches.

Education of students with emotional and behavioural disorders or difficulties in the general education school of Lithuania is analysed in the researchers' studies. Many studies (Bužinskas et al., 2005; Civinskas, Levickait , Tamutien , 2006; Dereškevi ius, 2000; Dobryninas et al., 2004; Kibickien , Tureikyt , 2007; Rimkevi ien , 2000) are of declarative character when children's emotional and behavioural problems are defined and the authors present how different participants of the educational process (students, parents, teachers) understand them, name them and what ways of impact they apply. The authors emphasize the diversity of subjective approaches and a certain opposite between the participants of the educational process (students with emotional and behavioural difficulties, their parents, peers, teachers, specialists, administration) while identifying and defining emotional and behavioural

problems, projecting activity aims, searching for the ways of impact and applying them in practice, and evaluating and reflecting the results. Only several studies carried out in Lithuania (Masiulionienė, Mikelkevičiūtė, Ostasevičienė, 2007; Piškienė, 2008) are orientated to consistent, evidence-based application of methods, measures and models for the solution of emotional and behavioural problems, educating pupils with attention deficit hyperactivity disorder⁷.

Theoretical review of the models shows the diversity of the conception, identification and modelling theories about emotional and behavioural disorders, difficulties and problems. Researchers, psychologists, psychiatrists and teachers agree that while solving the problems of students with emotional and behavioural disorders in general education school the identification of the needs of the participants of the educational process, the analysis of the factors determining wanted or unwanted behaviour, and the projection of general activity strategies are most important. Teacher's activity planning, implementation, evaluation and reflection while communicating and cooperating with the student that has emotional and behavioural disorders, his/her parents, peers and colleagues are actualized in the contemporary school. Teachers are encouraged not only to act but also to learn from their activities and turn into the learning teachers who develop their knowledge during the activity, based on the acquired experience and reflecting it. It has historically developed that education of pupils with emotional and behavioural disorders transfers from medical (clinical) to socially developed educational model. Cognitive behaviouristic and systemic approach based on social constructivistic paradigm increasingly solidifies when the child is viewed in the environment of relations and when the understanding about the child's behaviour and the activities are being developed linking all elements of that environment.

The carried out content analysis of research literature disclosed that the topicality of the studies on education of students with emotional and behavioural disorders in general education school is increasing. Although the ideas of evidence-based teachers' activities are actualized in the educational policy, this activity is insufficiently discussed both in the theoretical and empirical aspect. Research works of the majority of authors are of educative type, whilst there are very few empirical studies in this field. The scientific substantiation of the efficacy of evidence-based teacher's activity educating students with emotional and behavioural disorders in general education school is particularly missing.

⁷ Piškienė, V. (2008). Educational Assessment of Primary Class Pupils with Attention Deficit Hyperactivity Disorder and Education by Means of Supplementary Classes: Summary of Doctoral Thesis: Social Sciences, Education Studies. Kaunas: Technologija; Masiulionienė, G., Mikelkevičiūtė, J., Ostasevičienė, V. (2007). Reduction of Expression of the Syndrome of Attention Deficit Hyperactivity Disorder according to the Applied Physical Activity Programme. *Ugdymas, kultura, sportas*, 1(64), 30–35.

Education of students with emotional and behavioural disorders in general education school, grounded on the concept of evidence-based teacher's activity, giving a sense to the development of positive behaviours supports, analysed in the thesis, is a topical pedagogical **problem**, which is specified by the essential question of the study: How does evidence-based teacher's activity change the educational process of students with emotional and behavioural disorders?

Defended statement:

The efficacy of evidence-based teacher's activity is defined as teacher's learning-in-action and positive behaviours supports of students with emotional and behavioural disorders.

Research object – evidence-based teacher's activity while educating pupils with emotional and behavioural disorders in general education school.

The subject of research – the efficacy of evidence-based teacher's activity.

Research aim – to substantiate the efficacy of evidence-based teacher's activity, teaching students with emotional and behavioural disorders in general education school.

Research tasks:

1. To substantiate theoretical and empirical preconditions for developing evidence-based teacher's activity, teaching pupils with emotional and behavioural disorders.
2. To substantiate the efficacy of evidence-based teacher's activity, disclosing teacher's learning-in-action.
3. To substantiate the efficacy of evidence-based teacher's activity, disclosing positive behaviour supports of students with emotional and behavioural disorders.

The efficacy of evidence-based teacher's activity is analysed according to two criteria:

1. The criterion of teacher's learning-in-action, which is described by the following features of teacher's activity:
 - Versatile analysis of the situation of the student with emotional and behavioural disorders, identifying the conceptions and expectations of the participants of the educational process;
 - Goal-directed activity planning, while consulting with the participants of the situation;
 - Initiation of changes in one's activity and investigation of altered activities;
 - Observation and evaluation, while analysing the contribution of every participant of the educational process;
 - Initiation and implementation of reflective activities, seeking reflexive practice;

- Creation of the environments favourable for discussions in the educational institution, emphasizing equal participation of the participants of the educational process;
 - Encouragement of the formation of evidence-based culture in the educational institution.
2. Positive behaviour supports of students with emotional and behavioural disorders, which is described by the following features:
- Encouragement and reinforcement of positive behaviour;
 - Creation of success-orientated educational situation;
 - Creation of requirements and rules orientated to positive changes; (self-)disclosure of the student's individuality, uniqueness and individual potential;
 - Activation of the student and his/her family in the educational process and creation of cooperation relations;
 - (Self-)development of student's self-observation, self-management and self-assessment activities;
 - Development of the system of positive behaviour supports within the institution.

Research methods. Research data have been collected applying the triangulation principle, carrying out the triangulation of data collection methods. The following stages and methods were used for the collection and the analysis of the research data: theoretical content analysis of research literature in order to disclose theoretical and empirical preconditions of evidence-based teacher's activity, teaching students with emotional and behavioural disorders⁸ in the general education school; exploratory qualitative study – semi-structured interview; one case study – the study on teacher's activity; empirical qualitative study – semi-structured interview, applying the elements of in-depth interview, cluster content analysis, cluster analysis, two-way frequency tables; participatory action research – the principles of phenomenological analysis; the reflection of the researcher's role.

During exploratory qualitative study employing the semi-structured interview method 15 Šiauliai city basic school teachers have been surveyed in order to disclose the research object through the aspects of teachers' actual

⁸ The dissertation study is grounded on the empowerment paradigm approaches and the principles of integration/inclusion. Orientating to the disclosure of individual potential and the abilities of the pupils with emotional and behavioural disorders and to the solution of arising problems in the educational process, the concept of the pupil with emotional and behavioural difficulties (EBD) is used in the dissertation. The pupil with emotional and behavioural difficulties is a person to whom emotional and behavioural disorders are projected or identified according to the conclusion of special education committee of the school or pedagogical psychological service. In order to avoid the emphasis of the disability and disorders (medicinal/clinical approach) the concept of the pupils with emotional and behavioural disorders is used minimally.

practice and to find out the possible problematics of a broader study, to specify the defended statement and its formulation, and to prepare broader methods of the interviews. In order to disclose the theoretical structure of the study of the teacher's activity and application opportunities in the general education school, encouraging teacher's and pupils' reflective activities, *case study (attended by 1 teacher and 19 pupils)* has been conducted. One case study contributed to the projection of stages and strategies of planned participatory action research, which encompass the study on teacher's activity, reflective activities of the participants of the educational process and the concept of participation and cooperation.

In order to describe the teachers' activity and experiences, to define the types teachers' activities and developed interactions with the pupils with emotional and behavioural difficulties (EBD) *the empirical qualitative study* was carried out. *Employing the semi-structured interview method, applying the elements of the in-depth interview*, 76 teachers were interviewed, while analysing 36 cases of pupils with EBD. In the first stage *classical content analysis* was carried out. In the second stage of data analysis of the study *statistical methods* were applied: *cluster analysis, cross tabulation*.

In order to have an in-depth understanding of the developed interactions of the student with EBD with other participants of the educational process, of the reality of the educational process and to be able to change it by encouraging teachers' evidence-based activities and highlighting positive changes both in the activities of the participants of the study and of the institution, participatory action research has been carried out (in three general education schools, analysing five cases of students with emotional and behavioural disorders or difficulties). The data of the study are being analysed applying *the principles of phenomenological analysis*; the analysis of planning, activities, assessments and reflections, of individual speeches, observations, activity evaluations, and teachers and pupils' diaries was carried out.

The performed *reflection of the researcher's role* discloses the researcher's versatile involvement and influence on the research process, constantly observing and actualising the researcher's personal interaction with the participants, personal reactions, relating theoretical concepts, practical activities and reflections, drafting education strategies of students with EBD grounded on the teacher's evidence-based activity and the model of positive behaviour supports.

Scientific novelty and significance of the research is grounded on the following:

- The dissertation conceptually discloses the efficacy of the teacher's evidence-based activity, teaching students with emotional and behavioural difficulties in the general education school.

- The types of teachers' activities and developed interactions with the student with emotional and behavioural disorders are defined.
- The experiences of developing teacher's evidence-based activity, teaching students with emotional and behavioural disorders in the general education school, are presented.

Practical significance of the research is grounded on the detailed definition of the concepts of education of students with emotional and behavioural disorders, and of the structure and the principles of evidence-based teacher's activity; the activities took place in the reality of the educational process; and the problems of students with EBD that are topical to the participants of the educational process (the student, his/her parents, teachers, specialists) were solved. Conducting the dissertation study, the aspects of modelling the assistance to students with EBD on the grounds of evidence-based teacher's activity and of positive behaviour supports were analysed, and empirically grounded practical recommendations to students, parents, teachers, specialists and researchers were presented.

Epistemological and theoretical foundation of the research

Epistemological and theoretical foundation of the research is based on the following essential paradigms and theories of social sciences: social constructivism, empowerment, evidence-based teacher's activity, learning-in-action and positive behaviour supports.

Social constructivism paradigm⁹, when it is orientated to the fact that the man develops the understanding of his/her life reality. According to McLeod (1998, qtd. by Wearmouth, Glynn, Berryman, 2005 p. 101), emotional and behavioural disorders which a person experiences in his/her life depend not on the events but on the feelings that arise due to the event and on their interpretation. Constructivism is based on several key assumptions: while interpreting the everyday world, people develop meanings; meanings develop in the individuals' interaction processes and encompass historical and social perspectives. In order to find out the interpretations of different participants of the educational process in the aspect of their activity, the feedback process becomes particularly important for the teacher. Analysing the feedback process in education, based on the social constructivism paradigm, the scientists (Taggart, Sammon, 2000; Thomas, Smees, Elliot, 2000; Wikeley, 2000) note that the main aim is to help to create links and explain the conceptions of the participants of the educational process while describing their experiences. The feedback process (Askew, Lodge, 2000) is perceived not as an award or punishment, grounded on linear hierarchic relations, but as a process that is developed thanks to a dialogue or information. This model is grounded on the subjective reflection and activity in pursuance of changes; it encompasses all cy-

⁹ Berger, Luckman, 1999; Creswell, 2007; Delanty, 1997; Saraga, 1998.

clitic process stages of learning-in-action: planning, activity, assessment and reflection. Feedback and reflection merge, encouraging the learner to review one's learning namely in a certain context, relating previous experience and conceptions. The teacher's and the pupil's interaction is based on respect, when every participant of the educational process shares his/her experience and evaluations of situations, seeking to understand and learn from one another. The scientists who have analysed the interaction of feedback process with evidence-based practice (Hargreaves, 1996, Elliot, 2001) underline that the educational process is always orientated to feedback while evidence-based teacher's activity enriches the feedback process from subjectivity towards objectivity. Participatory action research (Gaventa, Cornwall, 2006; Heron, Reason, 2006; Kemmis, 2006; Povilas, 2003; Reason, Brandbury, 2006), grounded on social constructivism ideas, is explained as follows: the reality is subjective and multiple; the world is cognized by participating and developing symbolic meanings; the interpretations and the conceptions of situations are distinctively perceived by every participant of the educational process and from different perspectives and discourses. Participatory action research is a democratic process of cognition and knowledge development, acknowledging the actions and roles of all participants, developing perceptions and meanings in the activity which is distinguished by common interest and aim, creating learning environments and initiating systemic institutional changes. Discursive cognition (Fairclough, 2003; Poškienė, 2007; Telešienė, 2005, 2006; , 2005) is related to the skills of reflective analysis, to dialogic experience, and to social stories of a narrower scope. The discourse focuses on people's speaking to one another in actual situations; the discourse and the discourse analysis encourage thinking, searching for links between different social contexts and language usage cases. The importance of discursive cognition for the specialist or the teacher who is constantly communicating with different participants of the educational process and is developing or occurring in quite similar situations in his/her everyday activity is underlined. The essential feature that discriminates the situations is the way the participants of the situation interpret, accept and experience them. Namely at this point the discourses that are individually formed by everyone manifest; their analysis and perception help to develop individual, group, social and cultural reality.

Empowerment emphasizes the acknowledgement of experiences, interpretations and values of the persons (in this case of the students with emotional and behavioural difficulties) as a composite element of social discourse, encouraging participation in the dialogue of discourses and in the harmonisation of interests, and developing practical competencies and self-confidence (Ruškus, Mažeikis, 2007). The specialists who follow the concept of empowerment create environments and interactions that encourage to reinforce the person's individual potential and that initiate individual activities or activities

based on cooperation, which encourage changes in the nearest environment and in the institution and create the empowering atmosphere (Lee, 2001). The development of critical consciousness, the encouragement of positive self-awareness, and the initiation of active participation in decision making processes are important for the empowerment of the student with emotional and behavioural difficulties. The scientists who emphasize family empowerment (Brassard, Boehm, 2007; Gerulaitis, 2007; Trumbull, Rothstein-Fish, Greenfield, Quiroz, 2001) highlight the necessity of family involvement into the educational process, finding out and meeting the child's needs and solving the arising problems at the personal or institutional level. Empowerment processes are topical not only to the pupil, his/her family but also to the teachers. When all participate in joint empowering activity, individual and group transformation processes take place. They improve every participant's life quality and the abilities of interpersonal communication and cooperation while acting (Fetterman, Wandersman, 2005; Kreisberg, 1992; Vaughan, Omvig, 2005). The topicality of the empowerment concept in the inclusive school is underlined by Ebersold (2003), Hunt, McDonnell (2007), O'Hanlon (2003). Empowerment encourages democratic processes in the institution, hearing of the needs of the participants of the educational processes and their meeting, provision of new opportunities, developing self-respect, representation of one's interests and social participation. From the standpoint of social participation it is orientated towards the process that is related to the increase of the individuals' social participation opportunities (Ebersold, 2003, 2007; Gerulaitis, 2007; Lee, 2001; Ruškus, Mažeikis, 2007). Developing the interaction with students with emotional and behavioural difficulties, teachers seek to assist the participants of the educational process to understand and evaluate one another, to create empowerment relations in the class and at school, to (self-)involve into a meaningful activity, encouraging to perform new roles successfully, and to emphasize the contribution into a joint activity.

Evidence-based teacher's activity involve implementation of new approach and ideas, qualitatively changing the form and the methods of the curriculum. Evidence-based teacher's activity, grounded on the culture of scientific cognition, actualizes the practicians' researches, seeing to change and improve the educational process, developing new knowledge during learning-in-action and forming evidence-based culture in educational institutions (Armstrong, Moore, 2005; Biesta, 2007; Coe, 1999; Costello, 2003; Koshy, 2005; Petty, 2008; Pollard, 2006; Porter, Lacey 2005; Schwandt, 2005; Wiltshier, 2007). The concept of learning-in-action involves action and self-learning from it and is closely related to the investigation of the activity when "what I know" and "what I do" are given a sense in the activity. The concept of learning-in-action is based on Lewin's (learning outside), Dewey's (learning-in-action and learning from experience), Schon's (learning from action, aware-

ness from action) and Revans' (learning while analysing one's learning process, performing in-depth reflections in order to find out not "what I know" but "what I still don't know" ideas¹⁰). According to Buysse, Sparkman, Wesley (2003), Dick (2004), learning-in-action takes place in a small group of participants when the following is pursued: to solve actual problems, when every participant perceives "I am a part of the problem and the problem is a part of me"; on the free will participating in the activity and voluntarily undertaking obligations; acting together, to consider every participant's conceptions, finding out the needs and the alternatives for the activity; action takes place, while orientating to new insights and pursuing changes; during reflections together with the group the consequences of the activity are shared; particular attention is being paid to learning, while analysing not the way the problem was solved but what every participant learned while solving it; the processes of group activity are considered and efficient ways to work together are sought; supporting and encouraging, it is sought to supervise one's and others' learning. This way new knowledge is created enabling a new look to the existing activity. Biesta (2007, p. 12) states that knowledge "is understood as a symbolic account for the link between our actions and their consequences, which is obtained only when we transfer our "existence processes" into "symbolic processes", i.e. when we transfer our actions into thinking, consideration and theorisation". This type of learning enables to understand possible links between our actions and their consequences.

In the process of education of students with emotional and behavioural difficulties the model of positive behavioural supports (Carr, Dunhlap, Horner, et. al., 2002; Scheuermann, Hall, 2008) is actualized. Based on the principles of cognitive behaviourism and ecosystem approach, it is closely related to evidence-based teacher's activity when positive learning and research-based strategies, teaching and encouraging positive behaviour in the educational environment, are used. The model of positive behavioural supports is an integrated application of behavioural sciences, practical intervention, social values and systemic perspective, while projecting intervention at the individual, class or the whole school level, encouraging pupils' successful activity, based on: person-orientated education; cooperation between all participants of the educational process, organising and performing joint activity; functional evaluation of behaviour, clearly defining behavioural problems, events, time, situations and places when the unwanted behaviour manifests itself or does not manifest itself; generalising statements or hypotheses; projecting the ways of data collection; analysis of hypotheses; cyclic process of learning-in-action: planning, activity, observation and reflections; evaluation, orientated to feedback process; systemic changes in the space of class, school or the system of education.

¹⁰ Dewey, 1997, 2000; Lewin, 1942; Revans 1982, 1998; Schon, 1987.

The teacher's activity that is based on person-orientated educational paradigm and on the concept of education orientated to a person in the context of the family (Bitinas, 2000; Juodaityt , 2003; Makauskien , 2008), is grounded on the principles of individualisation and holistic education; the principles of the equality of rights and democratic education; the creation of the educational environment that initiates choices; and education of empowerment and interaction that emphasizes dialogue and cooperation, freedom of choosing and making decisions. In the context of education of pupils with emotional and behavioural difficulties the concept of family-orientated education becomes particularly important (Carr, Horner, 2007; Summers, Gavin, Purnell-Hall, Nelson, 2003). In the scientific discourse it is also called family-centred, family-focused, family's-associate's educational practice. The concept of family-orientated education emphasizes development of skills and abilities of pupils with EBD, seeking their efficient functioning in various environments, simultaneously teaching family members skills and strategies that encourage the manifestations of the child's positive behaviour in various contexts. Critical theory is related to the teachers' activity, teaching students with emotional and behavioural difficulties in the general education school, in several aspects: the importance of understanding the situation, seeking to change it; the perception that social situations are created, reconstructed and deconstructed by people; and in the aspect of treating any situation in terms of power relations (McNiff, Whitehead, 2006). Critical theory (Cohen, Manion, Morrison, 2007; Freire, 2000) actualizes finding out and evaluating the relations between the schools and the community: how the schools maintain or reduce inequality, what relation is between the programmes and socially constructed knowledge, what power relations dominate, etc. The necessity of organising a group of critical friends and critical community is emphasized by Campbell, McNamara, Gilroy (2004), Sagor (1992, 2005), stating that the organisation of such groups and active participation in their activities assist the teacher, who performs activity research, both to check the raised hypotheses or problems and to validate the results of the research with the help of constructive criticism.

Structure and volume of the thesis. The thesis consists of the introduction, two sections, scientific discussion, conclusions, recommendations, references, annexes. The total volume of the thesis 162 pages. The thesis contains seventh figures and ninth tables. Annexes (2 annexes) present interview materials, statistical calculation data, the minutes of the participatory action research, the examples of the teachers' observations, questionnaires, the examples of the student's, his/her parents', teacher's diaries, and the examples of the student's observations, self-assessment forms.

Introduction

1. EDUCATION OF STUDENTS WITH EMOTIONAL AND BEHAVIOURAL DISORDERS AND EVIDENCE-BASED TEACHER'S ACTIVITY: THEORETICAL METHODOLOGICAL PROBLEM
 - 1.1. Classification and theoretical definition of emotional and behavioural disorders
 - 1.2. Student with emotional and behavioural disorders in the general education school
 - 1.2.1. Theoretical preconditions of education of students with emotional and behavioural disorders
 - 1.2.2. Experience of education of the student with emotional and behavioural disorders in Lithuania
 - 1.3. Evidence-based teacher's activity, teaching students with emotional and behavioural disorders
 - 1.3.1. Evidences in education: scientific and practical perspective
 - 1.3.2. Feedback process in evidence-based activity
 - 1.3.3. Teacher's reflective and reflexive activity
 - 1.3.4. The conception of teacher's action research
 - 1.3.5. Participatory action research – the method of developing teachers' activity
 - 1.3.6. Evidence-based teacher's activity in the system of education of Lithuania
2. THE ANALYSIS OF THE EFFICACY OF EVIDENCE-BASED ACTIVITY OF TEACHERS, TEACHING STUDENTS WITH EMOTIONAL AND BEHAVIOURAL DISORDERS
 - 2.1. Development of evidence-based activities of teachers, teaching students with emotional and behavioural disorders: design and methodology
 - 2.2. Experience of teaching students with emotional and behavioural disorders in the reality of the educational process
 - 2.2.1. The review of practical activity methods of teachers, teaching students with emotional and behavioural disorders
 - 2.2.2. Reflective practice of the students and the teacher of the heterogenic class: case study
 - 2.2.3. The analysis of activities and experiences of teachers, teaching students with emotional and behavioural disorders
 - 2.2.3.1. Planning of educational activity
 - 2.2.3.2. Interaction with the student
 - 2.2.3.3. Interaction with the student's family
 - 2.2.3.4. Observation and evaluation of one's activity
 - 2.2.3.5. Typology of teachers' activities
 - 2.2.3.6. Harmony of teachers' activities
 - 2.3. Development of evidence-based teacher's activity: analysis of cases
 - 2.3.1. "Tinker student" – encouragement of positive behaviour *versus* control
 - 2.3.2. "He needs help" – empowerment *versus* supervision
 - 2.3.3. "He behaves strangely" – self-control, self-management activity *versus* disciplining
 - 2.3.4. "He is an artist" – meeting individual needs *versus* labelling
 - 2.3.5. "She is unsociable and does not speak" – involvement in joint activity *versus* exclusion
 - 2.4. Reflection of the Researcher's Role

Scientific discussion

Conclusions

Recommendations

References

Annexes

REVIEW OF THE CONTENT OF THE THESIS

Section 1. EDUCATION OF STUDENTS WITH EMOTIONAL AND BEHAVIOURAL DISORDERS AND EVIDENCE-BASED TEACHER'S ACTIVITY: THEORETICAL METHODOLOGICAL PROBLEM

1.1. Classification and theoretical definition of emotional and behavioural disorders

This subsection presents the classification of emotional and behavioural disorders which is currently valid in Lithuania and the statistical data analysis of students with emotional and behavioural disorders learning in general education schools.

1.2. Student with emotional and behavioural disorders in the general education school

Subsection 1.2.1. presents theoretical models of defining education of students with emotional and behavioural disorders: medical/clinical, behaviouristic, cognitive behaviouristic, and systemic. The conception and the principles of the model of positive behaviour supports are described.

Subsection 1.2.2. analyses the context of education of students with emotional and behavioural disorders in Lithuania. It presents the analysis of scientific researches into manifestation of educational authoritarianism, dominating educational methods, and the aspects of interaction between teachers and students with emotional and behavioural disorders in the general education school.

1.3. Evidence-based teacher's activity, teaching students with emotional and behavioural disorders

Subsection 1.3.1. discusses the conception of evidence-based teacher's activity in the plane of positivistic and constructivistic paradigm, emphasizing the teacher's learning-in-action process; it provides the definition of the concept of a teacher as a researcher, the analysis of links and differences of the researches carried out by scientists and practitioners.

Subsection 1.3.2. discusses the feedback process grounded on the constructivistic paradigm and its topicality in the teacher's evidence-based activity.

Subsection 1.3.3. describes the conceptions of the teacher's reflective and reflexive activity and their manifestation in the practical activity, discusses reflection forms described in the scientific discourse, and actualizes the importance of the researcher's reflexive activity.

In subsection 1.3.4. the conception of the teacher's action research and implementation in the practical activity are described, the model of the teacher's-researcher's continuum is analyzed. The diversity, the advantages and the shortcomings of philosophical and methodological perspectives, which are the basis of the teacher's action research, are actualized.

In subsection 1.3.5. the conception of participatory action research and manifestation in the practitioners' community are presented. Ethic requirements and

implementation of participatory action research in the context of special education are discussed.

In subsection 1.3.6. the manifestation of the ideas of evidence-based education and application in practice in the system of education of Lithuania are described.

Section 2. THE ANALYSIS OF THE EFFICACY OF EVIDENCE-BASED ACTIVITY OF TEACHERS, TEACHING STUDENTS WITH EMOTIONAL AND BEHAVIOURAL DISORDERS

2.1. Development of evidence-based activities of teachers, teaching students with emotional and behavioural disorders: design and methodology

Dissertation research is grounded on the assumptions of ontological nature: social reality is not static and closed, it is not the given actuality which must be accepted and adjusted to; most likely social reality is subjective and multiple, constructed by interpersonal interactions between the participants of the educational process (the student with EBD, his/her family, classmates, teachers, specialists, administration representatives), by conceptions and interpretations of actual situations. In the aspect of epistemological preconditions action takes place in actual educational contexts, “entering”, seeking to know them and to create cooperation-based relations with the participants, becoming the self of the educational process, minimising the distance between the researcher and the participants.

The dissertation research employed mixed successive research strategy in order to elaborate and extend the obtained results. In the first stage, while carrying out exploratory studies, it was sought to identify the manifestation of the research object in practice and to disclose application possibilities of the teacher’s action research in everyday reality of the educational process. In the second stage it is sought to generalize data, expanding the research sample and analysing versatile but at the same time differentiated research object. The third stage encompassed the development of the process of the participatory action research in different realities of the educational process, actively attended by the researcher and generalising the efficacy of evidence-based teacher’s activity. In the fourth stage the reflection of the researcher’s role is actualized. Research data were collected applying the triangulation principle, carrying out triangulation of data collection methods. In order to disclose the diversity of opinions and to describe the beginnings, the data in the dissertation research are triangulated through data collection methods (interview, telephone conversations, correspondence on the Internet, all participants’ reflections, teachers’, students’, teachers’ and parents’ diaries, observation minutes, activity evaluation and self-assessment minutes), documentation of the researcher’s observations and comments in the notebook, and data collection at different times, in different contexts, from different participants of the educational process.

The stages of the dissertation research:

1st stage (years 2005–2007) included:

- The analysis of everyday practical activities of the teachers, teaching students with emotional and behavioural difficulties. Research sample: teachers (N = 15); data collection methods: semi-structured interview with teachers, analysis of documents (legal and school), the researcher's notes in the margins; the data are analysed, applying qualitative content analysis.
- Reflective activity of the heterogenic class students and the teacher: case study. Research sample: teacher (N = 1), researcher mediator (N = 1), students (N = 19); data collection methods: the analysis of the teacher's reflections, of the activity diary and of students' diaries, the analysis of essays, applying qualitative content analysis.

2nd stage (years 2006–2007) included empirical study, which was carried out in order to describe the activity and the experiences of the teachers, teaching the student with emotional and behavioural disorders, and to define the typology of teachers' activities and developed interactions with the student with EBD. Research sample: teachers (N = 76), discussing 36 cases of students with EBD. Data collection method: qualitative semi structured interview, applying in-depth interview elements. Preliminary research instrument was compiled on the basis of the concept of evidence-based teacher's activity; essential issues were distinguished: the situation of the student with EBD and teacher's activities while planning, acting, evaluating and reflecting. During the interview it was sought to see into and listen closely to the respondents' (teachers') experiences and developed activities with the student with EBD and his/her family. Data analysis methods: classical content analysis, cluster analysis, and cross tabulation.

3rd stage (years 2007–2008) included participatory action research in educational institutions that were carried out in order to obtain in-depth knowledge of the reality of the educational process of the student with EBD, of developed interactions with other participants of the educational process and to change it, encouraging positive behaviour supports and changes both in the activity of the participants and the institution. Research instrument was prepared on the grounds of the concept of teacher's evidence-based activity, actualising the teacher's learning-in-action and positive behaviour supports of the student with EBD. During the participatory action research, the participants of the research initiated changes in the actual educational process, seeking to improve it; therefore, participatory action researches each time took place individually. Research sample: pupils' cases (N = 5), parents, foster parents (N = 7), teachers (N = 13), specialists (N = 8), administration representatives (N = 11). Data collection and analysis methods: audio records of discussions, open-ended questionnaires for the teachers and their analysis, the analysis of

the observations of teachers', pupils' and their parents' own activities, the analysis of reflections, diaries, the researcher's notes in the margins. The data were collected in three different general education schools, generalising five activities of students with EBD, their parents, foster parents, teachers, specialists, administration representatives and their changes during participatory action research.

4th stage, conducted in 2008, included the analysis of the researcher's reflexive practice, disclosing the researcher's versatile involvement and influence to the research process, permanently observing and actualising the researcher's personal interaction with the participants and personal reactions – this way the researcher becoming the research instrument. Research sample: the researcher (N = 1); data collection and analysis methods: stages of reflexive activity and their generalisation, analysing various theories on evidence-based teacher's activity and on education of students with EBD, including them in my observations, combining my observations, notes and comments with other researchers' data, consulting with the participants and external experts (supervisor, consultant), analysing various opinions and my practical experience.

Methodological assumptions, the stages of the carried out studies, methods and samples are reflected in the matrix of the dissertation research (see Table 1).

2.2. Experience of teaching students with emotional and behavioural disorders in the reality of the educational process

Subsection 2.2.1. reviews the methods of practical activity of teachers, teaching students with emotional and behavioural disorders. The exploratory study states that in everyday activities teachers are used to employ instructions and orders, maybe for this reason education of students with EBD, which is very situative and always changing, causes segregational and pessimistic moods for teachers, who expect and do not get regulated curricula or instructions.

Subsection 2.2.2. presents reflective practice of the students and the teacher of a heterogenic class. Research data show positive changes, initiated by the teacher's action research in the defined class space, when, upon the identification of problems, the activities aimed at understanding, evaluation and changes were carried out; data are collected and interpreted and critical reflection – activity review and understanding, planning of further activities – is carried out. Reflections carried out by the students and the teacher (diaries, essays) encouraged to develop, evaluate and change the educational process and to disclose the results of personal experience at the level of *I* and *We*. Reflective practice assisted the students and the teacher in everyday activities not only to implement the nearest learning and teaching goals but also to form the long-term image of life opportunities and personal identity.

Table 1

**Modelling of strategies of evidence-based teachers' activity,
teaching students with emotional and behavioural difficulties – the
matrix of the dissertation research**

STAGES OF the STUDY	1 ST stage 2005-2007	2 ND stage 2006-2007	3 RD stage 2007-2008	4 TH stage 2008
Research activities Methodological structure	1. The review of the methods of the teachers' practical activity, <i>teachers N = 15</i> . 2. Reflective practice of the pupils and the teacher of the heterogenic class, <i>teacher N = 1; researcher mediator N = 1; pupils N = 19</i> .	Analysis of the teachers' activities and experiences <i>teachers N = 76; pupils' cases N = 36</i> .	Participatory action research in the educational institutions <i>pupils' cases N = 5; parents N = 7; teachers N = 13; specialists N = 8; administration N = 11</i> .	The analysis of the researcher's reflexive practice
The methodology is grounded on inductive logic: relating problem questions of the study to the context, highlighting the details, and then generalising and triangulating data.	1. Exploratory qualitative study, <i>semi-structured interview; the analysis of the documents (legal and school documents), qualitative content analysis</i> . 2. One case study, investigation of the teacher's activity, <i>the analysis of the teacher's activity diary, pupils' diaries, and essays</i> .	3. Empirical study, qualitative and quantitative approach, <i>semi-structured interview, applying the elements of the in-depth interview, classical analysis of the content, cluster analysis</i> .	4. Participatory action research, <i>the analysis of planning, activities, evaluations and reflections, the analysis of individual speeches, observations, activity evaluations, teachers' and students' diaries, and letters</i> .	5. Reflexive practice, <i>relating of theoretical concepts, practical activity and reflections: notes, comments, consultations, and designing of educational strategies</i> .
Theories	The concept of evidence based teacher's activity: teachers learning in action and students positive behaviour supports.			
Epistemology	Various forms of constructing cognition and knowledge: from knowing what to knowing how and active learning individually and in the community, reflective cognition. The principles of social constructivism, discursive cognition, critical theory, empowerment, representation and participation.			
Ontology	Reality – subjective and multiple, the participants of the study construct symbolic meanings, interpretations and conceptions of everyday situations. The data are collected, analysed and presented from different perspectives, emphasizing the democratic approach: equal participation, importance and division of created meanings. The researcher as a mediator, a participant, and not as an expert.			

Subsection 2.2.3. presents the results of the empirical study. Teachers, describing and evaluating activities while teaching students with emotional and behavioural disorders, emphasize formality of planning educational activities and prevalence of activities orientated to rendering of knowledge. The interaction with the student with EBD highlighted the dominance of clinical disability situations and behaviouristic approach-based teachers' orientation to the alteration of the students' behaviour. While analysing the interaction with the family of the student with EBD, the teachers declare parents' minimal involvement in the educational process and the shift of problems arising in everyday reality of the educational process to the family. The interaction with the family of the student with EBD is developed, providing with information or acknowledging parents' initiatives. While analysing their educational activity, teachers emphasize the lack of technologies for understanding and solving of problems, poor cooperation with other participants of the educational process ("your class – your problem"), the shortage of reflective environments and the expressed need to have them. The teachers' speeches also record the elements of reflective activity – reflection on action, written evaluations and internal reflections rendered to the teachers' community. Teachers' activities, teaching students with EBD, and developed interactions with the student and his/her family are contrastive, ranging from empowerment-orientated, developing interaction and positive behaviour to eclectic, orientated to rendering of knowledge, formal and developing social exclusion. The dominance of social exclusion category in four types of teachers' activity presupposes a conclusion that the student with emotional and behavioural difficulties often appears in segregation situations, which are initiated by the teaching teachers or their colleagues, "normal" children and their parents. During the educational process the student with EBD encounters the activities of different teachers, in which little is harmonized. It is assumed that during one school day the student, in the subject system in particular, experiences a broad range of teachers' activities and interactions, ranging from orientation to constructive interactions and positive behaviour to development of social segregation, stigmatisation or even exclusion.

2.3. Development of evidence-based teacher's activity: analysis of cases

The essential aim of participatory action research was to encourage teachers to learn-in-action: to plan, act, evaluate and reflect their activities, construct cooperating educational environments that are grounded on positive behaviour supports. The validity of participatory action research is ensured by triangulating data through methods (interview, observation, entries in diaries, audio records, comments), the researcher (documentation of one's comments, consultation with the participants and experts, the analysis of different opinions and interpretations), theory (investigation of different theories and manifestation in actual educational space) and data collection (from different par-

ticipants, at different times, and in different spaces); entering data, describing the research in detail. Reliability is ensured by the repetition of the research with other participants, in other contexts, employing various data collection methods. Encouragement of positive behaviour of the student with EBD is distinguished as dependent variable in participatory action research. Teachers' learning-in-action, carrying out their activity researches and participatory action research of the participants of the educational process, while actualizing joint activities – planning, acting, evaluating, reflecting and initiating changes in everyday educational situations – are distinguished as an independent variable. The participants and the stages of participatory action researches (5 cases), carried out in actual spaces of three schools are given below (see Fig. 1).

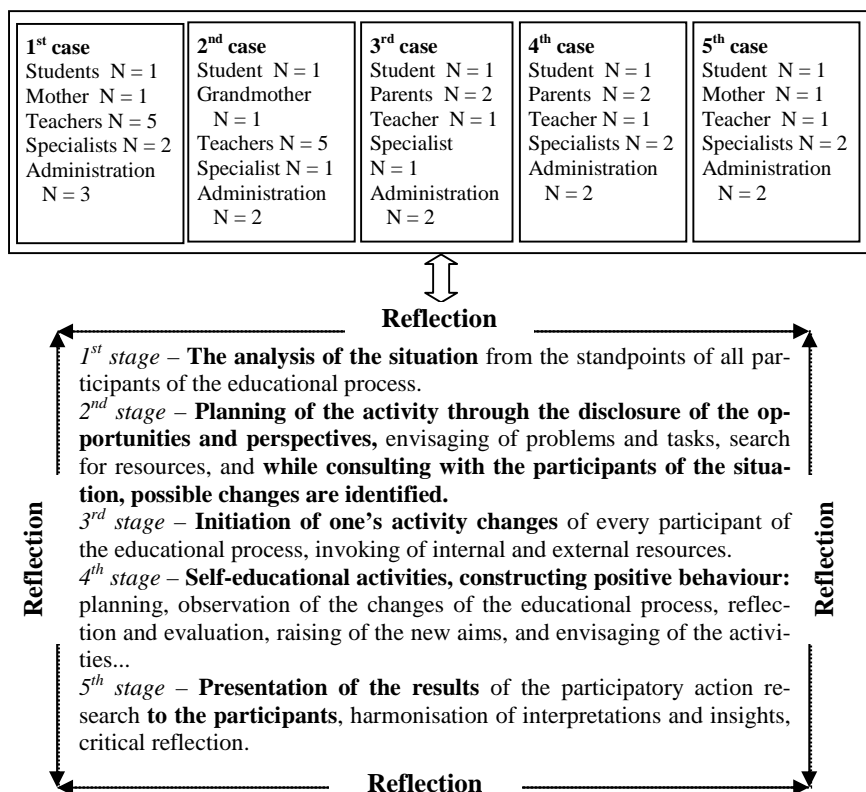


Fig. 1 Cases of participatory action researches of students with EBD, N = 5, years 2007–2008

The analysis of the cases is based on the holistic approach, when the context of research is comprehensively disclosed, describing environments, participants, their activities, actualising the efficacy of evidence-based teacher's activity through the teacher's learning-in-action and positive behaviour supports of the student with EBD.

Subsection 2.3.1. describes the first participatory action research case of the student with EBD "Tinker student". Encouragement of positive behaviour versus control.

Subsection 2.3.2. describes the second participatory action research case of the student with EBD "He needs help". Empowerment versus supervision.

Subsection 2.3.3. describes the third participatory action research case of the student with EBD "He behaves strangely". Self-control, self-management activity versus disciplining.

Subsection 2.3.4. describes the fourth participatory action research case of the student with EBD "He is an autistic". Meeting individual needs versus labelling.

Subsection 2.3.5. describes the fourth participatory action research case of the student with EBD "She is unsociable and does not speak". Involvement in joint activity versus exclusion.

2.4. Reflection of the Researcher's Role

Doctoral student's third person action research took place during the dissertation research, from the first stage of the research till the last. During third person action research, first person action research (in the dissertation study the research of the teachers' activity) as well as second person action research (participatory action research) are analysed, and, generalising the data, the report to the scientific and practical community is submitted. Reflexive activities took place during the whole study: during the discussions with the supervisors and consultants, scientists; during doctoral students' methodological seminars, presenting the design of the study and discussing it; during the interview with the teachers while actualising practical significance of the research subject, during participatory action research critically considering the situations of pupils with EBD in a concrete educational environment. During reflection-in-action constant improvement of one's understanding and diversification took place, action strategies, understanding of phenomena or the ways of formulating problems were rearranged.

CONCLUSIONS

1. The analysis of the development of evidence-based teacher's activity, teaching students with emotional and behavioural disorders, and of theoretical and empirical assumptions disclosed that evidence-based teacher's activity, grounded on social constructivism paradigm, orientated to scientific cognition and continuous everyday teacher's practice, actualizes the following:

- The teacher's personal process, the process of developing social realities and knowledge, which takes place during *learning-in-action*. The process of learning-in-action enables a person to learn from himself/herself and together with others, develops knowledge as a resource of decision making and conceptions, when acquired knowledge replaces convictions and perception of actual educational situations. The data of the empirical study demonstrate that in everyday activities teachers, interacting with the student with emotional and behavioural disorders, his/her parents and colleagues, constantly encounter multiple situations. The carried out typology of the teachers' activities disclosed that the teachers' activities, teaching students with emotional and behavioural disorders, and the developed interactions with the student and his/her family differ quite a lot, ranging from empowerment-orientated, developing interaction and positive behaviour, to eclectic, orientated to rendering of knowledge, formal and developing social exclusion.
- The teacher's *research activities*, directed to concrete, unique *problems and their solution* in a certain educational situation, to practical experience and evidences, which are firstly used to facilitate the understanding of the problem and then to help to envisage possible actions accurately. The carried out analysis of activity experiences of the teachers, teaching students with emotional and behavioural disorders, in the educational reality disclosed that the teachers emphasize the lack of problem recognition and solution technologies, the formality of planning educational activities and domination of activities that are orientated to rendering of knowledge. The teachers' orientation to normative and objectivistic process, teaching students with emotional and behavioural disorders, is little productive. There are plenty of students' reactive behaviour features in respect of teachers' activities in the relationships between students and teachers. Though teachers perceive and articulate this contradiction, the situation either does not change or changes very little.
- Teacher's action research as a cyclic process, encompassing planning, activity, observation and reflections, orientated to the analysis of personal interaction with the participants of the educational process and joint activities, which initiate changes in the reality of the educational process. The dissertation research discloses that research activities constantly take place in general education schools – teachers carry out

short-term, most often quantitative studies on the situation of school community in one or another aspect; besides, internal and external school improvement audit is carried out; however, teachers' action research has not yet become the self of everyday practice, teaching students with emotional and behavioural disorders.

- The teacher's *reflective practice*, systemically and carefully analysing reflections, their features, perceiving the educational process in the overall way, evaluating one's as teacher's activities and their efficacy. The data of the empirical study demonstrate that teachers actualize the shortage of reflective environments and express the need for them. Partially the elements of reflective activity are noticed. These include reflection-on-action, written evaluations and internal reflections, conveyed to the teachers' community. Describing reflective practice, the teachers emphasize the closure of problem solution, i.e., teachers tend to solve arising problems and conflict situations individually, minimally communicating with other participants of the educational process or transferring the solution of the problems that arose at school to the family.
 - Implementation of *participatory action research* at the individual, class or school level, creating debatable environment and promoting the formation of evidence-based culture and policy at the educational institution. Having analysed students' cases according to the typology of teachers' activities, it is stated that during the educational process the student with emotional and behavioural disorders encounters different teachers' different activities, which harmonize little. Research results enable to state that the lack of teachers' collegial activities not only does not facilitate the student to cope with emotional or behavioural difficulties but often initiates communication distance or even conflict relations.
2. Efficacy of evidence-based teacher's activity, teaching students with emotional and behavioural disorders, has been disclosed through participatory action research in actual educational spaces, actualising the teacher's learning-in-action:
- Versatile *analysis of the situation of the student* with emotional and behavioural disorders expanded the conceptions of "evidence" and "awareness". During the participatory action research the shift from the statements about the manifestation of undesirable behaviour and emotions of the student with emotional and behavioural difficulties, little based on evidences, (a student as a problem), to the analysis of the student's situation, considering different educational situations, the participants of the educational process and their needs, employing more diverse data collection methods, takes place.

- *Activity planning*, activities, their evaluation and reflections encompassed not only personal changes but also the conceptions of the whole context. In the first stages of the participatory action research some teachers still orientated to encouragement of changing other participants' activities and designed their activities, trying to change others. However, gradually, planning the activities, the teachers started to orientate not only to the changes in the student's activity but also to *the changes in the personal activity*: observation, seeking to cognize; cooperation, implementing raised goals; changing of the educational process, encouraging equal participation and representation of interests; and emphasis on the contribution of every participant of the educational process.
 - The teacher's *reflective practice* turned into a continuous and qualitatively changing process: gradually descriptive reflection on practical activity – telling about one's personal activities, subjective emotions and conceptions about the situation of the student with emotional and behavioural disorders – was replaced by evidence-based critical reflection on practical activity, analysing one's activities in the space of school, the system of education or the policy of education.
 - The implementation of the participatory action research in the general education school (organisation of meetings of the participants of educational process, emphasizing equal participation, sharing ideas, experience and activity results, designing of new activities) encouraged the (self-)development of *debatable environments*, the manifestation of formation of *evidence-based culture* and policy at the educational institution, and of the development of the system of positive behaviour supports.
3. The efficacy of evidence-based teacher's activity in the dissertation research is substantiated by the teachers' activity, orientated to positive behaviour supports of the student with emotional and behavioural disorders during the educational process:
- Developing personal activities, the teachers gradually transferred from the emphasis on disciplining, controlling or particular supervision to *positive behaviour supports, encouragement and enforcement*. This initiated the increase of the manifestation of the student's positive behaviour and emotions in the teacher's – student's, student's – classmates' and student's – family members' interactions.
 - Orientation of the teachers' activity to the students' needs, while *developing success situations* during the educational process, projecting small activity steps together with the student, and providing encouragement for their implementation, enabled the student to experience success, increased motivation to learn, which resulted in the im-

provement of learning results. In the sense of the educational activity, this process changed from pessimism, concern and fears to innovative and creative activity.

- Purifying of requirements and regulations, while analysing and discussing the conceptions of desired behaviour, peculiarities of emotional manifestations and emphasizing personal uniqueness encouraged the disclosure of the student's *individual potential* and activated the *student's participation*. The student's position during the research changed from formal, passive participation to active participation, trying new activities, analysing, evaluating them and telling about personal needs.
 - *Empowerment* processes of the *student* with emotional and behavioural disorders *and his/her family* are being developed, activating equal participation, enhancing individual potential, improving interpersonal communication and learning-in-action abilities, promoting introspection and responsibility for one's activities, initiating cooperation-based activities, and developing manifestations of positive behaviour supports in a family.
 - The development of the student's introspection, self-assessment activities, promoting to observe one's behaviour and manifestation of emotions, to distinguish activity priorities and to plan purposefully, to evaluate personal attainments, and to reflect and analyse failures, developed preconditions for the development of the student's *self-control and self-management* abilities.
4. The research demonstrated that context factors are also significant for the efficacy of evidence-based teacher's activity, teaching students with emotional and behavioural disorders. These include: teacher's openness to changes and new experiences, while learning-in-action together with others and from each other; the experience of reflective practice; orientation of activities to positive behaviour supports; cooperation with the participants of the educational process; etc..

APPROVAL OF THE RESULTS OF THE DISSERTATION RESEARCH

The research results were approved during the discussions among the participants of the research (at schools in which action research took place) and during the teachers' reflections on the submitted research reports. At the meetings initiated by the schools which participated in the research and at the meetings of the teachers' council not only the cases of action research but also the data of empirical research were presented. These include teachers' activities, their typology, harmony and constructed meanings, while teaching the student with emotional and behavioural disorders in the general education school.

The main statements of the dissertation, the empirical results and conclusions of the research were published in the publications, included in the international databases approved by The Science Council of Lithuania:

1. Geležinien , R. (2006). Teacher as a Researcher: Operationalisation of the Concept and Prospects in Educating Students with Emotional and Behaviour Difficulties. *Special Education, 2006 2 (15)*. P. 27–36.
2. Bružien , V., Geležinien , R. (2007). The Development of the Need for Musical Expression in a Heterogeneous Group. *Special Education, 2007 1 (16)*. P. 128–139.
3. Geležinien , R., Ruškus, J., Blinstrubas, A. (2008). The Analysis of Teacher Activities and Experiences in Solving Problems of a Student with Emotional and Behaviour Difficulties (EBD). *Special Education, 2008 1 (18)*. P. 34–45.
4. Geležinien , R., Ruškus, J., Bal i nas, S. (2008). Typology of Teachers' Activities in Educating a Child with Emotional and Behaviour Difficulties. *Special Education, 2008 2 (19)*. P. 45–58.

In other reviewed publications:

5. Geležinien , R., Žymantien , A. (2008). We Hear and Understand Everyone. Kazakevi ius, G. et al. (editorial staff). Success Stories of Schools. Vilnius: National Agency for School Evaluation. P. 121–128.
6. Geležinien , R. (2008). Research into Teacher's Activity in the Heterogenic Class of General Education School. *Special Education: Traditions and Innovations. terials of International Scientific-Practical Conference. insk. P. 83–86.*

Approval of the results of the dissertation research took place when the author **was reading papers on the topic of the dissertation:**

1. The design of the dissertation research was presented on May 7th, 2005 in Šiauliai University, Faculty of Special Education, at the scientific methodological seminar, discussion took place. The seminar was attended by

- Prof. J.J. Detraux from the University of Liège (Belgium) and Prof. S. Ebersold, doctoral students in education studies from Strasbur University (France).
2. Geležinien , R. (2006). Theoretical Structure of the Conception of the Teacher as Researcher and Manifestation in the General Education School. International Scientific-Practical Conference “Teacher Training in the 21st Century: Changes and Perspectives”. ŠU, Faculty of Education Studies. 2006-10-27.
 3. The revised design of the dissertation research was presented on November 4th, 2006 in Šiauliai University, Faculty of Special Education, at the scientific methodological seminar, discussion took place. The seminar was attended by Prof. J.J. Detraux (the University of Liège, Belgium), doctoral students in education studies.
 4. Geležinien , R., Bružien , V. (2007). The Teacher, Researching His/Her Activity – the Developer of Data-Based Professional Practice. International Scientific-Practical Conference “Teacher Training in the 21st Century: Changes and Perspectives”. ŠU, Faculty of Education Studies. 2007-11-23.
 5. Geležinien , R. (2008). Experiences of Teachers’ Activities, Educating a Student with Emotional and Behavioural Problems in the General Education School. International Scientific-Practical Conference “Exclusion and Social Participation: Educational and Psycho-social Aspects”. Paper. ŠU, Faculty of Social Welfare and Disability Studies. 2008-05-8/9.
 6. Geležinien , R. (2008). Joint Activities of the Participants of the Educational Process – Towards Successful Partnership. International Scientific-Practical Conference “Exclusion and Social Participation: Educational and Psycho-Social Aspects”. Stand report. ŠU, Faculty of Social Welfare and Disability Studies. 2008-05-8/9.
 7. Geležinien , R. (2008). Designing the problem-solving model of a child who has emotional and behavioural difficulties in the mainstream school. Scientific methodological seminar in Šiauliai University. The seminar was attended by Prof. J.J. Detraux (the University of Liège, Belgium).
 8. Geležinien , R. (2008). The Harmony of Activities of Teachers, Teaching a Student with Emotional and Behavioural Problems. National Practical Conference “The Present and Future Perspectives of Inclusional School”. 2008-11-28.
 9. Geležinien , R. (2009). Implementation of Action Research in the Everyday of the Educational Process: the Researcher’s Role and Reflections. Conference of doctoral students in education studies and their supervisors “Towards Interdisciplinary Studies”. Šiauliai University. 2009-03-20.
 10. Geležinien , R. (2009). The Development of Evidence-Based Teacher’s Activity, Teaching Students with Emotional and Behavioural Disorders:

Reflection of the Researcher's Role. Methodological seminar of doctoral students "Critical Thinking in University Studies". Conducted by Susan Jones (Manchester Metropolitan University, Great Britain). Šiauliai University. 2009-03-21.

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RODYMAIS GR STOS MOKYTOJO VEIKLOS KONSTRAVIMAS UGDANT EMOCIJ IR ELGESIO SUTRIKIM TURIN IUS MOKINIUS

SANTRAUKA

Temos aktualumo pagrindimas. rodymais gr stas (angl.: evidence based) ugdymo procesas¹¹ aktualizuojamas edukologijos srityje viariose šalyse. Tai mokymas ir mokymasis žini visuomen je, inicijuojant mokytojus remtis ir vykdyti tyrimus, bendradarbiauti socialiniuose tinkluose ir komandose, spr sti ugdymo procese kilusias problemas analizuojant, renkant duomenis, veikiant, vertinant savo veiklas ir reflektuojant. Kas yra rodymas šiuolaikin - je ugdymo konteksto realyb je? Vienu poži riu – tai mokslišškai pagr sti standartai ir taisykl s, kai rodymas yra svarbesnis už nuomon , ir bet koks sprendimo b das, kuris n ra pagr stas rodymu, yra papras iausiai „nemoksliškas“. rodymais gr stos veiklos id ja kilo iš medicinos srities kai rodymais gr sta medicina tapo pagrindiniu pavyzdžiu klinikin je praktikoje.

Mokslininkai, atstovaujantys socialin konstruktyvistin poži r (Coe, 1999; Biesta, 2007; Petty, 2008), apib dindami s vokos „rodymas“ edukologijoje problemišku , pabr žia rodymo glaudži s saj su vertybiniu ir moraliniu ugdymu, kai sprendžiama ne apie tai, kas manoma (faktinis sprendimas), o apie tai, kas yra pedagogiškai pageidaujama (vert s sprendimas). Akcentuodami ugdymo proceso kompleksišku ir situatyvum autoriai pažymi, kad n ra universali , visoms ugdymo situacijoms tinkan i strategij bei metod . Mokytojas, vykdydamas rodymais gr st veikl , laiko save ne tiesos skelb ju, o ieškotoju, kuris nuolat mokosi, tiria savo veikl , siekdamas tobulinti kasdienin praktik klas je, mokym bei bendradarbiavim . Taip mokytojas, keisdamasis pats, kei ia savo mokykl . Pagrindiniu ugdymo tikslu nurodomas mokymosi visuomen s suk rimas, kur svarbiausia – profesionalus mokytojas, derinantis vidin ir išorin mokym si (Fullan, 1998; Hargreaves, 2008).

rodymais gr stos mokytojo veiklos b tinyb sprendžiant mokini emocij ir elgesio problemas bendrojo lavinimo mokyklose akcentuojantys autoriai pažymi mokytoj veiklos tyrim svarb mokant ir mokantis elgesio valdymo strategij bei vertinant j veiksmingum (Burnard, 1998), skatina mokytojus atlikti tyrimus savo klas se stebint ne tik probleminio elgesio mokinius, bet ir vertinant savo (mokytojo) elges , veikl ir jos pasekmes (Corrie, 2002; Roffey,

¹¹ Ugdymo procesas vyksta konkre ioje istorin je-kult rin je situacijoje, kolektyve arba mokytoju ir mokiniui individualiai bendraujant, naudojant ugdymo turin , metodus ir b dus, derinant veikl , bendravim ir bendradarbiavim , santykius ir s veik . Tai daugiaaspektis procesas, besiremiantis išorine (pedagoginiai ugdymo veiksmi) ir vidine (ugdymosi vyksmai) s veika. (Jovaiša, 2007). Ugdymas realizuojamas bendra ugdytini ir ugdytoj veikla (mokymu ir mokymusi) ir s veika. Ugdomosios s veikos procese kinta visi jos dalyviai, tvirtinama santykin lygyb tarp ugdymo proceso dalyvi (Bitinas, 2006).

2004), akcentuoja ir mimsi mokslinink bei praktik tyrim rezultatais, analizuojant netoleruotin elges ir numatant intervencijos strategijas (Moran, Mallott, 2004). Pozityvaus elgesio palaikymo modelio šalininkai (Scheuermann, Hall, 2008; Swainston, 2007) teigia, kad naudojant pozityvias strategijas mokant ir skatinant tinkam elges , pereinama nuo reaktyvi , nepageidaujam reakcij prie elgesio modeliavimo ir veiksmingos pozityvaus elgesio palaikymo sistemos k rimo.

Problemos moksliskumas grindžiamas prieštara tarp šiuolaikin s konstruktyvistin s teorin s prieigos, teisin s baz s ir mokytoj veiklos kasdienin - se situacijose, ugdant emocij ir elgesio sutrikim turin ius mokinius bendrojo lavinimo mokykloje. Šalies švietimo statymin baz propaguoja ir apibr žia demokratin , gr st lygiomis teis mis ir galimyb mis švietimo politik , skatinan i emocij ir elgesio sutrikim turin i mokini integracij bei inkluzij . Istoriskai susiklost , kad emocij ir elgesio sutrikim turin i mokini ugdymas pereina nuo medicininio (klinikinio) prie socialiai konstruojamo ugdymo modelio. Vis labiau sitvirtina socialine konstruktyvistine paradigma gr stas kognityvinis biheviortinis bei ekosisteminis poži ris, kai vaikas matomas santyki aplinkoje ir supratimas apie vaiko elges bei veiklos konstruojamos sujungiant visus tos aplinkos elementus.

Disertacijoje nagrin jamas emocij ir elgesio sutrikim turin i mokini ugdymas bendrojo lavinimo mokykloje remiantis rodymais gr stos mokytojo veiklos konceptu, prasminant pozityvaus elgesio palaikym , yra aktuali pedagogin **problema**, kuri patikslina esminis tyrimo klausimas: kaip rodymais gr sta mokytojo veikla kei ia emocij ir elgesio sutrikim turin i mokini ugdymo proces ?

Ginamasis teiginys: rodymais gr stos mokytojo veiklos veiksmingumas apib dinamas mokytojo mokymusi veikiant bei emocij ir elgesio sutrikim turin i mokini pozityvaus elgesio palaikymu.

Tyrimo objektas – rodymais gr sta mokytojo veikla ugdant emocij ir elgesio sutrikim turin ius mokinius bendrojo lavinimo mokykloje.

Tyrimo dalykas – rodymais gr stos mokytojo veiklos veiksmingumas.

Tyrimo tikslas – pagr sti rodymais gr stos mokytojo veiklos veiksmingum , ugdant emocij ir elgesio sutrikim turin ius mokinius bendrojo lavinimo mokykloje.

Tyrimo uždaviniai:

1. Pagr sti rodymais gr stos mokytojo veiklos konstravimo teorines ir empirines prielaidas, ugdant emocij ir elgesio sutrikim turin ius mokinius.
2. Pagr sti rodymais gr stos mokytojo veiklos veiksmingum , atskleidžiant mokytojo mokym si veikiant.

3. Pagrįsti rodymais grįstos mokytojo veiklos veiksmingumą, atskleidžiant emocijų ir elgesio sutrikimų turinį mokinių pozityvaus elgesio palaikymą.

rodymais grįstos mokytojo veiklos veiksmingumas analizuojamas dviem kriterijais:

1. Mokytojo mokymosi veikiant kriterijus, kuris apibūdina šiais mokytojo veiklos požymiais:
 - emocijų ir elgesio sutrikimų turinio mokinių situacijos visapusiška analizė, identifikuojant ugdymo proceso dalyvių sampratą ir lėšius;
 - tikslingas veiklų planavimas, konsultuojantis su situacijoje dalyvaujantais;
 - pokyčių savo veikloje inicijavimas ir pakeistų veiklų tyrinėjimas;
 - stebėjimas ir vertinimas, analizuojant kiekvieno ugdymo proceso dalyvio naštą;
 - reflekyvių veiklų inicijavimas ir vykdymas, siekiant refleksyvių praktikos;
 - diskusiniai aplinkkaimis ugdymo institucijoje, akcentuojant lygiavertį ugdymo proceso dalyvių dalyvavimą;
 - rodymais grįstos kultūros ugdymo institucijoje formavimosi skatinimas.
2. Emocijų ir elgesio sutrikimų turinį mokinių pozityvaus elgesio palaikymas, kuris apibūdina šiais požymiais:
 - pozityvaus elgesio skatinimas ir pastiprinimas;
 - su kaim orientuotą ugdymo situacijų konstravimą;
 - reikalavimų ir taisyklių, orientuotų pozityvius pokyčius, kaimas; mokinių individualumo, unikalumo bei individualaus potencialo at(si)skleidimas;
 - mokinių, jo šeimos dalyvavimo ugdymo procese aktyvinimas bei bendradarbiavimo santykių kaimas;
 - mokinių savistabos, savivaldos ir savianalizės veiklų plėtojimas(is);
 - pozityvaus elgesio palaikymo sistemos kaimas institucijoje.

Tyrimo metodai. Tyrimo duomenys rinkti taikant trianguliacijos principą, atliekant duomenų rinkimo metodą trianguliaciją.

Žvalgomojo kokybinio tyrimo metu pusiau struktūruotu interviu metodu apklausti 15 Šiaulių miesto pagrindinės mokyklos mokytojai, siekiant atskleisti tyrimo objektų per mokytojų realios praktinės veiklos aspektus bei išsiaiškinti galimą platesnio tyrimo problematiką, patikslinti ginamąjį teiginį ir jo formulavimą bei parengti platesnį apklausos metodiką. Siekiant atskleisti mokytojų veiklos tyrimo teorinį struktūrą ir taikymo galimybes bendrojo lavinimo mokykloje, skatinant mokytojas bei mokinius reflekyvias veiklas, atlikta *atvejo studija (dalyvavo 1 mokytoja ir 19 mokinių)*. Vieno atvejo studija padėjo nu-

matyti planuojam veiklos tyrim dalyvaujant etapus ir strategijas, apimanias mokytojo veiklos tyrim , ugdymo proceso dalyvi reflektyvias veiklas bei dalyvavimo ir bendradarbiavimo koncept .

Norint apib dinti mokytoj veikl ir patirtis, apibr žti mokytoj vykdom veikl ,konstruojam s veik su emocij ir elgesio sunkum ¹² (EES) turiniu mokiniu tipus atliktas *empirinis kokybinis tyrimas. Pusiau strukturuotu interviu metodu, taikant giluminio interviu elementus*, apklausti 76 mokytojai analizuojant 36 EES turini mokini atvejus. Pirmajame tyrimo etape atlikta *klasikin turinio analiz* . Antrame tyrimo duomen analiz s etape buvo taikomi *statistiniai metodai: klasterin analiz , porin s dažni lentel s*.

Siekiant giliau pažinti emocij ir elgesio sunkum (EES) turinio mokinio konstruojamas s veikas su kitais ugdymo proceso dalyviais, ugdymo proceso realyb bei j keisti, skatinant rodymais gr stas mokytoj veiklas ir išryškinant tyrimo dalyvi bei institucijos veiklos pozityvius pokyius, atlikti veiklos tyrimai dalyvaujant (vykdyti trijose bendrojo lavinimo mokyklose, analizuojant emocij ir elgesio sutrikim ar sunkum turini mokini penkis atvejus). Tyrimo duomenys analizuojami taikant *fenomenologin s analiz s principus*, atlikta planavimo, veikl , vertinim , refleksij analiz , individuali pasisakym , steb jim , veiklos vertinim , mokytoj ir mokini dienoraš i , laišk analiz .

Atlikta *tyr jos vaidmens refleksija* atskleidžia visapusišk tyr jos si- traukim ir tak tyrimo procesui, nuolat stebint ir aktualizuojant asmenin tyr jos s veik su dalyviais, asmenines reakcijas, susiejant teorinius konceptus, praktines veiklas ir refleksijas, projektuojant EES turini mokini ugdymo strategijas, paremtas rodymais gr sta mokytojo veikla bei pozityvaus elgesio palaikymo modeliu.

Tyrimo mokslin naujum ir reikšmingum pagrindžia tai, kad:

- disertacijoje konceptualiai atskleidžiamas rodymais gr stas mokytojo veiklos, ugdant emocij ir elgesio sutrikim turinius mokinius bendrojo lavinimo mokykloje, veiksmingumas;
- apibr žti mokytoj vykdom veikl ir konstruojam s veik su emocij ir elgesio sutrikim turiniu mokiniu tipai;

¹² Disertacinis tyrimas gr stas galinimo paradigminis nuostatomis ir integracijos, inkluzijos principais. Orientuojantis emocij ir elgesio sutrikim turinio mokinio individualaus potencialo ir geb jim atskleidim bei kylan i problem sprendim ugdymo procese, disertacijoje vartojama emocij ir elgesio sunkum turinio mokinio s voka. Emocij ir elgesio sunkum (EES) turintis mokiny – tai asmuo, kuriam prognozuojami arba nustatyti emocij ir elgesio sutrikimai pagal mokyklos specialiojo ugdymo komisijos ar pedagogin s psichologin s tarnybos išvad . Siekiant išvengti negal s ir sutrikim akcentavimo (medicininis/klinikinis požir is) emocij ir elgesio sutrikim turini mokini s voka vartojama minimaliai.

- pateikiamos rodymais gr stos mokytojo veiklos konstravimo patirtys, ugdant emocij ir elgesio sutrikim turin ius mokinius bendrojo lavinimo mokykloje.

Praktin tyrimo reikšmingum pagrindžia tai, kad detaliai apibr žti emocij ir elgesio sutrikim turin i mokini ugdymo konceptai, rodymais gr stos mokytojo veiklos strukt ra ir principai, veikta ugdymo proceso realyb - je, spr stos ugdymo proceso dalyviams (mokiniui, jo t vams, mokytojams, specialistams) aktualios EES turin i mokini problemos. Atliekant disertacin tyrim , buvo analizuojami pagalbos EES turintiems mokiniams, remiantis rodymais gr sta mokytojo veikla ir pozityvaus elgesio palaikymu, modeliavimo aspektai, pateiktos empiriškai pagr stos praktin s rekomendacijos mokiniams, t vams, mokytojams ir specialistams bei mokslininkams.

Tyrimo epistemologinis ir teorinis pagrindas

Tyrimo epistemologinis ir teorinis pagrindas remiasi šiomis esmin mis socialini moksl paradigmomis ir teorijomis: socialiniu konstruktyvizmu, galinimu, rodymais gr sta mokytojo veikla, kuri aktualizuoja mokym si veikian t pozityvaus elgesio palaikymu.

Socialinio konstruktyvizmo paradigma¹³ remiasi keliomis pagrindin mis prielaidomis: interpretuodami kasdienyb s pasaul , žmon s konstruoja prasmes, prasm s formuojasi individ s veikos procesuose ir apima istorines bei socialines perspektyvas. Mokytojui, siekiant išsiaiškinti skirting ugdymo proceso dalyvi interpretacijas, j veiklos aspektu labai svarbus tampa gr žtam ojo ryšio procesas (Askew, Lodge, 2000; Taggart, Sammon, 2000; Thomas, Smees, Elliot, 2000; Wikeley, 2000), suvokiamas, kaip dialogo ir informacijos d ka konstruojamas procesas bei grindžiamas subjektyvia refleksija ir veikla, siekiant poky i , apima visas mokymosi veikian t ciklinio proceso stadijas: planavim , veikl , vertinim , refleksij . Gr žtamasis ryšys ir refleksija susilieja, paskatinant besimokant j apžvelgti savo mokym si b tent tam tikrame kontekste, susiejant ankstesn patirt ir sampratas. Mokytojo ir mokinio s veika grindžiama pagarba, kai kiekvienas ugdymo proceso dalyvis dalijasi savo patirtimi ir situacij vertinimais, siekdami suprasti ir pasimokyti vienas iš kito. Gr žtam ojo ryšio proceso s veik su rodymais gr sta praktika nagrin j mokslininkai (Hargreaves, 1996, Elliot, 2001) pabr žia, kad ugdymo procesas visada orientuotas gr žtam j ryš , o rodymais gr sta mokytojo veikla praturtina gr žtam ojo ryšio proces nuo subjektyvumo objektyvumo link. Socialinio konstruktyvizmo id jomis grindžiamas veiklos tyrimas dalyvaujant (Gaventa, Cornwall, 2006; Heron, Reason, 2006; Kemmis, 2006; Povilinas, 2003; Reason, Brandbury, 2006) aiškinamas taip: realyb – subjektyvi ir daugialyp , pasaulis paž stamas dalyvaujant ir konstruojant simbolines reikšmes; situacij interpretacijos ir sampratos kiekvieno ugdymo proceso dalyvi suvoktos savi-

¹³ Berger, Luckman, 1999; Creswell, 2007; Delanty, 1997; Saraga, 1998.

tai ir išskirtingų perspektyvų, diskursų. Tyrimas dalyvaujant – tai pažinimo ir žinių kūrėjo demokratinis procesas, pripažįstantis visų dalyvių veiksmus ir vaidmenis, suvokimus ir prasmes konstruojant veikloje, pasižyminčioje bendru interesu ir tikslu, kuriant mokymosi aplinkas bei inicijuojant institucinius sisteminius pokyčius. Diskursyvusis pažinimas (Fairclough, 2003; Foucault, 1972; Habermas, 2002; Poškienė, 2007; Telešienė, 2005, 2006; Valantiejus, 2004; , 2005) siejamas su reflektyviosios analizės gūžiais, dialoginiu patyrimu, siauresnės apimties socialiniais pasakojimais. Pabrėžiama diskursyviojo pažinimo svarba specialistui ar mokytojui, nuolat bendraujančiam su skirtingais ugdymo proceso dalyviais, savo kasdieninėje veikloje konstruojančiam ar patenkančiam panašias situacijas. Esminis jį skiriantis požymis – kaip situacijos dalyviai ją interpretuoja, priima ir išgyvena. Tai ir pasireiškia kiekvieno individualiai formuojami diskursai, kurių analizė ir suvokimas padeda konstruoti individualią, grupinę, socialinę ir kultūrinę realybę.

Ugdymo galinimas akcentuoja asmenį (šiuo atveju emocijų ir elgesio sunkumų turinčią mokinį) patiriantį, interpretaciją ir vertybių pripažinimą kaip sudėtinį socialinio diskurso dalį, skatinant dalyvavimą diskursyviai dialoge ir interesų derinime bei ugdant praktines kompetencijas ir pasitikėjimą savimi (Ruškus, Mažeikis, 2007). Ugdymo galinimo konceptu besiremiantys specialistai, kuria aplinkas ir sąveikas, skatinančias stiprinti asmens individualų potencialą, inicijuoja individualias ir bendradarbiavimo grupines veiklas, skatinančias pokyčius artimiausioje aplinkoje ir institucijoje bei kuriančias galinančią atmosferą (Lee, 2001). Šeimos ugdymo galinimą akcentuojantys mokslininkai (Brassard, Boehm, 2007; Gerulaitis, 2007; Trumbull, Rothstein-Fish, Greenfield, Quiroz, 2001) pabrėžia šeimos sitraukimo ugdymo proceso būtinybę, išsiaiškinant ir tenkinant vaiko poreikius bei sprendžiant asmeninių ar institucinių lygmeniu kilusias problemas. Ugdymo galinimo procesai aktualūs ne tik mokiniai, jo šeimai, bet ir mokytojams. Visiems jiems dalyvaujant bendroje galinančioje veikloje vyksta individualūs ir grupiniai transformacijos procesai, kurių metu tobulinama kiekvieno dalyvio gyvenimo kokybė, tarpasmeninio bendravimo ir bendradarbiavimo gebėjimai (Fetterman, Wandersman, 2005; Kreisberg, 1992; Vaughan, Omvig, 2005). Ugdymo galinimas skatina demokratinius procesus institucijoje, sunklausių ugdymo proceso dalyvių poreikius ir jų tenkinimą, naujų galimybių suteikimą, ugdant savitarpį ir atstovavimą savo interesams, socialinį dalyvavimą. Socialinio dalyvavimo požiriu orientuojamasi procesas, susijęs su individualiu socialinio dalyvavimo galimybių didinimu (Ebersold, 2003, 2007; Gerulaitis, 2007; Lee, 2001; Ruškus, Mažeikis, 2007). Konstruodami sąveiką su emocijų ir elgesio sunkumų turinčiais mokiniais, mokytojai siekia padėti ugdymo proceso dalyviams suprasti ir vertinti vieniems kitus, klasėje ir mokykloje sukurti ugdymo ryšius, (si)traukti prasmingą veiklą, skatinančią kmingai atlikti naujus vaidmenis, akcentuoti nauš bendrą veiklą.

rodymais gr sta mokytojo veikla – tai naujo požiūrio ir idėjų diegimas, kokybiškai keičiant ugdymo turinio form ir metodus. rodymais gr sta mokytojo veikla, besiremianti mokslinio pažinimo kultūra, aktualizuoja praktiškai vykdomus tyrimus, siekiant keisti ir tobulinti ugdymo procesą, konstruojant naujas žinias mokymosi veikiant metu ir formuojant rodymais gr st kultūrą ugdymo institucijose (Armstrong, Moore, 2005; Biesta, 2007; Coe, 1999; Costello, 2003; Koshy, 2005; Petty, 2008; Pollard, 2006; Porter, Lacey 2005; Schwandt, 2005; Wiltshier, 2007). Mokymasis veikiant apima veiksmų ir mokymų sąsają ir yra artimai susijęs su veiklos tyrimu, kai „ką aš žinau“ ir „ką aš darau“ prasminama veikloje. Mokymosi veikiant konceptas grindžiamas K. Lewin (mokymosi lauke), J. Dewey (mokymasis veikloje ir iš patirties), D. A. Schon (mokymasis iš veiksmo, žinojimas iš veiksmo) bei Revans (mokymasis analizuojant savo mokymosi procesą, atliekant galias refleksijas norint išsiaiškinti ne „ką aš žinau“, o „ko aš dar nežinau“) idėjomis¹⁴. Mokymasis veikiant, pasak Buysse, Sparkman, Wesley (2003), Dick (2004), vyksta mažoje dalyvių grupėje, kai siekiama išspręsti realias problemas, laisva valia dalyvaujant veikloje ir savanoriškai priimant sprendimus, veikiant kartu atsižvelgti kiekvieno dalyvio sampratą ir poreikius, veikiama orientuojantis naujas žvalgas ir siekiant pokyčių, refleksijų metu kartu su grupe dalijamasi veiklos pasekmėmis, ypatingas dėmesys kreipiamas mokymuisi, atsižvelgiama grupės veiklos procesus ir ieškoma veiksmingų kelių darbui kartu, palaikant ir paskatinant siekiama vadovauti savo ir kitų mokymuisi. Taip kuriamos naujos žinios, leidžiančios iš naujo pažvelgti esamą veiklą. Biesta (2007, p. 12) teigia, kad žinios, „suprantamos kaip simbolinis ryšio tarp mūsų veiksmų ir jų pasekmių atsiskaitymas, gaunamos tik tada, kai mes perkeliame mūsų „egzistavimo procesus“ „simbolinius procesus“ – kai mes savo veiksmus perkeliame mūsų stym, svarstym ir teorizavim“ – taip mokydami apie galimus ryšius tarp mūsų veiksmų ir jų pasekmių.

Emocijų ir elgesio sunkumų turinti mokinių ugdymo procese aktualizuojamas pozityvaus elgesio palaikymo (angl.: PBS – positive behavioral supports) modelis (Carr, Dunlap, Horner ir kt., 2002; Scheuermann, Hall, 2008), besiremiantis kognityvinio biheviorizmo ir ekosisteminio požiūrio principais glaudžiai susijęs su rodymais gr sta mokytojo veikla, kai naudojami pozityvios mokymosi, tyrimais pagrįstos strategijos, mokant ir skatinant pozityvų elgesį ugdymo aplinkoje. Pozityvaus elgesio palaikymo modelis – tai integruotas pritaikymas elgsenos mokslui, praktinė intervencijos, socialiniai vertębi ir sisteminės perspektyvos projektuojant intervencijų individui, klasei ar visos mokyklos lygiu; skatinant mokinių sėkmingą veiklą; remiantis asmeniniais orientuotu ugdymu; bendradarbiavimu tarp visų ugdymo proceso dalyvių, apibrėžiant elgesio problemas, vykius, laiką, situacijas ir vietas; apibendrinant

¹⁴ Dewey, 1997, 2000; Lewin, 1942; Revans, 1982, 1998; Schon, 1987.

ir analizuojant teiginius ar hipotezes; numatant duomen rinkimo būdus; cikliniu mokymosi veikiant procesu; vertinimu, orientuotu grįžtamojo ryšio procesais; sisteminiuose mokymuose, mokyklos ar švietimo sistemos erdvėje. Mokytojo veikla grįsta asmen orientuoto ugdymo paradigma bei asmen šeimos kontekste orientuoto ugdymo konceptu (Bitinas, 2000; Carr, Horner, 2007; Juodaitytė, 2003; Summers, Gavin, Purnell-Hall, Nelson, 2003), remiasi individualizavimo ir holistinio ugdymo principais; lygiateisiškumo ir demokratinio ugdymo principais; pasirinkimus inicijuojančios ugdymo aplinkos konstravimu; galinimo ir sėkmingos pedagogika, akcentuojančia dialogą ir bendradarbiavimą, sprendimų pasirinkimo ir priemonių laisvę. Emocijų ir elgesio sunkum turinti mokinių ugdymo kontekste ypač svarbus tampa šeimos orientuoto ugdymo konceptas moksliniame diskurse dar vadinamas šeimos centruota, šeimos fokusuota, šeimos – sėkmingo ugdymo praktika. Šeimos orientuoto ugdymo konceptas akcentuoja EES turinti mokinių gerbimą bei gebėjimų ugdymą, siekiant jų veiksmingo funkcionavimo virose aplinkose, kartu šeimos narius mokančių gerbimą bei strategijas, skatinančias vaiko pozityvaus elgesio apraiškas virose kontekstuose. Kritinė teorija su mokytojų veikla ugdančių emocijų ir elgesio sunkum turinčius mokinius bendrojo lavinimo mokykloje susijusi keliais aspektais: situacijos supratimo, siekiant ją pakeisti, svarba; suvokimu, kad socialines situacijas kuria, rekonstruoja ar dekonstruoja žmonės; bet kokios situacijos matymo įgosis santykių aspektu (McNiff, Whitehead, 2006). Kritinė teorija (Cohen, Manion, Morrison, 2007; Freire, 2000) aktualizuoja išsiaiškinant ir vertinant santykius tarp mokyklų ir bendruomenės: kaip mokyklos palaiko ar mažina nelygybę, koks santykis tarp programų ir socialiai konstruojamų žinių, kokie įgosis santykiai dominuoja ir t. t. Kritiškai draugų grupės ir kritiškos bendruomenės subratavimas akcentuoja Campbell, McNamara, Gilroy (2004), Sagor (1992, 2005), teigdami, kad mokytojui, vykdančiam veiklos tyrimą, tokie grupės subratavimai ir aktyvus dalyvavimas į veikloje padeda ne tik patikrinti keliamas hipotezes ar problemas, bet ir validuoti tyrimo rezultatus patelkiant konstruktyvią kritiką.

Disertacijos struktūra ir apimtis. Darb sudaro vadą, du skyriai, moksliną diskusiją, išvada, rekomendacijos, literatūros sąrašas ir priedai (elektroninis išteklius). Disertacijoje pateikti 7 paveikslai ir 9 lentelės. Bendra darbo apimtis – 162 puslapiai. Panaudoti 317 literatūros šaltiniai. Prieduose (2 priedai) pateikiama interviu medžiaga, statistiniai skaičiavimų duomenys, veiklos tyrimo dalyvaujant protokolai, mokytojų stebėjimų, klausymynų pavyzdžiai, mokinio, jo tėvų, mokytojo dienoraščių pavyzdžiai, mokinio stebėjimų, savo veiklos vertinimo formų pavyzdžiai.

IŠVADOS

1. rodymais gr stos mokytojo veiklos konstravimo, ugdant emocij ir elgesio sutrikim turin ius mokinius, teorini ir empirini prielaid analiz atskleid , kad rodymais gr sta mokytojo veikla grindžiama socialinio konstruktyvizmo paradigma, orientuota mokslin pažinim ir t stin kasdienin mokytojo praktik aktualizuoja:

- Mokytojo asmenin , socialini realij k rimo ir žini konstravimo proces , vykstant *mokymosi veikiant* metu. Mokymosi veikiant proceso metu mokomasi iš sav s ir kartu su kitais, konstruojamos žinios kaip sprendim pri mimo resursas ir sampratos, kai gytos žinios kei ia sitikinimus ir reali ugdymo situacij suvokim . Empirinio tyrimo duomenys rodo, kad mokytojai savo kasdienin je veikloje, s veikaudami su emocij ir elgesio sutrikim turin iu mokiniu, jo t vais bei kolegomis, nuolat susiduria su vairialyp mis, dažnai konfliktin mis, situacijomis. Atlikta mokytoj veikl tipologija atskleid , jog mokytoj veiklos, ugdant emocij ir elgesio sutrikim turin ius mokinius, konstruojamos s veikos su mokiniu ir jo šeima yra gana kontrastingos: nuo galinim orientuotos, s veik ir pozityv elges konstruojan ios iki eklektiškos, orientuotos žini perteikim , formalios ir socialin atskirt konstruojan ios.
- Mokytojo *tiriam j veikl* , orientuot konkre ias, unikalias *problemas ir j sprendim* tam tikroje ugdymo situacijoje, praktin patirt ir rodymus, naudojamus pirmiausia tam, kad pad t suprasti, kokia gali b ti problema, ir tada tikslingai numatyti galimus veiksmus. Atlikta mokytoj , ugdan i emocij ir elgesio sutrikim turin ius mokinius, veiklos patir i ugdymo realyb je analiz atskleid , kad mokytojai akcentuoja problem pažinimo ir sprendimo technologij stygi , pedagogin s veiklos planavimo formalum bei veikl , orientuot žini perteikim , paplitim . Mokytoj orientacija normatyvin ir objektyvistin proces , ugdant emocij ir elgesio sutrikim turin ius mokinius, yra mažai rezultatyvi. Mokini ir mokytoj santykiuose gausu mokini reaktyvaus elgesio požymi mokytojo veikl atžvilgiu. Nors mokytojai suvokia ir išsako š prieštaram , ta iau situacijos nesiryžta keisti arba kei ia labai nežymiai.
- Mokytojo veiklos tyrim kaip *ciklin proces* , apimant planavim , veikl , steb jim ir refleksijas, orientuot asmenin s s veikos su ugdymo proceso dalyviais analiz bei bendr veikl , inicijuojan i poky ius ugdymo proceso realyb je. Disertaciniame tyrime atskleidžiama, kad bendrojo lavinimo mokykloje yra nuolat vykdoma tiriamoji veikla, mokytojai atlieka trumpalaikius, dažniausiai kiekybinius mokyklos bendruomen s situacijos analiz s vienu ar kitu klausimu tyrimus, be to, vykdomas mokykl tobulinimo vidaus ir išor s auditas, ta iau mokytojo veiklos tyrimas dar netapo

kasdieninis praktikas, ugdant emocijų ir elgesio sutrikimų turinius mokinius, savastimi.

- Mokytojo *reflektyvi praktik*, sistemingai bei kruopščiai analizuojant refleksijas, jų požymius, visaapimančiai suvokiant ugdymo procesą, vertinant savo, kaip mokytojo, veiklą ir jos veiksmingumą. Empirinio tyrimo duomenys rodo, kad mokytojai aktualizuoja reflektyvią aplinką, stoka ir išsako jos poreikį. Iš dalies pastebimi reflektyvios veiklos elementai – veiksmo refleksija, rašytiniai vertinimai bei pedagog bendruomenei perteikiamos vidinės refleksijos. Apibūdinti reflektyvią praktiką mokytojai pabrėžia problemų sprendimo uždavimus, t. y. kylančias problemas, konfliktines situacijas mokytojai dažniausiai linkę spręsti individualiai, minimaliai bendradarbiaudami su kitais ugdymo proceso dalyviais ar perkeldami šeimai mokykloje kilusias problemas.
 - *Veiklos tyrimo dalyvaujant* vykdyti individualiu, klasės ar mokyklos lygiu, kuriant diskusinę aplinką bei skatinant rodymais grąžinti kultūros ir politikos ugdymo institucijoje formavimąsi. Išanalizavus mokinių atvejus pagal mokytojų veiklos tipologiją, konstatuota, kad emocijų ir elgesio sutrikimų turintys mokinys ugdymo proceso metu susiduria su vairiomis ir mažai derančiomis tarpusavyje skirtingomis mokytojų veiklomis. Tyrimo rezultatai leidžia teigti, kad mokytojų kolegialios veiklos stoka ne tik kad nepadedama mokiniui veikti emocijų ar elgesio sunkumais, bet dažnai lemia komunikacinę distanciją ar net konfliktiškus santykius.
2. rodymais grąžinti mokytojo veiklos veiksmingumą, ugdant emocijų ir elgesio sutrikimų turinius mokinius, atskleistas vykdyti veiklos tyrimus dalyvaujant realioje ugdymo aplinkoje, aktualizuojant mokytojo mokymąsi veikiant:
- Visapusiška emocijų ir elgesio sutrikimų turinio *mokinio situacijos analizė* praplėsta „rodymo“, „žinojimo“ sampratas. Veiklos tyrimo dalyvaujant metu pereinama nuo emocijų ir elgesio sunkumų turinio mokinio nepageidaujamo elgesio ir emocijų raiškos, menkai grindžiamos rodymais, konstatavimo (mokinys kaip problema) iki mokinio situacijos analizės, atsižvelgiant skirtingą ugdymo aplinką, ugdymo proceso dalyvius ir jų poreikius, naudojant vairesnius duomenų rinkimo metodus.
 - *Veiklų planavimas*, veiklos, jos vertinimas ir refleksijos apima ne tik asmeninius pokyčius, bet ir viso konteksto sampratą. Pirmuosiuose veiklos tyrimo dalyvaujant etapuose vieni mokytojai vis dar orientavosi kitą ugdymo proceso dalyvių veiklų keitimo skatinimui ir savo veiklą projektavo siekdami pakeisti kitus. Tačiau palaipsniui, planuodami veiklą, mokytojai pradėjo orientuotis ne tik pokyčius mokinio veikloje, bet ir *asmeninio mokymo pokyčius*: stebėjimą, siekiant pažinti; bendradarbiavimą, gyvendinant išsikeltus tikslus; ugdymo proceso keitimą, skatinant lygiavertį dalyvavimą ir intereso atstovavimą; kiekvieno ugdymo proceso dalyvio našumą akcentavimą.

- Mokytojo *reflektyvi praktika* tapo t stiniu ir kokybiškai kintančiu procesu: palaipsniui pereita nuo apib dinamosios praktin s veiklos refleksijos - savo asmenini veikl , subjektyvi emocij ir elgesio sutrikim turin io mokinio situacijos samprat išsakymo iki kritin s praktin s veiklos refleksijos, pagr stos rodymais, analizuojant savo veiklas mokyklos, švietimo sistemos ar švietimo politikos erdv je.
 - Veiklos tyrimo dalyvaujant vykdytas bendrojo lavinimo mokykloje (ugdymo proceso dalyvi susitikim organizavimas, akcentuojant lygiavert dalyvavim , dalijim si id jomis, patirtimi ir veiklos rezultatais, nauj veikl projektavimas) paskatino *diskusini aplink k rim (si), rodymais gr stos kult ros* ir politikos ugdymo institucijoje formavimosi bei *pozityvaus elgesio palaikymo* sistemos k rimo apraiškas.
3. Disertaciniame tyrime rodymais gr stos mokytojo veiklos veiksmingumas pagrindžiamas mokytoj veikla, orientuota mokinio, turin io emocij ir elgesio sutrikim , pozityvaus elgesio palaikym ugdymo proceso metu:
- Konstruodami asmenines veiklas mokytojai palaipsniui per jo nuo mokinio drausminimo, kontroliavimo ar ypatingos globos akcentavimo iki *pozityvaus elgesio palaikymo, skatinimo ir pastiprinimo*, kas inicijavo mokinio pozityvaus elgesio ir emocij apraišk gaus jim mokytojo – mokinio, mokinio – bendraklasi , mokinio ir jo šeimos nari interakcijoje.
 - Mokytoj veiklos orientacija mokinio poreikius, *konstruojant s km s situacijas* ugdymo proceso metu, kartu su mokiniu numatant mažus veiklos žingsnelius ir teikiant paskatinimus už j gyvendinim , leido mokiniui patirti s km , k l mokymosi motyvacij , ir b tent tai l m ne tik mokymosi rezultat pager jim , bet ir padid jus sav s vertinim . Šis procesas, pedagogin s veiklos prasme, kito nuo pesimizmo, nerimo, baimi iki inovacin s, k rybin s veiklos, gr stos savitarpio supratimu ir pasitik jimu.
 - Reikalavim ir taisykli išgryninimas kartu su mokiniu analizuojant ir aptariant pageidaujamo elgesio sampratas, emocin s raiškos ypatybes, akcentuojant asmens individualum bei unikalum paskatino mokinio *individualaus potencialo* atsiskleidim bei aktyvino *mokinio dalyvavim* . Mokinio pozicija tyrimo metu kito nuo formalaus, pasyvaus dalyvavimo iki aktyvaus dalyvavimo, išbandant naujas veiklas, jas analizuojant, vertinant bei išsakant asmeninius poreikius.
 - Pl tojami emocij ir elgesio sutrikim turin io *mokinio ir jo šeimos gali nimo* procesai aktyvinant lygiavert dalyvavim , stiprinant individual potencial , tobulinant tarpasmeninio bendravimo ir mokymosi veikiant geb - jimus, skatinant savistab ir atsakomyb už savo veiklas, inicijuojant bendradarbiavimu gr stas veiklas, konstruojant pozityvaus elgesio palaikymo apraiškas šeimoje.
 - Mokinio savistabos, savianaliz s veikl pl tojimas, skatinant steb ti savo elges ir emocij raišk , išskirti veiklos prioritetus ir tikslingai planuoti,

vertinti asmeninius pasiekimus, reflektuoti ir analizuoti nesuk -
r prielaidas mokinio *savikontrolės ir savivaldos* gebėjimams plėtoti.

4. Tyrimas parodė, kad rodymais grįstos mokytojo veiklos veiksmingumui, ugdant emocijų ir elgesio sutrikimus turinčius mokinius, svarbūs ir konteksto veiksniai: pedagogas atvirumas kaitai ir naujoms patirtims, mokantis veikiant kartu su kitais ir vieniems iš kitų, reflekyviosios praktikos patirtis, veiklų orientacija pozityvaus elgesio palaikymui, ugdymo proceso dalyvių bendradarbiavimas ir kt.

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