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DEVELOPMENT OF PARENTS' INVOLVEMENT IN THE CHILD'S EDUCATIONAL PROCESS IN A SPECIAL SCHOOL

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INTRODUCTION

Political context of the research and practical topicality. Following the restoration of Independence of Lithuania seeking to implement the visions and other educational conceptions of the national school "it was insufficient to reform the educational system of Lithuania in one or another aspect; a substantially new system had to be created[1]". Changing certain attitudes of the special education school, segregation tendencies, etc. of the remaining inheritance of soviet educational system, special education underwent numerous changes as well (from segregation to school for all)[2]. Seeking substantial alteration of education, along with economical, political and other social shifts, integration of Lithuania to the European Union promoted educational policy makers, practicians and other participants to consider anew and renew disabled children's, their families' and adults' education. Entrance to the EU, which itself is on the road of permanent search, opened broad opportunities to Lithuania' s special education not only in the field of legislation but also looking for theoretical conceptions for both special school and education. The commenced integration period aroused various discussions and dilemmas, ranging from approving, supporting to neutral or negative attitudes (Butkuvienė, 1999; Gudonis, Novogrodskienė, 2000; Labinienė, Aidukienė, 2003; Kugelmass, Galkienė, 2003; Pūras, 1997; Ruškus, 2002; Elijošienė, 1998 and others).

According to the Law on Education of the Republic of Lithuania (2003), Lithuanian school is an integrated general education institution grounded on democratic and humanistic foundations the activities of which are guided by the principles of equal opportunities, contextuality, efficiency and continuity. Laws and documents on the development of education stipulate the right of the disabled child and his family to choose the wanted education institution, provide for the right to learn according to abilities, to receive assistance, corresponding to his needs, underline the importance of the role of parents and family (e.g. making child education related decisions, parents are formally given the decisive vote), collegial solution of problems of persons related to the educational situation, and cooperation of participants of the educational process. Refusing segregational, "privileged" education, practical application of these attitudes raised the issue of the necessity of a new, real and efficient strategy for special needs children's education. According to D. Pūras (1997), the initial stage of integration (1989–1994) dealt more with the reorganisation of traditional institutions for persons with

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[1] Review of Education Reform of the Republic of Lithuania, 1990–2000: Report of the Ministry of Education and Science of the Republic of Lithuania. Internet access path: http://www.smm.lt/svietimo_bukle/docs-/apzvalgos/RAPORTAS_taisymai_.pdf.
[2] United Nations Convention on the Rights of the Child (1989), approved and ratified in Lithuania, Salamanca Convention (1994), UN Convention on the Rights of the Child (1995), Law on Special Education (1998), principles of Education Reform of Lithuania declare and commit to integrate disabled persons into the society in Lithuania and to provide opportunities and conditions for special needs children, corresponding to the level of their psychophysical abilities.

disorders, distribution of funds, creation of new type institutions, services and non-governmental organisations; shortage of clear national programme for persons with behavioural disorders and mental illnesses was emphasized. For example, according to the law which was in force till June 25, 1991, if medical educational commission stated mild or severe learning difficulties, children would be excused from school and left for parents' supervision. If parents refuse their duties and children stay orphans, children would be fostered at boarding-houses, funded by the Ministry of Social Security (Elijošienė, 1993). Later (1997–2001) new type institutions and services appeared, attention started to be concentrated on community and its resources. Recommendations of the already mentioned West European special education policy makers[3] emphasized involvement of parents as equivalent partners (and of other people's related to educational situation) in the educational process of the disabled child. Provision of necessary information for parents by specialists and close cooperation with family encouraged research into disabled persons' uniqueness and relations with environment.

Seeking to take over the experience of the EU countries and the USA, laws in the field of special education and education[4] were passed in Lithuania following the principles of democracy and the ideas of social integration, normalisation and integration to the general education school. Based on the EU experience[5], the educational policy in our country underwent the alteration of ideological and educational paradigms. In the present reality of special education integration and inclusion conceptions start to set in instead of segregation, institutionalisation attitudes. During the transitional period from the soviet system to democracy Lithuanian special school experienced numerous transformations: the appearance of the conception of Lithuanian education (1992) was followed by the implementation of theories and practice of social changes, social integration and new education of the disabled. Harmonisation of social integration paradigms remains a sore point (Breslin, 1998; Ruškus, 2002) in the context of education of the disabled: segregational mindset and behaviour is distinct among the society's individuals, whilst specialists of education stick to ambivalent social attitudes towards the disabled. International Classification of Functioning, Disability and Health (2001) emphasizes the importance of social environment, clearly distinguishes between disorder and disability to which the quality of individual's interactions with the environment is attributed. Such attitude of social integration towards the disabled does not emphasize the shortcomings of the disabled person but stresses the features of the surrounding environment.

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[3] Salamanca Convention (1994), *Key Principles for Special Needs Education: Recommendations for Policy Makers* (2003), *The European Agency for Development in Special Needs Education* (www.european-agency.org), etc.

[4] Education for All (2000); Law on Special Education of the Republic of Lithuania (1988); Law on Education of the Republic of Lithuania (1992); Law on the Social Integration of the Disabled of the Republic of Lithuania (2004).

[5] Labinienė, Aidukienė, 2003; Meijer, Cor, Walther-Müller, (2002).

In addition to the alteration of the role of the Lithuanian school (it became more open to diversity, changes, family participation), the role of the educator has also been changing (he was given the roles of the organiser, consultant, mediator, etc.). The documents defining educators' qualification abilities emphasize communication and other social abilities as important elements of professional competence. The teachers' ability to communicate and cooperate with a person, a group of persons or in a team, the ability to combine one's and others' knowledge, ideas and to negotiate is underlined as well. They disclose the most important attitude – valuating educational needs and providing support, to focus not on the persons' disability but to assistance in the educational process: interaction between teachers, learners and parents and search for suitable content, forms and methods of education.

The Law on Education (2003) and the Law on Special Education (1998) of the Republic of Lithuania stipulate not only the structure of the system of special education, management and organisation of education but also the rights and duties of special needs persons, their parents (foster-parents) and teachers. The Law on Special Education (Article 34.2) obligates teachers to cooperate with special needs child's parents (foster-parents), to advise them on special education issues and inform about the child's educational progress, difficulties and problems. Though in Lithuania the experience of social integration of the disabled is thoughtful and diverse, certain controversial phenomena existing in the practice of education (teaching and learning) of the disabled have to be noted. These include non-identification and repudiation of cooperation values and the features of imitating partnership activities in the country's educational practice (Ruškus, 2006). This is an internal contradiction between the laws and educational reality: enhancing but still insignificant participation of the disabled and their families in the processes of social relations and decision making; specialists' natural endeavour to assist the disabled (professional mission) but at the same time significant prevalence in the processes of relations and decision making; declarative character of the laws and documents on education; obscurity of the used concepts like cooperation, parents' involvement which are often interpreted differently (Ambrukaitis, Ruškus, 2002).

There are numerous methods and ways of the disabled child's teaching and learning. Along with cooperative teaching and learning, group learning, problem solving, metacognition (planning, observation and evaluation of one's activity), **individual planning**[6] is of particular importance. Individual planning is not understood as application of adapted or modified programmes in the classroom.

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[6] Alberta, 1995; Beukelman, Mirenda, 1998; *Client participation in the Individual Planning Process* (2004); *Educational Project and Success Plans: Showing the Way to Success* (2003), Quebeck: FCPQ; Dagnan, Sturmey, 1994; Holburn, Vietze, 2002; Meijer, Cor, Walther-Müller, 2002; Stancliffe, Hayden, Lakin, 1999; Šiaulytienė, 2000; UNESCO, 2004; Wehmeyer, Ward, 1995.

According to I. Malakauskienė[7] (2006, p. 16), who applies individual planning educating disabled children in Vilnius "Viltis" nursery-school, individual planning must assist "the child to acquire more knowledge, to know the environment better and communicate more successfully and encourage him to start concrete activity". Individual planning is related to progressivism education, when the creation of the child's development plan forms preconditions to actualize the content of education, to include various life phenomena into the educational process and encourages the learners to form their views corresponding to life reality. Such child's education or development plan is initiated by the educational institution but it is created by the very disabled, his family and educators.

Individual planning as the means of partnership in the education of the disabled is also underlined in the conception of inclusion (Booth, Ainscow, et all, 2000). The child's individual plan ensures assistance, guarantees the spread of information about the educational situation, meeting of individual special education needs, cooperation between the learner, parents and school teachers or other specialists, and in some cases the diagnostics as well. Individual plan contains the objective of the educational effect and action priorities which by no means are set by one expert but are the result of equivalent cooperation of the participants of the plan. Cooperation implies continuous negotiations of all participants – the disabled, parents, teachers, medics, psychologists and social workers, seeking to depolarize participants' attitudes, needs and opportunities and directing attention to enhancement of opportunities and to mobilisation of internal and external resources, solving the problems that have been formulated in the plan. The non-equivalent relation when the specialists' opinion is accepted as unquestioned and correct is refused. Opinion and decision regarding intervention starts to be treated as a result of collective activity where the opinion of the disabled and his parents' opinion are equally important as the specialists' opinion. The plans include disabled persons' role in the nearest future, the distribution of roles and functions among participating persons and the definition of social identity. The essence of such individual plan is personal independence and responsibility, space for communication, and the dynamics of emotional and social development and leisure.

The topicality of the thesis research in the political – practical aspect is determined by concrete steps and factors of the participation of the disabled and their families in the child's education process that raise new creativity challenges of the interaction between educational practice and strategy (how all related to the child's educational situation should act together, changing power positions, etc.).

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[7] Malakauskienė, I. (2006). Individualių ugdymo programų naudojimo patirtis ir sunkumai (Experience and difficulties of using individual educational programmes). *Viltis, Nr. 3*, p. 16–17. Concept of Educators' Training (2004); Order of the Minister of Education and Science No. ISAK-506 "Qualification requirements for teachers" which will come into force on July 1, 2007.

The research employs the concepts of harmonisation of needs and interest, parents' involvement and social participation: *social participation*[8] is used in the meaning of empowering people to manage situation where the interaction of the disabled with the community is a required element. Social participation enables to pursue cooperation system, based on equality of the disabled and specialists, to participate making decisions related to life quality. When the disabled and his family are active members of the community and society, social participation may acquire political participation and other forms; *involvement*[9] is understood as continuous interaction between school and parents and as a process based on activeness, during which individual and institutional processes take place. Parents' involvement means a two-way communication which enables the families to play an important role in their children's learning processes and promotes parents' participation in school and community life.

Parents' involvement and social participation in the aspects of scientific discourse as well as of opportunities of practical changes create a basis **for methodological purposefulness of research.**

J. Fiske (1990), A. Giddens (2005), J.-F. Lyotard (1993), W. Welsh (2004) and other modernism and postmodernism critics state that society acquires increasingly more features of diversity and segmentation. The idea of social integration, seeking observance of human rights, little involves the disabled and their families into active and valuable social life, creates not especially favourable conditions for self-expression, active, equivalent and meaningful participation in the society. According to J. Ruškus and G. Mažeikis (2007), a new ideological paradigmatic basis for social participation of the disabled has to be formulated in order to achieve changes in the understanding about disability, the disabled and their families so that the latter are perceived not as a deficiency to be corrected, a deviation from the norm but as people who are able to make their peculiar contribution to the society. Social integration turned more into a value bearing guide of social practice and not to the methodology of practical changes. Carrying out social participation analysis of the disabled and their families, it is proposed to apply (Ruškus, Mažeikis, 2007) the paradigms of conflict and communicative action as well as constructivism and empowerment approaches which namely are observed in this thesis research. The thesis research also employs systematic and ecological approach when not only the child is seen in the educational process but also his family and nearest environment as elements that are interrelated, interacting and dependant on each other (Becvar, Becvar, 1996; Herr, Cramer, 1996; Rubble, 1999; Thomlison, 2002).

Thesis research is based on **conflict paradigm**, which emphasizes harmonisation of interests and power relations (empowerment of the disabled

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[8] Campbell, Strickland, La Forme, 1992; Douglas, Zimmerman, 1995; Ebersold, 2004; Myrick, John, Williams, 1994; Richardson, 1983; Zimmerman, Rappaport, 1988.
[9] Beresford, Coft, 1993; Chavkin, Williams, 1993; Curtis, Singh, 1996; Epstein, 2001; Flouri, 2004; Kemshall, Littlechild, 2000; Turner, Beresford, 2005; Wehmeyer, Ward, 1995.

person). Conflict theory is closely related to empowerment theories. Special education practice employs various methods and ways that assist to seek cooperation between persons and constructively search for the ways to solve conflicts of interests. Most important of them are reconciliation of interests, negotiations, intermediation, mediation, disputes, joint problem solving and other.

Negotiations, conflicts of interests (ways of solving and mechanisms) between the disabled and various social institutions in the context of Lithuanian general and special education are not a broadly analysed topic. The research report on social participation and factors making influence to disabled students in higher educational institutions by J. Ruškus, M. Daugėla, et all (2006)[10] point out the inevitability of the conflict of interests between the disabled studying in a higher educational institution and administration. According to the authors, a characteristic phenomenon of the participation of the disabled in higher education is the lack of the dialogue between the disabled and the higher educational institution. The problem lies not in the initiatives of the disabled and administration but in the absence of cooperation and in non-harmonisation of interests between them.

Another study carried out in Lithuania[11] which analyses the efficiency of educational psychological services points out that parents are motivated to participate and are open to education initiatives. Insufficient participation of parents, raising a child with developmental or other difficulties, manifests itself by the fact that in the child's psycho-educational assessment documents specialists are not encouraged to give topicality to parents' and child's expectations and needs. The observed conflict of interests should be treated as a positive and promoting factor for further development of partnership, empowerment and involvement. The data of the above-mentioned research enables us to presume that in the practice of special education negotiations with the disabled or their families take place very torpidly or they do not take place at all.

The critics of conflict (George, 1986) state that the paradigm of conflict distinguishes itself by big radicalism, the role of conflict is given too much prominence. Besides, in the context of thesis research the usage of the paradigm of conflict alone is insufficient intellectual instrument to create models for social participation of the disabled. Other paradigms meaningfully supplementing the discussed paradigm are paradigms of communicative action and social construction.

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[10] Ruškus, J., Daugėla, M., Žukauskas, S., Blinstrubas, A., Šaparnis, G. (2006). Factors influencing special needs persons' studies in higher educational institutions. Research report [internet access path: http://www.smm.lt/svietimo_bukle/docs/tyrimai/
Neigaliuju_studiju_veiksniai_tyrimo%20ataskaita.pdf].
[11] Ruškus, J., Ališauskas, A., Šapelytė, O. (2006). Efficiency of the activities of educational psychological services. Research report.
[Internet access path: http://www.smm.lt/svietimo_bukle/docs/tyrimai/PPT_ataskaita.pdf].

Communicative action, as stated by the author of this theory J. Habermas, takes place when individuals act not that much orientating solely towards their individual success but rather creating interpersonal compatibility and common understanding of situations. In other words, in the processes of interactions power distribution changes when the specialists, taking the position of one-sided experts' role, judge about the needs of the disabled person, identify if not a diagnosis then at least the content and the trend of assistance. Solving various social situations attended by the disabled and their family members, not the unilateral experts' decisions but the communicative action is a more efficient and democratic way of working together.

Theory on communicative action lays a conceptual foundation for constructing the individual education plan of the disabled child and for parents' involvement in educational processes: communicative action is understood as a process during which group members discover and create common perception of the situation and arrive at the consensus of coordinated actions (Beemer, 2006). Based on such theoretical perspective parents' involvement in the disabled child's education process is treated as a densely inwrought structure of negotiations and social construction for power and authority. The idea of constructing the individual plan, developed in the thesis research, is based on the attitudes of the paradigm of communicative action (Habermas, 1992) when parents working with teachers negotiate about the child's content of education: the participants act strategically and legitimate their actions; power relations are reproduced; commitments are consolidated, approvals of each other's actions are made and it is sought to act together in the future (search for method and model for joint work). It can be expected that the change of the relation between specialists, the disabled and their families and the development of communicative action will assist the disabled and their families to leave the passive state of being dominated and pass on to the active and creating position (Ruškus, Mažeikis, 2007). J. Habermas's concept of rational communicative action leads to another paradigm – construction paradigm because it implies conversion of implicit (individual, subjective) awareness into explicit (public, agreed, objective) when different interests turn into a common plan or project.

Instruments, powers and knowledge of various specialists working in the field of social services (and with families), are not unlimited (Levi-Strauss, 1997). J. Ruškus and G. Mažeikis (2007) propose to look at social participation of the disabled as at the creative space and the opportunity for changes, active involvement, new practical experiences, experimentation and joy of success. A new dynamics, not of exclusion or unification but of constructing new experiences and new meanings initiates, *bricoleur* idea is actualized (Denzin, Lincoln, 1994; Levi-Strauss, 1997). The latter is inseparable from the paradigm of constructivism and social communication grounding the thesis research. **Theories of social**

constructivism[12], analysing the formation of awareness between the members of social relations state that reality is the result of social construction. One of the key ideas of this theory is that continuous experimentation takes place (Cherryholmes, 1999), and in the democratic society people act, change and discover their and others' mistakes. This way in the light of constructivism the disabled person is seen as being able to cope with disability related difficulties and to reorganize his resources as the society provides assistance to him.

One of the main postulates of constructivism[13] is creation of knowledge in the presence of close interaction of the participants and equivalent participation. New knowledge about the disabled child and his education is created in common interactions between himself, family and specialists.

All paradigms of conflict, communicative action and construction used and discussed in the thesis are the basis for **empowerment theory**. Empowerment is "the process in which people, organisations or communities seek/attain participation" (Douglas, Zimmerman, 1995, p. 571). As stated by M. Zimmerman (1995), empowerment makes individuals replace the clinical attitude with the conceptions of wellness and convalescence, deficit and deficiencies – with competencies and strengths. Carrying out studies based on empowerment attitude, the cataloguing of needs and risk factors is pursued to be replaced by the identification of the disabled man's abilities and investigation of the environmental impact on the genesis of social problems. Empowerment directed practice improves and provides opportunities for the participants to develop awareness (Dettmer, Dyck, Thurston, 1996) and skills, to treat specialists as partners and not as authoritarian experts (Berger, 1991). Empowerment is related to the concept of resources when individuals seek to disclose their potential and this way to control their social life.

J. Lord (1991) distinguishes personal empowerment which is treated as the process of four stages. These are 1) comprehension and awareness (the disabled receive new information, appear in the new context either when life conditions have changed or this is achieved applying certain ways and methods of work with the disabled); 2) contacts and learning (having perceived his needs, the individual seeks contacts with other people or groups and resources, this way he receives new information and learns new skills); its main outcome is that the individual expands his opportunities and the range of choices; 3) mobilisation and acting (the individual seeks contacts with other people that have similar interests, learns new skills, becomes ready for actions because he may be involved in the activity that is meaningful to him or other social actions; successful accomplishment of new roles may arouse the feeling of joy of participation ("I can do it!"), which enforces self-respect, encourages to impart one's right of choice); 4) contribution to joint activities (last stage of individual empowerment when new resources, skills and

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[12] Berger, Luckman, 1999; Chermack, van der Merwe, 2003; Delanty, 1997; Edelman, 2002; Greenwood, Levin, 1998; Jonassen, 1991; Saraga, 1998; Schön, 1987; Searle, 1995; Taylor, 2000.
[13] Delanty, 1997; Jonassen, 1991; Searle, 1995; Taylor, 2000.

knowledge acquired in previous stages are integrated). The disabled or his family members can be assisted by intermediary or other staff providing social assistance to attain and go through all stages. Empowerment is a life-long process that involves positive changes related to the individual's self-respect, self-image and assists to create and develop meaningful social contacts (friendship, formal and informal support).

Empowerment can be treated as promotion of changes in parents' perception about their children's opportunities (Short, Greer, Melvin, 1994). Nachshen (2004) carried out empowerment studies with families raising disabled children and identified that in empowerment processes families perceive themselves as active agents interacting with a larger community. Empowerment cannot be defined using one definition because there are various levels of empowerment and empowerment is a contextual phenomenon. Various types of empowerment are distinguished. Theories on enhancement of various powers refer to self-assistance. This perspective underlines enhancement of self-valuation, participation and fight for one's rights being the receiver of services (Ruškus, Mažeikis, 2007). Still another, postmodernist attitude states that power is not a complete and localised unit, power manifests itself as a relation of different discourses, interests, cultures and motives. Empowerment may be viewed from the following perspectives: first, empowerment as an endeavour to increase individual's self-confidence, providing him with necessary information, resources and knowledge; second, empowerment as creation of suitable environment which promotes the individual to develop his knowledge and competence capacitating the expression of autonomy, freedom and responsibility. Empowerment (Thorlakson, Murray, 1996) encompasses delegation, individual responsibility, independent decision making and the feeling of confidence of being able to act effectively.

Scientific topicality of research. The above-mentioned concepts of conflict, communicative action, constructivism and empowerment and philosophical, theoretical issues actualize scientific, theoretical discourse of the thesis as well: definitions of paradigms and perception of their differences enables critical evaluation of the concept of social integration and avoidance of eclecticism and contradiction.

There are over half a billion (approximately one out of ten of the population) disabled people in the modern world[14]. The disabled and their families seek to empower themselves, clustering into non-governmental organisations and communities, seek integration and equality, search for opportunities to participate in social life. Politicians and scientists of various countries[15] provide a complex analysis of these endeavours and disclose the interaction between the barriers that

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[14] *International Disability Foundation*, 1998.
[15] Coleman, Cressey, 1990; Coleridge, 1993; Beckman, 1996; Beresford, Coft, 1993; Detraux, Di Duca, 2002; Di Duka, van Custem, 2002; Fanning, 2000; Fernando, 2002; Kemshall, Littlechild, 2000; Morris, 1998; Mullender, Ward, 1991; Pithouse, Williamson, 1997; Priestley, 2001; Ruškus, 2006a; Stone, 1999; Willow, 1998.

limit efficiency in the changing global world and empowering strategies. One of the latter is the search for development (methods and strategies) of parents' involvement in the disabled child's education processes.

Both conceptually and at the practical level, the development of integration is often based on the experience of the European Union and the countries of North America. However, it has to be stated that there are very few qualitative studies reflecting Lithuanian psychosocial context on the families that daily encounter disability situations (Ruškus, Gerulaitis, Vaitkevičienė, 2004). The studies on disability which have been prevailing in the medical–clinical paradigm of disability categorisation emphasizing passiveness, dependence and otherness are incompatible with striving for the creation of the positive identity of the disabled person and for shifts of real life improvement and improvement[16]. According to N. Small (1996), S. Braye, M. Preton-Shoot (1995) many studies and research into disability can be treated as an audit aiming to find out how social policy and practice of integration and inclusion are carried out. Social scientific research is part of broader social constructing of disability (Hughes, 1998) and critical analysis of knowledge about the discussed social problem (Bury, 1996). Research and intervention is the arena for resistance to such approach when the disability is treated as oppression. The disability theoreticians[17] state that emancipatory research strategies can facilitate to change social relations and the very production of research. **Emancipatory research strategy** is described as participation research methodology and as creating research methodology (Barnes, Oliver, Barton, 2002; Oliver, 1996). It is meaningful in that the very process of research fosters the changes in social reality: their observation, valuation and generalisation. Active involvement of the participants in the creation of strategies of shifts determines the development of citizens' social participation paradigm.

Another group of critical arguments regarding parents' involvement and the application of partnership in the practice of Lithuanian special education point out the problem of power relations. It is accepted in the Lithuanian educational practice that the situations of the disabled are assessed by specialists (Ruškus, 2005), meanwhile the role of the very disabled and their families, non-governmental organisations and communities is insignificant.

All distinguished and mentioned features enable to formulate and ground the theoretical-scientific research problem determined by methodological non-determination. It manifests itself by the fact that social integration takes place at legal and institutional level but not through the very participants' emancipation (Ruškus, Ališauskas, Šapelytė, 2006). In the aspect of emancipatory attitude it is important to change the historically-culturally formed asymmetrical, non-equivalent power relation between sound and disabled people (Barnes, 2003; Ruškus, 2005). The emancipatory attitude (Barnes et all, 2002, Hedges, 1998;

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[16] Abberley, 1992; Martin, White, 1988; Oliver, 1992, 1996; Williams, Popay, 1999.
[17] Ambrukaitis, Ruškus, 2002; Barnes, 2003; Oliver, 1996; Ruškus, Mažeikis, 2007.

Priestley, 1999) underlines that individuals or groups emancipate from structures that have become absolute and authoritarian and they themselves anew define and create their attitudes, place and role in social reality. This can be achieved employing action research participating which is possible only in the presence of close interaction of participants and equivalent participation (Hart, Bond, 1995). All participants of social reality become subjects, i.e. active creators of their identity and social changes. Action research participating pursues the development of social relations when the investigators and the disabled manage the process of research together: in every stage of research participants act and consult each other.

How to achieve and ensure such management process of participants' research and the practice of acting together? It can be stated that there is a lack of research analysing Lithuanian context and disclosing the peculiarities of cooperation between special school and parents in our country. The study carried out by J. Ambrukaitis and J. Ruškus (2002) on the efficiency factors applying adapted and modified teaching programmes actualized the necessity to search for cooperation between parents and school and for methods of parents' involvement. A similar idea is developed in this thesis research – how to create and develop involvement ties between parents and school? During the last decade, the humanistic education, advocated in Lithuania, changed many teachers' professional consciousness: the importance of partnership ties, positive promotion and other value bearing components has been perceived. In addition to the lack of new teaching/learning methods that would meet actual children's needs (children have to be taught not only knowledge but also the ability to learn and comprehend knowledge consciously) the sorest issues are the issues of partnership and involvement methods.

Education of disabled children in the absence of partnership and social-professional network is little useful and does not correspond to present-day expectations of the society. Parents' involvement in children's education would ensure the continuity (expansion) of education and children's moral backing in the family (Ambrukaitis, Ruškus, 2002; Collins, 1991; Dale, 2000; Russell, 2004). However, successful implementation of partnership in the educational practice requires teachers', administrators' and other participants' methodical competence, knowledge in practical organisation, creation and maintenance of partnership relations and involvement mechanisms.

In spite of the presence of studies seeking to disclose methods and models of disabled children's, their parents' and specialists' joint work and cooperation in Lithuania (Ališauskienė, 2002, 2005; Malakauskienė, 2006; Miltenienė, 2005), scientific problem is that these efforts are quite detached and fragmentary. This means that the above-mentioned studies and parents', children's and specialists' work experiences disclosed in them do not ensure value bearing interiorisation of practice members. It can be stated that there is a lack of procedures (except for single studies or programmes and projects, implemented in separate schools) for creation and development of precedents of equality based specialists' and parents'

cooperation and a shortage of methodological culture traditions in the field of special education of Lithuania. The latter exists due to the remnants of clinical-deficit model approaches and to declarations on democracy and on parents and children's participation in decision making in the laws on education, which do not indicate how to achieve it. There is little awareness in the practice of special education that it is characteristic to social phenomena that different members have different knowledge and experiences (Usher, Bryant, Johnston, 1997). In the process of joint activity different knowledge and experiences of members (the disabled, parents and specialists) are disclosed, shared, harmonized and joint awareness structures are created. Such activity requires peculiar, emancipatory research strategy and methodology. Methodological otherness itself does not ensure the efficiency of solving practical social life problems (Ruškus, 2005). Though social integration system for the disabled has been created and is further developed in Lithuania, due to methodological eclectics, absence of organisation, contradictions between the form and the content of social integration the system of knowledge which would be approved practically (in socio-cultural environment) and generalised theoretically does not exist.

In research literature[18] action research is presented as a potential instrument to seek reflective practice, intervention, evaluation of the ongoing educational processes, empowerment of disabled persons and involvement into practice and its alteration through concrete activities. Action research indicates paradigm shift from positivism to constructivism and social model (Oliver, 1996). Action research represents the model of society's conflict paradigm (Hart, Bond, 1995) and serves for striving for structural changes (Walker, 1985). Research literature of both Lithuanian and foreign countries[19] describes application possibilities of action research seeking development of partnership principles in a general education school. Parents' involvement and participation precedents in a special school in the Lithuanian context have almost not been analysed, whilst theoretical and practical experience of other countries[20] demonstrates that action research activates the transition from the development of individualized experience (raising teachers' professional qualification, competition, etc.) to the idea of a school as a learning organisation and methodical centre of education (Ambrukaitis, Jokubaitis, Mockevičienė, 2001) or resource centre (O'Callaghan, 2000). Special school gets rid of segregation and reticence tendencies and seeks to create an open and participating organisation. Besides, the results of action research[21] demonstrate that

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[18] Barnes, Oliver, Barton, 2002; Elden, Chisholm, 1993; Greenwood, Levin, 1998; Greenwood, Whyte, Harkavy, 1993; Kemshall, Littlechild, 2000; Karlsen, 1991; Morris, 1998; Mullender, Ward, 1991; Oliver, 1996; Rearick, Feldman, 1999; Shaw, Walker, Ashworth, Jenkins, Middleton, 1996.
[19] Ališauskienė, Miltenienė, 2004; Campbell, Strickland, La Forme, 1992; Goddart, 1997; Holst, 1997; Hutchison, McGill, 1992; Jeynes, 2005; Kemmis, McTaggart, 1988; Miltenienė, 2005; Swap, 1987.
[20] Brookfield, 1995; Day, Sachs, 2004; Janlink, 1994, 2005; Petr, 2004; Pinkus, 2005; Russell, 2004; Thomlison, 2002.
[21] Beck, Murphy, 1996; Catsambis, 2004; Rosenblatt, Peled, 2002; Weiss, Cambone, Wyeth, 1992.

parents' involvement in the child's education at school increases and improves pupils' achievements and results.

The determination of political – practical, theoretical and methodological topicality of scientific research, distinguished aspects of education policy, practice and scientific research point out certain difficulties in the creation of practice, theory and methodology of parents' involvement in the disabled child's education processes. The synthesis of models for taking over positive experience prevailing in practice and for parents' involvement and participation in child's education processes presented in theory and created in the experimental way of action research can be defined as a multidimensional **research problem,** which is concretized by the following problem questions:

- *The problem of social participation strategies.* What psychological, educational and social features are characteristic to social participation of parents raising a disabled child? What are parents' social participation strategies?
- *Involvement problem.* What traditions of parents' participation and involvement in the child's education process have been formed in the practice of special education? To what extent parent's participation and involvement in the child's education process is treated as inter-understanding, empowerment and construction in a special school? What are unused opportunities for parents' involvement in the child's education process?
- *Problem of involvement method.* How to develop involvement of the disabled and their families in a special school? What structure, purposefulness and dynamics of involvement should be? How to achieve that involvement becomes cooperative where parents, children and teachers would have equal powers and could realize and develop them?

Research hypothesis: parents will fully involve in the child's education process if they participate in the construction of the child's individual education plan which implies:

- equivalent harmonisation of needs, expectations and interests of all participants (child, parents, teachers),
- agreement regarding finding the purposefulness, the objective and jointly constructed meaning of the child's education,
- sharing the responsibility and commitments among all members seeking the set objective of the child's education,
- usage of all members' internal (competence) and external (opportunities existing in the environment) resources,
- individual valuations and reflections on the experience of the child's education plan carried out individually and in groups.

Research object – parents' involvement in the disabled child's education process in a special school as a strategy of social participation.

Research subject – construction of the child's individual education plan implying harmonisation of all participants' interests, formulation of common

objective, commitments, resources, initiation and execution of activities, valuations and reflections carried out individually and in groups.

Research aim – having identified the strategies of parent's social participation and the peculiarities of involvement in the child's education process in a special school, employing experimenting, constructing the child's individual education plan, to ground and prepare the model for parents' involvement in the child's education process in a special school.

The thesis research aim determined the following key **research tasks:**

1) To carry out theoretical analysis of social participation strategies and involvement in the child's education.

2) Seeking to disclose the preconditions of parent's social participation and involvement in the child's education process, to analyse:

• features and strategies of social participation of families raising a disabled child (applying quantitative research methods);

• to carry out the analysis of parent's involvement in the child's education process in a concrete special school (applying interview and the matrix of strengths, weaknesses, opportunities and threats).

3) In a special educational institution to create a precedent of constructing the child's individual education plan grounded on equivalent interaction seeking parents' involvement in the child's education processes (applying action research).

4) To prepare a model for construction of the disabled child's individual education plan.

Research methods. In this thesis research in order to achieve reliability and thoroughness of information relating the respondents' objective (demographic variables, other) and subjective (feelings, expectations, etc.) information, the approach of reconciliation of qualitative and quantitative analysis was chosen. Such complexity and reconciliation of methods is called *triangulation* (Denzin, Lincoln, 2003; Mitchell, 1986).

It was sought to relate research methods and sample in such manner that it enables to disclose experiences, feelings and realia of parents' involvement. Therefore, different research methods were chosen and applied: method of **theoretical analysis and modelling** (seeking to operationalize the concept of participation and involvement, conceptualize data interpretation and disclose theoretical preconditions of cooperation system grounded on equality of the members of the educational process in the aspects of conditions of parents' involvement, structure, creation and assistance), method of **semi-structured interview** (in order to disclose the already existing practice, realia and expectations of parents' participation in the society and in a concrete school) and **qualitative questionnaire**, using prepared questionnaire (a method encompassing a huge respondents' group in order to be able to investigate the respondents' expectations, opinion, attitudes, their differences and similarities).

In the second stage of research in order to create a precedent of parents' involvement in the disabled child's education processes **action research** was

applied and the elements of Delphi method were used (the group of discussions and reflections).

The **scientific novelty and significance of the research** is characterised by the following:

- The thesis presents theoretical and empirical analysis of the concepts of parents' social participation and involvement in the child's education processes in a special school.
- Practical development of parents' involvement in the disabled child's education processes is presented. It is grounded on the constructivism conception of pragmatism education and on the harmonisation of needs and interests of all members related to the child's educational situation constructing the individual child's education plan.
- Grounded on theoretical and empirical arguments and experimentally tested model for parents' involvement in the disabled child's education processes has been prepared.

Practical significance of the research is grounded by the fact that action took place in real situations and parents' involvement problems that are topical to practicians, parents and other members of the educational process were solved. New practice was created in a special school, which enabled:

1) the change of the participants' attitudes: the need to further develop and continue parents' involvement in the disabled child's education process in a special school is observed,

2) creation of concrete methods for parents' involvement in the disabled child's education in a special school, which have clear structure, criteria and which are easily transferred into other contexts (other special schools and the like),

3) submission of empirically grounded practical recommendations for the participants of the educational process.

The volume of the thesis. The thesis consists of introduction, four sections, conclusions, recommendations, reference list and attachments. The thesis contains 9 figures and 42 tables. Total volume of the thesis is 197 pages. 365 literature references have been used. The attachments (8 attachments) present the instruments of interviews, statistical calculation tables and interview materials.

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4.1. The analysis of parents' social participation strategies and factors modelling empirical data and theoretical concepts of research.

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REVIEW OF THE CONTENT OF THE THESIS

Section 1. PARENTS' INVOLVEMENT IN THE CHILD'S EDUCATION PROCESS IN A SPECIAL SCHOOL AS AN EDUCATIONAL CHALLENGE

1.1. Psychosocial and educational peculiarities of the family raising a disabled child

In subsection 1.1.1 the discourse on the family and disability and theoretical analysis of ambivalent feelings (loss, anger, shame, compassion, etc.) and empathy experienced by family members are presented.

In subsection 1.1.2 certain theoretical foundations of educational assistance to the family are presented. Most attention is paid to the systemic approach to the family, salutogenesis, constructivism and individual planning.

1.2. Social participation of the family raising a disabled child and involvement in the child's education processes

In subsection 1.2.1 theoretical ties of social participation and other concepts (social capital, etc.) are discussed, theoretical determination of social participation is presented.

In subsection 1.2.2 theoretical peculiarities of parents' social participation and involvement are analysed, various models for parent's participation and involvement in the child's education processes as well as theoretical determination of involvement in the child's education processes are presented.

1.3. The opportunities of a special school developing parent's involvement in the disabled child's education process

In subsection 1.3.1 the peculiarities of the concept of a special school as a resource centre are analysed, the concept of inclusion and its application possibilities are discussed.

In subsection 1.3.2 generalising the theoretical concepts of parents' involvement in the disabled child's educational process, educational analysis of parents' social participation and involvement in the child's education processes is discussed.

In subsection 1.3.3 theoretical preconditions, conceptions and opportunities for preparing the disabled child's individual plan are presented.

In section 1.4. Parents' involvement in the child's education process: the design of research the design of thesis research is presented (see Fig. 1).
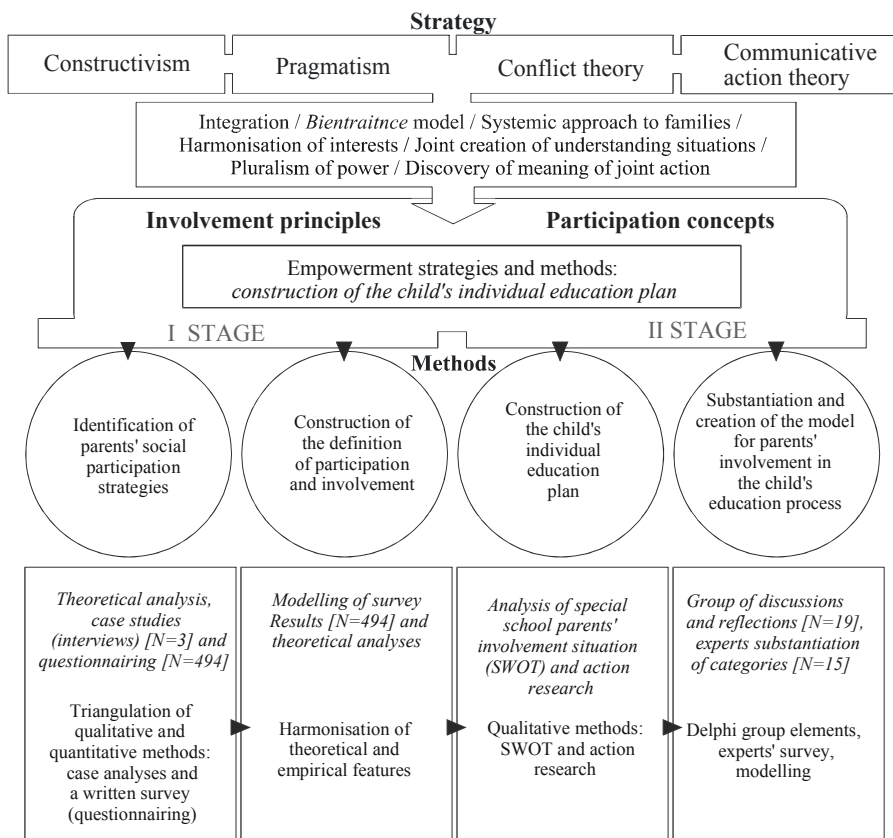
Figure 1. Construction process of parents' involvement in the child's education processes in a special school – design of thesis research: strategy and methods

## Section 2. IDENTIFICATION OF PARENTS' SOCIAL PARTICIPATION STRATEGIES

2.1 Characteristic of the questionnaire contains the characteristic of the questionnaire used in thesis research: 15 diagnostic blocks and 366 features (propositions).

2.2 Characteristic of research sample presents the characteristic of research sample (respondents' age, sex, education, professional status and other aspects).

2.3. Parents' social participation strategies

In subsection 2.3.1 the procedure of identification and validation of the factors of family's psychosocial situation is presented. In order to identify social

participation strategies of parents (N = 494) raising a disabled child by the type of social involvement in various activities cluster analysis (*Ward's* method) was applied (see Fig. 2).
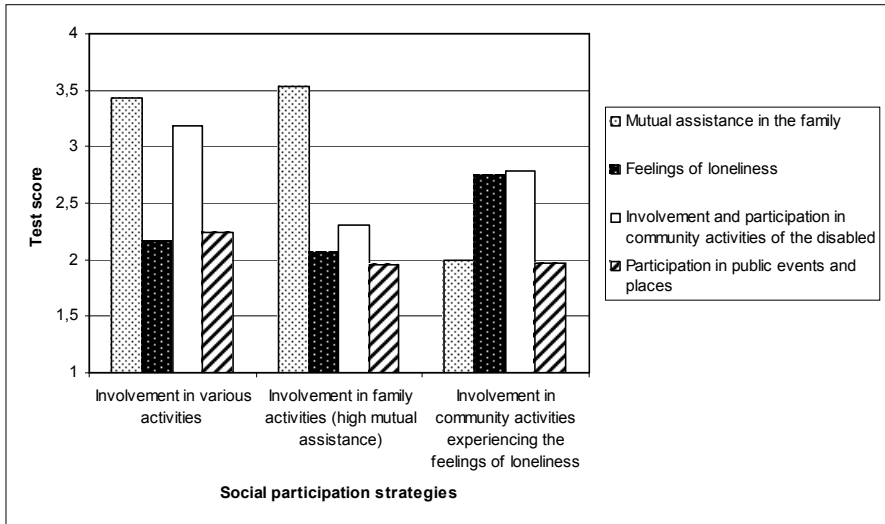
Figure 2. Strategies of parents' involvement and social participation
(cluster analysis, *Ward's* method) (N = 494)

In subsections 2.3.2 in order to identify the content of the social participation strategies of parents raising a disabled child, the analysis of parents' social-demographic variables was carried out. Valuating statistical significance, Chi-square was calculated, having chosen significance threshold of $p \leq 0,05$. In this section the link between parents' social participation strategies and demographic variables is analysed.

In subsection 2.3.3 in order to identify the content of social participation strategies of parents' raising a disabled child, the families which attended the research were given various psychosocial dimensional scales. Valuating statistical significance, Chi-square was calculated, having chosen significance threshold of $p \leq 0,05$. In this section the link between of parents' social participation strategies and psychosocial dimensions is analysed.

Section 3. CONSTRUCTION OF PARENTS' INVOLVEMENT IN THE DISABLED CHILD'S EDUCATION PROCESS (QUALITATIVE EXPERIMENT)
    3.1. Action research as construction of involvement presents conceptual foundations and reliability criteria of participatory action research.

3.2. Action research methods: principles and stages present main principles and stages of parent's participation in the construction of the child's individual education plan. Parents' participation in the development of the disabled child's individual education plan is regarded as an involvement process which consists of four stages.

Stage I: Identification and harmonization of (expression of and agreement on basic needs and interests) participants' subjective opinions, individual representations (needs, expectations, interests).

Stage II: definition of aims, participant's responsibilities and search for resources (disclosure of the defined needs content, agreement on the aim and objectives of the individual plan, search for resources, common decision).

Stage III: initiation and implementation of activities (discussion on responsibilities and obligations, commitment, implementation of concrete activities).

Stage IV: individual and group evaluation and reflection (individual reflection, evaluation, expression, group reflection, evaluation, discussions) of parents' involvement in the child's education process.

3.3. Research sample and location. Pursuing spread of positive experience, the location of the qualitative experiment is disclosed and elaborated – Šiauliai J. Laužikas Special School.

3.4. Analysis of strengths, weaknesses, opportunities and threats (SWOT) of parents' involvement in the child's education in a typical school situation. Action research was preceded by a pilot study at school: school SWOT analysis and semi-standardized parents' and teachers' interviews (altogether around 37 hours) were carried out.

3.5. Preconditions of action research. Action research ethics, research problem, aim, hypotheses and determination of dependent and independent variables are presented.

Aim of action research. Action research aims to prepare and ground strategies of parents' involvement in the disabled child's education processes in an experimental way: in a special school having created cooperation relations and harmonizing disabled child's, parents' and teachers' interests, to construct the child's individual plan.

Determination of the *dependent variable* of the research. In the thesis research parents' involvement in the disabled child's education process was defined as the object of research and at the same time as the dependent variable. The latter is related to the concept of social participation. The determination of the independent variable of the research, research problem and hypotheses. By the *independent variable* as a stimulus the researcher seeks to cause changes of the investigated phenomenon (with respect to this research – of parents' involvement). In this research the independent variable could be defined as follows: harmonization of the disabled child's, parents' and teachers' interests

(representations and expectations) constructing the child's individual education plan.

Research problem and hypotheses. 1) Research participants' representations diverge, in other words, do not coincide, part; 2) correspondingly non-cooperational, sometimes even conflict relations between parents and teachers form; 3) it is often the case that the interests of disabled children's parents are treated as ungrounded, unreal; therefore, they remain unheard by the teachers and non-integrated into educational processes. This way defined social reality problems lead to concretizing of research problem. Research problem can be defined by the following questions: How to develop the participation of the disabled and their families in a special school? How to seek parents' involvement in the disabled child's education process? How to achieve that all participants, the disabled, their parents and teachers attain a higher social participation level? How to create a cooperation system in which different representations and expectations of the participants would be harmonized? How to motivate the participants to cooperate, participate and be active?

1st hypothesis: harmonization of interests of the participants of education (as a process and as a result) promotes parents' involvement in the disabled child's education process, develops social participation of the disabled children's parents so that parents expand the field of their social activeness as they involve in cooperation relations with teachers searching for their internal and external resources and contexts, in other words, become active members of their disabled child's social integration and education.

2nd hypothesis: individual plan in this research is treated as a means of parents' involvement in the disabled child's education process and of social participation for all members. It is likely that social participation will develop when 1) cooperating, the child's individual plan is created, 2) when parents are socially active seeking jointly designed child's participation objectives, and 3) when teachers become the resources of children's and their parents' social participation competencies.

3.6. Dynamics of parents' involvement in the disabled child's education process: five cases

In subsection 3.6.1 research participants (children, parents and teachers) are introduced.

In subsection 3.6.2 the theoretical determination of the role of researcher as mediator (facilitator) who has been actively acting in the research is presented.

In subsection 3.6.3 it was pursued to create a scheme reflecting the logic of research which would reveal the content, stages and dynamics of the meetings of research groups (of the precedents of construction of the child's individual education plan). Every case described in this subsection is presented in standardised tables.

In subsection 3.6.4 the methods of the group of discussions and reflections are presented. During the group reflection period of the experiment, the

participants named the benefit and the changes that have initiated as a result of the experiment. The following categories were revealed and named (see Fig. 3):
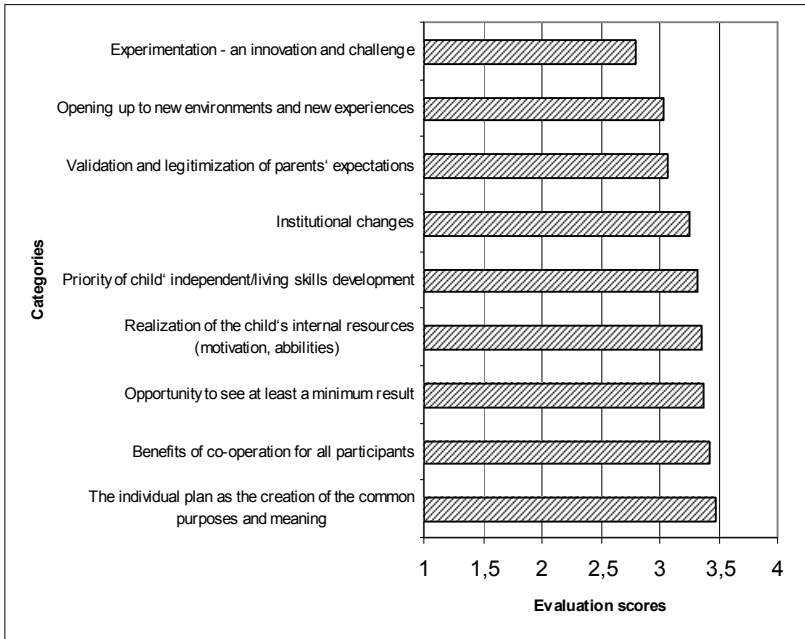
Figure 3. Categories of parental involvement in child's education process (N=15)

3.7. Construction of the child's individual education plan: generalisation of research was accomplished in the aspects of methodology, individuality and commonality of cases and of realisation of education principles.

Section 4. MODELLING OF PARENTS' INVOLVEMENT IN THE CHILD'S EDUCATION PROCESS IN A SPECIAL SCHOOL AND SCIENTIFIC DISCUSSION

4.1. The analysis of parents' social participation strategies and factors modelling empirical data and theoretical concepts of research. Generalising the character of the respondents' social participation strategies according to social-demographic and psychosocial dimensions, three social participation strategies of parents raising a disabled child were characterised: *involvement in various actions (in the family, in the community of the disabled and their families and in the society*; *involvement in family actions (high mutual assistance in the family)* and

involvement in (the disabled and their families) community actions experiencing the feelings of loneliness.

4.2. Parent's involvement in the disabled child's education processes: model for constructing the individual plan and education.

Discussing with research works of other Lithuanian and foreign authors about parents' participation and involvement in the disabled child's education processes, generalising the data of thesis research, the model for parent's involvement in the child's education processes in a special school is presented.

**Model for parent's involvement in the child's education processes
in a special school**

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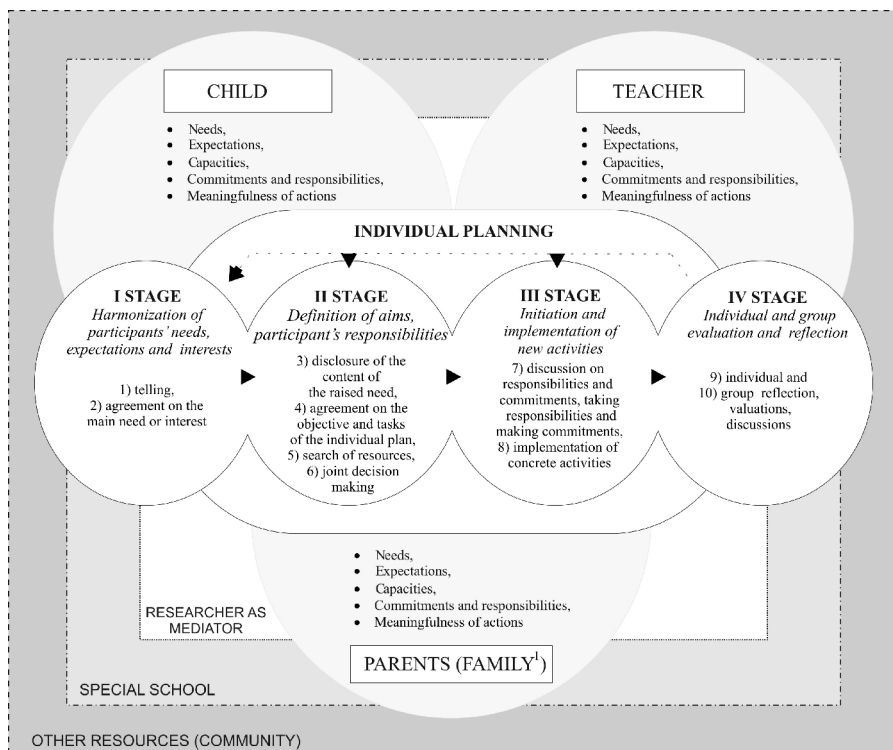
[1] During the research it has not been directly disclosed but the data imply and enable us to state that creating the child's individual education plan other family members can take part in any stage as well.

CONCLUSIONS

1. Having accomplished the theoretical framework, operationalisation and action research of parents' social participation and involvement in the child's education process, seeking the development of parents' involvement in the child's education processes, it has been disclosed that parents' involvement is related to social participation categories: parents' involvement promotes cooperation and taking joint actions and creates the feelings of trust and mutual respect. Empowerment theories stating that during various learning and other social processes the disabled become socially participating supplement the conceptual substantiation and giving a sense to search for cooperation system that is based on equality (when not only parent's participation but also the very child's equivalence, solving self-education issues, is acknowledged) in a special school. Ways and methods of parents' involvement in the child's education processes disclosed in thesis research are grounded on the constructivism approach, pragmatism and are closely related to the principles of progressivism education: emphasis on participation; awareness creation under the influence of all persons related to child's education that is based on problem solving and practice; promotion of continuous experimentation and acknowledgement of different opportunities and diversity of the disabled; sharing resources; critical consideration of educational practice (reflections); development of one's life control feelings. Individual planning of the disabled child's education processes provides cooperation opportunities for teachers, parents and other specialists and direct participation opportunities for parents making decisions related to the child's learning.

2. Based on demographic, psychosocial and statistical data of the written survey of parents raising a disabled child, three social participation strategies applied by parents were identified. Parents applying the strategy of *involvement in different actions* distinguish themselves by being active members of the communities of the disabled, having a need to assist others and self-actualize in community activities. Most often these are persons aged 30–39 who live in the centre of a district. They allocate free time for themselves and for other family members, rely on specialists (think that specialists pay attention to all family, that most of the specialists sympathized them, tried to assist them and the child), seek to develop social network (both personal and of the communities of the disabled), and aim at family representation in governmental institutions. Parents applying the strategy of *involvement in actions within the family* distinguish themselves by high mutual assistance in the family (absence of contraposition of the roles of the family and social environment). Their social acknowledgement and self-expression needs are little expressed. They are not active members in the communities of the disabled, are bound not to rely on specialists (think that only a few tried to sympathise, assisted, but the majority was emotionally cold as to family's needs and difficulties), approve of the creation of positive social attitudes in the society but are little bound to create a social network themselves. Most often these are

persons aged 19–29 and 40–49 who live in the village or in the centre of the region. Parents applying the strategy of *involvement in the disabled peoples community's activities experiencing the feelings of loneliness* often meet and communicate with families of similar fate (main motive is communication). They are also characterised by the feeling that they do not self-actualize in professional activities, allocate little free time for themselves, are bound to allocate leisure for religion. They often feel tiredness, loneliness, hopelessness and the symptoms of depression. Mutual assistance in the family is little expressed; they are bound to exaggerated carefulness with respect to the disabled child. Their need for self-consolidation is low; they think that mother knows best about the disabled child's education. They think that specialists working with them are emotionally cold and that there are almost no people who are sincere and understand the family. Family conflicts are common; they are little bound to create a social network, express expectations regarding parents' improvement, awareness and emancipation and would wish a development of social network. These are elder persons (aged 50–78) living in the regional centre or in a small town.

Main distinguishing features of social participation strategies applied by parents are social participation in various community and social activities of the disabled and their families, openness to the environment (trust in specialists, striving for social networks, cooperation, etc.) and the peculiarities of family dynamics (harmonisation of family roles, openness of the family to the outer world, "leaving" domestic, problematic spaces of the family, etc.). Modelling research and theoretical data, the models of parents' and specialists' interactions (specialists' as experts' model, parents' as users' model, empowerment model, the model of negotiations) and their elements that are met in identified characteristics on social participation strategies applied by parents have been singled out.

3. SWOT analysis and parents' interview enabled to identify the traditions of parent's participation and involvement in the child's education process that have been formed in the practice of special educational, unused opportunities of parents' involvement in the child's education process, to actualize and substantiate the purposefulness of action research as well as implement action research with the researcher who actively participates in the concrete special school. The following strengths, limitations, opportunities and challenges of this school have been identified: a priori delegation of educational initiative to school: silent and active discourses; closed safety or the challenges of openness; expansion of chain (dyad) "family-school"; strivings and limitations of harmonisation of participants' interests; transfer from acknowledgement of all participants' different competencies to usage of competencies; the need for methods and skills of cooperative and creative problem solving; transfer from individual activity model to community activity model; project activity as a perceived but undeveloped mission.

4. It can be stated that the hypothesis proved out that when parents participate in the construction of the child's individual education plan they get fully

involved in the child's education process when all participants' (children's, parents' and teachers') interests are harmonised, common objective and commitments are found and formulated, resources are identified and used, new activities are initiated, valuations and reflections (individual and in interactions) are carried out. The following *principles* of parents' participation and involvement in the process of creation of the child's individual education plan have been identified in thesis research: 1) voluntary participation in the creation of the project (all are participants, including the very child), 2) individual activeness and activeness in interactions with each other, 3) actualization of internal resources and competencies, 4) assistance, identification and usage of resources, 5) agreement on common objectives and tasks, 6) joint creation of parents' involvement strategies and methods, 7) distribution of roles and functions among participants. Research experience disclosed links of creation of the individual education plan and informal education.

5. Having identified parents' social participation strategies and peculiarities of involvement in the child's education process in a special school, modelling disclosed interactions and theoretical concepts, applying action research (experimenting in real educational space) and based on the experience of constructing the child's individual education plan, the model for parents' participation and involvement in the child's education process was substantiated and prepared. The model for parents' involvement in the child's education process encompasses the following four stages and smaller steps:

• Naming and harmonisation of subjective discourses and individual representations (needs, expectations, interests) of the participants related to the disabled child's education situation: (step 1) telling, (2) agreement on the main need or interest;

• Setting of the objective of action, participants' commitments and search for resources: (3) disclosure of the content of the raised need, (4) agreement on the objective and tasks of the individual plan, (5) search of resources, (6) joint decision making;

• Initiation and execution of new activities: (7) discussion on responsibilities and commitments, taking responsibilities and making commitments, (8) implementation of concrete (new) activities;

• Individual and group valuation and reflection of parents' involvement in the child's education process: (9) individual and group (10) reflection, valuations, discussions.

6. According to the prepared model, having implemented all stages of research and having realized educational principles such as the principles of activity, positive emotional background, differentiation and individualisation, integration as well as the principles of progressivism, which underline participation, awareness creation through practical experience, experimentation, construction and reference to the family, certain shifts took place in school community (the following categories of parents' involvement in the child's

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education process have been identified: individual plan as construction of common meaning or objective, the priority of cooperation benefits to all participants and the priority of development of independence or life skills, institutional changes, legitimation of parents' expectations, opening to new environments and new experiences). That is the change of discourses has taken place: telling by the members of the child's education processes, parents' hearing and keeping their ears open to their expectations; research participants acknowledged the differences as supplementing and expanding awareness about the child and his educational situation. Institutional changes also took place: strategic objectives and vision of the school were developed and supplemented, new and real practice based trends, forms and methods of work with parents were initiated; school administration approved the initiation of new activities at school; concrete rudiments of methods to harmonise expectations and interests and rudiments of culture appeared at school (constructing the child's individual education plan, all participants' needs, expectations and interests were considered); cultural and social network of the school has expanded.

The following publications on the topic of this thesis have been announced in the Lithuanian scientific publications included in a special list approved by the Council of Science:

• Šapelytė, O., Gerulaitis, D. (2004). Determinant Factors of Family Resilience Regarding a Disabled Child: Theoretical Framework and Survey Data. *ATEE Spring University 2004: European added value in teacher education*. Tartu, p. 269–275;

• Ruškus, J., Gerulaitis, D., Vaitkevičienė, A. (2004). Šeimos, auginančios autizmo sindromą turintį vaiką, išgyvenimų struktūra. Atvejo analizė. (The Investigation of the Family Having Handicapped Child (A Case Study) *Specialusis ugdymas (Special Education), Nr. 2 (11),* p. 35–51;

• Gerulaitis, D. (2006). Tėvų, auginančių neįgalų vaiką, socialinio dalyvavimo bruožų atskleidimas: barjerai ir galimybės (Presentation of Social Participation Elements of Parents, Upbringing a Disabled Child: Barriers and Possibilities). *Jaunųjų mokslininkų darbai (Journal of Young Scientists), Nr. 4 (11),* p. 89–94.

Other important publications on the topic of the thesis:

• Ališauskas, A., Gerulaitis, D. (2003). Establishing the social – psychological characteristic of special educational needs pupils in mainstream school class. Ministry of Education and Science of Lithuanian Republic. [http://www.smm.lt/svietimo_bukle/docs/ATASKAITA-Alisauskas-2003.doc].

• Tarptautinė mokslinė – praktinė konferencija „Vaiko teisės: psichosocialinės pagalbos vaikui, šeimai, bendruomenei aspektai", 2006-05-19/20, Vilnius, Lietuvos Respublikos Seimas. Pranešimo tema: „*Tėvų įsitraukimo į specialiojoje mokykloje besimokančio moksleivio ugdymo procesą patirtis: individualaus plano konstravimas*" (*Experience of parental involvement in child' educational process in special school: Construction of individual plan*).

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TĖVŲ ĮSITRAUKIMO Į VAIKO UGDYMO(-SI) PROCESĄ PLĖTOTĖ SPECIALIOJOJE MOKYKLOJE

R e z i u m ė

Įvade pagrindžiamas tyrimo aktualumas, mokslinis problemiškumas ir pateikiama tyrimo metodologinė apibrėžtis.

Disertacinis tyrimas grindžiamas **konflikto paradigma**, kuri akcentuoja interesų derinimą ir galios santykius (asmens įgalinimą). Specialiojo ugdymo praktikoje egzistuoja įvairūs metodai ir būdai, padedantys siekti kooperacijos tarp asmenų ir konstruktyviai ieškoti būdų interesų konfliktams spręsti. Pagrindiniai jų yra interesų suderinimas, derybos, tarpininkavimas, mediacija, ginčai (disputai), bendras problemų sprendimas ir kt. Konflikto teorija glaudžiai siejama su **įgalinimo** teorijomis (Dettmer, Dyck, Thurston, 1996, Douglas, Zimmerman, 1995). Atliekant tyrimus, remiantis įgalinimo požiūriu, vietoj poreikių, rizikos faktorių katalogizavimo siekiama identifikuoti neįgalaus žmogaus gebėjimus ir ištirti aplinkos poveikį socialinių problemų genezei. Į įgalinimą orientuota praktika gerina ir suteikia galimybes dalyviams plėtoti žinias (Dettmer, Dyck, Thurston, 1996) bei įgūdžius, specialistus traktuoti kaip partnerius. Įgalinimas susijęs su resursų koncepcija (Lord, 1991), kai individai siekia atskleisti savo potencialą ir taip kontroliuoti savo socialinį gyvenimą. **Komunikacinio veiksmo teorija** (Habermas 1992; Ruškus, Mažeikis, 2007) pakloja konceptualų pamatą individualiam neįgalaus vaiko ugdymo(-si) plano konstravimui ir tėvų įsitraukimui į ugdymosi procesus: komunikacinis veiksmas yra suprantamas kaip procesas, kurio metu grupės dalyviai atranda ir sukuria bendrą situacijos suvokimą ir pasiekia koordinuotų veiksmų konsensusą (Beemer, 2006). Iš tokios teorinės perspektyvos tėvų įsitraukimas į neįgalaus vaiko ugdymo(-si) procesą traktuojamas kaip tankiai susipynusi derybų ir socialinio konstravimo dėl galių ir autoriteto struktūra. Disertaciniame tyrime aktualizuojama *bricoleur* idėja (Denzin, Lincoln, 1994; Levi-Strauss, 1997). Pastaroji yra neatsiejama nuo konstruktyvizmo ir socialinės komunikacinės paradigmos, kuriomis grindžiamas disertacinis tyrimas. **Socialinio konstruktyvizmo teorijos** (Chermack, van der Merwe, 2003; Delanty, 1997; Edelman, 2002; Greenwood, Levin, 1998; Schön, 1987), nagrinėjančios žinojimo formavimąsi tarp socialinių santykių dalyvių, teigia, jog realybė yra socialinio konstravimo rezultatas. Viena pagrindinių šios teorijos idėjų yra ta, kad vyksta nenutrūkstamas eksperimentavimas (Cherryholmes, 1999), o demokratinėje visuomenėje žmonės veikia, keičiasi ir atranda savo bei kitų klaidas. Taip konstruktyvizmo šviesoje neįgalus žmogus yra matomas kaip gebantis įveikti negalės situacijos keliamus sunkumus, reorganizuoti savo resursus visuomenei teikiant pagalbą.

Politinio – praktinio, teorinio ir metodologinio mokslinio tyrimo aktualumo apibrėžtis, išskirti šveitimo politikos, praktikos ir mokslinių tyrimų aspektai nurodo kai kuriuos tėvų įsitraukimo į neįgalaus vaiko ugdymo(-si) procesus praktikos,

teorijos ir metodologijos kūrimo sunkumus. Praktikoje vyraujančios pozityvios patirties perėmimo, teorijoje pateikiamų ir veiklos tyrimo eksperimentiniu būdų kuriamų tėvų įsitraukimo ir dalyvavimo vaiko ugdymo(-si) procesuose modelių sintezė gali būti apibrėžiama kaip daugiamatė **tyrimo problema,** konkretizuojama probleminiais klausimais:

- *Socialinio dalyvavimo strategijų problema.* Kokiais psichologiniais, edukaciniais ir socialiniais bruožais pasižymi tėvų, auginančių neįgalų vaiką, socialinis dalyvavimas? Kokios yra tėvų socialinio dalyvavimo strategijos?

- *Įsitraukimo problema.* Kokios specialiojo ugdymo praktikoje yra susiformavusios tėvų dalyvavimo ir įsitraukimo į vaiko ugdymo(-si) procesą tradicijos? Kiek specialiojoje mokykloje tėvų dalyvavimas ir įsitraukimas į vaiko ugdymo procesą yra traktuojamas kaip tarpusavio supratimas, įgalinimas, konstravimas? Kokios yra neišnaudotos tėvų įsitraukimo į vaiko ugdymo(-si) procesą galimybės?

- *Įsitraukimo metodo problema.* Kaip plėtoti neįgaliųjų ir jų šeimų įsitraukimą specialiojoje mokykloje? Kokia turėtų būti įsitraukimo struktūra, kryptingumas, dinamika? Kaip pasiekti, kad įsitraukimas taptų kooperaciniu procesu, kur tėvai, vaikai ir mokytojai turėtų vienodas galias ir galėtų jas realizuoti ir plėtoti?

Tyrimo hipotezė: tėvai visavertiškai įsitrauks į vaiko ugdymo(-si) procesą, jei jie dalyvaus individualaus vaiko ugdymo(-si) plano konstravime, kuris numano:

- lygiavertišką visų dalyvių (vaiko, tėvų, mokytojų) poreikių, lūkesčių ir interesų derinimą,

- sutarimą dėl vaiko ugdymo(-si) kryptingumo, tikslo bei bendrai sukonstruoto vaiko ugdymo prasmingumo radimą,

- visų dalyvių pasidalijimą atsakomybe ir įsipareigojimais, siekiant išsikelto vaiko ugdymo tikslo,

- visų dalyvių vidinių (kompetencijos) ir išorinių (aplinkoje esančių galimybių) resursų panaudojimą,

- individualiai ir grupėje atliekamus individualius vaiko ugdymo(-si) plano patirties vertinimus ir refleksijas.

Tyrimo objektas – tėvų įsitraukimas į neįgalaus vaiko ugdymo(-si) procesą specialiojoje mokykloje kaip socialinio dalyvavimo strategija.

Tyrimo dalykas – individualaus vaiko ugdymo(-si) plano konstravimas, numanantis visų dalyvių interesų derinimą, bendro tikslo suformulavimą, įsipareigojimus, resursų, naujų veiklų inicijavimą bei vykdymą, individualiai ir grupėje atliekamus vertinimus ir refleksijas.

Tyrimo tikslas – identifikavus tėvų socialinio dalyvavimo strategijas ir įsitraukimo į vaiko ugdymo(-si) procesą specialioje mokykloje ypatumus, eksperimentavimo būdu, konstruojant individualų vaiko ugdymo(-si) planą, pagrįsti ir parengti tėvų įsitraukimo į vaiko ugdymo procesą specialiojoje mokykloje modelį.

Disertacinio tyrimo tikslas sąlygojo šiuos pagrindinius **tyrimo uždavinius:**

1) Atlikti socialinio dalyvavimo strategijų ir įsitraukimo į vaiko ugdymą(-si) teorinę analizę.

2) Siekiant tėvų socialinio dalyvavimo ir įsitraukimo į vaiko ugdymo(-si) procesą prielaidų atskleidimo, išanalizuoti:

• šeimų, auginančių neįgalų vaiką, socialinio dalyvavimo bruožus ir strategijas (taikant kiekybinius tyrimo metodus);

• atlikti tėvų įsitraukimo į vaiko ugdymo(-si) procesą konkrečioje specialiojoje mokykloje analizę (taikant interviu ir stiprybių, silpnybių, galimybių, grėsmių (SSGG) matricą).

3) Specialiojoje ugdymo įstaigoje sukurti lygiaverte sąveika grįstą individualaus vaiko ugdymo(-si) plano konstravimo precedentą, siekiant tėvų įsitraukimo į vaiko ugdymo(-si) procesus (taikant veiklos tyrimą).

4) Parengti individualaus vaiko ugdymo(-si) plano konstravimo modelį.

Tyrimo metodai. Šiame disertaciniame tyrime, kad būtų galima pasiekti informacijos patikimumo, išsamumo siejant respondentų objektyvią (demografiniai kintamieji, kt.) bei subjektyvią (išgyvenimai, lūkesčiai ir pan.) informaciją, buvo pasirinkta kiekybinės ir kokybinės analizės derinimo prieiga. Toks metodų kompleksiškumas, derinimas yra vadinamas *trianguliacija* (Denzin, Lincoln, 2003; Mitchell, 1986).

Buvo siekiama susieti tyrimo metodus ir imtį taip, kad būtų galima atskleisti tėvų įsitraukimo patirtis, išgyvenimus, realijas. Todėl pasirinkti ir taikyti skirtingi tyrimo metodai: **teorinės analizės ir modeliavimo** (siekiant operacionalizuoti dalyvavimo ir įsitraukimo konceptą, konceptualizuoti duomenų interpretavimą bei atskleisti teorines ugdymo proceso dalyvių lygybe grįstos kooperacinės sistemos prielaidas tėvų įsitraukimo sąlygų, struktūros, kūrimo bei palaikymo aspektais), **pusiau struktūruoti interviu** (siekiant atskleisti jau egzistuojančią tėvų dalyvavimo visuomenėje ir konkrečioje mokykloje įsitraukimo praktiką, realijas, lūkesčius), **kiekybinė anketinė apklausa,** naudojant parengtą klausimyną (didžiulę respondentų grupę apimantis metodas, kad būtų galima tirti respondentų lūkesčius, nuomonę, nuostatas, jų skirtumus ir panašumus).

Antrame tyrimo etape, siekiant tėvų įsitraukimo į neįgalaus vaiko ugdymo(-si) procesus precedento sukūrimo, taikytas **veiklos tyrimas**, naudojami Delfi metodo elementai (diskusijų ir refleksijų grupė).

Tyrimo mokslinį naujumą ir reikšmingumą apibūdina tai, kad:

• Disertacijoje pateikiama tėvų socialinio dalyvavimo ir įsitraukimo į vaiko ugdymo(-si) procesus specialiojoje mokykloje teorinė ir empirinė konceptų analizė.

• Pateikiama tėvų įsitraukimo į neįgalaus vaiko ugdymo(-si) procesus praktinė plėtotė. Ji grindžiama konstruktyvistine pragmatizmo pedagogikos koncepcija bei visų su vaiko ugdymosi situacija susijusių dalyvių poreikių ir interesų derinimu, konstruojant individualų vaiko ugdymo(-si) planą.

• Parengtas teoriniais bei empiriniais argumentais pagrįstas bei eksperimentiniu būdu patikrintas tėvų įsitraukimo į neįgalaus vaiko ugdymo(-si) procesus modelis.

Praktinį tyrimo reikšmingumą pagrindžia tai, veikta realiose situacijose, spręstos praktikams, tėvams bei kitiems ugdymo proceso dalyviams aktualios tėvų įsitraukimo problemos. Specialiojoje mokykloje sukurta nauja praktika, kuri įgalino:

1) pasikeisti dalyvių nuostatoms: yra stebimas poreikis toliau vystyti ir tęsti tėvų įsitraukimo į vaiko ugdymąsi specialiojoje mokykloje procesą,

2) parengti konkrečią tėvų įsitraukimo į vaiko ugdymąsi specialiojoje mokykloje metodiką, kuri turi aiškią struktūrą, kriterijus ir kuri yra nesunkiai ekstrapoliuojama į kitus kontekstus (kitas specialiąsias mokyklas ir pan.),

3) pateikti empiriškai pagrįstas praktines rekomendacijas ugdymo proceso dalyviams.

Disertacijos struktūra ir apimtis. Darbą sudaro įvadas, keturi skyriai, išvados, rekomendacijos, literatūros sąrašas ir priedai. Disertacijoje pateikti 9 paveikslai ir 42 lentelės. Bendra darbo apimtis – 197 puslapiai. Panaudoti 365 literatūros šaltiniai. Prieduose (8 priedai) pateikiami apklausų instrumentai, statistinių skaičiavimų lentelės, interviu medžiaga.

IŠVADOS

1. Atlikus teorinę tėvų socialinio dalyvavimo bei įsitraukimo į vaiko ugdymo(-si) procesą operacionalizaciją ir veiklos tyrimą, siekiant šiuos procesus plėtoti, buvo atskleista, jog tėvų įsitraukimas yra susijęs su socialinio dalyvavimo kategorijomis: tėvų įsitraukimas skatina kooperaciją ir bendrus veiksmus, kuria pasitikėjimo ir abipusės pagarbos jausmus. Įgalinimo teorijos, teigiančios, jog neįgalieji įvairių mokymosi ir kitų socialinių procesų metu tampa socialiai aktyvūs, padeda konceptualiai pagrįsti ir įprasminti lygybe grįstos kooperacinės sistemos (kai pripažįstamas ne tik tėvų, bet ir paties vaiko lygiateisis dalyvavimas sprendžiant ugdymosi klausimus) paieškas specialiojoje mokykloje. Disertaciniame tyrime atskleisti tėvų įsitraukimo į neįgalaus vaiko ugdymo(-si) procesą būdai ir metodai grįsti konstruktyvizmu, pragmatizmu ir yra glaudžiai susiję su progresyvizmo kaip pedagoginės koncepcijos principais: akcentuojamas aktyvumas ugdymo(-si) procese; žinių kūrimas veikiant visiems su vaiko ugdymu(si) susijusiems asmenims, remiantis problemų sprendimu ir praktika, skatinamas nuolatinis eksperimentavimas, skirtingų ugdytinių galimybių ir įvairovės pripažinimas; dalijamasi resursais; kritiškai permąstoma ugdymo praktika (refleksija); vystomos savo veiksmų kontroliavimo galimybės. Individualus neįgalaus vaiko ugdymo(-si) procesų planavimas suteikia galimybę mokytojams, tėvams ir kitiems specialistams veikti kooperuotai, tėvams – tiesiogiai dalyvauti priimant sprendimus, susijusius su vaiko mokymusi.

2. Remiantis demografiniais, psichosocialiniais ir statistiniais tėvų, auginančių neįgalų vaiką, apklausos raštu duomenimis, buvo identifikuotos trys tėvų taikomos socialinio dalyvavimo strategijos. *Įsitraukimo į įvairią veiklą* strategiją taikantys tėvai pasižymi tuo, kad yra aktyvūs neįgaliųjų bendrijų nariai, jaučia poreikį padėti kitiems, realizuoti save bendruomenės veikloje. Dažniausiai tai yra 30–39 metų amžiaus asmenys, gyvenantys rajono centre, laisvo laiko skiriantys sau ir kitiems šeimos nariams, pasitikintys specialistais (mano, kad specialistai skiria daugiau dėmesio visai šeimai, kad dauguma specialistų juos atjautė, stengėsi padėti ir jiems, ir vaikui), siekiantys plėtoti socialinį tinklą, siekiantys šeimų atstovavimo valdžios institucijose. *Įsitraukimo į veiklą šeimos viduje* strategiją taikantiems tėvams būdinga savitarpio pagalba šeimoje (nėra šeimos ir socialinės aplinkos vaidmenų supriešinimo). Jų socialinio pripažinimo ir saviraiškos poreikiai yra mažai išreikšti. Tai ne aktyvūs neįgaliųjų bendrijų dalyviai, linkę nepasitikėti specialistais (mano, kad tik keli stengėsi atjausti, padėjo, daugelis buvo nejautrūs šeimos poreikiams ir sunkumams), pasisakantys už tai, kad visuomenėje reikėtų kurti teigiamas socialines nuostatas, tačiau patys mažai linkę kurti socialinį tinklą. Dažniausiai tai yra 19–29 ir 40–49 metų amžiaus asmenys, gyvenantys kaime ar apskrities centre. *Įsitraukimo į bendruomenines veiklas patiriant vienišumo jausmus* strategiją taikantys tėvai dažnai susitinka ir bendrauja su panašaus likimo šeimomis (pagrindinis motyvas yra bendravimas). Šie tėvai pasižymi tuo, jog jie nesijaučia save realizuojantys profesinėje veikloje, mažai laisvo laiko skiria sau, laisvalaikį užpildo religija. Dažnai jaučia nuovargį, vienišumą, beviltiškumą, depresijos

simptomus. Šeimoje savitarpio pagalba silpnai išreikšta, linkę perdėtai rūpintis neįgaliu vaiku. Tokių tėvų menkas savęs įtvirtinimo poreikis – mano, jog motina geriausiai išmano apie neįgalaus vaiko ugdymą; mano, kad su jais dirbantys specialistai yra emociškai šalti, o nuoširdžių, šeimą suprantančių specialistų beveik nėra. Būdingi nesutarimai šeimoje, mažai linkę kurti socialinį tinklą, nors reiškia tėvų tobulėjimo, informacijos bei emancipavimo lūkesčius, pageidauja socialinio tinklo plėtros. Tai yra vyresni (50–78 metų) asmenys, gyvenantys apskrities centre arba miestelyje.

Pagrindiniai tėvų taikomų socialinio dalyvavimo strategijas skiriantys požymiai yra socialinis dalyvavimas įvairiose neįgaliųjų ir jų šeimų bendruomenėse ir visuomenės veikloje, atvirumas aplinkai (pasitikėjimas specialistais, socialinių tinklų, kooperacijos siekis ir t. t.) bei šeimos dinamikos ypatumai (šeiminių vaidmenų derinimas, šeimos atsivėrimas išoriniam pasauliui, „išėjimas" už šeimos buitinių, problemiškų erdvių ir t. t.). Modeliuojant tyrimo ir teorinius duomenis, išskirti tėvų bei specialistų sąveikų modeliai (specialistų kaip ekspertų modelis, tėvų kaip vartotojų modelis, įgalinimo modelis, derybų modelis) ir jų elementai yra nustatytose tėvų taikomose socialinio dalyvavimo strategijų charakteristikose.

3. SSGG analizė ir tėvų interviu leido nustatyti specialiojo ugdymo praktikoje susiformavusias tėvų dalyvavimo ir įsitraukimo į vaiko ugdymo procesą tradicijas, neišnaudotas tėvų įsitraukimo į vaiko ugdymo(-si) procesą galimybes, aktualizuoti ir pagrįsti veiklos tyrimo kryptingumą bei įgyvendinti veiklos tyrimą aktyviai dalyvaujant tyrėjui konkrečioje specialiojoje mokykloje. Nustatytos šios mokyklos galimybės: apriorinis edukacinės iniciatyvos delegavimas mokyklai: tylusis ir aktyvusis diskursai; uždaras saugumas ar atvirumo iššūkiai: grandinės (diados) „šeima–mokykla" išplėtimas; dalyvių interesų derinimo siekiai ir ribotumai; visų dalyvių skirtingų kompetencijų pripažinimas ir kompetencijų panaudojimas; kooperacinio ir kūrybinio problemų sprendimo metodų ir įgūdžių poreikis; perėjimas nuo individualios veiklos modelio į bendruomeninį; projektinė veikla kaip suvokta, bet neišplėtota misija.

4. Galima teigti, kad pasitvirtino hipotezė, jog tėvams konstruojant individualų vaiko ugdymo(-si) planą jie visavertiškai įsitraukia į vaiko ugdymo(-si) procesą, kai derinami visų dalyvių (vaikų, tėvų ir mokytojų) interesai, išsiaiškinamas ir suformuojamas bendras tikslas, įsipareigojimai, identifikuojami ir panaudojami resursai, inicijuojamos naujos veiklos, atliekami (individualūs bei sąveikų) vertinimai ir refleksijos. Disertaciniame tyrime nustatyti tokie tėvų dalyvavimo ir įsitraukimo į individualaus vaiko ugdymo(-si) plano konstravimo procesą principai: 1) savanoriškas dalyvavimas (dalyviai yra visi, įskaitant patį vaiką); 2) individualus aktyvumas ir aktyvumas sąveikaujant vieniems su kitais; 3) vidinių resursų, kompetencijų aktualizavimas; 4) parama ir resursų identifikavimas bei panaudojimas; 5) sutarimas dėl bendrų tikslų ir uždavinių; 6) bendras tėvų įtraukimo strategijų ir metodų kūrimas; 7) vaidmenų ir funkcijų pasidalijimas tarp dalyvių. Tyrimo patirtis atskleidė individualaus ugdymo(-si) plano konstravimo ir neformalaus ugdymo sąsajas.

5. Identifikavus tėvų socialinio dalyvavimo strategijas ir įsitraukimo į vaiko ugdymo(-si) procesą specialiojoje mokykloje ypatumus, modeliuojant atskleistas sąveikas ir teorinius konceptus, taikant veiklos tyrimą (eksperimentuojant realioje ugdymo erdvėje) ir remiantis individualaus vaiko ugdymo(-si) plano konstravimo patirtimi, buvo pagrįstas ir parengtas tėvų įsitraukimo į vaiko ugdymo(-si) procesą modelis. Tėvų įsitraukimo į vaiko ugdymo procesą modelis apima šiuos keturis etapus ir smulkesnius žingsnius:

• su neįgalaus vaiko ugdymo(si) situacija susijusių dalyvių subjektyvių diskursų, individualių reprezentacijų (poreikių, lūkesčių, interesų) įvardijimas ir derinimas: (1 žingsnis) išsisakymas; (2) sutarimas dėl pagrindinio poreikio ar intereso;

• veiklos tikslo apibrėžimas, dalyvių įsipareigojimai ir resursų paieška: (3) išsikelto poreikio turinio atskleidimas; (4) sutarimas dėl individualaus plano tikslo ir uždavinių; (5) vertinimo nustatymas; (6) resursų paieška; (7) bendras sprendimų priėmimas;

• naujų veiklų inicijavimas ir vykdymas: (8) atsakomybės ir įsipareigojimų aptarimas, priėmimas; (9) konkrečių (naujų) veiklų įgyvendinimas;

• tėvų įsitraukimo į vaiko ugdymo procesą individualus ir grupinis vertinimas bei refleksija: (10) individuali ir grupinė refleksija, vertinimai, diskusijos.

6. Pagal parengtą modelį, realizavus visus tyrimo etapus ir pritaikius ugdymo principus – veiklos, teigiamo emocinio fono, diferencijavimo ir individualizavimo, integravimo, progresyvizmo principus, akcentuojančius dalyvavimą, žinių kūrimą per praktinę patirtį, eksperimentavimą, konstravimą ir rėmimąsi šeima, mokyklos bendruomenėje – įvyko tam tikri pokyčiai (nustatytos tėvų įsitraukimo į vaiko ugdymo(-si) procesą kategorijos: individualus planas kaip bendros prasmės ar tikslo konstravimas, bendradarbiavimo naudos visiems dalyviams, savarankiškumo arba gyvenimiškųjų įgūdžių lavinimo prioritetas, instituciniai pokyčiai, tėvų lūkesčių įteisinimas ir legitimizavimas, atvirumas naujoms aplinkoms, naujai patirčiai). Įvyko diskursų kaita: išsisakė vaiko ugdymo(-si) procesų dalyviai, buvo išgirsta tėvų nuomonė, įsiklausyta į jų lūkesčius; tyrimo dalyviai pripažino skirtumus kaip papildančius, išplečiančius supratimą apie vaiką ir jo ugdymosi situaciją. Įvyko ir institucinių pokyčių: išsiplėtė ir pasipildė mokyklos strateginiai tikslai ir planai, buvo inicijuotos naujos, realia praktika paremtos darbo su tėvais kryptys, formos bei metodai; mokyklos administracija pritarė naujų veiklų iniciavimui mokykloje; mokykloje atsirado konkrečios lūkesčių, interesų derinimo metodikos ir kultūros užuomazgos (konstruojant individualų vaiko ugdymo(-si) planą buvo atsižvelgiama į visų dalyvių poreikius, lūkesčius, interesus); išsiplėtė mokyklos kultūrinis, socialinis tinklas.

Disertacijos tema paskelbtos publikacijos mokslo leidiniuose, įrašytuose į specialų Mokslo tarybos patvirtintą sąrašą:

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DEVELOPMENT OF PARENTS' INVOLVEMENT
IN THE CHILD'S EDUCATIONAL PROCESS
IN A SPECIAL SCHOOL

Summary of the Doctoral Dissertation
Social Sciences, Education (07 S)