

ŠIAULIAI UNIVERSITY

Asta Vaitkevičienė

**TRAINING OF *SELF-EFFICACY* OF YOUNG PEOPLE WITH
MODERATE INTELLECTUAL DISABILITIES PROMOTING
ART EXPRESSION IN EDUCATIONAL SITUATIONS**

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

Šiauliai, 2006

Doctoral dissertation was prepared between 1998 and 2006 at Šiauliai University.
The dissertation is maintained by extern.

Scientific consultant for the dissertation Prof. Dr. Jonas Ruškus (Šiauliai University, Social Sciences, Education – 07 S).

Scientific supervisor for the dissertation between 1998 and 2002 Assoc. Prof. Dr. Liudvika Kaukėnaitė (Šiauliai University, Social Sciences, Education – 07 S).

Dissertation is defended at the Education Sciences Council of Šiauliai University:

Chairman

Prof. Hab. Dr., Academician of Russian Academy of Pedagogical and Social Sciences Vytautas Gudonis (Šiauliai University, Social Sciences, Psychology – 06 S)

Members:

Prof. Hab. Dr. Audronė Juodaitytė (Šiauliai University, Social Sciences, Education – 07 S)

Prof. Hab. Dr. Gediminas Merkys (Kaunas University of Technology, Social Sciences, Education – 07 S)

Assoc. Prof. Dr. Adolfas Juodraitis (Šiauliai University, Social Sciences, Psychology – 06 S)

Assoc. Prof. Dr. Regina Kontautienė (Klaipėda University, Social Sciences, Education – 07 S)

Opponents:

Assoc. Prof. Dr. Rasa Bieliauskaitė (Vilnius University, Social Sciences, Psychology – 06 S)

Assoc. Prof. Dr. Nijolė Večkienė (Vytautas Magnus University, Social Sciences, Education – 07 S)

Defence of the dissertation will take place in an open meeting of the Education Sciences Council at 13.00 p. m., 19 May 2006 in Room 519 of the Faculty of Special Education of Šiauliai University.

Address: P. Višinskio St. 25, LT-76351 Šiauliai, Lithuania

Summary of the dissertation was sent out on 19 April 2006.
The dissertation is available at the library of Šiauliai University.

ŠIAULIŲ UNIVERSITETAS

Asta Vaitkevičienė

**VIDUTINIŠKAI SUTRIKUSIO INTELEKTO JAUNUOLIŲ
AŠ VEIKSMINGUMO LAVINIMAS EDUKACINĖMIS
SITUACIJOMIS SKATINANT DAILINĘ RAIŠKĄ**

Daktaro disertacijos santrauka
Socialiniai mokslai, edukologija (07 S)

Šiauliai, 2006

Disertacija rengta 1998–2006 m. Šiaulių universitete.
Disertacija ginama eksternu.

Mokslinis konsultantas:

prof. dr. Jonas Ruškus (Šiaulių universitetas, socialiniai mokslai, edukologija – 07 S).

1998–2002 m. disertacijos mokslinė vadovė: doc. dr. Liudvika Kaukėnaitė (Šiaulių universitetas, socialiniai mokslai, edukologija – 07 S).

Disertacija ginama Šiaulių universiteto Edukologijos mokslo krypties taryboje:

Pirmininkas

prof. habil. dr., Rusijos pedagoginių ir socialinių mokslų akademijos akademikas
Vytautas Gudonis (Šiaulių universitetas, socialiniai mokslai, psichologija – 06 S)

Nariai:

prof. habil. dr. Audronė Juodaitytė (Šiaulių universitetas, socialiniai mokslai,
edukologija – 07 S)

prof. habil. dr. Gediminas Merkys (Kauno technologijos universitetas, socialiniai
mokslai, edukologija – 07 S)

doc. dr. Adolfas Juodraitis (Šiaulių universitetas, socialiniai mokslai, psichologija –
06 S)

doc. dr. Regina Kontautienė (Klaipėdos universitetas, socialiniai mokslai,
edukologija – 07 S)

Oponentės:

doc. dr. Rasa Bieliauskaitė (Vilniaus universitetas, socialiniai mokslai, psichologija –
06 S)

doc. dr. Nijolė Večkienė (Vytauto Didžiojo universitetas, socialiniai mokslai,
edukologija – 07 S)

Disertacija bus ginama viešame Edukologijos mokslo krypties tarybos posėdyje 2006 m.
gegužės 19 d. 13 val. Šiaulių universiteto Specialiosios pedagogikos fakulteto 519
auditorijoje.

Adresas: P. Višinskio g. 25, LT-76351 Šiauliai, Lietuva.

Disertacijos santrauka išsiuntinėta 2006 m. balandžio 19 d.

Disertaciją galima peržiūrėti Šiaulių universiteto bibliotekoje.

Introduction

Topicality of the topic in the scientific aspect. Lithuanian special education has been related to “the theoretical school of defectology that has been universally propagated in the former USSR” for a long time (Ruškus, 2001, p. 65), which studied the person with the disability in various aspects: medical, psychological, pedagogical and sociological (Vitkauskaitė, 1998). The school continued Vygotskij’s cultural-historical theory traditions. The formation of the highest mental functions through the interiorisation process by means of the psychological instrument and the nearest development zone are the central axis of personality formation in the cultural-historical theory, which formed the basis for the methodical system both of pedagogy and special education. However, due to Vygotskij’s early death, incompletely developed theory and the transformations of the cultural-historical theory determined by Marxism-Leninism ideology¹ “the personality problem is one of the least disclosed Vygotskij’s theory problems” (Alifanovienė, 1999, p. 12). In the former Soviet Union the policy of personality unification determined “childless” pedagogy and consolidation of adult authoritarianism, in pedagogical practice it caused elimination of empathy and confidence, formal role play, knowledge prevalence, multiple reduction of communication implications into an informational notice (Занадворов, 1989), the gap in teaching and education, and non-cognition of the child’s emotional life, i. e. of intrapersonal level of educational reality (Кравцов, 1996).

In defectology² the hindrances of research in personality problem determined the separation of emotional and cognitive processes of intellectually disabled persons. In research studies this parting manifested itself by a more considerable attention to research in cognitive processes (for example, Grigonis, 1973; Певзнер, Явкин 1974; Соловьев, Сумарокова, 1974; Kaffemanas, 1976; Juodraitis, 1981; Морозова, 1988, etc.) and by lack of scientific knowledge about the formation of the personality of an individual with intellectual disabilities³ in educational practice. Among scientific works, which at that time analysed self-appraisal issues of a personality with intellectual disabilities only several authors’ names could be mentioned (Пинский, 1962, 1968; Зейгарник, 1968; Дульнев, 1968, 1971; Viarianen, 1971; Коломинский, 1972, 1978; Намазбаева, 1971, 1986; Dargevičienė, 1972; Чубаров, 1987, etc.). These works stated the dependence of intellectually disabled persons’ self-assessment on age, on the evaluation of a person of normal intellect (adult teacher, foreman, etc.), and on the attained practical activity results. However, the internal personality self-regulation mechanism, connecting affective and cognitive mental processes and determining the dependence of the person’s behaviour on self-assessment remained unclear. Due to this reason the experiences of intellectually disabled people and potential abilities remain almost unknown (Mental Retardation: Meeting the Challenge, 1986). It is also difficult to construct social environment promoting the development of the intellectually disabled personality and expanding the possibilities of intellectual operations though the conditional dependence of social environment, interpersonal interaction and intellect was already noticed a decade ago (Перре-Клермон, 1991).

¹ The preconditions that determined the implementation of transformations are disclosed in the following articles: Mažeikis, G., Vaitkevičienė, A. (2001). The Impact of Marxist-Leninist Aesthetics on the Attitude of Russian Defectology School towards the Drawing of Child with Intellectual Disabilities. *Bridges. Tiltai*, 2(19), 39–55; Vaitkevičienė, A. (2004). Vygotskij’s Defect Compensation Theory: Beginning and Relations with Adler’s Individual Psychology. *Special education Specialusis ugdymas*, 2 (11), 52–63.

² In former Soviet Union the term *defectology* would name branch of science comprising research and teaching of children with disabilities. After the reinstatement of Independence of Lithuania, the term *defectology* was replaced by the term *special education*.

³ S. Rubinshtein noticed lack of scientific knowledge about the personality of intellectually disabled individuals long ago. He stated that the formation of intellectually disabled child’s personality was the least explored field of defectology (Рубинштейн, 1986, p. 150).

After Lithuania struggled free from the totalitarian system the heritage of defectology is being reformed: humanistic psychology values are being implemented and the ideas of social-interactional special education paradigm are being taken over. For this purpose the peculiarities of society's attitudes towards the disabled are being investigated (Gudonis, 1996; Ruškus, 2000, 2002; Ališauskas 2002; Gudonis, Valantinas, Strimaitienė, 2003; Gribačiauskas, Merkys, 2003), methods⁴ for education of intellectually disabled persons are being adapted (Vilkėlienė, 2000; Aleksienė, 2001), potential integration possibilities interpreting musical (Vilkėlienė, 2000; Aleksienė, 2001) and art (Brazauskaitė, 2001) education⁵ anew are being searched, and new special education models are being constructed and tested (Aleksienė, 2001; Ališauskienė, 2002; Baranauskienė, 2003; Miltenienė, 2005).

However of the above-mentioned authors only Vilkėlienė, Aleksienė and Brazauskaitė's works focus on the emotions of intellectually disabled learners and the significance of their expression for the educational practice though functioning of self-regulation mechanism remains unclear in these works too. Here the paradoxical situation unfolds: on one hand special education in Lithuania is orientated to the social paradigm, in which the intrapersonal level of educational reality (in social paradigm of importance are the child's personality, his emotions and motives determining intellectually disabled learner's decisions and actions interacting with social environment) is very important. On the other hand namely this kind of research is so far lacking in Lithuania.

The newest personality social-cognitive theory already contains the structure of self-regulation mechanism (Бандура, 2000), which reveals the interrelation of emotional and cognitive processes, indicates the regulatory function of emotions for self-evaluation and for the formation of *Self-concept*. However, according to available sources neither Bandura, nor his fellows have studied to what degree the general scheme of self-regulation mechanism can assist to explain the behaviour of persons with intellectual disabilities.

The attempt to transfer the normal intellect persons' scheme of *self-regulation* mechanism to the field of special education and use it for the explanation of the dependence of intellectually disabled persons' behaviour on inducement factors of social environment is determined by the several scientists' statements:

1. The mentality of the person with intellectual disabilities develops according to the same laws of mentality development as of the person of normal intellect (Рубинштейн, 1986). This means that the reasons of many at first sight paradoxical actions of persons with intellectual disabilities in the pedagogical interaction according to the scheme of self-regulation mechanism can be identified and explained by functioning of intellectual operations that discloses the intellectually disabled persons' subjective understanding of social environment, which may be determined by their past experience.
2. Functioning of lower mental structures can be explained by higher ones (Яснец, 1994). This means that based on the scheme of self-regulation mechanism the relation of intellectually disabled person's emotions and actions enabling to understand intellectually disabled person's subjective evaluation of the social environment is revealed. The identified relation would create a possibility to understand intellectually disabled person's subjective experiences and emotions. Due to the disclosed relation intellectually disabled persons could become close

⁴ Nordoff-Robbins' music therapy improvisation technique (1971, 1977, 1981); Piličiauskas' methods of the meaning of intoning and of personal meaning (1998).

⁵ Here the term *educational music therapy* used by Aleksienė (2001) and the term *art therapy of development* used by Brazauskaitė (2001) in her works are born in mind.

and familiar. This way the social image about the scantiness of the intellectually disabled person's emotional world would be destroyed.

3. Higher mental functions are determined by actual social relations between the child and the adult, which are interiorised during communication (Выготский, 2000). This means that in pedagogical practice the interaction of the educator and the student is analysed in the holistic aspect of training-education-teaching, whilst intellectually disabled learner's emotions and subsequent actions can be treated as a response with respect to the educator's chosen educational means and methods, i. e. analysing intellectually disabled learner's actions according to the scheme of self-regulation mechanism the learner's decision with respect to the educator's actions or spoken phrases can be discovered.

It is convenient to analyse the functioning of intellectually disabled learner's self-regulation mechanism in field of art activities due to several reasons:

1. In the scientists' opinion (Lowenfeld, 1964; Выготский, 1985; Widlöcher, 1998; Pikūnas, 1998; Shteiner, 1998), drawing in childhood period is one of the fields the child is mostly interested in. It is believed that this activity will be also interesting and pleasant for intellectually disabled learners.
2. Artistic creative work is "based on intentions and independent self-determination" (Csikzentmihalyi, Schiefele, 2000, p. 93) therefore it assists to retain the cognitive structure of one's own *self*. It is likely that once suitable conditions for art expression are created and the results of intellectually disabled persons' creative work are investigated the manifestations of intellectually disabled persons' *Self-efficacy* will be discovered and disclosed.

Self-efficacy in Bandura's (2000) theory of personality is the main concept uniting functioning of affective and cognitive mental processes. The transfer of the concept and the phenomenon of *Self-efficacy* into special education presuppose the following **problematic** questions:

1. What educational paradigms and what means of educational inducement create preconditions for the manifestation of *Self-efficacy* of the learners with moderate intellectual disabilities (MID)?
2. What features of *Self-efficacy* of the learners with MID can be evoked by means of educational situations grounded on humanistic principles?
3. Do and how do the means of art expression and the phenomenological interpretations of activity products and creative works have powers to operate at the intrapersonal educational level of the learners with MID and to disclose their *Self-efficacy*?
4. What means of educational inducement and what situations are favourable for training *Self-efficacy* of the learners with MID?

To answer the problematic questions the thesis research was carried out. Structural components, object and subject of research are defined as follows:

Object of research – *Self-efficacy* of young people with moderate intellectual disabilities.

Subject of research – educational situations orientated to promote art expression of young people with moderate intellectual disabilities.

Conditionally to make the structure of conducting the research clearer the object of research could be treated as a dependent variable because in this research namely *Self-efficacy* is the object of the educational effect that has been created during the research. Hence, the means of educational inducement applied during the research conditionally should be treated as an independent variable. The usage of the concepts of dependent and

independent variables is conditional here because the thesis research was constructed more as an indirect educational inducement creating the educational environment based on the harmony of aims and equipotential interaction rather than classical experimental inducement. In the newly constructed educational environment its effect on the learners' behaviour and art expression is being observed.

The thesis research raises the **hypothesis**: it is likely that *Self-efficacy* of young people with MID will be developed:

1. If educational situations:
 - are grounded on the harmony of educational aims, i.e. the learners' art expression results will be evaluated according to the features of the development stage of the drawing corresponding to their cognitive maturation;
 - are based on equipotential interaction where the educator exchanges roles with the learner, this way the possibilities to understand the learner's feelings are created.
2. If the learner with MID:
 - is able to express his feelings and images by the means of art expression at liberty and spontaneously and embody them in the material form – a piece of art;
 - can express his opinions and expectations to the educator at liberty and spontaneously during the pedagogical interaction.
3. If the educator:
 - is active creating conditions for art expression and searching for social promotion ways but remains passive during the learners' creation process aiming at the manifestation of the learners' activeness;
 - analyses the change of the topic and graphic patterns in the works of the learners with MID witnessing the decision that has been made in the learner's consciousness.

The above-mentioned statements of the object and the subject of research and approaches presuppose the **aim of research** of the thesis: training of *Self-efficacy* of young people with moderate intellectual disabilities promoting art expression in educational situations.

The aim of the research of the thesis determined the following main **tasks of research**:

1. Performing the operationalisation of social and clinical paradigms and of *Self-efficacy* to identify the most important factors determining *Self-efficacy* of young people with MID in the pedagogical interaction.
2. Based on scientific literature about the peculiarities of self-assessment and of the results of creative activity of the learners with mild and moderate intellectual disabilities to identify the criteria for the analysis and evaluation of *Self-efficacy* of the learners with MID in art expression and pedagogical interaction.
3. To create a new educational environment based on equipotential interaction and on harmony of aims in the special education institution (called studio *Credo*) for promoting art expression of the learners with MID.
4. To perform standardised observation of the behaviour of the learners of the studio *Credo* and of the educator and to evaluate the type of pedagogical interaction.
5. To carry out the analysis of the creations of the learners of the studio *Credo* applying the elements of *Grounded Theory* and *H-T-P* test and to evaluate the features of *Self-efficacy* in the learners' creations.

6. To carry out several case analyses of the learners with MID applying the phenomenological method and to reveal the manifestations of *Self-efficacy* of young people with MID in art expression and pedagogical interaction.
7. Having generalised the results of research to disclose the means of educational inducement and the situations that are favourable to train *Self-efficacy* of the learners with MID.

Research methods. The research was conducted applying the triangulation principle combining qualitative and quantitative methods (Merkys, 1999; Šaparnis, 2000; Kardelis, 2002). Such decision was determined by the conditions of the manifestation of the object of thesis research (*Self-efficacy* of young people with MID manifests itself implementing equipotential interaction between the learner and the educator).

The operationalisation of the peculiarities of *Self-efficacy*, training conditions and means, and the needs of the learners with MID in the pedagogical interaction was carried out using *literature analysis*. The study of the type of pedagogical interaction was made employing the *observation* method as well as the methods of *data grouping* of *descriptive mathematical statistics* and of *graphical data visualisation*. The learners' drawings were analysed employing the elements of *Grounded theory* and test of *the house, the tree, and the person (H-T-P)*.

The manifestations of *Self-efficacy* of the learners with MID at the interpersonal level are disclosed employing the *phenomenological method*. The received data of intrapersonal education reality level are presented in *case analyses*.

The basis for research methodology consists of:

1. *Interactionism paradigm*, in which the representatives of symbolic interactionism emphasize:
 - The origination of the meanings of the objects from social interaction, the effect of these meanings on human relations and their dynamics as the person studies the objects (Blumer, 1998).
 - An individual as a rational and active being, the self-awareness of which appears due to the person's activeness and the interaction with the objects of the environment (Mead, 1998).
 - The individual's emotions and feelings arising from the individual's interaction with the objects of the environment and performing the intermediating function between his consciousness and self-awareness (Mead, 1998; Magnusson ir Stattin, 1998; Изард, 1999).
2. The representatives of *social paradigm of education of the disabled* emphasize:
 - The disability as a situational matter depending on activity limitation due to individual disorders and on the quality of the environment, creating psychosocial cultural and physical hindrances (Ruškus, 2002).
 - Higher dependence of the success of integration on valency and flexibility of social norms and attitudes rather than on intellect insufficiency of the person with intellectual disabilities (Ruškus, 2002) and the influence of the attitude of the healthy part of the society and of special educator on the interaction process of the disabled person and social environment (Ruškus, 2000, 2002; Ališauskienė, 2002; Baranauskienė, 2003; Gudonis, Valantinas, Strimaitienė, 2003; Miltenienė, 2005).
3. Basic postulates of *social-cognitive theory*, in which:
 - The approach to the personality as a functioning *affective-cognitive* system (Mischel and Shoda, 1995, 1998; Mischel, 1999; Капрара, Сервон, 2003) in the sequence of educational situations through *self-regulation* mechanism

- enables to study the learners' actions and feelings as a holistic flow (Servoneir Shoda, 1999).
- Pendulous movement of cognitive processes, of the limitations of social environment and of provided possibilities (Карпапа, Сервон, 2003) ground the idea of training *Self-efficacy* of the learners with MID and the construction of the sequence of educational situations.
 - The ability acknowledged for the personality of normal intellect to create future projects, raise aims, foresee the results of actions and subsequently evaluate them (Carré, 2003) as a probability is transferred to the population of persons with MID.
4. *Social learning theory* (Bandura, 1977, 2000, 2003), of which:
- The pendulous determinism of three factors (physical and social environment, affective and cognitive systems, human behaviour) is the basis for constructing the theoretical hypothetic model for training *Self-efficacy* of the learners with MID.
 - Through the postulate of the individual's cognitive mechanisms enabling him to know the world and himself it is expected to achieve the responsive reaction of the learners with MID to the educator's actions.
 - 5 basic human abilities (symbolisation, learning, projecting the future, *self-regulation* and *self-analysis*) are acknowledged for the learners with MID;
 - The conditional aspect of *Self-efficacy* enables to understand and analyse the learner's actions as the consequence of functioning of *affective-cognitive* system in the pedagogical interaction.
 - The origin of the image of *Self-efficacy* determined by the evaluation of one's own abilities and skills corresponding to the requirements of the environment determining the learner's responsive reaction to the stimuli of the teacher and social environment.
5. *Humanistic psychology*, in which:
- The impulse of growth acknowledged to every person, personal implementation of potential (Маслоу, 1999) and the main aim of pedagogy – the assistance for the learner to become a personality (Роджерс, 2002) ground the choice of the topic of the thesis;
 - The indicated therapy climate features that are necessary for the growth of the personality: congruence⁶, unconditional positive valuation⁷ and emphatic understanding⁸ (Первин, Джон, 2001, p. 253) are the basis for creating equipotential interaction between the learner and the educator and for searching, creating and applying reinforcing means;
 - Organisation of research is grounded on the tasks indicated for the educator: to understand but not to value the personality; to pay attention to the learner's and not to one's own problems and feelings; to understand that the learner is the source of constructive and active forces (Роджерс, 2002).
6. The approaches and the principles of *The Programme of Art Education of the Disabled* (Piličiauskas, 1998) based on which it is sought to create activity forms of *Self-efficacy* training model of the learners with MID.

⁶ Congruence – the absence of the conflict between the real, subjective experience and self-perception (Первин, Джон, 2001, p. 253).

⁷ Unconditional positive valuation – holistic unconditional acceptance of *another* person (Первин, Джон, 2001, p. 253).

⁸ A person's ability to understand experience, feelings and their relevance from another person's position (Первин, Джон, 2001, p. 253).

7. *Phenomenological method* the employment of which enabled the researcher to reject any preconceived attitudes, prejudices and myths (Mickūnas, Stewart, 1994; Прехтль, 1999; Кучинский, Михайлов, 2001) about the child with MID and to base on personal and direct experience of the author of research, acquired in the context of interaction with the learners and depurated in the consciousness. Having employed the phenomenological method the research author's experience was described in the aspect of the experience of *another*⁹.

Theoretical novelty. Theoretically new is the problem of coping with the negative image of personality and mental processes of children with intellectual disorders. It is proposed to solve it analysing the interaction of learners with intellectual disorders and social environment in the aspect of personal determinism.

According to Bandura's (2000) social learning theory the model of training *Self-efficacy* by art of young people with MLD is constructed and tested. This model is grounded on the laws of the child's art expression.

For the first time in Lithuanian special education functioning of young people with MLD is analysed and disclosed in social environment in the aspect of personal determinism. The peculiarities of the learners determined a peculiar process of training *Self-efficacy* differing from the process of training *Self-efficacy* of the persons of normal intellect. This difference in social cognitive theory ascribed to neobiheaviorism enabled to retain a pedocentric researcher's position with respect to studied learners.

For the first time both in Lithuania's and the world's scientific practice (according to available data) the longitudinal study of art expression of children with MID is conducted. The collected drawings are analysed applying the elements of *Grounded theory* and *H-T-P* test. This enabled to distinguish semantic groups of the topics of creations and name the most topical experiences of the learners with MLD.

For the first time in Lithuania investigating the expression phenomena of the persons with MID the method of phenomenological analysis is applied.

Practical significance of the results and application perspectives. Theoretical generalisations about the research and the described peculiarities of applying the phenomenological study can be used in the works of other researchers who are engaged in similar type studies. This would enable to verify the conclusions of the study conducted by the author of the thesis (the study of the thesis is based on the methods of case studies, whilst their verification is determined by time, an in-depth description of the study and the availability of the author's accumulated material to other researchers (Creswell, 1998), and presuppose the discussion about the abilities of children with MID, optimal development conditions and the development of special education.

The activity model of the studio *Credo* presented in the thesis can be adapted and operated in any community of persons with intellectual disabilities. The experience of collecting the drawings of the child with MID and of the analysis of drawings can be used in psychological counselling practice and solving the child's personality problems.

Phenomenological case analyses can be used as an example to other similar type scientific research (their detailed course is described in subsection 3.2.3.). Case analyses of the thesis can be used as an illustrative material in special educators' training, and can influence special educators practitioners' working with children with MID critical analysis of the relations with these children.

⁹ Experience of *another* – is the experience of another person's body and active relation with the world. The activeness and the existence of another person in my consciousness are witnessed not by my thoughts, opinions and speculations existing in my consciousness. Another person's experience is possible only through empathy (Илнaпapa, 2001).

The volume of the thesis. The thesis consists of the introduction, three sections, conclusions, discussion, recommendations, list of references and appendixes. The thesis contains 43 tables, 24 figures, 2 fragments of stenograph (one in the text of the thesis and the second in appendixes), 17 appendixes. Reference list contains 233 sources.

CONTENT OF THESIS

Introduction

Section 1. OPERATIONALISATION OF THE CONCEPT *SELF-EFFICACY* IN THE ASPECT OF EDUCATION OF PERSONS WITH INTELLECTUAL DISABILITIES

1.1. Paradigms, practices and attitudes of education of persons with intellectual disabilities

1.1.1. Clinical and social education paradigms: different aims, priorities, practices

1.1.2. Efficacy *versus* resultativeness of education

1.1.3. Special education as social constructing: the aspect of attitudes

1.2. The possibilities of applying the concept of *Self-efficacy* in the educational practice of persons with intellectual disabilities

1.2.1. *Self-efficacy* – a complex concept (basic definition, theoretical-methodological origin, contemporary interpretations, studies)

1.2.2. Pragmatic aspect of *Self-efficacy*

1.2.3. *Self-efficacy* – the manifestation of decision making

1.2.4. The peculiarities of self-assessment of persons with intellectual disabilities

1.2.5. The preconditions for training *Self-efficacy* of persons with MID

1.3. Educational conditions (organisation of situations, educator's activity), as a factor determining educational process and results

1.3.1. Organisation of educational situations enabling decision making

1.3.2. Art expression as a potential precondition for promoting *Self-efficacy*

1.3.3. Criteria witnessing *Self-efficacy* of the person with MID in art expression

1.3.4. Educator's competencies and roles promoting art expression

1.3.5. Theoretical-hypothetical model of training *Self-efficacy* by educational situations promoting art expression

Section 2. RESEARCH METHODOLOGY, METHODS, INSTRUMENTS

2.1. Methodology of training *Self-efficacy* modelling educational situations

2.2. Construction of the instrument for observation of educational situations

2.3. The analysis of personality features through the drawing applying the elements of *Grounded theory* and *H-T-P* test

2.4. Phenomenological case analyses – an adequate method to understand personality actions

Section 3. THE PROCEDURE OF THE STUDY AND THE RESULTS OF TRAINING *SELF-EFFICACY* OF YOUNG PEOPLE WITH MODERATE INTELLECTUAL DISABILITIES

3.1. Newly constructed educational environment (description of the studio *Credo*)

3.2. Structure and dynamics of the educator and learners' interaction in the studio *Credo*

3.2.1. The analysis of the results of the study on pedagogical interaction: the structural aspect

3.2.2. The analysis of the results of the study on pedagogical interaction: the dynamic aspect

3.3. Disclosure of the preconditions for training *Self-efficacy* based on the analysis of the drawing

3.3.1. Characteristics of the investigated and the peculiarities of their drawings

3.3.2. The analysis of Lita's drawings

3.3.3. The analysis of Simas's drawings

3.4. The connection of training *Self-efficacy*, decision making and actions: case analyses

3.4.1. Ora's case

3.4.1.1. Ora's behaviour and art expression

3.4.1.2. The analysis of Ora's actions witnessing *Self-efficacy*

3.4.2. Simas's case

3.4.2.1. Simas's behaviour and art expression

3.4.2.2. The analysis of Simas's actions witnessing *Self-efficacy*

3.4.3. Litas's case

3.4.3.1. Lita's behaviour and art expression

3.4.3.2. The analysis of Lita's actions witnessing *Self-efficacy*

3.5. Generalisation of case analyses of the learners with moderate intellectual disabilities

Conclusions

Recommendations

Discussion

List of references

Appendixes

REVIEW OF THE CONTENT OF THE THESIS

Section 1 OPERATIONALISATION OF THE CONCEPT *SELF-EFFICACY* IN THE ASPECT OF EDUCATION OF PERSONS WITH INTELLECTUAL DISABILITIES

1.1. Paradigms, practices and attitudes of education of persons with intellectual disabilities

Subsection 1.1.1 Clinical and social education paradigms: different aims, priorities, practices according to five levels of educational reality – societal, social educational, institutional, interpersonal, intrapersonal – analyses what has already been done in Lithuania during the process of change of clinical didactic and social interaction paradigms. Having analysed the facts of special education determined by the ideas of every paradigm the similarities and differences of both paradigms are presented. To sum up the subsection it is concluded that the essential factor determining the availability of educational reality at intrapersonal level to the learner is the position of the educator's role with respect to the learner which differs in different educational paradigms. It is stated that this position: 1) determines the learner's place in the process of interaction: the learner is either equipotential participant of the interaction or is a person occupying a lower position than the educator; 2) reflects the educator's attitude towards the learner and is closely related with it; 3) closes or opens the door for the educator's reflection about personal actions with respect to the learner, allows or does not allow to evaluate their consequences; 4) creates a precondition for the educator to identify himself with the learner, cognate his inner personality development and make this cognition available for educational reality or separates the educator from the learner's inner world, determines disregard for the learner's independence and efficiency which negatively rebounds on self-assessment of the latter.

In subsection 1.1.2 Efficiency versus resultativeness of education continuing the conclusions of paradigm comparison it is emphasized that clinical paradigm does not reach the raised aim, whilst social paradigm implements the aim raised by clinical paradigm. This situation is called paradoxical. It is emphasized that the scientists' statements (Baranauskienė, 2003; Mieliienė, Ruškus, Elijošienė, 2003; Ambrukaitis, 2005) reveal that the ideas of social paradigm have not consolidated in the practice of special education. Based on the ideas of philosophy (Buber, 1998, 2001), psychology (Маслоу, 1999; Роджерс, 2001; Goleman, 2001) and education classics (Gage, Berliner, 1994) it is stated that the application of cooperation model could facilitate the consolidation of social paradigm ideas in special education practice. The transfer of cooperation model requires the implementation of the criteria of team activity (Žydzūnaitė, 2003, p. 16) during the interaction of special educator and the learners with intellectual disabilities and raises the condition of permanent checking of these criteria. To sum up the subsection it is stated that checking of equipotential interaction and the harmony of aims would disclose the endeavour of the interaction between the learner with intellectual disabilities and the educator as an effective team. This endeavour and the performed checking determine the implementation of the interaction between the learner with intellectual disabilities and the educator as the criteria of team work.

In subsection 1.1.3 Special education as social constructing: the aspect of attitudes it is stated that the necessity of constructing the positive image of the person with intellectual disabilities in special education has been raised by Vygotskij yet (1983, T. 5) but the scientists of Russian defectology have not implemented this idea. On the contrary, the studies of the scientists (Маллер, 1974; Певзнер, Явкин 1974; Соловьев, Сумарокова, 1974) would highlight the features of the persons with intellectual disabilities having negative aspect. Generalised conclusions of the scientists' studies would be transferred to

the textbooks on special psychology and special education and these statements, re-quoted in the articles of Lithuanian scientists, are forming special educators' negative attitudes towards the learners with intellectual disabilities. It is stated in the subsection that the studies conducted by Ruškus (2000), Ališauskas (2002) commit to orientate the science of special education in the direction of constructing the positive image of the person with intellectual disabilities. The shift of special education from clinical to social paradigm determines checking the attitude of every person practically working with persons with intellectual disabilities. The subsection states that this checking can be performed in two ways, intercombining them: the person interacting with the learners with intellectual disabilities is filmed, afterwards he reviews the video record and carries out self-analysis according to the given questions. The person checking his attitudes experiences cognitive restructuring which determines the change in the attitude. Once the change in the attitude has taken place all special educator's attention can be concentrated on the behaviour of the person with intellectual disabilities and on the disclosure of the reasons of his actions.

1.2. The possibilities of applying the concept of *Self-efficacy* in the educational practice of persons with intellectual disabilities

In subsection 1.2.1 *Self-efficacy – a complex concept (basic definition, theoretical-methodological origin, contemporary interpretations, studies)* the place of *Self-efficacy* in the general structure of *Self-concept* is named, the concept of *Self-efficacy* in Bandura's social-cognitive theory is presented, the aspects of studies of *Self-efficacy* are indicated, the peculiarities of every aspect of *Self-efficacy* are described in detail: the situational aspect of *Self-efficacy* indicates concrete situations, in which *Self-efficacy* manifests itself; the specific aspect of *Self-efficacy* refers to the subjective interpretation of the inducement situation in which the person acts; the conditional aspect of *Self-efficacy* discloses the person's self-regulation process when the person acts in a concrete situation. In the end of the subsection it is indicated that the situational aspect of *Self-efficacy* is investigated by sociologists, specific – by psychologists, whilst the conditional aspect is topical to educators.

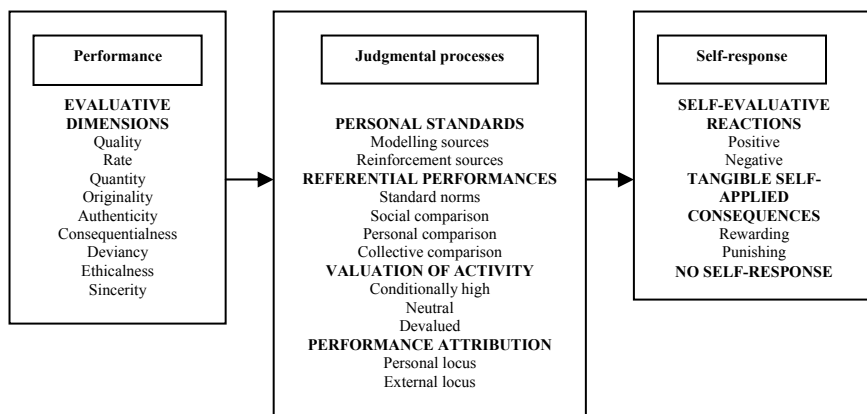


Fig 1. Components of the Process of *Self-regulation* (Bandura, 1977, p. 130)

In subsection 1.2.2 *Pragmatic aspect of Self-efficacy* it is emphasized that *Self-efficacy* is relevant to the personality and the researcher. It is explained that *Self-efficacy* helps the personality to manage one's own emotions and plan actions according to future

expectations. The researcher who analyses the interaction of social environment and the personality finds important: 1) to consider the correlation relation of *Self-efficacy* and achievement expectations; 2) to know information sources of *Self-efficacy*; 3) follow equivalents of the person's actions and external consequences. The subsection contains an in-depth description of the sources of *Self-efficacy* indicated by Bandura: achievements implementing something, secondary experience, verbal convincing, and emotional excitement. Their structural parts are explained. It is stated that the researcher who employs information sources of *Self-efficacy* finds it important to consider the levels of motivation, in which the subject differently interprets the equivalents of the consequences echoing his actions and of external strengthening means. The tables, assisting the researcher to orientate himself in the interaction of the person's actions, external reinforcing means and the person's evaluation standards are presented.

Subsection 1.2.3 *Self-efficacy – the manifestation of decision making* presents an in depth description of one of the most important sources of *Self-efficacy* – the achievements implementing something. The effect of this source through the image of personal features and attributes generalising the cognitive solution is disclosed. The consequence of negative self-assessment is discussed: the formation of faulty functional cycles that limits the personality's communication and efficiency; the actions witnessing the person's positive and negative type of self-assessment for the researcher are presented.

In the end it is stated that of particular importance is the decision about the image of personal features and attributes for the persons with intellectual disabilities because it can be of decisive significance for the quality of these persons' existence. It is noticed that the problem of the existence of persons with intellectual disabilities was raised by Vygotskij (1983, 5 T.) who named it as the possibility of "social surfacing", and by Mannoni, Castet (1964, 1969) who wrote about double determination problem of the personality with intellectual disabilities.

Section 1.2.4 The peculiarities of self-assessment of the persons with intellectual disabilities presents the data found in literature sources about self-assessment of persons with intellectual disabilities, the dependence of its nature on the researcher and on the standards of the evaluation of inducement material of the very person with intellectual disabilities, the dependence of self-assessment of persons with intellectual disabilities on the attitude of other participants of the process of interaction towards him, etc. Due to direct dependence of *Self-efficacy* on self-assessment, the researchers' conclusions about the self-assessment of persons with intellectual disabilities are presented in the tables according to three aspects of *Self-efficacy*: situational, conditioned and specific. To sum up the researchers' conclusions it is stated that: 1) persons with intellectual disabilities perceive their relations with their peers in the same way as the persons of normal intellect; 2) self-assessment of persons with intellectual disabilities is determined by the other persons' evaluation criteria, by personal interpretation of actions, acts, achievements and one's place among the peers; 3) dynamic and changing self-assessment of persons with intellectual disabilities in different types of activities witnesses self-regulation process functioning in the mentality. In the end of the subsection it is stated that the researchers have been more concerned about the descriptive peculiarities of self-assessment rather than the conditions of forming positive self-assessment of persons with intellectual disabilities.

In subsection 1.2.5 The preconditions for training *Self-efficacy* of the persons with moderate intellectual disabilities the possibilities of training *Self-efficacy* of the learners with MID are analysed. It is emphasised that persons with MID are characterised by the ability to learn by observing other persons' behaviour. It is noticed that literary sources (Bogdans, 1983; Vygotskij, 1983) describe, movies ("Forest Gamp", "Rain Man", "My Left Foot")

illustrate another disabled persons' ability – the influence on social environment¹⁰. It is assumed that it can be tried to create social environment situations, which could determine the phenomena of manifestation of *Self-efficacy* of the learners with intellectual disabilities. The subsection lists the programs for training *Self-efficacy* that are described in literature sources (McFall and Marton, 1970; Laws and Serber, 1975; Hersen and Bellack, 1976; Rich and Schroder, 1976; Galassi and Galassi, 1978; Patterson, 1976; Wollersheim, 1977; Novaco, 1975; Birchler, 1979; Basen-Enquist, 1994; Хьелл, Зиглер, 2000) for persons of normal intellect, names the difficulties that are determined by psychophysical peculiarities of young people with MID and lack of research methods adapted for studying self-assessment of these persons, and designs the trend of training *Self-efficacy* of the learners with MLD and of the analysis of *Self-efficacy*. In the end of the subsection the most important factors determining the construction of educational situations for training *Self-efficacy* of young people with MID are indicated.

1.3. Educational conditions (organisation of situations, educator's activity) as a factor determining educational process and results.

In subsection 1.3.1 Organisation of educational situations enabling decision making the concepts of the function of educational situations and training according to Jovaiša (2001), Aramavičiūtė (1998), Jovaiša and Vaitkevičius (1987), Lamanauskas (2000) are presented. According to Jovaiša and Vaitkevičius (1987, p. 15) the interrelation of educational categories is indicated. The subsection explains the semantic structure of the word *to train* (*lit lavinti*), reveals the most important semantic meaning of the word *to train* according to the essential factors of the programs for training *Self-efficacy* created by foreign authors. The special educator's aims in the process of training *Self-efficacy* of young people with MID are indicated: 1) to organise and repeat educational situations, to form their combinations; 2) to retain the learner's attention to the idea "I can"; 3) to strengthen learners' motivation according to Bandura's indicated motivation levels.

The subsection contains several problematic situations in which the learners' decision with respect to self-assessment according to Bandura's motivation levels would be revealed. The possible learners' actions and the necessary educators' responsive reactions to these actions are designed. To sum up the subsection it is stated that the concrete correlation relation of the situations and decision making would reveal only *post factum*, having analysed all known situation factors, the learner's actions and emotional reactions with respect to these situations.

In subsection 1.3.2 Art expression as a potential precondition for promoting *Self-efficacy* based on the statements of the authors (McNiff, 1976; Столяр, 1985; Dubois, Guillibert, Bange, 1998) the reason for choosing art expression for training *Self-efficacy* of the learners with MID is grounded. It is stated that drawing: is the most early activity, determining active creation of meaning (Davis, Gardner, 2001); can be the way of communicating with the child (Dubois, Guillibert, Bange, 1998); is a material and remaining child's activity product (Vidlöcher, 1998); opens the world of the child's soul (Allan, 1998; Oaklander, 1997; Vidlöcher, 1998). The subsection presents the development of the child's drawing process from first treads on the stable surface till the stage of intentional drawing. The factors hidden in the nature of the drawing process promoting the child's motivation are revealed. To sum up the subsection it is stated that the adult's role in the child's drawing process is important but indistinct and scarcely noticeable. The most important task of the adult is to create conditions for the child to understand the informational power of the drawing, picture and to praise the child's efforts.

¹⁰ In A. Bandura's theory these both personality abilities are treated as a pendulous (retrograde) determinism.

In subsection 1.3.3 Criteria witnessing *Self-efficacy* of the person with mild intellectual disabilities in art expression the statements of former USSR scientists, who in 7th–9th decades of the 20th century wrote about art expression abilities of the learners with intellectual disabilities and of West European scientists are compared. It is stated that the statements of the scientists representing two opposite philosophical paradigms are controversial. It is indicated that the statements of former USSR scientists representing the negative aspect of evaluation were determined by the attitudes of Marxist-Leninist aesthetics that propagated the concept of realistic drawing. It is also emphasised that the researchers have been comparing the drawings of the learners with intellectual disabilities and the drawings of the learners of normal intellect incorrectly, emphasising only the shortcomings in the drawings of the learners with intellectual disabilities. In the end of the subsection the criteria of *Self-efficacy* of the learners with MID in art expression are presented (see Table 1):

Table 1

Variables of *Self-efficacy* of the Learners with MID in Art Expression

Variable	Content of the variable
The number of the drawings of the learners with MID when they are allowed to manipulate the means of art expression at liberty	A large number of drawings witnesses that the learners with MID are not passive using the means of art expression. They manipulate them, experiment and observe the result, which they later name. The process of the manipulation with the means of art expression and its result, which is named by the very learner, is the most important witness of <i>Self-efficacy</i> .
Understandable, real, meaningful image of some object in the drawings	The variable is the opposition to Muchina's statements. In Muchina's opinion the learners with MID are not able to depict the object. The lines they draw do not create a meaningful picture. Real and meaningful image of some object repeating in the drawings and the name given by the very child to it would be the proof that the learner with MID not simply scribbles but can create a meaningful image.
The essential elements that characterise the object are not missed and depicted	According to Golovina, Groshenkov, children with intellectual disabilities often miss essential elements in the drawings. In <i>H-T-P</i> test the essential elements for the main (the house, the tree, and the person) objects depicted in children's drawings are indicated. The unmissed essential elements would witness that the child with MID discerns them as characteristic to this object and consciously depicts in the drawings as distinguishing features of the object.
The change of "graphic stamps" reflecting the change in the child's feelings. The change of "graphic stamps" would comprise both the changes in the topics of creations and the changes in the most often depicted objects.	In Groshenkov's opinion the same repeated object is a "graphic stamp". The same repeated object may determine the same title of the topic. "Graphic stamp" encompasses both the repeated topic and the same repeated objects, the picture of which does not contain any changes. The change in the elements or in the title witnesses the change in the image, considerations and thoughts.

In subsection 1.3.4 Educator's competencies and roles promoting art expression the art teacher's roles, abilities and competencies according to Saulėnienė's (2002) indicated art teacher's activity trends are presented. It is emphasised that not all Saulėnienė's indicated art teacher's activity trends are topical for the learners with MID. The most important art teacher's activity trends that are necessary for training *Self-efficacy* of young people with MID are indicated: 1) creation of the educational strategy and prediction of personality development; 2) planning and systemic arrangement of the content of education, creation of programmes; 3) management of teaching and learning processes; 4) cooperation with teachers and students' parents, community; 5) management of educational projects; 6) permanent development of professional competence. It is stated that art teacher's polysemous roles are related to essential statements and principles of social cognitive theory. It is indicated that according to the programmes for training *Self-efficacy* presented in literature sources the leader of the *training group* (Рудестам, 1999) is the teacher and the therapist, the imitation model and the expert, the teacher-adviser, the source of reinforcing measures and inducement.

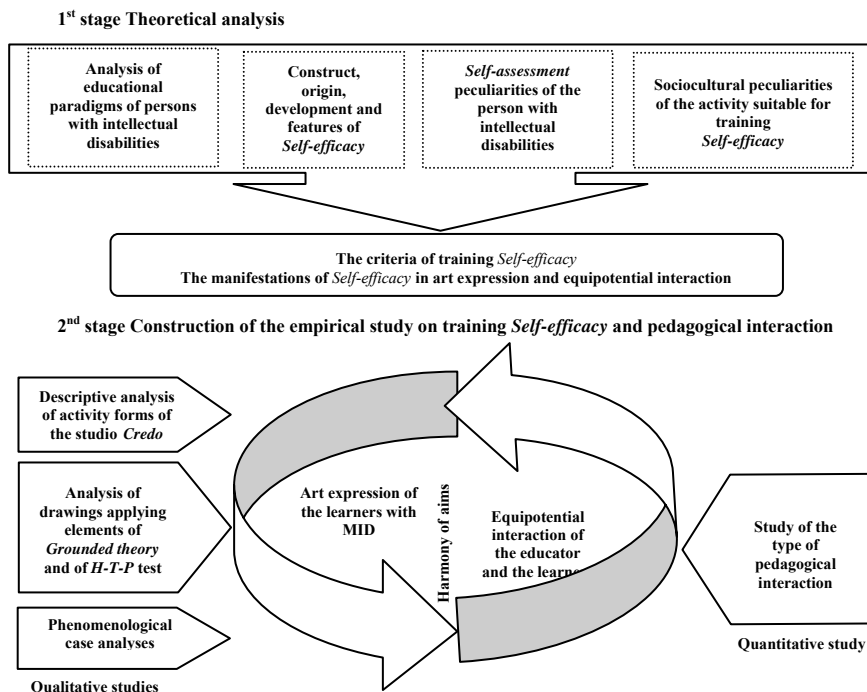
In subsection 1.3.5 Theoretical-hypothetical model of training *Self-efficacy* by educational situations promoting art expression summarizes the most important factors increasing self-assessment and encouraging *Self-efficacy* of the learners with MID; the studies revealing the existence of these factors are indicated. The most important psychophysical factors of the learners with MID determining the differences of *Self-efficacy*

training group of these persons from the *Self-efficacy* training group of the persons of normal intellect are indicated. To sum up the subsection it is stated that *Self-efficacy* training group of young people with intellectual disabilities is orientated to group members and it is characterised by the educator's non-directive behaviour with respect to group members.

SECTION 2 RESEARCH METHODOLOGY, METHODS, INSTRUMENTS

In subsection 2.1 **Methodology of training *Self-efficacy* modelling educational situations** the relation of theoretical constructs and functional actions creating a possibility to train *Self-efficacy* of young people with MID during pedagogical interaction is presented. The functional action corresponding to every theoretical construct is described in detail. Functional actions are related to Bandura's motivation levels. According to these levels the types of educational situations are formed. Their mission is to: 1) stimulate the emotion of interest, encourage motivation (1 type); 2) generalise the result of manipulations with the means of art expression, to form social significance of art expression (2 type); 3) to form reinforcement that comes as if from nowhere, to expand the limits of *Self-efficacy* of the learners with MID in the aspect of art expression (3 type).

It is indicated that the types of educational situations are more conditional and symbolically separated by the time span. The table indicates the relation of educational situations with Bandura's motivation levels. It is stated that constructing educational situations it is not aimed to seek the third motivation level that is characteristic to craft virtuosos, stage stars due to the doubt expressed in literature sources with respect to the ability of persons with MID to create. In the end of the subsection the stages of constructing the model of training *Self-efficacy* of young people with MID and of checking its functioning are presented (see Fig. 2):



In subsection **2.2 Construction of the instrument for observation of educational situations** the peculiarities of constructing the pedagogical interaction type diagnostic instrument are described. It is stated that Flanders' (1966, 1970) system has been chosen to identify the types of pedagogical interaction. The reasons of this choice are explained. It is stated that the study employs only the structure of Flanders' system whilst the very observation categories have been changed: in part A of the system the categories are formed in such manner which would reflect the educator's possible reactions to the learner's actions, in Part B of the system the concept of the child's reaction is changed because previously it was orientated to non-verbal expression due to poorly developed or non-developed language of the learners (Певзнер и Явкин, 1974, Gevorgianienè, 1999, Еремина, 2000). The subsection discloses the selection of the categories of part B according to the emotional expression of the child's needs. To sum up the selection of the categories it is stated that after the initial review of video records the selected 26 categories with 4 types of educator's responsive reactions were reduced down to the total of 15 categories: part B consists of the following categories: 1) physiological needs; 2) imitation, role play; 3) manipulations with objects a certain time span; 4) expressed wish, intention; 5) assistance, proposal to partake; 6) conversation initiation, maintaining; 7) wish for attention. Part A consists of the categories of observing the educator's behaviour, which characterise directive or non-directive type of behaviour. The categories of non-directive type of behaviour: 1) praises efforts, rejoices at the learner's activeness; 2) hugs, cuddles, comforts; 3) responds to the question, request; 4) speaks to the learner, listens to what he tells. Categories of directive type of behaviour: 1) scolds, condemns, punishes, threatens; 2) interrupts, corrects, shows example, explains; 3) does not pay attention, allows; 4) prohibits, indicates, forces, appoints, requires.

In subsection **2.3 The analysis of personality features through the drawing applying the elements of Grounded theory and H-T-P test** the peculiarities of the analysis of drawings of young people with MID are described. It is stated that the analysis of drawings has been carried out in several stages. In the 1st-3rd stages the elements of *Grounded theory* and in the 4th stage the elements of *H-T-P test* were applied. It is indicated that first the learners' creations have been reviewed and registered in the chronological order in the catalogues of creations. This corresponded to the *first* step of the strategy of *Grounded theory* – open coding (Страус, Корбин, 2001). In this stage two major categories were discovered: topics repeating according to the meaning and the most often repeated objects: *the house, the tree, and the person*. The topics repeating according to the meaning were further grouped by means of axis coding – the second step of *Grounded theory*. It is explained that ascribing drawings to a certain category main attention was paid to the meaning, which is disclosed in the title of the drawing and by the context of the learner's social environment. It is stated that grouping the drawings their titles were read numerous times and the peculiarities of creating the drawing were permanently considered. In the third stage the change of “graphic stamps” in the topics of creations was identified considering the homogeneity of the semantic group of the creations according to the dates of creating. This change is related to Allan's (Аллан, 1997) statement that the relation between the drawing and real life can be sought only in the presence of the repetition of the topics of drawings. The change in the topics of the drawings means that the change in the learner's feelings has taken place too. In the fourth stage of the analysis of drawings the essential and additional elements of the depicted objects: *of the house, the tree and the person* were identified and the peculiarities of depicting these objects enabling to form the image about the learner's feelings and personal features were named.

In subsection 2.4 **Phenomenological case analyses – an adequate method to understand the personality’s actions** the peculiarities of applying the phenomenological method are described. It is indicated in the subsection that case analyses consist of three parts; the facts presented in one of them correspond to the category of *phenomenological reduction* (according to Mickūnas and Stewart (1994)). In another part the value bearing aspect of the facts presented in the first part, indicating the transfer from natural attitude to philosophical¹¹, is highlighted. According to the categories of the phenomenological method this part would correspond to the phenomenological *epoche* (according to Mickūnas and Stewart (1994)) or *transcendental reduction* (according to Прехтль, 1999). In the third part the meaning of the relation of the empiric data of the disclosed phenomenon and of the data of the act of the researcher’s consciousness (these relations or the coincidence of empirical data with the data of consciousness provide objectiveness to the phenomenological analysis (Mickūnas, Stewart, 1994; Прехтль, 1999)) is argued employing the scheme of Bandura’s *self-regulation* mechanism. The third part of case analysis corresponds to the category of the phenomenological method – *eidetical* reduction. It is stated in the subsection that case descriptions presenting the data of the analysis of the phenomenological method slightly differ. It is indicated that these differences were determined by the peculiarities of the manifestation of every learner’s *Self-efficacy* as a phenomenon.

SECTION 3 THE PROCEDURE OF THE STUDY AND THE RESULTS OF TRAINING SELF-EFFICACY OF YOUNG PEOPLE WITH MODERATE INTELLECTUAL DISABILITIES

In subsection 3.1 **Newly constructed educational environment (the description of the studio *Credo*)** the classified forms of the activity in the studio are described and information sources of *Self-efficacy* corresponding to them are indicated beside. The subsection presents an in depth description of the content of *Credo* activity forms. One of the activity forms – creative work is illustrated by a fragment of the stenograph from the video tape. The dynamic effect of activity forms of the studio *Credo* and information sources of *Self-efficacy* create the process of training *Self-efficacy* through three types of educational situations. It is emphasized that three types of educational situations maintain the learner’s attention on the idea “I can”.

In the end of the subsection it is stated that the interrelation and the effect of activity forms of the studio *Credo* are not directly seen and obvious but latent. The process of training *Self-efficacy* of the learners with MID is based on this relation and effect; thus, the process of training is also called latent¹². It is stated that such type of training: 1) enabled the educator to minimise the direct effect of education based on the adult’s authority; 2) enabled the interaction between the educator and the learner based on equipotentiality and the transfer of part of the responsibility for the success of interaction to the very learners; 3) formed such combination of educational situations which enabled the opening of the learners’ *Self-efficacy* which has reflected in the studio leader’s consciousness by a reversible relation and which has been changing her attitude to young people with MID and their abilities.

3.2. Structure and dynamics of the interaction between the educator and the learners in the studio *Credo*

Subsection 3.2.1 The analysis of the results of the study on pedagogical interaction: the structural aspect presents the analysis of functioning of the studio *Credo* in the structural

¹¹ This transfer indicates the break in the researcher’s consciousness. Phenomenological method implies the change in the researcher’s attitude. It is not possible to discover the phenomenon if the break in the consciousness, i. e. the transfer from natural attitude to philosophical, does not take place.

¹² In Lithuania in the trend of education sciences the latent function of education was first studied by Mažeikienė. Mažeikienė, N. (2001). Trans-cultural Transfer of Instruments for Diagnostics of Socialisation and Education (Doctoral thesis, Šiauliai, 2001).

aspect. Eleven video records lasting 1684 session minutes (28 hours and 7 minutes) were observed and analysed. These minutes were evaluated according to 15 categories.

Tables 2–3 present the observation data of videotapes:

Table 2

Absolute and Relative Frequencies of the Learners' Needs in the Studio *Credo*

No.	Title of the feature	Absolute frequency		Percentage frequency	
		1 observer	2 observer	1 observer	2 observer
1	Wish for attention	764	923	45,4	54,8
2	Conversation initiation, maintaining	641	628	38,1	37,3
3	Imitation, role-play	251	196	14,9	11,6
4	Expressed wish, intention	232	196	13,8	11,6
5	Manipulations with objects for a certain time span	181	214	10,7	12,7
6	Physiological needs	145	111	8,6	6,6
7	Assistance, proposal to partake	96	62	5,7	3,7

The subsection comments the meanings of the data in Table 3: the frequency and the rank in the row. It is concluded that the need for love and dependence, i.e. the wish to communicate and the efforts to maintain communication, most strongly manifest in the behaviour of young people with MID.

Table 3

Absolute and Relative Frequencies of Responsive Reactions of the Educator of the Studio *Credo* to the Learners' Needs

	Title of the feature	Absolute frequency		Percentage frequency	
		1 observer	2 observer	1 observer	2 observer
Non-directive categories	Speaks, questions the learner, listens to what he tells	823	885	48,9	52,5
	Responds to the question, request	435	603	25,9	35,8
	Praises efforts, rejoices at the learner activeness	164	157	9,7	9,3
	Hugs, cuddles, comforts, encourages	27	34	1,6	2
Directive categories	Interrupts, corrects, shows example, explains	260	234	15,5	13,9
	Prohibits, indicates, forces, appoints, requires	156	105	9,3	6,3
	Does not pay attention, allows	23	24	1,3	1,4
	Scolds, condemns, punishes, threatens	18	15	1,1	0,9

In the subsection the meaning of the frequency and the rank of every category in Table 4 is commented. It is concluded that non-directive categories have dominated in the special educator's actions; therefore, the studio *Credo* succeeded to create really suitable conditions for training *Self-efficacy* of young people with MID.

Validity testing of the observers' collected data is disclosed (see Table 4):

Table 4

Data of Validation Analysis of Observation Instrument

	Title of the feature	Correlation coefficient according to Pearson	Contingency coefficient
Learner's	Physiological needs	0,399**	0,467
	Imitation, role-play	0,616**	0,741
	Manipulations with objects for a certain time span	0,365**	0,405
	Expressed wish	0,354**	0,629
	Assistance, the proposal to partake	0,422**	0,527
	Conversation initiation, maintaining	0,329**	0,374
	Wish for attention	0,261**	0,323
Educator's	Praises efforts, rejoices at the learner's activeness	0,295**	0,335
	Hugs, cuddles, comforts, encourages	0,181**	0,192
	Responds to the question, request	0,140**	0,169
	Speaks, questions, listens to what the learner tells	0,374**	0,363
	Scolds, condemns, punishes, threatens	0,113**	0,112
	Interrupts, corrects, shows example, explains	0,389**	0,401
	Does not pay attention, allows	0,140**	0,165
Prohibits, indicates, forces, appoints, requires	0,213**	0,220	

It is stated that sufficiently significant correlation (correlation analysis according to Pearson) and coincidence (contingency analysis) coefficients were received (significance level $p < 0,01$).

Subsection 3.2.2 The analysis of the results of the study of pedagogical interaction: the dynamic aspect presents observation data processed by graphic data representation method of *SPSS-PC* software. It is stated that this method enabled to highlight the dynamics of the mean of the observed in every category throughout all sessions. This enabled to identify and analyse the changes in each category during the sessions. The summary presents the example of the graph of only one category “Wish for attention” which in the thesis is presented in Figure 3 and the interpretation of this graph:

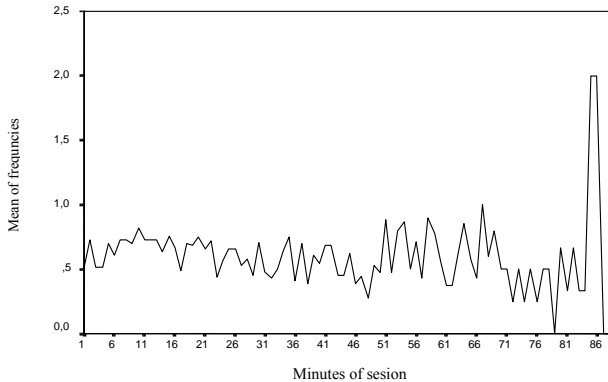


Fig. 3 The Dynamics of the *Wish for Attention*

The amplitude of the category “Wish for attention” fluctuates from graduation 0,0 to graduation 2. It is stated that wish for attention is conditionally even till the 36th minute of the session. This evenness (particularly during the 6th–16th minutes of the session) is determined by a natural flow of the session. In the beginning of the session every child’s wish to choose the means of art, sitting place, etc. supplemented by the wish for attention would take quite a lot of time. Later when the wishes would be met “wish for attention” starts jumping more and more, becomes fragmented and manifests itself “more painfully”. In the middle of the session the change of “wish for attention” is determined by the children’s empathy in work and the wish to rejoice or pay the leader’s attention to the reached result. The wish for attention especially increases in the end of the session during parting. The wish for attention, strongly highlighting in the end of the session shows the learners’ attachment to the studio leader.

In the end of the subsection it is stated that: the dynamic analysis has revealed that the categories representing the learner’s empathy (“Responds to the question, request” and “Speaks to the learner, listens to what he tells”) are maintained throughout all the session and has confirmed that the conditions determining training *Self-efficacy* in the activity of the studio *Credo* were really successfully implemented.

3.3. Disclosure of the preconditions for training *Self-efficacy* based on the analysis of the drawing

Subsection 3.3.1 Characteristics of the investigated and the peculiarities of their drawings presents the peculiarities of the sample of the investigated (see Table 5):

The Peculiarities of the Investigated

Name	Age	Attended the studio <i>Credo</i>	The conclusions of the study at Šiauliai PPS ¹³
Anta	18 years old	Between 1998 and 2000 not regularly. Due to sudden fits since 2000 almost would not attend the sessions.	Severe and even intellectual disability. Language is poor, insufficiently logical, activity is irrational, not purposeful. Aptitude is low.
Domas	18 years old	Between 1998 and 2002 not regularly. Missed most of the sessions in December–January in 2000 and in 2001.	Cognitive activity is disturbed severely and evenly. Orientation activity is irrational and not purposeful. Pseudo-active activity dominates. Verbalisation is poor. Insufficiently logical, incompletely understandable.
Inta	18 years old	Between 1998 and 2002 not regularly. Would attend the sessions a short time. Upon mother's request would leave school for home around 3.00 p.m.	Cognitive activity is disturbed severely and evenly. Concentrates with difficulty and is distracted easily. Performs only non-verbal tasks, performance is imperfect but if corrected the activity becomes more productive. Works slowly, irrationally. Aptitude is low, MID.
Lita	18 years old	Between 1998 and 2002 not regularly. Almost has not been attending sessions for about 8 months (from January till October 2000).	During consultation the girl does not contact with the psychologist at all, does not answer the questions and does not perform tasks.
Ora	18 years old	Between 1998 and 2002 almost regularly. Would miss the sessions mainly due to illness.	Symptoms of MID. Cognitive activity is disturbed severely and evenly. Orientation activity is irrational and not purposeful. Thinking is concrete, action-orientated. Understands and performs simple instructions. Behaviour is inadequate. Contact is inferior. Aptitude level is low.
Simas	19 years old	Between 1998 and 2002 regularly. Would miss the sessions only due to illness.	Cognitive activity is disturbed severely and evenly. Severe thinking and attention disorders. Is not able to generalise and compare. Works slowly and reluctantly. Activity is not notably orientated and insufficiently rational. Aptitude is low. MID.
Vitas	17 years old	Between 1998 and 2002 not regularly. Would miss the sessions due to illness and wishing to help mother to look after the younger brother.	MID. Concentrates attention with difficulty. Does not perceive the sizes and the forms of objects. Action-related-visual thinking is not formed. Orientation activity is not purposeful. The child manipulates with objects and their elements. Communication with adults is inferior. Very low aptitude.

Table 6 lists the data of the results of creative works of the investigated:

Table 6

Numbers of the drawings of the learners of the studio *Credo*

Name of the learner of the studio <i>Credo</i>	Number of the drawings of the learners of the studio <i>Credo</i>	Technique ¹⁴ of drawing the drawings		
		Graphics	Painting	Mixed
Ora	122	64	36	22
Simas	203	146	46	11
Lita	90	38	36	16
Inta	117	45	57	15
Domas	138	44	44	50
Vitas	107	45	45	17
Anta	67	8	49	10
Total number of drawings	844	390	313	141

It is stated that the experiments and the manipulations with the means of art expression of the learners of the studio *Credo* were successful. Data in Table 7 prove the existence of

¹³ To describe the investigated the conclusions of medical, psychological and pedagogical investigation of Diagnostic Service of Developmental Disorders, Šiauliai division (currently Šiauliai city Pedagogical Psychological Service (PPS)) are presented. The names of the investigated are changed. All the investigated were provided with the conclusions in spring – autumn of 1992. During the period of existence of the studio *Credo* another study at was not carried out.

¹⁴ The technique of the accomplishment of drawings is conditionally classified into painting, graphics and mixed. Painting and graphics are traditional techniques of pictorial art, whilst mixed technique comprises the combination of the means of painting and graphics together. Here also the appliqué technique or collage may be used too. Every of the above-mentioned techniques can employ many means. For example, in painting one can use aquarelle, gouache; in graphics – coloured, black, white pencils, waxen crayons, carbon, sanguine, crayon, felt-tips, black ink, chalk, etc. Mixed technique comprises the combination of pencils and aquarelles, black ink and gouache, application and pencils, felt-tips, etc. In addition to collage we ascribed drawing on the cloth with special felt-tips to the mixed technique. All these means for the learners of the studio *Credo* were available every session. The learners also had the possibility to choose all types of paper: colour, white, wrapper, thick, thin, etc.

the first variable which witnesses that the learners with MID are not passive with the means of art expression.

Subsection 3.3.1 Analysis of Lita’s drawings presents the data proving the existence of the second variable in the drawings – of understandable, real images of some object (see Table 7):

Table 7

Repeated Objects in Lita’s Creative Works

Objects	Total number of drawings	Real object (no. of drawings)	Abstract (no. of drawings)	Technique of accomplishment			
				Graphics	Painting	Mixed	Collage
The house	40	33	7	16	23	1	–
The tree	18	15	3	8	10	–	–
The person	27	22	5	18	8	–	1
Total:	85	70	15	42	41	1	1

It is noticed that the number of real objects is much larger. It is commented that the number of real objects demonstrates that the creative works of young people with MID are not meaningless scrawling, one can see and recognise meaningful objects in them.

The proof of the third variable (depiction of essential elements of the object in the drawings) is presented in Fig. 4.

It is stated that the images of *the house*, *the tree*, *the person* contain main and creative elements. In several drawings some main elements (for example, feet, legs, hands in the drawings of the person; branch in the drawings of the tree) are missed. It is stated that the existence of creative elements and missing of main elements witness swinging and inconstancy of intellectual operations of the learner with MID which are characteristic to the investigated of this population (Not, 1986). It is emphasized that the depiction of creative elements witnesses a certain level of cognitive maturation (Bieliauskas, 1981).

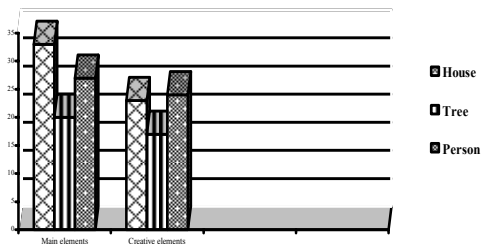


Fig. 4 Essential and Additional Elements of the Images of *the house*, *the tree*, *the person* in Lita’s drawings

The existence of the fourth variable in the drawings of the investigated is disclosed in the topics of Lita’s drawings: entertainment, leisure; the sea; the tree; kindred relations; home related to people that are close to Lita; friendship, love; winter, winter entertainment; real objects; self-perception, inner world; fantasy; humour; works without a title; the task given by the leader; festivities; geometrical figures and Lita’s relation with the leader.

Commenting the data in the table it is stated that the analysis of Lita’s drawings according to the elements of *Grounded theory* revealed one part of the fourth variable “graphic stamps”: repetition of topics and changes. It is stated that the classification of Lita’s topics reflects the most relevant life moments that have arisen the most of the emotions and feelings between 1999 and 2002.

It is stated that the change of the “graphic stamps” was repeatedly tested analysing the drawings of *the house*, *the tree*, *the person*. The groups of these images are: *the house*

(elements of the house, real house), the tree (leaf-bearing tree, “peacock’s tail”, fur-tree), the *person* (realistic man, snow-man, caricature)

Commenting the data of the table it is stated that the repetition of the image of the object witnesses both the already formed concept of this object and its variation according to circumstances (for example, the variation of similar titles and depicted objects shows that Lita tries a personal concept, experiments with existing convincements, analyses and evaluates the consequences of relations). It is indicated that semantic groups partly confirm Groshenkov’s statement that persons with MID draw graphic stamps because they can draw concrete objects best. However, in other scientists’ opinion (Lowenfeld, 1964; Аллан, 1998) repeated and changing images disclose the most significant mental feelings. In the end of the subsection the psychosocial image of Lita’s behaviour is presented. It is stated that the most topical relations for Lita are the relations with the surrounding people: fellow-men, peers, and teachers. In her relations with fellow-men Lita feels sufficiently safe and confident. She transfers the acquired experience to further social environment and tries the new roles. Communicating Lita sometimes experiences ambivalent feelings. Lita believes that the order that consolidated at home exists beyond her home boundaries too. Lita hoping for the same relations and order in the community as at home experiences difficulties which worry her.

In subsection 3.3.2 The analysis of Simas’s drawings the second variable of *Self-efficacy* (understandable, meaningful image of some object in the drawings) is proved in Table 8:

Table 8

Objects Repeated in Simas’s Creations

Objects	Total number of dominating objects	Real object	Abstract object	Accomplishment technique			
				Graphics	Painting	Mixed	Collage
The house	33	3	30	28	3	2	-
The tree	17	3	14	12	4	1	-
The person	162	132	30	119	42	-	1
Total:	212	138	74	159	49	3	1

Commenting the data in the table it is stated that there are more real objects than abstract objects in Simas’s creative works. The meaning of this fact is noticed: Simas is able to distinguish essential elements of concrete objects and depict them, whilst the viewer, viewing Simas’s drawings can recognise them. It is stated that Simas preferred graphic means to painting means.

The third variable of *Self-efficacy* is mostly disclosed in the drawings of the person. Main elements are present in 118 drawings and creative elements are present in 21 drawing.

It is stated that judging from the detailed representation of the *person’s* images, Simas finds the most topical relations with people.

The presence of the fourth variable (the change of “graphic stamps”), witnessing *Self-efficacy* in the drawings is proved by the gap of Simas’s semantic groups (see Fig.5).

It is stated that there are ten most numerous Simas’s semantic groups. Semantic groups witness that Simas finds the relations with fellow-men important. Attention is paid to slight differences of semantic groups. It is stated that only one name of the hero in the title discloses a more immediate Simas’s relation with the very hero, whilst in another group the word TV next to the name of the same hero enables to assume that Simas spends quite a lot of time watching TV. It is stated that the repeated name of the hero may show Simas’s ideal from whom he learns.

In the end of the subsection the psychosocial image of Simas’s behaviour is presented. It is stated that Simas had rich social experience. Simas finds relations with people important. He has numerous contacts, family members do not single him out from their

environment. Simas attends the events and festivities of the family, relatives and community. However, he is not happy about his social status: he feels not full-fledged, insecure, he does not trust the surrounding, sometimes is helpless. Simas tries to manipulate the feelings of fellow-men, knows, what impact death makes to other people.

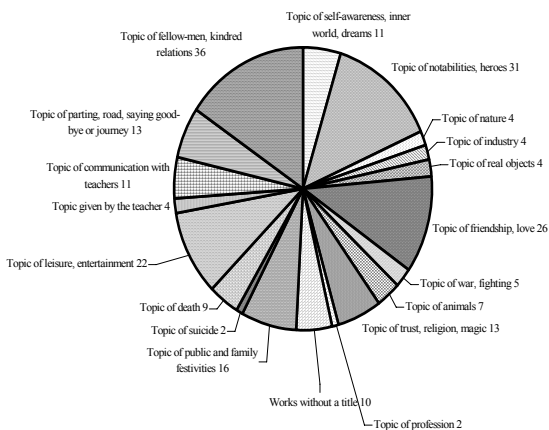


Fig 5. Structure of the Projection of Simas's Experience in the Drawings

In subsection 3.4 **The cohesion of training *Self-efficacy*, decision making and actions: case analyses** it is stated that to reveal the cohesion of training *Self-efficacy*, decision making and actions the situations of three learners with whom the close emphatic relation was most successful were chosen. The situations in which the decisions that determined the actions most are presented (see Table 9):

Table 9

The Actions of the Learners with MID from the studio *Credo* Witnessing Decision Making

Date	Name	Name of the situation	Activeness of situation members
1999 09 29	Simas	Simas in the role of the <i>magician</i>	Active leader, active Simas
1999 10 11	Simas	Study performed by Simas	Active Simas
1999 11 29	Ora	Creation of 5 drawings intended for the cousin	Active leader, active Ora
1999 12 08	Lita	Appearance in the studio <i>Credo</i> , creative process, conflict with the leader	Active leader, active Lita
1999 12 08	Lita	Acceptance of the aesthetic value	Active leader, active Lita
1999 12 08	Lita	Devaluation of the activity of the studio	Active leader, active Lita
1999 12 20	Simas	Simas's efforts	Active Simas
2000 11 13	Lita	Imitation of the peer's manner of painting	Active Lita
2001 02 05	Simas	Simas's story during the appearance of the creative work	Active Simas
2001 11 23	Lita	Expression of feelings in the creative work	Active Lita

It is stated in the subsection that the chronological classification of the situations witness that the learners' *Self-efficacy* has shown through more distinctly in the end of 1999. This fact is explained as the consequence of functioning of the studio *Credo*: the studio started operating in January 1999 and in the first half of the year the most appropriate activity forms were searched. Activity forms that formed in the second half of 1999 "matured the fruits", which were most distinctly visible. Later other situations witnessing *Self-efficacy* have not made such strong impression.

Subsection 3.4.1 Ora's case of subsection subsection 3.4.1.1 *Ora's behaviour and artistic expression* describes Ora's actions on 1999 11 29. It is stated that Ora announced

about the miscarriage that happened to her cousin, asked for a sheet of paper and said that she would draw a gift for her. She found felt-tips and paper herself; she declared that she wanted to draw with these means and started to work. She was working wholly independently. The drawings were not similar to the ones which she created earlier. Usually they would not have a concrete object and corresponded the karakul or scribbling stage. That time she pictured shouting heads of an adult person or child. The drawing acquired a concrete object. Ora was asked to draw such drawings again. She drew five drawings again. She worked quite tensely but did not complain about tiredness at all. When mother came to take Ora home she was shown the girl's works. When she saw them she started to cry.

Subsection 3.4.1.2 The analysis of Ora's actions witnessing *Self-efficacy* provides an in depth analysis of the actions of the investigated girl according to the structural parts of Bandura's self-regulation mechanism. It is stated that the source modelling Ora's *Self-efficacy* is *emotional excitement* which has arisen due to the misfortune that happened to her cousin. Creating the drawing-gift, Ora followed general standard human norms; therefore they dominate in her family too – to sympathise with another person in misfortune and in case of well-beloved person's misfortune to have compassion on him. In this respect she performed a personal comparison i. e. compared to what extent her personal standards corresponded to the universally accepted norms.

In the end of the subsection it is stated that: 1) Bandura's indicated components of *self-regulation* process enabled to identify the source of Ora's *Self-efficacy* – *emotional excitement* and to reveal its reinforcing effect on the girl's actions; 2) Ora's created drawings had the following characteristic features: the object of the drawing (the child's head) consisted of the most simple form – the circle; in all Ora's drawings (the total number of drawings was ten) the picture was retained – we can clearly recognize the face in it; the drawings differed from previous drawings, the pictured object took the shape of the real structure; 3) the created drawings, the change in drawing skills witnessed the intensive thinking process that took place during creative work during which the images were differentiated and compared; 4) self-assessment processes of self-regulation structure revealed thinking operations: analysis (Ora had to select gift images which would suit the cousin), comparison (drawing Ora had to compare the creative work with the image in the thoughts), synthesis (in the end of the creative work she gave the title to her drawing); 5) Ora's creative process was a good modelling example to other learners of the studio.

Subsection 3.4.2.1 Simas's behaviour and artistic expression of subsection 3.4.2 Simas's case describes the most important youth's actions, acts that attracted the studio leader's attention. It is stated that in Simas's actions ambivalent intention would be hidden: Simas would draw the drawings that contained tragic meaning in light colours and if he wanted to attract the leader's attention, he would seek to frighten or to upset her. Later the leader tried to seek Simas's favour but the youth did not trust the leader's demonstrated attention and secretly investigated her. His performed study unfolded during one dialogue dated 1999 10 11. The most memorable conversation took place on 2001 02 05. It is explained that the conversation was memorable because Simas quite clearly told about his mother and studying sister. He also gave logical questions. It is stated that the culmination of the conversation was the creative work created by Simas during the conversation, which revealed that Simas was able to create a meaningful composition on the sheet of paper and picture the real action that is topical to him independently. It is stated that such fact has not accorded with Muchina's statements (Мухина, 1981) that the youth with MID were able to scribble only several meaningless lines which did not picture any concrete objects.

In subsection 3.4.2.2 The analysis of Simas's actions witnessing *Self-efficacy* the situations in which Simas's *Self-efficacy* revealed are presented. These situations are

analysed according to structural parts of *self-regulation* mechanism. Every analysed situation is followed by conclusions. The following conclusions were made after the analysis of the situation “Magician’s role”: 1) the controversy of Simas’s drawings and the magician’s distinct role witness that the values of tragedy, pain for loss, beauty and power to govern others are close to him; 2) Simas having MID is able to choose referential subjects from social environment and imitate them independently; 3) the imitation of referential subjects witnesses that Simas possesses formed symbolic images of these subjects which carried out the function of self-instruction for Simas in concrete circumstances; 4) when Simas plays the magician’s role the function of self-instruction reveals thinking operations: analysis (the selection of images of the actions that are identical to the referential subject), comparison (personal actions are compared with the actions of the referential subject), and synthesis (Simas’s cohesion with referential subject takes place).

The situation “Simas’s study” is followed by the following conclusions: 1) educator’s spontaneous reactions revealing his emotions may provoke responsive learner’s reactions disclosing his relation with respect to the educator; 2) responsive Simas’s reaction disclosed the action that is incredible for the abilities of the person with MID: the ability to study another person, follow his actions and make generalising conclusions; 3) the analysed situation discloses Simas’s ability to maintain attention on the social environment moments that are topical to him and thinking operations several weeks: analysis (Simas consciously chose questions to investigate the leader’s state which were given during previous sessions), comparison (Simas was comparing the circumstances of the origin of personal and leader’s feelings of fear), synthesis (having discovered one’s own advantage he declared a conclusion that takes the leader aback); 4) the comparison of the circumstances of the origin of personal and leader’s feelings of fear enabled Simas to realise *Self-efficacy* and have more confidence in oneself.

The following conclusions were made after the analysis of the situation “Simas’s efforts”: 1) knowledge about the development peculiarities of the child’s drawing create a possibility for the adult to understand the motives of the learner’s actions during drawing better; 2) in interpersonal interaction when the leader has demonstrated the wish to communicate with him and acknowledged the limits of personal abilities Simas, the learner with MID, is able to take responsibility for the further process of communication. The fact of Simas’s responsibility taking would have remained unknown to the studio leader if he had not studied the peculiarities of the process of the child’s drawing in detail; 3) Simas’s personal comparison of behaviour with universal human communication norms determined the efforts during drawing: maintaining attention on the drawn objects, the analysis of their shape, dissatisfaction with visible results, stubbornness to repeat the drawn shapes; 4) when the leader adequately evaluated Simas’s efforts during drawing the evaluation was followed by Simas’s violent emotional reaction which witnessed that a close emphatic relation has appeared between the leader and Simas. This emotional reaction also marks the end of distrust of the leader and the beginning of open and sincere communication.

The analysis of the situation “Simas’s story during the appearance of creative work” leads to the following conclusions: 1) open and sincere leader’s story about personal relations in the family became the sources modelling Simas’s creative process; 2) the leader’s non-moralising story enabled Simas to make a personal decision to change the traditional topic of the creative work; 3) before making the decision Simas personally compared his own and leader’s family relations. During comparison he had to select the images representing family relations in his memory (thinking operation analysis), compare these images (thinking operation comparison), to discover the difference between the dominating images and the ones to which he would not pay attention earlier (thinking

operation synthesis). The process of personal comparison was followed by the emotion of shame which determined the change of initial decision; 4) Simas's *Self-efficacy* is revealed both in the made decision to change the topic of the drawing and in the discussion of the creative work. The difference is that in the first case *Self-efficacy* was provoked by the emotion of shame and in the second case - by the perception of one's own significance, i. e. the perception of personal features and attributes.

In subsection 3.4.3.1 Lita's behaviour and art expression of subsection 3.4.3 Lita's case Lita's behaviour and actions that attracted the leader's attention are described. It is stated that on October 27 1999 the girl very bravely defended her ownership rights. Her braveness and firmness made the leader doubt if she was correct. Lita's conviction showed that even feeling the adults' pressure she has not given up and stuck to her opinion. After the conflict on November 17 1999 the girl stated that she would not draw. As Lita's refusal was repeating on December 8 1999, the leader decided to talk to Lita to clarify the reasons of her reluctance to draw. The conversation has not disclosed these reasons; it only demonstrated Lita's negativism. Besides, during the conversation it was understood that Lita had communication problems with another teacher of the special school. In the end of the conversation the leader allowed Lita to come to the studio whenever she wanted. After several minutes Lita appeared in the studio, chose art means and started to work.

The same day, on December 8 1999 the new conflict between the leader and Lita took place. The conflict once again forced the leader to carry out self-analysis.

After the new conflict only once the leader succeeded to show her benevolence towards Lita and invite her to the studio. After the classes in the special school the girl would straightaway go home or remain in another classroom where she would participate in the after-school activities organised by the music teacher. After the conflict Lita showed up in the studio only in October 2000 and since then Lita attended the sessions of the studio *Credo* almost regularly. The leader would be taken aback by Lita's ambivalent behaviour: she would push away everyone who would come close to have a look at what she had drawn but having finished the drawing she would take it to the video camera's objective and demonstrate it. Besides, the leader has noticed that Lita imitated Anta's manner of painting. Like Anta she painted on the ground, by pastozic painting. Both times she created very nice drawings reminding of abstractions of contemporary artists and was praised. The leader had a suspicion that maybe Lita felt secure, started to open and finally found the pleasing trend of art expression. However, quite a long time Lita's analogous creative experiments have not been repeating any more. About after a year the girl created a very philosophical creation which obviously revealed a deep meaning. This meaning became completely clear only after the conversation with the deputy head of the special school. It was found that the birth of the creative work was determined by Lita's painful love feelings.

Subsection 3.4.3.2 The analysis of Lita's actions witnessing *Self-efficacy* presents Lita's situations, in which the learner's *Self-efficacy* is revealed. Every situation was analysed according to the structural parts of self-regulation mechanism. Three situations indicated in the table took place the same day. Generalising all analysed situations, dated 1999 12 08 the following conclusions are made: 1) the learner with MID Lita managed to maintain attention throughout all three situations created by the leader and to react differently; 2) Lita's reactions show that she is able to interpret modelled situations, independently single out and understand their meaning; 3) every of Lita's reactions witnesses the made decision with respect to a concrete situation and represents her *Self-efficacy*; 4) different Lita's reactions during the same day witness operating thinking operations.

The situation "Imitation of the peer's manner of painting" leads to the following conclusions: 1) wishing to be praised Lita had to make a conclusion *generalising* the behaviour

that by non-attending the studio *Credo* she would not deserve the certificate, thus a praise too; 2) having made the generalising conclusion she had to single out and *classify* actions which can “take her” to praise and actions which cannot. Besides, she had to select concrete actions in the behaviour of another learner that were suitable to reach the aim, i. e. *to concretise* the actions (these thinking operations are revealed through *a personal comparison of referential execution*); 3) having analysed her actions and understood that they were not effective, Lita inevitably had to feel bad, i. e. to evaluate herself low. Low self-assessment had to be reinforced by experiencing of guilt and the emotion of shame due to unsuitable behaviour on 1999 12 08; 4) to show up in the studio *Credo* again the girl had to “be separated”, limit herself from low self-assessment and from the actions that cause it and in her recollections to search for the actions causing positive self-assessment (this is operation of *abstraction*); 5) realising concrete actions which were planned to reach the aim Lita in her thoughts had to base on the symbolic image of these actions (this is *concretisation*).

The analysis of the situation “The expression of feelings in the creative work” is followed by the following conclusions: 1) Lita, the learner with MID, is able to create a meaningful creative work grounded on personal feelings witnessing the reflection of these feelings; 2) Lita’s decision to create a creative work about her and Darius’s love and the implementation of this decision disclose that in the beginning of the creative work and during creation thinking operations – analysis, comparison and synthesis – were functioning. Suitably chosen symbols (thinking operation *analysis*), their meaningful arrangement (thinking operation *comparison*), the title of the creative work (thinking operation *synthesis*) are the outcomes of these operations; 3) Lita’s creative process, impressive creative work witnessing Lita’s philosophical considerations show the qualitative change. The observation of the peers’ creative process and its discussion, the imitation of spontaneous manner of painting were not accidental phenomena that had not left a tread in Lita’s consciousness. They moved firm graphic patterns, promoted Lita to experiment with the means of art expression, base these experiments on authentic feelings; 4) Lita’s decision to express her feelings in the creative work, successful creative process and the leader’s admiration of the girls’ achieved result created conditions for Lita to experience relaxation after the discharge of strong feelings; 5) Lita’s creative process, its accompanying facts and outcomes create the second stage of motivation, formation of inner and outer reinforcing relations and strengthens the experience of *Self-efficacy*.

In subsection **3.5 Generalisation of case analyses of the learners with moderate intellectual disabilities** the analysed situations are generalised disclosing the activeness of the members of the situation and the learner’s decision which determined the action (see Table 10):

Table 10

Situations Training *Self-efficacy* of Learners with MID, Participants’ Activeness in the Situations and Decisions Witnessing the Learners’ *Self-efficacy*

Date	Month of existence of studio <i>Credo</i>	Name	Name of the situation	Participants’ activeness	Made decision that determined the action
1999 09 29	10 th month	Simas	Simas in the magician’s role	Active leader, active Simas	To demonstrate to the leader what he is able to do
1999 10 11	11 th month	Simas	Simas’s performed study	Active Simas	To investigate the limits of the leader’s abilities
1999 11 29	12 th month	Ora	Creation of 5 drawings dedicated to the cousin	Active Ora	To create the drawing-gift to the cousin
1999 12 08	13 th month	Lita	Appearance in the studio <i>Credo</i>	Active leader, active Lita	To participate in the activity of the studio

1999 12 08	13 th month	Lita	Acceptance of aesthetic value	Active leader, active Lita	Not to single out from the group
1999 12 08	13 th month	Lita	Devaluation of the activity of the studio	Active leader, active Lita	Not to participate in the activity
1999 12 20	13 th month	Simas	Simas's efforts	Active Simas	To draw as well as possible
2000 11 13	24 th month	Lita	Imitation of the peer's manner of painting	Active Lita	To paint like the girl the paintings of whom the leader admires most and praises
2001 02 05	27 th month	Simas	Simas's story during the appearance of creative work	Active Simas	To change the traditional topic of the drawing, to tell about the drawing
2001 11 23	36 th month	Lita	The expression of feelings in the creative work	Active Lita	To express one's feelings towards Darius

It is stated that the decisions made were named only after performing situational analysis according to the scheme of the learners' self-regulation process (see Fig. 1 in 1.2.1.). These decisions would not be discovered if the coincidence of feelings with the investigated had not taken place. This coincidence of feelings also witnesses the former analysis of the educator's role and activity, the analysis of situations training *Self-efficacy* in the aspect of the learners' personal determinism, and striving for harmony of aims of the learner's process.

Conclusions

1. In the process of the change of paradigms from clinical to social in special education the intrapersonal level of educational reality encompassing the functioning of *affective-cognitive* system of the learner with MID and manifesting itself as the learner's *Self-efficacy* in pedagogical interaction becomes topical. Intrapersonal level of educational reality is accessible for cognition through the application of cooperation model in the process of education of youth with MID. The application of the cooperation model implies role exchange of team members manifesting itself by the harmony of aims and equipotential interaction. Role exchange creates a possibility for the educator through functioning of affective-cognitive system "to see in the learner's eyes" significant objects of social environment, to understand the decisions made by the learners with MID with respect to significant social objects and to evaluate the actions of the learner with MID representing these decisions.
2. Having performed the theoretical analysis of the construct *Self-efficacy* it was identified that educating persons with MID the phenomenon of *Self-efficacy* in the pedagogical interaction can be transferred using one of the peculiarities of *Self-efficacy* – its conditionality. The conditional aspect of *Self-efficacy* in pedagogical interaction refers to the aims raised by the educator to the sequence of educational situations, employed means of reinforcement and formed roles as well as reveals functioning of the learner's self-regulation mechanism. The effect on *Self-efficacy* evaluating it in the conditional aspect can be made through positive and socially significant means of reinforcement and reinforcing self-assessment of the learners with MID.
3. The constructed theoretical hypothetic model for training *Self-efficacy* of youth with MID encompasses theoretical constructs of social paradigm and *Self-efficacy*: training of *Self-efficacy*, the learner and the educator's harmony of aims and equipotential interaction. The process of training *Self-efficacy* is extended through the sequence of three types of educational situations in which the learner's attention is maintained on the sensation "*I can*". The realisation of equipotential interaction in the sequence of three types of educational situations determines the harmony of the aims raised by the educator and the learner.
4. In the implemented model for training *Self-efficacy* of youth with MID the learner's attention on the sensation "*I can*" is maintained by the dynamic impact of several information sources of *Self-efficacy* – the achievements implementing something and

- verbal convincing, emotional excitement and achievements implementing something, secondary experience and achievements implementing something, emotional excitement and verbal convincing – which manifests itself in the sequence of three types of educational situations. This dynamic harmony of information sources of *Self-efficacy* is formed through four forms of activities at the studio *Credo*: creative work, visits to the exhibitions, participation in the exhibitions and cooperation with parents.
5. The created sequence of three types of educational situations resulted in activated motivation of the learners with MID which determined the learners' creative heritage (about a thousand of works created by different means of art expression) and in the learners' improving self-assessment in art expression which has determined several meaningful art creations revealing the learners' feelings (Ora's "Gift for cousin Eglė", Simas's "Granfather's party", Lita's "My and Darius's love").
 6. The equipotential interaction between the educator and the learner in the implemented model for training *Self-efficacy* of youth with MID was maintained. The study of pedagogical interaction type carried out employing the method of two experts' observation, the method of grouping the data of descriptive mathematical statistics and the methods of data visualisation confirmed the domination of the category witnessing the educator's attention and empathy (speaks to the learner, questions the learner, listens to what he tells) during all pedagogical interaction.
 7. Implemented learner and educator's equipotential interaction enables the educator to safeguard the harmony of his and the learner's aims which manifests itself employing the educator's chosen adequate means for promoting the learners' motivation (diversity of the means of art expression, praises, incentives, permanently demonstrated attention, visits to professional artists' exhibitions) and for awarding creative efforts (educator's initiated generalisation about the learners' art expression process and the result, exhibiting of the learners' creations in the exhibitions, handing of certificates to the learners during opening ceremonies of exhibitions).
 8. In the implemented model for developing *Self-efficacy* the *Self-efficacy* of youth with MID evaluating it in the art expression aspect manifests itself as a decision to create a creative work on the chosen topic. This decision of the learner with MID is witnessed by the consequence of the analysis carried out employing *Grounded theory* of all creative works created during the implementation of the model for training *Self-efficacy* – semantic groups of creative works identifying the most significant life moments that have caused the most of emotions and feelings.
 9. Implemented educator and learner's equipotential interaction enabled the educator in the pedagogical interaction through identifying oneself with the learner to single out the learner's actions witnessing his decision-making. Having employed the phenomenological method and the structure of self-regulation mechanism the learners actions witnessing his decision-making have been analysed. The analysis of the actions, which determined decision-making, determined naming of the learners' values which as evaluation parameters determined decision making, of thinking operations which functioned in decision making, and of self-assessment reactions which have arisen on the emotional basis.
 10. Implemented educator and learner's equipotential interaction and the educator's identification with the learner created a possibility for the educator to evaluate how the learner reacts to his raised aims, to the means of activity modelling of the studio *Credo*, and to criteria of art expression. Implemented equipotential interaction created the possibility to experience that the *Self-efficacy* of the learner with MID was witnessed by such actions which contradict to the requirements of the activity formed by the educator (Ora's choice to create a drawing to her cousin instead of the review of creative works, Lita's protest when the educator used directive means of activity modelling).

11. Created and implemented model for training *Self-efficacy* discloses that *Self-efficacy* of the learner with MID in the conditional aspect can be treated as the consequence of functioning of affective-cognitive system which is provoked by the stimuli of educational situations modelled by the educator.

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:

1. Vaitkevičienė, A. (2001). Art Expression Possibilities of the Child with Moderate Intellectual Disabilities, *Special education (lit. Vidutiniškai sutrikusio intelekto vaiko dailinės raiškos galimybės. Specialusis ugdymas)*, 1(4), p. 56–63.
 2. Mažeikis, G., Vaitkevičienė, A. (2001). The Influence of Marxist-Leninist Aesthetics on the Attitude of Russian Defectology School towards the Drawing of the Child with Intellectual Disabilities. *Bridges (lit. Marksistinės lenininės estetikos įtaka Rusijos defektologijos mokyklos nuostatai į sutrikusio intelekto vaiko piešinį. Tiltai)*, 2(19), p. 39–55.
 3. Ruškus, J., Vaitkevičienė, A. (2002). Searching for the Meaning of the Behaviour of the Child with Intellectual Disabilities. Special education (lit. *Sutrikusio intelekto vaiko elgsenos prasmės beiškant. Kokybinio tyrimo taikomumo negalės srityje galimybės. Specialusis ugdymas*), 2(7), p. 75–86.
 4. Vaitkevičienė, A. (2003). Application of the Enabling Strategy Training the Learners with Moderate Intellectual Disabilities in the Art Studio *Credo*. Special education. (lit. *Igalinimo strategijos taikymas ugdant vidutiniškai sutrikusio intelekto ugdytinius Credo dailės studijoje. Specialusis ugdymas*), 1 (8), p. 84–95.
 5. Mažeikis, G., Vaitkevičienė, A. (2004). Theoretical Model of Interactive Training by Art. Education. (lit. *Interaktyvaus ugdymo dailė teorinis modelis. Pedagogika*), 72, p. 63–71.
 6. Vaitkevičienė, A. (2004). Vygotskij's Defect Compensation Theory: Beginning and Relations with Adler's Individual Psychology. Special education. (lit. *Vygotskij defekto kompensacijos teorija: ištakos ir sąsajos su Adler individualiąja psichologija. Specialusis ugdymas*), 2 (11), p. 52–63.
 7. Vaitkevičienė, A. (2005). Methods of Art Education of Youth with Intellectual Disabilities: Indirect Pedagogical Impact. In Piličiauskas's book *Artistic Education of the Disabled*. (lit. *Sutrikusio intelekto jaunuolių dailinio ugdymo metodika: netiesioginis pedagoginis poveikis* (p. 4–67)). Kn: Piličiauskas, A. (2005). (Sud.). *Neįgaliųjų meninis ugdymas*. Vilnius: Kronta.
 8. Vaitkevičienė, A. (2005). Art Therapy in Lithuania: Beginning and Development. In Piličiauskas's book *Artistic Education of the Disabled*. (lit. *Dailės terapija Lietuvoje: pradžia ir raida* (p. 68–77)). Kn: Piličiauskas, A. (2005). (Sud.). *Neįgaliųjų meninis ugdymas*. Vilnius: Kronta.
- Other important publications on the topic of the thesis:**
9. Vaitkevičienė, A. (1999). Art Therapy Objects and their Interaction (p.100–102). Ambrukaitis, J. (1999). (Ed.). Materials of scientific conference (lit. *Dailės terapijos objektai ir jų tarpusavio sąveika. Mokslinės konferencijos medžiaga*). Šiauliai: Šiaulių universitetas.
 10. Vaitkevičienė, A. (2000). Le changement de mon attitude à l'égard des handicapes mentaux (p.4). *Bulletin of international seminar "L'école danubienne"*. Drobeta-Turnu-Severin: La maison des enseignants Mehedinti – Roumanie.
 11. Vaitkevičienė, A. (2002). The Possibility of Ego Transcendence in the Art Lesson (p.96–97). Piličiauskas, A. (2002). (Ed.). Materials of papers of scientific practical conference (lit. *Egotranscendencijos galimybė dailės pamokoje. Mokslinės praktinės konferencijos pranešimų medžiaga*). Vilnius: LAMUC.
 12. Vaitkevičienė, A. (2002). Similarities and Differences of A. Adler's Individual Psychology and L. Vygotskij's Defect Compensation Theory (p. 4–7). Conference materials of Lithuanian Association of Individual Psychology (lit. *A. Adlerio individualiosios psichologijos ir L. Vygotskio defekto kompensacijos teorijos panašumai bei skirtumai. Lietuvos individualiosios psichologijos draugijos konferencijos medžiaga*). Alytus: Alytaus spaustuvė.

Information about the dissertation author:

Asta Vaitkevičienė – Šiauliai University, Faculty of Special Education, the lector of the Department of Social Pedagogy and Psychology, student of the Institute of Individual Psychology.
Scientific interests: Psychology of Art, Artistic Education.

Address: Department of Social Pedagogy and Psychology, Šiauliai University, P. Višinskio str. 25, LT-76351 Šiauliai, Lithuania.

Tel.: +370 41 595 732, e-mail: menas@cr.su.lt

VIDUTINIŠKAI SUTRIKUSIO INTELEKTO JAUNUOLIŲ AŠ VEIKSMINGUMO LAVINIMAS EDUKACINĖMIS SITUACIJOMIS SKATINANT DAILINĘ RAIŠKĄ

Reziumė

Temos aktualumas moksliniu aspektu. Lietuvos specialusis ugdymas ilgą laiką buvo susijęs su „TSRS visuotinai propaguota teorine defektologijos mokykla“ (Ruškus, 2001, p. 65), kuri tyrė asmenį, turintį negalę, įvairiais aspektais: medicininis, psichologinis, pedagoginis, sociologinis (Vitkauskaitė, 1998). Mokykla tęsė L. Vygotskio kultūrinės-istorinės teorijos tradicijas. Aukštųjų psichikos funkcijų formavimasis per interiorizacijos procesą naudojantis psichologiniu įrankiu ir artimiausia vystymosi zona kultūrinėje-istorinėje teorijoje yra centrinė ašis, kuri sudarė tiek pedagogikos, tiek specialiosios pedagogikos metodinės sistemos pagrindą. Tačiau dėl ankstyvos L. Vygotskio mirties, neišvystytos iki galo teorijos bei marksizmo-leninizmo ideologijos sąlygotų kultūrinės-istorinės teorijos transformacijų¹ „asmenybės problema yra viena mažiausiai atskleistų L. Vygotskio teorijos problemų“ (Alifanovienė, 1999, p. 12). Tarybų Sąjungoje asmenybės unifikavimą politikos dėka ši problema lėmė „beveik“ pedagogiką ir suaugusiojo autoritarizmo įtvirtinimą, o pedagoginėje praktikoje empatijos, pasitikėjimo eliminavimą, formalų vaidmenų atlikimą, žinių dominavimą, daugybinių bendravimo prasių redukovimą į informacinį pranešimą (Занадворов, 1989), mokymo-auklėjimo atotrūkį ir emocinio vaiko gyvenimo, t. y. intrapersonalinio ugdymo realybės lygmenį, nepažinimą (Кравцов, 1996).

Defektologijoje² asmenybės problemos tyrimo trukdžiai lėmė sutrikusio intelekto asmens emocinių ir pažintinių procesų atskyrimą, kuris moksliniuose tyrimuose pasireiškė didesniu dėmesiu pažintinių procesų tyrinėjimams (pavyzdžiui, Grigonis, 1973; Певзнер, Явкин 1974; Соловьев, Сумарокова, 1974; Kaffemanas, 1976; Juodraitis, 1981; Morozova, 1988 ir kt.) ir mokslinių žinių trūkumu apie sutrikusio intelekto individo asmenybės formavimąsi³ ugdymo praktikoje. Iš mokslinių darbų, kuriuose anuomet buvo analizuojami sutrikusio intelekto asmenybės savęs vertinimo klausimai, būtų galima paminėti tik kelių autorių pavardes (Пинский, 1962, 1968; Зейгарник, 1968; Дульнев, 1968, 1971; Viarianen, 1971; Коломинский, 1972, 1978; Намазбаева, 1971, 1986; Даргевицienė, 1972; Чубаров, 1987 ir kt.). Šiuose darbuose buvo konstatuota sutrikusio intelekto asmenų savęs vertinimo priklausomybė nuo amžiaus, nuo normalaus intelekto asmens (suaugusiojo pedagogo, gamybos meistro ir t. t.) vertinimo, pasiektų praktinės veiklos rezultatų. Tačiau vidinis asmenybės savireguliacijos mechanizmas, sujungiantis afektyvius ir kognityvius psichinius procesus bei lemiantis asmens elgesio priklausomybę nuo savęs vertinimo, liko neaiškus. Dėl šios priežasties lieka beveik nežinomi sutrikusio intelekto žmonių išgyvenimai, potencinės galimybės (Mental Retardation: Meeting the Challenge, 1986). Taip pat yra sunku konstruoti socialinę aplinką, skatinančią sutrikusio intelekto asmenybės raidą ir plečiančią intelektinių operacijų galimybes, nors sąlyginė socialinės aplinkos, tarpasmeninės sąveikos ir intelekto priklausomybė pastebėta jau prieš dešimtmetį (Перре-Клермон, 1991).

Lietuvai išsivadavus iš totalitarinės sistemos, defektologijos palikimas yra reformuojamas: diegiamos humanistinės psichologijos vertybės, perimamos socialinės-

¹ Prielaidos, sąlygojusios transformacijų realizavimą, atskleidžiamos straipsniuose: Mažeikis, G., Vaitkevičienė, A. (2001). Marksistinės lenininės estetikos įtaka Rusijos defektologijos mokyklos nuostatai į sutrikusio intelekto vaiko piešinį. *Tiltai*, 2(19), 39–55; Vaitkevičienė, A. (2004). Vygotskij defekto kompensacijos teorija: ištakos ir sąsajos su Adler individualiaja psichologija. *Specialusis ugdymas*, 2 (11), 52–63.

² Tarybų Sąjungoje defektologijos terminu vadinta mokslo sritis, apimanti negali turinčių vaikų tyrimus ir mokymą. Lietuvai atgavus Nepriklausomybę, defektologijos terminas pakeistas specialiosios pedagogikos terminu.

³ Mokslinių žinių apie sutrikusio intelekto individų asmenybės trūkumą S. Rubinšteinas pastebėjo jau seniai. Jis teigė, kad protiškai atsilikusio vaiko asmenybės formavimasis yra mažiausiai tyrinėta defektologijos sritis (Рубинштейн, 1986, p. 150).

interakcinės specialiojo ugdymo paradigmos idėjos. Tuo tikslu tiriamos visuomenės nuostatų neigiamųjų atžvilgiu ypatybės (Gudonis, 1996; Ruškus, 2000, 2002; Ališauskas, 2002; Gudonis, Valantinas, Strimaitienė, 2003; Gribačiauskas, Merkys, 2003), adaptuojami metodai⁴ sutrikusio intelekto asmenų ugdymui (Vilkėlienė, 2000; Aleksienė, 2001), ieškoma integracijos potencinių galimybių naujai interpretuojant muzikinį (Vilkėlienė, 2000; Aleksienė, 2001), dailinį (Brazauskaitė, 2001) ugdymą⁵, konstruojami ir tikrinami nauji specialiojo ugdymo modeliai (Aleksienė, 2001; Ališauskienė, 2002; Baranauskienė, 2003; Miltenienė, 2005).

Tačiau iš minėtų autorių tik A. Vilkėlienės, V. Aleksienės, A. Brazauskaitės darbuose kreipiamas dėmesys į sutrikusio intelekto ugdytinių emocijas ir jų raiškos reikšmę ugdymo praktikai, nors savireguliacijos mechanizmo funkcionavimas ir šiuose darbuose išlieka neaiškus. Čia išryškėja paradoksali situacija: viena vertus, specialusis ugdymas Lietuvoje orientuojasi į socialinę paradigmą, kurioje intrapersonalinis ugdymo realybės lygmuo (socialinėje paradigmoje svarbu vaiko asmenybė, jo emocijos, motyvai, lemiantys sutrikusio intelekto ugdytinio sprendimus ir veiksmus, sąveikaujant su socialine aplinka) yra labai svarbus. Kita vertus, būtent tokio pobūdžio tyrimų Lietuvoje iki šiol stokoja.

Naujausioje asmenybės socialinėje-kognityvinėje teorijoje jau pateikiama savireguliacijos mechanizmo struktūra (Бандура, 2000), kurioje atskleidžiama emocijų ir kognityvinių procesų sąveika, nurodoma reguliacinė emocijų funkcija savęs vertinimui ir *Aš koncepcijos* susiformavimui. Tačiau nei A. Bandura, nei jo bendradarbiai, prieinamų šaltinių duomenimis, netyrė, kiek bendra savireguliacijos mechanizmo schema gali padėti paaiškinti sutrikusio intelekto asmenų elgesį.

Bandymą perkelti normalaus intelekto asmenų savireguliacijos mechanizmo schemą į specialiojo ugdymo sritį ir ja aiškinti sutrikusio intelekto asmenų elgesio priklausomybę nuo socialinės aplinkos stimulinių veiksnių lemia kelių mokslininkų teiginiai:

1. Sutrikusio intelekto asmens psichika vystosi pagal tuos pačius psichikos raidos dėsnius kaip ir normalaus intelekto asmens (Рубинштейн, 1986). Tai reiškia, kad daugelio iš pirmo žvilgsnio paradoksalių sutrikusio intelekto asmenų poelgių priežastis pedagoginėje sąveikoje pagal savireguliacijos mechanizmo schemą galima nustatyti ir paaiškinti intelektinių operacijų funkcionavimu, atskleidžiančiu subjektyvų sutrikusio intelekto asmens socialinės aplinkos supratimą, kuris gali būti sąlygojamas jų praeities patyrimo.
2. Žemesnių psichinių struktūrų funkcionavimas gali būti paaiškintas aukštesnėmis (Яценец, 1994). Tai reiškia, kad, remiantis savireguliacijos mechanizmo schema, atskleidžiamas sutrikusio intelekto asmens emocijų ir veiksmų ryšys, leidžiantis suprasti sutrikusio intelekto asmens subjektyvų socialinės aplinkos įvertinimą. Nustatytas ryšys sudarytų galimybę suprasti sutrikusio intelekto asmens subjektyvius išgyvenimus, emocijas. Dėl atskleisto ryšio sutrikusio intelekto asmuo galėtų tapti artimas, pažįstamas. Tokiu būdu būtų ardomas socialinis vaizdinys apie sutrikusio intelekto asmens emocinio pasaulio skurdumą.
3. Aukštesniausias psichines sąlygoja realūs socialiniai vaiko ir suaugusiojo santykiai, kurie bendravimo metu interiorizuojami (Выготский, 2000). Tai reiškia, kad pedagoginėje praktikoje pedagogo ir ugdytinio sąveika analizuojama holistiniu lavinimo-auklėjimo-mokymo aspektu, o sutrikusio intelekto ugdytinio emocijos ir juos lydintys veiksmai gali būti traktuojami kaip atsakomoji reakcija

⁴ P. Nordoff-C. Robbins muzikos terapijos improvizavimo technika (1971, 1977, 1981); Piličiausko (1998) intonavimo prasmės ir asmeninės prasmės metodai.

⁵ Čia turima omenyje ugdomosios muzikos terapijos terminas, vartojamas Aleksienės (2001), ir raidos dailės terapijos terminas, vartojamas Brazauskaitės (2001) darbuose.

pedagogo pasirenkamų ugdomųjų priemonių, metodų atžvilgiu, t. y. analizuojant sutrikusio intelekto ugdytinio veiksmus, remiantis savireguliacijos mechanizmo schema, galima atrasti ugdytinio priimtą sprendimą pedagogo veiksmų ar išsakytų frazių atžvilgiu.

Sutrikusio intelekto asmens savireguliacijos mechanizmo funkcionavimą dailinės veiklos srityje patogu analizuoti dėl šių priežasčių:

1. Mokslininkų nuomone (Lowenfeld, 1964; Выготский, 1985; Widlocher, 1998; Pikūnas, 1998; Šteiner, 1998), piešimas vaikystės amžiaus tarpsnyje yra viena labiausiai vaiką dominančių veiklų. Tikėtina, kad ši veikla bus įdomi bei maloni taip pat ir sutrikusio intelekto ugdytiniams.
2. Meninė kūryba yra „grindžiama intencijomis ir savarankišku apsisprendimu“ (Csikzentmihalyi, Schiefele, 2000, p. 93), todėl ji padeda išlaikyti savojo *Aš* kognityvinę struktūrą. Tikėtina, kad, sukūrus tinkamas dailinei raiškai sąlygas ir tiriant sutrikusio intelekto asmenų kūrybos rezultatus, pavyks aptikti ir atskleisti sutrikusio intelekto asmenų *Aš veiksmingumo* apraiškas.

Aš veiksmingumas Banduros (Бандура, 2000) asmenybės teorijoje yra pagrindinė sąvoka, vienijanti afektyvių ir kognityvių psichinių procesų funkcionavimą. *Aš veiksmingumo* sampratos ir fenomeno perkėlimas į specialųjį ugdymą suponuoja tokius **probleminius** klausimus:

1. Kokios edukacinės paradigmos ir edukacinio stimuliavimo priemonės sudaro prielaidas vidutiniškai sutrikusio intelekto ugdytinių *Aš veiksmingumo* pasireiškimui?
2. Kokius vidutiniškai sutrikusio intelekto ugdytinių *Aš veiksmingumo* požymius galima sužadinti humanistiniais principais grįstomis edukacinėmis situacijomis?
3. Ar ir kaip dailinės raiškos priemonės ir veiklos produktų, kūrybinių, fenomenologinės interpretacijos turi galių veikti intrapersonaliniame vidutiniškai sutrikusio intelekto ugdytinių ugdymo lygmenyje ir atskleisti jų *Aš veiksmingumą*?
4. Kokios edukacinio stimuliavimo priemonės ir situacijos yra palankios vidutiniškai sutrikusio intelekto ugdytinių *Aš veiksmingumo* lavinimui?

Siekiant atsakyti į probleminius klausimus buvo atliktas disertacinis tyrimas. Tyrimo struktūriniai komponentai, objektas ir dalykas, apibrėžiami taip:

Tyrimo objektas – vidutiniškai sutrikusio intelekto jaunuolių *Aš veiksmingumas*.

Tyrimo dalykas – edukacinės situacijos, nukreiptos skatinti vidutiniškai sutrikusio intelekto jaunuolių dailinę raišką.

Sąlygiškai, dėl tyrimo atlikimo struktūros aiškumo, tyrimo objektas galėtų būti traktuojamas kaip priklausomas kintamasis, kadangi šiame tyrime būtent *Aš veiksmingumas* yra tyrimo metu sukurto edukacinio poveikio objektas. Vadinasi, tyrimo metu taikytos edukacinio stimuliavimo priemonės sąlygiškai traktuotinos kaip nepriklausomas kintamasis. Priklausomo ir nepriklausomo kintamųjų sąvokų vartojimas čia yra sąlyginis, kadangi disertacinis tyrimas buvo konstruojamas ne tiek kaip klasikinis eksperimentinis, o labiau kaip netiesioginis edukacinis stimuliavimas, sukuriantis tikslų derme ir lygiaverte sąveika grįstą edukacinę aplinką. Naujai sukonstruotoje edukacinėje aplinkoje buvo stebimas jos poveikis ugdytinių elgesiui, dailinei raiškai.

Disertaciniame tyrime keliami **hipotezė**: tikėtina, kad vidutiniškai sutrikusio intelekto jaunuolių *Aš veiksmingumas* bus lavinamas:

1. Jei edukacinės situacijos:
 - bus grįstos ugdymo tikslų derme, t. y. ugdytinių dailinės raiškos rezultatai bus vertinami pagal jų kognityvinę brandą atitinkančios piešinio raidos stadijos požymius;

- bus grįstos lygiaverte sąveika, kur pedagogas keičiasi su ugdytinių vaidmenimis, tokiu būdu sudaromos galimybės suprasti ugdytinio išgyvenimų ypatybes;
2. Jei vidutiniškai sutrikusio intelekto ugdytinis:
 - galės laisvai, spontaniškai dailinės raiškos priemonėmis išreikšti savo išgyvenimus, vaizdinius ir juos įkūnyti materialioje formoje – dailės kūrinyje;
 - galės laisvai, spontaniškai pedagoginės sąveikos metu išsakyti pedagogui savo nuomones, lūkesčius.
 3. Jei pedagogas:
 - yra aktyvus kurdamas dailinei raiškai sąlygas ir ieškodamas socialinių paskatinimo būdų, bet išlieka pasyvus ugdytinių kūrybos proceso metu tam, kad galėtų pasireikšti ugdytinių aktyvumas;
 - analizuoja vidutiniškai sutrikusio intelekto ugdytinių kūrinių tematikos ir grafinių šablonų pokytį, liudijantį apie įvykusį sprendimą ugdytinio sąmonėje.

Aukščiau paminėtos tyrimo objekto ir dalyko formuluotės bei traktuotės suponuoja tokį disertacijos **tyrimo tikslą**: vidutiniškai sutrikusio intelekto jaunuolių *Aš veiksmingumo* lavinimas edukacinėmis situacijomis skatinant dailinę raišką.

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

1. Atliekant socialinės ir klinikinės paradigmu bei *Aš veiksmingumo* operacionalizaciją, nustatyti svarbiausius veiksmus, lemiančius vidutiniškai sutrikusio intelekto ugdytinių *Aš veiksmingumą* pedagoginėje sąveikoje.
2. Remiantis moksline literatūra apie nežymiai ir vidutiniškai sutrikusio intelekto ugdytinių savęs vertinimo ir kūrybinės veiklos rezultatų ypatybes, nustatyti vidutiniškai sutrikusio intelekto ugdytinių *Aš veiksmingumo* analizės ir vertinimo kriterijus dailinėje raiškoje ir pedagoginėje sąveikoje.
3. Specialiojo ugdymo įstaigoje sukurti naują, lygiaverte sąveika ir tikslų derme grįstą edukacinę aplinką (pavadintą studija *Credo*) vidutiniškai sutrikusio intelekto ugdytinių dailinei raiškai skatinti.
4. Atlikti studijos *Credo* ugdytinių ir ugdytojo elgesio standartizuotą stebėjimą ir įvertinti pedagoginės sąveikos pobūdį.
5. Atlikti studijos *Credo* ugdytinių kūrinių analizę taikant *Grounded Theory* strategijos ir *H-T-P* metodikos elementus ir įvertinti *Aš veiksmingumo* požymius ugdytinių kūriniuose.
6. Atlikti kelias vidutiniškai sutrikusio intelekto ugdytinių atvejų analizes taikant fenomenologinį metodą ir atskleisti vidutiniškai sutrikusio intelekto jaunuolių *Aš veiksmingumo* apraiškas dailinėje raiškoje ir pedagoginėje sąveikoje.
7. Apibendrinus tyrimo rezultatus atkleisti edukacinio stimuliavimo priemonės ir situacijas, palankias vidutiniškai sutrikusio intelekto ugdytinių *Aš veiksmingumo* lavinimui.

Tyrimo metodai. Tyrimas atliktas pagal trianguliacijos principą, derinant kokybinius ir kiekybinius metodus (Merkys, 1999; Šaparnis, 2000; Kardelis, 2002). Tokį sprendimą lėmė disertacinio tyrimo objekto apraiškos sąlygos (vidutiniškai sutrikusio intelekto jaunuolių *Aš veiksmingumas* pasireiškia realizuojant lygiavertę sąveiką tarp ugdytinių ir ugdytojo).

Aš veiksmingumo ypatybių, lavinimo sąlygų ir priemonių, vidutiniškai sutrikusio intelekto ugdytinių poreikių pedagoginėje sąveikoje operacionalizacija atlikta naudojantis *literatūros analize*. Tiriant pedagoginės sąveikos pobūdį naudotasi *stebėjimo* metodu, *aprašomosios matematinės statistikos duomenų grupavimo* ir *grafiniais duomenų*

vaizdavimo metodais. Analizuojant ugdytinių piešinių naudotasi *pagrįstosios teorijos* (*Grounded theory*) ir projekcinės *namo, medžio, žmogaus (H-T-P)* metodikos elementais.

Vidutiniškai sutrikusio intelekto ugdytinių *Aš veiksmingumo* apraiškos interpersonaliniame lygmenyje atskleidžiamos pasinaudojus *fenomenologiniu metodu*. Gauti intrapersonalinio ugdymo realybės lygmens duomenys pateikiami *atvejo analizėse*.

Teorinis naujumas. Teoriniu naujumu pasižymi disertaciniame darbe iškelta sutrikusio intelekto vaikų neigiamo asmenybės ir psichinių procesų vaizdinio įveikos problema. Ją siūloma spręsti analizuojant sutrikusio intelekto ugdytinių ir socialinės aplinkos sąveiką asmeninio determinizmo aspektu.

Pagal Banduros (Бандура, 2000) socialinio išmokymo teoriją yra sukonstruotas ir išbandytas vidutiniškai sutrikusio intelekto jaunuolių *Aš veiksmingumo* lavinimo daile modelis. Šis modelis grindžiamas vaiko dailinės raiškos dėsniais.

Pirmą kartą Lietuvos specialiajame ugdyme analizuojamas ir atskleidžiamas vidutiniškai sutrikusio intelekto jaunuolių funkcionavimas socialinėje aplinkoje asmeninio determinizmo aspektu. Tiriamųjų ypatybės lėmė savitą *Aš veiksmingumo* lavinimo procesą, besiskiriančią nuo normalaus intelekto asmenų *Aš veiksmingumo* lavinimo proceso. Šis skirtumas socialinėje kognityvinėje teorijoje, priskiriamoje neobihevizmumui, leido išlaikyti pedocentrinę tyrėjo poziciją tiriamųjų atžvilgiu.

Pirmą kartą tiek Lietuvos, tiek pasaulio (turimais duomenimis) mokslinėje praktikoje atliekama longitudinalinė vidutiniškai sutrikusio intelekto vaikų dailinės raiškos studija. Surinkti piešiniai analizuojami taikant *pagrįstosios teorijos* ir *H-T-P* metodikos elementus. Tai leido išskirti semantines kūrinių temų grupes ir įvardyti vidutiniškai sutrikusio intelekto ugdytinių aktualiausius išgyvenimus.

Pirmą kartą Lietuvoje tiriant vidutinio intelekto sutrikimo asmenų raiškos fenomenus taikomas fenomenologinės analizės metodas.

Praktinis rezultatų reikšmingumas ir taikymo perspektyvos. Teoriniai tyrimo apibendrinimai, aprašomos fenomenologinio tyrimo taikymo ypatybės gali būti panaudoti kitų mokslininkų, atliekančių panašaus pobūdžio tyrimus, darbe. Tai leistų disertacijos autorės atliktą tyrimo išvadų patikrinimą (disertacijos tyrimo pagrindą sudaro atvejų tyrimo metodai, o jų patikrinimą sąlygoja laikas, detalus tyrimo aprašymas bei tyrimo autoriaus sukauptos medžiagos prieinamumas kitiems tyrėjams (Creswell, 1998), suponuotų diskusiją apie vidutiniškai sutrikusio intelekto vaiko galimybes, optimalias raidos sąlygas bei specialiojo ugdymo raidą.

Disertacijoje pateiktas studijos *Credo* veiklos modelis gali būti adaptuotas ir taikomas bet kurioje sutrikusio intelekto asmenų bendruomenėje. Vidutiniškai sutrikusio intelekto vaiko piešinių kaupimo ir piešinių analizės patirtis gali būti panaudota psichologinio konsultavimo praktikoje bei sprendžiant vaiko asmenybės problemas.

Fenomenologinės atvejo analizės gali būti naudojamos pavyzdžiu kitiems, panašaus pobūdžio moksliniams tyrimams (jų detali eiga aprašoma 3.2.3 skyriuje). Disertacijoje atliktos atvejo analizės gali būti naudojamos kaip iliustracinė medžiaga specialiųjų pedagogų rengimo procese, gali paveikti specialiųjų pedagogų praktikų, dirbančių su vidutiniškai sutrikusio intelekto vaikais, santykių su šiais vaikais kritinę analizę.

Disertacinio darbo apimtis. Disertaciją sudaro įvadas, trys dalys, išvados, diskusija, rekomendacijos, literatūros sąrašas ir priedai. Disertacijoje pateikta 43 lentelės, 24 paveikslai, 2 stenogramos fragmentai (vienas disertacijos tekste, antras prieduose), 17 priedų. Literatūros sąrašė panaudoti 233 šaltiniai.

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

1. Vaitkevičienė, A. (2001). Vidutiniškai sutrikusio intelekto vaiko dailinės raiškos galimybės. *Specialusis ugdymas, 1(4)*, 56–63.
2. Mažeikis, G., Vaitkevičienė, A. (2001). Marksistinės lenininės estetikos įtaka Rusijos defektologijos mokyklos nuostatai į sutrikusio intelekto vaiko piešinį. *Tiltai, 2(19)*, 39–55.
3. Ruškus, J., Vaitkevičienė, A. (2002). Sutrikusio intelekto vaiko elgsenos prasmės beiškant. Kokybinio tyrimo taikomumo negalės srityje galimybės. *Specialusis ugdymas, 2(7)*, 75–86.
4. Vaitkevičienė, A. (2003). Igalinimo strategijos taikymas ugdant vidutiniškai sutrikusio intelekto ugdytinius *Credo* dailės studijoje. *Specialusis ugdymas, 1(8)*, 84–95.
5. Mažeikis, G., Vaitkevičienė, A. (2004). Interaktyvaus ugdymo daile teorinis modelis. *Pedagogika, 72*, 63–71.
6. Vaitkevičienė, A. (2004). Vygotskij defekto kompensacijos teorija: ištakos ir sąsajos su Adler individualiąja psichologija. *Specialusis ugdymas, 2(11)*, 52–63.
7. Vaitkevičienė, A. (2005). Sutrikusio intelekto jaunuolių dailinio ugdymo metodika: netiesioginis pedagoginis poveikis (p. 43–67). Kn.: Piličiauskas, A. (2005). (Sud.). *Neįgaliųjų meninis ugdymas*. Vilnius: Kronta.
8. Vaitkevičienė, A. (2005). Dailės terapija Lietuvoje: pradžia ir raida (p. 68–77). Kn.: Piličiauskas, A. (2005). (Sud.). *Neįgaliųjų meninis ugdymas*. Vilnius: Kronta.

Kitos reikšmingos publikacijos disertacijos tema:

9. Vaitkevičienė, A. (1999). Dailės terapijos objektai ir jų tarpusavio sąveika (p. 100–102). Ambrukaitis, J. (1999). (Red.). *Šiuolaikinės specialiosios ir socialinės pedagogikos problemos: mokslinės konferencijos medžiaga*. Šiauliai: Šiaulių universitetas.
10. Vaitkevičienė, A. (2000). Le changement de mon attitude à l'égard des handicapés mentaux. *L'école danubienne: tarptautinio seminario biuletėnis* (p. 4). Drobeta-Turmu-Severin: La maison des enseignants Mehedinti – Roumanie.
11. Vaitkevičienė, A. (2002). Egotranscendencijos galimybė dailės pamokoje (p. 96–97). Piličiauskas, A. (2002). (Red.). *Neįgaliųjų meninis ugdymas: psichologinės reabilitacijos ir socializacijos galimybės. Mokslinės praktinės konferencijos pranešimų medžiaga*. Vilnius: LAMUC.
12. Vaitkevičienė, A. (2002). A. Adlerio individualiosios psichologijos ir L. Vygotskio defekto kompensacijos teorijos panašumai bei skirtumai. *Lietuvos individualiosios psichologijos draugijos konferencijos medžiaga* (p. 4–7). Alytus: Alytus spaustuvė.

Trumpos žinios apie autorę:

Asta Vaitkevičienė – Šiaulių universiteto, Specialiosios pedagogikos fakulteto, Socialinės pedagogikos ir psichologijos katedros lektorė, Individualiosios psichologijos instituto studentė.
Moksliniai interesai: meno psichologija, meninis ugdymas.

Adresas: ŠU Socialinės pedagogikos ir psichologijos katedra, P. Višinskio g. 25, LT-76351 Šiauliai, Lietuva.
Tel. (8 ~ 41) 595 732, el. paštas menas@cr.su.lt

Asta Vaitkevičienė

**TRAINING OF *SELF-EFFICACY* OF YOUNG PEOPLE WITH
MODERATE INTELLECTUAL DISABILITIES PROMOTING ART
EXPRESSION IN EDUCATIONAL SITUATIONS**

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

SL 843. 2006-04-14. 2,5 leidyb. apsk. l. Tiražas 70. Užsakymas 31.
Išleido VšĮ Šiaulių universiteto leidykla, Vilniaus g. 88, LT-76285 Šiauliai.
El. p. leidykla@cr.su.lt, tel. (8 ~ 41) 59 57 90, faks. (8 ~ 41) 52 09 80.
Interneto svetainė <http://leidykla.su.lt/>
Spausdino UAB „Šiaulių knygrišykla“, P. Lukšio g. 9A, LT-76207 Šiauliai.