

ŠIAULIAI UNIVERSITY

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DEVELOPMENT OF ADAPTIVE BEHAVIOUR IN
TEENAGERS LIVING IN FOSTER CARE
HOMES

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INTRODUCTION

The scientific problem and topicality of its research. Contemporary society is concerned about successful functioning of its members and their effective participation in social interrelations therefore the adaptation of children living in foster homes (below the age of 18 in a broad sense) is perceived as a relevant social issue. In the context of developing democratic ideas increasing attention is being paid towards the problem of adaptive behaviour and its development in children without parental care. It is influenced by important social, political, value and legal changes having occurred in the last several decades in Lithuania in a context of which the attitude towards children without parental care, their social status, foster care and development is also changing. The changing position of the state is witnessed by adopted documents of a great importance: The United Nations Convention on the Rights of the Child (the Law of the Republic of Lithuania No. I–983 of July 3, 1995 “About the Ratification of the United Nations Convention on the Rights of the Child“). Foster care of children without parental care and other questions related to care are regulated by the Law on Fundamentals of Protection of the Rights of the Child (March 1, 1996 No I–1234, article 57), the Law on Child Care (March 24, 1998 No. VIII 674, article 3), Guidelines of child care organization (Order No. 126 of July 20, 1998 by Ministry of Social Security and Labor). Adopted legal documents regulating care of the child and ensuring the child foster care, development and care (The UN convention on the rights of the child, 1995; Civil Code of the Republic of Lithuania, 2001) indicate a seek to practically implement social paradigms of personality recognition, humanization of the environment and democratic development. While adopting more laws and resolutions on the issues of child’s foster care, development and healthcare there appear more possibilities to solve a lot of relevant questions in child foster care and training institutions (Radzevičienė, 2003).

In the context of democracy increasing attention is paid towards social integration of children living in foster institutions, their involvement and participation into social life. Since 1991 significant changes occurred in the sphere of integrating the children living in foster care homes into the society: boarding schools are being rejected, pupils of foster care homes are integrated into schools of general education, “family-type“ social educational environment is being created, an increasing number of them is accommodated in child’s foster homes, close to their parents home (Barkauskaitė, Kvieskienė, 1999; Kvieskienė, 2001). In the context of a dominating paradigm of social integration, different programs are being implemented (e.g., “A program of 2005–2008 on the support of orphaned children and children who lost parental care and their integration into the society“ established on October 13, 2004 by resolution of the government. The resolution of the government “Concerning the

ratification of a programme of 2005–2008 on the support of orphaned children and children who lost parental care and their integration into the society“ (Official gazette, 2004, No.152–5546) with the goal to create suitable conditions for children who lost parental care to be integrated into the society and to develop the skills of self-sufficient living of such persons. Moreover, an intensive development of experience of working with children from foster homes is visible: complex measures of solving the existing problems are being applied, increasing attention is being paid for preventive and educative work, efforts are being put to increase socio-psychological competences of children and teenagers living in foster homes in the spheres of communication, abilities to resist negative influence of peer pressure and social environment, etc.

While assessing the tendencies of the development of child foster care system, a positive change in the concept of child care philosophy is obvious. However, the above mentioned changes are able to only partially soften the adaptation difficulties arising for the pupils from foster care homes. It is necessary to acknowledge that the provided help is insufficient and inconstant; not enough attention is paid towards developing the abilities, conditioning a successful psychological and social adaptation, thus the existing problems remain unsolved. Unfortunately, sociological predictions do not leave optimistic hopes that these problems will become of a less importance in the near future. On the contrary, with the rapid growth in the number of children and teenagers who lost parental care (3006 children lost parental care in 2006, that is 409 children more than in 2000 (Lietuvos vaikai, 2006)), such problems are still relevant and encourage tutors of foster homes, as well as teachers and experts of other spheres (psychologists, social workers, special teachers) to constantly search for more effective ways of working with their pupils, to provide purposeful and successive socio-educational help, to create the conditions of environment enabling the pupils of foster care homes to get necessary social experience, to interact with the social environment and to give themselves a social sense. Quite a few scientists (Kukauskas, 1998; Barkauskaitė, Kvieskienė, 1999; Braslauskienė, 2000, 2002; Snieškienė, Bumblauskaitė, 2005; Кондрагъев, 2003) analyzing social and educational situation of children who lost parental care, emphasize that the mission of foster care homes is not only to satisfy the basic needs of pupils of foster care homes, to ensure suitable conditions for their psycho-social development, to guarantee their upbringing and healthcare, but also to develop an independent personality capable to adapt more successfully to a changing environment, able to influence and even change the environment respectively and to overcome difficulties arising in relation with the environment.

After Lithuania has regained its independence and has chosen a democratic way of development, a switch to a humanistic, democratic and child-oriented way of upbringing is visible, seeking to develop a personality able to adapt to a shifting and dynamic society. The topicality of adapting the pupils of

foster care homes into the society raises the aspect of social and personality development and encourages the search of improvement measures in the process of their adaptation. In order to achieve this, not a little attention is being paid towards adaptation skills and their development in children and teenagers living in foster care homes. Development of adaptive behaviour would explicate the opportunities of social functioning, would allow adapting more successfully to the public life (Braslauskienė, 2000; Deltuvienė, 2002; Рыжова, 1998; Мейер, Чессер, 2000; Змановская, 2004; Шахманова, 2005). This training should guarantee the universal development of natural strengths of the pupil; create conditions to reveal his / her personality, to encourage him / her to become an active member of the society, prepared for independent living (Vaitkevičius, 1995; Barkauskaitė, 1998; Jakavičius, 1998; Juodaitytė, 2002; Jovaiša, 2001, 2002; the Law on the Fundamentals of Youth Politics, 2003).

An increase of scientific researches, analyzing the impact of applied training programs on psycho-social development of the pupils has become visible during the last decade. Increasing attention is paid to training skills, conditioning positive and social adaptation. For instance, R. Raudeliūnaitė (2007) analyses pedagogical preconditions for training social skills of visually impaired teenagers. Other scientists attract their attention to the correction of children's and teenagers' behaviour (Dvarionas, 1999; Kairienė, 2000, 2002; Braslauskienė, Jonutytė, 2005; Рыжова, 1998; Глозман, Самойлова, 1999; Мейер, Чессер, 2000; Змановская, 2004). The results of the researches conducted by quite a few scientists (Garrick, Laurel, 2003; Parson, Mitchell, 2002, quoting Šniras, 2005, Šniras, 2005, 2005 a; Barkauskaitė, 2007; Raudeliūnaitė, 2007; Vyšniauskytė Rimkienė, 2007, 2008) reveal positive changes in certain skills because of the applied training influence and prove the effectiveness and efficiency of training programs. However, in most cases main attention is being paid to the development of skills and abilities in children and teenagers with disabilities as well as asocial teenagers, conditioning their positive adaptation. Whereas the development of adaptive behaviour in teenagers living in foster care homes has not been analyzed widely, thus there is a lack of research seeking to reveal the ways of decreasing the difficulties of adaptation that arise while developing their adaptive behaviour. The majority of scientists analyze factors conditioning adaptation difficulties in pupils from foster care homes. The results of scientific researches show that these children and teenagers quite frequently tend to have lower levels of self-esteem, self-confidence, self-avoidance (Braslauskienė, 2000, 2002; Snieškienė, 2001; Samašonok, 2004, 2005; Lazdauskas, Pileckaitė-Markovienė, 2007; Лисина, 1990; Смирнова, Лагутина, 1991), a tendency of self-isolation, difficulties in establishing and maintaining contacts with others, their skills of social behaviour are not developed completely (Vorria, Wolkind, Rutter, Pickles, Hobsbaum, 1998; Hukkainen, Sourander, Bergroth, Piha, 1999, 1999 a; Žukauskienė, Leiputė, 2002; Samašonok, Žukauskienė, 2004; Samašonok, Gudonis, Žukauskienė, 2005), a

low level of social competence (Samašonok, 2004; Samašonok, Žukauskienė, 2004) in the spheres of achievements and social competence dysfunctional (non-adaptive) cognitive and behaviour strategies are employed more often (Žukauskienė, Leiputė, Malinauskienė, 2001; Samašonok, Gudonis, 2006; Samašonok, Žukauskienė, Gudonis, 2006; Gudonis, Butkutė, Samašonok, 2008), the level of social and adaptation is low enough (Juodraitis, 2002 a, 2004; Goštautas, Pakrošnis, Čepukienė, 2004; Samašonok, 2004; Samašonok, Žukauskienė, 2004; Ярославцева, 2002; Прихожан, Толстых, 2005). The enumerated factors condition the difficulties in interaction with social environment, complicate the prospects for successful psychological and social adaptation. For this reason scientific research analyzing adaptation difficulties arising for pupils from foster homes not only in psycho-social aspect, but also while employing measures of pedagogical impact and dealt productively on a pragmatic level are invited and necessary. Researches should be re-oriented into a wider level, i.e. into the search of adaptive behaviour development in such children and teenagers. It is advisable to conduct researches, revealing peculiarities of adaptive behaviour in pupils from foster care homes, thus enabling to forecast possibilities of training their adaptive behaviour on the ground of these researches. Especially when existing researches provide evidence that if appropriate preventive measures are not employed while working with delinquents having behaviour problems, these difficulties remain when they grow up (Kovalevič, 1981, quoting Juodraitis, 2002). From the point of view of other researchers (Leliūgienė, 2003), a person, having gained certain abilities and having learned to solve his / her problems in adolescence, will be able to easier outlive changes, adapt to circumstances while being a grown-up, and the abilities gained while applying the developmental impact can easily be transferred to other spheres of life and be of a positive influence in the further adaptation process of the person.

The scientific problem is specified in the following problematic questions: What are the peculiarities of adaptive behaviour of teenagers living in foster homes? What are the differences between adaptive behaviour of teenagers living in foster homes and teenagers living in complete families? What are the differences between adaptive behaviour of teenagers living in foster care homes and teenagers living in complete families in the aspect of gender? How does adaptive behaviour of teenagers living in foster care homes and teenagers living in complete families vary in the aspect of their age? What are the possibilities of developing adaptive behaviour in teenagers living in foster care homes? What model should be taken for a background while developing adaptive behaviour of teenagers living in foster homes and teenagers living in complete families? What are the ways to examine the relevancy of the model of developing adaptive behaviour? What are the possible changes occurring in adaptive behaviour of teenagers living in foster home having employed this model?

The research object is peculiarities of adaptive behaviour and its development in teenagers living in foster homes.

Hypothesis. It is presumed that positive changes in adaptive behaviour in teenagers living in foster homes are possible while employing a complex model of developing adaptive behaviour as a background (including spheres of intrapersonal relations with oneself and interpersonal relations with other people), solving problem situations and pro-social behaviour of anchoring oneself into social situations).

The goal of the research – having identified the peculiarities of adaptive behaviour in teenagers living in foster care homes, to prepare and to substantiate the model of developing adaptive behaviour and to assess the development of adaptive behaviour experimentally.

The research tasks:

1. To provide a theoretical background for developing adaptive behaviour in teenagers living in foster care homes and its educational importance.

2. To prepare a complex model for developing adaptive behaviour in teenagers living in foster care homes.

3. To determine the peculiarities of adaptive behaviour in teenagers living in foster care homes and in complete families and evaluate its differences in the aspects of gender and age.

4. To assess the suitability of theoretically grounded and practically applied model of training adaptive behaviour of teenagers living in foster care homes.

The work has been grounded on:

- *Attachment theory*, emphasizing the influence of the quality of keeping an emotional contact and relation with a close person (especially with one's mother) upon the formation of environment concept, interpersonal relations with other people, socialization (Bowlby, 1980).

- *Social learning theory*, stating that the factors of social environment are of a great importance as far as learning and teaching processes and behaviour are concerned. While observing and modeling the behaviour of other people, it is possible to learn certain behaviour (Bandura, 1986, 1997, 2000).

- *Theory of humanistic pedagogy and psychology*, suggesting the idea of personality value, emphasizing a holistic (universal) training, considering the entirety of an individual and undivided training and realization of innate abilities, creating favourable conditions for one's growth and development, based on an equal relation between the educator and the trainee. (Rogers, 1983; Lepškieñė, 1996; Maslow, 1982, 2006).

- *Constructionist theory*, which accentuates the importance of a person's prior experience in the process of constructing subjective reality, while adding, assimilating and relating new knowledge to disposable one, while systematizing it into a successive structure and applying for new situations. The cognition

of surrounding environment is got through communication with other people, perception of the phenomena in surrounding environment and by structuring them, searching for changes and interpreting events. This theory stresses the importance of not only transmitted and received information, but also the necessity of activities, encouraging the cognitive activeness of the trainee, while teaching him / her to know the world, to orient in it, to understand the essence of different phenomena and events, to interrelate constructively with the surrounding environment (Berger, Luckman, 1999; Pollard, 2002; Ruškus, 2002; Teresevičienė, Gedvilienė, 2003).

- *Activity theory* stating that certain abilities are displayed and formed in an active process of an individual's participation in social environment. "Development" in this concept is described as a deliberate, purposeful, single-minded and structured process, conditioning self-expression, self-development and self-training of a person, assisting in a universal development of a personality, and training of the skills, necessary while participating in social life and adapting to it, as well as the involvement of the personality into the systems of social relations (Leonavičius, 1993; Bitinas, 2004).

- *Pragmatism theory*. This concept treats development as a process, covering the solution of problematic situations, application of gained knowledge and skills in everyday true to life situations (Džeimsas, 1995; Дьюи, 1997).

The theoretical significance of the work is revealed by a prepared model of developing adaptive behaviour of teenagers living in foster care homes, which was based on theoretical and empirical arguments and tested experimentally; the model of developing adaptive behaviour of teenagers living in foster care homes, which was analyzed while employing a complex model as a background (including the spheres of intrapersonal relations with oneself, interpersonal relations with other human beings), solving problem situations and pro-social behaviour of anchoring oneself into social situations); a presented practical developmental model of developing adaptive behaviour of teenagers living in foster care homes, which was based on the ideas of social learning, activity, humanistic psychology and pedagogy theories and the conceptions of constructionists and pragmatists.

The practical significance lies in the fact that the prepared model of developing adaptive behaviour in teenagers living in foster care homes may be applied by teachers, psychologists and experts of other spheres, working both with teenagers living in foster care homes and teenagers in a broad sense, while identifying and defining more precisely the components of adaptive behaviour and empiric manifestations; A prepared instrument of assessing adaptive behaviour is suitable while diagnosing peculiarities of adaptive behaviour in teenagers. This instrument can be employed while assessing the peculiarities of adap-

tive behaviour not only in teenagers living in foster care homes but all kinds of teenagers; an effective program of developing adaptive behaviour of teenagers living in foster care homes was created and approved, specific methods, measures and practical tasks for training adaptive behaviour of teenagers living in foster care homes were presented. They may be applied practically while working with pupils from foster care homes. This program can easily be extrapolated into different contexts and applied not only for teenagers from foster care homes but also at schools while working with teenagers and seeking to provide them with an optimally qualified help in solving the problems of their non-adaptive behaviour; the declarative research disclosed the peculiarities of adaptive behaviour in teenagers living in foster care homes, highlighted the topicality of adaptive behaviour development, the points that have to be considered while developing adaptive behaviour in teenagers living in foster care homes, while preparing new programs of developing adaptive behaviour and improving the existing ones; the developmental research was conducted in order to assess the suitability of a complex model of developing adaptive behaviour in teenagers living in foster care homes, that was based theoretically and applied practically; the obtained data encourage further scientific discussions while improving adaptive behaviour development in teenagers living in foster care homes, open potentials for research trends, projecting the scopes of developing adaptive behaviour and realizing the ways of optimizing adaptive behaviour training.

The structure and the volume of the dissertation. The work consists of an introduction, four parts, discussion on the findings, conclusions, list of bibliographical references and 16 appendices, presented in a compact disc. The volume of the work extends to 164 pages. The dissertation is exemplified by 7 figures and 25 tables. 303 sources of literature were used as a reference. Questionnaire tools, 45 tables of statistic calculations and the program of developing adaptive behaviour in teenagers living in foster care homes are presented in the appendices.

1. THEORETICAL ASPECTS OF DEVELOPING ADAPTIVE BEHAVIOUR IN TEENAGERS LIVING IN FOSTER CARE HOMES

1.1. Section **The concept of adaptive behaviour** reveals the conceptions of adaptation, adaptive behaviour and its development while employing the approaches of scientists representing different scientific trends.

1.2. Section **Violations of developing adaptive behaviour in teenagers living in foster care homes** surveys in a theoretical aspect certain factors conditioning the complexity of developing adaptive behaviour in teenagers living in foster care homes: unfavourable development conditions in one's family, contemporaries' rejection, and factors functioning in foster care home.

1.2.1. Subsection **Unfavourable development conditions in one's family** presents the approaches of scientists, representing different trends, towards the influence of the family upon the development of adaptive behaviour in an individual. While resting on theories of social learning (Bandura, 1986, 1997, 2000) and attachment (Bowlby, 1980), the existing links between early deprivation, instability or absence of emotional relations with one's parents, inconsistent child care, unfavourable conditions for one's growth and development within the family, lack of pro-social behaviour of one's parents as an example and other negative factors with the complexity of developing adaptive behaviour are discussed.

1.2.2. Subsection **The influence of the contemporaries' group upon the development of adaptive behaviour** analyses rejection from pro-social group of one's contemporaries as one of the factors conditioning the complexity of adaptive behaviour development in teenagers living in foster care homes. The importance of keeping interpersonal relations with the contemporaries from a pro-social group for the development of adaptive behaviour is emphasized, and negative consequences of rejection from a pro-social group of one's contemporaries on further adaptation of an individual are discussed. While resting on constructionists' theory (Berger, Luckman, 1999; Ruškus, 2002), attention is paid towards the fact that the complexity of developing adaptive behaviour is conditioned by the social image of foster-children in the society and negative attitude of their contemporaries and grown-ups towards them.

1.2.3. Subsection **Factors functioning in foster care homes, aggravating the development of adaptive behaviour in pupils** reveals faulty elements of prospectless psycho-social and educational environments, existing in foster care homes; emphasizes the problematic of communication between educators and pupils, in a certain degree complicating the development of adaptive potential in the pupils from foster care homes as well as the perspectives for their successful adaptation. The importance of creating socio-educational environ-

ment in foster care homes upon a positive adaptation of an individual into the society is highlighted resting on scientific resources.

1. 3. In section **Peculiarities of developing adaptive behaviour** options of expanding the development of adaptive behaviour in teenagers living in foster care homes are discussed in the context of pragmatists' and activity theories, as well as resting on ideas of humanistic pedagogy and psychology.

1.3.1. In subsection **The development of adaptive behaviour in the context of humanistic theory** adaptive behaviour development in the context of humanistic personality theories is discussed. The concept of pupil-oriented development is presented, in accordance with organized educational activities, showing favour to holistic (universal) development during the educational process, creating favourable and safe environment, stimulating the perfection of the pupil and the spread of his / her innate abilities, the environment based on equal interaction between the educator and the pupil, reciprocal understanding, respect and reliance.

1.3.2. In subsection **Problem solving-oriented development in the aspect of adaptation** problem solving-oriented development is discussed resting on the conception of pragmatism (Džeimsas, 1995; Дьюи, 1997), the purpose of which is teaching the pupil to solve the problems coming from real life and after gaining experience of solving them, to apply it in the solution of serious problems, while directing the reality to advantage. Activity organization is actualized, in the process of which problems are analyzed and solved and the experience of solving problems of life is accumulated.

1.3.3. In subsection **Possibilities for developing adaptive behaviour**, possibilities for expanding the development of adaptive behaviour are revealed, resting on analysis of educological and psychological sources, where the seek for educational impact is conditioned by a created stimulating environment of development, the role of an educator as an immediate creator and organizer of an educational process, his / her pedagogical mastership, equal interaction between an educator and a pupil, selection of suitable methods, stimulating educational activities, individualization of educational process. The results of scientific researches of experimental type are surveyed, proving the positive changes in certain skills, ensuring the "quality control" of social situations and having a great impact on one's personal life, occurring because of the applied educational impact.

1. 4. In section **Complex model of developing adaptive behaviour on teenagers living in foster care homes** structural elements of the model of developing adaptive behaviour in teenagers living in foster care homes are presented and substantiated, peculiarities of their implementation while organizing the development of adaptive behaviour are revealed. Resting on works of psychologists and educologists, a complex model of developing adaptive behaviour in teenagers living in foster care homes was created, comprising the spheres of intrapersonal relations with oneself, interpersonal relations with oth-

er people, solving problem situations and pro-social behaviour of entrenching oneself into social

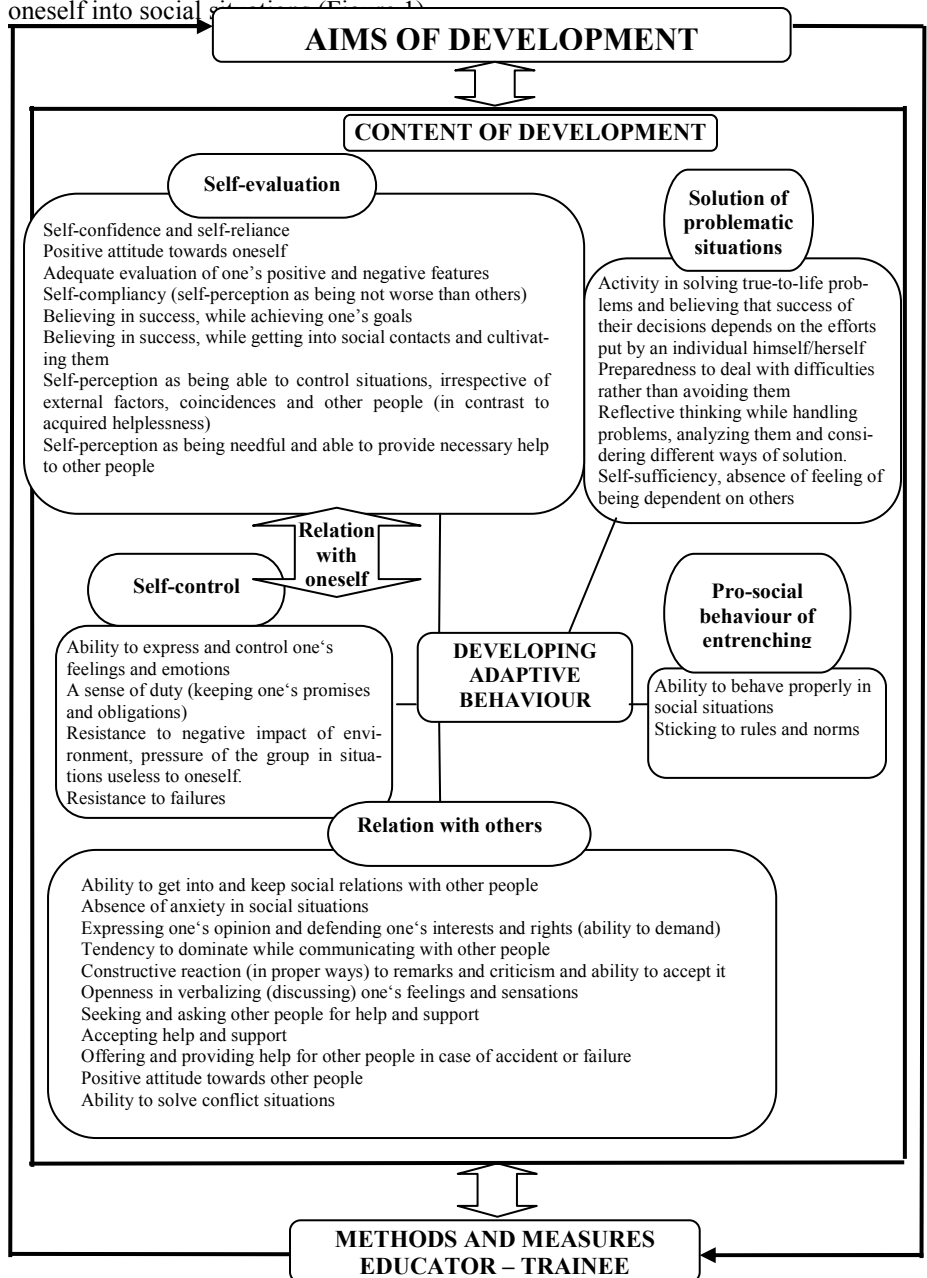


Figure1. Complex model of developing adaptive behaviour on teenagers living in foster care homes

2. RESEARCH METHODS ON DEVELOPMENT OF ADAPTIVE BEHAVIOUR ON TEENAGERS LIVING IN FOSTER CARE HOMES

2. 1. In section **The logic of the research** a logical scheme of the research is presented and substantiated.

2. 2. In section **Declarative research on peculiarities of adaptive behaviour in teenagers living in foster care homes** the organization of declarative research is presented in detail as well as applied research methods and the sampling in research and control groups.

2.2.1. In subsection **Research methods** the following methods of the research are presented: *questionnaire; statistic analysis*. The method of questionnaire was applied while seeking to identify peculiarities and differences of adaptive behaviour in teenagers living in foster care homes and those living in complete families. Scientific researches distinguish the following essential components of adaptive behaviour: obeying the rules; behaviour adequate to situations (Dodge, Coie, 1987; Coie, Belding, Underwood, 1988; Cicchetti, Toth, Hennessey, 1993), adequate cultivation of interpersonal relations with the people round about, ability to form positive contacts with them and to control other people in non-aggressive ways (to ask for help, to reject, to express experienced feelings openly and in adequate ways, to adequately react to criticism, to express discontent) (Asher, Hymel, 1981; Dodge, Pettit, McClaskey, Brown, 1986; Asher, Coie, 1990; Coie, Dodge, Kupersmidt, 1990), ability to deal with difficulties, self-confidence and confidence in other people, resistance to impact of negative social environment (Rodgers, Dymond, quoting Прхожан, Толстых, 2005; Stonytė, 2005). Resting on components describing adaptive behaviour, a questionnaire was selected allowing to define the peculiarities and evaluate the differences of adaptive behaviour in teenagers living in foster care homes and those living in complete families. The information on teenagers' behavioural and emotional difficulties was collected while applying a renewed version of ASEBA, *an 11–18 year old youth's self report (Youth Self Report, YSR 11/18*, Achenbach and Rescorla, 2001). The questionnaire was translated into Lithuanian language and approved by R. Žukauskienė. While conducting a declarative research, the scales of *anxiety / depressiveness, withdrawal / depressiveness, breaking rules, aggressive behaviour, attention and social difficulties* were used. The inner compatibility of the applied scales in Lithuanian version of the questionnaire proved to be high enough (Cronbach's alpha varies from 0.73 to 0.84) (Žukauskienė, Kajokienė, 2006). Cognitive and behavioural strategies of teenagers were evaluated while applying *Strategy and attribution questionnaire (SAQ: Strategy and Attribution Questionnaire*, Nurmi, Salmela-Aro, Haavisto, 1995). Having received a written approbation of the authors of

this methodology, R. Žukauskienė translated the questionnaire and applied it in Lithuania (Žukauskienė and Sondaitė). While conducting a declarative research, the scales of *task-not-related behaviour*, *expectancy for success*, *seeking for social support*, *reflective thinking and task solving* in the sphere of achievements were applied whereas in the social context the scales of *expectancy for success*, *task solving*, *task-not-related behaviour* and *pessimism* were employed. The inner compatibility in most of the applied scales in Lithuanian version of the questionnaire proved to be sufficient enough (Cronbach's alpha varies from 0.52 to 0.69, except of *expectancy for success* scale in the context of achievements ($\alpha = 0.28$)). In order to assess teenagers' *social competence*, a questionnaire of Ullrich, de Muynck (1994) (according to Lekavičienė, 2001) was applied. The questionnaire was translated into Lithuanian and approved in scientific researches by R. Lekavičienė. While conducting a declarative research, scales of *self-confidence*, *resistance to failures and criticism*, *ability to express feelings*, *ability to ask for help*, *noncompliance*, *ability to demand and feeling not guilty* were applied. The inner compatibility in all of the applied scales in Lithuanian version of the questionnaire on social competences is sufficient enough; according to several factors Cronbach's alpha varies from 0.61 to 0.79 (Lekavičienė, 2001).

In order to process the obtained data of the declarative research descriptive statistics (means, standard deviations) was used as well as the Student's *t* criterion (for the comparison of the means of two independent samplings), correlative analysis (Pearson's correlative coefficient), and the analysis of multi-factor linear regression. The statistic analysis of the data was conducted while applying a 10.0 version of SPSS (Statistic Package for Social Sciences) software.

Subsection 2.2.2. The organization and sampling of the declarative research expounds on the organization of the declarative research and the sampling of the research in research and control groups. Two groups of teenagers were surveyed by the declarative research ($N = 558$). The research group consisted of teenagers ($N = 271$) (118 boys and 153 girls) living in foster care homes. Teenagers living in foster care homes in Alytus, Elektrėnai, Ignalina, Kėdainiai, Lentvaris, Molėtai, Pakruojis, Radviliškis, Šiauliai, Švenčionėliai and Valkininkai regions as well as the pupils of Vilnius special boarding-school and Vilnius Foster and Special Education Home for Children took part in the research. The declarative research in the group of children living in foster care home has been conducted in April–October 2005. After the tutors of foster care homes agreed to participate in the research and provided the information on the number of pupils living in foster care homes under their control, 11–18 year old teenagers were selected and given envelopes containing questionnaires and information sheets explaining the aim of the research and providing information with detailed instructions on filling the questionnaires in. The majority of pupils living in foster care homes was researched by the author of the dissertation

work. In case the research was being conducted by the tutors of foster care homes, they were delivered exhaustive information on the organization of the research. In order to conduct the research, approvals were received from managers of foster care homes, people responsible for the care of teenagers and the surveyed (the teenagers) themselves. A comparative (control) group adequate to research group according to age, gender, location of the city or the region consisted of teenagers (N = 287) (134 boys and 153 girls) living in complete families. The selection to control group was carried out while resting on information provided by school managers from chosen towns or regions and headmasters working with 11–18 year old teenagers. The research was conducted by headmasters and psychologists working at schools. They were rendered instructions on the organization of the research. The questionnaires designed for teenagers have been distributed in April, May, September, October and November 2005. The questionnaires were supplemented by information sheets explaining the aim of the research, containing detailed instructions on how to fill the questionnaire in and the contacts of the author of the work. Headmasters working with 11–18 year old teenagers were asked to select two or three teenagers from the tutored class while keeping to following indications: a teenagers has to live in a complete family (i.e. with his / her biological father and mother), described by the teenager as harmonious, friendly and the relations dominating between parents the teenager and his / her parents as close enough (resting on information taken from conversation between the headmaster and the teenager). Two weeks (14 days) were given to fill the questionnaires in (counting from the day they were received), after which they were returned to the author of the work. The carriage of the research was approved by school managers, teenagers' parents and the teenagers themselves.

While conducting the declarative research, the author rested on the principles of clearness, voluntarism, anonymity, confidentiality and goodwill.

Section **2. 3. The experiment of development** presents the program of developing adaptive behaviour in teenagers living in foster care homes, applied research methods, the organization of the developmental experiment, and the teenagers from foster care homes having participated in the experiment of development.

Subsection **2.3.1. The program of developing adaptive behaviour in teenagers living in foster care homes** presents the program of developing adaptive behaviour in teenagers living in foster care homes, prepared scientific works, indicating the factors conditioning adaptation difficulties and describing the components of adaptive behaviour as well as the prepared model of developing adaptive behaviour. This program was designed for a complex development of adaptive behaviour in teenagers living in foster care homes (including the spheres of intrapersonal, interpersonal relations, solving problem situations and pro-social behaviour of entrenching oneself into social situations). The program of developing adaptive behaviour in teenagers living in foster care

homes defines the goals of development, objectives, applied methods, predictable conditions of organizing the work, necessary means to perform the tasks, the structure of time, presents situations of practical activities and tasks designed for improving certain skills. While preparing the program, the author rested on theoretical attitudes of social learning, humanistic psychology and pedagogy, activity and pragmatism (Rodgers, 1983; Bandura, 1986; 1997, 2000; Leonavičius, 1993; Džeimsas, 1995; Bitinas, 2004; Maslow, 1982, 2006; Дьюи, 1997), considered individual characteristics of the pupils and rested on the principles of precision, sense, self-sufficiency, life-relation, problem solution, humanity and activity. On the ground of teaching methods described by D. Gedvilaitė (1991), M. Teresevičienė (1997), E. Jensen (1999), M. Teresevičienė, G. Gedvilienė (2003), V. Indrašienė (2004), Š. Šniras (2005), and R. Raudeilūnaitė (2007), the following methods were used while conducting the declarative experiment: verbal methods, group activity, role play, reflection, solving problem situations, interview, behaviour stimulation.

The program of developing adaptive behaviour was designed and the tasks were selected, paying attention to self-examination and feelings of teenagers from foster care homes, their self-knowledge and adequate assessment of themselves (orienting towards enforcing their self-confidence and confidence in their abilities, recognizing their positive features, self-respect, etc.). A lot of attention was paid towards the development of their self-control skills, ability to critically react to remarks and criticism and stabilize their emotional condition in complex social situations. Social resistance to negative influence of the people round about and ability to resist the pressure of the group in useless situations for themselves were also being formed. The program of developing adaptive behaviour was designed orienting towards the improvement of such pupils' communication and co-operation skills; training their listening and speaking skills; training their abilities to defend their opinion and interests in proper ways; encouraging their communication with similar and different attitudes, developing the ability to accord their attitude with the attitude of other people and to constructively solve conflict situations and arising difficulties. The program of developing adaptive behaviour is based on the development of effective behaviour, the fostered pupils are encouraged to analyze their behaviour as well as the behaviour of other people, and positive, self-entrenching behaviour is being formed, while teaching to select the method of behaviour adequate to the situation, keeping to accepted rules and norms is motivated.

Subsection **2.3.2. Research methods** describes the applied methods of the research: *questionnaire, developmental experiment, statistic analysis*. The method of questionnaire was applied while conducting the initial and the final research of developmental experiment. The applied questioning covered the spheres and abilities, intended to develop while applying the measures of pedagogical impact on the teenagers from experimental group and allowed to evaluate the level of adaptive behaviour in teenagers living in foster care homes

and its changes after applying the program of developing adaptive behaviour. The behavioural emotional difficulties of teenagers were assessed while applying an *11–18 year old youth's self report (Youth Self report, YSR 11/18, Achenbach and Rescorla 2001)*. The scales of *anxiety / depressiveness, withdrawal / depressiveness, aggressive behaviour, breaking rules and social difficulties* were used. Teenagers' cognitive and behaviour strategies were assessed employing *Strategy and attribution questionnaire (SAQ: Strategy and Attribution Questionnaire, Nurmi, Salmela-Aro, Haavisto, 1995)*. The scales of *task-not-related behaviour, expectancy for success, seeking for social support, reflective thinking and overcoming tasks* in the sphere of achievements were applied whereas in the social context the scales of *expectancy for success, social avoidance, overcoming tasks, task-not-related behaviour and pessimism* were employed. In order to assess teenagers' *social competences*, a questionnaire of Ullriche, de Muynck (1994) was used (according to Lekavičienė, 2001). The scales of *self-confidence, resistance to failures and criticism, ability to express feelings, ability to ask for help, noncompliance, ability to demand and feel not guilty* were applied. In order to assess the level of teenagers' adaptation, a *Social-psychological adaptation questionnaire (SPA)* was applied (Rodgers, Daimond) (the record of the questionnaire, instructions and questions according to Прхожан, Толстых, 2005 were used). While conducting the research scales of *self-acceptance, self-avoidance, accepting other people, conflicts with other people, inner locus of control, outer locus of control, emotional comfort, emotional discomfort, and domination, dependence from other people (obeying)* and *escaping problem solution* were used. The inner compatibility of *Social-psychological adaptation (SPA)* questionnaire scales proved to be high enough; according to different factors Cronbach's alpha varies from 0.53 to 0.82, except the scale of *dependence from other people (obeying)* ($\alpha = 0.47$). The reliability of the method was assessed by conducting the research repeatedly in the same group of the surveyed in a two months time after the first questioning. Pearson's correlative coefficients were calculated between the indices of these two researches. A reliable relation between these two researches was got while conducting the repeated research (Pearson's correlation coefficients ranging from 0.56 to 0.73). The peculiarities of teenagers' adaptive behaviour were assessed while applying *Adaptive behaviour assessment questionnaire* (the questionnaire was designed by the author of the work). While conducting the experiment, scales of *ability of establishing and keeping relations with other people, keeping relations with one's contemporaries, pro-social behaviour, ability to solve conflict situations, ability to solve problems, a sense of duty (attitude towards one's duties), seeking and accepting support, providing support, self-confidence, confidence in other people, ability to express and control one's feelings and emotions, keeping social relations, optimistic attitude towards life and social resistance*. After examining the degree of inner compatibility in the scales of *Adaptive behaviour assessment questionnaire*, it emerged that it is

sufficient (Cronbach's alpha ranging from 0.5 to 0.89). The reliability of the questionnaire was assessed by conducting the research repeatedly in the same group of the surveyed in a two months time after the first questioning. Having calculated Pearson's correlative coefficients between these two researches, a reliable relation was got (Pearson's correlative coefficients ranging from 0.54 to 0.74). Teenagers' attitude towards their behaviour and relations with their contemporaries were assessed while employing a modified methodology *Self-perception for children* provided by Denver's University, the USA (Susan Harter, Ph.D., 1985, according to Dvarionas, 1999), on the basis of which the questionnaire was designed.

In order to process the data collected during the experiment of development, descriptive statistics was used (means, standard deviations), analysis of scale inner consistency Cronbach's alpha), χ^2 (Chi square) criterion, the Student t criterion (for the comparison of means of two independent samplings), double t criterion (for the comparison of means of two dependent samplings), correlative (Pearson's correlative coefficient) analysis. The statistic analysis of collected data was performed using SPSS (Statistic Package for Social Sciences) software version 10.0.

Subsection 2.3.3. The organization of experiment of development and sampling of the pupils presents the organization of the developmental experiment and samplings of pupils in experimental and control groups. In accordance with cooperation contracts, the experiment of development was conducted in the groups of pupils from Vilnius Foster and Special Education Home for Children (N = 13) (a group of girls having lived in foster care home was formed), Švenčionėliai Child Care Home (N = 22) and Alytus State Children Care Home (N = 40). While conducting the experiment, a scheme for examining the two groups was applied, using the initial (pre-research) and final (post-research) measurements in experimental group (N = 35) and control group (N = 40). 15 group classes lasting 1,5 hours each and intended for the development of adaptive behaviour were given in experimental groups the pupils of Vilnius Foster and Special Education Home for Children and Švenčionėliai Child Care Home. Post-experimental research in experimental and control groups was conducted while employing the same research methodologies (written inquiry, while using the same research instrument) as in pre-experiment research. The experimental research allowed examining experimentally the changes of adaptive behaviour in teenagers living in foster care homes and to assess the suitability of the model of developing adaptive behaviour in teenagers living in foster care homes theoretically grounded and practically applied. Before conducting the experiment, agreements to participate in the experiment (classes and questionnaire) were received from managers of foster care homes, teenagers living in foster care homes and people responsible for their care.

While conducting the developmental experiment the author rested on the principles of clearness, voluntarism, anonymity, confidentiality and goodwill.

3. PECULIARITIES OF ADAPTIVE BEHAVIOUR IN TEENAGERS LIVING IN FOSTER CARE HOMES

This section presents peculiarities of adaptive behaviour in teenagers living in foster care homes, identified while conducting the declarative research. The control (comparative) group was composed of teenagers living in complete families.

3. 1. Section Peculiarities of behaviour and emotional difficulties arising for teenagers living in foster care homes and complete families presents the peculiarities and differences of behaviour and difficulties arising for teenagers living in foster care homes and complete families. The results of statistic analysis revealed that teenagers living in foster care homes more frequently deal with internal problems (anxiety / depressiveness and withdrawal / depressiveness) and external ones (aggressive behaviour and rule breaking), social and attention difficulties than those living in complete families. The research disclosed that behavioural (aggressive behaviour and rule breaking) and emotional difficulties (anxiety / depressiveness and withdrawal / depressiveness) as well as social and attention difficulties were expressed more significantly in both boys and girls living in foster care homes than in boys and girls living in complete families. While analyzing the data of behavioural and emotional difficulties in the aspect of gender, statistically important differences according to scales of rule breaking and aggressive behaviour revealed that external problems were expressed more intensively in boys irrespective of their living conditions rather than in girls living both in foster care homes and in complete families. Statistic analysis of data revealed that anxiety / depressiveness were more peculiar among girls from foster care homes than among boys, and that boys living in complete families dealt with social difficulties more frequently than girls from similar families.

Section **3. 2. Peculiarities of cognitive and behavioural strategies in teenagers living in foster care homes and those living in complete families** introduces peculiarities and differences of cognitive and behavioural strategies in teenagers living under different conditions (in foster care homes and complete families). The research revealed that the estimates of teenagers living in foster care homes in scales of non-adaptive cognitive and behavioural strategies (in task-non-related context and social spheres of self-obstruction, social avoidance and pessimism) were statistically more significant than those of teenagers living in complete families. The obtained data showed that pupils from foster care homes less frequently tend to apply functional (adaptive) strategies of expectancy for success, seeking for social support, reflective thinking and dealing with tasks in the context of achievements and expectancy for success and strategies oriented to dealing with tasks in the social sphere than teenagers living in complete families. The results of statistic analysis showed that boys and girls

living in foster care homes more frequently tend to apply dysfunctional (non-adaptive) and less functional (adaptive) cognitive and behavioural strategies in the achievements and social context than boys and girls living with both parents. Having compared the data of cognitive and behavioural strategies in the aspect of gender, it was found that means of estimates in task solving strategies in the context of achievements and the social sphere with the girls living in foster care homes were significantly higher than those with boys living in foster care homes. Besides, girls from foster care homes more frequently applied strategies of expectancy for success in communicative situations than boys. In the group of teenagers coming from complete families, statistically significant differences between genders were also identified: means of estimates in the scales of reflective thinking in the context of achievements and expectancy for success in social sphere with the girls were significantly higher than those with boys. However, means of estimates in the strategy of social avoidance were significantly higher with boys rather than with girls.

In Section **3. 3. Peculiarities of social competences in teenagers living in foster care homes** analyses peculiarities and differences in social competences of teenagers living in foster care homes and in complete families. Statistic analysis revealed that means of estimates of self-confidence, resistance to failures and criticism, ability to ask for a favour, ability to express feelings and noncompliance in teenagers living in foster care homes were significantly lower than in teenagers coming from complete families. The means of results in the group of pupils from foster care homes were not that significantly different from indices of teenagers living in complete families in the scales of ability to demand and not feeling guilty. It was identified that the level of self-confidence, ability to express feelings, ability to ask for a favour and noncompliance in boys and girls from foster care homes was lower than in boys and girls living in complete families. Statistically significant differences were not identified among boys and girls living in foster care homes and in complete families in the scales of ability to demand and feeling not guilty. Nor a significant difference was found among girls living in foster care homes and those from complete families in the scale of resistance to failures and criticism. Having compared the data of competences in the aspect of gender, the results were obtained showing that means of estimates in the scales of self-confidence, resistance to failures and criticism, ability to express feelings, ability to ask for a favour, noncompliance, ability to demand and feeling not guilty were not significantly different neither in boys and girls living in foster care homes nor in those living in complete families.

In Section **3. 4. Correlation of cognitive and behavioural strategies, social competences and behavioural and emotional difficulties in teenagers living in foster care homes and in complete families** correlation between separate variables is presented. Resting on the results of correlation analysis, it was identified that variables were co-related in certain cognitive and behavioural

strategies in the context of achievements and the social sphere in both: teenagers from foster care homes and those living in complete families. Strong enough statistically significant negative relations were identified in the group of pupils from foster care homes between the strategies of social avoidance and expectancy for success in the social sphere and task solving strategy in the context of achievements; between the strategies of expectancy for success and social avoidance in social context and between the strategies of social avoidance and task solving in social context. Statistically significant positive relations in this group of the surveyed were identified between the strategies of social avoidance and task-not-related behaviour in the social sphere, between the strategies of task-not-related behaviour in the social sphere and the sphere of achievements; between the strategies of task solving and expectancy for success in the social context. In the group of teenagers living in complete families statistically significant negative relations were identified between the strategies of social avoidance, task solving and expectancy for success in the social sphere. A statistically significant positive relation was established between the strategies of social avoidance and task-not-related behaviour in the social sphere.

The results of correlation analysis revealed statistically significant relations between all variables of social competences in both groups of the researched. In both groups of researched teenagers resistance to failures and criticism is closely related with the ability to express feelings. Strong enough relations in the group of teenagers living with both parents were identified between the ability to ask for a favour, resistance to failures and criticism and ability to express feelings, whereas in the group of teenagers living in foster care homes strong correlations were identified between ability to demand and not feel guilty.

Statistically significant positive correlations between all behavioural and emotional difficulties were identified in both groups: of teenagers living in foster care homes and those living in complete families, except the group of teenagers coming from complete families, where statistically significant relation was not identified between aggressive behaviour and withdrawal / depressiveness. The results of correlation analysis showed that in both groups of the surveyed (especially of teenagers living in foster care homes) anxiety / depressiveness were closely related with withdrawal / depressiveness and social difficulties. Statistically significant correlations identified in the group of teenagers living in foster care homes were stronger than those identified in control group. The strongest relation in this group was identified between aggressive behaviour and rule breaking. Besides, social difficulties encountered by pupils of foster care homes are closely related with aggressive behaviour and attention difficulties, and attention difficulties are amply related with aggressive behaviour. In the group of teenagers living in complete families strong enough correlations were identified between

social difficulties and withdrawal / depressiveness, besides aggressive behaviour was significantly related with rule breaking and attention difficulties.

Section 3. 5. Prognostic possibilities of behavioural and emotional difficulties and social competence for teenagers living in foster care homes and in complete families, resting on cognitive and behavioural strategies analyses the prognostic possibilities of behavioural and emotional difficulties and social competence resting on cognitive and behavioural strategies and also if social competence has any prognostic sense on behavioural and emotional difficulties of teenagers living in foster care homes and those living in complete families. Regression analysis allowed predicting prognostic possibilities of one kind of variables (dependent ones) resting on other (independent) variables in regression equation. The results of regression analysis show that cognitive and behavioural strategies in the context of achievements applied in both: the group of teenagers living in foster care homes and those coming from complete families have prognostic sense on behavioural and emotional difficulties as well as social competence. Besides, on the ground of social competence it is possible to predict significantly teenagers' behavioural and emotional difficulties (irrespective of living conditions).

4. SHIFT TENDENCIES OF ADAPTIVE BEHAVIOUR IN TEENAGERS LIVING IN FOSTER CARE HOMES

After conducting a comparative analysis of the data received in the process of initial research (before the developmental experiment) and in the process of the second research (having applied impact of development in experimental group and not applying it in control group) in experimental and control groups, shift tendencies were revealed in the strategies of behaviour and behavioural difficulties, cognitive and behavioural strategies in social and achievement contexts as well as adaptive behaviour, social competence and social-psychological adaptation.

In section **4. 1. The results in the shift of teenagers' attitude towards their behaviour and relations with their contemporaries in experimental and control groups of teenagers from foster care homes** shift tendencies in teenagers' attitude towards their behaviour and relations with their contemporaries after applying the developmental impact are revealed in experimental group of teenagers living in foster care homes. The results of the research conducted at the beginning of the experiment showed that estimates of making friends, having common activities with one's contemporaries, having friends, as well as estimates of one's behaviour, behaviour as pleasing, proper and suitable, compared to behaviour of contemporaries were only slightly different with the pupils from foster care homes in control and experimental groups. Estimates of teenagers' wish to become different, successes and happiness in control and experimental groups were similar at the beginning of the experiment. While discussing the results of the developmental experiment, it is apparent that significant differences were identified only in experimental group: teenagers' evaluations in this group of their behaviour as pleasing and proper have statistically reliably increased. Furthermore, after the experiment in experimental group there was an increase in the number of teenagers who evaluated their behaviour as always or commonly proper, in comparison with the behaviour of their contemporaries. The research results disclosed that after applying the developmental impact, the level of offers to do something together suggested for the pupils from foster care homes by their contemporaries, has increased significantly; a number of teenagers estimating themselves as having a lot of friends has increased significantly and there was a decrease in pupils evaluating themselves as seldom making friends. Besides, after the experiment there appeared more pupils from foster care homes wishing to become slightly different than they feel now, compared with the estimations, obtained before the experiment. Additionally, after applying the developmental experiment, a number of teenagers, stating that they do perfectly or average and evaluated themselves as very happy or almost happy, in comparison with their evaluations before the

experiment, increased. Statistic analysis of the data disclosed, that the indices in control group of teenagers received in the process of second research, have not changed significantly, compared to initial results.

Section 4. 2. Results in shift of behavioural and emotional difficulties in experimental and control groups surveys the shift in behavioural and emotional difficulties in experimental group of teenagers living in foster care homes after applying the developmental impact. Research results showed that at the beginning of the experiment means of results in the scales of behaviour (aggressive behaviour and rule breaking), emotional (anxiety / depressiveness and withdrawal / depressiveness) and social difficulties did not significantly differ in both experimental and control groups. Similarly, the results received in the process of the second research have not changed significantly in control group, compared with initial data, in the scales of internal, external and social difficulties. Having compared pre-experimental and post-experimental research data in experimental group, it was identified that after the experiment means of results in the scales of withdrawal / depressiveness, aggressive behaviour and rule breaking and social difficulties have decreased significantly in this group of teenagers, whereas in the scale of anxiety / depressiveness, the data have not changed significantly.

Section 4. 3. Results in shift of cognitive and behavioural strategies in experimental and control groups disclosed shift tendencies in teenagers' cognitive and behavioural strategies in social and achievement contexts after the developmental impact in experimental group of teenagers living in foster care homes. Research results showed that in the process of initial research means of results in cognitive and behavioural strategies in experimental and control groups did not statistically differ that significantly in all scales of expectancy for success, task-not-related behaviour, seeking for social support, reflective thinking and task solving in the context of achievements and expectancy for success, self-obstruction, social avoidance, task solving and pessimism in social sphere. Equally, only slight differences were identified in the scales of cognitive and behavioural strategies in control group compared to the data received in the process of second research with the initial ones. In experimental group the dynamics of changes is visible towards positive direction: in the process of post-experimental research significantly higher means in the results of functional (adaptive) cognitive and behavioural strategies have been identified in expectancy for success, seeking for social support, reflective thinking and task solving in the context of achievements and expectancy for success and task solving in social sphere and significantly lower means of results of dysfunctional (non-adaptive) cognitive and behavioural strategies in the scales of task-not-related behaviour in the context of achievements and self obstruction and social avoidance in social sphere, compared with the data received in the process of initial (pre-experimental) research. Means of results in the scale of pessimism in social sphere with the pupils from foster care homes in experi-

mental group after the experiment have not changed significantly in comparison with initial data, obtained before the experiment.

Section 4. 4. Results in shift of adaptive behaviour in experimental and control groups presents the dynamics of changes in adaptive behaviour of teenagers living in foster care homes in experimental group after the developmental experiment. Research results showed that at the beginning of the experiment means of estimates between experimental and control groups did not differ statistically and significantly in all fourteen scales. Means of results in control group received in the process of second research, compared to initial data, statistically were not that significantly different in the scales of seeking and accepting support, providing support, self-confidence, confidence in other people, ability to keep relations with contemporaries, keeping social relations, dutifulness (attitude towards one's duties), social resistance and optimistic attitude towards life. Means of results identified in the process of the second research were significantly lower in comparison with the data received in the process of the first research in the scales of pro-social behaviour, ability to establish and keep relations with other people, ability to solve conflict situations, ability to solve problems and ability to express and control feelings and emotions. In experimental group the dynamics of changes is visible towards positive direction; after applying developmental impact, significantly higher means of results have been identified in twelve out of fourteen scales, compared to initial data obtained before the experiment. These are ability to establish and keep relations with other people, ability to keep relations with contemporaries, seeking and accepting support, providing support, keeping social relations, self-confidence, confidence in other people, ability to solve problems, ability to express and control feelings and emotions, dutifulness (attitude towards one's duties), pro-social behaviour and social resistance. Means of results in the scale of ability to deal with conflict situations and optimistic attitude towards life in the process of experiment, have not changed significantly.

Section 4. 5. Results in shift of social competence in experimental and control groups reveals shift tendencies in social competence in experimental group of teenagers living in foster care homes after applying the developmental impact. Results of statistic analysis showed that before the experiment, means of results in experimental group of teenagers living in foster care homes did not differ significantly from the indices of the surveyed in control group in all seven scales of self-confidence, resistance to failures and criticism, ability to express feelings, ability to ask for a favour, noncompliance, ability to demand and not to feel guilty. The results of control group received in the process of second research, compared to initial data, have not changed significantly in all the seven scales. Research results revealed that after the developmental experiment, the level of self-confidence, ability to express feelings and ask for a favour has increased in experimental group of teenagers coming from foster care homes, their resistance to failures and criticism and noncompliance

has equally increased. Means of results in the scales of ability to demand and feeling not guilty have not changed significantly in experimental group.

Section **4. 6. Results in shift of socio-psychological adaptation in experimental and control groups** deals with the dynamics of changes in socio-psychological adaptation in teenagers from foster care homes in experimental group after the applied developmental impact. The research revealed that in the process of initial research means of results of teenagers from foster care homes in experimental and control groups in all eleven scales – self-acceptance, accepting other people, inner locus of control, emotional comfort, dominating, dependence on others (obeying), avoiding problem solution, self-avoidance, conflicts with other people, inner locus of control and emotional discomfort were not significantly different. The data of control group received in the process of second research, compared to initial results, have not changed significantly in the scales of self-acceptance, self-avoidance, accepting other people, inner locus of control, emotional discomfort and dependence on others (obeying). In the process of the second research significantly higher means of result were identified in this group in the scales of conflicts with other people and avoiding problem solution, and significantly lower means of results in the scales of inner locus of control, emotional comfort, dominating, in comparison with the data received in the process of first research. After the experiment in experimental group significantly higher means of results were identified in the scales of self-acceptance, accepting other people, inner locus of control, emotional comfort and dominating, and significantly lower in the scales of self-avoidance, emotional discomfort and avoiding problem solution, compared to the data received before the developmental experiment. In the process of experiment means of results in experimental group in the scales of conflicts with other people, outer locus of control and dependence on others (obeying) have not changed significantly.

Section **Discussing the results** analyses the coherence of the obtained data with the works of Lithuanian and foreign scientists in a similar sphere.

Conclusions

1. The theoretical analysis of scientific literature has revealed that the complexity of developing adaptive behaviour in teenagers living in foster care homes is conditioned by an early negative experience within the family, non-acceptance to a group of one's contemporaries, as well as the peculiarities of the applied foster care system. The enumerated defects of adaptive behaviour emphasize the relevance of developing adaptive behaviour in teenagers living in foster care homes. Personal self-knowledge, self-confidence, ability to behave properly in social situations, to solve problems effectively and to create constructive interaction allow the individual to adapt more successfully to the changing environment, therefore adaptive behaviour has to be developed in a complex way. The implementation of developing adaptive behaviour is possible while resting on the ideas of humanistic pedagogy and psychology, the principles of social learning and activity theories as well as problem teaching.
2. On the basis of summing up the results of psychological and educological literature analysis and research, basic components of adaptive behavior were distinguished, composing a complex model of developing adaptive behavior in teenagers living in foster care homes. A complex model of developing adaptive behavior in teenagers living in foster care homes gives a sense to an idea that abilities and skills, assisting in self-orientation of a pupil, establishing and keeping social relations, selecting behavior adequate to situations, allowing solving true-to-life situations, are vital for a successful adaptation of teenagers. The most important spheres of adaptive behavior development are intrapersonal relation with oneself, intrapersonal relations with other people, solving problem situations and pro-social behavior anchoring oneself in social situations.
3. A declarative research identified the peculiarities and differences of adaptive behaviour in experimental and control groups:
 - Internal problems and external ones as well as social and attention difficulties are more intensively expressed in teenagers from foster care home than those living in complete families.
 - It was identified by the research that behavioural difficulties are more intensively expressed in boys (living in foster care homes and in complete families) than in girls. Boys living with both parents tend to have more social difficulties than girls. Whereas anxiety / depressiveness are more strongly expressed in girls living in foster care homes than in boys.
 - The results of behavioural and emotional difficulties in teenagers of different ages revealed that social difficulties were more intensively expressed in 15–18 year old teenagers than in 11–14 year olds from

foster care homes, and withdrawal / depressiveness and rule breaking was less characteristic for 15–18 year old teenagers from complete families than for 11–14 year old teenagers.

- Research results showed that internal problems, rule breaking, social and attention difficulties were more intensively expressed in teenagers of different ages living in foster care homes than in 11–14 and 15–18 year old teenagers living in complete families. Aggressive behaviour was much more intensive in 11–14 year old teenagers from foster care homes than in their contemporaries coming from complete families.
- In the sphere of achievements as well as in social sphere teenagers living in foster care homes more frequently apply dysfunctional cognitive and behavioural strategies and less often functional ones compared to teenagers from complete families.
- Girls living in foster care homes more frequently than boys from similar institutions apply the strategies of task solving in the context of achievements and expectancy for success and task solving in the social sphere. Girls living with both parents more often apply the strategies of reflective thinking in the context of achievements and expectancy for success in the social sphere than boys living in complete families, who tend to apply the strategy of social avoidance in social sphere.
- The results of cognitive and behavioural strategies in teenagers of different ages indicate that 15–18 year old teenagers from foster care homes less frequently applied the functional strategy of solving a task in the context of achievements and in social sphere than 11–14 year old teenagers, whereas 15–18 year old teenagers living in complete families less often employed the strategy of task-not-related behaviour in the context of achievements.
- According to research results, non-adaptive cognitive and behavioural strategies were more acceptable for 11–14 and 15–18 year old teenagers from foster care homes than for teenagers of different ages living in complete families, who more frequently tended to apply adaptive strategies in social and achievement context.
- Self-confidence, resistance to failures and criticism, ability to express feelings openly, ability to ask for a favour and non-compliance are less expressed in pupils from foster care homes than in teenagers from complete families.
- Whereas the level of resistance to failures and criticism, ability to express feelings, ability to ask for a favour, noncompliance and not feeling guilty was significantly higher in teenagers of senior age living in complete families than in those of junior age. The research results show that social competence of teenagers of different age groups living in foster care homes did not differ significantly.

- It was identified that 11–14 year old teenagers living in foster care homes were less self-confident than teenagers of similar age living in complete families.
 - Research results show that the level of self-confidence, resistance to failures and criticism, ability to express feelings, ability to ask for a favour, noncompliance and ability to demand and do not feel guilty in senior teenagers from foster care homes was lower than in teenagers of the same age from complete families.
 - The received data prove that cognitive and behavioural strategies can forecast significantly behavioural and emotional difficulties and social competence of teenagers living both in foster care homes and complete families. Besides, social competence has a prognostic sense on teenagers' behaviour and emotional difficulties.
4. While using the method of developmental experiment, changes in adaptive behaviour of teenagers living in foster care homes towards positive direction were identified:
- After applying the developmental impact, behavioural and emotional difficulties (in the scales of aggressive behaviour, rule breaking, social difficulties and withdrawal / depressiveness) have decreased significantly in experimental group of teenagers living in foster care homes.
 - After the developmental experiment significantly higher means in the scales of adaptive cognitive and behavioural strategies were identified in experimental group. Besides, after conducting the experiment in this group, significantly lower means in non-adaptive scales of task-not-related behaviour in the context of achievements and self-obstruction and social avoidance in social sphere were identified, compared to the results received in the process of initial research.
 - After applying the developmental impact, the level of seeking and accepting support, providing support, ability to establish and keep relations with other people, ability to keep relations with contemporaries, ability to express and control one's feelings and emotions and ability to solve problems has increased significantly in experimental group of teenagers living in foster care homes. In addition to this, significantly higher means in the scales of keeping social relations, self-confidence, and confidence in other people, pro-social behaviour, dutifulness (attitude towards one's duties) and social resistance were identified after the experiment, compared to initial data, received before the developmental experiment.
 - After the experiment, the level of self-confidence, resistance to failures and criticism, ability to express feeling openly, ability to ask for a favour and non-compliance has increased significantly in teenagers from foster care homes.

- After the experiment, significantly higher means in the scales of self-acceptance, accepting other people, inner locus of control, emotional comfort and domination were identified in comparison with the initial data. Besides, significantly lower means in the scales of self-avoidance, emotional discomfort and avoiding problem solution were identified after the experiment, compared to means obtained before the developmental impact.

Section Recommendations presents recommendations prepared on the ground of dissertation research that may change the situation of developing adaptive behaviour in teenagers living in foster care homes towards a positive direction in Lithuanian general education schools and foster care homes. In addition to this, these recommendations are useful for educators, researchers and scientists seeking to optimize the process of developing adaptive behaviour in teenagers living in foster care homes.

Approbation of research results

The subject of dissertation work is published in scientific publications, included into a special list approbated by LMT:

1. Gudonis, V., Butkutė, I., Samašonok, K. (2008). Globos namų auklėtinių ir paauglių, gyvenančių pilnose šeimose, adaptacijos ypatumai (Adjustment Peculiarities of Teenagers Raised in Care Institutions and in Complete Families). *Specialusis ugdymas: mokslo darbai*, 2(19), 8–21. ISSN 1392-5369.
2. Samašonok, K., Gudonis, V. (2007). Globos namų auklėtinių socialinių įgūdžių ugdymas bendrojo lavinimo mokyklose (Education of Foster Home Students' Social Skills in a Mainstream School). *Specialusis ugdymas: mokslo darbai*, 1(16), 54–67. ISSN 1392-5369.
3. Samašonok, K., Žukauskienė, R., Gudonis, V. (2006). Paauglių, gyvenančių globos institucijose ir pilnose šeimose, kognityvinių strategijų ir elgesio bei emocinių problemų ypatumai (Features of Cognitive Strategies and Emotional Problems of Orphaned and Abandoned Teenagers who Live in Institutions, and Teenagers who Live with a Parent (Parents)). *Socialinis darbas: mokslo darbai*, 5(2), 45–54. ISSN 1648-4789.

Other publications prepared on the subject of dissertation work:

4. Samašonok, K., Gudonis, V. (2008). Paauglių, gyvenančių globos institucijose, adaptyvaus elgesio ugdymas (Development of adaptive behaviour in Teenagers Living in Foster Care Institutions). Mokymo ir metodinė priemonė. Šiauliai: Leidybos centras. ISBN 978-9955-643-74-6.

5. Гудонис, В. П., Самашонок, К. Л., Каминскайте, Н. (2008). Исследование социальных навыков воспитанников детских домов (An investigating of social skills of pupils from foster care homes). *Дефектология*, 6, 85-89. ISSN 0130-3074.
6. Гудонис, В. П., Самашонок, К. Л. (2007). Особенности адаптации детей и подростков, оставшихся без опеки родителей (Adaptation Features of Children and Adolescents Without Guardianship of Parents). *Дефектология*, 4, 70-76. ISSN 0130-3074.
7. Samašonok, K., Gudonis, V. (2006). Paauglių, gyvenančių globos institucijose ir pilnose šeimose, kognityvinės ir elgesio strategijos: lyties ypatumai (Cognitive and Behaviour Strategies of Teenagers Living in Care Institutions and Teenagers Living in Complete Families: Gender Peculiarities). *Specialusis ugdymas: mokslo darbai*, 2(15), 74-87. ISSN 1392-5369.
8. Samašonok, K. (2005). Paauglių, gyvenančių globos namuose ir pilnose šeimose, savęs vertinimo ypatumai (Peculiarities of Self-Evaluation of Children from Residential Care and Teenagers Living in Full Families). *Specialusis ugdymas: mokslo darbai*, 2(13), 101-110. ISSN 1392-5369.
9. Samašonok, K., Gudonis, V., Žukauskienė, R. (2005). Globos namų auklėtinių adaptacijos mokykloje ypatumai (Peculiarities of Children's Adaptation from Long-Term Residential Group Care at School). *Ugdymo psichologija: mokslo darbai*, 15, 7-17. ISSN 1392-639X.
10. Samašonok, K., Žukauskienė, R. (2004). Globos namų auklėtinių ir vaikų, gyvenančių su abiem tėvais, mokyklinės adaptacijos ir kompetencijos ypatumai (Peculiarities of School Competence of Children in Residential Care and Children Living at Home). *Socialinis darbas: mokslo darbai*, 3(2), 119-129. ISSN 1648-4789.

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REZIUMĖ

Mokslinė problema ir jos tyrimo aktualumas. Sustiprinus dėmesį globos namų auklėtinių prisitaikymo visuomenėje problemai, aktualus pasidarė socialinis ir asmenybinis ugdymo aspektas, skatinantis paieškas, kaip gerinti šių vaikų ir paauglių adaptaciją, efektyviau ugdyti jų adaptacinius įgūdžius. Adaptyvaus elgesio ugdymas išplėtotų asmens socialinio funkcionavimo galimybes, leistų sėkmingiau prisitaikyti visuomeniniame gyvenime (Braslauskienė, 2000; Deltuvienė, 2002; Рыжова, 1998; Мейер, Чессер, 2000; Змановская, 2004; Шахманова, 2005).

Dauguma mokslininkų nagrinėja veiksnius, sąlygojančius globos namų auklėtinių adaptacijos sunkumus. Tuo tarpu globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymas(is) menkai nagrinėtas, o tyrimų, kuriais būtų siekiama atskleisti, kaip mažinti adaptacijos sunkumus, ugdant adaptyvų elgesį, stokojama. Todėl išsamesni moksliniai tyrinėjimai, kuriuose globos namų auklėtiniams kylantys adaptacijos sunkumai būtų nagrinėjami ne tik psichosocialiniu aspektu, bet ir taikant pedagoginio poveikio priemones, produktyviai sprendžiami praktiniu lygmeniu, yra skatintini ir reikalingi. Tikslinga atlikti tyrimus, kurie išryškintų globos namuose gyvenančių paauglių adaptyvaus elgesio ypatumus, o šių tyrimų pagrindu būtų galima konstruoti adaptacijos galimybes. Mat, yra teigiama, kad įgijęs tam tikrų įgūdžių ir išmokęs spresti savo problemas paauglystėje, asmuo lengviau išgyvens pasikeitimus, prisitaikys prie aplinkybių, būdamas suaugęs (Leliūgienė, 2003), o įgūdžiai, įgyti taikant ugdomąjį poveikį, gali būti perkeliama į kitas gyvenimo sritis ir turėti teigiamos įtakos asmens tolesnės adaptacijos procesui.

Mokslinė problema konkretizuojama tokiais probleminiais klausimais: Kokie globos namuose gyvenančių paauglių adaptyvaus elgesio ypatumai? Kaip skiriasi globos namuose gyvenančių paauglių adaptyvus elgesys nuo pilnose šeimose gyvenančių paauglių adaptyvaus elgesio? Kaip skiriasi globos namuose ir pilnose šeimose gyvenančių paauglių adaptyvus elgesys lyties aspektu? Kaip kinta globos namuose ir pilnose šeimose gyvenančių paauglių adaptyvus elgesys jų amžiaus aspektu? Kokios globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymo(si) galimybės? Kokių modelių remiantis galima ugdyti(s) globos namuose gyvenančių paauglių adaptyvų elgesį? Kaip galima iširti adaptyvaus elgesio ugdymo(si) modelio tinkamumą? Kokie globos namuose gyvenančių paauglių adaptyvaus elgesio pokyčiai įvyksta pritaikius šį modelį?

Tyrimo objektas – globos namuose gyvenančių paauglių adaptyvaus elgesio ypatumai ir jo ugdymas(is).

Tyrimo tikslas – identifikavus globos namuose gyvenančių paauglių adaptyvaus elgesio ypatumus, parengti ir pagrįsti adaptyvaus elgesio ugdymo(si) modelį ir eksperimentiškai įvertinti adaptyvaus elgesio ugdymą(si).

Tyrimo uždaviniai:

1. Teoriškai pagrįsti globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymo(si) prielaidas ir jo edukacinį reikšmingumą.
2. Parengti globos namuose gyvenančių paauglių kompleksinį adaptyvaus elgesio ugdymo(si) modelį.
3. Nustatyti globos namuose ir pilnose šeimose gyvenančių paauglių adaptyvaus elgesio ypatumus bei įvertinti jo skirtumus lyties ir amžiaus aspektu.
4. Įvertinti teoriškai pagrįsto ir praktiškai pritaikyto globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymo(si) modelio tinkamumą.

Keliama **prielaida**, kad globos namuose gyvenančių paauglių adaptyvaus elgesio pokyčiai pozityvia linkme galimi ugdymo(si) procesą grindžiant kompleksiniu adaptyvaus elgesio ugdymo(si) modeliu, apimančiu santykį su savimi, santykį su kitais žmonėmis, probleminių situacijų sprendimą ir prosocialų, save įtvirtinančių elgesį socialinėse situacijose.

Darbas grindžiamas: *prieraišumo* (Bowlby, 1980), *socialinio išmokimo* (Bandura, 1986, 1997, 2000), *konstruktyvizmo* (Berger, Luckman, 1999; Pollard, 2002; Ruškus, 2002; Teresevičienė, Gedvilienė, 2003) ir *veiklos* (Leonavičius, 1993; Bitinas, 2004) teorijomis, *humanistinės pedagogikos ir psichologijos* (Rogers, 1983; Lepeškienė, 1996; Maslow, 1982, 2006) idėjomis, *pragmatizmo* filosofija (Džeimsas, 1995; Дьюи, 1997).

Teorinis reikšmingumas: parengtas teoriniais ir empiriniais argumentais pagrįstas bei eksperimentu patikrintas globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymo(si) modelis; globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymas(is) tiriamas kompleksiskai, t. y. apimant santykio su savimi, santykio su kitais žmonėmis, probleminių situacijų sprendimo ir prosocialaus, būtent, save įtvirtinančio elgesio socialinėse situacijose, sritis; pateikta globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymo(si) praktinė plėtotė, grindžiama socialinio išmokimo, veiklos, humanistinės pedagogikos ir psichologijos teorijų idėjomis, pragmatizmo koncepcija.

Praktinis reikšmingumas: parengtas globos namuose gyvenančių paauglių kompleksinis adaptyvaus elgesio ugdymo(si) modelis, galintis padėti pedagogams, psichologams bei kitų sričių specialistams identifikuoti ir tiksliau apibrėžti paauglių adaptyvaus elgesio komponentus ir empirines apraiškas; parengtas adaptyvaus elgesio įvertinimo instrumentas, tinkantis visų paauglių adaptyvaus elgesio ypatumams diagnozuoti; sukurta ir aprobuota veiksminga globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymo(si) programa, kuri gali būti nesunkiai ekstrapoliuojama į kitus kontekstus optimaliai kokybiškai pagalbai teikti sprendžiant neadaptyvaus elgesio korekcijos problemas, pateikti konkretūs ugdymo(si) būdai ir priemonės, praktinės užduotys; konstatuojamasis tyrimas atskleidė globos namuose gyvenančių paauglių adap-

tyvaus elgesio ypatumus, išryškino ugdymo(si) aktualumą ir tai, į ką reikėtų atsižvelgti ugdant globos namuose gyvenančių paauglių adaptyvų elgesį, rengiant naujas adaptyvaus elgesio ugdymo(si) programas bei tobulinant esamas; ugdymoju eksperimentu įvertintas teoriškai pagrįsto ir praktiškai pritaikyto globos namuose gyvenančių paauglių kompleksinio adaptyvaus elgesio ugdymo(si) modelio tinkamumas; tyrimo duomenys skatina tolesnes mokslines diskusijas plėtojant ir tobulinant globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymą(si), atveria galimybes naujoms tyrimų kryptims, numatant adaptyvaus elgesio ugdymo(si) galimybes ir suvokiant adaptyvaus elgesio ugdymo(si) optimizavimo būdus.

Disertacijos struktūra ir apimtis. Darbą sudaro įvadas, keturios dalys, tyrimo rezultatų aptarimas (diskusija), išvados, rekomendacijos, literatūros sąrašas, 16 priedų, kurie pateikti kompaktiniame diske. Darbo apimtis 164 puslapiai. Disertacijos turinį iliustruoja 7 paveikslai ir 25 lentelės. Remtasi 303 literatūros šaltiniais. Prieduose pateikti apklausų instrumentai, 45 statistinių skaičiavimų lentelės ir paauglių, gyvenančių globos namuose, adaptyvaus elgesio ugdymo(si) programa.

TURINYS

IVADAS

1. GLOBOS NAMUOSE GYVENANČIŲ PAAUGLIŲ ADAPTYVAUS ELGESIO UGDYMO(SI) TEORINIAI ASPEKTAI

1. 1. Adaptyvaus elgesio samprata
1. 2. Globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymo(si) trikdžiai
 1. 2. 1. *Nepalankios raidos sąlygos šeimoje*
 1. 2. 2. *Bendraamžių grupės poveikis adaptyvaus elgesio formavimuisi*
 1. 2. 3. *Globos namuose funkcionuojantys veiksniai, apsunkinantys auklėtinių adaptyvaus elgesio ugdymą(si)*
1. 3. Adaptyvaus elgesio ugdymo(si) ypatumai
 - 1.3.1. *Adaptyvaus elgesio ugdymas(is) humanistinės teorijos kontekste*
 - 1.3.2. *Į problemų sprendimus orientuotas ugdymas adaptacijos aspektu*
 - 1.3.3. *Adaptyvaus elgesio ugdymo(si) galimybės*
1. 4. Kompleksinis globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymo(si) modelis

2. GLOBOS NAMUOSE GYVENANČIŲ PAAUGLIŲ ADAPTYVAUS ELGESIO UGDYMO TYRIMO METODOLOGIJA

- 2.1. Tyrimo logika

- 2.2. Globos namuose gyvenančių paauglių adaptyvaus elgesio ypatumų konstatuojamasis tyrimas
 - 2.2.1. Tyrimo metodai
 - 2.2.2. Konstatuojamojo tyrimo organizavimas ir tiriamųjų imtis
- 2. 3. Ugdomasis eksperimentas
 - 2.3.1. Globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymo(si) programa
 - 2.3.2. Tyrimo metodai
 - 2.3.3. Ugdomojo eksperimento organizavimas ir ugdytinių imtis

3. GLOBOS NAMUOSE GYVENANČIŲ PAAUGLIŲ ADAPTYVAUS ELGESIO YPATUMAI

- 3. 1. Globos namuose ir pilnose šeimose gyvenančių paauglių elgesio ir emocinių sunkumų ypatumai
- 3. 2. Globos namuose ir pilnose šeimose gyvenančių paauglių kognityvinių ir elgesio strategijų ypatumai
- 3. 3. Globos namuose ir pilnose šeimose gyvenančių paauglių socialinės kompetencijos ypatumai
- 3. 4. Globos namuose ir pilnose šeimose gyvenančių paauglių kognityvinių ir elgesio strategijų, socialinės kompetencijos bei elgesio ir emocinių sunkumų koreliaciniai ryšiai
- 3. 5. Globos namuose ir pilnose šeimose gyvenančių paauglių prognostinės elgesio ir emocinių sunkumų bei socialinės kompetencijos, remiantis kognityvinėmis ir elgesio strategijomis, galimybės

4. GLOBOS NAMUOSE GYVENANČIŲ PAAUGLIŲ ADAPTYVAUS ELGESIO KAITOS TENDENCIJOS

- 4. 1. Eksperimentinės ir kontrolinės grupių globos namų auklėtinių požiūrio į savo elgesį ir santykius su bendraamžiais kaitos rezultatai
- 4. 2. Eksperimentinės ir kontrolinės grupių elgesio ir emocinių sunkumų kaitos rezultatai
- 4. 3. Eksperimentinės ir kontrolinės grupių kognityvinių ir elgesio strategijų kaitos rezultatai
- 4. 4. Eksperimentinės ir kontrolinės grupių adaptyvaus elgesio kaitos rezultatai
- 4. 5. Eksperimentinės ir kontrolinės grupių socialinės kompetencijos kaitos rezultatai
- 4. 6. Eksperimentinės ir kontrolinės grupių socialinės - psichologinės adaptacijos kaitos rezultatai

Rezultatų aptarimas

Išvados

Rekomendacijos

Literatūra

Priedai

Tyrimo metodai, tiriamieji ir tyrimo organizavimas

Darbe taikyti šie **metodai**: *mokslinės literatūros analizė; anketinė apklausa; ugdomasis eksperimentas.*

Surinktiems duomenims apdoroti vartota aprašomoji statistika (vidurkiai, standartiniai nuokrypiai), χ^2 (Chi kvadrato) testas, Stjudento t kriterijus (dviejų nepriklausomų imčių vidurkiams palyginti), porinis – t kriterijus (dviejų priklausomų imčių vidurkiams palyginti), vidinio suderinamumo (Cronbacho alpha) tyrimas, koreliacinė (Pearson'o koreliacijos koeficientas) analizė, daugiafaktorinės tiesinės regresijos analizė. Duomenų statistinė analizė atlikta taikant SPSS (angl. Statistic Pachage for Social Sciences) programinės įrangos 10.0 versiją.

Tiriamieji

Konstatuojamojo tyrimo metu visą tiriamųjų masyvą sudarė dvi paauglių grupės (N = 558). Tiriamąją grupę – globos namuose gyvenantys paaugliai (N = 271, iš jų 118 berniukų ir 153 mergaitės; 127 tiriamieji priklausė 11–14 metų amžiaus grupei ir 144 paaugliai sudarė 15–18 metų amžiaus grupę). Palyginamoji (kontrolinė) grupė buvo adekvati pagal amžių ir lytį tiriamajai grupei. Šią grupę sudarė paaugliai iš pilnų šeimų (N = 287, iš jų 134 berniukai ir 153 mergaitės; 127 paaugliai sudarė 11–14 metų amžiaus grupę ir 160 paauglių priklausė 15–18 metų amžiaus grupei).

Ugdomajam eksperimentui sudaryta eksperimentinė globos namuose gyvenančių paauglių grupė (N = 35) ir kontrolinė globos namuose gyvenančių paauglių grupė (N = 40).

Tyrimo organizavimas

Konstatuojamajame tyrime dalyvavo Alytaus, Elektrėnų, Ignalinos, Kėdainių, Lentvario, Molėtų, Pakruojo, Radviliškio, Šiaulių, Švenčionėlių ir Valkininkų rajonų globos namuose gyvenantys paaugliai, o taip pat Vilniaus miesto specialiosios internatinės mokyklos ir Vilniaus specialiųjų vaikų auklėjimo ir globos namų auklėtiniai. Palyginamajai (kontrolinei) grupei paaugliai buvo atrenkami iš tų miestų ir rajonų, kuriuose vykdytas globos namuose gyvenančių paauglių anketavimas. Kontrolinė grupė sudaryta laikantis šių nurodymų: paauglys turi gyventi pilnoje šeimoje (t. y. su abiem biologiniais tėvais), kurią jis (klasės auklėtojų pokalbių su paaugliu duomenimis) apibūdina kaip darnią, draugišką, tarp tėvų bei paauglio dominuoja artimi santykiai, tėvai rūpinasi ir domisi paauglio pasiekimais.

Apklausiai vykdyti buvo gauti globos namų ir mokyklų vadovybių, paauglių tėvų ar už jų globą atsakingų asmenų bei pačių tiriamųjų (paauglių) sutikimai.

Pagal bendradarbiavimo sutartis Vilniaus specialiųjų vaikų auklėjimo ir globos namų auklėtinių (N = 13) (sudaryta mergaičių, gyvenusių globos namuose, grupė), Švenčionėlių vaikų globos namų auklėtinių (N = 22) ir Alytaus valstybinių vaikų globos namų auklėtinių (N = 40) grupėse atliktas ugdomasis eksperimentas. Eksperimento metu buvo taikyta dviejų grupių tyrimo schema su pradiniu (prieš eksperimentą) ir baigiamuoju (po eksperimento) matavimais eksperimentinėje (Vilniaus specialiųjų vaikų auklėjimo ir globos namų auklėtinių ir Švenčionėlių vaikų globos namų auklėtinių) ir kontrolinėje (Alytaus valstybinių vaikų globos namų auklėtinių) grupėse. Atliekant pradinį ir baigiamąjį tyrimus eksperimentinėje ir kontrolinėje grupėse buvo taikyti tie patys diagnostiniai instrumentai. Eksperimentinėse grupėse buvo vesta po 15 užsiėmimų pagal adaptyvaus elgesio ugdymo(si) programą. Užsiėmimų trukmė po 1,5 val. Prieš atliekant eksperimentą buvo gauti globos namų vadovybių, globos namuose gyvenančių paauglių ir už jų globą atsakingų asmenų sutikimai dalyvauti eksperimente (užsiėmimuose ir apklausoje).

Išvados

1. Teorinė mokslinės literatūros analizė atskleidė, kad globos namų auklėtinių adaptyvaus elgesio ugdymo(si) sudėtingumą lemia neigiama ankstyva patirtis šeimoje, nepriėmimas į bendraamžių grupę, o taip pat globos sistemos, kurioje jie auga, ypatumai. Įvardyti adaptyvaus elgesio trūkumai išryškina globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymo(si) aktualumą. Asmens savęs pažinimas, pasitikėjimas savimi, gebėjimas deramai elgtis socialinėse situacijose, efektyviai spręsti problemas bei kurti konstruktyvią tarpusavio sąveiką gali padėti sėkmingiau prisitaikyti, todėl adaptyvus elgesys turėtų būti ugdomas kompleksiskai. Adaptyvaus elgesio ugdymas(is) gali būti įgyvendintas remiantis humanistinės pedagogikos ir psichologijos, socialinio išmokymo ir veiklos teorijų idėjomis, probleminiu mokymu.
2. Psichologinės ir edukologinės literatūros analizės ir tyrimų rezultatų apibendrinimo pagrindu išskirti pagrindiniai adaptyvaus elgesio komponentai, kurie sudaro kompleksinį globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymo(si) modelį. Kompleksinis adaptyvaus elgesio ugdymo(si) modelis įprasmina idėją, kad paauglių sėkmingai adaptacijai svarbūs įgūdžiai ir gebėjimai, padedantys ugdytiniui orientuotis savyje, kurti ir palaikyti socialinius ryšius, parinkti situacijoms adekvatų elgesį, leidžiantys efektyviai spręsti gyvenimiškas problemas. Svarbiausios adaptyvaus elgesio ugdymo(si) sritys: santykis su savimi, santykis su kitais žmonėmis, probleminių situacijų sprendimas ir prosocialus, save įtvirtinantis elgesys socialinėse situacijose.
3. Konstatuojamuoju tyrimu nustatyti tiriamosios ir kontrolinės grupių adaptyvaus elgesio ypatumai ir skirtumai:
 - Globos namų auklėtiniams berniukams ir mergaitėms stipriau nei pilnose šeimose gyvenantiems paaugliams išreikštos internalios ir eksternalios problemos, socialiniai ir dėmesio sunkumai.
 - Tyrimu nustatyta, kad tiek globos namuose, tiek pilnose šeimose gyvenantiems berniukams būdingi didesni taisyklių laužymo ir agresyvaus elgesio sunkumai nei mergaitėms. Berniukams, gyvenantiems su abiem tėvais, labiau nei mergaitėms būdingi socialiniai sunkumai. Globos namuose gyvenančių mergaičių nerimastingumas / depresiškumas išreikštas stipriau nei berniukų iš globos namų.
 - Tyrimo rezultatai parodė, kad 15–18 metų globos namų auklėtiniams būdingi stipriau išreikšti socialiniai sunkumai nei 11–14 metų paaugliams, o 15–18 metų paaugliams iš pilnų šeimų mažiau nei 11–14 metų

paaugliams būdingas užsisklendimas / depresiškumas ir taisyklių laužymas.

- Nustatyta, kad ir jaunesnio, ir vyresnio amžiaus globos namuose gyvenančių paauglių internalios problemos, taisyklių laužymas, socialiniai ir dėmesio sunkumai stipriau išreikšti nei pilnose šeimose gyvenančių 11–14 ir 15–18 metų paauglių. Jaunesnių (11–14 m.) globos namuose gyvenančių paauglių agresyvus elgesys stipriau išreikštas nei šio amžiaus pilnose šeimose gyvenančių bendraamžių.
- Globos namuose gyvenantys paaugliai pasiekimų srityje ir socialiniame kontekste dažniau taiko disfunkcionalias ir rečiau funkcionalias kognityvines ir elgesio strategijas nei paaugliai iš pilnų šeimų.
- Mergaitės iš globos namų dažniau nei globos namų auklėtiniai berniukai taiko užduoties įveikimo laimėjimų kontekste bei sėkmės laukimo ir užduoties įveikimo socialinėje srityje strategijas. Su abiem tėvais gyvenančios mergaitės dažniau naudoja reflektvyvaus mąstymo laimėjimų kontekste ir sėkmės laukimo socialinėje srityje strategijas nei berniukai, gyvenantys pilnose šeimose, kurie dažniau taiko vengimo strategiją socialinėje srityje.
- Tyrimo rezultatai rodo, kad 15–18 metų paaugliai iš globos namų rečiau nei 11–14 metų paaugliai pasiekimų kontekste ir socialinėje srityje naudoja adaptyvią užduoties įveikimo strategiją, o pilnose šeimose gyvenantys 15–18 metų rečiau nei 11–14 metų paaugliai pasiekimų srityje taiko neadaptyvią su užduotimi nesusijusio elgesio strategiją.
- Tyrimo rezultatai rodo, kad ir 11–14 metų, ir 15–18 metų globos namuose gyvenantys paaugliai dažniau naudoja neadaptyvias kognityvines ir elgesio strategijas nei pilnose šeimose gyvenantys skirtingo amžiaus paaugliai, kurie pasiekimų ir socialiniame kontekste daugiau taiko adaptyvias strategijas.
- Globos namų auklėtiniams nei pilnose šeimose gyvenantiems paaugliams mažiau būdingas pasitikėjimas savimi, atsparumas nesėkmėms ir kritikai, gebėjimas atvirai reikšti jausmus, gebėjimas paprašyti paslaugos ir nenuolaidumas.
- Pilnose šeimose gyvenančių vyresniųjų paauglių reikšmingai aukštesnis atsparumo nesėkmėms ir kritikai, gebėjimo reikšti jausmus, gebėjimo paprašyti paslaugos, nenuolaidumo ir nesijautimo kaltu lygis nei jaunesniųjų paauglių. Skirtingo amžiaus globos namuose gyvenančių paauglių socialinė kompetencija reikšmingai nesiskyrė.
- Nustatyta, kad 11–14 metų globos namuose gyvenantys paaugliai yra mažiau pasitikintys savimi nei šio amžiaus pilnose šeimose gyvenantys paaugliai.
- Vyresniųjų globos namuose gyvenančių paauglių žemesnis pasitikėjimo savimi, atsparumo nesėkmėms ir kritikai, gebėjimo reikšti jausmus, ge-

bėjimo paprašyti paslaugos, nenuolaidumo ir nesijautimo kaltu lygis nei pilnose šeimose gyvenančių šio amžiaus paauglių.

- Tyrimo rezultatai rodo, kad kognityvinės ir elgesio strategijos gali reikšmingai prognozuoti paauglių, gyvenančių tiek globos namuose, tiek pilnose šeimose, elgesio ir emocinius sunkumus ir socialinę kompetenciją. Socialinė kompetencija igyja paauglių elgesio ir emociniams sunkumams prognostinę prasmę.
4. Tyrimo rezultatai iš dalies patvirtino prielaidą, kad globos namuose gyvenančių paauglių adaptyvaus elgesio pokyčiai pozityvia linkme galimi ugdymo(si) procesą grindžiant kompleksiniu adaptyvaus elgesio ugdymo(si) modeliu:
- Po taikyto ugdomojo poveikio statistiškai reikšmingai sumažėjo eksperimentinės grupės globos namų auklėtinių užsisklendimas / depresiškumas, agresyvaus elgesio, taisyklių laužymo ir socialiniai sunkumai.
 - Po ugdomojo eksperimento eksperimentinėje grupėje nustatyti statistiškai reikšmingai aukštesni vidurkiai adaptyvių kognityvinių ir elgesio strategijų skalėse. Šioje grupėje po eksperimento, lyginant su pradinio tyrimo rezultatais, nustatyti statistiškai reikšmingai žemesni vidurkiai neadaptyvių strategijų – su užduotimi nesusijusio elgesio laimėjimų kontekste ir socialinės srities trukdymo sau bei socialinio vengimo – skalėse.
 - Po taikyto ugdomojo poveikio reikšmingai pakilo eksperimentinės grupės globos namuose gyvenančių paauglių paramos siekimo ir priėmimo, paramos suteikimo, gebėjimo kurti ir palaikyti santykius su kitais žmonėmis, gebėjimo palaikyti santykius su bendraamžiais, gebėjimo reikšti ir valdyti jausmus bei emocijas, gebėjimo spręsti problemas lygis. Taip pat po eksperimento nustatyti statistiškai reikšmingai aukštesni vidurkiai, lyginant su pradiniais duomenimis, socialinių ryšių palaikymo, pasitikėjimo savimi, pasitikėjimo kitais žmonėmis, prosocialaus elgesio, pareiškimo (požiūrio į savo pareigas) ir socialinio atsparumo skalėse.
 - Po eksperimento reikšmingai pakilo globos namų auklėtinių pasitikėjimo savimi, atsparumo nesėkmėms ir kritikai, gebėjimo reikšti jausmus, gebėjimo paprašyti paslaugos ir nenuolaidumo lygis.
 - Po eksperimento nustatyti statistiškai reikšmingai aukštesni vidurkiai, lyginant su pradiniais duomenimis, savęs priėmimo, kitų žmonių priėmimo, vidinės kontrolės lokuso, emocinio komforto ir dominavimo skalėse. Po eksperimento nustatyti statistiškai reikšmingai žemesni nei prieš ugdomąjį poveikį vidurkiai šiose skalėse: savęs nepriėmimo, emocinio diskomforto ir pabėgimo nuo problemų sprendimo.

Disertacinio tyrimo pagrindu parengtos **rekomendacijos**, kurios galėtų padėti pozityvia linkme keisti globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymo(si) situaciją Lietuvos vaikų globos namuose ir bendrojo lavinimo mokyklose. Šios rekomendacijos yra naudingos ir ugdytojams bei mokslininkams, siekiantiems optimizuoti globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymo(si) procesą.

Tyrimo rezultatų aprobavimas

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

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Kitos disertaciniam tyrimui reikšmingos publikacijos:

4. Samašonok, K., Gudonis, V. (2008). Paauglių, gyvenančių globos institucijose, adaptyvaus elgesio ugdymas. Mokymo ir metodinė priemonė. Šiauliai: Leidybos centras. ISBN 978-9955-643-74-6.
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Mokslinių interesų sritys: globos namuose gyvenančių paauglių adaptacijos problemos, jų priežastys; globos namuose gyvenančių paauglių adaptyvaus elgesio ugdymas(is).

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