

### III. SPECIALIOJI PEDAGOGINĖ PAGALBA

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#### INKLIUZINIS IR SPECIALUSIS UGDYMAS T V POŽIŪRIU

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Straipsnyje pristatomi tyrimo, kuriuo buvo siekiama remiantis t v apklausos duomenimis vertinti Lietuvos specialiojo ir inkliuzinio ugdymo privalumus ir trūkumus, specialieji poreikiai turinti mokinių ugdymosi patirtis. Apklausos, kurioje dalyvavo dalyvavo 232 t vai, auginantys specialieji ugdymosi poreikiai turintys mokyklinio amžiaus vaikus, rezultatų analizė atskleidė, kad renkant (keičiant) ugdymo formą t v apsisprendimui nulemia esminis veiksnys – kur bus geriausiai tenkinami vaiko poreikiai ir suteikiamas kokybiškas ugdymas. T vai geriausiai vertina tiesioginę pedagoginę pagalbą klasėje, kuri teikia mokytojas ir (ar) specialusis pedagogas. T v požiūriu, nepakankamai išplėtotos pagalbos sritys mokyklose yra susijusios su švietimo pagalba instituciniu lygmeniu. Pasigendama intensyvesnės psichologo, socialinio pedagogo pagalbos, geresnio aprašymo kompensacinė technika. Specialiosios mokyklos mokiniai t vai visais atžvilgiais geriau vertina vaiko mokymosi, bendravimo su mokytojais ir bendraamžiais poreikio tenkinimą, t v bendravimo su mokytojais galimybes. Bendrojo lavinimo mokyklose besimokantys mokiniai t vai labiau akcentuoja poreikį specialistų (logopedo, socialinio pedagogo, psichologo) pagalbai, bendradarbiavimo su mokykla, konsultavimo vaiko ugdymo klausimais poreikį. Išreikšiami didesni pedagoginės pagalbos klasėje lėkėsiai.

**Esminiai žodžiai:** *inkliuzinis ugdymas, specialusis ugdymas, specialieji ugdymosi poreikiai.*

#### vadas

*Tyrimo problema ir aktualumas.* LR Švietimo statymas ir kt. teisiniai dokumentai<sup>1</sup> detaliai reglamentuoja vaikus lygmenį švietimo institucijose veiklą, vertinant ir tenkinant besimokančių specialiuosius ugdymosi poreikius. Specialieji ugdymosi poreikiai definicija akcentuoja specialiosios pagalbos reikmes, kylančias dėl asmens ugdymosi ypatumų, j neatitikties ugdymosi standartams. Samprat *specialusis ugdymas* (specialieji poreikiai asmenų mokymas, lavinimas bei vertybiniai nuostatų formavimas), akcentuojant

asmens gebėjimą ir gali pripažinti, papildo specialiojo ugdymo paskirties apibūdinimas – padėti specialieji poreikiai asmeniui lavintis, mokytis pagal gebėjimus, gyti išsilavinimą ir kvalifikaciją, veikti socialinai atskirti. Kuriam švietimo sistema, užtikrinanti švietimo prieinamumą ir lygias galimybes visiems. Būtent šiais principais grindžiamas inkliuzinis ugdymas, kuriuo siekiama užtikrinti ugdymo kokybę ir teisingumą. Inkliuzija reiškia vienodas sąlygas visiems dalyvauti ugdymo(si) veikloje ir kokybiško ugdymosi užtikrinimą visiems visuomenės nariams, pripažįstant ir gerbiant visus, atsižvelgiant kiekvieno individualius gebėjimus ir poreikius, vengiant bet kokių diskriminacijų<sup>2</sup>. gyvendinant inkliuzinio

<sup>1</sup> LR švietimo statymas (2011). *Valstybės žinios*, 2011-03-31, Nr. 38-1804; Mokiniai, turintys specialieji ugdymosi poreikiai, grupių nustatymo ir specialieji ugdymosi poreikiai skirstymo lygius tvarkos aprašas (2011). *Valstybės žinios*, 2011-07-21, Nr. 93-4428; ir kt.

<sup>2</sup> UNESCO (2009). International Conference on Education 48th session, Geneva, Switzerland. 25-28 November 2008. "Inclusive Education: the Way of the Future". Final Report.

ugdymo id jas ugdymosi erdvės išplečiamos variuodamos ugdymo sistemos kontekstus (tiek formaliosius, tiek ir neformaliuosius), siekiant užtikrinti vis galimų resursų panaudojimą ir efektyvumą besimokančių poreikių tenkinimą<sup>3</sup>.

Keičiantis švietimo prioritetams, kito ir tėvų vaidmuo vaikų ugdymo procese. Šiandien tėvai – mokyklai partneriai, aktyviai dalyviai priimančiai su vaiko ugdymu susijusius sprendimus, pasirenkant vaiko poreikius labiausiai atitinkant ugdymo modelį ar formą<sup>4</sup>. Po Nepriklausomybės atkūrimo, kuriant švietimo sistemą ir ieškant geriausių galimybių efektyviai ugdyti vaikus, Lietuva pasirinko daugelio galimybių / kelių (angl. *multi-track*) ugdymo sistemą, kuri siūlo daugybę variantų, ugdymo formų bei institucijų specialiajam ugdymosi poreikių turintiems asmenims ugdyti (Aidukienė, Labiniene, 2003). Tai išplėstas, auginantis specialiajam ugdymosi poreikių turintiems vaikams, pasirinkimo galimybes apsisprendžiant dėl ugdymo institucijos. Tėvai gali pasirinkti *inkliuzinio ugdymo formą*, kai vaikas mokosi prastoje mokykloje, kartu su savo bendraamžiais, o jo ugdymosi veiksmingumas užtikrinamas teikiant švietimo pagalbą, atitinkanti nustatytus jo individualius poreikius. Kita galimybė – ugdymasis bendrojo lavinimo mokykloje, *specialiojoje klasėje*. Trečias kelias – *specialioji mokykla*, skirta ugdyti didelių ar labai didelių specialiųjų ugdymosi poreikių turintiems vaikams.

Daugelyje tarptautinių ir Lietuvos švietimo reglamentuojančių dokumentų<sup>5</sup> bei specialiojo ugdymo moksliniuose tyrimuose akcentuojamas aktyvus tėvų (si)traukimas ir dalyvavimas, sprendžiant vaiko specialiajam ugdymosi poreikių tenkinimo problemas. *sitraukimas* suprantamas kaip nenutruktama mokyklos ir tėvų sąveika bei abipusio aktyvumo procesas, kurio metu gali vykti individualūs ir instituciniai pokyčiai. Inkliuzija ir reiškia „traukimą“, „dalyvavimą“ (angl. *involvement*), galinimą (angl. *empowering*), asmens kitoniškumo priėmimą ir pagarbą savitumui. Ugdymo dalyvių *sitraukimas* remiasi *galinimo teorija*. gali-

nimas susijęs su resursų koncepcija, kai individai siekia atskleisti savo potencialą (Dettmer, Dyck, Thurston, 1996; Douglas, Zimmerman, 1995).

galinimą orientuota praktika inkliuzinio ar specialiojo ugdymo specialistus traktuoja kaip mokinio ir jo tėvų partnerius, o ne autoritarinius ekspertus. Mokinio specialiajam ugdymosi poreikių tenkinimo sistemai šalyje statymais galima tėvams dalyvauti, vertinant vaiko specialiuosius ugdymosi poreikius, o pedagogus pareigoja bendradarbiauti su specialiajam poreikių vaiko tėvais (globalais), konsultuoti juos vaiko specialiojo ugdymo klausimais, informuoti apie vaiko ugdymosi pažangą, sunkumus ir problemas, rengti individualias programas specialiajam poreikių mokiniams, atsižvelgiant į individualius mokinių gebėjimus.

Teisinis SUP tenkinimo reglamentavimas ir statistiniai duomenys apie mokinius, turinčius SUP, ugdymąsi patvirtina švietimo prieinamumą vaikams mokiniams ir specialiajam ugdymosi poreikių mokiniams formaliajam (statistiniam) inkliuzijai, kaip dominuojančią ugdymosi formą, tačiau neatspindi specialiojo ugdymo paslaugų kokybės. Todėl per visą specialiojo ugdymo pertvarkos laikotarpį intensyviai tyrinėjama, kaip tenkinami mokinių specialieji ugdymosi poreikiai, ypač bendrojo lavinimo mokyklose; siekiama atskleisti faktus, patvirtinančius ar paneigiančius inkliuzinio ir specialiojo ugdymo pranašumus ir trūkumus. Pedagoginei ir mokslinei visuomenei aktualios specialiosios pedagoginės pagalbos kokybės, mokymo turinio ir proceso pertvarkymo mokiniams, turintiems SUP, problemos.

Mokiniai, turinčiai specialiajam ugdymosi poreikių, inkliuzinis ugdymas – sudėtingas ir dinamiškas procesas. Nors Lietuvoje teisinis kontekstas palankus specialiajam poreikių turintiems asmenims ugdymuisi tiek inkliuzinio, tiek ir specialiojo ugdymosi forma, o bendrojo lavinimo ir specialiosios mokyklos sukaupę turtingą ir vairių specialiosios pedagoginės pagalbos teikimo patirtį, tačiau, kaip rodo vairūs tyrimai, ugdymo realybėje egzistuoja ir kai kurie kontroversiški reiškiniai: ugdytinio ir ugdytojų (mokyklos, šeimos) bendradarbiavimo vertybių neatpažinimas ir nepripažinimas, jų partnerystės barjerai; menkas mokinių, turinčių specialiajam ugdymosi poreikių, ir jų šeimų dalyvavimas priimančiai vaiko ugdymuisi svarbius sprendimus; specialistų siekis padėti mokiniams, bet kartu ir dominavimas jų atžvilgiu ir kt.

Dauguma specialiojo ugdymo mokslinių tyrimų nagrinėja nuostatas (mokiniai, jų tėvai, peda-

<[http://www.ibe.unesco.org/fileadmin/user\\_upload/Policy\\_Dialogue/48th\\_ICE/ICE\\_FINAL\\_REPORT\\_eng.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/ICE_FINAL_REPORT_eng.pdf)>.

<sup>3</sup> Open File on Inclusive Education: Support materials for Managers and Administrators. UNESCO. <<http://unesdoc.unesco.org/images/0012/001252/125237eo.pdf>>.

<sup>4</sup> LR švietimo statymas (2011).

<sup>5</sup> Salamankos deklaracija, 1994; The Charter of Luxembourg (1996); Key Principles for Special Needs Education: Recommendations for Policy Makers (2003) ir kt.

gog ar visuomenės) mokinius, turinčius SUP, problemas. Požiūriu, nuostatų tyrimų ypač gausu buvo pirmaisiais specialiojo ugdymo pertvarkymo metais, nestokojama jų ir šiandien. Šalia nuostatų tyrimų nestokota ir specialiosios pedagoginės pagalbos kokybės tyrimai. Ne vieno mokslinio tyrimo išvados akcentavo, kad specialiojo ugdymosi poreikį tenkinimui lemia visos akademinės bendruomenės, ypač pedagogų, pasirengimas, gebėjimas taikyti specialiojo dėdaktik rekomendacijas adaptuojant mokymo turinį, parenkant mokymo metodus ir pan. Tyrimais nustatyta (Ališauskienė, Ališauskas, Šapelytė ir kt., 2007), kad mokyklose dominuoja tradicinės specialiosios pedagoginės pagalbos formos (specialiojo pedagogo ir logopedo darbas kabinete, individualus darbas su vaiku). Autorių teigimu, ugdymo staigose itin dideli trūkumai aptikta identifikuojant ir tenkinant nedidelius mokinių specialiuosius ugdymosi poreikius; tiksliau ir patikimiau identifikuojami vidutiniai, dideli ir labai dideli vaikų specialieji ugdymosi poreikiai.

Tv ir mokyklos bendradarbiavimo būtinybė aktualizavo Ambrukaitė, Ruškaus (2002), Miltenienė (2005) ir kitų autorių tyrimai. Miltenienė (2005) nustatė, kad vaikai, turintys SUP, ir jų tėvai atsideria atskirties situacijoje – su jais mažai bendraujama, nesuteikiama galimybių susitraukti ir kartu spręsti vaikų ugdymo(si) problemas. Pedagogų teigimu, jie stengiasi akcentuoti pozityvius vaiko ugdymosi aspektus, tačiau tvams atrodo, kad pedagogai dažniau kalba apie mokymosi problemas, mažai atsižvelgia į šeimos poreikius (reikalingos pagalbos poreikį, šeimai priimtinausius bendravimo būdus), galimybes padėti vaikui, vyrauja individuali vienakryptinė informacija. Autorių tyrimo duomenimis, pastebima menka specialistų orientacija į inkluzinį ugdymą, ugdymo procese jie laikosi eksperto pozicijos, nepakankamai ugdymo procese traukiamas vaikas ir kiti dalyviai. Tyrimas išryškino poreikį stiprinti tokias inkluziniam ugdymui svarbias veiklas, kaip specialistų pagalba šeimai, ugdymo dalyvių partnerystė. Panašius rezultatus atskleidė ir Šapelytė, Ruškaus, Ališausko (2006) tyrimo rezultatai: ugdytiniai ir jų tėvai menkai traukiami kaip partneriai vertinimo ir ugdymo procese. Tai disocijuoja su traukimo, partnerystės ir galinimo siekiais (Ruškaus, 2003), kurie gali būti gyvendinti tik siklausant visų ugdymo dalyvių lokesius ir poreikius. Moksliniai tyrimai (Ališauskienė, Ališauskas, Šapelytė ir kt., 2007; Miltenienė, 2005; ir kt.) rodo, kad specialiosios

pedagoginės pagalbos kokybė vertinama nevienodai: pozityviau teikiama pagalbą vertino mokyklų vadovai ir patys specialistai, kritiškiau – ugdytiniai ir mokytojai.

Kintanti švietimo politika, moksliniais tyrimais aktualizuotos ugdymo realybės problemos rodo, kad, net ir sukauptus nemenkai integruoto ir specialiojo ugdymo teisinę bazę, moksliniai tyrimai ir praktiniai patirtiniai, vis dar aktualu ieškoti galimybių tobulinti mokinių specialiojo ugdymosi poreikį tenkinimo sistemą, ieškoti ugdymo formų, geriausiai atitinkančių mokinio ir šeimos poreikius. Tv sitraukimas ir dalyvavimas, sprendžiant mokinio specialiojo ugdymosi poreikį tenkinimo problemas, aktualus tiek mokslinio diskurso, tiek siekio tobulinti specialiojo poreikį mokinių ugdymosi, specialiosios pagalbos formas prasme. Todėl siekiant vertinti specialiojo ir inkliuzinio ugdymo formų privalumus, trūkumus, buvo svarbi tv nuomonė, tv ir vaiko, turinčio specialiojo poreikį, ugdymosi patirties analizė.

Tyrimo teorinį pagrindą sudaro mokinio, jo tv (globali) socialinio dalyvavimo, sitraukimo (Kemshall, Littlechild, 2000; Turner, Beresford, 2005) nuostatos. *Socialinis dalyvavimas* (Douglas, Zimmerman, 1995; Ebersold, 2004) leidžia siekti asmens, turinčio specialiojo ugdymosi poreikį, ir švietimo pagalbos specialistų lygybę grąstos ugdymo sistemos, lygiavertio dalyvavimo priimant sprendimus, susijusius su ugdymo kokybe.

Esminiai probleminiai tyrimo klausimai: *kokios ugdymo formos geriausiai atitinka mokinių ir tv lokesius? Kurios pagalbos teikimo sritys yra geriausiai išplėtos? Kiek užtikrinamas SUP turinčių mokinių ir jų šeimų socialinis dalyvavimas ir gera psichoemocinė savijauta? Kokiais ypatumais pasižymi švietimo pagalba klasėse ir institucijose lygmeniu?*

**Tyrimo objektas** – tv požiūriu inkliuzinis ir specialiojo ugdymas.

**Tyrimo tikslas** – remiantis tv apklausos duomenimis vertinti Lietuvos specialiojo ir inkliuzinio ugdymo privalumus ir trūkumus, specialiojo poreikį turinčių mokinių ugdymosi patirtis.

Tyrimo **uždaviniai**:

- atskleisti, kokios ugdymo formos tv požiūriu geriausiai tenkina specialiuosius ugdymosi poreikius;
- nustatyti, kurios švietimo pagalbos sritys yra geriausiai išplėtos klasėse ir institucijose lygmeniu;

- atskleisti mokini ir j šeim socialinio dalyvavimo ir psichoemocin s savijautos ypatumus special i j ugdymosi poreiki tenkinimo kontekste.

#### **Tyrimo metod ir imties charakteristika.**

Tyrimas grindžiamas socialinio tyrimo (ugdymo procese dalyvaujan i asmen požiriai, l kes iai ir kt.) metodologija. Taikyti kiekybiniai ir kokybiniai empirinio tyrimo ir duomen analiz s metodai:

- *anketin apklausa*, siekiant atskleisti t v nuomon apie special i j ugdymosi poreiki turin i mokini inkluzinio ir specialiojo ugdymosi patirtis;
- *matematin s statistikos metodai* (vidurki ir procentiniai dažniai, standartiniai nuokrypiai, p reikšmingumo kriterijus);
- *turinio analiz s* metodas, apdorojant atsakymus anketoje pateiktus atvirus klausimus.

*Tyrimo instrumentas.* Tyrimui atlikti sudaryta anketa t v , auginan i special i j ugdymosi poreiki turint vaik (ar vaikus), apklausai. Anket sudar 7 diagnostiniai blokai ir 65 požymiai. Pagrindin s anketos strukt rin s dalys: demografiniai duomenys apie respondentus (apklausoje dalyvavusius SUP turin i mokini t vus); duomenys apie vaiko, turin io SUP, ugdymosi institucij ir ugdymosi programas; vaiko SUP priežastys; ugdymosi staigos pasirinkimo ir keitimo patirtys; vaiko ugdymosi situacijos (teigiam ir neigiam ) veiksn i , specialiosios pedagogin s pagalbos ugdymo staigoje vertinimai; t v l kes iai vaiko ugdymo atžvilgiu.

*Respondentai* – SUP turin i mokini t vai. Pasirinkta patogioji imtis, laikytasi anonimiškumo, respondent informavimo, savanoriško dalyvavimo tyrime princip . Apklausoje dalyvavo 232 t vai, auginantys special i j ugdymosi poreiki turin ius mokyklinio amžiaus vaikus, kuriems ugdymo staigose teikiama specialioji pedagogin pagalba. Tyrimas atliktas vairi Lietuvos miest ir apskri i (Vilniaus, Kauno, Klaip dos, Šiauli , Panev žio) bendrojo lavinimo ir specialiosiose mokyklose.

*Imties charakteristika.* Didžioji respondent dalis moterys (84,1 %); vidutinis respondent amžius – 42 metai. Respondent išsilavinimas: aukštasis – 25,6 %, aukštesnysis – 13,5 %<sup>6</sup>; vidurinis – 24,7 %, profesinis – 18,4 %, nebaigtas vidurinis – 11,7 %.

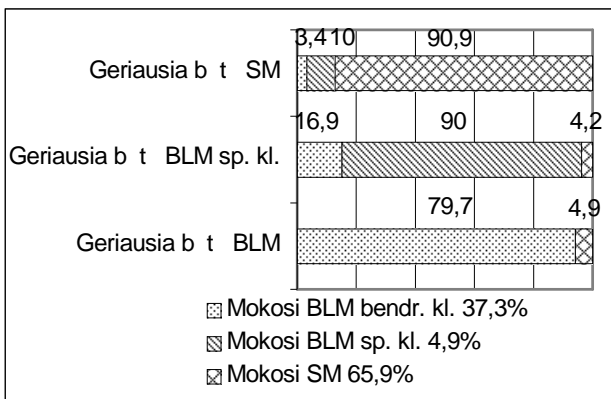
Dauguma apklausoje dalyvavusi j (79,3 %) augino vien vaik , turint special i j ugdymosi poreiki ; vidutinis j vaik amžius 13,2 met . Didesn s dalies apklausoje dalyvavusi t v vaikai – specialiosios mokyklos mokiniai (137, arba 64,2 %). Apklausos metu bendrojo lavinimo mokykl (pradini – 20, pagrindini – 36, vidurini – 23, gimnazij – 4) bendrose klas se mok si iš viso 85 mokiniai (37,3 %), bendrojo lavinimo mokyklos specialiojoje klas je – 11 (4,9 %), specialiojoje mokykloje – 149 (65,9 %). Daugiau nei pus t v (58,6 %) teig , kad j vaikai anks iau mok si kito tipo institucijoje, nei ta, kurioje mok si apklausos metu.

Tyrimo dalyvavo nemaža dalis t v , auginan i vaikus, kurie turi nedideli special i j ugdymosi poreiki , ir jie mok si pagal bendrojo lavinimo programas (85, arba 37 %); 134 (58 %) mokiniai mok si pagal valstybinius standartus neatitinkan ias mokymo (adaptuotas, specialias ar individualias) programas (dalis t v neatsak klausimus apie mokyklas ir mokymo programas). Didžiausios dalies mokini specialiuosius ugdymosi poreikius l m kompleksiniai sutrikimai (68, arba 29,3 %); judesio ir pad ties (47, arba 20,3 %); sensorikos (34, arba 14,7 %); bendrieji mokymosi sutrikimai (27, arba 11,6 %) ir intelekto sutrikimai (22, arba 9,5 %); likusi j (36, arba 16 %) – elgesio ir emocij , autizmo spektro sutrikimai, specifin s mokymosi negal s; kalb jimo ir kalbos sutrikimai.

#### **T v požirio inkluzin ir special i j ugdym empirinio tyrimo rezultatai**

**T v nuomon apie tinkamiausias mokymo formas.** Tyrimu buvo siekiama atskleisti t v nuomon , kurios ugdymo formos (bendrojo lavinimo klas , specialioji klas bendrojo lavinimo mokykloje, specialioji mokykla, ugdymas namuose) efektyviausiai tenkint j vaik specialiuosius ugdymosi poreikius. Rezultatus iliustruoja 1 pav.

<sup>6</sup> Pagal anks iau galiojusius išsilavinimo lygmenis.



**1 pav.** T v nuomon apie j vaikui (SUP mokiniui) tinkamiausi ugdymo(si) form , %

Apklausa parod , kad dauguma t v patenkinti ta forma, kuria ugdomas j vaikas.

Ta iau ne visus besimokan i j bendrojo lavinimo ir specialiosiose mokyklose mokini t vus tenkina vaiko mokymosi forma: nedidel dalis t v teig , kad geresn b t kitokia mokymo forma. Tai iliustruoja t v atsakymai atvir klausim (*Je nor tum te, kad vaikas mokyt si kitoje mokykloje, nurodykite, kokioje ir kod l*):

- *Nor iau, kad mokyt si bendrojo lavinimo mokykloje; ...kad mokyt si gimnazijoje (3 judesio sutrikim turin i vaik t vai).*
- *Bendrojo lavinimo mokykloje, jei b t specialioji klas , nes tada tur t daugiau partitias (1 specialiosios mokyklos mokinio, turin io judesio ir pad ties sutrikim , t vai);*
- *Nor iau, kad mano vaikas mokyt si namuose (bendrojo lavinimo mokyklos bendrojo ugdymo klas s mokinio, turin io intelekto sutrikim , t vai);*
- *Nor iau, kad klas je b t kalban i vaik , vaikui b t smagiau ir daugiau išmoks (kompleksini sutrikim turin io vaiko, kuris mokosi bendrojo lavinimo mokyklos specialiojoje klas je, t vai);*
- *Nor iau, kad vaikas mokyt si specialiojoje mokykloje (1 bendrojo lavinimo mokyklos bendrojo ugdymo klas s mokinio, turin io intelekto sutrikim , t vai).*

T v nuomon apie specialias klases teigiama. Specialiosios klas s, t v nuomone, sukuria palankias ugdymosi s lygas j vaikams. Taciau šia forma ugdoma mažiau vaik , negu jos pagedaut t vai.

**Mokymo formos keitimo atvejai.** klausim *Ar yra tek J s vaikui mokytis kitur, negu šiuo metu, t. y. kito tipo staigoje ar kitokiu b du?* atsak 33 apklausoje dalyvav t vai. Jie teig , kad

- iš bendrojo lavinimo mokyklos specialij per jo 21 mokinys; visi ši mokini t vai dabartine vaiko mokymosi forma patenkinti; dauguma iš j (10) tur jo kompleksini sutrikim ; judesio ir pad ties (6); bendr j mokymosi sutrikim (d l intelekto ribotumo) tur jo 3; kalbos ir kt. komunikacijos sutrikim – 2 mokiniai.
- Iš specialiosios bendrojo lavinimo mokykl per jo 1 mokinys (dabartine mokymo forma t vai patenkinti).
- 2 mokiniams mokymas namuose pakeistas mokymu bendrojo lavinimo mokykloje.
- Mokymo formos nekeit 9 mokiniai; iš j : 6 mokiniai mok si specialiojoje mokykloje (2 mokiniai – turintys klausos sutrikim , po 1 vaik – intelekto, regos, kompleksini sutrikim ir autizmo sindrom ); ši mokini t vai vaiko mokymo forma patenkinti. Dviej mokyklos nekeitusi mokini t vai teig , kad j vaikams geresn b t kita mokymo forma: judesio ir pad ties sutrikim bei klausos sutrikim turin io mokinio t vai nor t , kad vaikai mokyt si bendrojo lavinimo mokyklos specialiojoje klas je; o vieno mokinio, turin io emocij ir elgesio sutrikim , t vai dabartin s vaiko mokymo formos (specialioji mokykla) keisti nenor t .

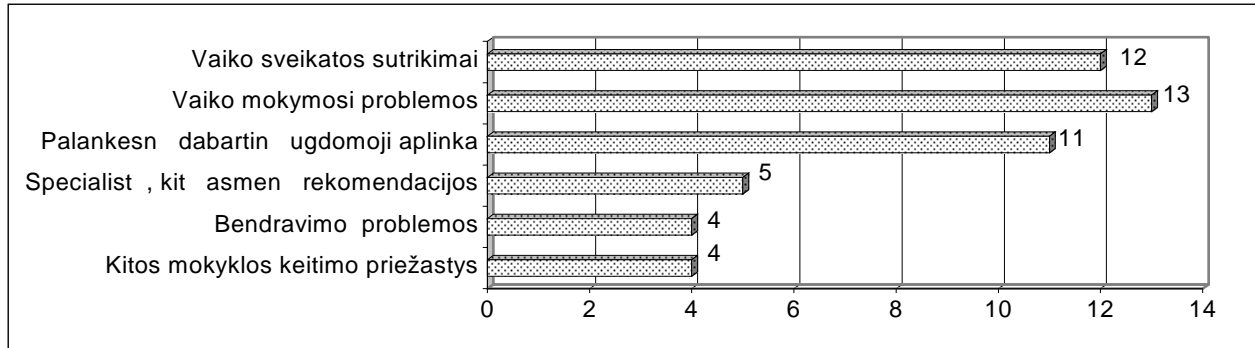
T v atsakymai apie tai, pagal koki program buvo ugdomi j mokiniai ankstesn je mokykloje, tokie: pagal bendrojo lavinimo mokyklos program – 11 iš 21; pagal pritaikyt (modifikuot , adaptuot ) – 7; po vien mokin anks iau mok si pagal specialij ir pagal individuali program .

Didesnis per jusi iš bendrojo lavinimo specialias mokyklas skai ius liudija apie nes kming ši mokini integracij . Tik tina, kad mokyklas teko keisti d l negeb jimo mokytis pagal bendrojo lavinimo mokykl programas. Taciau neaišku, ar / kod l šioms mokiniams ankstesn je mokykloje nebuvo bandyta palengvinti mokymo program turin ? Gali b ti, kad t v atsakymai apie j vaik mokymo programas netiksl s; galb t kai kurie t vai nesigilino tai, ko ir kaip mok si vaikas bendrojo lavinimo mokykloje. Kita vertus, nors ir nedaug atvej , bet yra ir integraci-

jos (per jimo iš specialiosios bendrojo lavinimo mokykl ) fakt .

**Mokyklos keitimo priežastys.** Nagrin jant t v paaiškinimus, kod l vaikui teko keisti mokykl , turinio analiz s metodu išskirtos penkios

mokyklos keitimo priežas i grup s. Apibendrin- tus šios tyrimo dalies duomenis iliustruoja 2 pav.



**2 pav.** Mokyklos keitimo priežastys (atsakym leksini -semantini vienet sk.)

Dažniausiai t vai mokyklos keitimo priežastis siejo su vaiko specialiaisiais ugdymo(si) poreikiais (*vaiko mokymosi problemos* ir *palankesn dabartin ugdomoji aplinka*); iš esm s su ugdymosi problem sprendimu, kei iant mokymo form , susijusios ir bendravimo problemos: mo-

kykla kei iama, kai siekiama palankesn s vaikui bendravimo aplinkos.

*Vaikos mokymosi problemos* (N = 13 – leksini -semantini vienet skai ius). Aiškindami, kod l teko keisti mokykl , t vai dažniausiai min - jo, kad vaikui mokytis buvo per sunku (žr. 1 lentel ).

1 lentel

**Kategorija Mokyklos keitimo priežastis – vaiko mokymosi problemos**

Subkategorijos	Atsakym pavyzdžiai	Sk.
Mokytis buvo per sunku	<i>Kadangi buvo sunku mokytis; Vaikas tur jo mokymosi problem ; tik josi, kad kitoje mokykloje mokytis bus lengviau.</i>	7
Negeb jo sisavinti bendrojo lavinimo programos	<i>Mokytis nesisek , neišmoko nei skaityti, nei rašyti, nei skai iuoti, tod l per jome speciali j mokykl ; Atsiradus dalykinei sistemai, vaikui pasidar sunku mokytis, prad jo nebesuprasti mokom dalyk .</i>	3
L tesnis mokymosi tempas	<i>Mokykloje nesp jo atlikti darb bendru klas s tempu; ...nes nesp jome eiti koja kojom su kitais mokiniais.</i>	2
Netenkino mokymas	<i>Tod l, kad ši mokykla jam netiko, o apie dabartin nežinojome.</i>	1
<b>Iš viso:</b>		<b>13</b>

Atsakymai gana abstrakt s. Galb t, dalis t v nesigilino savo vaiko mokymosi ypatingum priežastis; t vai vardijo vaiko mokymosi problemas taip, kaip jie jas suprato.

*Vaikos sveikatos ir kt. sutrikimai* (N = 12; žr. 2 lentel ).

2 lentel

**Kategorija Mokyklos keitimo priežastis – vaiko sveikatos sutrikimai**

Subkategorija	Atsakym pavyzdžiai	Sk.
Fizinis negalys	...dėl stuburo problemų; ...dėl stuburo iškreipimo; ...dėl skoliozės; ...fizinis negalys ir pan.	6
Sveikatos sutrikimai	dėl epilepsijos; dėl sveikatos problemų; dėl pablogėjusios sveikatos; dėl sveikatos sutrikimo; pablogėjus sveikatai	5
Mokymosi problemos ir fizinis negalys	...judesio ir rašymo sutrikimai ar fizinis negalys	1
<b>Iš viso:</b>		<b>12</b>

*Palankesnė ugdymosi aplinkos poreikis*

(N = 11; žr. 3 lentelę).

3 lentel

**Kategorija Mokyklos keitimo priežastis – palankesnė ugdymosi aplinkos poreikis**

Subkategorijos	Atsakym pavyzdžiai	Sk.
Draugiškas mikroklimatas	ia mokykloje vaikai draugiški; mano, kad vaikui vertu jo keisti mokyklą dėl teigiamos atmosferos klasėje bei mokykloje; ...todėl, kad ia klasėje yra mažai vaikų.	3
Individuali pagalba mokiniui	Dėl pritaikyti programą; Mokytojas gali individualiai paaiškinti kiekvienam vaikui pamoką; Geresnė vaiko priežiūra...	3
Papildomos paslaugos	Su vaiku dirba daugiau specialistai (ten dirbo tik viena mokytoja); dėl papildomų procedūrų.	2
Vaiko poreikis tenkinimas	Dabartinė mokykla labiau atitinka vaiko poreikius; Manau, kad vaikui ia slygos palankesnė (nedetalizuojama).	3
<b>Iš viso:</b>		<b>11</b>

Tai išreiškia pozityvi nuomonė apie dabartinį vaiko mokyklą: dalis tėvų palankiai vertino dabartinį vaiko ugdymosi formą dėl draugiškos vaikui mokyklos ar klasės mikroklimato; dėl teigiamos individualios pagalbos mokiniui; dėl papildomų paslaugų; dėl vaiko poreikio tenkinimo.

Tuo pat metu šie teiginiai netiesiogiai liudija apie tėvų nepasitenkinimą ankstesne vaiko mokykla; mokyklos keitimo priežastys netiesiogiai siejamos su nepatenkintais vaiko specialiaisiais ugdymosi poreikiais:

1. *Specialistai, kitas asmenų rekomendacijos* (N = 5). Tokias priežastis nurodė vos keli tėvai. Pasak atsakiusių, mokyklą keisti vaikui rekomendavo gydytojai, mokyklos SUK (dabar VGK) arba PPT specialistai. Tokių atsakymų nedaug, tėvai galbūt žvelgia kitokias mokyklos keitimo priežastis, ir specialistų rekomendacijos greičiau kažkoki kitą priežastį pasekmę, o ne tiesioginę priežastį keisti mokyklą.
2. *Vaiko bendravimo problemos* (N = 4): vaikas patyčia; mokytojas ir vaikas atstumiamas; nepasitenkinimas mokytoja. Keli tėvai mi-

nėnė, kad ankstesnėje mokykloje jis vaikas patyrė bendravimo problemų (kitas vaikas patyčia, kitas vaikas ir mokytojas atstumiamas – *Vaikui buvo sunku dėl aplinkinių vaikų ir mokytojų požiūrio*; patyrė ir vaikas patyčia, ir mokytojas nesupratimo); vienas atsakymas rodo respondento nepasitenkinimą buvusiu vaiko mokytoju, tačiau atsakymas nedetalizuotas, neaiškios nepasitenkinimo priežastys (prasta mokymo kokybė, menka pagalba, bendravimo su mokytoja problemos?).

Negausių respondentų šios kategorijos pasisakymai neleidžia daryti išvadų apie bendravimo problemų paplitimą kaip priežastį keisti mokyklą, nors bendravimo problemos esama, pavieniai vaikai patiria ir patyčia. Tačiau ne vieno tyrimo autoriai aprašo patyčia mokyklose problemą. Ališauskas, Jomantaitė (2008) nustatė, kad penktadalis SUP vaikų savo klasėse jau išsiatstumti, izoliuoti ir „kitokie“, patiria bendraklasės patyčia, pašiepimus, pravardžiavimus, kartais ir smurtą; tai patvirtina ir jė tėvai. Robichaud (2007), Smith (2005) ir kt. duomenimis, jautrus, nelabai savarankiški, baimingi bendrojo lavinimo mokyklose besimo-

kantys specialią ugdymosi poreikį turintys mokiniai kartais patiria bendravimo problemą. Smith (2005) nuomone, mokinių bendravimo problemas gali provokuoti tiek „kitoks“ elgesys, kiti tokia išvaizda, tiek ir neturį jimas draugų, kurie galėtų apginti.

**Vaikui teikiama pagalba.** Tirta, kaip tai vertinama mokykloje teikiama pagalba vaikui, aprašant mokymosi kompensacine technika, tai vė traukimą ugdymo procese ir vaiko ugdymosi poreikį tenkinimą.

Dominuoja atsakymai, rodantys tiesiogiai vaikui teikiama mokymosi pagalbą. Didelis dalies apklausoje dalyvavusių tai teigimu, vaikams teikiama specialiojo pedagogo pagalba ( $M = 2,65$ ), jiems individualiai padeda mokytojai pamokose ( $M = 2,62$ ). Kiek rečiau tai minėjo logopedo ( $M = 2,065$ ), mokytojo padėjėjo ( $M = 2,03$ ), bendraamžių pagalbą ( $M = 2,03$ ), individuali mokytojo pagalbą po pamoką ( $M = 1,93$ ). Kai kuriems mokiniams pagalbą teikia psichologai ( $M = 1,33$ ), socialiniai pedagogai ( $M = 1,79$ ), teikia paslaugas kiti specialistai ( $M = 1,68$ ). Tai ir tai vė atsakymai pasiskirstę labai nevienodai ( $SD$  – nuo 0,64 iki 0,97), o tai reiškia didelį vaikų ugdymosi patirčių vaivorių, nevienodas mokymosi ir specialiosios pagalbos teikimo sąlygas vairiose mokyklose.

Apklausoje duomenimis, tai labai retai kviečiami dirbti savanoriais, laisvu laiku padėti vaikui per pamokas ( $M = 1,34$ ); retai mokykloje buriama tai vė pagalbos grupės ( $M = 1,60$ ), o dar mažiau tai vė sitraukia savanorių sąveiklę ( $M = 1,1$ ). Šiuo klausimu tai vė nuomonės ir patirtys taip pat labai nevienodos ( $SD$  – nuo 0,39 iki 0,85). Tai ir teigiamas mokymo organizavimo pasiekimas tas, kad dalis tai vė mokyklose jau įsilygiavęiais dalyviais, sprendžiant mokinio ugdymo organizavimo klausimus; pvz., respondentai teigė, kad su tai vė aptariami vaiko ugdymosi tikslai ( $M = 2,48$ ).

Beveik visų šio atsakymų vidurki standartinis nuokrypis gana didelis, ir tai galėtų būti traktuojama kaip respondentų nuomonių nevienodumas. Tai ir svarbu pažymėti, kad nevienodus rezultatus galėtų lemti tai, kad ne visose mokyklo-

se ir ne visų specialistų pagalba ar paslaugos vaikui teikiamos, nes nevienodi vaikų poreikiai gauti specialistų pagalbą ar paslaugą; be to, kai kurios mokyklos neturi vieno ar kito specialisto. Tai patvirtina tai vė atsakymai atvirą klausimą, *kokie kiti specialistai teikia vaikui pagalbą*. Daugumos klausimų atsakiusi respondentų teigimu, pagalbą judesio ir padėties sutrikim turiniam vaikui teikia *kineziterapeutas* (15 atsakymų), *masažistas* (10 atsakymų); *individualios gydomosios mankštų mokytoja* (4 atsakymai); sutrikusios regos mokiniai tai vė teigė, kad vaikams teikia pagalbą *tiflopedagogas*, sutrikusios klausos vaikams – *surdo pedagogas*; be to, kai kuriems vaikams paslaugas teikia *hidroterapijos specialistas*, *pediatras*, *slaugytojas* (po kelis tai vė atsakymus).

Ališauskienės, Ališausko, Šapelytės ir kt. (2007) duomenimis, didelis specialistų trūkumo daugelyje ugdymo staigų specialioji pedagoginė pagalba teikiama tik daliai (apskirtyse nuo 11 iki 28%; rajonuose nuo 5 iki 50%) specialiųjų ugdymosi poreikių turiniam vaikui. Autorių teigimu, daugelyje mokyklų specialiojo pedagogo pagalba visiškai neteikiama nei vaikams, nei jų tėvams, nei pedagogams.

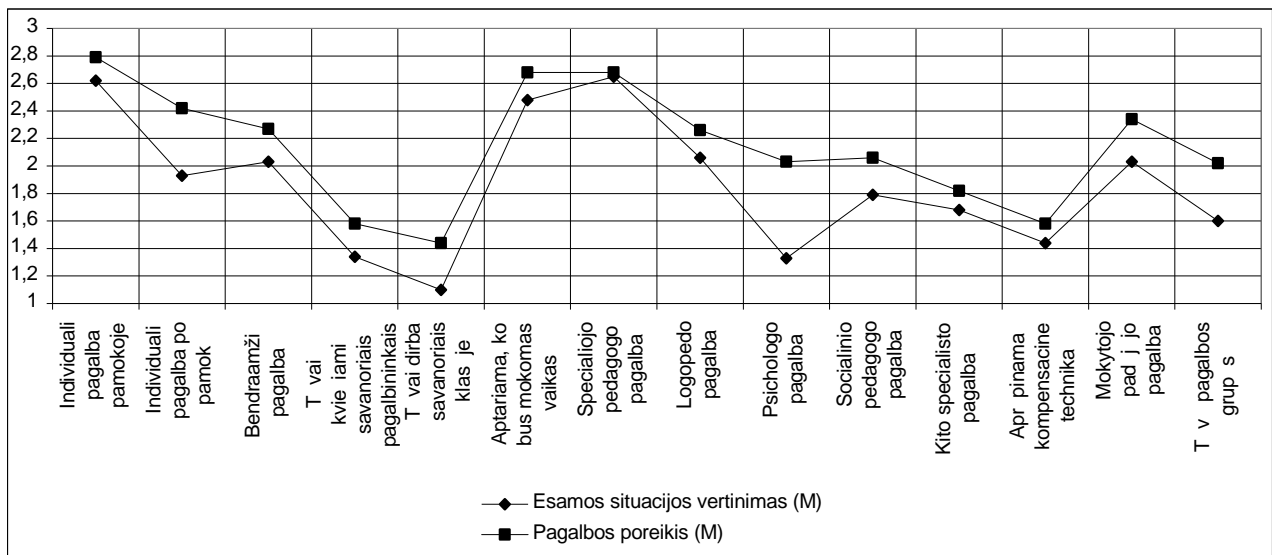
**Teikiamos pagalbos reikalingumo vertinimas.** Tai gana vieningai teigė, kad vaiko gaunama specialiojo pedagogo pagalba ( $M = 2,68$ ;  $SD = 0,66$ ,  $p = 0,9$ ) atitinka mokinių poreikius, t. y. teikiamos pagalbos ir reikalingos pagalbos skirtumai statistiškai nereikšmingi.

Tai ir visais kitais atvejais išryškėjo skirtumai tarp vaikui teikiamos ir reikalingos pagalbos.

Tai ir norėtų daugiau (nei vaikas gauna) mokytojo individualios pagalbos per pamoką ( $M = 2,79$ ;  $p = 0,006$ ), po pamoką ( $M = 2,42$ ), daugiau, nei teikiama, psichologo pagalbos ( $M = 2,03$ ); socialinio pedagogo pagalbos ( $M = 2,06$ ); bendraamžių pagalbos ( $M = 2,27$ ); tai vė pagalbos grupių steigimo ( $M = 2,02$ ) ir kt. Skirtumo tarp teikiamos pagalbos ir pagalbos poreikio statistinis reikšmingumas  $p = 0,000$ .

Skirtumai tarp vaikui teikiamos pagalbos ir pagalbos poreikio iliustruoja 3 pav.





3 pav. Skirtumai tarp teikiamos pagalbos ir pagalbos poreikio (M)

Nustatyta, kad beveik visose srityse pagalbos poreikis didesnis, nei gaunama; skirtumas tarp vaikai teikiam paslaug ir j poreikio statistiškai reikšmingas ( $p < 0,05$ ), išskyrus tv atsakymus apie specialiojo pedagogo pagalbos poreikius.

Tv teigimu, specialiojo pedagogo pagalbos poreikis ( $M = 2,65$ ) beveik atitinka pagalbos pasiūlymą ( $M = 2,68$ ). Panašius duomenis pateikia kit tyrim autoriai. Ališauskienės, Ališausko, Šapelytės ir kt. (2007) duomenimis, geriausiai vertinama specialiojo pedagog ir logoped veikla (vaiko specialiojo ugdymosi poreikių identifikavimas; tiesioginė pagalba mokiniui ugdymosi procese), o psichologinės pagalbos teikimo lygis itin žemas: daugelyje ugdymo staig psichologinė pagalba apskritai neteikiama, o tose apskrityse ir tuose rajonuose, kuriuose dirba psichologai, pagalba teikiama tik mažai daliai ugdytinių.

Palyginta, kaip specialiojo pedagogo pagalbos teikimo ir poreikio vertina tv mokiniai, besimokantys bendrojo lavinimo ir specialiojoje

mokyklose. Nustatyta, kad specialiojo pedagogo pagalbos poreikis itin aktualus bendrojo lavinimo mokyklai mokiniams – net 83,1% tv patvirtino, kad tokios pagalbos j vaikai reikia.

Remiantis tv apklausos duomenimis, galima teigti, kad mokyklose esama tobulinti pagalbos mokiniui būdų, pvz., tv (si)traukimas ugdymo procese savanoriškas pagrindais, bendraamžiai pagalbos mokiniui organizavimas, mokytojo padėjėjo pagalba ir kt. Tyrimas atskleidė, kad savanoriška tv pagalba ugdymosi procese nera išnaudojama tiek, kiek būtų galima – nemaža dalis tv pažymėjo, kad jie turėtų būti dažniau kviečiami laisvu laiku padėti savo vaikui klasėje.

**Tv pageidavimai dėl papildomos pagalbos vaikui.** Tv atsakymai atvir klausim *Kokios dar pagalbos norėtum te savo vaikui?* parodė j nuomonę apie kol kas netenkinančias vaiko specialiojo poreikių sritis. Atlikus turinio analizę, išskirtos 4 atsakymų kategorijos.

*Papildomos specialistų pagalbos poreikiai* ( $N = 20$ ; žr. 4 lentelę).

**Kategorija Papildomos specialist pagalbos poreikiai**

Subkategorijos	Atsakym pavyzdžiai	Sk.
Psichologo pagalba	<i>Manau, reik t psichologo pagalbos; konsultuotis su psichologais ir pan.</i>	9
Mokytoj individuali pagalba	<i>Iš kai kuri dalyk , kurie sunkiau sekasi, papildomo darbo su mokytoju; Nor iau, kad daugiau mokytojai pad t pamok ruošoje; Kad mokytojos skirt didesn d mes moky-muisi ir pad t tobulinti g džius; Nor iau, kad daugiau pad t pasiruošti angl kal-bos pamokoms, nes aš pati jos nemoku ir pad ti negaliu ir pan.</i>	7
Kit specialist pagalba	<i>...specialist (nedetalizuota); gydytojo pagalbos</i>	2
Socialinio pedagogo pagalba	<i>Mokykloje n ra socialinio pedagogo, kadangi mokykla yra nedidel , o jo labai reik t .</i>	1
Specialiojo pedagogo pagalba	<i>...specialusis pedagogas atvažiuoja tik du kartus per savait , ko labai taip pat tr ksta.</i>	1
<b>Iš viso:</b>		<b>20</b>

Aktualiausia vaikams b t psichologo pagalba, ta iau t vai nedetalizavo šio poreikio. Ne mažiau aktualus, t v nuomone, didesn s mokyto-jo individualizuotos pagalbos vaikui poreikis. Mažiausiai t v pasigenda specialiojo pedagogo ir socialinio pedagogo pagalbos.

*Papildom paslaug vaikui ir šeimai po-reikiai (N = 9).* Šios kategorijos atsakym turinys labai vairus, apima ne tik paslaugas vaikui, tenki-nan ias jo specialiuosius ir specialiuosius ugdy-mosi poreikius, bet ir pageidaujamas paslaugas šeimai (žr. 5 lentel ).

**Kategorija Papildom paslaug vaikui ir šeimai poreikiai**

Subkategorijos	Atsakym pavyzdžiai	Sk.
Sveikatinimo priemoni poreikis	<i>Proced r pagalba; Sanatorijos; Reikia nugaros masaž .</i>	3
Apr pinimas kompensacin mis priemon mis	<i>Klausos aparato; Manau, kad specialiojo ugdymo centre vaikas tur t b ti apr pintas reikiama jam kompensacine technika, pritaikyta jam.</i>	2
Ugdymo staigos socialin s paslaugos t vams, vaikui	<i>Centras tur t dirbti ištisus metus; [t vams] niekas atostog tiek daug neduos, ypa 2 vasaros m nesius; Nor iau, kad mokykla dirbt vasar , nes atostog išeinu tik vien m nes . ...kad vežt mokykl ir iš mokyklos parvežt namus.</i>	3
Papildom ugdymo paslaug poreikiai	<i>...kad mokykloje SUP vaik ugdyt bendravimo g dži su bendrojo lavinimo vaikais; ...kad be negal s vaikai mokyt si bendrauti ir suvokt šiuos vaiku ius; Nor iau, kad su mano vaikais b t kuo daugiau bendraujama, dirbama; ...kad ne tik koncertuot su speciali j poreiki vaikais; .... kad labiau mok t pasir pinti savimi; ...kad labiau integruot si visuomen ; Nor iau, kad pagal savo galimybes gal t lankyti kok nors b rel (pradin se klas se lank šoki b rel ); piešimo, muzikos, darb užsi mim ; Moky-tojo pad j jo pagalbos.</i>	9
<b>Iš viso:</b>		<b>20</b>

Pageidaujama sveikatinimo priemoni vaikui, apr pinimo ugdymuisi b tinomis kompensacin mis priemon mis; socialini paslaug vai-kui; ugdymo staigos socialini paslaug t vams – vaiko prieži ros vasar ir ištisus metus.

Dalies t v atsakymai rodo j susir pi-nim vaiko socialiniu ugdymu, b tinu s kmingai integracijai visuomen . T vai nor t , kad j vai-kai tur t galimyb tenkinti socialini geb jim

ugdymo(si) poreikius, ypa kad mokyt si ben-drauti su bendraamžiais; kita vertus, t vai nor t , kad ir su j vaiku empatiškiau bendraut kiti mo-kiniai ir mokytojai. Be to, t vams r pi vaiko sava-rankiškumo ugdymas, papildomas (neformalusis) ugdymas, popamokinis užimtumas.

*Teikiama pagalba pakankama (N = 19) – teig didel dalis t v (žr. 6 lentel ).*

**Kategorija Teikiama pagalba pakankama**

Subkategorijos	Atsakym pavyzdžiai	Sk.
Vaikui suteikiama visa reikalinga pagalba	<i>Visk , ko mums reikia, mes gauname savo mokykloje; Visos paslaugos, kurios reikalingos m s šeimai, mokykloje suteikiamos; Vis pagalb suteikia pedagogai ir kiti specialistai specialiojo ugdymo centre; Šiame centre visa reikalinga mano vaikui pagalba yra; Viskuo esame patenkinti.</i>	12
Papildom poreiki neturi	<i>Nereikia nieko; Nereikia.</i>	5
Papildomi poreikiai nesuvokti	<i>Nežinau</i>	2
<b>Iš viso:</b>		<b>19</b>

Apibendrinant galima teigti, kad didžiausia dalis t v žvelg intensyvesn s ugdymo pagalbos vaikui bei papildom paslaug vaikui ir šeimai poreikius.

**Teigiam ir neigiam ugdymo veiksnį vertinimas.** Apibendrinus t v poži r vairius vaiko ugdymosi kokyb s lygojan ius veiksnius (mokytoj ir administracijos pagalb bei param , vaiko savijaut , ryšius su bendraamžiais), aki vaizdu, kad apskritai dauguma t v patenkinti j vaik ugdymosi situacija. Palankiai vertinamas SUP vaiko ir bendraklasi bendravimas, galimyb pažinti real gyvenim , bendrauti, dalyvauti renginiuose, mokyklos vadov ir mokytoj atidumas vaikui ir šeimai. T vai mano, kad j vaikas ugdomas atsižvelgiant individualius poreikius; mokykloje jau iasi saugus; gyja tiek žini , kiek gali. Tai liudija atsakym min tus klausimus vidurkiai (M nuo 1,66 iki 1,99 skal je nuo 1 iki 2). T v nuomon s min tais aspektais teigiamos (SD – nuo 0,29 iki 0,37), ta iau klausimus apie darbinį g dži formavim , profesin orientavim (M = 1,66) ir profesin rengim (M = 1,61) j atsakymai gana prieštaringi (SD – 0,49). Gerokai skiriasi nuomon s t v , kuri vaikai ugdomi skirtingomis formomis. Specialiosiose mokyklose, t v nuomone, geriau (pritaria net 73,2 %) negu bendrojo lavinimo mokykloje (pritaria 50 %) formuojami darbiniai g džiai. Rengimas profesijai taip pat geriau vertinamas specialiojoje mokykloje (palankiai vertina 67,1 %) negu bendrojo lavinimo mokykloje (palankiai vertina 55,8 %).

Kita ugdymo sritis, kelianti daugiau t v abejoni , – mokinio dalyvavimas popamokin je veikloje: ši sritis vertinama vidutiniškai (M = 1,54; SD = 0,50). Popamokin ugdym teigiamai vertino daugiau specialiosiose mokyklose ugdom vaik t v (59,9 %), negu ugdom bendrojo lavinimo mokyklose (39 %).

Analizuota, kuo skiriasi visais min tais aspektais nuomon s t v , kuri vaikai ugdomi skirtingomis formomis. Nustatyta, kad daugeliu klausim nuomon s iš esm s sutampa: tiek vieni, tiek kiti gerai vertina tai, kaip bendruomen priima j vaik , dalyvavimo renginiuose galimybes, vaiko draugyst su bendraklasiais, galimyb bendrauti su kitais vaikais, galimyb pažinti real gyvenim , ugdymo atitikt vaiko poreikiams (*vaikas gyja tiek žini , kiek gali*). Ta iau beveik pus (48,8 %) t v , kuri vaikai mokosi bendrojo lavinimo mokykloje, mano, kad j vaikas *gal t daugiau, jei labiau pad t mokytojas*. Taip mano tik 13,6 % specialiosios mokyklos mokini t v .

Apskritai galima teigti, kad speciali j mokykl mokini t vai labiau patenkinti j vaiko ugdymu nei bendrojo lavinimo mokykl mokini t vai (žr. 7 lentel ). T v nuomone, specialiosiose mokyklose j vaikus *re iau skriaudžia kiti vaikai; vaikai jau iasi lygiaver iai; saugesni; mažiau išgyvena d l savo mokymosi ypatingum ; t vams išsakoma mažiau priekaišt d l vaiko ypatum ; mažiau t v pasigenda informacijos apie vaiko ugdym ir patarim , kaip pad ti vaikui namuose*.

**T v nuomoni apie ugdym bendrojo lavinimo ir specialiojoje mokykloje skirtumai, %**

Teiginiai	Bendr. lav. m-la	Spec. klas s*	Spec. m-la
Kiti vaikai skriaudžia mano vaik	38,2	37,5	8,1
Mano vaikas jau iasi lygiavertis	66,0	77,8	96,2
Vaikas jau iasi saugus	70,0	90,0	95,7
Vaikas blogai jau iasi, kai mokosi kitaip, nei visi	49,0	11,1	16,0
Vaikas gal t daugiau, bet mokytojai per mažai padeda	48,8	10,0	13,6
Tenka išklausti priekaišt d l vaiko ypatum	50,9	18,2	15,8
Aš esu patenkintas savo vaiko ugdymu	57,8	90,9	90,7
Tr ksta informacijos apie vaiko ugdym	45,5	9,1	8,8
Tr ksta patarim , kaip pad ti vaikui namuose	49,2	9,1	13,2

\* Tyrime dalyvavo tik 11 t v , tod l tyrimo duomenys neinterpretuojami.

Kita vertus, išryšk ja ir t v atsakym prieštarinumas, ypa t , kuri vaikai mokosi bendrojo lavinimo mokyklose. Pvz., apie 40 % t v teig , kad bendrojo lavinimo mokykloje *kiti vaikai skriaudžia mano vaik* , ir tuo pat metu 70 % t v pažym jo teigin *vaikas jau iasi saugus*; *Mano vaikas jau iasi lygiavertis* (pažym jo 66 % t v ), bet tuo pat metu – *vaikas blogai jau iasi, kai mokosi kitaip, nei visi* (pažym jo 49 % t v ); *Vaikas gal t daugiau, bet mokytojai per mažai padeda* (pažym jo beveik 49 % t v ), *Tenka išklausti priekaišt d l vaiko ypatum* (pažym jo 50 % t v ) ir tuo pat metu – *Aš esu patenkinta(-s) savo vaiko ugdymu* (pažym jo beveik 58 % t v ). Tai rodo, kad t vai galb t iš tikr j jau iasi prieštarinagai; matyt, mokykloje j vaikai, turintys speciali j ugdymosi poreiki , patiria visko – ir bendravimo problem , susijusi su kit vaik (ar net pedagog ) netolerancija j atžvilgiu, ir ger dalyk ; t vai patenkinti vaiko ugdymu ir tuo pat metu nor t ir daugiau pagalbos savo vaikui, ir kad jo mokymas niekuo nesiskirt nuo kit mokini . Kyla klausimas, ar tai manoma suderinti? Vienaip ar kitaip, toks t v nuomoni prieštarinumas, ko gero, liudija apie nepakankam mokyklos ryš su t vais, jiems, matyt, reik t daugiau kalb tis su mokytojais, specialiaisiais pedagogais, gal gale ir su vaiko bendraamžiais – apie vaiko mokym si, jo savijaut mokykloje, kartu aptarti kitus, su vaiko ir t v emocijomis susijusius dalykus. T vai, o tuo labiau vaikai netur t gird ti priekaišt d l vaiko „kitoniškumo“: vaiko tai „nepagerina“, o tarp vaiko, t v ir mokytoj , specialist sukuria „tampos židinius“, t v nenor ar net baim lankytis mokykloje. Nutr kus ryšiui su mokykla, tr kstam informacij apie vaiko mo-

kymosi aplink t vams belieka tik užpildyti nuog stavimais, nepalankumu mokyklai, mokytojams, kitiems specialistams, net ir vaiko bendraamžiams.

Mokini , kurie mokosi specialiosiose mokyklose, t v atsakymai nuoseklesni, nepastebima toki ryški logini prieštaravim . Nors t v ryšio su mokykla problem esama ir šiose mokyklose, t v nuomon apie speciali j mokykl palanki.

**Išvados ir diskusija**

1. T vai iš esm s patenkinti vaiko speciali j ugdymosi poreiki tenkinimu (pritaria dabartinei vaiko mokymo formai dauguma respondent , nepriklausomai nuo to, kuria forma ugdomas j vaikas). Renkantis (keičiant) ugdymo form t v apsisprendim nulemia esminis veiksnys – staiga, kur bus geriausiai tenkinami vaiko poreikiai ir suteikiamas kokybiškas ugdymas.
2. Nepriklausomai nuo ugdymo formos, kuria mokomas vaikas, t vai geriausiai vertina tiesiogin pedagogin pagalb klas je, kuri teikia mokytojas ir (ar) specialusis pedagogas. Kartu išreiškiamas dar didesnis individualios pedagogin s pagalbos poreikis tiek pamokos metu, tiek po pamok .
3. T v poži riu, nepakankamai išpl totos pagalbos sritys mokyklose yra susijusios su švietimo pagalba instituciniu lygmeniu. Pasigendama intensyvesn s psichologo, socialinio pedagogo pagalbos, geresnio apr pimo kompensacine technika.

4. Žemas vertinimas toki veiklos srii, kaip savanoriška t v pagalba vaikui pamokos metu, bendraamži pagalba, rodo, kad mokyklos ne visuomet efektyviai išnaudoja turimus žmogiškuosius išteklius.
5. Esama t v nuomoni skirtum apie ugdymosi aplinkos veiksnius ir poreiki tenkinimo kokyb skirtingose mokyklose.
  - Specialiosios mokyklos mokini t vai visais atžvilgiais geriau vertina vaiko mokymosi, bendravimo su mokytojais ir bendraamžiais poreiki tenkinim, t v bendravimo su mokytojais galimybes, šeimos konsultavim. Tai rodo, kad specialiosios mokyklos racionaliai išnaudoja turimus didelius resursus (pritaikytas aplinkas, specialistus, formaliai teisintas ugdymo individualizavimo galimybes ir kt.).
  - Bendrojo lavinimo mokyklose besimokan i mokini t vai labiau negu besimokan i j specialiosiose mokyklose akcentuoja poreik specialist (logopedo, socialinio pedagogo, psichologo) pagalbai, bendradarbiavimo su mokykla (dažnesnio ugdymo tiksl aptarimo, mokyklos iniciatyvos kvieiant savanoriškai mokykloje pad ti savo vaikui klas je), konsultavimo vaiko ugdymo klausimais poreik. Išreiškiami didesni pedagogin s pagalbos klas je l kes iai.
6. T v nuomone, specialiosiose mokyklose vaikai re iau skriaudžiami kit vaik, vaikas jau iasi lygiavertis, saugesnis, mažiau išgyvena d l to, kad mokosi kitaip nei kiti, t vams išsakoma mažiau priekaišt d l vaiko ypatum ir pan. Specialiojoje mokykloje besimokan i mokini t vai geriau vertina vaiko mokymosi, bendravimo su mokytojais ir bendraamžiais poreiki tenkinim, t v bendravimo su mokytojais galimybes.

Apibendrinant t v apklausos rezultatus galima sakyti, kad t vai, iš esm s b dami patenkinti ta ugdymosi forma, kuria j vaikas ugdomas šiuo metu, yra gana vieningai teigiamos nuomon s apie beveik visus ugdymo(si) aspektus, išskyrus darbini g dži formavim, profesin orientavim ir rengim, kuri vertinimas ne itin aukštas ir gana prieštaringas. Tai iau kiek daugiau nei pus apklausoje dalyvavusi t v teig, kad vaikams teko keisti mokymo form. Dažniausios mokyklos keitimo priežastys – vaiko mokymosi problemos;

sveikatos b kl; t v l keitis, kad kitoje mokykloje palankesn ugdomoji aplinka. Dominuojanti mokyklos keitimo priežastis – siekis spr sti vaiko ugdymosi problemas, keiant mokymo form.

T v nuomone, specialiosios mokyklos, tur damos tam daugiau materialini ir žmogišk j ištekli, yra geriau pasirengusios priimti specialij ugdymosi poreiki turinius vaikus, tenkinti j poreikius, skatinti ir palaikyti mokini ir j šeim socialin dalyvavim.

Visose srityse išryšk jo skirtumas tarp vaikui teikiam paslaug ir j poreikio (skirtumas statistiškai reikšmingas;  $p < 0,05$ ). Išimt sudaro tik specialiojo pedagogo pagalba, kurios poreikis beveik atitinka pagalbos pasi l. Specialiojo pedagogo pagalba vertinama kaip itin reikalinga tiek bendrojo lavinimo, tiek specialiosiose mokyklose besimokantiems vaikams.

T v apklausos duomenimis, teikiamos psichologo pagalbos intensyvumas neatitinka pageidaujamos psichologo pagalbos poreikio (labai didelis).

Tyrimas atskleid, kad t v pagalba ugdymosi procese n ra išnaudojama tiek, kiek pageidaut t vai laisvu laiku pad ti savo vaikui klas je.

Dauguma t v teikiam pagalb vertino kaip pakankam, papildom paslaug vaikui ir šeimai pageidavo nedaugelis t v.

Apibendrinant t v nuomon apie ugdym vairiomis formomis, galima teigti, kad dauguma t v patenkinti j vaik ugdymosi forma. T vai vieningai teig, kad j vaikas ugdomas atsižvelgiant individualius poreikius; mokykloje jau iasi saugus; mokosi tiek, kiek paj gia.

Darbini g dži formavimo, profesinio orientavimo ir profesinio rengimo vertinimas ne itin aukštas ir gana prieštaringas. Gerokai skiriasi nuomon s t v, kuri vaikai ugdomi skirtingomis formomis. Specialiojoje mokykloje, t v nuomone, geriau negu bendrojo lavinimo mokykloje organizuotas popamokinis ugdymas, darbini g dži formavimas, rengimas profesijai.

T vai prieštaringai vertina bendrojo lavinimo mokyklos mikroklimat; pažymi bendravimo problemas, susijusias su kit vaik (ar net pedagog) netolerancija j atžvilgiu, pasigenda kontakto su pedagogais, informacijos apie vaiko ugdym, patarim kaip pad ti vaikui namuose, didesnio t v, vaiko bendraamži traukimo mokinio, turinio specialij j poreiki, ugdym si klas je. Specialiosios mokyklos mokini t vai visais atžvilgiais geriau vertina vaiko mokymosi, ben-

dravimo su mokytojais ir bendraamžiais poreiki tenkinim , pedagog bendravim su t vais.

Kaip ir daugelio kit autori tyrimai, šio tyrimo duomenys rodo, kad t vus reik t paskatinti aktyviau sitraukti vaiko edukacin aplink , daugiau bendrauti ne tik su mokytojais, kitais specialistais, bet ir su vaiko bendraklasiais. Artimesnis t v bendravimas su vaiko mokytojais ir bendraklasiais galb t pad t ir vaikui geriau jaustis bendrojo lavinimo mokykloje, neži rint kitaip organizuoto ugdymo.

Ta iau šie tyrimo rezultatai, išryškinantys nepakankam t v pasitenkinim kai kuriomis pagalbos teikimo ir ugdymo sritimis, siejasi ir su kit šali patirtimi. Olandijoje atlikt tyrim apžvalga (Boer, Pijl, Minnaert, 2010) rodo, kad dauguma mokini , turin i SUP ir besimokan i bendrojo lavinimo mokykloje, t v ši ugdymosi form vertina neutraliai arba mano, kad tai n ra itin geras pasirinkimas j vaikui. Taip pat atskleista, kad t vai gana skeptiškai nusiteik inkliuzinio ugdymo atžvilgiu t vaik , kurie turi elgesio sutrikim ar intelekto sutrikim . Ta iau pasteb ta, kad t vai, kuri išsilavinimas ir socialinis ekonominis statusas yra aukštesnis, inkliuzin ugdym vertina pozityviau nei žemesnio išsilavinimo ir socialinio ekonominio statuso asmenys.

Tyrimo rezultatai leidžia manyti, kad prasminga b t **aktyviau traukti t vus ir aiškiau reglamentuoti j sitraukim** edukacin aplink , sudaryti jiems galimybes ir si lyti konkre ias formas, kaip bendrauti ne tik su mokytojais, kitais specialistais, bet ir su vaiko bendraklasiais. Artimesnis t v bendravimas su vaiko mokytojais ir bendraklasiais pad t vaikui, turin iam SUP, geriau jaustis bendrojo lavinimo mokykloje.

Svarbus **konstruktyvi metod ir modeli , skirt t v (si)traukimo** ir bendradarbiavimo situacijai gerinti, **diegimas praktikoje**. Tai gali b ti tokios konkre ios bendradarbiavimo su t vais metodikos ir modeliai: refleksyvi eksperti zi , išgyvenim pasitelkimas, deryb , tarpininkavimo, ugdomojo vadovavimo, koordinavimo, laisvalaikio animavimo, mediacijos ir kt., kurie padidint t v sitraukimo ir socialinio dalyvavimo galimybes. Tai gal t vykti pasitelkiant aukšt j mokykl mokslinink pagalb , kooperuojantis su kitomis Lietuvos ar kit ES šali ugdymo staugomis, sprendžian iomis panašias dilemas, per projektin veikal , jungiantis metodinius, konsultacinius tinklus.

Kritiškas t v poži ris kai kuriuos j vaik ugdymo(si) aspektus ver ia m styti ne tik

apie t v traukimo galimybes, bet ir apie ugdymo kokyb s situacij . Tai tur t paskatinti specialias, o ypa bendrojo lavinimo mokyklas, ieškoti neišnaudot resurs . Procesai, kada specialiosios mokyklos pradeda orientuotis resurs centr vaidmen ir funkcijas, gali sudaryti palankias s lygas bendrojo lavinimo mokykloms teikti kokybiškesn švietimo pagalb specialij ugdymosi poreiki turintiems mokiniams.

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*Specialusis ugdymas. 2011. Nr. 2 (25), 128–142**Special Education. 2011. No. 2 (25), 128–142***PARENTS' POINT OF VIEW TOWARDS INCLUSIVE AND SPECIAL EDUCATION**

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The article deals with research on the educational experience of pupils with special educational needs based on a parents' survey assessing the advantages and disadvantages of special and inclusive education in Lithuania. An analysis of the survey results involving 232 parents who were raising school-aged children with special educational needs revealed that, when choosing (changing) the preferred type of education, parents' decision were predetermined by the essential factors – where will the child's needs be best met and the highest quality of education provided. Parents assess the best pedagogical assistance is provided by a teacher and (or) special pedagogue. From the parents' point of view the educational assistance provided at an institutional level is the most insufficiently developed. There is a lack of more intensive support from a psychologist and social pedagogue, and a need for better provision of compensatory technology. Parents of special school pupils prefer the meeting of the child's needs in learning and communication with teachers and peers and additionally value the possibilities of parents' communication with teachers in all aspects. In mainstream schools, pupils' parents emphasise the need for specialists' (speech therapists, social pedagogues and psychologists) assistance, communication with the school and the need for counselling in issues connected with their child's education. Higher expectations for pedagogical support in class are expressed.

**Keywords:** *inclusive education, special education, special educational needs.*

**Introduction**

*Research problem and relevance.* The Law of Education of the Republic of Lithuania and other legal documents<sup>1</sup> regulate the activities of educational institutions at various levels in detail, when assessing and meeting special educational needs of learners. The definition of special educational needs (SEN) emphasises the demand for special support arising due to the learning needs of a person's self-education and their mismatch with the educational standards. The concept of *special education* (teaching of persons with special needs, education and formation of value attitudes) and emphasising the *acknowledgement of individual's abilities and powers*, is supplemented by the description of *the purpose of special education* which is to help a person with special needs to develop, *learn according to one's abilities*, obtain education and qualifications and to overcome the social divide. The education system that ensures the *accessibility of education and equal*

*opportunities* to all is the system is currently being developed.

The principles of accessibility and equality are the basis for inclusive education aimed at ensuring the quality and justice in education. Inclusion means equal conditions to all to take part in (self-) education activities and an assurance of high quality self-education to all society members, acknowledging and respecting diversity, with regard to everyone's individual abilities and needs and avoiding any discrimination<sup>2</sup>. When implementing the ideas of inclusive education, educational spaces are expanded into various contexts of the educational system (both formal and non-formal). This system aims to use all possible resources in the effective meeting of learners' needs<sup>3</sup>.

When changing the priorities of education, the role of parents in their child's education changes as well. Today, parents are school part-

<sup>1</sup> LR Švietimo statymas (2011). *Valstybės žinios*, 2011-03-31, Nr. 38-1804; Mokinių, turinčių specialiųjų ugdymosi poreikių, grupių nustatymo ir jų specialiųjų ugdymosi poreikių skirstymo lygių tvarkos aprašas (2011). *Valstybės žinios*, 2011-07-21, Nr. 93-4428; etc.

<sup>2</sup> UNESCO (2009). International Conference on Education 48th session, Geneva, Switzerland. 25–28 November 2008. "Inclusive Education: the Way of the Future". Final Report. <[http://www.ibe.unesco.org/fileadmin/user\\_upload/Policy\\_Dialogue/48th\\_ICE/ICE\\_FINAL\\_REPORT\\_eng.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/ICE_FINAL_REPORT_eng.pdf)>.

<sup>3</sup> Open File on Inclusive Education: Support materials for Managers and Administrators. UNESCO. <<http://unesdoc.unesco.org/images/0012/001252/125237eo.pdf>>.



ners, active participants in the child's education-related decision-making, choosing the model or form<sup>4</sup> of education that meets the child's needs best. After the restoration of independence Lithuania chose a *multi-track education system* when developing the educational system and searching for the best possibilities to effectively educate children with different abilities and needs. This suggested the use of different educational forms and institutions for their education (Aidukienė, Labiniene, 2003). It broadened the possibilities for parents raising children with SEN to choose their educational institution. Parents may choose *the form of inclusive education* when a child attends a mainstream school and learns together with their peers. Additionally the effectiveness of his/her self-education is ensured through the provision of educational assistance in meeting individual needs. A second possibility is self-education in mainstream school's in *special classes*. The third way is *in a special school* dedicated to the self-education of children with severe and profound SEN.

In many of the documents regulating education at international and national levels and in scientific research on special education, the active involvement and participation of parents is emphasised. *Involvement* is understood as the constant interaction between school and parents and the process of reciprocal activity. This promotes the potential for individual and institutional changes. Inclusion means "involvement", "participation", "empowerment", the acceptance of a person's otherness and respect for difference. The involvement of education participation is based on *the theory of empowerment*. Empowerment is related to the conception where individuals are assisted in their achievement of potential (Dettmer, Dyck, Thurston, 1996; Douglas, Zimmerman, 1995). Empowerment-oriented practice considers special practitioners in inclusive or special education to be partners with a pupil and his/her parents and not as authoritarian experts. The system of meeting the SEN of a pupil in our country is by law to empower parents to participate in the assessment of their child's SEN. To this aim pedagogues are obliged to collaborate with parents (foster parents), consult them on their child's special requirements, inform them about the progress of the child's self-education as well as difficulties and problems, and to prepare individual curricula

for pupils with special needs with regard to the individual abilities of the pupil.

Legal regulation in meeting SEN and statistical data on self-education of pupils with SEN, validate the right to accessible education for pupils of different abilities. Although there is formal (statistical) inclusion of pupils with SEN as a dominating form of their self-education; they do not reflect the quality of special educational services. Consequently, throughout the period of special education reform, intensive research has been undertaken in meeting pupils' SEN, especially in mainstream schools. This has attempted to reveal the facts, proving or rejecting, the advantages and disadvantages of inclusive and special education. For the pedagogical and scientific community, this research has explored the relevance of the quality of special pedagogical support, the educational content and the process of restructuring for pupils with SEN.

Inclusive education with pupils with SEN is a complex and dynamic process. Even though in Lithuania the legal context is favourable both in the form of inclusive and special self-education research has shown that the reality of education encompasses some very controversial phenomena. For example a lack of recognition or identification of the values of collaboration between pupils and educators (school, family). Barriers have been shown to exist in partnership arrangements and there has been low participation. In some cases specialists, although striving to help their pupils, have held domination over them. However mainstream and special schools have accumulated rich and diverse experiences in providing special pedagogical assistance,

The majority of scientific research into special education dealt with the issues of attitudes (of pupils, their parents, pedagogues and society) towards pupils with SEN. During the early years a great abundance of the investigations looked into attitudes towards children who have special needs and these continue today. Additionally we see the emergence of research into the quality of special pedagogical assistance. The findings of scholarly research emphasise that the meeting of SEN is predetermined by the quality of preparation, the ability of the whole academic community, to apply recommendations of special educational techniques in the adaptation of content and method. Research estimates (Ališauskienė, et al., 2007) that traditional types of special pedagogical support (work of a special pedagogue and speech

<sup>4</sup> LR švietimo statymas (2011).

therapist in a room, individual work with a child) remains dominant in schools. According to the authors, many severe drawbacks were noticed in educational institutions when identifying and meeting the mild special educational needs of pupils. Moderate, severe and profound special educational needs were identified more precisely and reliably.

The necessity for collaboration between parents and school has been discussed in research by Ambrukaitis, Ruškus (2002), Miltenien (2005) and other authors. Miltenien (2005) estimated that children with SEN and their parents were ostracised, from dialogue with the school, rarely communicated with, not provided with possibilities to get involved and together solve the problems of their child's (self-) education. Pedagogues claim to emphasise positive aspects of a child's education; however, parents think that pedagogues more often talk about learning problems and have poor regard for the family needs (the need for support, the most suitable ways of communication for a family). There should be more emphasis on how to help a child; through dialogue rather than the individual one-directional information that predominates. Based on the author's research data, specialists are poorly orientated towards inclusive education; in the education process they maintain the position of an expert, the child and other participants are insufficiently involved in the process of participatory education. The research highlighted the need to strengthen activities that are important for inclusive education. This includes specialists supporting families and partnership of participants in education. Similar results have been obtained by research by Šapelyt, et al (2006). They found that pupils and their parents are little involved as partners in the process of assessment and education. This negates the desire to strive towards involvement, partnership and empowerment (Ruškus, 2003) which can be implemented only after regarding the expectations and needs of all participants. Scientific studies (Ališauskien, et al., 2007; Miltenien, 2005) show that the quality of special pedagogical support is assessed differently by different stakeholders. Headmasters and specialists of schools assessed the support more positively, whereas parents and teachers assessed it more critically.

Despite the changing policy of education, in reality educational problems still exist and through the legal basis of education the system needs to improve. This system must include the

involvement and participation of parents, through both scholarly discourse and by striving to improve the methods of self-education and special assistance for pupils with special needs. That is why in assessing the advantages and disadvantages of special and inclusive education, cognisance of parents' opinions and analyses of the self-education experiences of parents and the child with special needs are important.

The theoretical background of the research consists of parents' (foster parents') attitudes towards social participation and involvement (Kemshall, Littlechild, 2000; Turner, Beresford, 2005). *Social participation* (Douglas, Zimmerman, 1995; Ebersold, 2004) aims to promote an educational system based on equality between a person with SEN and educational support specialists as well as for equal participation in making decisions related to the quality of education.

The essential problem questions of the research were: 1) Which forms of education best meet the expectations of pupils and parents? 2) Which fields of support are best developed? 3) How well is the social participation and psycho-emotional support of SEN pupils and their families assured? 4) What specific adaptations are needed for educational support in the class and at institutional levels?

**The research object** is to ascertain the parents' point of view towards inclusive and special education.

**The research aim** is to assess the advantages and disadvantages of special and inclusive education in Lithuania and to ascertain the experiences of self-education of pupils with SEN on the basis of the parental survey results.

These are the following research **objectives**:

- to reveal what forms of education meet special education needs best, according to the parents' point of view;
- to estimate which methods of educational support are best developed in the class and at institutional levels;
- to reveal the differing needs of social participation and psycho-emotional feelings of pupils and their families in the context of meeting SEN.

**Characteristics of the research methods and sample.** The research is based on the methodology of social research (points of view, expectations etc. of persons taking part in the educa-

tional process). Quantitative and qualitative methods for empirical research and data analysis have been applied:

- *questionnaire-based survey* aiming to reveal parents' opinions on experiences of inclusive and special education of pupils with SEN;
- *methods of mathematical statistics* (average and percentage frequencies, standard deviations, p criterion of significance);
- method of *content analysis* for processing answers to open questions on the questionnaire.

*The research instrument.* A questionnaire was undertaken with parents raising a child (or children) with SEN. The questionnaire consists of 7 diagnostic blocks and 65 features. Major structural parts of the questionnaire constituted: demographic data on respondents (parents of pupils with SEN); data on educational institutions attended by and curricula for children with SEN; reasons for the child's SEN; experiences in choosing and changing educational institutions; assessment of factors influencing the child's education situation (positive and negative), special pedagogical support in the educational institution; parents' expectations towards their child's education.

*The respondents* were parents of pupils with SEN. A convenient sample was chosen using the principles of anonymity, information on the respondents voluntarily participation in the research were followed. 232 parents raising school-age children with SEN and receiving special pedagogical support in educational institutions took part in the survey. The research has been carried out in mainstream and special schools of various towns and counties of Lithuania (Vilnius, Kaunas, Klaip da, Šiauliai, Panev žys).

*Characterisation of the sample.* The majority of the respondents were women (84.1 %) with an average age of 42 years. The levels of education of the respondents were: higher – 25.6 %, high – 13.5 %<sup>5</sup>; secondary – 24.7 %, vocational – 18.4 %, unfinished secondary – 11.7 %.

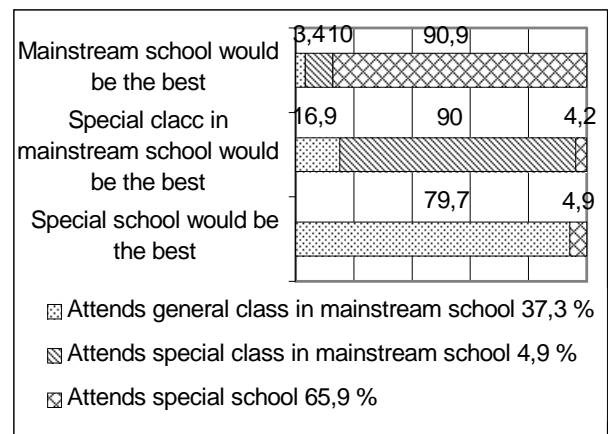
The majority of those who took part in the survey (79.3 %) were raising one child with SEN; the average age of their children was 13.2 years. The largest number of parents was of special school pupils (137 or 64.2 %). In the course of the survey, 85 pupils (37.3 %) in total attended general classes in mainstream schools (primary –

20, basic – 36, secondary – 23, gymnasium – 4), a special class in mainstream school – 11 (4.9 %), in special school – 149 (65.9 %). More than half of the parents (58.6 %) stated that their children were attending institutions of a different type than they were attending in the course of the survey.

Many parents were raising children with mild SEN and they were learning according to the mainstream school curricula (85 or 37 %); 134 (58 %) pupils were learning according to the curricula that did not match the state standards for curricula (adapted, special or individual) (some parents did not answer the questions on schools and curricula). The special educational needs of a large number of the pupils have been predetermined by complex disorders (68 or 29.3 %); movement and position (47 or 20.3 %); sensory (34 or 14.7 %); general learning disorders (27 or 11.6 %) or intellectual disorders (22 or 9.5 %); for the rest (36 or 16 %) – behavioural and emotional disorders, autism spectrum disorders, specific learning disabilities; speech and language disorders.

## Results of the empirical research on parental views towards inclusive and special education

**Parents' opinions on the most suitable methods of teaching.** Parents were asked about their opinions on the best methods of education (mainstream education class, special class in comprehensive school, special school, education at home) and what would most effectively meet their children's special educational needs. The results are illustrated in Figure 1.



**Fig. 1.** Parents' opinion on the most suitable form of (self-) education for their child (pupil with SEN), %

<sup>5</sup> According to previously valid levels of education.

The survey shows that the majority of parents are satisfied with the type of education their child is receiving.

However, not all parents of pupils attending either mainstream or special schools are satisfied with the level of their child's learning; a small number of parents stated that another teaching style would be better. This is illustrated by parents' answers to the open-type question (*If you would like your child to attend another school, please indicate what school and why*):

- *I would like my child to attend a mainstream school; ...that they would attend a gymnasium* (3 parents of children with movement disorders).
- *Mainstream school, if a special class were there, because then one would get more experience* (parents of 1 pupil of special school, with movement and posture disorders);
- *I would like my child to learn at home* (parents of a pupil of mainstream school general education class, with intellectual disorder);
- *I would like it if there were speaking children in class, it would be fun for the child and one would learn more* (parents of a child with complex disorders, attending special class in mainstream school);
- *I would like the child to attend special school* (parents of 1 pupil attending mainstream school general education class, with intellectual disorder).

The opinions of parents on special classes are positive. According to them special classes create favourable conditions for the self-education of their children. However this form applies less to children than parents.

#### **Cases of changing the form of teaching.**

The question '*Has your child attended another institution than the present one, i. e. institution of another type or in a different way?*' was answered by 33 parents who took part in the survey. They stated the following:

- 21 pupils were transferred from mainstream school to special school; all parents of those pupils are satisfied with the current methods of the child's learning; the majority of them (10) had complex disorders; movement and posture disorders (6); general learning disorders (due to limited intellect)

were attributed to 3; language and communication disorders – 2 pupils.

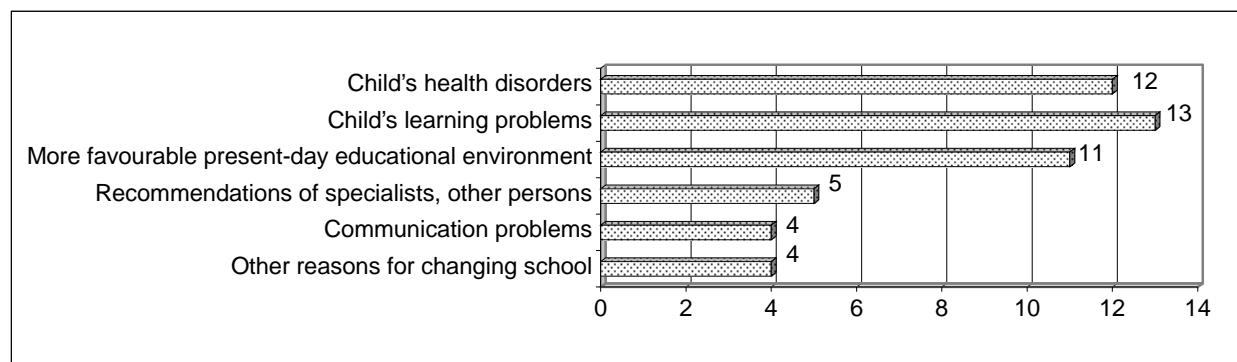
- 1 pupil was transferred from special school to mainstream school (parents are satisfied with the present form of teaching).
- For 2 pupils, learning at home was changed to learning in a mainstream school.
- 9 pupils have not changed their method of learning; among them: 6 pupils were attending special school (2 pupils with hearing impairments, 1 child with intellectual, visual, complex disorders in each category and the autism syndrome). Parents of these pupils are satisfied with the method of their child's learning. Parents of two pupils that did not change their schools stated that another form of teaching would be better for their children: parents of a pupil with movement, posture disorders and hearing impairments would like their child to attend special class in mainstream school; and parents of a pupil with emotional and behavioural disorders would not like to change the present-day situation (special school) of teaching.

Responses of parents as to what kind of curriculum has been applied to the education of their children in the previous school were as follows: mainstream school curriculum – 11 out of 21; adjusted (modified, adapted) curriculum – 7; either a special or an individual curriculum has been previously applied for one pupil each.

A higher number of pupils who were transferred from mainstream schools to special schools show unsuccessful integration of such pupils. It is likely that schools had to be changed because of the inability to learn according to the mainstream school curricula. However, it remains unclear if/why there were no attempts to make curricula content easier for these pupils in previous schools? It might be that parents' answers about the children's curricula are inexact. Perhaps some of the parents did not deeply consider the teaching method according to what their child was learning in comprehensive school. On the other hand, even though few, there are such cases of integration (transition from special school to mainstream school).

**Reasons for changing school.** When analysing parents' explanations about the reasons why their children had to change school, the content analysis method helped to single out five

groups of reasons for changing school. Generalised data about this part is illustrated in Figure 2.



**Fig. 2** Reasons for changing school (amount of answers, lexical-semantic units)

Usually, the parents related the reasons for changing school with their child's special (self-) educational needs (*child's learning problems and a more favourable present-day educational environment*); basically, communication problems are also related to the solution of self-educational problems by changing the school type. The school is changed when there is a need

for a more favourable communication environment for the child.

*Child's learning problems* (N = 13 – amount of lexical-semantic units). When explaining why they had to change school, parents usually said that their child found it too difficult to learn there. (see Table 1).

Table 1

**Category** *The reason for changing school – child's learning problems*

Sub-categories	Examples of answers	Amount
It was too difficult to learn	<i>Because it was difficult to learn; The child had some learning problems; one was hoping that it would be easier to learn in another school.</i>	7
One was unable to master the mainstream curriculum	<i>Learning at school was unsuccessful, one learned neither to read nor write or calculate, that is why we changed for a special school; When the subject-based system appeared, it became difficult for the child to learn, one started not understanding the subjects taught.</i>	3
Slower pace of learning	<i>At school, one did not manage to carry out common tasks with the class pace; we did not manage to maintain the pace of other pupils.</i>	2
Teaching was not satisfying	<i>Because that school was not suitable for him, and we knew nothing about the present school.</i>	1
<b>Total:</b>		<b>13</b>

The answers are quite abstract. Perhaps some of the parents did not deeply consider the reasons for their children's difficulty in learning;

the parents named their children's learning problems the way they understood them.

*Child's health and other disorders* (N = 12; see Table 2).

Table 2

**Category The reason for changing school – child's health disorders**

Sub-categories	Examples of answers	Amount
Physical disabilities	...due to spine problems; ...due to the misshapen spine; ...due to scoliosis; ...physical disability etc.	6
Health disorders	Due to epilepsy; due to health problems; due to weakened health; due to health disorder	5
Learning problems and physical disability	...movement or writing disorders or physical disability	1
<b>Total:</b>		<b>12</b>

The need for a more favourable educational environment (N = 11; see Table 3).

Table 3

**Category The reason for changing school – the need for a more favourable educational environment**

Sub-categories	Examples of answers	Amount
Friendly microclimate	Here at school, children are friendly; one thinks that it was worth changing the child's school because of the positive atmosphere in class and school; because here are few pupils in class.	3
Individual support for a pupil	Because of adapted curricula; The teacher can individually explain the lesson to every child; Better care of the child...	3
Complementary services	More specialists work with the child (in the other institution, there was only one teacher); because of complementary procedures.	2
Meeting of the child's needs	Present-day school meets child's needs more; I think conditions for the child are more favourable here (no details).	3
<b>Total:</b>		<b>11</b>

Parents expressed positive opinions about the child's present school. Some parents positively assessed the present form of their child's self-education as being due to a friendly school or class microclimate; due to receiving individual support; due to complementary services and due to meeting their child's needs.

The following statements indirectly evidence parents' dissatisfaction with the child's previous school; reasons for changing school are indirectly related to a lack in satisfying their child's special self-educational needs:

1. *Recommendations of specialists, other persons* (N = 5). Such reasons were indicated only by few parents. According to them, doctors, school special educational board (presently child's welfare board) or pedagogical psychological service specialists recommended a change in the child's school. There were few such answers; perhaps parents see other reasons for changing school, and recommendations from specialists are rather the outcome of other reasons and not the direct reason for changing school.

2. *Child's communication problems* (N = 4): bullying by children; rejection by teachers and children; dissatisfaction with a teacher. Several parents mentioned that their child experienced communication problems (*bullying by other children*, rejection by other children and teachers – *It was difficult for the child due to the attitude of other children and teachers*; they experienced both bullying by other children and misunderstanding from teachers) in a previous school; one answer shows a respondent's dissatisfaction with the child's previous teacher; however, the answer was not detailed and the reasons remain unclear (poor teaching quality, poor assistance, communication problems with a teacher?).

Few of the respondents' answers to this category allow for any conclusions to be drawn. Communication problems may be the reasons for changing school, even though communication problems exist, single children experience bullying as well. Authors of a number of research studies describe the issue of bullying at school. Ališauskas, Jomantait (2008) estimated that one

fifth of SEN pupils felt rejected, isolated and “different” due to experiencing bullying by peers, abuse, even violence in their classes; this was also mentioned by their parents. According to the data by Robichaud (2007), Smith (2005) and others, pupils with SEN, who are sensitive, display little independence, are fearful, and who attend mainstream schools sometimes experience communication problems. Smith (2005) maintains that pupils’ communication problems can be provoked by both “different” behaviour, appearance and having no friend who would defend them.

**Assistance for a child.** One area of investigation was how parents assessed assistance being provided at school, the provision of compensatory technology for learning, parents’ involvement in the educational process and the satisfaction of children’s self-education needs.

Dominant responses show the direct learning support for children. A majority of parents surveyed state that the support of a special pedagogue is provided to the children ( $M = 2.65$ ), they are individually supported by teachers during lessons ( $M = 2.62$ ). More seldom, parents mentioned support of a speech therapist ( $M = 2.065$ ), teacher’s assistance ( $M = 2.03$ ), support of peers ( $M = 2.03$ ), and some individual support of a teacher after lessons ( $M = 1.93$ ). Some pupils receive support by psychologists ( $M = 1.33$ ), social pedagogues ( $M = 1.79$ ), and services of other specialists ( $M = 1.68$ ). However, parents’ responses were distributed unevenly ( $SD$  – from 0.64 to 0.97); this means there is a great diversity in children’s self-education, unequal conditions for learning and special support provided in different schools.

According to the survey data, parents are very rarely invited to work as volunteers, to help during lessons in their free time ( $M = 1.34$ ); rarely do schools install parents’ support groups ( $M = 1.60$ ), and even fewer parents get involved in voluntary activities ( $M = 1.1$ ). Regarding this issue, parents’ opinions and experiences also highly differ ( $SD$  – from 0.39 to 0.85). However, a positive achievement in the organisation of teaching lies in the fact that some parents feel they are being equal participants at school when solving issues of the organisation of pupil’s teaching; e. g. the respondents stated that parents were involved in discussions on the purposes of a child’s self-education ( $M = 2.48$ ).

The standard deviation of almost all the means of answers is quite high, and this could be due to the differences in respondents’ opinions. However, it is important to note that different results could be predetermined by the situation that not all schools provide specialist support. It may not be feasible to provide for each child’s individual needs in every school. This is proved by parents’ responses to the open-type question *what other specialists offer support for a child?* The majority answered the question stating that a *kinestherapist* provides support for a child with movement and posture disorders (15 answers), a *masseur* (10 answers); a *teacher of individual remedial exercises* (4 answers); parents of children with visual impairments stated that a *typhlo-pedagogue* provided support, for children with hearing impairments – a *surdo-pedagogue*; moreover, some children receive support by a *hydrotherapy specialist, paediatrician, nurse* (several parents’ answers on each).

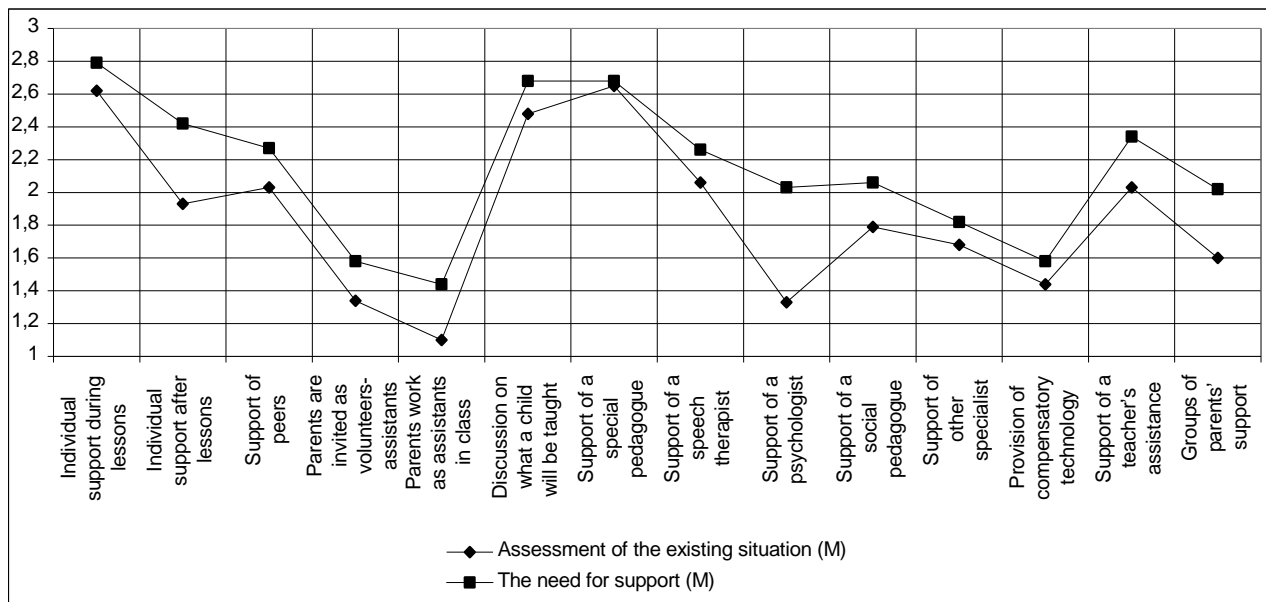
According to data by Ališauskien, et al. (2007), due to a lack of specialists in many educational institutions, special pedagogical support is provided only to some SEN children (in counties, from 11 to 28 %; in districts, from 5 to 50 %). The authors maintain that in the majority of schools, support from a special pedagogue is not provided at all either to children or their parents.

**Assessment of the need for assistance.** Parents quite unanimously state that the assistance of a special pedagogue received by a child ( $M = 2.68$ ;  $SD = 0.66$ ,  $p = 0.9$ ) meets pupils’ needs, i. e. differences between support provided and needed support are statistically insignificant.

However, in all other cases, there are gaps between the support provided and that which is needed.

Parents would like more (than their child receives) of a teacher’s individual support during the lesson ( $M = 2.79$ ;  $p = 0.006$ ), after lessons ( $M = 2.42$ ), they would like more support from a psychologist ( $M = 2.03$ ); support of a social pedagogue ( $M = 2.06$ ); support of peers ( $M = 2.27$ ); and the instalment of a parents’ support group ( $M = 2.02$ ) etc. The statistical significance between the provided support and the need for support  $p = 0.000$ .

The difference between support provided to a child and the need for support is illustrated in Figure 3.



**Fig. 3** Differences between the provided support and the need for support (M)

It was estimated that in almost all fields the need for support was higher than that received; the difference between services provided to a child and the need for them was statistically significant ( $p < 0.05$ ), except for parents' responses on the need for the support from a special pedagogue.

According to the parents, the need for support from a special pedagogue ( $M = 2.65$ ) meets the support provided ( $M = 2.68$ ). Similar data was introduced by authors of other research. The data of Ališauskien, et al. (2007) proves that the activities of special pedagogues and speech therapists (identification of child's SEN; direct support for a pupil in the self-education process) are assessed as being the best. The level of provision of psychological support is especially low: in many educational institutions, psychological support is not provided at all, and in those counties and districts where psychologists work, support is provided only to a small number of pupils.

A comparison was made between the provision of, and the need for, support by a special pedagogue. This was assessed by parents of pupils who attended both mainstream and special

schools. It was estimated that the need for support from a special pedagogue was highly relevant to pupils in mainstream schools – 83.1 % of parents stated that such support was needed by their child.

The parents' survey data reported that there are several ways in which the provision of support for children in schools could be improved, e.g. the involvement of parents in the educational process on a voluntary basis, the organisation of peer support for a pupil, the support of a teacher's assistant etc. The research revealed that parental voluntary support in the educational process was not used as much as it could be, i.e. many parents noted that they should be invited more often, in their free time, to help their child in class.

**Parents' wishes on additional support for their child.** Parents' responses to the open-type question *What kind of support would you wish for your child?* show that in their opinion many aspects of their child's special needs are still not being satisfied. After carrying out content analysis, 4 categories of answers were revealed.

*Needs for additional support of specialists* ( $N = 20$ ; see Table 4).



Table 4

**Category Needs for additional support of specialists**

Sub-categories	Examples of answers	Amount
Support of a psychologist	<i>I think, the assistance of a psychologist would be needed; to consult psychologists and the like.</i>	9
Individual support of teachers	<i>Additional work with a teacher in some more difficult subjects; I would like teachers to offer more help in doing homework; that teachers would pay more attention to learning and would help to improve skills; I would like more assistance in preparing for English lessons because I do not know it myself and cannot help.</i>	7
Support of other specialists	<i>...specialists (no details); support of doctors</i>	2
Support of a social pedagogue	<i>There is no social pedagogue in school because the school is small, however, one would be needed very much.</i>	1
Support of a special pedagogue	<i>...a special pedagogue arrives twice a week only, that is too little.</i>	1
<b>Total:</b>		<b>20</b>

Support from a psychologist would be the most relevant assistance for children; however, parents did not detail this need. According to parents, the need for more individualised teacher support is not of less relevance. Least of all, par-

ents lack the support of a special pedagogue and social pedagogue.

*The demand for additional services for a child and family* (N = 9). Responses in this section were very diverse and cover supportive services for the child and the family (see Table 5).

Table 5

**Category The demand for additional services for a child and family**

Sub-categories	Examples of answers	Amount
The need for wellness	<i>Help from health procedures; Sanatoria; Back massages are needed.</i>	3
The provision of compensatory aids	<i>Hearing-aid; I suppose that at the special education centre compensatory technologies appropriate to the child should be available</i>	2
Social services in the educational institution for parents and child	<i>The centre should operate all year round; [parents] will not get so many holidays, especially during the 2 summer months; I would like the school to operate in the summer because I only have one months holiday from work ...transport should be provided to and from the school.</i>	3
Demands for complementary educational services	<i>...that the school would develop SEN child's communication with the mainstream school pupils skills; ...that the children without disabilities would learn to communicate and understand such children; I would prefer that people communicated more with my children, worked with them; ...that they would not only give concerts with disabled children; ...that they would be taught more about how to take care of themselves; ...that they would become more integrated into society; I would like the children to start attending a club (in primary forms one has been attending a dance club) according to their abilities; drawing, music, handicraft classes; Help from a teacher's assistant.</i>	9
	Total:	<b>20</b>

There is the need for working towards wellness for a child, the provision of compensatory skills necessary for self-education; social services for a child; social services from an educational institution for parents, i. e. care of their child during the summer and all year round.

Some parental responses showed their concern about their child's social education that is necessary for successful integration into society. Parents would like their children to have possibili-

ties to meet their needs for (self-)development in social abilities, especially that they would learn to communicate with their contemporaries. On the other hand, they wish that other pupils and teachers would show empathy in communicating with their child. Moreover, parents worry about the development of their child's independence, complementary (non-formal) education and after-school occupation.

*Provided assistance is sufficient* (N = 19); this was stated by the majority of parents (see Table 6).

Table 6

**Category *Provided assistance is sufficient***

Sub-categories	Examples of answers	Amount
A child is provided with all needed support	<i>We receive everything we need at our school; All the services that are needed for our family are provided at school; All support is provided by pedagogues and other specialists in the special education centre; This centre encompasses all the support needed for my child; We are glad about everything.</i>	12
Nothing is needed additionally	<i>Nothing is needed.</i>	5
Additional needs are not perceived	<i>I do not know</i>	2
<b>Total:</b>		<b>19</b>

To sum up, the greater number of parents expressed the need for more intensive educational support for a child and for complementary services for the child and family.

**Assessment of positive and negative educational factors.** After drawing generalisations from parents' points of view towards various factors (assistance and support of teachers and administration, child's feelings, relations with contemporaries) that determine the quality of their child's self-education, it is obvious that, in general, the majority of parents are satisfied with the situation of their children's self-education. In communication between their child with SEN with peers, the possibility to know the real world, socialise, take part in events, the attention of school heads and teachers towards their child and family are assessed positively. The parents suppose that their child is educated with regard to their individual needs; that they feel safe at school; that one gains as much knowledge as they are able to. This is proved by the means of answers to the survey questions (M from 1.66 to 1.99 in the scale from 1 to 2). Parents' opinions on the stated aspects are positive (SD – from 0.29 to 0.37), however, the answers to the questions on the formation of work skills, vocational guidance (M = 1.66) and vocational training (M = 1.61) are quite contradictory (SD – 0.49). The opinions of parents whose children are educated according to different forms are varied. As parents state, work skills are better formed in special schools (73.2 % support this) than in mainstream schools (50 % support this). The training for a profession is also better assessed in special school (67.1 % positively assess it) than in mainstream school (55.8 % assess it positively).

The other field of education raising more doubts among parents is pupil's participation in after-school activities: this field is assessed averagely (M = 1.54; SD = 0.50). After-school education has been positively assessed by more parents of pupils attending special schools (59.9 %) than mainstream schools (39 %).

An analysis ascertained the difference in all the mentioned aspects among opinions of parents whose children were educated in different types of schools. It was estimated that in the majority of questions the opinions coincided: both sides positively assessed the situation as to how the community accepted their child, the possibilities for participation in events, their child's friendship with peers, the possibility to communicate with other children, to know real life, the matching of education with their child's needs (*a child gains as much knowledge as one is able to*). However, almost half (48.8 %) of parents whose children were attending mainstream school supposed that their child *could do more if the teacher helped him/her*. This thought is shared by only 13.6 % of parents of special school pupils.

In general, parents of special school pupils are more satisfied with the educational experience of their child than those parents of mainstream school pupils (see Table 7). According to parents, in special schools, their children are *less bullied by other children; children feel they are equal; safer; they suffer less from their learning difficulties; parents receive fewer complaints about their child's differences*; fewer parents notice a lack of information about their child's education or suggestions about how to help their child at home.

Table 7

**Differences of parents' opinions on education in mainstream and special schools, %**

Statements	Mainstr. school	Spec. classes*	Spec. school
Other children bully my child	38.2	37.5	8.1
My child feels equal to others	66.0	77.8	96.2
A child feels safe	70.0	90.0	95.7
A child feels bad when he/she is learning in a different way from others	49.0	11.1	16.0
A child could do more but teachers help too little	48.8	10.0	13.6
I have to listen to complaints about my child's difficulties	50.9	18.2	15.8
I am glad about my child's education	57.8	90.9	90.7
There is lack of information on my child's education	45.5	9.1	8.8
There are lack of suggestions on how to help my child at home	49.2	9.1	13.2

\* Only 11 parents took part in the research; that is why the research data has not been interpreted.

On the other hand, differences among parents' opinions and among those whose children attend mainstream schools, become obvious. E. g. some 40 % of parents state that in mainstream school, *other children bully my child*, and at the same time 70 % of parents state that *the child feels safe*; *My child feels as equal* (noted by 66 % of parents), and also it stated that *the child feels bad when they are learning in a different way than others* (stated by 49 % of parents); *I must listen to complaints about child's difficulties* (stated by 50 % of parents), and also it is stated that *I am satisfied with my child's education* (expressed by almost 58 % of parents). This shows that parents perhaps really feel in differently; perhaps at school their children with SEN experience everything – both communication problems related to intolerance from other children (or even teachers) and some good things; parents are satisfied with their child's education and also would like to receive more support for their child, that one's teaching would not differ from other pupils'. The question arises if it is possible to match all this.

One way or another, such contradiction of parents' opinions most probably evidences insufficient relationships between school and parents. Perhaps they would need to talk more to teachers, special pedagogues and their child's contemporaries about their child's learning, one's feelings at school and to discuss together other subjects related to the child's and parents' emotions. Parents, and especially children, should not hear complaints about their child's "difference": this does not make a child better, but rather the tension between a child, parents and teachers and specialists causes parents' to be unwilling or even fear visit-

ing the school. After losing contact with the school, they lack information about the child's learning environment and begin to fear such contact. They develop disfavour for the school, teachers and other specialists, even their child's contemporaries.

Responses from parents whose children attend special schools are more consistent and no severe contradictions are noticed. Even though the problem of the relationship between parents and school exists, parents' opinions about the special school is favourable.

### Conclusions and discussion

1. Basically parents are satisfied that their child's special educational needs are being met (the majority of the respondents support the present-day methods of teaching their child, independently from the form of their child's education). When choosing (changing) the type of education, parents' decision is impacted upon by the essential factor – the institution where their child's needs will be best met and a high quality of education will be provided.
2. Independently from the type of education provided parents assess the direct pedagogical support provided by a teacher and (or) a special pedagogue in class best. They also expressed a higher demand for individual pedagogical support both during lessons and after school.
3. From the parents' point of view, the fields of support that are insufficiently developed in schools are those related to the educa-

tional support at an institutional level. There is lack of intensive support from a psychologist, social pedagogue or better provision of compensatory technology.

4. Schools do not always use available human resources and this is evidenced by a low assessment of such fields of activities as voluntary support of parents during lessons and support from contemporaries.
5. There are differences among parent's opinions of the factors of the educational environment and the quality in meeting the needs in different schools.
  - Parents of special school pupils assess the meeting of the needs of their child's learning as better in all the aspects. This includes communication with teachers and peers, possibilities for parents' communication with teachers and family counselling. This shows that special schools are more adept at using available and abundant resources (through adjusting environments, use of specialists, individualising the curriculum).
  - Parents of mainstream school pupils emphasise the need for specialists (speech therapist, social pedagogue, psychologist) to offer more support and to communicate with school (more frequent discussion of educational purposes, schools inviting parents to help their child in class on a voluntary basis), to offer counselling on the issues of their child's education more than those of special school pupils' parents. Higher expectations for pedagogical support in class are expressed.
6. According to the parents' opinion, in special schools pupils are less bullied by other children, a child feels they are equal, they feel safer, fewer suffer from learning in a different way than others, parents hear fewer complaints about their child's difficulties etc. Parents of special school pupils better assess the satisfaction of their child's learning, their communication with teachers and contemporaries and greater possibilities for parents' to communicate with teachers.

Summing up the results of the parents' survey, it may be concluded that parents are basi-

cally satisfied with the types of self-education that the child presently attends and are quite unanimously of a positive opinion on almost all the aspects of (self-) education. The exceptions to this are the formation of work skills and vocational guidance and training. These latter elements are in need of greater input and received a poor assessment contradictory to the satisfaction levels in other fields. However, slightly more than half the parents stated that their children had to change schools in order to receive appropriate teaching. The most frequent reasons for changing school were: due to the child's learning problems; their health condition; the expectations of parents and that the educational environment was more conducive to learning in another school. The most dominant reason for changing school was in order to ensure their child's self-education problems were more appropriately dealt with. According to parental opinions because special schools have more material and human resources they are better prepared to accept children with SEN. They are more able to meet their needs and to encourage and support the social participation of pupils and their families.

In all fields, the difference between services provided for the child and the demand for them was obvious (the difference is statistically significant;  $p < 0.05$ ). The exception only covers the support of a special pedagogue whose demand almost meets the supply. The support from a special pedagogue is assessed as especially needed for children attending both mainstream and special schools.

The parental survey assessed the demand for support from a psychologist as very high but this was not provided.

The research revealed that the voluntary resource of parental support within the school and classroom was not fully used.

The majority of parents assessed the support provided as sufficient and only a few parents wanted additional services for their child and family.

Summing parental opinions about different types of educational provision, it can be stated that the majority of parents are satisfied with the type of educational provision that their children receive. Parents unanimously maintained that their child was educated with regard to their individual needs; they felt safe in school and were able to learn according to their abilities.

There was contradictory evidence relating to the formation of work skills, vocational guidance and training. These were assessed as quite low and contradictory. The opinions of parents varied according to the type of schools their children were educated in. The special schools proved better than mainstream schools in the areas of , after-school education, the formation of work skills and professional. Parents raised problems in the mainstream school with; communication problems related to intolerance by other children (or even pedagogues) towards them, a lack of contact with pedagogues, poor information on their child's education, and a lack of recommendations on how to help child at home. They required more involvement of parents, and that their child's contemporaries should be involved in the self-education of a pupil with special needs in their class. Parents of special school pupils assess the satisfaction of their child's learning to be better in all aspects, such as communication with teachers and contemporaries needs as well as pedagogues' communication with parents.

Research by many other authors and the data of this research shows that parents should be encouraged to become more actively involved in their child's educational environment, to communicate more not only with teachers and other specialists but also with the child's peers. The environment for the child would be enhanced greatly through closer communication between parents and the child's teachers, and with their peers. These changes would help a child with SEN to feel more confident in a mainstream school. However, these research results, emphasise that there is insufficient parental satisfaction with some areas of support and education when compared with other countries.. A review of research carried out in Holland (Boer, Pijl, Minnaert, 2010) shows that the majority of parents of pupils with SEN who attend mainstream schools have a neutral view or think that it is not a good choice for their child. Also, it has been revealed that parents are quite sceptical towards inclusive education for children with behavioural or intellectual disorders. However, it was noticed that parents whose education and social economic status were higher assessed inclusive education more positively than those with lower education and social economic status.

The research results suggest that it would be reasonable to **involve parents more actively and to more clearly regulate their involvement** with the educational environment. Support could

be provided with the development of communication skills not only with teachers and other specialists but also with their child's peers. Closer communication between parents and their child's teachers and peers would help a child with SEN to feel better in the mainstream school.

**Implementation of constructivist methods and models dedicated to** improvement of the situation of **parents' involvement** and collaboration **in practice**. This may be through particular methods and models of collaboration with parents: the application of reflexive expertise, experiences, negotiation, mediation, educational leadership, coordination, animation of leisure and mediation for example. The use of these models and methods would increase the possibilities for parental involvement and social participation. This could be achieved through the assistance of scientists of institutions of higher education, through cooperating with other Lithuanian or other EU countries educational institutions in solving similar dilemmas, through project activities, by methodical collaboration and via counselling networks.

The critical attitude of parents towards some of the aspects of children's (self-) education makes us think not only about the possibilities for parental involvement but also about equality in education. This should be an incentive to spur special and mainstream schools to identify the necessary resources. The lead from special schools in orienting towards the role and functions of resource centres may act as a catalyst in providing favourable conditions for mainstream schools to provide educational support of a higher quality for pupils with SEN.

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