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**THE NEED FOR SUPERVISION IN SOCIAL WORK WITH CHILDREN
WITH EMOTIONAL AND BEHAVIOURAL DISORDERS**

Master’s thesis

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2015

Certification on the Original Authorship of the Master Thesis

I confirm that the submitted master thesis *The Need for supervision in Social Work with Children with Emotional and Behavioural Disorders* is:

1. Performed independently and is not submitted for another course in the current or previous semesters.
2. Was not used in another institute/university in Lithuania and abroad.
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**THE NEED FOR SUPERVISION IN SOCIAL WORK WITH CHILDREN WITH
EMOTIONAL AND BEHAVIOURAL DISORDERS**
The Master's Degree Thesis

Summary

The Master's Thesis presents the theoretical analysis of the need for supervision in social work with children with emotional and behavioural disorders.

The aim: to identify the need for supervision in social work with children with emotional and behavioural disorders through the analysis of internal and external social work parameters. The analysis was carried out by a researcher using qualitative research, semi-structured interview, content and narrative analyses.

The study involved five social workers from Lithuania and one social worker from Ukraine.

The empirical part of the Thesis revealed the need for supervision of both Lithuanian social workers and a Ukrainian social worker, identifying the internal and external professional situation parameters and actualizing application possibilities of supervision. The content analysis of the need for supervision and its application possibilities is based on the above mentioned context.

Key findings of the empirical research:

1. The results analysis highlighted the *internal and external parameters* of professional situation. *Internal:* Social workers, who work with children, have enough knowledge to provide services, constantly update it; both in Lithuania and in Ukraine the participants experience tension, occupational stress, emotional exhaustion. *External:* the survey revealed close colleagues collaboration; no possibilities for participation in supervision due to financial and institutions' internal organizational difficulties; no given priority, lack of collaboration with a manager in unexpected, complicated situations.
2. The contextual analysis highlighted the need for supervision of social workers and its application both in Lithuania and in Ukraine. The data analysis emphasized support expectations, confirmed the need for supervision through the reflection of the social work, expression of collaboration with a manager. The Lithuanian context identified that only few research participants have the opportunity to participate in supervisions, which are neither regular nor systematic. It was attempted to empirically investigate the need for supervision in the Ukrainian context. Due to the limitation of the research sample (one social worker) and social-political situation, the empirical data are presented from a subjective perspective. It

requires further analyses both quantitative and qualitative, including larger quantity of respondents: social workers and managers, in order to get more objective results.

Keywords: Social Work, Need for Supervision, Supervision Possibilities.

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Introduction

Scientific Problem and Relevance of the Study

The increasing social problems facing modern society are: the growth of social differentiation, social injustice, poverty, unemployment, racial segregation, migration-related problems both for an individual, family and community. The development of a response to these multidimensional problems in social work is not limited to crisis intervention, yet a preventive work is increasingly emphasized, assistance to socially vulnerable persons providing conditions for self-learning to solve problems. Kolbergytė, Indrašienė (2012) state that a top role accomplished by a social worker is: to create conditions for a person (family) to develop or strengthen the abilities and possibilities to solve social problems, maintain social relations with the society, as well as to help overcome social exclusion.

According to Dominelli (2004), societal changes are becoming a challenge to a social work profession. Social workers observe modified social reality, identify a new social work client. As a social care system, legal base and conventional working methods do not conform to modify professional state, it is essential to restructure the system, to perform functional, procedural and valuable changes.

Dirgelienė (2013) predicates that the complexity of client's problems, multidimensional empowerment process, profession novelty and social status, public culture etc. are reflected in the Lithuanian socio-cultural context. Social work falls in a risk occupational group; the search of new and innovative occupational support ways for the occupational stress prevention is being carried out. One of the ways – Supervision, professional relationship counselling. According to Dirgelienė, Kiaunytė (2005), the experience of social work in Lithuania has revealed that social workers often experience occupational stress and occupational burnout which is caused by a long-term involvement in situations that are emotionally demanding or disbelief and low professional efficacy. Bitinas (2000) notices that the solution of inappropriate-mannered children problems demands a lot of efforts and energy from a social worker. How to maintain the positive behaviour of children who live in unfavourable conditions, and how to overcome the negative social factors influence prevalent in children, are relevant issues. This context highlights the complicated, constantly changing communication and interaction between a social worker and a client. Social work complexity is demonstrated by the necessity of theoretical and practical reflections, dynamic professional competency requirements of a social worker which are determined by changes in

society. The factors identified require to constantly reflecting professional practice, there is the need for supervision.

Supervision defined in legislation of Lithuania as mutual care and support of social workers' professional activity, which aims to encourage and assist for social workers evaluate their professional activities, provide directions of performance improvement, and increase competence. All these components have presupposed many scientific researches in both abroad and Lithuania: Kadushin (1976), Brown, Bourne (1996) et al. analyse the need for supervision in social work; Kavaliauskienė (2005), Švedaitė (2006), Prakapas (2007) - the particularities of social workers' professional activity; Kiaunytė (2008) - application possibilities of supervision; Kiaunytė, Dirgėlienė, Ruškus, Večkienė (2010), Kiaunytė, Večkienė (2011) et al. - social workers' need for supervision application; the recent Слoзaнськa's (2014) research of supervision, its basic methods and principals in social work in Ukraine; Liobikienė, Ivanauskienė (2010) demonstrate the issues of occupational stress, children's behavioral problems and emotional support in their research on supervision in child care home; Kiaunytė, Dirgėlienė, Ruškus, Večkienė (2010) assert that there is still a lack of studies that analyse the social workers' professional competence development based on the supervision aspect. Not enough researches are carried out in Lithuania on the analysis of social worker's professional competence based on the management aspect in constantly changing professional situation, which could approve the following: intervention methods to promote change, the argument of supervision as an effective innovation in social work.

A significant number of Lithuanian studies investigate the needs and problems of social risk groups, the particularity of social workers' professional activity, social work education organization (Jurkuvienė 2003, Urbonienė 2005). However, there is still a lack of studies which analyse the need for supervision in social work with children with emotional and behavioural disorders in child day-care centres.

Scientific Problem is specified by the following Research Questions: what are the internal and external social parameters determining the need for supervision in social work with children with emotional and behavioural disorders? How are the possibilities to apply supervision in social work with children conceptualized?

Research Objective – the need for supervision in social work with children with emotional and behavioral disorders.

Aims of Research: to reveal the need for application of supervision in social work with children with emotional and behavioural disorders, analysing internal and external social work parameters.

Research Tasks:

1. To analyse the theoretical professionalization concept of social work in the supervision context, investigate the legislation regulating social services, social workers' activities in Lithuania and Ukraine.
2. To reveal internal and external professional situation parameters, provided by scientific literature, actualizing the need for supervision in social work with children with emotional and behavioural disorders in child day care centre.
3. To identify and analyse the internal and external professional situation parameters actualizing the application possibilities of supervision in social work with children with emotional and behavioural disorders in child day-care centers both in Lithuania and in Ukraine.
4. To perform a contextual results analysis in order to reveal the need for supervision of social workers, who work with children with emotional and behavioural disorders in child day care center and the application of supervision possibilities in different contexts (both in Lithuania and in Ukraine).

Research Methods and Methodology. Conception based on *system theory* is fundamental in the methodological research, it leads to the importance of the social worker and client relationship development in the social problem-solving process, the complex approach to human functioning, cognition of separate systems and the link disclosure. The research results are clarified and interpreted in accordance with *hermeneutic paradigm - qualitative research methodological basis*.

The accomplished analyses and interviews that reveal the need for supervision in social work with children with emotional and behavioural disorders are: the analysis of scientific literature; the semi-structured interview composed after the operationalization of research objective; the qualitative content analysis; the narrative semi-structured interview approach to obtain data in Ukraine; the collected data during the semi-structured interview is divided into meaningful elements, the meaningful elements are divided into categories; the research results analysis of the need for supervision in social work with children with emotional and behavioural disorders in child day-care centers both in Lithuania and in Ukraine.

Research Participants. The research is accomplished during the period 2014 09 20 - 2015 04 30. Research sample followed combining two sampling methods: *criterion* and *convenient*. The paper presents and analyses the five social workers, working with children with emotional and

behavioural disorders in child day-care centers in Lithuania, and one social worker from Ukraine working with children. As well in education (all have a social worker education), in working in child day care center with children with emotional and behavioural disorders in child day care center.

Key Concepts

Behavioural and emotional disorders - According to the International Classification of Diseases (ICD 10, 2014), emotional and behavioural disorders that begin in childhood and adolescence (F90) - a group of disorders characterized by early onset (usually within the first five years of life), the lack of the ability to engage in activities requiring cognitive functions, propensity to completion of one activity to engage in other, and disorganized, difficult to control and excessive activity.

Burnout - a mental exhaustion, emotional burnout, emotional exhaustion, mental burnout, occupational fatigue, it's not a short-term or quickly able to pass state and lengthy response to constant emotional and interpersonal stressors at work (Maslach, 2003).

Disability - not only human physical, intellectual or mental changes, but also stereotypes, social image and social interaction result. So disability becomes the object of physiology attention i.e. psychology (personality) and sociology (public relations) aspects. The conditions in which disabled persons appear are discussed in view of the historical and cultural context. Psychosocial approach defines disability as the interaction between a person and his or her environment (family, educational institutions, social conditions). The main factor of disabled person integration is the society approach to them and to the quality and quantity ratio of social structures determining integration. (Ruškus, 2002)

Hermeneutics - (Gr. Hermeneutics, hermeneuo - "explain"): 1. Philology branch investigates writings monuments, explaining them in terms of internal and establishing a true, correct version of the text; 2. Cultural and social research methodology; 3. Philosophies understanding treats as fundamental human and social existence feature (Dictionary of International Words, 2015).

Reflection - (Lat. Reflexio - "bent back", "conversion"): 1. Deep reverie, reasoning based on analysis of something; 2. The idea, which originated in mind when considering; 3. Philosophical knowledge, the object of which is the subject of self-cognition (Dictionary of International Words, 2015).

Supervision - it is a professional relationship counselling, encouraging employee, group, team to assess professional activity and foresee the areas of improvement in order to develop the competence of employees and increase the efficiency of the organization (Association of National Organisations for Supervision in Europe, qt. Kiaunytė, 2008).

Final Paper Structure

A summary in both Lithuanian and in English, an introduction, two chapters, conclusions, recommendations, references (135 sources), an annexes. The research data is illustrated by 5 tables. The annexes include: the operationalization of the research objective, an interview questionnaire, Initial Categorization Analysis of the Application. The volume of the paper 74 pages.

I. THE NEED FOR THE SUPERVISION IN SOCIAL WORK WITH CHILDREN WITH EMOTIONAL OR BEHAVIOURAL DISORDERS

1.1. Theoretical Concept of the Professionalization of the Social Work in Supervision Context

Emerging social work system, according to Kiaunytė (2008), as well as other public systems, inevitably faces a dynamic and changing environment, and competitive, economic, technological, social, political forces which promote changes. Changes are the norm of contemporary organizational system. The changes experience becomes a professional challenge for social workers, requiring maintain emotional balance, a change in perception, to acquire new professional skills. According to Kavaliauskienė (2010), Vaičekauskaitė (2013), the professionalization marks the professional path, which forms its social status, identity and ethical principles, professional training system, organizational knowledge, research objective and methodology. Professionalization is a continuous process of becoming, which constantly reflects a new experience, new societal challenges. At the beginning of twenty-first century social work professionalization causes the need for public information and technological challenges. The technological progress created real preconditions and actualized knowledge management in the field of social work. In terms of Kornbeck (2011), Weiss-Gal, Welbourne (2008), social work professionalization is determined by the socio-cultural context. An important part of the professionalization of social work is the knowledge base and its potential. Payne (2001) emphasizes that the base of social work knowledge, based on researches, is an essential factor of professional identity and status. LeCroy (2010) notes that a critical notion discourse is important for knowledge development. According to Kiaunytė, Ruškus (2010), inevitably there is a tension field and there is a conflict situation among persons relatively representing different groups in professional, subordinate, peer social work relationships. The totality of circumstances of these situations which include occupational events and psychological, social consequences, helps acquire actual experience with emerging dilemmas or interpersonal interaction among participants. According to Kavaliauskienė (2010), social work is not a new social phenomenon, but its professionalization remains intense in Lithuania.

Social work profession uniqueness implies that it is a social profession, the object of which is the human being - an individual, a family, a group of people who have difficulties or problems that need to be addressed. A social worker must feel the public welfare, social inclusion, and the pulse of sustainable conditions for human and environment functioning, and provide social

assistance, responding clients (users) needs in failure of the pulse. Social workers' professional situations can be described as challenging, changing and contradictory. Difficulties in social work, communication, thinking, rising internal tension encourage reflection, the quest to solve problems, explain the behaviour of professional conflicts. Kiaunytė, Ruškus, (2010) note that dissatisfied customer expectations, influence professional tension between the client, the social worker and the authority, which represents the public interest. Present social work profession level of development, increasing professionalization of activities also promote greater access to the profession structure and contents in Lithuania. In most cases, any interpretation, as well as the definition of a social work as the professional activity which enables individuals, families, communities and the public to deal with the relations between, and social problems, encouraging social change by improving the quality of life and strengthening solidarity and social justice, two aspects are distinguished: the objective and subjective (Jovaiša, 2009; Laužackas, 2005) or social and individual Kavaliauskienė (2011). According to Laužackas (2005), an objective aspect defines profession as a social phenomenon, a social type of activity. An individual applies knowledge, skills and abilities working in certain activity fields. It is qualified and socially meaningful human activity in a particular area of public life. Hawkins, Shohet (2006) note that the objective profession aspects and its contents are associated with professional features, requirements, conditions. Recently, the dominant focus of social work is more than just assigned to this external - objective, visible part of profession which elements of practical-technical activity are obvious and rational. Hawkins, Shohet (2006) assert that objective and formal criteria of professionalism often overshadows the subjective side of the profession. Often overlooked, the quality of social work is strongly influenced by a person working in this job. The human aspect - a professional activity subject, a social worker is a very important factor in professional activities. In general, the personality, as a professional subject is recognized, but there is still not enough emphasis on relations of personality and professional activity which is an essential human characteristic, its existence and self-expression clause. Therefore, one of the main professional activity subjects becomes Supervision.

Supervision - the development of professional competencies is a new phenomenon in Lithuania, but abroad Supervision as a professional activity is known and applied for more than 50 years. Kiaunytė, Dirgėlienė, Ruškus, Veckienė (2010) note that the Supervision can be considered as social work quality assurance function and is socio-cultural caused. According to Dirgėlienė, Kiaunytė (2005), Supervision is used as the auxiliary tool making process and reflection. Supervision helps to understand the professional role (function) multi-functionality and consciously to accomplish; it reveals the frozen relations models. Kiaunytė, Dirgėlienė, Ruškus,

Večkienė (2010) notice that Supervision can effectively contribute to evaluation of social work as a new professional operation, and to development of quality social practice and professionalization.

Weigand (2010) on the basis of European Supervisors Associations provisions ANSE (Association of National Organizations for Supervision in Europe), stresses that Supervision is a professional relationship counselling, encouraging and helping employees, groups, organizations evaluate their professional activities, to provide direction to improve their operations in order to increase the employee's competence and performance efficiency. One of the objectives of supervision - occupational stress, professional fatigue and stress prevention. Kadushin (1992) defines supervision as a work model, in which one person is given the power (authority) to oversee and coordinate the work of others, to assess the effectiveness of their work. Supervision is characterized by an integrated approach and integrates different areas: management, educational science, psychology knowledge, this leads to the versatility of this method.

Jansen (2010) states that Supervision is a consulting professional practice, this form of counseling, characterized by a variety of methods: approaches to the profession and the supervisor role in the consultation process, contract conditions and settings, different management of the relation between the structure and personal conditions. The empirical justification of social worker occupation provides the opportunity to model the need for supervision; modelling supervision interventions of individual group, team and manager, the professional stress aspect is revealed. Kozlovas (2007) predicates that one of the objectives of supervision of occupational stress is occupational burnout prevention.

Dirgėlienė (2013) states that the development of supervision, as a professional relationship counseling concept in Lithuania, Supervision is recognized as a professional activity, Supervisor - as a professional occupational relationship consultant. The new version (2015) of *professional qualification development Procedure (2010) of social workers and social worker assistants* indicates that Supervision - is a professional counselling in order to improve professional competence of social work employees and social organizations, institutions activities (2015, no. A1-75).

The substantive provisions governing the practice of supervision is based on the concept of Munster Academy ANSE (Association of National Organisations for Supervision in Europe in 2014) as well as supervision practitioners and academics insights (Tsui, 2005; Jansen, 2000, 2002; Hawkins, Shohet, 2000; Buehr, 1999). According to Petrauskienė, Raudeliūnaitė (2012) reflective practice is based on the real situations that supervised social workers experience in their professional activity. Abromaitienė (2010) notices that during Supervision professional situations

are being analyzed from different perspectives (relations, organizations, occupational field dynamics). The Supervision purpose – to help a supervised social employee to perceive own problem from different perspectives.

Jansen (2010) notes that supervision focuses on occupational situations, their structural or institutional preconditions and in these situations mediated human interaction. In this context, people are seen as role-performers. In professional dynamics case, the relationship between a person and a person's professional role is often associated with internal and external conflicts. According to Jansen (2010) unresolved conflicts become a challenge both for an individual and a social worker. Scaife (2001) argues that the Supervision helps to understand the multi-functioning of professional role (functions) and consciously perform it. It reveals the frozen relations models not suitable for the current professional situation. Supervision is a reflection of its professional activities, allowing being oriented when a person experiences a lot of different roles, without sacrificing personal integrity. According to Jansen (2010) Supervision is a strategic consultancy, which aims to help expand the boundaries of dysfunctional roles, associate own and others' roles and realize personal skills and competencies necessary for a role. Scaife (2001) identifies the primary task of supervision - to ensure a client's well-being and promote the development of supervised practical work. For this objective Kadushin (1976) identifies three main supervision in social work functions: training, supportive and administrative. The aim of supervision, according to Dirgėlienė, Kiaunytė (2005), is to broaden the internal and external abilities to conceive professional environment and structure in order: to improve supervised employee's work; to discover opportunities of new professional activity; to improve work quality and increase professionalism. Supervision methods are applicable to complex analysis of social work process encouraging different work status employees to evaluate the external integration possibilities of organizations facing changes.

In summary, the important part of the professionalization of social work is a knowledge base which is based on research, it is qualified, socially meaningful human activity in a particular area of public life. Social work profession is a social phenomenon, social activities, which in the context of a person adapts the knowledge, skills and abilities while working in a particular field. Supervision - like social work quality assurance function is used as an auxiliary instrument of formation of social work professionalization and reflection. Supervision helps to understand the professional role (functions) and deliberately to perform, supervision can effectively contribute to the social work evaluation and to the development of social work quality practice and professionalization.

1.2. Analysis of Social Services and the Legislation of Social Work Organization, Regulating Social Work both in Lithuania and in Ukraine

Public-social activity is a complex phenomenon consisted of many elements and their relationship, which interacting form systems and the relationships between them. As Vaičekauskienė (2009) it is the individual parts of the compound, systematic and regular layout, arrangement, organization which describe the concept of the system. Features of the system are characteristic of social work which is the instrument of public-social activity. The characteristic use of systems theory in social work leads to the importance of relationship development between client and social worker in social problem-solving process, interaction analysis application, an integrated approach to human functioning entrenchment, and the knowledge of individual systems and their relationship disclosure. Social work theorists' application of systems theory principles and methods develops a social systems theory in social work activity, which continues to develop in social work process. According to Vaičekauskienė (2009), this process based on a basis of systematic principle method, is formed by the social systems theory and one of the most important social problem-solving model - a systematic analysis, a complex thought expands the traditional principles of logic. Based on ideas of systems theory (Pincus, Minah, 1973; Payne, 1991), social work structures as the elements can be seen unproblematic, but their interaction can be perceived as a problem. As Dirgėlienė, Kiaunytė (2005) state, it is possible to emphasize the importance of communication of system elements and perception. The fields of social tensions in Lithuania such as: demographic processes and relations, ethnocultural, moral, economic, political, legal, religious, organizational relationships affect the social work process, which is closely linked to the development of social services.

According to Žalimienė (2003), social service is a social work organization in a particular institution, the community with certain client groups in Lithuania; social work equals social services. In accordance with the object and purpose of the aid both social work and social services are the same thing. Objective of aid - to restore and help maintain personal relations with the public, when he or she is unable to do so. The subjects of aid are: an individual, family, community. Motiečienė (2012) notes that the service is responding a client's needs and a client has a right to participate. In any case, the client's attitude, desire for changes and social services should be directed to the client's situation, the need for the service. The implementation of social services is perceived as a social assistance for a recipient by the service provider in order to solve the social concerns in accordance with principles of social services and implementation. Motiečienė (2012)

mentions one of the principles - an active involvement of social services recipients in the decision-making process. The social services have become emancipated and legally regulated.

According to Bitinas, Guogis, Migun, Važgytė (2010), social work activity process is caused by the laws and regulations, whose organization and provision became a topical subject after Lithuania regained its independence and has remained relevant to this day. Both the social work and social services are the welfare share of the country, and help the society solve social problems. The rapidly changing social and economic environment of society, as well as a globalization, public sector cost reduction, economic change stimulate a search for optimal and efficient social services administration methods.

Many Central and Eastern European countries, including Ukraine are going through transitional difficulties. Complex and socially painful social and economic transformations force these countries to seek different effective paths to social policy. *The Ukrainian Social Services Act* (2003 06 19, No. 966-IV) defines social services as a complex of legal, economic, psychological, educational, medical and rehabilitation services directed to different social groups, individuals, who for some reason find themselves in difficult social situations, in need of help to improve the quality of life, social adaptation, to return to a fully-fledged life. A large part of social services in Ukraine belongs to private organizations and institutions. On the other hand, Тищенко (2013) says that there is no developed system of social services that are designed to efficiently meet the needs of society in Ukraine. Imperfect social service system does not allow in a proper way to deliver effective social protection to those who need help in case of difficult life situations. Over the last ten years in Ukraine, there have been adopted more than twenty laws that determine state guarantees for social assistance to the society members in socially disadvantaged circumstances. On the other hand, there were not developed any of the legal-normative framework and guarantee for social service quality assessment. The existing Public Social Services Act (2003) mainly focuses on fixed social services. In order to have a proper functional social service system, there must be comprehensive reform of the legal mechanism of social services in the country Тищенко (2013).

Meanwhile in Lithuania, social services mean public legal obligations to provide assistance, within the principles of efficiency and rationality of the institution Žalimienė (2003). *The Republic of Lithuania Social Services Act* (2006), Section 1, Recast (2015), states that this law defines the concept of social services, objectives and types, regulates social services management, allocation and provision, the licensing and financing of social care institutions, payment for social services and disputes relating to social services case. Kriauzaitė (2007) asserts that in the broad sense, social services are treated as public services, covering various spheres of human life, such

as education, culture, personal and property protection, health protection, transport, household and other services. Based on a narrow conception of social services, they are treated as an aid to the weak society. In the Republic of Lithuania Social Services Act (2006) Section 3 the concept of social services and goals are presented as helping a person (family) who because of age, disability or social problems, is (are) partially or fully unable, does (do) not have or has (have) lost ability or possibilities to take care individually of his personal (family) life and participate in public life. The purpose of social services is to create conditions for a person (family) to develop or strengthen the ability and possibilities to deal with own social problems, maintain social ties with the public, as well as help overcome social exclusion.

Ukrainian Social Services Act 2003, a recast of the Law No. XVI. 4523-VI, 4523-17, approved in 2012 03 15, Section 2 of the mentioned Law also distinguishes social services basic principles: assist individuals in difficult life circumstances, when an individual cannot independently overcome them because of the lack of resources and opportunities; to prevent the emergence of complex life circumstances; to create conditions for the individual to solve problems independently. Meanwhile in Lithuania, according to Žalimienė (2003), the social services are broader spectrum, provided to prevent the individual, family, community social problems arise, as well as the public social security. Social service system should ensure effective operation of social services and social workers in order to meet client's expectations, and the final result should be the client's ability to take care of himself (herself) and voluntarily participate in planning, organizing and providing social services and decision-making.

Social work with children with emotional and behavioural disorders is regulated by this additional legislation, which is designed to ensure a child's welfare. *The Republic of Lithuania to ensure Child Welfare, State Policy strategy and its implementation plan for 2005-2012* and *Child Welfare system reorganization strategy and its implementation plan for 2007-2012 continuation*, the Republic of Lithuania Ministry of Social Security and Labour approved *Child Welfare program for 2013-2018*, taking into account a child's interests and needs. The program aim - to create conditions for a child to grow in biological family by developing preventive and complex services for a child and family, in line with the best interests of a child and the need to grow up in a family environment or an environment close to the family, to properly prepare for an independent life in the family and in society. The program aims to develop service accessibility for a child and a family by reducing poverty and social exclusion, with particular emphasis on early prevention and intervention in the development of outpatient services for children and families, aiming to reduce the number of children growing in social risk families and deprived of parental care. Social services to disabled child with emotional and behaviours disorders are

provided by creating conditions to live in his (her) family, to grow in a healthy and safe environment and to receive assistance, in line with the provision of education, health care and special aids. This should help a child to form independent living skills, maintain and enhance social relationships with family, relatives and society (Child Welfare 2013-2018 Program, 2012).

Meanwhile, *the Ukrainian National strategy regarding the prevention of child neglect* until 2020, is annexed by *the State Family Support Program 2016*, in order to implement social work (social services, social support) with families, children and the youth, which was approved by the Cabinet of Ministers of Ukraine in 2013 05 15 accordance with the Order No. 341: identification of families, children and youth living in difficult circumstances, including elder disabled individuals, other vulnerable groups in need of social support and providing them with social services. Social work professionals' object/subject - families with children; social professionals' functions -identification of families that require social support, family and child's living conditions assessment, family needs planning, social work methods definition.

Social work practice is revealed through the discourses of social services and specific context of social work practice with a family. Motiečienė (2012), Healy (2005) asserts that this social work practice is mainly characterized by the sociological discourse, when professional social workers respond to client's rights, needs, expectations. Such a response is a priority goal for modern social work.

In summary, it can be stated that services are an integral part of the state welfare which helps the public solve social problems. Economic changes promote the search for optimal and effective ways of social services management; social services seek to prevent social problems formation, to maintain public social security. Social workers object in Ukraine is families with children; social workers function is to identify the families in need for social assistance; to assess the living conditions in families, to plan family needs; to define social work methods.

1.3. Analysis of the Legislation Regulating the Operational Criteria of Social Workers both in Lithuania and in Ukraine

Critical thinking and working social worker seeks to increase client's awareness and helps to identify reason for problems, see the reason for the problems, which are not concerned with client's personality, but with the wrong social structures (Motiečienė, 2012).

Social work is a profession which promotes changes and intervention of human interactions. International social work definition states: "Social work profession promotes social change, human relations decision, provides opportunities and assistance to improve lives. On the basis of

human behaviours and social systems theories, social work helps people to interact with their environment. Human rights and social justice principles are the basis for social work "(International Federation of Social Workers (IFSW, 2000, p. 12).

Social worker and social work assistant Training Procedure and social worker Attestation Procedure Description (2006), Article 4 defines social work as a professional social worker and social worker assistants activities directed to improve relationship between people and their environment in order to strengthen opportunities of individual or community adaptation to environment and help to integrate into society. Social work can be seen as a social activity “performance tool”, as a basic aid organization form in modern state Doloff, Feldstein, Skolnik (Qte. Žalimienė, 2003). *Social worker and social work assistant Training Procedure and social worker Attestation Procedure Description* (5 April, 2006, No. A1-92) approved by the Republic of Lithuania Social Security and Labour Minister states that social worker is a professional whose work purpose - to develop human ability to adapt to the environment, foster relations with the community helping an individual to integrate into society and promoting complete human social functioning. Recast, 13 February, 2015, No. A1-75, Section IV, of the above mentioned Description defines: social worker training procedure is performed not only in the form of lectures, seminars, workshops, professional practices, but also participation in the supervision process.

Meanwhile in Ukraine, *the Order No.5 of the Ministry of Social Policy of Ukraine* signed in January 5, 2015, approves the Supervision Guidelines for social services. The Guidelines provide social services general principles recommended to be used to ensure the quality of social services, the implementation of social services priorities. These methodical recommendations are used for supervision of social workers in social assistance departments in order to avoid occupational burnout, for analysis of occupational difficulties, ethical norms control, emotional support. These guidelines define that Supervision can be used to ensure the effective execution of duties and tasks and professional prevention, to protect social worker from emotional exhaustion, for professional skills development. The guidelines recommend Social Services manager to be assigned as a Supervisor. Meanwhile in Lithuania, supervisions can be carried out by a social worker who has completed special training in supervision of social work training institution and has a higher qualification category than a person being supervised. These social worker and social worker assistant qualification requirements are provided in *the Law Act of social workers and social worker assistant Training Procedure and social worker Attestation Procedure Descriptions of the Approval* 17 November, 2008, No. A1-370. The above-mentioned Act of 17 November, 2008 was adjusted for supervision execution point stating that supervision can be exercised by a specialist

who has completed special training and has document attesting (Žin. 2008, Nr. 134-5219). In Lithuania, in accordance with the professional development requirements section IV, ch.7.3 professional development forms are indicated in the participation in the process of supervision. Meanwhile supervision in Ukraine is recommendatory, Supervisor appointed manager of institution (Ministry for Social Policy of Ukraine Order of the supervision guidelines for approval, 2015).

Lithuanian social workers and social worker assistant Training Procedure and social worker Attestation Procedure Descriptions of the Approval (2006) notes that social work promotes social change in society and allow individuals, communities participate in solving their social problems by increasing own responsibility and without prejudice to human dignity. Naturally, just laws or projects are not enough to implement social services, humans are needed - professionals, social workers, who in their direct work solve complex social and other problems (Kavaliauskienė, Balčiūnaitė, 2014).

In summary, it can be stated that social work is profession promoting changes and human interactions, encourages social change, human relations decision, provides opportunities and assistance to improve individual life. The forms of social worker training procedures in Lithuania are not the only lectures, seminars, workshops, professional practices, but also participation in the supervision process. Social work basis in Ukraine - human rights and social justice. For occupational burnout prevention supervision guidelines are approved for: occupational difficulties analysis, ethical norms control, emotional support, social care services execution. The Guidelines provide general principles of social services, which are recommended to be used to ensure the social service quality and priorities implementation of social care institutions.

1.4. Features of Social Work Process Determining the Need for Supervision in Social Work with Children with Emotional and Behavioural Disorders

Social workers' relationship with the different systems can be dynamic and professional activities are a complex process, which is created by social workers and clients in intensively changing environmental conditions from communication to conflict (Dirgėlienė, Kiaunytė, 2005). Social worker's occupational problem was studied in different aspects: Kavaliauskienė (2005) analyzed evolution of social work as a profession helping individual; stress risk and support expectations, development of theory and practice - (Dirgėlienė, 2008a, 2008b; Dirgėlienė, Večkienė, 2009); changes in social work process and conflict resolution strategies - (Kiaunytė, 2008); trends of social work change was analyzed by (Večkienė, Povilaikaitė, 2005); prospect of

consulting application in social work and studies - (Dirgėlienė, Kiaunytė 2005, Naujanienė, 2008). Kavaliauskienė (2008) notes that it is often forgotten that the social work quality, process are influenced by those who are working in provision or organization fields of social services i.e. social workers - social work entities. Social work process has an important social, practical value and is considered to be more practical - moral than rational - technical activity, therefore human dimension - a social worker as a professional entity becomes a very important factor in this profession.

In international word dictionary (Vaitkevičiūtė, 2001, p. 795) the term process (Lat. Processus "an advance") is defined as successive actions related to causal states, changes. Dirgėlienė, Kiaunytė (2005) predicate that from the perspective of social work position, a process intended to describe purposeful movement toward a particular outcome in stages over time. Social work process is cyclical, which means that in a certain phase there is a possible return to the previous one, but that does not mean a return to the same state. Process determines participants change in social work. Social work is a very complex and difficult practical activity. Social workers in demanding interactional relationships with clients, their environment and other institutions experiencing emotional, physical and psychological overload. Environmental pressures and internal discomfort cause stress, anxiety. Bičkutė, Liobikienė (2011) note that facing a higher risk families and children, solving their disputes, social workers suffer from psychological strain, stress, aggression, and sometimes even violence. All these factors affect the social work process. Social work quality depends on occupational stress. According to Bičkutė, Liobikienė (2011) social workers are faced with a complex stress effects coming from both professional and personal fields, and support as a counterweight to stressors can be both direct and indirect operating internally and externally, which can be provided by professionals (supervisors, psychologists, psychotherapists). Also, each person can have own personal security system - natural environment. However, if the support system is not working, there is a reaction to stress. That social work is a profession that is characterized by the risk of violent aggressive behaviours of clients' indicates Resolution No.999, adopted by Lithuanian Government in September, 2007, which includes social work in the list of hazardous work. Dirgėlienė, Kiaunytė (2005) emphasize that social work process core is that social work as a profession is effected not only by stress, violence, and any changes that take place in society, in political and in economic, and social life. Perspectives of social environment, social workers professionalism, professional and client's problem-solving may vary, depending on the time, social conditions, cultural base. Social work, based on the postmodern point of view (Chambon, Irving, 1994; Howe, 1994; Leonard, 1997), can be understood as a complex activity, which changes according to the social work of stakeholders -

employees, clients and context. Dirgėlienė, Kiaunytė (2005) state that theory of social work responds, legitimizes and justifies what is happening in the social practice process. According to Pivorienė, Abeciūnaitė (2010), social work as a profession tasks and client problems specificity requires a complex intervention and high professional qualifications. There are two main methods of direct intervention in present Lithuania - individual and group, applicable to social work directly with clients. These methods are applied to working with children with emotional and behavioural disorders. Lithuanian legislation improvement, established social work positions, setting up of civil society representing non-governmental organizations that are successfully addressing children with emotional and behavioural disorders problems. According to Dromantiene (2003), being more flexible, cheaper, more mobile often proves that there is an equal partner, providing the public with a range of social services and strengthening the social work process. Lazutka (2004) notes that social workers, despite various financing mechanisms of outstanding cooperation, find new ways to try to help children with emotional and behavioural disorders to successfully integrate into society and become its full members.

Dirgėlienė, Kiaunytė (2005) assert that social work in every society is being formed in their own way, because of the different public culture essentials (traditions, customs, religion), economic development, and this leads to social work practice are necessary and being applied specific methods of social work; on the other hand, it can be said that society is not static, it economically and culturally grow and evolve, and is mobile. Often several changes are in action at the same time. According to Kiaunytė, Večkienė (2011), both organizations and employees are constantly linked to processes of experiencing change and transition to these processes, when apparently confront with the individual and organizational resistance manifestations. More and more attention is paid to the study of the phenomenon of human life in order to know the client's world (Švedaitė-Sakalauskė, 2010; Wagner, 2010).

Kavaliauskienė (2008) explains social worker becomes a key tool for social work process and support systems in society that has a complex social problems and a wide range of human needs. Social workers work with the most vulnerable people - children, often deal with a formidable, complex, sharp and long-term problems. Social work process and employee's efforts are directed to deal with individual and collective integrity problems of children with emotional and behavioural disorders, and of individual and to strengthen their abilities to overcome difficult situations in which they find themselves. According to Rekertienė (2001), binding and strengthening close and friendly relationships with a child, allows a better understanding of the child. A child experiencing difficulties, in high-level individual relationship with an adult (social worker, social pedagogue, psychologist, etc.), who developed a relationship of trust, may feel

steady, consistent, positive and unconditional acceptance. A social work group method helps child acquire the skills that are necessary for adapting the environment and integrating in society. Social group work is efficient in interpersonal learning, developing effective communication and conflict resolution skills, it is especially relevant to children with emotional and behavioral disorders. Other advantages of this group are: learning new manners of behavior, understanding changes in relationships with self and others. It is likely that organizations working with children and for children under balanced individual and group practice methods form a model for work with a child, in full satisfaction of the child with emotional and behavioral disorders. Dirgėlienė, Kiaunytė (2005) argue that social workers activities are formed depending on what kind of changes are going on in society, because they organize their activities to respond to society's expectations. Social work is a common social activity network. Social context creates and influences social workers and their activities and partly constructs social work theory, which reflects the social practical activities, and occupational stress is already analysed in context of supervision perspectives.

In the case of professional dynamics, as Jensen (2010) asserts, the relationship between a person and his professional role is often associated with internal and external conflicts. Unresolved conflicts become a problem and costly for both the individual and the institution missing successful role at the end.

Summarizing, social work process has an important social, practical value and is considered to be more practical - moral than rational - technical activity, and human dimension - a social worker, becomes a very important factor in this process of social work activities. Faced with high risk families and children, solving their disputes, social workers suffer from stress, psychological strain, aggression, and sometimes even violence. All these factors affect the social work process. Social work process and the employee's efforts are directed to deal with individual and collective integrity problems of children with emotional and behavioural disorders, and to strengthen their capacity to cope with difficult situations. Social workers' activities are formed depending on what kind of changes are going on in society because they organize social work to respond to society's expectations.

1.5. Internal and External Social Work Parameters Determining the Need for Supervision in Social Work

Social work complexity, practice changes analysed by Ferguson (2008), reveal the dynamic concept of social work when practice described by perspective of incurred opportunities and risks

of social service users and professionals. Lazutka, Skučienė, Žalimienė, Vareikytė, Kazakeviciute (2008) note that the social workers work in constantly changing social, political and cultural environment, in contact with different social status people with social behaviours and mental disorders. According to Kiaunytė (2008), constant exposure to negative life events, contingent labour performance criteria, a large number of clients, overtime, and low wages affect the motivation of social workers. For these reasons, the symptoms of occupational stress and occupational burnout might appear such as: depression, fatigue, feeling of failure or complete loss of motivation. These negative phenomena come out by the deterioration of client service quality, increased staff turnover in social institutions (Social Work: professional introduction, 2004).

According to Bakanauskienė, Bendaravičienė, Krikštolaitis (2010), factors influencing satisfaction or dissatisfaction with the work fall into two groups: internal and external.

External social work parameters are related to the working environment and affect workers' dissatisfaction with the work (leadership, organization policy, working conditions, salary, relationships with colleagues and managers, status and safety). Dirgėlienė (2010) also analyses the external factors (working conditions, professional relationships with managers, colleagues and clients, conflict interferences), which social workers confront in different fields of social work. People and events constantly surrounded by the changes that are constructed differently depending on the cultural or organizational context. Social workers face exactly these external difficult circumstances in certain organizational contexts resolving client and environmental relations. According to Galuke (2002), it is difficult to precisely define social worker's activity field, mark out any one or more of work methods, because each client's case is unique and exclusive. It is not easy to identify and standardize social worker's professional competencies. Another specific social work feature - this job is highly dependent on state social policies, public financing and administrative, i.e. bureaucratic apparatus. On authors' Harrison (2005), Gvaldaitė, Svedaite (2005) opinions, this is due to the low social work evaluation in society. Social worker, faced with insufficient assessment of a society incurs the negative experiences.

Internal social work parameters as Bakanauskienė, Bendaravičienė, Krikštolaitis (2010) assert, affect job satisfaction (recognition, personal achievements, development opportunities, degree of responsibility). Kiaunytė, Dirgėlienė, Ruškus, Večkienė (2010) also identify internal occupational situation parameters of social workers such as: personality characteristics, lack of competence, stress, professional and personal identity conflicts. Kiaunytė, Puidokienė (2011) argue that in social work as well as in other similar professional fields requiring high physical, emotional, psychological and spiritual resources, excessive involvement in activities exposes to a variety of both personal and professional challenges. The potential of occupational burnout, loss of

self, spiritual or psychological vulnerability, exhaustion, fatigue, in addition, this work requires considerable time cost, flexibility, creativity, enthusiasm and motivation.

The expressions of occupational burnout syndrome phenomena, such as: occupational stress, tension, excessive workload and responsibilities, role conflicts, disagreements with colleagues, fatigue, exhaustion became the objects of interest just a few decades ago. The studies on work-related stress and occupational burnout syndrome carried out in Europe, revealed that 28% of employees experienced occupational stress, and 23% of workers had already experienced the occupational burnout syndrome (Jenaro, Flores Arias, 2007). The growth in work-life rhythm intensifies occupational burnout problem in our country. The research reveals both situational and individual factors in connection with the occupational burnout syndrome dimensions: emotional exhaustion, depersonalization and weak personal accomplishment.

According to Kiaunytė, Ruškus (2010), professional approach to relationship between social workers (peer or subordinate) and their relationship with clients (professional) imply common objectives, based on intersubjectivity and is basically focused on co-operation rather than conflict. Liobikienė (2006) states that in this process there is tension between the personal and professional identity, as well as interaction of personal, professional and social experience which is the basis of a social worker competence, in crisis intervention case. Social work seeks harmony between a man and society, concerns for personal well-being and social changes in the society. According to the social construction paradigm this process includes three reflective interaction components: a social worker, a client and their context (Bagdonas 2001; Dirgėlienė, Kiaunytė 2005). During the interaction of these components the interests, needs and objectives can be released or even contradict each other (Kiaunytė, Ruškus 2010). Social workers organize their social work and seek changes, using internal and external resources. The simultaneous observance of social work institutional, legal requirements and representation of the client's interests create a complex, controversial professional situation. A social worker's roles are multiple and problematic, posing internal personality conflicts, promoting insight into the relationship with a child with emotional and behavioural disorders, activity and change in the organizing systems. Social work professional activity is a complex process, which is created by social workers and clients under intensively changing internal and external, and environmental conditions.

Summarizing, it can be asserted that external social work parameters are related to the working environment and affect workers' dissatisfaction with the work (leadership, organization policy, working conditions, salary, relationships with colleagues and a manager, status and safety). Internal social work parameters affect the job satisfaction (recognition, personal achievements, development opportunities, the degree of responsibility, personality characteristics, lack of

competence, stress, professional and personal identity conflicts). In social work, as well as in other similar professional fields requiring high physical, emotional, psychological and spiritual resources, excessive involvement in activities exposes to a variety of both personal and professional challenges.

II. NEED FOR SUPERVISION IN SOCIAL WORK WITH CHILDREN WITH EMOTIONAL AND BEHAVIOURAL DISORDERS: EMPIRICAL RESULTS

2.1. Research Methodology

In today's world every scientific treatment is becoming wider, polysemous, demanding an explanation. Marshall, Rossman (2011) assert that problems, insurmountable by the quantitative research, are solvable by the qualitative research, because they fit to reveal unexpected new directions, understanding of new facts. Juodaitytė, Savickas (2013) also note that in the long decades, a quantitative research occupied strong positions in social science, but its role has changed today and it begins to give way to the qualitative research. The latter is based on the interpretations. According to Marshall, Rossman (2011), a qualitative research is based on personal experience, intuition, one's own perception and understanding. Qualitative research covers a wide range of views. Merriam (2009) states that a qualitative study focuses on one case and examines it in details. Although there are no rules to identify only working principle of an investigator, but the method specificity (cases, situations, contexts study) makes it capable in checking based rules reasonableness and logical compliance for a particular situation. According to Kajokienė (2013), the paradigm of hermeneutics is regarded to be the methodological basis of qualitative research, which core is the human relationship with the outside world and other people, it is based on many qualitative researches. The researcher focuses on the respondent's wide experience and its expression in situations that best suit the content of this experience. The researcher performs the functions of a co-respondent experience, in many ways stimulating memories of previous activities or encouraging to express oneself on current issues. Juodaitytė, Savickas (2013) state a qualitative research brings out the truth conditionality and pluralism ideas. Their importance to the social sciences in recent times noticeably increases as the social sciences in the modern world is increasingly gaining value. Along with the importance of qualitative research, hermeneutics is intensifying as one of the pillars of qualitative research. This is linked to the discourse significance which application is not possible without the essential tools of hermeneutics. It is for the discourse, modern social sciences recognize qualitative research conditionality and pragmatic interpretation values.

Juodaitytė, Savickas (2013) notice hermeneutics includes the interpreted object communication and the practical application of interpretations. Hermeneutics - the dialogue, providing the two entities communication possibility (understanding one another, despite belonging to different discourses), and subject and object communication (significant interpretation to disclose the object under test values and their practical application). Perception -

is always interpretation and hermeneutics -to find out the conditions under which the perception occurs.

According to Juodaitytė, Savickas (2013), hermeneutics becomes essential because it integrates the social sciences, strengthening their relationship not only humanitarian but also with some of the natural sciences. Thus enabling to become a post-modern science responding to society posed relativity truth and multiple questions. In addition, social science becomes able to answer the actual questions: do people create a social reality deliberately or even do not have any idea about the way in which social reality is created?; what creative power is inherent in this process?

Rothe (2000) notes that methodologists, using hermeneutics generate, interpret experiential information, highlights the knowledge context, situations, sociability. Prasad (2005) asserts that hermeneutics is one of the fundamental qualitative research methods, it penetrates into the qualitative study, and its content includes discourse analysis and is an integral part of the text, text chat and even human actions analysis. Hermeneutics begins to treat texts by adding not only a language or action, but also the entire discursive meanings of the world which gave birth and which allowed this speech and action exist. Hermeneutics fundamental aim - the search for the external hidden deep meanings of everyday life and the for truth.

Prasad (2005) predicates that recent hermeneutics leads to more detailed, more sensitive, more conscious residential perception of reality, emphasizing the ways of human, being in ambiguous worlds. Research features to be considered the investigation focus on the pre-test reading comprehension and inevitably influence of the researcher, revealing meanings of the text, and hermeneutical research is an integral part of the social sciences and the methodological framework. Thanks to hermeneutics scientists are capable to convert collected knowledge into understanding, apprehensible not only to them but to the wider different discourses representing human community.

2.2. Research Methods

In order to analyse the application of the need for supervision in social work with children with emotional and behavioural disorders in Lithuania, it was used a *qualitative method, a semi-structured interview and content analysis*. In order to reveal the need for application of supervision in social work with children with emotional and behavioural disorders in Ukraine, it was selected a *qualitative method, a semi-structured interview and narrative analysis*. The informants of both countries were asked the same questions.

The aim to answer the issues raised at the beginning of the research, to realize research aim and objectives, the qualitative, semi-structured interview questionnaire was formed (Annex 2).

The questionnaire developed after research object operationalization (Annex 1). The operationalization scheme and semi-structured interview questionnaire were formed after analysis of the scientific literature and based on Kiaunytė, Dirgėlienė, Ruškus, Večkienė's (2010) researches, which analyse social workers need for supervision, supervision theory and methodology (Kaduchin, 1976; Kallabis, 1992; Kaslow, 1977; Roos, 2006).

According to Kardelis (2005), the main advantage of *semi-structured interview* - almost complete freedom for an investigator to spontaneously formulate and interpret questions, having regard to the situation and set goals. Rupšienė (2007) notes that an informant is treated as a statistical unit applying unstructured interview, and does not seek to obtain the same type of information. Luobikienė (2007) states that it is a good method to approach to human, perception of values, case definition and construction of reality (interpretation) method. It is also one of the most suggestive measures for mutual understanding between people. According to Tidikis (2003), this is the interview where foreseeable essential questions, but the procedure and questions are semi-standardized. However, considering the specificity of the informant, any additional questions that arise spontaneously, designed to review and supplement, are available during the interview. Tidikis (2003) emphasizes that this interview method provides detailed information about the informant's emotional feelings, opinion about certain phenomena, but also emotional reactions to questions. It helps to go deeper into the subject and relate verbal information with non-verbal.

According to Tidikis (2003), the *content analysis method* is the qualitative analysis of social information. This technique, according to Martišius (1999), allows making reliable conclusions after the objective and systematic examination of the text features. Martišius (1999) states that the unit of analysis is a meaningful part of the content shall be treated as an element to be assigned to a particular category.

Žydžiūnaitė (2005) states that data, analysed using the content analysis, distinguish essential aspects that are reflected in phrases, sentences, words, directly linked to the phenomenon under investigation; indicating semantic elements in the text; categorizing semantic elements, integrating the categories into analyzed phenomenon context and the contents.

A *narrative method*, according to Creswell (2003), allows looking at the situation and the events from the inside, because the individual tells or describes events, based on the subjective experience. You may find a variety of interpretations of the narrative *method*, however, Riessman (2008) suggests, it is important to mention that the narrative does not explain itself, it shall be interpreted. According to Chase (2005), the narrative - is spoken or written text, which presents the individual's (based on own experience) story of chronological related event (events) or activity (activities). The narrative includes not only the story of an event or activity, but usually includes

an individual's feelings, opinions and assessments. The narrative can be written and spoken, provoked by the investigator's questions or occurred naturally and be heard during the observation. Mostly, narrative method is used to capture life experience of a single individual or a small group of individuals.

The data obtained from the meetings with social workers were recorded in survey statements in computer, as well as the accompanying questions, the respondents' answers - were coded. The research phenomenon is based on social science research methodological measures: defined research object, aim, provided research aims, applied of qualitative research methods, which revealed the contents of the research taking into account the *essential raised issues*: What internal and external parameters do the need for supervision in social work with children with emotional and behavioural disorders imply? How is the need for supervision in social work with children conceptualized? The analysis of all available information and material collected identified key diagnostic areas that affect the need for supervision in social work with children with emotional and behavioural disorders in child day care center.

Each diagnostic field distinguishes certain groups of questions (Annexes 2). The research data were processed using empirical content analysis. All available information is the material obtained from this research, and presented in tabular form. All respondents' answers (statements) were grouped. Some respondents' thoughts (statements) had common features - indicators which were unambiguous (empirical indicator). These semantic units were categorized according to codes, the obtained data were presented in tabular form.

Interview questions diagnostic divided into five fields (*Internal and External professional situation parameters*).

Internal professional situation parameters:

- The first diagnostic field: “Professional competence resources”.
- The second diagnostic field: “Occupational stress risk in social work”.
- The third diagnostic field: “Social workers' need for supervision”.

External professional situation parameters:

- The fourth diagnostic field: “Social workers' professional competence development under supervision”.
- The fifth diagnostic field: “Working conditions, relationship with managers, peers, clients, assistance and support resources”.

Selected *expert method* for data validation, with the participation of two experts with master's degree in social work, were presented six tables, which identified diagnostic areas,

categories, grouped statements. In accordance with the experts' remarks, some titles of the categories were adjusted, regrouped statements.

2.3. Research Sample

The research was being conducted during the period 2014 09 20 – 2015 04 30. Selected respondents in accordance with the criterion and convenient methods. *Convenient sampling* applied at the research beginning, selected the most easily accessible participants. The research respondents were selected during the training for social workers working in child day care centers. Agreed on interviews with several Lithuanian social professionals working with children with emotional and behavioural disorders in child day care centers, and a social worker from Ukraine, studying under the Erasmus program in Lithuania.

Criterion sampling. Selected all cases meeting certain criteria. Criterion sampling, when "the sample units selected from a population in accordance with the criteria set out by the investigator" (Rupšienė, 2007, p.31), because according to Bitinas, Rupšienė, Žydžiūnaitė (2008), the sampling method is effective in collecting quality data. To the research participants were raised following criteria: Master's in social work, work with children with emotional and behavioural disorders in child day care center. In order to reveal the need for supervision in social work with children with emotional and behavioural disorders, have been selected respondents similar to each other: in education (all have a social worker education), in working in child day care center with children with emotional and behavioural disorders in child day care center. Selected informant from Ukraine also has a social worker education, and works with children with emotional and behavioural disorders in Community youth club.

Respondents' social-demographics data. The research included five social workers working with children with emotional and behavioural disorders in child day care centers in Lithuania, and one of the informants a social worker working with children with emotional and behavioural and emotional disorders in Ukraine. The first informant - a 28-year-old female, working with children with emotional and behavioural disorders in child day care center for two years, has a Master's degree in social work; the second - a 34-year-old female, working for six years in child day care center, has a Master's degree in social work; the third - a 34-year-old female, working in child day care center for 10 years, has a Master's degree in social work; the fourth - a 5-year-old female, has seven years of experience in social work with children with emotional and behavioural disorders, has a Master's degree in social work; the fifth informant is a 36-year-old, also has a Master's degree in social work and eleven years of experience in social work with children with emotional and behavioural disorders in day care center.

A 33-year-old female informant from Ukraine, working for seven years with children with emotional and behavioural disorders in child and youth day center. Has a social worker education. The participants were confidentiality guaranteed during the research. Involved only those social workers who voluntarily agreed to give an interview. In accordance with the principles of research ethics, neither participants names, titles of organizations nor cities are presented in the research.

2.4. Results Analysis of the Research of the Need for Supervision in Lithuania

Social work is complex and specific, its personnel is skilled and qualified. A professional social worker must be competent in own field (Kavaliauskienė, 2005). According to Kavaliauskienė, Balčiūnaitė (2014), the competence of social workers, as profession entities, is constantly changing - improving. Social workers' needs, aspirations, desires, interests, consistent with professional values, encourage social workers to improve, draw a trajectory of successful operation, direct, support and intensify social worker's professionalism. On the other hand, according to Kiaunytė (2008), social work is responsive to public needs and the current information society is undergoing constant and rapid change processes. Globalizations, miscellaneous information abundance effects inevitably have an impact on the professional activity, without a doubt, social workers face structural, functional, motivational changes in their professional activities, which cause anxiety, fear, a sense of disorder, the need for supervision.

Internal professional situation parameters determining the need for supervision. In order to identify and analyse the social workers', working in child day care centre with children with emotional and behavioural disorders in Lithuania, need for supervision revealing the internal professional situation parameters and actualization possibilities of supervision application, questions were raised concerning the competence of social workers, measures used in solving social problems. The study aims to find out methods to overcome stress, assistance opportunities experiencing stress, support experiencing stress, reflection capability. After data analysis, the statements which have common features, indicators have been granted unambiguousness (empirical indicator). All respondents' answers (statements) are grouped. These notional units are connected in categories. The data obtained is presented in tabular form.

Table 1

Diagnostic field. Professional competence (s) resources (n = 5)

No.	Category	Statements (language is not corrected)	Number of statements
1.	Knowledge acquisition techniques and opportunities to develop skills	<i>While studying Master's courses, participating in training, seminars, reading various professional literature *. As well as cooperation and sharing experience with other institutions social employees. Courses, seminars and literature. <... >*</i>	14
2.	Social work nature and specifics	<i>More working on group work developing learning motivation, active listening and discussion (chat), conflict resolution skills. Provider of information, consulting, assistance for homework, cooperation with parents, preventive work. Working with social risk families, children and teenagers with emotional and behavioral disorders, ...</i>	13
3.	Search for measures and resources when facing the difficulties	<i>I am looking for new methods and techniques that can help achieve the goal set. First help- colleagues, communicating with colleagues. Problem solution together with colleagues. Mostly I consult with colleagues, have no possibilities for professional consultation.</i>	11
4.	Measures in occupational crisis case	<i>Have not yet experienced. ... as a precaution, after work, I try not thinking about clients, not dealing with their problems at home or in my mind. In a very complex situation it helps to talk to someone impartial, but understanding the situation and the specifics of my job. <...>.</i>	10
5.	Education and competence in solving social problems	<i>Of course it has. It depends on how professional he will be in solving problems. No doubt, it has, education gives more competence, knowledge about children's emotional and behavioral disorders allows solve the resulting problems more qualitatively and faster <...></i>	21
6.	Knowledge and competence for control of emotions, fear, internal experiences	<i>I have once studied and attended training on occupational burnout syndrome and ways to avoid it, as well as been involved in supervision. I talk to many colleagues, I share my own experiences, ask for advice, I try to analyze problems during training. <...>... I constantly face the difficulties in this work. I would like to get professional help.</i>	11

* Initial Categorization see annex 3

According to Večkienė (2010), analytical social work as a specific professional character, suggests that social workers are in need of scientific research and knowledge base which would enable them to identify and evaluate social problems, methodical literacy, skills to apply social work methods (intervention, prevention).

Category. Knowledge acquisition techniques and opportunities to develop skills. Research involved social workers working with children with emotional and behavioural disorders in Lithuania stated in their statements that the knowledge gained at university, participating in various free training, seminars, reading the literature: “<...> studying Master's courses, participating in training, seminars, reading various professional literature”. “<...> as I

mentioned before, I attend courses, seminars and training constantly". As statements highlighted one of the ways of acquiring knowledge - the cooperation with social workers from other institutions. Some of the statements reflected the fact that social workers find it difficult to obtain adequate information: "*sometimes it is difficult to find high-quality information, need to select a lot, read foreign literature*". The statements revealed acquired knowledge not only in training and seminars, but some informants also pointed out self-gaining knowledge, consulting with colleagues, but spending a lot of time on that. After analysing the statements (N= 14), it can be asserted that involved social workers acquire and improve knowledge on a professional level, they constantly update their knowledge in both training and seminars, in reading methodical literature, as well as in collaboration with other specialists.

Category. Social work nature and specifics. According to Dirgėlienė, Kiaunytė (2005), a social worker activity and work nature are formed depending on what kind of changes are going on in society because work organization responds to society's expectations. Social work is a part of common social activity network. Social context affects the social workers and their work, and partly constructs social work theory, which reflects the social practice. Interviewed social workers indicated that working with children with emotional and behavioural disorders involves a lot of activities: "*<...> more working on group work developing learning motivation, active listening and discussion (chat), conflict resolution skills*". Statements highlighted that social workers have a lot of responsibilities and roles in their work: "*<...> I am also responsible for the catering service, providing information, consulting, assistance for homework, cooperation with parents, preventive work*". According to Dirgėlienė, Kiaunytė (2005), a person needs comprehensive social assistance i.e. to help a child to find his (hers) inner powers himself (herself). Social work nature and specifics, assessment of inner resources of children with emotional and behavioural disorders, appropriate programming, consulting are reflected in the statements: "*<... > a client's internal resources assessment, support program development, consulting how to behave in problematic situations, problem solution and submission of support method alternatives, information about a client to another institution preparation*". Social workers confront with children who are socially and pedagogically neglected. Social workers' activity and the specifics of working with children with emotional and behavioural disorders are multiple covering many areas, this was revealed by empirical analysis of this category (N =13).

Category. Search for measures and resources when facing the difficulties. Social workers who work with children with emotional and behavioural disorders state that their work requires professionalism: "*<...> requires the knowledge kit - professional training and knowledge of the laws, all support process is based on a certain technology, professional ethics and other means.*"

According to Mead (qt. Dirgėlienė, Kiaunytė, 2005), interaction between children with emotional and behavioural disorders and social worker, reflects the symbolic -interactional paradigm actualizing communication, involving others in the process of cooperation, which requires the participation of other characteristic, other identification with this individuality, and self-awareness discovery through others are reflected in the statements: "*<...> in soc. work with children with emotional and behavioural disorders, any task requires a lot of work and support, it's very good if you are able to involve your colleagues or professional experience, to rely on their advice and abilities, or to include other people's personal resources in problem solution*". Social workers faced with difficulties start looking for methodical literature, but lack professional support. Faced with difficulties they use all available resources, both internal and external professional environment options to implement the goals and objectives, and look for ways to improve the quality of work (N =11).

Category. Measures in occupational crisis case. Social workers' statements reflect the measures used by professional crisis: "*<...> as a precaution, after work, I try not thinking about clients, not dealing with their problems at home or in my mind*". According to Dirgėlienė, Kiaunytė (2005), complex professional goals, changes and rising tensions in professional activities, emerge the need to reflect on own professional experience, look for effective professional support, and forms of experience rationalization: "*<...>In a very complex situation it helps to talk to someone impartial, but understanding the situation and the specifics of my job*". Highlighted the need for a professional support in occupational crisis case: "*<...> I would like to do it professionally and with professionals for the my sake and clients' (children's auth note)*". Not all the informants experience professional crisis: "*<...> Have not experienced yet*". Social workers, research participants, for occupational crisis prevention try to stop thinking about work matters after work finishes, use discussions, consultations with colleagues, self-analysis, some informants have never experienced occupational crisis.

Category. Education and competence in solving social problems. Data analysis revealed a strong consensus that education plays a key role in a wide range of issue solutions associated with children with emotional and behavioural disorders: "*<...> of course, it has*", "*it depends on how professional he will be in solving problems*". The statements reflect the need for foresight in addressing issues of children with emotional and behavioural disorders: "*<...> it is important to be able "to see a few steps ahead*". The informants considered the most important competencies are: tolerance for differences, patience. Social workers try to work effectively as an essential feature of the competencies identified communication skills: "*<...> very important ability to work effectively in the presence of aggravating circumstances*", "*communication competence is essential for*

interaction with other people, especially in solving social issues - orientation in social situations, identification of other people's personal qualities and emotional state". The analysis of the statements (N= 21) highlighted the fact that social worker's professionalism is closely linked to his ability to understand a client's cultural background, as well as a social worker must be able to accept and recognize a client's key problem, to find out, strengthen and use a client's inner power. Emerged provision of educational influence on problems solution, all participated in the interview social workers (Table 1) affirmed that education plays a key role in their work.

Category. Knowledge and competence for control of emotions, fear, internal experience. According to Kavaliauskienė, Balčiūnaitė (2014), professional assistance should be based on an intentional use of existing knowledge and values. However, sometimes occupational stress hinders to provide high-quality services. The social workers, participated in research, take a variety of measures to control faced difficulties such as various emotions, mistrust, fear, internal experience. In accordance with the statements, a social worker participated in occupational burnout training and in supervision. Interview data revealed the most important solutions to control emotions such as conversations with colleagues, problem analysis, emotional stability: "*<...> I talk to many colleagues, share my own experiences, ask for advice, I try to analyse problems, <...> since this work is constantly influenced by various factors, I'm constantly facing the difficulties in this work".* External support becomes essential clarify the uncertainty in professional activity. Directed intervention methods (differences clarification, exploratory questioning, etc.) to promote development process. According to Kiaunytė, Večkienė (2011), social work is described as an incomplete process of interaction under intensively changing environmental conditions. Reflection is essential for social work, as an incomplete and indefinite activity, for social work process and social worker competencies: "*<...> of course, this professional task is often causes professional identity confusion, it is impossible to solve this and other confusions and to make unambiguous decision, therefore, my, as an employee's, permanent phenomenon to cope with these challenges through self-reflection".* The interviewed social workers revealed that in order to cope with their emerging emotions, they tend to talk to colleagues, analyse problems, due to the uncertainty of their work it is more difficult to control their inner feelings, professional support was distinguished as social workers' expectations.

According to Kiaunytė, Večkienė (2011), in order to successfully manage the change, there are particularly important actions related to the dissemination of information - organizing meetings and discussing issues of concern, developing organization's vision and individual interviews. Research participants - social workers in their statements (N=11) indicated that constantly confronted with emotional instability, but knowledge acquired at training, educational

institutions (Table 1) enable to professionally manage it, however, the majority has opportunity to participate in supervision process, supervision is neither regular, nor systematic.

Summarizing diagnostic field *Professional competence resources* data (Table 1), it can be assumed that interviewed social workers who work with children with emotional and behavioural disorders, have sufficient knowledge and expertise to provide services, they participate in various training courses, constantly update their knowledge. Kiaunytė, Večkienė (2011) in their study "Social workers, experiencing change in professional activity, need for support: Supervision Perspective" revealed the lack of information in social work in organizations providing social services. Meanwhile, this research analysis based on statements of social workers working with children with emotional and behavioural disorders, predicates that informants receive sufficient information about the service, but they feel a lack of professional support to control their internal experiences.

Table 2

Diagnostic field. Occupational stress risk in social work process (n=5)

No.	Category	Statements (language is not corrected)	Number of statements
1.	Dynamics impact on social worker	<i>I got used to the ever-changing, and practically unpredictable situation at work, ...of course, one plan here is not enough, need to constantly think "what if...". The dynamics is huge, it's hard to keep up, it is alarming and interferes with concentration, and sometimes I cannot find appropriate solutions. I feel unsafe, unstable. <...></i>	11
2.	Factors determining success in stressful situations	<i>The ability to stay focused, a generous theoretical and practical knowledge baggage. <...>I try to minimize the use of such expressions as "desperate situation", "I can no longer endure it", "this is hopeless" and so on. I believe skills, knowledge, personal qualities, experience, education and professionalism.</i>	8
3.	Main problems and challenges common in social work	<i>Mostly we are dealing with unpredictable and provocative client's behaviours, that requires good preparation and responsible reaction. Challenge, general contact with families. Emotional and behavioural disorders. They are often unable to solve even simple problems, conflicting, possessing a lot of bad habits.</i>	7
4.	Risk assessment of occupational stress	<i>The greatest risk of occupational stress - my relationship with the manager, the constant reproaches, minor problems prominence not seeing the important ones. Children's anger, uncontrolled behaviour often pose a threat not only to me but also to others. A year working diligently with a mother and her son. Mom seemed to want to change, attended the consultations, made decisions. The boy's behaviour also changed. A year later, mom said that her son hinders the freedom to live. <...> mom asks: "where do I go, so I could give away a child to a child care home?" I didn't give up because emotional stability, work experience, peer support helped to overcome this difficult situation.</i>	21

5.	Methods to realize global conflict situations	<i>Observing, understanding not only the current situation but also what led to it, what reasons cause children's emotional or behavioural breakthrough. When a client behaves as previously mentioned mom and son, when a child is at risk of significant trouble, it becomes absolutely clear - conflict situation is difficult to manage. <...></i>	5
6.	Tensions between personal and professional identity	<i><...> The tension is huge working long time with a child and family, when the situation begins to improve I almost get no gratitude. Tension arises because I don't trust myself, I am afraid to do something wrong. It is also carrying out a number of professional roles: the problem identifier, counsellor, teacher, assessor ...</i>	8
7.	Help, support, professional support experiencing stress	<i>None. Key help- colleagues, communicating with colleagues. I like to reflex - survive, assess, analyze, rethink. Colleagues help to adequately respond to stress... In fact, I don't expect to get professional support at work., Colleagues, <...> have got much experience, constantly improve their knowledge <...></i>	15

In accordance with Kavaliauskienė (2008), social work is a very complex and difficult practical activity. A social worker becomes a key entity of the system of support services in society which is full of difficult problems and a wide range of human needs.

Category. Work dynamics impact on social worker. The statements emphasized emotional support expectation as a result of professional features, when faced with problems: "*<...> of course, one plan here is not enough, need to constantly think "what if". "This raises difficulties, experienced stress due to a sudden change: "<...>The dynamics is huge, it's hard to keep up, it is alarming and interferes with concentration, and sometimes I cannot find appropriate solutions".* Dynamism of social work with children with emotional and behavioural disorders evokes a variety of emotions from negative to enthusiasm, which complicates the work: "*<...> Sometimes my dynamism ranging from denial and anger to creativity and enthusiasm".* On the other hand, reflected positive approach to work dynamics, the impact on social workers: "*<...> I like changes, innovation, sometimes I seek them on my own, as is so interesting and rational". "I like dynamic work, it's not boring, pursuit of continuous improvement".* Despite occupational stress in work dynamics case, social workers working with children with emotional and behavioural disorders like changes, occupational activity, which encourages to improve (N =11).

Category. Factors determining success in stressful situations. Social workers involved in the research were asked to identify the factors determining the successful control of stressful situations, the social workers, solving issues related to children with emotional and behavioural disorders, argue that it is important to stay focused and have theoretical and practical knowledge: "*<... > the ability to stay focused, a generous theoretical and practical knowledge baggage", "I believe skills, knowledge, personal qualities, experience, education and professionalism".* A

balanced team helps to manage stressful situations: *"good cooperating staff"*. The interviewed social workers stated that they try to be optimistic and not to use phrases that presuppose negative attitudes: *"<...> I try to minimize the use of such expressions as "desperate situation", "I can no longer endure it", "this is hopeless"*. The professional approach to stress risk is highlighted in the statements: *"< ...> it is helpful to adopt an inevitable situation, sometimes - to reflect in solitude, and sometimes - to be active in the search for a common solution"*. Summarizing research data (N= 8), it can be concluded that optimism, professionalism, lack of prejudice, team support are the factors determining successful stress control.

Category. The main problems and challenges that occur in social work. In statements, about main problems and challenges of social work, the social workers pointed out that a frequent facing with the unpredictable behaviour of children, and communication with parents: *"<...> mainly dealing with unpredictable and provocative client's behaviour. ". "Emotional and behavioural disorders". "...they (children auth. note) are often unable to solve even simple problems, conflicting, possessing a lot of bad habits", "challenge, general contact families"*. Ališauskas, Šimkienė (2013) conducted a study "Experiences of teachers educating pupils with emotional and behavioural disorders". As one of the difficulties in working with these children that teachers pointed out - children's behavioural issues. This study also highlighted what are the main problems and challenges facing social workers: the children with emotional and behavioural disorders, their unpredictable behaviour, as well as problematic communication with their families (N= 7).

Category. Risk assessment of occupational stress. Raižienė, Bakšytė (2010) notify that occupational stress or problems can't be avoided completely, especially confronting difficult situations dealing with children with emotional and behavioural disorders. All this increases professional fatigue and occupational burnout risk. Each person is unique and differ in his (hers) approaches, values or reaction to current events. Occupational burnout syndrome is experienced individually as well: ones are more affected by individual factors (because of personality), others - organizational, related to labour factors. According to Maslach (2003), the practical experience shows that people whose profession associated with caring for others, including social workers, often over a period of time run out of positive emotions, experience stress, and overcome the consequences with difficulties. The prolonged state may cause full physical strength and mental exhaustion, which affects a person's motivation, attitude and behaviour. Interviewed social workers identified the relationship with the manager, work-related stress as the greatest risk of occupational stress: *"<...>the greatest risk of occupational stress - my relationship with the manager, the constant reproaches, minor problems prominence not seeing the important ones"*. Social workers experience stress risk working with children with emotional and behavioural

disorders (Table 2), facing labour dynamics, difficulties, feeling emotional exhaustion: "*<...> working in DC (child day care center) often may occur emotional exhaustion, physical and emotional depletion*", "*<...> Severe stress, a very strong stress, high risk*". Children's behavioural issues cause insecurity, physical threat: "*<...> children's anger, uncontrolled behaviour often poses a threat not only to me but also to others*". Opinion on social work insecurity is based on work safety research data. The National Association of Social Workers carried out a study in 2004, which interviewed 5,000 licensed social workers in Great Britain. Research results revealed that 44 pc of surveyed social workers indicated that they had experienced occupational risks, while one-third of the respondents indicated that occupational safety was not a priority to their employers (Whitaker, Weismiller, Clark, 2006). Negative emotions, mental tension, stressful state are fairly common emotions experienced at work. This is reflected in the example (Table 2). "*<...> A year working diligently with a mother and her son. Mom seemed to want to change, attended the consultations, made decisions. The boy's behaviour also changed. A year later, mom came to another meeting, she said that her son hinders the freedom to live*". "*<...> mom asks: "where do I go, so I could give away a child to a child care home?" I will never forget this story. I didn't give up because emotional stability, work experience, peer support helped to overcome this difficult situation*". Negative emotions and experiences at work lead to unpleasant physical sensations, frustration, routine, indifference to work: "*<...> sometimes I feel that I have to solve a child's and his family problems, but I have neither new strength nor external reinforcement from environment assuring a proper solution*". "*<...> Sometimes a negative, apathetic, cynical approach to work, responsibilities, colleagues, clients occur*". Social workers named helplessness, lack of effective work, competence loss in their statements. Social workers are in need for reinforcements to dispel doubts: "*<...> sometimes I need external reinforcements to double-check if chosen methods are appropriate*".

Summarizing the results, it can be said that social workers working with children with emotional and behavioural disorders are in need for psychological support and stress reduction measures. Lazutka, Skučienė, Žalimienė, Vareikytė, Kazakeviciute (2008) conducted a study "Social workers' occupational risk factors". The study revealed a social worker experiences the threat from a client or client's family, experienced stress is also one of the professional risk factors and quite frequent satellite. In this study, every fifth respondent pointed that confronts this threat every work day, every fourth - once a week and one-third of the respondents indicated that a client or a client's relatives threaten a social worker about once a month. There is no doubt it is essential in social work to have knowledge and skills to assess occupational stress risk and to deal with a threat. The statements (N=21) of social workers involved in research revealed that it is difficult to

cope with their emotions (Table 2), they have a sense of helplessness, they need professional help and external reinforcement.

Category. Methods to realize global conflict situations. According to Kavaliauskienė (2013), in modern professions world it becomes more and more significant the role of a person who is able to provide quality services. There is a growing emphasis on human capital - personality traits as a whole, its understanding of the development and purposeful application in work activity. As one of the ways is suitable theoretical and practical preparation for work with children with emotional and behavioural disorders, the ability to communicate, to make the connection, monitoring insight into the problems multidimensionality: "*<...> Observing, understanding not only the current situation but also what led to it, what reasons cause children's emotional or behavioural breakthrough*". "*Direct contact with the child and his close environment: parents, teachers, friends*". Faced with unpredictable situations (Table 2) social workers more globally solve conflicts, look for positive solutions. According to Indrašienė (2008), contemporary social work is inseparable from its employees' professionalism (Table 1). Various types of problems, from personal to global, require tangible results using professional knowledge and abilities to realize the work values (N= 5).

Category. Tensions between personal and professional identity. Dirgėlienė (2013) asserts the social work process - a complex, multidimensional, consisting of several phases: assessment, planning, organization, evaluation and activity reflection. Each stage of activities requires different professional competence. Social worker's professional competence is reflected in social work which reveals reflective skills related to critical thinking level. Relevance of supervision in work dynamics process. According to the social workers' statements: "*The tension is huge working long time with a child and family, when the situation begins to improve I almost get no gratitude*". During the interview (Table 2) an informant expresses being unconfident, fear of making mistakes: "*<...> As I said, very often there is tension when I have two roles, as assistant and judge, at the same time*". In their statements, informants present roles complexity and multidimensionality: "*It is also carrying out a number of professional roles: the problem identifier, counsellor, teacher, assessor, counsel, help organizer, controller, behavioural changer and others, arise roles conflicts, which include stress, emotional exhaustion, sometimes because of that I experience health problems*". While working in difficult conditions, some informants claim that they do not suffer tensions: "*<...> I do not experience such tension*". After analysing the statements (N =8), it can be assumed that many of the informants experienced the tension between personal and professional identity, they lack self-confidence, experience emotional exhaustion, sometimes resulting health problems.

Category. Help, support, professional support experiencing stress. Confronting situation change in professional activity, the need for professional help occur to avoid the risk of occupational stress. That is confirmed by the interactional paradigm which reveals the essence of social work process. According to Collins (2007), this paradigm actualizes communication, including others in the process of collaboration, demanding distinctive participation, identification with that distinctive, self-consciousness through the discovery of others. Kiaunytė, Večkienė (2011) argue that in order to successfully manage change is particularly important are actions related to the dissemination of information, when organizing meetings and discussing issues of concern, developing the organization's vision and individual interviews. External support and reinforcement become relevant to clarify the uncertainty in professional activities. Some social workers participated in the study do not get help in stressful situation, they do not expect to: "*<...>none*", "*in fact, I don't expect to get professional assistance*". As a key source of support, informants mentioned colleagues, stress is reduced by communication with them: "*<...> key help-colleagues, communicating with colleagues*", "*.so they are the main support and support providers*". Some of the statements reflected the self-reflection methods: "*I like to reflex - to survive, evaluate, analyse and rethink*". Social workers expect professional help: "*would like immediate professional help from the outside, reflection with other experts in the field*". On the other hand, they receive support from their family members, they can discuss stressful situations: "*<...> there are professional discussions in family, enabling to calm down and look at the situation from new point of view*".

The Swedish Work Environment Agency (WEA) in recent years (2003, 2004, 2006) conducted several national surveys, which investigated different professions, including social workers, representatives of the working conditions and safety. The results revealed that social workers twice than the average of other occupations noted that they experienced occupational stress, risks, constant lack of professional help disorders (Qt. Lazutka, Skučienė, Žalimienė, Vareikytė, Kazakeviciute, 2008).

Summarized data of the diagnostic field *Occupational stress risk in social work process* indicate that involved social workers often experience occupational stress, find it difficult to control their emotions, experience a sense of helplessness (Table 2), contact with children with emotional and behavioural disorders and other issues, therefore they confront the aggression, violence and other professional risks in professional activity, finally they lack professional help to cope with stress. The key source of support experiencing stress is cooperation with other field's experts, peer support, and support from family members. It can be stated that social workers working with children with emotional and behavioural disorders experienced tension between

personal and professional identity, the lack of self-confidence, experienced emotional exhaustion, sometimes - health issues. Analysed findings highlighted the close colleague collaboration which extends the boundaries of social work and involves in support not only a child's closest environment - parents, but also a broader, more global problem-solving circle and other fields professionals.

Table 3

Diagnostic field. Social workers' need for Supervision (n=5)

No.	Category	Statements (language is not corrected)	Number of statements
1.	Ability to reflexively look at work content and process	<i>Mostly, I reflect on my own how, what and why has happened, is happening or will happen. Most of these reflections I had during my Master's studies, in discussions of operational situations. The possibility is through meetings every morning, but it is dealt with in a very short period of time, it is not possible to see into the work process <...>. But I'd like to do it professionally and with professionals but not to practice amateur.</i>	9
2.	Supervision probability	<i>I don't expect, as there are no possibilities. However, I would like to receive such support. There were no consultations at work for the past 10 years. <...> ...I can always get professional help, usually,. I hope, and very much would like to, but currently don't have such possibility.</i>	8

According to Švedaitė-Sakalauskė (2012), reflection is not only one of the conditions to respond to challenges of support process, moreover it allows to remain attentive to unequal relationship between a social worker and a client, which is inevitable because of the different social worker and client's roles.

Category. Ability to reflexively look at work content and process. What ability to reflexively look at work do social workers have, it is presented in the statements of involved in research social workers and notes they tend to reflect on their own, had reflections during their studies: "*<...> Mostly, I reflect on my own how, what and why has happened, is happening or will happen*". "*most of these reflections I had during my Master's studies, in discussions of operational situations*". Some of the informants said they do it every morning, during the meetings, but they are too short deeper analysis, lacking of reflection with the professionals: "*<...> the possibility is through meetings every morning, but it is dealt with in a very short period of time, it is not possible to see into the work process*", "*<...> I only have the opportunity for self-reflection*", "*...I don't have opportunity, but I'd like to do it professionally and with professionals but not to practice amateur*". "*I'm interested in this area, but still not a professional*". Some informants reflect the work content constantly with their colleagues: "*we do this often; we discuss a variety of*

situations, look for common solutions". The analysis of the statements (N= 9) showed that although social workers reflect their own practice, but do it quickly, superficial, lacking reflection of professional level. According to Bubnys (2012), experience is reconstructed due to reflection, which can be explained as a process where attention is drawn to survive the experience, involving thoughts, feelings and actions, in conceptualizing the creation of new meanings. Reflection goal is not to solve specific problems but addressing them to acquire knowledge and skills, competencies related to work content.

Category. Supervision probability. The interviewed social workers do not expect supervision, personal counselling or therapy, is also reflected in the statements: "*<...> I don't expect, as there are no possibilities*". "*There were no consultations at work for the past 10 year*". The statements highlighted expectations of professional consulting, support: "*<...>I hope, and very much would like to, but currently don't have such possibility*". "*But I would like to receive such support*". It is not always necessary for supervision, sometimes moral support is sufficient, if one fails to difficulties at work, appeals to professionals: "*Sometimes it is sufficient and moral support*". "*If I can't cope with the difficulties on my own, I can always get professional help, usually, a psychologist*". The statements (N= 8) revealed that the social workers do not expect supervision at work, no discussions are held at institutions, however, the need for supervision is expressed. Some informants have the opportunity to professional psychological counselling.

In summary diagnostic field research on *Social workers' need for supervision*, were revealed the relevance of supervision (Table 3) and problematic, involved in the study social workers do not have the possibility to participate in supervision but expressed the need for supervision. Faced with difficulties, doubts and professional complexity of the situation, or ignorance in professional activity (Table 2), social workers have the opportunity to discuss all of this with colleagues and other experts. The informants, working with children with emotional and behavioural disorders, the greatest support and encouragement receive from colleagues. Jarvis, Holford, Griffin (2004) assert that in this context learning experience is relevant, with the emphasis on cooperation which provides support and reflection which is essential in this process. Supervision promotes experiential learning, gives the opportunity to reflect on the operation and thus the development of professional competencies. The survey identifies support expectations, confirms the relevance of supervision in reflecting social work with children with emotional and behavioural disorders, reflecting the expression of cooperation at organizations. Statements analysis identified the lack of professional reinforcements, problematic stress overcoming.

External professional situation parameters determining the need for supervision. In order to identify and analyse the social workers', working in child day care center with children

with emotional and behavioural disorders in Lithuania, need for supervision revealing the external professional situation parameters and actualizing the need for supervision application, the questions were raised concerning: the tension between the personal and professional identity, measures that are used to avoid professional crisis, assistance in the analysis of work content, supervision functions, the need for supervision, the conditions needed for supervision. The study aims to analyse the features of organization, peer support, assistance and collaboration, the search for compromises for resolving difficulties, support and assistance resources of organization. Summary of the research findings identified the statements that had common features, indicators and have been granted unambiguousness (empirical indicator). All respondents' answers (statements) are grouped. These notional units are connected in categories. The data obtained are presented in tabular form.

Table 4

Diagnostic field. *Social workers' professional competence development under Supervision (n=5)*

No.	Category	Statements (language is not corrected)	Number of statements
1.	Supervision conception, functions	<i>In my opinion, supervision is a specific form of self-help organization. If it's something wrong, you could express grievances <...>This is work content development, in order to enhance professional and organizational effectiveness. <...> I think Supervision is an auxiliary tool, referring to the situation analysis and promoting changes both of yourself as a professional and the institution itself. <...></i>	11
2.	Expectations supervision	<i>I'd hope supervision to encourage work team to cooperate, share experiences and thus more efficient and professional solve problems <...>, <...> a different approach to the challenges, search for a new way and new thinking method in process. Mutual communication between colleagues and manager, harmonization of activities and methods, clear boundaries between a client and a social worker, occupational burnout issues. <...></i>	17
3.	Opportunity to participate in supervision	<i>Such opportunity is currently unavailable. It could only be in case if there is finance. In our institution nobody cares about it, an employee must ensure safe children's presence at CDC (child day care center), how does an employee feel and what is he/she going through nobody cares (except colleagues). It's absolutely actual, all you need is "to want".</i>	5
4.	Basic supervision obstacles	<i>I would consider a major obstacle to colleagues' misunderstanding of what supervision is and the benefits it provides to both the employees themselves and the organization. Financial, in addition to general belief, that this is not the most important thing, more important is ability to manage the situation and find appropriate solutions. <...></i>	8

5.	Practice areas which could be subject to supervision	<i>Well, I think first of all supervision would be necessary to apply the employee and manager relationship, as well as solving client's problems, aiming a higher competence. Improving the professional activity, the formation of a new approach to work, a new understanding. <...></i>	6
6.	Conditions and resources needed for supervision	<i>All colleagues, among them and a manager, must feel and understand the need for supervision. As well as the necessary financial resources to hire a Supervisor. Moreover, manager's attention to work risk, employees' feelings, and obviously, finances (this is probably the main obstacle). <...></i>	7

Dirgėlienė, Kiaunytė, Puidokienė (2010) argue that supervision is very important and useful for social work professionals, involved in complex clients' situations, searching for alternative solutions. Supervision can help social workers to deal with the social work organization problems, collaboration issues, to restore depleted internal human resources, to support professional role development. Supervision is an integral part of professional activities of social workers.

Category. Supervision conception, functions. The informants-social workers, as research highlighted, understand supervision as support, development opportunity: *"Supervision is a specific form of self-help organization"*. *"It is a work content development, in order to enhance professional and organizational effectiveness"*. Supervision is understood as an opportunity to express grievances: *"<...> if it's something wrong, you could express grievances of families ingratitude"*. The informants analyse supervision as an opportunity of changes and motivation: *"<...> It is a process of change, based on the analysis, in this process an important role is played by both the participant and supervisor"*. Supervision is understood as relationship analysis: *"<...> Relations between people which main purpose - to analyse and improve each other's work"*. In exceptional cases, a different approach, expressing feelings. Participating in research informants describe supervision as grievances, feelings and work content analysis, changes and development opportunity (N =11).

Category. Supervision expectations. Analysing social workers statements emerged that participated in research social workers expect mutual collaboration, professionalism from supervision, as one of the expectations stated occupational burnout prevention: *"<... > I'd hope supervision to encourage work team to cooperate, share experiences and thus more efficient and professional solve problems for both clients and in work team, as well I think it would help prevent burnout syndrome"*. Social workers emphasized supervision assistance as expectation of better results, mutual understanding, and professional support: *"<...> confidence, better performance, external approach to own work"*. According to the informants supervision could provide an opportunity to improve their knowledge, and also help to reduce stress at work: *"<..."*

> *Work methodology with children with emotional behavioural disorders, and stress reduction, in times of any difficulties that cause stressful situations, etc.*". Social workers interviewed pointed out supervision as key problem solution, which initiates changes in both a professional and institution: "*<...> Supervision would help professionals and organizations to change, at the same time and the attitude of society and the community*". The study involved social workers have expressed the need for supervision and highlighted areas in which they mostly would expect for support: reducing stress, relationships, changes of institution and staff, improvement of working methods, admitted supervision would be useful in many aspects for informants (N= 17).

Category. Opportunity to participate in Supervision. Dirgėlienė, Kiaunytė (2005) assert internal barriers which cause difficulties to participate in supervision, may be similar to those in other countries - financial problems, geographical difficulties. In order to overcome these difficulties it requires a supervised person to be active and broader thinking. To the question what opportunity to participate in supervision they have, most replied that this is currently not feasible. To participate in supervision hinders lack of financial resources: "*<...> It could only be in case if there is finance*". Social workers admitted supervision would be useful in many ways (Table 5), however, organizations managers do not provide supervision priorities, most importantly, the employee ensures safety and qualitative services: "*<...>in our institution nobody cares about it, an employee must ensure safe children's presence at CDC (child day care center), how does an employee feel and what is he/she going through nobody cares (except colleagues)*". While some informants said that the opportunity to participate in supervision must not, however, some statements revealed the existence of this option: "*<...> It's absolutely actual, all you need is "to want"*". The study involved in social workers in their statements stressed that currently do not have opportunities to participate in supervision of financial problems, although supervision would be useful in many ways: to cope with stress (Table 2), reflection (Table 3) and others. But so far such organizations do not address the issue, although some informants pointed out to have a desire to participate in supervision (N =5).

Category. Practice areas which could be subject to Supervision. Dirgėlienė, Kiaunytė (2005) predicate that supervision purpose is to broaden perception capabilities of the internal and external professional environment and structures, in order to facilitate supervised employee's work, discover new activity opportunities and points of view, and improve the quality of work and increase professionalism. When asked what areas of practice supervision could be applied to social workers indicated relation improvement between manager and social worker, solving clients' problems (children's author note): "*<...> Well, I think first of all supervision would be necessary to apply to the employee and manager's relationship, <...> "solving client's problems,*

aiming a higher competence". From social workers' view, supervision could form a new approach to work: "<...> *Improving professional activities, the formation of a new approach to work, a new understanding*". For analysis of special cases, personality development: "<...> *In change development process of soc. employee as a personality*". According to Dirgèlienè, Kiaunytè (2005), a complicated social work construct, in which social context affects the relationship between a client and a social worker development. The contact purpose - to promote social worker's professional growth. The statements (N=6) highlighted the areas that could supervision are applied to: improvement of relations with manager, aiming higher competence, work approach improvement, exclusive case analysis and personality development.

Category. Conditions and resources needed for supervision. When asked what resources are needed for supervision social workers in their statements indicated that both colleagues and managers need to understand that working with children with emotional and behavioural disorders, dealing with the occupational stress (Table 2) and unpredictable client's behaviour supervision is necessary: "<...> *All colleagues, among them and a manager, must feel and understand the need for supervision*". As key obstacles to the implementation of supervision social workers mentioned complex financial possibilities: "<...> *Of course, finance is probably the main obstacle*". The statements (N =7) highlighted the reasons: the lack of finance, lack of initiative of management due to which supervision still is on a discussion level.

Diagnostic field. Social workers' professional competence development under supervision. Sum Ming Tsui (Qt. Dirgèlienè 2013) analysed a number of European countries' supervision practice experience and studies, concluded that an important condition for supervision - to help supervised person, ensure the quality of service received by a client, reflect and rethink occupational activity complexity, share professional knowledge, values and skills, provide emotional support for a supervised one.

In summary, the diagnostic field *Social workers' professional competence development through supervision*, highlighted areas where supervision for social workers could benefit from: a decision-making process, evaluating their work, better performance in solving problems, improving competencies, enhancing self-esteem, occupational stress reduction, improvement of relations with the manager. After analysing the findings it is suggested that supervision can help to restore coherence, reflecting on professional experience (Table 1), identifying and rethinking process steps, identifying tension between personal and professional identity in crisis intervention situation, to express incurred and experienced feelings (Table 2).

Table 5

Diagnostic field. *Work conditions, relationships with managers, peers, clients, assistance, support resources (n=5)*

No.	Category	Statements (language is not corrected)	Number of statements
1.	Communication between employee and institution's administration	<i>Not that communication is taking place; usually we manage the situation together with a colleague and resolve all problems by ourselves. Sometimes the Administration body provides with reinforcement, support and understanding in difficult situations. But mostly we, colleagues, support each other.<...></i>	11
2.	Collaboration and analysis of professional situations	<i>In this regard, I can say it's good. We always discuss planned activities, cases with what we face, we help each other ... if necessary, we complement, substitute and so on. Excellent. This is my source of strength and support. <...></i>	15
3.	Compromise in decisions-making	<i>I always try taking a decision that would be acceptable to both me and the client or colleague. We allow everyone to express their opinion, listen to each other. However, if frankly, not always successfully. And there are cases in order to avoid conflict with (e.g.: the manager) I have make decisions against my belief <...>.</i>	24
4.	Need for supervision identification in organization	<i>Not identified. It was not even discussed. It's not possible and that's it, no one was looking for solutions. Professional supervisions are not executed, therefore, we are supervisors to each other only in work team. At the moment there is no discussion of this issue at our DC (child day care center auth .note).<...></i>	6
5.	Assistance and support sources in organization	<i>None, unless benevolent colleague with whom you can talk. Assistance and support: colleagues, other professionals. From the outside there is no support. We can always get support from colleagues, volunteers.<...></i>	5

According to Lakis (2008), for most people a cordial staff is enhancing job satisfaction factor. It is a good working relationship seen as the most important job satisfaction condition. Mutual agreement is necessary not only to effective teamwork, but also improving the overall work atmosphere. Communication and cooperation moral base is confidence in each other.

Category. Communication between employee and institution's administration. The study analysing the cooperation between the employee and the institution's administration in the event of unforeseen difficulties, some statements showed a lack of communication between management and employees, reluctance to listen to coordinate: "*<...> Not that communication is taking place, usually we manage the situation together with a colleague and resolve all problems by ourselves*". "*<...> his unwillingness to listen and hear workers, coordinate with each other and so on*". According to Dromantas (2008), if the team operates efficiently, encountered problems are solved

smoothly. Such teamwork rewarding and enriching members of the team, because together with the work carried out, the development of socialization friendly relations goes along. Some social workers in collaboration with the administration in the event of unforeseen situations sometimes receive reinforcements, support, understanding: "*<...> sometimes the Administration body provides with reinforcement, support and understanding in difficult situations*". Kasiulis, Tarvydienė (2005) note that the relationship manager and colleagues is one of the key factors in determining a good working atmosphere and workplace. Co-workers impact is significant, because each of us is exposed by group addiction. To keep a good psychological work climate so-called informal manager functions are very important. After analysing the statements (N= 11) it is suggested that although some leaders cooperate with their subordinates, but social workers still lack of cooperation in unexpected complicated situations.

Category. Collaboration and analysis of professional situations. Vaicekauskienė (2003) states that in social work the relationships combine individual actions into a single system, and become a catalyst of system quality, therefore, it is very important to develop professional supportive relations in accordance with the classical principles of relations support, in collaboration process. The social workers who participated in the research, when facing difficulties they analyse situations together with colleagues, for which became closer cooperation with them. The analysis of the recent data, the statement highlighted the fact that social workers cooperation with colleagues is going smoothly, one receives support, reinforcement: "*<...>In this regard, I can say it's good*". "*Excellent. This is my source of strength and support, we get along very well and we work together in difficult moments*". A social worker takes care of own and colleagues' interests, shares responsibility in conflict situations, refuses to dominate, does not withdraw from the conflict, receives support: "*<...> Often in difficult situations no words needed but sufficient eye contact and colleagues help resolve the difficult situation*". According to Vaicekauskienė (2003), an ideal team is dominated by strong ties, team maturity appears after team relations are formed, when people understand each other from half a word or even without words. All team members have the leadership and membership skills, the people accepted and assessed on their own merits. Mutual relationship takes an informal nature and rewarding. Mature team motivation is maintained by members' desire to be personally significant and valued in. The team is able to evaluate the activity, analyse and learn from mistakes, identify problems and solve them by itself. The study involved in social workers working with children with emotional and behavioural disorders collaboration with colleagues named as very empathetic, the statements highlighted the close cooperation between, they are able to understand each other without words.

Šinkūnienė, Katokienė (2010) analysed the social motivation for professional activity factors. The paper analyses the four most frequently mentioned motivation factors: head role of the organization, salary, career opportunities and organizational culture. The results revealed that social workers value the most working relations team. According to Dirgėlienė (2013), collaboration - the most difficult, supportive, professional analysis of the situation, but the greatest satisfaction giving, a solution method. It not only helps to find all the satisfaction of a way out of difficult situations, but also greatly enhances the opposing sides of the relationship. In this study informants also emphasized peer support, support, support in confronting difficulties, the close collaboration between (N =15).

Category. Compromise in decision-making. During the interview, social workers noted that they look for compromise in solutions to both the client and the manager, sometimes they have to make decisions regardless of their opinions: "*<...> I always try taking a decision that would be acceptable to both me and the client or colleague. We allow everyone to express their opinion, listen to each other*". *<...> In the event of a conflict situation as soon as I need help colleagues always join and help me*". To defend their beliefs, interests and attitudes, social workers expend a lot of energy: "*<...> emerged new problem a lot of energy and resources are wasted in order to prove my as professional, approach and predictable strategy*". Dealing with the administration body some social workers pointed out that lack of desire to change routines, lack of creative thinking ". *"It's hard to change the established dogma, there is a lack of creative thinking", "and in a climate of tension is difficult to reduce the resistance"*. When dealing with the manager and colleagues avoiding conflict and isolation as one of the aids indicated supervision: "*<...> would like professional help To avoid isolation of communication between colleagues and manager, motivation determining satisfaction with professional activity*". Solving complex situations colleagues gather to chat analyse them; look for a compromise to avoid a conflict: "*<...>a comprehensive analysis of the situation to make the common good and mutual agreement*". To reach a compromise in communication with the manager trying to avoid conflicts, social workers expend a lot of human resources, energy, the statements (N =24) revealed that their opinions are not always respected, often social workers in order to reach a compromise with the manager "undermine" their beliefs.

Category. Need for supervision identification in organization. According to Aleknaitė, Kurapkaitienė (2011), today supervision is applied in various professional fields (doctors, teachers, psychologists, social workers, etc.) and in public sector, and business. Social workers surveyed in supervision application possibilities in social work with children with emotional and behavioural disorders, in their statements indicated that indicated that in institution where they

work supervision is not considered, there is no possibility to participate, this issue is not discussed: "*<...> They do not provide*". "*It was not even discussed*". "*It is not possible and that's it, no one was looking for solutions*". "*Professional supervisions are not executed; therefore, we are supervisors to each other only in work team*". "*At the moment there is no discussion of this issue at our DC (child day care center, auth.note)*". Although supervision is not a discussion topic in organizations, but surveyed social workers emphasized the need for supervision thought it is not expected soon: "*<...> I think the need is there, but I think it will be only in the distant future*". The statements analysis (N=6) demonstrates that the need for supervision is not determined in organization, no discussion on this issue. However, the interviewed social workers often mentioned that demand.

Category. Assistance and support sources in organization. The statements highlighted that social workers working with children with emotional and behavioural disorders receive support only from colleagues, other institution professionals, volunteers: "*<...>None, unless benevolent colleague with whom you can talk*". "*Assistance and support: colleagues, other professionals. From the outside there is no support*". "*We can always get support from colleagues, volunteers*". An analysis of statements (N =5) indicated that social workers in the institution receive support from colleagues, volunteers, other institution professionals. The informants did not identify a manager as source of support.

Šinkūnienė, Katkonienė (2010) carried out a research on social workers' professional activity motivational factors, which findings indicated that social workers value a good relationship with colleagues the most. The study highlighted that working in non-governmental organizations is very important: a good working atmosphere, the possibility to adapt skills, a good leader. Employees of budgetary institutions the most important factors are good working relations and good working conditions.

In summary, the diagnostic field *Working conditions, relationships with managers, peers, clients* research findings suggest that social workers working under changing risky social work conditions experience professional complex changes (Table 2), which require organizational climate and communication encouraging and maintaining worker's reflectivity, to overcome successfully. The analysis of social workers' statements (Table 5) suggests that the need for supervision is not identified; this issue is not being discussed. However, the workers themselves have expressed the need for supervision. Moreover, highlighted the lack of cooperation with the manager in unexpected, complicated situations, but cooperation with colleagues is pointed out as close and immediate, the main source of support as well as colleagues. Statements revealed the lack of professional help.

Supervision should be an integral part of professional activity of professionals working in social field. As Hawkins, Shohet (2002) assert supervision provides a chance to go deeper; chance to not select an easy way blaming others - clients, colleagues, organizations, "society", and even oneself; supervision can offer a chance to start looking for new opportunities, to discover the knowing of the most difficult situations and get support. Social work construct, which interacts a social worker and a client, determined by social environment is dynamic and constantly changing. It is becoming the new requirements for professional competence of a social worker knowledge, skills and values in order to empower a client. There is a need for professional reflection of a complex social system of labor relations.

2.5. Results Analysis of the Research of the Need for Supervision in Ukraine

At all stages of the Ukrainian national development, the public status issue has a very important place in social justice and social welfare process. Тищенко (2013) asserts that a very important provision is of the citizens who fail to properly integrate into society without State support. The moral welfare consensus is unequal to the social structure of the society, which is the uneven level of supply. Sociologists identify social structures as more or less stable in accordance with social classes and groups. Here, the important role is played by the state, support and welfare issues of those groups which primarily need State support, which is realized through social services. One of these groups is children and young people. Social services provided to children and young people, directing them to community youth clubs. Community clubs are very important at the community level, which allow for a reasonable price, to provide social assistance and employment for children. Services provided to children in close cooperation with the authorities of the administration is a continuous exchange of information, joint exercises, involving vulnerable children. Ongoing educational activities for teens at community clubs, which aim to develop the capacity and skills, minor's creative, spiritual and physical development, preparation for professional activities. Since 2015 in Kiev 149 community clubs have been operated which organize various activities for children, these clubs are attended by 24,438 children. Total in Kiev there are about 1,327 clubs. All these clubs have a clear direction of action, solve child neglect issues, deliver social - educational services for children and youth (Робота підліткових клубів за місцем проживання 2015). Negative phenomenon is the fact that so far these services are paid.

Тищенко (2013) states that the law provides standards as set norms and standards regulating resources for social services, but it is not possible to assess the effectiveness of these services and

the services impact on the recipient's change. Centralized availability of determining services and service network setup oriented neither to quality, nor citizens' needs but to financial possibilities, all of these elements do not allow determine the quality of service. There is no possibility to compare the European countries' experience in providing similar services. The solution to this problem could be solved with the help of international cooperation, exchange of experiences, practical work, scientific information, as well as professional training issues, improving their competencies through supervisions.

Internal social work parameters determining the need for Supervision. In order to analyse the internal professional situation parameters, actualizing the need for supervision in Ukraine, working with children with emotional and behavioural and disorders, it was aimed to identify methods of acquiring knowledge and competencies, their education opportunities, activity nature, work specifics, problems and challenges in social work, and occurred occupational stress, professional assistance, opportunities for reflection, supervision probability. The data analysis identified statements which have common features and indicators were granted unambiguousness (empirical indicator). All respondents' answers (statements) are grouped. These notional units are connected in categories.

Diagnostic field. *Professional competence resources*

Category. Knowledge acquisition techniques and opportunities to develop professional skills. On access to information necessary for the provision of services social worker pointed out that a lot of the knowledge acquired while studying at university, taking part in training, searching for literature on the topic, looking for free training. The analysis of the text of the interview revealed that an informant working with children with emotional and behavioural disorders, does her job competently, responsibly, does not feel the lack of knowledge to provide service, consults with other professionals on competence issues: "At university, taking part in training, literature search on the topic, seeking free trainings, as well as consultation with professionals". Education as one of the necessities of making sense of names, the ability to use known methods "Well, it has, to understand the names, qualification improvement, ability to use the techniques that I learned during the training" *. According to Švedaitė-Sakalauskė (2012), social workers need scientific and theoretical knowledge - professional employee is prepared on the basis of this knowledge. An important role plays professional's communication skills to understand and interpret the case, when "employed" theoretical knowledge and skills.

* Initial Categorization see annex 4

Category. Social workers activity nature, work specifics. An informant in response to the question what is the main activity of the work with children with emotional and behavioural

disorders, identified conducting children's clubs, direct work with families and children's activity organization: *"Family and children with emotional and behavioural disorders activities (clubs conducting), direct work with families, children's referral to appropriate activities, addressing child to VDC (child day care centre), control"*. With regard to direct work with children with emotional and behavioural disorders, she mentioned that she starts work rising motivation, with positive communication focusing on the changes, provides herself as an example, recommends to turn to professionals, inviting them to participate in activities. Working in social work with children with emotional and behavioural disorder, directs social services to the effective needs.

Diagnostic field. *Stress risk in social work process*

Category. Factors determining success in stressful situations. When asked how to cope with emotions, fear, feelings, where gains competence from to control them, the informant said that the presence of church helps to overcome the difficulties, reflects, analyses stressful situations and makes conclusions: *"The basis is the Church, a problem - a step, thinking, findings, analysis, environment help"*. As the major risk of professional stress, a social worker identified various unforeseen situations, children's aggressive behaviour, drunker family aggression, uncontrollable situations: *"The risk is various unforeseen situations, aggressive children, aggression of drunken family members. You need a lot of strength to control the situation. A grandmother, in front of the workers, threatened to throw a granddaughter through the window. Another situation, we found a frozen baby in the freezer at home". "Events like these cause high stress, emotional experiences". "This caused a lot of negative emotions and experiences"*. During the interview the informant identified the negative emotions, mental tension, stressful state and experiences at work with both children and their families, special emphasis on the emotional, spiritual support.

Category. Main problems and challenges occurring at social work. Speaking about her problems and challenges at work, a social worker noticed that the family indifferent to their problems. About difficulties in communicating with services, educational institutions often hide children with emotional and behavioural disorders problems: *"The family usually does not see the problem, it is difficult to communicate with the services of indifference, schools try to hide the problem, do not report"*. The major challenge is when one runs out of knowledge and skills how to behave in a given situation. As one of the problems an informant pointed out her disadvantage to force herself to work consistently. This lack of consistency does not allow organize her work: *"The challenge when you don't know how to behave and force yourself to organize work consistently. I lack consistency"*. Večkienė, Budėjienė, Ražanauskaitė, Ramanauskienė, Valiulis (2013) argue that social work is always complex, results hardly "visible" and predictable. On the other hand, it is not a short-term single intervention; it is a continuous process of interaction.

Category. Tension between personal and professional identity. Upon request to identify and evaluate the tension between the personal and professional identity, the informant emphasized self-conflicts, self-control efforts in her statements: *"There are conflicts with myself, when I realize I must a professional. not a mother. When a child suffers, fails to manage his behaviour, it is necessary to help excluding emotion, something you cannot afford (e.g. to shout)".* Her personal experience of street life uses to access the children with emotional and behavioural disorders: *"With experience, because I was a street kid, so I understand these people, I know that there is a way out. I think equal levels are the best of what can be".* The Informant her negative experience has turned into advantages, she understands the problems of children, knows many things that other person might not know, always finds a way out in though experiences the tension between personal and professional identity: *"Sometimes tempted to give up, but put myself together, because I know I'm the only one who can help. Low results encourage and give the desire to help children. This makes it possible to achieve goals and develop personality".* Social workers at the same time have to help the person and to control him, or - the act balancing between assistance and control, and it implies tension between personal and professional identity.

Category. Assistance, support, professional support experiencing stress. When asked what kind of help receives experiencing stress, a social worker stated that generally is supported by family. Once a month all colleagues discuss situations, bring reports and summarize the situation: *"Family, co-workers, we make a meeting once a month to give a report, summarize situations, analyse them".* In interview she expressed expectations for assistance from managers which brings security to cope with stress: *"would like from managers, it would be secure".*

As a support method the informant pointed out "calling" with others professionals, colleagues. Also, there is a psychologist who advises clients, and is a source of support and assistance, if necessary, receiving the necessary recommendations: *"I can call other professionals (peers). There is a psychologist who advises clients, she is helpful when I'm in need. Though often I seek for help on my own".* According to Dirgėlienė (2013) working in organization which does not assist and support in difficult professional situations, even enthusiastic employee may be disappointed, exhausted, become indifferent and even cynical to profession and client, cause loss of health.

Diagnostic field. Social workers' Need for Supervision in social work

Category. Ability to reflexively look at work content and process. When asked what ability she had to reflexively look at her job content and process, indicated that she can get a psychologist and co-counselling conversations: psychologist, co-workers (individually), but most control gets from management gets: *"Meetings with the management body, discussions, this is more*

verification". *"Sometimes I have troubles, but as soon as prove the results, I put a lot of efforts to convince my job is responsible and good. A management body is strict when I fail; I get a lot of remarks"*. Cooperation with colleagues highlighted the inconsistency, envy, criticism. The analysis of the data highlighted the fact that she experiences difficulties in communication with colleagues as well as with management; there is almost no reflection at work. Competition hinders professional cooperation among: *"But, otherwise, there is a competition, envy, criticism. Responsibilities are not distributed, difference of opinion"*. The statements reflected difficulties experienced at work, are associated with the various tensions (responsibility, guilt, anxiety for the result, which is often obscure and variable). According to Večkienė, Budėjienė, Ražanauskaitė, Ramanauskienė, Valiulis (2013), these circumstances create additional obstacles to interdisciplinary professional's communication process; make the professional collaboration difficult, sometimes impossible.

Category. Supervision probability. Discussing the difficulties that arise when working with children with emotional and behavioural disorders supervision as professional counselling option was rejected. During the interview the informant indicated that she never had heard this term. In case of difficulties, colleagues provide help. *"I have never heard about supervisions, no professional help, just colleagues"*. The informant emphasized the lack of information about the application possibilities of supervision of social workers' motivation. While interviewed said noticed the lack of information about supervision: *"No options, because there is no supervision in Ukraine, as I told, first time I've heard about it is from you"*. She presented in her statements, in her opinion, the main obstacles to perform supervision: the organization does not take proper care of the employees. *"Financial, it's not popular here, the mentality is different, because doesn't care about the employees. Missing a level, it's still very low"*. According to Šinkūnienė, Katkonienė (2010), until now a recognition of problems for a number of people still associates with the fear of trouble, blame-seeking and obvious difficult life. Social services, that she provides, are focused on clients, meanwhile, the management body exercises control more than provides support in solving difficulties: *"Professionals help, colleagues, we choose to protect child's rights . Children's Ombudsman services. Lawyers. Cooperation between services, professional knowledge, professional actions"*. The social worker's professional activity empirical substantiation provided the opportunity to simulate the need for supervision; reflection skills acquire special significance, critical thinking and the ability to look from many perspectives, to rethink the goals of her professional experience.

External social work parameters determining the need for Supervision. Analysing the external professional situation parameters, actualizing the need for supervision in Ukraine, in work

with children with emotional and behavioural disorders, was aiming to identify the tensions arising between the personal and professional identity, the supervision function, benefits, opportunities actualization, identification of resources necessary for supervision, cooperation with management, manager and colleagues, compromise, conflict resolution, identification of the need for supervision in organization and assistance and support sources. Summary of the research findings granted statements with common features, indicators as unambiguousness (empirical indicator). All respondents' answers (statements) are grouped. These notional units are connected in categories.

Diagnostic field. Social workers' professional competence development under Supervision

Category. Supervision conception, functions. The investigation showed that the informant lacks of knowledge about supervision, hears the term for the first time, but during the interview tried to simulate the functions, benefits which may be obtained by participating in supervision: "*It's a help in solving the difficulties that arise in social work. Advice, guidance, assessment of the situation*". "*Assistance, counselling. Professional corrective factors support*". СЛОЗАНСЬКА (2014) notes that supervision, a support function, is not yet sufficiently implemented in Ukraine.

Category. Opportunity to participate in Supervision. The investigation revealed that the informant has no chance to participate in supervision, not only due to the fact that it is not popular in Ukraine, lack of information, funding, but also because of the differences in mentality. The statements highlighted the employer's position evaluation referred to the neglect, indifference to employees: "*No opportunities I have, because there is no supervision in Ukraine, as I said, I heard it from you*". "*.. it is not popular, the mentality is different, because they don't care about their employees. Missing level is still very low*". Discussing the possibility to participate in supervision the informant mentioned that it is desirable that firstly, social workers would be acquainted with supervision, because many of them have not heard anything: "*A person who understands the supervision, in particular would tell what it is, to prepare the people, many do not even know*". Discussing the need for supervision, the informant remarked if there is no supervision, then no need for it is determined.

Category. Applicable practice areas of Supervision. During the interview applicable practice areas of supervision, the informant identified internal state stability, advice, assurance. She notes it would be helpful to get advice tips in case analysis: "*Maybe the family and children, between colleagues, inner state. Tips, that I would get, would be a guarantee of certainty. Case analysis, stages of problem decision*". Tsui (2005) analysed a number of European supervision practice experience and studies, summed up the importance of the supervision condition -help supervised employee, ensure quality of service received by a client, to reflect and rethink the complexity of

professional activities, to share professional knowledge, values and skills, to provide emotional support for a supervised employee.

Diagnostic field. *Work conditions, relations with manager, peers, clients, assistance and support sources*

Category. Communication between employee and administration body. During the interview, discussing cooperation with the administration in unexpected situations, the informant said that often has problems, constantly needs to prove, to convince the positive results of her work, in case of failure does not receive support, gets a lot of remarks. *"Sometimes I have troubles, but as soon as prove the results, I put a lot of efforts to convince my job is responsible and good. Management body is strict when I'm wrong, get a lot of remarks"*. Support from the administration gets during work meetings, but colleagues and other professionals support each other constantly. *"Gather, discuss actual topics, managers, children's rights protection, colleagues with each other"*. Слозанська (2014) argues that social work specificity requires employees, team work to act consistently, focused. Manager and employee participation affects the solution of social problems and quality.

In summary, the need for supervision in Ukraine results analysis declares social workers are competent, face the unpredictable, risky and high dynamic job. They analyse their work with colleagues, but they lack support from management. The study revealed the need for supervision, due to the lack of information, funding, organizational difficulties they are not able to participate, though consider about such possibility.

The empirical part of the research it is a test to empirically examine the need for supervision in social work with children with emotional and behavioural disorders in Ukraine. Its limitation occurred in that there was one social worker interviewed who works with children with emotional and behavioural disorders at community youth club. For greater objectivity, it would be meaningful to interview a greater number of social workers, including managers, in future. It would make sense to carry out not only a qualitative but a quantitative study as well.

Conclusions

1. An important part of the professionalization of social work is a knowledge base which is based on research, it is qualified, socially meaningful human activity in a particular area of public life. Supervision - as a social work quality assurance function is used as an auxiliary instrument of social work professionalization formation and reflection, it can effectively contribute to the evaluation of the activities and the quality of social work practice in the development and professionalization. Social services are an integral part of the welfare state to help the public solve social problems. Lithuanian social services are aimed at preventing individual, family; community social problems arise, as well as the public social security. Social services in Ukraine are key principles of assistance to people living in difficult circumstances, to prevent the emergence of complex life circumstances; to create conditions for the same person to solve problems independently. Social work is the profession promoting the development and the use of human interactions, provides opportunities and assistance to improve their lives. Social work base in Ukraine, is human rights and social justice. To avoid occupational burnout, for difficulties analysis, ethical norms control, emotional support, social care services performance, the guidelines of supervision are approved.
2. Social Work professional activity is a complex process, which is formed by social workers and clients under the intensively changing internal and external, and environmental conditions. Internal social work parameters affect the social worker's job satisfaction, recognition, personal achievements, development opportunities, the degree of responsibility, personality characteristics, lack of competence, stress, professional and personal identity conflicts. External social work parameters are related to the working environment and affect workers' dissatisfaction with the work (leadership, organization policy, working conditions, salary, relationships with co-manager, status and safety). A social worker in accordance with the social work institutional, legal requirements and representing interests of the client, experiences complicated and controversial professional situation. All these internal and external professional situation parameters require significant physical, emotional, psychological and spiritual resources. Excessive involvement in activities filled with a variety of both personal and professional risks, causes the need for supervision.
3. Analysing the research results, the internal and external parameters of a professional situation are identified. Internal: social workers who work with children with emotional and behavioural disorders have sufficient knowledge for providing services. They are constantly updating their knowledge in training, seminars and independently. Both in Lithuania and in Ukraine, social

workers experience tension and occupational stress. They lack self-confidence, suffer emotional distress. External: the survey revealed a close colleagues collaboration, support and assistance. Opportunities to participate in supervision social workers do not have due to financial and internal organizational difficulties, some organizations executives do not provide priorities to supervision. The managers provide priority to client's safety and quality of service. The administration is not interested in and does not have sufficient information about supervision, which is required by employees. The social workers lack of collaboration with the manager in unexpected, complicated situations.

4. The contextual analysis of the findings highlighted the need for supervision of social workers providing services to children with emotional and behavioural disorders in child day care centre and its application possibilities in different contexts: in Lithuania and in Ukraine. The research data revealed the support expectations both in Lithuania and in Ukraine, confirmed the need for supervision reflecting social work with children with emotional and behavioural disorders, reflecting the expression of co-operation with the manager, and in organizations. Lithuanian context identified that not many social workers have the opportunity to participate in supervisions, but they are not regular or systematic. Ukrainian context attempted to empirically examine the need for the application of supervision in social work with children with emotional and behavioural disorders. Due to the limitations of the research sample (one social worker) and social-political situation the empirical data are presented from a subjective perspective. For greater objectivity, in the future it would make sense to involve more social workers in the research, as well as providing social services institutions' executives. It would be meaningful to carry out not only a qualitative but a quantitative research as well.

Recommendations for Managers of Child Day Care Centres

1. In accordance with the research data, the manager in organization should be more involved in the development of supervisions in social work, and particularly, to provide information relating to the supervision for social workers working with children with emotional and behavioural disorders at child day-care centres, to intermediate and collaborate with institutions or organizations provide these services.
2. Overcoming child day care centres institutional obstacles to the development of supervision, for social workers' skills development the institution manager should initiate programs aimed to attract EU funds to improve employees' qualification providing supervision. By participating in these programs social workers who work with children with emotional and behavioural disorders could receive supervision services in order to improve performance.
3. In accordance with the Ukrainian research findings, it would be useful to publicize supervisions between institutions providing social services, both public-sector and private, for supervision development it would be appropriate to use the experience of international organizations.

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Vilma Kaušienė

**SUPERVIZIJOS TAIKYMO POREIKIS SOCIALINIAME DARBE SU VAIKAIS,
TURINČIAIS ELGESIO IR EMOCIJŲ SUTRIKIMŲ**
Magistro baigiamasis darbas

Santrauka

Magistro baigiamajame darbe atlikta teorinė supervizijos taikymo poreikio socialiniame darbe su vaikais, turinčiais elgesio ir emocijų sutrikimų analizė.

Darbo tikslas: atskleisti supervizijos taikymo poreikį socialiniame darbe su vaikais, turinčiais elgesio ir emocijų sutrikimų, analizuojant vidinius ir išorinius socialinio darbo parametrus. Pasirinktas kokybinis tyrimas, pusiau struktūruotas interviu, turinio (content) bei naratyvinė analizė.

Tyrimo dalyvavo penkios socialinės darbuotojos iš Lietuvos ir viena socialinė darbuotoja iš Ukrainos.

Empirinėje dalyje nagrinėjami socialinių darbuotojų Lietuvoje ir Ukrainoje, supervizijos poreikis, atskleidžiant vidinius ir išorinius profesinės situacijos parametrus ir aktualizuojant supervizijos taikymo galimybes. Atlikta kontekstinė tyrimo analizė, supervizijos poreikis ir jo taikymo galimybės paminėtuose kontekstuose.

Svarbiausios empirinio tyrimo išvados:

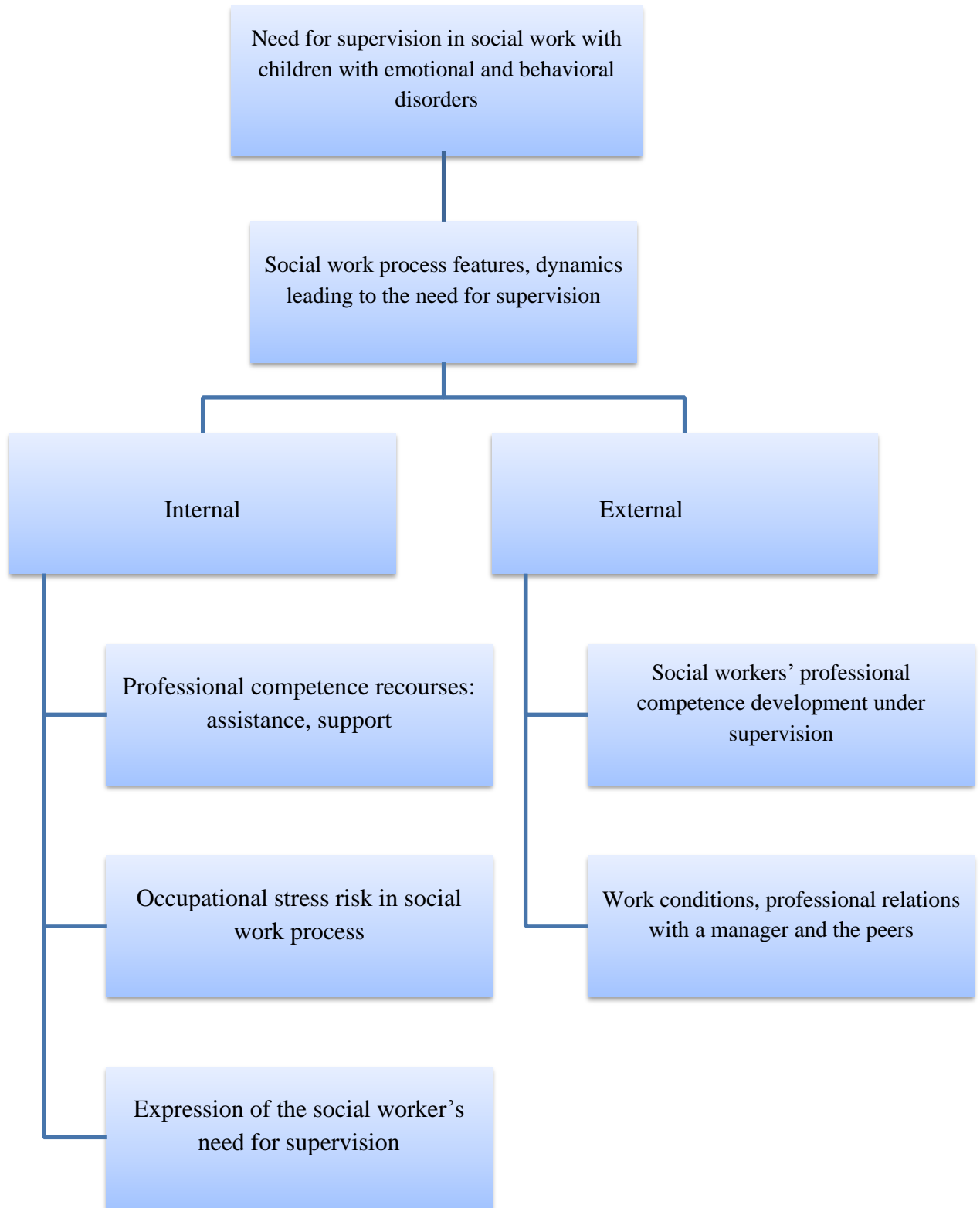
1. Analizuojant tyrimo rezultatus identifikuoti *vidiniai ir išoriniai profesinės situacijos parametrai*. *Vidiniai*: socialiniai darbuotojai dirbantys su vaikais turi pakankamai žinių paslaugoms teikti, jas nuolat atnaujina. Tiek Lietuvoje, tiek Ukrainoje dirbdami patiria įtampą, stresą, emocinį išsekimą. *Išoriniai*: tyrimo metu išryškėjo kolegų glaudus bendradarbiavimas. Galimybės dalyvauti supervizijose neturi dėl finansinių bei įstaigos vidaus organizacinių sunkumų, tam nesuteikiamas prioritetas, trūksta bendradarbiavimo su vadovu nenumatytose, sudėtingose situacijose.
2. Atlikus kontekstinę tyrimo analizę, išryškėjo socialinių darbuotojų supervizijos poreikis ir jo taikymo galimybės Lietuvoje ir Ukrainoje. Tyrimo duomenys atskleidė paramos lūkesčius, patvirtino supervizijos poreikį reflektuojant socialinį darbą, bendradarbiavimo raišką su organizacijos vadovu. Lietuvos kontekste indentifikuota, kad nedaugelis tyrimo dalyvavusių socialinių darbuotojų turi galimybę dalyvauti supervizijose, tačiau jos nėra reguliarios ar sistemingos. Ukrainos kontekste buvo bandyta empiriškai išnagrinėti supervizijos taikymo poreikį. Dėl tyrimo imties ribotumo (tyrime dalyvavo viena socialinė darbuotoja) bei

socialinės-politinės situacijos, empiriniai duomenys pateikiami iš subjektyvios perspektyvos. Siekiant didesnio objektyvumo, ateityje būtų prasminga apklausti didesnę socialinių darbuotojų skaičių, įtraukiant į tyrimą ir vadovus, atlikti ne tik kokybinį, bet ir kiekybinį tyrimą.

Esminės sąvokos: socialinis darbas, supervizijos poreikis, supervizijos galimybės.

ANNEXES

Operationalization



Interview Questionnaire

Diagnostic fields	Provided guiding questions
Demographic data	Age: Gender: Education: Seniority:
Professional situation parameters	
Internal	
Professional competence (s) resources	What methods do you use to acquire the knowledge necessary for services?
	Whats is the nature and specifics of your work activity?
	What measures do you take facing difficulties to achieve goals and tasks?
	What competence (features) do you need to solve social problems such as unconventional?
	Could you state your opinion on the influence of social workers' position and degree for solving social problems?
	What are your knowledge and competence resources for the control of inner experiences, when you confront emotional change, distrust, fear?
Occupational stress risk in social work process	Identify the factors determining success during stressful situations.
	What are the main problems and challenges occurring in your work?
	Name and assess occupational stress risk. (Give some examples).
	What support do you receive during stressful period?
	Who do you expect (get) empowering professional support from, in order to prevent occupational stress risk?
The expression of the social workers' needs (supervision)	What possibilities do you have to reflectively look at your work content and process?
	What possibilities do you have to improve your skills, to receive information you need?
	Do you expect professional counseling - supervision, personal counseling/therapy -psychological help, moral support during difficult period?
External	
Social work process features, dynamics leading to the need for supervision	Name and assess tension, rising between personal and professional identity. (If it does occur).
	What kind of influence on your work does work dynamics have?

	What measures do you take if professional crisis occur?
	Who/what does help you to analyze professional situation in a complex way, while facing difficulties, changes?
	What kind of methods do you use to perceive global conflict situations and to find mutual positive solution?
Social workers' competence development under supervision	How would you define Supervision?
	What are the functions of supervision, in your opinion?
	What would (do) you expect from Supervision, how useful would (is) it be?
	What is (would) the possibility (be) to apply Supervision in your organization?
	Could you state your opinion on the main obstacles for Supervision?
	Name your practice fields, which could be applicable for Supervision.
	Name problems, solvable for Supervision.
	What conditions and resources would Supervision need?
Work conditions, collaboration with a manager, the peers, clients (support, assistance sources)	What is the collaboration with administration like, in unpredictable situations?
	What is the collaboration with your manager like facing the difficulties? (Support expectations).
	What is the collaboration with colleagues like?
	How do you seek for compromise, keeping your beliefs, interests in decision-making?
	How do you, social workers, solve conflicts with a manager, colleagues and clients?
	How is the need for supervision identified in your organization? (If it is identified).
	What are support and assistance sources in your organization?

Initial Categorization Analysis of the Application Possibilities of Supervision in Social Work with Children with Emotional and Behavioural Disorders in Lithuania

Internal Professional Situation Parameters determining the need for supervision

Table 1

Diagnostic field. Professional competence resources

No.	Category	Statements (language is not corrected)
1.	Knowledge acquisition techniques and opportunities to develop skills and obtain the necessary service information	<i>While studying Master's courses, participating in training, seminars, reading various professional literature. As well as cooperating and sharing experience with other institutions soc. employees. Courses, seminars and literature. Constantly learning, communicating and collaborating with other professionals. Sometimes it's hard to find a quick and high-quality information; I need to select and read a large quantity of foreign literature. Opportunities to develop my professional skills, and to obtain the required information by participating in trainings, seminars. As I mentioned, I regularly attend courses, seminars, training. I'm self-interested in both foreign and the Lithuanian literature; I consult with colleagues. That demands much time and energy which I could use in work with children instead.</i>
2.	Social work nature and specifics	<i>More working on group-work developing learning motivation, active listening and discussion (chat), conflict resolution skills. I'm also responsible for the catering service, which aids children to educate household, personal care skills. Provider of information, consulting, assistance for homework, cooperation with parents, preventive work. Working with social risk families, children and teenagers with emotional and behavioral disorders, ...a client's internal resources assessment, support program development, consulting how to behave in problematic situations, problem solution and submission of support method alternatives, information about a client to another institution preparation.</i>
3.	Search for measures and resources when facing the difficulties	<i>I am looking for new methods and techniques that can help achieve the goal set. First help is from colleagues, communicating with colleagues. Problem solution together with colleagues. Mostly, I consult with colleagues, have no possibilities for professional consultation. In social work with children with emotional and behavioral disorders, any task requires a lot of work and support, it's very good if you are able to involve your colleagues or professional experience, to rely on their advice and abilities, or to include other people's personal resources in problem solution. Searching for information online, in literature; it would be helpful to get external professional support, i.e., methodical meetings, professional approach to a situation or problem.</i>
4.	Competence in solving social problems	<i>In fact, solving social problems different competencies are necessary. It is important to be very flexible, creative, able to see every problem as an exceptional and unique. It is also very important to be able to "see several steps ahead", i.e., able to predict the possible changes. The main things that are needed: tolerance, acceptance of diversity, patience. There are often unconventional problems, discussions and opinion sharing between colleagues in our work. A very important ability to work effectively under certain circumstances. Communication competence is necessary for interaction with other people, especially in solving social problems - ability to respond a social situation, assessing other people's personal qualities and emotional state.</i>

5.	Social workers' status and education influence on social problem-solving	<i>Of course, it has. It depends on how professional he will be in solving problems. No doubt, it has, education gives more competence, knowledge about children's emotional and behavioral disorders allows solve the resulting problems more qualitatively and faster. Of course, a must. Working with a variety of children and their parents requires different social knowledge, different methods to be applied; increasing number of children with behavioural disorders requires the availability of new methods, new authentication options. The variety of knowledge is necessary: professional preparation and knowledge of the law, support process based on a certain technology, professional ethics and other ways to help families and children to solve problems.</i>
6.	Knowledge and competence for control of emotions, mistrust, fear, internal experiences	<i>I have once studied and attended training on occupational burnout syndrome and ways to avoid it, as well as been involved in supervision. I talk to many colleagues, I share my own experiences, ask for advice, I try to analyze problems during training. Emotional stability, personal maturity, discernment in facing the above mentioned difficulties help resist frustration. Since this work is constantly influenced by various factors and difficulties, I'm constantly facing these difficulties. It is impossible to solve this and other confusions and to make unambiguous decision, therefore, my, as an employee's, permanent phenomenon to cope with these challenges through self-reflection. Though there is no time for reflection in our work schedule, but I have to ask colleagues for help to avoid occupational burnout; sometimes we reflect together with colleagues. I would like to get professional support.</i>

Table 2

Diagnostic field. *Occupational stress risk in social work process*

No.	Category	Statements
1.	Factors determining success in stressful situations	<i>The ability to stay focused, a generous theoretical and practical knowledge baggage. A good, tend to collaborate staff. try to minimize the use of such expressions as "desperate situation", "I can no longer endure it", "this is hopeless" and so on. It is helpful to adopt an inevitable situation: sometimes to reflect in solitude, and sometimes to be active in the search for a common solution. I believe skills, knowledge, personal qualities, experience, education and professionalism.</i>
2.	Main problems and challenges common in social work	<i>Mostly, we are dealing with unpredictable and provocative client's behavior, that requires good preparation and responsible reaction. Challenge, general contact with families. Emotional and behavioral disorders. They are often unable to solve even simple problems, conflicting, possessing a lot of bad habits.</i>

3.	Risk assessment of occupational stress	<p><i>The greatest risk of occupational stress - my relationship with the manager, the constant reproaches, minor problems prominence not seeing the important ones. Severe stress, a very strong stress, high risk. Children's anger, uncontrolled behavior often pose a threat not only to me but also to others. A year working diligently with a mother and her son. Mom seemed to want to change, attended the consultations, made decisions. The boy's behavior also changed. A year later, mom said that her son hinders the freedom to live. ... mom asks: "where do I go, so I could give away a child to a child care home?" I didn't give up because emotional stability, work experience, peer support helped to overcome this difficult situation.</i></p> <p><i>Working in child day care center often may occur emotional exhaustion, physical and emotional depletion. Failure to carry out the requirements both as a social worker and a person. Sometimes a negative, apathetic, cynical approach to work, responsibilities, colleagues, clients. Reduced human helplessness, the feeling of lack of competence, work achievements and inefficiencies. There is an occupational burnout syndrome. I often feel fatigued from customer problems and a plethora of diversity, lack of inner satisfaction. Sometimes I feel that I have to solve a child's and his family problems, but I have neither new strength nor external reinforcement from environment assuring a proper solution. Sometimes a negative, apathetic, cynical approach to work, responsibilities, colleagues, clients occur. Sometimes I need external reinforcements to double-check if chosen methods are appropriate.</i></p>
4.	Help, support, professional support experiencing stress	<p><i>None. Key help- colleagues, communicating with colleagues. I like to reflect - survive, assess, analyze, rethink. Colleagues or other professionals help to adequately respond to stress. I often get colleague and management support but would like to get immediate professional help from the outside, to reflect with other experts in the field. In fact, I don't expect to get professional assistance. Colleagues have got much experience, constantly improve their knowledge. Unfortunately, I don't get professional support in work with children with emotional and behavioral disorders. There are professional discussions in family, enabling to calm down and look at the situation from new point of view. Would like to get external professional analyses and support. For professional assistance.</i></p>

Table 3

Diagnostic field. *Social work process features, dynamics leading to the need for supervision*

No.	Category	Statements (language is not corrected)
1.	Identification and assessment of tension between personal and professional identity	<p><i>I don't experience that kind of tension. The tension is huge working long time with a child and family, when the situation begins to improve I almost get no gratitude. Tension arises because I don't trust myself, I am afraid to do something wrong. It is also, carrying out a number of professional roles: the problem identifier, counselor, teacher, assessor, behavior supervisor, judge et al. Role conflicts arise causing stress, emotional fatigue, health issues.</i></p>
2.	Dynamics impact on social worker in social work with children with emotional and behavioral disorders	<p><i>I got used to the ever-changing, and practically unpredictable situation at work, ...of course, one plan here is not enough, need to constantly think "what if ...". The dynamics is huge, it's hard to keep up, it is alarming and interferes with concentration, and sometimes I can not find appropriate solutions. I feel unsafe, unstable. I like changes, innovation, sometimes I seek them on my own, as is so interesting and rational. I like dynamic work, it's not boring, pursuit of continuous improvement. It's very stressful and often deviates from the action plan. Sometimes my dynamism is ranging from denial and anger to creativity and enthusiasm.</i></p>

3.	Measures used in occupational crisis case	<i>Have not yet experienced. ... as a precaution, after work, I try not thinking about clients, not dealing with their problems at home or in my mind. In a very complex situation, it helps to talk to someone impartial, but understanding the situation and the specifics of my job. Usually, I consult with colleagues. I would like to do it professionally and with professionals for the my sake and clients' (children's auth note). Sometimes it is very difficult to make myself conscious analysis, although you realize that this process will take cause professional changes.</i>
4.	Collaboration, occupational situation analysis facing changes	<i>I find constant communication with colleagues and partners very useful. Only colleagues, I rely on them, their competences, they're very helpful an At work we are a team,I also have a strong team outside work. As I said, it is very important to have a good team and friends, peers who you can rely and count on and consult with.</i>
5.	Methods to realize global conflict situations, find common positive solution	<i>Observing, understanding not only the current situation but also what led to it, what reasons cause children's emotional or behavioural breakthrough. When a client behaves as previously mentioned mom and son, when a child is at risk of significant trouble, it becomes absolutely clear - conflict situation is difficult to manage. In this case, with the ombudsman's assistance, we managed to find a mutual solution. Direct contact with the child and his close environment: parents, teachers, friends.</i>

Table 4

Diagnostic field. *Expression of social workers' need for supervision*

No.	Category	Statements (language is not corrected)
1.	Ability to reflexively look at work content and process	<i>Mostly, I reflect on my own how, what and why has happened, is happening or will happen. Most of these reflections I had during my Master's studies,in discussions of operational situations. The possibility is through meetings every morning, but it is dealt within a very short period of time, it is not possible to see into the work process (only during studies; to reflect here and now I don't have possibilities). We do this often, we discuss a variety of situations, look for common solutions. I only have the opportunity for self-reflection. No others. But I'd like to do it professionally and with professionals but not to practice amateur. I'm interested in this area, but still not a professional.</i>
2.	Moral support abilities of professional counseling - supervision, personal counseling/therapy - psychologist	<i>I don't expect, as there are no possibilities. However, I would like to receive such support. There were no consultations at work for the past 10 years. Sometimes it's enough to get moral support. I can always get professional help, usually, a psychologist, if I can't overcome difficulties by myself. I hope, and very much would like to, but currently, don't have such possibility..</i>

External Professional Situation Parameters determining the need for supervision

Table 5

Diagnostic field. *Social workers' professional competence development under supervision*

No.	Category	Statements (language is not corrected)
1.	Supervision discourse, its functions	<i>In my opinion, supervision is a specific form of self-help organization. If it's something wrong, you could express grievances. This is work content development, in order to enhance professional and organizational effectiveness. I think Supervision is an auxiliary tool, referring to the situation analysis and promoting changes both of yourself as a professional and the institution itself. In my opinion, supervision performs motivation, support, shared educational experience, teaching (transmit different information) functions. Relations between people which main purpose: to analyze and improve each other's work. It is a process of change, based on the analysis; in this process, an important role is played by both a participant and a supervisor. I think it can help in risky, complex and specific case: a different approach to the situation; a more accurate picture effects; support and easier process; promote and recognize the voice of available feelings.</i>
2.	Supervision expectations	<i>I'd hope Supervision to encourage work team to cooperate, share experiences and thus more efficient and professional solve problems, prevent occupational burnout. Self-confidence, results improvement, an external approach to work. I expect the support and encouragement; it helps to achieve good performance, a different approach to the challenges ahead, to search for a new way of thinking in work process. Mutual communication between colleagues and manager, harmonization of activities and methods, clear boundaries between a client and a social worker, occupational burnout issues would be a significant help to prevent a burnout syndrome. As soc. work is constantly changing, there are new problems and situations related to emigration and other global issues; new challenge occur which cause tension and stress. Supervision would help professionals and organizations to change, while at the same time changing public and community approach.</i>
3.	Opportunity to participate in supervision	<i>Such opportunity is currently unavailable. It could only be in case if there is finance. In our institution nobody cares about it, an employee must ensure safe children's presence at child day care center, how does an employee feel and what is he/she going through nobody cares (except colleagues). It's absolutely actual, all you need is "to want".</i>
4.	Basic supervision obstacles	<i>I would consider a major obstacle to colleagues' misunderstanding of what Supervision is and the benefits it provides to both the employees themselves and the organization. Financial, in addition to general belief, that this is not the most important thing, more important is ability to manage the situation and find appropriate solutions. I think there is a lack of a positive attitude to both soc.worker as a professional and the significance of the problem. Supervision is not funded, therefore, it can not be executed due to the lack of financial resources and human resources.</i>
5.	Practice areas which could be subject to Supervision	<i>Well, I think first of all supervision would be necessary to apply the employee and manager relationship, as well as solving client's problems, aiming a higher competence. Improving the professional activity, the formation of a new approach to work, a new understanding of the analysis of a risky, unique situation; in soc. worker's as a personality change and development process; form reflection and analysis skills.</i>

6.	Conditions and resources needed for supervision	<i>All colleagues, including a manager, must feel and understand the need for supervision. As well as the necessary financial resources to hire a Supervisor. Moreover, manager's attention to work risk, employees' feelings, and obviously, finances (this is probably the main obstacle). First of all, the idea and the problem need to be analyzed on a higher level i.e., political officials need to understand the significance of a broader perspective.</i>
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Table 6

Diagnostic field. *Work conditions, relationships with managers, peers, clients (assistance, support resources*

No.	Category	Statements (language is not corrected)
1.	Communication between employee and institution's administration	<i>Not that communication is taking place, usually, we manage the situation together with a colleague and resolve all problems by ourselves. Sometimes the administration body provides with reinforcement, support and understanding in difficult situations. But mostly, we, colleagues, support each other. Sometimes, it's complicated to gather all team, but it's possible with the efforts. Neither hostility nor support. No direct obstacles occur, cause the team is small and harmonious. Complicated because our leader is not enough competent; professional support or help is hard to expect. It is also a very big problem at work: a complex relationship with the manager, his unwillingness to listen and hear workers, coordinate with each other and so on. In case of difficulties, I do not always appeal to the manager, mainly deal with colleagues. The manager tries to cooperate, but sometimes I have to overcome unexpected challenges without his support. Doing well, after formulating and setting clear problems.</i>
2.	Collaboration with colleagues	<i>In this regard, I can say it's good. We always discuss planned activities, cases, the ones we face, we help each other ... if necessary, we complement, substitute and so on. Excellent. This is my source of strength and support. Often, in difficult situations no words needed but sufficient eye contact and colleagues help resolve the difficult situation. Colleagues are understanding, competitive and well organized.</i>
3.	Compromise in decision -making, keeping own beliefs and interests	<i>I always try making a decision that would be acceptable to both me and a client or colleague. We allow everyone to express their opinion, listen to each other. However, if frankly, not always successfully. And there are cases in order to avoid conflict with (e.g., manager) when I have made decisions against my beliefs. Often the children's behavior changes at child day care center, they learn to put themselves together, to control their anger (sometimes). Parents often seeing these changes remain indifferent and unthankful: it hurts. It is in every way, but still have not had a serious disagreement. New issues demand loads of energy and resources in order to prove own professional approach and predictable strategies. It's hard to change the established dogma, there is a lack of creative thinking. In a climate of tension it is difficult to reduce the resistance; would like to get professional help in order to avoid isolated communication between colleagues and manager; motivation, determining satisfaction in professional activity.</i>
4.	Conflict solution between social workers and managers, colleagues	<i>I always try to avoid conflicts. In the event of a conflict situation, colleagues always contact and help. A manager, usually, is busy and rarely visits classes, so he doesn't get involved in conflict situations. I am the one who takes a leader role in conflict situation. I'm doing well, cause I am calm, untroubled person. In case of a difficult situation - we gather together and we talk about how we feel, what happened, how we would like to... A complex analysis of the situation in order to have a common good and mutual agreement.</i>

5.	Need for supervision identification in organization	<i>Not identified. It was not even discussed. It's not possible and no one was looking for solutions. Professional supervisions are not executed, therefore, we are supervisors to each other. At the moment there is no discussion of this issue at our child day care center. The need for supervision exists, but its application might happen only in future.</i>
6.	Assistance and support sources in organization	<i>None, unless benevolent colleague with whom you can talk. Assistance and support: colleagues, other professionals. From the outside there is no support. We can always get support from colleagues, volunteers. Currently, only personal, between colleagues, management.</i>

Annex 4

Initial Categorization Analysis of the Application Possibilities of Supervision in Social Work with Children with Emotional and Behavioural Disorders in Ukraine
Internal social work parameters determining the need for supervision

Table 1

Diagnostic field. Professional competence resources

No.	Category	Statements (language is not corrected)
1.	Knowledge acquisition techniques and opportunities to develop skills	<i>At university, taking part in training, literature search on the topic, seeking free trainings, as well as consultation with professionals" . "Well, it has, to understand the names, qualification improvement, ability to use the techniques that I learned during the training".</i>
2.	Social work nature and specifics	<i>Family and children with emotional and behavioral disorders activities (club conducting), direct work with families, children's referral to appropriate activities addressing child to VDC (child day care center), control".</i>

Table 2

Diagnostic field. Stress risk in social work process

No.	Category	Statements (language is not corrected)
8.	Factors determining success in stressful situations	<i>"The basis is the Church, a problem - a step, thinking , findings, analysis, environment help ". "The risk is various unforeseen situations, aggressive children, aggression of drunk family members. You need a lot of strength to control the situation. A grandmother, in front of the workers, threatened to throw a granddaughter through the window. Another situation, we found a frozen baby in the freezer at home". "Events like these cause high stress, emotional experiences". "This caused a lot of negative emotions and experiences".</i>
9.	Main problems and challenges common in social work	<i>"The family usually does not see the problem, it is difficult to communicate with the services of indifference, schools try to hide the problem, do not report". "The challenge when you don't know how to behave and force yourself to organize work consistently. I lack consistency".</i>

10.	Risk assessment of occupational stress	<i>Assistance, support, professional support experiencing stress. "Family, co-workers, we make a meeting once a month to give a report, summarize situations, analyze them". In interview she expressed expectations for assistance from managers which brings security to cope with stress: "would like from managers, it would be secure". "I can " call" other professionals (peers). There is a psychologist who advises clients, she is helpful when I'm in need. Though often I seek for help on my own".</i>
11.	Tensions between personal and professional identity	<i>There are conflicts with myself, when I realize I must a professional. not a mother. When a child suffers, fails to manage his behavior, it is necessary to help excluding emotion, something you can not afford (e.g. to shout)". Her personal experience of street life uses to access the children with emotional and behavioral disorders: "With experience, because I was a street kid, so I understand these people, I know that there is a way out. I think equal levels is the best of what can be". "Sometimes tempted to give up, but put myself together, because I know I'm the only one who can help. Low results encourage and give the desire to help children. This makes it possible to achieve goals and develop personality</i>
12.	Help, support, professional support experiencing stress	<i>Family, co-workers, we make a meeting once a month to give a report, summarize situations, analyze them". In interview she expressed expectations for assistance from managers which brings security to cope with stress: "would like from managers, it would be secure". "I can " call" other professionals (peers). There is a psychologist who advises clients, she is helpful when I'm in need. Though often I seek for help on my own".</i>

Table 3

Diagnostic field. Social workers' need for supervision

No.	Category	Statements (language is not corrected)
1.	Ability to reflexively look at work content and process	<i>Meetings with the management body, discussions, this is more verification". "Sometimes I have troubles, but as soon as prove the results, I put a lot of efforts to convince my job is responsible and good. A management body is strict when I fail, I get a lot of remarks".:"But, otherwise, there is a competition, envy, criticism. Responsibilities are not distributed, difference of opinion".</i>
2.	Supervision probability	<i>I have never heard about supervisions, no professional help, just colleagues". Financial, it's not popular here, the mentality is different, because doesn't care about the employees. Missing a level, it's still very low". Professionals help, colleagues, we choose to protect child's rights . Children's Ombudsman services. Lawyers. Cooperation between services, professional knowledge, professional actions".</i>

External social work parameters determining the need for supervision

Table 4

Diagnostic field. Social workers' professional competence development under supervision

No.	Category	Statements (language is not corrected)
1.	Supervision conception, functions	<i>It's a help in solving the difficulties that arise in social work. Advice, guidance, assessment of the situation". "Assistance, counseling. Professional corrective factors, support".</i>

2.	Opportunity to participate in supervision	<i>"No opportunities I have, because there is no supervision in Ukraine, as I said, I' heard it from you". ".. it is not popular, the mentality is different, because they don't care about their employees. Missing level is still very low</i>
3.	Practice areas which could be subject to Supervision	<i>Maybe the family and children, between colleagues, inner state. Tips, that I would get, would be a guarantee of certainty. Case analysis, stages of problem decision".</i>

Table 5

Diagnostic field. Work conditions, relationships with managers, peers, clients, assistance, support resources

No.	Category	Statements (language is not corrected)
1.	Communication between employee and institution's administration	<i>Sometimes I have troubles, but as soon as prove the results, I put a lot of efforts to convince my job is responsible and good. Management body is strict when I'm wrong, get a lot of remarks". "Gather, discuss actual topics, managers, children's rights protection, colleagues with each other</i>