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1. INTRODUCTION

1.1. Parents of children with special needs. Lithuania situation

Support for parents of children with special needs is provided by both governmental and non-governmental institutions. The goal of both governmental and non-governmental institutions is to help families to fulfil their functions by adapting to changing conditions, without losing their identity.

The support is closely linked to the health, education and social security services.

The Law on the Social Integration of the Disabled of the Republic of Lithuania (2000) establishes the right of persons with a disability to a complex of medical, professional and social rehabilitation measures.

Medical rehabilitation is carried out in multi-profile hospitals, outpatient clinics, at home, in sanatorium departments. Social and occupational rehabilitation is carried out by municipal care and welfare institutions, social care and welfare institutions, educational training institutions, social organizations for the disabled, special professional and social institutions for the rehabilitation of the disabled.

Especially important is the early rehabilitation services, which determine the success of further work with the family. They provide early complex assistance to children from birth to 3 years old. And in special cases and up to 7 years old. They help to ensure the early detection of child's impairment and to provide complex assistance in a timely manner to both children with disabilities and their parents. Early rehabilitation services are provided as close as possible to the child's place of residence, primary health care facilities and children's departments of in-patient health care facilities.

The Early Rehabilitation Department provides assistance to parents of children with disabilities or children with a risk factor for developmental disruption. The purpose of the department is the medical, psychological and social rehabilitation of children and families, improving their social adaptation and functioning. Upon assessment of the child's development, after the diagnosis of a developmental disorder, all information is provided to parents. A child rehabilitation program is organized, information on the child's most appropriate methods of rehabilitation and education, and parents are taught how to apply them at home. Parent self-help groups, support team works. The information is shared with parents' and specialist organizations.

Each city municipality has established social support centers whose purpose is to provide social services and benefits to residents who cannot afford to take care of their personal (family) life independently and who need assistance in meeting their essential needs and addressing social problems.

Family Support Service is set up at the Social Support Center. Its purpose is to provide assistance in solving the crisis situation in a family. The main function of Family Support Service is to individually inform and advise family members on social issues and psychological issues, mediate between the client and other social assistance agencies. Those services are for families raising children under the age of 18 who are in a crisis situation due to one or several social problems (various dependencies, disability, poverty, lack of social skills, etc.) and who, due to the circumstances, are not able to cope with the crisis individually. It also provides individual information and advice on a wide range of social and psychological issues through telephone, customer home and office, mediated through cooperation between specialists from different institutions in solving common issues of social support for clients.

Many non-governmental organizations operate in Lithuania, they are considered as equivalent partners in the development of social services, especially in the context of parents of children with disabilities. In this area, NGOs are the initiators of new and effective forms of organization of services, and their representatives are invited as consultants in shaping social policy.

Social services are provided by NGOs in two forms: establishing new NGOs providing services or assistance and support provided directly through NGO programs.

1.2. National statistics

1 table. Number of children recognised as disabled for the first time

Year	2011	2012	2013	2014	2015
Profound	157	147	143	138	156
Moderate	718	850	818	1 015	949
Minor	1 165	1 110	762	767	655

Note. Figures taken from the Department of Statistics <https://osp.stat.gov.lt/statistiniu-rodikliu-analize?hash=06a08946-fb13-41ed-a85e-edf57950ea82#/>

2 table. General school pupils with special educational needs

		2014-2015	2015-2016	2016-2017
Special classes and developmental classes (Partial integration)	Total	959	986	1 023
	Pupils with disabilities	915	929	909
	Pupils learning difficulties	43	53	112
	Pupils with learning disadvantages	1	4	2
General classes (full integration)	Total	34 596	34 032	34 143
	Pupils with disabilities	4 407	4 284	4 145
	Pupils learning difficulties	29 785	29 388	29 567
	Pupils with learning disadvantages	404	360	431
Special schools and special educational centers	Total	3 663	3 638	3 680
	Pupils with disabilities	3 390	3 433	3 446
	Pupils learning difficulties	271	205	231
	Pupils with learning disadvantages	2	-	3

Note. Figures taken from the Department of Statistics <https://osp.stat.gov.lt/statistiniu-rodikliu-analize?hash=06a08946-fb13-41ed-a85e-edf57950ea82#/>

In 2015-2016 about 2,600 disabled children received social services in day care centres. ¹

There was 29 special schools and special education centres with 1 062 children; 4 Social care homes for children and young people with disabilities with 460 children in Lithuania in 2016. ²

¹ <https://osp.stat.gov.lt/informacini-ai-pranesimai?articleId=5178560>

There were 67 pre-school establishments with special groups in Lithuania in 2016. According to the table 3 1 555 children have attended those establishments in urban and rural areas.

3 table. Number of children in pre-school establishments with special groups

Total	2014	2015	2016
	1 801	1 737	1 555
Intellectual disability	69	56	60
Speech and language disorders	836	832	694
Visual impairment	18	18	8
Hearing impairment	74	57	66
Physical disabilities and neurological disorders	35	52	18
Complex disorders	589	561	504
Other cases	180	161	205

Note. Figures taken from the Department of Statistics <https://osp.stat.gov.lt/statistiniu-rodikliu-analize?hash=08e0868a-7428-4bdc-8a04-3554398f7747#/>

In 2016-2017 about 16 976 Children with special educational needs were integrated into general-purpose groups of preschool education institutions.³ In 2016-2017 about 37760 children with special needs were integrated in general schools (table 4).

4 table. General school pupils with special educational needs

		2014-2015	2015-2016	2016-2017
Special classes and developmental classes (Partial integration)	Total	959	986	1 023
	Learning disadvantages	1	4	2
	Intellectual disability	495	504	479
	Learning difficulties	-	-	-
	Speech and language disorders	11	18	40
	Visual impairment	1	3	1
	Hearing impairment	17	8	-
	Physical disabilities and neurological disorders	7	6	14
	Behavioral and / or emotional disorders	-	-	1
	Many- sided developmental disorders	13	13	40

² <https://osp.stat.gov.lt/informaciniai-pranesimai?articleId=5178560>

³ <https://osp.stat.gov.lt/statistiniu-rodikliu-analize?hash=69881f7a-ef0d-4e81-b5b3-637f4cb9ce4f#/>



	Complex and other disabilities	382	395	375
	Complex disorders	31	33	69
	Other cases	1	2	2
General classes (full integration)	Total	34 546	33978	34 090
	Learning disadvantages	404	360	431
	Intellectual disability	2 553	2 413	2 326
	Learning difficulties	6 482	6 110	5 952
	Speech and language disorders	17 228	16 837	16 723
	Visual impairment	85	86	90
	Hearing impairment	177	185	199
	Physical disabilities and neurological disorders	551	550	536
	Behavioral and / or emotional disorders	451	460	446
	Many- sided developmental disorders	232	312	332
	Complex and other disabilities	759	684	609
	Complex disorders	5 624	5 981	6 446
	Other cases	-	-	-
	Special schools and special educational centers	Total	3 639	3 606
Learning disadvantages		2	-	3
Intellectual disability		1 650	1 660	1 643
Learning difficulties		-	-	-
Speech and language disorders		1	-	-
Visual impairment		68	67	59
Hearing impairment		202	178	172
Physical disabilities and neurological disorders		92	112	105
Behavioral and / or emotional disorders		71	15	14
Many- sided developmental disorders		31	43	41
Complex and other disabilities		1 319	1 339	1 393

	Complex disorders	2	5	16
	Other cases	197	185	201

Note. Figures taken from the Department of Statistics <https://osp.stat.gov.lt/web/guest/statistiniu-rodikliu-analize?portletFormName=visualization&hash=2de1e301-befe-441b-af67-ed7d04779452#/>

1.3. Inclusion Policies

In 1991 having approved the first Law of Education of the restored independence of the Republic of Lithuania (1991), the right of every person with special educational needs to develop and choose the educational institution closest to the home was established. This provision has become the beginning of formal education and integrated education for people with special educational needs.

At that time, there was a huge variety of education systems and their financing models in Europe: one-track countries, two-track countries, multitrack countries. It was decided to choose the "multitrack countries" model, hoping to offer the opportunity to choose the range of services that would ensure both the coherent functioning of both the general and the special education system (Aidukienė, Labinienė, 2003). The education of children with special educational needs is provided by compulsory and universal education schools, in special cases, schools (classes) for pupils with special educational needs⁴.

According to the Law on Special Education (1998), people with special educational needs are "children and adults who, because of congenital or acquired impairments, have limited opportunities for participating in the educational process and social life". According to the Law, special educational needs may be mild, moderate, profound or severe. Groups of learners with special educational needs shall be determined and their special educational needs shall be divided into minor, moderate, profound and severe, according to the procedure laid down by the Minister of Education and Science, the Minister of Health and the Minister of Social Security and Labour.

Article 14 of the new law amending the Law on Education (2011) defines special educational needs as a need for assistance and services in the education process that occurs due to being exceptionally gifted, having congenital or acquired disorders, or disadvantages in a person's surroundings. The Minister of Education and Science, Minister of Health Care and Minister of Social Security and Labour of the Republic of Lithuania enacted the legislative act on statements/identification of people with special educational needs and levels of special educational needs on 13 July 2011. This legislative act set out a statement to identify pupils with disabilities, learning difficulties, disadvantages and levels of special educational needs according to A, B and C (based on the Organisation for Economic Co-operation and Development's tripartite cross-national categorisation system: pupils with disabilities, learning difficulties and disadvantages).

Article 14 of the new law amending the Law on Education (2011) states: The purpose of education for learners with special educational needs shall be to help learners learn and to be trained according to their abilities, attain an education level and acquire a qualification by recognising and developing their abilities and capacities. The education of learners with special educational needs shall be organised in accordance with the procedure laid down by the Minister of Education and Science.

In the current system of education in Lithuania, general education schools are divided into mainstream schools and schools for pupils with special educational needs (special schools).

⁴ LR švietimo įstatymas (2011)

Regardless of which school will be chosen, a pupil with SEN should have the opportunity to learn according to their abilities and to acquire education and qualifications, recognizing and developing capacities and powers. Accessibility of education must be ensured by adapting the school environment, providing psychological, special pedagogical, special and social pedagogical assistance, providing technical support measures for education at school and specific teaching materials. In the general education school for pupils with special educational needs “... persons who have profound and severe special educational needs are accepted”.⁵

The education of pupils with special educational needs is being implemented by all schools providing compulsory and universal education, other education providers, and, in other cases, - schools (classes) designed for pupils with special educational needs.

Education in school for pupils with special educational needs can be offered only for pupils with inherent or acquired disabilities with profound or severe special educational needs.⁶ Pupils with profound or severe educational needs can be educated in general schools for pupils with special educational needs till 21 years of age.⁷

Types of general education schools for pupils with special educational need: special schools, special educational centres, special educational multifunctional centres and etc.

Special schools are designed for pupils aged 7 (6) to 20 years old to study in accordance with adapted primary, basic education programs and social skills development programs. Special educational centres are designed for pupils aged 7 (6) to 20 years old to study in accordance with adapted primary, basic and secondary education programs and social skills development programs, by obtaining the necessary education assistance and providing methodological assistance to other schools’ teachers, educational assistance specialists in adaptation of general education programs, educational environment, selection of special training materials, counselling of parents (or caretakers), which enables to improve the qualification of teachers and educational assistance specialists. Special school – special educational multifunctional centres are designed for pupils aged 7 (6) to 16 years old that have profound or severe educational needs to study according adapted primary and basic education programs and social skills development programs; other non-formal education programs for children and (or) adult non-formal education are also being implemented in this centres, providing opportunities for the cultural, social and other services necessary for the local community.

Organization of education in special schools. Schools, in meeting the special educational needs of pupils, must ensure education in an adapted educational environment, provision of educational support, special teaching and learning material and technical support.⁸

Special classes and developmental classes are designed in special schools. Special class - the class for pupils with inherent or acquired disabilities with profound or severe special educational needs. Developmental class – the class for pupils with „mild, moderate or severe intellectual disability, multiple disorders or other developmental disorders“.⁹

Educational curriculums are adapted and individualized taking into account pupils' special educational needs, needs of parents (caretakers), and recommendations of pedagogical psychological service or educational support specialist. Pupils with special educational needs due to intellectual disability are educated according to an individualized primary, basic education

⁵ LR švietimo įstatymas (2011)

⁶ Mokyklų, vykdančių formaliojo švietimo programas, tinklo kūrimo taisyklės, 2011

⁷ LR švietimo įstatymas (2011)

⁸ Mokinių, turinčių specialiųjų ugdymosi poreikių, ugdymo organizavimo tvarkos aprašas (2011). Valstybės žinios, 2011-10-11, Nr. 122-5771

⁹ Mokyklų, vykdančių formaliojo švietimo programas, tinklo kūrimo taisyklės, 2011

programs, which may result in continuing vocational training or education in accordance with the program of social skills development.¹⁰

Pupil's individualized education plan – is a learning plan tailored to his or her abilities and learning needs; it is designed to help the pupil to reach the higher educational achievements in accordance with his or her powers, to develop personal responsibility, skills, and fulfil the set goals. An individual education plan is developed for a pupil whose specific educational needs cannot be met by a general school curriculum. Individual education plan is designed according pupils' intellectual disabilities (mild, moderate or severe), the form of learning, the way in which the teaching is organized, and the purpose of the school implementing the education.

Social skills development programs can be implemented in schools/ classes for pupils with special educational needs, according recommendations from Pedagogical Psychological service.

School implementing social skills development program can choose the form of organization, educational content is delivered through subject and other activities, taking into account the powers of the pupil, the school's specialists, and the teachers of subjects. In order to ensure the effectiveness of education of pupils with SEN, all schools should provide the necessary educational support.

Educational support – is a support provided by educational specialists for pupils, their parents (caretakers), teachers and education providers. It includes vocational guidance, educational information, psychological, social pedagogical, special pedagogical (speech therapist, special teacher, tiflopedagogue, surdo pedagogue) support and special assistance (sign language interpreter, teacher assistant), school health care, counselling, teacher qualification improvement and other support.¹¹

According the Law on Education (2011) completion of formal education programs may, for the purposes of special education, take longer than the established period. A learner who studies at intervals may complete the programs by way of discrete modules. Individuals with special needs who study according to programs that meet national standards for attainment of an education level may attain such a level and/or a qualification. In certain cases a qualification is acquired without having attained an education level. Pupils with special educational needs can complete formal education programs at shorter or longer than a fixed time, can study intermittently, can complete these programs with separate modules. Pupils with moderate, profound or severe special educational needs can be educated till 21 years of age in general schools designed for pupils with special educational needs.

At present, the three-level pedagogical psychological assistance for children with special educational needs model (Inkliuzinis ugdymas ir komandinė pagalba mokiniui, 2011) is being implemented in the Lithuania by these institutions:¹²

- School Child Welfare Commission,
- local pedagogical-psychological services,
- The National Centre for Special Needs Education and Psychology.

Each institution carries out its functions. First level – School Child Welfare Commission. Functions of this commission are:

¹⁰ Mokinių, turinčių specialiųjų ugdymosi poreikių, ugdymo organizavimo tvarkos aprašas (2011). Valstybės žinios, 2011-10-11, Nr. 122-5771.

¹¹ LR švietimo įstatymas (2011)

¹² Inkliuzinis ugdymas ir komandinė pagalba mokiniui. Metodinės rekomendacijos mokytojams, švietimo pagalbos teikėjams, 2011



1. to provide primary special pedagogical, psychological, social pedagogical, social assistance for pupils in their immediate environment;
2. to provide methodical assistance for teachers, parents;
3. to carry out a preliminary assessment of children with special educational needs;
4. to analyse the effectiveness of the educational assistance provided to the pupil.

Second level – pedagogical-psychological service. Their main area of activity is to provide assistance to the pupil, teacher and school:

1. psychological, social pedagogical, educational information assistance for pupils;
2. special pedagogical assistance for persons with special educational needs;
3. information, expert and counselling assistance to parents and schools;
4. psychological, social pedagogical, special pedagogical assistance for schools without educational assistance specialists.

According to the Law on Education (2011) the Child Welfare Commission appoints educational assistance, while the pedagogical-psychological service designates special education provision. A Child Welfare Commission shall carry out the initial evaluation of learners' special educational needs. A pedagogical-psychological service shall evaluate a learner's special educational needs (except those occurring because of exceptional talents) in terms of pedagogical, psychological, medicinal and socio-pedagogical aspects. Special education shall be assigned by the head of a pedagogical-psychological service and – in certain cases – by the school principal with the consent of the parents or guardians, in accordance with the procedure laid down by the Minister of Education and Science.

Third level – National Centre for Special Needs Education and Psychology is the responsible institution under the Lithuanian Ministry of Education and Science for developing the system of special pedagogical and psychological support in Lithuania. Main functions of the Centre are:

1. to coordinate the first and the second level of the special pedagogical and psychological support system;
2. to organise training programs for specialists of the municipal pedagogical psychological services;
3. to provide advice on assessment or supervision on difficult or problematic cases to psychologists, speech therapists and special teachers working in the municipal services;
4. to construct or adapt psychological and achievement tests and make recommendations for their use in the municipal pedagogical psychological services;
5. to develop and adapt the legislation acts that follow the implementation of the Law on Special Education;
6. to cooperate with municipal pedagogical psychological services;
7. to provide methodical support for the municipal pedagogical psychological services.
- 8.

2. RESEARCH METHODOLOGY

2.2. Sample

The sample consisted of 245 parents (23 males, 220 females, 2 participants didn't indicate their gender). The distribution of study participants according to age and education is presented in the tables 5 and 6.

Age	Frequency	%	Cumulative %
18-24	4	1.6	1.6
25-34	88	35.9	37.6
35-44	108	44.1	81.6
45-54	34	13.9	95.5
55-64	9	3.7	99.2
65 older	2	.8	100.0
Total	245	100.0	

Table 5. Distribution of study participants according to age

Education	Frequency	%	Cumulative %
Elementary school	1	.4	.4
Middle school	20	8.2	8.6
Secondary school	25	10.2	18.8
Vocational school	35	14.3	33.1
College or university with no Graduation	18	7.3	40.4
College or university	141	57.6	98.0
Other graduation	5	2.0	100.0
Total	245	100.0	

Table 6. Distribution of study participants according to education

The majority of the parents were 35-44 years old. The least represented groups were 18-24, 55-64 and those older than 65. With regard to the education, the majority of parents (57,6%) had college or university degree. Only one parent had elementary school education.

65,4 % of the parents were married, 15,2% were divorced. The third largest group consisted of parents in extramarital relation (11,1%), followed by 6,6% single and 1,6% widowed parents.

With regard to employment status, half of the parents (50,4%) were working full-time, 14,3% of the parents were working less than 40 hours per week, and a large group of parents (35,2%) was not employed.

On third of the parents (32,9%) reported income from 500 to 1000 Euro. 21,4% of parents had less than 500 Euro income.

The distribution of parents according to the number of children in the family is presented in Table 7.

Number of children in the family	Frequency	%	Cumulative %
1 child	83	34.0	34.0
2 children	120	49.2	83.2
3 or 4 children	33	13.5	96.7
More than 4 children	8	3.3	100.0
Total	244	100.0	
Missing	1		
Total	245		

Table 7. Distribution of parents according to number of children

Almost half of the parents (49,2%) had two children in the family, and one third of the parents (34%) had one child. There were 33 parents who reported having 3 or 4 children.

2.3. Procedures of data collection

The research participants were recruited by contacting the schools, kindergartens and non-governmental organizations working with special needs people in Klaipeda area. The team members informed the responsible persons from the chosen organizations about the goals of the project and the study, and asked for permission to conduct the research. Not all schools agreed to participate. After obtaining the informed consent from the research participants, they were asked to fill in the questionnaires and to return them in the closed envelopes to the persons coordinating the study. The data from 245 received questionnaires was used in the analysis.

3. RESULTS

3.1. Descriptive statistics of the study variables

As indicated in Table 8, such variables as emotional warmth, supportive dyadic coping by partner and by oneself, clarity, support from the community, trust, loneliness and belonging range from minimum to maximum scores. The mean scores are highest for emotional warmth (4,35), supportive dyadic coping by oneself (4,04), and support (4,38).

Variable	N	Min	Max	Mean	SD
Emotional warmth	243	1.00	5.00	4.35	.64
Negative communication	242	1.00	4.33	2.58	.64
General stress	243	1.00	3.80	1.90	.62
Parental stress	244	1.06	4.22	2.14	.58

Positive religious coping	235	1.00	3.75	1.86	.68
Negative religious coping	230	1.00	3.40	1.44	.49
Supportive dyadic coping by partner	207	1.00	5.00	3.83	.88
Supportive dyadic coping by oneself	207	1.00	5.00	4.04	.75
Awareness	241	1.67	5.00	3.58	.69
Clarity	241	1.00	5.00	2.94	.67
Goals	239	1.00	4.00	2.00	.68
Impulse	239	1.00	4.00	2.06	.77
Nonacceptance	239	1.00	4.00	2.00	.75
Strategies	239	1.00	4.33	1.69	.70
DERStot	242	1.67	5.00	2.39	.46
Support	240	1.33	5.00	4.38	.66
Community	239	1.00	5.00	3.52	.87
Trust	240	1.00	5.00	3.44	.68
Respect	239	1.67	5.00	3.91	.54
Loneliness	239	1.00	5.00	1.82	.87
Belonging	238	1.00	5.00	2.94	1.01
Relations	240	1.93	4.40	3.32	.41
General relationship satisfaction	207	2.00	4.00	3.36	.33

Table 8. Descriptive statistics

The results of the correlational analysis of the study variables showed that the strongest relationships exists between supportive dyadic coping by partner and supportive dyadic coping with oneself ($r = 0,84$, $p < 0,01$) indicating that the more supportive coping is demonstrated by the partners, the more supportive is parents' coping by themselves.

The highest number of statistically significant correlations were observed between general stress and parental stress with other variables of the study. The strongest positive correlations were between general stress and establishing strategies ($r = 0,516$, $p < 0,01$), establishing goals ($r = 0,504$, $p < 0,01$), and nonacceptance ($r = 0,492$, $p < 0,001$). Parental stress was statistically significantly correlated with general stress ($r = 0,434$, $p < 0,01$) and all components of well-being. It is important to note that supportive dyadic coping with partner was statistically significantly correlated with loneliness: the more supportive dyadic coping is, the less lonely the parent feels ($r = -0,445$, $p < 0,01$). The same tendency was observed between supportive dyadic coping by partner and relationship satisfaction ($r = 0,447$, $p < 0,01$). Statistically significant negative correlations ranging from $-0,194$ to $-0,554$ were established between awareness and almost all variables of the study.



To check the gender differences in the study variables we performed the t-test. Though the size of male group (N = 218) was much bigger than female group (N = 23), we compared the means of all variables. The results are presented in Table 9.

	gender	N	Mean	Std. Deviation
Emotional warmth	male	23	3.91	.93
	female	218	4.40	.59
Negative communication	male	23	2.43	.73
	female	217	2.60	.63
General stress	male	22	1.88	.72
	female	219	1.90	.62
Parental stress	male	23	2.02	.43
	female	219	2.15	.60
Positive religious coping	male	22	1.72	.62
	female	211	1.86	.68
Negative religious coping	male	22	1.45	.63
	female	206	1.43	.48
Supportive dyadic coping	male	22	3.60	.80
	female	184	3.86	.89
Part Supportive dyadic coping	male	22	3.91	.69
	female	184	4.05	.76
oneself Awareness	male	22	3.81	.72
	female	217	3.57	.67
Clarity	male	22	2.65	.65
	female	217	2.95	.65
Goals	male	22	1.90	.67
	female	215	2.00	.67
Impulse	male	22	1.80	.85
	female	215	2.08	.76
Nonacceptance	male	22	1.82	.77
	female	215	2.02	.75
Strategies	male	22	1.67	.71
	female	215	1.70	.70



DERStot	male	22	2.28	.44
	female	218	2.40	.46
Support	male	22	4.24	.84
	female	216	4.40	.64
Communi	male	22	3.39	.77
cation	female	215	3.53	.88
Trust	male	22	3.55	.52
	female	216	3.42	.68
Respect	male	22	3.92	.73
	female	215	3.90	.52
Lonelines	male	22	1.73	.50
s	female	215	1.84	.90
Belonging	male	22	2.83	.91
	female	214	2.96	1.02
Relationsh	male	22	3.24	.44
ip	female	216	3.33	.41
Relationsh	male	22	3.35	.30
ip				
satisfactio	female	184	3.36	.33
n				

Table 9. Means and standard deviations of scores for males and females

The statistically significant differences between males and females were found only in two variables – emotional warmth and clarity. Women demonstrated higher scores (repectively, $p < 0,02$, and $p < 0,04$).

The ANOVA was carried out to compare the scores of the scales with regard to the parent's education. The parent with elementary school education was excluded from this analysis. The statistically significant differences between parents with different levels of education were found in the variables of clarity ($p < 0,053$), establishing goals ($p < 0,007$), trust ($p < 0,031$), belonging ($p < 0,004$), and relationships ($p < 0,030$). The results of this analysis are presented in the pictures 1 - .

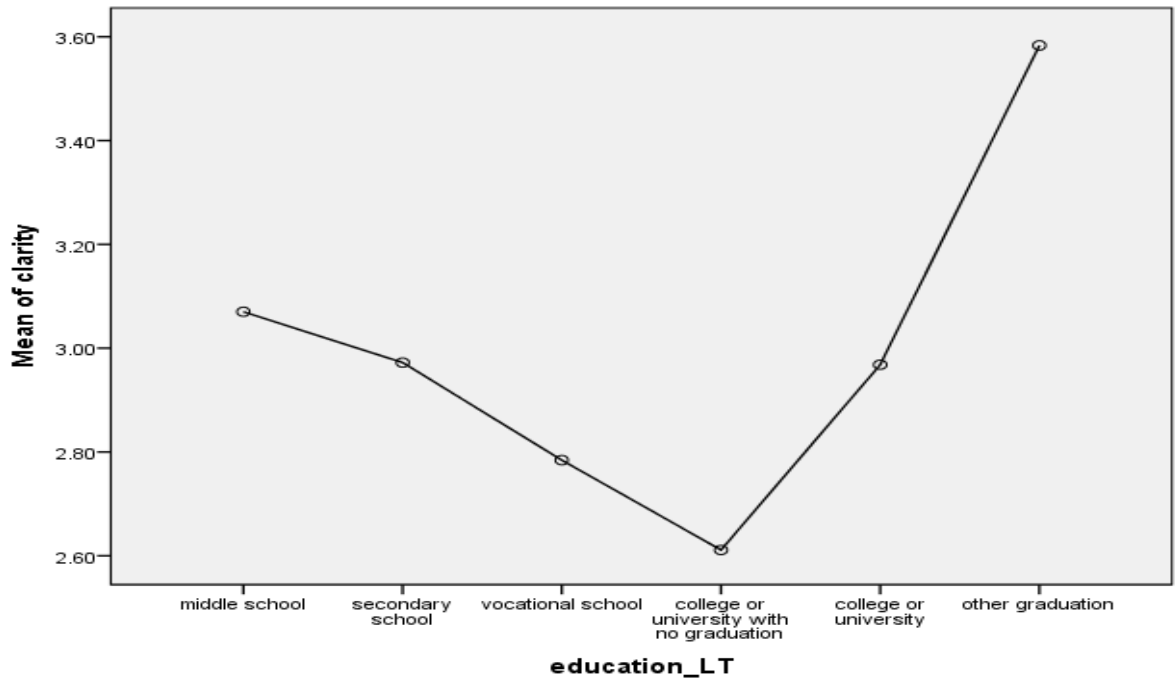


Figure 1. Scores of Clarity scale for different levels of education

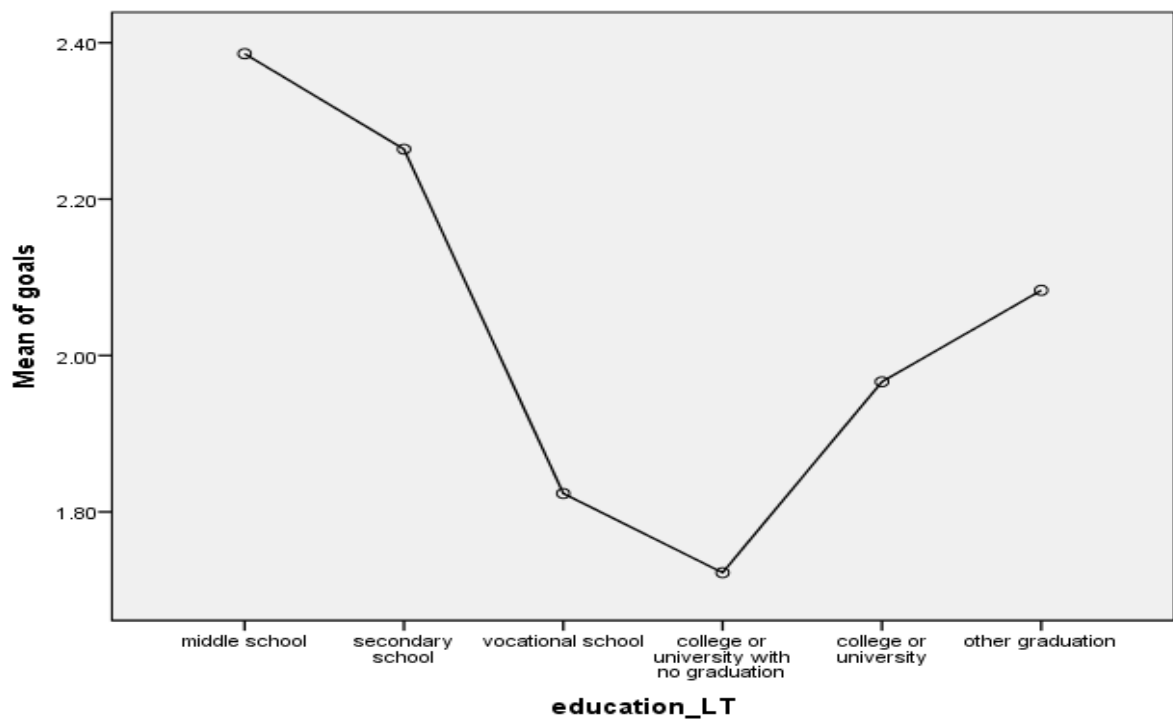


Figure 2. Scores of Goals scale for different levels of education

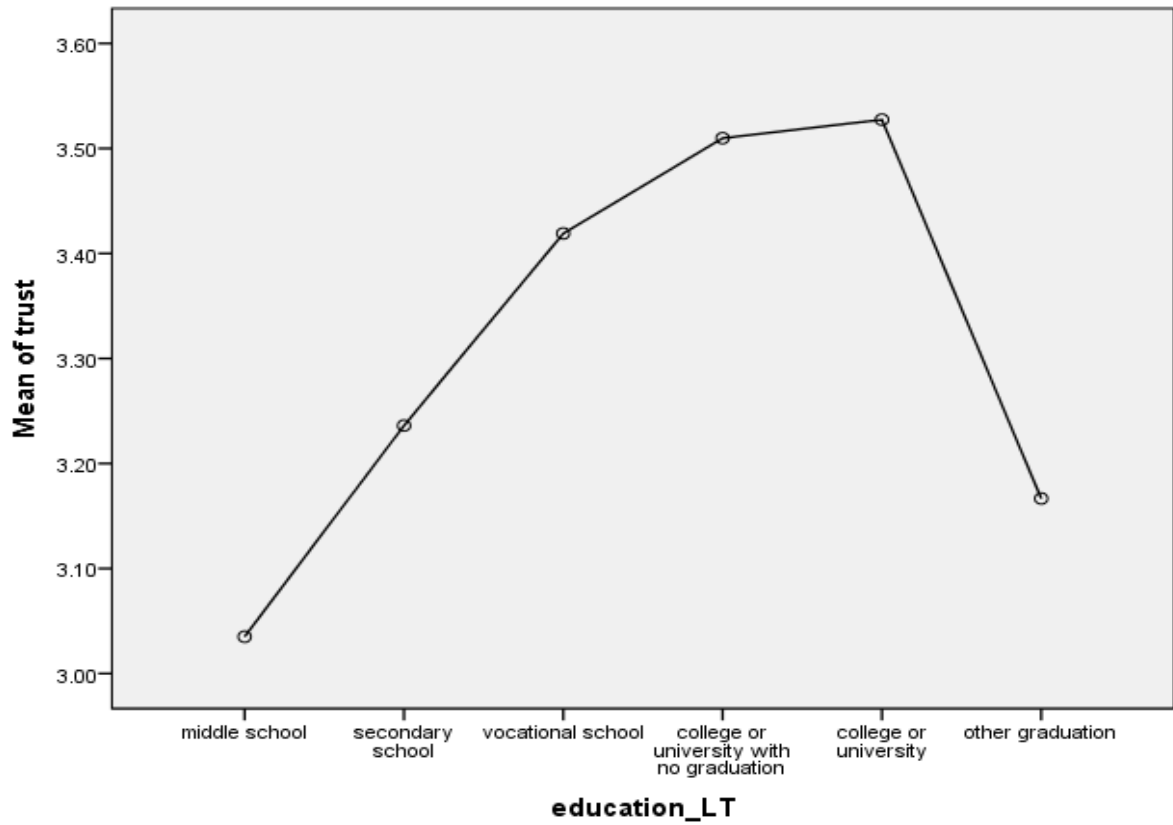


Figure 3. Scores of Trust scale for different levels of education

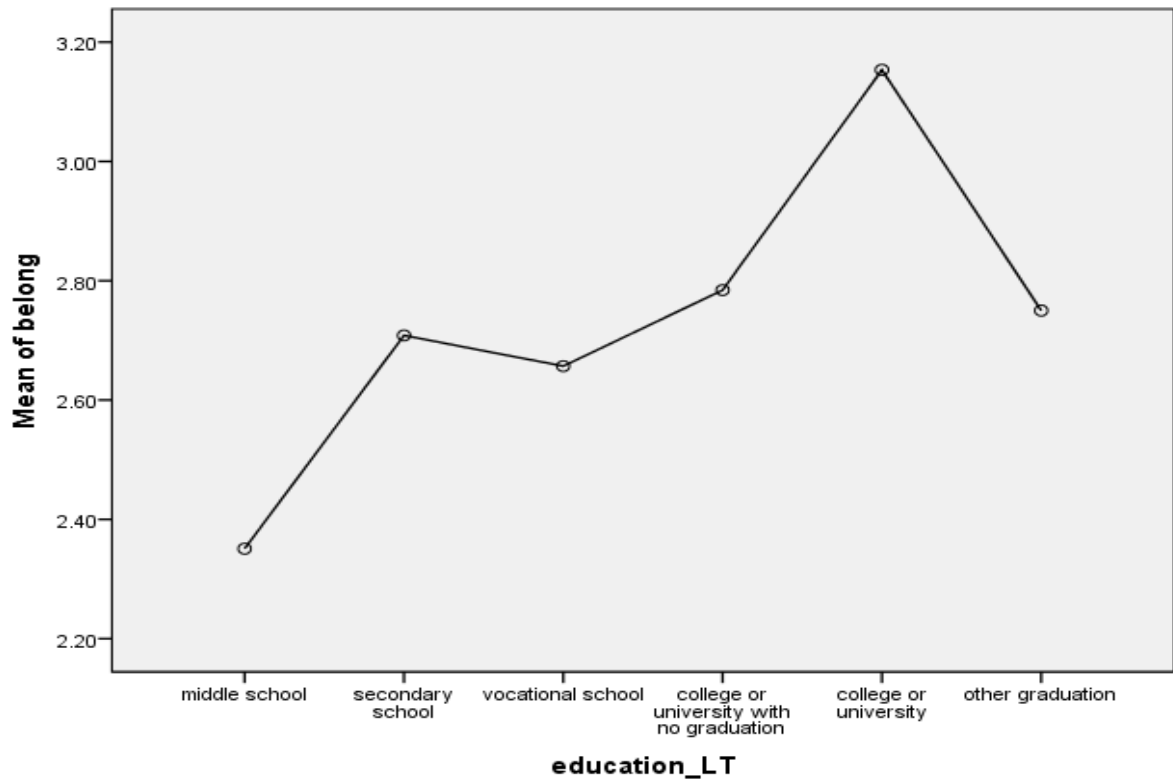


Figure 4. Scores for belonging scale for different level of education

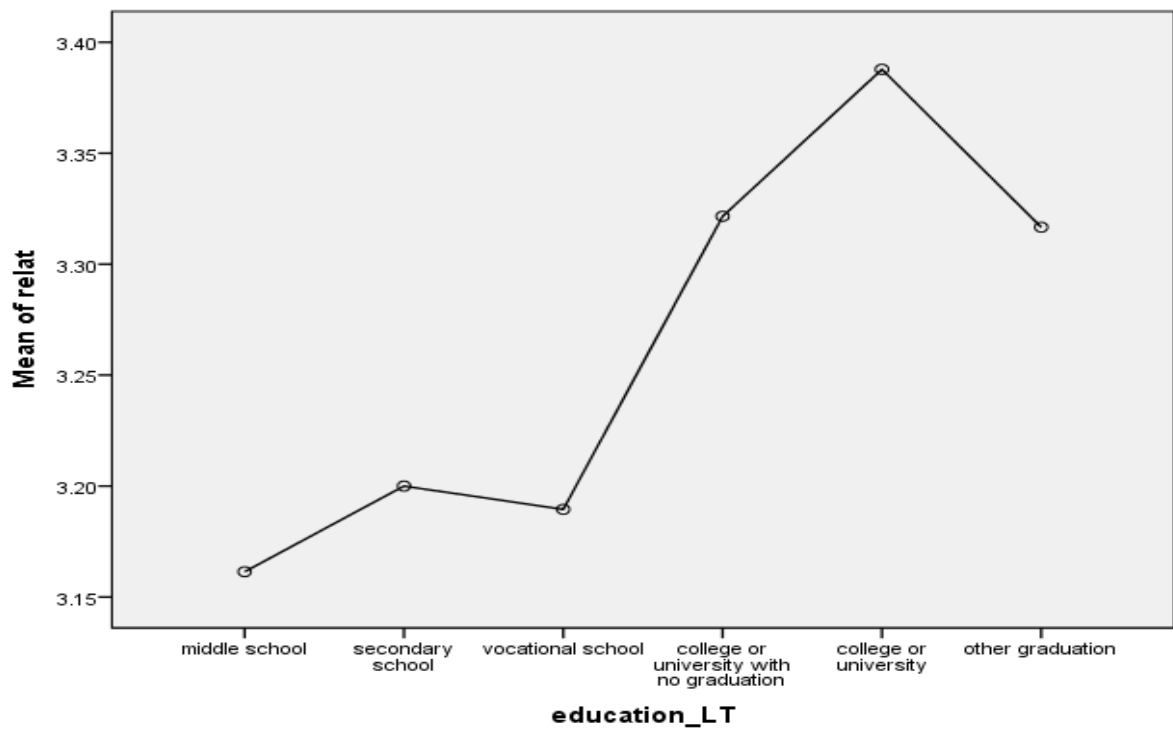


Figure 5. Scores of Relationship scale for different levels of education



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