

СОЦІАЛЬНА ПЕДАГОГІКА

UDC 37.018.262

DOI: <https://doi.org/10.17721/2616-7786.2018/3-1/6>

I. Klanienė, Dr., prof.

ORCID ID 0000-0001-8799-456X

G. Šmitienė, Dr., doc.

E. Baniienė, Master degree in Social Pedagogy
Klaipeda University, Klaipeda, Lithuania**COOPERATION BETWEEN PARENTS AND PRIMARY SCHOOL TEACHERS
IN OVERCOMING THE READING DIFFICULTIES OF PUPILS WITH ATTENTION DEFICIT
AND HYPERACTIVITY DISORDER IN PRIMARY CLASSES**

Nowadays general education schools are increasingly focusing on the development of inclusive education ideas through a variety of social pedagogical assistance measures. Pupils with attention deficit and hyperactivity disorder (ADHD) in primary classes face with learning difficulties (most often with difficulties in reading), often have problems with socialization as well as difficulties in communicating with their peers. Cooperation between parents and primary school teachers in coping with learning difficulties is one of the key factors of effective social pedagogical assistance. The article analyzes the data of qualitative research which reveals the peculiarities of educational difficulties of social pedagogical cooperation, while helping to overcome difficulties (reading) of pupils with ADHD: content, forms and conditions of assistance from parents.

Keywords: primary class pupils with ADHD, reading difficulties, cooperation between teachers and parents, inclusive education.

Introduction. The rapidly changing society, new economic and social challenges, taking place worldwide, raise new goals for the education system as well as the quality of education. The quality and effectiveness of education are being analyzed increasingly in the contexts of access to education, equal opportunities, social inclusion and cohesion. In today's schools of general education, a great deal of attention is paid to the development of ideas of inclusive education through various social pedagogical assistance measures. The new "National Strategy for Education 2013-2022" states that "some parents and pupils are dissatisfied with the educational style which prevails at school, and prefer to have more alternatives in the education system, which are aimed at improvement of individual capacities and personality development. This is especially relevant for groups at risk of social exclusion, children with special educational needs, who are difficult to integrate into the overall learning flow and remain beyond the scope of many social processes "(The State Education Strategy 2013-2022, 2013, pg.6). In primary classes, pupils consistently lack communication and cooperation, the fundamentals of successful learning are laid, therefore, an educational environment, that is fully inclusive and supports each pupil, becomes especially important. Such environment at school is important for pupils with ADHD, as a constant lack of attention, poor self-regulation during lessons prevent learner from grasping the content of a lesson, often disturb the work in class, as a teacher gets distracted from the planned content by providing additional time for discipline for pupils.

While emphasizing the importance of social pedagogical assistance for the education of pupils with ADHD, not only conditions, environment and means of such assistance for overcoming the learning difficulties are addressed, but it is also concerns about the content of cooperation between parents and teachers, in order to highlight the relevant aspects of effective cooperation with pedagogues.

After summarizing scientific researches, it can be stated that researchers are becoming more and more concerned about the educational difficulties of children with attention deficit and hyperactivity disorder, assistance measures, opportunities of creating integrated school environment, the importance of cooperation between parents and teachers. However, there is still a lack of researches, aimed at helping to overcome the learning difficulties of pupils with ADHD, peculiarities of cooperation between parents, and teachers while helping pupils to cope with reading difficulties.

Pupils with attention deficit and hyperactivity disorder have been studying by researchers in Lithuania for several decades from various aspects: Ališauskas, Šimkienė (2013); emphasized the empowerment of pupils with attention deficit and hyperactivity disorder by promoting their participation in the educational process; Justickis, Gervytė (2011) researched child behavior disorders and the need for support to parents, in the presence of psychological problems of child's behavior in the family; Beišiežė (2008) analyzed parents' experiences in raising a hyperactive child and the process of support to them; Ivanauskienė, Motužytė (2007) researched the factors, determining the social exclusion of hyperactive child's family; Rupšienė (2000) studied unwillingness to study as a social pedagogical phenomenon, etc. In the scientific researches which analyze learning difficulties in primary classes, reading is identified as one of the most common learning difficulties of pupils with attention deficit and hyperactivity disorder. On the other hand, Petružienė and Gabalytė emphasized the benefits and educational significance of reading; the authors researched the promotion of children's reading: activity aspects of public libraries; V. Indrašienė, E. Kapočiūtė (2008) studied the possibilities of using reading strategies in the work of a social pedagogue in solving social and pedagogical problems of adolescents; D. Andriuškevičienė states that the practice of reading at home has a significant and positive influence not only on reading achievements and the ability to express one's thoughts, but also on interest in reading, attitude towards reading, attention in class and promotion of learning motivation. The latter author's research emphasizes the importance of cooperation between school and family in order to help pupils overcome reading difficulties. Close cooperation between family and primary school teachers in promoting the learning motivation of primary school pupils, while helping to overcome various learning difficulties, enables to create and nurture a supportive learning environment. Recently, many foreign and Lithuanian researches, which have been analyzing the conditions and factors of inclusive education, emphasize the role of a coherent parent-teacher team, the importance of their coherent solutions and consistent factors. While analyzing the four stages of behavioral correction, in order to ensure an effective behavioral correction caused by hyperactivity, Ramanauskienė (2009) emphasizes the importance of a team, consisting of parents, teachers, doctors and behavioral specialists (psychologists). Aleksienė, Tamulevičiūtė (2007), who have

studied the role of musical games in the development of positive behavioral patterns of hyperactive children, state that the integration of all class parents into the educational process is significant. Burnstein, Klomek and others' (2015) researches reveal family support and, in particular, the role of a mother in overcoming the problems (prevention of bullying) of social welfare of pupils with attention deficit and hyperactivity disorder at school. While summarizing the results of the research, Feldman, Reiff (2014) state that, in order to provide effective help for pupils with attention deficit and hyperactivity disorder, not only a close cooperation between teachers, doctors and parents is important, but also a timely and qualitative parental training on possible measures for helping children. The educational aspect cooperation between teachers and family is revealed in a research, accomplished by Booster and others (2016) [20], regarding the assistance of hyperactive pupils while doing homework at home. In this research parents' cooperation with teachers and a qualitative assistance for children while accomplishing their homework are identified as effective tools for overcoming the socialization problems of hyperactive children. Emphasizing the importance of social pedagogical support for the development of pupils with ADS, the learning difficulties are addressed not only by the conditions, environment and means of such assistance, but also by the content of cooperation between parents and teachers, in order to highlight the actual aspects of effective cooperation with pedagogues. By summarizing research, it can be said that researchers have become more and more deeply concerned about the difficulties of developing children with behavioral and emotional disturbances, assistance measures that have integrated the opportunities created in the school environment, the importance of cooperation between parents and teachers. However, there is still a lack of research aimed at helping to overcome the learning difficulties of pupils with ADHD, the peculiarities of parenting and pedagogy cooperation, helping pupils to overcome reading difficulties. In the research its problem is formulated by a question: what aspects of cooperation between primary school teachers and parents are significant in overcoming the difficulties among pupils with attention deficit and hyperactivity disorder in primary classes?

The object of the research – cooperation between parents and primary school teachers *in overcoming the reading difficulties of pupils with attention deficit and hyperactivity disorder*.

The purpose of the research – to reveal the peculiarities of cooperation between parents and primary school teachers in overcoming the reading difficulties of the pupils with attention deficit and hyperactivity disorder.

Working methods: analysis of scientific literature, individual interviews, content analysis.

The Methodology and Methods of the Research.

The results of the research are based on a qualitative research. 2 interviews with primary school teachers and pupils' parents were conducted. A semi-structured interview was applied in this study. A criterion sampling was used to select the informants, which enabled to select them according to a certain attribute. The main attribute is the parents of pupils with attention deficit and hyperactivity disorder (- hereinafter abbreviated in the text as – pupils with ADHD), and primary school teachers who teach these children. The criterion sampling is applied when sample units from the population are selected according to the criteria set by the researcher. L. Rupšienė points out that "a method of criterion sampling is very effective, as by means of it a qualitative data is collected" (Rupšienė, 2007, pg. 31). The sample of the research, using the interview method, consisted of 10 informants (5 primary school teachers teaching pupils with ADHD and 5 parents of these

pupils). A small sample was chosen to reveal the peculiarities of cooperation between primary school teachers and parents, raising pupils with ADHD, in helping pupils to cope better with reading difficulties. In a qualitative research, the main point is not the size of the sample, but the skills of the researcher and the informative nature of informants (Bitinas, Rupšienė, Žydžiūnaitė, 2008). During the research it was communicated with the headmaster of X progymnasium, who was asked for a written permission to conduct a research in his educational institution. Then, it was communicated with a social pedagogue, who helped to arrange the time of the meeting with parents of ADHD pupils. The social pedagogue forwarded researchers to primary school teachers in whose classes pupils with ADHD learn. It was also contacted with primary school teachers, the purpose of the research was introduced, the peculiarities of the research were discussed, and the confidentiality of the data was examined. The survey was conducted in March-April, 2016.

Primary school teachers have been chosen because reading difficulties of ADHD pupils are noticeable as soon as they start attending school. Primary school teachers communicate with children almost daily, have close contact with children, are likely to notice learning problems in the first class, communicate with children's families, therefore, have experience in the subject and may reveal a lot of detailed information about the phenomenon under study. The statements of informants – primary school teachers are coded in M1, M2, M3, M4, M5. Parents have been chosen because they are the most concerned about helping their children with ADHD, know their needs, problems, and have experience in educating such children. The statements of informants –parents of ADHD children are coded for T1, T2, T3, T4, T5.

The semi-structured interview with teachers covered the following topics: primary school teachers' initial knowledge about the learning difficulties of ADHD pupils; ways of cooperation with the parents of ADHD pupils; teachers' assistance for parents of ADHD pupils. The semi-structured interview with parents covered the following topics: parents' information on the teaching / learning difficulties of pupils with ADHD; methods of cooperation with primary school teachers; the help received from primary school teachers.

The interview went smoothly, on average, it lasted for one hour with each primary school teacher and parent. During the interview parents and primary school teachers felt free and could answer questions openly. The interview was recorded, therefore, there was no distraction during the conversation. A transcribed informants' language was sent to informants by e-mail and the permission for analyzing the data was obtained.

The content analysis consists of four steps: 1) multiple text reading; 2) the exclusion of manifest categories, based on "key words"; 3) categorization of the content into subcategories; 4) interpretation of categories and subcategories, and justification, providing evidence by extracts from the text (Bitinas, Rupšienė, Žydžiūnaitė, 2008). The received data array was analyzed in four stages on the basis of content analysis method: multiple reading of responses, search for semantically close answers and "key words", then – interpretation of constructed categories and subcategories.

The results of the research were obtained using the content analysis method. Content analysis is a valid method that allows you to make specific conclusions based on the analyzed text. In terms of similar meaning, informants' responses have been grouped into categories, while category content has been subdivided into subcategories. The results of the research are interpreted and based on the grouped data and text evidence. The

content analysis consists of four steps: 1) multiple text reading; 2) the exclusion of categories of manifests, based on "key words"; 3) categorization of the content into subcategories; 4) interpretation of categories and subcategories and justification from extracted evidence from the text (Bitinas, Rupšienė, Žydzūnaitė, 2008). The resulting data array was analyzed on the basis of the content analysis method in four stages: multiple reading of responses, semantically close-looking answers and "key words", then constructing categories and subcategories, and then interpretation of categories and subcategories.

The Research Ethics. The research was conducted referring to the ethical requirements. It was ensured that the provided information would be used for research purposes only. During the research the ethical principles were complied with: benevolence, respect for personal dignity, justice and right to receive accurate information. Every informant had a right to decide on participation in the research. The written consent forms were submitted to the informants, confirming their consent to participate in the research upon signature. In addition, the confidentiality and anonymity of the received information were ensured to informants.

The research results and their interpretation. In order to find out which reading difficulties of ADHD pupils primary school teachers encounter with, a question "What difficulties do you experience when teaching pupils with ADHD?" was asked. The following subcategories were identified in the category: The difficulties, encountered by primary school teachers while educating pupils with ADHD": difficulties in focusing on reading activities, slow reading, problems with motivation to read books, self-regulation issues, a weak learning motivation.

The greatest difficulties arise while pupils with ADHD are taught to read, due to their poor focus on reading activity ("<...> frequent text write-off errors, misspelled letters" (M2); "do not read the task to the end" (M5). Primary school teachers confront with slow pace in reading of pupils ("<...>read slowly" M1), "hyperactive pupils read slowly, work slowly, during the lesson they are not on time with their planned work <...>" (M5). Informants have stated that they have to devote their extra time in order to make children interested in reading ("children no longer want to read books, they spend a lot of time on computers" (M2); "<...> if a child reads slowly, he is less fond of reading books <...>" (M3), much needs to be done to encourage children to read" (M5). Similarly, almost all informants have highlighted the problem of concentration of pupils with ADHD to learning activities as a major difficulty in teaching reading ("cannot stay focused on learning activities for a long time" (M1); "<...> while reading during a lesson misses a line which has been already read" (M3); "does not focus attention on a finished task, does not do it to the end" (M4); some informants have distinguished behavioral regulation as a disorder in teaching children to read "are unable to control their physical mobility and calmly sit at their desks for several lessons, 45 minutes each" (M4); "<...> hyperactive pupils have low self-control "<...>" (M5). The analysis of the interview data has revealed that while teaching primary class pupils with ADHD to read, teachers are faced with a low learning motivation of these children ("hyperactive pupils have low self-control, they do not try to learn" (M1), "<...> children often fail at school, therefore, their self-esteem deteriorates (M4)., "are unable to learn, therefore, their learning motivation weakens" (M5). Ališauskas, Šimkienė (2013) state that it is very important to notice the difficulties of child's learning, especially in the primary classes, as a teacher can help to overcome difficulties; otherwise, if a child does not receive timely assistance, there are severe psychological and social consequences of these phenomena.

The analysis of interviews highlighted the difficulties faced by primary school teachers in teaching primary school pupils with ADHD to read. Teachers need to spend more time on reading peculiarities of pupils with ADHD, because, as the results of the research of primary school teachers show, these students are slowly in reading, difficult to focus on reading activity, have behavioral self-regulation problems, do not get involved in tasks. Also, teachers should pay more attention to motivation of learners with ADHD, because low self-control, learning failures, low self-esteem also results in reading difficulties.

The researchers agree unanimously that a high-quality care for pupils with ADHD is only possible if parents, not only teachers, are involved in this process. Aleksienė, Tamulevičiūtė (2007), Ramanauskienė (2009) emphasize the importance of parental involvement in the educational process and the need for their cooperation with teachers, for providing an effective social pedagogical assistance. Therefore, it is very important to ask parents what kind of reading difficulties pupils with ADHD face at school. The analysis of the interview with parents has revealed the following subcategories in the category: "reading difficulties of schoolchildren with ADHD at school, noticed by parents": they read slowly, children read by syllables, read incoherently, stutter while reading complex words. reading more complicated words. Parents who raise children with ADHD notice that most of the problems arise when their children start learning how to read. The analysis of the results of the parents' answers has revealed that their children read very slowly ("children read slowly" (T1); "read slowly, do not remember what they read" (T4). Also, parents often mentioned that children read *by syllables*, "<...> although he is already in a third grade, he reads by syllables" (T4). Other parents notice that their children read very incoherently, hardly retell the text ("<...> read scrappily, <...>" (T3); "It's difficult to collect words by retelling and writing, short answers" (T5). Some parents point out that their child stutter while reading complex words "<...> visit speech therapist, complex words stutter <...>" (T3). As with primary school teachers, parents also notice that children with ADHD experience reading difficulties.

Referring to the research results Booster and others (2016) state that the involvement of parents in the educational process is one of the most effective means of solving socialization issues of pupils with attention deficit and hyperactivity disorder. While seeking to find out how primary school teachers cooperate with the parents of ADHD pupils, while tackling reading difficulties, teachers and parents were asked about mutual cooperation. 5 subcategories have been identified in the category "Cooperation between parents and primary school teachers in overcoming the reading difficulties of pupils with attention deficit and hyperactivity disorder": mutual agreement between teachers and parents to encourage children to read books; mutual agreement between teachers and parents to encourage children to read books aloud; mutual agreement between teachers and parents to encourage children to learn by heart; discussing the benefits of reading books with parents, consideration of the tasks prepared by teachers with parents, parents' counseling on the selection of books for children. The results of the research results are presented in Table 1.

All primary school teachers who have participated in the interview state that they actively cooperate with parents of ADHD pupils, by encouraging children's motivation in reading books. Teachers and parents agree to make mutual efforts to encourage pupils to read books; "<...> during the meetings, referring to the number of stickers, parents see how many books their children have read, then become anxious and begin to encourage their child to read" (M4). The results of the research, provided by

Andriuškevičienė (2009), confirm that parents' encouragement to their children to read has a positive impact on reading achievements as well as on strengthening learning motivation. Several primary school teachers have distinguished an agreement with parents to teach children to read books aloud, as an effective way to read books ("<...> we talk with parents to read books aloud at home" (M1); One primary class teacher has noticed that reading abilities of primary school pupils are improved by learning poems by heart, therefore, as the informant notes, she talks and encourages parents that their

children would learn some poems by heart at home. One primary class teacher devotes much of her time discussing the benefits of reading books to learning results with the pupils' parents; another tool, identified by informants in promoting reading, is the consideration of teaching tasks that are recommended by a teacher with parents. As the results of the interview with primary school teachers have revealed, the majority of teachers advise parents on the selection of books for children (" <...> we talk with parents about what books to choose for children <...> "(M1); ,, <...> parents also buy new books to school "(M4).

Table 1

Cooperation between primary school teachers and parents of ADHD pupils, in overcoming the reading difficulties

Category	Subcategory	Supportive statements
Cooperation between parents and primary school teachers in overcoming the difficulties of reading among pupils with ADHD	Mutual agreement between teachers and parents to encourage children to read books	"I introduce parents to the learning results of their children, we discuss together how to help them, for example, to encourage reading more books <...> "(M1) "we are discussing with parents how to encourage children to read books" (M5) "during the meetings we share information on how to encourage children to read books" (T4).
	Mutual agreement between teachers and parents to encourage children to read books aloud	"I recommend reading books for children aloud at home " (M3).
	Mutual agreement between teachers and parents to encourage children to learn by heart	"<...> during the meetings we are talking with parents so that children learn poems, because learning by heart improves one's memory <...>" (M1).
	Discussing the benefits of reading books with parents	<...> we are discussing with parents, if a child reads more, he writes better as well" (M2). "<...> we are talking about the benefits of reading books during the meetings" (M3). "we are talking about the benefits of reading books through meetings ..." (T1). "we are discussing with the teacher how the children's writing works have improved, since they started reading more" (T5) ..
	Consideration of the tasks prepared by teachers with parents	"<...>we are discussing with parents the recommended tasks on a computer, at the same time children are engaged and more attracted to reading" (M2)
	Parents' counseling on the selection of books for children.	"we are discussing the most useful books, which should be given to children" (M5). "<...> I ask the teacher to give the lists of books <...>" (T2); "we are discussing with the teacher which books are the most readable among children" (T5);

In order for cooperation to proceed smoothly, the interest of both parties as well as the coordination of actions is important. Therefore, parents' attitude towards cooperation with teachers while helping children to overcome reading difficulties is important. The majority of parents named that in order to help their children to overcome reading difficulties, they consult with teachers in order to promote pupils with ADHD to read books mutually "<...> there is a tree in the class, showing the number of books, pupils have read, we encourage to read more (T2); Most parents consult with teachers what books to choose for reading, what books to give to children in order to benefit more to children's reading achievements "<...> I ask for advice on what books they recommend to read (T3," during meetings with parents the information regarding what books to give children is shared among "(T3). Two informants (T1, T5) estimate that primary school teachers discuss about the benefits of reading books towards children's learning with parents. Andriuskevičienė (2009) also focuses on cooperation between school and family, which leads to better overcoming of reading difficulties.

The analysis of the interview results allows to state that primary school teachers and parents of pupils with ADHD cooperate actively with each other to reinforce pupils' learning motivation, by encouraging children to read books. In most cases, teachers use the following methods of cooperation in practice: agreement with parents on mutual promotion of reading books; teachers often discuss learning tasks with parents; provide advice on choosing

books for children. Parents have distinguished the following ways of cooperation with teachers: *mutual agreement* to encourage children to read books; teachers' recommendations for the selection of books for children, informing parents about the benefits of reading books.

Also during the interview it was important to find out what kind of assistance is provided to the parents of ADHD pupils in coping with reading difficulties. The following subcategories have been identified in the category " Assistance of Primary School Teachers' to Parents": forwarding of parents to specialists, individual conversations, parents motivation to get involved in the process of children's education, recommendations for parents on the teaching methodology, tips how to engage a child into reading, information about children's reading achievements; encouragement of pupils for read books. Mostly, as the results of the research revealed, as soon as primary school teachers notice learning or behavioral difficulties of pupils, they encourage their parents to consult with specialists ("<...>I recommend a school psychologist<...> " (M1); "I advise parents to consult a psychologist "(M4); <...> I advise where to search for help" (M5) ...). Almost all informants (M1, M2, M4, M5) communicate with parents individually ("I talk with parents about the relevant problems individually " (M1), "<...> conversations with parents < ...> (M4); "<...> requests, tips for parents about the difficulties of child's learning " (M5). 3 primary school teachers, by providing assistance to children, help parents to actively engage into the process

of pupils' education ("<...> I urge parents to contribute to the promotion of children's learning motivation "(M2); " I ask parents to contribute to their children's preparations for lessons and motivation to learn better "(M3). Several teachers have mentioned that they mainly give advice on how to read "I have offered parents to encourage their children to read books aloud..." (M2); "I have suggested children to read books aloud, as it improves their reading" (M5). Cooperation and assistance for parents, by helping to overcome their children's reading difficulties, as shown by the results of Bukantiené's (2013) research, ensure the necessary conditions for successful reading: a friendly environment for reading, a well-chosen book and discussion about the book being read.

Teachers advise parents of children with ADHD to contact a specialist, when their child experiences learning or other difficulties ("when my child started attending school, he had difficulty in reading, the teacher forwarded me to a speech therapist"(T1). One of the methods of assistance, mentioned by parents, is supplying of information from primary school teachers regarding their children's reading achievements. Parents about children's reading achievements: "it is written in Tamo how much a child has read a month" (T3); "<...> it is written in Tamo about children's reading achievements" (T5). One informant (T1) named children's encouragement at school for books that have been read (." The teacher enables to get extra incentives when presenting books being read. ").

By summarizing the results of the research, it can be stated that primary school teachers often provide support to parents regarding their children's learning difficulties in the following ways: by individually communicating with parents of pupils with ADHD, regarding enhancement of the motivation of children's learning, by encouraging parents to become more involved in their children's education process, by paying a considerable attention to instruction how to read, by recommending to apply to school support specialists. According to parents, they receive help from teachers' how to engage pupils with ADHD into reading books as well as information about children's achievements (fig. 1).

One of the conditions of a successful assistance for pupils with ADHD is a close cooperation between teachers and parents. Primary school teachers face difficulties in cooperating with pupils' parents. The following subcategories have emerged from the analysis of informants' answers to the question about the difficulties faced by teachers in cooperation with parents of ADHD pupils, by reinforcing the motivation for learning by promoting reading in the category "The cooperation between parents of ADHD children and primary school teacher": the lack of time for their children, inability to share information about the situation of ADHD pupils, parents' lack of interest in books.

The biggest disadvantage in providing the assistance to teachers who teach ADHD pupils-is the business of parents (., <...> people in the countryside are busy, it is difficult to ask them for a help to their children <...> "(M2); Parental support is especially important for pupils with special educational needs in coping with learning difficulties, as Burnstein Klomek and others observe (2015). Another disadvantage of cooperation between parents and primary school teachers in coping with learning difficulties is parents' lack of interest in books ("<...> if parents do not like reading books, they do not encourage their children to do that as well(M5). One primary school teacher stated that it is difficult to overcome the reading difficulties of pupils with ADHD, since parents do not provide actual information about their child's learning efforts to read ("<...> parents do not say the truth, parents try to " pull out " their child when he needs help<...> " (M1). Thus, the results of the research suggest that by providing assistance to pupils with ADHD to deal with learning, especially reading difficulties, primary school teachers face with disruptions of cooperation with pupils' parents. Teachers miss more attention and time spent by parents in helping pupils overcome reading difficulties, as well as parents' huger interest in books and objective information about the efforts made by their child at home to overcome learning difficulties.

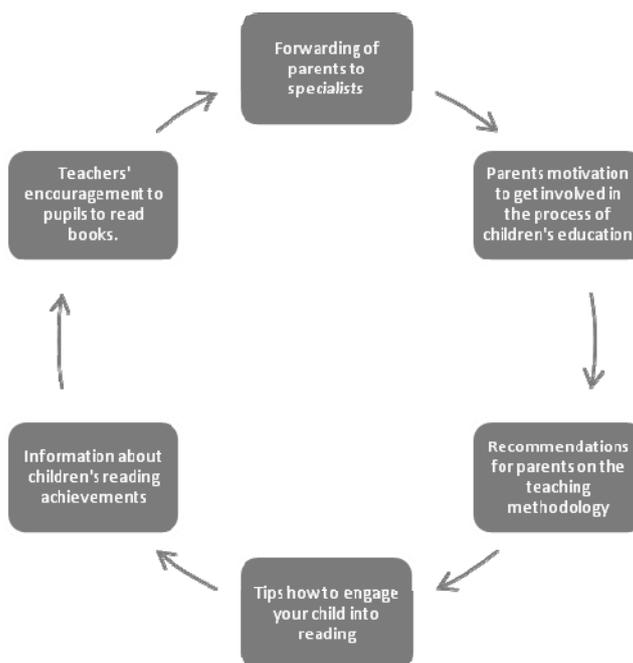


Fig. 1. Assistance provided by primary school teachers for parents of pupils with ADHD

Primary school teachers have raised a poor parental involvement in the assistant process of child with ADHD, as

one of the prevailing problems, therefore, it is very important to take into account what the parents themselves

suggest for improving their cooperation. Parents were asked, "What would be your suggestions for teachers while encouraging the learning motivation of pupils with ADHD by reading books?" After analysis of the interview had been accomplished, 2 subcategories were identified: primary school teachers should use various incentive methods for read books more often; teachers should pay particular attention to the selection of recommended books. Most of all, parents of pupils with ADHD want teachers to encourage their children to read books more (" $\langle \dots \rangle$ teachers could more actively encourage children to learn more about books ...") (T2); "teachers only award one child, who would have read the most, would be good to encourage other reading children ... (T3). Also, more than half of parents would prefer that teachers pay more attention to selecting books for pupils with ADHD (" $\langle \dots \rangle$ teachers should select the list of books to be read more precisely"(T2); " $\langle \dots \rangle$ sometimes books on the book list are not interesting, they should be selected better "(T5) ...).

Thus, while summing up the data, parents' expectations for educators would be more attention to pupils' reading, more careful selection of books, and more frequent encouragement of children to read books.

Conclusions. Both teachers and parents notice that pupils with attention deficit and hyperactivity disorder experience learning, especially reading, difficulties at school. While naming pupils' difficulties in reading, primary school teachers focus not on the strengths of each child, but rather on teaching and learning as well as on other educational issues: lack of focusing on activities, mobility, demand for more attention, self-regulation issues, and so on.

Not only teachers and parents' cooperation skills, knowledge, but also the willingness to cooperate in providing assistance to pupils with ADHD is important in overcoming reading difficulties. The analysis of the interview results has revealed that primary school teachers communicate with pupils' parents individually, regarding children's difficulties in reading, encourage parents to contribute to children's homework tasks, advise on how to overcome reading difficulties, as well as recommend applying for help to a school's psychologist. The results of the research have revealed that primary school teachers miss parental support, in helping pupils with ADHD to overcome reading difficulties. The interview analysis has revealed that parents, while pursuing to help their children overcome reading difficulties, would suggest primary school teachers to encourage pupils to read books more often, review the lists of the books that they are reading more attentively, and recommend the most readable books.

The results of the research have revealed that the cooperation among primary school teachers and parents of children with attention deficit and hyperactivity disorder can be characterized as mutually benevolent, encouraging pupils to overcome learning difficulties, as well as focusing on enhancing the motivation of children's reading. It is important to highlight an aspect of teacher's educational activity of helping parents to create a suitable educational environment at home. Teachers advise parents how to engage children into reading books, encourage parents to give example by reading books themselves, advise on reading instruction methods. Parents receive help from teachers regarding the encouragement of children to read books, information about children's reading achievements, whether children are encouraged for books that they have read or presented.

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Надійшла до редколегії 15.10.18

I. Кланене, д-р соціал. наук, проф.

ORCID ID 0000-0001-8799-456X

Г. Смітенє, д-р соціал. наук

Е. Банієне, магістр соціальної педагогіки

Клайпедський університет, Клайпеда, Литва,

СПІВПРАЦЯ БАТЬКІВ І ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ ДЛЯ ПОДОЛАННЯ ПРОБЛЕМ УЧНІВ З ДЕФІЦИТОМ УВАГИ ТА ГІПЕРАКТИВНІСТЮ

Сучасні навчальні заклади все більше зосереджуються на розробці інклюзивних ідей за допомогою різних заходів підтримки соціальної освіти. Учні із синдромом дефіциту уваги та гіперактивністю (СДУГ) у початкових класах стикаються із труднощами в навчанні (зазвичай із труднощами читання), часто мають проблеми із соціалізацією. Співпраця батьків і вчителів початкових класів для подолання таких труднощів є одним з важливих факторів ефективною соціальною освітою. Мета дослідження – виявити особливості співпраці батьків та вчителів початкових класів для подолання труднощів із читанням в учнів зі СДУГ. У статті аналізуються якісні дані дослідження, виявлено особливості соціально-педагогічної співпраці в подоланні труднощів навчання (читання) у дітей зі СДУГ: зміст, форми та умови підтримки батьків. Незалежно від компетенції педагогів і батьків важливими є бажання співпрацювати для надання допомоги школярам зі СДУГ, а також позитивні взаємини. Результати дослідження показали, що вчителі початкових класів і батьки учнів з розладом уваги та гіперактивністю характеризуються взаємною співпрацею, заохочуючи учнів до подолання труднощів у процесі навчання; велика увага приділяється зміцненню дитячої мотивації до читання. За результатами дослідження можна стверджувати, що вчителі початкових класів зазвичай надають допомогу батькам щодо труднощів у навчанні їхніх дітей таким чином: індивідуально спілкуються із батьками учнів зі СДУГ, що допомагає зміцненню мотивації до навчання в дітей, закликають батьків активніше брати участь у навчально-виховному процесі, приділяти особливу увагу навчанню читання їхніх дітей, рекомендують звертатися за допомогою до фахівців. За словами батьків, вони отримують допомогу від учителів: педагоги радять батькам, як залучати учнів зі СДУГ читати книжки, запрошують інформувати про досягнення їхніх дітей.

Учителі початкових класів стикаються із труднощами у співпраці з батьками учнів. Завдяки аналізу відповідей інформаторів на запитання, з якими труднощами стикаються вчителі при співпраці з батьками учнів зі СДУГ, виявлено такі проблеми: брак часу в батьків для своїх дітей, відсутність обміну інформацією про ситуації з учнями зі СДУГ, відсутність інтересу в батьків до читання. Учителі початкових класів вважають занепокоєність батьків щодо надання допомоги дітям зі СДУГ однією із основних проблем, тому дуже важливо розглянути те, що пропонують батьки для поліпшення співпраці.

Щоб допомогти своїм дітям подолати труднощі з читанням, батьки повинні запропонувати вчителям початкової школи заохочувати учнів до читання книг частіше, ретельніше переглядати список перечитаних книг і рекомендувати школярам зі СДУГ найпривабливіші книги для читання.

Ключові слова: учні із синдромом дефіциту уваги та гіперактивністю (СДУГ), проблеми з читанням, співпраця батьків та вчителів, інклюзивна освіта.

I. Кланене, д-р социал. наук, проф.

ORCID ID 0000-0001-8799-456X

Г. Смитенє, д-р социал. наук

Э. Баниєне, магистр социальной педагогики

Клайпедский университет, Клайпеда, Литва,

СОТРУДНИЧЕСТВО РОДИТЕЛЕЙ И УЧИТЕЛЕЙ НАЧАЛЬНОЙ ШКОЛЫ ДЛЯ ПРЕОДОЛЕНИЯ ПРОБЛЕМ УЧЕНИКОВ С ДЕФИЦИТОМ ВНИМАНИЯ И ГИПЕРАКТИВНОСТЬЮ

Современные учебные заведения все больше сосредотачиваются на разработке инклюзивных идей при помощи разных мероприятий поддержки социального образования. Ученики с гиперактивностью и дефицитом внимания (СДВГ) в начальных классах сталкиваются с трудностями в обучении (обычно трудностями чтения), часто имеют проблемы с социализацией. Сотрудничество родителей и учителей начальных классов для преодоления этих трудностей является одним из важнейших факторов эффективного социального образования. В статье анализируются аспекты и особенности взаимодействия родителей и учителей начальных классов для преодоления трудностей чтения у учеников с СДВГ, содержание, формы и условия поддержки родителей.

Ключевые слова: ученики с дефицитом внимания (СДВГ), проблемы с чтением, сотрудничество родителей и учителей, инклюзивное образование.

УДК 364.012

DOI: <https://doi.org/10.17721/2616-7786.2018/3-1/7>

А. Кунцевська, канд. психол. наук, доц.
Київський національний університет імені Тараса Шевченка, Київ
ORCID iD 0000-0002-0456-6234

РОЗМЕЖУВАННЯ СОЦІАЛЬНИХ ПРАКТИК: МЕТОДОЛОГІЧНИЙ АНАЛІЗ

Представлено порівняльний аналіз місії, завдань і технологій соціальної педагогіки, соціальної роботи та педагогіки. Зазначено, що необхідність визначення меж практики є умовою формування професійної відповідальності, формулювання професійних задач і зони повноважень спеціалістів соціально-педагогічної сфери. Наведено огляд сучасних публікацій іспанських, німецьких, румунських, хорватських і фінських науковців, запропоновано загальну схему розмежування соціальної педагогіки та суміжних практик.

Ключові слова: соціальна педагогіка, педагогіка, соціальна робота, професійні межі.

Вступ. Стрімкі соціально-економічні та соціально-політичні зміни сучасного світу зумовлюють зростання актуальності суспільних наук і практик соціальної допомоги, соціального відновлення й розвитку. Всесвітній рух за поширення ідеї прав і свобод людини в сучасному технологічному світі, зростання кількості й розширення проблематики міжнародних соціальних проєктів змушують представників соціальної галузі до переосмислення концептуальних засад наукової та професійної діяльності, оскільки ці тенденції ставлять перед науковцями та практиками принципово нові професійні задачі міжгалузевого характеру. Тому одним із пріоритетних питань, що постає перед нами сьогодні, є розмежування соціальних практик і позиціонування соціальної педагогіки як автономної практики поруч із соціальною роботою та педагогікою.

Важливість і необхідність такого міжгалузевого позиціонування пов'язана, у тому числі, з ризиком втрати цілісності й узгодженості предмета діяльності соціального педагога, соціального працівника й освітянина. Адже наявність чітких меж убезпечує професійну галузь від перетину/злиття із суміжними сферами й уможлиблює глибше розуміння власного предмета діяльності, а саме:

- основної ідеї, місії діяльності – того, завдяки чому вона виникла та існує;
- класу конкретних задач, які покликана розв'язувати ця галузь;
- параметрів оцінювання результатів;
- зони відповідальності суб'єктів діяльності.

Нечіткі, розмиті межі діяльності, незрозумілість ідеї, невизначеність предмета та завдань призводять до її поступового розчинення в межах інших практик і подальшого зникнення. Нечіткість меж дає широкий простір для спекуляцій, створює умови для жонглювання термінологією, смисл якої поступово вихолощується. На рівні практики відбувається поступове зниження рівня якості діяльності, а на рівні суспільної думки – дискредитація професійної галузі загалом.

Аналіз останніх досліджень і публікацій. Аналіз сучасних публікацій іспанських, німецьких, румунських, хорватських і фінських науковців дає підстави говорити про існування суперечностей у формулюванні предмета соціальної педагогіки.

Хорватська дослідниця А. Žižak у роботі "Символічні та реальні межі соціальної педагогіки" [1] визначає функції меж у соціономічних професіях: "першою функцією меж є розрізнення професійної та непрофесійної дії/діяльності в соціономічній сфері. Ми досі запитуємо себе: якщо соціальна педагогіка це професійна діяльність, чому її можуть виконувати волонтери, істерики або інші експерти (наприклад теологи чи вчителі)? Найкращим свідченням установлення меж професії є академічні наукові ступені та звання, класифікації професій, навчальні програми й наукові напрями та галузі. Друга функція розмежування спосається розуміння від-

мінностей між професіями, особливо серед аналогічних професій (...), можна сказати, що об'єктивні критерії професії певною мірою представлені специфічними елементами практичної діяльності" [1, с. 174–175].

Щодо диференціації соціальних практик у вітчизняних дослідженнях, то можемо виокремити дві тенденції злиття меж – частина українських практиків і дослідників практично ототожнює соціальну педагогіку з педагогічною діяльністю ("особистість у процесі виховання", "педагогічні умови соціалізації" тощо), у той час як інші дослідники ототожнюють соціальну педагогіку із соціальною роботою, вводячи її специфікацію лише за ціллювою аудиторією – діти й підлітки [1; 2]. Сучасна українська соціальна педагогіка потроху втрачає власний предмет, що позначається на якості та змісті професійної підготовки соціальних педагогів і ускладнює професіоналізацію спеціалістів.

Проблема професіоналізації та визначення задач і повноважень соціального педагога подала, наприклад, перед англійськими колегами, коли у 2007 р. англійський уряд постановив фінансування пілотної програми "In Care Matters: Time for Change" ("У сфері догляду: час для змін") – упровадження соціальної педагогіки для роботи з дітьми в будинках сімейного типу. DCSF надала фінансування для залучення підготовлених педагогів з Данії, Німеччини, Фінляндії та Бельгії. Програма тривала впродовж п'яти років (2009–2013), у ній взяла участь 30 будинків, які увійшли до чотирьох груп, сформованих для порівняльного дослідження [3]. Серед запитань інтерв'ю, які дослідники ставили дітям, персоналу, соціальним педагогам та адміністрації, було запитання про професійні задачі, які розв'язували соціальні педагоги в дитячих будинках. Однак попри позитивні відгуки, жоден з опитуваних так і не зміг чітко сказати, що ж входить у зону повноважень соціального педагога. Зрозумілим було лише те, що всі процеси стали більше орієнтованими на дітей.

Проблема предметного розмежування соціальних галузей активно обговорюється й у науковому дискурсі сучасних європейських дослідників (Hämäläinen J. [4], Ucar X. [5], Ezechil L. [6] та ін.) Вони стверджують, що академічна та професійна література із соціальної педагогіки містить безліч неузгодженостей і суперечностей. Більше того, існують прямо протилежні погляди стосовно того, чим є соціальна педагогіка, якою вона має бути, на яких засадах діяти.

Ідеться про сучасну тенденцію реконцептуалізації соціальної педагогіки та спробу поєднати її із сучасними соціальними та соціально-психологічними теоріями, наприклад поведінковою теорією, що обслуговує соціально-педагогічні задачі модифікації поведінки особистості відповідно до проєкту соціуму/спільноти/інституту [6; 7].

Мета статті. Визначення меж соціальної педагогіки з необхідністю повертає нас до витоків суміжних з нею соціальних практик – педагогіки та соціальної роботи. Подана стаття має на меті спробу методологічного ро-