The Use of Social Resources of Inclusive Educational Environment to Cope Difficult Situations by Adolescents

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ABSTRACT

The relevance of the study is due to the tasks of inclusive education requiring creation of optimal conditions for social adaptation of learners in inclusive school, arrangement of psychological support of learners in coping difficult situations which they face in inclusive educational environment. The article is directed to study the ways using by adolescents for coping unfavorable situations in inclusive school, perception and evaluation of social resources of inclusive educational environment by pupils, their availability and demand for coping difficulties. The leading way in studying is a resource approach allowing to consider an effective coping of difficult situations by personality with the support of revealing and using environment resources as a main condition of social adaptation. In the study the following psychological techniques were used: Ways of coping critical situations Questionnaire, Psychological diagnostics of security of educational school environment, Multidimensional scale of social assistance perception. As a result, it was revealed that in coping difficulties physically challenged adolescents are oriented to search social assistance at the lack of proneness to problem analysis that makes threat of uncritical acceptance and passive consumption of the provided help by adolescent. Highly assessing social resources of school adolescents point out low opportunity to get help in choosing their own decision, in attention to their asks, insufficient capability in showing initiative, activity. They experience difficulties in using social resources of environment to cope difficulties. This is related as with custodial attitude of educators and peers, so with the lack of ability to request and accept social assistance constructively by physically challenged adolescents, with insufficient development of ability to provide and accumulate resources for coping difficulties in the environment. As application, the results can be used for providing psychological help to adolescents with difficulties of adaptation in inclusive school.

Introduction

The inclusive education acquires more and more widespread in society. Thanks to this, physically challenged children and children with particular educational

needs, who were given for custody to special schools, are now being included in mass educational process that expands their opportunities for getting quality education. However such inclusion is associated with the range of challenges and difficulties with which all the learners face within inclusion (Madriaga et al., 2010; Sakhieva et al., 2015). Thus, in Slovenia, B. Cagran & M. Schmidt (2006) revealed as a main problem of class with cooperative teaching of healthy learners and physically challenged learners the differences in cognitive abilities which significantly influences the educational process of all the class. The specialists from Netherlands and Norway M. Koster, et al. (2009) highlight the problems of social participation of learners with particular educational needs in primary general school. Examining four major aspects of social participation on the basis of specially collaborated Social Participation Questionnaire (SPQ), such as friendship, contacts, social self-perception of learner, acceptance by classmates, they revealed that children with particular needs always scored significantly lower marks compared with healthy peers. Also the significant differences among children with different types of health limitations were revealed, for example, children with autistic spectrum disorders scored significantly lower marks compared with children with verbal disorders. In Russia D.A. Leontyev, L.A. Aleksandrova & A.A. Lebedeva (2011) showed that physically challenged learners occasionally pay higher psycho-physiological price for inclusion "on equal" in the conditions of professional education, and for healthy participants of inclusion this is a challenge for their human qualities and world outlook. Our studies showed that in schools, where inclusive educational environment is specially created, its participants also face with the difficulties of social adaptation to educational process, to conditions, to interaction with teachers and peers (Kalinina, 2014). This concerns as to learners with particular educational needs and health limitations so to their healthy peers. In such conditions it is actual to examine how learners of inclusive school cope challenges and difficulties and what help them to cope it?

The acknowledged approach to study coping difficulties in contemporary psychology is introduced by R.S. Lazarus & S. Folkman (1984) concept "ways of coping" meaning individual sustainable ways to cope unfavorable situations. The factors contributing coping, with regard of inclusive education, are actively being examined in the context of gaining popularity concept "psychological resources" (Alexandrova, Lebedeva & Bobozhey, 2014). In the range of resources the leading position is given to social assistance (Malecki & Demaray, 2002).

Materials and Methods

It was examined which ways of coping unfavorable situations in inclusive educational environment are used by school's learners, how they evaluate social assistance in coping unfavorable situations, which social resources of educational environment are relevant and defined by them as accessible for using. In the study 116 adolescents in the age of 12 - 14 took part, out of which 48 physically challenged learners and 96 parents. The following psychological methods were used: Ways of coping critical situations Questionnaire (Goncharova, 2005), Psychological diagnostics of security of educational school environment (Baeva, 2006), Multidimensional scale of social assistance perception by D. Zimet (Sirota, Yaltonski & Likova, 2002).

Results

The study of ways to cope unfavorable situations by learners of inclusive school

The comparison of preferred ways of coping unfavorable situations by physically challenged adolescents and their conditionally healthy peers discover significant differences.

Table 1. Average indication of choice of ways to cope unfavorable situations by adolescents in the compared groups

Ways to cope unfavorable situations	Average indication of choices	
	Physically challenged learners	Healthy learners
Search for assistance	14,7	12,3
Increase of self-esteem	3,3	11,2
Self-blame	14,4	7,3
Analysis of problem	8,2	11,2
Search for guilty	13,1	8,7

The most preferred strategy of coping unfavorable situations is expectedly for both groups a search for social assistance. Physically challenged adolescents is significantly more often than their healthy peers prone to self-blame and to search for guilty. These adolescents in stressful situations perceive it pessimistically, along this they refuse attempts to change it and tend to avoid problems. On the emotional level they experience discomfort, search for the cause of the happened in themselves, but meanwhile they regret themselves expressing sadness, depression and dread, displaying anger and fury towards their peers. They are in less extent than healthy adolescents prone to analysis of problem and it is almost absent choice of decision based on the self-esteem increasing. The former successes and achievements, the rely on the already existed abilities in coping difficult situations are not perceived by them as resources for coping difficulties and failures. It reduces the desire of these adolescents to analyze a problem, to select the main and the minor in a problem. The preference of social assistance strategy with combination of refuse of problem analysis gives the basis for anxiety conclusions about forming "passive" attitude of learners towards social assistance, that is refusing active search for assistance with its uncritical acceptance. We examined the features of orientations of adolescents to social assistance related to its contents and directivity.

The study of evaluating of social assistance by learners of inclusive school

The results obtained on the scale of social assistance showed that physically challenged learners search for assistance mainly in family, along this evaluating such assistance as insufficient (average score 1,2). As insufficient they also assume assistance from friends (average score 1,4). Healthy adolescents tend to search assistance not as much from family (average score 2,2) so from the significant others (including teacher - average score 3,1). It is significantly expressed in this group of adolescents a search for assistance from friends (average score 3,2 in comparison with average score of physically challenged

adolescents 1,4). We can see that physically challenged adolescents in coping difficulties of educational environment expect assistance from family. In the conditions when parents can't be permanently with child in educational organization, such expectations can't be accomplished in full amount. This explains learner's evaluation of assistance from family as insufficient. To establishment efficient interpersonal contacts with peers and even with educators physically challenged learners are oriented significantly fewer. This complicates the process of coping unfavorable situations in educational environment. In this case it is appeared a question: can learners see resources created in educational environment to help them in coping difficult situations? To answer it we examined the features of learner's perception of social resources of school's educational environment?

The study of perception of inclusive school's learners of educational environment's resources

To reveal accessibility and relevance of social resources of inclusive educational environment we examined learner's attitude towards educational environment of school in which they learn, explored the extent of psychological security of environment from the point of view of learners, determined how secured from different threats learners of inclusive educational environment feel themselves, examined how learners perceive and evaluate the most significant in coping difficulties characteristics of educational environment.

The learner's attitude towards educational environment is expressed as cognitive perception of its quality, as emotional acceptance or non-acceptance and as behavioral signs of inclusion in environment. To solve tasks of inclusive education the leading significance has emotional inclusion of children in educational environment, its positive perception, feel of psychological security and protection. Learner can use social resources of environment for coping difficult situations in the case he perceives environment as secure for himself, feels himself protected from unfavorable physical and psychological factors of environment (Alehina & Semago, 2012).

Table 2. Indication of attitude towards educational environment of school of learners in compared groups

Indication of attitude towards educational environment of school	Average indications	
	Physically challenged learners	Healthy learners
Attitude towards educational environment	68	60
Level of psychological security	2,7	3,4

The studying of learner's attitude towards educational environment of inclusive school showed that overall as physically challenged learners so healthy learners evaluate highly enough created in educational environment conditions for coping unfavorable situations. The evaluations of emotional attitude towards educational environment, psychological security are in the range of average and high levels.

Physically challenged learners' attitude towards educational environment is on the high level, that is they mainly acquire educational environment of school

emotionally positively. The level of their security is on the average level, that is in the environment they feel themselves mainly secure. The indication to healthy learners' attitude towards environment is on the average level meanwhile their psychological security shows high level. The advanced analysis of psychological security indication allowed to ascertain that physically challenged adolescents feel themselves the most secure from unfriendly attitude, threats and abuses of educators, from threats and abuses of classmates. Depressed security they feel because educators enforce them do something against their will and because of ignoring them by educators and because of ridiculing them by classmates and their unfriendly attitude. The results evidence that learners relate positively to the conditions in which they learn, feel themselves in security, experience psychological protection of participants of educational environment. This evidences that in educational environment the most significant conditions for social assistance of learners are created.

The learners' evaluation of characteristics of school's educational environment contributed to cope unfavorable situations was produced on the basis of satisfaction by these characteristics of learners. Here it is revealed significant differences between physically challenged learners and their healthy peers.

Physically challenged learners are on the high level satisfied by their relations with teachers, on the average level by their relations with classmates. Low satisfaction is noted in indication of help in choosing own decision, attention to asks and in opportunity to show initiative. Healthy adolescents evaluate high as relations with teachers so relations with peers, in fewer extent they are satisfied by respectful attitude to themselves, by attention to their asks and by help in choosing own decision. As a resource for coping negative situations, physically challenged learners evaluate high only relations with teachers. They think that only educators can provide help for them in coping difficulties. Meanwhile evaluating social assistance these adolescents preferred assistance of family, but they showed reduced desire to rely on assistance of educators.

Table 3. Average indications of satisfaction with characteristics of school's educational environment by learners in compared groups

Characteristics of school's educational environment	Average indications of satisfaction	
	Physically challenged learners	Healthy learners
Relations with teachers	4	4
Relations with classmates	3	4,5
Emotional comfort	2,2	3,3
Opportunity to express own point of view	2,7	3,2
Respectful attitude to Self	2,8	2,3
Maintenance of personal dignity	2,4	3
Opportunity to appeal help	2,6	3,1
Opportunity to express initiative, activity	1,2	2,9
Attention to asks	1,1	2,2
Help in choosing own decision	0,7	1,9

This set is wider by healthy adolescents: they evaluate high as a resource for coping either relations with classmates, either emotional comfort, either opportunity to express own point of view, either appealing for help. In the group of healthy adolescents none of the resources of educational environment was evaluated on the low level, meanwhile in the group of physically challenged adolescents help in choosing own decision, attention to asks, opportunity to express initiative, activity were evaluated low.

The obtained data show that although positive attitude towards educational environment, feeling of psychological security have high significance for inclusion of physically challenged learners, it itself doesn't provide acceptance of social resources for coping unfavorable situations by these learners. A special work in learning adolescents of perception and acceptance of social resources is required.

Discussions

The realization of inclusive education sets new theoretical and practical issues demanding search for answers. Among them an issue of help to learners in coping difficulties. It is obvious that inclusive education requires additional efforts of all its participants, of educators, of healthy learners and of physically challenged learners.

Learning in inclusive school adolescents face with significant quantity of difficulties in educational process, its organization and contents, in interrelations with educator and peers, in acceptance each other, and in establishment of constructive interrelations. They have to learn coping these difficulties. The success in coping difficulties is largely determined by which ways for coping adolescents choose, how much are these ways constructive, provided with resources and can be realized. Inclusive school works in completely other conditions compared with mass school. It should create particular inclusive educational environment where resources for coping difficulties in learning and in participation are included. By the search for such resources researchers most often appeal to learning and enhancing educator's qualification, creating particular conditions for physically challenged learners, organizing their psychological assistance and pedagogical support, providing psychological security and satisfaction of special educational needs. Thus in the studies it is shown a significance and ways of forming positive attitude towards inclusion, acceptance of physically challenged children by educators (De Boer, Pijl & Minnaert, 2011; Cagran & Schmidt, 2011); it is presented the ways of inclusion of future educators into the process of living real difficulties of family nurturing physically challenged child and ways of learning of students to provide real assistance for particular child in the framework of educational environment (Scorgie, 2010); it is offered a system of psychological support oriented to creating comfortable and psychologically secure educational environment for physically challenged learners (Alehina & Kutepova, 2013). These and other studies are emphasized on social resources for coping unfavorable situations.

Our study confirmed the fact that adolescents learning in inclusive school are really in coping difficulties, first of all, oriented to social resources. The most

preferred way for coping is a search for social assistance. This confirms the high significance of the presented above approaches to enrichment social resources of educational environment. However we ascertained that, in first, orientation to social assistance with the lack of problem analysis creates threat of uncritical acceptance and passive consumption of the provided help by adolescent, and, in second, physically challenged adolescents are oriented to assistance of family but not of educators and peers. Meeting difficulties they prefer to support social resources, main of which is assumed to be assistance of own family. Family providing help the most often uses strategy of custody withdrawing difficult situation or accomplishing action instead of child. This leads to inability in coping difficulties on its own using resources. Since during being in school this assistance can't be completely realized it is evaluated by learners as insufficient. Interaction with educators and classmates is for a while not considered by physically challenged adolescents as a potentially social resource of adaptation. Even created good relations with educators and classmates physically challenged adolescents are not prone to perceive them as a resource for coping difficulties.

Our study showed, in spite of that in educational organizations social resources for coping are widespread, significant indication of psychological well-being and major characteristics of environment are achieved, accessibility of created resources stays insufficient for physically challenged learners. Although their being in school physically challenged adolescents evaluate as psychologically secure, they don't perceive school as a source of social resources for coping difficult situations. They evaluate low an opportunity to express initiative and activity, attention to their asks and help in choosing own decision. This is related as with appeared custodial position of educators and peers (readiness and tendency to make instead of the pupil experiencing difficulties in spite of that to give him opportunity to find resource on his own), so with the lack of ability to ask constructively and acquire social assistance by physically challenged adolescents, with insufficient ability to provide and accumulate resources for coping difficulties in environment.

Since the main task of inclusive education is to assist social adaptation for physically challenged people, school has to create and provide not only conditions and readiness of educators and healthy learners to support social assistance for physically challenged pupils. School faces task to provide conditions for appearing active position of physically challenged adolescents themselves to reveal, accept and accumulate resources for coping difficulties. Approaches to solve this task is already denoted in the range of studies.

Examination of interrelations between attitudes towards learning and social activity of physically challenged children in general schools (Wendelborg & Tossebro, 2011) on the basis of survey of parents of physically challenged children in the age of 11 - 13 about social activity of their child in group of peers inside and outside school lessons, availability of friends among classmates and of ways in which most often their peers react to their child in different situations showed that type of disability and extent of development disorder don't make direct influence to the extent of inclusion in social activity with peers. Schools

have to concern with particular attention to social inclusion of children with disability to common activity in educating process in mass school.

R. Bond & E. Castagnera (2006) note that successful inclusion of physically challenged learners in general classes requires a wide diversity of assistance's ways. They highlight a role of classmates in mutual assistance among children. Specialists present strategies of supporting a class "Class-Wide Peer Tutoring (CWPT)" and "Cross-Age Tutoring". The first technique of supporting is concluded in that every learner can temporarily become a tutor. In the technique of Cross-Age Tutoring a role of tutor is given to more senior learner. There are data about attempts of tutoring realization over learners of secondary school who were selectively entrusted to provide help to peers with disability learning in general-education classes. The recommendations for accomplishing tutoring over physically challenged peers are offered. Four types of attitudes towards help are described which are necessary for the most efficient participation of children in class: request, acceptance, refusal and providing help.

Our study showed that for solving tasks of social adaptation of pupils in inclusive education it is not enough just to create an atmosphere of acceptance of physically challenged learners, it is necessary to build a system of such psycho-pedagogical assistance which could contribute to elaborate their abilities to selecting, using, and developing of adaptive resources in inclusive environment.

Conclusion

In our study data about coping difficult and unfavorable situations appearing in inclusive educational environment by physically challenged learners in comparison with their healthy peers are obtained. Preferred and poorly used ways are revealed. Attitudes towards social resources created in educational environment are examined. Difficulties of physically challenged adolescents in revealing and using these resources are shown. This data allowed to discover problems in organizing psycho-pedagogical assistance of learners of inclusive school, to set tasks and to determine directions for developing adaptive resources of learners. The results allow to set new questions about conditions and ways of abilities and skills of learners to reveal, use and elaborate social resources for coping difficult situations in educational environment, developing by healthy pupils abilities to provide assistance for peers based on the search for resources. The perspectives of the study are also constituted by problems of analysis of social resources of family used by adolescent for coping difficulties.

The results can be used for elaborating programs of teaching and qualification enhancement of teachers, for determining contents of psychological assistance of learners in inclusive educational environment. They can be useful for providing psychological assistance of adolescents with difficulties of adaptation in inclusive school.

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