

HOLISTIC APPROACH TO THE VOCATIONAL COUNSELLING OF STUDENTS WITH SPECIAL EDUCATION NEEDS

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Abstract

Vocational counselling is the first and one of the most important stages of prevocational education of pupils with SEN that has influence on successful integration into the labour market and human socialization. In the article the parameters of the ideal model of vocational counselling of pupils with SEN have been analyzed. In identifying the criteria of vocational counselling of pupils with SEN it has been referred to the model of systemic analysis constructed by Le Moigne, described by Baranauskienė, Juodraitis (2008), and in which 5 approaches towards successful participation of persons with disabilities in the labour market have been singled out: approaches towards success from the aspect of structure, aims, influence of environment, development, activity. In the article the data obtained during the research of the Delphi group during which the experts from 12 different countries having scientific and practical work experience of work with pupils with SEN present their approaches towards what criteria should be followed in vocational counselling of pupils with SEN have been analyzed and systemized.

Key words: pupils with SEN, vocational counselling, ideal model.

Introduction

In reports and discussions of the European institutions of the highest rank on the issues of disability, employment of people with disabilities is mentioned as one of the most relevant problems to be solved (Jozėnaitė, 2004). People with disabilities are the poorest, the least educated and the least employed part of people (King, 1993). Employers indicate a limited activity as the biggest shortcoming working with people with disabilities (Ozawa, Yaeda, 2006). People with disabilities constitute 14 per cent of all people of the employable age in the European Union. The European Commission emphasises that people with disabilities belong

to the high-risk group which is under the threat of losing job or becoming the permanent unemployed (Jozėnaitė, 2004).

The transitory period from school to work most often is a complicated process for pupils with SEN. Baranauskienė, Juodraitis (2008) point out that in the practice of vocational rehabilitation of people with disabilities there exist five models having their own advantages and disadvantages: vocational inclusion, vocational competitiveness, vocational segregation, vocational training, vocational career project, however, the results of the research reveal that vocational counselling of pupils with SEN is performed insufficiently not only in schools of Lithuania but also of other European countries although the significance of these services in school is theoretically actualized. In Life Long Learning Memorandum of the European Commission (2001) it is emphasized that one of the tasks of the services of vocational information and counselling is to ensure that every person could easily and qualitatively receive information related to the possibilities of life long learning and vocational activity. As the results of the present research have revealed, in the countries of the European Union the same problems of the employment of pupils with SEN exist, a united model of vocational counselling has not been created yet, there is lack of responsibility for the implementation of the process of vocational counselling in schools.

As Rivera, Pellitteri (2007) point out, pupils with SEN have bigger problems in academic, personal, social spheres and in the sphere of choosing a profession, therefore, their needs should be appropriately considered inside the school. The authors accentuate not only the aspiration of work but also the activation of social participation in the society, involving the development of psychosocial identity, academic achievements and emotional-social sphere in the process of vocational counselling. According to the authors, prevocational training gives possibility to a pupil with SEN to expand the attitude towards disability and construct realistic aims inside the vocational structure of the society. As Indrašienė and Grinytė state (2007) “in contemporary dynamic society which is getting more and more modern maximal revelation of person’s abilities, successful adaptation to the needs of labour market, perception of the responsibility for one’s own decisions have great importance. Therefore, effective and timely vocational counselling has decisive meaning on person’s successful socialization”.

Successful adaptation to the environmental challenges as well as socialization with the context of bio-ecological system approach are followed by the development of subjective resources which influence the health condition and life quality of persons with disabilities. These resources mostly include: self-efficacy, self-evaluation, sense of control placement, sense of coherence and should be trained during the whole process of education of pupils with SEN.

Sense of one’s own efficacy is a subjective expectation of a given person that under certain circumstances he/she will manage to act in a specific way. Such understanding of one’s own efficacy is expressed in the conviction that one is able to achieve the expected result, that is, to perform a given activity effectively (Bandura, 1981, 1986, 1992). The level of one’s own sense of efficacy may increase or decrease the motivation to act. People with strong sense of their own efficacy choose more ambitious tasks, set higher goals for themselves, and once the action is taken, they put more effort and are more persistent than persons with weak sense of their own efficacy are. When difficulties arise, people with strong sense of their own efficacy get over them faster and still show commitment to pursue the goal. Sense of one’s own efficacy also allows people to select challenging circumstances, explore the environment, or create new situations (Schwarzer, 1997). Multiple experience of failure in many life situations makes that people with disabilities have a tendency to expect successive failure, regardless of the real possibilities and objective difficulty of the situation. People who are uncertain of their own

competences in new task situations will develop the situations in such a way that the chances of success are minimized. They will also take care of serious and credible justification for their failure and explain it with the existence of all kinds of objective obstacles. Therefore, in certain situations (potentially difficult), people with disabilities give up taking actions which could increase the chances of being successful, so that they do not bear any responsibility in the event of failure. Due to the fear of failure, they take actions which do decrease the chances of success (Doliński, Szmajke; 1994).

Disability may also implicate development of inadequate **self-evaluation**. People with the mild level of intellectual disability experience difficulty in the scope of social adjustment and cognitive skills in task situations, as a result, failures may influence self-evaluation and strengthen lack of confidence in one's own abilities. However, on the other hand, small successes and positive experiences may stimulate development of inadequate self-evaluation – an overestimated one. Many researchers unanimously agree that youth with mild intellectual disability is definitely characterized by overestimated, inadequate self-evaluation (Wyczęsany, 2006), both in the current time dimension (current self-evaluation) and in the future one (prospective self-evaluation) (Kościelak, 1989). Children and the youth with a dysfunction of the motor activity are aware of being different in relation to the fully fit children; at least owing to the impossibility of fulfilling one of the fundamental needs – the need of motion – it causes extreme emotions, sadness, depression, anxiety and leads to the lowering of self-evaluation (Arusztowicz, Bąkowski, 1989).

Sense of control – consists in being aware of the influence on events, fate, one's own reactions. Events, which are associated with lack of control over affairs that take place, are a powerful source of stress (Bishop, 2000). Two kinds of control are distinguished: behavioral control, that is a conviction that it is possible to influence negative effects of a situation, and cognitive control, in other words, a conviction that people have a cognitive strategy which may reduce negative effects of a stressful situation. Behavioral control provides a person with possibilities of behaving in a particular situation, whereas the cognitive control helps through the possibility of taking note of other reality aspects, or another evaluation of a situation. Persons who believe that they are able to influence stressful life events on their own can bring them under control in a better way, struggle with them more effectively. Persons who externally localize control under the influence of negative life events are subject to more diverse psychopathological disorders. Strong outer controllability increases the feeling of helplessness, is conducive to passivity and giving in easily. It seems that moderate, inner controllability is the most beneficial for human functioning – since the fact is that one does not have influence upon everything in his/her life.

People with reduced ability (with intellectual disability in particular) feature a strong sense of outer control (Kościelak, 1987) which manifests itself in the lack of trust in oneself and lack of confidence in one's own abilities, that is why, when encountered with a new task, they search support from the environment, which increases a subjective chance of success. Sense of outer control over life also leads to acquired helplessness (Seligman, 1980) which may even concern the simplest activities and through which the dependence of people with disabilities on the environment is even higher. People with disabilities quickly learn helplessness, i.e. a feeling that their personal control of reinforcements and influence on a situation is ineffective. Such an expectation leads to:

- **cognitive deficits:** a person stops understanding what is happening in a given situation and cannot predict its further course; the time of learning even simple interrelations „behavior-reinforcement“ is much lengthened;

- **motivation deficits:** lack of motivation to act and the ability to get involved; long time of getting over a failure;
- **emotional deficits:** depressive states, anxiety, feeling of permanent fatigue, hostility, lack of hope;
- **social deficits:** withdrawal from social contacts (Przełowiecka, 2010) .

Sense of coherence is a crucial predicate of health and life quality, both in healthy people and people with disabilities (Antonovski, 1999). It is a person's global orientation, expressing the degree in which he/she has permanent, though dynamic confidence that:

(1) stimuli from the outer and inner environment throughout life are structured, predictable and explicable – (it is a sense of comprehensibility, a cognitive variable);

(2) resources, which will allow to meet the requirements set by the environment, are available (it is a sense of resourcefulness, a cognitive-instrumental variable (manageability)). External resources, such as, e.g. support networks, authorities, God, the sacred, play an important role in here. Thanks to the sense of resourcefulness, a person does not feel as a helpless victim of events, but has a feeling that he/she is able to cope with all hardships and surprises of life.

(3) these requirements set a challenge worth effort and involvement and life makes sense (it is a feeling of meaningfulness, a motivation-emotional variable). A person, who has a high sense of meaningfulness, is willing to accept challenges and effort in order to solve problems and cope with them.

All personal resources mentioned above might be important factors in improving the particular effectiveness of vocational counselling and vocational education.

The **aim** of this article – applying the research method of the Delphi group to collect, systemize and reveal the sum total of attitudes and approaches towards the parameters of the ideal vocational model of pupils with SEN, the possibilities of its improvement and practical application expressed by the specialists (experts working in the field of the research from Sweden, Germany, Finland, Poland, Italy and Lithuania observing the experience of other countries how vocational counselling of pupils with SEN is performed).

The **object** of the research – modelling of vocational counselling of pupils having SEN.

Research methods and sample characteristics

When working out the methodology of the Delphi group research for the project, the provisions of the Delphi group research described in works by Linstone, Turoff, (2002), Schniederjans, Hamaker, Schniederjans (2010), Buddenbaum, Novak (2001), Okoli, Pawlowski (2004), Bitinas, Rupšienė, Žydžiūnaitė (2008) and other authors were referred to.

The Delphi research was carried out in several stages:

1. During the first stage, on the ground of analysis of scientific and methodological literature, the criteria (the operational definition) have been singled out; they allowed to correctly conduct constructive and productive discussions and reflections in the Delphi group and to form the research questions based on scientific, empirical logic.
2. Aiming to collect the research data, the group of experts was given the questions.
3. During the third stage, the Delphi group research results were analysed in a qualitative mode; by employing the method of grounded theory the sub-categories have been singled out which were presented to the experts for assessment.
4. During the fourth stage, the opinion rates of experts have been identified.

As Schniederjans, Hamaker, Schniederjans (2010) state, “the Delphi method can be characterized as a procedure for structuring a group communications process to effectively allow a group of individuals, as a whole, to deal with complex problems.” According to the authors, the Delphi method is a debate controlled by a moderator; it allows all the experts to express their opinions and come to the consensus. The Delphi method is the systemic point of view of the group of experts, ideally suiting for creation of the new theory or model as well as its perfection.

All the statements obtained during the discussions are singled out and grouped with regard to stated similar meanings. Then, the nomination of the singled out statements proceeds. Aiming at the objectivity of the data content, the control of the content of singling out and nomination of notional units is carried out when applying the experts’ assistance.

The research participants were asked to assess every statement expressed during the group discussion in a 5-point scale: 1 was treated as “strongly disagree” by the research participant concerning the proposed statement and it was suggested not to develop this idea anymore, 2 meant “disagree” for the expressed statement, 3 – “neither agree nor disagree”, doubts about the statement, 4 – “agree”, supported the statement and 5 – “strongly agree” and suggested developing such an idea in practice. Having obtained assessments of the statements, the mean and standard deviation are calculated; they reveal the significance of distribution of opinions.

The data groups that have been singled out are treated as theoretical constructs which become the supporting axes for the issue under investigation; they allow revealing the structure of the model (the process of vocational counselling of pupils with SEN) being dealt with and to estimate the purposefulness of the changes.

During the research, the principles of anonymousness were maintained. The research participants are treated as equal creators of new theoretical constructs, the model of vocational counselling of pupils with SEN. During the research, the notion ‘research participants-experts’ has been used; it defines the acknowledged status of the research participants.

The research of the Delphi group took place in March 2012 in Sweden. The research involved experts from different countries: Lithuania (N=4), Finland (N=1), Germany (N=2), Sweden (N=2), Poland (N=2) and Italy (N=1). The research sample consisted of 4 men and 8 women having obtained higher education, 3 of them had the highest academic title of a professor. The Delphi group research was conducted by the professor, expert, coordinator of the project from Lithuania.

The Delphi sessions lasted for 12 hours: the group discussion continued for 10 hours, individual assessments of expressed statements lasted for 2 hours. In total, 397 statements have been expressed during the research; they represent 5 aspects of successful participation of individuals with disabilities in the labour market: 73 statements expressed the structural aspect, 39 expressed the aspect of aims, 88 statements represented the environmental impact, 56 statements expressed the developmental aspect and 141 statements expressed the aspect of activities for success.

The research sample for the Delphi group research consisted of 12 experts having scientific and practical work experience with pupils having special needs; these experts were employed at:

- university carrying out scientific research in the field of vocational rehabilitation of people with disabilities;
- vocational school including pupils with SEN and immigrants;
- rehabilitation centre providing courses on vocational training for youth with special needs;

- national community working with autistic persons and their families;
- international contemporary institute for research of youth problems providing support to youth communities in the risk group.

The essential principle for selecting the research sample was based on the participation in the Delphi research of these persons who directly implemented project's activities, took part in the research, got acquainted with experiences of other countries in vocational counselling of pupils with SEN.

Ideal Model of Vocational Counselling of Pupils with SEN

In order to systemically generalize the process of vocational counselling of pupils with SEN analyzed in the scientific study, referring to the results of the scientific study and practical research and the experience of Le Moigne (cited in Baranauskienė, Juodraitis, 2008) theoretical model of vocational counselling of pupils with SEN has been created (see Figure 1).

Ideal Model of Vocational Counselling of Pupils with SEN from the Aspect of Development and Evolution

From the aspect of development the results of the research have revealed that in every country that participated in the research there are quite many traditions that could be consolidated aiming at the ideal model of vocational counselling. During the meeting of the expert group fifty-four statements in total were received and only eleven statements are evaluated by the experts ambiguously. It is possible to state that the experts of all the countries have quite alike perception about the development of vocational counselling and the processes of its evolution in general.

In the experts' opinion the experience of the countries in developing pupils' **communicative, basic abilities**, their perception and **knowledge about the world of work** is especially significant. It is accepted as inseparable condition of the success of vocational counselling. All these statements have especially high mean of evaluation and sufficient standard deviation.

Another unanimously acknowledged condition of the success of vocational counselling – **systemic collaboration with companies both during vocational counselling and prevocational training** (the second position according to the mean of voting and the results of standard deviation). This statement is directly related to the experience of the countries organizing **obligatory internships in different companies** during vocational counselling; **creation of collaboration networks among industry and trade organizations and employment agencies**; constant and systemic **exchange of the newest information with employers and employment agencies** about the participation of pupils with SEN in the system of vocational rehabilitation.

Another important aspect of the development has become clear, the experience of which is acceptable to all the experts – active **participation of pupils with SEN in distinguishing their interests, abilities and making appropriate decisions choosing education and workplace**. This statement is directly related to the **analysis of pupils' vocational abilities**. Although the pedagogy of aptitudes is a new phenomenon for most of the countries that participated in the project, however, as the results of the experts' voting show to refer to pupil's strengths is a universally accepted tradition of vocational counselling. The analyzed statements are even enriched and complemented by the statement unanimously accepted by the experts that **vocational counselling should last as long as possible according to pupil's needs with the possibility to test oneself in practical activities**.

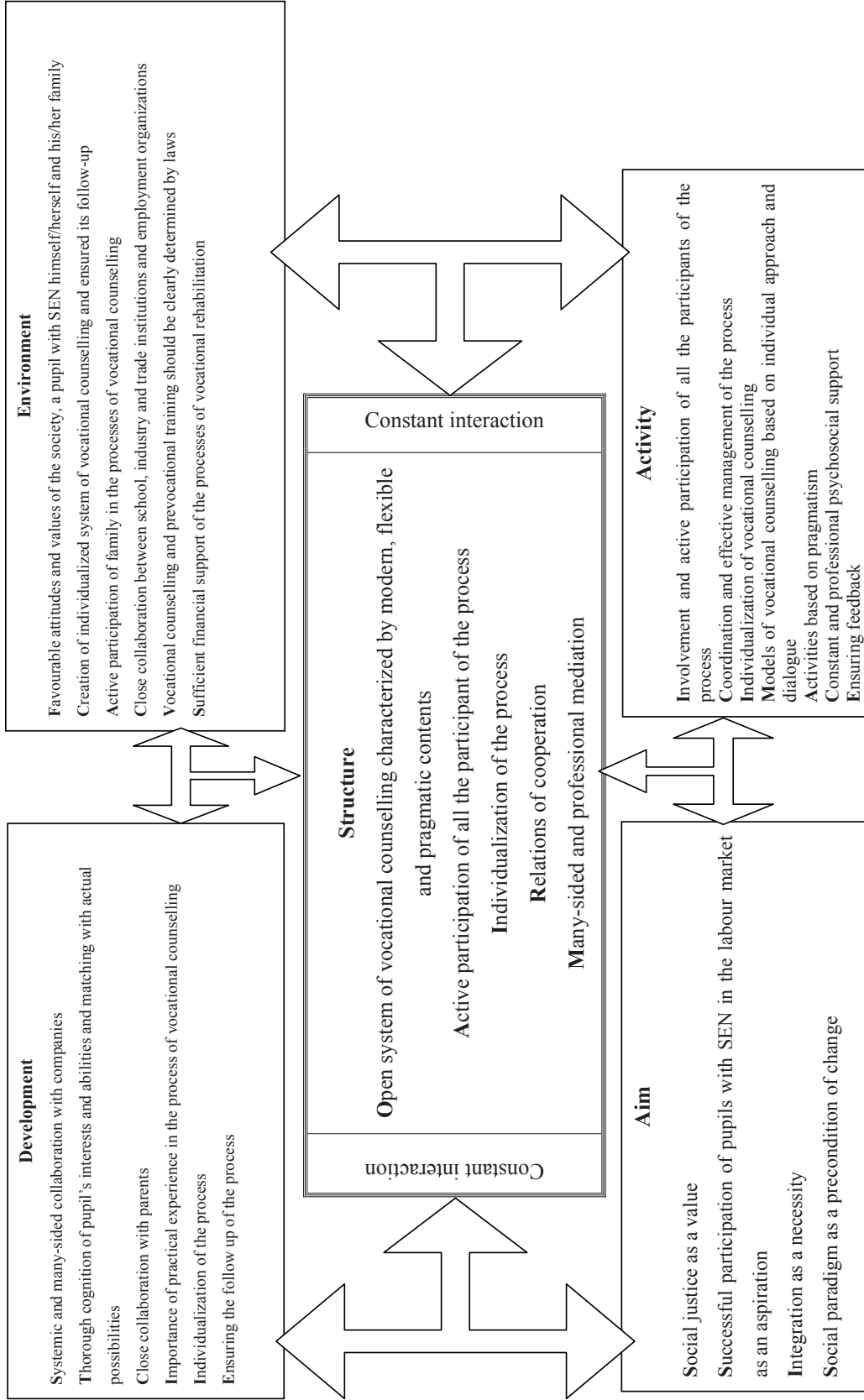


Figure 1. Model of Ideal Vocational Counselling of Pupils with SEN

The statement **the involvement of needed specialists in the processes of vocational counselling** is complemented by the statement emphasizing the **collaboration** of the specialists of vocational counselling **with special pedagogues**.

The experts evaluated **close relationship** of the specialists of vocational counselling **with parents and other relatives** as a very important experience. The **individualization of the process of vocational counselling** is equally important not excluding the activities according to individual plans. In the authors' opinion, it is active collaboration with parents that is one of the conditions of the individualization of the process.

The interaction between the statements **early development of work skills**, the **importance of practical experience** and **pragmatic approach towards the education of pupils with SEN** is distinct. It shows that the experts unanimously accept that vocational counselling is inseparable from practical activities. It is practical activities that allow not only testing whether a profession is suitable to a young person, but also develops his/her special and general abilities and love for work in general.

The statement systemic **follow up in vocational counselling, prevocational training and support in the situation of employment** not only reveals the experts' experience that successful vocational counselling is inseparable from the unity and perfection of the process of vocational rehabilitation but also explains the other statements – aiming at successful vocational counselling it is necessary to **effectively give assistance to pupils in their everyday activities**; in order to **involve all teachers in the activities of vocational counselling the specialists of vocational counselling organize constant meetings with them** sharing the newest information and achievements.

Generalizing the ideal model of vocational counselling of pupils with SEN in the **aspect** of development and **evolution** the following statements reflecting the experts' experiences and unanimously presented as a necessary basis that influence the development of future model as essential could be distinguished:

Development of pupils' basic, communicative abilities and their perception about the world of activity

Systemic and many-sided collaboration with companies

Creation of effective collaboration networks between the specialists of vocational counselling, representatives of industry and trade organizations and employees of employment agencies

Thorough cognition of pupil's interests and abilities and matching with actual possibilities allowing ensuring successful decision-taking

Close collaboration with parents

Importance of practical experience in the process of vocational counselling

Individualization of the process in the aspects of contents, forms and time

Ensuring the follow up of the process

Specialists' professional competence

Ideal Model of Vocational Counselling of Pupils with SEN from the Aspect of Environment

The influence of environment is characterized by the attitudes of the society and a pupil with SEN himself/herself towards disability, the peculiarities of values, social situation. During the present research the experts evaluated the influence of the environment by eighty-eight statements, fifty-eight out of them could be considered as an unanimous attitude. The experts' opinions about thirty statements have separated.

The greatest attention during the Delphi group was shown to the aspect of attitudes and values. Analyzing twenty-six statements that have received the greatest approval from the

experts, it has been noticed that even eleven out of them have value semantics. The majority of the statements invite the society to accept the right of pupils with SEN for vocational counselling, training, later on – for social and vocational integration: **Every pupil with SEN should have the possibility for vocational training; The right for vocational training for all; Everyone should have the right for social and professional integration; Pupils with SEN should have the same chance for social and economic integration; Tolerance of the society towards pupils with SEN; Favourable attitudes towards pupils with SEN and their acceptance; Openness of the society to the groups of social exclusion; Supporting the processes of integration and inclusion of pupils with SEN.** Such abundance of the statements allows making the presuppositions that value aspect is relevant for all the partner countries of the project. Certain statements apart from declaring of the values have also complementary semantics, e.g., show the way how to achieve real support of the society towards the participation of pupils with SEN in the world of work. Cf. the statements **Social sensitiveness of education and social policy-makers towards pupils with SEN** or **Awareness of the society of the benefits of employing persons with SEN.** These ideas not only invite to accept the participation of people with disabilities in the labour market as a value but also show concrete ways how to change the attitudes of the society.

Another aspect of environment necessary for the success of vocational counselling could be named as individualized support for a person during the whole process. The environment should create conditions to meet individual needs in the sense of approaches, contents and physical sense: **Individualized system comprising vocational counselling, prevocational training, vocational training, support in the situation of employment and during the period of vocational adaptation; The personal talent must be taken into account; Sufficient individual support for finding the right profession for a student with SEN.**

Family is the closest environment of a pupil with SEN. It is natural that family support (or lack of it) is an important condition of success. This concept highlights several aspects: firstly it is important for a family to believe in the possibilities of its member who has difficulties to experience success in the labour market, to encourage and support him/her. On the other hand, a person who has experienced success in the labour market would strengthen the family not being burden to it or demonstrating his/her value in another way. Cf., **Favourable attitudes of a family raising a child with SEN towards vocational training** or **Active participation of families in the process of vocational counselling.**

In the experts' opinion, supportive environment could be created by **Close cooperation between school, industry and trade institutions and employment organizations.** These relations would create conditions for **practical probation of professions in real conditions.**

Mediation during the whole process of the integration into the labour market has manifested itself as a factor strengthening or weakening the impact of environment: **Pupils with SEN should always get support from specialists, special pedagogues; Everyday guidance of special assistants; Internships under attendance of a supervisor; Specialists' mediation in the situation of employment.** Although there were no special pedagogues among the experts, however, during the Delphi group the importance of the participation of these specialists became clear. The presupposition can be made that only good will is not enough in the aspect of environment and in other aspects – in order to render effective support special competences are needed.

In the experts' opinion favourable environment is strengthened by legal mechanisms: **Vocational counselling and prevocational training of pupils with SEN should be clearly regulated by the law; Creation of the laws for organizations and companies to obligatorily employ persons with disabilities.**

Financing with dignity in the experts' opinion is also one of the essential conditions, Cf.,

Sufficient financial support for the rehabilitation.

In generalizing the model from **the aspect of environment** the following statements reflecting the experts' experiences and unanimously presented as essential for the creation of favourable and supportive environment:

Favourable attitudes and values of the society, a pupil with SEN himself/herself and his / her family

Social sensitiveness of education and social policy-makers

Informing about the benefits for the society of working people with special needs

Creation of individualized system of vocational counselling and ensured its follow-up

Attention for pupil's abilities

Active participation of family in the processes of vocational counselling

Close collaboration between school, industry and trade institutions and employment organizations

Systemic support from professionals

Vocational counselling and prevocational training should be clearly determined by laws

Sufficient financial support of the processes of vocational rehabilitation

Ideal Model of Vocational Counselling of Pupils with SEN from the Aspect of Aims

From the aspect of aims the experts presented thirty-nine statements, thirty-two out of them received high support. It means that the participants of the project have alike understanding of the aims of vocational counselling of pupils with SEN.

From the aspect of aims the ideas of social justice are expressed as a value: **Respect; Tolerance; Responsibility.**

Integration of pupils with SEN into the society (and into the labour market) is defined as an unquestionable condition of the civilized society, and their successful participation in the labour market is perceived as an aspiration: **Integration; After vocational counselling and vocational training a qualified job is found and preconditions for autonomous living are created; Secure own living costs in future (self-sustainability).**

In order to accelerate the ways of integration and inclusion the experts employ the ideas of social paradigm: **Motivation force; Possibility to choose a profession matching wishes and possibilities through theoretical and practical activities receiving the assistance from professionals; The principles of individualization in the processes of vocational counselling; Success in choosing a profession depends on the harmony between wishes and possibilities; To find strengths and weaknesses of pupils with SEN; To educate pupils with SEN using appropriate methods.**

The experts focus on the aims that also actively involve pupils themselves in the process of vocational counselling: **To take the consequences; Self-knowledge; Development of work as a value; Self-consolidation through work activities; To develop the competences and abilities of pupils with SEN.**

Very concrete statements reflecting concrete aims of vocational counselling are also expressed: **Application of knowledge in practical activity; Individualization of the process; Systemic mediation in the process of vocational counselling.**

Generalizing the model in the **aspect of aims** the following statements reflecting the experts' experiences and unanimously presented as essential concerning the aims of vocational counselling of pupils with SEN could be distinguished:

Social justice as a value

Successful participation of pupils with SEN in the labour market as an aspiration

Integration as a necessity

Social paradigm as a precondition of change

Ideal Model of Vocational Counselling of Pupils with SEN from the Aspect of Structure

The experts expressed their opinion about the ideal model of vocational counselling by seventy-three statements, however, the opinion about almost one-third of the statements was not unanimous. Analyzing the statements characterized by the highest mean and having necessary standard deviation it is possible to state that in the aspect of structure successful vocational counselling of pupils with SEN is conditioned by open and modern system of vocational counselling, flexible process and active and equal involvement of all the participants of the process (including pupils with SEN and their relatives).

In the experts' opinion it is pupils' active participation that is one of the preconditions of the success of the process: **To provide as much support as required; Giving pupils as many chances as possible for making their own decisions and choices; Active participation of pupils with SEN during the whole period of vocational counselling.** Pupils' active participation not only helps to achieve success but also has influence on the system itself and the process: the theory creates the practice of all people, and the shape is given by their lives (Gouldner; cit. from Bourdieu, Wacquant, 2003). On the other hand, actively participating persons with special needs may express their aims, beliefs, actions (Knorr-Cetina; cit. from Bourdieu, Wacquant, 2003) and it also has a big influence on the process. Active participation of pupils with SEN is also related to the changes in the spheres of human *value* and social relations (Baranauskienė, Juodraitis, 2008). Actively contributing to the creation of the system and the process a person with special needs increases his/her value, turns from the status of the receiver of privileges to the position of an equal participant.

Creating the structure of vocational counselling of pupils with SEN in the experts' opinion approaching the system to the conditions of the labour market is also important: **Approaching the conditions of vocational counselling to the market conditions; Practice in real workplaces; The newest knowledge on the professions and the labour market; Modern system demonstrating benefit for the society; Constant reaction towards changes in the labour market.** This concept not only gives the features of openness to the structure but also commits it to be modern, flexible and ready for various challenges of economical processes.

Open and favourable society would help the system to achieve the results as well as in the aspects analyzed above (development, environment or aims): **Positive response to the pupils with SEN; Total acceptance in the society of pupils with SEN, both in education and work environments; Favourable attitudes of employers; Acceptance of a person as a value.** It is likely that such repetition of the statements reveals the fields of tension in the model itself, therefore, much attention should be paid to the search for the answers to these questions and their implementation.

In the structure of pupils' vocational counselling the role of parents and relatives has been unambiguously expressed: **Constant support for family and its active participation; Parents should have positive views about vocational counselling.**

With their statements the experts prove that at least four other structural components are necessary in order to achieve successful vocational counselling: individual approach during

the process; developed cooperation, modern and pragmatism-oriented contents of education and specialists' responsibility.

The strongest signals have been expressed in the aspect of individual approach during the process: **The adaptation of the process to pupil's strengths and weaknesses; The process consists of self-cognition and matching of wishes and possibilities based on arguments; Practical testing of different professions; Support in developing the abilities; Vocational counselling is not restricted in time and can be repeated; Individual development and individual study plans.**

In the experts' opinion cooperation among various participants of the process of education is a necessary condition creating the model of vocational counselling: **Close cooperation of all involved people in the process of vocational counselling; Possibility for parents, employers and pupils to make decisions.**

In the aspect of contents the tendency towards modernity and pragmatism has been expressed, e.g., **Flexible and modern content of education based on pragmatism; Modern environment and purposeful education based on pragmatism.**

In the experts' opinion, specialists' responsibility and professional competence is an inseparable part of the structure: **In the team involved into the processes of vocational counselling positive attitudes and responsibility should be dominating; Professional specialists' mediation during the period of vocational counselling.** The results of the research prove that it is not enough to make a pupil more active, to develop his/her personal features, general and special abilities. Mediation covers many areas: support for a family, collaboration with teachers of profession, specialists in employment.

Generalizing the model in the **aspect of structure** the following statements reflecting the experts' experiences and unanimously presented as essential forming the structure of vocational counselling of pupils with SEN could be distinguished:

Open system of vocational counselling characterized by modern, flexible and pragmatic contents

Active participation of all the participant of the process (including pupils, their parents, employers, etc.)

Individualization of the process

Relations of cooperation

Many-sided and professional mediation

Ideal Model of Vocational Counselling of Pupils with SEN from the Aspect of Activities

The experts indicated one hundred and forty-one statements, and only in forty-seven cases out of them the expert had unanimous opinion. The opinions have differed even in ninety-four cases. It is likely that it has been conditioned by different pedagogical, economical and social experience of the experts. It is also possible to state that forty-seven is a sufficient number to characterize the model of vocational counselling of pupils with SEN.

From the aspect of **activities** the experts most actively agreed with the involvement of pupils and their relatives in the activities of vocational counselling, active interaction between specialists and employers. In their opinion, success is conditioned by involvement and active participation of all the participants of the process not excluding the coordination of the process and effective or ineffective management: **Pupils, parents, teachers, counsellors and all other needed specialists should participate in the activities of the process; Constant interaction of specialists, pupils and family members is ensured; Education enabling the choices**

of pupils with SEN; Involvement of school principals and effective management of the process; Creation of coordination groups.

In the experts' opinion activities unambiguously should be oriented towards a pupil, his/her individual abilities, referring to his/her strengths, developing them and using the principle "the right person, the right education, the right conditions, the right workplace": **Focus on person's abilities; Development of distinguished abilities; Self cognition matching of wishes and possibilities, testing practical activities and referring to the pedagogy of aptitudes; Distinguishing abilities identifying person's feelings, attitudes, skills, personal features, future expectations and their constant development; Constant development of basic and key qualifications depending on person's abilities.**

The consistency of the experts' thinking is also shown by the models of vocational counselling of pupils with SEN suggested by them: **Individual counselling model; Dialogue-based model of vocational counselling; Model of vocational counselling based on guidance (Lindh).**

The consistency of education from the aspect of activities should be ensured by **Development of work as a value; Increasing self-value through demonstration of abilities; Development of social behaviour; Constant development of general abilities.**

Conditions of education and pragmatic contents of education are inseparable from the activities of vocational counselling: **Constant renewal of the environment for vocational counselling; Possibilities for practical probation of professions must be created; Practical placement in real workplaces; Domination of practical probation of professions; Purposeful direction of pupils to the places of vocational probation.**

The experts indicate specialists' professional competence as an inseparable condition of educational activities: **Specialists should be trained for vocational counselling at school; Well-trained specialists representing employment agencies.**

In the activities of the process the experts emphasize the importance of feedback: **Continuous discussions about the progress with the participation of all the participants of the process; Feedback between a pupil and vocational counsellor.**

On the other hand, the statements that have not received unanimous acceptance should not be ignored either, in the authors' opinion, they are very important in the environment of vocational counselling of pupils with SEN and they state that not always only the result is valuable. The value of the process itself is not less important.

Generalizing the model in the **aspect of activities** the following statements reflecting the experts' experiences and unanimously presented as essential forming the activities of vocational counselling of pupils with SEN could be distinguished:

- Involvement and active participation of all the participants of the process*
- Coordination and effective management of the process*
- Individualization of vocational counselling*
- Models of vocational counselling based on individual approach and dialogue*
- Activities based on pragmatism*
- Constant and professional psychosocial support*
- Ensuring feedback*

Conclusions

The performed systemic analysis allowed formulating the most important principles of the process of the **model of vocational counselling of pupils with SEN as an integral phenomenon:**

- Vocational counselling is inseparable from the ideas of social justice.
- Vocational counselling is a composite part of vocational rehabilitation.
- Vocational counselling is directly related to prevocational training.
- Contents and forms of vocational counselling are based on the ideas of pragmatism.
- Vocational counselling is based on active participation of pupils with SEN and their family members, purposeful support of the specialists – mediation during the whole period of vocational counselling, institutional openness and accessibility of the system of vocational counselling.
- Vocational counselling is a constantly developing system that is conditioned both by the expectations of pupils with SEN and the needs of the society.
- In the system of vocational counselling not only the results but also the process is valuable.

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