

STUDENTS' ATTITUDES AS A CONSTRAINT FACTOR OF TEACHER'S CREATIVITY TOWARDS INCLUSIVE SETTINGS

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Abstract:

The presentation focus on an inclusive education programme for children and pupils with disabilities. The programme's activities are directed to set up an adequate educational environment, whose conditions are described and evaluated. Particularly, the programme is designed to support creativity as a basic factor for developing teachers' expected skills while working under an inclusive setting. The programme's target ⁽²⁾ group where teenagers: from secondary schools and vocational schools. The subject will explore their attitudes and opinions about people with disabilities. An analysis of the educational programmes, which are publicly accessible, is carried out in order to describe the subjects' orientation regarding the considered issues. We will also monitor differences between groups of students considering their provenance from graduation and non-graduation study programs. The resulting comparison of monitored items will primarily be used for the practical field as well as for further research. The study focused on a group of teenagers - secondary school students and apprentices. The subject of the investigation was their attitudes to and views of handicapped persons. The assumption of good orientation in the theme and clear attitudes, supported by analytical results of framework educational programmes, was not confirmed. One of the reasons of weak orientation of secondary school students in the issue was its absence in their curricula. The conclusion drawn on the basis of the research was also confirmed by analytical results of several school educational programmes, which are publicly accessible and mentioned later in this article. The presented research results point to a rather high level of empathy and emotional contribution of the teenagers to the concept of handicapped persons, but rather low information including skills. A positive factor that needs to be emphasized is that the adolescents themselves are aware of the absence of knowledge and require its inclusion in their lessons. The research did not confirm any difference between students and apprentices.

Keywords:

Teacher, creativeness, adolescent, handicapped person, educational programme, concept of handicap, society

Inclusive education requires from the teacher not only professional and pedagogical competence but also a creative approach to teaching. The creativeness should be related to the teacher's pedagogical and didactic competence as well as to his upbringing efforts. When working with a group of pupils forming a very special social-psychological group this means work with inner dynamism of the group, which within the concept of inclusive education also includes a handicapped pupil. The relations between the pupils represent one of the limiting factors for the achieved educational results. The present text focuses on results of research into attitudes and approaches of intact to handicapped pupils.

Theory

Throughout human history both individuals and the whole society have had to cope with individuals who differed from the others by appearance, sensory or bodily handicaps, mental state or

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diseases. According to Tizl³ a struggle takes place inside the individuals as well as inside the society in every stage of their evolution between altruism and *egoism* manifested markedly in the relation of the intact social majority to the handicapped minority, and none of the behaviour variants can be said to prevail - altruism and egoism exist side by side, as a conflict between the normal and the other (expression of normality and standard), or between the good and the evil. The author further notes the fact that as soon as cultivation of the relationship of the strong to the weak ceases to be developed, behavioural patterns emerge which we would like to consider suppressed.

The attitude to people who psychologically or physically differ from the others is in a sense based in the way of development of human personality, especially in the social determination of personality. Dependence of the individual, according to Vágnerová et al⁴, is specially strong on the primitive levels of human society evolution. The above-mentioned collective of authors states that the lower the standard, the more each individual depends on his group, the less he individually differs from it and thus identifies himself above all as member of the group, i.e. the family, the nation, and only then as an independent and unique individual.

A good example of the attitude of the society to a handicapped individual is the finding of Matějček⁵, who states that generally accepted standards naturally influence attitudes of the persons closest to the child and only indirectly affect the child, first just mediated to it by its surroundings. Only when the individual becomes part of the society can he begin to feel the direct influence of these general standards. The handicapped individual himself is a significant agent in the attitudes of his surroundings towards him. As an independent individual he permanently interacts with his social environment and may evoke in his parents or siblings different qualities such as selflessness, empathy, altruism, or may place unusual demands on his environment (attracting attention, provocation, enforcing pity etc.). Success is one of the means of integration in the adult age. The issue of success in the process of integration and its research are dealt with in detail by Groma⁶.

In 1991 Reuven Kohen-Ranz⁷ presented a periodisation grasping a similar development of the relation of the society to handicapped children. According to this scheme these children were liquidated in the first stage. This epoch is called pre-monotheistic. Only in the next period of monotheism the handicapped child, first thanks to Judaism and then thanks to Christianity, began to be perceived as a reflection of divine creation. However, you can also come across an opinion⁸ that due to religious thought handicap began to be understood as an expression of God's will, intention, whether as divine punishment or a trial. In the Old Testament you can find suggestions of understanding of handicap as a sign of reprobation. Another milestone in the area of development of religious thought about the handicapped came in the Middle Ages where individuals with handicaps appeared as subject of pity and Christian love with entailed necessity to take care of them. Another feature significant for genesis in this area was establishment of asylum-like institutions. After the French revolution the stage of scientific grasp of the problem emerged. Handicapped persons began to be approached from a specific professional angle, mainly thanks to the development of sciences, especially medicine. This development started the period of existential autonomy, connected with the year 1970, when a handicapped child began to be understood as a self-contained subject allowed to co-decide about himself.

To complete the picture of periodisation of approaches to the handicapped in the history of the human society it is necessary to add the development of the relation of the society to the handicapped according to Tizl⁹:

- I. Pre-institutional stage.
- II. Institutional stage.

³ TIZL, B. in VOJTKO, T. *Postižený člověk v dějinách I.*

⁴ VÁGNEROVÁ, M.; HADJ-MOUSSOVÁ, Z.; ŠTECH, S. *Psychologie handicapu.*

⁵ MATĚJČEK, Z. *Psychologie nemocných a zdravotně postižených dětí.*

⁶ GROMA, M., ANDREÁNSKY, M., ANDREÁNSKA, V. *Předpoklady úspěchu v podmínkách postihnutia - teoretické a metodologické východiská výskumu.*

⁷ REUVEN KOHEN-RANZ; TIZL, B. in VOJTKO, T. *Postižený člověk v dějinách I.*

⁸ VÁGNEROVÁ, M.; HADJ-MOUSSOVÁ, Z.; ŠTECH, S. *Psychologie handicapu.*

⁹ TIZL, B. in VOJTKO, T. *Postižený člověk v dějinách I.* s. 10.

1. Institutions are not yet divided according to the target groups and their nature is asylum-like.
2. Institutions are already divided according to the target groups and their nature is educational or therapeutic.
3. A trend towards decline from special institutions to support of life of the handicapped outside the institutional environment."

As added by Tizl¹⁰, the separation of stage one from stage two can be dated to the 13th century. Division of handicaps to specialised institutions began in 1786 when the Prague institute for the deaf and mute was founded. Family care and abandoning specialised institutions has been a trend of the most recent decades when this option has been mainly provided by NGOs. The Prague institute was the fifth of its kind in Europe. By the end of the 19th century there were already seven such institutions in Bohemia and Moravia. In 1807 the first institute for the blind was established in Prague - Hradčany and another three were added in the course of the 19th century.

As mentioned by the Organisation of the Educational System of the Czech Republic¹¹, the first schools for mentally handicapped children were established at the end of the 19th century together with Paedology (science about children). Together with the special education system research into the issue of children with mental handicaps began to evolve. In 1871 the Institute for Idiots as founded in Prague, followed by the Paedological Institute and Union for Care of the Weak-Minded. In the period of the 1st republic (1918–1938) a more than solid foundation was laid for development of special schools in the latter half of 20th century. In the period 1948–1989 the system of education was built pursuant to the act on the basic arrangement of unified education of 1948 and special schools evolved pursuant to this act as a separate specific network of schools separated from standard schools and providing education to pupils with handicaps (mental, sensory, and bodily handicaps, pupils with speech defects, pupils with weak health and pupils hard to bring up). Since 1978 these special schools have been known as schools for youth requiring special care. The network of these schools more or less evenly covered the whole territory of the Czechoslovak state, allowing pupils, except for mentally handicapped pupils, to acquire elementary and secondary (general or professional) education comparable to education obtained in standard schools. A network of secondary professional (apprentice) schools began to develop for pupils with mental handicaps where the pupils were prepared for labour professions. Schools for youth requiring special care were also established as boarding schools, which complied with the period concept of education and upbringing but negatively affected family relations. There was no systematic integration of the handicapped pupils as we know it today. Schools specialised to individual levels of handicap (for example schools for the deaf, for pupils with residual hearing, for pupils with weak hearing, schools for the blind, for pupils with residual vision, for the weak-sighted) and special curricula and syllabuses were prepared for the individual school types.

Since 1990 changes were asserted in the sophisticated but still closed system of special education which allowed, in stages:

- "System integration of children with special education needs into standard schools with related development of support measures and strengthening of the process of inclusive education,
- Better diagnosing and identification of special educational needs of children,
- Education of children previously exempted from compulsory school attendance,
- Education of pupils with heavy hearing impairment through sign language,
- Education of deaf and blind pupils and pupils with severe speech impairment by means of alternative special forms of communication (touch alphabet, pictograms etc.),
- Preparation of children with serious impairments for entry into the compulsory education process by special programmes,
- Deviation from the medicinal approach towards focus on educational needs of the children,
- Establishment of new opportunities for education with use of initiatives of private and religious founders,
- Innovation of educational programmes allowing for their wider individualisation and differentiation for the purpose of education of pupils with different special educational needs,
- Extension of the offer of educational programmes,

¹⁰ TIZL, B. in VOJTKO, T. *Postižený člověk v dějinách I.*

¹¹ KOL. AUTORŮ. *Organizace vzdělávací soustavy české republiky.*

- Establishment of special pedagogy centres providing specialised services mainly to children with health handicaps integrated in the common education stream, their parents and teachers,
- Establishment of centres of educational care focused on children and youth with behavioural disorders,
- Establishment of a new type of schools – practical schools – providing professional preparation for performance of simple activities by pupils with severe mental impairment."¹²

These changes generally headed towards extension of educational opportunities, increased variety of care and strengthening of integration over separate education, towards assurance of equal approach to education regardless the type of disadvantage.

The essential term for this study is *inclusion*. The concept of inclusion follows the basic human rights, which – if they are to be abided by – may not leave out the group of people with special needs (Meijer, J.W. Ed. 2001). Inclusion thus, for our purposes, represents a set of conditions, which, if they operate mutually/bilaterally, provide handicapped people with an approach by the majority of society focusing on developing their potentials in individual sectors and supporting their abilities so that they become fully functional tools for a maximum independent life within the society. The fundamental difference lies in the fact that pedagogy, in the event of inclusion, operates with human rights. To simplify things, it may be stated that a school must be conformed to a child, not the child to the school. As stated by Potměšilová, Roubalová (2012) inclusive pedagogy views children or pupils from such a position, which does not distinguish the differences caused by the above-mentioned reasons, but it is supposed to work with a group where each individual has his/her own particular needs. The aims of the educational process are stipulated in a national, and later, in the school educational curriculum and, if need be, in an individualized plan serving as a tool corresponding to specific needs. Modern educational philosophy views, within the framework of general pedagogy, the current trend as being comprehensive. In this respect, e.g., R. Barrow and R. Woods (2006) mention on pages 94 – 95 the requirements for educators and teachers who implement the process of education and characterize it as “rational” and explain it further from the point of view of the modern conception of pedagogy and the necessary competencies of teachers. Competencies of teachers towards handicapped children and pupils are dealt with in a publication by A. W. Brue and L. Wilmschurst (2005) who list the competencies of educators essential for work with children and pupils with various types of handicap and then also the special needs in education. K. Hull (2002) offers specific characteristics of inclusion and inclusive education and sees the following assumptions as fundamental (p. 13):

- Handicapped children may take part in the same educational programs as their contemporaries.
- They can visit an environment which reflects their real age.
- They can, if need be, use an individual approach in the form of an individualized educational plan (IEP).
- They have the right to receive support from the special needs education, according to their needs.

General educational work focused on children and pupils, both handicapped and intact, naturally demands the readiness and competencies of the respective pedagogical personnel. Blake, N., Smeyers, P., Smith, R., Standish, P. (2006) define the professional competencies of a teacher as a set of prerequisites for performing teaching activities, and also as a capacity to act intelligently in situations which are constantly new and unique, with the aim of finding a suitable on-the-spot response. If a teacher possesses these abilities to evaluate and make decisions, he/she is apt to choose suited responses in situations which can be completely new and unexpected – there is more about this from Lambe (2007). With respect to the fact that our aim is not to present specific competencies expected of teachers who are specialized in the education of handicapped children (from the point of view of the type), by taking into account the specificities of particular handicap. The research results of studies conducted by D. J. Bjarnason (2005) in Iceland indicated a close cohesion between the change of conditions within the transformation of the traditional approaches to the form of inclusive education and their reflection in the preparation of future educators. From the point of view of the monitored competencies and attitudes, the

¹² KOL. AUTORŮ. *Organizace vzdělávací soustavy České republiky*. s. 269.

author is clearly speaking about "... changed general educator's roles in the face of growing student diversity".

To better understand creation of attitudes of the society to individuals with handicaps you must first of all take into consideration certain general properties of the human psyche and its relation to other people. In relation to all lists of different attitudes to the handicapped in the history of human society, according to Vágnerová et al.¹³ it is necessary to consider the social pressure which leads to adoption of various approaches by members of the society. This pressure is exerted not only on individuals of the intact population but obviously also significantly affects individuals with handicap. By expectations of their surroundings they are led to acceptance of the role assigned to them and made to accept their difference in the way it is accepted and understood by the society around them.

APPROACHES

The subject of our research has been attitudes of teenagers to handicapped persons. For this purpose we have adopted the definition of Hartl¹⁴, who defines attitude as an inclination towards stabilised reactions to objects, persons, situations and oneself. According to this approach attitudes are a measurable part of the personality structure reflecting inclinations, interests and level of education. Garrison and Magoon¹⁵ defined five groups of attitudes: emotional, intellectual, action-oriented, symmetrical and ego defensive. This approach to attitudes is behavioural and the fact essential for our work is that attitudes are allocated from the developmental point of view to values and their evolution (ibid. 408 and following). Also Atkinson et al¹⁶. Approach attitudes from the psychological point of view and in addition to consistency as one of the features of attitudes (meaning a certain sometimes at first sight illogical connection between them) they deal with functions allocated to attitudes. This is *instrumental* function – i.e. attitudes of utilitarian nature, and *cognitive* function – contributing to general world outlook. The value function of an attitude reflects value orientation or hierarchy adopted by the individual and the last item in the list is the ego defensive function. Here it is characterised by Freudian elimination of negative elements and defensive to hostile approach to persons carrying these elements (even this function will probably be used for analysis and interpretation of the results of our research).

To be able to adopt a complex approach to attitudes and to eliminate possible errors already in construction and setting of the inquiry tool we used the work of M. Vávra¹⁷, where the author provides further definitions of attitudes with their generalising characteristics: "The definitions cannot be said to describe the same thing, but there are significant congruities between them. Attitudes are relatively stable, learned, they are in fact (emotional) assessment of certain objects or behaviours and organise conduct related to these objects. Some emphasize the relation to behaviour, others (as will be shown later) reject such a direct relation. Some emphasize multi-component attitudes - consisting both of assessment and of emotional attitudes and methods of conduct towards the object of the attitude. Specification of what an attitude really means is not unambiguous and if you place more of them next to each other you may achieve a certain intuitive grasp but nothing much more. An attitude is a scientific construct, which in itself is nothing negative, but needs to be born in mind." For our intention the conclusion of this article is relevant where the author speaks about the need for a wider contextual view of the found/measured attitudes. He notes the fact that assessment and interpretation must consider the varied composition of the group of respondents with regard to social and educational level and other parameters. This note was born in mind by us when we implemented our research intention and eliminated the negative effect to a great extent by selecting teenagers coming virtually from a mere two school environments. Another work where the authors deal with attitude, this time directly in relation to handicap, is the French study by Giami et al.¹⁸ where the authors investigate concepts and attitudes

¹³ VÁGNEROVÁ, M.; HADJ-MOUSSOVÁ, Z.; ŠTECH, S. *Psychologie handicapu*.

¹⁴ HARTL, P. *Psychologický slovník*. s.151

¹⁵ GARRISON, K.C., MAGOON, R.A. *Educational psychology; an integration of psychology and educational practices*. s 405.

¹⁶ ATKINSON, R. L. et al. *Psychologie*. s. 616

¹⁷ VÁVRA, M. *Nesnáze s měřením postojů*.

¹⁸ GIAMI, A., KORPES, J.L., LAVIGNE, CH. *Representation, Metaphors and meaning of the Term „Handicap“ in France*.

to the phenomenon of handicap and the notion of handicap in the society. Their research discovered a low level of information and social awareness of handicap as a social phenomenon. The concept of handicap and its subjects in the society is approached from the biological and social point of view by Shakespeare and Watson¹⁹. It is the prevailing biological (or rather medicinal) approach to handicap that builds social barriers and causes problematic acceptance of this specific group by the society. The authors mention that the testimonials of the handicapped often contain the term "oppressed". When looking for the content of and society's approach to the term "handicap" they come to the conclusion that the principle of handicap springs not from the body but from the society²⁰. The term "oppressed" is further discussed in the work published by Abberley²¹. The date of the publication reflects the status of the discussion on this theme in 1987. The author²² mentions conditions leading to the required change of attitude to the group of the handicapped individuals from oppression to the social concept. This is an overall survey of inputs – factors - social, financial, environmental, political and psychological, and a description of their relation to the handicap and its carriers. A specific group - persons with mental handicap - and their acceptance by their surroundings is studied by Calvez²³. He describes the empirical paradigm in the concept of handicap and with regard to the need to respect a wide spectrum of social inputs he highlights three most important aspects: Social concept of handicap, inclusion of handicap in the context of relations and characteristics of the concept with regard to historic development.

Definition of target group with regard to stages of psychological evolution

The target group of the present research into social relations, especially to people with handicap, and reflection of this specific group of individuals in general will be teenagers. This is the age when the personality grows up to maturity. Our approach will adopt the classification mentioned in American references, such as Libert and Wicks-Nelson²⁴ or our author Macek²⁵ who use this age group specification for the group between childhood and adulthood. This may reflect more respect for overall individual and social acceleration in a wider group defined by age. Like the above-mentioned authors we will divide this period of human live to three stages:

- Early adolescence 10 – 13 years of age
- Middle adolescence 14 – 16 years of age
- Late adolescence 17 – 20 years of age.

The age group we will deal with is 17 to 20 years of age. This means we will deal with secondary school students as defined by the education act²⁶ in its Section 58. In practice of school education this corresponds to students of the first and third/fourth years of secondary school.

The period of late adolescence is firmly connected with the process of subjective imaging of own personality and reflection of the environment in which the teenagers find themselves. They are able to correct on the basis of personal experience, to rationalise and generalise and work consciously with success and failure. Unless the intellect is impaired the perception is more and more precise, recognises details and is able to synthesize them into complexes and evaluate them. Use of the opportunity to grasp a relatively broad range of information leads to insufficiently stable concentration and focus on sometimes unsubstantial details, alternation of themes leading to concentration impairment and subsequent tiredness. This is often connected with emotional instability. Development of abstract learning and thinking is related to increased level of logical memory and understanding of certain more

¹⁹ SHAKESPEARE, T., WATSON, N., *The social model of disability: an outdated ideology?* s. 12.

²⁰ *ibid.* s. 15

²¹ ABBERLEY, P. *The concept of Opression and the Development of a Social Theory of Disability.*

²² *ibid.* s. 17

²³ CALVEZ, M. *The Mentally Handicapped and the Neighbourhood: A cultural Analysis of Handicap as a Representaion.* s. 196

²⁴ LIEBERT, R. M., WICKS-NELSON, R. *Developmental psychology.*

²⁵ MACEK, P. *Adolescence.*

²⁶ 561/2004 Sb. ZÁKON ze dne 24. září 2004 o předškolním, základním, středním, vyšším odborném a jiném vzdělávání (školský zákon), ve znění všech změn a poslední změny zákona č. 49/2009 Sb., ze dne 28. ledna 2009.

complex relations. An aspect important for our research is that the teenager is capable of systematic thinking, allocations of terms and their definitions. The concept of phenomena and relations between them can be characterised and semantically define by them.

The process of learning is connected with permanent development of mechanical memory. This naturally increases the amount of information stored in memory and subsequently also work on the level of logical thinking. A significant phenomenon (with regard to organisation of the process of learning in the wider sense of the word) in memory development is transformation of unintentional to intentional memory.

A feature of development of thinking important from our point of view is the continuous transfer from illustrative operations with concrete phenomena to formal operations with abstract verbal and non-verbal symbols. Relating this fact to Piaget's²⁷ periodisation of cognitive evolution of the child this is the stage of formal operations. The process of thinking evolves to the level of "hypothetic and deductive", i.e. capability to deduce conclusions from mere hypotheses in addition to real observations.²⁸ That is why this age group is able to work with abstract learning materials, for example in maths and physics (such as: "Let us take a material point on an immaterial strand", as an assumption for reflections on mathematical pendulum). Until this period most learning materials were stored into memory without deeper understanding of the relations between phenomena. A teenager is therefore able to work with terms and create constructs.

Creativeness manifests itself in adolescence as frequent daydreaming and increased creativeness. Teenagers let their vivid imagination wander and produce various types of creative works, especially literary: They write poems, novels or diaries²⁹. This is conditioned above all by the increased need to express themselves and also by development of aesthetic sense. In relation to this for example Vágnerová³⁰ mentions the concept of outer appearance (attractiveness) as a means for achievement of social acceptance and prestige. This is also related to the need of assessment of the surroundings from this point of view. This knowledge is relevant for our next considerations mentioned further in this text.

Another very important aspect is represented by emotions and emotional experience, which intensify in this period. Sadness is deeply experienced and easily turns into tragedy. Joy is perceived equally intensely. This period of maturation is thus characterised with emotional instability. This period may further be characterised as a period of relatively low emotional self-control. Also the will and its control are considerably imbalanced in this period and maximum engagement alternates with condition close to laziness.

The whole teenage period is characterised by an increased level of self-reflection³¹. The internal self-concept consisting of elements of self-recognition together with self-assessment contribute to construction of the concept and orientation of own future of the individual.

Social relations and their concept and development in this stage of life are affected by personal experience and increased need for emancipation. The need of rebellion is given by the very look into the imaginary mirror where there is not only the image of the teenager himself but also the image of the people around him. Discrepancies in the ideas of reflection become a source of conflict and sometimes even later revolt. This clearly suggests that a teenager is able to sensitively perceive manifestations of behaviour in his surrounding and reflect them in existing or emerging social relations. On the level of his age group he feels the need to "belong somewhere". Friendship assumes mutual understanding, trust, willingness to help and listen to the other. The requirement of mutual esteem emerges.

The teenager longs for independence. He requires being treated as adult although he does not behave like that. On the one hand the teenagers would like to enjoy benefits of adulthood but on the other they try to avoid responsibilities and obligations. The often used term for this is psychosocial moratorium. Development of social relations can be described from two points of view - relations towards the adults (especially parents) and to people of the same age group. Teenagers are already able to view the adults in their surroundings objectively. They are able to describe negatives (more often, as the definition is easier) and positives they can see. The relationship to adults begins to change into

²⁷ PIAGET, J., INHELDEROVÁ, B. *Psychologie dítěte*.

²⁸ O tom například ČAČKA, O. *Psychologie duševního vývoje dětí a dospívajících s faktory optimalizace*.

²⁹ V současné době velmi často v elektronické podobě blogu.

³⁰ VÁGNEROVÁ, M. *Vývojová psychologie*. s 256

³¹ MACEK, P. *Adolescence: Psychologické a sociální charakteristiky dospívajících*. s.61

partnership. The need for revolt withers. Another aspect is the relationship to people of the same age. The relationship begins to distinguish between friend and girl(boy)friend. Summarising all that is mentioned by Macek³² one can come to the conclusion that relationships within the age group form kind of laboratory conditions for testing new procedures, patterns of conduct and positions and roles. Relationships to friends and girl(boy) friend become more responsible and balanced. The crisis of identity³³ – looking for oneself and one's orientation - is assumed to end in this period and therefore a more stabilised basis of classification of the people around may be expected. Upbringing as an intentional teaching activity is characterised by Vacek³⁴: "Well-organised teaching, regardless the content to be learned, leads the pupils to responsibility, persistence, respect, tolerance etc. but upbringing to values can take a specific form, when the subject of "teaching" (its content) is the *values themselves*. This second specific or direct development of value structures appears to be virtually absent in our schools. Attractive and for the students absolutely appealing research and analysis of values such as freedom, honesty, compassion etc. may be much more valuable for life than contents of traditional subjects."

What is important for our research is that the teenager is able to relate knowledge to his behaviour and therefore a completely rational basis of his behaviour may be expected. Conduct, on one hand purely utilitarian and on the other hand altruistic, allows for correct choices in relation to persons with different profiles as perceived by the teenagers. This also includes handicapped - physically disadvantaged individuals. The teenager appears to control a sufficient potential to be able to use knowledge to build a pattern or patterns of behaviour in relation to these individuals.

Issue of handicapped individuals in teaching materials

The given society may be assessed on the basis of various different criteria – economic potential, cultural conventions, value system... One of the possible evaluation approaches may be the relation of the society to the handicapped.

This relation must be cultivated from early age. School certainly is a suitable environment for this activity. The theme of the relation of the society to people with handicap should therefore be part of the educational plan. "In harmony with the new principles of the curricular policy, formulated in the National Programme of Development of Education in the Czech Republic (the White Book) and stipulated by Act no 561/2004 Coll., on Pre-School, Elementary, Secondary, Higher Professional and Other Education (hereinafter "Education Act"), a new system of curricular documents is being introduced into the system of education of pupils from 3 to 19 years of age. The curricular documents are created on two levels – on the level of the state and on the level of the school." (RVP for grammar schools, p. 4³⁵) Curricular documents from the viewpoint of bringing up to values are analysed by Vacek.³⁶ He deals with theory of this and his conclusion to this theme has been found relevant for our research: "Values in education and in schools will be increasingly emphasized not only as part of other content (taught subjects) but also as a target category (values in themselves). Successful value orientation of education is conditioned not only by systematic and well thought approach but also by use of attractive forms of education and upbringing appealing to the whole personality of the subject of education."

"The state level in the system of curricular documents is represented by the National Educational Programme (NPV) and Framework Educational Programmes (RVP). While NPV formulates requirements for education applicable to initial education as a whole, RVP define binding frameworks for individual stages of education (pre-school, elementary, secondary). The school level is represented by school-specific educational programmes (ŠVP), governing education provided by the individual

³² MACEK, P. *Adolescence: Psychologické a sociální charakteristiky dospívajících*. s 71

³³ ATKINSON, R. L. et al. *Psychologie*. s. 102

³⁴ VACEK, P. ³⁴ ATKINSON, R. L. et al. *Psychologie*. s. 102

³⁴ VACEK, P. *Rozvoj morálního vědomí žáků*. s. 104

³⁵ RVP pro gymnázia, s. 4, dostupné na <http://www.msmt.cz/vzdelavani/ramcove-vzdelavaci-programy-zaslani-do-vnejsiho-pripominkoveho-rizeni>

³⁶ VACEK, P. Hodnoty ve vzdělávání a ve škole. In PRŮCHA, J. (ed.) *Pedagogická encyklopedie*. s. 834-839.

schools. The school educational programme is created by every school on the basis of the principles defined in the relevant RVP.“ (RVP for grammar schools, p. 4³⁷)

If the theme of the relation of the society to people with handicap should become part of the educational plan then it needs to be included in the RVP.

RVP are divided to RVP for pre-school education, RVP for elementary education, RVP for elementary art education, RVP for special education, RVP for grammar school education, RVP for professional education and RVP for language education (Methodological portal of RVP³⁸).

As our research population include secondary school students we will further focus on RVP for secondary education.

RVP for secondary education is subdivided to RVP for grammar schools, RVP for secondary education completed with school-leaving examination and RVP for apprenticeship (Framework Educational Programmes for Secondary Education Subjects³⁹).

Comparison of the individual RVP for secondary education will generate the following facts:

- In RVP for grammar schools our theme is developed within the educational area of Education to Health Care:

Educational content

HUMAN RELATIONS AND FORMS OF CO-EXISTENCE

Expected outputs

Pupil

- Correctly and sensitively approaches issues based on human relations
- Assesses values facilitating young people entry to independent life, spousal relationships, marriage and parenthood, and efforts in their fulfilment in their life
- Displays ethical and moral attitude to protection of mother and child

Teaching contents

- Family relationships, co-existence of generations, help to sick and handicapped people
- Spousal relationships, marriage, parenthood, incomplete family; substitute family care and its forms, institutional care
- Risks connected with spouse selection, family crises
- Development of social skills for life with other people – openness to others, negotiation, defence and assertion of own opinions, rejection of non-human approaches
- Models of social behaviour in intimate relations – openness, tolerance, respect for the spouse, empathy, patience, responsibility; self-recognition, self-confidence (RVP for grammar schools, pp. 57, 58⁴⁰).

- In RVP for secondary education with school-leaving examination our theme is directly included in none of the areas of education.

³⁷ RVP pro gymnázia, s. 4, dostupné na <http://www.msmt.cz/vzdelavani/ramcove-vzdelavaci-programy-zaslani-do-vnejsiho-pripominkoveho-rizeni>

³⁸ Metodický portál RVP, dostupné na <http://www.rvp.cz>.

³⁹ Rámcové vzdělávací programy oborů středního vzdělání, dostupné na <http://www.msmt.cz/vzdelavani/ramcove-vzdelavaci-programy-zaslani-do-vnejsiho-pripominkoveho-rizeni>

⁴⁰ RVP pro gymnázia, s. 57,58, dostupné na <http://www.msmt.cz/vzdelavani/ramcove-vzdelavaci-programy-zaslani-do-vnejsiho-pripominkoveho-rizeni>

- In RVP for secondary apprentice education our theme is directly included in none of the areas of education.

Further comparison is possible on the level of ŠVP. We compared ten ŠVPs of randomly selected secondary schools. ŠVPs of these schools are publicly accessible on the web sites of these schools.

They are the following schools:

- GJW Prostějov (Our theme included in the subject of Rudiments of social education)

Man in society (sociology)

Outputs	Teaching contents
<p>Pupil:</p> <ul style="list-style-type: none"> • Explains social essence of man • Manages socially acceptable methods of communication. Sensitively approaches issues based on human relations • Describes cultural differences between social groups • Describes potential consequences of social prejudices • Explains the role of social control within group • Identifies and defines social issues of the present time and socially pathological behaviour. Gives examples • Takes a negative attitude to all forms of socially pathological behaviour • Assesses social changes in development of individuals and the society • Justifies importance of values for spousal relationship, marriage and parenthood. Expresses ethical attitudes in his family. 	<p>Subject: sociology, process and methods of socialisation, theory of social roles</p> <p>Human communication, social groups and their forms</p> <p><i>Family relationships, co-existence of generations, help to sick and handicapped citizens</i></p> <p>Individual in a group (relations, social roles, standards of behaviour)</p> <p>Stereotypes. Prejudices</p> <p>Social structure in the society – social forms, social institutions</p> <p>Social inequality, social deviation, social problems (unemployment, criminality, extremism)</p> <p>Social phenomena and processes (family, job, mass media, environment)</p> <p>Social skills. Openness, negotiation, defence and assertion of own opinions. Rejection of non-human attitudes.</p> <p>Media in the society, advertisement, financing</p>

- Hodonín Grammar School (The theme was not included in the ŠVP)
- Four- and eight-year grammar school at Frýdek – Místek (The theme was not included in the ŠVP)
- Hejčín Grammar School, Olomouc (The theme was included in the subject of Rudiments of social education)

Man in society (sociology)

Outputs	Teaching contents
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<p>Pupil:</p> <ul style="list-style-type: none"> • Explains social essence of man • Manages socially acceptable methods of communication Sensitively approaches issues based on human relations • Describes cultural differences between social groups • Describes potential consequences of social prejudices • Explains the role of social control within group • Identifies and defines social issues of the present time and socially pathological behaviour Gives examples • Takes a negative attitude to all forms of socially pathological behaviour • Assesses social changes in development of individuals and the society • Justifies importance of values for spousal relationship, marriage and parenthood. Expresses ethical attitudes in his family. 	<p>Subject: sociology, process and methods of socialisation, theory of social roles</p> <p>Human communication, social groups and their forms</p> <p><i>Family relationships, co-existence of generations, help to sick and handicapped citizens</i></p> <p>Individual in a group (relations, social roles, standards of behaviour)</p> <p>Stereotypes. Prejudices</p> <p>Social structure in the society – social forms, social institutions</p> <p>Social inequality, social deviation, social problems (unemployment, criminality, extremism)</p> <p>Social phenomena and processes (family, job, mass media, environment)</p> <p>Social skills. Openness, negotiation, defence and assertion of own opinions. Rejection of non-human attitudes.</p> <p>Media in the society, advertisement, financing</p>
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- Grammar school and elementary school in Prostějov (The theme was not included in the ŠVP)
- Secondary art and craft and technical school, Velké Opatovice (The theme was not included in the ŠVP)
- Secondary school of dressmaking and business enterprising at Frýdek – Místek (The theme was not included in the ŠVP)
- Secondary technical and apprentice school of André Citroën at Boskovice (The theme was not included in the ŠVP)
- Municipal Secondary Technical School, Klobouky u Brna (The theme was not included in the ŠVP)
- Higher Education Institute of DAKOL and Secondary School of DAKOL, o. p. s., Secondary Apprentice School of DAKOL, s. r. o. (The theme was not included in the ŠVP)

Analysis of ŠVPs of the above-mentioned schools confirmed absence of the theme of interest in the educational programmes of the secondary schools with school-leaving examination and apprentice schools.

Surprising was the found absence of the theme of the relationship of the society to people with handicap in some ŠVPs for grammar schools.

The found facts may be an important factor influencing the results of our research.

Results analysis and interpretation

For the purpose of analysis and interpretation of the obtained data the items of the questionnaire were divided into three areas:

1. *Cognitive* area
2. *Attitude* area
3. *Emotional* area

The respondents in the total number of 597 pupils were divided into two groups according to attendance of schools with school-leaving examination or apprentice schools (hereinafter MP and NMP, respectively)

Characteristics of research population:

Age

MP	Mean age	17.0
	Under 17	262
	7 years	204
NMP	Mean age	16.2
	Under 17	86
	7 years	34

Structure of the respondents in relation to the attended school

MP	Grammar school	202
	Secondary technical school	266
	Apprentice school	0
NMP	Apprentice school	125

Gender structure of the respondents

Boys	Mean age	16.8	years
	Under 17	130	
	7 years	85	
Girls	Mean age	16.8	
	Under 17	218	
	7 years	153	

Gender of the respondents - structure according to the attended school

Boys	Grammar school	85
	Secondary technical school	70
	Apprentice school	63

Girls	Grammar school	117
	Secondary technical school	196
	Apprentice school	62

Discussion on the results obtained in the *cognitive* area:

- How would you explain the notion of health handicap?

MP

Number of answers	386	} 63%
Correct	165	
Incorrect	303	
No answer	82	

NMP

Number of answers	76	} 65%
Correct	46	
Incorrect	79	
No answer	49	

The respondents of the MP group answered the question incorrectly or did not know the answer in absolute number in 385 cases, i.e. in 63%. In the NMP group 65%, i.e. 128 respondents answered incorrectly or not at all.

On the whole, the respondents were unable to characterise the notion of handicap. In relation to the other items of the research it was clear that even if the respondents perceived the existence of handicapped persons in the society, including some with personal experience from their immediate surroundings, they were unable to work with the concept of handicap as a phenomenon, or with the concept of the handicapped person as the carrier of the handicap.

- Have you ever met a person with a handicap?

Yes	413	89.2%
No	8	1.7%
I do not remember	42	9.1%

The next item of the questionnaire was evaluated jointly for the whole population of respondents and the results show that awareness of presence of persons with handicaps is documented in nearly 90% of the answers.

- What kind of handicap have you gained personal experience with?

MP

Vision impairment	197	52.5%
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NMP

Hearing impairment	93	24.8%
Bodily handicap	187	49.9%
Mental handicap	145	38.7%
Other handicap	11	2.9%
Vision impairment	67	60.9%

Hearing impairment	51	46.4%
Bodily handicap	72	65.5%
Mental handicap	55	50.0%
Other handicap	1	0.9%

The three most frequently mentioned types of handicap named by MP respondents included (in the stated order) vision, body and mental handicaps. Respondents of the NMP group similarly reported body, vision and mental handicaps, respectively. Clearly the respondents possessed experience with existence of handicapped persons in the society and were able to realize the individual types of handicaps.

- Is any of your family members or friends a handicapped person? If yes, who?

MP

Yes	152	32.5%
Brother or sister	7	4.6%
Parent	22	14.5%
Relative	67	44.1%
Friend	30	19.7%
Others	37	24.3%
Me	1	0.7%

NMP

Yes	34	27.2%
Brother or sister	1	2.9%
Parent	0	0.0%
Relative	11	32.4%
Friend	14	41.2%
Others	8	23.5%
Me	0	0.0%

About one third of the respondents of both monitored groups confirmed personal experience with a handicapped person. This is understood by us as one of the relevant assumptions for development of attitudes to this specific group. We did not assume professional knowledge of our respondents but expected a higher level of empathy and practical experience with handicapped persons, perhaps also some practically oriented specific information, than in the case of respondents with no handicapped person in their surrounding.

- Conditions for individuals with health impairment are satisfactory in our country.

MP

I absolutely disagree	20	4.3%
I disagree	175	37.8%
do not know	199	43.0%
I agree	66	14.3%
I completely agree	3	0.6%

NMP

I absolutely disagree	13	10.7%
I disagree	35	28.7%
I do not know	56	45.9%
I agree	17	13.9%
I completely agree	1	0.8%

Conditions for handicapped individuals on the national level were evaluated by the MP respondents as satisfactory in 14.9%, as unsatisfactory in 42.1%, with 43% unable to judge correctness of this statement. In the NMS group a similar number of respondents - 45.9% were unable to express an opinion on this question and also in the other items the obtained results did not differ significantly.

- Have you ever met with complex information on the life of handicapped persons in the course of your present study?

MP

Yes, in sufficient extent	40	8.6%
Yes but I think more such information is needed	51	10.9%
Yes but the information was very superficial	122	26.1%
No	254	54.4%

NMP

Yes, in sufficient extent	15	12.4%
Yes but I think more such information is needed	11	9.1%
Yes but the information was very superficial	8	6.6%
No	87	71.9%

In our opinion this item is the most important one with regard to the theme of our research. The quantity and quality of information provided by the school on the life of handicapped persons were assessed as sufficient by 8.6% of MS respondents and 12.4% of the NMS respondent group. The negative assessment of the statement in the amount of around 90% is the result for both inquired groups taken together. These results point to insufficient level of information provided to the pupils by their school. In the previous section of the text we showed the options provided by RVP on the national level. Penetration in school educational plans is limited and inclusion in actual lessons is virtually nil. When comparing the previous results concerning experience and level of perception of handicapped persons in everyday life of our respondents and their own evaluation of the level of information obtained we get the following picture of the monitored sample population: Existence of handicapped persons is perceived but without the necessary knowledge and skills.

- Have you ever attended a course or instruction focused on assistance to people with different kinds of handicap (do you now possess the necessary knowledge and skills for such assistance, in your opinion)?

MP	Yes	35	7.5%
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NMP	Yes	17	13.6%
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to be able to describe the inquired respondent population in the best possible manner we included the above-mentioned question in the questionnaire. Our expectation of the result around the level of ten percent was more or less confirmed. A certain level of knowledge and experience was mentioned by 7.5% of the MP respondents and 13.6% of the NMP group. In comparison to the result of the question about contact with a handicapped person from the surroundings of the respondents, where positive answers ranged around 30%, the respondents were willing to accept as a real source of information just the focus preparation which they could take part in. This again shows that natural awareness of the issue and its complexity cannot be proved for our sample population – differentiation between contact with the handicapped population and the resulting potential experience are not confused with attended course or instruction.

Discussion on the results obtained in the *emotional* area:

- Do you possess any negative experience with handicapped persons? If yes, please specify.

MP

Yes	28	6.0%
Aggressiveness	12	42.9%
Inappropriate behaviour	5	17.9%
Harassment	4	14.3%
Abuse	3	10.7%
Lack of gratitude	1	3.6%
Self-pity	2	7.1%

NMP

Yes	5	4.0%
Aggressiveness	1	20.0%
Inappropriate behaviour	1	20.0%
Harassment	2	40.0%
Abuse	1	20.0%
Lack of gratitude	0	0.0%
Self-pity	0	0.0%

Positive answers of the respondents were divided into six categories according to their specification: Aggressiveness, inappropriate behaviour, harassment, abuse, lack of gratitude and self-pity. The tables show the structure of answers of the question of negative experience with a handicapped person. Experienced self-pity and lack of gratitude is negligible in both absolute and rated values. Also the other items focused on negative emotional experiences are represented in both groups on around five-percent level. Considering gender differences then our original assumption of a higher level of emotionality and therefore increased perception of "inappropriateness" of behaviour in girls was not confirmed in this case.

Boys	Yes	13	6.0%
Girls	Yes	20	5.3%

- Which handicap do you personally consider subjectively as "the worst" or "the least acceptable", and which do you perceive as most negative?

MP

Mental handicap	1
Bodily handicap	2
Vision impairment	3
Hearing impairment	4
Psychological handicap	5
Speech impairment	6

NMP

Mental handicap	1
Bodily handicap	2
Vision impairment	3
Speech impairment	4
Hearing impairment	5
Psychological handicap	6

Perception of the individual types of handicap was offered to the respondents for them to be able to negatively define them and rank them starting with what they personally considered the least socially acceptable handicap. Identically in both groups the first three ranks were occupied by mental, bodily and vision handicap. The remaining three handicaps – speech, hearing and psychological impairment - were nearly identically placed to the lowest ranks and we may assume that the reason was their common feature: The assumption of reduced communicative competence and thus difficulties in socialisation.

- Do you think that handicapped students enjoy comparable (identical) conditions and opportunities for study at secondary schools (equal chances to study)?

MP

Yes	98	20.9%
No	226	48.3%
I do not know	144	30.8%

NMP

Yes	29	23.2%
No	46	36.8%
I do not know	50	40.0%

The option for handicapped individuals to study was admitted by just about one fifth of the respondents of both groups – MP 20.9% and NMP 23.2%. The results are alarming, as the integration and inclusive trends have long been described and legislatively assured in the Czech Republic and as a specific area of socialisation of handicapped persons these trends have been considered as an important stage in the process of lifelong integration of these individuals in the society. Here there was no difference in the answers of boys and girls.

Boys

Yes	47	21.6%
No	79	36.2%
I do not know	92	42.2%

Girls

Yes	80	21.3%
No	193	51.5%
I do not know	102	27.2%

- Do you feel students with a handicap are advantaged or excessively supported in their studies?

MP

Yes	34	7.3%
Different approach of teachers	13	38.2%
Easier written and oral examinations	3	8.8%
Reliefs in learning	2	5.9%
Other forms of learning	1	2.9%
Better teaching aids	2	5.9%
Overestimation of capabilities	1	2.9%
Lower demand on processing of large amounts of data, more time for learning	1	2.9%

NMP

Yes	13	10.4%
Different approach of teachers	1	7.7%
Easier written and oral examinations	6	46.2%
Reliefs in learning	2	15.4%
Other forms of learning	0	0.0%
Better teaching aids	0	0.0%
Overestimation of capabilities	0	0.0%
Lower demand on processing of large amounts of data, more time for learning	0	0.0%

The respondents were asked to describe their feeling related to potential advantages of handicapped students. The value of positive answers in both groups of the inquired sample population ranged below ten percent – MP 7.3% and NMP 10.4%. The low values within the obtained answers again point to the conclusion of extensive lack of information within the inquired sample population and thus just the wider span of the answers with regard to the offered items (not as for the numbers of affirmative answers!) in the MP group suggests an explanation with a higher level of personal study experience and derived needs and their consideration for handicapped students. In cases where the respondents expressed a positive attitude to adaptation of study conditions for handicapped students some learned opinions appeared as well:

MP

The method of teaching should be adapted to the handicap	1	2.9%
They are entitled for that	5	14.7%

NMP

Insufficient consideration of their handicap in class	2	15.4%
They are entitled for that	1	7.7%

We do state these opinions even though in the absolute number of 9 respondents they are negligible in comparison to the remaining 588, unfortunately.

- Do you feel uneasy (embarrassed, inappropriate) at the presence of a handicapped person? Do you feel in these situations that you should show in one way or another that "you do not belong to this group, as you have no handicap yourselves"?

MP

Yes	35	7.5%
No	281	60.0%
I cannot say	151	32.3%

NMP

Yes	8	6.4%
No	74	59.2%
I cannot say	43	34.4%

The following question also included emotional components. The rated numbers of answers by respondents of both groups are virtually identical. The respondents of our sample population did not have problems with unpleasant feelings at the presence of handicapped persons in about 60% of cases. Information deficit was reflected in about one third of the answers, in our opinion because the respondents were unable to assess the situation. If we correlate this result to the level of their awareness we again face the unfortunate situation in which they have been found by us when looked at from our research angle.

The situation in results sorted by gender is shown in the following tables. The values in their rated data do not differ considerably.

Boys

Yes	17	7.8%
No	122	56.0%
I cannot say	79	36.2%

Girls

Yes	26	7.0%
No	233	62.1%
I cannot say	115	30.7%

Conclusion

The purpose of the research was characteristic of attitudes of teenagers to handicapped persons. We focused on attitudes as a specific category built on two levels - the family and the school level. The research was implemented in the area of institutional upbringing and education at secondary schools whose content and structure are defined by the national curricular document - the Framework Educational Programme. Analysis as made of randomly selected publicly accessible school educational programmes of secondary schools providing school-leaving examination or apprenticeship certificate. In terms of a conclusion the following can be stated about the inquired respondent population:

1. Secondary school students are emotionally and in terms of personality prepared to positively accept handicapped individuals in the society and in their close surroundings.
2. Even though there are formal conditions for provision of education towards formation of a positive relation to handicapped persons on the emotional and knowledge basis, secondary schools do not have this theme included in their educational programmes and do not provide this education, see the above-mentioned found facts. The students are aware of this absence.

The research results will be used in preparation of an offer of lifelong education programmes for teachers for the theme to reach the areas of elementary and secondary education. The subtext of our research, albeit not directly addressed by us, still includes the question about the volume of knowledge of this issue with which the pupils should leave the basic school which on the national level also contains a number of opportunities for this education within its curriculum.

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