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ORCID 0000-0001-6060-0540

ORCID 0000-0001-9067-3118

PECULIARITIES OF INTERPERSONAL INTERACTION OF ADOLESCENTS IN INCLUSIVE CLASSES

Yevhenii A. Klopota^{1AC}, ***Nataliia O. Voronska***^{2ABCD},
Zaporizhzhia National University, Ukraine

¹ *Doctor of Psychology, professor, Department of pedagogy and psychology of educational activities. E-mail: klopota-ea@ukr.net*

² *PhD students, Department of pedagogy and psychology of educational activities. E-mail: natalyvoronska@ukr.net*

Aim: *The purpose of the research is to study the characteristics of interpersonal interaction of adolescents in inclusive classes, through the analysis of the results of diagnosis of interactive personality orientation and self-management in communication. The hypothesis of the research is that there are differences in the interpersonal interaction of adolescents depending on gender, age and special needs.*

Research Methods. *Comparative analysis of sources of scientific pedagogical literature, interpretation, formulation of conclusions. The results are processed mathematically and presented in the format of comparative tables.*

Results. *The research involved 240 students aged 11 to 15 years. The results indicate that adolescents with special needs are more adaptive in communication, but the interactive interaction targeting is more developed in students with typical development. Rigidity or a stable model of communication is more typical of students with typical developmental growth. Correlation between adaptability in communication and emotional intelligence scales has been found: emotion management, self-motivation, which confirms the conclusion that emotional intelligence influences the ability to communicate effectively. There were also found negative*

correlations between engagement, self-interest, and marginality. It should be noted that the increase of individual factors of emotional intelligence leads to a decrease in the marginal orientation.

Conclusions. Thus, these results demonstrate the importance of developing an interactive focus on communication thus reducing the level of focus on personal interests, of marginal orientation, and enhancing emotional intelligence, the desire for self-development. Also, the development of emotional intelligence has a positive effect on adaptability in communication.

Keywords: *interpersonal interaction, teenager with special needs, inclusive classes, interactive personality orientation, adaptability in communication.*

**Особливості міжособистісної взаємодії підлітків в
інклюзивних класах
Євгеній А. Клопота^{1AC}, Наталія О. Воронська^{2ABCD},
Запорізький національний університет, Україна**

¹ *Доктор психологічних наук, професор кафедри педагогіки та психології освітньої діяльності*

E-mail: klopota-ea@ukr.net

² *Аспірантка кафедри педагогіки та психології освітньої діяльності, E-mail: natalyvoronska@ukr.net*

Мета: вивчення особливостей міжособистісної взаємодії підлітків в інклюзивних класах, завдяки аналізу результатів діагностики інтерактивної спрямованості особистості та самокерування в спілкуванні. Гіпотеза дослідження полягає у тому, що існують відмінності у міжособистісній взаємодії підлітків в залежності від статі, віку та наявності особливих потреб.

Методи: Порівняльний аналіз джерел наукової педагогічної літератури, інтерпретація, формулювання висновків. Результати обробляються математично і представлені у форматі порівняльних таблиць.

Результати: У дослідженні прийняли участь 240 учнів віком від 11 до 15 років. Результати свідчать про те, що підлітки з особливими потребами більш адаптивні у спілкуванні, але інтерактивна спрямованість на взаємодію більш розвинута в учнів з типовим розвитком. Ригідність або стабільна модель спілкування більше властива учням з типовим розвитком. Знайдено кореляційні зв'язки між адаптивністю в спілкуванні та шкалами емоційного інтелекту: керування емоціями, самомотивація, що підтверджує висновок існування впливу емоційного інтелекту на вміння ефективно спілкуватися. Також знайдені негативні кореляційні зв'язки між спрямованістю на взаємодію, орієнтацією на особистісні інтереси та маргіальною орієнтацією. Зазначимо, що підвищення окремих чинників емоційного інтелекту призводить до зниження маргіальної спрямованості.

Висновки: Результати засвідчують важливість розвивати інтерактивну спрямованість на взаємодію і таким чином зменшувати рівні орієнтації на особистісні інтереси, маргіальної спрямованості, та підвищувати емоційний інтелект, прагнення до саморозвитку. Також розвиток емоційного інтелекту позитивно впливає на адаптивність в спілкуванні.

Ключові слова: міжособистісна взаємодія, підліток з особливими потребами, інклюзивні класи, інтерактивна спрямованість особистості, адаптивність у спілкуванні.

Introduction. Inclusive education is a global concept that is evidently the only working model of learning in a democratic society. The reason for this is that this concept accepts the differences of students with special needs and gives them the same opportunities for learning and development as to the students with typical developmental growth (Colón, AMO, Montoro, MA, Ruiz, MJC, 2018, Boyle, C. ; Sharma, U. 2015).

According to modern researchers, inclusive education is a continuous process that is to be implemented in all educational levels, such as: pre-school, secondary and higher education (Borg, C., Simoniukšytė, A., Narkevičienė, L., 2018).

All levels of education look toward creating a comfortable environment for students, but it is not possible to remove all the barriers that children may face. One of significant obstacles is the negative attitude towards people with special needs (Jucevičienė, P., Vizgirdaitė, J., Alexander, H. 2018). This is also demonstrated by the fact that instances where students with special needs participate in all areas of school life, such as academic, social, sports, and entertainment, are quite rare (Gudonis, V. Klopota, Y. 2017).

Therefore, one of the important tasks of inclusive education is to develop communication skills aimed at effective interaction and communication on equal terms.

A considerable amount of research papers is devoted to various aspects of inclusive education, but the peculiarities of interaction between adolescents in inclusive classes are not sufficiently covered in contemporary literature.

Researchers Camargo & Bosa (2009), Houser ML, Waldbuesser C., (2016) emphasize the importance of developing communication and communication skills in school teams, because having communication problems, such as negative behavior, can be imitated by other students, and as a result, it has a negative impact on learning outcomes.

Some programs aimed at developing a positive attitude include improving social skills such as empathy, self-confidence, cooperative endeavor, self-control (Seligman, MEP, Ernst, RM, Gillham, J., Reivich, K., & Linkins, M. 2009). It also contributed by the development of positive personality traits, such as kindness, tolerance, humanity (Peterson, C. & Seligman, M. E. P. 2004).

Building a trusting relationship is the basis of creating a safe atmosphere where all students feel members of a group (Embregts, P.J.C.M., Taminiau, E.F., Heerkens, L., Schippers, A.P., van Hove, G. 2018). In addition, it is estimated that mutual positive relationships are the most important source of life satisfaction and personal growth (Reis, H. T. & Gable, S. L. 2003).

To solve these problems, it is necessary to explore the adaptability in communication and types of interactive personality orientation that prevail in inclusive classes: conformism, partnership, rigidity.

A person is considered socially competent only if he or she is able to handle various communication situations that arise in his or her social environment and through this competence develops a harmonious, successful social interaction (Nijs S., Penne A., Vlaskamp C., Maes B., 2016).

The **objective** of this study is to analyze the results of the diagnosis of adaptive communication and interactive personal focus in inclusive classes and to identify differences between adolescents with special needs and those with typical developmental growth.

Another aim is to carry out a correlation analysis of the adaptability and interactive focus of an individual with indicators of emotional intelligence and commitment to self-development, which have an impact on the development of communication skills, taking into account gender and age.

Methodology and Research Sample

The study sample consisted of 240 students (127 boys and 113 girls, aged 11 - 15), 30 of whom had special needs (18 boys and 12 girls). They all attended grades 6 - 9. The research was based on 14 inclusive classes of 7 schools in Zaporizhzhia.

For the study of interactive focus, we used the technique "Diagnosis of interactive orientation of an individual" (Fetiskin N.P., Kozlov V.V., Manuylov G.M. 2002). The purpose of the diagnosis: to study types of interactive personality orientation. The methodology consists of 31 questions with answers marked with the letters "a", "b" and "c". A respondent was to choose the answer that is more in line with his opinion. As a result, we obtained indicators of low, medium, and high levels on three scales: to egotistical commitment, intercommunication commitment, and marginal commitment.

For the diagnosis of adaptability in communicative situations, the technique "Study of the ability to self-management in communication" (Fetiskin N.P., Kozlov V.V., Manuylov G.M. 2002) was used. The methodology consists of 25 statements. A respondent should define to what degree a statement is true or false. This technique makes it possible to determine to which of the following categories the respondent belongs: 1) a stable communication model, faintly rigid; 2) the need to be in communication with oneself, to show, depending on the situation, the orientation on the partner, the tendency to partnership in communication; 3) mobility in communication, ability to adapt to the behavior of a partner, readiness for dialogue, ability to change the style of communication depending on the situation.

Procedures. In the course of the theoretical analysis, we hypothesized that the level of adaptability in communication and interactive orientation in adolescents with special needs would be lower than in students with typical developmental growth.

To verify or refute the hypothesis, we conducted an empirical research that consisted of three steps. At the first stage contemporary scientific literature was analyzed and theoretical analysis of the peculiarities of development of communication of students with special needs was made. At the second stage psycho-diagnostic methods were selected, the sample and base of the study were determined, the empirical research was conducted. At the third stage, the results of the study were processed and interpreted statistically.

Results. The results obtained by the method of "Diagnosis of interactive focus of an individual" indicate that the overwhelming majority of adolescents have a low level of focus on personal interests 84,99%. There is a significant increase of 86.78% for students with special needs and a decrease of the average levels of 6.66 and 10% for boys on the Personal Interest Orientation scale (Table 1).

It was found that the most significant high level was observed in girls with special needs 6.66% and girls with typical development

4.76%. These students are more likely to act basing on the prevailing personal well-being motives. In co-operation with others, they pursue the goals of satisfying their own needs and aspirations. The interests and values of other people or groups are mostly ignored or considered in a practical context, which causes conflict and complications in interpersonal adaptation. It is also noteworthy that girls with typical developmental growth have the lowest low level of development of 79.53%, which confirms the above conclusion.

Table 1

Distribution of responses by level of focus on self-interest, among adolescents with typical developmental growth and those with developmental disabilities, taking into account gender, in percentage terms.

Personal interest focus				
	gender	high	average	low
Typical developmental growth	male	3,33	11,90	84,09
	female	4,76	15,71	79.53
Children with special needs	male	3,33	10	86,67
	female	6,66	6,66	86,68
Overall		4,52	11,06	84,99

If we take into account the general distribution of gender responses in adolescents, the chi-square is 0,71, $p > 0,39$, which also indicates the presence of gender differences in this distribution.

Let us consider the results of the Interaction Focus Scale (Table 2).

The degree of development of this scale is indicative of support-driven cooperation with other people, of constructive relationships with small group members, empathy, and interests in joint venture. As a rule, the high level of this scale corresponds to optimal socialization and adaptation.

Table 2

Distribution of responses by level of interaction focus, between adolescents with typical developmental growth and those with special needs, taking into account gender, in percentage terms.

		high	average	low
Typical developmental growth	male	11,29	30,47	58,24
	female	15,23	27,61	57,16
Children with special needs	male	10	26,66	63,34
	female	10	30	60
Overall		11,63	28,68	59,68

The highest level of high level of development of this indicator is observed in girls with typical development of 15,23%. The highest low level in children with special needs is 63.34% in boys and 60% in girls. In general, personal orientation to interaction is quite low. Only 11.63% had a high level. This figure was expected to be higher. This points to the need of developing interaction skills, especially in boys with typical development, and in students with special needs.

In the general distribution of responses, according to the level of orientation on the interaction in the interactive direction, there are no gender differences in the distribution of features (chi-square is 0.03, $p < 0.84$). The term marginal orientation is understood as a tendency to submit to circumstances and impulsiveness in behavior. This group of people are characterized by manifestations of infantilism, uncontrollable actions, and imitation.

The study of interactive focus on the scale of "Marginal orientation" (Table 3) suggests that in the vast majority of children revealed a low level of 87.98%, an average level of 10.83% and a high level of 1.18%.

There are no gender differences in the distribution of traits in the distribution of responses by marginal orientation (chi-square is

0.34, $p < 0.85$). In boys with special needs, the high level of 3.33% and the lower low level of 86.67% are increased. This is due to the desire of the boys to assert themselves, to attract attention. Such children also share the values and traditions of two different groups (typical and special children). Researchers identify the following school causes of marginal behavior: frequent change of teachers, sanction abuse, student failure, classmates isolation, "sticking labels".

Table 3

Distribution of responses by marginal orientation, among adolescents with typical developmental growth and those with special needs, taking into account gender, in percentage terms.

Marginal orientation				
	gender	high	average	low
Typical developmental growth	male	0,95	9,52	89,53
	female	0,47	10,47	89,06
Children with special needs	male	3,33	10	86,67
	female	0	13,33	86,67
Overall		0,95	10,83	87,98

Having analyzed the results of interactive focus diagnosis according to the age on the scale "Commitment to personal interests" (Table 4), it can be noted that the high level of indicators in children with typical development in the sixth 26.32% and ninth 14.29% classes and in children with special needs in the sixth 16.67% and eighth 28.57% grades.

Increasing self-interest is due to the fact that sixth and eighth grades are the most difficult age. In the sixth grade disciplines and schedule of training change, teachers may change as well. Eighth grade are characterized by a great deal of tension in the student body, when teens begin to grow up and it becomes especially important for them to have friends and normal relationships with classmates.

Table 4

Distribution of answers on the scale "Personal interests focus", taking into account age, in percentage terms.

Grade		high	average	low
6	Typical development	26,32	13,52	60,16
	Special needs	16,67	16,67	66,66
7	Typical development	0	9,68	90,32
	Special needs	0	14,29	85,71
8	Typical development	3,13	14,06	82,81
	Special needs	28,57	14,29	57,14
9	Typical development	14,29	13,64	72,07
	Special needs	0	16,67	83,33

The lowest levels were found in the seventh 90.32% and ninth 82.81% grades in students with typical developmental growth, and in the seventh 85.71% and ninth 83.33% grades of the classes in children with special needs. This indicates that the seventh grade is already adapting to the new learning environment, and in the ninth grade, students are already old enough to create a more favorable psychological climate.

Comparing the Interaction focus Scale to the Personal interests Scale, it is noticeable that there is a much higher percentage of high level. These results indicate that students in inclusive classes are more focused on interaction than on selfish interests. But according to the data in Table 5, the registered results are from 14.29% to 30.3%, that is, maximum every third student is ready for interaction.

Let us look at the results by age in more detail. For students with typical developmental growth, the highest scores are in grades seven and eight. These are 29.03% and 25%. These children also have the highest rates in the seventh and ninth grades of 28.57% and 25%. The reasons for this have already been mentioned above.

The most significant low-level results were found in the eighth grades in children with special needs 57.14% and in students with

typical development 51.56%. The results in children with special needs in sixth and ninth grades 50% are also worth considering. This indicates that every second student with special needs has a low level of interaction focus. Therefore, the need to develop this personality trait is obvious.

Basing on the results obtained from the Marginal Oriented Response (Table 6), we determined that in the sixth and eighth grades, the least students are prone to impulsive behavior, among children with typical development. In these classes, the highest percentage was found for the low level of development 97.37% and 90.63%. The average is the highest for children with special needs in the sixth and ninth grades - 16.67%. This suggests that such students are more bent to circumstances and have infantile behaviors.

Table 5

**Distribution of Responses on the Interaction focus Scale
taking into account age, in percentage terms.**

Grade		high	average	low
6	Typical development	23,68	31,58	44,74
	Special needs	16,67	33,33	50
7	Typical development	29,03	32,26	38,71
	Special needs	28,57	28,57	42,86
8	Typical development	25	23,44	51,56
	Special needs	14,29	28,57	57,14
9	typical development	22,73	27,27	50
	Special needs	16,67	33,33	50

A high level on the Marginal Orientation scale was mainly found in children with typical developmental growth in the seventh 23% and ninth 27% classes. Thus, adolescents with typical development are more characterized by uncontrollable behavior, imitation and other manifestations of marginal orientation in interaction.

Studying correlation connections using this technique suggests that there is a moderate negative relationship between personal interactive focus and marginal interactive orientation $r = -0.55$. The less the child is focused on selfish interests, the more he or she wants to cooperate, and the less is the desire to cooperate, the greater is the focus on one's own self-interest.

The interactive focus on collaboration has a moderate negative relationship with the marginal interactive orientation $r = -0.64$. This allows us to reliably establish that adolescents who have a higher level of desire for cooperation have a lower level of infantilism, uncontrollable behavior, and imitation.

Table 6

Marginal Orientation Response Distribution taking into account age, in percentage terms.

Grade		high	average	low
6	Typical development	0	2,63	97,37
	Special needs	0	16,67	83,33
7	Typical development	3,23	12,90	83,87
	Special needs	0	14,29	85,71
8	Typical development	0	9,38	90,63
	Special needs	0	14,29	85,71
9	Typical development	2,27	13,64	84,09
	Special needs	0	16,67	83,33

Interactive personal interest focus has a weak negative relationship with the marginal orientation $r = -0.27$. That is, the more the child focuses on his own interests, the less he manifests marginal manifestations in interaction. This is explained by the focus of such students on their own feelings and needs.

There are also positive relationships between self-development and interactive collaboration $r = 0.16$, which gives grounds to say that students who are actively engaged in self-development have a more

inherent desire to cooperate and are more focused on building friendships.

Along with this, a negative correlation was found between self-development and marginal interactive orientation $r = -0.13$. We emphasize that the higher is the level of self-development needs fulfillment, the lower is the level of marginal orientation. This confirms the previous conclusion, and testifies that the indicator of the desire for self-development is substantial, and significantly influences other factors of development of communicative competence, thus the need to develop this quality in adolescents in inclusive classes becomes obvious.

Positive correlations with some scales of emotional intelligence were found. Emotional intelligence, according to the technique of psychodiagnosis used in one of our researches, has such scales as: emotional intelligence, emotion management, self-motivation, empathy, recognition of emotions.

Self-motivation correlates with an interactive focus on personal interests $r = 0.16$. This suggests that there is a link between self-motivation and self-interest. Focusing on oneself, being able to control personal mental states can be characterized by a seemingly negative quality as selfishness. To some extent, this quality is peculiar to most people. In our view, absolute altruism, as well as absolute selfishness, is not the norm in interpersonal interaction.

Recognition of emotions and self-motivation have a weak negative relationship with the interactive marginal orientation $r = -0.13$ and $r = -0.18$. That is, the lower is the children's ability to understand emotions and motivate themselves, the greater is the tendency to submit to circumstances and behave impulsively.

Let us consider the results of the study on adaptability in communication. In the course of the study we used the diagnosis "Study of self-management in communication". For the convenience of analyzing the three types of adaptability we used short names: rigidity, partnership and adjustment. Each of these types has both weaknesses and strengths. But rigid behaviors complicate

communication because of the lack of flexibility in changing situations and the need to apply different types of behavior.

If we look at the results of the diagnosis according to gender and inclusivity (Table 7), we see that the Partnership model prevails by 63.79%. Although an adjustment model has a significant percentage average of 31.15%, and only 5.05% of students showed the result of "rigidity".

When comparing the answers by categories of communication in general between boys and girls, we can conclude that there are gender differences in the distribution of traits (chi-square is 1.10, $p > 0.57$).

Table 7

Distribution of answers by communication categories, between adolescents with typical developmental and special needs, taking into account gender, in percentage terms.

	gender	rigidity	partnership	adjustment
Typical developmental growth	M	8,11	65,77	26,13
	F	12,12	61,62	26,26
Children with special needs	M	0	61,11	38,89
	F	0	66,67	33,33
Overall		5,05	63,79	31,15

Rigid or stable communication model is more typical of students with typical developmental growth 8.11% in boys and 12.12% in girls. This suggests that adolescents with typical developmental growth are more likely to exhibit a stable model of communication.

Considering indicators 38.89% with boys and 33.33% with girls according to the adjustment model, students with special needs, due to their individual characteristics, need to adapt more to the behavior of communication partners, to change the style of communication

depending on the situation in order to feel full part of the student team.

At the same time, it was found that the highest indicator under the Partnership model for girls with special needs is 66.67% and for boys with typical development 65.77%. This suggests that girls with special needs have a greater propensity for partnership in communication, and a greater focus. It is obviously more important for boys to be in communication with themselves than to adjust to a communication partner.

Let us consider the results of the diagnosis taking into account the age of the students Table 8. Seventh, eighth and ninth grades showed the highest indicators of rigidity - 16.13%, 12.50% and 11.36%.

Table 8

Percentage of responses by communication categories taking into account age, in percentage terms.

Grade		Rigidity	Partnership	Adjustment
6	typical developmental growth	5,26	73,68	21,05
	children with special needs	0	50	50
7	typical developmental growth	16,13	58,06	25,81
	children with special needs	0	57,14	42,86
8	typical developmental growth	12,50	70,31	17,19
	children with special needs	0	85,71	14,29
9	typical developmental growth	11,36	52,27	36,36
	children with special needs	0	50	50

This is explained by the relative stability of the seventh to ninth grade environment.

The Partnership model has the highest percentages in the eighth 70.31% and 85.71% and sixth 73.68% grades. The high percentage in the eighth grades can be explained by the fact that the eighth grade is the age of 13-14, which is the most difficult age in adolescents, when a student feels constant adults pressure and at the same time scrupulous peers attitude. At this age, the opinion of others becomes very important for the child, often there occurs a low self-esteem. Therefore, orientation and focus on the partner is a peculiarity of this age.

As noted above, the adjustment model is more specific to children with disabilities and the highest scores are found in the sixth 50%, seventh 42.86% and ninth 50% grades.

A weak positive relationship was found between adaptability in communication and emotion management $r = 0.19$. This suggests that the ability to control emotions affects the level of mobility in communication, or in other words, it affects adaptability in different communication situations.

Along with this, a correlation between self-motivation and adaptability in communication $r = 0.15$ was found. Thus, the development of self-motivation affects mobility in communication, the ability to act on the basis of the communication situation.

Conclusions. Having considered the results of diagnostics of the interactive orientation of a personality, we found that adolescents with special needs are more oriented towards personal interests. This indicator is especially high in girls of grades 6 and 8. Engagement orientation, in general, is poor. And in adolescents with special needs this indicator is lower than in their peers (every second pupil with special needs). Considering the results in the context of age, the highest scores were recorded in grades 7 and 9. In terms of marginal orientation, a slightly higher level was found in boys with special needs. A moderate negative correlation was found between the three indicators. Also a slight negative correlation was found between marginal orientation and self-development, emotion recognition, self-motivation. Positive correlation is found between engagement

orientation and self-development as well as between self-interest orientation and self motivation.

In terms of adaptability in communication, the propensity to partnership is greater among girls with special needs. At the age of 13-14, all adolescents found the highest score according to this indicator. Rigid or stable model of communication is more typical of students with typical development.

Correlation between communication adaptability and emotional intelligence scales has been found: emotion management, self-motivation, which confirms the conclusion that emotional intelligence influences the ability to communicate effectively.

Thus, these results demonstrate the importance of developing an interactive focus on communication thus reducing the level of focus on personal interests, of marginal orientation, and enhancing emotional intelligence, the desire for self-development. Also, the development of emotional intelligence has a positive effect on adaptability in communication.

The results of studying peculiarities of interpersonal communication of adolescents in inclusive classes further lead to the conclusion that children with special needs are more adaptive in communication, but the interactive orientation for communication is more developed in children with typical development. There is an obvious need to develop these qualities in order to promote more effective interpersonal communication of adolescents in inclusive classes. Positive attitudes on the part of both students and teachers are essential for creating a favorable climate in class and for changing the mindset of people with special needs.

This requires the development and implementation of specific trainings of communicative competence for teens in inclusive classes.

The results of this study may be useful for special psychologists, educators, and social workers as they highlight the developmental characteristics of adolescents' ability to interact. The results also show weaknesses and strengths in the system of communication of

students in inclusive classes, which can be used for further research on the topic.

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