

Possibilities and Limits of Supervision Used in Integrated Education*

Petra Potmesilova*

Milon Potmesil*

Marcela Fojtikova Roubalova³

**Department of Christian Education, Sts. Cyril and Methodius Faculty of Theology, Palacký University Olomouc, Czech Republic*

♣Institute of Special Education Studies, Faculty of Education, Palacký University Olomouc, Czech Republic

Abstract

This paper is a report of two surveys that are linked each other. Both of two studies related to teachers who work with children and pupils with special educational needs. The first part of the research focused on the field of sentiments, attitudes and concerns of educators potentially working with pupils with impairment under inclusive settings. This study was aimed at discovering whether the above stated parameters change after achieving qualification in special needs education. The results of research encompassing a period of two years aimed at describing a group of 794 educators from the point of view of the development of their attitudes, opinions and concerns while being focused on the process of inclusion. The second part of the research lasted almost two years and was attended by a total of 325 respondents. The aim of the second part of the research was to determine the attitudes of teachers towards the possible forms of support in teaching. In accordance with the obtained results, supervision as a special psychological support is badly needed.

Keywords: Inclusion, attitudes, sentiments, education, pupils with impairment, methodology of teaching, overloading, stress, supervision, teacher.

* This paper was supported by the ECOP project Social determinants of health among social and health disadvantaged groups of population (reg. No. CZ.1.07/2.3.00/20.0063).

This work was supported by Specific Research Project of Palacký University Olomouc, Czech Republic, grant nr. PdF_2011_005.

*PhDr., Ph.D., petra.potmesilova@upol.cz

♣prof., Ph.D., mvpotmesil@gmail.com

3 Mgr., roubalova.marcela@seznam.cz

Notions of the first part research

In regards to the fact that presented research is directed to the field of special needs education, which represents, in the context of pedagogy and education, a very good example of an inter-field approach, at first was defined the respective terminology. It is necessary to mention normalization and inclusion. Probably the most fundamental statement in relation to upbringing and education was expressed in the Salamanca statement (1994) by the representatives of 92 UNESCO member countries in their declaration. This declaration speaks about tendencies which lead to the elimination of discriminating attitudes through establishing open inclusive schools and, subsequently, through creating social consciousness which is also directed towards the principles of inclusion. The main issue discussed therein was education, and that is why the principal theme characteristic for the entire recent process was: “Education for all”. A significant attribute was the notion of normalization, which is closely linked with the requirement for the adjustments of conditions ensuring the “normal” life of people with mental disabilities. It was first introduced by a Danish lawyer Niels Erik Bank-Mikkelsen (1999). Adjustment – normalization refers to common every-day activities, involvement in the every-day life of society in the extent of being acceptable to each particular person. This concept then also gave rise to a similar view of the process of education (Gilbert, C. and Hart, M. 1990) and socialization of people with other types of disadvantages.

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 (Groma 2008). 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 compared with Milovanovitch (2009).

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. Wilmshurst (2005) who list the competencies of educators essential for work with children and pupils with various types of disabilities 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):

- Children with disabilities may take part in the same educational programs as their - peers.
- 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 education needs, according to their needs.

General educational work focused on children and pupils, both disabilities and intact, naturally demands the readiness and competencies of the respective pedagogical personnel. Hájková (2005), as well as Blake, N., Smeyers, P., Smith, R., Standish, P. (2006) defines 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 children with disabilities (from the point of view of the type), by taking into account the specificities of particular disabilities. 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 author is clearly speaking about "... changed general educator's roles in the face of growing student diversity".

The aim of the first research phase

The study (the complete research report was published as an article: Potmesil, 2011) was aimed at describing a group of 794 educators from the point of view of the development of their attitudes, opinions and concerns focused on the process of inclusion. In accordance with the acquired results one of the supportive form will be designed - the supervision.

Method of the first research phase

Data was gathered from in-service teachers working in different parts of Czech Republic. All the participants took part in the research as volunteers. The total data set comprised of 638 completed questionnaires. The data was collected between 2009 and 2011 using the questionnaire which was used by Loreman et. al. (2007). Statistical analysis was conducted on the data employing principal component analysis.

Analysis of the gathered data

The research involved 794 informants from all over the Czech Republic. (22.4 % males, 77.6% females). The age of informants oscillated by 32.8 % up to the age of 29 years, while 37.8 % fell into the category of 30 – 39 years and 29.4 % above the age of 40.

The education level of our informants was as follows: 59.5 % informants completed their secondary schools education, 24.6 % informants completed their study with a Bachelor's degree and 15.9 % informants completed their study of a Master's degree. A mere 0.5 % of the informants had completed their doctorate program (PhD).

In order to conduct further analysis, all the items of the questionnaire were divided into two groups:

1. *Labor input and stress.*

That group of statements referring to labor input and stress when teachers working with students with special education needs under the conditions of inclusive education should also be considered, and then summed up with the following from the acquired data:

- More than 90% of informants of both waves do not have a negative relationship towards persons with disabilities.
- Approximately 70% of informants in both waves believe that the presence of a pupil with special education needs in a classroom shall increase their work load.
- 58% informants in both waves expressed their misgivings of sufficient support for integrated education on the part of professional workplaces.
- The level of one's own competencies was regarded as insufficient by 58.9% of informants.
- More than 36.4% of informants voiced their concerns that it is not possible to pay enough attention to a pupil with specific educational needs.
- The presence of a pupil with special needs was regarded as a great source of stress by 29% of informants.

2. *The Education Process and its management.*

In this set of statements were answers regarding the process of inclusive education and the opinions of educators about managing of their load.

- Statements focusing on the presence of pupils with impaired communication competencies and the possible presence of an assistant were evaluated positively by over 90% of informants.
- Almost 70% of informants negated the possibility to incorporate pupils with aggressive behavior into a standard classroom in the form of inclusive education.
- A shift in the evaluation of effectiveness and acceptability of work according to an individualized plan was demonstrated as 76.5%.
- Concerns about the application of special communication techniques were expressed by 52.7% of informants.
- About 70% informants did not show any concerns about working with pupils with Attention deficit hyperactivity disorder (ADHD) The presence of pupils who are constantly unsuccessful at school results is unthinkable for 52.7% informants.

- Problems with the acceptance of handicapped pupils by intact class mates were expected by approximately 40% of informants.

Conclusions relating to the labor input and stress and the process of education and its management:

The informants of the research relate positively to handicapped people, and as more than half of them are concerned about the insufficient support for inclusive education from professional workplaces, they therefore realize a higher work load, but the implementation of inclusive education does not seem to bring about any increased stress level for them. A half of the informants senses a lack of competencies and, consequently, also has concerns about whether they will not be able to pay sufficient attention to pupils with special needs.

Furthermore, informants showed a willingness to accept a pupil with specific needs and possibly even co-operation with an assistant. Work based on an individualized plan is accepted by informants and is regarded as beneficial. They, however, refuse to work with students with behavioral disorders in the extent of aggressiveness as constantly unsuccessful, whereas working with pupils with attention disorders does not seem to cause any concerns. A proportion of informants (40%) expressed their concerns about the acceptance of pupils with special education needs into the society of an intact group in a classroom.

In accordance with answers concerning sentiments, attitudes and concerns of educators when working under the conditions of inclusion, it can be stated that the sample of informants addressed in the presented research demonstrated a conscious willingness to cooperate on projects of individual inclusion. They feel, however, concerns on key items about the lack of professional competencies and support and effectiveness of such educational work.

The research, which is described below is based on those results obtained before. The finding that more than 90% of the approached educators do not have a negative attitude towards individuals with disabilities was essential with respect to further research; however, half of the respondents expressed their concerns in relation to the presence of a pupil with special education needs at their primary school. These concerns were clearly defined by the educators as associated with their fear of having insufficient skills and of apparently not receiving adequate support from professional institutions.

To conclude above mentioned information, might be stated that, when integrated education of pupils with special education needs is well supported from professional base according to Hull, Goldhaber and Capone (2002) and Gilbert, Hart (1990) teachers should not

be concerned of such special and challenging work. One of the fundamental factors facilitating effective expert support to educators should be supervision.

Terminus a quo of the second research phase

Supervision constitutes standard support, which is utilized by psychologists and psychotherapists within their everyday work. Nevertheless, current legislation fails to determine any kind of supervision with respect to primary school teachers, as well as pupils with special education needs. The only exception are the Methodical Guidelines for Rendering Supervision in Educational Facilities for the Provision of Institutional or Juvenile Correctional Education and in Educational Facilities for the Provision of Preventive Educational Care, which lay down the definition of supervision, characterize supervision in such school facilities, and determine the function of supervisors and their required education. These guidelines were already issued (Předpisy, 2012).

According to Hawkins (2004, p. 59), Hess defines supervision as a quintessential interpersonal interaction with the general goal that one person, the supervisor, meets with another, the supervisee, in order to make the latter more effective in helping people.

Supervision is a distinct professional activity in which education and training aimed at developing science-informed practice are facilitated through a collaborative interpersonal process. (Falender, Shafranske, 2004, p. 3)

Rue and Byars (1990) defines supervision as a first level of management in an organization.

The aim of the second research phase

The second part of presented research was to investigate the attitudes of teachers in special education settings and educational staff in integrated education to support their work. Specifically, the question was raised - how these teachers understand the concept of supervision and such type of support will be welcomed.

Method of the second research phase

The complex results used for this research are based on a survey – 325 relevant questionnaires were collected and statistically analyzed. The questionnaire comprises twelve questions. It should be noted that multiple options could be selected with some of the

questions and the sum of the answers provided therefore does not correspond to the number of respondents. For the purposes of this text, the first three questions, in which the respondents provided basic information about themselves (sex, age and years of practical experience) were chosen and further processed along with two additional questions:

- No. 5: What do I understand under the term "supervision"?
- No. 7: I would welcome supervision...

In order to statistically verify a possible correlation between the answers to questions 5 and 7, were determined null and alternative hypotheses:

H1 0: The fact that teachers receive support in the supervision of a professional life is not statistically dependent on the expressed need for supervision.

H2 0: The fact that teachers understand supervision as a support when working with clients and that they would welcome supervision as support while working with clients, there is no statistically significant association.

H3 0: The fact that teachers understand supervision as a support in private life and that they would welcome supervision as support for their private life, does not bring statistically significant association.

H4 0: The fact that teachers understand supervision as a support for school management staff and that they would welcome supervision as support for managing work and that supervision does not bring statistically significant association.

For statistical validation of hypotheses have been used test Goodness of fit.

Analysis of the gathered data

The target group of respondents is built by pedagogical staff. Pursuant to Section 2 of Act No. 563/2004 Coll., on Pedagogical Staff, within the wording of the amending Act No. 159/2010 Coll., a pedagogical worker is a person who performs direct teaching, direct educational, direct special educational, or direct pedagogical and psychological activities by directly affecting the learner and thereby effectuates education and edification pursuant to a special legal regulation; who is an employee of a legal entity carrying out the activities of a school or an employee of the state, or the headmaster/headmistress of a school where such a person is not in a labour-law relation with a legal entity carrying out the activities of a school

or is not an employee of the state. A pedagogical worker is also an employee who performs direct pedagogical activities in social care facilities.

Respondent division according to sex

From the total of 325 respondents addressed so far, 295 are women, i.e. 91%. The composition of the research sample corresponds to the current composition of pedagogical staff in the Czech Republic.

Respondent age

The age of the respondents ranges between 21 and 55 years. The largest number of respondents is aged between 31 to 40 years, or is under 30 years of age (70%).

Respondent length of professional experience

Half of the respondents have less than 5 years of practical experience in the field of education. From the total number of 161 respondents, 23 respondents had only a year of pedagogical practical experience. The longest practical experience was 34 years.

With a view to the fact that the research is still in progress, the above indicated data currently serve only for information purposes. After all data are collected, the mutual correlations between the individual questions will be determined (i.e. relationship between the length of practical experience and the need for supervision, relationship between age and the need for supervision, etc.).

What do I understand under the term "supervision"?

The purpose of this question was to ascertain how the addressed respondents understand the term "supervision", what they envisage under this term. The respondents were able to select multiple answers. (Table 1)

Table 1

Understanding “supervision”

<u>Items:</u>	<u>Total:</u>	<u>%</u>
Form of control or inspection	46	8
Form of assistance or support provided to me in my personal life	62	11
Form of assistance or support provided to me in my professional life	194	34
Form of assistance and support provided when working with pupils and clients	198	35
Form of support for school management staff	62	11
I cannot think of anything	5	1
Total	567	100

The largest number of answers was registered with options Nos. 3 and 4, which implies that 34%, 35% respectively, of all answers perceive supervision as providing support in professional life and/or when working with pupils or clients.

I would welcome supervision...

Question No. 7 is aimed at determining the direction of the conceivable need for supervision among pedagogical staff. The respondents were able to choose from 5 options and they could provide multiple answers. (Table 2)

Table 2

Welcome supervision as

<u>Items:</u>	<u>Total:</u>	<u>%</u>
support when working with specific clients	154	25
support in relation to my development in my personal life	69	11
support in relation to my development in my professional life	182	30
support ensuring the effective functioning of the work team	175	28
support for school management staff	38	6
Total:	618	100

The largest number of answers was registered with option No. 3, As support in relation to my development in my professional life namely 30% of the total number of 618 answers.

The second most frequently selected answer was option No. 4 (28%), followed by option No. 1 (25%).

Discussion

The above shown tables (No. 1) clearly imply that 198 answers of the respondents to the question “*What do I understand under the term "supervision"?*” consider as support when working with clients and 194 answers characterize supervision as support in professional life supervision assistance. Based on these figures and percentages, it might be concluded that most of the respondents perceive supervision as possible professional assistance in relation to working with clients. This fact is quite significant as regards the planned practical use of supervision in pedagogical practice as the educators themselves accept one of the forms of supervision.

Referring to the results of hypotheses have been developed and performed the statistical analysis of the relationship of the above items.

Based on data in a PivotTable test criterion was calculated (χ^2 40,22416551), which is larger than the critical value at significance level of 0.01 (χ^2 0.01 (1) 6,634896601). Given that the calculated test criterion is higher than the critical value of the refuse consent for the null hypothesis and could be accepted the alternative hypothesis:

H1 A: *The fact that teachers understand supervision as an aid in their professional lives and that would help in the supervision of a professional life appreciate the statistically significant association.*

Based on data in a PivotTable test criterion was calculated (χ^2 34,27842267), which is larger than the critical value at significance level of 0.01 (χ^2 0.01 (1) ,634896601). Since the calculated test criterion is higher than the critical value, the null hypothesis it can be refused and alternative hypothesis can be accepted.

H2 A: *The fact that teachers understand supervision as a support when working with clients and that supervision is seen as a support when working with clients is a statistically significant association.*

In relation to question No. 7: *I would welcome supervision*; the option concerning support for the team work is among very frequent answers, i.e. 175 in aggregate.

In addition to support in their professional life, pedagogical workers would also welcome support aimed at the effective functioning of their team work.

The frequency of two additional options is also significant with regard to planning supervisory activities for educational professionals. The first is support in personal life. A total of 62 respondents perceive supervision as providing support in their personal life and 69 respondents would welcome such support in practice.

Based on data in a PivotTable test criterion was calculated (χ^2 72,81705141), which is larger than the critical value at significance level of 0.01 (χ^2 0.01 (1) 6,634896601). Given that calculated test criterion is higher than the critical value of the refuse consent for the null hypothesis and that is why the alternative hypothesis is accepted:

H3 A: The fact that teachers understand supervision as a support in their personal life and that supervision would be welcomed as a support in teachers personal life appreciate the statistically significant association.

The second is the perception of supervision as an inspection. This option was selected by 46 respondents. Even if this number may seem insignificant when compared to the total number of respondents (325), it does suggest that, in practice, pedagogical workers have certain concerns of being under control. These concerns should be taken into account when developing a supervision program for pedagogical staff. .

Concerns in relation to supervision may appear among some pedagogical workers as supervision is commonly associated with control and inspections.

The frequency of the option involving the supervision of managerial staff in connection with both questions is also quite interesting. It suggests that pedagogical workers consider this type of supervision as important in relation to their work.

Based on data in a PivotTable test criterion was calculated (χ^2 36,12109546), which is smaller than the critical value at significance level of 0.01 (χ^2 0.01 (1) 6,634896601). Given that calculated test criterion is less than the critical value, which is why it cannot be rejected as a null hypothesis.

H4 A: The fact that teachers understand supervision as a support for school management staff and that supervision would like support in management welcomed appreciate the statistically significant association.

A statistically significant relationship emerged between what the teachers described as a concept of supervision, and what they expect from supervision. The statistically significant relationship has been demonstrated in all individual items (hypothesis H1-H4). A statistically

significant relationship in this area points to a clear understanding of teachers about what's supervision, and at the same time which type of offered support was pointed as needed.

The above results show that teachers are primarily interested in supporting their professional life, support for working with pupils or clients and support pedagogical team. That will be a statistically significant relationship between the fact that supervision is perceived as support in professional life, and that this form of teaching staff will wish to assume. This fully corresponds to the theoretical definition of the issues and the results that emerged during the research.

In addition to these three types, there is also a need to expand supervision to cover the personal or private area. At first sight, it may seem that this area does not fall within the scope of supervision. However, our own practical experience tells us that if an individual is not content in his or her personal life, it may hugely influence his or her professional life.

Area of support for teachers in their personal lives under supervision should be precisely defined so that supervision would not be confused with psychotherapy.

For the creation of supportive measures may be considered as important fact that there is a statistically significant relationship between the fact that those teachers who have already took some type of supervision did not expressed worries of it. This founded fact can be used in practice. Youth workers themselves can become a good example that the supervision can be treated as a functional support at work, not as a situation that may cause concern.

Conclusion

Results of the first part of the survey clearly showed that the teaching staff is not opposed to the integration of children and pupils with special educational needs, but at the same time they reported as not prepared enough and not encouraged enough too. For this reason follows a second part of the research, which is focused on the attitudes of teachers to the potential support system: the supervision.

Supervision provides the supervisees with the opportunity to see the particular situation from a different perspective and thereby allows them to take an adequate stand. With regard to the fact that supervision has not yet become a standard part of pedagogical work, as well as the concerns expressed by the educators, our next aim is to create a supervision program for this target group.

In relation to teachers who work with pupils with impairments, were described and based on literature identified two main areas to prevent adverse effects of the profession, such as burnout syndrome, helpers' syndrome or abuse of power.

The first area should be focused on preparing teachers to work with clients with disabilities. Given that students enrolled at the present time in special education programs (teachers, therapists, program aids) have this training already organized.

The other group is built of in-service teachers who will be a focus group for training in working under supervision and other supportive techniques.

The second area is to create a functional system of support for teaching staff and in order to mitigate the potential negative impacts of the profession.

A specific proposal of supervision for the teaching practice:

Supervision in special educational practice

Frequency:

- one times for 2 months
- as needed

Target group:

- teachers in regular schools
- teachers in special education settings

Methods:

- Balint group
- Video Interaction Guidance
- Psychodrama,
- Elements of expressive therapies,
- Situation modeling,
- Controlled debate over the issue.

Form:

- external or internal
- group or individual

Goals:

The goal of supervision in educational practice (or special education practice) is to provide support for teaching staff in their work. Furthermore, the support of teachers on the one hand prevents undesirable effects associated with this profession, and on the other supports the improvement of quality of educational process. Quality of the educational process is based inter alia on the functional relationship of teaching staff and clients, on functional communication as well as on selection and application of adequate methods and procedures. For this reason it is appropriate for teachers to provide:

- Support in working life,
- Support for working with clients,
- Support the operation of the team,
- Management support organizations,
- Support in their personal life.

Based on the individual types of supervision, a specific draft plan of supervisory activities will be drawn up and it will implement both individual and group forms of supervision. The work itself will be grounded on interviews, on role playing with the aid model situations and on the use of expressive therapy, in particular art therapy.

The results of the second part of the research show that teachers understand that the term supervision in its entire breadth and at the same time are able to ask for particular type of supervise. For this reason, we can consider supervision as a one of the support options for educators who are faced in practice with children and pupils with special educational needs.

Supervision can become a form of support for the acceptance of pupils into mainstream education system.

References

- Barrow, R., & Woods, R. (2006). *An introduction to philosophy of education*. 4th edition, Routledge.
- Blake, N., Smeyers, P., Smith, R., Standish, P. (2006) *Philosophy of Education*. 5th edition, Malden: Blackwell Publishing.
- Bjarnason, D. (2005). Disability studies and their importance for special education professionals. *Nordisk Pedagogik*, 25, 339–356.
- Brue, A. W., & Wilmshurst, L. (2005). *A parent's guide to special education*. New York: AMACOM.
- Falender, C. A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. 1. ed. Washington: American Psychological Association. 348.
- Flynn, R. J., Lemay, R. A. (1999) (Eds.) *A Quarter-century of normalization and social role of valorization: Evaluation and impact*. Ottawa: University of Ottawa Press.
- Forlin, Ch. (2006). Inclusive education in Australia ten years after Salamanca. *European Journal of Psychology Of Education*, XXI, 3, 265–277.
- Gilbert, C., & Hart, M. (1990). *Towards Integration: special needs in an ordinary school*. London: Kogan
- Hawkins, P. & Shonet, R. (2004). *Supervize v pomáhajících profesích*. Praha: Portál, 202 s.
- Hull, K., Goldhaber, J. & Capone, A. (2002). *Opening doors*. Boston: Houghton Mifflin Comp.
- Lambe, J. (2007). Northern Ireland students teachers' changing attitudes towards inclusive education during initial teacher training. *International Journal of Special Education*, 22(1), 59–71.
- Loreman, T., Earle, C.H., Sharma, U., & Forlin, C.H. (2006) . Pre-service teachers' attitudes, concerns and sentiments about inclusive education: An International comparison of the novice pre-service teachers. *International Journal of Special Education*, 21, 2, 80–93.

- Loreman, T., Earle, Ch., Sharma, U., & Forlin, Ch. (2007). The development of an Instrument for Measuring Pre-service Teachers' Sentiments, attitudes, and concerns about Inclusive Education. *International Journal of Special Education*, 22(2), 150–160.
- Meijer, J.W. Ed. (2001). *Inclusive education and effective classroom practices*. Odsense: Europe- an Agency for Development in Special Needs Education. Milovanovitch, M. (2009) *Teacher Education for Diversity*. ERI SEE Zagreb.
- Potmesil, M. (2011). *The sentiments, attitudes and concerns of educators when working under the conditions of inclusion*. *Annales Universitatis Paedagogicae Cracoviensis Studia Psychologica IV*. WN Uniwersytetu Pedagogicznego. Kraków: s. 71 – 85.
- Předpisy*. [online] cit. 24. 5. 2012 From: <http://aplikace.msmt.cz/Predpisy1/sb190-04.pdf>
- Rue, L. W. A., & Byars, L. L. (1990). *Instructor's Manual: Supervision: Key Link to Productivity*. 3. vyd. Homewood: Irwin, 208 s.
- Sociální programy*. [online] cit. 24. 5. 2012 From: <http://www.msmt.cz/socialni-programy/metodicky-pokyn-k-poskytovani-supervize?highlightWords=supervize>
- Valeo, A. (2008). Inclusive education support systems teacher and administrator view. *International Journal of Special Education*, 23, 28–16.