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POSITIVE INTERACTION IN AN INCLUSIVE EDUCATION: MANIFESTATION OF THE INTERNATIONAL CHILD DEVELOPMENT PROGRAMME (ICDP)

Abstract. Kind relation between a child and caregiver (parent, teacher) is a critically vital point for psychological development of children. Better relations also contribute to the child's healthy growth and intellectual, social and emotional development. Fundamental caregiving skills function as particularly important contribution to the quality and effectiveness all caregiving. In order to facilitate full development of a child, it is important that the caregiver have a positive conception of the child. In other words, a caregiver should regard a child as a person with potential for development. From this perspective International Child Development Programme (ICDP) functions as a resource-based communication and mediation approach which trains caregiver to develop a positive conception of their children and gain wider and deeper insight and confidence about their responsibilities and roles. Based on the themes of ICDP, the current research studied the quality of positive interaction between teacher assistants (TA) and children with special needs (CSN) in an inclusive primary education in Azerbaijan. The findings suggest that some elements of ICDP approach exist in teacher-student interaction. However, these interaction patterns are unprofessional and need development through relevant in-service trainings.

Methods. In this research a case study design of qualitative research was used to investigate teacher assistants' (TA) understanding of positive attitude and how they establish positive relations with the students with special needs whom they take care of. As for the research method, the case study will adopt triangulation, a multiple methods of data collection which will include interview and observation to extend confidence in its validity and improve the quality of the data and accuracy of the findings.

Results. Comparative analyses of triangulation data demonstrate that TAs' performance within the context of teacher-student positive interaction lags behind their conception of positive interaction patterns. That is to say, TAs spoke confidently, although unprofessionally, of the elements of positive interactions but did not demonstrate the same fully in their behavior. As observation data signified,

the main reason of this, is that TAs lack professional techniques and skills for establishing positive interaction patterns.

Scientific novelty and *practical significance.* Scientific novelty of the study indicates that positive interaction between teachers and pupils appears as an important factor in terms of emotional and cognitive health of children. The current study underlined once more the lack of some important features of professionalism in the teaching activity of the participants involved in the research. Moreover, the result of the research signifies that ICDP themes do not manifest fully in teaching process which was the target of this research and neither in the teaching practices carried out based on traditional and conservative teaching strategies and consequently they need to be involved into relevant trainings.

Keywords: International Child Development Programme, inclusive education, teacher assistant, positive interaction, teacher-student relationships.

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ПОЗИТИВНОЕ ВЗАИМОДЕЙСТВИЕ В ИНКЛЮЗИВНОМ ОБРАЗОВАНИИ: РЕАЛИЗАЦИЯ МЕЖДУНАРОДНОЙ ПРОГРАММЫ РАЗВИТИЯ РЕБЕНКА (ICDP)

Аннотация. Взаимопонимание между детьми, родителями и учителями является наиболее важным условием полноценного психологического развития детей. Оно способствует здоровому росту ребенка и интеллектуальному, социальному, эмоциональному формированию его личности. Поэтому важно, чтобы воспитатели – родители, няни, учителя – не только обладали фундаментальными знаниями об особенностях ухода за детьми с особыми потребностями, но и были бы положительно расположены к ним, что, бесспорно, улучшает качество воспитания и развития детей.

Цель статьи – раскрыть практическую реализацию Международной программы развития ребенка (ICDP), которая среди прочего включает 8 тем (элементов) положительного взаимодействия учителя и ученика: демонстрацию положительных чувств; приспособление (адаптацию) к ребенку; сочувствующий диалог (диалог взаимопонимания); одобрение достижений ребена; помощь ребенку в затруднительных бытовых и образовательных ситуациях; внимательное отношение к опыту ребенка; обсуждение с детьми совместных мероприятий (событий); поощрение проявлений самодисциплины.

Методы. Исследование базировалось на анализе качественных показателей отношения учителей и их помощников к ученикам со специальными потребностями, о которых педагоги должны проявлять особенную заботу. В работе использовались такие методы, как триангуляция, сбор данных на основе опроса, интервью и наблюдения за взаимодействием педагогов, занятых в инклюзивном образовании, и их воспитанников.

Результаты. На основе положений программы ICDP был проведен сравнительный анализ качества взаимодействия педагогов, помощников преподавателей и детей с особыми потребностями в учреждениях инклюзивного начального образования Азербайджана. Выявлена недостаточность профессионализма учителей и их помощников относительно понимания роли и практической значимости положительного общения с детьми с особыми потребностями. Показано, что модели позитивного педагогического взаимодействия, усвоение общих его шаблонов должны развиваться через соответствующие тренинги в процессе повышения квалификации.

Научная новизна и *практическая значимость* исследования заключаются в том, что дополнен фактический материал о необходимости положительного взаимодействия между учителями и учениками, так как это наиболее важный фактор эмоционального и когнитивного здоровья детей. Установлено, что элементы (темы) İCDP не проявляются в полной мере в учебном процессе. Материалы статьи могут служить основой для коррекции программ повышения квалификации.

Ключевые слова: Международная программа развития ребенка (ICDP), инклюзивное образование, помощник учителя, позитивное взаимодействие, отношения между преподавателями и студентами.

1. INTRODUCTION

Crucially vital issue for human psychological development is generating strong and durable positive relationship between a child and caregiver. This is a universal reality both within and across cultures all over the world. Loving relationship between a child and caregiver proves to be key factor for healthy growth as well as social, emotional and cognitive development of a child. Two basic skills in care-giving always turn out to be especially important in determining the effect of a care which have direct influence on the quality of all care-giving: sensitivity and responsiveness [1].

Children's early temperament in relationship makes them an active participant in an expressive exchange in relationship with caregivers. This blessing temperament for expressive interaction or co-operation, which is sometimes described as an action-dialogue, manifests itself shortly after birth and gets into more advanced forms through years [2]. Studies revealed that

(Trevarthen, 1987, Stern, 1985 as cited in Armstrong, 2005) children master primeval emotional-expressive inter-subjectivity so early that it is assumed to be biologically pre-programmed. Children search for contact which is tuned and matched with his or her feeling and gesture in a reciprocal expressive dialogue [2]. The early emotional-expressive relation performs as a foundation for further development of children in terms of their social, cognitive and language development [6, 33, 35, 40].

Children who are brought up in institutions, deprived of meaningful human contact, provided only with cares for physical needs, show symptoms of apathy and withdrawal, or restlessness, hyperactivity, inability to concentrate, and craving for affection. Therefore, these children are delayed in all areas of development such as motor, language, social, emotional and intellectual skills [2].

The successful combination of positive relationship, proper instruction and active social interaction boost complex group of mental processes of children who are active and keen learners. As cognitive development is in its dynamic stage at early years, children need to be surrounded with friendly social interaction with peers and adults on permanent base. At early years children are eager to store new skills and information in their fresh memory which stimulate their cognitive development. Also the lack of strong reasoning prevents children from learning consciously and therefore they should be actively involved into positive and warm interactions, instructions, plays and communications so they learn through participation and role play. And it is also a fact that children go through biological stages in development which have relation to their mental growth. All these developmental phases have its properties and have direct impact on children's cognition and throughout all these steps children urgently need positive reaction. For the sake of smooth and rapid cognitive development internal (biological) and external (environmental) factors should be taken into consideration properly.

1.1. Importance of Social Interaction

Social Constructivist Theory (cultural-historical) proposed by Lev Vygotsky has meaningful implications for inclusive education in terms of the importance of positive and active interaction of all children, especially children with special needs (CSN). L. Vygotsky (1978) suggests that mental operations take their origins in early social interactions and the quality of interaction between caregiver and child is decisive for the child's higher mental development. This fact obviously implies that both affective social relationships and our cognitive operations take their origin in the early interaction between a caregiver and child. In other words, the view of Social Constructiv-

ist Theory claims that mental operations are by nature social and interactive. The fundamental notion of social constructivism accentuates that human consciousness is related to its social nature. The ontogenetic reality of human being manifests itself in mastering social historical experience in the learning process. According to Vygotsky, the social environment is the source for human development and human learning implies a specific social nature and a process through which children grow into the intellectual life of those around them [40].

Lev Vygotsky's theory is noteworthy for reference in inclusive education for several reasons. This theory is also called sociocultural theory from which it is obvious that it has dual concentrations: the history of human development and cultural tools which determine the direction of human development and give it specific shape. The core of the theory emphasises that development of a human occurs in accordance with the dominant values of the culture and through interaction with it. This interaction involves a wide collection of cultural factors ranging from animate and inanimate beings such as people and artefact respectively. Vygotsky underlined the importance of tools/artefacts (languages, number systems, signs and symbols) claiming that they perform dual function: they serve as a means for integration of a child into culture and transform a child into that culture simultaneously. For Vygotsky, appropriation of cultural tools enriches mental capacities and leads a child to learn in cultural context and use the tools while interacting with others. In early ages a child depends on others, mainly parents. Parents usually lead a child's action guiding them what and how to do. Parents, as a salient representative of culture who transfer cultural values to a child, apparently interact with a child through language. While guided by a speaking parent a child grasps information through interaction (an interpersonal process) and this interaction results in the assimilation of the language by a child (an intrapersonal process). Moreover, according to Vygotsky «it is decisively important that speech not only facilitates the child's effective manipulation of objects but also controls the child's own behavior. Thus, with the help of speech children, unlike apes, acquire the capacity to be both the subjects and objects of their own behavior». [40, p. 26]. Here language, which was called «the tool of tools» by Dewey [16, p. 134] appears as a mediating tool in interpersonal and intrapersonal processes.

Vygotsky's sociocultural theory of development underlines that children learn through social interactions and their culture. These factors stimulate and boost children's development thorough social activities learning cultural values which determine the shape of children's cognition. Vygotsky insisted that cultural setting plays a crucial role in human development and no any

human activity occurs out of culture. For Vygotsky, social interactions, which he named also as interpersonal processes, lead to internalisation (an intrapersonal process) on later stages. The transaction from interpersonal processes to intrapersonal process consequently results in independent thinking. This transaction takes place with the help of more knowledgeable others within a child's zone of proximal development (ZDP). With more knowledgeable others Vygotsky refers to teachers, parent or peers who know more and help children learn new skills and information. Vygotsky proposed ZDP for the period of learning in which a child is not ready to develop on his/her own but is able to learn with the help of more knowledgeable others. In other words, ZDP is the distance between real and potential knowledge of children. ZDP also embraces concept of learning and development of Vygotsky's theory. In a short, the essence of this notion is that learning precedes development. The difference between the two levels of development (real and potential) is ZDP which is indicator of mental abilities. Learning takes place in ZPD and precedes a child's development [2]. Otherwise stated, learning triggers development through interaction in society which would be impossible if a child were segregated.

Barbara Rogoff proposes sociocultural activity on three planes: participatory appropriation, guided participation, and apprenticeship which deserve consideration in terms of special needs education. Rogoff mentions apprenticeship which can be referred to as effective mediating tool in special needs education. Sometimes simple observation explains more than detailed instructions. In this case participation in class environment (inclusive education), where mediating tools such as language, teaching aids works better for especially mentally retarded children, should be promoted. Through helping peers to implement tasks and watching more knowledgeable peers' way of involvement into activities children with special needs will be indirectly instructed in interpersonal involvements. This process will at least appear as a good motivation for persons with disability to keep improving.

Rogoff generates the concept participatory appropriation (or appropriation) by which she means «participatory appropriation is the personal process by which, through engagement in an activity, individuals change and handle a later situation in ways prepared by their own participation in the previous situation. This is a process of becoming, rather than acquisition» [28, p. 142]. The central idea of «appropriation» implies that children (in our case children with disabilities) change while participating in activities and consequently become ready to deal with situation in following activities. For Rogoff, development and learning occur in participatory appropriation through interdependent relation in which partners' roles change frequently. Interdependent rela-

tion in a class will urge tactically children with disabilities to catch up with other children as much as possible.

Rogoff argues that cultural tools for thinking play an important role in cognitive development. Rogoff examines several cultural tools literacy, mathematics, and other conceptual systems describing their contribution to thinking. «One of the early claims about the importance of literacy assumed it had a broad, general influence on individuals' cognitive abilities» [28, p. 259]. Braille alphabet is a significant cultural tool which has boosted education of visually impaired persons a lot consequently their development. Alternatively, there are special computer programs designed for visually impaired persons to use computers providing access to electronic materials and the web. As for other conceptual systems Rogoff argues «in addition to literacy and number systems, other conceptual tools provide cultural technologies that support and constrain thinking» [28, p. 266]. We can refer to the fact that in some cultures grandparents are good storytellers who traditionally narrate story for children from early years. This practice improves listening skills of children and widens cognitive abilities in parallel enriching children's imaginative ideas. From a narrative constructivist perspective Bruner argues that at all ages listening to story increases thought or omnipotence as the listener tries to identify characters in story heard, read or seen [6].

1.2. Inclusive Education

Basically, IE means educating learners with special educational needs in regular education settings. However, IE is not limited to only placement. Rather, it means facilitating education of students with special needs with a whole suite of provisions which include curriculum adaptation, adapted teaching methods, modified assessment techniques, and accessibility arrangements. In short, inclusive education is a multi-component strategy or, perhaps, a mega-strategy (Mitchell, 2008). Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve education for all. Inclusion is thus seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children [37]. For Mittler [23] IE is a total reformation of education system in terms of pedagogy and curriculum. These reforms are viewed as intentions to welcome all diversities

such as gender, nationality, culture, language, academic achievements, and disabilities. Skjørten [34] also carries the same view stating that inclusion is an inclusive society schools, kindergartens, and other institutions welcomes people with social care. Here the essence of inclusion becomes integral part of humanism which argues that all forms of segregation contradict universal moral values. IE become and remains as a leading idea which has inspired a lot of educational institutions and educators to initiate projects to transform cultures and procedures in schools for diversity [4].

1.3. Teacher-Student Relationships

In comparison with huge number of researches concentrating on positive teacher-student communication, there are very few studies which focused on negative teacher communication behaviors [41]. Moreover, traditional educational approaches and reforms tend to focus on curriculum and curricular aspects, neglecting the importance of an effective teacher–student interaction [32]. According to Kearney et al. [22] teacher misbehaviors are those which affects student learning negatively. The concept of misbehavior ranges from deficient teaching to aggressive treatment such as sarcasm or unfair testing. Negative teacher treatment can possibly have a medical, psychological or educational nature [15]. Van Morrow (1991) generated a hierarchy of the most common types of misbehaviors in which embarrassment, humiliation and negative criticism are the most frequently reported negative experiences due to teachers. Other researchers [26] consider misbehaviors to be unintentional which occurs during the implementation of inappropriate educational strategies and techniques. But there is also a severe term, teacher maltreatment, which directs focuses on psychological maltreatment occurring in school as a result of negative teacher behavior. This maltreatment involves omission and commission in behavior which are considered to be psychologically harmful [25]. For Hyman and Snook (1999), any disciplinary or motivational practice, which hurts students, can be considered as emotional maltreatment such as humiliation, rejection, excessive authority and sarcasm. All these factors can cause several types of symptoms such as behavior extremes, habit disorders, neurotic traits [25], withdrawal, shyness [5], impulsive behavior and intimidation [9].

In contrast, positive reaction offered by a teacher supports psychological well-being and academic achievements of students. For instance, acceptance, care, encouragement and approval from a teacher may enhance self-esteem and self-evaluation of the students [32]. Some personal features and qualities of teachers' which influence the effectiveness of teacher-student relations are positive affection [14], warm attitude [17], tact of teaching [39],

teacher immediacy and teacher power [36], teacher assertiveness and responsiveness [41], low differential treatment [7]. The absence of any of these qualities might affect teacher-student relations in a negative way in terms of educational, psychological, and somatic outcomes [32].

1.4. International Child Development Programme (ICDP)

International Child Development Program (ICDP), as a universal intervention program, which is grounded on resource-based communication and mediation approach aims to develop and enrich interaction between adult and child in order to stimulate a healthy psychosocial development of a child feelings [11]. «ICDP is a simple community oriented programme with the objective of supporting and promoting psychological care competence in the persons responsible for children's caregiving» [20, p. 3]. «The ICDP is based on recent research on child development, particularly on early communication and the infant's competence and contribution to the interaction with the caregiver» [9, p. 77]. ICDP is based on universal humanitarian values about significance of human empathy as a basic factor for taking care of children in need [20]. By raising the awareness of caregivers about their children's psycho-social needs and by increasing their ability to respond to these needs, ICDP promotes good quality interaction and adult-child relationships and contributes to child's well-being. ICDP is based in the philosophy that the most effective way to help children goes through helping the children's caregivers [21]. ICDP can be used both for preventive and rehabilitative purposes [1].

ICDP embraces a wide range of objectives: to influence the caregiver's positive experience of the child; to strengthen self-confidence in the caregiver; to promote a sensitive emotional-expressive communication between caregiver and child; to promote an enriching, stimulating interaction between caregiver and child; to reactivate positive indigenous child-rearing practices and values; to provide children with a supportive and loving environment; to give children the opportunity to express themselves, to be listened and responded to; and to give children opportunities to follow their own initiatives [21]. Fields of implementation of ICDP also involves several spheres: families and children to prevent neglect or abuse of children and promote peace and dialogue; vulnerable children and orphans to develop minimal standards for human care within a childcare setting; As an integral part of any primary health care programme; in combination with any content-oriented pre-school programme and schools or children in institutions; and special needs children [21].

ICDP is based on the idea that when problems appear in the relationship between caregiver and child, intervention can start with focusing on the

caregiver's experience and perceptions such as how the caregiver perceives the child, how the caregiver experiences his or her own abilities as a caregiver, and how important the caregiver perceives his or her interaction with the child. To establish more positive patterns of caregiver-child interaction, as a counseling approach ICDP intervenes with eight themes for positive interactions [29]:

1. Demonstrate positive feelings (theme 1): «Even if your child cannot yet understand regular speech, he or she is nevertheless capable of perceiving emotional expressions of love and rejection, happiness and sorrow» [30, p. 5] Expression of love is a basic human requirement which creates feeling of security, and sends a message to a child that a caregiver is emotionally accessible, demonstrate affection, loving, and display pleasure and enthusiasm [29]. There are many ways of demonstrating positive feelings such as direct face-to-face contact, touching and embracing, saying openly «I love you». When positive feeling expression happens naturally, it produces effect stronger. Therefore, it is necessary to create intimate situations to express feelings in a more natural way. This process is also called positive communication [20].

2. Adapt to your child and follow his or her lead (theme 2): While interacting with a child a caregiver needs to be aware of wishes, actions, feelings and body language of a child, and should follow a child's cues adjusting to what a child is concerned with [20, 30]. Very often children take initiative on the basis of their attention and interests and it is a good chance and starting point to initiate interaction in connection with something the child is interested in. Because behaving in accordance with a child's lead is important in terms of development of a child [30].

3. Initiate a «feeling dialog» (theme 3): "Feeling dialog" with a child is generated through exchanging of gestures and expressions of pleasure, eye contact and smiles which is significant for future attachment and for social and language development of a child [30].

4. Give praise and recognition for what the child accomplishes (theme 4): Making children feel worthy and competent and explains to them why something was good support the development of self-confidence of children that is grounded in actual accomplishment. Genuine expressions of acceptance and recognition have a strong influence on positive emotional relationships and function as a prerequisite for the development of self-confidence, initiative, and social and practical competence of children [29].

5. Help the child focus his or her attention (theme 5): Joint focus of attention is a precondition for a meaningful exchange a child and caregiver. Joint focus of attention is not only a passive skill but also a part of communicative action in which one leads and the other follow. Another aspect of mutual fo-

cus of attention is that in an activity where a child and caregiver join their attention the child feels understood. Sharing meaning with joint attention motivates children and stimulates them to reach further that their usual level [20].

6. Give meaning to the child's experience of his or her surroundings (theme 6): «By describing, naming, and demonstrating feelings for what you experience together, the experience will "stand out," and the child will remember it as something important and meaningful» [30, p. 6]. «Making the unknown known is exactly what happens through mediation of meaning. Through naming and communicating meaning, the child gains more predictable expectations and control over its experience» [20, p. 44].

7. Elaborate and explain a shared event (theme 7): Children need support to develop their understanding of the world. To help children in this respect, there are some methods like comparing a shared event to something the child has experienced earlier, telling stories, pointing out similarities and differences, and so on. Here the responsibility of a caregiver is to deliver knowledge to a child about the world in which the child grows up in ways that are adapted to the child's level of development, insight, and ability [20, 30] calls this process expansion of the child's experience because it goes beyond the existing situation.

8. Help your child learn self-discipline (theme 8): Children learn self-discipline and planning mainly through interaction with caregivers who in a positive way lead the child, make arrangements, help plan step by step, and explain why certain things are not allowed [20]. Hundeide [30] mentions four sub-themes in theme eight. First one is step by step planning which suggests that a caregiver focuses the child's attention to the aspect of the task which is above the child's level so that it forces the child to «stretch» in order to reach the stated goal. Second one is scaffolding which means gradual support. In other words, a caregiver teaches the child with step by step instruction which is reduced as soon as the child starts managing the task. Third one is situational regulation which means directing the child's behavior by regulating the situation and setting routines. The last one is positive limit setting which means teaching a child self-control and ability to follow common rules for considerate action and behavior.

The eight themes can be classified into three main categories. The first category includes the first four themes under name of emotional dialogue. The second category is the meaning dialogue which embraces the themes five, six and seven. The last category is regulative and limit-setting dialogue which involves the last theme with some sub-points and specifications [20].

2. METHOD

In this research a case study design of qualitative research was used to investigate teacher assistants' (TA) understanding of positive attitude and how they establish positive relations with the students with special needs whom they take care of. Qualitative research is used to get an explicit understanding of the research questions which involves the perspectives of study participants and the context which they are in [19]. Referring to the viewpoints of the research participants to understand the nature of educational process qualitative approach in educational researches tries to explain what happens in educational settings [8]. Qualitative research also seeks to understand participants' lived experiences from their own point of view (emic), and recognize the subjectivity of participants and researcher [31]. In this study the qualitative approach will seek to understand the efficiency, complexities and challenges of education of CSN in ordinary schools by looking into level of academic achievements and social performance of CSN, teaching and assessment approaches in inclusive settings and other important aspects of IE. Effective qualitative approach instruments, more precisely a case study design, purposeful sampling procedure, interviews and observations as data collection methods and qualitative data analysis will support this qualitative research.

Case study is effective because it allows getting into the depth of the phenomena and it allows to study any topic or type of phenomenon, with the entire range of data collection and analytic methods used by qualitative researcher. Case study is (a) the in-depth study of (b) one or more instances of a phenomenon in its real-life context that (d) reflects the perspective of the participants [18].

2.1. Sampling Procedure

This study deployed purposeful sampling which assumes selecting cases such as events, groups, individuals that are likely to be «information-rich» with respect to the purpose of the study [12, 18]. The main reason why purposeful sampling was employed in this research is that there are few schools offering inclusive education in Azerbaijan. One out of these schools, which has been educating CSN continuously, was selected on the assumption that this school would most likely provide rich data for analysis. Purposeful sampling was also employed when selecting participants because the more experienced the participant is the more information he/she can give. Based on sampling principles two teacher assistants were selected as participants of this study. In current reality of Azerbaijan teacher assistants (TA) are «infor-

mation-rich» because it is a teacher assistant who is mainly and directly responsible for CSN in inclusive education.

2.2. Research Method

As for the research method, the case study will adopt triangulation, a multiple methods of data collection which will include interview and observation to extend confidence in its validity and improve the quality of the data and accuracy of the findings. Interview guide and observation guide were used for data collection.

Both interview and observation guides try to investigate whether and how ICDP themes are available in the performance of TAs.

Interview guide contains the following questions:

1. What is the importance of showing positive feelings to a child and how do you do this?

2. What is the importance of adapt to your child and follow his or her lead and how do you do this?

3. Do you initiate a «feeling dialog» with a child and how you do this?

4. Do you give praise and recognition for what the child's accomplishment and how do you do this? w do you try to help the child focus his or her attention?

5. Do you think it is important to give meaning to the child's experience of his or her surroundings and how do you do this?

6. Do you try to elaborate and explain shared events with your students and do you have special methods and strategies?

7. How do you help your child learn self-discipline?

Also, the interview guide concentrates on the emergence of the same themes in teacher-student relations.

2.3. Data Analysis

Phenomenological method of data analysis was used to analyze the data. To achieve this purpose Giorgi (1985) designed phenomenological approach to data analysis. Central tenets to Giorgi's phenomenological method are as follows: quality of data, rather than quantity is emphasized; the participant is a fellow human being of equal status; the phenomena can only be known through its varied manifestations as revealed through others; the aim of a study is to arrive at meanings; explication is used to reveal the phenomena under question; the focus of the study is to meet the intention of the research [42].

3. FINDINGS

The findings of the research are given below with interview and observation data collected from cases of TA1 and TA 2 separately.

Demonstrating Positive Feelings (theme 1): Expression of love is a basic human requirement which creates feeling of security, and sends a message to a child that a caregiver is emotionally accessible, demonstrate affection, loving, and display pleasure and enthusiasm [20, 30].

TA 1	
Interview data	**Observation data**
TA 1 was quite aware of the importance of positive feelings for children. *«I am a parent too, so out of my own experience I can tell that children need positive attitude as they need water and oxygen».*	Throughout the lesson TA 1 tried to keep smiling face while teaching and talking with a CSN. *«Dear», «my darling»,* and *«my heart»* were the most frequently used words when addressing a CSN. Tender and positive physical contacts and affection were quite obvious in behaviors of TA 1
TA 2	
Interview data	**Observation data**
TA 2 seemed to be conscious of the necessity of positive attitudes of adults for children. *«As everyone I also believe that especially CSN apparently have more need for affection and care. This point was particularly underlined in in-service trainings for inclusive education that we were involved»*	TA 2, unlike TA1, showed smiling face rarely. However, the tone of her voice sounded quite kind and she constantly delivered emotional kindness

Adapt to your child and follow his or her lead (theme 2): While interacting with a child a caregiver needs to be aware of wishes, actions, feelings and body language of a child, and should follow a child's cues adjusting to what a child is concerned with [20, 30].

TA 1	
Interview data	**Observation data**
TA 1 sounded a bit suspicious about the importance of adapting to a child. *«…I am not sure how much it is important to adapt to the desire and requirements of CSN all the time. Sometimes it is quite hard to follow their lead. It can work better at home but not at school»*	Similarly to what TA 1 mentioned in the interview, adaptation of TA 1 to the pupil's need was almost zero. TA 1 was quite decisive to persuade the CSN to follow her lead during teaching and learning process. The teacher also ignored the child's non-verbal communication e. g. gestures, tone of voice, body posture etc.

TA 2	
Interview data	**Observation data**
«I would follow lead of a student without special needs because they are quite conscious of what is going on in lesson and what the general purpose of learning is. But in case of working with a CSN, I am not sure…»	Key elements of adaptation were available in attitude of TA 2. It was quite apparent when the pupil wanted to choose pen or pencil, where to write in a notebook

Initiate a «feeling dialog» (theme 3): «Feeling dialog" with a child is generated through exchanging of gestures and expressions of pleasure, eye contact and smiles which is significant for future attachment and for social and language development of a child» [30].

TA 1	
Interview data	**Observation data**
«…Yes of course, I do initiate a "feeling dialogue" with all students, especially with CSN. And sometimes students also initiate themselves such a dialogue»	Generally, both during interview and observation, TA 1 demonstrated a cheerful disposition and eagerly initiated loving and kind dialogue such as smiles and eye contact
TA 2	
Interview data	**Observation data**
TA 2 also expressed similar thoughts like TA 1. *«It is up to a teacher who should start feeling dialogue because students may feel shy or uncertain to initiate such dialogue…»*	TA 2 seemed to do her best for a «feeling dialog». However, as mentioned in theme 1, she did not showed smiling face a lot which seemed to be her nature

Give praise and recognition for what the child accomplishes (theme 4): Making children feel worthy and competent and explains to them why something was good support the development of self-confidence of children that is grounded in actual accomplishment. Genuine expressions of acceptance and recognition have a strong influence on positive emotional relationships and function as a prerequisite for the development of self-confidence, initiative, and social and practical competence of children [29].

TA 1	
Interview data	**Observation data**
«Well, I do believe that praise encourages children. But, of course, you need to be careful not to over-praise a child; otherwise it may have reverse effect…»	Only very few words like *«good»*, *«not bad»* were noticed during the observation
TA 2	
Interview data	**Observation data**

«Yes, I think praise and recognition works in favor of children. But in case of a CSN, well…you need to be sure that a child, for example with intellectual disability, understands what you mean»	TA 2 was observed to use more encouraging phrases e.g. *«yes, you can do it»*, *«come on, one more»*. TA 2 just mentioned «good» few times during a lessons

Help the child focus his or her attention (theme 5): Joint focus of attention is not only a passive skill but also a part of communicative action in which one leads and the other follow. Another aspect of mutual focus of attention is that in an activity where a child and caregiver join their attention the child feels understood [20].

TA 1	
Interview data	**Observation data**
«Absolutely, of course. This is the case especially when I work with ADHD, you know, they suffer from serious lack of attention»	TA 1 was observed while teaching a child with autism and TA 1 really experienced hard time trying to draw the student's attention. Helping the child to focus attention obviously seemed to be the hardest practice but TA 1 did not give up
TA 2	
Interview data	**Observation data**
«I would say this is the main purpose of mine, I mean there no point of teaching if a CSN is in a classroom with distracted attention. This is the first barrier to overcome but referring to my teaching experience of several years, I can say it is not that easy»	TA 2 tried her best for joint and concentrated attention with a CSN but seemingly TA 2 did not take into account of what the student wanted to pay attention

Give meaning to the child's experience of his or her surroundings (theme 6): «By describing, naming, and demonstrating feelings for what you experience together, the experience will "stand out," and the child will remember it as something important and meaningful» [30, p. 6].

TA 1	
Interview data	**Observation data**
For TA 1 «giving meaning to surroundings» is something of special importance *«…because CSN, particularly those with intellectual disabilities, may have incorrect and incomplete understanding about the environment. So "giving meaning" practice is even*	The researcher could not notice any sign of «giving meaning» practice during teaching process in case of TA 1

| more important in case of special needs education» | |

TA 2	
Interview data	Observation data
TA 2 confidently declared that giving proper and right meaning to a child's environment is quite essential but she also freely admit that she was not successful enough in this practice during lesson activities. *«…but I have a chance for it only during the brake when we are free and can choose what to do»*	Observation data conformed to interview data in case of TA 2

Elaborate and explain a shared event (theme 7): Children need support to develop their understanding of the world. To help children in this respect, there are some methods like comparing a shared event to something the child has experienced earlier, telling stories, pointing out similarities and differences, and so on. Here the responsibility of a caregiver is to deliver knowledge to a child about the world in which the child grows up in ways that are adapted to the child's level of development, insight, and ability [30].

TA 1	
Interview data	Observation data
«I consider lessons and topics to be shared event for us, me and my students. I think there are a lot to expand a lot». As for how to do it, TA 1 failed to give concrete examples	TA 1 demonstrated elements of theme 7 although she could not give an example. She used encouraging questions to invite the student to more knowledge. Showing plasticine TA 1 asked the student: *«Do you know what it is?», «Would you like to explore it?»* This way TA 1 contributed to further elaboration of student's knowledge
TA 2	
Interview data	Observation data
«We experience shared events not only within lessons but also during brakes. I don't think I am creative enough to approach our shred events from different perspectives. My way of elaborating common events is just providing more information about it»	Elaboration of a shared event was observed when TA 2 tried to elicit more knowledge about the difference of counting sticks. Upon failure of the pupil, TA 2 delivered some more knowledge about them pointing out differences

Help your child learn self-discipline (theme 8): Children learn self-discipline and planning mainly through interaction with caregivers who in a

positive way lead the child, make arrangements, help plan step by step, and explain why certain things are not allowed (Rye, 2005). Four sub-themes of theme eight are: 1. step by step planning; 2. scaffolding; 3. situational regulation; 4. positive limit setting.

TA 1	
Interview data	**Observation data**
«Discipline is important and self-discipline much more important which is quite hard to teach students, particularly those with intellectual disabilities». TA 1 also openly admitted that sometimes she has to be very strict when setting limit *«…because there seems to be no another way out».*	During the lesson a pupil with autism tried to escape from the classroom a couple of times. TA 1 followed the pupil out and tried to persuade him by saying *«no», «please, we should be back»* but didn't force him by pushing or holding him. It took 10–15 minutes but the TA 1 was successful to persuade the pupil
TA 2	
Interview data	**Observation data**
«Teaching discipline is time-consuming process, I think, and sometimes it is impossible in case of a student with special needs. However, I set certain limits in order to prevent CSN from disturbing or distracting other students. Otherwise the lesson would be a real mess»	The observation data revealed some slight elements of scaffolding and situational regulation in case of TA 2

4. DISCUSSION and CONCLUSION

Since the themes of ICDP involves mainly universal values, the overall study data clearly indicates that the participants have full understanding of the implication of ICDP themes although they had not heard of it previously. However, observation data imply that the implementation of those understandings, in both cases, were not exactly equal to what the participants mentioned in the interviews. Furthermore, triangulation data revealed that both participants' understandings of positive teacher-student interaction and implementation of those understandings are more or less similar to those of ICDP. The participants also regarded positive teacher-pupil interaction as the embodiment of humane behavior and part of their obligations and commitments. However, none of them regarded positive teacher-pupil interaction scientifically. In other words, neither of the participants stressed possible negative outcomes of approaching students inhumanely.

Research findings also suggest that the participants' notion of positive interaction patterns is not on professional level. Throughout the interviews,

none of the TAs made slightest remarks regarding psychological and emotional aspects of teacher-student interactions and its impact on cognitive and social skills as well as academic achievements of students.

Comparative analyses of triangulation data demonstrate that TAs' performance within the context of teacher-student positive interaction lags behind their conception of positive interaction patterns. That is to say, TAs spoke confidently, although unprofessionally, of the elements of positive interactions but did not demonstrate the same fully in their behavior. As observation data signified, the main reason of this, is that TAs lack professional techniques and skills for establishing positive interaction patterns.

The apparent implication of the study findings proclaim that TAs are in urgent need of professional in-service trainings to gain relevant knowledge and skills regarding positive interaction. Since the previous generations of teachers studied teaching profession on university programs and syllabuses, which mainly concentrated on academic aspect of school education leaving children's emotional and social needs behind, now an obvious scarcity of positive and humane attitudes exist as a huge problem in education system in Azerbaijan. Therefore, teachers and teacher assistants, especially those who are involved in inclusive education, must be involved into career improvement trainings such as ICDP which functions as a universal intervention program throughout world based on resource-based communication and mediation approach.

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