

Normative Behavior of Adolescents with Intellectual Disabilities: A Qualitative Study

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Adolescents, organizing their behavior in the space of school should take into account the system of rules existing in the institution. The development of normative behavior allows the teenager to understand their inner world and people around them. Failure to understand the regulatory requirements reduces the possibilities of social adaptation of teenagers. The aim of this study is to determine the characteristics of perceptual regulations teenagers with intellectual disabilities; study of their ability to foresee the consequences of their behavior. Among the participants there were 30 (13 year old) adolescents with intellectual disabilities and without it in Russia. The expression of perception and interpretation of the imposed situations, the ability of adolescents to anticipating the consequences of their behavior in standard school situations were studied. Adolescents with intellectual disabilities have a lower level of perception of school rules, less successfully master the normative space of school than their typically developed peers. Adolescents with intellectual disabilities have interpretation features of a regulatory situation manifested in the non-inclusion in the analysis of the victim's position reflection and that of the rules offender.

Keywords: social norms, the standard situation, reflection, adolescents, intellectual disability

INTRODUCTION

Mastering social norms

A significant problem for society is expanding integration space of children with difficulties in development as well as assistance in their socialization and adaptation. Mastering standards by a child should be considered as the process of child's socialization (Iches et al., 1982). A child masters the norm at social interaction within school, which is one of the socialization institutions of a child in society. For a child school and class practically appear as a kind of social space, which is organized in accordance with accepted in the community standards and student (Kalimullin, 2014), acting in this space and organizing his behavior, must take into account the system of norms and master it (Furnham et al., 1981). Such a

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social system in which students' behavior is implemented, acts as a space of socialization of their personality. Social norm is regarded as a component of regulating social behavior of an individual and groups (Bobneva, 1978); socio-cultural tool that regulates relations in the specific historical conditions of the life of society (Clayburgh, 1997).

Characteristics of norms and of standard situation

Student's socialization is expressed in such characteristic as normative behavior. Analysis of the cultural, sociological, pedagogical and psychological work shows that often the subject of scientists' interest lies in understanding the norm, its mastering by a child (Magnusson, 1981, Artemyeva, 2015) and also in the formation of an individual in a specific situation. Norm presents a system of typical requirements, consisting of a finite number of elements whose conditions are understandable and predictable (Aseyev, 1984); the new standard is set in the space between the cultural and biological, drawing its energy (the hidden) in the natural and shaping it into a cultural form (Bayanova, 2013, Tsivilskaya, 2015). The objective basis of the norm should be found in real social relations of people. Standards as a means of actions regulation are carried out by a separate person or a social system in a particular situation (Bobneva, 1978); social norm always carries a juxtaposition of an individual and a group, a kind of "biological tension", as it appears to be a restrictor of natural impulses in human behavior (Veraksa, 2003); norm is defined by a specific and desired course of action, combined with the prescription "to coordinate future actions with this sample" (Parsons, 2002). Norm is a unit of measurement. This is a particular social quality, singled out from real processes and communications (relationship), existing not only and not so much in the objects of reality, but in the public mind (Plakhov, 2011). Norm has a certain orientation, acting as a guide for action to form both personal qualities and cultural elements of society. Norm becomes effective and applicable in practice only when transforming from the field of social consciousness to the individual one (Penkov, 1990, Sallivan, 1999). Every social group has norms regulating permissible means of achieving a goal; they are inscribed in customs and traditions. The norms are permitted institutional framework of behavior that appear in some opposition to an individual behavior in meeting his needs (Merton, 2006). People often take norm and regulations as a negative force, restricting their freedom of expression and making them follow these regulations. However, they allow a person to plan, anticipate, predict; they also make it possible to adjust one's behavior in the case of "uncertainty" of the situation (Myers, 1999).

The generalization of these provisions makes it possible to designate characteristics of the norm:

- norm does not depend on individual consciousness, it is objective (Bobneva, 1978; Myers, 1999; Parsons, 2002);
- it acts as a regulator of human behavior, it imposes social expectations (Myers, 1999, Merton, 2006; Penkov, 1990);
- thanks to the norm, it is possible to foresee the future (Aseyev, 1984; Myers, 1999, Parsons, 2002).

Reflection as a property of standard behavior of adolescents

Reflection can be seen as a mechanism by means of which a teenager is mastering standards (Penkov, 1990) as his self-understanding (Prikhozhan, 2011), understanding of his inner world and the inner world of the people around him (Korzinkina, 2005). Reflexivity is the main feature of normative behavior as when caught in the regulatory situation, an individual must be able to discern and interpret the rules, "linked" to the given circumstances; one needs to constantly ask questions about the acceptability of certain actions or of their inappropriateness in

the given circumstances (Veraksa, 2003). Under reflection we understand the ability of an individual to think in place of others and to understand what others think; an individual comprehension in the perception of the communication partner (Harter, 1990; Andreeva, 1996).

Central in the understanding of reflection, they identified a process of rethinking, as a mechanism, which not only differentiates in every developed human "I" his various structures, but also as the integration of the "I" into a kind of integrity. Reflection is understood as the ability of an individual to analyze and study, correlating their own actions with the objective situation (Davydov, 1996).

In the given definitions of reflection, it is important that together they define a variety of contents acting as objects, at which reflection can be directed. It turns out that an individual may reflect the following: a) knowledge of the role structure and of the organization of collective interaction; b) understanding of the inner world of another person and causes of some of his acts; c) the acts and images of their own "I" as an individual; d) the knowledge about the object and ways of acting with it (Nigmatullina, 2015).

METHODS

Participants

The study involved 30 students in the age of 13: 15 correctional school students (with a diagnosis of intellectual disability, mild degree), including 6 girls and 9 boys, as well as 15 students of a boarding school (without developmental disorders): 8 girls and 7 boys.

Research questions

Hypothesis 1. Adolescents with intellectual disabilities, experiencing difficulties with the differentiation of internal and external signs of regulatory situations have a lower level of perception of school rules and regulations, less successfully master the regulatory space of school.

Hypothesis 2. Anticipating the consequences of behavior in situations with violation of the norm (reflection) is defined by the ability of an adolescence to distinguish two signs of regulatory situations (victim and offender) and allows you to anticipate future events and human actions based on the analysis of real situations of communication and understanding the feelings and intentions of the participants of communication.

Materials

To study the perception of the regulatory situation the method of "Perception of regulatory situation" was used (Pashchenko, 2010), which helped identify the direction and intensity of the perception in the analysis situation and interpretation of the given situation. The method of "Anticipating the outcome of the situation in violation of the rules" was also used (Ulyanova, 2008), which allowed determining the ability of a teenager to anticipate the consequences of his behavior in the regulatory situation by the following parameters:

- 1) the ability to allocate the external signs of the situation: the victim, the offender of the rules;
- 2) the ability to allocate internal signs of the situation: the rules, regulations;
- 3) to anticipate further development of the situation

Procedure

In carrying out the method "The perception of the regulatory situation" (Pashchenko, 2010) the teenager is given a card with three pictures: "You will be shown the card with three pictures on it. Each picture is numbered from 1 to 3. You need to look closely at each picture, compare them with each other, and then give the number of the picture which, in your opinion, will be different from the other two, or to point out the two similar pictures. The cards present the images with typical for a student situation.

The method of "Anticipating the outcome of the situation in violation of the rules," consists of 16 pictures with real and familiar for children subjects. The first group of pictures (1-8) constitutes conflict situations, the second (9-16) - the situation with offenses. The teenager is asked: "Look carefully at the pictures. Describe what is happening. What do you feel about it? How could the situation end in your opinion? If you have any questions, ask them now" (Ulyanova, 2008).

RESULTS

In the course of the study we identified the rate of normativity for teenagers (NQ - normativity quotient), that acts as an indicator of normative perception of the situation. This indicator reflects the level of representation of common group norms, interpreting the external signs of the regulatory situation of a particular student. Calculation of normativity is done using the formula:

$$NQ = N_A / N_{rp} * n * 100,$$

where N_A - is a value, "The perception of the regulatory situation" method for each teenager; N_{rp} - is a coefficient, reflecting R parameter by the results of the "The perception of the regulatory situation" method in a whole group; n - is a number of participants in the group.

$$N_i = B_H * 4 + B_P * 3 + B_{\Pi} * 2 + B_{\text{И}} * 1,$$

where B_H - coefficient of the R value in relation to H; B_P - coefficient of the R value in relation to P; B_{Π} - coefficient of the R value in relation to Π ; $B_{\text{И}}$ - coefficient of the R value in relation to И. (Paschenko, 2010). The values in the range from 16 to 80 were taken as those of low level of perception of school rules and regulations, the average value ranged from 81 to 120, and the values ranging from 121 to 160 were taken as high level of perception (Table 1).

Understanding the regulatory situation by teenagers with intellectual disability is lower than by their peers. Low degree of understanding of the regulatory situation was detected in 43% of pupils. Upon presentation of triads, adolescents with intellectual disability choose one extra picture (which is much easier), they did not understand the situations relating to the free activities of students (break time). Teenagers in boarding school-lyceum could identify both one different picture and two similar pictures, they better differentiated school situations.

Students with a high level of understanding of the regulatory situation (10% of adolescents with intellectual disability, 20% of teenagers in a boarding school) quite successfully master the regulatory space of school, as they are able to differentiate the regulatory features of the situation; correspondence to the teacher's role expectations is typical of their behavior. It can be assumed that the complexity of differentiation occurs in the situation of formation in the mind of the student the regulatory scheme and the simultaneous expansion of the spectrum of analyzed signs.

Table 1. The levels of perception of regulatory situations by adolescents with intellectual disabilities and adolescents in boarding school

Participants	Levels of perception of regulatory situations in %		
	Low	Average	High
Adolescents (Intellectual disability)	43	47	10
Adolescents in boarding school	13	67	20

(without Intellectual disability)

Using the method of "Anticipating the outcome of the situation in violation of the rules" (Ulyanova 2008) peculiarities of teenagers' reflection of the regulatory situation were identified (Table 2).

Characteristics of teenagers with intellectual disability and their peers by the level of ability to foresee the consequences of behavior are markedly different. For teenagers with intellectual disability characteristic as a low level of ability to foresee the consequences of behavior (80%), a high level of ability to foresee the consequences of behavior is not presented. Teenagers with a low level of formation of the ability to anticipate the implications of behavior are not characterized by adequate realizing the results of their own actions or those of other people, they are not oriented in the generally accepted rules and standards of conduct.

Teenagers do not estimate life situations objectively; some of its elements are ignored or distorted. They do not always realize what society demands of them. Adolescents with intellectual disability show indifference to the victim: "a boy strips a girl of her bag, she bursts into tears. They will later make it up and play together"(examinee 1)," A girl was walking past an old lady who dropped the walking-stick. The girl did not apologize "(examinee 5),"A boy lumps the blame on the girl "(examinee 8). Often a victim is not notable in situations with a criminal content: "Crime" (examinee 9), "Robbery" (examinee 11), "Theft" (1 examinee 3), "Pickpocket" (examinee 13), the "Fake Call" (examinee 15). Unlike their peers adolescents with intellectual disability are able to single out only one external sign, they have difficulties with determining two signs (the victim and the offender). "He will have to apologize" (examinees 4, 5, 6), "Next time do not do this" (examinees 7, 12, 15). For adolescents with intellectual disability internal signs of the situation (regulation, current standard) are not accepted as significant for an individual. For them the absence of rules verbalization is characteristic ("You can't do that", "Don't!"). In our opinion, this excludes the allocation of rules in the mind of a teenager, decreases the accuracy of internal signs reflection of the situation.

The outcome of the situation, as a rule is not analyzed by teenagers with intellectual disabilities. When asked by researchers ("What do you think the outcome of the situation could be?") the participants refused to answer ("I do not know", "I do not want to think")

Adolescents in boarding lyceum have mostly an average ability to foresee the consequences of behavior (67%), low ability to anticipate the implications of behavior is not represented. Teenagers show sympathy for the victims: "The girl was hurt, she is crying" (examinee 1), "They did not help an old lady" (examinee 5) "The boy feels uncomfortable being laughed at" (examinee 7), "A woman is robbed" (examinee 13). Teenagers express outrage with the fact of rules violation: "You can not hurt the girls like that" (examinee 6), "It is not good to laugh when someone fell down" (examinee 7). Adolescents with a high level of formation of the ability to anticipate the implications of behavior in situations in violation of the norm (33% of teenagers from boarding-lyceum) are able to anticipate the future behavior of people on the basis of the analysis of real communication situations, to predict events based on the understanding of feelings, thoughts and intentions of the participants of communication. They know how to build a clear strategy for their own behavior in order to achieve this goal.

Table 2. The research results of capacity for anticipating the implications of behavior in a situation in violation of the rules by adolescents with intellectual disabilities and adolescents in boarding school-lyceum

Participants	Level of formation of the ability to anticipate the implications of behavior in the situation in violation of the norm (in %)		
	Low	Average	High

intellectual disability)	80	20	-
om boarding school-lyceum ectual disability)	-	67	33

DISCUSSION

The obtained in the research results are consistent with the study of Yegorova (2014), Snezhkova (2002), Akhmetzyanova (2015) which found that children with an ID poorly develop ability to anticipate the results of their behavior compared to their peers without intellectual disorders. However, the present study revealed the conditions allowing adolescents to assess the implications of their behavior: it is the ability to allocate external signs of the situation: the victim, the rules offender and the ability to allocate internal signs of the situation: the rules and regulations.

A low level of regulatory behavior, the ability to anticipate the actions of people and the relationship events of adolescents (ID) with others reduces the possibility of adaptation to life (social adaptation) (Killen et al., 2013), presents risk factors (Tipton et al., 2013), and results in inappropriate behavior. Specific predictors of such behavior are presented in Lindsay et al. study (2013). In this context preventive measures become relevant (Allen et al., 2013). Identified in the study particular understanding by adolescents the standard school situations, rules and regulations allows developing correctional programs, trainings aimed at the development of the adolescent needs and the ability to assimilate ideas about themselves, about outward things (Platow et al., 2008), understanding their needs and ways to meet them in a socially acceptable manner.

Opportunities for further research in this area include: (1) the study of a large volume sample of adolescents with ID with the aim of studying the risk factors of antisocial behavior (Dickson et al., 2005); (2) identification of the role of social and environmental factors in violation of normative behavior in children and adults with intellectual disability. A deeper understanding of the regulatory rules reflection by adolescents with an ID will greatly enhance the opportunities for effective, timely interference for this vulnerable group of population.

CONCLUSION

The study revealed that the process of mastering standards is due to the adolescent's ability to allocate significant signs and relationships in the perceived situation. The exact interpretation of the external signs of the situation, which is manifested through the operation of reflection acts as the critical condition for the normative development. The obtained in the study data, the comparative results analysis of adolescents with and without disabilities allows us to confirm the first hypothesis according to which adolescents with intellectual disability have a lower level of perception of school rules and regulations and are less successful in mastering the regulatory space of school. The complexity of the regulatory rules differentiation is associated with a pure formation in the mind of an adolescent with intellectual disability a regulatory scheme and a range of situation signs.

The adolescent's ability to distinguish two signs of regulatory situations (victim and offender) allows foreseeing future behavior of people and events, the consequences of behavior in violation of the rules situations (reflection). Peculiar interpretation of a regulatory situation by adolescents with intellectual disability involves the failure to include in the reflection analysis the position of the victim or the offender, rules and regulations, based on the situation in violation of the rules. Adolescents are not able to interpret the subject, perfect components of a regulatory situation, and as a result the description of the situation outcome is ignored.

Adolescents with intellectual disabilities revealed a low (80% of participants) and average (20% of participants) level of ability to foresee the implications of their behavior. They are worse oriented in the generally accepted rules and regulations of behavior than their peers without disorders in development. These adolescents do not estimate life situations objectively; some of the elements are ignored or distorted. They do not always understand what society demands of them.

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