



Preface

Another volume of the Interdisciplinary contexts of Special Pedagogy constitutes a contemplation of further changes in the special education (of which a transition from segregation education to active learning became one of the main assumptions) as well as of the out-side school functioning of persons with disabilities. It is no longer a subject of discussion that these deliberations should be based on ecological systems theory conceptions and standardisation activities. In the paradigms of special pedagogy theoretical analysis, A. Krause¹ presented a transition from a biological paradigm, through humanistic, social and standardising to an emancipatory paradigm. Standardising paradigm is related with searching and creating an environment for a person with disability that will be “opening” and not “blocking” their possibilities of self-development and self-realisation. While searching for the grounds and preparing external environment (including school), one may refer to, among others, the assumptions of ecological systems theory. The first one comprises the theory of U. Bronfenbrenner² stemming from the ecological psychology conception, the second one – the theory of F. D. Horo-

¹ A. Krause, *Współczesne paradygmaty pedagogiki specjalnej*, Oficyna Wydawnicza Impuls, Kraków 2010.

² U. Bronfenbrenner, *The Ecology of Human Development*, Harvard University Press, Cambridge 1979.

witz³ stemming from a structural – behavioural model of human development. In compliance with the assumptions of, among others, the systems model, it is assumed that human development depends on the relations they establish with close and distant social environment. This mutual system of connections and relations constitutes important grounds for human development in all areas of their functioning. And since a peer group (school class) comprises (apart from a family) one of the first microsystems, the deliberations regarding education in the context of its offer as well as achievement of complex objectives are still up-to-date. Therefore, G. Dryżałowska in her analyses refers to *learning about their interdependencies and conditions that seem to be crucial for stipulating current situation of the disabled and broader social contexts*. In her text, she indicates *areas, where reasons for taking wrong and, as a consequence, simulated activities to the benefit of social integration are located*⁴. Similar deliberations are presented by K. Tersa, as she uses as a starting point the problem of rooting an educational establishment in its local environment from a perspective of developing a school open to diversity. By indicating the reasons of failure in this scope, the author refers to, among others, the problem of teachers' education, which is indirectly also discussed in the text by B. Śliwerski. He indicates that *the condition of partial moral anomy in the academic environment, in Poland, not only weakens the ethical causal power of scientific staff, but also results in weakening social capital and also in pathologies in the process of scientific promotion*. The weakness of described education of academic staff invites reflection on who and how prepares future teachers and therapists to exercise their profession. After all, the process of preparing teachers and parents to understand and establish an environment for educating students with

³ W. Pilecka, *Perspektywa systemowo-ekologiczna*. In W. Pilecka, M. Rutkowski (ed.) *Dziecko ze specjalnymi potrzebami edukacyjnymi w drodze ku dorosłości*. Impuls, Kraków, 2009.

⁴ All fragments written in this text in italics are quotes (selected by the editor) from abstracts prepared by particular authors.

disabilities comprises one of the conditions of the education's quality and effectiveness. Furthermore, experiences gained from the relations between them in the school environment will decide, if a child acquires competences necessary to function in the future.

In compliance with the UNESCO data, approximately 33% of students are educationally underdeveloped (and this index increases with age). Therefore, in the recent years, in international fora more and more attention is paid to educational issues of persons with disabilities or, in a broader sense, with difficulties in learning. Documents that include regulations regarding the area of educating children and youth with disabilities include, among others: Salamanca Statement (1994), Lisbon Strategy (2000), Declaration of Madrid (2002) and a resolution adopted in Luxembourg (2002) – Education in Europe: diverse systems and shared goals until 2010. A. Mikrut in his deliberations referred to another document, that is, the Convention on the Rights of Persons with Disabilities ratified by Poland in 2012, in the context of the obligation to provide all persons with disabilities with an access to “rational improvement”. The author *attempted to find symptoms of anti-discriminatory measures in the area of education law and its practical examples*. As indicated by himself, *in consequence, it has been proven that in the analysed area many solutions are compliant with the spirit of “rational improvement”*.

Despite positive conclusions regarding changes in the educational system of students with disabilities, one can still discuss a lack of a complex plan of action in this area, which leads to chaos and discouragement caused by a lack of belief in the possibility of introducing effective practical solutions in the discussed area. Examples of the above include, among others, a (recent) “hasty” introduction of a regulation of the Ministry of National Education: 1) of 28 August 2017 amending the regulation on children individual, obligatory, annual preschool preparation and children and youth individual teaching; 2) of 9 August 2017 on principles of organisation and providing psy-

chological and pedagogical support in public preschools, schools and establishments; 3) of 9 August 2017 on the conditions of organising education, upbringing and care for children and youth with disabilities, socially maladjusted and at risk of social maladjustment. Those documents caused anxiety among parents and teachers of children with disabilities regarding the scope and responsibility of educational establishments in the area of meeting special educational needs. Theorists and practitioners have previously indicated a lack of cooperation (in formal and legal activities) between teachers, specialists and parents in designing and providing support for SEN students. The aforementioned deliberations regarding preparation of educational establishments to welcome a child with disability and their family provided a starting point for analyses conducted by I. Konieczna and K. Smolińska. Their text concerns *a development of therapeutic teams in formal and legal, organisational and theoretic aspects (on the grounds of Stefan Kwiatkowski's professional competences' development theory)*.

Another very interesting thread concerning new areas of searching for understanding and interpretation of disability comprises M. Wlazło's reference to *the development of Disability Studies (interdisciplinary, critical studies on disability)* due to which *the awareness of "false universality of disability" was growing*. The author indicates that *it became evident that treating disability as the main and even the only factor uniting persons with disabilities is both, a theoretical and a practical abuse*.

Also the text by T. Żółkowska provides a response to the need of *updating deliberations on a human (with disability), on their possibilities and destiny*. As indicated by the author, *system transformation that took place in our country changed the scopes and forms of social life. Economic, social and cultural changes resulted in forgetting a disabled person. Therefore, it became necessary to rebuild a humanistic programme based on investigating the human being, their abilities and capabilities*. Three other texts (E. Nieduziak, S. Pawlik, E. Zamojska) addressing the issue of their creativity in a thera-

peutic aspect as well as with regard to the emancipatory paradigm, correspond with the need to search for abilities and capabilities of persons with disabilities. A specific supplement to the deliberations regarding social functioning of persons with disabilities in the society of “able persons” is provided by a text by D. Podgórska – Jachnik, where she *elaborates on “good” and “bad” charity activities, as well as ethical guidelines for such activities. The text includes questions on an appropriate for the 21st century model of support provided by nongovernmental organisations to persons at risk of social exclusion.*

Elaborations on disability included herein are supplemented with texts referring to foreign experiences in this area. E. Kulesza and L. A. Butabayeva presented results of the research conducted among Kazakh parents regarding their knowledge on disability. Whereas, J. Belzyt described the situation of a person with disability in the South African countries.

I am pleased to present to you another volume of the Interdisciplinary contexts of Special Pedagogy and I hope that multi-threaded issues regarding school and outside-school situation of persons with disabilities discussed herein will be an inspiration to start theoretical deliberations and practical activities in this scope. Simultaneously, I would like to thank all authors for their effort to share their reflections and for providing inspiration to ask further research questions.

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