



Preface

We are proud to present you with the new volume of *Interdisciplinary Contexts of Special Pedagogy*, which covers reflections on issues ranging from the support provided to disabled people during their school education to the early and late adulthood. Such an arrangement seems reasonable taking into account the fact that in every phase of development, especially the juvenescence, school is a place where people try to find their identity based on their own reflections and the opinions of important persons from their environment. It is a significant place where they get information that enable them to assess their own intellectual and social abilities as well as professional predisposition influencing their further education and self-development¹. This volume starts with an article by A. Mikrut, which offers the continuation of the reflections started in the previous issue concerning the provisions of the Convention on the Rights of Persons with Disabilities ratified in 2012 in the context of the obligation to provide all disabled persons with the access to 'reasonable accommodation'. The author continues to analyse the support provided to students with special education needs *in the area of education law as well as practical examples of its application*². He

¹ Furmańska E., 'Samoocena i samoakceptacja we wczesnej adolescencji', *Edukacja i Dialog*, 2001, no. 1.

² All fragments of the text written in italics (selected by the editor) are quotations from abstracts prepared by the authors.

points out that *he managed to identify in the analysed area numerous solutions that comply with the spirit of 'reasonable accommodation'*. An article by N. Bar from Israel is, to a certain extent, a continuation of the analysis concerning the education system for disabled children. It contains a description of the work processes applied simultaneously in Israeli preschools. The first process is intended for students with special needs in mainstream preschools in the context of the early development support. The second one involves the work with a child which aims to prevent the necessity of referring them to special education. These processes reflect the change in the education law and in the educational practice within the Israeli system of education, which have become focused on the support for children with special education needs and their inclusion into mainstream preschools. I hope that the Reader will treat this article as an occasion to compare special and inclusive education systems in Poland and Israel. This part of the issue is closed by an article by I. Kaiser discussing the opinions of the parents of students with mild and moderate intellectual disability on the ways and importance of spending free time by their children. I hope that the results presented here will provoke reflection both among teachers as well as parents and therapists, who sometimes forget that the life of a disabled child is not only 'school and therapy'.

The second part of the theoretical and academic reflections is related to adults. The first three texts refer to the situation of parents in the context of upbringing a disabled child. On the one hand, one can conclude that a family bringing up a disabled child performs the same activities as all families, yet, on the other hand, its situation is specific, as it must face permanent stress and crisis. Its typical character is related to mechanisms that shape and affect it as well as tasks that it must perform. There is no difference between these tasks and the ones faced by all families. However, the consequences of the dissimilarity of a family with a disabled child analysed in the same contexts, that is, the systemic and relational approach, make it possible to formulate certain assumptions in the area of priorities. Disability of a child implies changes in the life of a family. It trans-

forms the patterns it follows and may lead to the increase of tensions and conflicts between family members. It therefore seems necessary to summon the internal adaptation abilities of a family, which involves mainly the transformation of the behavioural patterns of individual members as well as the change of the hierarchy of values or roles in the family in order to ensure effective adaptation to the experienced change³. D. Aksamit presents in its article *the accounts of mothers bringing up their adult children with profound intellectual disability, who represent motherhood that differs from the general model role of a mother and the model role of a woman*. K. Kaliszewska offers a theoretical analysis of the process of adapting to the role of a parent of a child with the Down syndrome. Referring to source literature, she shows how difficult, multi-stage and stress-inducing the process is both for the mother and for the father.

A. Mach presents a completely different look at parenthood. She refers to a case study concerning early motherhood and the growing up of an intellectually disabled woman.

The adulthood and the old age of disabled people is another area that is analysed in this issue. This part opens with an article by I. Chrzanowska, in which she makes *an attempt to analyse certain issues in the area of gerontology related to disabled people. The problems are analysed in the context of social ageing observed in Poland and in the world, particularly Europe. The selected areas of reflection are combined with the belief that it is necessary to conduct academic research that could fill the gap in the achievements of Polish special needs education in the area of research conducted to date on the issue of the broadly defined life situation of senior disabled persons*. Other texts presented in this issue prove that the adulthood appears in the research on special needs education much more frequently than the old age. I. Myśliwczyk presents study results based on the analysis of the narratives of nursing home workers. As she point out, the study *has revealed the*

³ See B. Jachimczak, 'Dydaktyczne i pozadydaktyczne uwarunkowania efektów nauczania indywidualnego dzieci przewlekle chorych'. *Impuls*, Cracow 2011, p. 60-61.

'subjective truth' about the functioning of intellectually disabled adults. The analysis of the narratives revealed workers' actions that can support, initiate and shape the lives of adults at the institution or impair their functioning to such an extent that they become passive, reserved and isolated. A. Gutowska tackled the issue of experiencing otherness by intellectually disabled adults. In her qualitative study results, she presented separate categories of otherness based on interviews with 14 intellectually disabled adults, participants of the District Mutual Aid House and their carers (parents and workers of the District Mutual Aid House). The article by B. Tylewska-Nowak is mainly devoted to the future plans and dreams of the residents of nursing homes for intellectually disabled persons.

The following two articles discuss the examples of therapeutic practice for adults. The first one – by M. Hinc-Wirkus – is a description of a case that involves the application of 'orientation and time management training' in a daily routine of a person with moderate intellectual disability. The second one – by T. Wejner – presents the issue of dyslexia and its influence on the occurrence of a depressive disorder in a young man, discussing the role of educational therapy.

The entire reflection on the adulthood of a disabled person, their possibilities and limitations closes with an article by I. Ramik-Mażewska presenting work as a source of emancipation.

I am very grateful to the Authors for their research involvement and contribution to the dissemination of study and theoretical analysis results, and I hope that their work will inspire you for further research on the adulthood and old age of disabled persons. I also encourage all Readers to share their own research results in our magazine.

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