



Introduction

Interdisciplinary Contexts of Special Pedagogy, Volume 22, is a new collection of scientific texts dealing with contemporary problems of special pedagogy.

The volume opens with texts on the activity of the elderly and experiencing this period of life with dignity.

Bernadeta Szczupał takes up the subject of dignity, everyday life and support for elderly people with disabilities. The author points to problems related to the lack of clear rules of protection of the rights of the elderly, and the consequent difficulties in undertaking systematic solutions related to care, support and assistance in various spheres of life.

Jolanta Izabela Wiśniewska undertakes reflections on changes taking place in the theoretical approach to adult education. She emphasises the role of educational activity aimed at the elderly. The author presents education as a lifelong process, which is also part of old age, and the changes that have taken place in modern society give the elderly an opportunity to participate in various spheres of life.

This issue is also raised by Maria Trzcińska-Król, in her article "Seniors in the media world". The text also refers to education in this period of life in such forms as e-learning and distance learning, but the author also stresses that mastering IT and media skills and

competences enables and facilitates the handling of everyday matters, such as making payments, booking tickets, etc. The text also contains reflections related to the issue of access of the elderly to new technologies. The author asks the question of what problems and opportunities arise before seniors in connection with the use of new technologies. She seeks the answers in the literature on the subject and in the presented research results.

The next three texts concern issues of people with autism spectrum disorders. Barbara Winczura raises the issue of early diagnosis. She points to symptoms observed in the first years of life (with a strong focus on symptoms in the first and second year of life) in terms of building social relations, the development of speech and communication, as well as emerging stereotypical and repetitive patterns of behaviour. The author also presents diagnostic tools used in early diagnosis for disorders from the autism spectrum.

Magdalena Charbicka provides readers with a characterisation of one of the areas where abnormalities in children with autism are observed – the development of play. She focuses on presenting the differences between stages of play presented by a child with normal development compared to a child with ASD, and presents the results of her research in this area. The conclusion she presents may be important for early diagnosis in this area on the one hand, and for therapeutic intervention on the other.

Lucia Bednářová discusses the subject of parents of children with autism spectrum disorders. She presents a review of research on the stress of parents of children with ASD, its influence on psychosocial functioning and the relationship with their disabled child.

Further texts deal with the issue of people with visual disabilities. In her first article, Joanna Gładyszewska-Cylulko discusses the course of the first phase of development in blind children included in E. Erikson's concept, stressing that its proper course is the basis for further development of a proper relationship between the immediate family and the child. He points out what consequences may occur in the development of blind children if there is a lack of

appropriate experience during the period in question. The author does not leave without an answer the question of how to prevent irregularities in the course of the first phase of development.

In her second text, the author takes up the issues of self-stigmatisation of people with visual disabilities. She explains the psychological mechanisms underlying stigmatisation, presents society's beliefs about blind people, and discusses the stages of development of self-stigmatisation and the conditions that strengthen it. As in her first text, the author attempts to indicate the possibilities of preventing this phenomenon in society.

Magdalena Szubielska, Katarzyna Pasternak, Marzena Wójtowicz and Anna Szymańska also took up the issue of social assessment of blind people. She presents the results of research concerning how children and adults evaluate art created by people with visual disabilities. The author attempted to answer the questions of whether the aesthetic assessment of art created by people with visual disabilities changes with the age of the audience and whether it depends on the category of products observed.

Paweł Cylulko also takes up the subject of visual disability. In his text, he discusses the possibilities of using music therapy to support the physical development of a blind child. He points to the role of the integration of music with various forms of movement in supporting psychomotor development and improving orientation and locomotion in space.

In her article, Agnieszka Jędrzejowska draws attention to the communication skills of children with Down syndrome. She presents the results of research on the ability of children with Down syndrome to communicate with their peers in a kindergarten group. The author indicates a selection of methods to improve communication in the studied children, as well as the features of the peer group supporting communication opportunities.

Renata Marciniak-Firadza presents the results of research on the development of word creation in children and adolescents with moderate and severe intellectual disabilities. The author draws attention to the way that word-forming structures exist in the linguis-

tic consciousness of the examined group and whether the newly created words are in accordance with the existing Polish language word-forming patterns.

The next text presents an interdisciplinary approach to the phenomenon of resistance. Beata Gumienny introduces “resistance” to special pedagogy, to the world of people with disabilities, as well as to the educational environment. The author points out that the discussed phenomenon is neglected in special pedagogy and requires detailed research exploration.

Agnieszka Woynarowska asks about “The meanings of intellectual disability in the Internet users’ discourse” in her article, presenting the results of research, where she analyses the statements of Internet users referring to articles published online about norms, otherness, disability and Down syndrome.

The next text takes the reader to the Czech Republic. Tomasz Kasprzak presents the approach to education of people with multiple disabilities in the Czech Republic. He also analyses the term “multiple disabilities” by reviewing Polish and foreign language literature, with particular emphasis on the Czech approach.

The next four texts cover the issue of education of students with intellectual disabilities, starting with the choice of institution, through the trends in case law and diagnostic possibilities.

Jolanta Lipińska-Lokś presents a report from research on the opinions and experiences of parents in the area of their choice of education for children with disabilities. The presented material has the character of qualitative research. The author tries to indicate the conditions of parents’ earlier choices concerning the educational path of their children with disabilities and to determine the level of appropriateness of the choice of a given form of education.

Jacek Sikorski analyses the individual case of a student with moderate intellectual disabilities in the context of acquiring basic school skills, such as reading, writing and numeracy, and indicates the change in these areas over a period of 10 months as a result of the application of educational and therapeutic influences.

Mariusz Wielebski presents the readers with the way from the decision on special education to the individual educational and therapeutic programme. He analyses and interprets the regulations that controlled the creation of this document, its construction and the possibilities of proper use of this document in pedagogical work.

Izabella Gałuszka on the other hand, introduces in her text the problem of individual teaching for students whose health makes it impossible or significantly hinders their attendance at school. The author presents the results of research on the tendency to rule on individual teaching in the Małopolskie Voivodeship. Analyses have been undertaken, among others, of such aspects as the frequency of granting this type of education, the number of documents issued at different stages of education and the reasons for issuing this type of judgement.

The last scientific text of this volume is the publication by Aneta Jarzębińska, in which the author tries to indicate the sources of support for parents of children with a lethal congenital defect. She shows the specificity of parents' functioning after the diagnosis of a lethal defect in a child, describes the support that parents receive from medical staff, other parents or the hospice.

Volume 22 closes with a review of the monograph "The Emotions of Children and Young People with Difficulties in Development and Behaviour" prepared by Stanisław Kowalik and a report from the conference prepared by Jolanta Lipińska-Lokś.

Dear Readers, you hold in your hands Volume 22 of *Interdisciplinary Contexts of Special Education*, which gathers in one place scientific discussions on the subject of disability in its broadest sense. I would like to thank the authors for their efforts in working on their texts and their willingness to share their research results and reflections with the readers.

I encourage your further cooperation.

Aneta Wojciechowska

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