



Special pedagogy at a crossroads. Perspectives of contemporary special pedagogy

ABSTRACT: Grażyna Dryżałowska, *Special pedagogy at a crossroads. Perspectives of contemporary special pedagogy*. Interdisciplinary Contexts of Special Pedagogy, no. 25, Poznań 2019. Pp. 105-125. Adam Mickiewicz University Press. ISSN 2300-391X. DOI: <https://doi.org/10.14746/ikps.2019.25.05>

The article is an attempt to reflect on the difficult situation in which special pedagogy was found. It is more difficult than the crisis that took place after 1989, because the fascination with the idea of normalisation and integration is gradually decreasing, and there is no new concepts for the further development of special education as a scientific sub-discipline obliged to respond to modern challenges.

KEY WORDS: special pedagogy, crisis, contemporary challenges

The crossroads mentioned in the title of the article suggests that special pedagogy is in a difficult situation. In my opinion, this situation is a result of the lack of a concept of further development of special pedagogy as a scientific sub-discipline intended to respond to today's challenges. Although special pedagogy has been subject to significant changes (under the influence of normalisation and integration postulates) including an unprecedented in the history of development of special pedagogy change in education, early sup-

port for the development of children with disabilities, scientific potential and the importance of disability issues in the sub-disciplinary and inter-disciplinary discourse. So not only did the special pedagogy make up for a theoretical 'belatedness', but it also strengthened its significance in the development of humanistic thought. However, I feel that we still face the same dilemmas. We are equally helpless when we face discrimination, marginalization, exclusion, auto-marginalization of people with disabilities from different social living spaces and causes, as in the early stages of development and evolution of special pedagogy, but that without much hope for success, without believing that we currently have some influence on limiting the problems, that the proposed changes are not the building of sandcastles, a delusion that only seduces people with disabilities. And this situation is more difficult than the crisis that has affected special pedagogy after 1989, because today we have no longer a 'good' excuse. A lot of attention was devoted to this issue by Amadeus Krause¹ and Iwona Chrzanowska².

We have no good excuse when new challenges overlap the unresolved problems, and when fascination with the idea of normalisation and integration is gradually decreasing, and the practical fulfilment of the tasks covered by it proves to be more difficult and more complicated than it was assumed in the initial period of popularisation. Also today, when actions are taken – their assessments by various social organizations, institutions, persons with disabilities and their caregivers, as well as special pedagogy specialists, are still not fully satisfactory and where the dominant ostensible nature weakens the enthusiasm for their continuation, and there are no new, equally attractive, stimulative concepts.

Civilisational changes, political system changes, the processes of globalisation and European integration, the changes in social life

¹ A. Krause, *Człowiek niepełnosprawny wobec przeobrażeń społecznych*, Oficyna Wydawnicza 'Impuls', Kraków, 2005. *Współczesne paradygmaty pedagogiki specjalnej*, Oficyna Wydawnicza 'Impuls', Kraków 2010.

² I. Chrzanowska, *Pedagogika specjalna. Od tradycji do współczesności*, Oficyna Wydawnicza 'Impuls', Kraków 2015.

have become a special opportunity to reflect on the changes in pedagogy, which after the year 1989 attempted to engage in actions to support social change and building democratic social governance; creating a 'different' pedagogy, deprived of ideology, more effectively corresponding to social expectations. Building genuine democracy, a democratic society and the model of exercising it, where the most important task, as Zbigniew Kwiecieński wrote, becomes '*action for the right of each individual to fully develop its competences, to continuously go up, and to achieve happiness, the right to live actively in social groups and to participate in decision-making processes and civic activities at each level.*'³ And this is, as he claims, the task of the entire educational system, the whole raising society and its constituents. It is a special obligation of the education.

Fifteen years earlier, Heliodor Muszyński⁴ referred these tasks to the fundamental function of education, i.e. preparing the individual for full self-realization through various areas of life and activity, among which work takes an important place, but equally important is the preparation of each individual for the fullness of life, to give his whole life a quality that meets individual needs and aspirations.

Special pedagogy as a sub-discipline of pedagogy, to the same degree as pedagogy, took up this task after 1989, This is so as Maria Grzegorzewska⁵, in formulating the special goal of special pedagogy as a social revalidation of children and youth deviated from the norm, understood it again as development, general and vocational education, socialization of the pupil and the fullest possible inclusion in social life. The subsequent stages, first of development

³ Z. Kwiecieński, *Przyszłość edukacji i pedagogiki w świecie bez przyszłości. Ratujmy naszą młodzież*, [in:] M. Dziemidowicz, B.D. Gołębiak, R. Kwaśnica (eds.), *Przetrawianie i rozwój jako niezbywalne powinności wychowania*, Wyd. Nauk. DWSE TWP, Wrocław 2005 p. 17.

⁴ H. Muszyński, *System wychowania i opieki w szkole i poza szkołą. Raport tematyczny nr. 29*, Komitet Ekspertów do spraw Edukacji Narodowej, Warszawa-Kraków 1990.

⁵ M. Grzegorzewska, *Pedagogika specjalna*, PIPS, Warszawa 1964.

in the 1950s, then the evolution of special education in the 1960s and after 1973, i.e. after the publication of the *Guidelines for the Development of Special Education and Assistance to Children with Developmental Disorders* (*Wytyczne w sprawie rozwoju kształcenia specjalnego i pomocy dzieciom z odchyleniami i zaburzeniami rozwojowymi*) by the Ministry of Education, until now, have contributed to significant changes in the education of pupils with disabilities, but have not met these expectations.

Admittedly, as Wojciech Gasik stated: The guidelines were '*an important set of findings and assumptions, which in fact determined the directions of special education in Poland for many years forward*'⁶, but their postulative and even utopian character and the way they treat special education as a margin, an 'extension' of mass education, did not cause any significant changes in the practice of special education. Only integrated education, initiated in 1989 with the establishment of the first integrated kindergarten in Warsaw, legitimised by the Act on the Education System of 7 September 1991 (as amended) and dynamically developing thereafter, resulted in a change in the concept of education of students with disabilities, departing from segregated education to the popularisation of integrated forms of education.

It also had a significant impact on the academic special pedagogy. For many years, the idea of educational integration focused the attention of special pedagogy specialists. Many problems that had been overlooked or unnoticed took on a different meaning. The research on integration, its effects on social allocation, effective strategies for including people with disabilities in mainstream social life, organisation of the teaching process of strongly differentiated groups of students in common education, changes in social attitudes towards people with different types and degrees of disability at least at the declared level, have certainly set the way for the development of special pedagogy as a sub-discipline of pedagogy.

⁶ W. Gasik, *Ewolucja edukacji specjalnej*, [in:] (ed.) A. Hulek, *Edukacja osób niepełnosprawnych*, Upowszechnianie Nauki – Oświata 'UN – O', Warszawa 1993, p. 12.

Legitimising the presence of students with special pedagogical needs in mainstream education has brought pedagogy and special pedagogy closer. However, this rapprochement was for both parties of a forced character rather than resulting from the intentional cooperation of general and special educators in order to achieve the goal of integration education: the inclusion of people with disabilities in the community of non-disabled people. Antonina Ostrowska's research (2015)⁷ is undeniable proof of this statement.

Thus, the Alexander Hulk hopes of inclusive education, the approximation of general and special pedagogy, was not fulfilled. He expressed it in the article published in 1993: 'Podstawy, stan obecny i przyszłość edukacji osób niepełnosprawnych' (The foundations, current state and the future of education for people with disabilities).

He wrote: '*Common assumptions and objectives of general and special pedagogy (...) will be brought closer, and on certain sections they will become the same, especially in solving practical tasks and through comparative studies on the education of non-disabled and disabled people*', '... although mutual relations between general and special education will represent a complex picture, the cooperation between them will grow⁸. The convergence of the two systems will be affected, on the one hand, by '*the further process of individualizing teaching in common schools (schools for all) and, on the other hand, opening special education to the environment and eliminating 'specific', objectively unjustified problems*' (pp. 39).

Meanwhile, instead of individualising the learning process, we have a curriculum and focus on specific problems and specialised assistance as a basic precondition for educating children and young people with disabilities in integration schools and public schools, including special ones.

The persistent recognition of special needs as the most important ones has reduced the common teaching to institutional inte-

⁷ Antonina Ostrowska, *Niepełnosprawni w społeczeństwie 1993-2013*, Wydawnictwo IFiS PAN, Warszawa 2015.

⁸ A. Hulek, *Podstawy, stan obecny i przyszłość edukacji osób niepełnosprawnych*, [in:] (ed.) A. Hulek, *Edukacja osób niepełnosprawnych*, Upowszechnianie Nauki – Oświata UN – O', Warszawa 1993, p. 24, 39.

gration and decided on the weakness of inclusive education in achieving the objective of this form of education – their social integration (G. Szumski 2010)⁹. Ordinary schools are not, and probably still will not be schools for all. Therefore, neither the expectation placed on inclusive education and the real convergence of general and special pedagogy, nor the integration of children and young people with disabilities and the school community, and their inclusion in the community in adulthood, were fulfilled. Numerous evidence confirming this finding is easily found in the results of studies and statistics on the level of education, employment, unemployment, social allocation of persons with disabilities.

Eventually, the core curriculum and equalisation of educational opportunities for students with disabilities, focused on special needs, determined the superficiality of actions taken in this respect. This fact was repeatedly emphasized by A. Krause in his publications. While, as he states, *'activities to support people with disabilities in the traditional sense are well mastered by various sub-disciplines of special pedagogy, the effectiveness of activities promoting their integration and normalisation of the environment in which they live, also in regular school, is rather superficial, and preparing them to the functioning in a dynamically changing reality – insufficient'*.¹⁰

On the direction of the development of special education

The dynamically changing reality poses new challenges before special education. They were described in detail by A. Krause in eight chapters of his monograph published in 2005, each of them ending with a sub-chapter: Implications for special pedagogy. I will quote selected fragments from each of them.

⁹ G. Szumski, *Wokół edukacji włączającej: Efekty kształcenia uczniów z niepełno-sprawnością intelektualną w stopniu lekkim w klasach specjalnych, integracyjnych i ogólnodostępnych*, Wydawnictwo Akademii Pedagogiki Specjalnej, Warszawa 2010.

¹⁰ A. Krause, *Współczesne paradygmaty pedagogiki specjalnej*, Oficyna Wydawnicza 'Impuls', Kraków 2010, p. 79.

- *'adequate response of the theory and practice of special pedagogy to signalled changes, both positive and negative: assistance to the disabled so that despite difficult conditions (being encumbered with the disability, need for help) he or she can realize himself/herself as a person and, regardless of his/her abilities, became a productive member of communities of the disadvantaged' (p. 41)*
- *'adaptation of the support and care system for people with disabilities to the new conditions of individual functioning. (...) the style of upbringing, socialisation and revalidation of disabled people, and in particular representing the 'transmission of open and liberating the autonomy of the individual, enabling his/her as an entity, conscious participation in the process of one's own revalidation' (p. 63)*
- *'response to changes in the conditions of social functioning of a disabled person and perception of him/her in their surroundings. Such response in theoretical areas would aim at analysing the discussed processes in the context of the direction of development and tasks of special education, with particular emphasis on the threats and opportunities to which these processes contribute. Thus, by pointing out the threats and methods of counteracting them, one would expect a response from the pedagogical practice in the form of specific neutralising, protective and stimulating actions.'* (p. 87)
- *'debates on the normalisation of the community of disabled people, which have been mainly focused on school, education, work, home, partnership and leisure activities, etc., should be extended to further areas of 'equal rights' (...) it is possible to expect changes in the attitude to people with disabilities, but also understanding the person with disabilities in special pedagogy itself.'* (p. 99)
- *'In the context of transformational changes, it should therefore be assumed that the upbringing of the disabled goes far beyond the scope of tasks that were topical in the sixties and seventies, both in their content, extent and implemented forms. This means, firstly, a qualitative change in the conditions to which a disabled individual has to prepare to meet the demands of social life. (...) the concepts, theories and educational practice of the previous years must be subject to constant verification and supplementation. (...) the change in*

the content of the education process is closely related to the changes in its scope and form.' (pp. 166, 167)

- *'due to changes in the institutional system of care for the disabled and in order to change the socio-economic conditions of their lives, the manners of implementation of the function of special pedagogy must be re-examined and updated (...); the questions concern the possibility of participation of special pedagogy in the construction of a 'new' security system for persons with disabilities, that is its participation in preventive, activation, supportive, informative and educational activities, with countering the processes of marginalisation, isolation and stigmatisation at the same time. (...) the question about the real chances of special education in countering the consequences of the systemic transformation and the changes in the style of the government's care towards people with disabilities.'* (p. 184)
- *'clarification of the relationship between normalisation and integration. Integration can only precede normalisation of the community of people with disabilities in declarative and ideological form. (...) (...) its implementation as an idea is only possible after a number of standardisation conditions have been fulfilled. This is because it is illusory to believe in the success of integration processes only on the basis of the socially declared acceptance of its assumptions. (...) Integration (...) is primarily non-discrimination and non-exclusion. (...) Living in normalised surroundings opens the way to the integration process, but is not tantamount to it: at the same time, the lack of normalised surroundings rules out social inclusion. (...) two basic tasks of special pedagogy emerge. The first is to prepare people deviating from the norm, as far as possible, to new professional conditions: the second is the participation in organising a new, protective and at the same time activating employment system.'* (pp. 204, 208, 209)
- *'adaptation of special education to changes that have just been initiated, which are both a response to the post-modern and global situation, taking into account the phenomena of globalisation, individualisation, rationalisation or creation of cyberspace.'* (p. 219)¹¹

¹¹ A. Krause, *Człowiek niepełnosprawny wobec przeobrażeń społecznych*, Oficyna Wydawnicza 'Impuls', Kraków 2005, pp. 41, 63, 87, 99, 166, 167, 184, 204, 208, 209, 219.

They should have been in place, but they were not used by special educators, they did not even provoke discourse on these, already outlined, directions of the development of contemporary theoretical academic special pedagogy and the necessary solutions that would make their practical implementation real. They did not initiate the *'developing of a new philosophy that could define the priorities of special pedagogy for the years to come'*.¹² Also, they did not find any reflection in practical solutions: changes in the design of education goals, development of curricula and methods used in rehabilitation, improvement and education of students with various types and degrees of disability in both integrative and special forms of education. Moreover, special education, under the pressure of developing integration education, has become, for a long period of time (almost four decades), a marginal problem both in theory and in the practice of special education. I raised this problem in an article published in 2017.¹³

It seems that despite the above statements, currently the chance of bringing the above-mentioned goals of general and special pedagogy closer together is significantly greater than ever before in each of the periods of development and evolution (after World War II) of Polish special pedagogy, at least for several reasons.

First of these reasons: according to A. Krause, *'special pedagogy makes up for the theoretical backlog after a period of 'digging in' revalidation issues, looks for its scientific identity at the intersection of many disciplines, reaches for inspirations far beyond 'effective repair' of a human, breaks away from didactic and therapeutic domination. It can be said that a new special pedagogy is being created, voluntarily giving up the sweet privilege of being a hermetic 'backyard', the locality of comprehending and interpreting, holding on to a concrete thing, camouflaging the lack of competence with the specificity of disability.'*¹⁴

¹² Ibidem, p. 122.

¹³ G. Dryżałowska, *Integracja edukacyjna z innej perspektywy*, Interdyscyplinarne Konteksty Pedagogiki Specjalnej, Wydawnictwo Naukowe UAM, 2017, no. 16.

¹⁴ A. Krause, *Teoretyczne implikacje pedagogiki specjalnej – pedagogika krytyczna*, 'Studia Edukacyjne', 2013, no. 25, p. 8.

However, it is worth noting that special pedagogy has never explicitly stated that the correction, improvement, correction of disorders and functional limitations is not the most important objective of its influence. Important one, but limited to the auxiliary function in the process of restitution and recognition of people with disabilities, respect for human dignity, the right to autonomy and equal treatment, despite the fact that for many years the goal of rehabilitation has been changed from maximum normalisation to the normalisation obtainable in a given individual case. In the social dimension, it did not advocate the extension of the limits of 'normality' and tolerance for other ways of carrying out tasks at a certain stage and level of development of people with disabilities.

Another reason is changes in approaches, which, similarly as in pedagogy, took place in special pedagogy *'according to which basic terms were defined, theoretical concepts were described, (...) historical paradigmatic transformations, which became the foundation of changes not only in definitions and terminology in special pedagogy, but also consequently the basis of research and interpretation, the emergence of new problems not explored so far, often inconvenient, often inconvenient or even embarrassing, but aimed at unambiguous legitimisation of the issue as socially significant'*¹⁵. Yes, but ... their impact on the universal perception, meanings determining the 'habitus' of people with disabilities is still rather limited in scope, because special pedagogy still participates little in the construction of the 'new' social security system due to insufficient involvement in preventive, activating, supportive, informational, educational activities and activities to counteract processes of marginalisation, isolation and stigmatisation of people with disabilities, and has extremely little influence on the changes in the criteria of social selection.

The next and most important reason, 43.2% of school students with different types of disabilities are covered by integrative and inclusive education. Others benefit from special forms of education.

¹⁵ I. Chrzanowska, *Pedagogika specjalna. Od tradycji do współczesności*, Oficyna Wydawnicza 'Impuls', Kraków 2015, p. 397.

Therefore, there is a common goal of education for general and special educators – preparation for the fullness of life – common didactic and educational problems, common responsibility for solving them and educational results, for the development of non-disabled and disabled students, for their successful and satisfying life. Low effectiveness of integrative and special forms of education in including people with disabilities in the main stream of social life points, I believe, to a lack of coherence between the objectives set and the activities undertaken – the superficial nature of activities undertaken in this respect.

Therefore, the potential for change is significantly greater than in each of the earlier development periods, the evolution of special pedagogy and general pedagogy, but a new impetus is needed for its effective use in designing and implementation of changes in special pedagogy. Bringing educators together, it broadly understood social movements and government institutions in pursuit of coherence of objectives and actions for normalisation, integration and participation in the collective life of people with disabilities.

Although the idea of integrative education has not changed substantially, the evolving social reality, new challenges, knowledge and experience show that its continuation requires new solutions, clear answers to many difficult questions including the most important one: Who the teacher is supposed to be in modern school, when 'uncle Google' took over the functions of promoting knowledge among the 'common' people (the main task of the teachers of 'old' school), while the world, in the 'global village' became available at your fingertips and when the modern days call for creativity, self-realization, self-determination and self-development, and competences enabling cooperation/interoperability in diverse, also culturally diverse, teams. When socially desirable programmes (so far neglected, although always present in school) for raising the young generation 'call', through various, unfavourable, sometimes horrific (school) events, for attention, consideration, their serious treatment and implementation. Questioning the legitimacy of emphasizing, at least in relation to selected groups of school students with disabili-

ties, of the traditionally dominant (main in school) cognitive development programme focused on equipping the students with knowledge divided into study subjects and its effective acquisition, vis-a-vis the education of the younger generation, understood as *'a conscious and deliberate pedagogical action aimed at achieving relatively stable effects (developmental changes) in the personality of the pupil'*¹⁶ in schools, also those which educate students with disabilities, is almost absent and rather delegated to parents. Thus, the school, an institution responsible for the preparation of the younger generation to undertake and responsibly fulfil the roles of adulthood considered itself released from this obligation.

And the second, equally important question, about the implications of the changes in the preparation of teachers for special education during five-year-cycle studies, intended to serve their better preparation for fulfilling the objectives of special education, but nobody exactly knows which ones. It is difficult to clearly state whether these objectives are aimed at compensation for deficits, as was assumed by M. Grzegorzewska 1964¹⁷, or the normalisation of the lives of people with disabilities as expected by A. Hulek 1977¹⁸, social integration according to Aleksandra Maciarz 1999¹⁹ and Władysław Dykcik 1997.²⁰

However, regardless of these doubts, several questions can be formulated: will the dividing of teacher training into the 3-year cycle and the 5-year cycle of study enhance the wide perception of special pedagogy as a special school pedagogy, will it emphasize

¹⁶ Z. Kwieciński, B. Śliwerski, *Pedagogika. Podręcznik akademicki*, vol. 1, PWN, Warszawa 2011, p. 22.

¹⁷ M. Grzegorzewska, *Pedagogika specjalna*, PIPS, Warszawa 1964.

¹⁸ A. Hulek, *Wspólne i swoiste zagadnienia w rewalidacji różnych grup z odchyleniami od normy*, [in:] A. Hulek (ed.), *Pedagogika rewalidacyjna*, PWN, Warszawa 1977.

¹⁹ A. Maciarz, *Z teorii i badań społecznej integracji dzieci niepełnosprawnych*, Oficyna Wydawnicza 'Impuls', Kraków 1999.

²⁰ W. Dykcik, *Problemy autonomii i integracji społecznej osób niepełnosprawnych w ich środowisku życia*, [in:] W. Dykcik (ed.), *Pedagogika specjalna*, Wyd. Nauk. UAM, Poznań 1997 b.

again the distinctness of special pedagogy, will it contribute to the re-marginalisation of disability issues in general education and consequently will it divide the community of educators into so-called integrative pedagogy specialists and special pedagogy specialists, despite this not being the purpose of these changes. What philosophy of education, education and care should constitute the basis for the curricula for training teachers for inclusive and special forms of education? What about the idea of integration in special education, what programme and based on what model of disability it should be designed?, what does this mean to the definition of the role of teacher, educator, tutor in special education, the list of necessary competences to be acquired by teachers and educators in special education centres, and inclusive forms of education. What are the implications of these changes for theory, research and practice in pedagogy and special pedagogy? This entails the question about the overriding goal of inclusive and special education, and if it is still a common goal, then there is a question how to achieve it, what conditions are to be met for responsible, effective implementation in two different situations of teaching people with disabilities.

To be answered, these questions require a reflection and a balanced decision because these answers, supported by the authority of the people who form them, decide about the changes, their scope and the consequences, the responsibility for the construction of social governance and the organisation of education of children and young people with disabilities, building an inclusive society or strengthening exclusive mechanisms, creating legal, administrative and organisational criteria according which such divisions can be/will be created.

Special pedagogy or inclusive pedagogy?

The most important thing remains, the crossroads referred to in the title of this study. The changes that have already took place in special pedagogy and those to be made in the future require

answers to the following questions: is the name of the sub-discipline of pedagogy 'special pedagogy' still adequate?, are the educational and assistance activities being undertaken still rely on it, or rather is it or does it become a specific trap that strengthens the former divisions, criteria for classification and social selection, an obstacle to the development of discipline as the science responsible for preparing disabled children, young people and adults to broadly understood social participation: shaping skills and competences to new challenges in a dynamically changing and increasingly complex reality, to undertake diverse, accessible roles and tasks assigned to them, life activities within the various groups and institutions covered by the organisation of collective life.

The last change of the discipline's name from traditional 'therapeutic pedagogy' to 'special pedagogy' took place in 1957. Probably it was related to the reissue, at that time, of the M. Grzegorzewska's textbook 'Pedagogika lecznicza' (Therapeutic Pedagogy) under the title changed title to 'Pedagogika specjalna (Special Pedagogy), and the 'special school pedagogy' reactivated by her.

Considering the evolution and current challenges of the modern world faced also by Polish special pedagogy, it seems that currently a more appropriate name would be inclusion pedagogy or inclusive pedagogy.

Inclusion and inclusive education have in recent years become extremely popular terms in special pedagogy, also in pedagogy and education studies. They are often used as synonyms of inclusive education (cf. Szumski, 2010, 2011).²¹

Inclusion, according to Rozalia Ligus (2012, p. 319), *'not only does it take into account disabled adults and children, but also undertakes the challenge of expanding public space for the benefit of real rather than os-*

²¹ G. Szumski, *Wokół edukacji włączającej: Efekty kształcenia uczniów z niepełnościami intelektualną w stopniu lekkim w klasach specjalnych, integracyjnych i ogólnodostępnych*, Wydawnictwo Akademii Pedagogiki Specjalnej, Warszawa 2010; Szumski G. (2011), *Teoretyczne implikacje koncepcji edukacji włączającej*, [in:] Z. Gajdzica (ed.), *Uczeń z niepełnościami w szkole ogólnodostępnej*, Sosnowiec: Oficyna Wydawnicza *umanitas'*.

tensible exercise of human rights, which applies to broadly understood cultural, ethnic and social diversity'²². The need to include these latter problems in the field of special education was postulated by A. Hulek as early as in 1993, although, at that time, the problem of migrants was not as common as it is today.

Inclusive education, in its beginnings, was a revolutionary project, a project of fundamental paradigmatic change. Hopes were pinned on it for deep reconstruction of schools and education, its transformation so as to reflect and represent diverse identities in the entire school surroundings. Speaking in Roger Slee's words, inclusive education is becoming a field of cultural politics aimed at social reconstruction.²³

However, this did not happen in Poland. Inclusive education has become established only as a synonym of integrated education, reduced to a modified organisation of education of disabled students, acceptance for the presence of individual cases in every school and public class without any social reconstruction R. Slee wrote about.²⁴ It also failed to meet the hope for the reconstruction of schools and education. It did not contribute to the development of new, more effective instruments for 'equalising educational opportunities' of this group of students, e.g. solutions regarding flexibility of curricula, time of education, manners and methods of supporting and making the process of social acceptance more dynamic, and ultimately the social inclusion of disabled people both during education and afterwards in adulthood.

Therefore, the core curriculum and IPET (individual educational and therapeutic programme), are still applicable, as they do in in-

²² R. Ligus, *Pedagogika inkluzji i zarządzanie piętnem – znaczenia, interpretacje, praktyki*, [in:] P. Rudnicki, M. Starnawski i M. Nowak-Dziemianowicz (ed.), *Władza, sens, działanie: studia wokół związków ideologii i edukacji*, Wydawnictwo Naukowe Dolnośląskiej Szkoły Wyższej, Wrocław 2012, p. 319.

²³ R. Slee, *The Inclusion Paradox. The Cultural Politics of Difference*, [in:] M.W. Apple, W. Au, L.A. Gandin (eds.), *The Routledge International Handbook of Critical Education*, Routledge, London–New York 2009, p. 180.

²⁴ *Ibidem*.

clusive education. Which means that we are still teaching all students the same, according to the same curricula, with the same standards for assessing their educational progress and in the same time frame. Those who have outstanding potential, those with medium cognitive development potential, and those who fall into the category of weak students, students at risk or students experiencing educational failures. The effects of such action are, as a rule, predictable. *'As long as the class or school, according to A. Hulk, work in accordance with the rule that all students should learn the same, at the same time and under the same conditions, the obstacle to integration will not be the student's characteristics, but the functioning of the school'*.²⁵ Therefore, not only did inclusive education fail to fulfil its task, but also, ignoring, as it seems, its own idea, failed to undertake it in a responsible manner.

The idea of equal social participation of various groups, included in the concept of inclusion, suggests considering changing the name 'special pedagogy' to 'pedagogy of inclusion' proposed by R. Ligus²⁶ (2012, p. 319). It seems that after 62 years, the time has come for a change. The argument here is *'the directions of changes in which special pedagogy should engage'* specified by A. Krause²⁷ and his deliberations on the need to change contemporary paradigms in the field of terminology, diagnosis, social arrangements on disability and knowledge of people with disabilities built on their basis. This includes changes in the integrative paradigm, which he reduces cautiously to *'disseminating consent to the coexistence of non-disabled and disabled people'*, which he explains as an unequivocal taking of

²⁵ A. Hulek, *Podstawy, stan obecny i przyszłość edukacji osób niepełnosprawnych*, [in:] (ed.) A. Hulek, *Edukacja osób niepełnosprawnych*, Upowszechnianie Nauki - Oświata 'UN - O', Warszawa 1993, p. 34.

²⁶ R. Ligus, *Pedagogika inkluzji i zarządzanie piętnem - znaczenia, interpretacje, praktyki*, [in:] P. Rudnicki, M. Starnawski i M. Nowak-Dziemianowicz (red.), *Władza, sens, działanie: studia wokół związków ideologii i edukacji*, Wydawnictwo Naukowe Dolnośląskiej Szkoły Wyższej, Wrocław 2012, p. 319.

²⁷ A. Krause, *Człowiek niepełnosprawny wobec przeobrażeń społecznych*, Oficyna Wydawnicza 'Impuls', Kraków 2005, p. 221.

*'a position on specific empirical, but also theoretical or even ideological-and-philosophical consequences (and) means adopting the concept of integration as consent to the coexistence of a diverse, equal community whose members are interconnected and have specific responsibilities one to another'*²⁸. He also points out, referring to Józef Sowa and Franciszek Wojciechowski, to *'the need to develop a leading philosophy that could set priorities for action in the years to come'*²⁹ (as cited in: A. Krause, 2005 p. 222). A philosophy based on recognition of the natural rights of the human person and strict, objective ethical criteria.

An additional and perhaps even the main argument is the humanisation of social life, in which *'the entity's subjectivity, its right to self-development and self-determination, respect for human rights have gained particular significance, and the process of individualisation has initiated change in objective living conditions and above all attitudes and the manner how individuals think of their own lives, including thinking about their own fate by people who are not fully capable and now better educated owing to the dissemination of integrative forms of education, an more conscious of their rights and ready to enforce them.'*³⁰ Claiming for their own place in the social space.

The inclusion takes up the challenge of widening the public space for the real, not ostensible, exercise of human rights. So it seems to meet expectations to designate and support further directions of development: the evolution of special pedagogy.

There is a need for change because, as stated by A. Krause *'The universal scope of integration is not supported by direct contacts in the natural surroundings and the elimination of the distance of otherness seems to be small. (...) It is illusory to believe in the success of integration processes only on the basis of the socially declared acceptance of its as-*

²⁸ A. Krause, *Współczesne paradygmaty pedagogiki specjalnej*, Oficyna Wydawnicza 'Impuls', Kraków 2010, p. 154.

²⁹ A. Krause, *Człowiek niepełnosprawny wobec przeobrażeń społecznych*, Oficyna Wydawnicza 'Impuls', Kraków 2005, p. 222.

³⁰ G. Dryżałowska, Dryżałowska G., *(Nie)konieczne zmiany w pedagogice specjalnej*. Kwartalnik Pedagogiczny 2013, no. 4(230), p. 7/8.

*sumptions*³¹. I think that the special pedagogy's responsible reaction to the old, still unsolved problems and these new challenges of the modern world without the transformation of the discipline itself is also illusory. The very complexity of the problems of special education, the contexts and the criteria of social governance in which they are taken poses a difficulty here. It is a vast knowledge, a new experience, incomparable to that of the 1950s or even the 1990s. It requires a different systematisation, including new classification criteria. Such attempts are already visible in the still applicable special education handbook edited by W. Dykcik³² and very clearly visible in the latest I. Chrzanowska's book³³, and also in journals issued by leading universities in Poland 'Niepełnosprawność. Dyskursy pedagogiki specjalnej' (Disability, Discourses of Special Pedagogy) of WUG, 'Interdyscyplinarne Konteksty Pedagogiki Specjalnej' (Interdisciplinary Contexts of Special Pedagogy) of WUAM, 'Człowiek Niepełnosprawność Społeczeństwo' (Man. Disability. Society) of APS and such publishing series as: 'Miejsce Innego we współczesnych naukach o wychowaniu' (The place of the Different in modern sciences on education) or earlier 'Roczniki Pedagogiki Specjalnej' (Special Pedagogy Yearbooks).

The change of name would, perhaps, be a new impetus capable of effectively using the current potential of special education to engage in activities supporting social change and building a democratic social order and creating a 'new' pedagogy, more effectively responding to the social expectations of disabled children, young people and adults, including their carers.

The decision on whether, when, how and what name will be adopted will affect the new concept, academic and practical, of spe-

³¹ A. Krause, *Człowiek niepełnosprawny wobec przeobrażeń społecznych*, Oficyna Wydawnicza 'Impuls', Kraków 2005, p. 206.

³² W. Dykcik, *Problemy autonomii i integracji społecznej osób niepełnosprawnych w ich środowisku życia*, [in:] W. Dykcik (ed.), *Pedagogika specjalna*, Wyd. Nauk. UAM, Poznań 1997.

³³ I. Chrzanowska, *Pedagogika specjalna. Od tradycji do współczesności*, Oficyna Wydawnicza 'Impuls', Kraków 2015.

cial pedagogy: the theories, research, methods, diagnosis of needs, developmental and functional problems, forms of education, but also solutions supporting employment of people with disabilities. Solutions that will be in force in the future decades.

I believe that a kind of decision is urgently needed so that from an uncertain position at the crossroads of dilemmas, both academic and practical special education can choose the right paths of development to better serve disabled people, diagnosis of their needs, various assistance programmes and, above all, its practical dimension: the organisation of education and the ways of 'equalising educational opportunities' of disabled students because they critically affect or may affect the social allocation of people with disabilities. They will largely influence the vision and models of education of children and youth with disabilities, the system of care and support delegated to socially weaker units, their participation in social life and the level of social integration or marginalisation, exclusion, alienation; and finally, the evaluation of activities aimed at the implementation of the basic and unchangeable goal of special pedagogy, including the contemporary one. The question remains: is special education ready for such a change?

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