



Tendencies in issuing decisions on the need for individual teaching in the Malopolska voivodship

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The article is devoted to individual teaching as a form of education provided to pupils whose health condition makes it impossible or very difficult to attend school. The decision is issued by public psychological and pedagogical counselling centres at every stage of education from pre-school to upper secondary school. Due to the duration of research and collected data, the theoretical part refers not only to the acts and regulations of 2017, but also to the regulations no longer in force. The purpose of the dissertation is to try to answer the following questions: What is individual teaching? On what basis can this form of education be obtained? What are the possible consequences of individual teaching? In the research part, the author analyses data obtained from the resources of selected psychological and pedagogical counselling centres in the Małopolskie Voivodship. The analysis was compiled with the use of data of the Statistical Office in Krakow concerning the school year 2014/2015 and then discussed.

KEY WORDS: education, special educational needs, acts of educational law, individual teaching, some groups of pupils with SEN

*The purpose of education is to enable each individual to
to take possession of its individual potential*

John Dewey

Introduction

2017 was a time of many systemic changes concerning the education of children and youth. Individual teaching of children and young people in the school year 2017/2018 is organized on the basis of: the Act of 14 December 2016 – Educational Law, valid from 1 September 2017¹, the Regulation of the Minister of National Education of 28 August 2017 amending the Regulation on individual compulsory one-year pre-school preparation of children and individual teaching of children and youth² and the Regulation of the Minister of National Education of 7 September 2017 on decisions and opinions issued by adjudicating panels operating in public psychological and pedagogical counselling centres³. Regardless of the changes in the provisions of the educational law, the research presented below is to draw attention to the procedures and frequency of issuing opinions on the need for individual teaching.

The basic determinant of education, as stressed by J. Bałachowicz⁴, is the realization of teaching focused on the child, leading to the maximization of his or her personality potential and development of his or her subjectivity. Such optimisation of development is possible only if appropriate educational conditions, based on the principle of individualisation of education, are ensured. This individualisation manifests itself, first of all, in adjusting the teaching and educational strategies used in everyday work to the needs and possibilities of the student. Individual teaching offers the possibility of selecting methods of achieving goals, adjusting the pace of classes, methods and forms of acquiring knowledge and skills to the varied possibilities and preferences of the student.

¹ Journal of Laws of 2017, item 59.

² Journal of Laws of 2017, item 1656.

³ Journal of Laws of 2017, item 1743.

⁴ J. Bałachowicz, *Indywidualizacja jako postulat i konieczność współczesnej edukacji początkowej*, [in:] *Dziecko-uczeń a wczesna edukacja*, ed. I. Adamek, Z. Zbróg, Wydawnictwo LIBRON, Kraków, 2011, pp. 11–30.

Individual teaching is a form of special education that requires specific organisation of learning and working methods. Its aim is to provide children with developmental disorders with the opportunity to pursue compulsory schooling. M. Pilch⁵ points out that a student pursuing compulsory schooling cannot be required to make the effort of attending school if his or her disability or illness constitutes a real obstacle to this end, while overcoming this obstacle would impose a significant burden on the student. According to the Act on the Education System of 7 September 1991⁶ “individual compulsory one-year pre-school preparation or individual teaching shall cover children and young people whose state of health prevents or significantly impedes them from attending kindergarten or school. In the new Act of 14 December 2016 – Education Law⁷ with effect from 1 September 2017, the types of establishments in which children and young people may be subject to individual teaching have been extended to include other forms of pre-school education, as well as pre-school establishments in primary schools.

In order for a child to be covered by individual teaching, it is necessary to obtain: a decision on the need for individual one-year pre-school preparation of children attending kindergarten or other forms of pre-school education, or in the case of pupils a decision on the need for individual teaching of children and youth whose health condition makes school attendance impossible or significantly more difficult. The decision is issued by a public psychological and pedagogical counselling centre or a public specialist counselling centre. In accordance with the Regulation of the Minister of National Education of 18 September 2008 on decisions and opinions issued by adjudicating panels operating in public psychological and pedagogical

⁵ M. Pilch, *Ustawa o systemie oświaty. Komentarz*, Wydawnictwo Wolters Kluwer, Warsaw 2006.

⁶ *Announcement of the Speaker of the Sejm of the Republic of Poland of 31 October 2016 on the consolidated text of the Act on the Education System*, Journal of Laws of 2016, item 1943, Art. 71b, Section 1a.

⁷ Journal of Laws of 2017, item 59, 949, Art. 127, Section 2.

ical counselling centres⁸, the decision may be issued only at the request of the parent or legal guardian of the child. The application should be accompanied by a certificate on the child's state of health, in which the doctor specifies:

- the period, however, not shorter than 30 days, during which the child's state of health makes attending kindergarten or school impossible or significantly impedes their attendance;
- the diagnosis of the disease or other reason why the child's state of health makes attending kindergarten or school impossible or significantly hinders attending kindergarten or school;
- the extent to which a child whose state of health significantly hinders attending a kindergarten may participate in classes in which the core curriculum of pre-school education is implemented, organised with a group or individually in a separate room in the kindergarten;
- the extent to which a pupil whose state of health makes it significantly more difficult to attend school can participate in compulsory educational activities organised with a class at school or individually in a separate room at school⁹.

Currently, the new Regulation of the Minister of National Education of 7 September 2017 on decisions and opinions issued by adjudicating panels operating in public psychological and pedagogical counselling centres¹⁰, has changed the terminology: the decision on the need for individual compulsory one-year pre-school preparation and decision on the need for individual teaching. A certificate on the child's or pupil's state of health attached by the applicant may be issued by a specialist doctor or a general practitioner on the basis of medical documentation of specialist treatment. In the certificate, the doctor shall specify the following:

- the anticipated period, however, not shorter than 30 days, during which the state of health of the child or pupil prevents or significantly impedes attending kindergarten or school;

⁸ Journal of Laws of 2008, No 173, item 1072.

⁹ Journal of Laws of 2008, No 173, item 1072.

¹⁰ Journal of Laws of 2017, item 1743.

- the diagnosis of the disease or other health problem with an alphanumeric indication in accordance with the current International Statistical Classification of Diseases and Health Problems (ICD),
- restrictions on the child's or pupil's functioning resulting from the disease or other health problem, which prevent or significantly impede attending kindergarten or school¹¹.

The decision on the need for individual compulsory one-year pre-school preparation and individual teaching shall be issued for a period not longer than one school year. In such decisions, the panel shall specify the following:

- limitations in the functioning of the child and the pupil resulting from the course of the disease or therapeutic process;
- the period during which there is a need for individual, one-year compulsory pre-school preparation and individual teaching;
- the recommended conditions and forms of support to meet the individual's developmental and educational needs and the psychophysical abilities of the child and the pupil, including conditions for the development of its potential and strengths;
- actions recommended to promote the child's integration in the pre-school and school environment and to facilitate the child's return to kindergarten and the pupil's return to school;
- the recommended developmental and therapeutic goals, depending on the needs, to be implemented during the individual one-year compulsory pre-school preparation and individual teaching within the framework of psychological and pedagogical assistance provided (to the child and) to the pupil and, depending on the needs, to his/her parents by the kindergarten, school and counselling centre, together with an indication of recommended forms of psychological and pedagogical assistance;
- in the case of a student of a school providing vocational education – also the possibility of further education in the pro-

¹¹ Journal of Laws of 2017, item 1743, § 6.

fession, including the conditions for practical vocational training¹².

Until September 2017 the manner and mode of organizing individual teaching of children and youth was specified in the Regulation of the Minister of National Education of 28 August 2014 on individual compulsory one-year pre-school preparation of children and individual teaching of children and youth¹³. According to the cited document, teaching was organized for a definite period of time, in a way ensuring the implementation of the recommendations specified in the decision. Classes were conducted by one or several teachers who had individual and direct contact with the student. They took place in the child's place of residence, usually in the family home. They could also be organised in a kindergarten, in another form of pre-school education or in a school, if the decision indicated such a possibility, as well as in an institution, if it had a separate room in which the classes could be conducted.

Children and pupils who had been granted the decision on individual compulsory one-year pre-school preparation or individual teaching before 7 September 2017, when the Regulation on decisions and opinions issued by adjudicating panels operating at public psychological and pedagogical counselling centres entered into force¹⁴, may continue to benefit from this form of schooling. Following this date, decisions are issued on the basis of the new Regulation of the Minister of National Education of 9 August 2017 on individual compulsory one-year pre-school preparation of children and individual teaching of children and youth¹⁵. Pursuant to this act, individual pre-school preparation and individual teaching classes are conducted in the place of residence of the child or pupil, in particular in the family home and in special institutions: youth education centres, youth sociotherapy centres, special education and training centres, special education centres for children and young people

¹² Journal of Laws of 2017, item 1743, § 14, 15.

¹³ Journal of Laws of 2014, item 1157.

¹⁴ Journal of Laws of 2017, item 1743.

¹⁵ Journal of Laws of 2017, item 1616.

requiring special organisation of schooling, methods of work and education, as well as remedial centres enabling children and young people with profound intellectual disabilities, as well as children and young people with multiple disabilities, of which one of the disabilities is intellectual disability, the realization of compulsory schooling and compulsory education, respectively¹⁶. Classes may also take place at a foster family, in a family orphanage, in a care and educational institution or in a regional care and therapy centre, as referred to in the Act of 9 June 2011 on Family Support and the System of Alternate Care¹⁷.

Current legislation does not allow for individual pre-school preparation or individual teaching on the premises of a kindergarten or school. Compulsory educational classes conducted as part of individual teaching result from the framework curriculum of a given type and type of school and are adapted to the developmental, educational and psychophysical needs of the student, as specified in the decision on the need for individual compulsory one-year pre-school preparation or teaching¹⁸.

Controversies around individual teaching

The school should not fulfil the objectives of an anonymous society, but should meet the aims, desires and aspirations of specific participants of the educational process. It should be an institution that creates opportunities for self-fulfilment, unrestricted development of personality, as well as enabling the achievement of individual life goals. In a school defined in this way, as emphasized by T. Lewowicki¹⁹, a uniform definition of objectives and tasks ceases to be in force, and the scope of freedom in creating the educational

¹⁶ Act of 14 December 2016 – Educational Law, Art. 2, Section 7.

¹⁷ Journal of Laws of 2017, item 697 and 1292.

¹⁸ Journal of Laws of 2017, item 1616.

¹⁹ T. Lewowicki, *Przemiany oświaty. Szkice o ideach i praktyce edukacyjnej*, Wydawnictwo Akademickie Żak, Warsaw 1997.

model and the individual's own participation in education are determined by the general social norms and the principle: do not act to the detriment of others.

Individual teaching conducted at home or at school allows to adapt the ways of learning and activating the student to his/her abilities and predispositions. A student covered by this type of edu-

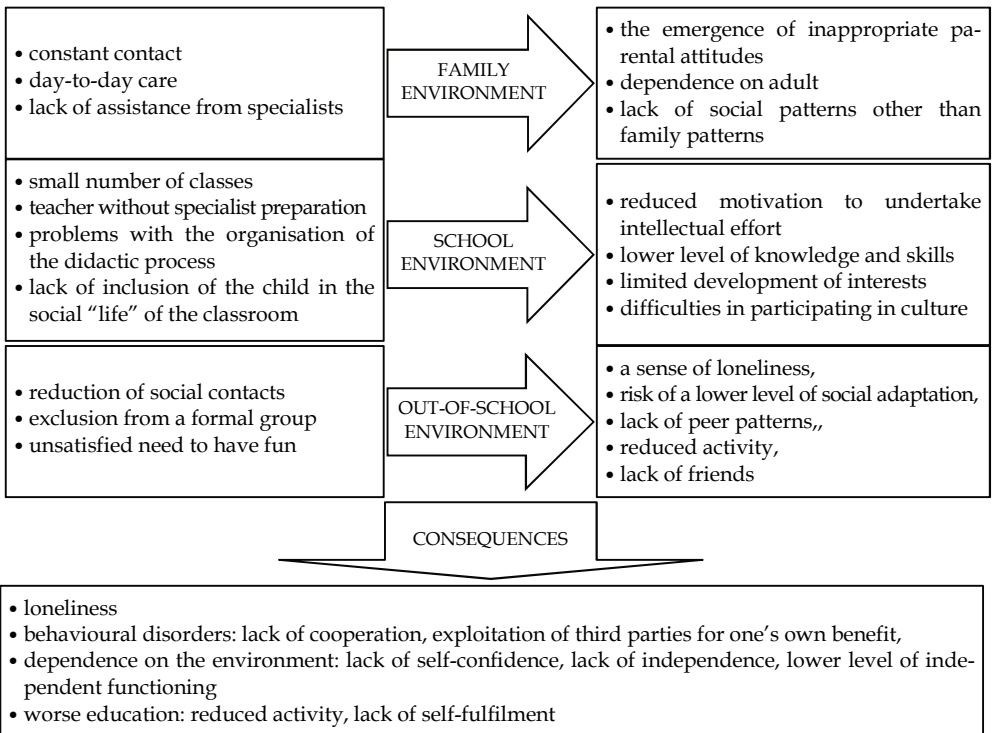


Diagram 1. Possible consequences of individual teaching for the child

Source: own elaboration, based on. B. Jachimczak²⁰.

²⁰ B. Jachimczak, *Dydaktyczne i pozadydaktyczne uwarunkowania efektów nauczania indywidualnego dzieci przewlekle chorych*, Oficyna Wydawnicza Impuls, Krakow 2011, p. 10.

cation, as emphasised by K. Rzedzicka²¹, is in a seemingly comfortable position, because he/she usually learns in the home environment, has his/her own teacher who is entirely engaged in working with one pupil, and whose attention and time is focused on one pupil, unlike in a typical school classroom. However, the biggest disadvantage of this type of schooling is that it contributes to the social isolation of the pupils. It also deprives them of the possibility of establishing social relations typical of school age with people from outside the family, especially with their peers.

B. Jachimczak²² listed the negative consequences for children in individual teaching, taking into account the child's functioning in the closest environment: family, school and out-of-school (Diagram 1).

The consequences of individual teaching, as indicated in diagram 1, affect the child not only in terms of functioning at school. Long-lasting, prolonged individual teaching can have a negative impact on the child's future life, both personal and professional. Limitation of social contacts, as well as difficulties in establishing them, may result in incorrect social development and lack of proper interpersonal relations. Furthermore, the reduction of educational requirements of individual teaching leads to a lower level of education and acquired skills. Methodologically limited classes reduce the possibility of comprehensive psychomotor development. J. Wyczesany²³ stresses that individual teaching is one of the most difficult forms of education for both children and young people. It lacks many valuable features of teaching and upbringing present in school institutions: generally accessible, inclusive or special institu-

²¹ K. Rzedzicka, *Kontrowersje wokół przejścia od nauczania indywidualnego do nauczania w zespole klasowym uczniów z mózgowym porażeniem dziecięcym*, [in:] *Nowatorskie i alternatywne metody w teorii i praktyce pedagogiki specjalnej*, ed. W. Dykciak, B. Szychowiak, Wydawnictwo Naukowe UAM, Poznań, 2001, pp. 117–123.

²² B. Jachimczak, *Dydaktyczne i pozadydaktyczne uwarunkowania efektów nauczania indywidualnego dzieci przewlekle chorych*, Oficyna Wydawnicza Impuls, Krakow 2011, p. 10.

²³ J. Wyczesany, *Pedagogika upośledzonych umysłowo: wybrane zagadnienia*, Oficyna Wydawnicza Impuls, Krakow 2005.

tions. Contact with peers and other teachers, which undoubtedly enhances students' knowledge and experience, should be particularly stressed.

Referring individual teaching to children with various disabilities, J. Wyczesany²⁴ distinguished three models of organisation of individual education, as well as the resulting heterogeneous consequences for the child's development (Diagram 2).

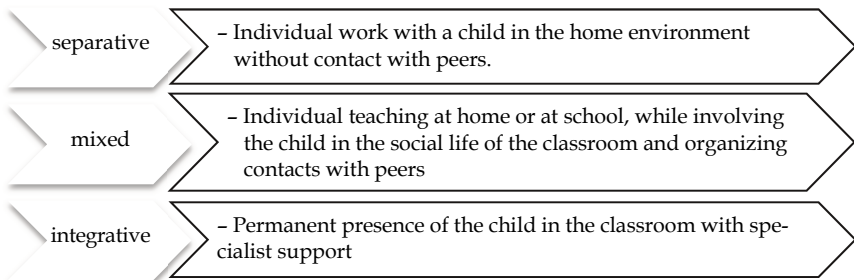


Diagram 2. Models of individual teaching

Source: own compilation, based on J. Wyczesany²⁵, B. Jachimczak²⁶.

The regulation of the Ministry of Education of 28 August 2014 on individual compulsory one-year pre-school preparation and

²⁴ J. Wyczesany, *Oligofrenopedagogika: wybrane zagadnienia pedagogiki upośledzonych umysłowo*, Oficyna Wydawnicza Impuls, Krakow, 1998; J. Wyczesany, *Problemy edukacji dzieci i młodzieży niepełnosprawnej w systemie nauczania indywidualnego* [in:] *Nowatorskie i alternatywne metody w teorii i praktyce pedagogik specjalnej*, ed. W. Dykcik, B. Szychowiak, Wydawnictwo Naukowe UAM, Poznań 2001.

²⁵ J. Wyczesany, *Oligofrenopedagogika: wybrane zagadnienia pedagogiki upośledzonych umysłowo*, Oficyna Wydawnicza Impuls, Krakow 1998; J. Wyczesany, *Problemy edukacji dzieci i młodzieży niepełnosprawnej w systemie nauczania indywidualnego*, [in:] *Nowatorskie i alternatywne metody w teorii i praktyce pedagogik specjalnej*, ed. W. Dykcik, B. Szychowiak, Wydawnictwo Naukowe UAM, Poznań 2001.

²⁶ B. Jachimczak, *Dydaktyczne i pozadydaktyczne uwarunkowania efektów nauczania indywidualnego dzieci przewlekłe chorych*, Oficyna Wydawnicza Impuls, Krakow 2011.

individual teaching of children and young people²⁷ enabled individual teaching based on a separative, mixed or integrative model. The Information and Promotion Department of the Ministry of National Education stressed that the condition of organising education according to a specific model²⁸ was the indication of such a possibility in the decision issued by a psychological and pedagogical counselling centre, on the basis of a certificate of the supervising doctor. Following the introduction of the new Regulation of the Minister of National Education of 9 August 2017 on individual compulsory one-year pre-school preparation of children and individual teaching of children and young people²⁹, children and pupils do not have the opportunity of individual teaching at school. Therefore, only two of the models mentioned above can be implemented: separative and mixed, with teaching organised at home. The legislator provides for other solutions for the integrative model³⁰, which, however, do not apply to a child with a decision on individual compulsory one-year pre-school preparation and a pupil with individual teaching, and as such are not the subject of this article.

The integrative model, when the child can be with a school group and attend individual classes, is the most beneficial for the child and has the least negative consequences. On the other hand, the least beneficial model for the child's emotional, social and cognitive development is the separative model, when the student, while staying at home, is deprived of contacts with a peer group and loses the opportunity to broaden his/her knowledge and interests. The mixed model works well if the student is not able to participate in classroom activities due to his/her health condition. In view of the

²⁷ Journal of Laws of 2014, item 1157.

²⁸ <https://men.gov.pl/ministerstwo/informacje/czy-uczniowie-objeci-indywidualnym-nauczaniem-moga-brac-udzial-w-zajeciach-dla-klas-odpowiedz-na-watpliwosci.html>

²⁹ Journal of Laws of 2017, item 1616.

³⁰ Cf. Regulation of the Minister of National Education of 9 August 2017 on the rules of organisation and provision of psychological and pedagogical assistance in public kindergartens, schools and institutions, Journal of Laws of 2017, item. 1591.

numerous negative consequences of individual teaching, it is necessary to consider the frequency and direction of indications of the need for individual teaching.

Assumptions of own research

The main aim of the research was to determine the trends concerning the decisions on individual teaching, taking into account: the number of decisions issued for all students from a given district, the number of children covered by individual teaching at particular stages of education and the most frequent reasons for issuing such decisions. The obtained data was collected by means of a diagnostic survey, using a document analysis technique and supplemented by interviews with the directors of these institutions.

The research was conducted in five selected public psychological and pedagogical counselling centres, in three districts in the Małopolskie Voivodship:

- wadowicki: Psychological and Pedagogical Counselling Centre in Wadowice and Andrychów,
- myślenicki: Psychological and Pedagogical Counselling Centre in Myślenice and Dobczyce,
- krakowski, the city of Krakow: Psychological and Pedagogical Counselling Centre No 2 in Krakow.

The sampling was purposeful in view of the number of pupils covered by the centres in a given region. In the districts of Wadowice and Myślenice, data was collected in all public counselling centres, while in the case of the city of Krakow as a district, only one of the four counselling centres authorised to issue decisions on individual teaching was selected. The data for the school year 2015/2016 made available by the counselling centres, in order to illustrate the number of decisions on individual teaching issued in relation to the number of pupils at a given educational stage, was compared with the data of the Statistical Office in Krakow concerning education for the year 2014/2015³¹.

³¹ <http://krakow.stat.gov.pl/statystyczne-vademecum-samorzadowca>

Tendencies in the frequency and indications of decisions on the need for individual teaching – results of own research

The first aspect of individual teaching that has been analysed is the frequency of granting the decisions on the need for such form of education against the background of the total population of students attending educational institutions in the analysed districts (Table 1).

Comparing the quantitative data obtained in the analysed psychological and pedagogical centres with the data of the Statistical Office in Krakow, it can be stated that in the districts of Wadowice (0.94%) and Myślenice (0.81%), nearly 1% of children among all pupils are covered by individual teaching. In the city of Krakow, the analysed percentage of children is 0.45%, however, it should be noted that data from only one psychological and pedagogical counselling centre was analysed from among four centres authorised to issue such decisions.

With regard to the number of decisions issued in individual centres and when comparing them with the stage of education, it can be noted that both in the district of Wadowice (1.6%) and Myślenice (1.07%) the decision on individual teaching is most often granted to students of lower secondary schools. On the other hand, in the city of Krakow, such a decisions is most often granted to students of upper secondary schools (1.18%).

The next part of the study focused on the determination of the number of decisions on the need for individual teaching, taking into account the stage of education (Table 2).

When analysing the data taking into account the stage of education, it was observed that the majority of decisions on the need for individual teaching were granted to lower secondary school students (36.1%). Taking into account the three years of teaching at this level of education, it can be assumed that on average there were about 58 students in individual teaching per year of schooling. Also primary school pupils constituted a relatively high percentage

Table 1. Number of decisions on the need for individual teaching in comparison with the number of pupils in primary, lower secondary and upper secondary schools

EDUCATIONAL STAGE	PSYCHOLOGICAL AND PEDAGOGICAL COUNSELLING CENTRE															
	Wadowicki district				Myslenicki district				The city of Krakow				In total			
	IT		N		IT		N		IT		N		IT		N	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Kindergarten	10	0.65	10 595	0.87	6	78	8968	0.23	4	39	16 610	20	186	36 173	0.51	
	59				72				35			166				
Primary school																
Lower secondary school	85	1.6	5287	1.07	48	48	4478	0.54	41	41	7588	174	174	17 353	1	
Upper secondary school	51	0.86	5911	0.48	25	25	5170	1.18	48	48	4069	124	124	15 150	0.82	
TOTAL	205	0.94	21 793	0.81	151	151	18 616	0.45	128	128	28 267	484	484	68 676	0.7	

Source: Own compilation based on data from the Statistical Office in Krakow* and data from own research.

Key:

IT - individual teaching

N - total number of students at a given educational level (data from the statistical office)

* <http://krakow.stat.gov.pl/statystyczne-vademecum-samorzadowca>

Table 2. Number of decisions on the need for individual teaching for children and youth in selected public psychological and pedagogical counselling centres in the Matopolskie Voivodship

PSYCHOLOGICAL AND PEDAGOGICAL COUNSELLING CENTRE	EDUCATIONAL STAGE										TOTAL
	Kindergarten	Primary school	Lower secondary school	Upper secondary school			Total				
				General secondary school	Technical secondary school	Vocational school					
Wadowicki district	5	37	51	27	12	2	41	134	205		
	5	22	34	1	8	1	10	71			
Mysłenicki district	3	49	36	13	5	3	21	109	151		
	3	23	12	3	1	0	4	42			
Krakowski district	4	35	41	45	1	2	48	128	128		
	20	166	174	124	25.6%			484			
Average number of students per year	approx. 20 persons	approx. 27 persons	approx. 58 persons	approx. 39 persons							

Source: Own compilation.

Table 3. Indications for issuing the decisions on the need for individual teaching in selected public psychological and pedagogical counselling centres in the Malopolskie Voivodship

Psychological and pedagogical counselling centre		Indication for the need for individual teaching											
		Psychological problems		Chronic diseases		After surgery		After an accident		Cancer diseases		Pregnancy	
		N	%	N	%	N	%	N	%	N	%	N	%
Wadowicki district	Wadowice	69	51.5	28	20.9	10	7.5	18	13.4	7	5.2	2	1.5
	Andrychów	33	46.5	20	28.2	7	9.6	2	2.8	3	4.2	6	8.5
Myslenicki district	Myslenice	36	33	38	34.9	10	9.2	15	13.8	9	8.3	1	0.9
	Dobczyce	24	57.1	10	23.9	5	11.9	3	7.1	0	0	0	0
Krakowski district	Krakow	74	57.8	20	15.6	15	11.7	8	6.3	5	3.9	6	4.7
Total		236	48.7	116	24	47	9.7	46	9.5	24	4.9	15	3.1

Source: Own compilation.

(34.3%) of pupils covered by this form of education. However, taking into account the six-year learning system, there were on average 27 such pupils per year of schooling. On the other hand, the number of young people covered by this type of education in upper secondary schools (25.6%) was slightly smaller when compared to the education stages described earlier, but taking into account the duration of this stage of education (3-4 years), there were on average 39 students per one year of schooling. The smallest number of children covered by individual education were children granted with the decision on individual compulsory one-year pre-school preparation who constituted 4.1%, i.e. 20 children per year.

Taking into account the number of decisions issued at different stages of education, the reasons and indications according to which doctors direct children to individual teaching seem quite interesting (Table 3).

When analysing the data presented in Table 3, it can be seen that almost every second decision on the need for individual teaching regards students who have been diagnosed with various types of mental disorders by a doctor (48.7%). On the other hand, almost every fourth indication refers to a chronic disease which makes it impossible or significantly hinders attending kindergarten or school (24%). Only every tenth decision is related to surgery or an accident (9.7%), and every twentieth to cancer (4.9%) or pregnancy (3.1%).

Summary

Individual teaching is a form of special education that allows children whose health makes it impossible or very difficult to attend kindergarten or school to fulfil compulsory education. Due to its specificity, it allows to fully adjust education to the psychophysical possibilities of the student and his/her preferences in acquiring knowledge and skills. Most often, individual teaching takes place in the student's home, significantly limiting his/her contacts with peers, thus disrupting the individual's development. In justified

cases it may be a positive measure – it allows for a flexible adaptation of the individual teaching model to a given student, his/her current state of health, mental condition at a specific moment of life, allows for better functioning. Unfortunately, it often becomes a “convenient” solution for schools struggling with “difficult students”. Such social isolation has a negative impact on the individual and social development of young people, the basic condition of which is, as emphasized by W. Dykcik³², to enable the participation in social life in different scopes, situations and contexts.

Analysing the collected data from selected psychological and pedagogical counselling centres in the Małopolskie Voivodship, it can be stated that the decision on the need for individual teaching is granted to nearly 1% of all students, most often at the lower secondary school level. The most common reason and indication for granting such a decision are mental disorders and chronic diseases. It may be concluded that the decisions, granted in accordance with the current regulation, will be issued for the longest possible period, i.e. for one school year.

When analysing the relation between the specific educational stage and the reason for granting the decision, it may be assumed that the large number of decisions granted to lower secondary school students may be caused by late diagnosis, symptoms appearing only in the period of adolescence, or the type of deficits which make learning difficult only at a later stage of school education.

With regard to the empirical data collected, it is worth asking about the legitimacy of issuing such a large number of decisions on individual teaching and the quality of this form of education. The new regulations and the proposed solutions are intended to limit this form of education to a minimum. Will this succeed?

³² W. Dykcik, *Poszukiwanie nowatorskich i alternatywnych koncepcji indywidualnej rehabilitacji oraz społecznej integracji osób niepełnosprawnych – aktualnym wyzwaniem praktyki edukacyjnej*, [in:] *Nowatorskie i alternatywne metody w teorii i praktyce pedagogik specjalnej*, ed. W. Dykcik, B. Szychowiak, Wydawnictwo Naukowe UAM, Poznań 2001.

It must be stressed that individual teaching should be one of the ultimate means of compulsory schooling. Exploiting this form of education is highly unfavourable from the point of view of the development of young people. It is worth considering why so many children use this form of education. The decisions on the need for individual teaching should be verified in order not to become a form of eliminating problems and difficulties resulting from working with students with special educational needs.

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