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## Parents facing the choice of a form of education for their disabled child

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Being a parent is not only fulfilling a mother's or father's role, but above all, a responsible task. This is because, parents face numerous and varied duties. The execution of parental obligations towards the child serves best interest of the child, as well as does the exercise of the rights in different areas of life, among others in child's education. The parent is obliged to secure the right to education for their child, but he also has the right to decide how to implement this important child's right. This right in the situation of a disabled child acquires particular importance, especially in the matter of choosing the form of their education. Parents' possibility to make decisions is manifested as early as at the stage of the child's diagnosis, because it depends on them whether it will be carried out and whether its results will be available to a school. It is the parent who decides where the child fulfils their schooling obligation, and chooses the form of special education for their child, a disabled student. The kind of school they will choose for their children, a special school or an integrated class, or maybe inclusive education is conditioned by many factors, and each of them can be the most important for a particular parent.

The subject of the present survey report includes the opinions and experiences of parents in the area of a choice of a form of education for their disabled child. The reasons of their earlier decisions and the level of accuracy of their choice were determined thanks to the assessment of a given form of education performed by the parents.

**KEY WORDS:** parents of a child with disability, student with disability, forms of special education

## Introduction

Each child has an indisputable right to education, which is supposed to serve its development and preparation for life in suitable conditions<sup>1</sup>. At a certain age, they also have to undergo the duty of fulfilling schooling obligation. The implementation of the rights and obligations of children is provided by legal regulations (act and relevant ordinances)<sup>2</sup>. Protection of the rights of children is a duty of the institution of the state and their parents. Compliance with legal obligations towards children is assessed by virtue of law. Parents are aware of this fact, and child neglect may result in limitation or deprivation of parental authority. They are also aware of their rights due to being a parent, concerning decisions about their child. Unfortunately, in specific situations, they do not know or remember about all their rights, and they do not make full use of them. In the area of children education, a parent is required to provide their child with a possibility to fulfil schooling obligation including: registration a child at school, as well as ensuring that children attend school and prepare for their classes. They also have a number of rights related to having a child who is a student. They have a possibility to participate in school activities and be a partner in the interaction with teachers. Above all, they have the right to decide about their child at school, in the education, including the selection of the form of education. This decision was left to the parents by the legislator, which is strongly emphasized in legal provisions and in the literature of the subject: "(...) parents always decide on the educa-

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<sup>1</sup> Convention on the Rights of the Child, adopted by the United Nations General Assembly on November 20, 1989, Journal of Laws 1991, No. 120, item 526.

<sup>2</sup> Act of Education System dated September 7, 1991, consolidated text, Journal of Laws 2004, No. 256, item 2572. The legislator, for the sake of individual areas of functioning of educational institutions, qualifications of people employed in them, and proceedings towards children and young people staying there, establishes specific provisions in the form of ordinances. The author's reflection is that on one hand there is a need for the change in the regulations, and on the other hand, a certain lack of sense of security in connection with the changes in people affected by these changes appears.

tion path of their child. Nowadays, the indication of the need for special education is no longer related to the place of its implementation<sup>3</sup>. Therefore, the final decision about children's form of education is made by their parent.

This decision is of great importance with regard to the development and well-being of children. Assuming that the parent knows his child best and receives support from specialists, they have the opportunity to assess in which environment the child has the greatest chance of development and will feel safe. Undoubtedly, it is a difficult, complex decision, conditioned by many factors. Among these factors, which were most often mentioned by parents were: parents' attitude towards a given form of education, existing possibilities and limitations, as well as parents' experiences. In addition, numerous general factors that determine the choice of education for a disabled students are indicated and they include, among others: system of identification of special education needs and ways of satisfying them, system of financing special education, demographic and spatial factors, ethical and cultural issues<sup>4</sup>. The possibility of parents to decide about the choice of education for their children is undoubtedly considered to be of vital importance. This issue is treated as a natural situation because of parents' rights and their responsibility for the child. At the same time, the threat posed by the lack of qualifications of a parent in the area of education of a student with disability is noticed. There are also some experts postulating that the excessive number of parents' rights to decide about their child's educational future may "in extreme cases lead to violation of the best interest of a disabled student"<sup>5</sup>. Therefore, there

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<sup>3</sup> I. Chrzanowska, *Pedagogika specjalna. Od tradycji do współczesności*, Oficyna Wydawnicza „Impuls”, Kraków 2015, p. 590.

<sup>4</sup> A. Zamkowska, *Wsparcie edukacyjne uczniów z upośledzeniem umysłowym w stopniu lekkim w różnych formach kształcenia na I etapie edukacji*, Politechnika Radomska, Wydawnictw, Radom 2009.

<sup>5</sup> A. Zamkowska, *Wsparcie edukacyjne uczniów z upośledzeniem umysłowym w stopniu lekkim w różnych formach kształcenia na I etapie edukacji*, Politechnika Radomska, Wydawnictw, Radom 2009, p. 56.

is a justified concern that parents, fearing changes in the child's life caused by the diagnosis and opinion or a bad stereotype of a special school, and being at the same time without sufficient knowledge and support, or guided by the experiences of other parents, will take an unfavourable decision concerning the education path for their child.

The number and diversity of education forms is also not insignificant for the decision concerning the choice of one of them for disabled children. It should be remembered that the special education system is an integral part of the education system in Poland. Currently, a disabled child can fulfil their schooling obligation in three types of schools: special, integrated and mainstream ones. Choice of a school "should be preceded by a reliable diagnosis of their needs and capabilities and take into account the decisions of parents or legal guardians"<sup>6</sup>. This is an important issue because of the fact that "people with disabilities with a disturbed development may reveal greater difficulties in meeting school requirements than it happens in case of the general population"<sup>7</sup>. Hence, the need to consider the possibilities and limitations of children and school. Each of the proposals of education forms of students with disability (class in a special school, integrated class, class in a mainstream school) is described from the angle of its strong and weak points<sup>8</sup>. In

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<sup>6</sup> D. Apanel, *Teoria i praktyka kształcenia integracyjnego osób z niepełnosprawnością w Polsce w latach 1989–2014*, Oficyna Wydawnicza „Impuls”, Kraków 2017, p. 10.

<sup>7</sup> I. Chrzanowska, *Pedagogika specjalna. Od tradycji do współczesności*, Oficyna Wydawnicza „Impuls”, Kraków 2015, p. 533.

<sup>8</sup> See I. Chrzanowska, *Pedagogika specjalna. Od tradycji do współczesności*, Oficyna Wydawnicza „Impuls”, Kraków 2015, pp. 532–591; A. Zamkowska, *Wsparcie edukacyjne uczniów z upośledzeniem umysłowym w stopniu lekkim w różnych formach kształcenia na I etapie edukacji*, Politechnika Radomska, Wydawnictw, Radom 2009, pp. 21–54; A. Zamkowska, M. Snopek, *Rozwój kompetencji nauczyciela wspomagającego ucznia z autyzmem*, „Edukacja Ustawiczna Dorosłych” 2017, no. 3, pp. 95–105; J. Lipińska-Lokś, *Edukacja uczniów z niepełnosprawnością – możliwości i ograniczenia*, [in:] *pedagogika wczesnoszkolna. Uczeń i nauczyciel w zmieniającej się przestrzeni społecznej*, ed. I. Kopaczyńska, M. Magda-Adamowicz, M. Nyczaj-Drag, Wydawnictwo Adam Marszałek, Toruń 2014, pp. 248–264.

order to make a decision, it is necessary to answer the question, what is the most important for the child, and what is important for the parent when it comes to the child's functioning in the school environment, in their education? Perhaps the upbringing function of the school is more important than the educational one, although it may sound paradoxical? Perhaps acquiring social skills will be more important than acquiring knowledge and typically school skills? The answer to these questions will undoubtedly contribute to the adequacy of choosing the form of education for a disabled child.

## **Parental choices of the form of education for a disabled child in the light of own research**

### **Subject, method and technique of research and the study group**

The subject of the diagnosis included the opinions and experiences of parents in the area of choosing a form of education for a disabled child. Moreover, the determinants of their decisions and the level of validity of choice were determined thanks to the assessment of the child's form of education by the parents.

The research referred to the previous decisions and current opinions of parents of students attending various forms of special education (classes in a special school, integrated classes in a mainstream school, classes in a mainstream school, single students pursued individual education). In total, the diagnosis covered 15 parents (12 mothers and 3 fathers, aged from 30 to 61 years<sup>9</sup>, having different levels of education, characterized by a different family situation) of disabled students<sup>10</sup> attending classes IV–VI of primary

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<sup>9</sup> Among the mothers of disabled students there was one grandmother of a boy, for whom she was a surrogate parent, hence the advanced age of the study woman.

<sup>10</sup> The students experienced different types and levels of disability. However, the dominating disability was mild intellectual disability. The students were also

school. The study took place in the years 2015–2017 in schools situated in the area of Zielona Góra.

The performed research had a nature of a qualitative study. It employed the method of individual cases and the standardized interview technique. The presented results are only a part of a wider study concerning the functioning of disabled students in the school environment.

## Results of the study

The life of a parent includes important moments determined by the stages of the development of their child: the first word spoken by the child, their first step, the first day in the kindergarten or the first day at school, the First Communion Day. Many of these important moments in life are preceded by a stage of preparation and decision-making. The study clearly showed that the parents, among those moments important in their life and in the life of their child, placed the moment of starting school and the issue of the choice of an appropriate form of education. It is clearly emphasized in the statement of one of the mothers: *“As soon as Matthew came into the world, we tried to plan everything considering his disability. From the beginning, we knew that his school will also be selected with regard to his health condition. Actually, when he was four years old, we already decided that it will be an integrated school, after we saw his progresses in the integrated kindergarten, (...) we were 100% convinced to the integrated kindergarten, that this was the best choice (...) The first day at school was a true event! (...)”*. Another mother confessed: *“We could not wait, we bought an attire for formal events and a backpack as early as at the beginning of the holidays, we planned everything, (...). After the celebration of a new school year, we all went to a special dinner, the grandmother and the godfather came all the way from Krakow (...)”*. Many other parents also

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affected by sensory disability (of sight or hearing), physical disability and chronic illnesses. In a few cases, the students also had multiple disability.

emphasized the importance of the first day at school, indicating at the same time that going to school was a proof of a normal life despite being marked by the child's disability and many doubts about the child's educational success. This issue was particularly pronounced in the statements of parents of children who were to start education in the form of integrated special education: *„I went with my son for the celebration of a new school year, I was proud, as probably every parent of a first-grade student ... but me in a special way ... (...) because to a normal school, as other normal kids and their parents (...) please do not judge me, I am still fighting it (...) I will probably never accept this handicap (...)*”. Many other parents emphasized that going to school is a fact in the child's biography, and entering the role of a student by their disabled child is a manifestation of a natural, and it will not be an exaggeration to say, a normal course of life. Normal? Such thinking is guided by the idea of equalization of lives of disabled people. And at this moment it is to be hoped that it is closer and closer to universal realization. Nevertheless, the parents themselves pointed at some differences in the course of the preparation stage of able-bodied children and disabled children to fulfil their schooling obligation. In the opinion of parents, disabled children more often have to prove that they can become a student and are subjected to more different diagnoses. They are assessed with regard to their school readiness, the need for special education and they are qualified to its appropriate form. The procedure of enrolling a disabled student to school in the opinion of their parents is more time-consuming and complex and requires a greater involvement of the parent.

The surveyed parents repeatedly stress their commitment to the child's affairs. They know that, in theory, each parent should show interest in the situation of their child, but in the case of parents of disabled children, they most often assess this involvement as a greater one. Arguing this, they point at the following issues:

- a) a disabled child often requires a constant presence and care of the parent, so that the latter is “forced” to constantly accompany the child – regardless of their age and most often

- inadequate degree of independence, at the expense of even resignation from own professional activity;
- b) the range of parental activities towards a disabled child is wider, as it covers not only nursing, care, and upbringing activities, but also requires non-standard medical visits, a continuous and systematically performed rehabilitation activity (conducted independently and in cooperation with therapists);
  - c) having a disabled child requires more “financial outlays” related to their specific needs (in terms of care, therapy, and then also education), which often involves the need to increase the time for professional activity and gainful work by the other parent;
  - d) the range and intensity of care and nursing activities towards a disabled child are often not subject to the principle of their reduction as the child and its independence grow, and therefore their parent is a “full time” guardian of their child, bears more effort (physical, mental) , is more often exposed to fatigue and negative emotions. Undoubtedly, the parents of disabled children are exposed to the burnout syndrome, although they do not describe their state using this term;
  - e) being a parent of a disabled child causes participation in numerous and various specific situations, resulting from the child’s health condition and development, their life situation – and, naturally, “taking care” of them and making decisions which parents of “standard” children do not have to face or these decisions in case of their children are much simpler, less complicated and time-consuming.

The parents, in addition to raising the issue of their enormous commitment to the affairs of the child, and the difficulty of being a parent of a child with special needs, also indicated the magnitude of responsibility for the child. They experienced that the sense of their responsibility did not decrease as the child grew up. They talked about constant thinking about a child, about their affairs, about their future, which is created every day, in every decision,



both the one concerning an apparent triviality and the one influencing the key elements of the child's life. In the parents' opinion, such a significant element in the child's life is their education, schooling, which constitutes the basis of adult life. Parents admitted that the moment when their child went to school caused them feel strong emotions. They were aware of the gravity of the situation and their own responsibility for making the right decision regarding the choice not only of a school for the child, but above all a form of their education. It was for them a stressful situation, in most cases they did not feel safe and secure, they often experienced doubts and, as they repeatedly called it, helplessness and fatigue with a situation often lasting too long (even up to three months) as for a so obvious decision.

What is interesting, and at the same time striking and in fact alarming, a few parents were not aware of their right to decide about their child's education path, and when they learnt about such a right, they most often treated it as only a formality in a conversation with a "specialist, official" or they could not use it in a carefully considered way, relying on the advice of another person, mainly an employee of the Psychological and Pedagogical Counselling Centre: *"I think it's a misunderstanding when someone who is not familiar with teaching children, is supposed to decide about it"*, or they made a hasty decision, and then, probably after consideration or "guidance", they changed it. Mother of Ewa with Down syndrome thought that if she could decide herself, then: *"I will decide so that it is comfortable for me (...) a special school is just a few steps away, close to home, Ewa will sleep longer and will come back alone, as she knows the road, (...) she goes there to play or for a festival"*. Another mother said: *"Adam always differed from other children. (...) He received an opinion about the necessity of special education, so I knew he would go to a special school. (...) A neighbour, a kindergarten teacher said that he does not have to go to a special school, he might attend an integrated one. (...) Maybe better, I thought, because people will not point their fingers at him that everyone attends school X<sup>11</sup>, and he a special one"*.

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<sup>11</sup> The school number has been changed, as well as the names of students in the interests of anonymity of the respondents.

The study, however, showed the dominance of the group of parents who knew about the possibility of deciding about the choice of education for their child. They wanted to make this decision in a thoughtful way, so they became interested in the subject of education of disabled children in advance, often using the support in deciding about the plans concerning their child's education. It was very often professional help, provided by a specialist. Mother of Asia said: *"During the therapy, I talked with Mrs. Ania, a speech therapist, I was wondering about possibilities of therapy later at school. Mrs. Ania said that regardless of the form of education, Asia will always be provided with additional sessions. We talked a lot, not just about this therapy, but about schools in general. (...) Mrs. Ania was such a guide for these schools (...), she helped in making the decision"*. Mother of Karol with hearing impairment made a decision about a special institution for her son after a conversation and suggestions of a kindergarten teacher, who presented a lot of arguments for this form of education, at the same time indicating an example of an adult deaf person who after education in an integrated school went to a centre for the deaf and after years, claims to have such a good life, just because completed the education at a centre for the deaf. Another mum indicated the role of the staff in a psychological and pedagogical counselling centre and a teacher from school in making her decision about education of her chronically ill (epilepsy) daughter with intellectual disability. In turn, the mother of another intellectually disabled 12-year-old girl with reduced mobility initially indicated full independence in terms of decision-making about her daughter's education, but at the end of the conversation she admitted that she was not left alone, confirming the previously mentioned experience of the mother of the girl with epilepsy: *"I know the rule, nobody here to help you but yourself; besides I am fully responsible for the child. (...) Well, at university there was something about the disabled. (...) I knew something, but long time has passed, it has changed, so I was learning again (...) I was reading wise books, visited a pedagogical library, I searched on the Internet (...). I think they were fed up with me in the counselling centre, as I was too inquisitive (...). As I opted for inclusive education,*

*I was at the school to talk with the headmaster and the counsellor".* The use of Internet sources in making decisions concerning children's education was indicated by many other parents who visited Internet fora, discussed on blogs, got to know the offer of schools during virtual travels.

Nevertheless, parents appreciated more a direct contact with other parents of disabled children, especially those who are or were students of a given form of education. Then they could benefit from the experience of these parents, who were experts in the field which the parent was interested in at the moment, who answered to practically all questions being of concern, which helped to dispel doubts, it was possible to get advice, and what is very important: *"see the effects of this education, the progresses of the boy (...). It convinced me (...) and it does not matter that someone thinks badly about a special school (...)"*. The meeting point between these two groups of parents was most often the common membership in an association or periodic meetings during therapeutic activities for children in a specialized care centre. The source of information about the education of disabled students and at the same time a kind of help in the decision of the parent to choose a form of education for their disabled child is also checking the institution offering a given form of education during a parent's visit to this institution. Parents often indicated situations (*"Open Doors Days"*, demonstration lessons, events integrating the school with the local community), when they went to a given school, to get information about it, to be able to convince themselves about the quality of its functioning, and finally, by observing students, to answer to a question about a good place of their child in the given school.

The studies has demonstrated a long and challenging road of the parents to make a decision about choosing a form of education for their disabled child. While making the decision, the parents were convinced of the appropriateness of their decision, after all, they devoted so much time and commitment to this choice. When choosing the best, in their opinion, education path for their own child, they considered so many issues. Parents, presenting the rea-

sons of their choices, pointed to numerous and varied explanations. It is worth presenting selected parents' statements, illustrating the most characteristic premises of the indications:

- a) "Best interests of the child were the most important for me, their benefits from this school, here and now, but still (...) in perspective (...), education, work, family";
- b) "a disabled child has to adapt, has to deal with life (...), to have as little difficulty as possible (...) both the child and the parents (...) the school must be appropriate (...) the one which would be good for a student";
- c) "I made a decision, (...) my wife too, together, if we decide, we bear responsibility, we decide (...)".

Now, it is worth expanding the obtained results with an analysis. One could say that the determinants of parental choices should be perceived in three aspects. The first are best interests of the child, perceived as a value in themselves. And indeed, parents choose this form of education that in their beliefs will fully consider the needs, possibilities and limitations of their child. They think about a school, which will rise to the challenge, fulfilling its functions towards students, also, and perhaps above all, the disabled ones. It is important for parents to have their child in a friendly school, but they also consider their choice in a long term, expecting the school to prepare their child for adulthood, and to fulfil the resulting life roles. They want their son/daughter to learn a profession allowing them to find a job. They see their child surrounded by their own family, close friends, who can be a support in everyday life. Such perception of the child's adulthood eliminates parents' thinking about its marginalization or social exclusion. This motivation should be assessed as the most desirable. In the second presented premise of the parental choice, the parent's demanding attitude, and misinterpretation of the assumption of education of disabled children seem to be evident. Indeed, it is not the child who has to adapt to the school's requirements, as the school has a legal obligation to work properly with a student with special educational needs. The student should be provided with the conditions to be able to succeed, have as

little difficulty as possible. This, however, has to be the effect of the work of the student, school and parent. “(...) *the school must be appropriate, good, cannot cause difficulties for the child and the parent*”, says the parent, who appears to be the one who is most often most aware, does not listen to the opinion of the school and does not perceive teachers as partners to work with the child but even enemies, who brings little to the life and development of their child. In the third approach to the determinants of the parents’ choices, parents themselves, their emotions and attitudes are perceived. They are the decision makers, they are responsible, but for what? Who are they responsible for?, here comes the question. Analysis of numerous statements of a parent unfortunately shows a situation unfavourable both for them and their child. Perhaps the lack of acceptance of a disabled child and themselves in the role of a parent of a disabled child actually results in a concern to “take care of” themselves instead of the child. Lack of acceptance of the life situation, fear of the opinion of other people may expose the parent to making wrong decisions that may have negative impact not only on his life, but primarily on the functioning of their child.

This situation, similarly to the previous one, requires a specific intervention at the present time, earlier both required preventive measures to prevent unfavourable decisions and choices of parents. The first situation, where best interests of the child underlie parents’ decisions, is worth being shown as an example of good practice.

This is all the more important, because the study demonstrated a certain relationship between the determinants of parents’ decisions about the choice of the child’s education and their assessment of the adequacy of these decisions. Analysis of the parents’ statements: their opinions and declarations of experience indicates, however, the ambiguity in assessing the adequacy of the decision to choose a school for their child. Here are the parents’ statements confirming this conclusion:

- a) “We wanted best interests of the child and here they are. (...) The boy goes to school as if he had wings. (...) he has friends, a girl-friend ☺, good teachers. (...) They advised us against

a special school, but we knew that everyone has their own place, Tomek too, if he is so special, let the school also be ... exceptional, special. (...) Cross my heart it is a good school and our choice was good”;

- b) “badly adapted, overrated school, not open to students’ needs (...). We don’t go, because they don’t want us there (...) but we don’t need them either. Soon it will be over (...). And all our troubles will be so far away! (...) we made a wrong choice”;
- c) “we made a choice because we had such a right and it was important for us not to make him attend a special school. (...) we imagined this in a slightly different way (...). The integrated class turned out to be a label and we wanted to avoid it. (...) we are thinking about change, maybe this inclusion? (...) This is important! You are looking for something again! (...) yes, it’s important for me ... (...) Maybe there is no best decision in our situation (...)”.

It should be added that the assessment of the adequacy of the parents’ decisions was made, among others, thanks to the analysis of their statements assessing the form of education attended by their child. The parents made this assessment by considering the following criteria:

- a) compliance of the school offer with its implementation, the parent, while choosing a school, was guided by the school’s offer directed to their disabled child. Then, he was convinced that the school had adequate opportunities to meet special educational needs of the student. Daily education verified the level of compliance of the student’s/their parents’ expectations and school’s possibilities/limitations (especially in the area of teachers’ competences, additional classes, use of appropriate teaching methods and means, and adjusting the requirements to the student’s abilities);
- b) place of the student in the school community, the parent expects a good position for their child in the school, in the class among peers and in the relationship with the teachers. They

appreciate the commitment of teachers to the student's affairs and their personality traits. They want their child to enjoy friendly feelings of their peers and participate in class activities. Suffer and want change if their child feels bad at school and among the peers;

- c) parental sense of support in the school environment, the parent perceives a school and teachers in a more positive way, if they feel good in this environment, and they have the conviction that they co-decide about the matters of the school and their child. Not without significance is the feeling of receiving support for their child and themselves in fulfilling the role of a parent, and in dealing with a child.

The study showed differences in the process of making decisions about choosing a form of education for a disabled child by the parents, the consequence of these decisions being the participation of children in various forms of special education. The results of the research indicated numerous and different determinants of the decision, the choice of child's form of education. They allowed for conclusions about the diversified but also ambiguous assessment of the adequacy of the made decision, the choice of the child's education path.

## Summary

Undoubtedly, the parent's decision on choosing a form of their child's education is difficult and complex. The parents themselves do not feel prepared to make it. They lack support in this area. Therefore, a reflection appears: who, where, to what extent and in which way should provide parents with this support? They will always seek information at one's risk, it is good, if they get it from a specialist, a competent person who has reliable knowledge in a given area and who has the ability to advice people in a difficult situation. This support related to information is necessary, without

it the data for the task, which is the choice, will not be full, so the choice itself may not be correct. It becomes particularly important to inform about legal normalization, including the rights and obligation. Ignorance of the law is a significant obstacle to functioning. It constitutes a threat in the individual, family and social dimension.

Moreover, the emotional support of the parent is not without significance, as the situation of making decisions and the resulting consequences in the form of change is a difficult situation. Such a situation carries a sense of deprivation, danger and overload. A parent in this situation needs support in overcoming a difficult situation, in dealing with own negative emotions and in making rational judgement and right decisions.

Schools and counselling centres, which welcome/are going to welcome a disabled student, will face a huge challenge. Since it is so important for a parent to feel supported at key moments of their own and their child's life, these institutions should provide them and their child with a proper position in the assistance system. This is not a new issue, since cooperation with parents is one of the most important tasks of the teacher and the entire team of specialists dealing with the child. However, this is a difficult task that requires focusing on its implementation. At the same time, there is a need to extend the scope of cooperation, which is indicated by both teachers and specialists, and parents of children<sup>12</sup>

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<sup>12</sup> See P. Plichta, I. Jagoszewska, J. Gładyszewska-Cylulko, B. Szczupał, A. Drzazga, B. Cytowska, *Specjalne potrzeby edukacyjne uczniów z niepełno sprawnościami. Charakterystyka, specyfika edukacji i wsparcie*, Oficyna Wydawnicza „Impuls”, Kraków 2017, pp. 188–189; *Kształcenie uczniów z niepełnosprawnościami o specjalnych potrzebach edukacyjnych. Informacja o wynikach kontroli*, NIK, KNO-4101-01-00/2012, Warszawa 2012, pp. 54–55; Z. Gajdzica, *Sytuacje trudne w opiniach nauczycieli klas integracyjnych*, Oficyna Wydawnicza „Impuls”, Kraków 2011, pp. 179–181.



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