



## Introduction

*Multithreading of (special) education:  
multi-facetedness; multi-leveledness;  
diversity; non-uniformity; variety;  
universality; versatility;  
complexity; heterogeneity<sup>1</sup>*

Presenting you with the next issue of Interdisciplinary Contexts of Special Education, I was wondering about its theme. And the longer I analysed the texts submitted by the authors, the more I tried to organize them according to a personally acceptable “key”, the more I became convinced of the increasing diversity of the problems undertaken in special education and beyond. Hence multithreading (and its synonyms) that I have mentioned is to reflect the character of this publication. However, there is something else that links all these texts. It is a focus on man and his multidimensionality, in the context of needs, possibilities, limitations, age, choices, action, creativity. Such a concentration of scientific texts is in line with what Waldemar Furmanek wrote, pointing out that “the view on the necessity of recognizing the primacy of man (homocentrism) and adopting the assumption of the polyparadigmatic nature of

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<sup>1</sup> Synonyms of the word multithreading, <<https://synonym.net/synonym/wie-low%C4%85tkowo%C5%9B%C4%87>>.

research is slowly breaking through in the opinions of researchers”<sup>2</sup>. He then went on to say, “We are going back to the four questions concerning man by I. Kant, who in the *Critique of Pure Reason*, when asking about man, asks: What can I know? What should I know? What can I expect? What (who) is man? (Kant 1957, p. 548)”<sup>3</sup>.

And despite the paradigmatic changes in special education<sup>4</sup> oriented on humanist concepts emphasizing the full and equal participation of each person in all dimensions of individual and social life, researchers continue to explore how these assumptions are implemented. The analyses and research results presented in this issue are situated in relation to social change and a deep appreciation of the diversity of the world in which we operate. You will find answers and further questions about the condition of man (in his or her life continuum), not only those with diagnosis of disability, in the context of his or her need for self-fulfilment, passion for creating and looking for opportunities to fulfil social roles, substantive and psychological support, educational and life situation.

I hope that reading the texts will provide you with inspiration to look for solutions that will contribute to building personal competences of each person (including the still small one, still dependent) in the area of self-awareness, self-regulation and motivation, so that they can fully realize themselves in life.

The first part of the texts concerns the *heterogeneity* of problems of people with intellectual disabilities. As Katarzyna Parys and Sławomir Olszewski point out in their text: “The content we discuss is valued ambiguously in subject literature. We do not aim to eliminate the emerging ambiguities, but we do want to expose the existing differences, and we even attempt to question the positions which, because they have been repeated many times, have taken the form of

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<sup>2</sup> W. Furmanek, *Pedagogika wobec wyzwań współczesności*. Annales Universitatis Mariae Curie-Skłodowska, sectio J – Paedagogia-Psychologia, Vol. XXVI, 1-2, 2013, p. 12.

<sup>3</sup> Ibid.

<sup>4</sup> I. Chrzanowska, *Pedagogika specjalna. Od tradycji do współczesności*. Kraków, Oficyna Wydawnicza „Impuls”, 2015, pp. 387-422.

undisputed statements. In this way we see the possibility of a reflective reading of reality. Therefore, when conducting reflections concerning people with mild intellectual disabilities, we will look for and reveal both opportunities and threats to the functioning of these people and their environment".<sup>5</sup> Subsequent texts further analyse the issues concerning students with intellectual disabilities in educational contexts (M. Szurek, M. Jabłoński) and adults responsible for creating institutional development space for them (A. Szafrńska, M. Niemiec, K. Barłóg). Further analyses refer to the role and tasks of the family of a child with disabilities (N. Bar, B. Kanj-Sirhan) or the parenthood of people with sensory disorders (M. Wałachowska).

Another part I have identified are texts that show the *universality* of adult problems with a particular focus on disability. In one of the texts, Jarosław Bąbka points out that "research by various authors shows that adults with intellectual disabilities, despite changes in their living environment, experience difficult situations related to the realisation of developmental tasks concerning the need for love, sexual drive, independent living, social participation and professional work. The problem is excessive dependence on parents, social helplessness, marginalisation, social exclusion, lack of appropriate support in the environment".<sup>6</sup> And these themes are developed by Dorota Prysak: The objectification of adulthood of persons with deeper and deep intellectual disability; Diana Aksamit, Barbara Marcinkowska: My adult son, my adult daughter - reflections of mothers of children with profound intellectual disabilities and Edyta Zierkiewicz, Beata Cytowska: Creating and suspending the gender by women with intellectual disabilities.

The next four texts by Hanna Krauze-Sikorska, Małgorzata Paplińska, Małgorzata Skura, Sara Knapik-Szwed and Marzenna Zaorska and Adam Zaorski are an example of the *diversity* of prob-

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<sup>5</sup> K. Parys, S. Olszewski, *Wymagająca niepełnosprawność – analiza szans i zagrożeń związanych z funkcjonowaniem osób z niepełnosprawnością intelektualną w stopniu lekkim. Część I* [Demanding disability – an analysis of opportunities and threats related to the functioning of people with mild intellectual disabilities. Part 1].

<sup>6</sup> J. Bąbka, *Style życia dorosłych osób z niepełnosprawnością intelektualną* [Lifestyles of Intellectually Disabled Adults].

lems undertaken by educators, special educators and lawyers in terms of support, perception of people with disabilities and ethical considerations regarding eugenic abortion.

The publication ends with two seemingly detached texts, which, however, in my opinion, perfectly sum up the reflections on human condition and point to the *multi-level* and *versatile* search for one's own path of self-development and control of understanding of oneself and the world. Olga Chrzanowska states that, from the point of view of an architect, "having knowledge about the types of concentration and their characteristics we can deliberately choose the cognitive method. By adapting it to our character and the nature of the subject we focus on, we gain control over the form and content of our thoughts. Each field uses specific codes. Field codes are recognisable to everyone at a certain level, but using and transforming them in your work requires an expert knowledge of the elements and principles. Hence, multi-faceted cognition and practicing cognition is important and needed in the work of a professional, including of course an architect".<sup>7</sup> Bogusław Śliwerski, on the other hand, brings us closer to the phenomenon of Zbyszko Melosik's work, pointing to his scientific associations with multiculturalism, when he writes: "over the years, Poland has also become a more culturally diverse country. The dissertation by Z. Melosik is for us not only a chance to properly prepare for change, but also a kind of passport to our own conscience and culture, to preserve our own identity in a "minority" scope, in one way or another. It is also an excellent comparative study of different cultures, which can be used by politicians and educators to eliminate the remnants of fundamentalism or even ethnic or racial hatred from the process of bringing up young generations, to oppose the creation of closed cultural and linguistic enclaves".<sup>8</sup>

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<sup>7</sup> O. Chrzanowska, *Rola szkicu w twórczym dojrzewaniu architekta w XXI wieku – szkic z natury a warsztat poznawczy* [The role of sketching within the process of creative maturation of an architect in the 21<sup>st</sup> century – sketching from nature in cognitive development].

<sup>8</sup> B. Śliwerski, *O fenomenie twórczości naukowej Zbyszko Melosika* [On the phenomenon of scientific work of Zbyszko Melosik].

I hope that the deliberations undertaken by the Authors in the presented publication will become an inspiration for parents, teachers, therapists, people without disabilities and those with disabilities to look for opportunities for self-development, but also for areas of cooperation with others in co-designing their own life path or any other person who needs support in this area.

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