



# Between Pedagogical Therapy and Educational Support for Pupils: Discussion on Terminology and Professional Interventions in the Concept and Implementation of Inclusive Education

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The presented text reflects on the actions, understanding and use of terms related in particular to psychological and pedagogical support and pedagogical therapy and the role of specialists in educational institutions and inclusive teams of students. The considerations refer to the literature of both new and older one in order to compare the different conceptual and implementation of the assistance given to students with the respect to their needs. In conclusion, there have been presented a comparison of the support provided in chosen countries to the students with different developmental potentials, including disabilities, in inclusive education. It was meant in order to draw attention to specific solutions and the terminology used when psychological and pedagogical support is provided for pupils/students within the inclusive school.

**KEY WORDS:** pedagogical therapy, psychological and pedagogical support, inclusive education, educational support, specialist educational support

## Introduction

In Poland, similarly to other countries where the socio-economic transformations have had quite a rapid course, legal and system-related changes in a number of areas of economy and social policy have been witnessed for at least 30 years. These changes are not necessarily characterised by a straight-line continuity and an upward tendency. It is easily noticeable that the management of education is entangled in the meanders of politics and social slogans, sometimes arising from completely disparate ideologies. Furthermore, the concept of inclusive education is also embedded in philosophical, social and even political trends<sup>1</sup> and even though its legal premises are not contested, the debates on the modes and benefits of its implementation never subside.<sup>2</sup> Nevertheless, inclusive education should be considered, to a certain degree, a natural and consecutive stage of the process of societal development. However, specific educational interventions indicated in the premises of inclusive education, the terminology assigned to them and the competence of persons performing them still induce discussions. The presented text is an attempt at updating the understanding and the application of terms related, in particular, to psychological and pedagogical assistance and pedagogical therapy, as well as the role of specialists in educational facilities and inclusive pupil

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<sup>1</sup> M. Winzer, *Ruch na rzecz integracji: zmiana paradygmatu czy historyczne następstwo?* trans. by J. Baran, (in: ) *Dylematy pedagogiki specjalnej*, ed. A. Rakowska, J. Baran, Wydawnictwo Naukowe AP, Kraków 2000; M. Winzer, K. Mazurek, *Views on Inclusive Schooling: A Critical Glance at Progress and Priorities*, (in: ) *Chosen Topics of Supporting Persons with a Disability*, vol. 2, ed. J. Baran, D. Baraniewicz, A., Ochman, Wydawnictwo Naukowe UP, Kraków 2014; R. Operetti, Z. Walker, Y Zhang, *Inclusive Education: from Targeting Groups and Schools to Achieving Quality Education as the Core of EFA*, (in: ) *Sage Handbook of Special Education*, ed. L. Florian, Sage: Los Angeles, London, New Delhi, Singapore, Washington D.C. 2014.

<sup>2</sup> M. Ainscow, *From Special Education to Effective Schools for All: Widening the Agenda*, (in: ) *Sage Handbook of Special Education*, ed. L. Florian, Sage: Los Angeles, London, New Delhi, Singapore, Washington D.C. 2014.

teams. Furthermore, a comparison of the support offered to pupils with diverse development potential, including pupils with disabilities, in inclusive education in selected countries has been shown in order to put forward specific solutions and to apply the terminology pertaining to the organisation of psychological and pedagogical support for pupils in the school premises.

## Concept of Inclusive Education and Roles of Specialists in Inclusive Classes

More and more often, attention is drawn to the fact that the role of inclusive education is understood diversely in various educational environments, without even mentioning a broader social context. The analyses of the descriptive approach (broad understanding) and prescriptive one (narrow understanding) as outlined by Grzegorz Szumski<sup>3</sup>, are purposefully omitted here. Nevertheless, it is worth referring to certain sources in order to show the content and the modes of defining inclusive education with the aim of emphasising the multitude of approaches, e.g.:

- 1) "Never-ending process which involves the discovery and removal of limits to participation and learning".<sup>4</sup>
- 2) "The process of increasing the participation of students in, and reducing their exclusion from, the curricula, cultures and communities of local schools".<sup>5</sup>

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<sup>3</sup> G. Szumski, *Koncepcja edukacji włączającej*, (in:) *Edukacja włączająca w przedszkolu i szkole*, ed. I. Chrzanowska, G. Szumski, Wydawnictwo FRSE, Warsaw 2019.

<sup>4</sup> T. Booth, A. Dyson, za: S. Hart, M. J. Drummond, *Learning Without Limits: Constructing a Pedagogy Free From Determinist Beliefs about Ability*, (w:) *Sage Handbook of Special Education*, red. L. Florian, Sage, Los Angeles, London, New Delhi, Singapore, Washington D.C. 2014, s. 455.

<sup>5</sup> M. Ainscow, T. Booth, A. Dyson, za: M. Ainscow, *From Special Education to Effective Schools for All: Widening the Agenda*, (w:) *Sage Handbook of Special Education*, red. L. Florian, Sage: Los Angeles, London, New Delhi, Singapore, Washington D.C. 2014, s.172.

- 3) "Restructuring of cultures, policies and practices in schools so that they respond to the diversity of students in the locality".<sup>6</sup>
- 4) "The presence, participation and achievement of all students vulnerable to exclusionary pressures, not only those with impairments or those who are categorized as *having special educational needs*".<sup>7</sup>
- 5) "*Inclusive schooling* refers to schools that are flexible and organized to meet the unique needs of all students. Schools will change their format, teacher responsibilities, and curricula to create programs responsive to the needs of all learners".<sup>8</sup>

Unfortunately, the most popular interpretations in Poland feature a belief that inclusive education merely consists in the placement of pupils with disabilities in mainstream education and in the adjustment of the conditions and requirements to their needs. In this sense, inclusive education would entail piling up even more tasks on a kindergarten or a school, along with a belief about the necessity of paying special attention to the distinctness of this group of pupils, which would probably lead to the solidification of the so-called division of pupils into "similar" and "different" within the space of a single institution. Grzegorz Szumski explains that "the greatest obstacle in the realisation of high quality inclusive education is treating the education of pupils with disabilities as a separate task, an additional programme."<sup>9</sup>

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<sup>6</sup> M. Ainscow, T. Booth, A. Dyson, za: M. Ainscow, *From Special Education to Effective Schools for All: Widening the Agenda*, (w:) Sage Handbook of Special Education, red. L. Florian, Sage: Los Angeles, London, New Delhi, Singapore, Washington D.C. 2014, s.172.

<sup>7</sup> M. Ainscow, T. Booth, A. Dyson, za: M. Ainscow, *From Special Education to Effective Schools for All: Widening the Agenda*, (w:) Sage Handbook of Special Education, red. L. Florian, Sage: Los Angeles, London, New Delhi, Singapore, Washington D.C. 2014, s.172.

<sup>8</sup> M. Winzer, K. Mazurek, *Views on Inclusive Schooling: A Critical Glance at Progress and Priorities*, (in:) *Chosen Topics of Supporting Persons with a Disability*, vol. 2, ed. J. Baran, D. Baraniewicz, A., Ochman, Wydawnictwo Naukowe UP, Kraków 2014, p. 14.

<sup>9</sup> G. Szumski, *Koncepcja edukacji włączającej*, (in:) *Edukacja włączająca w przedszkolu i szkole*, ed. I. Chrzanowska, G. Szumski, Wydawnictwo FRSE, Warsaw 2019, p. 22.

In reference books, attention is drawn to the fact that the understanding of the sense of inclusive education requires abandonment of the hitherto mode of thinking about the psychological and pedagogical diagnosis of pupils, their skills, educational success and traditional forms and methods of teaching.<sup>10</sup> The philosophy of inclusive education lists key values, namely the educational outcomes that can be accomplished, but also the pupils' well-being, satisfactory and proper relations in the peer group and among pupils and teachers, a feeling of identity with the local environment. This is followed by acceptance of the pupils' diversity, irrespective of the degree of their disability and striving for an optimum response to their individual needs (*the optimum learning environment*<sup>11</sup>), also resulting from a worse financial standing of a given family, cultural differences or threats to emotional and social development caused by various factors.<sup>12</sup> The understanding that neither the accomplishments or the support received by a specific pupil should be compared with the support received by others foster a climate proper for cooperation among pupils with one another and their well-being, and it allows the teachers to arrange their work in an individual manner and in teams and to propose diversified modes of seeking/ discovering knowledge, in line with a constructivist approach to the process of

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<sup>10</sup> M. Ainscow, *From Special Education to Effective Schools for All: Widening the Agenda*, (in:) *Sage Handbook of Special Education*, ed. L. Florian, Sage: Los Angeles, London, New Delhi, Singapore, Washington D.C. 2014; T. Booth, M. Ainscow, *Index for Inclusion. Developing Learning and Participation in Schools* (3<sup>rd</sup> edition), Centre for Studies on Inclusive Education, Bristol UK 2011; S. Hart, M. J. Drummond, *Learning Without Limits: Constructing a Pedagogy Free From Determinist Beliefs about Ability*, (in:) *Sage Handbook of Special Education*, ed. L. Florian, Sage, Los Angeles, London, New Delhi, Singapore, Washington D.C. 2014; B. Jachimczak, *Nauczyciel w edukacji włączającej*, (in:) *Edukacja włączająca w przedszkolu i szkole*, ed. I. Chrzanowska, G. Szumski, Wydawnictwo FRSE, Warsaw 2019; J. Rix, K. Sheehy, *Nothing Special: The Everyday Pedagogy of Teaching* (in:) *Sage Handbook of Special Education*, ed. L. Florian, Sage, Los Angeles, London, New Delhi, Singapore, Washington D.C. 2014.

<sup>11</sup> C. Dudley-Marling, M. B. Burns, *Two Perspectives on Inclusion in The United States*. (in:) *Global Education Review*, 2014, vol. 1, No. 1, pp. 14-31.

<sup>12</sup> T. Zacharuk, *Edukacja włączająca szansą dla wszystkich uczniów*, (in:) "Mazowiecki Kwartalnik Edukacyjny", No. 1 (20), pp. 2-7.

teaching/ learning.<sup>13</sup> *Therefore, the purpose of inclusion is sustainable education, corresponding to the individual needs and fostering the building of a community.*<sup>14</sup>

During the implementation of the concept of inclusive education, special place is assigned to a triad encompassing an inclusive curriculum, a school and teachers; together, thanks to the adequate features characterising them, they may guarantee all pupils' engagement in the process of learning and experiencing both social and emotional well-being, along with their school accomplishments.<sup>15</sup> In other words, the curriculum is uniform for all (the basis), yet at the same time it is flexible (with respect to the scope); a school, within its space and educational and social culture is adjusted to diversity and the pupils' needs resulting from it, whereas the teachers are equipped with competence, thanks to which they know how to work with a diversified team and they feel responsible for all pupils.<sup>16</sup> In the concept of inclusive education, fulfilment of the role of the teacher understood in this manner does not take place without support on the part of other people. The significance of cooperation with other specialists is emphasised: both these who are present – depending on the needs – in the class and who work in their offices, as well as the ones that are subordinate to other facilities cooperating with the school and with the pupils' parents/ guardians. *Without disregarding the problem of access of inclusive education schools to the special education personnel, it must be emphasised that the mode of its use is of key signifi-*

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<sup>13</sup> Z. Gajdzica, *Zasady organizacji kształcenia w edukacjach inkluzyjnych uczniów z niepełnosprawnością* (in:) *Niepełnosprawność. Dyskursy Pedagogiki Specjalnej*, 2019, No. 33, pp. 26-39.

<sup>14</sup> G. Szumski, *Koncepcja edukacji włączającej*, (in:) *Edukacja włączająca w przedszkolu i szkole*, ed. I. Chrzanowska, G. Szumski, Wydawnictwo FRSE, Warsaw 2019, p. 23.

<sup>15</sup> R. Operetti, Z. Walker, Y Zhang, *Inclusive Education: from Targeting Groups and Schools to Achieving Quality Education as the Core of EFA*, (in:) *Sage Handbook of Special Education*, ed. L. Florian, Sage: Los Angeles, London, New Delhi, Singapore, Washington D.C. 2014.

<sup>16</sup> G. Szumski, *Koncepcja edukacji włączającej*, (in:) *Edukacja włączająca w przedszkolu i szkole*, ed. I. Chrzanowska, G. Szumski, Wydawnictwo FRSE, Warsaw 2019.

*cance, particularly the good cooperation of interdisciplinary teams, both at school and in a class.*<sup>17</sup>

Even now, if there are pupils with disabilities in a class, in justified cases and in line with the rights with which they are vested, they may receive support of a personal assistant or a teacher's assistant. The case is similar in an inclusive school, where – on account of specific educational needs of pupils – teachers in cooperation with other para/ professionals are also responsible for the organisation of the process of learning. Whilst caring for the pupils, they are meant to pay attention to the best cooperation possible.<sup>18</sup>

Nevertheless, it turns out that the role and the presence of specialists in an inclusive school/ class is not unanimously considered to be ultimately defined or even necessary. *Special education teachers may induce educational helplessness in pupils, as well as be an obstacle in interactions with peers without disabilities. Very little is known about the actual need for specialists of this type in inclusive schools.*<sup>19</sup>

Various solutions are proposed in reference to the cooperation, for example in a model where two teachers work simultaneously with pupils (co-teaching) yet their tasks and levels of leadership and partnership may differ. Five types of cooperation are distinguished<sup>20</sup>:

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<sup>17</sup> G. Szumski, *Koncepcja edukacji włączającej*, (in:) *Edukacja włączająca w przedszkolu i szkole*, ed. I. Chrzanowska, G. Szumski, Wydawnictwo FRSE, Warsaw 2019, p. 22.

<sup>18</sup> Based on own observations carried out in March 2019 in one of the Finnish schools (in the Arctic Circle), in the second grade with 23 pupils, where eight were diagnosed with SPE – in line with the Finnish criteria, whereas other two required “increased attention” of the teacher. There were two teachers in the class, i.e. an early school education specialist and a special education teacher and two assistants. During the classes, close cooperation among all adults was noticeable, along with jointly undertaken interventions responding to the needs of different pupils.

<sup>19</sup> G. Szumski, *Koncepcja edukacji włączającej*, (in:) *Edukacja włączająca w przedszkolu i szkole*, ed. I. Chrzanowska, G. Szumski, Wydawnictwo FRSE, Warsaw 2019, p. 21.

<sup>20</sup> L. A. Dieker, S. Powell, *Secondary Special Education and Inclusive Practices: Pitfalls and Potential for the Success of All*, (in:) *Sage Handbook of Special Education*, Sage: Los Angeles, London, New Delhi, Singapore, Washington D.C. 2014, pp. 666-667.

- 1) *leading teacher and supporting teacher*, applying more diversified strategies<sup>21</sup>;
- 2) *station teaching*: every teacher works with a separate group of pupils at the so-called stations (e.g. thematic);
- 3) *parallel teaching*: teachers teach the same content in two small groups;
- 4) *alternative teaching*: division of a class into a larger and a smaller group; with respect to the smaller group, support consisting in re-teaching, pre-teaching and reinforcement is applied;
- 5) *team teaching*: both teachers have the same position and the same roles in a class (particularly recommended in integrated teaching).

Another form is collaborative teaching, which assumes negotiation of goals and meeting them in line with competence and a contract, not necessarily at the same place and time.<sup>22</sup>

Lisa A. Dieker and Selma Powell<sup>23</sup>, referring to the aforementioned types of cooperation, focus on secondary schools and emphasise that it has not been ultimately determined whether in every case the second teacher in the class should be/ may be a special education teacher. The fundamental issue is his/ her substance-related and methodological preparation within the scope of a specific subject of teaching. However, the problem could be solved thanks to the performance of a specific HR policy, educating the future teachers and promoting, among the already working personnel, supplemental education in the area of special education, including inclusive

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<sup>21</sup> In Poland, the role is assigned to the position of a teacher co-organising the educational process in an integrated team, with attention focused on pupils with SPE.

<sup>22</sup> L. A. Dieker, S. Powell, according to: J. Baran, *Kluczowe problemy w kreowaniu procesu edukacyjnego w klasie inkluzyjnej*, (in:) *Inkluzívne prístupy v edukácii detí a žiakov*, ed. V. Kušnírová, G. Vojteková, Verbum, Ružomberok, 2018, p. 234.

<sup>23</sup> L. A. Dieker, S. Powell, *Secondary Special Education and Inclusive Practices: Pitfalls and Potential for the Success of All*, (in:) *Sage Handbook of Special Education*, Sage: Los Angeles, London, New Delhi, Singapore, Washington D.C. 2014.



education<sup>24</sup> and pedagogical therapy with the aim of gaining specific qualifications and competence, as well as commencement of special subject studies by teachers. Such solution encounters barriers, for example financial and related to motivation. It is to be noted that the Finnish teachers have no problems with it, but the indisputable merit in this respect goes to the instruments that are applied and the state-funded acquisition of additional qualifications.<sup>25</sup>

On account of the clearly pronounced needs that result from individual differences among pupils and from requirements pertaining to the implementation of the process of teaching/ learning<sup>26</sup>, it would be necessarily to seriously treat the models, but also the solutions (as, for example, in the Finnish school, as mentioned before), presuming the presence of the second teacher in an inclusive class, similarly to additional para/ professionals (e.g. assistants). Specific qualifications should account for the needs and the level of education of a team of pupils with whom such additional teachers are meant to work.

### **Pedagogical Therapy and Educational Facilitation: Joint Area for Pedagogical Activities Aimed at Helping the Pupils**

In line with the legal document on the principles of organisation and offering of psychological and pedagogical support to pupils in

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<sup>24</sup> I. Chrzanowska, G. Szumski, *Kompetencje zawodowe – jakie wyzwania?* (in:) *Edukacja włączająca w przedszkolu i szkole*, ed. I. Chrzanowska, G. Szumski, Wydawnictwo FRSE, Warsaw 2019; B. Jachimczak, *Nauczyciel w edukacji włączającej*, (in:) *Edukacja włączająca w przedszkolu i szkole*, ed. I. Chrzanowska, G. Szumski, Wydawnictwo FRSE, Warsaw 2019.

<sup>25</sup> E. Czujko-Moszyk, *Sukcesy fińskiego systemu edukacji, czyli dlaczego Finlandia szczyty się jednym z najlepszych systemów szkolnictwa na świecie – porównawcze studium przypadku*, "Studia Edukacyjne", 2018, No. 48, pp. 349-365.

<sup>26</sup> G. Szumski, *Zróznicowane grupy uczniów – jakie problemy?* (in:) *Edukacja włączająca w przedszkolu i szkole*, ed. I. Chrzanowska, G. Szumski, Wydawnictwo FRSE, Warsaw 2019.

an educational facility<sup>27</sup>, the basic support for a pupil takes place in a class, as part of daily work of a teacher that is integrated with activities of other specialists: “with the aim of supporting the development potential of a pupil and creation of conditions for his/ her active and full participation in the life of a kindergarten, a school or a facility and in the social environment.”<sup>28</sup> In the entire document, apart from the term “psychological and pedagogical assistance” and “support”, no other term is used in reference to the pupils. However, this last term, along with the concept of “facilitation” refers to teachers and parents with respect to whom these interventions, entrusted to specific specialists, have been envisaged. Furthermore, specialist classes listed in the above-quoted document<sup>29</sup> proposed as part of support are classes which can be attended by pupils with suspected disorders or diagnosed with specific disorders in development and problems with learning and functioning. They encompass specific therapeutic/ specialist interventions, proper for a given type of class from such category (i.e. speech therapy, remedial and compensatory classes, classes developing emotional and social competence and other types of therapeutic classes). It is worth drawing attention to the fact that competence entrusted to a specialist carrying out remedial and compensatory classes along with the name of the position i.e. pedagogical therapist may lead to the understanding that pedagogical therapy encompasses only activities carried out as part of remedial and compensatory activities and potentially the so-called

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<sup>27</sup> Regulation of the Minister of National Education of 9 August 2017 on the principles of organising psychological and pedagogical assistance in public kindergartens, schools and institutions (Polish Journal of Laws [Dz.U.] of 28 August 2017, item 1591 as amended), p. 3.

<sup>28</sup> Regulation of the Minister of National Education of 9 August 2017 on the principles of organising psychological and pedagogical assistance in public kindergartens, schools and institutions (Polish Journal of Laws [Dz.U.] of 28 August 2017, item 1591 as amended), p. 1.

<sup>29</sup> Regulation of the Minister of National Education of 9 August 2017 on the principles of organising psychological and pedagogical assistance in public kindergartens, schools and institutions (Polish Journal of Laws [Dz.U.] of 25 August 2017, item 1591 as amended), p. 3.

“other therapeutic classes” (not specified in detail in the discussed Regulation). This obviously narrows down the understanding of pedagogical therapy. It may be considered conditionally permissible if a reservation is made about the indispensable knowledge of the broader context of the field of application and interventions of pedagogical therapy and specialists offering psychological and pedagogical assistance. Due to this, additional clarifications are necessary, along with expertise in defining and assessing the conceptual scope of pedagogical therapy and its methodology, taking into account the applied measures – at times greatly diversified, such as, for example, art therapy or therapy with the use of animals. Katarzyna Parys and Sławomir Olszewski wrote about the narrow understanding, based on the analysis of a text of Barbara Kaja, and following her trail of thought, they identified interventions of pedagogical therapy “with elimination of symptoms and decrease in difficulties and delays in learning, as well as disorders in the child’s behaviour.”<sup>30</sup> K. Parys and S. Olszewski refer the broad understanding<sup>31</sup> to various pedagogical interventions streamlining and supporting development of a person, i.e. as indicated in a statement by Anna Firkowska-Mankiewicz and Grzegorz Szumski: “it is every type of intervention used to create conditions supporting development.”<sup>32</sup> A similar content pertaining to the broad understanding can be found in older reference books, in particular in the area of special education, which are also referenced by K. Parys and S. Olszewski<sup>33</sup>; by establishing a link

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<sup>30</sup> K. Parys, S. Olszewski, *Rozumieć chaos. Rzecz o terminach i znaczeniach im nadawanych w pedagogice specjalnej*, Wydawnictwo Naukowe UP, Kraków 2016, p. 200.

<sup>31</sup> K. Parys, S. Olszewski, *Rozumieć chaos. Rzecz o terminach i znaczeniach im nadawanych w pedagogice specjalnej*, Wydawnictwo Naukowe UP, Kraków 2016, p. 200.

<sup>32</sup> A. Firkowska-Mankiewicz, G. Szumski, *Pedagogika specjalna i system kształcenia osób z niepełnosprawnościami w Polsce*, (in:) *Pedagogika specjalna*, vol. 2, *Podręcznik akademicki*, ed. D. D. Smith, Warsaw, Wydawnictwo Naukowe PWN, 2009, p. 331.

<sup>33</sup> K. Parys, S. Olszewski, *Rozumieć chaos. Rzecz o terminach i znaczeniach im nadawanych w pedagogice specjalnej*, Wydawnictwo Naukowe UP, Kraków 2016, pp. 200-204.

between the presence of a therapeutic aspect in the multi-dimensional pedagogical work carried out by a teacher/ teacher-supervisor in reference to the pupils requiring assistance in overcoming various types of difficulties – apart from indicating educational therapy – they also refer to the concept of therapeutic education.

Other modern studies pertaining to the issue analysed here also include the term Didactic Therapy.<sup>34</sup> The author of this concept notes that with respect to the interventions called in this way, “emphasis is put on the functioning of the mind, without any training in the strict sense of the term. The initiated interventions do not consist in exercises aimed at improving the rate of performance of mental operations, for example learning the speed reading or the use of mnemonic techniques. As part of Didactic Therapy, phenomenological training is carried out.”<sup>35</sup> Three basic goals are determined for such training: accomplishing a status of interest in the environment, accomplishing a status of openness towards the environment and identification of values characterising a man’s culture. Mere reference to the above-listed goals of Didactic Therapy allows for surmising that its main activities are aimed at development of a person in the sphere of his/ her self-consciousness, his/ her presence in the world and in a given culture, along with accomplishment of specific competence for making choices. And thus, Didactic Therapy does not aim directly at improving the educational situation of a pupil in the sense of remedy or compensation of disorders or difficulties at the school and daily-life functioning. In this sense, it goes beyond the framework of the issues related to pedagogical therapy that are discussed here.

Reaching to slightly older sources, yet another – albeit similar – term can be found in the study by Grażyna Szafraniec<sup>36</sup>, who attracts

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<sup>34</sup> Capital letters used in line with the author’s specification, B. Trochimiak, cf. B. Trochimiak, *Terapia Dydaktyczna – założenia*, (in:) *Niepełnosprawność. Dyskursy pedagogiki specjalnej*, No. 11, 2013, pp. 123-138.

<sup>35</sup> B. Trochimiak, *Terapia Dydaktyczna – założenia*, (in:) *Niepełnosprawność. Dyskursy pedagogiki specjalnej*, No. 11, 2013, p. 123.

<sup>36</sup> G. Szafraniec, *Terapia stosowana w nauczaniu – wychowanie terapeutyczne. Dokonania i perspektywy pedagogiczne*, (in:) *Wychowanie – Opieka – Wsparcie*.

attention to the specific activities in pedagogical work, related to the understanding of the term psycho-pedagogical therapy and notes "that it should form a specific combination of psychological and pedagogical therapy."<sup>37</sup> Szafranec clarifies: "Psychological therapy is aimed at rectifying development disorders with the use of psychological methods; it is an activity focused on the psychological aspect of the genesis, the mechanisms and the effects of development disorders. (...) Special combination of pedagogical and psychological therapy in line with the theory of learning interference consists in including, in the process of interaction between a therapist and child, the child's natural educational environments (families, school, peer groups). Thus, the psycho-pedagogical therapy is not only aimed at impacting the isolated subject of remedial impact, i.e. the child suffering from a development disorder, badly functioning in didactic situations, but it also results in the transformation of individual educational environments, in a direction most optimal for the main goals of remedial interventions."<sup>38</sup> In the light of the outlined understanding of the core of psycho-pedagogical activities, it is worth considering the premises for using this term instead of – or maybe interchangeably with – the concept of pedagogical therapy, bearing in mind common vs. similar goals and interventions assigned to them. Nevertheless, the diversity of the applied types of impacts cannot be overlooked here, which most frequently include: compensation,

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Tradycje i doświadczenia polskiej pedagogiki oraz możliwości współczesnego wykorzystania, ed. M. Wójcik, Wydawnictwa Górnośląskiej Wyższej Szkoły Pedagogicznej, Myslowice 2002, pp. 187-189.

<sup>37</sup> G. Szafranec, *Terapia stosowana w nauczaniu – wychowanie terapeutyczne. Dokonania i perspektywy pedagogiczne*, (in:) *Wychowanie – Opieka – Wsparcie. Tradycje i doświadczenia polskiej pedagogiki oraz możliwości współczesnego wykorzystania*, ed. M. Wójcik, Wydawnictwa Górnośląskiej Wyższej Szkoły Pedagogicznej, Myslowice 2002, pp. 188-189.

<sup>38</sup> G. Szafranec, *Terapia stosowana w nauczaniu – wychowanie terapeutyczne. Dokonania i perspektywy pedagogiczne*, (in:) *Wychowanie – Opieka – Wsparcie. Tradycje i doświadczenia polskiej pedagogiki oraz możliwości współczesnego wykorzystania*, ed. M. Wójcik, Wydawnictwa Górnośląskiej Wyższej Szkoły Pedagogicznej, Myslowice 2002, pp. 188-189.

correction, stimulation, improvement and even prevention<sup>39</sup>, incorporated into the area of basic, not only pedagogical, impacts, the application and the understanding of which is very extensive. Namely, this refers to the assistance and support/ facilitation, as well as intervention.<sup>40</sup> All of them may refer to numerous areas of human life. After all, specification – as it takes place in the case of educational support/ educational facilitation (as discussed further) – allows for directing attention to specific entities: persons and environments along with expected impacts.

### **Educational and Specialist Support/ Facilitation**

The discussion in the paper leads to a conclusion that in relation to the ongoing transformations in education and the expectations pertaining to the realisation of inclusive education and the position of specialists and special education teachers in facilities organising such education, the application of the term pedagogical therapy in reference to the specific educational interventions may raise a number of doubts, turn out to be problematic, controversial or

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<sup>39</sup> Cf. K. Parys, S. Olszewski, *Rozumieć chaos. Rzecz o terminach i znaczeniach im nadawanych w pedagogice specjalnej*, Wydawnictwo Naukowe UP, Kraków 2016, pp. 200-202; W. Dykcik, *Formy postępowania terapeutyczno-wychowawczego*, (in:) *Pedagogika specjalna*, ed. W. Dykcik, Wydawnictwo Naukowe UAM, Poznań 2001, pp. 73-81; I. Czajkowska, K. Herda, *Zajęcia korekcyjno-kompensacyjne w szkole*, WSiP, Warsaw 1989, pp. 49-56.

<sup>40</sup> Cf. Regulation of the Minister of National Education of 9 August 2017 on the principles of organising psychological and pedagogical assistance in public kindergartens, schools and institutions (Polish Journal of Laws [Dz.U.] of 25 August 2017, item 1591), p. 1, G. Gajewska, *Wsparcie dziecka w rozwoju. Konteksty opieki i edukacji*, Oficyna Wydawnicza UZ, Zielona Góra 2009; Dykcik, *Wprowadzenie w przedmiot pedagogiki specjalnej jako nauki*, (in:) *Pedagogika specjalna*, ed. W. Dykcik, Wydawnictwo Naukowe UAM, Poznań 2001, p. 31; W. Dykcik, *Zakres i przedmiot zainteresowań pedagogiki specjalnej*, (in:) *Pedagogika specjalna*, ed. W. Dykcik, Wydawnictwo Naukowe UAM, Poznań 2001, p. 63; W. Dykcik, *Formy postępowania terapeutyczno-wychowawczego*, (in:) *Pedagogika specjalna*, ed. W. Dykcik, Wydawnictwo Naukowe UAM, Poznań 2001, pp. 73-81;

even harmful. An important argument is the fact that this term has been overused for a number of years in the pedagogical publications and pedagogical praxeology. Acknowledgement that nowadays it is used more often not so much in reference to the type of undertaken interventions, but with respect to a specific addressee<sup>41</sup> seems no longer adequate with respect to the postulated methodology of work in a diversified team of pupils and organisation of inclusive education. It is necessary to consider whether the content instilled in the concept of educational support/ facilitation does not advocate assigning this name to the tasks set for the teachers with respect to paying attention to all pupils, as well as the ones that are considered in need of greater care and incorporation of additional measures into work with them. On the other hand, in reference to the interventions of specialists that are meant to support the teachers in their daily work with a diversified team and individual pupils requiring intensified intervention and assistance, it would be advisable to use the term specialist educational support/ facilitation. It must also be noted that the sole understanding of support in reference to the thought formulated above, having the noun-based root, specifies the type of action, but it may also refer to individual, *ad-hoc* activities or short-term or occasional ones. On the other hand, facilitation should be understood as a certain process lasting over time and related to the additionally introduced, specific and intensified stages of educational work, systematic and subject to frequent evaluation, along with the monitoring of outcomes and modification of goals and a potential decision on partial or full withdrawal of facilitation if such goals have been met. Depending on the stage of operation, the educational support/ facilitation would first be offered by the teacher, followed by specialist support/ facilitation that accompanies the work of the teacher and has been entrusted to a specialist who is called the educational support specialist.

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<sup>41</sup> K. Parys, S. Olszewski, *Rozumieć chaos. Rzecz o terminach i znaczeniach im nadawanych w pedagogice specjalnej*, Wydawnictwo Naukowe UP, Kraków 2016, p. 204.

It is worth adding that Wanda Hajnicz<sup>42</sup> examines the concept of educational support bearing in mind:

- educational activities for which the basic concepts and knowledge include: knowledge, skills, competence, process of learning, process of teaching, as well as implementation of processes, neurological foundations of learning, the zone of proximal development and the knowledge about efficient techniques of content presentation and collaboration in reaching the intended result;
- social support where the basic concept is support and resources.

Educational interventions as well as social support rely on and require active interaction of both entities of the teaching/ learning process, i.e. the teacher and pupil. "The expectations pertaining to what a given individual should learn and how the process of teaching should look like" underlie the educational interaction. "In the relation of support, such asymmetry is expressed in the resources held: the supported person does not have the sufficient resources at his/ her disposal in order to handle the task that he/ she has encountered; the task is difficult or too difficult for him/ her. The supporting person has at his/ her disposal the possibilities of supplementing the resources of the person who encountered such difficult or too difficult task. The supplementation is meant to allow the supported person to handle the difficulty."<sup>43</sup>

The content presented in the text pertaining to educational support is nothing new if practices that are in place in the countries with an advanced level of realisation of inclusive education are to be mentioned. Table No. 1 presents a comparative breakdown of selected examples, i.e. educational facilitation for pupils in the United States

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<sup>42</sup> W. Hajnicz, *Działania o charakterze wsparcia edukacyjnego*, (in:) *Indywidualne wsparcie edukacyjne*, ed. W. Hajnicz, A. Konieczna, Wydawnictwo APS, Warsaw 2015, pp. 11-12.

<sup>43</sup> W. Hajnicz, *Działania o charakterze wsparcia edukacyjnego*, (in:) *Indywidualne wsparcie edukacyjne*, ed. W. Hajnicz, A. Konieczna, Wydawnictwo APS, Warsaw 2015, p. 12.



of America and Canada, Finland and the offer of psychological and pedagogical assistance in Poland.

Its purpose is to show not only the organisation of educational support for pupils, but also to highlight the types of interventions undertaken in this respect, as well as the terminology applied to them. The concept of *Response to Intervention* (RTI<sup>44</sup>) that functions in the western countries refers to a hierarchically (with respect to methodology and organisation) arranged sequence of activities supporting the pupil as part of three possible levels of work. Moving to the next level is related to the absence of outcomes accomplished in work with a pupil at a given level and a decision about increasing the intensity of interventions as part of the foreseen RTI procedures.

Table 1. Support models in selected countries (USA and Canada, Finland and Poland) in a general education/ inclusive school

Interventions/ procedures	American model (USA, Canada) known as the RTI (response to intervention)	Finnish model	Polish model
<b>I level of support</b>			
<b>Types of inter- ventions, applied terminology:</b>	Basic instructions and strategies: preventive activities and activa- tion of pupils	Basic support	Assistance, support
<b>For whom?</b>	All pupils	All pupils	All pupils
<b>Venue:</b>	Classroom	Classroom	Classroom
<b>Responsible per- sons/ providers:</b>	Teacher	Teacher aided by an assistant and an indi- vidual assistant (for the pupil) and special education teacher	Teacher

<sup>44</sup> The concept was prepared in the USA at the beginning of the 21st century, cf. P. M. Björn, M. Aro, T. Koponen, L. S. Fuchs, D. Fuchs, *Response-To-Intervention in Finland and the United States: Mathematics Learning Support as an Example*, (in:) *Frontiers in Psychology*, 2018, No. 9, pp. 1-10. <https://doi.org/10.3389/fpsyg.2018.00800>

<b>Frequency:</b>	On an ongoing basis, in every-day work with pupils, 45-90 minutes per day, depending on the level and area of education	On an ongoing basis, in every-day work with pupils	On an ongoing basis, in every-day work with pupils and as part of integrated activities of teachers, supervisors of educational groups and specialists
<b>Control and evaluation of outcomes:</b>	Monitoring on an ongoing basis and in line with the schedule of periodical tests	Monitoring on an ongoing basis and in line with the schedule of periodical tests	Monitoring on an ongoing basis and in line with the schedule of periodical tests <sup>45</sup>
<b>Maximum time of performance:</b>	Continuous, for some pupils together with level II and III	Not specified/ continuous	Not specified/ continuous
<b>II level of support</b>			
<b>Types of interventions and applied terminology:</b>	Strategic supplementary intervention adjusted to the needs of specific pupils – within the scope of manifested difficulties (SEN)	Intensified support	Psychological and pedagogical assistance in the form of educational and remedial classes, specialist classes and other therapeutic and revalidation classes.
<b>For whom?</b>	Pupils with SEN, manifesting evident difficulties, who fail to accomplish the expected outcomes (did not respond to the intervention) as part of level I (approx. 10% and 15% pupils)	Pupils with SEN; the decision about the offering of assistance is negotiated in a multi-disciplinary team for supporting the pupils and the pupil's parents	Pupils with SEN; decision about the offering of assistance is subject to the consent of the pupils' parents.

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<sup>45</sup> Current provisions do not impose an obligation of documenting the efficiency of aid offered to pupils during ongoing work. However, they do not release the teachers from the obligation of observing the functioning of the pupils and ongoing modification/ adjustment of the modes of work with a given pupil during ongoing work. This means that also in this respect the teachers should verify whether the activities pursued by them produce the expected results. The class supervisor is responsible for the planning and coordination of support offered to pupils during ongoing work and as part of integrated activities of teachers and specialists (§ 20 Section 1-4 of Regulation of the Minister of National Education of 9 August 2017).

<b>Venue:</b>	Classroom, potentially work in smaller homogeneous separate groups	Classroom	Classroom and specialist's office at school and/ or in a psychological/ educational clinic
<b>Responsible persons/ providers:</b>	Teacher and specialist/s	Teacher aided by an assistant and an individual assistant (for the pupil) and special education teacher and other specialists	Teacher, special education teacher and other specialists
<b>Frequency:</b>	20-30 minutes, 3-5 times a week (in total, 60-90 minutes a week) apart from basic instructions and strategies as at level I	On an ongoing basis during educational classes	Adequately to the type of classes: 1-2 times a week
<b>Control and evaluation of outcomes:</b>	Monitoring of progress at least once every two weeks, maintenance of additional documents	On an ongoing basis and periodically	On an ongoing basis and periodically
<b>Maximum time of performance:</b>	Two rounds at 8-12 weeks are recommended with documented modifications of the applied strategies and measures for the purpose of full adjustment to the pupils' educational needs, carried out together with level I	Not specified, uninterrupted	Not specified, uninterrupted
<b>III level of support</b>			
<b>Types of interventions and applied terminology:</b>	Intense intervention, adjusted to and based on up-dated data from the pupil's current diagnosis	Strongest form of support in learning that requires a formal administrative decision and an expert's report after completion in a multi-task group supporting pupils and parents	Intense support and psychological and educational assistance in pursuance of the individualised teaching path, specialist and other therapeutic classes or in a therapeutic class, requiring an in-depth diagnosis and an administrative decision upon the consent of the pupil's parents

<b>For whom?</b>	Pupils with evident difficulties who fail to accomplish the expected outcomes ( <i>did not respond to the intervention</i> ) as part of level 1 and 2 (1%-5%).	Pupils with serious difficulties in learning and behaviour	Pupils with serious difficulties/ disorders in learning resulting from disability or specific learning disorders
<b>Venue:</b>	Specialist's office, 1-5 pupils, homogeneous small groups or individual work	In class or during work in small therapeutic teams	Specialist's office, therapeutic class
<b>Responsible persons/ providers:</b>	Educational therapy specialist or other specialist	Teacher aided by an assistant and an individual assistant (for the pupil) and special education teacher and therapist	Special education teacher and therapist, teachers with additional qualifications (preparation within the scope of teaching pupils with specific learning difficulties working in a therapeutic class)
<b>Frequency:</b>	Not less than 30 minutes, 5 days a week, apart from basic instructions and strategies pursued at level I	Regularly, every day as part of educational classes	On an ongoing basis and periodically, depending on the place of classes, i.e. 1-2 hours a week with a specialist and/ or special education teacher in the office, as part of individual educational path – specified by the school headmaster
<b>Control and evaluation of outcomes:</b>	Weekly monitoring of progress with measures based on the curriculum	On an ongoing basis and periodically	On an ongoing basis and periodically
<b>Maximum time of performance:</b>	Long-term and regular work Pupils may be moved back to level II, after short-term goals from level III have been accomplished	Depending on the results of evaluation, return to a lower level is possible	Depending on the results of evaluation, return to a lower levels is possible

Source: author's own study based on: P. M. Björn, M. Aro, T. Koponen, L. S. Fuchs, D. Fuchs, *Response-To-Intervention in Finland and the United States: Mathematics Learning Support as an Example*, (in:) *Frontiers in Psychology*, 2018, No. 9, pp. 1-10. <https://doi.org/10.3389/fpsyg.2018.00800>,

M. Czarnocka, *Diagnoza – obszary, sposoby, narzędzia*, (in:) *Edukacja włączająca w przedszkolu i szkole*, ed. I. Chrzanowska, G. Szumski, Wydawnictwo FRSE, Warsaw 2019; E. Czujko-Moszyk, *Sukcesy fińskiego systemu edukacji, czyli dlaczego Finlandia szczyty się jednym z najlepszych systemów szkolnictwa na świecie – porównawcze studium przypadku*, "Studia Edukacyjne", 2018, No. 48, pp. 349-365; <http://www.rtinetwork.org/>, access 21.09.2020; Tyler ISD, *Response to Intervention. Operating Guideline Handbook 2012-2013*, USA, author's own materials: printout.

## Recapitulation

The presented discussion and, simultaneously, the postulated interventions supporting the process of teaching/ learning together with a reflection on the terminology applied within the scope of psychological support and educational therapy trigger a discussion and attract attention to the decisions made by the ministry in this area. In the era of introduction, but also continuous searching for solutions for efficient organisation of inclusive education in Poland, the issues tackled here are of great importance.

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