

No 3(294) 2018
May–June

Special issue.
Selection of scientific articles
translated into English

Special School



Ministerstwo Nauki
i Szkolnictwa Wyższego

Edycja anglojęzyczna artykułów naukowych w czasopiśmie Szkoła Specjalna – zadanie finansowane w ramach umowy nr 648/P-DUN/2018 przez Ministra Nauki i Szkolnictwa Wyższego przeznaczonej na działania w zakresie upowszechniania nauki

English-language edition of scientific articles in the magazine Special School – task financed under the agreement No. 648/P-DUN/2018 by the Minister of Science and Higher Education allocated to the activities of disseminating science

CONTENTS

SCIENTIFIC STUDIES

- 3 – *Leszek Ploch*
Students with disabilities trapped in boredom
- 11 – *Aneta Jarzębińska*
The environment of a prison school as described by imprisoned students

FROM TEACHING PRACTICE

- 24 – *Zuzanna Stawikowska*
Nursing home as a therapeutic facility for people with disabilities
- 31 – *Kinga Ferenc*
Peer tutoring for children with autism spectrum disorders
- 40 – *Natalia Kajka*
Difficulties in learning to read and write in children with ADHD

Transl. Joanna Siemieniuk

STUDENTS WITH DISABILITIES TRAPPED IN BOREDOM

*Nothing is more unbearable for a man,
than to remain in complete peace, without passion,
with no interests, distractions, efforts.
Feeling nothingness, loneliness, inadequacy
of one's strength, dependence, weakness, emptiness.
Immediately from the depths of his soul emerges boredom,
darkness, sadness, worry, dissatisfaction, despair.*

Blaise Pascal

The main aim of the article is to place the issue of boredom and idleness among students with disabilities during school education in a wide-ranging discussion. The author intends to point out the responsibility to identify boredom among students with disabilities and, in consequence, the need to adopt a strategy preventing this phenomenon. A thorough, systematic analysis of educational activities allows evaluation of their effectiveness and forms the basis for formulating principles to prevent all forms of boredom that condemns students to idleness, exclusion, marginalization, and loneliness. The article describes characteristics typical of boredom from the perspective of negative consequences students suffer as a result of neglect, tardiness, and disrespect from teachers. The author attempts to find optimal educational and therapeutic opportunities and, recognizing various limitations that lie inside and outside of the student, suggests a set of educational principles to prevent boredom among students as well as practical recommendations in this area for educators.

Keywords: boredom, idleness, disability, student, school, teacher

Introduction

The quality of everyday life of students with disabilities is a phenomenon that is peculiar and fascinating in pedagogy, but above all extremely important from the perspective of organizing the current space (present), as well as the future of each of them individually. The peculiarity of this phenomenon is of interest to parents, teachers, and students themselves, who point to

many difficulties on a daily basis related to advocating the organization of their own time, the implementation of various school and non-school tasks. Such collective monitoring of life in its various currents gives a foundation for suggesting a seemingly controlled level, stimulating and giving direction to students' activity, in accordance with accepted educational standards and social expectations.

Its presence, and thus its effectiveness, is manifested at the level of effectiveness of immediate pedagogical and therapeutic procedures, having a direct impact on the way of thinking, functioning and school activity of the discussed group of students. It could be considered at this level that a special needs student is provided with the conditions for his own development, development of interests, talent and skills. However, not all students have the opportunity to equally meet the tasks posed to them and the growing difficulties, which usually translates into a reduction in the quality of their functioning at school and in the family, and as a result, sharp criticism from teachers and peers. These students spontaneously attempt to withdraw because they are afraid of the dissatisfaction of pedagogues and loved ones, anger and irritation from their environment. The problem is additionally addressed in the light of the diversity of psycho-mental, mental and intellectual abilities of the team of these students, in whom an extremely different kind of disability effects can be observed, and with it a peculiar separation of functioning in school conditions (Kościelska, 2000; Kościelska, Aouila, 2003).

Also problems associated with socio-cultural diversity contribute to the disintegration of cognitive, social and communication functions, and often the extremely low threshold of equalizing life chances. In the escape from the environment, in isolation from too many problems (often also in the family), the chaos, uncertainty, confusion, and consequent lack of activity, boredom, fear, weakness and emptiness enter the course of their life. This is particularly painful due to the individual dimension of students' functioning in the absence of coherence in pedagogical and therapeutic awareness of supportive, streamlining, equalizing solutions, disappearance of life self-empowerment activities, minimized socio-cultural possibilities of including them into activity in the environment, infantilization of the system of emerging from states of anxiety and fear of the future, incompetently implemented social, professional and cultural integration, disappearance of a reliable willingness to change the quality of care provided by a large group of pedagogues (Baran, Olszewski, 2006; Dobrołowicz, 2003; Dykcik, 2007; Opiate, 1994; Sękowska, 2001). These students are still reluctantly perceived in the environment, they are isolated and stigmatized, limited in their freedom of action, drastically lost opportunities to make choices and make personal decisions. Unfortunately, they are only left to their own activities in isolation without the prospect of expanding their personal intellectual and cultural horizons, expanding their circle of friends, developing individual interests, realizing their dreams. Most often, such a state is maintained on the initiative of the environment.

In school conditions, it is usually the result of inability to conduct systematic observation of a child, lack of interest in improving conditions in contacts with a peer group; lack of guardian's patience in everyday work; the inability to select individual methods, forms and means of activation; willingness to preserve the so-called peace of mind in mutual teacher-student relations; unjustified fear of increasing extra effort in the need for too much physical work and preoccupation with the protégés' affairs; preferring cynicism among the group of educators – duplicity; the gathered reluctance to support students in any matters, concerning the necessity of introducing changes and innovations of pedagogical and therapeutic character in the name of improving their general school and life situation.

Demons of boredom

Only few parents, educators and therapists are aware of the fact that it is boredom, when it crawls out and sneaks into the world of a child with disabilities, intensively sucks its energy, cripples its spirit, completely paralyzes self-development and life optimism. This state hypnotizes in monotony, indifference, emptiness, leads to experiencing negativity in the space in which one stops to develop any interests. According to Tadeusz Gadacz (2013, pp. 176–187), boredom is worse than evil and nihilism, because it means withdrawing from all, absolute indifference. In its uncompromising loss, it can lead to extreme poverty, including the denial of one's own existence. As emphasized by Arthur Schopenhauer (2009, p. 268), boredom annihilates, it is weakness, impermanence, limitation, and human life turns out to be a constant temporality, an uninterrupted attempt, suspension between desire and satisfaction, longing without a specific object, in some sense annihilation. The literature on the subject emphasizes that boredom has its various faces (Cioran, 2003; Czaplinski, Śliwiński, 1999; Toohey, 2012).

It is mainly characterized in terms: indifferent (relaxation, withdrawal, inertia); regulatory (sense of uncertainty, susceptibility to change or distraction); research (high degree of nervousness, active search for change); reacting (the need for quick reaction and searching for alternatives); apathetic (powerlessness, depressive mood, strong intensity of aversion) (Brodski, 2016; Czaplinski, Śliwiński, 1999; Kowalska-Ehlich, 2001; Znaniecki, 2001; Toohey, 2012).

Also in the *Book of Anxiety* (Pessoa, 2007, pp. 263–381), you can find extremely apt attempts to determine the state of boredom, bringing its essence closer. It is characterized primarily as: 1) experience of emptiness of the world (existence as negation, world as nothingness; 2) impression of chaos (painful belief that everything is chaos, that in the world there is no ordering principle, that it is not a sensible and purposeful entity); 3) awareness of the futility of everything and longing for something that is not there; 4) sense of imprisonment in the world

("imprisonment in the barren freedom of an infinite cell"); 5) isolation from yourself, being behind a glass pane; 6) lack of mythology (losing the ability to delude yourself, because "only the one who knows Gods never gets bored").

Søren Kierkegaard (1982, p. 324) considers boredom in terms of the realm of evil, ie, recognizing it unequivocally as the cause of all evil: "Boredom is the root of all evil. It is remarkable that boredom, whose essence is so calm and balanced, can have such strength to be the source of such a powerful movement. Boredom, indeed has magical influence, but it is not appealing, but repulsive."

On a daily basis at school, unfortunately, attention is rarely paid to the phenomenon of boredom and its negative consequences for students with disabilities, and if it is, it is assumed that this is due to indifference, tiredness in the pupil's reduced school activity, but not due to the kind of work of educators. In practice, schools can presently observe a tendency to reduce the level of organization of classes in terms of attractiveness, alternative and innovativeness. Too often, there is a lack of searching for and introducing interesting and creative forms of work with this group of students. As a rule, while working with them, the effort is focused on activities limited to excessive repetition of the same activities from day to day. Among those mentioned are only some possible reasons for the appearance of boredom at school. As the practitioners emphasize, what is causing boredom is not routine in any case, but above all, the lack of challenges adequately initiated within the organization of school activities. These in turn usually result from inadequate selection of school duties in relation to the level of abilities and real predispositions of the student. An experienced educator is aware of the fact that in order for educational tasks to constitute a sufficiently important challenge for the student performing them, they must be properly selected due to individual psychophysical possibilities, i.e. they should be simple enough for the student to be able to realize them, and difficult enough to use its potential and demonstrate individual skills and abilities. If this is not the case, the student gradually ceases to engage in the activity being performed, becomes weary which inevitably leads to inactivity. As a consequence, there is an excessive discrepancy between what the mentee could and would be able to do and the requirements set for him by the teacher.

The teachers explain the fact of idleness by the occurrence of conditions inherent in the students themselves and their home environment. In practice, during the school day, these pupils, especially those with intellectual problems, are very much restricted in terms of their own freedom of action, making choices, making decisions in the ways and dimension of using time. Too often, even in the simplest school, self-service and organizational activities, the school staff and family members completely relieve this student. This has a direct impact in the area of choice of behaviour at school, slower motivation to learn, as well as leads to the disappearance of the need to use skills and personal interests, limits or results in a loss of opportunity in the development of individual passion.

One can risk a statement that such a condition favours the disclosure of forced inactivity. The student gradually enters the stage of idleness, and as a result, he is overcome by the state of exhaustion, satiation and spatial void. The situation may additionally worsen the all-pervasive permission to limit students' ability to make individual choices in the area of free-time self-activity, because these do not exist in an out-of-school environment, and even if a proposition appears, in each case it is not run in a systematic, long-term manner and has no affordability because of the limited ability to take it because of a student's disability. This causes a very difficult situation, because in the order of events in these students the habits of taking up school tasks and duties decrease, the level of participation in class activity decreases as well, and as a result, the scope of cognitive activities decreases rapidly and the crisis of acting for yourself and others occurs. As a result, the revealing multidimensional deprivation of needs limits individual possibilities in the sphere of access to specific goods and participation in school and family life. These students are passively submitting to activities that push them into the coercion of inaction, i.e. nothing to do. As a consequence, a sense of constitutive reality is constructed around individual students, the effect of which, in self-defence, is usually the desire to maintain a state of appearances, i.e. a state of pretending, leading inevitably to the deepening of the negative quality of the individual course of life.

As correctly pointed out by Josif Brodski (2016, pp. 87–88), "boredom known under various pseudonyms – humiliation, discouragement, weariness, spleen, melancholy, apathy, indifference, dullness, lethargy, stupor, etc. – is a complex phenomenon, which is above all a result of repetition. It would seem, therefore, that the best medication should be constant ingenuity and originality. [...] Unfortunately, life does not provide such opportunities, because the most important factor of life is just repetition." The tragedy of boredom was noticed by Zygmunt Krasiński (1991, p. 71), who connected this phenomenon with chaos and the lack of a superior principle, order. From everywhere he observes doubts, disbelief and the collapse of current values: "mediocrity in all respects. What comes from the fact that there is no common idea in it."

Boredom at school can actually affect every student, and its effects can take on various negative forms. It is generally accepted that two groups of children with disabilities may be exposed to the syndrome of indifference, apathy and withdrawal. The first is represented by those students who are stuck in the generally accepted negative opinion of teachers, as incapable, extremely neglected, unpractical, too deeply intellectually limited, aggressive, with an inesthetic appearance, dangerous, those with particularly extreme communication difficulties and disorders caused by psychoses, mental illness, autism, those with an extremely low level of cognitive functioning. The second group consists of students displaying an extremely dominant source of curiosity, over activity or, on the contrary – having problems in permanently maintaining a longer contact with the teacher, they

do not trust him and do not endeavour to find an emotional relationship with him, they manifest a clear aversion to individual educators.

The fact of occurrence of boredom can also be influenced by a kind of apathy and aversion on the part of the teacher to activate the student at school, and this may result in the expiration of motivation to work. In such cases, the teacher usually remains strongly convinced that he has already done everything possible to activate the student. In turn, for a student, it may be daunting that the educator clearly makes him realise the lack of finding favourable perspectives, and hence the senselessness of looking for the future perspective. At this stage, any supervision of a teacher over a pupil usually comes down to a formal character and limits only to caring activities.

Experiencing boredom by students with disabilities is a phenomenon that is particularly unacceptable and worthy of social rebuke, because in its catastrophic consequences it completely contradicts the legitimacy of respecting the principles of comprehensive support in school; continually strengthening their potential capabilities; the necessity of constant improvement of undisturbed functions as well as cognitive and creative activation; individually accessible shaping and development of communication skills; adequately adapted in its methods and forms of dynamizing efficiency in the field of self-servicing and resourcefulness of life; consolidating skills of constructive coping with everyday activities; modifying interpersonal skills; strengthening and broadening the ability to make decisions, self-governing oneself, preferring assertive behaviour; broadening the circle of friends and relatives.

Against boredom

Teachers who perceive the good of pupils with disabilities will nevertheless show vigilance, sensitivity, and will skilfully locate actions activating their pupils in the structure of their individual values, so as not to lose sight of their potential and capabilities. Every element of pedagogical work with children, teachers will focus on enriching their personal and collective experience, focus their attention on the individual potentials of students, on their active participation in the well-being of experiences specially created, and immanently in the personal perspective of own activity, its attractiveness and purposefulness. Teachers who understand and anticipate the effects of experiencing boredom in students, will make full use of the time they spend with them at school to address the crisis, triggering awareness sensitized and seeking at the stage of identifying all sources of inaction. In their work they will be guided by such pedagogical principles as:

- 1) integrating pedagogical experience through reconstruction, reorganization and sharing with other teachers;

- 2) establishing adequately comprehensive inspirations for creating space in the area of student recognition of values;
- 3) eliminating the duality of behaviour, pedagogical conduct in natural harmony with the expectations and psychophysical abilities of pupils;
- 4) verification of tools in the area of analysis of evaluation processes and integration of the teacher's experience in opposing the phenomena of boredom and inactivity of pupils;
- 5) creating space for constructing an integrated and unified system of experiencing the students' own activity in a sense of accomplishment, recognition, own success;
- 6) awareness of the specifics of socio-pedagogical and therapeutic value of the arranged authoritative ways of activating students in school and non-school conditions;
- 7) guiding and activating students with such traits as: the globality of therapeutic and educational interactions; creative stimulation of the entire process of improving and strengthening students' strengths, i.e. through their active and seeking attitudes towards reality; conducting preventive compensating and valuing activities in the adopted model of student activation;
- 8) linking educational activities with practical activities, especially with the use of art therapy techniques;
- 9) integrating activating actions together with the participation of the family and relatives in the student's environment;
- 10) making a thorough and ongoing assessment of the chances of students in the context of their features characterizing disability in the limitation of functioning;
- 11) creating different levels of student integration both at school and outside, enabling all forms of activation (active and passive).

Indications for educators

1. Regardless of the specificity of developmental needs and psychophysical abilities of pupils, it is necessary to cover them with individual, constant pedagogical and therapeutic care, aimed at counteracting states of passivity, inactivity and boredom.
2. The type and scope of the proposed support in the field of student activation should be diversified due to their individual needs as well as the characteristic features of the family environment.
3. Parents of students should be made aware of how to recognize, counteract and eliminate symptoms and effects of boredom.
4. Work with students at school should be primarily focused on activities that reduce the feeling of loneliness in coping with their own school problems and on increasing their agility, values and dignity.

5. All situations in which acts of eliminating students from participation in school activities appear (irrespective of their type, difficulty of the task and conditions of the course) should be kept to a minimum.
6. On the basis of systematically conducted observation, it is necessary to implement individually selected methods of work with students, allowing them to eliminate boredom, lack of interest, and psycho-corrective behaviour, i.e. behaviour adequate to the symptoms presented, including their psychological and social situation.
7. The teacher's therapeutic attitude should be characterized by the student's acceptance, stable willingness to adapt the requirements, arousing the cognitive curiosity of the students, as well as their creative attitude towards the environment. The teacher's natural and empathic involvement in the mainstream of activity will always have a beneficial effect, regardless of the limitations and unmanageable pupils' strangeness, as it might seem.

Bibliography

- Baran, J., Olszewski, S. (Ed.). (2006). *Świat pełen znaczeń – kultura i niepełnosprawność*. Kraków: Oficyna Wydawnicza Impuls.
- Brodski, J. (2016). *Pochwała nudy*, transl. A. Kołyszko, M. Kłobukowski. Kraków: Społeczny Instytut Wydawniczy Znak.
- Cioran, E. (2003). *Święci i tży*, przeł. Ireneusz Kania. Warszawa: Wydawnictwo KR.
- Czapliński, P., Śliwiński, P. (1999). *Nuda w kulturze*. Poznań: Dom Wydawniczy REBIS.
- Dobrołowicz, W. (2003). *Twórczość – wyzwanie XXI wieku*. Kraków: Oficyna Wydawnicza Impuls.
- Dykcik, W. (2007). *Pedagogika specjalna*. Poznań: Wydawnictwo Naukowe UAM.
- Gadacz, T. (2013). *O umiejętności życia*. Warszawa: Wydawnictwo Iskry.
- Kierkegaard, S. (1982). *Albo-albo*, v. 1, transl. J. Iwaszkiewicz. Warszawa: WN PWN.
- Kościelska, M. (2000). *Oblicza upośledzenia*. Warszawa: WN PWN.
- Kościelska, M., Aouila, B. (Ed.). (2003). *Człowiek niepełnosprawny, sprawność w niepełnosprawności*. Bydgoszcz: Wydawnictwo Akademii Bydgoskiej im. K. Wielkiego.
- Kowalska-Ehlich, B. (2001). *Przestępczość młodzieży rozmiary i charakterystyka zjawiska*. In: *Polska młodzież – zaburzenia, zagrożenia w aktualnej rzeczywistości społecznej*. Bydgoszcz: Wydawnictwo Akademii Bydgoskiej.
- Krasiński, Z. (1991). *List do Konstantego Gaszyńskiego z grudnia 1836 roku*. In: *Listy do różnych adresatów*, v. 1, Z. Sudolski (Ed.). Warszawa: Państwowy Instytut Wydawniczy.
- Opiat, J. (1994). *Kształcenie dzieci upośledzonych umysłowo*. Warszawa: Wydawnictwo dra Jana Opiata.
- Pessoa, F. (2007). *Księga niepokoju Barnarda Soaresa, pomocnika księgowego w Lizbonie*, transl. M. Lipszyc. Warszawa: Świat Literacki.
- Schopenhauer, A. (2009). *Świat jako wola i przedstawienie*, v. 1, transl. J. Garewicz, Warszawa: WN PWN.
- Sękowska, Z. (2001). *Wprowadzenie do pedagogiki specjalnej*. Warszawa: Wydawnictwo APS.
- Toohey, P. (2012). *Historia nudy*, transl. K. Ciarcińska. Warszawa: Wydawnictwo Bellona.
- Znaniński, F. (2001). *Ludzie terazniejsi a cywilizacja przyszłości*. Warszawa: WN PWN.

THE ENVIRONMENT OF A PRISON SCHOOL AS DESCRIBED BY IMPRISONED STUDENTS

The article presents the findings of a survey that covered 52 male convicts – students of the Center for Continuing Education at the Correctional Facility in Stargard, a city in northwest Poland. It examined their perception of selected elements of the prison school's environment. It determined how they described themselves as students and what characteristics and behaviors they ascribed to their teachers. They were also asked to estimate the resocialization value of instruction and suggest possible changes to be made to the school environment. The survey showed that the respondents' education followed a dubious course. Their main motivating factor for entering education at the prison school was their desire to gain new or additional qualifications as well as to leave the cell. The survey also showed that, first of all, it was a broad knowledge of the subject taught that the students attributed to their teachers. At the same time, they thought their teaching staff lacked the ability to stimulate motivation for change in students. In the respondents' opinion, instruction turned out to be of moderate significance as compared to other means resocialization value is ascribed to. The students pointed to some deficiencies of the prison school environment. Their correction could translate into increased value of instruction in the prison. The too narrow and obsolete educational offer received the most negative feedback from the students. They had a lot of critical comments about the school's infrastructure. They were particularly unhappy about school supplies, which they thought were too modest, and the lack of appropriate conditions for intellectual work in the cells.

Keywords: prison education, resocialization through education, correctional facility

Introduction

The article presents the results of empirical studies of the image of the prison school environment that its students have. Assuming that the school environment is all institutional, personal and didactic factors occurring in it (Gryniuk, Tuszyńska-Bogucka, 2004), its chosen elements were analysed, namely: self-presentation as a student, teacher characteristics made by convicts, their opinions about the value of teaching as a means of resocialization and the need for changes in the functioning of the institution.

The conducted library inquiry provides the basis for concluding that the issue of national prison education appears sporadically in scientific studies. Meanwhile, this is an important and current issue. Acquiring education and appropriate professional qualifications becomes a condition for finding employment in a difficult labour market. And having a job is an indispensable factor in the success of the social process of re-adaptation of the ex-inmates.

The issue of prison education is important and valid also because in the population of convicts, poorly educated people prevail, many of whom suffer from functional illiteracy (Woźniakowska et al., 2006). The need to complete education or qualifications by these people is therefore urgent. The possibility of satisfying it is guaranteed by the Legislator (Act on Executive Penal Code of June 6, 1997), stating, among others:

- “In penitentiary institutions, compulsory education is conducted in the field of primary and middle school, as well as teaching in a post-primary (upper secondary) and vocational courses [...]” (Article 130§1).
- “Convicts may, with the consent of the prison director, study in schools outside the prison, if they meet generally binding requirements” (§ 5 Art. 131).

For education during deprivation of freedom, the following are eligible:

- 1) obligatory – which concerns prisoners who are under 18 years of age and are required to fulfil their school duty on the basis of the Education System Act;
- 2) at the request of the penitentiary department of the establishment – which in turn applies to prisoners who were recommended to start learning in an individual impact program;
- 3) in response to the prisoner’s request to take up education or to continue it in a specific type of school (Regulation of the Minister of Justice of February 13, 2004. *Journal of Laws of 9 March*).

As of February 1, 2018, it was possible to start learning by imprisoned persons in 20 permanent education centres (CKU) with 28 school departments, from the 8 grade primary school (4 grades) and middle school (5), through high school general education (16) and ending with post-secondary school (2). The educational offer was complemented by existing professional qualification courses at 19 centres, enabling training in 22 professions, including: a cook (in 9 centres), a building fitter and finishing works in construction (7), a locksmith (6), a carpenter (5), electrician (4).¹

As evidenced by reports regularly prepared by the Prison Service, every year several thousand prisoners are taught in prison schools, for example in the school year 2016/2017, on the day of the end of the school year there were

¹ <http://www.sw.gov.pl/strona/to-download> (17.02.2018).

4313 students (5.8% of the population staying in prisons and detention centres) (BP CZSW, 2017). The highest number of students was occupied by qualifying vocational courses – 2809, followed by general secondary schools – 1287. There were 154 sentenced people attending high school, 63 were not interested in elementary education (BP CZSW, 2017).

Own research

One of the penitentiary facilities enabling schooling while serving a prison sentence is located in Stargard in the West Pomeranian Voivodship. In September 2016, 90 convicted men began training under the guidance of a 19-person teaching staff at the local CKU, including:

- 38 in a general secondary school (19 students in semesters I and II),
- 54 on professional qualifying courses² (under two specialties – locksmith and cook).

CKU in Stargard has become a research area. Their subject was selected institutional, personnel and didactic factors that make up the environment of this institution. The aim, on the other hand, is to learn how students characterize them, including determining whether there are those among them that can block the process of resocialization through teaching.

At the stage of developing the methodological basis of own research, a research problem was also formulated: how do convicts characterize selected aspects of the school environment to which they attend during imprisonment?

Its detailed description are the following questions:

1. What is the self-presentation of the respondents in the role of students?
2. What attributes and behaviours do the respondents attribute to their teachers from the prison school?
3. How do the respondents view the value of teaching as a means of resocialization?
4. Which of the factors constituting the school environment, in the opinion of the respondents, are barriers to resocialization through teaching and what changes do they propose to introduce?

The research was carried out using a questionnaire. It consisted of 30 complement questions, most of them provided with a list of answers to choose from, although sometimes more than one option could be selected. In some cases, the respondents' task consisted in assigning points to individual options, depending on the intensity of the phenomenon in question. For completing the questionnaire, up to 54 imprisoned students were directly contacted during school activities. After the initial selection of the collected material and rejec-

² Two students attended both the secondary school and the qualification course at the same time.

tion of incompletely completed questionnaires, 52 prisoners were qualified for further analysis. There were among them:

- pupils from the first and second semesters of secondary school (11 and 9 people),
- students of the third semester of the qualification course with the specialty of chef (10),
- students of the first and the second semester of the qualification course with the locksmith specialty (22).

Respondents were of different ages – the youngest was 20 years old and the oldest was 53, although the largest group turned out to be between the ages of 20 and 30 (36 people). The respondents found themselves in a penitentiary isolation due to various crimes, but it was striking that as many as 25% of them were convicted of murder. In addition, in the biographies of many people, the phenomenon of repeating the year was noted (there were 32 such cases), sometimes multiple (13); failure in school education was mainly associated with their own negligence (usually indicating the truancy as the reason).

Research results and discussion

Self-Presentation in the role of a student

Self-presentation is understood as a “system of expression about oneself” (Kozielecki, 1986, p. 90). As Ewa Kołodziejska (2007) noted, they may be a description of themselves (descriptive judgments), a description of one’s own desires and aspirations (standard judgments), they may also consist in the valuation of the presented features (value judgments). In our own research, the first two categories were included to recognize self-presentation of convicts in the role of students.

First, the motivation for respondents to learn at the prison school was established. Results were obtained that coincided with the information on the condition of prison education in 2005–2009, published by the Supreme Audit Office (2010). The most often there was the willingness to acquire new or additional qualifications (31 responses) (Figure 1). The second most frequently mentioned premise was the possibility of leaving the cell (23). Less significant were: the prospect of early dismissal (16), the desire to prove to yourself that one can manage (15) and the perception of science as an antidote to boredom (13). Some convicts did not want to be ashamed of their education in the future before their own family or before their fiancé’s family (11).

It should be noted that the surveyed men were usually guided by more than one reason (on average, one respondent received 2.5 responses). It is striking that most decisions were made due to the possibility of receiving specific, more

or less distant, prizes. After consideration, however, it was considered that the motives should not be evaluated, because the most important is the fact of entering into the role of a student whose fulfilment can become a contribution to the reestablishment of the existing hierarchy of values and change of one's life.

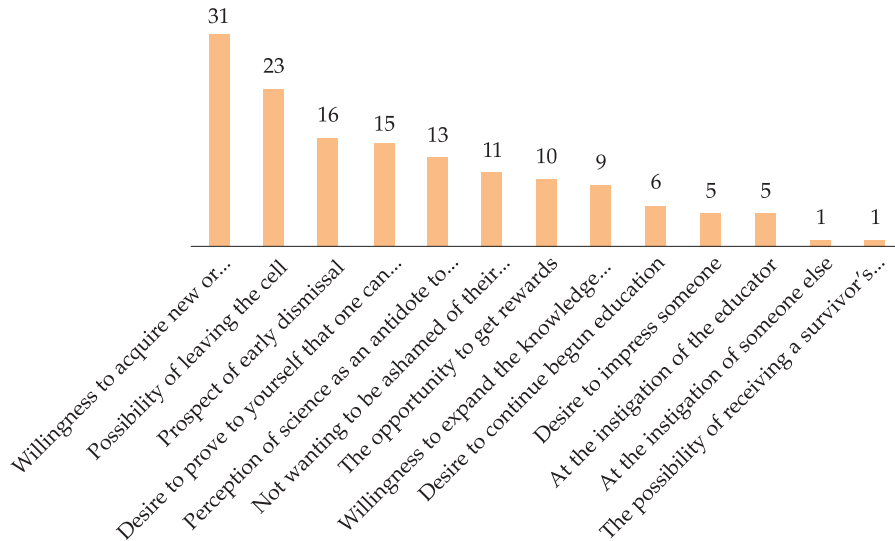


Figure 1. Motivation to start prison school

The conducted research also showed that the vast majority of students were sure that they would finish the school or course (30 people). Some have chosen the answer "I will rather finish" (8). The remaining dozen or so (14) had doubts as to whether they would succeed, most assuming the interruption of education, when their sentence would end (12 such answers were collected). One convict was afraid of failure due to his abilities, and another one took into account that he would be withdrawn from teaching.

Only slightly over a quarter of respondents were interested in starting education at the next level or in a different form at the prison school (the most often indicated option were vocational courses), and almost half declared that they want to study after leaving the prison (23 people). Others either did not give an unequivocal answer (9), or definitely cut themselves off from further schooling, usually justifying their choice with the need to take up paid work, which was often associated with going abroad.

Traits and behaviours of teachers in the prison school

A model teacher is a professional, gathering the subject and subjective features desired in this profession. According to Lucjan Olszewski (2000), the subject as-

pect includes, among others: general knowledge, knowledge about the student, methodological knowledge and didactic skills. The subjective aspect consists of: teacher's personality traits, values he recognizes, motives to work with children, and self-fulfilment program. In our own research, the concept presented became the basis for formulating the catalogue of desirable pedagogues in the prison school. However, as Hubert Iwanicki (2004) writes, it is a mistake to treat these types of institutions as exclusively teaching institutions. Although students of this type of school are adults, it is necessary to put emphasis on preparing them for living in society in accordance with the applicable standards.

Therefore, in addition to the obvious improvement of students' intellectual performance, the duty of the teachers of the prison schools is to correct and compensate for the disordered attitudes and personality structures of the pupils, as well as to show them new opportunities (Szecówka, 2007). With this in mind, an additional group of features particularly important in rehabilitation practice was distinguished (table). In total 27 desirable properties of the teacher of the prison school were specified. The respondents referred to each of them to determine how many teachers of the prison school they are pupils of have. They chose from the options: a) all or almost all, b) half, c) some, d) two, e) one and f) none. Individual responses were assigned points from 5 (in the case of the first option) to 0 (in relation to the last).

Table

Catalogue of features desired in teachers of the prison school

Subject features	General subjective features	Features that are particularly useful in resocialization practice
Fair while evaluating	One can see their personal commitment to work	Without prejudice towards convicts
Has a broad general knowledge	Kind	Patient
Encourages students to ask questions and seek answers for themselves	Can listen to the student	Gives the student the feeling that he believes that they will not return to crime
Able to pass knowledge / skills in a comprehensible way	Empathic	Consequent in decisions
Has a wide knowledge of the subject taught	Has a sense of humour	Mentally resistant
Addresses the student in a cultural way	Demanding towards the student	Has a hobby that can be shared with students

Establishes an individual contact with the student	Demanding towards the themselves	Able to motivate students to change their lives
Clearly sets out the requirements for students	Can be trusted	Wants students to make positive changes in their own lives
As part of the subject taught, can impart useful knowledge	Truthful	Determined in action in conflict situations, violence

According to the convicts, their teachers have a broad knowledge of the subject being taught and relatively many of them can show its useful aspects. Most often, convicts also pointed out that educators turn to students in a cultural way (Figure2).

The conducted research allowed to identify at the same time the features that are least common among teachers (Figure 3). The lack of the ability to arouse students' motivation to change has come to the fore. Moreover, in the students' opinion, the teachers do not believe that their pupils will not return to crime.

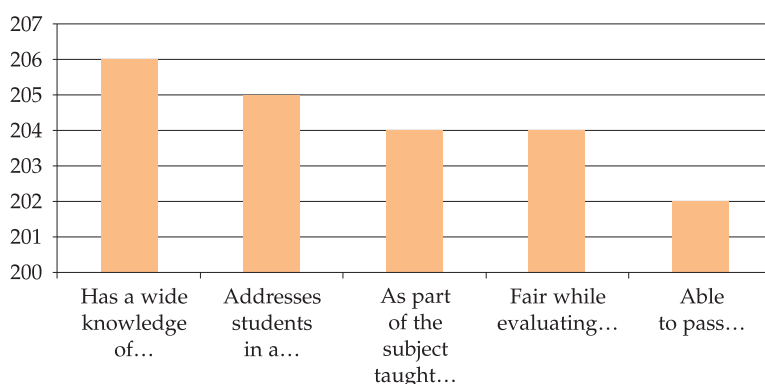


Figure 2. Teachers' traits – the most common ones

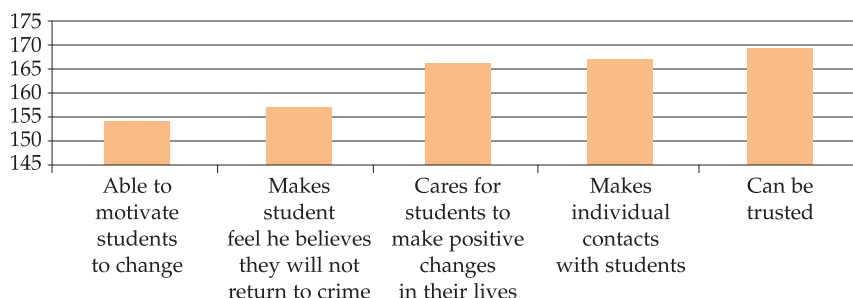


Figure 3. Teachers' traits - the least frequent ones

According to the research, teachers clearly represent the features that characterize the substantive, didactic and methodical preparation (from the group of

subject properties) (Figure 4), while those which are important in the processes of correcting and compensating for disturbed attitudes and personality structures of imprisoned students are poor.

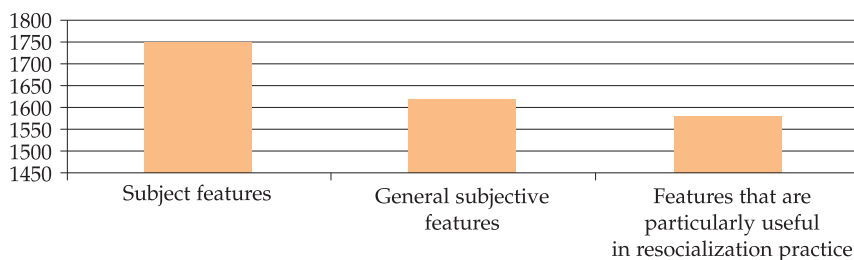


Figure 4. Traits owned by teachers by trait groups

In the end, there are many examples in the whole school environment that show a lack of teachers' competence to carry out compensation and corrective or care and educational tasks. It is not without reason that Irena Smolińska-Theis (2015, p. 128) posed the question: "the school's educational and upbringing function – a relic of the past or a modern challenge?".

Statements about education as a means of resocialization

A reasonably carried out teaching process in the prison school can be one of the basic factors of resocialization, influencing the development of the proper system of values, targeting the cause-and-effect thinking, developing responsibility for own decisions and actions (Szecówka, 2001). Science counteracts intellectual dementia and to some extent sets new life prospects, in the first place it increases the chances of finding employment after leaving (Pindel, 2009). A higher level of education promotes better psychological well-being (Czapliński, 1994).

In own research, it was decided to get to know the convicts' opinions about the value of attending the prison school. Teaching with other means of resocialisation was put together so that respondents could give each of them a value expressed in points from 0 (meaning that the measure does not have a positive impact on them) to 5 (it has a highly positive effect). The analysis showed that attendance at the prison school was on the fourth position out of nine possible (Figure 5).

The list of means significant for resocialisation was opened by own creativity in the form of drawing, singing, writing fairy tales, creating lyrics for hip hop songs, playing the instrument, gluing models, painting, making metalwork, origami. However, such activities are not common in the surveyed population (a total of 12 convicts have taken them). A similar observation arises in relation to the work, which – as the surveyed men said, has a beneficial effect on them, is

available only to some (which is typical for the situation in the whole country³). There were also meetings with family before teaching. The importance of this means of resocialisation has been raised many times in the literature, including by reference to a situation where the family does not maintain contact with the prisoner (Machel, 2014).

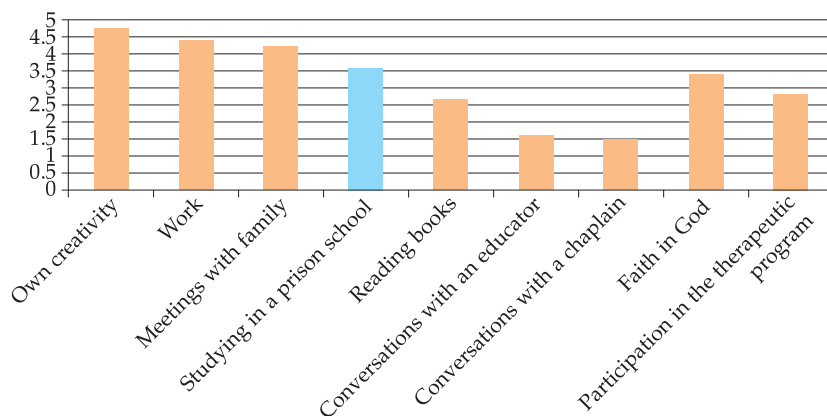


Figure 5. Positive impact of social rehabilitation measures*

* In relation to some of the options, i.e. own creativity, work, meetings with family, conversations with the chaplain, faith in God and participation in the therapeutic program, respondents had the opportunity to answer “not applicable”. Such situations were excluded from the research analysis.

Changes in the school environment postulated by the students

In the further course of the research, the respondents were asked to indicate the elements of the prison school environment, which in their opinion in their current shape negatively impact on resocialisation through teaching and to suggest what changes should be introduced. A focus has been suggested on the following areas: education offer, teaching staff and material base of the school.

Analysis of students' statements showed that they have the most objections to the existing educational offer. Almost half (24 students) were in favour of widening it. The respondents were particularly interested in increasing the number of qualifying vocational courses. They proposed the following: IT, the profession of confectioner, electrician, plumber, carpenter, steel fixer, bricklayer, plasterer-plasterer, car mechanic. There were also voices for increasing the number of hours of teaching a foreign language (2). In addition, the respondents were in favour of the need to organize classes for developing passion, cre-

³ The general employment rate of prisoners in 2018 ranges from 43.32% in the Łódź region to 58.07% in the Olsztyn county (<http://www.sw.gov.pl/strona/ministerialny-program-pracy-wiezniow>).

ating a high-school IT education (1 vote each) and the possibility of continuing education after graduating from a general secondary school (2).

Although considerable resources have been allocated for years to equip prison schools,⁴ according to the students surveyed, this area also requires some changes (as 20 of them considered). They especially cared about Internet access (10 votes). However, as the plant management explains, this request will not be met, because communication on the web creates temptation to commit crimes (e.g. fraud). Respondents also pointed to very modest equipment in school supplies, starting from the most basic ones, such as notebooks and pens (5) (“we have a few subjects in the school and only three notebooks and one pen, so you have to write in one notebook in several subjects”) for supplying residential cells with desks and lamps (3). Few noticed the need to retrofit school workshops (2).

There have been voices (2 times) that changes should reach the teachers’ community. In the belief of one of the students, they should “react strongly to cases of mockery of some prisoners by others, because some do not finish school because of conflicts in the cell”. According to another, teachers lack the ability to pass knowledge, so they should stop practicing the profession.

In addition, there were statements that were classified as “other” (9). Some of them related to the attitude of prison staff (4). Students would like it to show “greater involvement in the school’s affairs and, above all, favour for people who have taken up learning”. It happens – what resonated in one of the statements – that some of the prison guards supervising the traffic between residential cells and the school building are mocking prisoners who go to school.

Research conclusions and summary

Available statistical analyses unambiguously indicate that for convicts low education and lack of professional qualifications are typical. Taking up the hardships of schooling, they could get them, develop social competences, and thus increase the chances of changing their own lives. It is hard to expect, however, that they will continue their education after returning to freedom (even those who make such declarations). An obstacle is the common attitude among convicts of avoiding school duties, resulting from the failures they experienced in learning with the finale in the form of repeating the year, often more than once. It is not without significance that the school in comparison with other environments seems to be an unattractive place to spend time. Add to this that in families from which convicts come, education does not enjoy recognition and

⁴ For example, in 2007, 328 PLN was allocated to improving the equipment of schools; BP CZSW, 2017.

they lack personal patterns, so the likelihood of completing education and professional qualifications after leaving the prison becomes slim. Staying in a penitentiary facility may be the last opportunity.

The recruitment process for prison education is not problematic - country-wide statistics show that there are almost as many volunteers as there are places available, and convicts see the benefits of learning. They expect that the implementation of the role of the student will bring real benefit in the form of documents authenticating the completion of school or obtaining professional qualifications, and at the same time there will be a therapeutic measure for them in the sense that it will fulfil the time of imprisonment felt as excess. If the recruitment stage runs smoothly, the challenge is that students do not stop learning,⁵ and the fact of attending school had a real resocialization value. The starting point for determining how to achieve this can be the observations of convicted people who in the conducted research pointed to the aspects that could pose a threat.

The students were especially critical about the educational offer: in their opinion, too poor and outdated. They stated that there should be more professional qualifying courses. In particular, the IT course would enjoy recognition. There is also a group of people willing to learn after high school and this fact must not be ignored, assuming top-down that people who have entered into conflict with the law do not manage education at the post-secondary or higher level. In addition, it is necessary to ensure the possibility of a smooth transition after graduation or a course for imprisonment. A chance to make this assumption real is the construction of production halls on the premises of prisons.⁶

The official reports show that the schools organized on the premises of penitentiary institutions have facilities in the form of computer labs, and their technical equipment supporting the didactic process, such as DVD players, projectors, is satisfactory.⁷ However, according to students, there is a discrepancy between official data and reality. According to their statements, there is a shortage of adequate equipment for residential purposes and the possibility of having textbooks.

Currently, they can use them to a limited extent, because only during the lesson. In principle, they would not have access to books if not for the kindness of the teachers bringing books from their own library. This state has consequences

⁵ In the 2016/2017 school year, 1526 students were withdrawn from education, which constitutes 33.3% of the total number of students; BP CZSW, 2017.

⁶ As part of the government program „Work for prisoners“, it is planned to build, in 2016–2023, 40 industrial halls located in prisons and detention centres in which prisoners will work. Six production halls, in which several hundred prisoners found employment, have already been built.

⁷ The information comes from the report of BP CZSW with reference to didactic and resocialization results obtained by schools operating in prisons and pre-trial detention centres in the school year 2014/2015.

both in the work of the pedagogue, because they must choose homework so that there is a possibility of doing it in the cell and in the students' own learning, which in the absence of unrestricted access to sources of knowledge turns out to be a much greater challenge than in freedom. It is therefore necessary to equip the prison schools with additional copies of textbooks, reading material and utensils.

On the basis of the statements collected from convicts, one can see that it is also necessary to understand their behaviour and their acceptance by penitentiary services. It is unacceptable that the staff supervising the movement of the convicts in the section between the residential cells and the school building would treat them openly expressing doubts about the possibility of resocialisation made with the help of education. As Henryk Machel (2001) writes, the kindness of prison staff members for the prisoner, as kindness to the other person, and respect for their personal dignity is one of the fundamental features in this relationship. At the same time, it is a condition for maintaining the self-dignity of officers. This statement applies to the whole society, who must understand that by branding persons with judgments, to some extent they become responsible for the phenomenon of penitentiary recidivism (in the sense that the ex-prisoners begin to behave according to the label assigned to them) and that it is in the interest of everyone that a convict, maybe due to education received in the prison school, made a personal change and did not return to the crime.

Bibliography

- Biuro Penitencjarne Centralnego Zarządu Służby Więziennej (2015). *Analiza wyników dydaktyczno-resocjalizacyjnych uzyskanych przez szkoły funkcjonujące w zakładach karnych i aresztach śledczych w roku szkolnym 2014/15*. Warszawa.
- Biuro Penitencjarne Centralnego Zarządu Służby Więziennej (2016a). *Analiza – sprawozdanie ze sprawowania nadzoru pedagogicznego przez BP CZSW za rok szkolny 2015/16*. Warszawa.
- Biuro Penitencjarne Centralnego Zarządu Służby Więziennej (2016b). *Wykaz kierunków kształcenia i semestrów nauki w szkołach prowadzonych przy zakładach karnych i aresztach śledczych od 1 lutego 2017 r.* Warszawa.
- Biuro Penitencjarne Centralnego Zarządu Służby Więziennej (2017). *Analiza – sprawozdanie ze sprawowania nadzoru pedagogicznego przez BP CZSW za rok szkolny 2016/17*. Warszawa.
- Czapliński, J. (1994). *Cywilizacyjna rola edukacji., Dlaczego warto inwestować w wykształcenie*. Warszawa: WN PWN.
- Gryniuk, R., Tuszyńska-Bogucka, V. (2004). Psychorysunek tematyczny jako narzędzie diagnozy sytuacji szkolnej i rodzinnej ucznia. In: Z.B. Gaś (Ed.), *Badanie zapotrzebowania na profilaktykę w szkole. Poradnik dla szkolnych liderów profilaktyki*. Lublin: Masz Szansę.
- <http://www.sw.gov.pl/strona/ministerialny-program-pracy-wiezniow>, access: 17.02.2018.
- Iwanicki, H. (2004). Rola, znaczenie i zadania szkolnictwa przywieziennego. *Szkoła Specjalna*, 1, 26–31.
- Iwanicki, H. (2007). Możliwości praktyczne edukacji uczniów szkół przywieziennych. *Szkoła Specjalna*, 1, 50–52.

- Iwanicki, H. (2010). Zasady nauczania w procesie kształcenia osób dorosłych odbywających karę pozbawienia wolności. *Szkoła Specjalna*, 3, 165–175.
- Kołodziejska, E. (2007). *Jacy jesteście? Gimnazjaliści o sobie, rodzicach i nauczycielach*. Warszawa: Wydawnictwo Akademickie Żak.
- Kozielecki, J. (1986). *Psychologiczna teoria samowiedzy*. Warszawa: WN PWN.
- Machel, H. (2001). *Psychospołeczne uwarunkowania pracy resocjalizacyjnej personelu więziennego*. Gdańsk: Wydawnictwo UG.
- Machel, H. (2014). Rodzina skazanego jako współuczestnik jego resocjalizacji penitencjarnej readaptacji i reintegracji społecznej. *Resocjalizacja Polska*, 7, 45–57.
- Najwyższa Izba Kontroli (2010). *Informacja o wynikach kontroli funkcjonowania szkół publicznych działających przy zakładach karnych w latach 2005–2009 (I półrocze)*. Opole.
- Olszewski, L. (2000). Potrzeby zawodowe nauczyciela a proces jego profesjonalizacji. In: H. Kwiatkowska, T. Lewowicki, S. Dylak (Eds.), *Współczesność a kształcenie nauczycieli*. Warszawa: Wydawnictwo Wyższej Szkoły Kształcenia Nauczycieli ZNP.
- Pecyna, M. B. (2015). *Uwięziony uczeń wart uwagi: nauczycieli resocjalizujących portret własny w rekonstrukcji ich uczniów*. Opole: Wydawnictwo Wyższej Szkoły Zarządzania i Administracji.
- Pindel, E. (2009). W kierunku efektywności oddziaływań penitencjarnych. *Resocjalizacja w polskich zakładach karnych. Probacja*, 2, 111–118.
- Rozporządzenie Ministra Sprawiedliwości z dnia 13 lutego 2004 r. w sprawie szczegółowych zasad i trybu prowadzenia nauczania w zakładach karnych (Dz.U. z dnia 9 marca 2004 r.).
- Sapia-Drewniak, E. (2012). Problemy szkolnictwa przywięziennego na łamach „Oświaty Dorosłych” (1957–1990). *Rocznik Andragogiczny*, 218–231.
- Smolińska-Theis, I. (2015). Funkcja opiekuńczo-wychowawcza szkoły – relikw przeszłości czy współczesne wyzwanie. *Pedagogika Społeczna*, 3, 127–145.
- Szecówka, A. (2001). Nauczanie resocjalizacyjne a readaptacja społeczna osadzonych. In: W. Ambroziak, P. Stępnik (Eds.), *Więziennictwo. Nowe wyzwania*. Warszawa–Kalisz: CZSW.
- Szecówka, A. (2007). Kształcenie resocjalizujące. In: B. Urban, J.M. Stanik (Eds.), *Resocjalizacja. Teoria i praktyka pedagogiczna*. T. 1. Warszawa: WN PWN.
- Ustawa Kodeks Karny Wykonawczy z dnia 6 czerwca 1997 roku (Dz.U.2017.0.665).
- Widelak, D. (2011). *Nauczyciel i uczeń w wybranych systemach penitencjarnych Europy Środkowej*. Opole: Wydawnictwo Uniwersytetu Opolskiego.
- Woźniakowska, D. et al. (2006). *Skazani i byli skazani na rynku pracy – ocena problemu z punktu widzenia organizacji pozarządowych*. Warszawa: Polsko-Amerykańska Fundacja Wolności.

NURSING HOME AS A THERAPEUTIC FACILITY FOR PEOPLE WITH DISABILITIES

Introduction

In recent decades there have been changes in the perception of people with disabilities. In the 1990s, the necessity to develop public awareness on this subject became more and more intense. Actions have been taken to reorganize the possibilities of providing assistance to these people and to eliminate barriers that limit their competences, take up activities and are worthy to be an integral part of society. Depending on the type and degree of disability, people with disabilities can receive support from state and non-governmental institutions. It may concern the adaptation of the environment to their needs, and opportunities for personal and professional development (Chodkowska, 2016). Support also includes assistance in the case of limited health, material and family opportunities and in connection with the need to provide permanent care. The assumption of the contemporary social welfare model is the necessity to conduct global activities aiming at the activation of people with disabilities. The basis for achieving this goal is a subjective approach and the use of the potential of the social environment, institutions and volunteering. An important aspect of the functioning of social welfare is cooperation between the formal system of social, educational, economic and medical care as well as non-governmental initiatives, self-help groups, volunteers and families (Kijak, 2013, pp. 50–57). Institutional and non-institutional forms of support jointly implement the goals of social reintegration of people with disabilities.

This article presents an element of the social welfare system, which is the social welfare home (DPS). The basis for the activities of this type of institution and the principles of its functioning have been presented. The forms of support offered to the residents of DPS are discussed. It seems reasonable to present the necessity of cooperation between specialists in various fields employed in such facilities. The basis for writing this article are reflections of an employee of one of the Warsaw social welfare homes and a still small range of literature covering the subject of institutional, 24-hour support for dependent people.

Social welfare home

Activities carried out by social welfare bodies are aimed at enabling people and their families to overcome difficult life situations, support these people in meeting the necessary needs and ensure a good functioning in the environment, both in a social and material context. An important element of the current social welfare system is the social welfare home. Persons who are unable to function independently due to their age, illness or disability are directed to DPS. (Act of 12 March 2004 on social assistance, OJ 2017, item 1769, as amended).

The Social Welfare Act specifies seven types of social welfare homes. These are homes for:

- elderly people;
- chronically ill people who are somatically ill;
- chronically mentally ill people;
- adults with intellectual disabilities;
- children and young people with intellectual disabilities;
- people with physical disabilities;
- people who are addicted to alcohol.

Values particularly important in the functioning of DPS, regardless of its type, are intimacy, freedom, a sense of security and dignity of residents.

Functioning of social welfare homes in the light of legal ACTS

A social welfare home, acting as a place where activities are carried out for a person in need of support in everyday activities, must meet a number of organizational, legal, financial or architectural criteria. Regardless of whether the DPS is a public or private placement, it must meet a number of legislative requirements. Its detailed rules of functioning are included in the organizational regulations created by the director of the house, whereas in the case of public DPS, the regulations must be adopted by the management board of a local government unit.

Properly qualified personnel implement a wide range of services to home residents. Their detailed scope was specified in the *Regulation of the Minister of Labour and Social Policy on social welfare homes of August 23, 2012* (Journal of Laws, 2018, item 278, as amended). The branches are obliged to provide living needs to their residents. They represent their place of residence. They provide them with food, elements of clothing, and also allow for maintaining a proper level of cleanliness. DPS carries out welfare services. They include running a full range of nursing activities towards the residents of the house and help in the implementation of basic life activities and personal matters. In addition to satisfying basic existential needs, the social assistance home is also obliged to enable psychophysical development for its inhabitants. This goal is achieved

through the provision of support services. DPS residents have the opportunity to participate in occupational therapy. They take part in activities aimed at activating and improving their fitness. They have the opportunity to satisfy religious and cultural needs. With the help of the facility's employees, they strive to achieve the highest possible level of self-empowerment of their charges. They can maintain and make contacts with family, relatives and the local community. In addition, they are provided with the opportunity to securely store cash and finance personal items (if they do not have their own income). Social welfare homes for children and youth with intellectual disabilities perform an educational function. Residents are provided with participation in revalidation and educational activities. They have the right to education and development, which is also implemented in the form of life experiences.

Regulation of the Minister of Labour and Social Policy of 14 January 2014 on social rehabilitation classes in social assistance homes for people with mental disorders (Journal of Laws, 2014, item 250) imposes on social welfare homes the obligation to conduct not only medical rehabilitation, professional, but also social rehabilitation. Its purpose is the personal development of a resident and improvement of their functioning in society, which is based on personal resourcefulness, social activation, improvement of physical capabilities and ability to fulfil social roles. Forms of classes within social rehabilitation in social welfare homes have been divided according to the type into classes: therapeutic, physical, psychological, occupational and other (Sarnacka, 2016, pp. 118–119).

The presented article is an attempt to characterize one of the Warsaw social welfare homes as a form of social rehabilitation.

The specifics of the activity of the social welfare centre based on the social welfare home for children, adolescents and adults with intellectual disability

The Social Welfare Centre for Children, Adolescents and Adults with Intellectual Disability, selected by the author of this article, is the budgetary unit of the Capital City of Warsaw. Warsaw. The facility is a place of residence for 80 people. The youngest of the residents of the house is 18 years old, the oldest is 64. Most people are in the 35–50 age range. The level of functioning of the residents of the house is very diverse: from people totally dependent on daily activities, requiring 24/7 care and not functioning without a caregiver, to those who can leave DPS independently if possible, go to school, work, visit families and relatives and try to function independently in the society. However, each of the inhabitants of the described facility, depending on individual needs, requires the help of caregivers and therapists in the implementation of many basic aspects of life, such as for example disposing of money, dealing

with current affairs, taking care of personal hygiene and order in the environment.

Taking into consideration the degree of disability certificate, the selected DPS are inhabited by: 1 person with a slight degree of disability, 6 people with moderate degree and 73 people with a significant degree of disability. The varied level of social and psychomotor functioning of the inhabitants entails the necessity of thorough analysis of the possibilities and individual needs of each of them. The aim of these activities is to plan the best forms of support and rehabilitation. The occurrence of numerous additional diseases coupled with intellectual disability of residents is also important for the development of the appropriate scope of activities. A few people have autism spectrum disorders. A significant number of home residents are accompanied by movement and neurological disorders, and the most common disease entities are cerebral palsy and Down's syndrome.

Three care and therapeutic teams function in the described social welfare home. Two of them gather carers and persons performing care and caring duties for the residents of the facility. They are directly responsible for providing all their existential needs to their wards. The third team of care and therapy includes such specialists as: a psychologist, two occupational therapists, a cultural and educational coordinator, as well as representatives of medical professions – a doctor, nurses, two physiotherapists, a medical caregiver or a masseur. In addition, special educators, revalidation and education classes for the youngest residents of the facility, social workers, as well as administrative employees, accountants and others, work in DPS.

Used forms of social rehabilitation

The basis for effective therapeutic activities in DPS is the cooperation of personnel. The desire to develop and exchange experiences among employees is also important. This has a positive impact on the quality of classes and the attractiveness of the forms of support offered to the residents of the facility. Representatives of various professions work together to ensure the highest standard of living for home residents (Sarnacka, 2016, p. 69). An important aspect of working in a social welfare home is also an appropriate approach of the staff to the possibilities of self-determination of residents (Niedbalski, 2013). It is necessary to notice and respect the willingness of the mentees to decide about themselves. Important features of a DPS staff member should be discretion, respect, empathy and trust (ibid.).

One of the main tasks of the care and therapeutic team is to create individual plans for supporting residents of the social welfare home. Based on them, the scope of activities, necessary support and forms of rehabilitation appropriate for a given person are determined. An individual citizen support plan takes into account their psychophysical and personal needs. Classes conducted by

members of the care and therapeutic team are carried out both in individual and group form. They take place inside the house, in rooms specially adapted to specific forms of therapy, but also in the rooms of the residents, the garden and outside the facility – in the urban space or nearby forests.

A wide range of therapeutic activities is carried out in the described help home. One of its forms is the training of functioning in everyday life. It includes both building independent skills, if possible, managing DPS residents with everyday challenges, such as medical appointment, handling cases at the office, dressing according to the occasion and weather conditions. Some of the home residents take part in budget training, the purpose of which is to know the value of money and acquire the ability to spend it rationally. One of the most important forms of therapeutic activities for the social functioning of residents is the training in the ability to spend free time. Residents of a social care home have the full right to realize their passions and interests. Employees try to encourage them to participate in numerous forms of activity. These classes enjoy a lot of interest from the charges of the institution. They can be implemented in the form of going to the cinema, theatre, museum or during participation in meetings, picnics and balls in friendly institutions (social welfare homes, non-governmental organizations, scouting associations, cultural centres, etc.) and many artistic, cultural and sporting events. In the chosen institution regularly occasional balls take place, for which the costumes and decorations are created jointly by employees and residents. Most of the classes take place in the DPS, and therapists as much as possible try to ensure that all residents of the facility participate in them. In spring and summer picnics are organized in the garden, to which guests are invited, among others from other Warsaw social welfare homes or non-governmental organizations. This is an excellent opportunity to talk, to share common dances and participate in motion games and tasks adjusted to the diverse level of functioning of people participating in meetings. Thanks to the organization of balls, performances, picnics and various types of going outside the facility, the inhabitants of the described house have numerous opportunities to expand their knowledge, interests and to establish new relationships, acquaintances and friendships.

The training of spending free time also includes such forms of therapy as: bibliotherapy, DIY, and weekly film screenings. These classes are conducted regularly by members of the therapeutic-care team and include a large group of residents. Once a week, the residents of the house also go to an animal shelter, where they take long forest walks with four-legged animals. They learn to take care of the dog and take responsibility for it. These classes implement the goals of social rehabilitation. The house's residents talk to the shelter's employees and volunteers, ask about the health and needs of the animals.

Residents of DPS often struggle with various types of problems and conflicts. Interpersonal training and problem-solving training are designed to help

them deal with them and develop strategies to solve different types of problems in their lives. They also have a significant impact on the development of personal opportunities of residents. These classes are primarily conducted by a psychologist. In addition, residents of the facility participate in sensory therapy and relaxation, which is carried out using the Snoezelen method. The aim of the classes is the multisensory stimulation and silence. They take place in the World Experience Hall, located in the described social welfare home.

In the social care home, many motor activities are carried out. Skilled physiotherapists conduct individual physiotherapy, which takes place in accordance with the health status of residents and medical indications. The elements of kinesiotherapy are used, such as passive, active-passive, self-assisted, resistive, and reductive exercises, as well as verticalization, locomotion and proper movement patterns of upper and lower limbs. Individual physiotherapy is carried out using modern therapeutic techniques. In addition, residents of DPS have the opportunity to use physical therapy treatments, which are carried out in accordance with medical orders. Treatments in the field of individual physiotherapy are aimed at preventing the formation of contractures, decubitus and muscle atrophy. They are used to improve the functioning of the skeletal system and to increase or maintain the functional capacity of residents. They are aimed at reducing the occurrence of pain, limitation of the range of motion and inflammation, improvement or maintenance of the functioning level of respiratory, circulatory, nervous, digestive and urinary systems.

Every day there are group forms of classes, during which exercises are carried out using various types of instruments and accessories. A wide range of techniques is used, as well as elements of movement games and activities. In addition, in the summer season, residents walk around and ride bicycles. The garden is prepared for football, basketball and archery. Inhabitants of DPS also have the opportunity to play table tennis and try their hand at interactive motion games using a motion sensor console. As far as organizational and financial possibilities are concerned, excursions and one-day trips to interesting parts of Poland are also organized. Throughout the year there are weekly trips to the swimming pool, where the residents under the supervision of the instructor practice in the water environment and have the opportunity to learn to swim. There are also regular trips to hippo therapy classes.

Social therapy classes are conducted for residents of the social welfare home. Regardless of their functional status, people with intellectual disabilities can participate in various forms of therapy. Starting from simple artistic techniques, to creating complex, multi-stage technical work and implementation of complex projects that combine different techniques. Thanks to having a sensory garden in the DPS it is also possible to conduct classes in the field of hortitherapy. The five residents of the facility are participants of the occupational therapy workshop in another social welfare home.

Extensive scope of the activities carried out, including a wide range of meetings, trips and events, requires the team of care and therapeutic teamwork skills, a large initiative and creativity. Its members must work in an interdisciplinary way. An important aspect of the effectiveness of the proposed forms of social rehabilitation is confronting the team's plans with the level of interest and reaction of the residents of the house to the proposed forms of activity.

Summary

Contemporary legal acts create a social welfare home as a place where an independent person, in addition to providing the basic range of caring and living services, gains a chance for development and the opportunity to strive to maintain the highest possible level of independence. DPS should be a place where individual characteristics of the individual are respected, while respecting its dignity and autonomy. The scope of duties of members of the care and therapeutic team and guidelines on how to implement classes for residents, imposed on houses in the form of regulations and recommendations, strive to standardize the frequency and quality level of therapeutic activities carried out in various facilities. Increasingly, social welfare homes from inaccessible places isolated from society become lively objects, inviting guests, organizing numerous picnics and meetings for the local community in which they were created.

Bibliography

- Chodkowska, M. (2016). Aksjologiczne dylematy niepełnosprawności w postintegracyjnej przestrzeni społecznej, *Forum Pedagogiczne*, 1, 19–35.
- Kijak, R.J. (2013). *Niepełnosprawność intelektualna. Między diagnozą a działaniem*. Warszawa: Centrum Rozwoju Zasobów Ludzkich.
- Niedbalski, J. (2013). Między kontrolą a autonomią – instytucjonalne uwarunkowania życia niepełnosprawnych intelektualnie mieszkańców domu pomocy społecznej, *Niepełnosprawność – zagadnienia, problemy, rozwiązania*, 4(9), 47–64.
- Rozporządzenie z dnia 23 sierpnia 2012 roku w sprawie domów pomocy społecznej. Dz.U. 2018, poz. 278 z późn. zm.
- Rozporządzenie Ministra Pracy i Polityki Społecznej z dnia 14 stycznia 2014 r. w sprawie zajęć rehabilitacji społecznej w domach pomocy społecznej dla osób z zaburzeniami psychicznymi. Dz.U. 2014, poz. 250.
- Sarnacka, E. (2016). Dokumentowanie działalności DPS. In: A. Jacek, E. Sarnacka, K. Miaskowska-Daszkiewicz, *Domy Pomocy społecznej, organizacja i funkcjonowanie*. Warszawa: Difin.
- Sarnacka, E. (2016). Personel DPS. In: A. Jacek, E. Sarnacka, K. Miaskowska-Daszkiewicz, *Domy Pomocy społecznej, organizacja i funkcjonowanie*. Warszawa: Difin.
- Ustawa z 12 marca 2004 r. o pomocy społecznej. Dz.U.2017, poz. 1769 z późn. zm.

PEER TUTORING FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS

Introduction

Children with Autism Spectrum Disorder (ASD) experience severe deficits in social and communication skills. Adaptation in a peer group and making friends is a big challenge for them. The answer to the need to support a child with ASD at school may be peer mediation intervention (PMI). Peer mediation is a therapeutic intervention suitable for use in kindergartens and integration and mainstream schools. During PMI, neurotypical peers selected and prepared by the teacher are becoming mentors and social skills trainers for a child with ASD. The key element of any peer mediation program is therapeutic interaction through a peer-mentor; depending on the type of intervention undertaken, it involves the selection of one or several mentors, training all students in the classroom or conducting inclusive group activities. Students who become mentors learn strategies to support a child with ASD, which they then use when having fun and everyday interaction in a group. Positive effects of interventions for children with ASD and for peers have been demonstrated in scientific studies over the last 40 years. The effect of the intervention is the increase in the number of social initiatives addressed to the child with ASD by peers. Thanks to this, a child with ASD will engage in everyday interaction in the group and develop social and communication skills in natural conditions. Peers who participate in PMI show a greater understanding of autism, their empathy and interpersonal skills increase. The article explains the theoretical basis of peer mediation and presents a practical methodology of using the intervention at school on the example of Peer Network intervention (Peer Group).

The need to support a child with ASD in a peer group

Dealing with an integration or mainstream school environment is a big challenge for children with ASD. Deficits characteristic for autism are concentrated

around three areas: social skills, communication and stiff behaviour patterns (American..., 2000). People with ASD show difficulties in understanding the social situation, the mental states of the other person (disorders of the theory of the mind), empathy, communication, and in symbolic play (Pisula, 2012; 2014). Each of the people with ASD has a slightly different profile of disorders in the three spheres, but in each person the symptoms of the autism spectrum affect the ability to establish relationships in the peer group. As a result of the difficulties typical for autism, many children with ASD experience loneliness, lack of acceptance or even violence from their peers at school (Attwood, 2013). There is a great need to use methods of support for ASD students in inclusive and mainstream schools, which will help them to effectively establish friendships and peer relations (Płatos, 2016). Autism is diagnosed more and more often, also in people with lower intensity of autism spectrum symptoms, which usually carry out education in inclusive and mainstream schools (Pisula, 2014). The educational policy of the European Union countries, including Poland, introduces changes to inclusive education, which assumes adaptation of schools to the needs of all children, regardless of how diverse these needs are, that is, bringing about a situation in which all children learn together (Al-Khamisy, 2013). We can assume that from year to year, more and more children will be diagnosed with the autism spectrum in inclusive and mainstream schools. The need to implement effective strategies to support students with ASD at school is also visible for this reason.

Peer mediation as an intervention for a child with ASD based on peer tutoring

Peer mediation (PMI) occurs in autism literature under many names. Different types of interventions combine several common principles (Łaba-Hornecka, 2015). The basic principle is the involvement of peers as “trainers” of social skills and student mentors with ASD. During PMI, peers learn how to engage a child with the autism spectrum in shared activities that they initiate or are planned by the teacher (Pierce, Schreibman, 2007; English and others, 1997; Owen-DeSchryver et al., 2008). Carl DiSalvo and Donald Oswald (2002) describe the basic types of peer mediation. These are:

1. Integrated Play Groups

Intervention consists in conducting group activities for several neurotypic peers and a student with ASD. The role of the teacher (teacher, pedagogue or psychologist) is to choose the activity that stimulates group interactions, to provide a predictable class structure, to provide guidance for neurotypic peers, and to keep the student’s attention to shared activity. Prior to the group meetings, the facilitator can give neurotypical students information about autism (Lantz, Nelson, Loftin, 2004; Wolfberg, Bottema-Beutel, DeWitt, 2012; Wolfberg et al., 2015).

2. Peer Buddy and Peer Tutors

Intervention consists in creating a dyad: a student with ASD and a peer. Neurotypic peer becomes a mentor for a friend/colleague with autism, often initiates conversation, entertains, stays nearby, takes care of the student's with ASD involvement in the life of the class. An example of this type of intervention is the Stay-Play-Talk program, the task of peers participating in the program is to perform the three activities listed in the name: stay, play talk (English et al., 1997; 1996).

3. Peer Network

Intervention consists in selecting a few peers who, after undergoing a short training, constitute a "network of contacts" for a student with ASD at school. During the training, children learn about the communication system used by the student from the autism spectrum, ways to initiate conversation and play, gain the attention of a colleague and provide instructions (Pierce, Schreibman, 2007; McFadden, Kamps, Heitzman-Powell, 2014).

4. Group-Oriented Contingency

Intervention concerns the entire class, it consists in conducting training for all children in the scope of several basic strategies for providing support and initiating contact with a student with ASD. It is usually used when the teacher has limited access to additional staff, in this way he can manage a large group of children more effectively and at the same time take care of the social development of a student with autism (Kohler et al., 1995).

Peer mediation is not available in Poland in this form as an intervention with a thoroughly elaborated methodology, however peer interactions are considered an important element of support for a child with ASD at school. Gabriela Jagielska (2015) writes about the good organization of the school environment, also about educating peers in the field of autism. The importance of supporting peer contacts is emphasized, including the special role of the teacher who models the behaviour towards the student with autism and organizes classes in the classroom in such a way as to enable integration. In the literature one can find references to the "circle of friends" as a therapeutic strategy in which several peers become mentors for a student with disability, supporting him in establishing friendships in the group (Zamkowska, 2013). Mateusz Płatos, Kinga Wojaczek and Adam Zawisny (2014) write about friendly volunteering as an important support link. This volunteering consists in choosing a person with ASD and a volunteer in a dyad, in which they spend their free time together.

Effectiveness of peer mediation

Peer mediation is included in the list of "evidence-based" methods by the National Professional Development Centre on Autism Spectrum Disorders.

This means that it is a method whose effects have been demonstrated in scientific research and recommended for use in educational institutions. (Wong, et al., 2015). Since the 1980s, peer mediation has been in the field of interest of researchers, numerous studies on the effectiveness of PMI interventions were undertaken in the conditions of school and kindergarten.

Studies have shown the influence of peer mediation on the increase in the number of social interactions in which a student is involved in the autism spectrum (Carter et al., 2005; English et al., 1997; Laushey, Heflin, 2000; McFadden, Kamps, Heitzman-Powell; 2014; Owen-DeSchryver et al., 2008). Pupils-mentors actually use strategies to initiate fun and conversations that they learn during PMI and various situations during the day (English and others, 1997). The study showed an unexpected effect of applying the strategy also by peers who have not undergone training, which indicates that the desired behavioural patterns have been taken from the student-mentors by other children (Owen-DeSchryver et al., 2008). As a result of the intervention, students-mentors send more messages to a colleague with ASD, such as comments, requests, answers, questions (English et al., 1997; Goldstein, English, Schafer, 1997) and more social initiatives, such as initiating conversation, having fun, creating opportunities for fun (Kuhn et al., 2008).

The result is access to many social situations. It often happens that students with ASD are ignored in the classroom, while through peer mediation they become perceived by their peers and involved in the life of the group. Thanks to that, they train their social and communication skills in natural conditions. Research shows that the number of initiatives directed by peers with ASD to peers increases and interactions become longer (Kohler et al., 1990).

Connie Kasari et al. (2012) compared the effectiveness of peer mediation and intervention, which involves learning social skills in the form of individual classes conducted by a pedagogue. Peer mediation brought more improvement in the student's contacts with ASD with peers than the classes conducted by the pedagogue. The effects were measured by the amount of time spent alone in the playground, the number of students who indicate a child with ASD as a colleague. In addition, teachers pointed to a significant improvement in social contacts among pupils who were covered by peer mediation, while teachers of students covered by individual social skills science indicated a lack of improvement.

The Kasari study (ibid.) showed the persistence of PMI effects also three months after the end of the intervention. Other studies show the generalization of the effects of interventions on various school situations, such as on the playground, trips, in the canteen (McFadden, Kamps, Heitzman-Powell, 2014).

The positive influence of PMI on children with typical development was also registered in the study. The students-mentors made a positive perception of participation in the intervention and showed an increase in empathy (Hughes

et al., 2013a; Laushey et al., 2009). The students who participated in the intervention were satisfied with it, 83% of mentor students indicated that they were “very satisfied” with participating in the intervention and 17% indicated that they were “satisfied”, 89% of students claimed that the intervention helped them (Jones, 2007). One of the students asked for reflection said: “I felt proud of myself because I felt I was doing something good.” The students considered the benefits gained: to be more patient, to better understand the differences between people, to increase their self-confidence. Parents also showed positive influence of mediation, 57% of them recognized participation in the intervention as an “important” experience for their child, and 36% – as “extremely important”.

PMI interventions at school – methodology

PMI interventions can be carried out in kindergarten or school by a teacher, pedagogue, psychologist, special educator. Children from 3 to about 14 years of age can participate in various forms of intervention (National Autism Centre, 2009). I will discuss the methodology of peer mediation on the example of Peer Network intervention in a public elementary school.

Interventions are divided into several stages:

1. Choosing the right peer or a few peers.
2. Conducting training for selected peers.
3. A common play of the student with ASD and students-mentors in conditions prepared by the teacher (separate room, toys supporting motivation).
4. Application of strategies learned during the training by student-mentors in everyday situations (Pierce, Schreibman, 2007).

The most important thing for the intervention is choosing the right peer or a few peers who will participate in the intervention as mentors of the student with autism. A peer who becomes a mentor should be in a similar age as the student with autism, be often present in the same lessons and be motivated to participate in the intervention. When choosing a peer, the teacher should be guided by the conviction of his high social, communication and play skills. Ideally, if it is a child accepted and liked in the group. In addition, the student should demonstrate ease in following the instructions of adults and the ability to learn by modelling (ibid., National Autism Centre, 2009). The number of mentor students depends on the conditions and needs of the school. There are no unambiguous indications as to whether the participation of one or several students is more beneficial, but there are studies (Carter et al., 2005), in which better results were obtained through the involvement of several peers.

The second element of the intervention is training for peers. Skills in which

a student-mentor is trained are associated with therapeutic goals for children with the autism spectrum. These are:

- communication skills;
- interpersonal skills, e.g. saying positive things about the other person, showing kindness;
- skill in the field of play, for example organizing games;
- social interactions, e.g. answering questions in a manner adapted to the asking person, seeking the attention of the other person;
- sharing;
- offering help and asking for help, e.g. staying nearby, talking, initiating a play (National Autism Centre, 2009).

In the latest research (McFadden, Kamps, Heitzman-Powell, 2014; Friedrich, 2016), peer training is often constructed on the basis of the method of teaching social skills in natural conditions – Pivotal Response Treatment- PRT. PRT is derived from behavioural therapy, but this method differs from its classical assumptions. The method is based on following the initiative of the child, and its aim is not to modify behaviour, but to work on key areas for the child’s social development: motivation, social initiatives, planning own actions, initiating social contact. During therapy, children’s interests and initiatives become natural reinforcements of positive behaviours (Koegel, 2006).

The training of peers in this trend was described by Karen Pierce and Lauren Schreibman (2007). Mentors will learn eight strategies during the training.

1. Obtaining attention: getting the attention of a colleague from ASD by standing at an appropriate distance, opposite, at the level of the face, clearly saying the name, touching the arm.
2. Use of appropriate language for development and for age: speaking in a way that is the most understandable for a colleague.
3. Invoking motivation by offering choices: frequent offering of choice in play, holding objects to choose from in the field of view of a colleague.
4. Modelling the correct use of toys and skills in the field of fun: talking about the rules of play, explaining the use of toys before playing or clearly using the toy as intended.
5. Striving for frequent conversations: making frequent conversations, asking questions, waiting for a comment while having fun.
6. Learning to play in order (my turn, your turn): frequent play in order and adherence to the “queue”.
7. Emphasizing socially correct behaviours: naming socially correct behaviours, talking about the successes and strengths of a friend/colleague, striving for joint, joyful fun.
8. Improving the ability to learn by observation: keeping a narrative at play that helps a friend/colleague pay attention to what is currently important in play.

The training takes place according to several stages and takes about 3–4 hours (ibid.). At the beginning of the training, the teacher explains what the role of the mentor is. Then he demonstrates individual strategies by means of role playing. If the training is conducted by two people, one of them takes on the role of a student with ASD and the other as a mentor. During the demonstration of the strategy, the leaders keep up to date on what they are doing and why they behave in a certain way. Correct and incorrect examples of behaviour are provided, the moderator moderates the conversation about which behaviours are correct and why. In the next step, students play roles practising the strategies they have learned; all doubts of students are explained. Before the intervention, the leaders should be sure that the students understand and can apply the strategies very well.

The next stage, after the end of the training, is the joint play of student-mentors with a student with ASD. For the first few weeks, the fun should take place in conditions prepared by the teacher (students play in a separate room, toys that are the most motivating for children are used). Students are asked to use the learned strategies. If necessary, the teacher provides guidance and positive reinforcement to student mentors. When interactions in such conditions proceed as expected, the conditions are extended to natural situations, i.e. in the day-room, canteen, and backyard.

Summary

Peers can be extremely effective social skills trainers for students with autism spectrum disorders. Supporting students with ASD in inclusive and mainstream classes through peer mediation is a method of effectiveness demonstrated in scientific research. It brings great benefits to both children with ASD and children who are mentors. Peer mediation is a therapeutic intervention with simple assumptions, with a thoroughly developed methodology that can be successfully used by teachers and pedagogues in Poland. The intervention seems to have a special application at the first stage of primary school. Creating a friendly environment for a student with autism spectrum in the classroom at an early stage of education is an opportunity to reduce the risk of rejection by the group and its positive assimilation and establishing friendships among children.

Bibliography

Al-Khamisy, D. (2013). *Edukacja włączająca edukacją dialogu. W poszukiwaniu modelu edukacji ucznia ze specjalnymi potrzebami edukacyjnymi*. Warszawa: Wydawnictwo APS.

- Attwood, T. (2013). *Zespół Aspergera. Kompletny przewodnik*. Gdańsk: Harmonia Universalis.
- American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, D.C.: Author.
- Carter, E.W., Cushing, L.S., Clark, N.M., Kennedy, C.H. (2005). Effects of peer support interventions on students' access to the general curriculum and social interactions. *Research and Practice for Persons with Severe Disabilities*, 30(1), 15–25.
- DiSalvo, C.A., Oswald, D.P. (2002). Peer-Mediated Interventions to Increase the Social Interaction of Children with Autism: Consideration of Peer Expectancies. *Focus on Autism and Other Developmental Disabilities*, 17(4), 198–207.
- English, K., Goldstein, H., Kaczmarek, L., Shafer, K. (1996). Buddy skills training for preschoolers. *Teaching Exceptional Children*, 28(3), 62–66.
- English, K., Goldstein, H., Shafer, K., Kaczmarek, L. (1997). Promoting interactions among preschoolers with and without disabilities: Effects of a buddy skills training program. *Exceptional Children*, 63(2), 229–243.
- Friedrich, A.E. (2016). Effectiveness of Pivotal Response Training as a peer-mediated strategy to increase social interactions for students with autism spectrum disorder and communication disorders. Theses and Dissertations. Paper 2326. New Jersey: Rowan University.
- Goldstein, H., English, K., Schafer, K. (1997). Interaction among preschoolers with and without disabilities: effects of across-the-day peer intervention. *Journal of Speech, Language, and Hearing Research*, 40(1), 33–48.
- Hughes, C., Harvey, M., Cosgriff, J., Reilly, C., Heilingoetter, J., Brigham, N., Kaplan, L., Bernstein, R. (2013a). A Peer-Delivered Social Interaction Intervention for High School Students with Autism. *Research and Practice for Persons with Severe Disabilities*, 38(1), 1–16.
- Jagielska, G. (2015). *Dziecko z autyzmem i zespołem Aspergera w szkole i przedszkolu. Informacje dla pedagogów i opiekunów*. Warszawa: Ośrodek Rozwoju Edukacji.
- Jones, V. (2007). 'I felt like I did something good'—the impact on mainstream pupils of a peer tutoring programme for children with autism. *British Journal of Special Education*, 34(1), 3–9.
- Kasari, C., Rotheram-Fuller, E., Locke, J., Gulsrud, A. (2012). Making the connection: randomized controlled trial of social skills at school for children with autism spectrum disorders. *Journal of Child Psychology and Psychiatry*, 53(4), 431–439.
- Koegel, R. (2006). *Pivotal Response Treatments for Autism: Communication, Social & Academic Environment*. Baltimore: Brookes.
- Kohler, F.W., Strain, P.S., Hoyson, M., Davis, L., Donna, W.M., Rapp, N. (1995). Using group-oriented contingency to increase social interactions between children with autism and their peers: A preliminary analysis of corollary supportive behaviors. *Behavior Modification*, 19(1), 10–32.
- Kohler, F.W., Strain, P.S., Maretsky, S., DeCesare, L. (1990). Promoting positive and supportive interactions between preschoolers: An analysis of group-oriented contingencies. *Journal of Early Intervention*, 14(4), 327–341.
- Kuhn, L.R., Bodkin, A.E., Devlin, S.D., Doggett, R.A. (2008). Using pivotal response training with peers in special education to facilitate play in two children with autism. *Education and Training in Developmental Disabilities*, 43(1), 37–45.
- Lantz, J.F., Nelson, J.M., Loftin, R.L. (2004). Guiding Children With Autism in Play: Applying the Integrated Play Group Model in School Settings. *Teaching Exceptional Children*, 37(2), 8–14.
- Laushey, K. M., Heflin, L.J. (2000). Enhancing social skills of kindergarten children with autism through the training of multiple peers as tutors. *Journal of Autism and Developmental Disorders*, 30(3), 183–193.

- Laushey, K.M., Heflin, L.J., Shippen, M., Alberto, P.A., Fredrick, L. (2009). Concept Mastery Routines to Teach Social Skills to Elementary Children with High Functioning Autism. *Journal of Autism and Developmental Disorders*, 39, 1435–1448.
- Łaba-Hornecka, A. (2015). Rola pełnosprawnych rówieśników w życiu dzieci z autyzmem (przegląd niektórych programów interwencji rówieśniczej). *Niepełnosprawność. Dyskursy pedagogiki specjalnej*, 18, 81–91.
- McFadden, B., Kamps, L. Heitzman-Powell, L. (2014). Social communication effects of peer-mediated recess intervention for children with autism. *Research in Autism Spectrum Disorders*, 8(12), 1699–1712.
- National Autism Center (2009). *Evidence-Based Practice and Autism in the School. A guide to providing appropriate interventions to students with autism spectrum disorders*. National Autism Center. Randolph, MA: National Autism Center.
- National Professional Development Center on Autism Spectrum Disorders. *Evidence-based practice: Peer mediated instruction and intervention*. <http://autismpdc.fpg.unc.edu/content/peer-mediated-instruction-and-intervention>, access: 16.03.2016.
- Owen-DeSchryver, J.S., Carr, E.G., Cale, S.I., Blakeley-Smith, A. (2008). Promoting social interactions between students with autism spectrum disorders and their peers in inclusive school settings. *Focus on Autism and Other Developmental Disabilities*, 23(1), 15–28.
- Pierce, K., Schreibman, L. (2007). *Kids helping kids. Teaching Typical Children to Enhance the Play and Social Skills of their Friends with Autism and Other PDDs: A Manual*. San Diego: University of California.
- Pisula, E. (2012). *Autyzm. Od badań mózgu do praktyki psychologicznej*. Sopot: GWP.
- Pisula, E. (2014). *Autyzm: przyczyny, symptomy, terapia*. Gdańsk: Wydawnictwo Harmonia.
- Płatos, M. (Ed.). (2016). *Ogólnopolski Spis Autyzmu. Sytuacja młodzieży i dorosłych z autyzmem w Polsce*. Warszawa: Stowarzyszenie Innowacji Społecznych „Mary i Max”.
- Płatos, M., Wojaczek, K., Zawisny, A. (2014). W stronę przyjaźni zorganizowanej. Wolontariat koleżeńcki jako brakujący element kompleksowego systemu wsparcia osób z autyzmem. In: E. Pisula, P. Tomaszewski (Eds.), *Społeczne i kulturowe aspekty niepełnosprawności*. Warszawa: Wydawnictwa UW.
- Wolfberg, P., Bottema-Beutel, K., DeWitt, M. (2012). Including Children with Autism in Social and Imaginary Play with Typical Peers. Integrated Play Group Model. *American Journal of Play*, 5(1), 55–80.
- Wolfberg, P., DeWitt, M., Young, G.S., Nguen, T. (2015). Integrated play groups: promoting symbolic play and social engagement with typical peers in children with ASD across settings. *Journal of Autism and Developmental Disorder*, 45(3), 830–45.
- Wong, C., Odom, S.L., Hume, K.A., Cox, C.W., Fettig, A., Kucharczyk, S., et al. (2015). Evidence-based practices for children, youth, and young adults with autism spectrum disorder: A comprehensive review. *Journal of Autism and Developmental Disorders*, 45(7), 1951–1966.
- Zamkowska, A. (2013). Developing friendship among children with a disability as a way of supporting their social integration. In: J. Baran, T. Cierpiałowska, K. Plutecka (Eds.), *Chosen topics of supporting persons with a disability*. Kraków: Oficyna Wydawnicza Impuls.

DIFFICULTIES IN LEARNING TO READ AND WRITE IN CHILDREN WITH ADHD

Difficulties in acquiring reading and writing skills – characteristics of the phenomenon

Specific difficulties in reading and writing apply to children who were taught in traditional ways, but despite their efforts and work, they have problems with learning how to read, write or count on a level adequate to their development (Skibska, 2015). These types of problems, referred to in the literature as developmental dyslexia, include the following forms of dyslexia, dysgraphia and dysorthography (Januszevska, Januszevska, 2016).

Dyslexia is considered a specific developmental disorder (Łockiewicz, Bogdanowicz, 2013). It is characterized by a difficulty in learning to read despite the effort put in and using traditional methods (Skibska, 2015).

Dysgraphia applies to children who have low-quality writing that deviate from their developmental age. Often it is so illegible that it cannot be read not only by outsiders, but also by the author himself (Brejnak, 2015).

The last form of specific learning difficulties is dysorthography. It is understood as making mistakes in spelling despite knowledge of the rules of spelling.

The quoted terms are described both in the International Classification of Diseases ICD-10, as well as in the Classification of Mental Disorders DSM 5 (Bogdanowicz, 2012). According to European literature, the prevalence of dyslexia varies between 10%–15% and applies not only to children, but also to adults (Wiśniewska, Wendorff, 2011). Almost half of these people also have features of attention deficit hyperactivity disorder (Wysocka, Lipowska, 2010).

One of the main theories explaining the coexistence of ADHD and dyslexia refers to similar neurocognitive deficits occurring in both disorders (Januszevska, Januszevska, 2016)

Analysis of selected difficulties of children with ADHD and dyslexia – the barkley model

Russell A. Barkley is an American psychiatrist who has been dealing with the issues of attention deficit hyperactivity disorder for many years. He became famous above all in the early 1990s, when he developed a neuropsychological concept explaining the mechanism of disturbed behaviour of children with ADHD (Barkley, 1997) (Fig. 1). According to this author, the main cause of failure of children with this diagnosis is impaired braking. It regulates selected executive functions, which in turn weakens motor control (Borkowska et al., 2016).

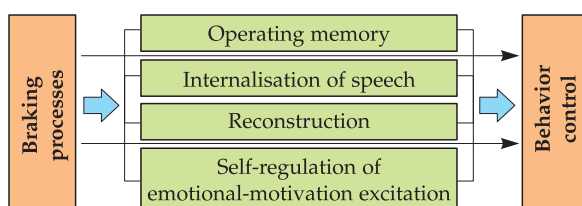


Figure 1. Relations between mental functions in the Barkley model

The first element of the model is inhibition of the reaction. This is one of the most important mental processes from the borderline of neurobiology and psychology (Farbiash, Berger, 2016). Disorder at this level causes children to have difficulty refraining from performing some additional activity, as well as inhibiting the ongoing one. This is related to the occurring disorders at the level of the nervous system. Artur Kołakowski and Marta Jerzak (2015) explain that the strongly stimulated OUN is a metaphor of a racing car without brakes, which are braking processes. Poor discipline of the child at the behavioural level has a disturbed executive function. Barkley (1997) in his model pointed to selected executive functions, to which he included:

- operating memory;
- internalisation of speech;
- reconstruction;
- emotional and motivational self-regulation.

Operational memory is important for the development of braking control. Children learn to process information that is not available “here and now”, they can do it with pictures or words. These contents are stored in memory, e.g. rules that a child learns (Filipiak, Stencel, 2014). Operational memory is largely conceptual and linguistic (expressed in words and opinions). It is necessary in the recognition and reproduction of graphic signs, as well as the meaning of language structures and in learning to read and write (Skibska, 2015).

The speech function is closely related to the planning of the action plan that is taken by the child. At the beginning, the children report their progress on the job, only with time they learn to perform the task in silence (Sikorska, 2014). The next element of the Barkley model, which is the internalization of speech, is responsible for such a state. It is the ability to talk with yourself in order to create an instruction, plan to perform the task. Children with ADHD have difficulty complying with language and stylistic rules, build incoherent statements, deviating from the topic and not very chronological (Januszewska, Januszewska, 2016). Their instructions or messages are therefore full of chaos.

Another element dependent on the braking processes is reconstruction. It is a process that allows you to create a self-steering instruction manual with the help of precise analysis. It is the ability to unfold events or behaviours into components. It allows you to synthesize and recombine into new behaviours in the second step. Thanks to this, the child will be fluent in using speech to create human actions in a flexible and creative way. Children with ADHD who have difficulties in this area will have a poorer conceptual dictionary, it will be more difficult for them to build complex statements, and they will generate fewer ideas for a verbal resolution of conflicts (Borkowska, 2014; Brown, 2010). Many methods used to teach reading assume analytical and synthetic work. The child perceives the word visually, extracts individual letters, then matches the sound image to them (Skibska, 2015). If children with ADHD have problems with analysis and synthesis of material, they will also have difficulty learning to read.

In addition, therapies or the improvement of this type of activity in hyperactive children are hampered by the disturbance in the next element of the model (self-regulation of emotional-motivational excitement). When self-regulation is properly developed, children can separate the emotional context from the content of information (Borkowska, 2014). It allows them to critically observe the reality that surrounds them. Unfortunately, children with ADHD have a problem with it. Disturbed inhibition hinders the proper development of emotional self-regulation. This is why these children cannot act and think under the influence of a strong emotional stimulus (Święcicka, 2005). This also makes it difficult for them to anticipate their own emotional reactions, so they are reluctant to take up the initiated activities and also avoid the cognitive effort. These children require a very strong motivation to complete the started classes.

Despite the occurrence of language difficulties, a student with dyslexia can compensate for difficulties in reading and writing using spoken language (Dyrda, 2004). However, much depends on the developed verbal fluency skills.

The last element of the Barkley neuropsychological model is the control of behaviour (motor). Disorder at this level indicates the manifestation of behavioural symptoms characteristic of children with ADHD (Barkley, 2014; Borkowska, 2014). It is difficult to refrain from improper behaviours, they cannot predict the effects of their own actions, they have problems with sitting in

one place, they often lack proper visual-motor coordination, they are careless and chaotic (Borkowska, 2014; Keri, Dirlikov, Mostofsky, 2013). This affects effective speaking, writing and reading. Disorders of the kinaesthetic-motor analyser are related to the precision of movements. For this reason, children with ADHD write much slower than their peers (e.g. while copying the same text from the table) (Opolska, 2000).

Forms of help for a child with ADHD in learning to read and write

In scientific research attention is paid to the effectiveness of work with children with dyslexia using methods such as mnemonics (Skibska, 2015). These are specific techniques for supporting memorization, based on knowledge of how effectively our mind works (metacognition). In studies on stimulation of executive functions, metacognitive strategies are increasingly often mentioned (Shuai et al., 2017). Metacognition skills are defined as processes that help program, control and modify your activities in accordance with current or anticipated task requirements.

Literature provides information on what specific metacognitive techniques can help. Assistance is mentioned in: naming and defining the goal and the way to achieve it, determining possible alternative forms of achieving the goal in case of difficulties, performing visual aids indicating the risk and inconvenience at work (Filipiak, Stencel, 2014). In addition, it is important to help organize your time and your tasks. This applies to the techniques of effective learning, establishing balance between duties and rest and satisfaction from the moment the person is present. The literature also emphasizes the importance of parents and guardians in helping children. It is considered important to involve them in cooperation (Shuai et al., 2017).

Emphasizing the importance of these strategies in therapeutic, school and work at home, it is also important to emphasize the use of these forms of work with patients with other disorders. The most successes in this field are recorded in the rehabilitation of patients with schizophrenia or other disorders concerning executive functions, i.e. cerebrovascular diseases, cranio-sacral¹ injuries (Pankowski, Kowalski, Gawęda, 2016).

¹ Daniel Pankowski, Joachim Kowalski, Łukasz Gawęda (2016) made a summary of the effectiveness of metacognitive training in the therapy of schizophrenia. They conducted a systematic search in the following databases: PubMed, EBSCO, Google Scholar, EMBASE, Cochrane Central Registry of Controlled Trials and PsycINFO. The authors present only those studies whose project made it possible to compare the results between the group of metacognitive trainings and the control group. The described results showed that training is an effective form of therapy in reducing delusions, cognitive biases associated with schizophrenia and improved appearance. Its great advantage is also easy availability and free of charge.

Metacognitive therapies addressed to people with depression are also quite popular. The popular metacognitive methods include visual thinking or cognitive maps (Maps of Thoughts) (Nęcka, Orzechowski, Szymura, 2013).

I will focus especially on the use of Mind Maps. Mind Maps – as a graphic-written form of help are used for effective learning, but also help to manage time effectively and organize your thoughts. They were developed by Tony and Barry Buzan. The authors of the Mind Map show the benefits of practicing this method, such as: stimulation of the entire cerebral cortex, especially the frontal areas, which are particularly important when planning and organizing (Buzan, 2012; Dutt, 2014).

The results confirm the effectiveness of this tool and prove that after training with the use of Mind Maps there is an increase in long-term memory (by 10%), information synthesis skills, improvement of communication skills, increased attention and motivation to learn, behavioural control and academic success increases (Dutt, 2014; Safar, Jafer, Alqadiri, 2014). This was demonstrated, among others, by the research on students who assessed the increase of motivation and commitment to learning while using the Mind Map tool (64.5% of respondents agreed, and 35.5% definitely agreed) (Safar, Jafer, Alqadiri, 2014).

Lucyna Bobkowicz-Lewartowska, Magdalena Giers (2014) performed studies analysing the intelligence profile of children with ADHD according to the theory of Howard Gardner. Analyses have shown that visual intelligence is predominant in these children. These studies confirm the correct direction of work with children with ADHD. Therefore, it is worth to use ordered visual forms, which may include tables, plans or agendas made by visual thinking techniques and Mind Maps.

These forms of help gain only when they are real and regularly used (Kajka, Szymona, 2014). Considering the benefits that result from practicing Mind Maps, it is worth pointing to their specific application both in education and at home.

The first application of the Mind Map is to perform a graphical therapeutic contract. It can consist of several main points: who contains it, when it applies, what are the rules, rewards and consequences for its (un) compliance.

It is important that Mind Maps are a method that uses multidirectional thinking. This means that children look at the most important passwords in advance when looking at the card. In addition, each entry has a drawing, so this system is also supported by memorisation on two levels: verbal (with words) and non-verbal (imaginative).² This facilitates the extraction of the most important information from the operational memory.

The use of two levels of memorization helps children to integrate text and image together, to capture causal relationships, and to understand the text (Kawior-

² This approach alludes to the concept of double coding by Allan Paivio.

ski, 2013). This seems to draw from the concept of double coding by Allan Paivio, which supports the perception of the text (Kawiorski, 2013; Nečka, Orzechowski, Szymura, 2013). Stanisław Kawiorski (2013) indicates that the use of this theory helps children to integrate text and image into each other in capturing cause-and-effect relationships, as well as the meaning of the text being read.

Many sources about dyslexic children also report that they deal with the picture much better than with the word. Thus, combining these two levels of information processing (sight and visual) can help them read, memorize and understand the text.

Other applications may have notes made during lessons. Orderly content, drawn by the child in a notebook, allows him to better capture the most important information he has to master. An example can be a note from a nature lesson (Figure 2) or a Thought Map from a school reading. It contains the most important entries: the author, what the reading is about, time and place of the action, a short framework of events. Very often it happens that children, creating such an introduction, are interested in reading and more willingly want to read it themselves. Previously, the process of reading was associated only with anguish.



Figure 2. Mind map drawn on a nature lesson

Drawings in the process of creating a mind map

Presentation of the text content using a coloured symbol plays a few important roles in the process of learning. First of all, children who like to draw can relax. Very often, words are associated with writing and reading, which causes them to be automatically disliked. The drawing is a nice change. Secondly, drawn content also engages emotions, and according to the laws of remembering, it is the most effective form of learning (Buzan, 2012). Very often, there are also some additional tips, including exaggerated drawings, abstract, funny

and animated ones. Children are very willing to take this form of cooperation. When you cannot afford to draw Mind Maps and Drawing Associations at the same time, children are asked to finish their drawings at home. This is a great way to repeat the school material.

In conclusion, children diagnosed with ADHD have difficulties in mastering school material, writing and reading. They are very often coincident with the difficulties resulting from dyslexia. However, when analysing the Barkley model (1997), one can see that the mechanism of both dysfunctions (ADHD and dyslexia) has similar mechanisms. The suggested application of Mind Maps can help the learning process of children with difficulties.

Bibliography

- Barkley, R.A. (1997). Behavioral inhibition, sustained attention, and executive functions: constructing a unifying theory of ADHD. *Psychol. Bull.*, 121, 65–94.
- Barkley, R.A. (2014). *Attention-deficit hyperactivity disorder, fourth edition: A handbook for diagnosis and treatment*. New York: Guilford.
- Bobkiewicz-Lewartowska, L., Giers, M. (2014). Profil inteligencji dzieci z ADHD w odniesieniu do koncepcji inteligencji wielorakiej H. Gardnera – implikacje edukacyjne. *Edukacja dla bezpieczeństwa*, VII, 2/23, 283–294.
- Bogdanowicz, M. (2012). Fakty, mity i kontrowersje wokół diagnozy dysleksji. In: G. Krasowicz-Kupis (Ed.), *Diagnoza dysleksji* (pp. 16–39). Gdańsk: Wydawnictwo Harmonia.
- Borkowska, A.R. (2014). *Procesy uwagi i hamowania reakcji u dzieci z ADHD z perspektywy rozwojowej neuropsychologii klinicznej*. Lublin: Wydawnictwo UMCS.
- Borkowska, A.R. (2016). ADHD – zespół nadpobudliwości psychoruchowej z deficytem uwagi. In: A.R. Borkowska, Ł. Domańska (Eds.), *Neuropsychologia kliniczna dziecka* (pp. 177–199). Warszawa: WN PWN.
- Brejnak, W. (2015). Dysleksja jako zaburzenie rozwoju dziecka – rozpoznanie i terapia. *Zeszyty Naukowe Pedagogika*, 1, 33–50.
- Brown, T.E. (2010). Emerging Understandings of Attention-Deficit Disorders and Comorbidities. In: Brown T.E. (Ed.), *Attention-Deficit Disorders and Comorbidities in Children, Adolescents, and Adults* (p. 3047). Washington: American Psychiatric Press.
- Buzan, T. (2012). *Mapy twoich myśli*. Łódź: Wydawnictwo Aha!
- Clime, E.A., Mastoras, S.M. (2015). ADHD in Schools: Adopting a Strengths-Based Perspective. *Psychologie canadienne/Canadian Psychological Association*, 56, 3, 295–300.
- Dutt, M. (2014). Using Mind Maps to Enhance Creativity When Managing Projects. *Journal for Quality & Participation*, 37(2), 1–10.
- Dyrda, J. (2004). *Style uczenia się dzieci dyslektycznych a wymagania poznawcze szkoły*. Gdańsk: Wydawnictwo UG.
- Farbiash, T., Berger, A. (2016). Brain and behavioral inhibitory control of kindergartners facing negative emotions. *Developmental Science*, 19, 5, 741–756.
- Filipiak, S., Stencel, M. (2014). Rozwój kontroli hamowania w okresie wczesnego i średniego dzieciństwa oraz jej znaczenie w przewidywaniu powodzenia szkolnego. *Szkoła Specjalna*, 2, 85–97.

- Januszewska, E., Januszewska, I. (2016). ADHD a problem dysleksji u dzieci w wieku szkolnym. *Rocznik Filozoficzny Ignatianum*, XXII, 2, 52–74.
- Kajka, N., Szymona, K. (2014). *Terapia ADHD. Trening sukcesu w pracy z dzieckiem nadpobudliwym*. Lublin: Wydawnictwo Czelej.
- Kawiorski, S. (2013). Koncepcja podwójnego kodowania Allana Paivio w procesie percepcji czytanego tekstu. *Podkarpackie Studia Biblioteczne*, 2, 33–39.
- Keri, S.R., Dirlikov, B., Mostofsky, S.H. (2013). Increased Intrasubject Variability in Boys with ADHD Across Tests of Motor and Cognitive Control. *Journal of Abnormal Child Psychology*, 41(3), 485–495.
- Kołodowski, A., Jerzak, M. (2015). Praca z dzieckiem z ADHD w szkole i poza nią. In: M. Jerzak, A. Kołodowski (Eds), *Jak pracować z dzieckiem z zespołem nadpobudliwości psychoruchowej. ADHD w szkole* (pp. 107–152). Sopot: GWP. Łockiewicz, M., Bogdanowicz, K.M. (2013). *Dysleksja u osób dorosłych*. Kraków: Oficyna Wydawnicza Impuls.
- Opolska, T. (2000). Dysleksja i dysgrafia. In: B. Woynarowska (Ed.), *Zdrowie i szkoła* (pp. 195–202). Warszawa: Wydawnictwa Lekarskie PZWL.
- Nęcka, E., Orzechowski, J., Szymura, B. (2013). *Psychologia poznawcza*. Warszawa: WN PWN.
- Pankowski, D., Kowalski, J., Gawęda, Ł. (2015). Skuteczność treningu metapoznawczego u osób chorujących na schizofrenię: narracyjny przegląd systematyczny badań opublikowanych w latach 2009–2015. *Psychiatria Polska*, 50(4), 787–803.
- Rutledge, K., Jvanden Bos, W., Mc Clure, S.M., Schweitzer, J.B. (2012). Training cognition in ADHD: current findings, borrowed concepts, and future directions. *Neurotherapeutics*, 9, 542–558.
- Safar, A.H., Jafer, Y.J. Alqadiri, M.A. (2014). Mind Maps as Facilitative Tools In Science Education. *College Student Journal*. Winter, 489(4), 629–647.
- Shuai, L., Daley, D., Wang, V.F., Zhang, J.S., Kong, Y. Tan, X., Ji, N. (2017). Executive Function Training for Children with Attention Deficit Hyperactivity Disorder. *Chin. Med. J. (Engl)*, 130(5), 549–558.
- Sikorska, I. (2014). *Trening koncentracji. Jak rozwijać uwagę i pamięć dziecka*. Kraków: Wydawnictwo Edukacyjne.
- Skibska, J. (2015). *Mnemotechniki jako czynnik optymalizujący nabywanie przez dzieci umiejętności czytania i pisania*. Kraków: Oficyna Wydawnicza Impuls.
- Święcicka, M. (2005). *Uwaga, samokontrola, emocje. Psychologiczna analiza zachowań dzieci z zaburzeniami uwagi*. Warszawa: Emu.
- Wiśniewska, B., Wendorff, J. (2011). Patogeneza dysleksji rozwojowej i postępy w jej terapii. *Praca Poglądowa/Review Paper*, 20, 9, 61–70.
- Wysocka, A., Lipowska, M. (2010). Genetyczne podłoże współwystępowania ADHD i dysleksji rozwojowej. *Psychiatr. Psychol. Klin.*, 10(3), 189–194.